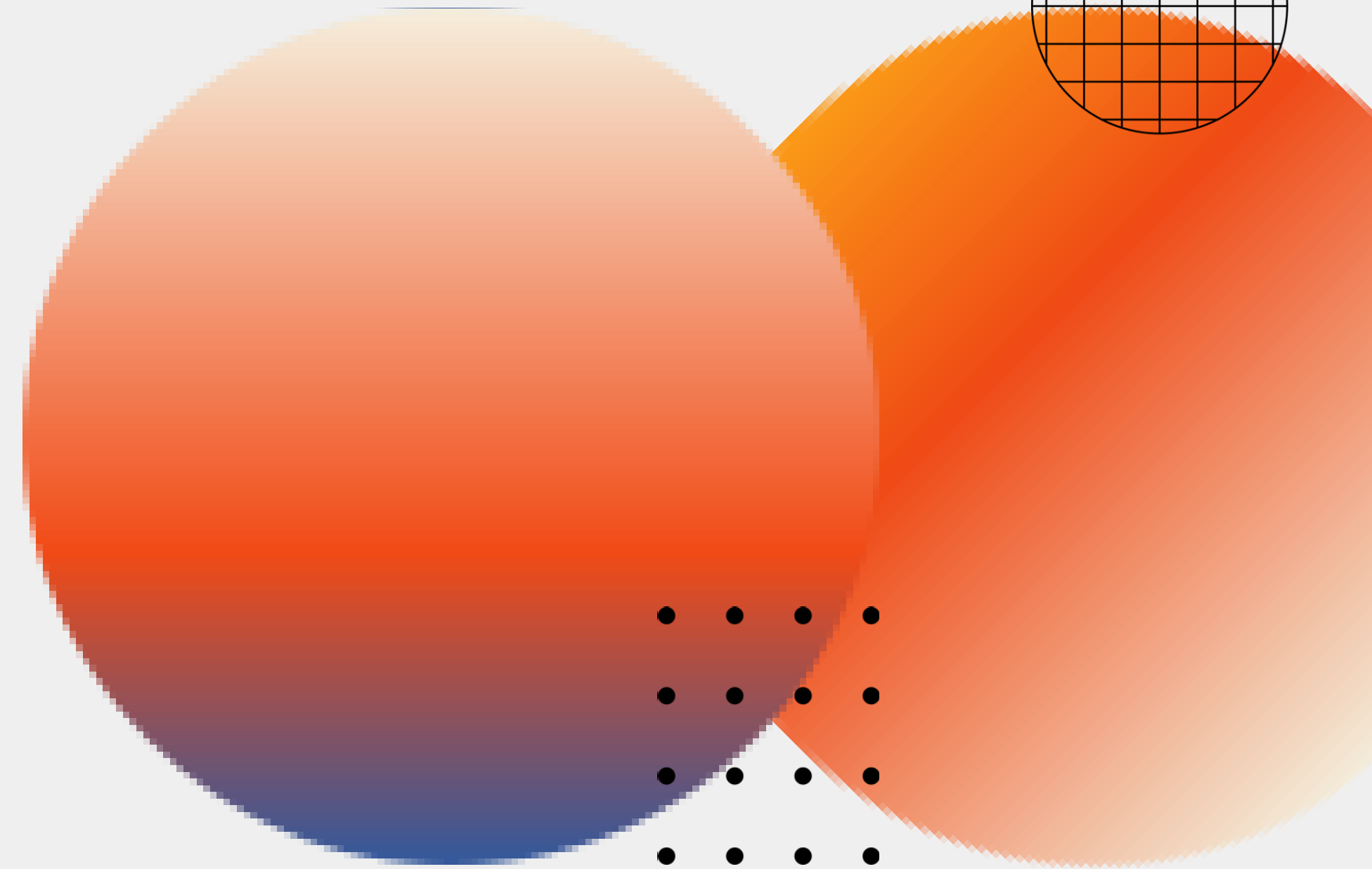
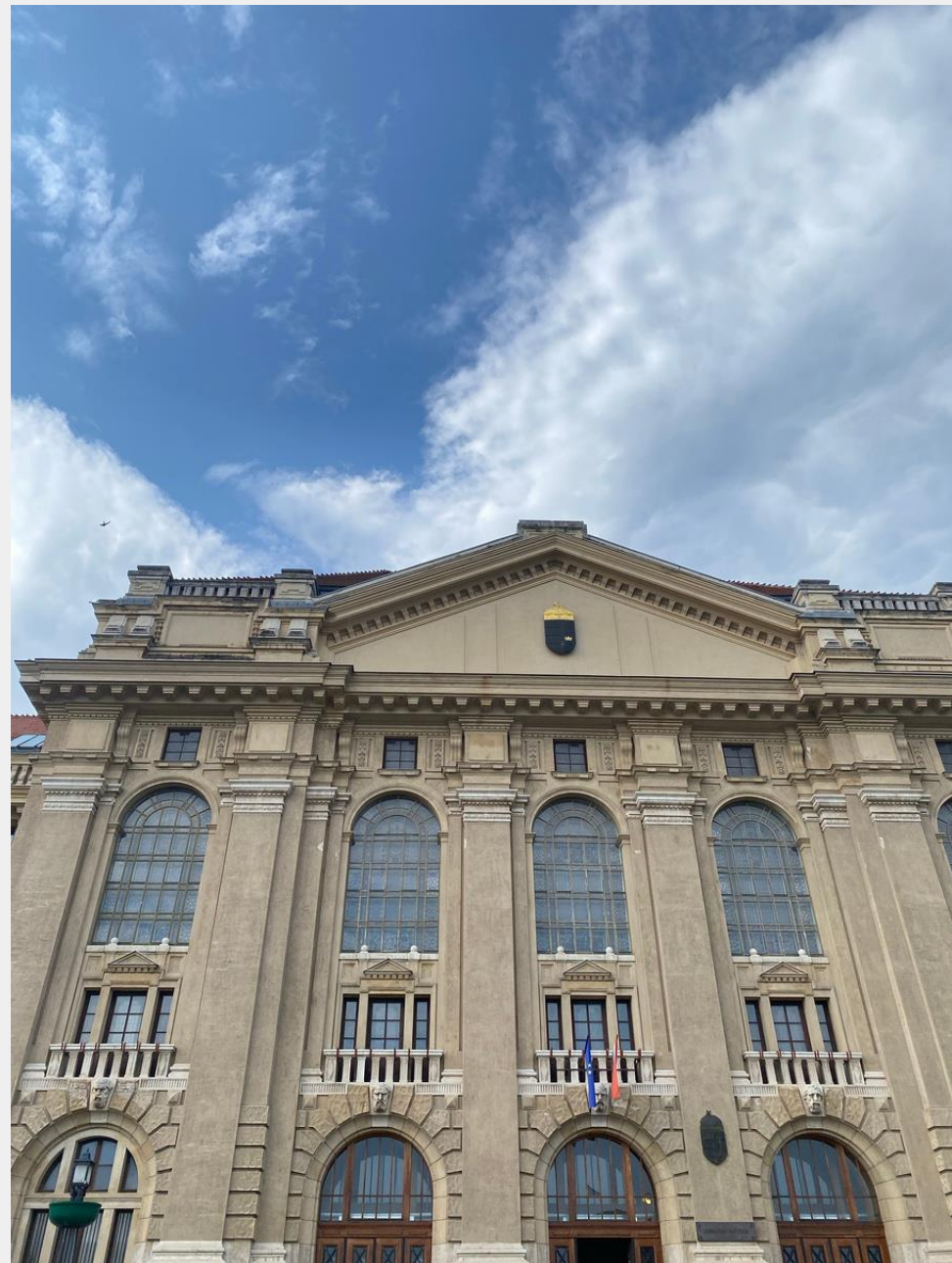
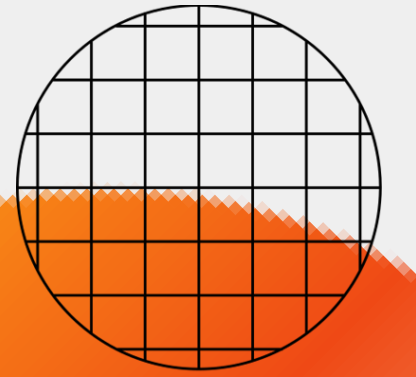


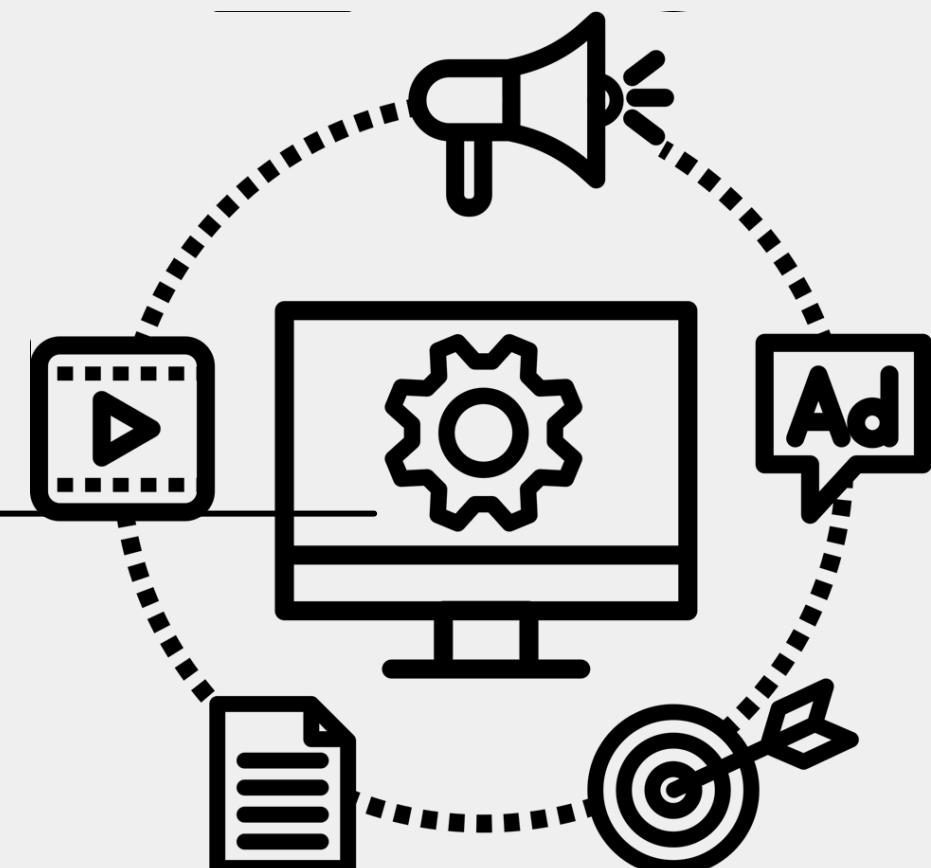
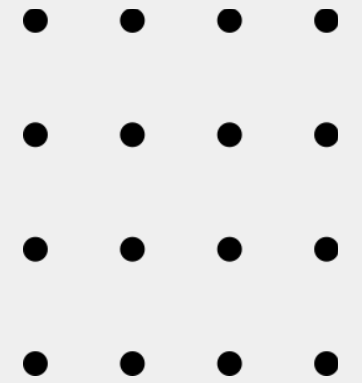
Investigating the push-pull factors of international students in Hungary: A cross-sectional study of Myanmar and Cambodia



Presented by Su Hin Aye and Kheng Meyly

Contents

Introduction
Literature review
Research questions
Methodology
Findings
Conclusion
References
Q&A



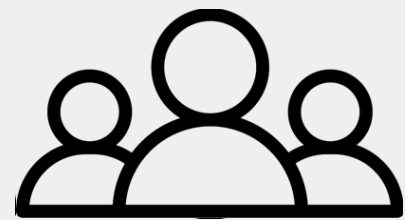
Introduction



International student
mobility



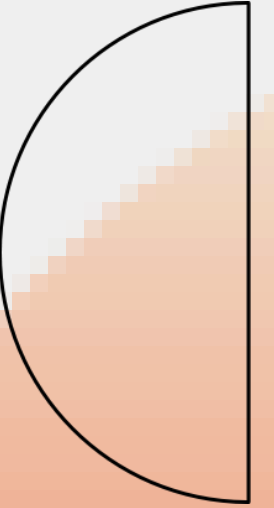
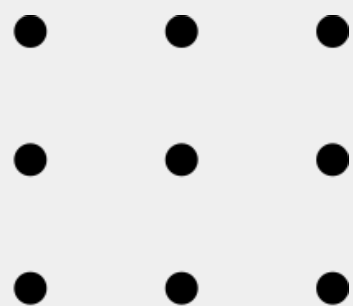
Increase in global
education



Cambodia and
Myanmar



Motivations for studying
abroad



Literature review:



Decision-making processes:

- Need aspiration to study abroad
- Search for information
- Evaluate alternatives
- Apply at a Higher Education Institution (HEI) abroad
- Wait for confirmation

(Haas & Terry, 2019)



Literature review:

-
-
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-

“The decision to study abroad is influenced by various complex social factors and personal motives, making it much more than a straightforward economically driven choice.”

(Chloe, 2019)



Literature review: • • • •

Self-Determination Theory (SDT) • • • •

(Ganotice et al., 2020) • • • •

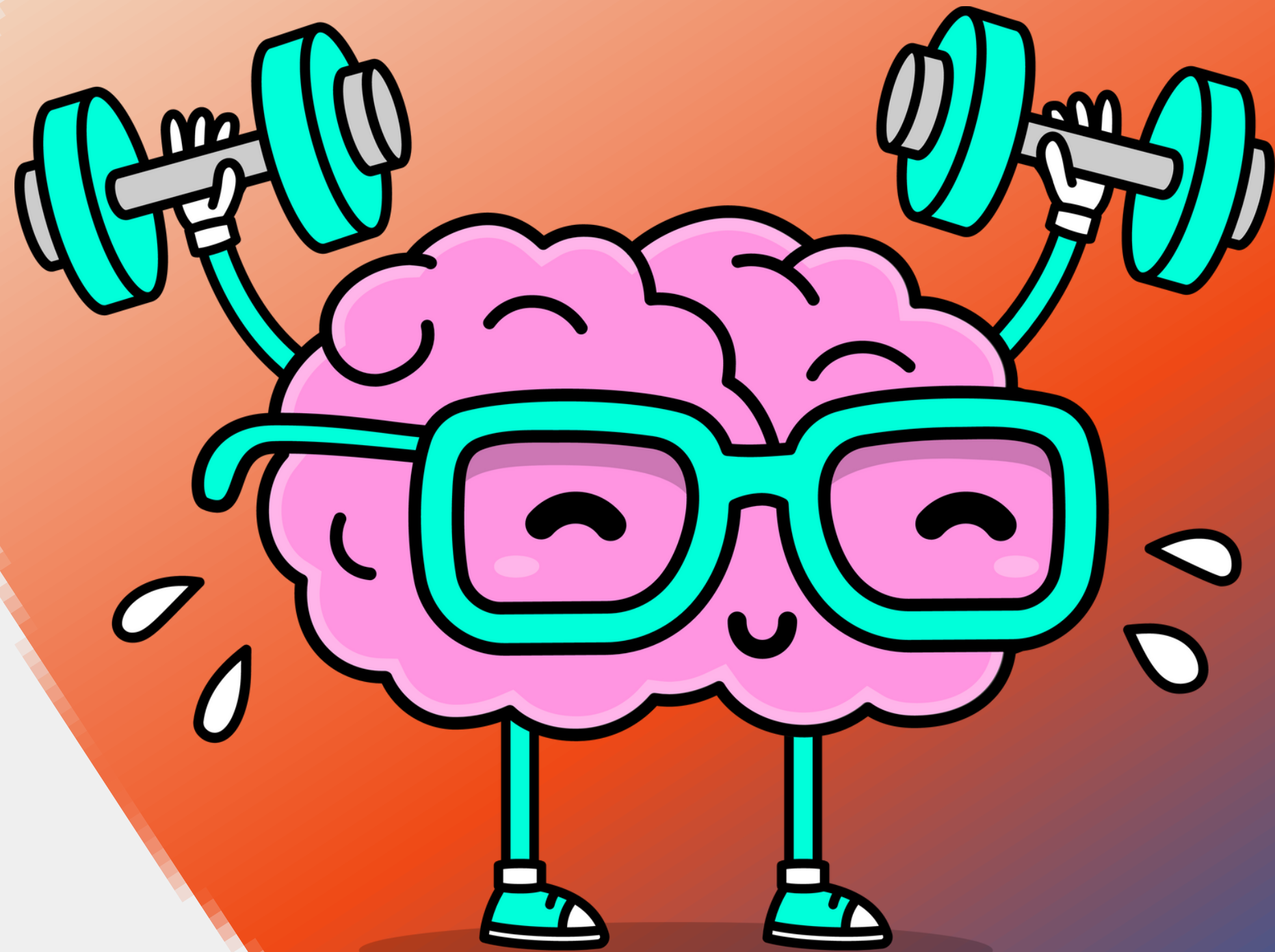
Existing literature on SDT primarily examines the relationship between international students' decisions to study abroad, their subjective well-being, and their social adaptation and acculturation.



Literature review



The findings from Raczkoski et al. (2018) study revealed that **intrinsic value** and **expectancy** were the most significant factors influencing students' motivation to take the course abroad. In contrast, **outside effort cost** was the least influential factor.



Literature review



“Women are more motivated to study abroad than men due to longstanding historical forms of gendered capital that link women's upward mobility and class reproduction with leaving home.”

(Hurst, 2018; Van Mol, 2021)



Literature review

“Parents with higher education degrees are more likely to encourage their children to pursue tertiary education after high school and provide more guidance on course selection. Additionally, children of well-educated parents typically come from higher-income families and attend better secondary schools, which can support their enrollment and inspire a desire to study abroad.”

(Kim & Lawrence, 2021)



Literature review:

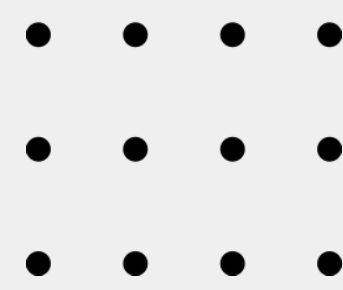


“Students from lower Socio-Economic Status (SES) backgrounds had lower scores for intrinsic motivation and identified regulation, but higher scores for external regulation in their academic motivation compared to students from central and higher SES backgrounds..”

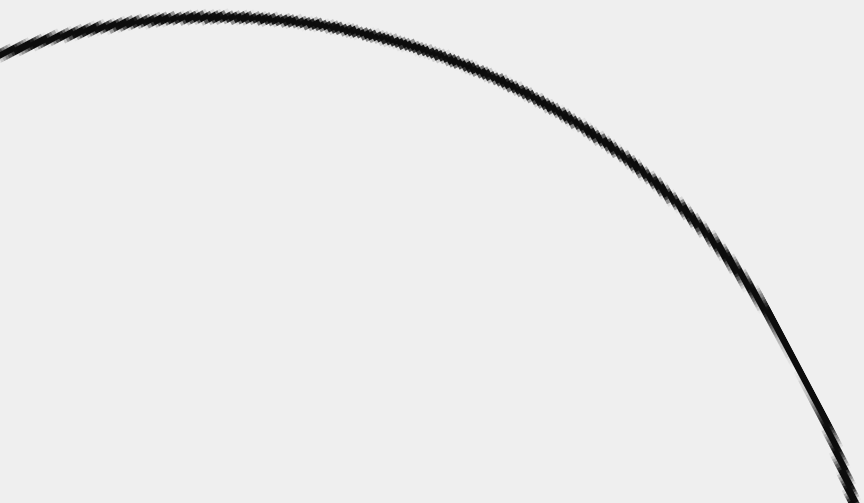
(Manganelli et al., 2021)

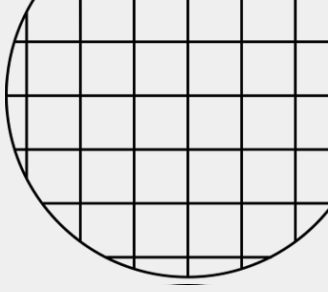


Research questions:



1. What are the factors that push Cambodian and Myanmar students to study abroad?
2. What are the factors that pull Cambodian and Myanmar students to study abroad?
3. What are the decision-making processes of Cambodian and Myanmar students?





Methodology

Exploratory qualitative approach



Semi-structured interviews

- • • •
- • • •



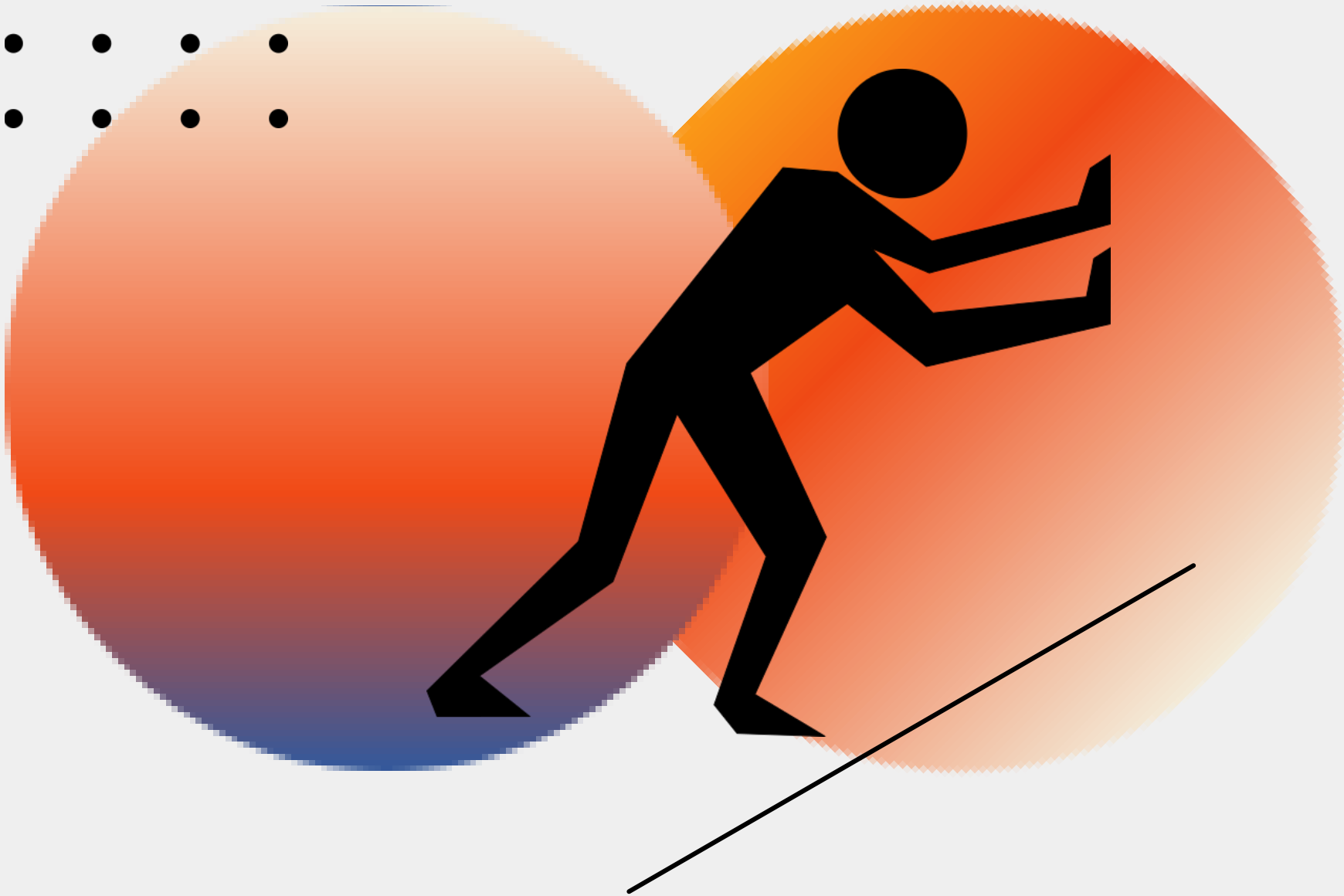
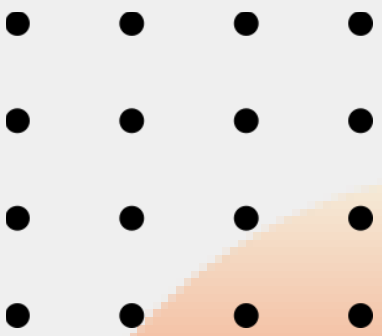
20 participants



Semi-inductive coding



Thematic analysis



Findings

Push factors

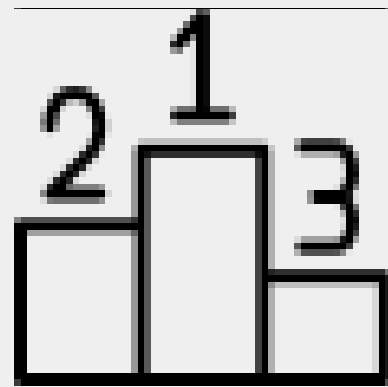
- 1** The thirst for new life experiences
- 2** Family's beliefs in studying abroad
- 3** Past academic experiences



Findings

Pull factors

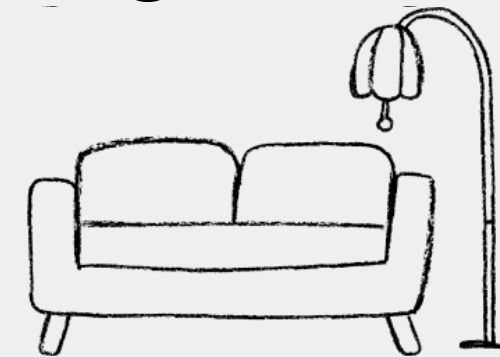
University ranking



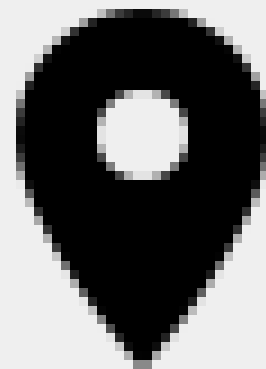
Financial support



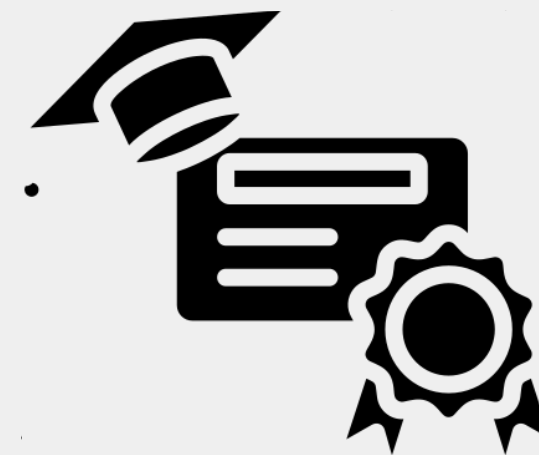
Living standards

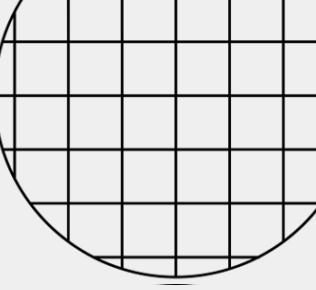


**The location of the
host country**



Qualification





- **General reputation, campus life, housing options to student facilities, career outcomes, school's ranking, and available programs**

(Ahmad & Hussain, [2017](#); Shkoler, [2020](#))



- **Students have a baseline motivation to engage in a complicated decision-making process during their pursuit of higher education.**

(Rabenu & Shkoler, [2020](#))



Discussion



- **Enhance an individual's concept of the self**

(Strohminger et al., [2017](#))

- **Human capital**
- **Financial capital**
- **Psychological capital**

(Rabenu & Shkoler, [2020](#))



Conclusion

- Motivation as the center of decision-making processes
- The increase in student mobility and the growth in international HEIs - the loop?
- Push-pull factors and global development



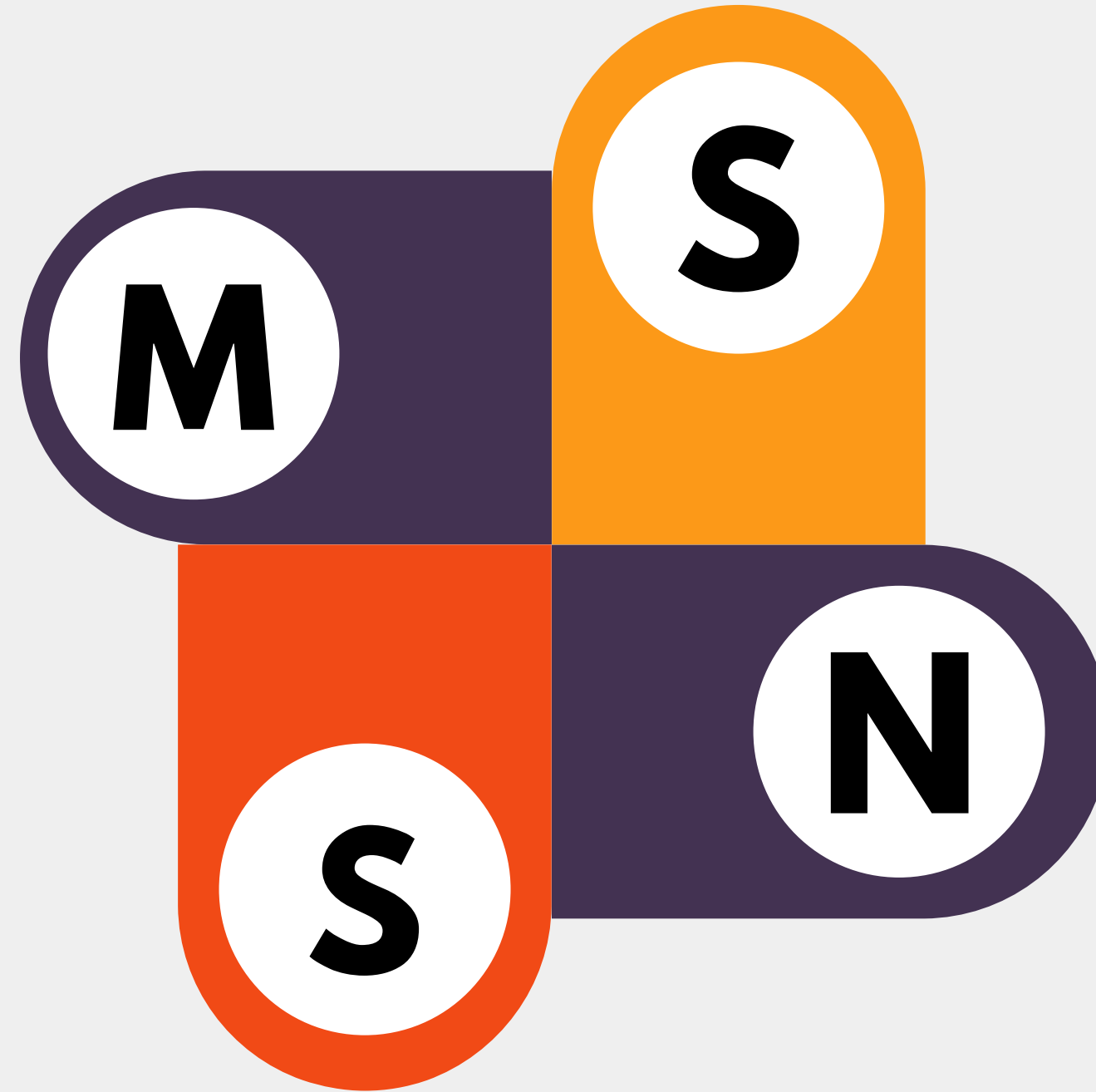
Limitations

Methodology

Size

Scope

Novelty

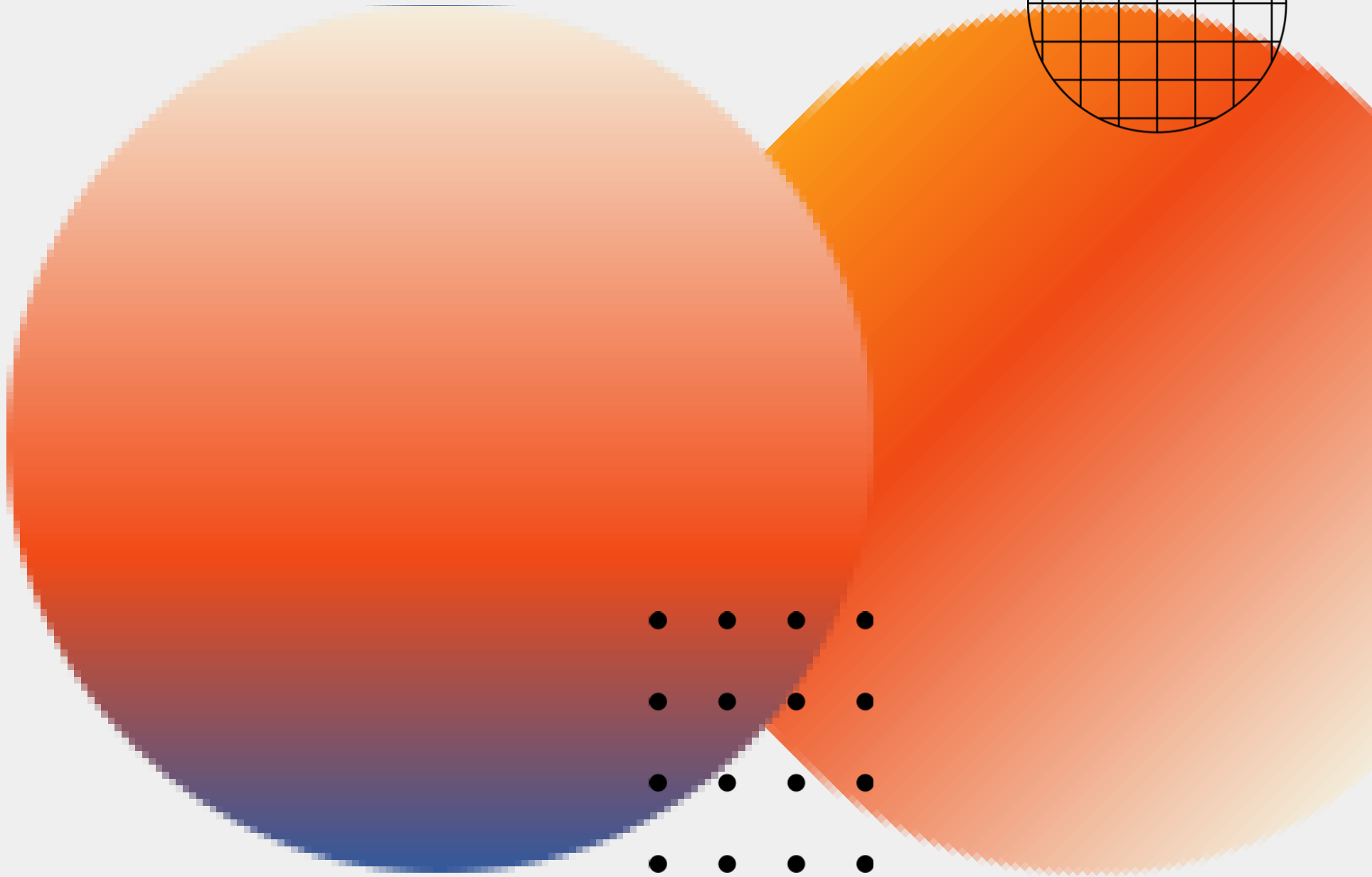
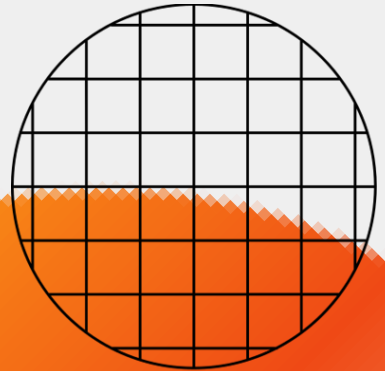




End

thank
you!

Do you have any questions?



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