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**FACTORS AFFECTING INTERNATIONAL STUDENTS'
STUDY DESTINATIONS**

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ABSTRACT

FACTORS AFFECTING INTERNATIONAL STUDENTS' STUDY DESTINATION

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Factors affecting international students in making their choice of destination are critical indicators that actors in the educational industries find so critical to explore and understand. This study underwent a comprehensive and multi-methodological approach to understanding these critical factors. As countries have started the utilization of international education as another source of soft power, the government is looking for the best strategy to position themselves in a way to attract international students. This has prompted the need in optimizing the best approach of using these factors by the actors to employ in fulfilling their organizational objectives. To examine the factors that affect international students' study destinations, this study comprises three different studies with different objectives and methodologies in order to understand these factors. The methodologies employed are qualitative analysis (interview approach), quantitative analysis (questionnaire approach), and experts' analysis (using the Fuzzy-DEMATEL approach). An emerging factor was discovered in the interview method with factors in literature used for the quantitative analysis. 64 items were used to design a questionnaire that was administered to 788 international students and presented 8 component factors regarding the factors influencing international students' destinations. The results after considering international students' and experts' opinions, presented sets of important factors that should be focused on by the policymaker for their marketing strategies. It also shows that University ranking is the most significant while the Attractiveness of the campus and facilities within it is the least significant factor in the experts' opinion. The strength of the relationship of each pair of factors was also classified as "very strong", "strong" and "medium" relationships which constitute the strategy map was also highlighted. The map serves as the ideal tool for policymakers to know how to best strategize to

achieve their institution objectives after understanding their own competitive potentials.

Keywords: Study abroad, qualitative, quantitative, fuzzy-DEMATEL, ANOVA, exploratory factor analysis, interview, survey, international student, cultural proximity, student adaptation, university ranking



ÖZ

ULUSLARARASI ÖĞRENCİLERİN EĞİTİM HEDEFİNİ ETKİLEYEN FAKTÖRLER

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Uluslararası öğrencileri destinasyon seçimini yaparken etkileyen faktörler, eğitim endüstrisindeki aktörlerin keşfetmeyi ve anlamayı çok önemli buldukları kritik göstergelerdir. Bu çalışma, bu kritik faktörleri anlamak için kapsamlı ve çok metodolojik bir yaklaşımdan geçti. Ülkeler uluslararası eğitimi başka bir yumuşak güç kaynağı olarak kullanmaya başladığından, hükümet kendilerini uluslararası öğrencileri çekecek şekilde konumlandırmak için en iyi stratejiyi arıyor. Bu durum, aktörlerin kendi örgütsel amaçlarını gerçekleştirmede kullanacakları bu faktörleri en iyi şekilde kullanma yaklaşımını optimize etme ihtiyacını doğurmuştur. Uluslararası öğrencilerin eğitim hedeflerini etkileyen faktörleri incelemek için bu çalışma, bu faktörleri anlamak için farklı amaç ve metodolojilere sahip üç farklı çalışmayı içermektedir. Kullanılan metodolojiler nitel analiz (görüşme yaklaşımı), nicel analiz (anket yaklaşımı) ve uzman analizidir (Fuzzy-DEMATEL yaklaşımını kullanarak). Nicel analiz için literatürde kullanılan faktörlerle görüşme yönteminde ortaya çıkan bir faktör keşfedildi. 788 uluslararası öğrenciye uygulanan ve uluslararası öğrencilerin destinasyonlarını etkileyen faktörlerle ilgili 8 bileşen faktörü sunan bir anket tasarlamak için 64 madde kullanıldı. Uluslararası öğrencilerin ve uzmanların görüşleri dikkate alındıktan sonra elde edilen sonuçlar, politika yapıcıların pazarlama stratejileri için odaklanması gereken bir dizi önemli faktör sundu. Ayrıca uzmanların görüşüne göre Üniversite sıralamasının en önemli faktör olduğunu, kampüsün ve içindeki tesislerin çekiciliğinin ise en az önemli faktör olduğunu göstermektedir. Her bir faktör çiftinin ilişkinin gücü de “çok güçlü”, “güçlü” ve “orta” olarak sınıflandırılmış ve strateji haritasını oluşturan ilişkiler de vurgulanmıştır. Harita, politika yapıcıların kendi rekabet potansiyellerini anladıktan sonra kurum hedeflerine ulaşmak için en iyi stratejiyi nasıl oluşturacaklarını bilmeleri için ideal bir araç olarak hizmet eder.

Anahtar Kelimeler: Yurtdışında eğitim, nitel, nicel, bulanık-DEMATEL, ANOVA, açıklayıcı faktör analizi, görüşme, anket, uluslararası öğrenci, kültürel yakınlık, öğrenci uyumu, üniversite sıralaması

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Oyewale Dhikrulah Lawal

Izmir, 2021

TEXT OF OATH

I declare and honestly confirm that my study, titled “FACTORS AFFECTING INTERNATIONAL STUDENTS’ STUDY DESTINATIONS” and presented as a Ph.D. Thesis has been written without applying any assistance inconsistent with scientific ethics and traditions. I declare, to the best of my knowledge and belief, that all content and ideas drawn directly or indirectly from external sources are indicated in the text and listed in the list of references.

Oyewale Dhikrulah Lawal

27.12.2021



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ABBREVIATION

ANOVA	Analysis of variance
DC	Developed countries
ICEF	International Consultants for Education and Fairs
ICT	Information and Communications Technology
IT	Information Technology
KMO	Kaiser–Meyer–Olkin
LDC	Less developed countries
OECD	Organization for Economic Co-operation and Development
STEM	Science, Technology, Engineering, Mathematics
TFN	Triangular fuzzy numbers



CHAPTER 1

INTRODUCTION

1.1. Background of the Research

Before now, the face of higher education has significantly gained new and diverse developments. The emergence of international education, especially in the higher education institutions in the 80s, symbolized a significant avenue in the service industries. Ignited by the globalization phenomenon, the concept has for a long time erased the various constraints in the social, cultural, and even geographical aspects to bring forth learners with a global perspective (Guruz, 2011). Codling & Meek (2006) has persistently described international education as not only broad learning aimed at the training and cross-cultural communication but also focusing on redefining the academic outlook of the students to a more world-minded performance and global driven mindset. Altbach et al., (2009) The international system of recruitment has thus focused for a long time on the design, management, and facilitation of programs. This will help the learners to engage in interactions that are culturally and politically diverse to allow for ideas and people that are not locally oriented. The international study as a discipline originated from the international and the intercontinental initiatives that held the goal of achieving learning and intellectual exchange. This can be evident in the formalized academic cooperation between various regions and countries cemented in the bilateral and scientific agreements overtime. For this reason, the international education industry has increasingly become a common phenomenon (Altbach et al., 2009). The sector has become robust, with the institutions defining ways of recruiting more students in this regard.

The countries have been at the fore of implementing policies and strategies to target students and marketing their universities to adopt international students. The approach and the policies for various institutions are largely differing, but the objective remains similar. The concept is driven by the rationales of advancing and improving the educational partnerships and their quality, the economical element of gaining and raising revenues from the tuition (Schuetze & Slowey, 2002). It also has been held as a crucial aspect for the institutions to recruit scholars and academicians to their institutions with the aim of acquiring a better image. Under the social and cultural dimensions, the countries have

desired recruitment under the factor of promoting cross-cultural understanding and awareness (Codling & Meek, 2006). It is also considered that according to research, the increased admission of students influenced by the political rationale is done with the aim of upholding diplomacy and foreign policy with other countries. While these may be considered as the main factors in the influence of international admission of students, the origin of the international study was initially informed by the two important drivers. The economic front available in changing the international students' fees and the globalization initiatives. Most of the other factors are derived from these factors.

▶ In the twentieth century, under the motive of globalization, international students' recruitment through three forms. The first form is the students traveling to a host nation at a selected institution. The second form involved the various institutions making alliances through the twinning concept with others to include international students in the variety of their programs. This was commonly referred to as the forward integration in the industry of international higher education (Trow, 2010). The third form included an online approach to learning. With new institution establishment, the institutions in foreign markets exploited the ICT opportunities to give online classes (Dodgson et al., 2008). The concept of twinning has thus been greatly exploited in this recent time by various universities. The continued offering of programs in foreign countries has been made easier by the technological advancements. Through the partnership with local institutions, the international schools can provide for programs and courses to students. Various countries have taken this approach and stipulated departments to the realization of this as an in-country approach (Poole, 2001). However, the approach of in-country delivery can be regarded as a more marketing strategy in the country instead of international education in the consideration of the traditional internationalization and globalization of education approach. It has also been made possible to deliver the courses through the consortia approaches. This is common to universities in Canada, USA, and Europe where entities such as the European Foundation for Management Development and also individual university agreements such as the Johns Hopkins University and Napier University (Wright, 2007).

The demand for international education has continually increased, and the institutions continue to work towards bettering the experience of the students. This is with the aim to be international hubs for education and setting the pace for providing knowledge in the various sectors. The implication of these has been the realization of global standards in the market as well as of economic sense.

Traditionally, this desire has been driven by the need to better the student's economic and social status (Wright, 2007). In the later twentieth century, the upsurge of international education was informed by the lack of access to higher education in Africa and Asia, this led to a major flow of international education. This, coupled with the colonial and historical links; became the factors for the admission and influenced the destination of the students.

Therefore, the increased demand has become a great reference point for the universities and countries to redefine the policies they hold to allow for increased allotting. This research is defined on the foundation of helping the institutions to understand the factors they can put into place to attract more students. These are influential entities in the decision-making of students on the destination of their study. According to Padlee et al., (2010), the factors can be classified into two, the "pull" and "push" factors. The push factors represent the factors operating in the home country and inform the student's decision to seek and undertake international studies. The pull factors, as one would assert, represent the factors that lure the student to select a certain environment of study. The socio-economic forces in the country of origin in this instance stand as the push factors. The decision to take a particular destination of study is often as complex as it may be considered, and a set of good pull factors often come in handy in underpinning the choice.

The marketing strategy as a way of assimilating the concept of universality has been in use in putting the universities in a better position to influence the international students (Wright, 2007). Previously, as early as the 1990s, the institutions of higher learning in the US, UK, Australia, Canada, and New Zealand had already adopted the marketing strategies on a professional front. Policies and marketing strategies that had gained fruit in the business sector had been used in the same way to appeal to students in learning institutions, and this proved to work much more efficiently. The benefits of the marketing

are also a tangible entity. In various countries, the income generated from this run into billions of dollars. This point to the appeal of the sector for various countries in the many institutions towards adopting policies to ensure they receive the optimal results from the sector. This study therefore dives into the research of the various factors that are a major highlight for the international students while making the decisions for higher education. Through the recommendations adopted in this study, this study can be used as a template for country and universities willing to recruit international student. As the country would be benefiting economically and thus making their domain a multicultural hub.

1.2. Statement of the Problem

In the aim for the globalization of the higher education relating to the international study, there have been discrepancies in the admission rates in various regions across the globe. With other countries and regions gaining a higher population of students per year, other institutions have suffered a low recruitment rate. The high competition in the higher education institutions has become a proactive element in the recruitment of the students. Research in this field shows that countries leading as favourable destinations are the USA, the UK, and Australia (Teichler, 2004). Quite a number of researches have dwell on exploring the factors that affect international student choice of destination. However, more needs to be done in understanding the factors that are considered by the international students in selecting a destination of study. The insufficiency in these precious researches have contributed to international students making wrong choices of study destination or international institutions not recruiting enough international students. In the same way, the institutions thus lack the means to which they can effectively adjust to suit the needs of the same students to attract them. The countries are also unable to focus on policies and strategies that will double as marketing strategies to attract more international students.

Most literatures focus on certain countries or some part of the world while making their evaluations. Liu et al. (2018) focused on Chinese students, Shanka et al., (2006) dealt with international students willing to study in New Zealand, Ozoglu & Gur (2010) focused on Turkey as the host country. Most literatures also used either interview, focused group or the quantitative methodology to analyse their research problems. For this study, we will be considering internationals students from any part of the world and willing to study from

any part of the world. We would also be using mixed methodologies to look out for any difference in the results.

1.3. Organization of Research

The research of factors affecting international students' study destination is in six chapters with a work flow shown in figure below (see Figure 1.1). This research consists of 3 chapters of different objectives and methodologies in understanding the factors that influence international students' study destination. The methodologies include; qualitative analysis, quantitative analysis and fuzzy-DEMATEL analysis (using the experts' opinion). All these three methods would differently give insights to how the factors that influence international students' destination are shaped.

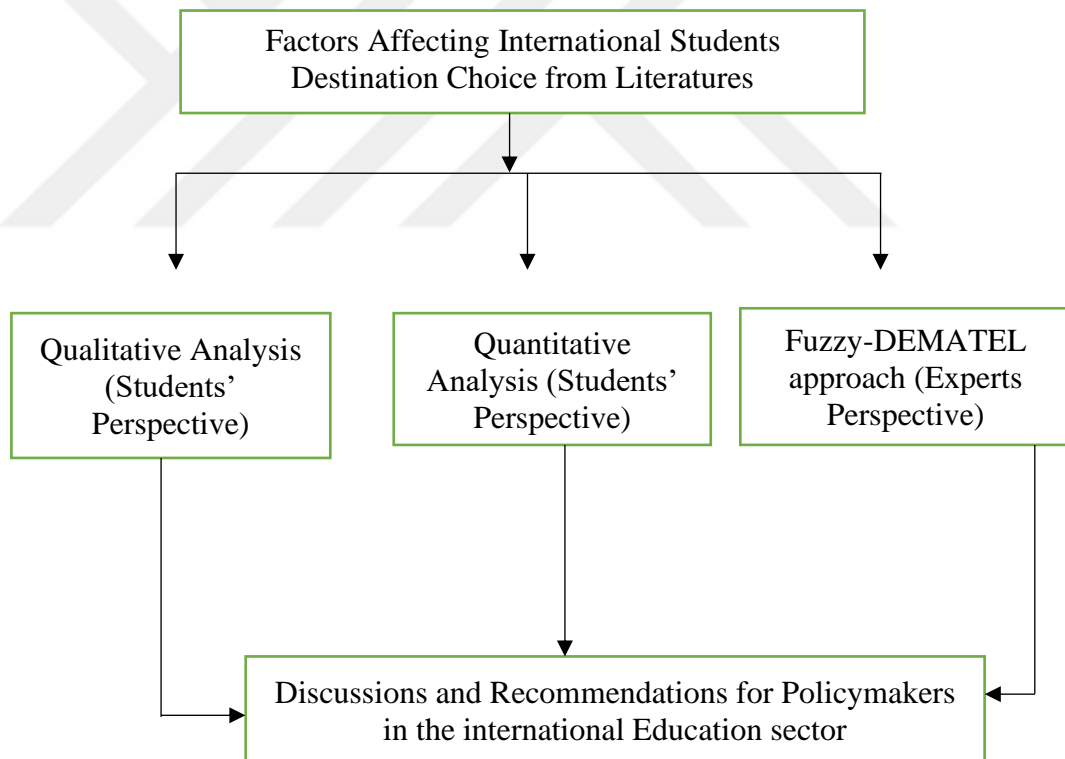


FIGURE 1.1. Organization of Research

CHAPTER 2

QUALITATIVE ANALYSIS

2.1 Background of Study

The internationalization of education is a rapidly growing scenario that is changing the paradigm of the practice of higher education. Actors and policy makers are beginning to adopt new policies and strategies in order to attract international students in an already competitive market. Before now, improving education partnerships and academic quality have been the rationale behind the internationalization of higher education but recently, other reasons that motivates internationalization includes increasing revenue through students' tuition, recruiting quality scholars, sociocultural perspective of increasing the cross-cultural awareness, promotion of political and public diplomacy and foreign policy through soft power (Knight and de Wit, 1999). According to OECD data, 3.5 million international students were enrolled across the world and thus increased to 4.5 million in 2018 (OECD, 2022). Data on student mobility show that traditional home countries that send international students to top study destinations are gradually becoming study destinations themselves. Turkey is a very typical example of this scenario, thereby causing strong competition in the recruitment of international students. The numbers of international students registered in Turkish universities have increased by almost 300 percent in the last 10 years (Ozoglu et al, 2015). OECD (2022) data also show that Turkey only managed to register 18,166 international students in 2005 compared to 125,138 in 2018. Turkey has a very long history of been regarded as a source country for international students, Turkey has however increased its effort in enrolling more international students over the years (Kondakci, 2011).

For the purpose of this study, we will be conducting face-to-face semi-structured interviews with international students who are already studying in Turkey in order to clearly understand the critical factors that influenced their choice of studying in Turkey. We would also be able to explore the challenges they face while studying in Turkey and then advise policy-makers accordingly in order to place Turkey in a good position to optimize its internationalization potentials. The enrollment of international students in Turkey is obviously low compared to other competition nations, giving rise to need to

understand the factors that influence international students' choice of destination. The high level of competition in higher education institute has become a proactive element in the recruitment of international student as a country and institution to come up with policies on regular basis. The policies would evaluate and review previous policies for a regular more dynamic one. Quite a number of researchers have dwell on exploring the factor that influence international students' choice destination, but its either they use fewer number of interviewees or they focus on the perspective of certain nation or regions. Nakhoda et al. (2020) for example focused exploring the factor that influenced on 17 (seventeen) Iranian medical students in understanding students' satisfaction while Rabia & Karkouti (2017) investigated factors affecting 16 (sixteen) Arab students insisting to want to study in the United States. For this study, a one-on-one interview with the students from different region would give a clearer and more insight to the reason why students from different regions would want to study in Turkey. Just like most researches, we would be focusing on just one host country which is Turkey.

2.1.1. Research Questions

In order to investigate the factors that influence international students' destination choice of Turkey, the study is aimed to answer the following questions

1. What are the factors that influence international student to want to study in Turkey?
2. What are the challenges international students face while studying Turkey?
3. What are the most important referral media for students to want to study in Turkey?

2.1.2. Objectives of the Study

The objective of this study is to investigate the factors that influence international students' destination choice of Turkey. Alongside, specific objectives are stated as follows;

1. To determine the factors that influence international student to want to study in Turkey.
2. To understand the challenges international students, face while studying Turkey.
3. To understand the most importance referral media for students to want to study in Turkey.

This study is aimed at investigating the underlying factors that affect international students to choose Turkey as their study destination as well as understanding the challenges international students face while studying abroad. Understanding this would help the policymakers in the international education industry in Turkey to attract students from different regions using up to date factor indicators in their policymaking and marketing strategies.

2.1.3. Delimitation

This study was conducted on international students studying in Turkey. The sample participants were 23 international students studying in different cities in Turkey majorly from Istanbul, Ankara and Izmir. Most of these students were just studying abroad for the first time and may not have participated in international education in any other country before their studies in Turkey. Hence, the following assumptions were made:

1. The international student's opinion towards this research were independent as there was not influences what so ever on their responds.
2. The participants answered the questions posed to them honestly and truthfully

In order to address these aforementioned limitations, the participants were asked the same question in another form and their responses were triangulated.

2.2. Literature review

This section comprises of summaries of previous research works on the international student's mobility, Turkey's position in the international student market and methods used in the previous studies.

2.2.1. International student mobility

International education has become one of the major reasons to leave their home country to the host country in recent times as other reasons like lack of job, political reasons, environmental problems, search for labour, economic reason still remain a valid reason why people would like to change their habitation (Andreas, 2000). International education is an education undertaken abroad. Non-credit internship, volunteering, work, and focused travel can also be referred to as international education when it's significantly managed

with learning objectives (Hoffa, 2007). Thus, giving the assertion that study experience abroad comprises different forms of teaching, research, and internships with professors. Studying out of the home country is very diverse regarding location, form, duration, and learning objectives. Geographically, programs in different parts of the world are evolving not just in light of student interest and cost, but also regarding well-being and security (Ogden, Sonesson & Weting, 2010).

The most critical part of international student destination choice of study is understanding the push and pull factors. Student mobility have always been shaped around these two factor groups. The idea of the push and pull factor in international education started with the research of McMahon (1992) and Mazarrol and Soutar (2002). Push factors are factors that makes the international student leave his home country for the host country while the pull factors are the factors that attract the international student to the host country (Lam et al., 2011). Lee & Tan (1984) which is one of the earliest studies in student mobility investigated the desire for study mobility of international student as the movement from their less developed countries (LDC) to developed countries (DC). This movement could be summarized as the desire for international education from a country where the demand it cannot be satisfied to a country where such could be achieved, This making the demand for unavailable higher education in home country one of the most traditional push factors in the study of international students. But other push factors together with the pull factors have all become highly influential in impacting the destination choice of international students. Factors such as quality of education, relative wealth of the LDCs, distance between LDC and DC have become prevailing push factors in recent times (Titrek et al., 2016). Present day researchers also still focus on the push and pull factors regarding international student mobility but the reality of the present times tinker with the factors based on the students' perspectives and dynamism of international education (Ozoglu et al., 2015).

2.2.2. Challenges facing international students

There is no generality in the challenges facing international student as international students from different countries and regions experience different challenges while

studying out of their home country. Some of the challenges that affect international students includes;

Cultural challenges

International students may experience cultural challenges in form of shock or being distant from their own culture (Hendrickson et al., 2021). Culture across the globe differ significantly. For example, Chinese culture is described as interpersonal relationship and obedient to authority while the American cultures is open to emotional expression, individualism and defiance of authority (Tsai et al., 2000). Sue & Sue (2013) explained that Chinese immigrants usually experience cultural and identity crises even after staying in America for over a decade. Findings have also suggested that assimilating to a new culture is related to the mental well-being (Jung et al., 2007), thus resulting in international students that study abroad suffering from anxiety and pressure.

Language barrier

Most international higher education institutes make English language their language of thought. English language was identified as a problem for most international students, as students with language deficiency require more time reading and writing which alter their performance in a time restricted environment (Lin & Yi, 1997). Lack of the required language proficiency may also cause social anxiety and confusion in international students that contributes to social isolation (Karuppan & Barari, 2011).

Financial challenges

Challenges bordering tuition fee and living expenses are crucial challenges that affect the academic concentration of the international students. 98 (ninety-eight) percent of the respondents in Sherry et al. (2010) agreed to the question of experiencing financial problems while studying abroad. Financial challenges resulting from high cost of insurances was another form of financial challenge highlighted. The university was afterwards advised to provide scholarship awards to international students to lessen their financial burden while studying abroad.

Climatic challenges

Constantine et al. (2005) highlighted the disorientation, spiritual displacement and confusion that many international students feel when they have to adjust to the climatic condition and time zone of the host country. This happens if the time zone and climatic condition of the host country is different to that of the home country of the student. International students also have to go through the hurdle of getting acclimated with the cuisine of the host country which might take a while to do, thus creating nutrition issues for the students while trying to concentrate on their studies (Lee & Rice, 2006).

Discrimination challenges

Preconceived opinions of the host community towards international students or the country the student is coming from go a long way in deciding how quickly the student integrates into his new community (Hayes & Lin, 1994). Hayes & Lin (1994) also determined that having an African identity have a negative effect on the interaction with other students in America, as Iranians, Taiwanese, Venezuelan students agreed that integrating into the American community was one of their biggest challenges while studying in the United States.

Loneliness

Most international students upon arriving at the host country realize the difference between their social expectation as an international student and the social reality of life (Klomegah, 2006). This unexpected comparison mostly results in intense sense of loss, loneliness and alienation which is a function of the international student losing confidence and creating unnecessary tension that affect their academics (Marcketti et al., 2006).

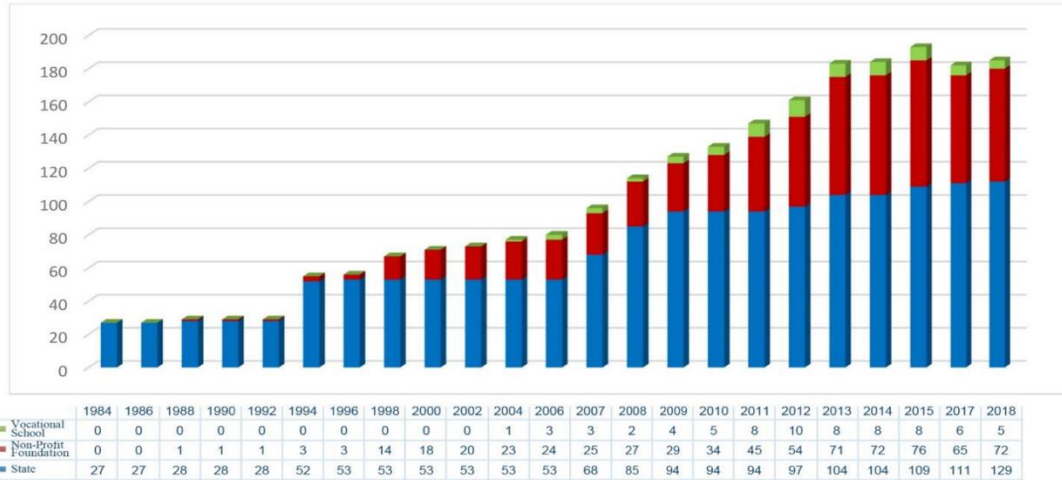
The stated challenges and many other challenges are experienced by international students while studying abroad. The objective goal of international students is to achieve higher education abroad, where in most cases, they seek a better education than what is available in their home country. They also get educated abroad in order to study in a different environment to deepen their cultural diversity and get a better understanding of the host country's values and beliefs (Klomegah, 2006; Marcketti et al., 2006).

2.2.3. Turkey's Position in International Education Market

The increasing number of international students enrolled to Turkey as a host country can be attributed to quite a lot of factors and zeal for internationalization. World Bank (2016b) concluded that between 2004 and 2013, the total number of international student enrollment to Turkey increased from 58.6 percent to 70.2 percent among OECD countries. The internationalization of higher education comes with significant expansion using policies to target such objectives. Expansion in this term focuses on the magnitude and geographical coverage. As much as countries and university are striving so much to increase their geographical coverage under the internationalization agenda, emphasizes should also be on the magnitude which includes education quality, research potentials, qualification of their graduates and their input to the local, regional and international economy (Cetinsaya, 2014).

There are three major types of higher education institutes (HEIs) in Turkey. These are the state universities, foundation universities and foundation vocational high school which offers associate degrees (Turkish Council of Higher Education, 2019).

According to the Turkish Council of Higher Education (2019), the number of HEIs in Turkey have tremendously increased over the years. From Figure 2.1 below the number of state universities increased from 53 (fifty-three) in 2004 to 104 (one hundred and four) in 2014. The number of foundation universities also increased from 23 (twenty-three) to 72 (seventy-two) in 2004 to 2014 while the number of foundation vocational high school increased from only 1 (one) to 8 (eight) from 2004 to 2014. Interestingly, between 2015 to 2018, the number of foundation universities and foundation vocational high school decreased but the number of state universities increased from 104 (one hundred and four) to 129 (one hundred and twenty-nine). This was as the result of some closure of some foundation universities and vocational high schools after within the period of the attempted coup in Turkey, as the closed institutions were suspected to be owned and operated by a group suspected to be the initiator of the attempted coup. This thus emphasized the relationship between politics and international education which is not in the scope of this study.



(Turkish Council of Higher Education, 2019)

Figure 2.1. Number of higher institutions in Turkey by year

It is evident that the increase in the number of international students in Turkey from 2005 is a function of dynamic change in policies and strategies of education internationalization of Turkey. Obviously, the strategies used at the inception of the internationalization process in 1990 was either ineffective or outdated because the agenda was run principally on social and political rationale (Yanik, 2004). As the world evolves, Turkey has also extended its internationalization of higher education priorities to include academic and economic rationale. One of Turkey's important agenda is there focus on attracting tuition paying international students in order to improve its economic and international presence potentials (Hurriyet, 2011b). To actualize the internationalization agenda, Turkey like every other destination country understood the importance of their education quality and competitiveness to remain sustainable in the fierce international student market.

Despite the improvement in the internationalization of higher education in Turkey, limited research in the area has been an obstacle in effectively achieving the full potentials of Turkey's internationalization drive. There is the need to understand what the international students really want in making their choice of destination. In understanding the desires of the international students, countries and universities initiate and implement strategies that satisfy the potential international students desires in getting them enrolled. Moreover, the enrollment and retention rates of international students in Turkey remain relatively low

compare to top destination countries or other emerging destination countries like China, Singapore, India and Malaysia. Therefore, there is urgent need to understand the “buying behavior” international students in order to increase the tally in the enrollment of international students.

2.2.4. Previous Studies on international students in Turkey

International students are cultural ambassadors of their home country who bring their way of life from their home country to the host country to know about them. They are mostly the best in their home country who are in pursuit of better career prospect on returning to their home country after their studies abroad (Marcketti et al., 2006). Most studies on international students' destinations are primarily based on destinations like the United States, the United Kingdom, Germany and Australia who are obviously the top destinations based on the number of international students they enroll. These studies are also mainly on Asian students which cover countries like China, Japan, North Korea, South Korea, India, Taiwan and Singapore. While this is very understandable, as Asia is the most populated continent in the world and the largest part of international students across the world are Asians (OECD, 2022). It is very important to also understand the rationale that influence the other parts of the world to choose their study destinations. Turkey as an emerging destination country for international students also desire to understand the factors that influences international students from all part of the world to study abroad. Studies on international students studying in Turkey are relatively few, popular among them include;

Ozoglu et al. (2005) who conducted a focus group on 37 international students studying in Turkey to understand the factors that influences their decision to study in Turkey. The result suggested that geographical and cultural proximity, religion and ethnical affinity are the most prominent factors that affect the students' decision to study in Turkey. Centikaya et al (2011) examined the indicators of psychological stress of international students in Turkey's state universities. He used data from 334 international students and multiple regression analysis to analyze the contribution of individual character, interaction with the home students, discrimination, host country language proficiency, cultural difference and integration into social life of the host country to evaluate the international students'

psychological distress. Titrek et al. (2017) used a semi-structured interview method to analyze data from 37 (thirty-seven) international students from Sakarya university in order to understand the challenges faced by international students while studying in Turkey. The result suggests accommodation, cultural and environment issues, health, social interaction as the major challenges faced by international students while studying in Turkey. Gunduz & Alakbarov (2019) analysed factors affecting the social adjustment of international students studying at Usak university in the Aegean region of Turkey. The study suggested after using logistic regression analysis that feeling safe and communicating with counselling services, and university professors can help international students' social adjustment while studying abroad.

2.2.5. Factors influencing international student choice from literatures

There are a lot of factors from literature that influence international students' choice of study destination which includes;

Application process

Maringe & Carter (2007) in their study of why African students choose to study in England as their study destination concluded that easy application process together with the recognition of the British higher education play a pivotal role in the choosing England as a study destination. Tan (2015) all attributed the strong institutional support system and admission process as one of the most important factors that influence international students' choice.

Finances

One of the major factors for international students in continuing their education is finances as cost plays a great role in the choice of university and country a student intends to study. High value of pound sterling also hinders international students from Malaysia to want to ignore the UK as a study destination despite its quality of education (Weko, 2004). Financial pressure while studying abroad disorientate international students from concentrating on their studies and adjusting to their new environment (Dora et al., 2009). Accommodation cost, material costs and tuition fees become problem while studying abroad if the family budgets cannot cater for these expenses thus creating a serious financial challenge (Beneke & Human, 2010).

Scholarship

The increase in the number of international students in Turkey started after the introduction of the Grand student project. The international students are not the only beneficiary of scholarship programs as host countries also used the scholarship program as a source of bi-lateral opportunity with the government of the home country (Kavak & Baskan, 2001). It is also evident that scholarship opportunities go a long way in alleviating the financial worries of the international students (Sherry et al., 2007).

Job prospect and career opportunities

The need to achieve a successful career is a crucial factor to both the student and the parent while deciding the study destination of the student. Parents in this situation support the students while making this decision especially for undergraduate students (Fischer, 2015). IEE (2014) indicated that 3 (three) out of every 4(four) Chinese students emphasized the importance of career success in their motivation to want to study abroad. Opportunities like job placement, university helping the international students search for jobs, improving job skills, internship opportunities and university-industry partnerships are key factors in making student decisions of studying abroad (Brewer & Zhao, 2010).

University reputation

University image, accreditation, competitiveness and brand of the university are fundamental in the university reputation. Researches such as Soutar & Turner (2002), Keling (2006), Pampaloni (2010) and Willich et al. (2011) all suggest university reputation as one of the highest ranked factors in influencing the choice of destination of international students. Curriculum of the programs, research quality and exchange programs are other criteria that enhance the university reputation (Tavares et al., 2008).

Source of information and advertisement

Presence and visibility of the university to prospective international students is another critical factor that influences the choice of destination of international students. University website is the main platform to get relevant information about the university. The website should be easy to navigate and the information there should be very clear and target the desire of the international students to get them enrolled (Fishbach, 2006). Other sources

of information where the university should be present include publications, television and media advertisements (Willich et al., 2011). As the trend drift towards online media, universities' social media platforms should be very active and interactive to engage potential international students (Kim & Gasman, 2011).

Recommendation

Despite the importance of relevant information from formal sources in deciding the choice of destination of international students, informal advises and recommendations from interpersonal sources also play even more important role in the decision making (Briggs & Wilson, 2007). Interpersonal sources include friends, family, career advisors, word of the mouth, former and present professors (Shanka et al., 2005).

Geographical Location

Lots of researchers considered the geographical location of the city and country where the university is located. Location could be in different forms; closeness of the university campus to the students' dormitory and the closeness of the host country to the home country (Beneke & Human, 2010). Geographical location is as much important factor as cost and quality of education in influencing the decision of the students' study destination.

University facilities

Facilities like the university library, computer facility, classrooms, use of technology in the university, content of the library (IT, books and academic journals), hostel facility, restaurants and the university safety are serious factors the international students consider while making their choice of study destination (Ritesh & Mitesh, 2012).

Qualitative research is increasing in popularity among international education researches as a number of researches are now exploring this option of methodology (Kuper et al., 2008), Tong et al., 2014). The qualitative research methods are used when the researcher needs to understand the "why" that influence people's action and behavior. Thus, qualitative research creates an in-depth understanding of the underlying causes and motivations of international students' choices of study destinations (Kaae & Traulsen, 2015). Data collection methods in qualitative analysis include observation, focus groups and interview methods (Arnetz et al., 2015). For the purpose of this study, semi-structured

interview was used in the data collection and the data was analyzed using content analysis. Content analysis is commonly used in organizing written data in a more structured manner (Tong et al., 2007) and also to quantify the qualitative data to develop codes, themes and patterns (Hsieh & Shannon, 2005).

2.3. METHODOLOGY

This section explores the factors that affect international students' study destination using the qualitative (interview) and quantitative (questionnaire) methods, each of whose data collection and analysis would be discussed in this chapter.

2.3.1. Qualitative Method

This is one of the two major research approaches of data collection, the other which is quantitative method. The qualitative method is widely used because it gives opportunities for researchers to have an in-depth insight to the area of study by giving adequate consideration to the sample population and the context in which they exist (Hennink, 2011). The qualitative method is used as an introduction method to this research because it is a justified way to shed more light on psychosocial issues, as it deals with the rational questions of “why?” and “how?” (Marshall, 1996). Although the samples in the qualitative method are relatively small, the procedures for selecting the sample in the research are always well-structured and precise. The qualitative method also gives the researcher the opportunity to be an integral part of the research process, as unclear questions are explained in the best terms to the respondents. Feedbacks and body languages are also effectively observed to give a proper evaluation of the respondents' responds. Data collected from qualitative researches are generally wordy and in-text forms either from notes, transcripts, visual or audio recordings. The methods of collecting qualitative data include an interview, focus groups, etc. (Patton, 2015).

The interview is one of the methods to collect qualitative data. It could be in different forms, ranging from structured to semi-structured to unstructured interviews. The types come from the design of the questions of the interview. Structured interviews are designed with a rigid itemization of the questions, whereby the semi-structured and unstructured

interviews are known for their flexibility or absence of structure respectively. Unlike the focus group, which is another method of qualitative research, interviews are on a one-on-one basis where the researcher arranges an appointment with the selected sample at an agreed location to administer the interview questions (Edwards & Holland 2013). The type of interview for this study will be a semi-structured interview where opportunities for snowballing questions will arise, and the respondents would have the chance to request clarification of questions they clearly do not understand. Semi-structured interviews are generally used to explore information from respondents who are experienced on the subject of the research (Hennink et al., 2011).

Despite the difficulties of using the interview methodology, (Kvale, 1996) still sees the interview method as both factual and meaningful to a great extent as interviews are particularly very much beneficial for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, to further investigate their responses (McNamara, 1999). The semi-structured interview type was employed in the data collection, as the questions of the interview is a combination of pre-determined set of open questions (getting help from the available literature on the study topic) with the opportunity of exploring particular pattern to get further response.

2.3.2. Interview Design

The questions for the interview were designed using previous research work that has addressed relative topics without giving reference to a particular scale, as what was required from the interview was to observe all possible factors that affect international students' study destination choice. All the relevant items in the interview question were carefully selected to understand the determinants and even gave the interviewee the opportunity of giving the order of how important these factors influenced their choice of studying abroad.

2.3.3. Interview participants

The study was carried out on international students who are already studying in Turkey. They are drawn from different cities of Turkey mainly Istanbul, Ankara and Izmir. The

aim was to make the cultural and geographical diversity of the participant to be as large as possible in order to be able to compare the opinion of students from different regions.

2.3.4. Interview Sampling and Administration

The sample that comprises the respondents are international students studying in different universities in Izmir, Turkey. Although the random sampling approach is the best appropriate for the aim of this study, this was not attainable because of the inaccessibility of samples to fulfil such an approach. Rather, a snowballing approach was used- where respondents were recommended by friends or friends of friends. The interview questions were administered to the respondents in an agreed location at the agreed time. The environment of the interview was confirmed to be conducive enough to fulfil our objective of the least distraction from the face-to-face interview with the respondents, with each interview lasting for an average of 25 minutes (Nachatar Singh, 2018). The response was noted and body language of the respondents were carefully observed throughout the interview. After recording each interview, the contents of the interviews processed into transcript for data analysis (Chambers & Chiang, 2012)

The respondents were selected using convenient and snow-balling sampling. The convenience in getting the respondents was importance for the ease of data collection. The snow-balling aspect of the sample is as a result of recommendation of possible and appropriate respondent. All respondents were all based in Turkey as international students. It was made sure during the sample selection that the sample is free from any type of biases. The respondent origin was also determined as independent variable to assess the change in choice of the respondents due to change in their origin. All the regions of the world cut across East Africa, Central Africa, Southern Africa, Western Africa, East Asia, Southern & Central Asia, South East Asia, Europe, Caribbean, Mexico & Central America, South America, Middle East, North Africa, Canada and Oceania. It was assumed that the number of respondents selected as sample from each region was representative of the numbers of international students from that region. The sample selection was also gender-sensitive. The individual participant countries are shown in Table 3.1.

Table 2.1. Interview Participants

SN	Region	Number	SN	Region	Number
	Africa/Sub-Saharan			Latin America & Caribbean	
1	East Africa	1	9	Caribbean	1
2	Central Africa	1	10	Mexico & Central America	1
3	Southern Africa	1	11	South America	2
4	Western Africa	1		Middle East & North Africa	
	Asia		12	Middle East	2
5	East Asia	3	13	North Africa	1
6	Southern & Central Asia	3		North America	
7	South east Asia	2	14	Canada	1
	Europe			Oceania	
8	Europe	2	15	Oceania	1

2.3.5. Interview Question Design

The questions were simple, clear and open questions aimed at removing all possible biases and intended to enable the respondents tell their own story from experience. The questions were structured in groups which include warming up questions, questions to understand the students background, questions to get the students perspectives about studying abroad, questions from the universities to the competitiveness in international education, and

questions to understand the students' referral preferences. All these with the intention to get both direct and indirect responds to the research questions (See Appendix 1). The interview process was divided into before, during and after interview. The author created contacts with each respondent to ascertain their convenient meeting times and venue for the interview. After the interview, each respondent's notes were analysis thus extracting the needed data to answer the research questions.

The interview question is open ended question interview which was designed in such a way to warm-up to personality and experience of the respondents gradually. This gives the respondent the chance to feel relaxed after giving assurance that their response would be completely confidential and seeking the approval of their consent. Recurring questions were also deliberately rephrased and re-administered to ensure consistency in the response of the response. This helps in improving the validity of the response. The respondents were also appreciated with nice words and hug after completing the friendly but purposeful interview. The interview data was evaluated together with 2 (two) independent researcher who has no stake in the research to ascertain the validity of the results to develop codes, themes and patterns relating to the factors that influenced international students to study in Turkey (Tian & Robinson, 2014).

2.3.6. Data collection

Data collection is organized and interpreted in form of what was seen and heard towards what was to be learnt as the purpose of this research (Glesne, 2006). Data collected include the demographic of the students, responds to why they have decided to study abroad and where they would have studies if not Turkey. This gives a great insight to the level of competition in the international education market.

2.3.7. Data Analysis

Unfortunately, data do not speak. An important stage of the research process for the researcher coming up with analytical conclusion from the collected data to codes and then themes (Yin, 2011). We carried out content analysis on the data of the 23 (twenty-three) interviewees. The data from each of them were coded a long side the identity of the students. A country initial code was allotted to each of the interviewee in order to remove any personal identifier before the data were presented to the supporting researchers in the

course of this study. For validity purposes, we employed the services of two researchers. One who was involved in the process of the interview, and the other one who was not. The researcher who was in involved in the process of the interview attended all the interview as an observer to keep his noted. Content analysis was used to derive the codes which were coalized into categories, these factors were the major group of factors that influences international choice destination to Turkey.

Furthermore, the frequencies of certain responds were noted in order to observe the prevailing pattern of the responds relative to each of the questions. Similar or identical codes were aggregated into themes related choice of international student destination; the second researcher also use similar method on the collected data. After comparing the codes, the level unanimity of around 85% (eighty-five percent) was attained. No agreement was reach on controversial codes which went through to the third research who knows nothing about the data collection for decision. The third research reads through the codes and their descriptions to make the appropriate themes and decision on the controversial codes.

2.4. Qualitative analysis results

This section consists of result tables, codes and analysis of the interview data.

2.4.1. Interviewee Demographics

The interviewee demographics highlighted in the result include the region, country, age, identity code, sex and the program of study of the interviewee as shown in Table 4.1.

Table 2.2. Interviewee Demographics 1

SN	REGION	Country	Age	Identity Code	Sex	Program
1	East Africa	Ethiopia	39	A1	M	Computer Engineering

SN	REGION	Country	Age	Identity Code	Sex	Program
2	Central Africa	C.A.R	24	A2	F	Business Administration
3	South Africa	South Africa	34	A3	M	Architecture
4	West Africa	Nigeria	23	A4	M	Economics
5	East Asia	Mongolia	26	B1	M	Electrical electronics Engineering
6	East Asia	South Korea	19	B2	F	Art & Design
7	East Asia	China	20	B3	F	Business Administration
8	Southern and central Asia	India	23	B4	M	Architecture
9	Southern and central Asia	Pakistan	25	B5	M	Industrial Engineering
10	Southern and central Asia	Kazakhstan	22	B6	M	Software Engineering
11	South East Asia	Malaysia	24	B7	M	International Relations
12	South East Asia	Iran	24	B8	M	Economics
13	Europe	Poland	25	C1	F	Logistics Management
14	Europe	Germany	19	C2	M	Law

SN	REGION	Country	Age	Identity Code	Sex	Program
15	Caribbean	Colombia	26	D3	M	Biology
16	Central America	Mexico	30	D4	F	Journalism
17	South America	Venezuela	21	D5	M	Electrical electronics Engineering
18	South America	Ecuador	27	D6	F	Art & Design
19	Middle East	Kuwait	25	E1	F	Interior Architecture
20	Middle East	Qatar	26	E2	F	Architecture
21	North Africa	Morocco	20	E3	M	Energy Systems Engineering
22	Canada/USA	U.S.A	24	F1	F	Psychology
23	Oceania	Australia	30	F2	F	Business Administration

Other demographics collected are education level of the students, income level of the family of the students, family orientation towards education and a tally of if the students have studied abroad before as shown in Table 4.2.

Table 2.3. Interviewee Demographics 2

SN	Identity code	Educational Level	Income Level (Home country standard)	Educational Orientation	Study Abroad Experience
1	A1	Graduate	Lower Class	Mid/Bias	No
2	A2	Undergraduate	Middle Class	High/Balance	No
3	A3	Graduate	Middle Class	Mid/Bias	No
4	A4	Undergraduate	Middle Class	High/Bias	Yes
5	B1	Graduate	Middle Class	High/Bias	No
6	B2	Undergraduate	Middle Class	High/Balance	No
7	B3	Undergraduate	Middle Class	High/Balance	No
8	B4	Graduate	Middle Class	High/Bias	No
9	B5	Graduate	Middle Class	Mid/Bias	No
10	B6	Undergraduate	Middle Class	High/Bias	No
11	B7	Graduate	Middle Class	High/Bias	No
12	B8	Undergraduate	Upper Class	High/Bias	Yes
13	C1	Graduate	Middle Class	High/Balance	Yes
14	C2	Undergraduate	Middle Class	High/Balance	Yes
15	D3	Graduate	Middle Class	High/Balance	No
16	D4	Graduate	Middle Class	High/Balance	Yes
17	D5	Undergraduate	Middle Class	High/Balance	Yes

SN	Identity code	Educational Level	Income Level (Home country standard)	Educational Orientation	Study Abroad Experience
18	D6	Graduate	Middle Class	High/Balance	No
19	E1	Graduate	Upper Class	High/Bias	Yes
20	E2	Graduate	Upper Class	High/Bias	No
21	E3	Undergraduate	Middle Class	High/Bias	Yes
22	F1	Graduate	Upper Class	Mid/balance	No
23	F2	Graduate	Middle Class	High/Balance	Yes

The identity coding of the demographics as shown in Table 2.2 is according to the continents, as the initial alphabets represent the continents while the subsequent number represent the tally of interviewee from the continent. All interviewee disclosed their ages as shown in the table 2.2 above. 10 (ten) of the interviewee are female while 13 (thirteen) were male. The interviewees cut across wide range of programs to observe the opinions of choice destination regarding studying in Turkey. 9 (nine) interviewees were undergraduate students while 14 (fourteen) were graduate students as shown in Table 2.2 above. The students were asked to describe their level of family income among lower class, middle class and upper class. Only one of the interviewees responded to be from a lower class while 4 of the interviewees responded to be from upper class and the remaining 19 interviewees responded to be from the middle class as shown in Table 2.3 above. Two questions were asked in the family orientation. The first question is if the interviewee family have a high, mid or low orientation regarding international education while the second is if there are gender biasness in giving education to children. Majority of the students come from a family that have a high orientation regarding international education as there are quite a number of families with gender discrimination regarding educating their children especially in Africa and Asia as shown in Table 2.3. Interviewees were also

asked if they have studies abroad before, and they were expected to respond as yes or No. Only 9 (nine) of the interviewees have studied before the interview.

2.4.2. Generation of themes

After the interview process, five groups of factors have been identified to affect the decision of international students on studying abroad. These factors include; regulation, recommendation, academic, economic, and sociocultural factors. Regulation factors relate to perceived rules and regulations involved in the process of student and visa applications, coupled with the regulation of applying for a resident or work permit while in the host country. Academic factors relate to the factors that attract the international students to want to study in the university which includes the university image and ranking, desired programs, language proficiency, affiliated partners, and institutions. Economic factors relate to the tuition fee, cost of living in the host country, and preference of scholarships to the decision of wanting to study abroad. Sociocultural factors relate to social and cultural networks between the home and host country of the international students. Even though these factors are grouped into five main categories, they are interrelated and overlaps in so many scenarios.

The codes were generated from the responds of the respondents and the themes were gotten from the code through a pattern. Figure 4.1 illustrates how the regulation factor was themed as one of the fundamental factors influencing international students to study in Turkey.

2.4.2.1. Regulation Factors

The regulation factors identified to influence student study destination include visa application processes and immigration policies. Visa application process, embassy hassles till the visas are approved for some countries are cumbersome as international students finds it difficult to go about the application process and in most cases, if they are applying for such for the first time. Regulation factors could be grouped into two; regulations before arriving at the host country and regulations after arrival at the host country. The visual representation is shown in Figure 2.2.

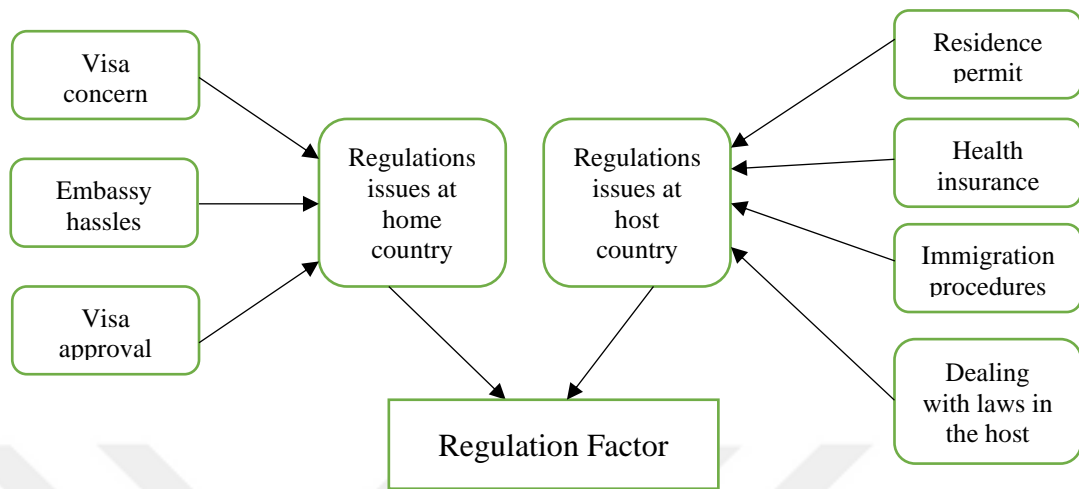


Figure 2.2. Visual representation of the code and themes that led to the regulation factor

Regulations before arriving at the host country

This is mainly the visa application process. International students, especially those from the least developed country, have difficulties with this process. The strict diplomatic bureaucracies the embassies embark upon make the visa application process seem stressful. International students in the end opt for Visa agents who are professionals with bureaucracies to sort all their visa issues. This ends up increasing the prospective students’ expenses as the agents charge additional fees. This process directly influences the student’s decision to want to continue the process of studying abroad or otherwise. Student (A1) expressed the importance of visa agents in the process of her application:

“If not for the travel agent I contacted to help me procure my visa, I don’t think I would have been interested in going through the stress of the procedures stated in the embassy guidelines.”

Student (D3) also confirmed the stress he went through while applying for the visa:

“I was almost giving up while waiting for the embassy feedback about my visa even after going through the very complicated visa procedures.”

Regulations after arriving at the host country

This is the procedure embarked upon by the international student after their arrival in the host country. This includes the application for the student residence, work permit, and health insurances where necessary. It becomes more complicated if the majority of the

people in the host country don't take English as their second language. The permit application requires going to different government offices for documentations. In most cases, students find it difficult to cope with the immigration issues and the host country's law. Most universities do this for the students, while other universities put the students through the rigorous activities of doing the documentation themselves. One of the European students (C1) who came for an exchange program in Turkey confirmed the importance of university involvement in this process:

"The whole documentation for residence permit was done in international office, as they checked to see that my documents are fine and complete. I just have to go to the immigration office to submit the controlled documents."

Another student (B5) who enrolled in a state university lamented the complication in the residence permit application:

"My friends from other university were kind enough to assist me with which documents I have to submit to the immigration office as the staff in our international office do not even speak English."

2.4.2.2. Recommendation Factors

Recommendation factors relate to the means by which the student's got information about the university or host country. These could be divided into many categories depending on the subject topic. Traditional means of information passage versus social media, online vs offline. Irrespective of the categories, the respondents emphasize the importance of social media, education agents, fairs, family, and friends as the most significant recommendations that affect their choice of destination. The visual representation is shown in Figure 2.3.

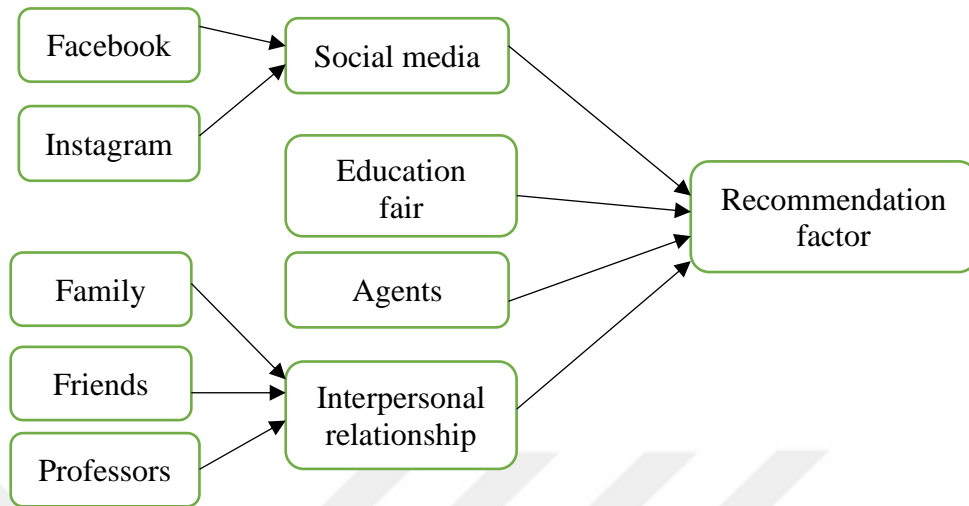


Figure 2.3. Visual representation of the code and themes that led to the recommendation factor

Social media

The majority of the students emphasized the significance of social media – Facebook, Instagram, and Snapchat as their alternative and flexible source of information about the university. Lately, students spend more time on social media for most social online activities. Student (C2) confirmed this during the interview:

“I read more time reading about the university from Facebook compared to the university website.”

Social media also prospective international students the opportunity to join the networks of university students and also see the activities on campus. A student from the Middle East Student (E1) said;

“I have chats and made friends with prospective and existing students at the university even before starting my application to study at the university.”

Education agents

Education agents are an important factor in the international education industry as they represent the university in their regions. They serve as the face of the university. Most parents of undergraduates prefer to make university application through the education agent, as they would always like to have someone to hold responsible for the university

activities in their home country. The agent does not only market the university, they also serve as an intermediary between parents or guardians of the parent and the university. An undergraduate from the Middle-East (E3) said;

“There is this huge education agent in my country that engages in getting universities for students abroad, my father consulted her to enrol me in a university in Turkey, that’s how I got here.”

Fairs

Education fair is another means for the university to pass information about the university to prospective students. This medium to a significant extent influences the student of making their choices. They speak directly to the university representative, ask troubling questions and gets on-hand information about the university. A Central African Republic student (A2) detailed his face-to-face with the representative of the university at an organized education fair in Africa:

“At the fair, the university representative gave details information about the academic and university dormitory. He also handed out the brochures for more detailed information.

Family and friends

The majority of the respondents have friends, family, or social ties with at least a student already studying in the host country who provides them with information about the university or country. These persons end up recommending the students to choose the host country as their study destination. The student from Canada (F1) shared his experience that influence his decision:

“...my girlfriend lives in Turkey, that alone attracts me to the country and I also have some friends in the university who gave me information and feedback about the academic activities and experiences and how amazing it is...”

2.4.2.3. Academic Factors

Under the academic factors, students indicated that the university image, language of thought, programs offered by the university and the universities’ professors played a big role in influencing their study destination. The analysis shows that international students

are attracted to the university immediately the university offers their desired program, then every other thing follows and shown in Figure 2.4.

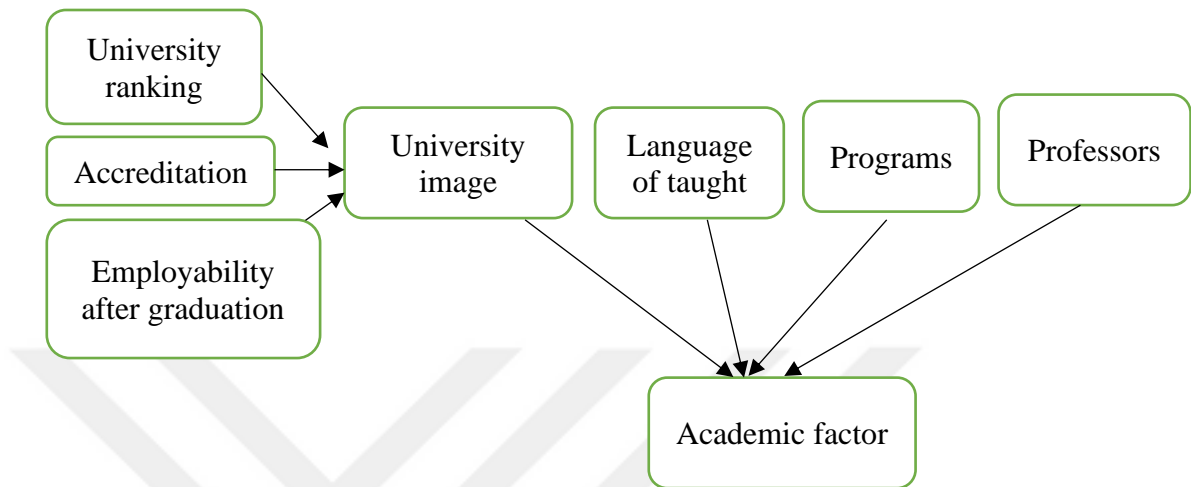


Figure 2.4. Visual representation of the code and themes that led to the academic factor

University image

The university image is framed through the university ranking, reputation, accreditation, and employment opportunities the university possess. The majority of the students still have the university image embedded in their reason of choice when deciding to study abroad. The student from Eastern Asia (B2) explained that:

“The ranking and reputation of the university are very important to me because I would want to put the name of a university that will make me employable on my CV.”

Another student from South America (D5) said that;

“As much as the tuition is very important to my decision of wanting to study abroad. I will definitely prefer a university with a good ranking.”

Language of taught

Lots of the respondents agree that the language of taught is an important factor affecting the decision of selecting a program and the study destination as a whole. Many international students prefer to study most programs because they are thought in English as there is always a satisfaction issue if the professors have problems tutoring in the English language.

A master student from West Africa, Student (A4) who talked about the importance of language of thought said:

"I wouldn't have accepted the offer if the language of taught was not English language as I don't think I can learn in another language."

A Middle-East female student (E1) who is not satisfied with the language of taught also explained that:

"...At the moment, I am contemplating dropping my program because the professor does not teach completely in the English language as described in the course outline."

Programs offered by the university

International students always have their preferred choice of programs and in most case, they have second options. Their interest in such desired program always influences their choice of decision.

A masters MBA student from Europe Student (C1) explained:

"I love the way the MBA program is structured- the course outline, the evening classes, and the learning methodology were clear. This clarity made me choose the program at this university."

University professors

Most students go as far as checking the profile of the professor teaching the coursing in the university. The research experience, and CV content of these profession attract this category of students to the program and the university. A Ph.D. Pakistani student (B5) supported this finding by saying:

"...The professor has a lot of published research studies in my field of interest, that alone was enough for me to make my choice."

2.4.2.4. Economic Factors

Economic factors relate to the tuition fee and preference of scholarships, cost of living in the host country, to the decision of wanting to study abroad. This is shown in a visual representation in Figure 2.5

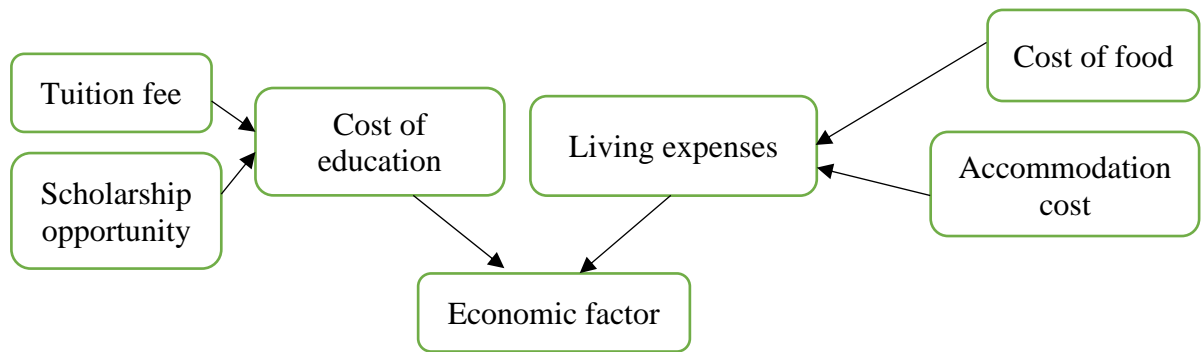


Figure 2.5. Visual representation of the code and themes that led to the economic factor

Tuition Fee and preference of scholarship

The tuition fee is the most essential fee when it comes to international education. This actually decides if the student will pass the first and fundamental prerequisite to studying abroad. Luckily, some universities offer scholarships based on academic merits. Almost all international students around the world would prefer a scholarship, but the limitation in sponsorship has hindered this desire. Scholarship then comes in various forms which include academic merits, research purpose, or even nationality preference.

Two Middle-East students explained the effect of tuition fee and scholarship, saying:

"I am from an average family in the middle east, I don't think my parents would have been able to come up with the tuition fee but I got a national scholarship from my home country that paid all my fees"

The second student (E3) said:

"...International education is a luxury, which I would not get if not for the scholarship I got from my country."

Another student from Columbia (D3) said that

"...I would never have thought about studying abroad if I had not had the opportunity to partake in the Turkish scholarship that gave me the opportunity of studying abroad."

Cost of living in the host country

The cost of living is another indicating factor that the respondents confirmed has been significant in their decision-making process. The respondents suggest that a lower cost of

living in the host country influences most student to decide to study in such country. A student from Eastern Africa (A1) gave her reason of deciding to study in Turkey:

"I chose Turkey because the cost of living in Turkey is far lower compared to the United Kingdom."

2.4.2.5. Socio-cultural Factors

Sociocultural factors relate to social and cultural networks between the home and host country of the international students. This could include the effect of cultural proximity, geographic proximity, learning new languages and cultures, etc. All these factors also have underlining significance on the factors that affect students' destinations.

Cultural proximity

This is the effect of cultural similarities between the students' home country and host country in affecting the students' choice of study destination. In most cases, these could have a positive or negative impact on the student's choice. The Middle-East student (E2) gave their opinion on the effect of cultural proximity on their decision-making;

"...learning in Turkey was an easy decision for me because Turkish culture looks lots similar to that of my home country."

Geographic proximity

This is the effect of the geographical closeness of the home country to the host country on the students' choice of decision. This could also be positive or negative depending on the student. Two students- a South African and a European explained their preference in this factor.

The South African student (A3) said:

- *"...I choose Turkey as my study destination because I did not want to stay close to home, I wanted to study somewhere far away from home."*

And the European (C2) said:

- *"...Staying close to my family and country was a great deal for me, so Turkey was my closest call..."*

2.4.2.6. Emerging factors

There are quite some factors that resonated in few students that were observed in this study. Quite a reasonable number of international students would see their host country as opportunity of intermediary country for them to move to another country to fulfil their motivation of traveling abroad. One of the students from Pakistan (B5) emphasized this by saying:

· *“A friend of my mine enrolled in a Turkish university just to have the opportunity to move and live in Australia, that’s why I took the same step, my plan is to be in Australia by the end of next year”*

Likewise, another student from Morocco (E3) said:

· *“I would love to go to the United States which is difficult from my home country, but of course, I believed it would be easier from Turkey.”*

For this research, this factor would be referred to as “transit country factor”.

2.4.3. Codes and themes consensus

The level of consensus with the other research was very high, we agreed on almost all the codes except on few occasions like the codes “language of taught” and language of proficiency”. As much as we both agree that both codes have different meaning, there was no consensus in which category the “language of proficiency” should be added between academic factor or regulation factor. Another area we could not reach consensus is in the interpersonal relationship in the recommendation factor. We have different opinion as to adding the professor to the interpersonal relationship, but this was resolved by the third researcher who agreed that professor-student is valid.

2.5. Conclusion

This section will discuss the concluding remark. How this study correlates with previous research and how best in guiding all stakeholders in the international educational sector on how on the importance of their decision-making. It will also discuss the future trend of this study.

2.5.1. Concluding Remark

The Study of international students' decision of choosing their study destination and, most importantly, understanding the factors that impact their choices have been shown to be a very vital part of the sector. This study is motivated by the desire to explore and understand the factors influencing international students to study in Turkey. The findings shows that there are 5 (five) big factors that influence international students to study in Turkey. These are the regulation factor, recommendation factor, academic factor, economic factor and the socio-cultural factor. These 5 (five) factors carry the other underlining factors as shown in Figures 2.2, 2.3, 2.3, and 2.4.

The outcome of this study is evident in Govenda & Basak (2016) as they tried to understand the factors affecting international postgraduate students from only one particular university. Using questionnaire analysis on 24 post graduate students, he deduced that financial stress, accommodation challenges, cultural shock, loneliness and homesickness were the major challenges and experience international students feel when they study embark on studying abroad. Financial stress and accommodation challenges were coded in economic factor while cultural shock, loneliness and homesickness were coded in socio-cultural factor in our study. Ozoglu et al. (2015) who also used semi-structured interview in understanding the factors that influence international students' choice to Turkey. The prominent factors in the study include geographical and cultural proximity, religious and ethnic affinities, comparable quality of education, affordable living and education costs and recommendation by family and friends. All these factors compared to our study are embedded in socio-cultural factors, economic factors, recommendation factors and academic factors. Thus, evident that our own study has added the regulation factor as a very important factor to support Ozoglu et al. (2015) research. Marcketti et al. (2006) examined the experience of studying abroad of African graduate students in a faulty in the Midwestern region of the United States. Data were collected using a semi-structured interview. Students concluded that cultural changes are a very influential factor in their journey of studying abroad which was evident in our study as socio-cultural factor. International students tend to study in a university or country close to their home country in order for them to visit family and friends regularly to avoid more transitional and cultural shock (Marcketti et al. 2006). For the purpose of understanding

the understanding the indicators of psychological stress in a sample of 334 (three hundred and thirty-four) international students in state universities in Turkey, Centikaya et al. (2011) explained that international students perceive discrimination, language proficiency issues and cultural variation as a challenge while studying in Turkey which is also coded in the socio-cultural factors in our study.

This study shows that the potential of Turkey becoming a top study destination is quite very possible if policy makers know how best to mix these factors after understanding there positioning in the education market. International students examine all factors available to evaluate which destination best satisfy their desires, and thus it's best for countries and institutions to understand the marketing strategy to implement. This study has been able to establish that the factors affecting international students' choices differs from regions to region, hence using the same marketing strategy for all countries of the world might not be optimally productive. It is advised that policymakers examine the region of prospective students well after they must have analysed their own strengths, weaknesses, opportunities and threats. As international student markets are becoming highly competitive, it's best for institutions and countries to carefully implement their strategies to be able to optimally explore the opportunities in this blooming market.

2.5.2. Recommendation

Looking at the result from the interview method and its analysis, factors bordering regulations, recommendation, academic, economic and sociocultural criteria have been emphasized. Education manager should know how best to present the regulation laws and policies to the students in order not to make them, lose interest in studying at the university abroad or country at large, as frequent change in regulation laws have always been an obstacle in attracting international students (Ahmad & Hussain, 2017). Recommendation factors are also sometimes referred to as reference factors or influence group (James-MacEachern et al., 2017). (James-MacEachern et al. (2017) concluded that most prospective students depend on references from friends, family, peer, education agents in making their decision of which university they attend. This gives the decision maker an insight of factoring the function of reference groups in their policy making. Increase in tuition fee and high cost of living in traditional destination of international students have

created a paradigm shift to emerging destinations especially Malaysia, Singapore and Turkey (Singh, Schapper, and Jack 2014). This makes the international education market more competitive for institutions and country with effective pricing policies and packages. As much important as the academic factors like the university ranking and professor profile, if the financial obligation is not fulfilled, students would not be willing to consider the academic factor as a cogent factor (Ahmad & Hussain, 2015).

CHAPTER 3

QUANTITATIVE ANALYSIS

3.1. Introduction

International student mobility is becoming a growing important market for not only the international education industry but also the tourism sector. The number of international students worldwide has grown from 2.73 million in 2005 to almost double the number in 2020. This number had a drastic decrease after 2020 because of the lockdown of most educational institutes around the world (OECD, 2019). Many factors have been identified to influence the pattern of international students' mobility, these factors could be personal, institutional, national, or global drive (Bhandari et al., 2018). International students are believed to be mobile talent whose movement remains concentrated around the world, these mobility routes are deeply rooted in historical patterns. Understanding the determinants of these patterns is important to the effective design of policies to encourage the desired movement of international students. Students' movement is primarily caused by the incapacitation of the home country to satisfy the educational service demand of the student – either in educational facilities or the prestige status of the educational institute of the host country (Weisser, 2016). The anticipated quality of education and value of the institutes in the host country are important criteria for international students in making their choices (Abbott & Silles, 2016). This is evident in the hike in the desire of international students for top-ranked higher institutes. International students have unfettered access to the university league tables and rankings, thus giving international students quantum information about the quality difference among tertiary education systems. The ability to attract international students has also become a yardstick to measure the performance and quality of institutions. Governments tend to motivate internationalization policy in their higher education systems by using the inflow of international students into their domestic institutes as criteria in the funding equation of the institutes. Estonia and Norway use the number of international students as an indicator to determine how much funding grants are allocated to each tertiary institute (OECD, 2020). Finland also uses the quota of international students in each institute together with the education quality to determine the funding of the institutes (Eurydice, 2020). The motivation for this study is the desire for top destination countries to remain top and

the necessary competition from emerging destinations. In 2009, according to OECD (2009) statistics, top destination countries include the USA which accounts for 20% of international students, the UK (11%), Germany (9%), France (8%), Australia (6%), and Canada (5%), while China and India are the largest source countries for international students. OECD data taken from Education at a Glance 2021, As of 2019, the year before the beginning of the COVID 19 pandemic, the USA accounts for 16% of the international students around the world followed by Australia (8.4%) and the UK (8%) as top destination countries for international students while China and India still remain the largest sources of international students. The competition in the desire for international students has thus been evident in the argument about even among the top destination countries. Other countries have thus attained the status of emerging destination countries as governments are steadily improving their policies to improve their internalization agenda towards increasing the number of international students enrolled in their institutions. Turkey, for instance, which is one of the emerging destinations, enrolled 18,720 international students in 2009 has steadily increased the number of international students to 154,509 in 2019, and still growing (Council of Higher Education in Turkey, (2022)).

Jianvittayakit and Dimanche (2010) also categorized the top destination countries as MESDCs – Major English Speaking Destination Countries. This indicates that study abroad is most likely taught in the English language, as international students would desire to learn English or desire to improve their language prompting their choices of destination countries, such as the USA, UK, Canada, Australia, and New Zealand.

3.1.1. Research Question

This study is sought to understand the criteria factors international students consider before making their choice of study destination which is believed to have added to their success. In order to understand these factors, this study is aimed at answering the questions below to determine the critical factors that international students believed to be influencing their choice of study destination.

1. What is the best way of communication with international students interested in study abroad?

2. Is there difference in factors that influences international students' choice from different regions?
3. What are the factors influencing international student decision to study abroad?

3.1.2. Objectives of Study

The objective of this study is to understand the critical factors that influence international students' choice destination. The objectives of this study are stated below;

1. To understand the best way of communication with international students interested in study abroad.
2. To determine if there are difference in factors that influences international students' choice from different regions.
3. To determine the factors influencing international student decision to study abroad

This study is aimed at understanding the critical factors influencing international students' study destination, this affords the home country and institution together with their team of policymakers to design the best recruitment approach in optimizing the benefits of the surging trend of international student mobility.

3.1.3. Significance of the Study

International students mostly from emerging economy countries are welcomed by university administrators who believe in the value of an educated workforce for the economic, political, and social development of developing countries (Klomegah, 2006). International students are also welcomed by educators who believe that knowledge sharing improves their international standing, understanding, and goodwill of their institute (Campano, 2007). This ends up giving the international students the opportunity not only to achieve their academic and personal goals, but also to provide cultural diversity, enlightenment, and revenue to these institutes (Hussain & Ali, 2019). Despite the large number of studies on international students and the institutions that accept them, generalizing their experiences or the behaviour and pattern of the strategies of the institutes that accept them has proven difficult (Hussain & Ali, 2019). Hence, the purpose of this phonological study was to improve understanding of the critical factors that

influence international students to choose their study destinations and to enable institutions to key into the discussions in order to get the best strategies for their peculiarity. This also empowers the institutes to provide culturally sensitive and appropriate programs to meet the social, cultural, academic, and psychological needs of international students. This study believes that quantitative analyses would give precise opinion in framed perspectives of the international students compared to the blanked response in the case of the interview method. Results are also easily analysed and conclusions analytical in understanding social, cultural and academic objectives of international students' mobility. Klomegah (2006) emphasized that the United States relies on its goodwill to international students because they see them as foreign assets. In today's competitive global environment, such goodwill is invaluable in attracting more students, research grants, and foreign government contracts. This interrelationship eventually led to a good understanding and appreciation of cultural diversity which has a positive effect on world socio-political and economic alliances with the home countries.

3.1.4. Delimitation

This study was conducted on international students studying around the world. The sample participants were 788 international students studying in various countries around the world. The tool for the quantitative data collection is a questionnaire that was designed to explore the mindset of the international students regarding the critical factors that influence their study destination. For the purpose of this study, the following assumptions were considered;

1. The participants have challenges deciding their choice of study destinations
2. The participants answered the questions in the questionnaire honestly and truthfully to the best of their ability.

In order to address these limitations, the questionnaire was structured to have similar questions in different ways, and their response was triangulated. This study was not country-biased, neither the home country nor the host country. This was done in order to get a broader perspective of people from different regions of the world.

3.2. Literature review

This section comprises of summaries of previous studies on the international student's mobility. The international student market is becoming highly competitive among institutions and nations therefore calling for extensive research in understanding the critical factors that affects study destinations.

3.2.1. Importance of international students

The volume of international students in the host countries has a lot of significant importance to the host countries. Quite a number of literatures have highlighted the importance of international students to the host country.

Economic importance

International students have always been a source of economy to the host community (Naidoo, 2006) as they create a direct economic impact on educational services and the expenses and the cost of living while studying in the host country. (Carr, 2003). Institute of International Education (2019) data revealed that 62 percent of international students studying in the United States receive the majority of their funds from sources that are outside of the United States as international students contributed \$ 45 billion to the United States economy in 2018. Likewise, international students contribute £25.8 billion to the British economy as their spending outside tuition fees and accommodation amounted to £5.4 billion in the 2014/2015 academic year (University UK, 2017). The Thailand international students' revenue generation also grew to THB 52.6 billion in 2006 and THB 58.2 billion in 2007 from THB 40.8 billion in 2005 (Studyinthailand, 2009).

Labour market and tax

International students represent a significant part of high skilled labour with the right knowledge, skills, and competence embodied in persons to facilitate the creation of personal, social, and economic prosperity (Boyla, 2018). International graduates are a great source of human capital with labour market potential sorted by employers (Coffey et al., 2018). International students in the United States contributed to the labour market by holding over 400,000 jobs in the 2015/2016 academic year. Around 40% of international students earned degrees in STEM (Science, Technology, Engineering, Mathematics) that gives progressive insights into the development of America's

technology industry. International students also pay for their visa and other immigration expenses, tuition, feeding, and accommodation that help to keep the host country's economy viable. These procurements contribute to the indirect taxes on students which is thus another source of revenue to the host country.

Contribution to the campus

International students bring different skills and innovations from their home country to impact their host country. The mobility of students in the field of science and engineering stimulates innovation in the host country through their academic and cultural contributions. They also enhance the socio-cultural diversity of the campus, advancing the research and learning environment for the students to develop international skills (Sawir et al., 2008). International students bring diversity of cultures and idea that inspires professors in their teaching scheme while designing the best strategic curriculum that would assist the students in adjusting to their new environment (Callan, 2000).

Soft power

Soft power is the use of alternative diplomatic and negotiation potentials instead of the traditional military confrontations to solve national or multinational issues (Cevik, 2019). The United States and the UK have used the mobility of international education as a source of soft power. The UK sees international education as a policy to build diplomatic relations and as a “spring-board” for other activities of mutual interests with the home country of the international students (DTZ, 2011). International students who study in the UK go back to their home country with the British life, ideas, values, and culture thus possess the British interest in their choice decision-making (UKBA, 2008). This makes them informal ambassadors of the host country and their university when they return to their home country.

3.2.2. International students Mobility factors

Mobility factors that affect international students' destinations are multifaceted as it's a combination of pull and push factors (Jianvittayakit, 2012). The pull factors are factors within the host country that attracts the international students to the study destination while the push factors are connected with the home country and motivate the students to embark on a study abroad (Lee, 2014). Mazzarol & Soutar (2002) identified pull factors like knowledge of the host country, personal recommendation, geographical proximity,

expenses, and social connection, while push factors are search for better education, the difficulty of getting desired education, and desire to travel. These have become the basis where researchers explore to understand the peculiarity of their locality of research. For instance, Munstasira et al., (2009) indicated that promotions and incentives to students are the push factors for students to engage in exchange programs while geographic factors, weather, social position, and location of the host country are the pull factors. Researchers have highlighted various factors that influence international students' destination which includes;

Table 3.1. Common Factors affecting International Students' Study Destination from Literatures

SN	Factors	Reference
1	University ranking	James-MacEachern & Yun (2017), Liu et al., (2018), Wen & Hu (2019)
2	Possibility of academic exchange programs	Thetsane et al., (2011), Jiani (2017), Chen (2019)
3	Possibility of wide range of program	Maringe (2006), Kweyawa (2016), Jon et al., (2014), Ozoglu et al., (2015)
4	Quality of teaching	Richardson & Watt (2017), Jiani (2017), Ahmed & Buchana (2017)
5	Ease of application process	Ahmad et al., (2016), Jon et al., (2014)
6	Availability of research projects and institutions	Yang et al., (2013), Wen & Hu (2019), Thetsane et al., (2011)
7	Existing collaboration with industries	Thetsane et al., (2011), Ahmed & Buchana (2015)
8	Attractiveness of campus and facilities within it	Dao & Thorpe (2015), Shamsudin et al., (2019), Santos et al., (2018)
9	Availability of scholarship	Mawer (2017), Donker & Mazumder (2020)
10	Social life activities within the university	Ozoglu et al., (2015), Lee et al., (2019)
11	Availability of high diversification at the university	Deschamps & Lee (2015), Lassagard (2016)
12		Faulkner (2015), Mittelmeier et al., (2017)

SN	Factors	Reference
	Reasonable level of indulgence in host country	
13	Availability of global Alumni network	Dobson & Conroy (2019), Beech (2015), Al fatal (2017), Ngamkamollert & Ruangkanjanases (2015)
14	Existence of fellow countrymen	Aydogan (2009), Berriane (2015)
15	Cultural proximity	Tubadji & Nijkamp (2018), Fisman et al., (2017)
16	Safety	Chittaro & Buttussi (2015), Nicholls (2018)
17	Ease of accommodation	Netz & Finger (2016), James-MacEachern & Yun (2017)
18	Cost of living	Liu et al., (2018), Ahmad & Buchana (2015)
19	Cost of education	Ahmad et al., (2016), Jon et al., (2014)
20	Ease of visa application	Ahmad et al., (2016), Jon et al., (2014)
21	Possibility of learning new culture	Alemu & Cordier (2017), Pawer et al., (2017)
22	Job and career opportunity after graduation	Wen & Hu (2019), Lee et al., (2017)
23	Ease of residence permit application	Chung et al., (2015), James- MacEachern & Yun (2017)
24	Level of political stability	Jupiter et al., (2017), James- MacEachern & Yun (2017)
25	Level of economic development in host country	Levatino (2017), Ahmad et al., (2016)

3.2.3. Factors Description

Table 3.2 gives a description and meaning of each of the factors extracted from the literatures.

Table 3.2. Factors Description

SN	Factors	Description
1	University ranking	This is how well the university is rated in relation to other universities within the same city, country or globally using different indicators like the research indexes, web exposures etc.
2	Possibility of academic exchange programs	Chance international students of partaking in student exchange programs while studying at the university.

SN	Factors	Description
3	Possibility of wide range of program	This is the existence of various programs in the university, chances of having choices of relative alternatives.
4	Quality of teaching	This includes the mode and approach of teaching at the university.
5	Availability of research projects and institutions	Universities engage in various research projects within their institutions, this goes a long way in attracting international students to the university.
6	Existing collaboration with industries	International students believe that the presence if collaboration of their potential universities gives opportunities for practical experiences while studying, thus get the student attracted to such university.
7	Ease of application process	This includes how quick is the application procedure, application process time.
8	Attractiveness of campus and facilities within it	Forms of attraction including facilities like library, laboratories, sport and other physical amenities affect the choice of destination for international students.
9	Availability of scholarship	The fact that the university offers forms of scholarship or no tuition programs is an acknowledged factor.
10	Social life activities within the university	This includes activities on campus including social activities that end up attracting students to the university.
11	Availability of high diversification at the university	The availability of diversification of races, genders, cultures and other demographics at the university.
12	Reasonable level of indulgence in host country	Having a substantial level of indulgence in the host country without been restricted to certain rules and laws.
13	Availability of global Alumni network	Existence of an alumni association that consist of wider nationalities would go a long way in capturing the desire of many potential international students.

SN	Factors	Description
14	Existence of fellow countrymen	This is the existence of students from same countries of the potential international student studying at the university.
15	Cultural proximity	This is the cultural proximity between the home and host country. Is the student choosing to study in the host country because of the culture of the host country is perceived to be closely related to that of their home country?
16	Safety	The perceived safety and security issues in the host country is another factor that international students consider while deciding to study abroad.
17	Ease of accommodation	Availability of the university dormitories or ease of getting a rented or share apartment in the host country
18	Cost of living	This includes the cost of food, books, clothing and health insurance in the host country.
19	Cost of education	The variation in tuition of different universities make potential international students have a choice of which university they intend to study depending on their perspective of cost.
20	Ease of visa application	Different countries have different visa applications and procedures. This also includes the ease of the visa processing and processing time.
21	Possibility of learning new culture	Possibility of learning a different language, acquiring new skills, international experience in host country.
22	Job and career opportunity after graduation	This is the chance of securing a job in the host country after finishing studies.
23	Ease of residence permit application	Perceived straightforwardness and clarity in the immigration law and residence permit issue is also other factors that international students worry about while trying to study abroad.

SN	Factors	Description
24	Level of political stability	The level of political stability and democratically index of the country is another factor why students choose a particular country, no serious-minded student would intend to study in a “turbulent “country.
25	Level of economic development in host country	The economic development of a host country attracts more students to want to study inn such an economically viable country.

3.2.4. Synthesis of Literature Review

It was synthesized after reviewing the literature regarding factors affecting the international student’s destination. It can be concluded that there are socio-economic found in the country mentioned in literature that serve to “push” students abroad. Nonetheless, the choice on which have host country to select be determined by a multiplicity of “pull” factors. Persuading variables contain the student’s past information and the institution awareness of host country, as well as proposal made by the student’s loved ones during the process of decision-making. In addition, cost of education in the host countries is also a factor highly influencing the selection of international student’s destination. Different authors have also pointed out the difference in higher education opportunities in host countries, per-capita income and expected benefits of studying in specific host country as important factor influencing international student’s destination. Wages rate, employment opportunities, security situation and welfare of people also have been discussed in the literature.

There are different methodologies used in the literature related to the study topic. The most common of which is survey method, i.e., interviewing international students and/or other key actors in the international education sector. Push and pull model of international education was also employed in different studies. Censuses were also conducted for data collection. Different review articles are included in the literature as well. For this research, a mixed methodology approach will be employing, where the interview technique will be conducted to find out underlining factors from key actors in the international education sector and afterwards employing the survey technique.

The materials and methods are a path by which researcher can complete the process of collecting, analysing and interpretation of the data. The main objective of this chapter is to describe various tools and techniques used for the process of collection, analysis and interpretation of the data.

Many works of literature have dwelled on the topic of international students in order to understand different perspectives of the topic, this chapter highlights different studies, their scope, and methodology regarding the subject of international student choice destination.

3.2.5. Push and Pull Factors Affecting International Students' Choice

Home and host country definitions are important in understanding the push and pull factors affecting international students' choice. Home country is the nationality or country of permanent residence of the international students, while host country is the country where the international student is studying or intend to study. Push factors are motivational factors that propel the mover to move from their home country to the host country. This could be a result of life demands and challenges to improve the lives of the mover. While the pull factor is the opposite, which are factors in the host country that attracts the host country to it. The push factor actually forces people to move, while the pull factor attracts people to move. Generally, the economy, politics, and educational opportunities are the basis of all push and pull factor that motivates or forces international students to want to leave their home country to the host country. Higher education studies are considered to be intangible, which makes international students' decisions very risky. Mazzarol & Soutar (2002) confirmed most of the researches to explore the push and pull factors in recent decades was conducted on African and Asian students because the numbers of students from countries that make these continents have made the greatest contribution in the study abroad industry.

Many researchers have undertaken many researchers in understanding the factors that affect international students' choice of destinations, and thus reached various conclusions in their studies. But the study of international students' behaviour is such a large field that international educational policymaker feels need a lot more research to fine-tune their strategy in achieving their organizational objectives.

Bodycott (2009) used the mixed method approach data (questionnaire and focus group interview) from 251 mainland Chinese students and 100 parents to identify the pull and push factors that influence the Chinese students' choice of destination of studying abroad. The collated factors show that most student and their parents preferred a destination with a close geographic location to their home country compared to somewhere far away from home. Mazzarol & Soutar (2002) which is a further study of Mazzarol et al. (1999) conducted on 780 prospective Taiwan and Indonesia students and Mazzarol et al. 2001 which has a sample of 152 prospective postgraduate students emphasized the importance of geographical proximity as one of the most important six factors that students consider while deciding their study destinations. Most students see themselves studying in the same host country with their family and friends as very significant. Since the Bodycott (2009) is carried out on Chinese students, China's one-child policy which reduced the number of siblings and children could be a reason for the importance of the geographical proximity factor. Thus, giving a justification for this research to find out how significant is the geographical proximity factor to students from other home countries apart from China and Taiwan.

Naffziger et al. (2010) collected data in two phases, first one from a mid-sized Midwestern university, students were gathered in a classroom where they were orientated about the research subject- why they students would or would not include study abroad as part of the curriculum, while the second phase was carried out in with 224 undergraduates' students from a private university in Southeastern USA. Both data collection was web-based. The fear of the unknown was a front-line factor why the students would include or ignore study abroad in their curriculum. Fear of the unknown usually felt among students includes 'the fear of possible anti-American sentiment, fear of mixing with other ethnicities, and nervousness about interacting with foreigners' (Naffziger et al. 2010).

Most respondents who partake in Doyle et al. (2010) survey agreed that they would embark on an exchange program because of the opportunity it offers for them to learn a new language and culture. This then followed by their chance to be able to live and work abroad. Just a few of the respondents perceive studying in their family's culture or language as a potential of international exchange program thus concluded that with the right and available information, support, and certainty of what was involved in the

exchange program, the student would be glad to partake in the exchange program to learn a new language and culture (Doyle et al. 2010). Understanding culture for international students could be seen as a repelling catalyst, Jacob & Greggo (2001) confirmed that cultural issues in international exchange programs are quite difficult to adjust to, most importantly - the non-verbal behaviours, developing friendships among peers, effective communication with professors and the other university community. This also extends in a ripple effect to the home students while interacting with the international students. Thus, making the cultural and language factor a multidimensional approach that could be observed from numerous perspectives in further researches (Andrade 2006).

Yang (2007) confirmed that most students pick their choice of the program based on many factors- skilled promised programs, information technology-oriented programs, career promising programs, and others. The possibility of these wide ranges of programs gives international students a close alternative to choose from in case they most preferred is not available, then they can easily manoeuvre to the closest available one. The absence of the desired choice of program is always top of the reasons why Asian Americans do not study abroad, followed closely by the inability to afford the expenses of studying abroad (Van Der Meid, 2003). Most Asian Americans will not be willing to sacrifice their long-anticipated desired program for a second choice. The design program and curriculum activities are other aspects of the program that most students always look forward to whenever they decide to study abroad. They are an existing correlation between the desired program and students' travel experience- If the program completely fits the students' desire, couple with an existing travel experience. The students are more likely to embark on an international study abroad (Naffziger et al. 2010).

Professionals in the field of international education have always listed application process, visa issues, visa cost, poor public relation approaches for international students among others as obstacles encountered in enrolling more international students to the United States institutions (Calder, et al., 2016). Australia adopted a "one-stop shopping" for information on international education and visa procedures (Trilokekar & Kizilbash, 2013). This brings everybody involved together- the universities, the ministry of foreign affairs, and also the cultural departments. The students get all this information and services in one spot. This makes the application process for the university, visa, and also

understanding the cultural differences easier and cheaper. Canada, France, the United Kingdom, and most recently Germany is following suit to make the application and visa process less difficult for students with improved communication mechanisms (Hoffmeyer-Zlotnik & Grote, 2019).

3.2.6. Scales in the Study of International Students' Destination Choice

Quite a number of researchers have come up with different scales to explore the factors that affect international students' decision to want to study abroad or choose their destination. Each of them has buttressed their scales with valid arguments in fulfilling their research objectives.

Goal of Studying Abroad Scale

This scale was developed by Chrikov et al., (2007) which was a modification of *The Reasons for Emigration Scale* by Tartakovsky & Schwartz (2001) which was developed to measure what motivates young Russian Jews to emigrate to Israel. This was modified to fit into Chrikov et al., (2007)'s sample of Chinese students. The scale covers 3 motivational reasons in 12 items - Preservations (5 items): Concern about national conflicts in the home country, Self-development (3 items): Searching for something new in life, and Materialism (4): Desire for a better standard of living.

Perceived Risk Scale

This is another scale associated with the study of international students' study destinations. Since studying abroad is intangible with hidden qualities, it could be considered a very risky and expensive purchase (Leuthge, 2004). Jacoby and Kaplan (1972) grouped risk into 5 categories- financial, performance, social, psychological, and physical. Roselius (1971) added time risk and Dekimpe et al., (2000) also talked about technological risk. As a result of these risks, many universities embark on Risk Reduction Strategies (RRS) to reduce these risks for international students. (Leuthge, 2004) designed an RRS used in suppressing these perceived risks in international students as shown in the Table 3.3 below;

Table 3.3. Perceived risks associated with international students studying abroad

Financial Risk	
• Trip cancellation	- insurance fees
• Loss of cash/credit	- access to funds
• Loss of valuables	- insurance/replacement
• Hidden charges	- communication fees
Performance Risk	
• Corporate content risk	- corporate contacts in preliminary visit - content of site visits
• Cultural communication risk	- cross-cultural information during preliminary student meeting - cultural courtesies
• Content information risk	- preliminary student meeting to convey additional content as precursor to business visits or assignments
Physical Risk	
• Physical risk of travel	- jet lag - travel warnings
• Physical risk from crime	- crime target (muggings, kidnapping)
• Health risk	- health insurance - immunization - prescriptions/physician
Psychological Risk	
• Coordination/control risk	- lost students - legal problems - scheduling - university communication
• Travel stress	- stress of international travel/visa issues - stress of local travel - stress of logistics/documents/packing - trouble communicating home

Financial Risk	
	- cultural sensitivity - stereotypes
• Safety (petty crime)	- petty theft - local travel safety

(Culled from Leuthge, (2004)).

EduQUAL Scale

Education quality is a key component that attracts international students to want to study abroad. Quality assurance in higher education has been an effective tool in holding universities accountable for the quality of their output and performances that translates into the students' satisfaction (Vidovich, 2002). There has been no unified theory of quality, as it is subjective in nature since its judgment is extremely personal. Doherty (2008) defines quality as a management tool that contributes significantly to the performance of an institution, as quality in higher education requires intellectual efforts. EduQUAL scale was developed by Mahaptra & Khan (2007) from SERVQUAL which measures the service quality from customers' perspective (Parasuraman et al., 1991). SERVQUAL was tested for reliability and validity using 22 items that reflect tangibility, responsiveness, assurance, reliability, and empathy. EduQUAL was later adopted by Narang (2012) to measure quality in management institutions. Just like SERVQUAL, EduQUAL comprises five dimensions- physical facilities, academics, learning outcomes, responsiveness, and personality development which was used in measuring the expectations and perspectives of students engaged in international education (Khan & Ali, 2015).

Multidimensional Motivations to Study Abroad Scale (MMSAS)

International students' decision to study abroad can always be confined within the push-pull model (Mazzarol & Soutar, 2002). They distinguished push factor as the motivation for international students to study abroad and pull factors as the decider of the choice destination of study, factoring social and cultural adaptation in the host country as a major criterion (Chirkov, 2007). Aresi et al., (2018) thus saw the need to develop the MMSAS which was tested valid and reliable to measure students' motivation to study abroad. The

scale, a multidimensional measure of European Credit mobility student (CMS)'s motivation to study abroad. The result supported a nine-factor structure of 27 items across five languages-English, French, German, Italian, and Spanish. The MMSAS items comprise different reasons why students decide to study abroad, ranging from career opportunities, self-development, socialization, leisure, and cross-cultural interest. MMSAS also discussed the desire to improve languages skills as most observing that most international students would prefer to study in the most popular languages – English and French.

3.3. Quantitative Method

This is the other critical research method approach. This method is used to generalize the outcome in larger perspectives, as compared to the qualitative method with fewer respondents' perspectives (Patton, 2015). The quantitative method is the relative objective with statistical analysis to determine the outcome of collected data. The interference of the researcher in the respondents' response is detached. This gives the opportunity to shy respondents to freely express their choice of response without researcher interference as compared to the qualitative method which is “forceful” to get a relatively little piece of information about the respondents' behaviour and experience (Jean Lee, 1992). The altitude, perspective, and experience of the respondents are measured using a Likert scale which gives rise to numerical data. This then gives a single version of “truth” to the research question thus confirming the appropriateness of using this research method to survey the motivation of international students to study abroad, the possible challenges international students face while studying abroad, the ease of integration of international students to their host communities or countries and finally, which medium is best to get the attention of the students while deciding to study abroad (Quinlan, 2011).

There are different methods of collecting quantitative data which include document review, observation, structured interview, questionnaire survey, etc. Among all these, the questionnaire survey is believed to be the most quantitative (Quinlan, 2011). The other forms portray some level of flexibility in the design of the questions, which dilutes the rigidity in the outcome. Questionnaire surveys could also be administered in different forms, ranging from the web-based questionnaire to mail questionnaires, which are both

regarded as online approaches of questionnaire distribution. Web-based questionnaires are designed using questionnaire websites which include survey monkey, google forms, survey pals, survey rock, just to mention a few and shared through a link generated by the website. Mail questionnaires are designed and distributed through email to already known respondents or snowballed respondents. There is also a possibility of paper format administration of the questionnaire, but this limits the number of possible respondents as distribution is slower, keeping in mind that the quantitative method requires relatively larger data (Saunders et al. 2007).

Qualitative methodology was employed in this study using the questionnaire as the tool of data collection which have proven to be effective in fulfil quantitative analysis objectives (Saleh & Bista, 2017). After collecting data, Questionnaires were carefully scrutinized for any inconsistencies, errors or omissions. Data collected was then coded and stored to derive the themes and patterns, which eventually gave an insight to the students' perspectives while deciding their study destinations.

3.3.1. Questionnaire Design

In designing the questionnaire, we considered the factors highlighted in the literature. 64 items were extracted from literatures in groups (Motivation factor SAs (13 items), institution factors EQs (20 items), difficulties factors CSs (12 items), worry factors ESs (9 items) and Reference factors ISs (10 items)). The purpose of the method is to get a comprehensive international students' perspective regarding the main factors that influences their study destinations. See Appendix 2 for the list of items used for the questionnaire.

3.3.2. Sample Selection and Administration

The survey instrument used in this study is a Survey questionnaire that includes demographic questions and the group factor questions. In total, the questionnaire consists of 64 questions. The potential respondents for the questionnaire survey are international students who are presently studying or intended to study in the nearest future at an institution outside their home country. The random sample would have been the most appropriate for the study, but this could not be achieved because of accessibility constraints, thus convenient and snowballing sampling was adopted to reach the respondents, despite the fact that sample do not allow for a generalisation of the study

findings thus prompting careful consideration while interpreting the result (Wawera & McCamley, 2019).

. The majority of the respondents are international students or intending international students who or will choose Turkey as their host country because of the same accessibility problems. A pilot data collection was initiated after the questionnaire was designed to be able to fine-tune the questionnaire and to ascertain that the respondents clearly understand the items of the questionnaire. The pilot survey was shared with 20 international students, who gave useful feedback to reach the final questionnaire that was used for the study. The questionnaire was administered using the online web distribution using google doc keeping in mind, the importance of the students' consent clearly stated with an additional document link to explain the respondents' rights and privileges. A total of 904 students participated in the survey, which lasted for an average of 7 minutes of which 788 clean respondents' data were analysed after removing inconsistent data.

3.4. Quantitative analysis results

This section comprises of the results and analyses of the quantitative method used in understanding the factors that affect international students study destination.

3.4.1. Results

This section presents the finding of the study using the quantitative analysis method. A total of 904 were collected, after screening the latter to remove outliers and inconsistent responds, we have a total of 788 screened respondents. The data analysis was carried out using descriptive analysis from SPSS.

Table 3.4. Regions from where the respondents were from

Region	Frequency	Percent
Africa	336	42.6%
Asia & Pacific	250	31.7%
Europe	121	15.4%
Others	81	10.3%
Total	788	100.0%

Table 3.4 shows that 42.6% of the respondents were from African region, 31.7% of the respondents are from Asia and pacific region, 15.4% of the respondents were from European region while the remaining 10.3% of the respondents are from various other countries.

Table 3.5. Gender of the respondents

Gender	Frequency	Percent
Female	479	60.8%
Male	309	39.2%
Total	788	100.0%

Table 3.5 shows that about 60.8% of the respondents in the sample were females and 39.2% of the respondents were males.

Table 3.6. Program of the respondents

Program	Frequency	Percent
Business	144	18.3%
Engineering	241	30.6%
Medicine and other paramedical	38	4.8%
Architecture	160	20.3%
Art and design	68	8.6%
Social Sciences	91	11.5%
Education	11	1.4%
Journalism	20	2.5%
International relations	15	1.9%
Total	788	100.0%

Table 3.6 indicates that 241 respondents (30.6%) were enrolled in engineering programs, 160 respondents (20.3%) were enrolled in architecture program, 144 respondents (18.3%) were enrolled in business program while 91 respondents (11.5%) were enrolled in social sciences program.

Table 3.7. Family income of the respondents (according to your home country standard)

Family Income	Frequency	Percent
Less than 30,000 USD	122	15.5%
30,000 USD to 49,999 USD	323	41.0%
50,000 to 99,999 USD	298	37.8%
100,000 USD to 349,000 USD	43	5.5%
Above 350,000 USD	2	0.3%
Total	788	100.0%

Table 3.7 shows that 15.5% of the respondents have a family income less than 30,000 USD, 41.0% of the respondents have their family annual income between 30,000 to 49,999 USD, 37.8% of the respondents have their annual family income between 50,000 to 99,999USD. However, 5.5% of the respondents have their family income between 100,000 USD and 300,000 USD and just 0.3% of the respondents have their family income above 350,000 USD.

Table 3.8. Educational level of respondents

Educational level	Frequency	Percent
Associate's degree	3	0.3%
Bachelor's degree	342	38.5%
Master's degree	368	46.7%
Doctoral degree	75	9.5%
Total	788	100.0%

According to Table 3.8, only 3 respondents enrolled for associate degree, 342 respondents enrolled for Bachelor degree, 368 respondents enrolled for master's degree and 75 respondents enrolled for doctoral degree.

Table 3.9. Religious belief of respondents

Religious belief	Frequency	Percent
Atheism/Agnostic	111	14.1%
Buddhism	26	3.3%

Christianity	274	33.8%
Hinduism	45	0.6%
Islam	372	47.2%
Total	788	100.0%

Table 3.9 shows that majority of the respondents were either practicing Islamic (47.2%) or Christianity (33.8%). Others were Atheism or Agnostic, 14.1%, Buddhism, 3.3% and Hinduism, 0.6%.

Table 3.10. Main financial source of your education

Financial source of your education	Frequency	Percent
Bank loans	3	0.3%
Host country government	141	17.9%
International foundations	41	5.2%
My family	434	55.1%
My home government	32	4.1%
Myself	21	2.2%
Support from foundations in the Hosting country	6	0.5%
University scholarship	87	11.0%
Total	788	100.0%

Table 3.10 shows that most respondents are either family funded (55.1%), on university scholarship (11.0%) or funded by host country government (24.6%). Other respondents have their own sources of funding like international foundations (5.2%), Home governments (4.1%), Self-funding (2.2%), and bank loans (0.3%).

Table 3.11. Main financial source of your living expenses

Financial source of your living expenses	Frequency	Percent
Bank loans	3	0.3%
Host country government	141	17.9%
International foundations	41	5.2%
My family	434	55.1%
My home government	32	4.1%
Myself	21	2.2%
Support from foundations in the Hosting country	6	0.5%
University scholarship	87	11.0%
Total	788	100.0%

Unlike in Table 3.10, Table 3.11 is the sources of living expenses while studying in the host country, the majority of the students have their sources of living expenses from family (55.1%), 17.9% of the respondents have theirs from the host country government, 11.0% of the respondents have their source of living expenses through university scholarships, and 2.2% of the respondents are self-funded.

Table 3.12. Information source of the respondents

Sources	Frequency	Percent
Blog	4	0.5%
Education agents	257	32.6%
Friends and Family	274	34.8%
Online Ads	56	7.1%
Search engine	29	4.2%
Social media	93	11.8%
Word of mouth	75	9.5%
Total	788	100.0%

Table 3.12 indicates the larger influence of education agents in the international student market, as 32.6% of the respondents heard about studying abroad from education agents. 34.8% heard about studying abroad from family and friends. 11.8% of the respondents got

information from social media, 9.5% got the information from word of mouth, 7.1% got their information from online ads and 4.2% got their information from search engine.

3.4.2. Hypothesis

The hypothesis is to test if there is any significant difference in the responds of respondents from different regions precisely Africa, Europe and Asia.

The Null hypothesis (H_0): There is no difference in the responses of African, European and Asian response on the groups of factors (Motivation factor SAs, institution factors EQs, difficulties factors CSs, worry factors ESs and Reference factors ISs).

$$H_0 : \mu_i^{Africa} = \mu_i^{Europe} = \mu_i^{Asia} \quad \text{While,}$$

The alternative hypothesis (H_1): There is difference in the responses of African, European and Asian response on the groups of factors (Motivation factor SAs, institution factors EQs, difficulties factors CSs, worry factors ESs and Reference factors ISs).

$$H_0 : \mu_i^{Africa} \neq \mu_i^{Europe} \neq \mu_i^{Asia}$$

The data was analysed using one-way ANOVA since, A one-way ANOVA technique compares three or more than three categorical groups to establish whether there is a difference between them (Quirk, 2012).

Table 3.13. One-way ANOVA Result

		Sum of squares	dF	Mean Square	F	Sig.
Group A	Between Groups	4.861	2	2.431	11.942	0.000
	Within Groups	159.779	785	0.204		
	Total	164.641	787			
Group B	Between Groups	10.110	2	5.055	21.927	0.000
	Within Groups	180.966	785	0.231		
	Total	191.076	787			
Group C	Between Groups	1.653	2	0.826	3.086	0.046
	Within Groups	210.244	785	0.268		
	Total	211.897	787			
Group D	Between Groups	8.925	2	4.462	25.628	0.000
	Within Groups	136.685	785	0.174		
	Total	145.609	787			
Group E	Between Groups	14.271	2	7.136	41.747	0.000
	Within Groups	134.176	785	0.171		
	Total	148.447	787			

Table 3.13 shows the degree of freedom (df) value, mean square value, F value and significance value. If the significance value is less than 0.05 that shows null hypothesis is rejected and alternative hypothesis is accepted and all the means are not equal and there is significant difference between the mean of all population but if the significance value is greater than 0.05 that shows null hypothesis is accepted and alternate hypothesis is rejected and all the means are equal and there is no significant difference between the all the groups. Therefore, result revealed that degree of freedom (df) is 2, mean square value is 2.431, F value is 11.941 and the significance value is 0.000 of factor Group A between groups. Hence result tells that hypothesis is accepted and there is significant difference in the factor Group A that affect African, European and Asian students because significance value is less than 0.05. Moreover, result revealed that degree of freedom (df) is 2, mean square value is 5.055, F value is 21.927 and the significance value is 0.000 of factor Group B between groups. Hence result tells that hypothesis is accepted and there is significant difference in the factor Group B that affect African, European and Asian students because significance value is less than 0.05. Additionally, result revealed that degree of freedom (df) is 2, mean square value is 0.826, F value is 3.086 and the significance value is 0.046 of Group C between groups. Hence result tells that hypothesis is accepted and there is significant difference in the factor Group C that affect African, European and Asian students because significance value is less than 0.05. Moreover, result revealed that degree of freedom (df) is 2, mean square value is 4.462, F value is 25.628 and the significance value is 0.000 of Group D between groups. Hence result tells that hypothesis is accepted and there is significant difference in the factor Group D that affect African, European and Asian students because significance value is less than 0.05. Furthermore, result revealed that degree of freedom (df) is 2, mean square value is 7.136, F value is 41.747 and the significance value is 0.000 of Group E between groups. Hence result tells that hypothesis is accepted and there is significant difference in the factor Group E that affect African, European and Asian students because significance value is less than 0.05. Hence, result claimed that there is significant difference in the factors that affect African, European and Asian students.

3.4.3. Exploratory Factor Analysis

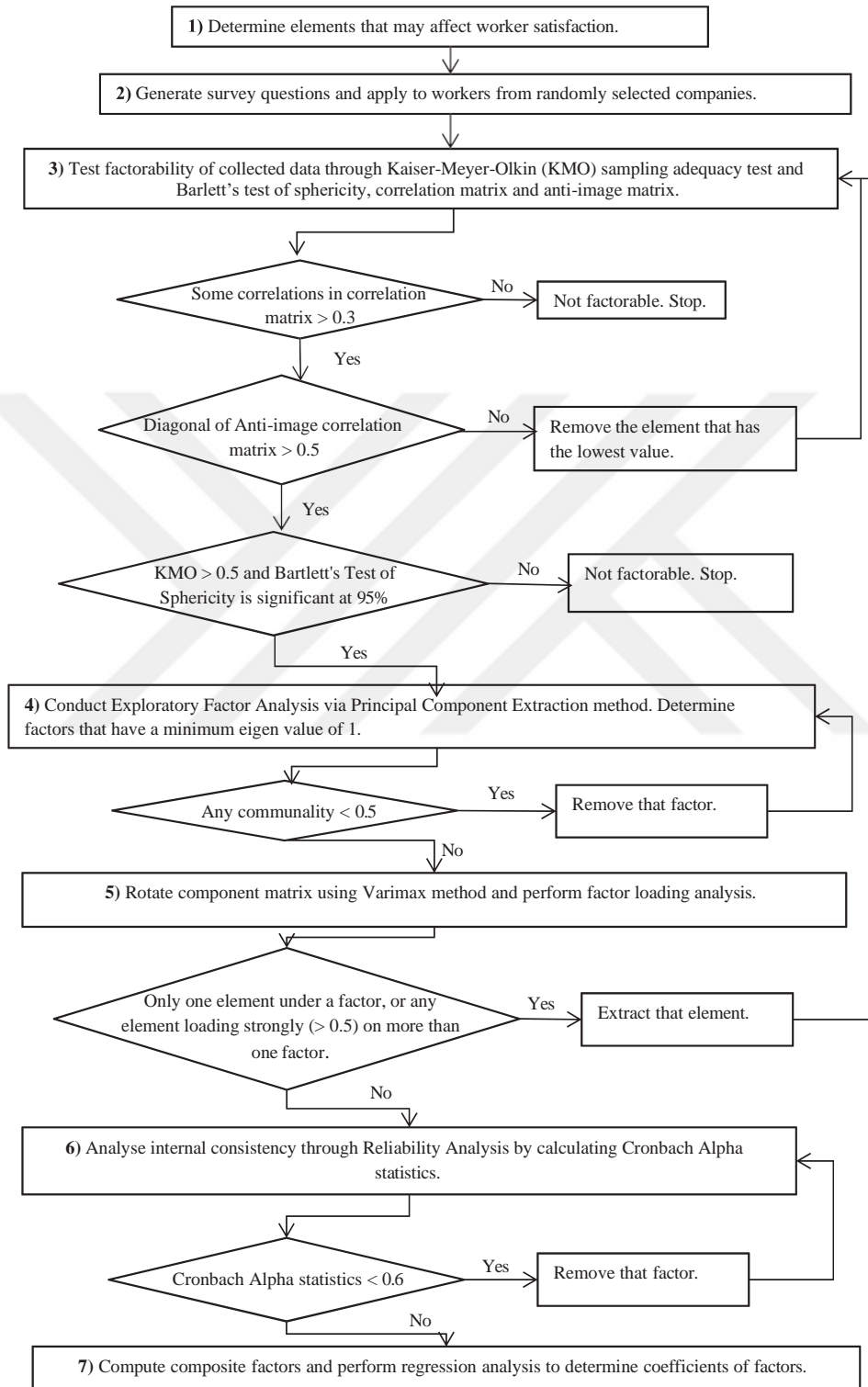


FIGURE 3.1. Flow chart methodology to investigate component factors (culled from Ozturkoglu et al., (2016))

Exploratory factor analysis is commonly used to explore and group underlining multiple variables (Auerswalk & Moshagen, 2019). Using the flow chart mentioned in Ozturkoglu et al., (2016) shown in figure 3.1, the factorability of the data was tested. We made sure that all the correlations exceeded 0.3 which indicated the justification of factor analysis. Correlations in the anti-image matrix which are lower than 0.5 got such item removed and analysis re-tested. At the end of the analysis, using SPSS, a general Kaiser-Meyer-Olkin (KMO) value of 0.848 was obtained as shown in Table 3.17. This value is greater than 0.5 which is an indication that the data was likely to factor well. Some items were removed one after the other at different stages of implementing the flow chart in 3.1. as shown in Tables 3.14, 3.15, and 3.16.

Table 3.14. Removed Items due to low individual KMO values in anti-correlation matrix.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Element	EQ3	CS5	CS10	CS9	CS8	CS11
KMO	0.495	0.323	0.434	0.418	0.412	0.428

Table 3.15 Removed items due to low communalities.

	Step 14	Step18	Step 20	Step 21	Step 22	Step 23	Step 24	Step 25
Element	SA7	IS7	SA12	CS2	CS3	CS4	ES1	ES2
Communality	0.474	0.444	0.344	0.356	0.397	0.335	0.420	0.443
	Step 26							
Element	ES6							
Communality	0.489							

Table 3.16. Removed items due to less than 3 loadings under each component.

	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 15
Elements	EQ1	SA3	IS9	EQ19	ES4	SA11	ES7	EQ6
	EQ2	SA4	IS10	EQ20	ES5	SA10	ES8	EQ7
	Step 16 Step 17 Step 19							
Elements	CS12	EQ4	SA9					
	CS6	EQ18	EQ4					

Table 3.17. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.848
Bartlett's Test of Sphericity	Approx. Chi-Square	22869.844
	df	2016
	Sig.	.000

Table 3.18. Eigenvalues of the final components and the amount of variance explained by each component

Component	Total	Initial Eigenvalues	
		% Variance	Cumulative %
1	4.913	14.449	14.449
2	3.628	13.671	28.12
3	3.082	9.063	37.183
4	2.567	7.55	44.733
5	1.991	5.857	50.59
6	1.837	5.404	55.994
7	1.545	4.543	60.537
8	1.289	4.161	64.698

Table 3.19. Rotated component matrix result from SPSS

	1	2	3	4	5	6	7	8
IS2	0.908							
IS3	0.935							
IS4	0.915							
IS6	-0.677							
IS8	-0.64							
CS7		0.552						
IS1		-0.722						
IS5		-0.747						
EQ12			0.712					
EQ13			0.832					
EQ14			0.728					
EQ8				0.612				
EQ9				0.785				
EQ10				0.802				
EQ11				0.583				
SA2					0.958			
SA5					0.973			
SA6					0.956			
CS1						0.665		
ES3						0.613		
ES9						0.662		
SA1							0.552	
SA8							0.538	
SA13							0.597	
EQ15								0.648
EQ16								0.742
EQ17								0.54

Table 3.20. Resulting factors and distribution of elements

Components	Factor name	Related elements
1	Marketing platform	(IS2) Electronic media marketing (IS3) Online education platforms (IS6) Agent recommendation (IS8) Word of the mouth
2	Cultural proximity	(CS7) Difficulty dealing with climate (CS1) Advertisement in my local press (IS5) Availability of university recruitment office in my home country
3	Institutional factor	(EQ12) the recreational facilities are adequate and necessary (EQ13) The institution location is ideal (EQ14) The institution provides highly respectable programs
4	Facility factor	(EQ8) The institution has a professional appearance and/or image (EQ9) The student housing facilities and equipment provided by the institution are adequate (EQ10) The academic facilities are adequate (EQ11) The institution executes program of excellent quality
5	Safety factor	(SA2) I was concerned about the securities and crime in my home country (SA5) I wanted to avoid ethnic conflict in my home country (SA6) I wanted to avoid social conflict in my home country
6	Adaptation factor	(CS1) Difficulty finding food I enjoy (ES3) I worry about the rising cost of living in the host country (ES9) I worry about failing an exam which may affect my scholarship
7	Motivation factor	(SA1) I wanted to expand my career and life opportunities (SA8) A foreign degree will open good opportunities for me (SA13) It's a prestigious thing to do
8	Ethics factor	(EQ15) The institution's graduated students are easily employable (EQ16) The students are treated equally and respectfully in the institution (EQ17) The institution appreciates feedback from students to improve the delivery of services

Table 4.19 is the rotated component matrix gotten from the SPSS analysis. The table clearly highlighted which items are loaded under each component. At the end of the analysis, 8 components were derived and factor names were allocated as shown in Table 3.20.

3.5. Discussion and Conclusion

This section comprises the summary of the quantitative analysis, summary of finding, discussion and conclusion.

3.5.1. Summary of study

The main purpose of this study was to identify and explore the factors that affect international students' study destinations and to observe if there are any significant difference in the factors that affect students from different regions. Using a self-administered questionnaire was distributed to 904 international students to understand if there were any significant difference in the factors that affect international students from different regions. In the questionnaire, closed-ended structured with Likert scale were used and divided into three parts: demographic and personal questions, exploring factors questions and reference factors. The questionnaires were administered online through a shared link generated from Google doc. The data collected are analysed by using the SPSS program.

3.5.2. Summary of Findings

The overview of the characteristics of the respondents are highlighted as follows; The results showed that majority of the respondents are originally from Africa (39%) and Asia & Pacific (32.4%) regions, more male international students (59.4%) responded to the questionnaire, which is contrary to data from U.SA, Australia and Europe which highlighted that more female are likely to study abroad compared to their male counterpart (European Commission 2017). More than half of the respondents are studying Engineering (30%) and Architecture (17.2%). Majority of the respondents have a family income of less than 100,000 USD per year, as more than 50% of the respondents are studying postgraduate studies (masters and Ph.D.). Family and scholarships are the major sources of tuition funding, as more than half of the respondents get their source of living

expenses from their family. Most respondents got their information about studying abroad from education agents (32.5%) and family & friends (34.4%).

3.5.3 Discussion

This section explains how the finding in the study correlate with the theories and findings in earlier researches. The relativity of the findings in this study would be checked with literatures.

At the end of the study regarding students' perspectives, 8 component factors are identified to be of great influence to the international students' choices as shown in Table 4.21 below.

Table 4.21. Summary of identified factors from the quantitative analysis

Questionnaire factors	Questionnaire factors
Marketing platform	Safety factor
Cultural proximity	Adaptation factor
Institutional factor	Motivation factor
Facility factor	Ethics factor

The result of the questionnaire analysis emphasized the significant importance of cultural proximity as a factor that affect international students study destination. Romi et al. (2006) emphasised the importance of cultural proximity as not only affecting the student but also the institution curriculum. Peck (2014) also identified the importance of cultural proximity on exchange opportunities of international students and also in the establishment of soft power within countries which boils down to diplomatic, cultural and political relationships.

The educational sector has become one of the most significant revenue generators of the Australian economy, as much as a source of future skilled labor that Australia tapped on to develop her economy (Tran, 2020). The possibility for international students to undertake part-time work while studying is a major bait for potential international students. This has been evident in Australia and UK that offer student work Visa to international students (Mazzarol et al., 1996). This is captured in this study as showing how much the economic factor plays an important role in the choice of destination of international students. The economic factor could have various perspectives which

includes the benefit of the host country whose national economy would be boosted by the presence of international students. Germany realized the importance of cost, particularly tuition fee, as a factor that affects international students' choice. German government thus subsidized the tuition fee, making international students' study completely free and pay only administrative fee and travel card. This has significantly increased the number of international students, making Germany a top-tier international students' destination (SG. Germany International Student Statistics. 2020). Prazeres & Findlay (2017) also highlighted that intensified immigration policies and increased tuition from 3000 British pounds to 9000 British pounds for international students in England and Wales have drastically reduced the mobility of international students to the UK. This shows the significance of cost (living expenses and tuition) as a factor that significantly influence international students' choice, which was proven in this study. Scholarship is another cost-related factor that influences international students from developing countries. Potential international students from Africa and Asia sees scholarship as a critical factor that affects their choice of study destination (James-MacEachern & Yun, 2017). Results indicating the region from which the respondents are from clearly show that all seven continents of the world are well represented, an indicator that the international level of the research was well captured.

Padlee et al., (2010) classified safety as an environmental factor together with social life and people surrounding which significantly affect international students' choices to study at a Malaysian private university. Although safety just like all other factors affecting international students' choice differ from country to country, international students are very aware of the safety and security on campus and of their host country even though this factor have not been ranked as one of the main factors by previous researchers. It is essential to note that international students are culturally diversified and the factors affecting their choices are equally diversified, Safety and security have thus become a relatively significant factor in recent times (ICEF monitor, 2012). British council (2012) previously ranked safety and security as 17th significant out of 19 factors but in 2012, it was ranked as 5th significant out of 19 factors. It is no coincidence that it's one of the most significant factors in this study, with a mean value of 2.25. Policymakers observed that it would be insensitive of universities and host countries to take issues of safety and security

with levity but to effectively implement the report of ICEF Monitors (2012) which advises host country to improve their national security through political and ideological activities to make their international education market more viable (Calitz et al., 2019).

Majority of the respondents (39.0%) were from Africa and 32.4% of the respondents being from Asia. These results confirm the upsurge of international education witnessed in Africa and Asia in the twentieth century. This has been contributed to by the inadequate access to higher education and the colonial and historical links (Wright, 2007).

More than half (59.4%) of the respondents were male, with 40.6% being female. Despite the males being more, the slight difference in percentage confirms the claims that more females are enrolling for higher education now more than ever (Andrews, 2017). A few of the factors contributing to the growth of female enrolment among the international students are: increased access to university education for women, global push to encourage female education and better financial situations. A report from the Institute of International Education (IIE) shows that a few regions are seeing a trend towards more women studying abroad, i.e., in Central and Eastern Europe women account for 65% of those studying abroad and Sub-Saharan Africa women accounting for 43% (IIE, 2017).

Majority of the respondents (30.0%) were enrolled in engineering programs, followed by architecture program (17.2%) and then business programs (18.5%). Engineering, construction and trade are believed to be the greatest contributors to the economy by fuelling the GDP of a country. According to the U.S. Bureau of Labour Statistics, engineers are among the professionals who get top pay with a median annual wage of \$91,000 in addition to the engineering field having an employment growth of approximately 140,000 new jobs in the next decade (COE, 2020). Materialism which is the financial and wealth desire of the migrating students plays a big role in motivation to study abroad and the selected programs. From the results, engineering is the most selected program due to the annual wage levels and high employment probability levels. Therefore, it is evident that materialism is a motivation factor for the programs that students select.

There are different sources of finances for international students ranging from scholarships, international organizations, their families, bank loans, host country governments among others. From the study, majority of the respondents had their families as their main source of finance for both education and living expenses in their host

countries. Therefore, the financial capability of the student's family is a big factor in determining the destination for international studies. The host country government is the second major source of finance for international students. In the market economy, increased productivity is expected to be rewarded with an increase in earnings. Student's home government is another source of financing for international students. National governments that sponsor their students assume that the benefits of attending a higher education institution outside the home nation are different from the benefits that results from attending a domestic institution. Through taking advantage of high-quality educational offerings in other nations, this approach helps to build the international perspective of the home nation's population, promote knowledge transfer and develop skills required by employers (Wolter, 2007). Therefore, the type of financial support offered by different countries for international studies is a determinant in the choice of destination for international students.

A good number of respondents (34.4%) joined specific universities, courtesy of the recommendations they received from their friends and family members. Yang (2007) indicated that family members and friends play a big role in determining the study of an international student. They do so by referring and recommending to their friends the universities they studied. In that case, therefore, the family members and friends being addressed are likely to select such universities. Education agents also influenced a good number of respondents (32.5%) to join specific universities. Education agents assists students in finding the right colleges and universities and help with the application process. Additionally, education agents can assist in matters concerning visas, accommodation, travel among others. Education agents are another vital factor that influences the destinations for international students. This emphasized the importance of the recommendation factor in the interview result and also the marketing platform factor in the questionnaire analysis. James-MacEachern & Yun (2017) results also identified parents, spouses, peers, guidance and counsellors and institution recruiters as the principal propellers to the choice of international students' choices.

Most students indicated that regulation factors such as visa application and immigration policies had a low influence regarding their study destination. This can be attributed to the fact that visa application process is not that tedious (Verbik & Lasanowski, 2007). Also,

the immigration policies are friendly to the foreign students. In that case, and therefore, regulation policies are not such a big issue to determine the international student destination (Verbik & Lasanowski, 2007). However, it is worth noting that regulatory policies influence the study destination of some international students, as the results shows. Some countries have established numerous rules and visa conditions for students with possible punishments in case of violation which makes the students feel unwelcomed into such countries.

Bodycott (2009) used questionnaire approach to understand which factors 251 mainland parents and 100 students look out for when they think about studying abroad. Both parents and students emphasized the importance of economic factor like costs and living expenses. Other factors they crave for are proximity to home, migration regulations, possibilities and employment benefits which were also highlighted in the result of this study.

CHAPTER 4

EXPERTS' ANALYSIS

4.1. Introduction

For the purpose of the experts' analysis, we used the Fuzzy-DEMATEL method. Little or research in the field of international student mobility have used this method in understanding the factors that influence international students' choice. The Fuzzy-DEMATEL concept entails the combination of the fuzzy linguistic function of the fuzzy set theory (FST) and DEMATEL model (Wu & Lee, 2007). The combination of these two aspects enables researchers to analyze the cause-and-effect relationships amongst factors to determine the interactive influence between the variables in questions. According to Tsai et al. (2015), the Fuzzy-DEMATEL model consists of steps in the computation procedure. The steps are illustrated as follows:

Step 1: Establish measurement scales and determine the direction and degree of influence between factors. This first step consists of identifying and defining the myriad influential factors affecting the international students' study destination. These factors can be obtained from literature reviews, brainstorming, and by seeking expert opinion. Notably, the degree of influence is formulated to compare the factors and as a result, to determine the level of inspiration and causalities between the identified factors. A pairwise comparison scale is required for the level of influence, "No", "Very Low", "Low", "High", and "Very High".

Step 2: Establish the initial direct relation matrix (Z). where $Z = [z_{ij}]_{n \times n}$. At this stage, a questionnaire survey method is used after the importance of the measurement scale has been established. The experts compare the factors to arrive at the direction and degree of influence between the elements in question. As a result, a direct relation matrix is created. Every value in the matrix stands for the size of the interactive influence among the factors. The diagonal values in the matrix are set as 0.

Step 3: Establish the normalized direct relation matrix. Let $X = [x_{ij}]_{n \times n}$ be the normalized direct relation matrix where $0 \leq x_{ij} \leq 1$, which is derived from equation (1):

$$X = \lambda Z, \text{ where } \lambda = \frac{1}{\text{Max}(\sum_{j=1}^n z_{ij})} \quad (1)$$

Step 4: Establish the total relation matrix T using equation (2)

$$T = \lim_{k \rightarrow \infty} (X + X^2 + \dots + X^k) = X(1 - X)^{-1} \quad (2)$$

Step 5: Calculate the sum of the values in each column and each row from matrix T using equation (3). This step entails adding up the values of each column and row in the total relation matrix, where D_i is the sum of the i^{th} row and R_j is the sum of the j^{th} column. The D_i and R_j values represent both the direct and indirect influences between factors.

$$D_i = \sum_{j=1}^n t_{ij}, R_j = \sum_{i=1}^n t_{ij} \text{ where } t_{ij} \in T \quad (3)$$

Step 6: Illustrate the cause-and-effect diagram. This is the last step, which entails the prominence of the factors based on $(D_k + R_k), k = 1, 2, \dots, n$. This illustrates the overall influential directions of service attribute. The parameter $(D_k - R_k)$ is referred to a relation, which demonstrates the difference in the influences of this service attribute. The resultant value illustrates the degree of the impacts of the factor k in question.

In order to deal with the subjective judgement in quantitative decision-making process at step 1, we used Fuzzy Set Theory (FST) developed by Zadeh (1965) which bases it on the membership function concept while aiming to put the linguistic variables into account. A linguistic variable can be referred as a variable whose values are consigned in line with the phrases or sentences in a natural language (Zadeh, 1965). The linguistic variables can be adequately be expressed by triangular fuzzy numbers (TFNs). A TFN can be defined as a membership function $\mu_A(x)$ that consists of real numbers (l, m, u) , where $l \leq m \leq u$, as shown in Figure 1. Thus, each $z_{ij} \in Z$ can be described as $z_{ij} = (l_{ij}, m_{ij}, r_{ij})$.

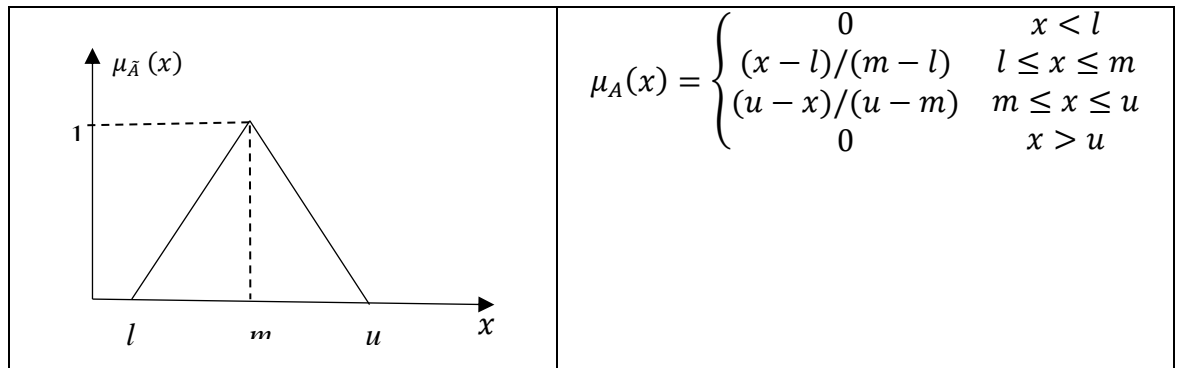


Figure 4.1. A symmetric TFN

The fuzzy linguistic function encompasses the conversion of linguistic words into fuzzy numbers which are then defuzzified to obtain explicit values (Lee et al., 2014) for computations. Before step 3, $z_{ij} = (l_{ij}, m_{ij}, r_{ij})$ values are defuzzified to obtain crisp

values. For defuzzification, we implemented the following CFCS (Converting Fuzzy data into Crisp Scores) procedure proposed by Opricovic and Tzeng (2003) and explicitly described by Dizbay & Öztürkoğlu (2020).

(i) Normalization: Let xl_{ij}^k , xm_{ij}^k and xr_{ij}^k be the normalized lower, mode and upper values, respectively. For each expert k , compute $xl_{ij}^k = (l_{ij}^k - \min l_{ij}^k) / \Delta_{\min}^{\max}$, $xm_{ij}^k = (m_{ij}^k - \min l_{ij}^k) / \Delta_{\min}^{\max}$, and $xr_{ij}^k = (r_{ij}^k - \min l_{ij}^k) / \Delta_{\min}^{\max}$ where $\Delta_{\min}^{\max} = \max r_{ij}^k - \min l_{ij}^k$.

(ii) Calculate the left (xls_{ij}^k) and right (xrs_{ij}^k) normalized values:

$$xls_{ij}^k = xm_{ij}^k / (1 + xm_{ij}^k - xl_{ij}^k)$$

$$xrs_{ij}^k = xr_{ij}^k / (1 + xr_{ij}^k - xm_{ij}^k)$$

(iii) Calculate the total normalized crisp value:

$$x_{ij}^k = [xls_{ij}^k(1 - xls_{ij}^k) + xrs_{ij}^k xls_{ij}^k] / [1 - xls_{ij}^k + xrs_{ij}^k]$$

(iv) Calculate the crisp values:

$$\ddot{x}_{ij}^k = \min l_{ij}^k + x_{ij}^k \Delta_{\min}^{\max}$$

(v) Integrate all crisp values from each expert and develop the de-fuzzified single relation matrix $Z \in z_{ij}$:

$$z_{ij} = \frac{1}{p} \sum_{k=1}^p \ddot{x}_{ij}^k, \text{ where } p \text{ is the number of experts.}$$

4.1.1. Research Questions

In order to investigate the factors that influence international students' destination choice through the experts' analysis, this study is aimed to answer the following questions

1. What are the factors influencing international student decision to study abroad according to experts' opinion?
2. Which factors are most significant to the experts?
3. What is the interrelationship between the factors?

4.1.2. Objectives of Study

The objective of this study is to investigate the factors that influence international students' destination through the experts' analysis. Alongside, specific objectives are stated as follows;

1. To determine the factors influencing international student decision to study abroad according to experts' opinion.
2. To find out which factors are most significant for the experts.
3. To understand the interrelationship between the factors.

This study is aimed at investigating the underlying factors that affect international students to choose a university or country as their study destination as well as understand the ranking of significance of the factors to the experts. The interrelations between factors would also give policymakers the opportunity of understand how each factor relates with one another.

4.1.3. Delimitation

This study was conducted on international students studying in Turkey. The sample participants were 5 experts with more than 5 years of experience in the field international student recruitment from 5 different countries. Hence, the following assumptions were made:

1. The opinion of each of the experts towards this research were independent as there was not influences what so ever on their responds.
2. The participants answered the questions posed to them honestly and truthfully

In order to address these aforementioned limitations, the participants were asked the same question in another form and their responses were triangulated.

4.2. Literature on Fuzzy-DEMATEL

Fuzzy-DEMATEL is a decision-making trial and evaluation laboratory used to identify the interrelationship among factors. Khan et al., (2018) used Fuzzy-DEMATEL approach to identify major barriers towards adopting Halal Certification through Assessment and Accreditation. This can be used as a tool for decision-making process for producers, manufacturers and distributors. Chou et al (2012) also used Fuzzy-DEMATEL in Human Resources for science and Technology (HRST) to establish contextual relationship among the factors in human resources for science and technology. The factors were classified into cause-and-effect group, after which the level of connectivity among these factors was also

established. In a bid to overcome the competitiveness in the supply chain industry, Chirra & Kumar (2018) identified 14 supply chain flexibility strategies that are related to the present-day business trend in automobile industry. A structured questionnaire was administered on 15 field managers to understand the interrelation between these strategies. From the data extracted from the managers' response, the degree of influences of these strategies, cause and effect group were established. The experts required to respond to the structured questionnaires must have acquired substantial years of experiences in the topic industry for them their opinion to be valid.

This methodology can also be used in the international education industry to understand the degree of influence of the factors that affect international students' choice on each other. The cause-and-effect factors can also be identified, while the interconnection between the factors can also be determined.

Following the steps of the Fuzzy-DEMATEL method discussed in the previous section, the first step is to determine the relevant factors to international students' choice of study destinations sourced from literature. We then determined the fuzzy linguistic scales, which was previously used by George-Ufot et al. (2017) to collect data from the experts. The scales and their corresponding triangular fuzzy memberships are described in Table 4.2. According to the suggestion by Li et al. (2019), we carefully selected five experts in the field of international students and higher education using snow-balling technique. Table 4.1 demonstrates the characteristics of the selected experts.

Table 4.1. Expert's profile.

SN	Professional field	Present rank	Years of experience	Nationality
1	University Representative	Director	6	USA
2	Educational Agent	Director	10	Nigeria
3	Educational Agent	Senior Consultant	8	Pakistan
4	Educational Agent	Director	8	Turkey
5	University Representative	Deputy Director	6	Sweden

Table 4.2. Linguistic evaluation table.

Linguistic evaluation	Abbreviation	Influencing numbers	Triangular fuzzy numbers
Very high influence	VH	4	(0.75, 1.0, 1.0)
High influence	H	3	(0.5, 0.75, 1.0)
Low influence	L	2	(0.25, 0.5, 0.75)
Very low influence	VL	1	(0,0.25, 0.5)
No influence	No	0	(0, 0, 0.25)

Culled from George-Ufot et al., (2017)

We conducted face-to-face interviews with each expert at separate times. Before the interview, the list of the identified factors for the quantitative analysis were highly with their descriptions and sent to them for them to understand the scope of the research. During the interview, we asked the experts to express the influence of one of the factors against the other using the fuzzy linguistic scales very high influence (VH), high influence (H), low influence (L), very low influence (VL), and no influence (No) as shown in Table 4.2. Appendix 3 shows the interview work sheet for the experts, as Appendix 4 shows a filled interview result of one of the experts. The expert assessments were converted into fuzzy numbers and de-fuzzified using the described procedure in the section 5.1. The aggregation of the de-fuzzified matrix which is the initial direct relation matrix was generated and shown in Appendix 5. The initial direct relation matrix was then normalized to produce the direct relation matrix X as shown in Appendix 6. The computed total relation matrix T is also demonstrated in Appendix 7. Using T , we computed the degree role matrix with the cells D , R , $D + R$, and $D - R$ as demonstrated in Table 4.3. The table also shows the degree of level of influence of the factors that affect international students' study destination with respect to the descending order of $D + R$. University ranking factor has the highest level of influence amount the factor groups, while adaptation factor group is the least significant.

Table 4.3. Degree of Central Role Matrix.

	Factors	R	D	(D+R)	(D-R)	Rank
C1	University ranking	1.29	2.10	3.39	0.81	2
C2	Possibility of academic exchange programs	0.95	2.11	3.06	1.16	3
C3	Possibility of wide range of program	1.00	0.78	1.78	-0.22	23

	Factors	R	D	(D+R)	(D-R)	Rank
C4	Quality of teaching	0.96	0.73	1.69	-0.23	25
C5	Ease of application process	1.17	1.07	2.24	-0.10	16
C6	Availability of research projects and institutions	1.31	1.36	2.67	-1.31	8
C7	Existing collaboration with industries	0.99	1.04	2.03	0.05	20
C8	Attractiveness of campus and facilities within it	0.90	0.50	1.40	-0.40	26
C9	Availability of scholarship	1.16	0.80	1.96	-0.36	21
C10	Social life activities within the university	1.44	0.65	2.09	-0.79	19
C11	Availability of high diversification at the university	1.32	1.29	2.61	-0.03	10
C12	Reasonable level of indulgence in host country	1.26	2.15	3.41	0.89	1
C13	Availability of global Alumni network	1.36	1.24	2.60	-0.12	11
C14	Existence of fellow countrymen	1.13	1.68	2.81	0.55	5
C15	Cultural proximity	1.02	1.75	2.77	0.73	6
C16	Safety	0.92	0.84	1.76	-0.08	24
C17	Ease of accommodation	1.22	1.11	2.33	-0.11	14
C18	Cost of living	1.13	1.24	2.37	0.11	13
C19	Cost of education	1.26	0.96	2.22	-0.3	17
C20	Ease of visa application	1.19	1.06	2.25	-0.13	15
C21	Possibility of learning new culture	1.16	0.67	1.83	-0.49	22
C22	Job and career opportunity after graduation	1.27	1.46	2.73	0.19	7
C23	Ease of residence permit application	1.29	1.60	2.89	0.31	4
C24	Level of political stability	1.13	1.00	2.13	-0.13	18
C25	Level of economic development in host country	1.58	0.94	2.52	-0.64	12
C26	Transit factor	1.67	0.96	2.63	-0.71	9

4.3. Cause and Effect Factors

Akyus and Celik (2015) identified DEMATEL as one of the best techniques for finding the cause-and-effect relationship between different factors in the evaluation process of a system. When the value of $(D - R)$ is positive, it means such factor group is in the cause group and when $(D - R)$ is negative, it means that such factor group is in the effect group. The cause factors influence the effect group thus should be the focus. The cause factors often referred to as the implication of the influencing factors, while the effect group are

referred to the implication of the influenced factors. Looking at the interdependence among factors, attention should be paid to the cause groups relative to the influence of the effect group factors. The cause group and effect group factors are shown in the Table 4.4 below.

Table 4.4. Cause and effect group factors

SN	Cause group		SN	Effect group	
1	University ranking	C1	1	Possibility of wide range of program	C3
2	Possibility of academic exchange programs	C2	2	Quality of teaching	C4
3	Existing collaboration with industries	C7	3	Ease of application process	C5
4	Reasonable level of indulgence in host country	C12	4	Availability of research projects and institutions	C6
5	Existence of fellow countrymen	C14	5	Attractiveness of campus and facilities within it	C8
6	Cultural proximity	C15	6	Availability of scholarship	C9
7	Cost of living	C18	7	Social life activities within the university	C10
8	Job and career opportunity after graduation	C22	8	Availability of high diversification at the university	C11
9	Ease of residence permit application	C23	9	Availability of global Alumni network	C13
			10	Safety	C16
			11	Ease of accommodation	C17
			12	Cost of education	C19
			13	Ease of visa application	C20
			14	Possibility of learning new culture	C21
			15	Level of political stability	C24
			16	Level of economic development in host country	C25
			17	Transit factor	C26

4.4. Causal Diagram

The cause-and-effect group is represented on the causal diagram for easy and graphical understand of the factors that affects international students study destination. The values of $(D_k + R_k)$ and $(D_k - R_k)$ in Table 4.3 are used to draw the casual diagram of factors affecting international students' study destination. Where the $(D_k - R_k)$ vertical axis and

$(D_k + R_k)$ is the X axis. The graph also shows the cause-and-effect groups. The factors with negative values of $(D_k - R_k)$ are effect groups while the factors with positive values of $(D_k - R_k)$ are cause groups. The cause group factors are net receiving factors while the effect group factors are impacted by the cause factors, affecting the choice of international students' study destination.

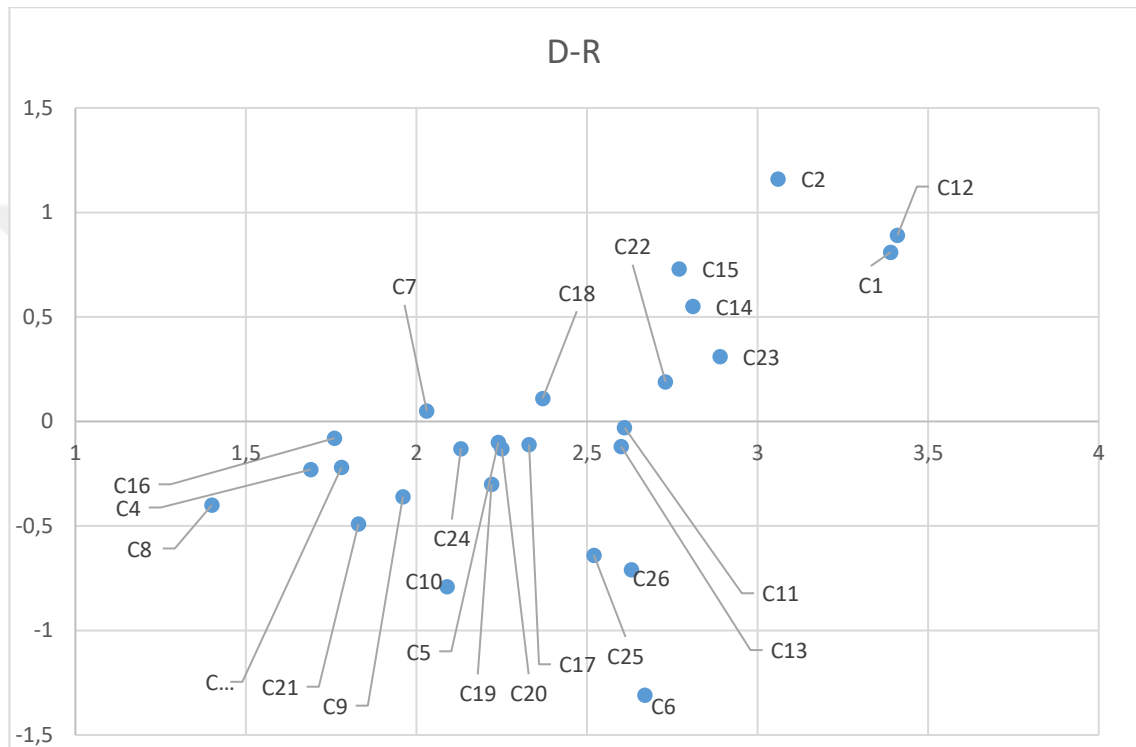


Figure 4.2. Casual Diagram

4.5. Inter-relation Map

DEMATEL can also be implemented to draw a factor interrelation map to show the relationship between factors that affect international students' study destinations. For this to be done, an important threshold value is evaluated to eliminate the least connecting pairs units to arrive at a clearer interrelation map. The averages of matrix T in Appendix 7 are evaluated as the threshold value as illustrated in Yang et al. (2008) proposition. For this study, the threshold value is calculated as 0.046. Any value below the threshold value is eliminated, after which three different kinds of relationship between the factors are illustrated on the interrelation map according to the strength of the relation – “very strong”, “strong” and “medium” as shown in Appendix 8.

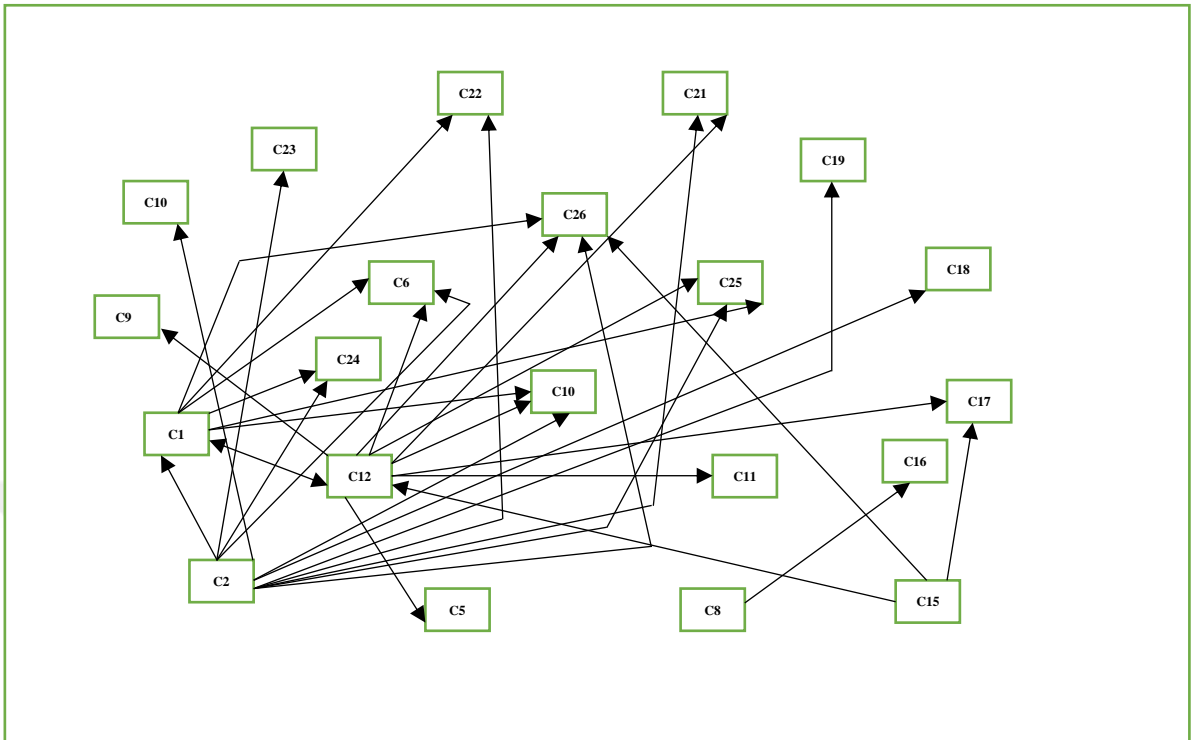


Figure 4.3. Interrelation Map for “Very Strong” Related Factors

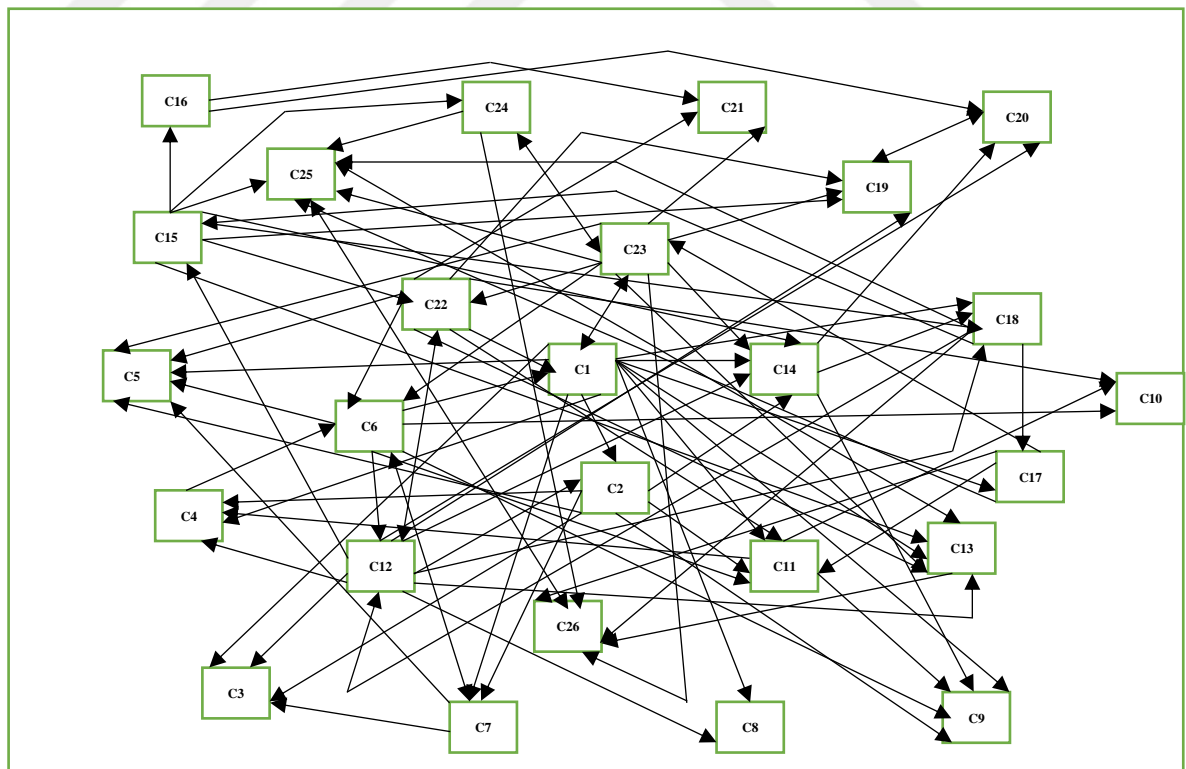


Figure 4.4. Interrelation Map for “Strong” Related Factors

After eliminating the least values under the threshold, a scale is evaluated by finding the maximum value (0.112) and the minimum value (0.046) from the remaining elements in matrix, an average value (maximum minus minimum) divided by 3 (because we have three categories of strength relationship) is then calculated. According to this calculation, a scale of 0.022 is evaluated. Factors relations that have values between 0.112 and 0.090 have very strong relationship, values between 0.089 and 0.068 have strong relationship while values between 0.067 and 0.046 have medium relationship. T values with bold characters represent “Very strong” connections between factors, T values with italic characters represent “Strong” connections between factors, T values with underlined characters represent “Medium” connections between factors while the ones with normal characters are having values below the thresholded value. Figure 4.3 is an interrelation map between factors that have very strong relationship.

4.6. Conclusions and Discussions

This section comprises the summary of the Fuzzy-DEMATEL analysis, summary of finding, discussion and conclusion.

4.6.1. Summary of Study

The purpose of the Fuzzy-DEMATEL approach is to understand the experts’ perspective on the factors affecting international students’ destination choice. A One-on-one interview was conducted with each of the five experts to get their opinion on how each of the factor related to one another. The interview was structured with a worksheet to input each of the expert’s responds using the fuzzy numbers. The data was analyzed using the DEMATEL model.

4.6.2 Summary of Findings

The DEMATEL model ranked each of the factors in order of significance according to the experts’ opinion. The most significant factor that affects the international students’ choice (according to the experts’ opinion) is the Reasonable level of indulgence in host country which has the highest ($D + R$) value of 3.41, followed by university ranking with the ($D + R$) of 3.39 and thirdly Possibility of exchange programs with the ($D + R$) of 3.06. The least significant factor is the Attractiveness of campus and facilities within it with a ($D + R$) of 1.40, followed by Quality of teaching with a ($D + R$) of 1.69 and thirdly

Safety with ($D + R$) of 1.76. The 26 factors were categorized into the cause-and-effect groups, where the cause group factors impact the effect group factors. The causal diagram gives a clearer pictorial description of the cause-and-effect groups in the graph (see Fig. 5.3). The factors on the positive Y- axis are the cause group factors, while the ones on the negative Y- axis are the effect group factors. The relationship strength between each of the factors are also represented in the interrelation map. The relationships between each of the factor with one another are in three categories of very strong, strong and medium relationships using the table in Appendix 8.

4.6.3 Discussions

This section of the study give details of how the findings in this study correlates with earlier research. The result of the study that stakeholders in the international education sector are very critical in understanding the dynamics of the factor affecting international students study destination. Presently, many universities and governmental educational strategist baffle with the responsibility of coming up with the best strategy to increase the number of international students they enroll to fulfil their own organizational objectives. To achieve the potential and benefits of international student recruitment and also provide decisions making theoretical basis for universities and other related government agencies to simulate the international education sector, this study generated sets of critical factors affecting international students' study destinations. Response from the interviewed experts with substantial years of experience of international student recruitment confirming the relative importance of the selected factor validates this study. In understanding the interrelation connection among these factors and the relative judgmental fuzziness in the expert evaluation procedure, we make use of the Fuzzy-DEMATEL approach to identify the critical factors affecting international students' destination. The objective of this research which includes the identification of cause-and-effect group among the factors would help the policymakers understand the interconnections between these factors and how significant they are in affecting the students' choices. One of the major factors that should be considered while making policies by both universities and government agencies is the university ranking, as it greatly impacts students' access, choices and opportunities (Clark, 2007). University ranking has also been responsible for the choice of most international students making the

choice of universities in the United States, The United Kingdom, Canada as their top priorities while making their choices (James-MacEachern & Yun, 2017). This is evident in this study as it tops the list of the cause group and its position as the second most significant factor is not coincidental.

As much as the university ranking is significant for choice selection of international students, most emphasizes are places of it than other factors (Clark, 2007). This study has thereby supported Lassegard (2016) who emphasized the importance of diversification on campus for the choice of Japanese students. In this study, availability of high diversification at the university is another significant factor that affects the choice of international students' study destination as the most significant factor and thus among the cause factors.

Chen & Barnett (2000) who have identified that the quality of teaching is not the driving factor in affecting Chinese student choice opened the gap in the desire to want to understand the other factors, if not the most important factors that affects the choices of study destination of the most populated countries in the world. In 2014, China realized the importance of the academic exchange program to its education section, this has thus been moving china from a major consumer of international education to becoming one of the emerging suppliers of international education (Jiani, 2017). From this study, the possibility of academic exchange program has shown to be a crucial factor been in the cause group category, irrespective of its eighteenth position in the ranking of significance among experts. Policymaker should keep the importance of this factor in mind in their decision-making to take a clue from the Chinese experience.

The ease and cost of accommodation were among the most significant criteria perceived by prospective international students (Netz & Finger, 2016). Students most often want to be sure that their living in the host country will be convenient and comfortable. This factor has also re-echoed in the cause group and twelfth significant factors among experts that directs international students' choice. Universities and educational agencies are required to make their accommodation options apparent in their fact documents and emphasize their desire to make the students' sojourn in the home country most comfortable.

The other cause group factors- existing collaborations with industries, availability of global alumni network, existence of fellow countrymen, and the ease of residence permit

procedures have also been proven to be very essential in literatures and their degree of significance have been shown in the ranking has been subjective to the expert judgment. Most importantly, the causal diagram has shown the level of connection and the interrelation map between the factors. From the map, educational strategist can make their policies, understanding the strength of relationship between each pair of factors that affect the international students' choices. They can then decide using other marketing tool like the SWOT analysis to identify which of the interrelation is their strength, weakness, opportunity or threat. With that, they can strategize to beat competition and successfully fulfil their organizational objectives.

Finally, this work is limited to expert's opinion relative to their experience and knowledge of the sector and the analysis by the DEMATEL approach, future research using other multi- critical decision-making tool will be considered to compare note to see what other ways to explore and understand the factors that affect international students' study destinations.

4.7. Managerial Insight

Looking at the result from the interview method and its analysis, factors bordering regulations, recommendation, academic, economic and sociocultural criteria have been emphasized. Education manager should know how best to present the regulation laws and policies to the students in order not to make them, lose interest in studying at the university abroad or country at large, as frequent change in regulation laws have always been an obstacle in attracting international students (Ahmad & Hussain, 2017). Recommendation factors are also sometimes referred to as reference factors or influence group (James-MacEachern et al., 2017). (James-MacEachern et al. (2017) concluded that most prospective students depend on references from friends, family, peer, education agents in making their decision of which university they attend. This gives the decision maker an insight of factoring the function of reference groups in their policy making. Increase in tuition fee and high cost of living in traditional destination of international students have created a paradigm shift to emerging destinations especially Malaysia, Singapore and Turkey (Singh, Schapper, and Jack 2014). This makes the international education market more competitive for institutions and country with effective pricing policies and packages.

As much important as the academic factors like the university ranking and professor profile, if the financial obligation is not fulfilled, students would not be willing to consider the academic factor as a cogent factor (Ahmad & Hussain, 2015). The findings in the Fuzzy-DEMATEL approach have significantly implications for policy-makers, personals of educational institutions and other educational stakeholders to effectively and strategically position themselves within the market. Also, applying the right marketing mix to strategically communicate their policies to the market would help to improve their internationalization policy. This research has a consistent trend with the review of a host of other previous studies on the subject of understanding the important factors that affect international students' study destinations. University ranking factors does not happen to be the most significant factor in this research, coincidentally. James-MacEachern & Yun (2017) concluded, after evaluating the factors that attract international students to the largest Canadian university, that university ranking is a very indispensable and significant factor students considers while making their choice. It is always believed that the ranking of the universities contributes immensely to the prestige of the university, thus propelling all universities to always want to fulfil all indexes that would improve their ranking. Ahmad & Shah (2018) concluded using the outcome of a qualitative research that the prominent theme in their research includes; rankings and reputation of the university, experiencing a new culture, availability of scholarship and learning the Mandarin language- which is learning a new language apart from one's mother-tongue. The factors; cultural factor, safety, social life in the host country, peer-influence, personal factors, together with the adaptation factor groups are also relatively important factors in the choice of international students' destination. As international students are first attracted to the host country before thinking about other factors about the university like images and other characteristics associated with the educational institution of the host country (Ahmad et al., 2016).

University reputation, reasonable indulgence in host country, possibility of academic exchanges, quality of education, safety at the university, have traditionally been identified as the factors that shape international students' choice and also used to measure students' satisfaction (Smith et al., 2002). Shanka et al. (2006) then evaluated the quality of education, diversification of program, cost of living and recommendation from family and

friends as very significant factors that affect the destination choice of students from Malaysia, Singapore, Indonesia and other Asian countries in choosing Perth as their study destination city. This emphasizes the significance of factors; possibility of wide range of programs, possibility of wide range of degrees, quality of teaching, availability of research projects and institutes, existence of collaboration with industries, attractiveness of campus and facilities within it and Cost of education which are related to the quality of teaching. The significance of these factors has been quite evident in literatures, it is required of the policymaker to understand their market strengths, weaknesses, opportunities and threats relative to the market competitors' potentials to be able to develop the best policies using the marketing mix to achieve their internationalization objects.



CHAPTER 5

CONCLUDING REMARKS AND FUTURE RESEARCH

This chapter will discuss the correlation in the finding of the three separate studies and how they contribute to influence the study destination of international students. It will also discuss the future trend of this study.

5.1. Concluding Remark

The Study of international students' decision of choosing their study destination and, most importantly, understanding the factors that impact their choices have been shown to be a very vital part of the sector. International students examine all factors available to evaluate which destination best satisfy their desires, and thus it's best for countries and institutions to understand the marketing strategy to implement. This study has been able to establish that the factors affecting international students' choices differs from regions to region, hence using the same marketing strategy for all countries of the world might not be optimally productive.

Socio-cultural factor in the qualitative analysis cut across all the three studies as a very important factor that influence the destination of international students. In the qualitative analysis, it emphasized the importance of geographic and cultural proximity in the choice of international students, in the quantitative analysis, one of the component factors is cultural proximity which involves the university showcasing their cultural diversification potentials. Also in the expert analysis, the most significant factor that influence international students' destination according to the expert is the indulgence in the host country which is socio-culturally related.

Academic factor is also another factor that proved to be so important across all the three studies. University ranking, university image, professors and other themes that arose from the interview analysis all emphasize the importance of the academic factor. In the quantitative factor, the university ranking and image of the university were embedded in the institutional factor which reflected in the component factors as relatively important. In the experts' analysis, the university ranking is the second most significant factor according to the experts' opinion. This challenges universities to develop the position of their university by working on their ranking.

The quantitative analysis concluded that the institutions must have a strong marketing platform in order to fulfil their objective of internationalization, while the qualitative analysis was silent on the marketing platform but signifies those references from family and friends are very significant in the choice of students' destination. From these two analyses, institutions are advised to keep a strong alumni community in order for their students to be ambassador references to their family and friends.

The economic factor is one of the factors from the qualitative analysis which aligned with the adaptation factor in the quantitative analysis, as students must be sure if they can adapt to the lifestyle and standard of living in the host country. In the experts' analysis, the cost of tuition is believed to have an effect on the cost of living in the host country.

It is advised that policymakers examine the region of prospective students well after they must have analysed their own strengths, weaknesses, opportunities, and threats. As international student markets are becoming highly competitive, it's best for institutions and countries to carefully implement their strategies to be able to optimally explore the opportunities in this booming market.

5.2. Future Study

The dangers we are facing getting more interconnected as the climate turns out to be more interconnected. The Coronavirus pandemic has crossed public limits and is currently spreading beyond the boundaries of nation-states. It has gravely restricted movement throughout the globe, hence impacting international education. It has affected residents, all things considered, instructive levels, pay levels, and sexes. Nonetheless, the equivalent can't be said about the repercussions, which have excessively impacted the most troubled. Education is the same. With the assistance of their folks and a craving to learn, understudies from more well-off families might have the option to explore a way through shut school ways to other learning openings. At the point when schools shut, numerous from low-pay families were regularly forgotten about. This emergency has exposed a few imperfections and disparities in our instructive projects, going from an absence of admittance to the broadband and PCs needed for web-based figuring out how to need places of refuge needed to focus on learning to a misalignment of assets and requirements. The Coronavirus pandemic has grown throughout the planet, arriving at practically all nations and regions equally. The plague was first found in Wuhan, China, in December

2019. Nations everywhere in the world encouraged individuals to exercise self-control and follow all precautionary measure to minimize the impacts of the pandemic. Handwashing, masks, physical separating, and halting mass social affairs and gatherings have also been considered general well-being methods. To level the bend and screen the spread of the plague, lockdown and stay-at-home strategies have been carried out (Sintema, 2020). During the second week of March 2020, Bhutan announced the closure of schools and organizations and a cut in trading hours (Kuensel, 2020). From August 1, 2020, the entire country was put on lockdown (Palden, 2020). The pandemic has presented us with the ability to prepare for automated learning to be introduced (Dhawan, 2020). The absence of internet preparing assets, educators' deficient openness to web-based instructing, the information shortfall, a non-favorable habitat for learning at home, value, and scholarly accomplishment in advanced education are completely featured in the examination. The effect of the Virus pandemic on the instructing and learning climate overall is inspected in this paper. During the Coronavirus pandemic, the troubles and advantages of the web and proceeding with instruction are summed up, and away ahead are proposed.

The future study would be to understand the impact of pandemic on international education market and also understand which of the factor still remain significant and what are the new trending factors that affect the international students' destination choice in a period of pandemic.

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APPENDIX 1 - Interview Questions

The listed questions below are proposed to explore the factors that affect the international students' study destination. The question is directed to understand the hidden push and pull factors that affected the student's decision to embark on the journey of international education. The questions are targeted at students who have left their home countries and are already studying at the host country.

Warm-up Questions

1. Can you tell me a little about yourself (Year of Birth, about your family, country, education background?)
2. What program and department are you studying?

Understanding students' background relative to Education/International Education

3. Can you evaluate your family income?
4. What's your family orientation towards education? (Hofstede cultural dimension)
5. Have you ever studied abroad before? (Before coming to here?)
6. How did you learn about the university?

Getting students' perspectives on critical factors that affected their decisions of studying abroad

7. Why did u come abroad to seek higher education? (What are reasons in particular?)
8. What are the factors that you thought would have affected you economically during your period of studying here?
9. What are the factors that you thought would have affected your social life? (Social factors)
10. What are institutional/bureaucratic constraints you thought about??
11. Do you consider cultural aspects while planning your education abroad?
12. Do you know someone who was studying abroad? Does he/she influence you? How much?

Understanding the effect of competitiveness in International Education and exploring competitive advantages

13. Which other country/countries did you had in mind?
14. Why have you preferred Turkey or where you are now?
15. Why have you preferred Izmir or the city you are now?
16. Why have you preferred your present University?

Understanding the referral factors and influences

17. How did your family react to your decision of studying abroad? (where they supportive?)
18. What about your peers?

Exploring factors to aid the university competitiveness

19. How important was the application process time to you?
20. How does the application process time affect your emotions?
21. How do you fund your education abroad?

22. How do you think scholarship would have affected your destination decision?
23. What are barriers you encountered while making your decisions to study abroad?
24. How did you overcome these barriers?
25. What are your future plans after the completion of education at your university?
26. Why would you like to remain in the university you are studying now?
27. Why would you want to change university you are studying now?
28. How would you evaluate the university you are studying now?
29. Did your experience at your present university meet your wants?

Exploring more factors that affect the students' study destination

30. What are the job prospects you aspire for?
31. How much do you think your prospective degree would affect your future career?
32. How do you think your decision affects your peers or siblings' educational prospect?
33. Would you like add any other note regarding your prospect desire of studying abroad?

APPENDIX 2 - Questionnaire

Demographic questions

1. What is your nationality?

Country list

2. Which country are you studying at the moment?

Country list

3. What is your gender?

Male/Female

4. What program are you enrolled?

Business/Engineering/Medicine and other paramedical programs/Architecture/Art and design/Social sciences/Education/Journalism/International relations/others

5. Which of the following best describe your family's annual income class? (according to your home country standard)

Less than 30,000 USD/30,000 USD to 49,999 USD/50,000 to 99,999 USD/100,000 USD to 349,000 USD/Above 350,000 USD

6. Which of these is the level of education you are currently undergoing?

Doctoral degree/Master's degree/Bachelor's degree/Associate's degree

7. Which of these describe your religious believe?

Atheism/Agnostic/Buddhism/Christianity/Islam/Hinduism/Judaism

8. Please choose the main financial source of your education

Bank loans/International foundations/Host country government/Myself/My family/My home country's government/Support from foundations in the Hosting country/University scholarship

9. Please choose the main financial source of your living expenses

Bank loans/International foundations/Host country government/Myself/My family/My home country's government/Support from foundations in the Hosting country/University scholarship

10. How did you hear about studying abroad?

Word of mouth/ Search engine/Blog/ Online Ads/social media/ Education agents/Family and friends

In-sighting questions

- A. How much do you agree with these factors as your reasons to study abroad?

Strongly disagree/Disagree/Neither agree nor disagree/Agree/Strongly agree

1. I wanted to expand my career and life opportunities
2. I was concerned about securities and crime in my home
3. I wanted to learn a foreign
4. I wanted to get a good education
5. I wanted to avoid ethnic in my home country
6. I wanted to avoid social conflict in my home country
7. I wanted to have more freedom

8. A foreign university degree will open good opportunities for me
9. I planning to immigrate in the future
10. I thought it would be fun
11. It was personally important to me
12. Other people (relatives and friends) expected me to do this
13. it's a prestigious thing to do

B. How much do you agree with the following phrases affecting your decision of studying abroad?

Strongly disagree/Disagree/Neither agree nor disagree/Agree/Strongly agree

1. The teaching staff is knowledgeable for answering my questions regarding course syllabi
2. The teaching staff assist me in a careful and polite manner
3. The teaching staff communicates well in the classroom
4. The teaching staff is highly qualified and experienced in its respective field of knowledge
5. Questions and complaints are dealt with quickly and effectively
6. The working hours of administrative services are convenient
7. The clerical staff has a positive attitude towards work and the students
8. The institution has a professional appearance and/or image
9. The student housing facilities and equipment provided by the institution are adequate
10. The academic facilities are adequate
11. The institution executes program of excellent quality
12. The recreational facilities are adequate and necessary
13. The institution location is ideal
14. The institution provides highly respectable programs
15. The institution's graduated students are easily employable
16. The students are treated equally and respectfully in the institution
17. The institution appreciates feedback from students to improve the delivery of services
18. The institution provides a wide range of programs with several specialties
19. The institution provides excellent counseling services
20. The health care services provided by the institution are adequate

C. How much do you agree with following statements with respect to your experience of studying abroad?

Strongly disagree/Disagree/Neither agree nor disagree/Agree/Strongly agree

1. Difficulty finding food I enjoy
2. Difficulty understanding the local political system
3. Difficulty making friends
4. Difficulty communicating with people of a different ethnic group
5. Difficulty dealing with bureaucracy in host country
6. Difficulty seeing things from the locals' point of view
7. Difficulty dealing with climate
8. Difficulty finding your way around
9. Difficulty understanding the local accent/language

10. Difficulty making yourself understood
11. Difficulty to integrate into social circle of local people
12. Difficulty connecting with my home country community in the host country

D. How much do you agree with following statements with respect to your experience of studying abroad?

Strongly disagree/Disagree/Neither agree nor disagree/Agree/Strongly agree

1. I worry about my academic performance which may affect my whole education experience
2. I worry about the frequent changes of international students' visa laws
3. I worry about the rising cost of living in the host country
4. I worry about getting sick without access to local medical attention
5. I worry that I may need to give up some of my interests while studying in the host country
6. I worry about discrimination (race, religion) while studying in the host country
7. I worry at that I may need more time to adjust to local environment
8. I worry about failing an exam which reduces my CGPA
9. I worry about failing an exam which may affect my scholarship

E. How influential are the following factors to your decision of studying abroad?

Not at all influential/Slightly influential/Somewhat influential/Very influential/Extremely influential

1. Advertisement in my local press
2. Electronic media marketing (Google ads)
3. Social media marketing (face book, Instagram, etc)
4. Online education platforms (studyportal, studyabroad etc)
5. Availability of university recruitment office in my home country
6. Agent recommendation
7. Active alumni
8. Word of the mouth
9. Recommendation by family
10. Recommendation by friends

APPENDIX 3 - Fuzzy DEMATEL Interview Worksheet

Please state the level of relationship between each of the factor (affecting international students’ study destination) and the other using the scale:

Factors		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	26
University ranking	C1																										
Possibility of academic exchange programs	C2																										
Possibility of wide range of program	C3																										
Quality of teaching	C4																										
Availability of research projects and institutions	C5																										
Existing collaboration with industries	C6																										
Ease of application process	C7																										
Attractiveness of campus and facilities within it	C8																										
Availability of scholarship	C9																										
Social life activities within the university	C10																										
Availability of high diversification at the university	C11																										
Reasonable level of indulgence in host country	C12																										
Availability of global Alumni network	C13																										
Existence of fellow countrymen	C14																										
Cultural proximity	C15																										
Safety	C16																										
Ease of accommodation	C17																										
Cost of living	C18																										
Cost of education	C19																										
Ease of visa application	C20																										
Possibility of learning new culture	C21																										
Job and career opportunity after graduation	C22																										
Ease of residence permit application	C23																										
Level of political stability	C24																										
Level of economic development in host country	C25																										
Transit factor	C26																										

APPENDIX 4 - Worksheet of one of the Expert

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26
C1	0	3	4	4	3	4	4	3	3	3	3	4	2	3	0	0	3	4	1	1	2	4	4	4	4	4
C2	4	0	4	4	3	4	3	1	3	4	3	1	1	3	2	1	1	4	4	3	4	3	4	4	3	4
C3	2	1	0	2	4	3	2	4	2	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
C4	2	1	2	0	3	4	2	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C5	3	4	2	2	0	3	2	1	1	2	2	1	3	2	0	0	1	1	1	1	0	3	0	1	2	2
C6	3	2	2	2	4	0	4	1	4	4	3	3	1	0	1	0	1	0	1	1	0	2	1	1	2	2
C7	2	3	4	3	4	4	0	0	1	1	1	2	1	1	1	0	0	1	0	0	0	2	1	0	1	1
C8	0	2	0	0	0	0	0	0	0	1	1	1	2	1	0	0	0	1	0	0	0	0	0	0	1	1
C9	1	0	2	2	1	1	1	0	0	1	3	2	2	1	1	1	2	1	0	0	1	1	0	0	0	0
C10	3	1	0	0	1	2	2	1	0	0	0	0	1	1	2	0	0	1	1	1	0	0	1	1	0	1
C11	2	3	3	4	3	2	3	0	4	4	0	4	1	1	2	0	2	2	2	2	0	3	1	1	0	1
C12	4	4	3	4	4	4	1	4	4	4	4	0	3	2	3	2	4	2	2	2	4	3	1	1	4	4
C13	1	0	2	1	1	0	1	0	1	3	2	2	0	1	1	2	1	3	3	3	2	2	2	2	4	3
C14	4	1	3	2	1	3	0	1	3	3	3	4	2	0	2	0	4	4	4	4	4	2	1	1	2	2
C15	3	0	1	0	0	1	0	2	4	3	3	4	3	4	0	4	4	4	4	4	3	3	3	3	3	3
C16	0	1	0	0	0	0	0	1	0	0	1	2	0	0	3	0	1	1	2	2	1	2	1	1	2	2
C17	0	0	0	0	0	0	0	0	2	1	4	3	1	0	2	3	0	1	1	2	1	1	4	1	4	4
C18	1	1	0	0	0	0	0	0	2	1	1	3	2	3	4	2	3	0	2	2	1	2	2	1	4	4
C19	4	0	0	0	0	0	1	0	0	2	1	1	2	0	1	3	3	2	0	4	1	1	1	1	2	2
C20	4	0	0	0	0	0	1	0	0	1	1	1	2	2	1	3	2	2	4	0	1	2	3	1	2	2
C21	1	1	0	0	0	0	0	3	0	3	0	0	1	2	0	2	1	0	0	0	0	0	0	0	3	3
C22	2	1	1	0	4	3	2	1	2	3	4	3	3	1	2	1	2	1	3	2	4	0	1	1	1	1
C23	3	3	0	0	3	4	3	1	0	1	1	1	3	4	2	2	2	2	3	2	3	3	0	4	3	3
C24	3	0	0	0	0	1	1	1	0	1	1	1	3	1	1	2	0	0	1	1	2	1	4	0	3	3
C25	1	0	0	0	0	0	0	0	0	0	0	0	4	2	0	0	4	1	2	2	2	1	3	3	0	4
C26	1	0	0	0	0	2	0	0	0	3	1	1	1	1	1	0	3	1	2	2	3	1	3	3	4	0

APPENDIX 5 - Initial Direct Matrix

Z	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26
C1	0.03	0.78	0.97	0.92	0.59	0.92	0.97	0.83	0.73	0.73	0.73	0.87	0.64	0.64	0.31	0.08	0.50	0.73	0.41	0.41	0.41	0.92	0.78	0.97	0.92	0.97
C2	0.83	0.03	0.92	0.92	0.83	0.97	0.73	0.31	0.64	0.83	0.73	0.31	0.27	0.64	0.45	0.31	0.27	0.97	0.92	0.73	0.92	0.83	0.97	0.97	0.83	0.97
C3	0.73	0.27	0.03	0.50	0.87	0.69	0.45	0.92	0.50	0.41	0.08	0.13	0.13	0.17	0.08	0.03	0.03	0.08	0.03	0.13	0.08	0.08	0.08	0.08	0.03	0.08
C4	0.69	0.27	0.50	0.03	0.73	0.97	0.55	0.97	0.45	0.13	0.13	0.08	0.03	0.08	0.03	0.13	0.03	0.08	0.03	0.03	0.13	0.03	0.03	0.03	0.03	0.03
C5	0.27	0.87	0.45	0.45	0.03	0.73	0.45	0.27	0.27	0.41	0.41	0.27	0.50	0.50	0.03	0.08	0.13	0.17	0.27	0.17	0.13	0.41	0.31	0.22	0.45	0.50
C6	0.83	0.45	0.50	0.50	0.97	0.03	0.97	0.17	0.83	0.87	0.83	0.78	0.41	0.17	0.27	0.13	0.17	0.13	0.13	0.13	0.08	0.45	0.22	0.27	0.36	0.50
C7	0.73	0.69	0.92	0.64	0.97	0.92	0.03	0.03	0.22	0.22	0.27	0.50	0.27	0.13	0.22	0.03	0.13	0.08	0.08	0.03	0.03	0.45	0.13	0.03	0.27	0.22
C8	0.13	0.50	0.13	0.13	0.13	0.17	0.08	0.03	0.03	0.22	0.27	0.17	0.36	0.27	0.13	0.03	0.08	0.22	0.03	0.03	0.03	0.08	0.13	0.08	0.22	0.27
C9	0.31	0.03	0.50	0.50	0.31	0.27	0.27	0.08	0.03	0.27	0.69	0.45	0.45	0.27	0.36	0.27	0.45	0.27	0.03	0.08	0.17	0.22	0.03	0.03	0.08	0.08
C10	0.45	0.22	0.03	0.08	0.27	0.50	0.50	0.27	0.08	0.03	0.03	0.03	0.31	0.31	0.45	0.03	0.03	0.27	0.13	0.22	0.03	0.03	0.27	0.27	0.08	0.17
C11	0.59	0.73	0.69	0.92	0.64	0.45	0.59	0.08	0.92	0.92	0.03	0.97	0.22	0.27	0.45	0.13	0.41	0.41	0.41	0.41	0.08	0.55	0.27	0.22	0.22	0.36
C12	0.97	0.92	0.69	0.92	0.92	0.87	0.27	0.87	0.97	0.92	0.97	0.03	0.69	0.55	0.69	0.55	0.87	0.50	0.64	0.50	0.97	0.73	0.22	0.31	0.92	0.92
C13	0.22	0.03	0.50	0.22	0.27	0.08	0.27	0.13	0.36	0.64	0.59	0.45	0.03	0.22	0.36	0.45	0.22	0.69	0.73	0.69	0.50	0.64	0.50	0.36	0.78	0.73
C14	0.45	0.27	0.73	0.50	0.22	0.73	0.03	0.27	0.73	0.73	0.73	0.92	0.50	0.03	0.50	0.08	0.97	0.97	0.78	0.97	0.92	0.55	0.27	0.31	0.45	0.55
C15	0.31	0.03	0.17	0.03	0.03	0.22	0.03	0.36	0.92	0.78	0.78	0.92	0.73	0.97	0.03	0.92	0.92	0.78	0.92	0.83	0.73	0.64	0.69	0.64	0.69	0.73
C16	0.08	0.22	0.08	0.03	0.03	0.03	0.08	0.17	0.17	0.22	0.27	0.50	0.22	0.17	0.73	0.03	0.27	0.17	0.45	0.36	0.27	0.50	0.31	0.27	0.55	0.59
C17	0.13	0.08	0.03	0.08	0.08	0.03	0.03	0.03	0.50	0.22	0.92	0.78	0.22	0.08	0.45	0.69	0.03	0.27	0.27	0.41	0.27	0.45	0.92	0.27	0.87	0.92
C18	0.17	0.17	0.08	0.13	0.08	0.13	0.03	0.08	0.50	0.22	0.27	0.73	0.50	0.73	0.83	0.55	0.73	0.03	0.36	0.50	0.36	0.50	0.50	0.27	0.83	0.83
C19	0.41	0.13	0.03	0.08	0.03	0.03	0.17	0.08	0.08	0.31	0.31	0.36	0.55	0.13	0.31	0.69	0.73	0.50	0.03	0.87	0.27	0.31	0.27	0.27	0.55	0.50
C20	0.41	0.13	0.08	0.08	0.03	0.08	0.22	0.13	0.08	0.31	0.27	0.27	0.45	0.50	0.22	0.73	0.59	0.41	0.97	0.03	0.22	0.45	0.73	0.27	0.64	0.50
C21	0.13	0.27	0.17	0.03	0.03	0.13	0.03	0.45	0.08	0.55	0.03	0.03	0.36	0.50	0.13	0.50	0.22	0.22	0.22	0.08	0.03	0.17	0.03	0.13	0.69	0.64
C22	0.69	0.17	0.17	0.08	0.87	0.69	0.41	0.17	0.45	0.69	0.92	0.69	0.69	0.31	0.50	0.17	0.36	0.31	0.69	0.50	0.97	0.03	0.41	0.41	0.31	0.41
C23	0.64	0.59	0.08	0.17	0.69	0.83	0.64	0.31	0.03	0.36	0.36	0.22	0.73	0.83	0.36	0.50	0.41	0.50	0.69	0.45	0.69	0.73	0.03	0.97	0.73	0.73
C24	0.41	0.03	0.03	0.03	0.17	0.31	0.22	0.31	0.08	0.27	0.27	0.27	0.78	0.27	0.22	0.50	0.08	0.08	0.31	0.31	0.45	0.36	0.97	0.03	0.73	0.78
C25	0.17	0.03	0.03	0.03	0.08	0.08	0.13	0.22	0.03	0.13	0.03	0.08	0.92	0.50	0.17	0.08	0.73	0.31	0.45	0.45	0.50	0.31	0.78	0.73	0.03	0.92
C26	0.13	0.08	0.03	0.08	0.03	0.27	0.08	0.13	0.13	0.64	0.22	0.27	0.31	0.27	0.27	0.08	0.64	0.31	0.50	0.50	0.45	0.22	0.78	0.83	0.92	0.03

APPENDIX 6 - Normalized Direct Matrix

(I-X)-1	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26
C1	1.050	0.078	0.090	0.086	0.079	0.100	0.090	0.078	0.082	0.093	0.088	0.094	0.085	0.075	0.054	0.036	0.070	0.080	0.067	0.064	0.065	0.095	0.088	0.093	0.106	0.111
C2	0.093	1.036	0.086	0.084	0.088	0.101	0.078	0.051	0.076	0.097	0.086	0.065	0.066	0.077	0.061	0.050	0.059	0.092	0.094	0.082	0.091	0.090	0.099	0.094	0.102	0.112
C3	0.058	0.031	1.017	0.043	0.065	0.058	0.041	0.063	0.043	0.042	0.023	0.025	0.025	0.017	0.011	0.016	0.019	0.016	0.020	0.018	0.021	0.020	0.019	0.021	0.025	0.025
C4	0.054	0.030	0.043	1.016	0.058	0.071	0.045	0.064	0.040	0.026	0.025	0.022	0.018	0.018	0.013	0.015	0.014	0.017	0.014	0.014	0.019	0.018	0.016	0.015	0.020	0.021
C5	0.041	0.065	0.046	0.045	1.026	0.066	0.046	0.032	0.038	0.051	0.047	0.039	0.052	0.048	0.021	0.020	0.029	0.032	0.038	0.032	0.029	0.046	0.041	0.034	0.053	0.058
C6	0.077	0.051	0.055	0.055	0.084	1.036	0.078	0.033	0.074	0.082	0.076	0.073	0.054	0.036	0.038	0.026	0.037	0.034	0.035	0.033	0.031	0.055	0.041	0.041	0.055	0.065
C7	0.066	0.057	0.072	0.056	0.079	0.078	1.023	0.022	0.037	0.041	0.040	0.051	0.039	0.028	0.029	0.016	0.027	0.025	0.026	0.022	0.023	0.048	0.030	0.023	0.042	0.042
C8	0.019	0.035	0.017	0.016	0.018	0.022	0.014	1.008	0.013	0.026	0.026	0.021	0.031	0.025	0.016	0.010	0.015	0.023	0.014	0.013	0.013	0.016	0.019	0.016	0.026	0.030
C9	0.036	0.017	0.043	0.042	0.035	0.034	0.029	0.019	1.019	0.036	0.056	0.044	0.042	0.030	0.034	0.027	0.041	0.030	0.019	0.021	0.025	0.030	0.019	0.016	0.026	0.027
C10	0.039	0.023	0.015	0.016	0.028	0.042	0.039	0.024	0.018	1.017	0.018	0.018	0.033	0.031	0.036	0.012	0.016	0.028	0.022	0.026	0.015	0.018	0.030	0.028	0.023	0.029
C11	0.068	0.065	0.065	0.077	0.068	0.062	0.060	0.030	0.081	0.087	1.036	0.085	0.046	0.043	0.051	0.030	0.052	0.051	0.053	0.051	0.034	0.062	0.046	0.040	0.051	0.060
C12	0.099	0.085	0.075	0.086	0.093	0.096	0.053	0.081	0.096	0.104	0.101	1.050	0.087	0.072	0.075	0.063	0.092	0.070	0.080	0.071	0.094	0.086	0.061	0.060	0.108	0.111
C13	0.039	0.022	0.046	0.031	0.038	0.031	0.034	0.026	0.043	0.065	0.059	0.052	1.031	0.037	0.043	0.046	0.041	0.061	0.068	0.064	0.053	0.061	0.055	0.045	0.077	0.076
C14	0.062	0.041	0.067	0.055	0.046	0.075	0.031	0.041	0.075	0.082	0.079	0.088	0.067	1.034	0.058	0.034	0.089	0.085	0.079	0.087	0.083	0.066	0.053	0.049	0.072	0.079
C15	0.054	0.029	0.037	0.029	0.033	0.047	0.029	0.045	0.084	0.086	0.083	0.091	0.083	0.086	1.035	0.080	0.090	0.078	0.090	0.083	0.077	0.074	0.077	0.069	0.088	0.092
C16	0.023	0.024	0.017	0.014	0.017	0.020	0.017	0.022	0.026	0.034	0.035	0.046	0.034	0.028	0.055	1.016	0.035	0.027	0.045	0.039	0.034	0.046	0.038	0.033	0.054	0.058
C17	0.031	0.023	0.019	0.022	0.026	0.026	0.020	0.018	0.049	0.041	0.074	0.067	0.041	0.028	0.046	0.056	1.027	0.037	0.042	0.047	0.039	0.050	0.075	0.039	0.079	0.083
C18	0.036	0.028	0.024	0.026	0.027	0.033	0.020	0.023	0.053	0.044	0.045	0.069	0.059	0.065	0.068	0.052	0.070	1.027	0.051	0.056	0.049	0.056	0.057	0.041	0.082	0.083
C19	0.042	0.021	0.017	0.018	0.019	0.021	0.024	0.018	0.023	0.041	0.039	0.042	0.053	0.027	0.036	0.055	0.062	0.047	1.024	0.068	0.035	0.040	0.039	0.035	0.059	0.058
C20	0.044	0.023	0.021	0.020	0.021	0.027	0.029	0.022	0.025	0.043	0.039	0.040	0.051	0.048	0.033	0.058	0.057	0.044	0.077	1.025	0.036	0.049	0.065	0.038	0.066	0.060
C21	0.020	0.024	0.019	0.011	0.013	0.020	0.012	0.034	0.016	0.046	0.016	0.017	0.036	0.040	0.020	0.037	0.027	0.026	0.027	0.020	1.014	0.024	0.018	0.021	0.056	0.054
C22	0.070	0.036	0.036	0.031	0.076	0.070	0.048	0.032	0.055	0.076	0.083	0.071	0.072	0.047	0.053	0.034	0.051	0.047	0.069	0.057	0.081	1.034	0.054	0.051	0.059	0.066
C23	0.070	0.058	0.033	0.036	0.068	0.080	0.062	0.041	0.034	0.061	0.057	0.050	0.079	0.076	0.048	0.053	0.057	0.060	0.074	0.060	0.071	0.076	1.039	0.085	0.086	0.088
C24	0.043	0.018	0.018	0.017	0.028	0.038	0.029	0.032	0.023	0.040	0.037	0.037	0.067	0.035	0.030	0.043	0.027	0.025	0.041	0.039	0.046	0.043	0.075	1.023	0.069	0.072
C25	0.028	0.015	0.015	0.014	0.020	0.023	0.021	0.025	0.019	0.031	0.024	0.026	0.073	0.046	0.027	0.022	0.061	0.037	0.048	0.046	0.048	0.039	0.066	0.060	1.030	0.079
C26	0.028	0.019	0.015	0.017	0.019	0.034	0.020	0.021	0.024	0.057	0.033	0.036	0.042	0.035	0.032	0.022	0.056	0.036	0.049	0.048	0.045	0.034	0.066	0.065	0.078	1.031

APPENDIX 7 - Total Relation Matrix

T	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	D
C1	0.050	0.078	0.090	0.086	0.079	0.100	0.090	0.078	0.082	0.093	0.088	0.094	0.085	0.075	0.054	0.036	0.070	0.080	0.067	0.064	0.065	0.095	0.088	0.093	0.106	0.111	2.096
C2	0.093	0.036	0.086	0.084	0.088	0.101	0.078	0.051	0.076	0.097	0.086	0.065	0.066	0.077	0.061	0.050	0.059	0.092	0.094	0.082	0.091	0.090	0.099	0.094	0.102	0.112	2.109
C3	0.058	0.031	0.017	0.043	0.065	0.058	0.041	0.063	0.043	0.042	0.023	0.025	0.025	0.025	0.017	0.011	0.016	0.019	0.016	0.020	0.018	0.021	0.020	0.019	0.021	0.025	0.783
C4	0.054	0.030	0.043	0.016	0.058	0.071	0.045	0.064	0.040	0.026	0.025	0.022	0.018	0.018	0.013	0.015	0.014	0.017	0.014	0.014	0.019	0.018	0.016	0.015	0.020	0.021	0.728
C5	0.041	0.065	0.046	0.045	0.026	0.066	0.046	0.032	0.038	0.051	0.047	0.039	0.052	0.048	0.021	0.020	0.029	0.032	0.038	0.032	0.029	0.046	0.041	0.034	0.053	0.058	1.074
C6	0.077	0.051	0.055	0.055	0.084	0.036	0.078	0.033	0.074	0.082	0.076	0.073	0.054	0.036	0.038	0.026	0.037	0.034	0.035	0.033	0.031	0.055	0.041	0.041	0.055	0.065	1.356
C7	0.066	0.057	0.072	0.056	0.079	0.078	0.023	0.022	0.037	0.041	0.040	0.051	0.039	0.028	0.029	0.016	0.027	0.025	0.026	0.022	0.023	0.048	0.030	0.023	0.042	0.042	1.043
C8	0.019	0.035	0.017	0.016	0.018	0.022	0.014	0.008	0.013	0.026	0.026	0.021	0.031	0.025	0.016	0.010	0.015	0.023	0.014	0.013	0.013	0.016	0.019	0.016	0.026	0.030	0.505
C9	0.036	0.017	0.043	0.042	0.035	0.034	0.029	0.019	0.019	0.036	0.056	0.044	0.042	0.030	0.034	0.027	0.041	0.030	0.019	0.021	0.025	0.030	0.019	0.016	0.026	0.027	0.796
C10	0.039	0.023	0.015	0.016	0.028	0.042	0.039	0.024	0.018	0.017	0.018	0.018	0.033	0.031	0.036	0.012	0.016	0.028	0.022	0.026	0.015	0.018	0.030	0.028	0.023	0.029	0.645
C11	0.063	0.061	0.061	0.072	0.063	0.057	0.057	0.026	0.076	0.081	0.030	0.029	0.042	0.040	0.047	0.026	0.047	0.047	0.049	0.047	0.029	0.057	0.043	0.037	0.045	0.054	1.288
C12	0.099	0.085	0.075	0.086	0.093	0.096	0.053	0.081	0.096	0.104	0.101	0.050	0.087	0.072	0.075	0.063	0.092	0.070	0.080	0.071	0.094	0.086	0.061	0.060	0.108	0.111	2.149
C13	0.039	0.022	0.046	0.031	0.038	0.031	0.034	0.026	0.043	0.065	0.059	0.052	0.031	0.037	0.043	0.046	0.041	0.061	0.068	0.064	0.053	0.061	0.055	0.045	0.077	0.076	1.240
C14	0.062	0.041	0.067	0.055	0.046	0.075	0.031	0.041	0.075	0.082	0.079	0.088	0.067	0.034	0.058	0.034	0.089	0.085	0.079	0.087	0.083	0.066	0.053	0.049	0.072	0.079	1.677
C15	0.054	0.029	0.037	0.029	0.033	0.047	0.029	0.045	0.084	0.086	0.083	0.091	0.083	0.086	0.035	0.080	0.090	0.078	0.090	0.083	0.077	0.074	0.077	0.069	0.088	0.092	1.750
C16	0.023	0.024	0.017	0.014	0.017	0.020	0.017	0.022	0.026	0.034	0.035	0.046	0.034	0.028	0.055	0.016	0.035	0.027	0.045	0.039	0.034	0.046	0.038	0.033	0.054	0.058	0.839
C17	0.031	0.023	0.019	0.022	0.026	0.026	0.020	0.018	0.049	0.041	0.074	0.067	0.041	0.028	0.046	0.056	0.027	0.037	0.042	0.047	0.039	0.050	0.075	0.039	0.079	0.083	1.107
C18	0.036	0.028	0.024	0.026	0.027	0.033	0.020	0.023	0.053	0.044	0.045	0.069	0.059	0.065	0.068	0.052	0.070	0.027	0.051	0.056	0.049	0.056	0.057	0.041	0.082	0.083	1.244
C19	0.042	0.021	0.017	0.018	0.019	0.021	0.024	0.018	0.023	0.041	0.039	0.042	0.053	0.027	0.036	0.055	0.062	0.047	0.024	0.068	0.035	0.040	0.039	0.035	0.059	0.058	0.962
C20	0.044	0.023	0.021	0.020	0.021	0.027	0.029	0.022	0.025	0.043	0.039	0.040	0.051	0.048	0.033	0.058	0.057	0.044	0.077	0.025	0.036	0.049	0.065	0.038	0.066	0.060	1.062
C21	0.020	0.024	0.019	0.011	0.013	0.020	0.012	0.034	0.016	0.046	0.016	0.017	0.036	0.040	0.020	0.037	0.027	0.026	0.027	0.020	0.014	0.024	0.018	0.021	0.056	0.054	0.667
C22	0.070	0.036	0.036	0.031	0.076	0.070	0.048	0.032	0.055	0.076	0.083	0.071	0.072	0.047	0.053	0.034	0.051	0.047	0.069	0.057	0.081	0.034	0.054	0.051	0.059	0.066	1.459
C23	0.070	0.058	0.033	0.036	0.068	0.080	0.062	0.041	0.034	0.061	0.057	0.050	0.079	0.076	0.048	0.053	0.057	0.060	0.074	0.060	0.071	0.076	0.039	0.085	0.086	0.088	1.601
C24	0.043	0.018	0.018	0.017	0.028	0.038	0.029	0.032	0.023	0.040	0.037	0.037	0.067	0.035	0.030	0.043	0.027	0.025	0.041	0.039	0.046	0.043	0.075	0.023	0.069	0.072	0.995
C25	0.028	0.015	0.015	0.014	0.020	0.023	0.021	0.025	0.019	0.031	0.024	0.026	0.073	0.046	0.027	0.022	0.061	0.037	0.048	0.046	0.048	0.039	0.066	0.060	0.030	0.079	0.942
C26	0.028	0.019	0.015	0.017	0.019	0.034	0.020	0.021	0.024	0.057	0.033	0.036	0.042	0.035	0.032	0.022	0.056	0.036	0.049	0.048	0.045	0.034	0.066	0.065	0.078	0.031	0.962
R	1.287	0.949	1.004	0.957	1.168	1.307	0.989	0.902	1.161	1.442	1.322	1.264	1.360	1.134	1.025	0.922	1.215	1.131	1.258	1.185	1.163	1.270	1.285	1.130	1.581	1.665	

APPENDIX 8 - Total Relation Matrix with Inter-relations Strength

T	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26
C1	<u>0.050</u>	<u>0.078</u>	<u>0.090</u>	<u>0.086</u>	<u>0.079</u>	0.100	<u>0.090</u>	<u>0.078</u>	<u>0.082</u>	0.093	<u>0.088</u>	0.094	<u>0.085</u>	<u>0.075</u>	<u>0.054</u>	<u>0.036</u>	<u>0.070</u>	<u>0.080</u>	<u>0.067</u>	<u>0.064</u>	<u>0.065</u>	0.095	<u>0.088</u>	0.093	0.106	0.111
C2	0.093	<u>0.036</u>	<u>0.086</u>	<u>0.084</u>	<u>0.088</u>	0.101	<u>0.078</u>	<u>0.051</u>	<u>0.076</u>	0.097	<u>0.086</u>	<u>0.065</u>	<u>0.066</u>	<u>0.077</u>	<u>0.061</u>	<u>0.050</u>	<u>0.059</u>	0.092	0.094	<u>0.082</u>	0.091	0.090	0.099	0.094	0.102	0.112
C3	<u>0.058</u>	<u>0.031</u>	<u>0.017</u>	<u>0.043</u>	<u>0.065</u>	<u>0.058</u>	<u>0.041</u>	<u>0.063</u>	<u>0.043</u>	<u>0.042</u>	<u>0.023</u>	<u>0.025</u>	<u>0.025</u>	<u>0.025</u>	<u>0.017</u>	<u>0.011</u>	<u>0.016</u>	<u>0.019</u>	<u>0.016</u>	<u>0.020</u>	<u>0.018</u>	<u>0.021</u>	<u>0.020</u>	<u>0.019</u>	<u>0.021</u>	<u>0.025</u>
C4	<u>0.054</u>	<u>0.030</u>	<u>0.043</u>	<u>0.016</u>	<u>0.058</u>	<u>0.071</u>	<u>0.045</u>	<u>0.064</u>	<u>0.040</u>	<u>0.026</u>	<u>0.025</u>	<u>0.022</u>	<u>0.018</u>	<u>0.018</u>	<u>0.013</u>	<u>0.015</u>	<u>0.014</u>	<u>0.017</u>	<u>0.014</u>	<u>0.014</u>	<u>0.019</u>	<u>0.018</u>	<u>0.016</u>	<u>0.015</u>	<u>0.020</u>	<u>0.021</u>
C5	<u>0.041</u>	<u>0.065</u>	<u>0.046</u>	<u>0.045</u>	<u>0.026</u>	<u>0.066</u>	<u>0.046</u>	<u>0.032</u>	<u>0.038</u>	<u>0.051</u>	<u>0.047</u>	<u>0.039</u>	<u>0.052</u>	<u>0.048</u>	<u>0.021</u>	<u>0.020</u>	<u>0.029</u>	<u>0.032</u>	<u>0.038</u>	<u>0.032</u>	<u>0.029</u>	<u>0.046</u>	<u>0.041</u>	<u>0.034</u>	<u>0.053</u>	<u>0.058</u>
C6	<u>0.077</u>	<u>0.051</u>	<u>0.055</u>	<u>0.055</u>	<u>0.084</u>	<u>0.036</u>	<u>0.078</u>	<u>0.033</u>	<u>0.074</u>	<u>0.082</u>	<u>0.076</u>	<u>0.073</u>	<u>0.054</u>	<u>0.036</u>	<u>0.038</u>	<u>0.026</u>	<u>0.037</u>	<u>0.034</u>	<u>0.035</u>	<u>0.033</u>	<u>0.031</u>	<u>0.055</u>	<u>0.041</u>	<u>0.041</u>	<u>0.055</u>	<u>0.065</u>
C7	<u>0.066</u>	<u>0.057</u>	<u>0.072</u>	<u>0.056</u>	<u>0.079</u>	<u>0.078</u>	<u>0.023</u>	<u>0.022</u>	<u>0.037</u>	<u>0.041</u>	<u>0.040</u>	<u>0.051</u>	<u>0.039</u>	<u>0.028</u>	<u>0.029</u>	<u>0.016</u>	<u>0.027</u>	<u>0.025</u>	<u>0.026</u>	<u>0.022</u>	<u>0.023</u>	<u>0.048</u>	<u>0.030</u>	<u>0.023</u>	<u>0.042</u>	<u>0.042</u>
C8	<u>0.019</u>	<u>0.035</u>	<u>0.017</u>	<u>0.016</u>	<u>0.018</u>	<u>0.022</u>	<u>0.014</u>	<u>0.008</u>	<u>0.013</u>	<u>0.026</u>	<u>0.026</u>	<u>0.021</u>	<u>0.031</u>	<u>0.025</u>	<u>0.016</u>	0.010	<u>0.015</u>	<u>0.023</u>	<u>0.014</u>	<u>0.013</u>	<u>0.013</u>	<u>0.016</u>	<u>0.019</u>	<u>0.016</u>	<u>0.026</u>	<u>0.030</u>
C9	<u>0.036</u>	<u>0.017</u>	<u>0.043</u>	<u>0.042</u>	<u>0.035</u>	<u>0.034</u>	<u>0.029</u>	<u>0.019</u>	<u>0.019</u>	<u>0.036</u>	<u>0.056</u>	<u>0.044</u>	<u>0.042</u>	<u>0.030</u>	<u>0.034</u>	<u>0.027</u>	<u>0.041</u>	<u>0.030</u>	<u>0.019</u>	<u>0.021</u>	<u>0.025</u>	<u>0.030</u>	<u>0.019</u>	<u>0.016</u>	<u>0.026</u>	<u>0.027</u>
C10	<u>0.039</u>	<u>0.023</u>	<u>0.015</u>	<u>0.016</u>	<u>0.028</u>	<u>0.042</u>	<u>0.039</u>	<u>0.024</u>	<u>0.018</u>	<u>0.017</u>	<u>0.018</u>	<u>0.018</u>	<u>0.033</u>	<u>0.031</u>	<u>0.036</u>	<u>0.012</u>	<u>0.016</u>	<u>0.028</u>	<u>0.022</u>	<u>0.026</u>	<u>0.015</u>	<u>0.018</u>	<u>0.030</u>	<u>0.028</u>	<u>0.023</u>	<u>0.029</u>
C11	<u>0.063</u>	<u>0.061</u>	<u>0.061</u>	<u>0.072</u>	<u>0.063</u>	<u>0.057</u>	<u>0.057</u>	<u>0.026</u>	<u>0.076</u>	<u>0.081</u>	<u>0.030</u>	<u>0.029</u>	<u>0.042</u>	<u>0.040</u>	<u>0.047</u>	<u>0.026</u>	<u>0.047</u>	<u>0.047</u>	<u>0.049</u>	<u>0.047</u>	<u>0.029</u>	<u>0.057</u>	<u>0.043</u>	<u>0.037</u>	<u>0.045</u>	<u>0.054</u>
C12	0.099	<u>0.085</u>	<u>0.075</u>	<u>0.086</u>	0.093	0.096	<u>0.053</u>	<u>0.081</u>	0.096	0.104	0.101	<u>0.050</u>	<u>0.087</u>	<u>0.072</u>	<u>0.075</u>	<u>0.063</u>	0.092	<u>0.070</u>	<u>0.080</u>	<u>0.071</u>	0.094	<u>0.086</u>	<u>0.061</u>	<u>0.060</u>	0.108	0.111
C13	<u>0.039</u>	<u>0.022</u>	<u>0.046</u>	<u>0.031</u>	<u>0.038</u>	<u>0.031</u>	<u>0.034</u>	<u>0.026</u>	<u>0.043</u>	<u>0.065</u>	<u>0.059</u>	<u>0.052</u>	<u>0.031</u>	<u>0.037</u>	<u>0.043</u>	<u>0.046</u>	<u>0.041</u>	<u>0.061</u>	<u>0.068</u>	<u>0.064</u>	<u>0.053</u>	<u>0.061</u>	<u>0.055</u>	<u>0.045</u>	<u>0.077</u>	<u>0.076</u>
C14	<u>0.062</u>	<u>0.041</u>	<u>0.067</u>	<u>0.055</u>	<u>0.046</u>	<u>0.075</u>	<u>0.031</u>	<u>0.041</u>	<u>0.075</u>	<u>0.082</u>	<u>0.079</u>	<u>0.088</u>	<u>0.067</u>	<u>0.034</u>	<u>0.058</u>	<u>0.034</u>	<u>0.089</u>	<u>0.085</u>	<u>0.079</u>	<u>0.087</u>	<u>0.083</u>	<u>0.066</u>	<u>0.053</u>	<u>0.049</u>	<u>0.072</u>	<u>0.079</u>
C15	<u>0.054</u>	<u>0.029</u>	<u>0.037</u>	<u>0.029</u>	<u>0.033</u>	<u>0.047</u>	<u>0.029</u>	<u>0.045</u>	<u>0.084</u>	<u>0.086</u>	<u>0.083</u>	0.091	<u>0.083</u>	<u>0.086</u>	<u>0.035</u>	<u>0.080</u>	0.090	<u>0.078</u>	<u>0.090</u>	<u>0.083</u>	<u>0.077</u>	<u>0.074</u>	<u>0.077</u>	<u>0.069</u>	<u>0.088</u>	0.092
C16	<u>0.023</u>	<u>0.024</u>	<u>0.017</u>	<u>0.014</u>	<u>0.017</u>	<u>0.020</u>	<u>0.017</u>	<u>0.022</u>	<u>0.026</u>	<u>0.034</u>	<u>0.035</u>	<u>0.046</u>	<u>0.034</u>	<u>0.028</u>	<u>0.055</u>	<u>0.016</u>	<u>0.035</u>	<u>0.027</u>	<u>0.045</u>	<u>0.039</u>	<u>0.034</u>	<u>0.046</u>	<u>0.038</u>	<u>0.033</u>	<u>0.054</u>	<u>0.058</u>
C17	<u>0.031</u>	<u>0.023</u>	<u>0.019</u>	<u>0.022</u>	<u>0.026</u>	<u>0.026</u>	<u>0.020</u>	<u>0.018</u>	<u>0.049</u>	<u>0.041</u>	<u>0.074</u>	<u>0.067</u>	<u>0.041</u>	<u>0.028</u>	<u>0.046</u>	<u>0.056</u>	<u>0.027</u>	<u>0.037</u>	<u>0.042</u>	<u>0.047</u>	<u>0.039</u>	<u>0.050</u>	<u>0.075</u>	<u>0.039</u>	<u>0.079</u>	<u>0.083</u>
C18	<u>0.036</u>	<u>0.028</u>	<u>0.024</u>	<u>0.026</u>	<u>0.027</u>	<u>0.033</u>	<u>0.020</u>	<u>0.023</u>	<u>0.053</u>	<u>0.044</u>	<u>0.045</u>	<u>0.069</u>	<u>0.059</u>	<u>0.065</u>	<u>0.068</u>	<u>0.052</u>	<u>0.070</u>	<u>0.027</u>	<u>0.051</u>	<u>0.056</u>	<u>0.049</u>	<u>0.056</u>	<u>0.057</u>	<u>0.041</u>	<u>0.082</u>	<u>0.083</u>
C19	<u>0.042</u>	<u>0.021</u>	<u>0.017</u>	<u>0.018</u>	<u>0.019</u>	<u>0.021</u>	<u>0.024</u>	<u>0.018</u>	<u>0.023</u>	<u>0.041</u>	<u>0.039</u>	<u>0.042</u>	<u>0.053</u>	<u>0.027</u>	<u>0.036</u>	<u>0.055</u>	<u>0.062</u>	<u>0.047</u>	<u>0.024</u>	<u>0.068</u>	<u>0.035</u>	<u>0.040</u>	<u>0.039</u>	<u>0.035</u>	<u>0.059</u>	<u>0.058</u>
C20	<u>0.044</u>	<u>0.023</u>	<u>0.021</u>	<u>0.020</u>	<u>0.021</u>	<u>0.027</u>	<u>0.029</u>	<u>0.022</u>	<u>0.025</u>	<u>0.043</u>	<u>0.039</u>	<u>0.040</u>	<u>0.051</u>	<u>0.048</u>	<u>0.033</u>	<u>0.058</u>	<u>0.057</u>	<u>0.044</u>	<u>0.077</u>	<u>0.025</u>	<u>0.036</u>	<u>0.049</u>	<u>0.065</u>	<u>0.038</u>	<u>0.066</u>	<u>0.060</u>
C21	<u>0.020</u>	<u>0.024</u>	<u>0.019</u>	<u>0.011</u>	<u>0.013</u>	<u>0.020</u>	<u>0.012</u>	<u>0.034</u>	<u>0.016</u>	<u>0.046</u>	<u>0.016</u>	<u>0.017</u>	<u>0.036</u>	<u>0.040</u>	<u>0.020</u>	<u>0.037</u>	<u>0.027</u>	<u>0.026</u>	<u>0.027</u>	<u>0.020</u>	<u>0.014</u>	<u>0.024</u>	<u>0.018</u>	<u>0.021</u>	<u>0.056</u>	<u>0.054</u>
C22	<u>0.070</u>	<u>0.036</u>	<u>0.036</u>	<u>0.031</u>	<u>0.076</u>	<u>0.070</u>	<u>0.048</u>	<u>0.032</u>	<u>0.055</u>	<u>0.076</u>	<u>0.083</u>	<u>0.071</u>	<u>0.072</u>	<u>0.047</u>	<u>0.053</u>	<u>0.034</u>	<u>0.051</u>	<u>0.047</u>	<u>0.069</u>	<u>0.057</u>	<u>0.081</u>	<u>0.034</u>	<u>0.054</u>	<u>0.051</u>	<u>0.059</u>	<u>0.066</u>
C23	<u>0.070</u>	<u>0.058</u>	<u>0.033</u>	<u>0.036</u>	<u>0.068</u>	<u>0.080</u>	<u>0.062</u>	<u>0.041</u>	<u>0.034</u>	<u>0.061</u>	<u>0.057</u>	<u>0.050</u>	<u>0.079</u>	<u>0.076</u>	<u>0.048</u>	<u>0.053</u>	<u>0.057</u>	<u>0.060</u>	<u>0.074</u>	<u>0.060</u>	<u>0.071</u>	<u>0.076</u>	<u>0.039</u>	<u>0.085</u>	<u>0.086</u>	<u>0.088</u>
C24	<u>0.043</u>	<u>0.018</u>	<u>0.018</u>	<u>0.017</u>	<u>0.028</u>	<u>0.038</u>	<u>0.029</u>	<u>0.032</u>	<u>0.023</u>	<u>0.040</u>	<u>0.037</u>	<u>0.037</u>	<u>0.067</u>	<u>0.035</u>	<u>0.030</u>	<u>0.043</u>	<u>0.027</u>	<u>0.025</u>	<u>0.041</u>	<u>0.039</u>	<u>0.046</u>	<u>0.043</u>	<u>0.075</u>	<u>0.023</u>	<u>0.069</u>	<u>0.072</u>
C25	<u>0.028</u>	<u>0.015</u>	<u>0.015</u>	<u>0.014</u>	<u>0.020</u>	<u>0.023</u>	<u>0.021</u>	<u>0.025</u>	<u>0.019</u>	<u>0.031</u>	<u>0.024</u>	<u>0.026</u>	<u>0.073</u>	<u>0.046</u>	<u>0.027</u>	<u>0.022</u>	<u>0.061</u>	<u>0.037</u>	<u>0.048</u>	<u>0.046</u>	<u>0.048</u>	<u>0.039</u>	<u>0.066</u>	<u>0.060</u>	<u>0.030</u>	<u>0.079</u>
C26	<u>0.028</u>	<u>0.019</u>	<u>0.015</u>	<u>0.017</u>	<u>0.019</u>	<u>0.034</u>	<u>0.020</u>	<u>0.021</u>	<u>0.024</u>	<u>0.057</u>	<u>0.033</u>	<u>0.036</u>	<u>0.042</u>	<u>0.035</u>	<u>0.032</u>	<u>0.022</u>	<u>0.056</u>	<u>0.036</u>	<u>0.049</u>	<u>0.048</u>	<u>0.045</u>	<u>0.034</u>	<u>0.066</u>	<u>0.065</u>	<u>0.078</u>	<u>0.031</u>

