

**Factors influencing Chinese Students decision to study abroad**

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# ABSTRACT

# Studying abroad has long been regarded as a very important and complicated thing. Currently, there are many families studying abroad in China. However, even though many Chinese students choose to study abroad, there are still a lot of students who make a wrong judgment in the process of choosing to drop out of school and transfer to another school. In order to avoid the recurrence of this situation, the study abroad of Chinese students needs to be studied. The purpose of this study was to investigate the Factors influencing Chinese Students decision to study abroad. A conceptual framework is proposed to illustrate the relationship between the factors influencing Chinese students' intention to study abroad.

# Data were collected by online questionnaire survey. Reliability analysis, descriptive analysis, exploratory factor analysis and multiple regression analysis were used.

# The results show that the majority of respondents are willing to study abroad. Academic issues, social issues and financial issues have significant influences on Chinese students intention to study abroad. This study successfully verified the Hayden Model and proposed further research Suggestions, namely, to test the potential factors in qualitative research and discuss the pre-university courses because they are related to the university search process and how they can benefit qualified students.

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# CHAPTER 1 INTRODUCTION

Malaysia, located in southeast Asia, has a rich cultural atmosphere. Its beautiful tropical scenery has attracted many tourists from other countries in recent years. Kuala Lumpur, the heart of Malaysia, is an international metropolis. It brings together people from all over the world. Not only that, but Malaysia is blessed with language advantages: Malay, English and Chinese. So in recent years, more and more people come to Malaysia to study, work and live. In today's society, in order to pursue higher education quality and experience different cultural beliefs, many students choose to study abroad in other countries. And more and more people are studying abroad, and the age of overseas students is getting younger and younger. So education is very important for humans.

# Overview of Chinese Education

### The history of education in China has a history of thousands of years. In the history of education in China, there is an outstanding educator -- Confucius. Confucius was the greatest educator and education thinker in ancient China. The Confucian culture represented by Confucius had a profound impact on the development of education in Chinese culture(Lü and Doar, 2010).

### The opium war began in 1840, during which the Chinese people fought against the kuomintang for several years and China's economy stagnated. Finally, in 1949, the kuomintang regime in nanjing collapsed, the People's Republic of China was founded, and the communist party of China became the ruling party of new China.

# 1.1.1 The impact of the cultural revolution on education in China

### On February 3, 1966, due to chairman MAO misjudgment, the cultural revolution broke out. This led to a series of fierce political struggles that lasted for 10 years and caused serious damage to Chinese society, culture and historical sites. During this period, the cultural revolution caused economic stagnation and people's lives fell into hardship(Price, 2014).

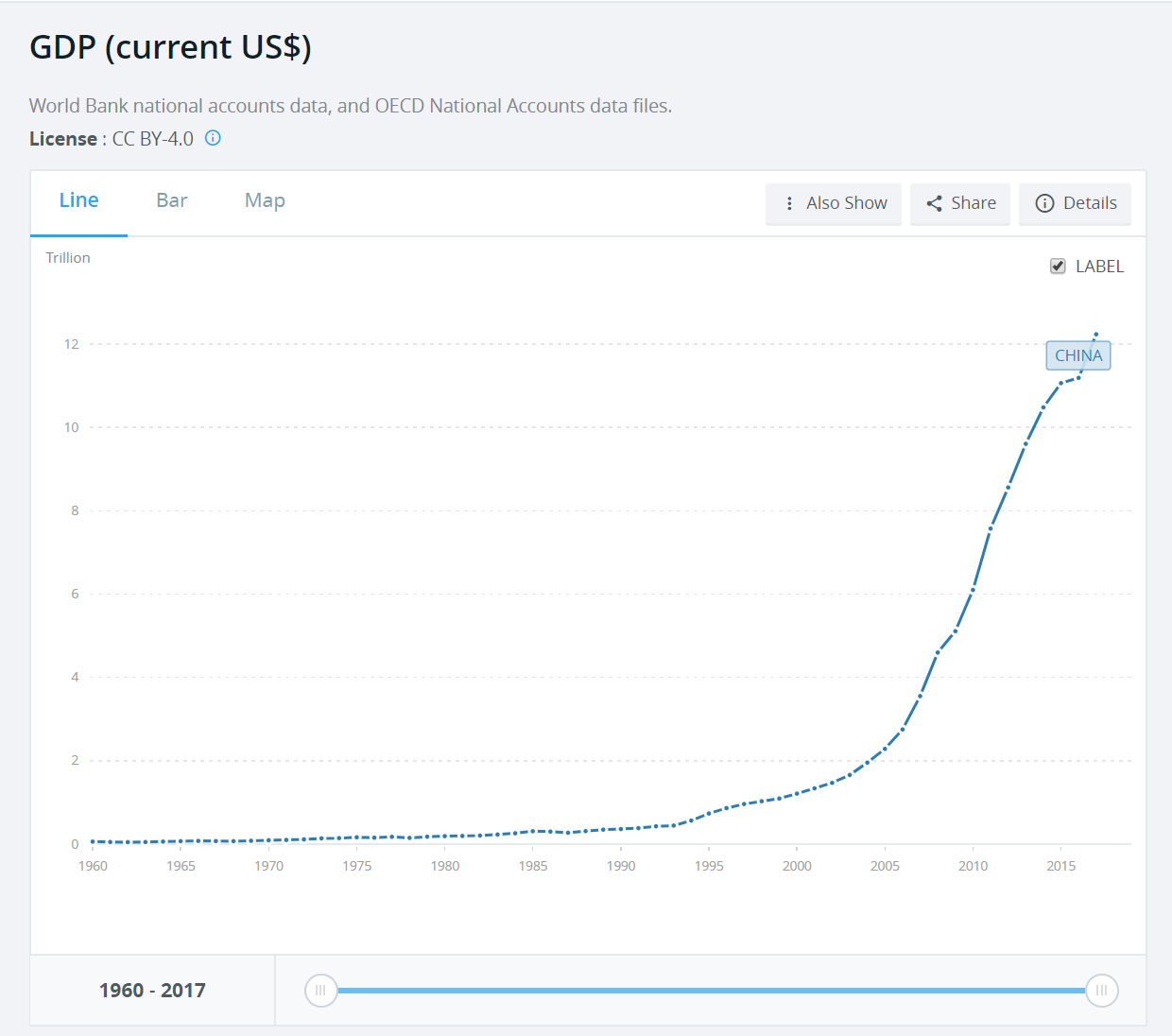
### During the cultural revolution, students stopped classes to make revolution. They killed their classmates and teachers, destroyed traditions, destroyed cultural relics and dug graves. On June 1, 1966, the People's Daily published an editorial calling on the masses to "sweep away all evil spirits". The proletariat is called upon to "thoroughly break away from the old ideas, cultures, customs and habits that have poisoned the people for thousands of years as a result of all exploitative classes". Since then, the "cultural revolution" has swept across the country(Jin, 2005). The "breaking of the four old" was called the "cultural dictatorship" invented by MAO, that is, the "dictatorship in the field of culture". In the name of opposing the so-called "feudalism", "capitalism" and "revisionism", it liquidated and excluded foreign cultures and destroyed ancient cultures. In other words, "experts", "scholars", "authority", "ancestors", "painters", "cultural relics" are "ghosts". Not only the country's urban primary and secondary schools have been suspended from classes, and colleges and universities have stopped enrollment since 1966, so the college entrance examination has been suspended since 1966. Intellectuals were not respected and were criticized as "bad old men". Many intellectuals were sent to do manual labor, while intellectuals with higher academic status were criticized as "reactionary academic authorities"(Han, 2001). In 1970, the central committee of the communist party of China approved and transferred the report on application for admission (pilot) of Peking University and tsinghua university, which decided that some institutions of higher learning should resume enrollment, but the examination system should be abolished. It was not until 1977, after the end of the cultural revolution, that the gaokao was reinstated. In December 1968, the movement of going to the countryside was launched on a large scale. In 1968, junior high school and senior high school students (students in 1966, 1967 and 1968, later known as the "third senior high school") all went to the countryside as knowledge youth to jump the queue. During the cultural revolution, there were more than 16 million educated young people who went to the countryside, which meant that a tenth of the urban population came to the countryside. In general, the cultural revolution damaged the compulsory education of urban primary and secondary schools and the higher education of the whole country, delaying a whole generation(Yang, 2006). However, on the other hand, due to the movement of going to the countryside and the development of education in rural areas, the education of primary and secondary school obligations in rural areas has increased in both quantity and quality. Going to college also provides more opportunities for the children of rural cadres to accept higher education(Broaded, 2002).

# 1.1.2 China reform and opening up

After the end of the cultural revolution, education in China gradually went on a normal track. The gaokao was not held until after the end of the cultural revolution in 1977, when the average age of candidates was the highest and the acceptance rate the lowest. Since 1999, China has implemented a policy of expanding university enrollment. Although the college enrollment expansion policy has fulfilled many people's college dreams, the disadvantages have begun to emerge in recent years(Zhu, 2012). Instead of alleviating the pressure of going to college, the burden on students increases. Cram schools have proliferated. The employment situation and starting salary of college students are also falling. At the same time, more and more people think that the quality of college students is declining obviously(Yuan, 2010). The "education industrialization" policy has caused the tuition fees of various schools to soar, making it difficult for more and more families to afford it. There was no improvement in school choice and education. At the same time, although some private schools have appeared in China in recent years, the general operating conditions are not ideal(Huh, 2018). The reasons for the failure to pose a threat to public schools remain to be seen. In addition, some private education institutions are quietly emerging, but are blocked by the government. Such as Shanghai Mengmu Tang.

# 1.2 Chinese Economy – the Rise of Chinese Middle Class

# 1.2.1 Data on the rise in Chinese middle class

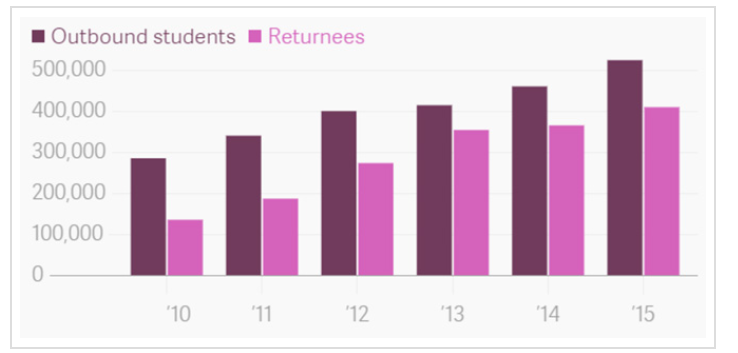


*（Source from* *World Bank，2018）*

The data show China's GDP growth trend from 1960 to 2017. It can be seen that from 1960 to 1995, because China experienced the "three periods of poverty" and the "cultural revolution", the whole economy of China was in a depression. Since the reform and opening up in 2000, China's economy has grown by a large margin, from 2 trillion yuan in 2000 to 12Trillion yuan in 2015. China's economic aggregate has grown from 10 trillion yuan in 1978 to 2 trillion yuan in 2018.

# 1.2.2 Data on number of Chinese student study abroad

The data shows the number of Chinese students studying abroad from 2010-2015 is increasing every year（Ministry of Education，2015.



*（**Source from Ministry of Education of China，2015)*

In 2012,712,157 Chinese students studied higher education abroad（UNESCO，2014).

In 2015, the proportion of international Chinese students in the total number of students enrolled in higher education nationwide was about 5%.Also there were 523,700 Chinese students studying abroad (UNESCO，2014).

# 1.3 Problem statement

# With the tide of studying abroad, more and more students are crossing the sea into foreign countries. In a strange world, many people feel at a loss. Many practical examples show that the psychological preparation for studying abroad is undoubtedly an indispensable part of the preparation for admission.

# Loneliness is a common test for overseas students. Study pressure, economic pressure and many other problems, will also make loneliness further amplified. Learning to face loneliness, think independently and deal with emergencies, and actively establish new interpersonal relationships and communication channels is the first required lesson for overseas students. Loneliness is a problem everyone faces when entering a new environment. However, different coping styles have different effects. Many international students choose to suspend their studies in the middle of their studies, because these students cannot quickly integrate into the study and life abroad and cannot find a sense of belonging(Cho and Morris, 2015). In foreign countries, overseas students may sometimes exaggerate their loneliness of "being a stranger alone in a foreign country", or even feel that they have been unfairly treated. In the long run, they will not enjoy the joy of studying abroad. Take the initiative to go out, overcome your fears, build new relationships, build confidence, and enjoy the blue sky.

# 1.3.1 Different education

# "Dream of studying abroad", many students dare not slack off, refuse all social activities abroad, and bury their heads in hard study. However, due to the differences in language, culture and education system, they may encounter a "bottleneck" that they have never encountered in the process of studying in China. A growing number of parents and students see studying abroad as a shortcut to higher education, immigration or gold-plated status. But foreign universities are not an umbrella to protect them from the wind and rain. The new academic system and even stricter grading methods make many people unable to adapt. Xiao li, who has been studying in Britain for nearly five years, said: "it is hard to study and staying up late is a common thing. But at this time, there is neither family support nor other students' help, so sometimes it is really difficult. But after getting used to it, plus the improvement of language and learning efficiency, the situation will be improved accordingly."

# Language and cultural barriers can be said to be a difficult gap to bridge. "American teachers judge good students by thinking actively, answering questions in class and asking questions after class," said Chen, who came to Boston to study for a master's degree in finance. In fact, American education encourages open thinking very much, even if the language is not as good as the local people, but as long as you think positively, dare to express, and even a little bit out of the ordinary, even if you speak less than the local students, the teacher will certainly remember your efforts. To get good grades, grades and class discussions are very important.

# 1.3.2 The cultural differences

# Language barriers and cultural differences are recognized problems of studying abroad, as well as the concerns and concerns of overseas students before going abroad. According to the overseas students, although they have done some understanding and preparation before going abroad, there are still many unexpected troubles in the actual process of dealing with these problems. For example, some students who have studied in the United States believe that when they first come to the United States, local students will not consider that they are communicating with foreign students in their mother tongue, so they will not consider foreign students in terms of speed of speaking. The weakness of language can also cause a lot of trouble in life. Many overseas students say that it is not convenient to go to many places because of the language barrier.

# Cultural differences are a deeper barrier to communication. For example, a Chinese student who studied in Australia reported that he had encountered cultural conflicts caused by a seemingly minor incident. "Chinese boys will casually put their arms around a friend's shoulder to show friendliness if they are familiar with each other, but if you put your hand on a Turkish classmate, he will be very angry." Such things are not uncommon in the process of studying abroad.

# Many international students have the same feeling, that is, they feel "disrespected". Most students study abroad family condition is good, very confident at home, but into the new environment, own the "advantage" suddenly disappeared, a lot of people will produce inferiority complex and even fear, to produce many wrong xenophobia, not only let oneself live unhappy, but turned down the opportunity to really understand and blend in the local.

# 1.3.3 The economic pressure

# Money is never the whole problem, but it's always part of it. Studying abroad is a great expense. In the face of all kinds of advanced commodity consumption in developed countries, some overseas students begin to have a sense of comparison. After going abroad, the economic conditions of overseas students determine the uneven living standards. If this difference is not handled properly and viewed correctly, it will lead to a lot of psychological problems. Although it is nothing new to use famous brands in foreign countries, if we blindly pursue the halo of famous brands, some overseas students' consumption views may be distorted. In order to live a better life, some overseas students even go to the casino and lose all their living expenses for one year in one week. Later, they borrow money from their friends to guarantee that they will never gamble again. On the contrary, they continue to linger in the casino and their studies are abandoned.

# In order to reduce the burden of parents, many students choose to work. However, finding job opportunities is not only difficult, but also faces some risks. Many economic problems may be far worse than you think. Many people feel that foreign economy is much more relaxed than domestic economy, because parents think that it costs a lot to go abroad, so they naturally prepare a little more money for their children to take with them in case of emergency. However, they do not want some overseas students to be young or have insufficient self-control, so they cannot allocate money well, which leads to many problems. At the same time, the number of people working outside is increasing, and the pressure caused also affects the quality of overseas students studying abroad. And some people's family condition is not very good, must rely on oneself to work part time to read supports, the work comes home very late to have the heavy burden of study again. Day after day, the mental state of international students can be imagined.

# 1.4 Research objectives

The main goal of this study is to determine the factors influencing the Chinese students decision to study abroad .So it wants to achieve the following goals:

To determine whether the academic issues has an essential relationship with student intention to study abroad

To assure whether the social issues has an essential relationship with student intention to study abroad.

To validate whether the personal issues has an essential relationship with student intention to study abroad.

To understand whether the financial issues has an essential relationship with student intention to study abroad.

To study whether the employment prospect has an essential relationship with student intention to study abroad.

# 1.5 Research questions

According to these research objectives, this study will discuss factors influencing the Chinese students decision to study abroad, including the academic issues,social issues,personal issues,financial issues,employment prospect.

The research questions of this study are as follows:

1.What is the relationship between academic issues and student intention to study abroad?

2.What is the relationship between social issues and student intention to study abroad?

3.What is the relationship between personal issues and student intention to study abroad?

4.What is the relationship between financial issues and student intention to study abroad?

5.What is the relationship between employment prospect and student intention to study abroad?

# 1.6 Significant of the study

# This study is expected to conduct a specific analysis of the factors influencing Chinese Students decision to study abroad. The choice of international students is our main research area (Yi and Jung, 2015).If the factors influencing Chinese Students decision to study abroad be solved by successful research, then the growth of foreign students will exceed expectations(Kondo-Brown,2013). Academics can increase their awareness of the significant relationship between variables. Therefore, this study will help students themselves or new entrepreneurs who want to study abroad as a guide to understand how the current challenges may affect their business (Mercer, 2015)

# 1.7 Organization of chapters

### The study consists essentially of five chapters.

### Chapter 1: Introduction. This chapter refers to backgrounds, problem statements, research goals, research questions, meanings, assumptions, research scope, limitations, operational definitions, and chapter organization.

### Chapter 2: Literature Review. According to the previous related literature, the study of factors influencing the Chinese students decision to study abroad helps to better understand the mode of studying abroad in contemporary society. In addition, the establishment of frameworks and assumptions is the basis for a clearer study of ideas, namely how the five dependent variables influence Chinese students' decision to study abroad.

### Chapter 3: Research Methods. The main aspects of the method include research design, sampling design, analysis units, data collection and analysis methods. First, the research design is mainly discussed in the second chapter as the research framework of the study. In addition, sampling design, analysis units and analytical methods are used to ensure that questionnaires and analytical tools are suitable for this study. Finally, provide target samples and various tests to achieve the research results.

### Chapter 4: Research and Analysis. According to factors influencing the chinese student decision to study abroad, this chapter aims to present research results by using SPSS statistical tools to deal with research objectives, research problems and proof hypotheses.

### Chapter 5: Summary and Recommendations. According to the results of the analysis in Chapter 4, this chapter will discuss the results of the study. In addition, some suggestions have been made based on the results of hypothesis testing. This chapter also lists recommendations and limitations for further research. Finally, the end of this chapter will introduce some personal thinking.

# CHAPTER 2 LITERATURE VIEW

# 2.1 The College Choice Process

The college selection process refers to the factors that affect applicants in deciding which college to apply to and what to consider in deciding which colleges or universities they are allowed to attend. In order to better understand this process, it is necessary to examine the stages college applicants go through in the college selection process. Researchers who have studied the process have developed models of college selection processes(Freeman, 2005). The three main phases of these models are propensity, search, and selection.

In most models, the first stage of the college selection process is orientation. Many researchers call this stage the university expectancy formation stage. This stage is characterized by students deciding whether they want to go to college or not(Gao, 2011). At this stage, some background features will affect students. These effects include socioeconomic status, race, gender, ability, achievement, attitudes and education backgrounds of parents and peers.

Researchers often identify students' socioeconomic status as a strong indicator of college enrollment. Students' socioeconomic status can open doors for some students, or limit their ability to even consider college. Students with higher socioeconomic status are more likely to go to college than those with lower socioeconomic status(Cabrera and La Nasa, 2000).

Students' abilities and achievements are also indicators of college enrollment. As students' abilities and grades improve in high school, they are more likely to go to college. In addition, students' college selection process becomes more formal at an earlier age.

Other people's interpersonal relationships, such as parents and peers, are involved in students' desire to go to college. Parents are starting to encourage students who consider going to college early in their education careers to be more likely to go to college. The researchers found that parental encouragement had a direct impact on college enrollment. Friends who are interested in going to college are also more likely to pursue an undergraduate degree. Peers who plan to study for a college degree have actively strengthened their college choice decisions(Goodman, Hurwitz and Smith, 2015).

Students' pre-college experiences also influence their decisions at the susceptibility stage. For example, students who participate in extracurricular activities during high school (such as debate groups, leadership roles within organizations, student government associations) are more likely to go to college than students who do not participate in such activities. Academic experience also influences susceptibility(Palmer, 2006). During high school, students take advanced placement or pre-college courses, giving them the opportunity to experience the type of work required for college courses. This allows students to be challenged and determine whether they are ready for the rigors of college work.

The second phase of the college selection process has been identified as the search phase. Once students decide that they will continue to accept higher education, they will start to seek information about the universities and universities they may be interested in attending. The students created lists of these colleges and universities, which the researchers listed as a selection set. Using this selection set, students begin to examine certain attributes of these colleges and get information that helps them decide to apply to a particular institution.

The researchers found that a wide variety of universities were selected to create a selection set of applicants. The net cost of college participation, size and type of institution (public or private) varies. Applicants initially choose universities regardless of the key attributes of these institutions.

At the end of the second phase, the student has decided on the college or university to apply to and has completed the application of the relevant institution. Students send applications to the institutions of their choice and wait to see which colleges have accepted them. At this point, students enter the final stage of the college selection process.

The final stage of the process is the selection stage. At this stage, students are told that they are accepted to certain colleges and universities. They decide to attend one of these colleges or universities based on the institutional characteristics that are most important to them and their own personal characteristics. Therefore, students will have different ways to make the final decision.

# 2.2 Factors Driving the growth of Chinese student study abroad

# 2.2.1 Globalization supporting strong growth

With the deepening of globalization, especially after entering the new century, the international flow of students around the world has been significantly accelerated. In particular, the number of overseas students accepting higher education has increased rapidly, from 2087702 in 2000 to 4528044 in 2012, an increase of more than two times. Data show that this growth rate is significantly higher than the global overall growth rate of the number of higher education students in school. International students from all over the world to see, the total accounted for nearly 2% of the total number of students of higher education around the world, and the important is much higher than in many countries, for example, the number of international students in Australia accounted for 18% of the total number of higher education students, Britain was 17%, the Organization for Economic cooperation and Development (Organization for Economic Co - operation and Development, OECD) national average is 8%.

More and more students choose to accept higher education abroad, which on the one hand introduces a large number of high-quality students to the receiving countries of overseas students, and at the same time helps improve the internationalization level of higher education in the receiving countries. In addition, international students have brought considerable economic benefits to the receiving countries. Many countries have clearly proposed to include the study abroad industry into the strategic planning of economic and social development(Davis, 2005). On the other hand, as an important bridge connecting countries to communicate with each other in science, technology and culture and the dissemination of knowledge, overseas students have also made important contributions to knowledge innovation and technological progress in the countries of origin. Although the global economic crisis has caused many countries' education fiscal austerity and personal education spending cuts, some surveys still show that the growth of international students is not affected by the global economic crisis as many predicted, but still maintains a relatively strong growth momentum.

# 2.2.2 Advance in IT

With the popularization of computer and Internet, people are increasingly using computers to produce, process, exchange and disseminate various forms of information. All walks of life are inseparable from IT industry. According to the report data, by the end of 2017, the number of Internet users in China has reached 772 million, with a penetration rate of 55.8 percent. The majority of Internet users are people aged 10-39, accounting for 73 percent of the total, with young people aged 20-29 accounting for 30 percent. It can be found from the data that China's Internet prevalence rate is very high. （China Internet development report ，2018）.

# 2.2.3 Social Change

The Chinese nation is a nation that advocates "reciprocity" and loves exchanges. Confucius traveled around the world to spread his thoughts and culture, which objectively promoted the development of Chinese culture education and the change of communication forms. Unexpectedly, in modern times, due to the narrow-minded dictatorship, China embarked on the road of self-seclusion. The tide of thought is constantly impacting the ancient civilization of China. China has gone overseas and started to send a large number of talents overseas for exchange. Under the background of backward economy, culture and politics in modern China, education plays an active and important role in ideological enlightenment, cultural communication, talent training and social reform. The Chinese government has systematically formulated education policy on studying abroad and sent students to study abroad since the middle and late 19th century. In the process of China's social development and reform since modern times, overseas study education has played an important role and accumulated rich historical heritage, which provides valuable experience and lessons for today. Chinese students began to go abroad and introduce foreign advanced technologies and thoughts into China, which changed the revolutionary tide of modern China and promoted the process of China's historical development in a certain sense. After 1908, education for overseas study in modern China entered a new stage, in which the United States returned part of boxer indemnity to attract Chinese students as the starting point, thus promoting education for overseas study to form a new situation of diversification. This is another organized and large-scale dispatch of students studying in the United States after the first batch of children studying in the United States was sent out in 1872, indicating the rise of a new wave of climax of studying in Europe and the United States. Between 1909 and 1911, the qing government sent 196 students to study in the United States. Subjectively, it is the invasion of European and American thoughts, but it also strengthens the development of new thoughts, which makes China's thoughts reach a new peak and changes China's destiny.

# 2.2.4 Business Trend

Entering 2015, China's overseas study market will reflect the following characteristics: the trend of studying abroad at a younger age is more obvious, applications from prestigious universities are more intense, and overseas employment may be more convenient. The number of students going abroad for high school will maintain a strong growth, especially in the United States, Canada, Singapore and other countries. The number of students going abroad to study for a bachelor's degree may overtake the number going abroad to study for a master's degree, especially in countries such as Australia. With the increase of the number of excellent applicants from overseas colleges and universities, the admission standards are also rising, leading to more fierce competition among prestigious universities and increasingly strict admission requirements. With the relaxation of visa policies in some countries, it may provide more Chinese students with employment opportunities and time abroad. Overseas study institutions extend their services to students abroad, providing them with some back-end services, including employment.

# 2.2.5 Others factors

Other physical factors such as: library facilities, availability of computers, quality of library facilities, availability of quiet areas such as study rooms, and the availability of areas for self-study .

# 2.3 Opportunities and Challenges of studying abroad

### More and more students choose to go abroad to study, but there are different opinions on the pros and cons of going abroad to study. Looking at it positively, studying abroad may be one of the most rewarding experiences for students. By studying abroad, students have the opportunity to study abroad and appreciate the charm and culture of a strange country.

# 2.3.1 Get informed

### This is the biggest attraction of studying abroad. Studying abroad allows the students to experience new ideas, customs and activities in a new environment. Students also have the chance to see new geographical environments, wonderful natural landscapes, visit museums and famous landmarks in countries where you study(Barron, 2006).

# 2. 3.2 Education quality

### Study abroad, students can also experience different styles of education. Studying abroad gives students access to information about their major in a country where they are studying, which you may not be able to obtain at home.

### You will also find that immerse yourself in the education system of the country you are studying in is a great way to really get to know the local people and experience their traditions and culture(Ma and Garcia-Murillo, 2017). After all, education is the core of studying overseas courses, and it is also very important to choose the right university.

# 2.3.3 Understand the new culture

### Many students who study abroad leave the country for the first time. When they go to a strange country to study abroad, they will be fascinated by the unique culture. When you study abroad, you will find wonderful food, customs, traditions and social atmosphere(Barron, 2006).

### You'll also find that you get to know and appreciate more about the people and history of the countries you study in, and have the opportunity to see new ways of life.

# 2.3.4 Hone language skills

### If you are planning to study abroad, chances are one of the main attractions is that you can learn a foreign language. Studying abroad gives you a chance to immerse yourself in a new language. There's no better way to learn a language than this.

### In addition to having plenty of opportunities to practice your language every day, your college may also offer language classes for formal education.

# 2.3.5 Career opportunities

### When you return home after completing the study abroad courses, as an overseas returnee, you not only come back with your graduation certificate, but also bring back a new cultural perspective, language skills, good education, and always keep a learning attitude. Needless to say, all of this is attractive to prospective employers.

# 2.3.6 Personal development

### There is no experience like that of a man in a foreign land. You may find that studying abroad really makes you an independent person. Students who study abroad explore new countries and really discover their hidden curiosity and excitement.

Studying abroad, you also have the chance to find yourself in different cultures. Being alone in a strange place can be overwhelming and can test your ability to adapt to different environments and solve problems.

# 2.4 Challenge

Many students choose to change majors when they study abroad, which is a double challenge for students. On the one hand, they have to adapt to the life abroad while coping with the new professional study. However, the reason why students choose to change their major change their direction of study is more due to their interests. Therefore, it is suggested that students should be careful when doing their major. According to their own preferences and future employment needs to be careful to change the major four years of undergraduate years to let many students gradually understand their true preferences, these preferences affect their future learning direction. At the same time, changes in the social environment and employment trends also make students hope to have more space to choose when they return to China for employment. Therefore, personal preference and future employment are important factors influencing students' cross-major study abroad. Ask an experienced person to be able to make him less detour. Studying abroad to choose a new major, in a sense, is to re-choose the direction of life, therefore, in making the choice, we need to master information from multiple channels, careful decision. Among them, it is a good idea to consult an experienced senior senior. Sometimes the introduction and experience of experienced students are even more effective than consulting an overseas study agent. Careful planning and consideration will enable new majors to gain new knowledge. Cross-major study means that students have to face more new knowledge, plus language factors and changes in the environment, cross-major study abroad students have to pay more, or even can not keep up with the phenomenon. This requires students to understand their own shortcomings, and then spend more time to look up information, at the same time can consult teachers and students, so that after a series of efforts, I believe that students can be able to transfer to the new professional coping with ease.

# 2.5 Student’s behaviour towards studying abroad

# 2.5.1 Academic issues

Research shows that academic problems are one of the factors that influence Chinese students when they study abroad. Chinese students have expressed interest in attending an institution with a good academic reputation, excellent professors and various academic majors. These students seek such institutions because they have strong feelings about the academic atmosphere of their respective institutions.

In China, Chinese students are challenged academically by their workload. They became discouraged by the lack of supportive teachers to support their course work. In some cases, Chinese students do not experience reasonable academic success. In these cases, Chinese students are encouraged to seek out teachers and other networks to support their academic achievements(Decoo and Colpaert, 2002).

Quality professors are also a concern of Chinese students. In this way, Chinese students can obtain greater relative benefits in academic pursuit. At the same time, Chinese students need teachers who can recognize the same race. This helps alleviate the loneliness and isolation that Chinese students may feel.

At the same time, Chinese students have different academic pursuits in college. They hope to learn a variety of academic majors, so that they can get more academic resources.

Academic problems are only one set of factors that affect Chinese students. Other factors may also affect students. These factors may be related to the social environment of universities and may cause problems for Chinese students in choosing universities(Holliday, 2013).

The study found that students receiving higher education abroad were affected by various factors. Among them, knowledge is the most important. If students want to innovate, they need to work hard. It is for this reason that they decided to study abroad.

# 2.5.2 Social issues

Chapman (2018) cited that fixed college characteristics are one of the external influences that influence a student’s intention to study at particular. The fixed characteristics comprising college size, campus environment and good quality of faculty members are for the most part under the control of the institution.

The researchers also found that ethnic composition of universities was also a factor in Chinese students' choice of schools. Some students who encounter prejudice and discrimination on campus find it difficult to integrate into the campus environment socially and academically. This may lead to students' psychological and social troubles, which are often difficult for freshmen to deal with.

As some Chinese students who have gone abroad before believe that some ethnic students lack respect for their values, concepts and behaviors, they have a feeling of intolerance, which affects the interaction between Chinese students and others on campus. This involves roommates and dormitory administrators in the dormitory environment(Rata and Runcan, 2014). They don't like to participate in social activities on campus. In order to train Chinese students' satisfaction and success rate, they must feel comfortable, supported and valued on campus.

The social atmosphere on campus can affect non-chinese students in various ways. In some countries, it is difficult for Chinese students to adapt to the cultural differences with which they were familiar in high school. Some students feel a "culture shock" when they attend institutions where they belong to ethnic minorities, an atmosphere they were not used to before.

# 2.5.3 Personal issues

Studies of college and university selection processes show that a person's decision to go to college is influenced by individuals who have personal or social relationships with students. Parents, other family members and, to a lesser extent, peers have the greatest impact on a student's college ambitions, the study found（Hayden,2018).

There are many personal issues that can affect a student's decision to enter a higher education institution. Personal questions include encouragement and advice from family and friends as well as students' self-assessment before entering college. There are three main types of personal factors that influence college decision-making process: family or self-influence, psychological or social barriers and cultural influence(Gordon and Snyder, 1989).

In China, if a family has parents or siblings who have received education from university and education from university, their relatives are also implicitly involved in the decision of students to study abroad. Family influences also include relatives who may or may not attend a particular college. These relatives want the students to participate so that the students can exceed their relatives' education level. Their efforts to influence students' decisions put pressure on them.

Chinese students often have self-motivated factors that lead them to participate in one institution rather than another. Most Chinese students think that they not only need to go to school, but also feel the need to go to college and get a diploma.

In short, when students have to decide which university to go to, they tend to consult family, friends, peers, teachers, counselors and college admissions officers. All of these people have some influence on students' decisions.

# 2.5.4 Financial issues

Cost is dependably an essential thought yet by all account not the only one, since it is related with budgetary guide choices and additionally employability rates and compensation levels upon graduation. Understudies will get to a more costly program as these two components increment.Looking at the international students’ choice of intention, despite the fact that many countries have preferential policies for international students, a large proportion of students still consider family economic as their primary condition.Hayden expressed that cost is progressively persuasive concerning whether an understudy goes to school or not than it is on which school the individual visits. Cabrera and La Nasa (2000) indicated explore that reliably demonstrated a huge negative connection between educational cost increments and enrolment. Additionally, in the exploration done by Leslie and Brinkman (1988), discoveries propose that all understudies were touchy to educational cost. As per inquire about done by Hossler et al. (1989) 70% of understudies and 87% of guardians demonstrated that they were either "all around educated" or "educated" about monetary guide programs and their qualification for money related guide. Conversely, Hossler et al. (1998) presumed that guardians' readiness to contribute, paying little respect to family pay, has some impact on educational cost and money related guide affectability. Their exploration likewise reasoned that for Asian understudies, monetary guide offers a vehicle in pulling in them to explicit foundations. Foskett et al. (2006) found that adaptability of expense installment, accessibility of money related guide, and sensible settlement costs in a specific order apply a critical impact on understudies' decision.

In terms of the gap between rich and poor in China, most Chinese families cannot afford the total education, especially in countries like the United States and the United Kingdom. There are not enough economic resources to help them, so their enrollment rate is limited.

When Chinese students receive financial aid, these incentives provide two different opportunities for them. First, students will have more chances to accept higher education. The second reason is that they are more likely to study abroad, because they are more cost-sensitive in the search process because of financial constraints. Studies have shown that Chinese students are more likely to agree to attend certain colleges if they are willing to provide them with financial aid(Financial issues, 2018).

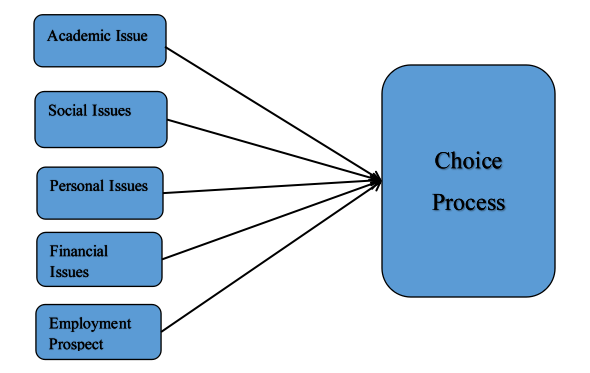
In terms of financial aid, as a variable related to cost changes, universities are more or less attractive to students. For example, as tuition, accommodation and distance from home increase, studying abroad may become less attractive to Chinese students. On the contrary, as financial aid increases, it may become more attractive, especially scholarships. For Chinese students, financial aid programs that fund or provide grants and loans separately are more likely to encourage college enrollment than aid in the form of loans.

# 2.5.5 Employment Prospect

The employment situation of Chinese graduates is very serious. In the same job, there may be more than a dozen different academic levels competing. In recent years, there have been more and more Chinese returnees (Tulgan, 2017). However,returning to the motherland is not optimistic about the employment status of returnees. Then, if there is better development abroad, many Chinese students are still willing to study abroad (Newman and Ross, 2014).As more companies will value the experience of overseas applicants and the professional development prospects of job seekers, job seekers who have overseas study experience will be respected and valued by the employer (Risak, 2012).

In this highly competitive era, students are very concerned about their careers. Students need to know if they have any job opportunities before graduating (Risak, 2012). More and more human resources departments are realizing the extraordinary benefits of studying abroad and are looking for graduates studying abroad (Pesec and Sherertz, 2015). Studying and living abroad can help students improve key job skills such as adaptability, global understanding and the independence of tolerant leadership.Developed economies in Europe and America have rich industrial industries and many graduates are employed (Verkerke, 2015).

# **2.6 Hayden Model (2000)**



*(Hayden Model, reproduced from Hayden, 2000）*

Hayden Model mainly studies the relationship between academic issues, social issues, personal issues, financial issues and Employment prospect and choice process.

These five factors may directly or indirectly influence the selection process of guiding students.

# 2.7 Summary

This chapter mainly discusses the choice of Chinese students to study abroad and the analysis of China's current economic development. Therefore, five reasons are studied to influence the choice of Chinese students to study abroad. They are：academic issues，social issues，personal issues，financial issues，employment prospect.Finally, Hayden Model was used to analyze the relationship between them.

# CHAPTER 3 METHODLOGY

# 3.1 Conceptual Framework

H1

Academic Issues

H2

Students Intention to study abroad

Social Issues

H3

Personal Issues

H4

Financial Issues

H5

Employment Prospect

(*Source: Modified model from Hayden, 2000)*

Figure 1. Conceptual Framework of Hayden Model with Application towards students intention to study abroad.

The conceptual framework reproduced from Hayden Model is including four IVs which will have an impact on the DV which is student intention to study abroad. This model is conducted to determine the relationship between independent variables and the chinese students intends to study abroad. The model indicates that the five IVs are academic issues，social issues，personal issues，financial issues，employment prospect while DV is chinese students intention to study abroad.

Firstly, academic issue is one of the independent variables that influence Chinese students to study abroad. In this study, this variable affected the choice of Chinese students when they were thinking and acting. It is important to understand what Chinese students know about academics, what information they pay more attention to and how academics influence their choices.

In this study, social issues will affect the choice of Chinese students to study abroad. The main purpose of this study is to explore whether Chinese students' choice of studying abroad is influenced by their race. This variable is also very important for studying the choice of Chinese students to study abroad.

In addition, personal issues also affect the choice of Chinese students to study abroad. In this study, subjective norms measure the incentive effect of social pressure on Chinese students to study abroad or not. For example, how parents, relatives, close friends and teachers can influence, motivate or force Chinese students to study abroad.

Financial issues is also an important variable, and through the research, we want to find out how Financial issues weigh Chinese students in the selection process.The availability of financial aid has a significant impact on their college choice decisions. This shows that financial aid is the main consideration for students, and a large amount of financial aid can promote students to study abroad.

Finally, employment prospect is the last reason influencing the choice of Chinese students to study abroad. In this study, this variable is relatively important for the development of students. Through the analysis of this variable, it can be understood that Chinese students have a tendency to choose the country to study abroad in the future.

# 3.2 Sources of Data

# 3.2.1 Primary Data

This study used mostly primary data which were gathered directly from face-to-face interview with the respondents using a self-administered questionnaire. About 30 respondents were interview based on their awareness, perception, attitude and intention to study abroad.

# 3.2.2 Secondary data

Secondary data in this study were obtained from various sources of information such as the library in Inti and the internet. Statistical data were gathered from the government departments such as Department of Statistics. Other relevant information about the concept and intention to study abroad were reviewed from journals, seminars, conferences, observation, magazines, articles and published papers.

# 3.3 Data Collection

# 3.3.1 Questionnaire Development

The questionnaire for this study was divided into three parts, which were Part A, Part B and Part C.

Patr A is the place the statistic data is found, utilizing an ostensible scale to outline this piece of the questionnaire (Benoit, 2010). Ostensible scales are regularly used to study polls to acquire members' close to home information, for example, gender or division (Roberts, 2008).

Part B is the part where the dependent variable exists, is the student participant (Suzuki and Takahashi, 2016).

Part C, it contains inquiries regarding subordinate factors identified with the autonomous factors utilized as a part of this investigation, including the family economy, future business, future settlers, and great training. These parts are estimated in view of the five-point appropriateness of the Likert scale (Vieira, 2016). As indicated by the investigation, the five-point Likert scale is generally utilized for examine in light of the fact that it can be effectively built and the outcomes are more solid.

The topic of the five-point Likert scale as follows:

1.Strongly disagree

2.Disagree

3.Neutral

4.Agree

5.Strongly agree

Table 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Area** | **No. of Item** | **Source** |
| A | Demographic | 3 | (Duffy, 1995) |
| B | (Dependent variable) | 5 | (Cahlikova,2015)  (Salisbury, et.al.,2010) |
| C | (Independent variable) | 5 | (Seban and Perdeci, 2016) |
| (Independent variable) | 5 | (Boucher, 2013) |
| (Independent variable) | 5 | (Newman and Ross, 2014) |
| (Independent variable) | 5 | (Keiss and Grisins, 2011) |
| (Independent variable) | 5 | （Grisins, 2011） |

(Questionnaire Items)

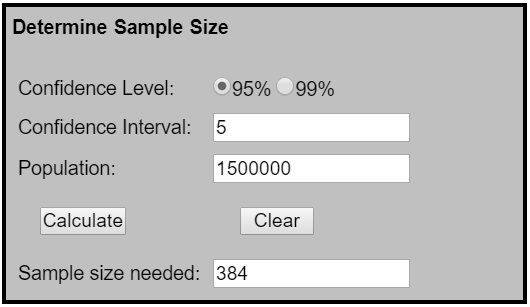
It will be using numerical and statistical analysis, and presenting in figures and tables. However, the research may be needed when there are unclear answers exiting in open-ended questions. In this case, in-depth interview may be needed to further understand the response and opinion from that particular sample, of which it helps to interpret the results accurately. An online questionnaire will be created in the google spreadsheet to collect numerical data and the questionnaire link will email to responders. Besides, the online survey could be circulated via Facebook. As such, the responders may just simple connect on the link that straightly direct them to the survey. Thus, online questionnaire will be designed due to this study is on students intention to study abroad aspect. As such, online data collection methods are preferred in this study. After collecting the data, author will be using the relevant graft or charts to analyze. Then, a summary of the research will be derived from the data.

# 3.3.2 Sampling Frame and Techniques

Sampling probability sampling techniques can be divided into probability and non-probability. In this study, a non-probability sampling method was used (Etikan, 2017). As a convenient sampling technique for sampling, data can be collected from various sources, and respondents can quickly provide their data. With this technology, researchers can efficiently collect large amounts of information and complete tasks within a limited time (Etikan, 2016).

Due to Beijing, Shanghai, Guangdong, Shaanxi, and Henan, the five cities have a population of about 1.5 million. After verification, the recommended sample size is 384, and the actual number of questionnaires sent is 400, and the confidence level is 95% (SUN et al., 2012).

Finger 2



*（Source from: Creative Research Systems）*

By using random sampling techniques, the results of this study can be more generalized because the respondents in different cities and environments in the sample population have the same chances of selection. These data results are objective. Therefore, it is reasonable to use probabilistic sampling techniques in this study (Smith, 2004).

# 3.4 Pilot Study

# The pilot test is conducted before the quantitative study in that the questionnaire items in the questionnaire of the study are all adopted from previous studies. Therefore, the pilot test for testing the adopted questionnaire items is to determine which items are suitable for the study (Hajli, 2014). Besides, the appropriate number of questionnaire items in the pilot test is the 10% of the total sample size which is 30 (Pallant, 2013). In this case, the research will choose questionnaires from 30 respondents who come from China for utilizing pilot test to ensure the items analyzed in the following Reliability Test are suitable.

# 3.5 Data Processing and Methodology

Quantitative research methodology will be used in this research as it needs to find out the factors influence Chinese Students decision to study aboard.Quantitative research methodology is the easiest way to define and identify. The data collect is in numerical and analyzed using statistical and mathematical methods. When researcher wants to explain and analysis the result related to given topic by collecting number of data is required to use quantitative research methodology (Yin, 2009). Therefore, quantitative research methodology will be used to find the importance of factors influence Chinese Students decision to study aboard. Thus, the quantitative research method is choose in this research is aim to perform an analyses of data collected and investigate on factors influencing chinese students decision to study aboard.Hypotheses are developed to assessment the relationship and significance between these variables by using TPB. Quantitative research method and data collection via online survey which targeted on the chinese students.The data analysis were done in SPSS to test on the reliability test, descriptive analysis, Exploratory Factor Analysis and Multiple Regression Analysis.

# 3.5.1 Reliability Test

Internal reliability test used to analyze consistency among the ratings given by the respondents. The reliability test is used in a portion section from the overall research where this study is to determine the intention of student study abroad.

# 3.5.2 Descriptive Analysis

Descriptive Analysis used to analysis data collection in quantitative terms. Then frequency distribution was used to summarize the value of each variable. Therefore, a frequency analysis used within SPSS to analysis the demographic attributes of the respondents. Researcher enable to determine the average income, marital status, education level , age and percentage of male or female respondents by figuring out the mean, median and standard deviation of all respondents.

# 3.5.3 Exploratory Factor Analysis（EFA)

Factor Analysis is a technique that used to reduce irrelevant factors which have been identified statistically from the variables (Zikmund, et al., 2012). Besides, this is the rule of thumb for loading which is the correlation coefficients should be more than 0.7 (Hair, et al., 2017). As the most common form of factor analysis, EFA is used to uncover the potential structure of a relatively large scale of variables. Moreover, communalities value of factors will determine whether the factors are suitable for the research, those factors which have the communalities value of less than 0.5 should be removed for ensuring all the communalities value of factors are more than 0.5 for further processing analysis (Paillé & Boiral, 2012).

# 3.5.4 Multiple Regression Analysis

According to the study, multiple regression tests were used to estimate self-weighting, the value of the reliable variable (Majumdar, Witte and Ghosh, 2015). The pattern between the proportion and the inward factors and the quality of the direct relationship is dictated by the way coefficient, indicated as β (Obradovi and Ponnusamy, 2014). This study uses multiple regression analysis to determine the factors that cause Chinese students to choose the countries they study in and the degree to which they relate. In addition, based on the covariance of independent variables, ie family economy, future immigration, future employment and high quality education, multiple regression analysis means explain and foresee the fluctuation of the dependent variable. (Leatham, 2012).

The estimation of the coefficient falls inside the scope of +1 to - 1, where in addition to (+) and less (- ) demonstrate the bearing of the relationship, and the qualities in the number show the quality of the relationship (Mamedov and Akcay, 2014). The general acknowledgment level for the noteworthiness level is 0.05. Then again, the coefficient of the determinant will give the rate change of the variable, which can be clarified by the difference in the free variable (Grossman and Armada, 2016). On the off chance that the esteem is near 1, the relapse demonstrate clarifies a large portion of the adjustments in the variable, generally, if the esteem is near 0 , then the model can not clarify the vast majority of the adjustments in the factors (Rennert and Xie, 2017).

# 3.6 Summary

The chapter primarily introduces the research methodology of the study. Through the formulation of the conceptual framework, the research determines the sources of data which is collected through online and printed questionnaire. Based on the determined population and sample size, the research will conduct the pilot test, reliability test, descriptive analysis, exploratory factor analysis, simple and multiple regression analysis in order to figure out the relationship between DV and IVs which are the consumer intention, PEOU, PU, Attitude, and subjective norm.

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# CHAPTER 4 RESEARCH FINDING

This chapter presents the results of the study. Three hundred and eighty four respondents were interviewed and the questionnaires were collected for analysis. The analysis discusses the reliability test of the data set, factor analysis and regression analysis.This chapter also presents the results of Chinese student intention to study abroad.

# 4.1 Reliability Test

Table 3: Reliability Statistics

|  |  |
| --- | --- |
| Reliability Statistics | |
| Cronbach's Alpha | N of Items |
| .970 | 31 |

Reliability test is a pointer of consistency which indicates how stable a test score or information is crosswise over applications or time. There are four kind of unwavering quality tests. One frame is between rater or between eyewitness dependability which uses to evaluate how much unique factors give reliable assessments of a similar marvel. A second unwavering quality test will be test-retest dependability which uses to survey the consistency of a measure starting with one time then onto the next. The third unwavering quality test is parallel-frames dependability which is utilized to survey the consistency of the consequences of two tests however the tests are built similarly. The fourth dependability test is inside consistency unwavering quality which uses to survey the consistency of results crosswise over things inside a test (Wayne, 2007).

In this study, internal consistency is determined before the test is employed for research and examination purpose to ensure the validity. Cronbach’s Apha was used to measure the reliability of 31 questions which were used to measure the intention of student study abroad.The Cronbach’s Alpha value was 0.970 which mean that there is consistency among the Hayden Model items. Therefore, it can conclude that the model is reliable and fit for this study.

# 4.2 Descriptive Statistics

# 4.2.1 Socio-Demographic Profile

Descriptive analysis was used to describe the socio demographic profile of the respondents of this study. The demographic profile includes gender，age, education level, foreign education and willing study abroad.

This section will present the descriptive analysis of the respondents’ socio demographic characteristic. The demographic profile includes gender, age,education level,foreign education and study abroad. Table 1 indicate sociodemographic profile of 384 respondents.

Table4: Socio-demographic profile of respondents (n=384)

|  |  |  |
| --- | --- | --- |
| **Characteristic** | Number | Percentage |
| Gender |  |  |
| Male | 202 | 52.60% |
| Female | 182 | 47.40% |
| Age |  |  |
| 19-20 | 25 | 6.51% |
| 21-22 | 65 | 16.93% |
| 23-24 | 95 | 24.74% |
| 25 and above | 199 | 51.82% |
| Education Level |  |  |
| Foundation/Pre-University | 55 | 14.32% |
| Diploma | 195 | 50.78% |
| Degree | 79 | 20.57% |
| Master | 55 | 14.32% |
| Know Foreign Education |  |  |
| Yes | 132 | 34.38% |
| A little bit | 177 | 46.09% |
| NO | 75 | 19.53% |
| Have the Willingness to Study Abroad |  |  |
| Yes | 236 | 61.46% |
| No | 148 | 38.54% |

Table 4 illustrate that out of the 384 respondents in this survey, females represented 182(47.40%) and males 202 (52.60%).

With regards to age the survey found that most of respondents are between 19 to 20 years 25 respondents ( 6.51%), followed by 65 respondents (16.93%) is between 21 to 22 years, 85 respondents (24.27 %) is between 23 to 24 years. The biggest group of age belongs to chinese students who are 25 years old and above (199 respondents,51.82%) .

The respondents’ education level is categorized into five groups which are Foundation/Pre-University，Diploma，Degree，Master. Results show that among the 384 respondents, half are diploma 195respondents (50.78%), Foundation/ pre-university and Master are 55respondents (14.32%), and Degree 79respondents (20.57%).

The table 2 also indicated that 132 respondents (34.38%) know the foreign education.75 respondents (19.53%) doesn’ t know the foreign education.And 177respondents (46.09%) just know a bit of foreign education.

The result shows that the majority respondents have the willing to study abroad.(236respondents,61.64%).And It is followed by 148 respondents (38.54%) willing to study abroad.

# 4.2.2 Academic issues towards chinese students study abroad

To determine whether the academic issues has an essential relationship with student intention to study abroad.We also collected data on the influence of Academic issues on Chinese students' study abroad.

Table 5

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| The academic reputation of the foreign institution. | 5.83% | 11.47% | 49.25% | 24.25% | 9.21% | 3.13 | .999 |
| The academic competitiveness of this institution compared to other institutions. | 2.63% | 14.66% | 46.80% | 22.56% | 13.35% | 3.26 | .984 |
| The quality of the faculty at the foreign institution. | 3.20% | 3.95% | 55.08% | 22.56% | 15.23% | 3.39 | .904 |
| The availability of academic advising at the foreign institution. | 2.63% | 4.32% | 49.25% | 30.45% | 13.35% | 3.46 | .890 |
| The availability of computer resources at the foreign institution. | 2.07% | 7.33% | 44.36% | 26.50% | 19.74% | 3.50 | .961 |

Table shows that about half (49.25%) of the 384 respondents are neutral about Academic issues, and 24.25% of them believe that Academic issues are important factors for their choice of studying abroad. Through the first question, we find that 46.8% of Chinese students are neutral about the competitiveness of the college compared with other student sports, and 13.35% of Chinese students attach great importance to the competitiveness of the two colleges.

15.23 percent of Chinese students said the quality of faculty in foreign colleges is very important to them. More than half (55.08%) of the respondents were neutral. Next, we examine the availability of computer resources in foreign colleges and universities. The research results show that the majority (44.36%) of Chinese students remain neutral, but 2.09% of Chinese students are not available at all.

## 

# 4.2.3 Social issues towards chinese students study abroad

# Table 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| Studying abroad make me experience the culture of different countries. | 2.63% | 4.51% | 27.82% | 40.04% | 25.00% | 3.75 | .983 |
| Studying abroad make me make friends in different countries. | 2.63% | 1.50% | 23.12% | 39.29% | 33.46% | 3.92 | .972 |
| Studying abroad make me to experience different campus life. | 2.63% | 6.95% | 21.05% | 37.78% | 31.58% | 3.81 | 1.022 |
| Studying abroad make me to experience different academic atmosphere. | 2.07% | 6.95% | 18.42% | 40.60% | 31.95% | 3.91 | .976 |
| Studying abroad make me to experience different living habit. | 2.07% | 5.83% | 20.11% | 38.91% | 33.08% | 3.86 | .983 |
| The racial composition of students at the institution. | 3.20% | 5.64% | 38.53% | 36.65% | 15.98% | 3.57 | .912 |
| The number of international students at the institution. | 2.63% | 8.46% | 48.12% | 24.62% | 16.17% | 3.46 | .971 |

## In this part, we mainly study some social factors that Chinese students take into account when studying abroad. Through the first question, it is found that 40.04% of the respondents agree that studying abroad can enable them to experience the cultural customs of different countries, and 25% strongly agree with this view. On the second question, we found that 33.46% of respondents strongly agree that going abroad can make friends in different countries, and 2.63% of respondents do not think it is important to go abroad to make friends.

## The next step is to measure whether studying abroad can enable students to experience different campus life. We can see from the Table that 37.7% of respondents think the price comparison of this factor is important. At the same time, we tested whether going abroad can enable Chinese students to experience different living habits. 38.9% of the interviewees think this factor is more important.

## In the last two questions, we investigated the racial composition of the college and the number of international students in the college, and the specific results are shown in the Table.

# 4.2.4 Personal issues towards chinese students study abroad

## From the Table 7, it can be found that 37.03% of the interviewees think it is up to them to decide whether to study abroad. At the same time, we investigated whether the interviewees would listen to the encouragement of their parents and friends to study abroad, while 43.23% and 51.13% are neutral. Then we conducted a survey on the self-evaluation of the interviewees and found that only 10.53% of the interviewees thought they could study abroad according to their current situation. However, more than half of the respondents (53.95%) were neutral about following suit.

Table 7

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| Studying abroad is my own decision. | 4.51% | 6.95% | 40.98% | 37.03% | 10.53% | 3.42 | .917 |
| Studying abroad is encouraged by my parents. | 4.32% | 11.84% | 43.23% | 27.82% | 12.78% | 3.31 | .965 |
| Studying abroad is encouraged by my friend. | 3.20% | 4.89% | 51.13% | 28.38% | 12.41% | 3.40 | .891 |
| I think I can study abroad at my current level. | 2.07% | 19.36% | 59.59% | 8.46% | 10.53% | 3.07 | .885 |
| All around me are studying abroad so I want to go | 3.20% | 15.98% | 53.95% | 19.17% | 7.71% | 3.10 | .863 |

# 4.2.5 Financial issues towards chinese students study abroad

## In this part, we conducted a survey on respondents' economic aspects when studying abroad, which can be found from the Table 8.

## We mainly study Chinese students' scholarship, consumption level near the college, income of parents or guardians, financial preparation made by parents or guardians for interviewees to study abroad, and loans for overseas study. We found that the majority of respondents were neutral. (47.56%, 49.44%, 40.04%, 52.44%, 38.91%)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| The scholarships that I receive. | 4.32% | 14.85% | 47.56% | 23.31% | 9.96% | 3.16 | .940 |
| The cost of living in the area where the foreign institution is located. | 3.01% | 22.93% | 49.44% | 16.17% | 8.46% | 3.03 | .912 |
| My parents’/guardians’ income. | 6.39% | 21.99% | 40.04% | 20.49% | 11.09% | 3.05 | 1.006 |
| The money my parents/guardians saved for me to be able to attend the foreign institution. | 6.02% | 10.53% | 52.44% | 24.62% | 6.39% | 3.15 | .888 |
| The amount of debt in loans I will have when I graduate | 3.57% | 8.46% | 38.91% | 29.89% | 19.17% | 3.47 | .972 |

Table 8

# 4.2.6 Employment prospect towards chinese students study abroad

## It can be found from the Table that 22.37% of respondents attach great importance to the prospect of finding a job after graduation, and 38.53% of respondents attach great importance to the number of graduates who find a job in their own field after graduation from foreign universities. Through the first two questions, the third and fourth questions are mainly used to investigate whether the interviewees value having a fixed job in the college.

## As well as the opportunities of working in foreign colleges, 44.92% and 43.61% of the respondents expressed a neutral attitude. 20.30% and 31.58% of respondents said they valued these two opportunities.

## In the last question, we tested the number of people who stayed on campus for postgraduate study after graduation from the college, 38.53% of the interviewees said that they attach more importance to this factor.

Table 9

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| The prospects of getting a job after graduating from foreign institution. | 4.14% | 8.08% | 34.21% | 31.20% | 22.37% | 3.57 | 1.027 |
| The number of alumni who obtained jobs in their fields after graduating from foreign institution. | 2.07% | 13.72% | 33.27% | 38.53% | 12.41% | 3.47 | 1.016 |
| The opportunities for regular employment on campus. | 2.63% | 8.46% | 44.92% | 20.30% | 23.68% | 3.53 | 1.024 |
| The opportunity for work study positions at the foreign institution. | 2.63% | 8.83% | 43.61% | 31.58% | 13.35% | 3.34 | .915 |
| The number of graduates who attend graduate school after they graduate from foreign institution. | 2.07% | 13.72% | 33.27% | 38.53% | 12.41% | 3.47 | .953 |

# 4.2.7 Intention towards chinese students study abroad

These three questions mainly study the choice of Chinese students' intention to study abroad.

It found that 20.11 percent of respondents said they were not willing to study abroad if possible. Only 5.08 percent of respondents said they would apply to study abroad. On the second question, 47.37% of respondents are neutral about the employment rate of overseas study, and 14.66% strongly believe that overseas study and employment will increase employment rate, so they will choose to study abroad. The last question mainly tests the respondents' intention to study abroad for personal development. Twenty-five percent of the respondents strongly indicated that they would choose to study abroad for their future personal development.

By contrast, only 2.07 percent of respondents opposed it.

Table 10

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| Whenever possible, I intend to apply foreign institutions and study abroad. | 9.59% | 20.11% | 46.24% | 18.98% | 5.08% | 3.01 | 3.01 |
| I intend to study abroad because I believe that the employment rate is high. | 3.95% | 12.22% | 47.37% | 21.80% | 14.66% | 1.008 | 1.008 |
| For my long-term personal development, I plan to study abroad. | 2.07% | 14.10% | 37.59% | 21.24% | 25.00% | 3.27 | 3.27 |

# 4.3 Factor Analysis

An explanatory factor analysis (EFA) was carried out to identify the component matrix. By performing EFA, we can determine the number of construct and the underlying structure among the variables in the analysis. Factor analysis was used to uncover the latent factors underlying chinese student’ intention to study abroad. Respondents faced 31 questions on a seven-point Likert scale about the academic issues，social issues，personal issues，financial issues，employment respect and intentions towards study abroad.

# 4.3.1 Measure of Sampling Adequacy

In this study, Keiser-Meyer-Olkin (KMO) sampling adequacy test and Bartlett’s test of Sphericity were used to measure the sampling adequacy and the presence of the correlation between all the variables. The KMO test is a measure of the proportion of total variation in the dependent variable that is explained by independent variables. Interpretive adjectives for KMO measure of sampling adequacy have various type of interpretation such as values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and value above 0.9 are marvelous (Hutcheson and Sofroniou, 1999). KMO can be used to identify which variables should be dropped from the factor analysis because of lack multicollinearity. Furthermore, a statistically significant Bartlett’s test of Sphericity with the value lower than 0.05, indicates the existence of sufficient correlations among the variables. Kaiser-Meyer-Olkin (KMO) test of sampling adequacy and Barlett’s test of Sphericity were first performed on all the statements to confirm the appropriateness of conducting factors analysis (Tabachnick and Fidell, 2001). In this study, the result of KMO test reached the value of at least 0.915 which indicated that the sampling adequacy and factor analysis can be carried out.

|  |  |  |
| --- | --- | --- |
| **KMO and Bartlett's Test** | | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .869 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 7605.664 |
| df | 171 |
| Sig. | .000 |

With the significance level of p<0.000, Bartlett’s test for Sphericity showed the correlation matrix was at an appropriate level to perform factor analysis on the data for each scale. The desired values for KMO test which more than 0.5 are considered satisfy for factor analysis. Low values indicate the diffuse correlations with no substantive groupings.

# 4.3.2 Communality

Communality is the amount of variance each variable in the analysis shares with other variables. According to Aaker et al. (1998), communality is the percentage of a variable’s variance that contributes the correlation with other variables. In this study, the result for communalities range from 0.646 to 0.924.

# Communality

|  |  |
| --- | --- |
| Variables | Communalities |
| The academic reputation of the foreign institution. | .828 |
| The academic competitiveness of this institution compared to other institutions. | .687 |
| The quality of the faculty at the foreign institution. | .847 |
| The availability of academic advising at the foreign institution. | .697 |
| The availability of computer resources at the foreign institution. | .766 |
| The size of the classes that I would be taking at the foreign institution. | .703 |
| Studying abroad make me experience the culture of different countries. | .724 |
| Studying abroad make me make friends in different countries. | .861 |
| Studying abroad make me to experience different campus life. | .877 |
| Studying abroad make me to experience different academic atmosphere. | .843 |
| Studying abroad make me to experience different living habit. | .924 |
| The racial composition of students at the institution. | .742 |
| Studying abroad make me experience the culture of different countries. | .748 |
| The scholarships that I receive. | .646 |
| The cost of living in the area where the institution is located. | .759 |
| My parents’/guardians’ income. | .802 |
| The money my parents/guardians saved for me to be able to attend the institution. | .642 |
| Whenever possible, I intend to apply study abroad. | .702 |
| For my long-term personal development, I plan to study abroad. | .746 |

# 4.3.3 Eigenvalue Criteria

Eigenvalue for a specific factor shows the variance in all the variables. In this study, the principal components analysis in data extraction performed five factors which were academic issues towards study abroad, social issues towards study abroad，financial issues towards study abroad，and intention towards study abroad with eigenvalue of above 1.0 and total variance explained 64.562 percent. Eigenvalues which greater than 1.0 is considered significant and total variance greater than 50 percent is considered satisfy. Therefore, the above results showed that the extracted factors explain a specified amount of variance.

**Results of Factor Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item**  F1 F2 F3 F4 | | | | |
| **Academic issues** |  |  |  |  |
| The academic reputation of the foreign institution. | .828 |  |  |  |
| The academic competitiveness of this institution compared to other institutions. | .687 |  |  |  |
| The quality of the faculty at the foreign institution. | .847 |  |  |  |
| The availability of academic advising at the foreign institution. | .697 |  |  |  |
| The availability of computer resources at the foreign institution. | .766 |  |  |  |
| The size of the classes that I would be taking at the foreign institution. | .703 |  |  |  |
| **Social issues** |  |  |  |  |
| Studying abroad make me experience the culture of different countries. |  | .724 |  |  |
| Studying abroad make me make friends in different countries. |  | .861 |  |  |
| Studying abroad make me to experience different campus life. |  | .877 |  |  |
| Studying abroad make me to experience different academic atmosphere. |  | .843 |  |  |
| Studying abroad make me to experience different living habit. |  | .924 |  |  |
| The racial composition of students at the institution. |  | .742 |  |  |
| **Financial issues** |  |  |  |  |
| The scholarships that I receive. |  |  | .646 |  |
| The cost of living in the area where the institution is located. |  |  | .759 |  |
| My parents’/guardians’ income. |  |  | .803 |  |
| The money my parents/guardians saved for me to be able to attend the institution. |  |  | .642 |  |
| **G- Intention** |  |  |  |  |
| Whenever possible, I intend to apply study abroad. |  |  |  | .702 |
| For my long-term personal development, I plan to study abroad. |  |  |  | .746 |
| Cumulative % | 12.951 | 11.925 | 10.705 | 6.819 |
| Total% | 64.56% | | | |

# 4.3.4 Variance Explained

The percentage of variance explained is to quantify how much aggregate difference accounted are clarified by the elements. As indicated by Aaker et al. (2000), the change clarified is a synopsis measure showing the amount of the aggregate unique difference of the considerable number of factors the factor speaks to and the level of-fluctuation clarified insights can be valuable in assessing and translating a factor. The aggregate total fluctuation in this examination is 64.56.Thus in this study 64.56 percent of the total variance is accounted and explained by 6 factors.

**Table11. Results of Variance Explained**

|  |  |
| --- | --- |
| **Dimension (Factors)** | **Variance (percent of Explained)** |
| Academic issues | 12.951 |
| Social issues | 11.925 |
| Financial issues | 10.705 |
| Intention | 6.819 |

# 4.3.5 Reliability Test (Factor Analysis)

Cronbach’s Alpha was also used to measure the reliability of 31 relevant variables that are being used in factor analysis. A measure of internal reliability consistency significant was determined by using the Cronbach’s Alpha score. Six latent factors are identified and have sufficient internal reliability consistency as indicated by Cronbach’s Alpha scores which shows in Table 4.21. Therefore, there is a consistency between the multiple factors in factor analysis.

**Table 12. Result of Reliability Test (Factor Analysis)**

|  |  |  |
| --- | --- | --- |
|  | Cronbach’s Alpha score | Number of items |
| Academic issues | 0.904 | 6 |
| Social issues | 0.950 | 7 |
| Intention | 0.753 | 2 |
| Financial issues | 0.836 | 4 |

Through the test of four potential factors, Hayden Model is relatively consistent. It provides a clear theoretical perspective for Chinese students in the process of choosing to study abroad. It also provides clear information for the education industry. Through this application, academic issues, social issues, financial issues and intention jointly account for about 64.56% of the variance of standard variables selected by Chinese students for their intention to study abroad.

# 4.4 Multiple Regression Analysis

In this study, the multiple regression analysis was used to determine the relationship between the factors and chinese student intention to study abroad. The result was indicated that the significant independent variables that influence on chinese students intention to study abroad were analyzed by using the multiple regression analysis.

Multiple regression analysis were conducted to examine the relationship between the factors and chinese student intention to study abroad.The estimated parameters and the statistical significance levels are shown in Table 11. The multiple regression model with all six predictors produced R2= 0.620, F=79.103,p=0.000, p-value <0.05. Since the F test is significant, we can conclude that the model is acceptable for this research.

The value of Adjusted R Square is 0.620 indicates that 62% of the variability on the intention of chinese students study abroad is explained by academic issues, social issues, financial issues. The remain 48% is due to other factors. The residual are not correlated since the Durbin Watson statistic is at the acceptance range of 1.5 to 2.5. Collinearity was tested by using tolerance and variance inflation factor (VIF). The results show that the tolerance for all independent variables was more than 0.1 and the value for VIF were less than 10. Therefore, there was no collinearity within the data.

|  |
| --- |
| **Coefficientsa** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |  |
| 1 | (Constant) | .456 | .189 |  | 2.410 | .016 |
| Social issues | .355 | .064 | .328 | 5.514 | .000 |
| Academic issues | .294 | .074 | .244 | 3.956 | .000 |
| Financial issues | .165 | .059 | .137 | 2.775 | .006 |

a. Dependent Variable: INTENTION

From Table 11, the equation for the regression line is:

Y=0.456 + 0.294 (Academic issue) + 0.355(Social issue) + 0.165(Financial issue)

Social issues had significant positive regression weight (p=0.000; β= 0.328) indicate that chinese students who think that social issues have higher intention to chinese student study abroad. The finding was similar the research done by Cho and Sagyno (2015) where they indicated that convenience has significant influencing consumers’ behavior and it is one of the main key motivator for consumers’ adoption on e-grocery shopping.

Moreover, academic issues had significant positive regression weight (p=0.000; β= 0.244) implies that chinese students who are influence by academic reputation, academic competitiveness, quality of the faculty, and computer resources have higher intention to study abroad. This finding was consistent and supported by Hanzen el at.,(2004)on the researchers studied has reported that the effect of subjective norms on consumer intention to use e-grocery may have positive relationship between subjective norms and intention to use e-grocery.

Financial issues (p=0.006) had significant relationship with chinese students intention to study abroad since p-value is less than 0.05. The Beta for quality risk is 0.137 which indicates that chinese students who think that financial issues provide have higher intention to study abroad. The study is similar with the research done by Sun et al., (2014) where they found that the easiness of use and quality of website have significant influence consumers’ adoption on e-grocery shopping.

# 

# 4.5 Summary

|  |  |  |
| --- | --- | --- |
| **Hypotheses** | **Hypothesis Statement** | **Result** |
| **H1** | There is a significant relationship between academic issues and students intention to study abroad. | Fail to Reject |
| **H2** | There is a significant relationship between social issues and students intention to study abroad. | Fail to Reject |
| **H3** | There is a significant relationship between personal issues and students intention to study abroad. | Reject |
| **H4** | There is a significant relationship between financial issues and students intention to study abroad. | Fail to Reject |
| **H5** | There is a significant relationship between employment prospect and students intention to study abroad | Reject |

This study by Hayden Model studies the Factors influencing Chinese Students decision to study abroad, which mainly includes the academic issues, social issues and personal issues, financial issues, And employment prospect the five independent viable. This study results show what the Factors influencing Chinese Students decision to study abroad.

Through factor analysis, it is concluded that among the five factors that Chinese students choose to study abroad, "academic issues" have the biggest impact, followed by "social issues", "financial issues", "intention" and other factors.

The influencing Chinese Students decision to study abroad has a positive impact. The result of factor analysis conforms to Hayden Model.

In general, the binary logistic regression results for the Factors influencing Chinese Students decision to study abroad to provide the evidence. In other words, "social issues", "financial issues" and "intention" have significant impacts on Chinese students' intention to study abroad. However, personal issues do not significantly affect the willingness of Chinese students to study abroad. This may simply reflect the fact that the majority of Chinese students studying abroad rarely consider personal factors. Although personal issues are not an important factor, they will become more important in the future.

Due to the increasing understanding of academic issues, social issues and financial issues among Chinese students, the issues related to these three factors should be fully considered when Chinese high school students plan to study abroad. We should know about the academic issues when they prepare to study abroad, which countries or schools have good academic atmosphere and social issues, and focus on financial issues. For example, the consumption of Asian countries will be lower, while the consumption of western countries will be higher.

# CHAPTER 5

# SUMMARY AND RECOMMENDATIONS

# 5.1 Summary

Studying abroad has always been a very important issue in China. In recent years, there are more and more Chinese students studying abroad, and they pay more and more attention to academic issues, social issues, personal issues, financial issues and employment respect in the process of studying abroad.The purpose of this study is to evaluate the degree to which Chinese students study abroad and their cognition of studying abroad. And find out the factors that influence Chinese students to study abroad. Specifically, the purpose of this study is to provide some insights.In this study, reliability analysis, descriptive analysis, factor analysis and regression were used to analyze the data. Descriptive analysis was used to find out the characteristics of variables from frequency, distribution, mean, standard deviation and percentage. Factor analysis is to reduce the number of variables to a convenient level and group variables as items into independent dimensions, represented by factors. Regression model was used to predict the correlation between Y and academic issues, social issues, financial issues and intention of Chinese students.In this study, a structured questionnaire was used to interview 384 interviewees to determine their academic, social, financial and willingness in the process of overseas study selection. The results are based on data collected from China. Overall, the results confirm that the majority of Chinese students are still willing to study abroad, and some have already done so. As can be seen from the survey, the low consciousness of Chinese students is personal issues, and most of them are minors, so they cannot make a clear decision on a matter.

**5.2 Recommendation**

China is a big education country, parents and students attach great importance to education. Currently, about 65% of Chinese families choose to send their students to study abroad. However, in the process of choosing to study abroad, there will be various complex situations, such as language problems, cultural problems and economic problems. At present, China's overseas study market is relatively chaotic. It is suggested that Chinese students study abroad to evaluate their personal situation and family economic level. Before studying abroad, students should graduate for a period of time to study the language. If conditions permit, students are advised to make field trips. Through these ways to find suitable for their own countries and colleges. What's more, the age of Chinese overseas students is getting younger and younger. After they go abroad, they find that they can't adapt to the foreign climate, culture and education mode quickly, which leads to the drop out of school and transfer of these Chinese students.

# 5.3 Limitation of Study

### The limitations of this study are many. Due to limited space, this article only studies the issues to be studied and may ignore many other issues.

### At the same time, the research of this paper is also limited by other conditions, such as the experience of the researcher, the knowledge background of the researcher, the method and method used by the researcher, the adequacy of the data, the method and the model of the analytical data. Therefore, many factors affect the results of the study.

### In addition, the limitation of this paper is that the research is theoretical, but the degree of research and practice is not enough.Each study will have inherent limitations because each study has specific research questions and scope to determine specific phenomena.

# 5.4 Future Directions of Research

### Future research may explore the same research questions but using different techniques. Future research can be conducted by interviewing Chinese students who may wish to come to this kind of university and discussing the reasons why they choose this university. Such research could yield richer data and will further increase research on the process by which Chinese students choose universities. Second, another study looked at the differences between pre-school education students (such as those in advanced placement) and those who did not participate in the program in choosing a university. The study is likely to explore the effectiveness of college-prep courses because they relate to the university search process and how they can benefit students who might qualify for them. Third, most of the data collected in this study are from Chinese students who have gone abroad to study. The study could seek information from students who were accepted but turned down and accepted by another school. Finally, another study can explore the important factors that students from other countries think they need to consider when choosing a university when they want to study in China. The results of this research may provide some insights for future students when they choose universities. They will draw from the current research results and students' findings that these students have matured from their college experience, providing insight into what factors are important when choosing a university.

# 5.5 Personal Reflection

The researcher has a better understanding of the Hayden Model after completing this project.The researcher has do a lot of researches and finding a lot of journals in writing the literature review. In addition, the research has an in-depth understanding and get some knowledge on study abroad. The researcher was fortunate to be able to obtain 384 respondents to fill up the online questionnaires survey with the limited timeframe provided.

One of the most important aspect that the researcher learnt in this project is how to analysis the data by using SPSS and run the results. Working under the supervising Dr. Phuah Kit Teng has given researcher the insight and guidance to understand which part of project were adequate and which were not. Overall, the researcher feels that the entire learning and research process were valuable and enjoyable experience, with the dedicated guidance from Dr. Phuah, researcher enable to complete the project on time with the greatest satisfaction.

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APPENDIX A.

**INTI International University**

**Master of Business Administration MGT7999E Initial Research Paper Proposal**

|  |  |
| --- | --- |
| STUDENT NAME & ID NO | LIU HONG (I17012583) |
| BROAD AREA | Education |
| CONCISE TITLE | Factors influencing Chinese student decision to study abroad |
| Problem statementWith the tide of studying abroad, more and more students are crossing the sea into foreign countries. In a strange world, many people feel at a loss. Many practical examples show that the psychological preparation for studying abroad is undoubtedly an indispensable part of the preparation for admission.Loneliness is a common test for overseas students. Study pressure, economic pressure and many other problems, will also make loneliness further amplified. Learning to face loneliness, think independently and deal with emergencies, and actively establish new interpersonal relationships and communication channels is the first required lesson for overseas students. Loneliness is a problem everyone faces when entering a new environment. However, different coping styles have different effects. Many international students choose to suspend their studies in the middle of their studies, because these students cannot quickly integrate into the study and life abroad and cannot find a sense of belonging(Cho and Morris, 2015). In foreign countries, overseas students may sometimes exaggerate their loneliness of "being a stranger alone in a foreign country", or even feel that they have been unfairly treated. In the long run, they will not enjoy the joy of studying abroad. Take the initiative to go out, overcome your fears, build new relationships, build confidence, and enjoy the blue sky. | |
| Research objectives The main goal of this study is to determine the factors influencing Chinese students decision to study abroad. So it wants to achieve the following goals:  To determine whether the academic issues has an essential relationship with student intention to study abroad  To assure whether the social issues has an essential relationship with student intention to study abroad.  To validate whether the personal issues has an essential relationship with student intention to study abroad.  To understand whether the financial issues has an essential relationship with student intention to study abroad.  To study whether the employment prospect has an essential relationship with student intention to study abroad. Significant of the study This study is expected to conduct a specific analysis of the factors influencing Chinese students decision to study abroad.The choice of international students is our main research area (Yi and Jung, 2015).If the factors influencing Chinese students decision to study abroad can be solved by successful research, then the growth of foreign students will exceed expectations(Kondo-Brown,2013). Academics can increase their awareness of the significant relationship between variables. Therefore, this study will help students themselves or new entrepreneurs who want to study abroad as a guide to understand how the current challenges may affect their business (Mercer, 2015) | |
| Literature review2.1 The College Choice Process The college selection process refers to the factors that affect applicants in deciding which college to apply to and what to consider in deciding which colleges or universities they are allowed to attend. In order to better understand this process, it is necessary to examine the stages college applicants go through in the college selection process. Researchers who have studied the process have developed models of college selection processes(Freeman, 2005). The three main phases of these models are propensity, search, and selection.  In most models, the first stage of the college selection process is orientation. Many researchers call this stage the university expectancy formation stage. This stage is characterized by students deciding whether they want to go to college or not(Gao, 2011). At this stage, some background features will affect students. These effects include socioeconomic status, race, gender, ability, achievement, attitudes and education backgrounds of parents and peers.  Researchers often identify students' socioeconomic status as a strong indicator of college enrollment. Students' socioeconomic status can open doors for some students, or limit their ability to even consider college. Students with higher socioeconomic status are more likely to go to college than those with lower socioeconomic status(Cabrera and La Nasa, 2000).  Students' abilities and achievements are also indicators of college enrollment. As students' abilities and grades improve in high school, they are more likely to go to college. In addition, students' college selection process becomes more formal at an earlier age.  Other people's interpersonal relationships, such as parents and peers, are involved in students' desire to go to college. Parents are starting to encourage students who consider going to college early in their education careers to be more likely to go to college. The researchers found that parental encouragement had a direct impact on college enrollment. Friends who are interested in going to college are also more likely to pursue an undergraduate degree. Peers who plan to study for a college degree have actively strengthened their college choice decisions(Goodman, Hurwitz and Smith, 2015).  Students' pre-college experiences also influence their decisions at the susceptibility stage. For example, students who participate in extracurricular activities during high school (such as debate groups, leadership roles within organizations, student government associations) are more likely to go to college than students who do not participate in such activities. Academic experience also influences susceptibility(Palmer, 2006). During high school, students take advanced placement or pre-college courses, giving them the opportunity to experience the type of work required for college courses. This allows students to be challenged and determine whether they are ready for the rigors of college work.  The second phase of the college selection process has been identified as the search phase. Once students decide that they will continue to accept higher education, they will start to seek information about the universities and universities they may be interested in attending. The students created lists of these colleges and universities, which the researchers listed as a selection set. Using this selection set, students begin to examine certain attributes of these colleges and get information that helps them decide to apply to a particular institution.  The researchers found that a wide variety of universities were selected to create a selection set of applicants. The net cost of college participation, size and type of institution (public or private) varies. Applicants initially choose universities regardless of the key attributes of these institutions.  At the end of the second phase, the student has decided on the college or university to apply to and has completed the application of the relevant institution. Students send applications to the institutions of their choice and wait to see which colleges have accepted them. At this point, students enter the final stage of the college selection process.  The final stage of the process is the selection stage. At this stage, students are told that they are accepted to certain colleges and universities. They decide to attend one of these colleges or universities based on the institutional characteristics that are most important to them and their own personal characteristics. Therefore, students will have different ways to make the final decision. 2.2 Factors Driving the growth of Chinese student study abroad2.2.1 Globalization supporting strong growth With the deepening of globalization, especially after entering the new century, the international flow of students around the world has been significantly accelerated. In particular, the number of overseas students accepting higher education has increased rapidly, from 2087702 in 2000 to 4528044 in 2012, an increase of more than two times. Data show that this growth rate is significantly higher than the global overall growth rate of the number of higher education students in school. International students from all over the world to see, the total accounted for nearly 2% of the total number of students of higher education around the world, and the important is much higher than in many countries, for example, the number of international students in Australia accounted for 18% of the total number of higher education students, Britain was 17%, the Organization for Economic cooperation and Development (Organization for Economic Co - operation and Development, OECD) national average is 8%.  More and more students choose to accept higher education abroad, which on the one hand introduces a large number of high-quality students to the receiving countries of overseas students, and at the same time helps improve the internationalization level of higher education in the receiving countries. In addition, international students have brought considerable economic benefits to the receiving countries. Many countries have clearly proposed to include the study abroad industry into the strategic planning of economic and social development(Davis, 2005). On the other hand, as an important bridge connecting countries to communicate with each other in science, technology and culture and the dissemination of knowledge, overseas students have also made important contributions to knowledge innovation and technological progress in the countries of origin. Although the global economic crisis has caused many countries' education fiscal austerity and personal education spending cuts, some surveys still show that the growth of international students is not affected by the global economic crisis as many predicted, but still maintains a relatively strong growth momentum. 2.2.2 Advance in IT With the popularization of computer and Internet, people are increasingly using computers to produce, process, exchange and disseminate various forms of information. All walks of life are inseparable from IT industry. According to the report data, by the end of 2017, the number of Internet users in China has reached 772 million, with a penetration rate of 55.8 percent. The majority of Internet users are people aged 10-39, accounting for 73 percent of the total, with young people aged 20-29 accounting for 30 percent. It can be found from the data that China's Internet prevalence rate is very high. （China Internet development report ，2018）. 2.2.3 Social Change The Chinese nation is a nation that advocates "reciprocity" and loves exchanges. Confucius traveled around the world to spread his thoughts and culture, which objectively promoted the development of Chinese culture education and the change of communication forms. Unexpectedly, in modern times, due to the narrow-minded dictatorship, China embarked on the road of self-seclusion. The tide of thought is constantly impacting the ancient civilization of China. China has gone overseas and started to send a large number of talents overseas for exchange. Under the background of backward economy, culture and politics in modern China, education plays an active and important role in ideological enlightenment, cultural communication, talent training and social reform. The Chinese government has systematically formulated education policy on studying abroad and sent students to study abroad since the middle and late 19th century. In the process of China's social development and reform since modern times, overseas study education has played an important role and accumulated rich historical heritage, which provides valuable experience and lessons for today. Chinese students began to go abroad and introduce foreign advanced technologies and thoughts into China, which changed the revolutionary tide of modern China and promoted the process of China's historical development in a certain sense. After 1908, education for overseas study in modern China entered a new stage, in which the United States returned part of boxer indemnity to attract Chinese students as the starting point, thus promoting education for overseas study to form a new situation of diversification. This is another organized and large-scale dispatch of students studying in the United States after the first batch of children studying in the United States was sent out in 1872, indicating the rise of a new wave of climax of studying in Europe and the United States. Between 1909 and 1911, the qing government sent 196 students to study in the United States. Subjectively, it is the invasion of European and American thoughts, but it also strengthens the development of new thoughts, which makes China's thoughts reach a new peak and changes China's destiny. 2.2.4 Business Trend Entering 2015, China's overseas study market will reflect the following characteristics: the trend of studying abroad at a younger age is more obvious, applications from prestigious universities are more intense, and overseas employment may be more convenient. The number of students going abroad for high school will maintain a strong growth, especially in the United States, Canada, Singapore and other countries. The number of students going abroad to study for a bachelor's degree may overtake the number going abroad to study for a master's degree, especially in countries such as Australia. With the increase of the number of excellent applicants from overseas colleges and universities, the admission standards are also rising, leading to more fierce competition among prestigious universities and increasingly strict admission requirements. With the relaxation of visa policies in some countries, it may provide more Chinese students with employment opportunities and time abroad. Overseas study institutions extend their services to students abroad, providing them with some back-end services, including employment. 2.2.5 others factors Other physical factors such as: library facilities, availability of computers, quality of library facilities, availability of quiet areas such as study rooms, and the availability of areas for self-study . 2.3 Opportunities and Challenges of studying abroadMore and more students choose to go abroad to study, but there are different opinions on the pros and cons of going abroad to study. Looking at it positively, studying abroad may be one of the most rewarding experiences for students. By studying abroad, students have the opportunity to study abroad and appreciate the charm and culture of a strange country.2.3.1Get informedThis is the biggest attraction of studying abroad. Studying abroad allows the students to experience new ideas, customs and activities in a new environment. Students also have the chance to see new geographical environments, wonderful natural landscapes, visit museums and famous landmarks in countries where you study(Barron, 2006).2. 3.3 Education qualityStudy abroad, students can also experience different styles of education. Studying abroad gives students access to information about their major in a country where they are studying, which you may not be able to obtain at home.You will also find that immerse yourself in the education system of the country you are studying in is a great way to really get to know the local people and experience their traditions and culture(Ma and Garcia-Murillo, 2017). After all, education is the core of studying overseas courses, and it is also very important to choose the right university.2.3.4 Understand the new cultureMany students who study abroad leave the country for the first time. When they go to a strange country to study abroad, they will be fascinated by the unique culture. When you study abroad, you will find wonderful food, customs, traditions and social atmosphere(Barron, 2006).You'll also find that you get to know and appreciate more about the people and history of the countries you study in, and have the opportunity to see new ways of life.2.3.5 Hone your language skillsIf you are planning to study abroad, chances are one of the main attractions is that you can learn a foreign language. Studying abroad gives you a chance to immerse yourself in a new language. There's no better way to learn a language than this.In addition to having plenty of opportunities to practice your language every day, your college may also offer language classes for formal education.2.3.6 Career opportunitiesWhen you return home after completing the study abroad courses, as an overseas returnee, you not only come back with your graduation certificate, but also bring back a new cultural perspective, language skills, good education, and always keep a learning attitude. Needless to say, all of this is attractive to prospective employers.2.3.7 Personal developmentThere is no experience like that of a man in a foreign land. You may find that studying abroad really makes you an independent person. Students who study abroad explore new countries and really discover their hidden curiosity and excitement. Studying abroad, you also have the chance to find yourself in different cultures. Being alone in a strange place can be overwhelming and can test your ability to adapt to different environments and solve problems. 2.4 Challenge Many students choose to change majors when they study abroad, which is a double challenge for students. On the one hand, they have to adapt to the life abroad while coping with the new professional study. However, the reason why students choose to change their major change their direction of study is more due to their interests. Therefore, it is suggested that students should be careful when doing their major. According to their own preferences and future employment needs to be careful to change the major four years of undergraduate years to let many students gradually understand their true preferences, these preferences affect their future learning direction. At the same time, changes in the social environment and employment trends also make students hope to have more space to choose when they return to China for employment. Therefore, personal preference and future employment are important factors influencing students' cross-major study abroad. Ask an experienced person to be able to make him less detour. Studying abroad to choose a new major, in a sense, is to re-choose the direction of life, therefore, in making the choice, we need to master information from multiple channels, careful decision. Among them, it is a good idea to consult an experienced senior senior. Sometimes the introduction and experience of experienced students are even more effective than consulting an overseas study agent. Careful planning and consideration will enable new majors to gain new knowledge. Cross-major study means that students have to face more new knowledge, plus language factors and changes in the environment, cross-major study abroad students have to pay more, or even can not keep up with the phenomenon. This requires students to understand their own shortcomings, and then spend more time to look up information, at the same time can consult teachers and students, so that after a series of efforts, I believe that students can be able to transfer to the new professional coping with ease. 2.5 Student’s behaviour towards studying abroad2.5.1 Academic issues Research shows that academic problems are one of the factors that influence Chinese students when they study abroad. Chinese students have expressed interest in attending an institution with a good academic reputation, excellent professors and various academic majors. These students seek such institutions because they have strong feelings about the academic atmosphere of their respective institutions.  In China, Chinese students are challenged academically by their workload. They became discouraged by the lack of supportive teachers to support their course work. In some cases, Chinese students do not experience reasonable academic success. In these cases, Chinese students are encouraged to seek out teachers and other networks to support their academic achievements(Decoo and Colpaert, 2002).  Quality professors are also a concern of Chinese students. In this way, Chinese students can obtain greater relative benefits in academic pursuit. At the same time, Chinese students need teachers who can recognize the same race. This helps alleviate the loneliness and isolation that Chinese students may feel.  At the same time, Chinese students have different academic pursuits in college. They hope to learn a variety of academic majors, so that they can get more academic resources.  Academic problems are only one set of factors that affect Chinese students. Other factors may also affect students. These factors may be related to the social environment of universities and may cause problems for Chinese students in choosing universities(Holliday, 2013).  The study found that students receiving higher education abroad were affected by various factors. Among them, knowledge is the most important. If students want to innovate, they need to work hard. It is for this reason that they decided to study abroad. **2.5.2 Social issues** Chapman (2018) cited that fixed college characteristics are one of the external influences that influence a student’s intention to study at a particular HEI. The fixed characteristics comprising college size, campus environment and good quality of faculty members are for the most part under the control of the institution.  The researchers also found that ethnic composition of universities was also a factor in Chinese students' choice of schools. Some students who encounter prejudice and discrimination on campus find it difficult to integrate into the campus environment socially and academically. This may lead to students' psychological and social troubles, which are often difficult for freshmen to deal with.  As some Chinese students who have gone abroad before believe that some ethnic students lack respect for their values, concepts and behaviors, they have a feeling of intolerance, which affects the interaction between Chinese students and others on campus. This involves roommates and dormitory administrators in the dormitory environment(Rata and Runcan, 2014). They don't like to participate in social activities on campus. In order to train Chinese students' satisfaction and success rate, they must feel comfortable, supported and valued on campus.  The social atmosphere on campus can affect non-chinese students in various ways. In some countries, it is difficult for Chinese students to adapt to the cultural differences with which they were familiar in high school. Some students feel a "culture shock" when they attend institutions where they belong to ethnic minorities, an atmosphere they were not used to before. **2.5.3Personal issues** Studies of college and university selection processes show that a person's decision to go to college is influenced by individuals who have personal or social relationships with students. Parents, other family members and, to a lesser extent, peers have the greatest impact on a student's college ambitions, the study found（Hayden,2018).  There are many personal issues that can affect a student's decision to enter a higher education institution. Personal questions include encouragement and advice from family and friends as well as students' self-assessment before entering college. There are three main types of personal factors that influence college decision-making process: family or self-influence, psychological or social barriers and cultural influence(Gordon and Snyder, 1989).  In China, if a family has parents or siblings who have received education from university and education from university, their relatives are also implicitly involved in the decision of students to study abroad. Family influences also include relatives who may or may not attend a particular college. These relatives want the students to participate so that the students can exceed their relatives' education level. Their efforts to influence students' decisions put pressure on them.  Chinese students often have self-motivated factors that lead them to participate in one institution rather than another. Most Chinese students think that they not only need to go to school, but also feel the need to go to college and get a diploma.  In short, when students have to decide which university to go to, they tend to consult family, friends, peers, teachers, counselors and college admissions officers. All of these people have some influence on students' decisions. **2.5.4Financial issues** Cost is dependably an essential thought yet by all account not the only one, since it is related with budgetary guide choices and additionally employability rates and compensation levels upon graduation. Understudies will get to a more costly program as these two components increment.Looking at the international students’ choice of intention, despite the fact that many countries have preferential policies for international students, a large proportion of students still consider family economic as their primary condition. stated that cost is more influential concerning whether a student attends college or not than it is on which college he or she attends. Cabrera and La Nasa (2000) pointed to research that consistently showed a significant negative relationship between tuition increases and enrolment. Besides, in the research done by Leslie and Brinkman (1988), findings suggest that all students were sensitive to tuition cost. According to research done by Hossler et al. (1989) 70% of students and 87% of parents indicated that they were either “well informed” or “informed” about financial aid programmes and their eligibility for financial aid. In contrast, Hossler et al. (1998) concluded that parents’ willingness to contribute, regardless of family income, has some effect on tuition and financial aid sensitivity. Their research also concluded that for Asian students, financial aid offers a vehicle in attracting them to specific institutions. Foskett et al. (2006) found that flexibility of fee payment, availability of financial aid, and reasonable accommodation costs in that order exert a significant influence on students’ choice  In terms of the gap between rich and poor in China, most Chinese families cannot afford the total education, especially in countries like the United States and the United Kingdom. There are not enough economic resources to help them, so their enrollment rate is limited.  When Chinese students receive financial aid, these incentives provide two different opportunities for them. First, students will have more chances to accept higher education. The second reason is that they are more likely to study abroad, because they are more cost-sensitive in the search process because of financial constraints. Studies have shown that Chinese students are more likely to agree to attend certain colleges if they are willing to provide them with financial aid(Financial issues, 2018).  In terms of financial aid, as a variable related to cost changes, universities are more or less attractive to students. For example, as tuition, accommodation and distance from home increase, studying abroad may become less attractive to Chinese students. On the contrary, as financial aid increases, it may become more attractive, especially scholarships. For Chinese students, financial aid programs that fund or provide grants and loans separately are more likely to encourage college enrollment than aid in the form of loans. **2.5.6 Employment Prospect** The employment situation of Chinese graduates is very serious. In the same job, there may be more than a dozen different academic levels competing. In recent years, there have been more and more Chinese returnees (Tulgan, 2017). However,returning to the motherland is not optimistic about the employment status of returnees. Then, if there is better development abroad, many Chinese students are still willing to study abroad (Newman and Ross, 2014).As more companies will value the experience of overseas applicants and the professional development prospects of job seekers, job seekers who have overseas study experience will be respected and valued by the employer (Risak, 2012).  In this highly competitive era, students are very concerned about their careers. Students need to know if they have any job opportunities before graduating (Risak, 2012). More and more human resources departments are realizing the extraordinary benefits of studying abroad and are looking for graduates studying abroad (Pesec and Sherertz, 2015). Studying and living abroad can help students improve key job skills such as adaptability, global understanding and the independence of tolerant leadership.Developed economies in Europe and America have rich industrial industries and many graduates are employed (Verkerke, 2015).  **Research Methodology** **3.1 Conceptual Framework**  bb8b3c33192775063070c87b07f45e5  (Source: Modified model from Hayden, 2000)  Figure 1. Conceptual Framework of Hayden Model with Application towards students intention to study abroad.  The conceptual framework reproduced from Hayden Model is including four IVs which will have an impact on the DV which is student intention to study abroad. This model is conducted to determine the relationship between independent variables and the chinese students intends to study abroad. The model indicates that the five IVs are academic issues，social issues，personal issues，financial issues，employment prospect while DV is chinese students intention to study abroad.  Firstly, academic issue is one of the independent variables that influence Chinese students to study abroad. In this study, this variable affected the choice of Chinese students when they were thinking and acting. It is important to understand what Chinese students know about academics, what information they pay more attention to and how academics influence their choices.  In this study, social issues will affect the choice of Chinese students to study abroad. The main purpose of this study is to explore whether Chinese students' choice of studying abroad is influenced by their race. This variable is also very important for studying the choice of Chinese students to study abroad.  In addition, personal issues also affect the choice of Chinese students to study abroad. In this study, subjective norms measure the incentive effect of social pressure on Chinese students to study abroad or not. For example, how parents, relatives, close friends and teachers can influence, motivate or force Chinese students to study abroad.  Financial issues is also an important variable, and through the research, we want to find out how Financial issues weigh Chinese students in the selection process.The availability of financial aid has a significant impact on their college choice decisions. This shows that financial aid is the main consideration for students, and a large amount of financial aid can promote students to study abroad.  Finally, employment prospect is the last reason influencing the choice of Chinese students to study abroad. In this study, this variable is relatively important for the development of students. Through the analysis of this variable, it can be understood that Chinese students have a tendency to choose the country to study abroad in the future.  **3.2 Sources of Data**  **3.2.1 Primary Data**  This study used mostly primary data which were gathered directly from face-to-face interview with the respondents using a self-administered questionnaire. About 30 respondents were interview based on their awareness, perception, attitude and intention to study abroad.  **3.2.2 Secondary data**  Secondary data in this study were obtained from various sources of information such as the library in Inti and the internet. Statistical data were gathered from the government departments such as Department of Statistics. Other relevant information about the concept and intention to study abroad were reviewed from journals, seminars, conferences, observation, magazines, articles and published papers.  **3.3 Data Collection**  **3.3.1 Questionnaire Development**  The questionnaire for this study was divided into three parts, which were Part A, Part B and Part C.  Patr A is the place the statistic data is found, utilizing an ostensible scale to outline this piece of the questionnaire (Benoit, 2010). Ostensible scales are regularly used to study polls to acquire members' close to home information, for example, gender or division (Roberts, 2008).  Part B is the part where the dependent variable exists, is the student participant (Suzuki and Takahashi, 2016).  Part C, it contains inquiries regarding subordinate factors identified with the autonomous factors utilized as a part of this investigation, including the family economy, future business, future settlers, and great training. These parts are estimated in view of the five-point appropriateness of the Likert scale (Vieira, 2016). As indicated by the investigation, the five-point Likert scale is generally utilized for examine in light of the fact that it can be effectively built and the outcomes are more solid.  The topic of the five-point Likert scale as follows:  1.Strongly disagree  2.Disagree  3.Neutral  4.Agree  5.Strongly agree  Table 4   |  |  |  |  | | --- | --- | --- | --- | | **Section** | **Area** | **No. of Item** | **Source** | | A | Demographic | 3 | (Duffy, 1995) | | B | (Dependent variable) | 5 | (Cahlikova,2015)  (Salisbury, et.al.,2010) | | C | (Independent variable) | 5 | (Seban and Perdeci, 2016) | | (Independent variable) | 5 | (Boucher, 2013) | | (Independent variable) | 5 | (Newman and Ross, 2014) | | (Independent variable) | 5 | (Keiss and Grisins, 2011) | | (Independent variable) | 5 |  |   (Questionnaire Items)  It will be using numerical and statistical analysis, and presenting in figures and tables. However, the research may be needed when there are unclear answers exiting in open-ended questions. In this case, in-depth interview may be needed to further understand the response and opinion from that particular sample, of which it helps to interpret the results accurately. An online questionnaire will be created in the google spreadsheet to collect numerical data and the questionnaire link will email to responders. Besides, the online survey could be circulated via Facebook. As such, the responders may just simple connect on the link that straightly direct them to the survey. Thus, online questionnaire will be designed due to this study is on students intention to study abroad aspect. As such, online data collection methods are preferred in this study. After collecting the data, author will be using the relevant graft or charts to analyze. Then, a summary of the research will be derived from the data.  **3.3.2 Sampling Frame and Techniques**  Sampling probability sampling techniques can be divided into probability and non-probability. In this study, a non-probability sampling method was used (Etikan, 2017). As a convenient sampling technique for sampling, data can be collected from various sources, and respondents can quickly provide their data. With this technology, researchers can efficiently collect large amounts of information and complete tasks within a limited time (Etikan, 2016).  Due to Beijing, Shanghai, Guangdong, Shaanxi, and Henan, the five cities have a population of about 1.5 million. After verification, the recommended sample size is 384, and the actual number of questionnaires sent is 400, and the confidence level is 95% (SUN et al., 2012).  Finger 2  287ae02bb43589daa709a672232e498  （Source from: Creative Research Systems）  By using random sampling techniques, the results of this study can be more generalized because the respondents in different cities and environments in the sample population have the same chances of selection. These data results are objective. Therefore, it is reasonable to use probabilistic sampling techniques in this study (Smith, 2004).  **3.4 Pilot Study** The pilot test is conducted before the quantitative study in that the questionnaire items in the questionnaire of the study are all adopted from previous studies. Therefore, the pilot test for testing the adopted questionnaire items is to determine which items are suitable for the study (Hajli, 2014). Besides, the appropriate number of questionnaire items in the pilot test is the 10% of the total sample size which is 30 (Pallant, 2013). In this case, the research will choose questionnaires from 30 respondents who come from China for utilizing pilot test to ensure the items analyzed in the following Reliability Test are suitable.**3.5 Reliability Test** Internal reliability test used to analyze consistency among the ratings given by the respondents. The reliability test is used in a portion section from the overall research where this study is to determine the intention of student study abroad. **3.6 Descriptive Analysis** Descriptive Analysis used to analysis data collection in quantitative terms. Then frequency distribution was used to summarize the value of each variable. Therefore, a frequency analysis used within SPSS to analysis the demographic attributes of the respondents. Researcher enable to determine the average income, marital status, education level , age and percentage of male or female respondents by figuring out the mean, median and standard deviation of all respondents. **3.7 Exploratory Factor Analysis（EFA)** Factor Analysis is a technique that used to reduce irrelevant factors which have been identified statistically from the variables (Zikmund, et al., 2012). Besides, this is the rule of thumb for loading which is the correlation coefficients should be more than 0.7 (Hair, et al., 2017). As the most common form of factor analysis, EFA is used to uncover the potential structure of a relatively large scale of variables. Moreover, communalities value of factors will determine whether the factors are suitable for the research, those factors which have the communalities value of less than 0.5 should be removed for ensuring all the communalities value of factors are more than 0.5 for further processing analysis (Paillé & Boiral, 2012). **3.8 Multiple Regression Analysis** According to the study, multiple regression tests were used to estimate self-weighting, the value of the reliable variable (Majumdar, Witte and Ghosh, 2015). The pattern between the proportion and the inward factors and the quality of the direct relationship is dictated by the way coefficient, indicated as β (Obradovi and Ponnusamy, 2014). This study uses multiple regression analysis to determine the factors that cause Chinese students to choose the countries they study in and the degree to which they relate. In addition, based on the covariance of independent variables, ie family economy, future immigration, future employment and high quality education, multiple regression analysis means explain and foresee the fluctuation of the dependent variable. (Leatham, 2012).  The estimation of the coefficient falls inside the scope of +1 to - 1, where in addition to (+) and less (- ) demonstrate the bearing of the relationship, and the qualities in the number show the quality of the relationship (Mamedov and Akcay, 2014). The general acknowledgment level for the noteworthiness level is 0.05. Then again, the coefficient of the determinant will give the rate change of the variable, which can be clarified by the difference in the free variable (Grossman and Armada, 2016). On the off chance that the esteem is near 1, the relapse demonstrate clarifies a large portion of the adjustments in the variable, generally, if the esteem is near 0 , then the model can not clarify the vast majority of the adjustments in the factors (Rennert and Xie, 2017). | |

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# APPENDIX B.

QUESTIONNAIRE

**Factors influencing Chinese Students decision to study aboard**

This questionnaire is an integral part of my Master in Business Administration Final

Project at INTI International University .The purpose of this study is to investigate the factors influence Chinese Students decision to study aboard.

This questionnaire represents a fundamental component of the master project; the collection of primary data. The findings will be used to support the research project.

This questionnaire should take approximately 10 minutes of your time.

Your Rights and Privacy:

Participation to this questionnaire is entirely voluntary and respondents are guaranteed confidentiality, anonymity, and the right to withdraw their involvement at any time. The purpose of this research study is purely academic and will pay attention to what the results indicate rather than self-interest. The data analysis will be conducted in an ethical manner, considering the interests of all parties involved. Data will not be disclosed or sold to third parties for commercial purposes.

Thank you for your participant.

#### Section A- Basic information

Instruction: Please read the following question carefully and answer all questions with tick (√) .

1. What is your gender?

Male female

1. What is your age?

19-20 21-22 23-24 25 and above

1. Your current education level

Foundation/Pre-University

Diploma

Degree

Master

1. Do you know foreign education?

Yes A little bit NO

5.Do you have the willingness to study abroad?

Yes No

**Section B: Academic issues**

Instruction: The following questions are related to studying abroad. Please fill in the form below according to your actual situation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Very Negative Influence | Somewhat Negative Influence | Neither Influence or Not | Somewhat Positive Influence | Very Positive Influence |

|  |  |  |
| --- | --- | --- |
| No | Statement | Choice |
| 1. | The academic reputation of the foreign institution. |  |
| 2. | The academic competitiveness of this institution compared to other institutions. |  |
| 3. | The quality of the faculty at the foreign institution. |  |
| 4. | The availability of academic advising at the foreign institution. |  |
| 5. | The availability of computer resources at the foreign institution. |  |
| 6. | The size of the classes that I would be taking at the foreign institution. |  |

**Section C: Social issues**

Instruction: The following questions are related to studying abroad. Please fill in the form below according to your actual situation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |

|  |  |  |
| --- | --- | --- |
| No | Statement | Choice |
| 1. | Studying abroad make me experience the culture of different countries. |  |
| 2. | Studying abroad make me make friends in different countries. |  |
| 3. | Studying abroad make me to experience different campus life. |  |
| 4. | Studying abroad make me to experience different academic atmosphere. |  |
| 5. | Studying abroad make me to experience different living habit. |  |
| 6. | The racial composition of students at the institution. |  |
| 7. | The number of international students at the institution. |  |

**Section D:Personal issues**

Instruction: The following questions are related to studying abroad. Please fill in the form below according to your actual situation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |

|  |  |  |
| --- | --- | --- |
| No | Statement | Choice |
| 1. | Studying abroad is my own decision. |  |
| 2. | Studying abroad is encouraged by my parents. |  |
| 3. | Studying abroad is encouraged by my friend. |  |
| 4. | I think I can study abroad at my current level. |  |
| 5. | All around me are studying abroad so I want to go |  |

**Section E：Financial issues**

Instruction: The following questions are related to studying abroad. Please fill in the form below according to your actual situation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Very Negative Influence | Somewhat Negative Influence | Neither Influence or Not | Somewhat Positive Influence | Very Positive Influence |

|  |  |  |
| --- | --- | --- |
| No | Statement | Choice |
| 1. | The scholarships that I receive. |  |
| 2. | The cost of living in the area where the foreign institution is located. |  |
| 3. | My parents’/guardians’ income. |  |
| 4. | The money my parents/guardians saved for me to be able to attend the foreign institution. |  |
| 5. | The amount of debt in loans I will have when I graduate |  |

**Section F:Employment prospect**

Instruction: The following questions are related to studying abroad. Please fill in the form below according to your actual situation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Very Negative Influence | Somewhat Negative Influence | Neither Influence or Not | Somewhat Positive Influence | Very Positive Influence |

|  |  |  |
| --- | --- | --- |
| No | Statement | Choice |
| 1. | The prospects of getting a job after graduating from foreign institution. |  |
| 2. | The number of alumni who obtained jobs in their fields after graduating from foreign institution. |  |
| 3. | The opportunities for regular employment on campus. |  |
| 4. | The opportunity for work study positions at the foreign institution. |  |
| 5. | The number of graduates who attend graduate school after they graduate from foreign institution. |  |

**Section G- Intention**

Instruction: The following questions are related to studying abroad. Please fill in the form below according to your actual situation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |

|  |  |  |
| --- | --- | --- |
| No | Statement | Choice |
| 1. | Whenever possible, I intend to apply foreign institutions and study abroad. |  |
| 2. | I intend to study abroad because I believe that the employment rate is high. |  |
| 3. | For my long-term personal development, I plan to study abroad. |  |

**THANK YOU FOR YOUR CO-OPERATION**

# APPENDIX C.

## Reliability Statistics

|  |  |
| --- | --- |
| Reliability Statistics | |
| Cronbach's Alpha | N of Items |
| .970 | 31 |

## Socio-demographic profile of respondents (n=384)

|  |  |  |
| --- | --- | --- |
| **Characteristic** | Number | Percentage |
| Gender |  |  |
| Male | 202 | 52.60% |
| Female | 182 | 47.40% |
| Age |  |  |
| 19-20 | 25 | 6.51% |
| 21-22 | 65 | 16.93% |
| 23-24 | 95 | 24.74% |
| 25 and above | 199 | 51.82% |
| Education Level |  |  |
| Foundation/Pre-University | 55 | 14.32% |
| Diploma | 195 | 50.78% |
| Degree | 79 | 20.57% |
| Master | 55 | 14.32% |
| Know Foreign Education |  |  |
| Yes | 132 | 34.38% |
| A little bit | 177 | 46.09% |
| NO | 75 | 19.53% |
| Have the Willingness to Study Abroad |  |  |
| Yes | 236 | 61.46% |
| No | 148 | 38.54% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| The academic reputation of the foreign institution. | 5.83% | 11.47% | 49.25% | 24.25% | 9.21% | 3.13 | .999 |
| The academic competitiveness of this institution compared to other institutions. | 2.63% | 14.66% | 46.80% | 22.56% | 13.35% | 3.26 | .984 |
| The quality of the faculty at the foreign institution. | 3.20% | 3.95% | 55.08% | 22.56% | 15.23% | 3.39 | .904 |
| The availability of academic advising at the foreign institution. | 2.63% | 4.32% | 49.25% | 30.45% | 13.35% | 3.46 | .890 |
| The availability of computer resources at the foreign institution. | 2.07% | 7.33% | 44.36% | 26.50% | 19.74% | 3.50 | .961 |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| Studying abroad make me experience the culture of different countries. | 2.63% | 4.51% | 27.82% | 40.04% | 25.00% | 3.75 | .983 |
| Studying abroad make me make friends in different countries. | 2.63% | 1.50% | 23.12% | 39.29% | 33.46% | 3.92 | .972 |
| Studying abroad make me to experience different campus life. | 2.63% | 6.95% | 21.05% | 37.78% | 31.58% | 3.81 | 1.022 |
| Studying abroad make me to experience different academic atmosphere. | 2.07% | 6.95% | 18.42% | 40.60% | 31.95% | 3.91 | .976 |
| Studying abroad make me to experience different living habit. | 2.07% | 5.83% | 20.11% | 38.91% | 33.08% | 3.86 | .983 |
| The racial composition of students at the institution. | 3.20% | 5.64% | 38.53% | 36.65% | 15.98% | 3.57 | .912 |
| The number of international students at the institution. | 2.63% | 8.46% | 48.12% | 24.62% | 16.17% | 3.46 | .971 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| The scholarships that I receive. | 4.32% | 14.85% | 47.56% | 23.31% | 9.96% | 3.16 | .940 |
| The cost of living in the area where the foreign institution is located. | 3.01% | 22.93% | 49.44% | 16.17% | 8.46% | 3.03 | .912 |
| My parents’/guardians’ income. | 6.39% | 21.99% | 40.04% | 20.49% | 11.09% | 3.05 | 1.006 |
| The money my parents/guardians saved for me to be able to attend the foreign institution. | 6.02% | 10.53% | 52.44% | 24.62% | 6.39% | 3.15 | .888 |
| The amount of debt in loans I will have when I graduate | 3.57% | 8.46% | 38.91% | 29.89% | 19.17% | 3.47 | .972 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The prospects of getting a job after graduating from foreign institution. | 4.14% | 8.08% | 34.21% | 31.20% | 22.37% | 3.57 | 1.027 |
| The number of alumni who obtained jobs in their fields after graduating from foreign institution. | 2.07% | 13.72% | 33.27% | 38.53% | 12.41% | 3.47 | 1.016 |
| The opportunities for regular employment on campus. | 2.63% | 8.46% | 44.92% | 20.30% | 23.68% | 3.53 | 1.024 |
| The opportunity for work study positions at the foreign institution. | 2.63% | 8.83% | 43.61% | 31.58% | 13.35% | 3.34 | .915 |
| The number of graduates who attend graduate school after they graduate from foreign institution. | 2.07% | 13.72% | 33.27% | 38.53% | 12.41% | 3.47 | .953 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 2 3 4 5 | | | | | | Mean | Standard Deviation |
| Whenever possible, I intend to apply foreign institutions and study abroad. | 9.59% | 20.11% | 46.24% | 18.98% | 5.08% | 3.01 | 3.01 |
| I intend to study abroad because I believe that the employment rate is high. | 3.95% | 12.22% | 47.37% | 21.80% | 14.66% | 1.008 | 1.008 |
| For my long-term personal development, I plan to study abroad. | 2.07% | 14.10% | 37.59% | 21.24% | 25.00% | 3.27 | 3.27 |

|  |  |  |
| --- | --- | --- |
| **KMO and Bartlett's Test** | | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .869 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 7605.664 |
| df | 171 |
| Sig. | .000 |

**Communalities**

|  |  |
| --- | --- |
| Variables | Communalities |
| The academic reputation of the foreign institution. | .828 |
| The academic competitiveness of this institution compared to other institutions. | .687 |
| The quality of the faculty at the foreign institution. | .847 |
| The availability of academic advising at the foreign institution. | .697 |
| The availability of computer resources at the foreign institution. | .766 |
| The size of the classes that I would be taking at the foreign institution. | .703 |
| Studying abroad make me experience the culture of different countries. | .724 |
| Studying abroad make me make friends in different countries. | .861 |
| Studying abroad make me to experience different campus life. | .877 |
| Studying abroad make me to experience different academic atmosphere. | .843 |
| Studying abroad make me to experience different living habit. | .924 |
| The racial composition of students at the institution. | .742 |
| Studying abroad make me experience the culture of different countries. | .748 |
| The scholarships that I receive. | .646 |
| The cost of living in the area where the institution is located. | .759 |
| My parents’/guardians’ income. | .802 |
| The money my parents/guardians saved for me to be able to attend the institution. | .642 |
| Whenever possible, I intend to apply study abroad. | .702 |
| For my long-term personal development, I plan to study abroad. | .746 |

**Results of Factor Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item**  F1 F2 F3 F4 | | | | |
| **Academic issues** |  |  |  |  |
| The academic reputation of the foreign institution. | .828 |  |  |  |
| The academic competitiveness of this institution compared to other institutions. | .687 |  |  |  |
| The quality of the faculty at the foreign institution. | .847 |  |  |  |
| The availability of academic advising at the foreign institution. | .697 |  |  |  |
| The availability of computer resources at the foreign institution. | .766 |  |  |  |
| The size of the classes that I would be taking at the foreign institution. | .703 |  |  |  |
| **Social issues** |  |  |  |  |
| Studying abroad make me experience the culture of different countries. |  | .724 |  |  |
| Studying abroad make me make friends in different countries. |  | .861 |  |  |
| Studying abroad make me to experience different campus life. |  | .877 |  |  |
| Studying abroad make me to experience different academic atmosphere. |  | .843 |  |  |
| Studying abroad make me to experience different living habit. |  | .924 |  |  |
| The racial composition of students at the institution. |  | .742 |  |  |
| **Financial issues** |  |  |  |  |
| The scholarships that I receive. |  |  | .646 |  |
| The cost of living in the area where the institution is located. |  |  | .759 |  |
| My parents’/guardians’ income. |  |  | .803 |  |
| The money my parents/guardians saved for me to be able to attend the institution. |  |  | .642 |  |
| **F6：G- Intention** |  |  |  |  |
| Whenever possible, I intend to apply study abroad. |  |  |  | .702 |
| For my long-term personal development, I plan to study abroad. |  |  |  | .746 |
| Cumulative % | 12.951 | 11.925 | 10.705 | 6.819 |
| Total% | 64.56% | | | |

### 

### Results of Variance Explained

|  |  |
| --- | --- |
| **Dimension (Factors)** | **Variance (percent of Explained)** |
| Academic issues | 12.951 |
| Social issues | 11.925 |
| Financial issues | 10.705 |
| Intention | 6.819 |

### 

### Result of Reliability Test (Factor Analysis)

|  |  |  |
| --- | --- | --- |
|  | Cronbach’s Alpha score | Number of items |
| Academic issues | 0.904 | 6 |
| Social issues | 0.950 | 7 |
| Intention | 0.753 | 2 |
| Financial issues | 0.836 | 4 |

# Multiple Regression Analysis

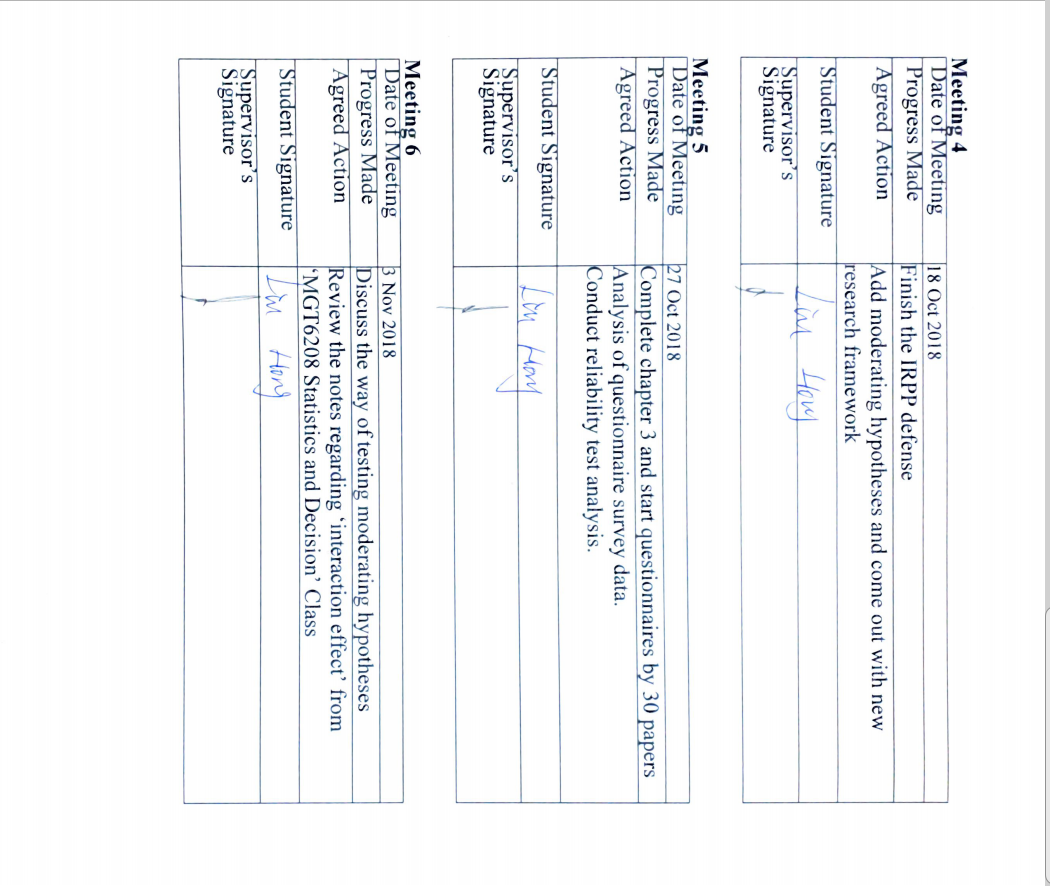
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |  |
| 1 | (Constant) | .456 | .189 |  | 2.410 | .016 |
| Social issues | .355 | .064 | .328 | 5.514 | .000 |
| Academic issues | .294 | .074 | .244 | 3.956 | .000 |
| Financial issues | .165 | .059 | .137 | 2.775 | .006 |

a. Dependent Variable: INTENTION

|  |  |  |
| --- | --- | --- |
| **Hypotheses** | **Hypothesis Statement** | **Result** |
| **H1** | There is a significant relationship between academic issues and students intention to study abroad. | Fail to Reject |
| **H2** | There is a significant relationship between social issues and students intention to study abroad. | Fail to Reject |
| **H3** | There is a significant relationship between personal issues and students intention to study abroad. | Reject |
| **H4** | There is a significant relationship between financial issues and students intention to study abroad. | Fail to Reject |
| **H5** | There is a significant relationship between employment prospect and students intention to study abroad | Reject |

# APPENDIX D.

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# 991798b000d109b81ba2f9a96627d29414cbae321c91b54f2f14bb56d97b79

# APPENDIX E.



# APPENDIX F.

