



THE EFFECT OF SOCIAL, ECONOMIC, AND POLITICAL FACTORS ON  
STUDENT MIGRATION TO BANGLADESH

By

Student Name: Abdulhakim Usman

Student ID: 191031206

Program: M.Sc.TE

ISLAMIC UNIVERSITY OF TECHNOLOGY (IUT)

THE SUBSIDIARY ORGAN OF THE ORGANIZATION OF ISLAMIC  
COOPERATION (OIC)

BOARD BAZAR, GAZIPUR, DHAKA BANGLADESH

MAY 2022

THE EFFECT OF SOCIAL, ECONOMIC, AND POLITICAL FACTORS ON  
STUDENT MIGRATION TO BANGLADESH

By

Student Name: Abdulhakim Usman

Student ID: 191031206

Program: M.Sc.TE

THE EFFECT OF SOCIAL, ECONOMIC, AND POLITICAL FACTORS ON  
STUDENT MIGRATION TO BANGLADESH

By

Student Name: Abdulhakim Usman

Student ID: 191031206

Program: M.Sc.TE

Supervisor: Dr. Mahbub Hassan

Submitted in Partial Fulfillment of the Requirements for the Degree of Master of  
Science in Technical Education with Specialization in Electrical and Electronic  
Engineering in the Department of Technical and Vocational Education.

Islamic University of Technology (IUT)

Dhaka, Bangladesh

Date:

## RECOMMENDATION OF BOARD OF EXAMINERS

The thesis titled “The Effect of Social, Economic and Political Factors (SEP) on Student Migration to Bangladesh”, submitted by Abdulhakim Usman, bearing the student Number 191031206 of the Academic year 2021-2022 has been found satisfactory and accepted as partial fulfillment of the requirement for the degree of Master of Science in Technical Education (M.Sc.TE) in May 2022.

### BOARD OF EXAMINERS

---

Dr. Mahbub Hassan

Thesis Supervisor

Associate Professor, Department of Technical and Vocational Education, IUT

Chairman

---

Prof. Dr. Faruque Ahamed Haolader

Head, Department of Technical and Vocational Education, IUT

Member  
(officio)

---

Mr. Hamisi Ramadan Mubarak

Assistant Professor, Department of Technical and Vocational Education, IUT

Member

---

Prof. Dr. Shafiqul Alam

Bangladesh Open University (BOU)

External Member

## **DECLARATION**

This is to testify that the study presented in this thesis is the original study conducted by me, Abdulhakim Usman, bearing the student number 191031206, under the supervision of Dr. Mahbub Hassan, Associate Professor of the Department of Technical and Vocational Education, Islamic University of Technology (IUT), Dhaka, Bangladesh.

---

Abdulhakim Usman

Student No.: 191031206

Program: M.Sc.TE

## **DEDICATION**

I dedicate this work to my family who have done everything in their capacity to see me reach this point in my life.

## **ACKNOWLEDGEMENT**

First and foremost, my most sincere and uttermost gratitude goes to Dr. Mahbub Hasan for his altruistic and selfless guidance throughout this study. His tireless supervision and contribution to this study to see it to perfection was something every research student would dream of having, so I sincerely appreciate him.

Secondly, I would like to acknowledge myself and give a share of the credit to myself as well for the effort that I managed to put in through all the challenges experienced during the study. My next acknowledgment and appreciation go to my teachers and everyone who helped me along the way.

Lastly, I would like to express my heartfelt appreciation to OIC for giving me a series of scholarships to complete my education from Bachelor of Science through to Master of Science.

## LIST OF ACRONYMS

Acronym	Meaning
TVE	Technical and Vocational Education
ISM	International Student Migration
SEM	Structural Equation Modeling
JO	Job Opportunities
SO	Scholarship Opportunities
C	Culture
LC	Living Cost
WP	War and Persecution
HCS	Host Country Support
SM	Student Migration
FL	Factor Loading
AVE	Average Variance Extracted
CA	Cronbach's Alpha
CR	Composite Reliability
HTMT	Hetero-trait and Mono-trait Ratio
LL	Lower Limits
UL	Upper Limits
MGA	Multi-group Analysis

## ABSTRACT

Investigating the international students' decision to travel to Bangladesh for study purposes was a study long overdue. In this study, we strove to look into the minds of the international students to find out the underlying motivations that excite their decision to choose Bangladesh as their destination for study. A demographic of international students from various countries was targeted for the purpose. Both male and female international students from different majors and education levels took part in the survey. Various potential motivating factors such as social, political, and economic factors were proposed. A total of 187 cases are found to be usable for the analysis process.

For the mediating analysis, the bootstrapping technique was adopted for this study which was suggested by (Hair, 2013). Bootstrapping is a robust technique for testing the mediation effect which is a nonparametric resampling procedure that has manifested itself (Zhao, 2010; Shrout and Bolger, 2002; Hayes, 2009).

The study shows that, the data was divided into two groups based on gender. One group of the data being male and the other group being female. The results showed that among the nine individual paths, four individual paths are moderated and five paths were not moderated because there are no changes in results between male and female.

A research model (as shown in figure 1) was then designed and sixteen different hypotheses were then extracted from it and tested, out of which eleven paths found were supported in the structural model and five hypotheses revealed rejected.

**Keywords:** *International Student Migration (ISM), Social Factors, Political Factors, Economic Factors, Bangladesh.*



## Table Of Contents

DECLARATION .....	iv
DEDICATION .....	v
ACKNOWLEDGEMENT .....	vi
LIST OF ACRONYMS .....	vii
ABSTRACT.....	viii
CHAPTER 1: INTRODUCTION .....	5
1.1    Background of The Study .....	5
1.2    Context of This Study: .....	5
1.3    Motivation For This Study:.....	6
1.4    Rationale and Purpose of This Study:.....	6
1.5    Theoretical Underpinnings of the Study: .....	7
CHAPTER 2: LITERATURE REVIEW .....	10
2.1    The concept of International Student Migration .....	10
2.2    Statistical Reports on ISM .....	11
2.3    Push-Pull Model of Migration .....	12
2.4    Decision-Making Process .....	13
2.5    Claims By Previous Studies .....	14
2.6    Significance of Conducting This Study .....	17
2.7    Research Hypotheses .....	18
CHAPTER 3: METHODOLOGY .....	20
3.1    Research Model.....	20
3.2    Population and Sampling .....	21
3.3    Demographic of Respondents .....	22
3.4    Data Collection and Instrument .....	22
3.5    Instrument Development and validation .....	23
3.6    Ethics in the Study .....	23
CHAPTER 4: DATA ANALYSIS AND FINDINGS .....	25
4.1    Introduction .....	25
4.2    Preliminary Data Examination.....	25
4.2.1    Dealing With Missing Responses.....	25
4.2.2    Data Cleaning and Screening .....	26
4.2.3    Outliers.....	26
4.2.4    Assessment of Data Normality.....	28
4.3    Assessment of Structural Equation Modelling (SEM).....	30
4.4    Assessment of the Measurement Model .....	31

4.4.1	Construct Validity and Reliability .....	31
4.4.2	Measurement of Discriminant Validity .....	34
4.4.3	Coefficient of Determination ( $R^2$ ) .....	37
4.4.4	Effect Size ( $f^2$ ) .....	37
4.4.5	Result of Multicollinearity (Inner VIF) .....	38
4.4.6	Predictive Relevance ( $Q^2$ value).....	38
4.4.7	Direct Effect (path coefficient) Analysis.....	39
4.5	Indirect (mediation) Effect Analysis .....	41
4.5.1	Moderation Effect of Gender Based on Individual Path.....	42
4.5.2	Moderation Effect of Gender Based on Individual Path.....	43
4.6	Chapter Summary.....	45
CHAPTER 5: DISCUSSION .....		47
CHAPTER 6: CONCLUSION AND RECOMMENDATION .....		50
6.1	Limitations to This Study.....	50
6.2	Future Research Directions .....	50
6.3	Conclusions .....	51
6.4	References .....	52
APPENDIX A: Letter to the Participants .....		54
APPENDIX B: Questionnaire.....		55

## List Of Tables

Table 1 Demographic profile of the respondents .....	22
Table 2: Result of univariate outliers based on standardized values .....	27
Table 3: Assessment of data normality .....	29
Table 4: Internal consistency and convergence validity results.....	32
Table 5: Discriminant Validity – Fornell and Lacker Criterion.....	34
Table 6: Discriminant Validity - Cross Loadings .....	35
Table 7: Results of Heterotrait-Monotrait Ratio (HTMT) .....	36
Table 8: R-square result .....	37
Table 9: F-square result.....	37
Table 10: Result of multicollinearity – Inner VIF values .....	38
Table 11: Result of predictive relevance.....	39
Table 12: Path coefficient result .....	40
Table 13: Mediation result .....	42
Table 14: Moderation Effect of Gender Results with Individual Path.....	43
Table 15: Moderation Effect of Geographical Location Results with Individual Path .....	44
Table 16: Summary of all hypotheses results .....	44

## List Of Figures

Figure 3-1: Conceptual Framework for student migration .....	21
Figure 4-1: Presented factor loadings and AVE of all the constructs through PLS...	34
Figure 4-2: Figure: Structural model with t-values (Bootstrapping results).....	41

# CHAPTER 1: INTRODUCTION

## 1.1 Background of The Study

International Student Migration appears to be a modern trend in the literature. According to Wikipedia, Student Migration refers to the emigration of students seeking education from home country to another country for a duration of one year or more. But in a general sense, Migration can be defined as the movement of people from one location to another and is widely associated with the change of permanent place of residence (Thet, 2014). For this thesis, we consider the aforesaid definitions from which to look at international student migration. King & Raghuram, (2013) reported that in the earlier decades, there has been a significant rise in the number of international students all over the world, and that number has almost quadrupled faster than the overall international student migration, and the trend is expected to continue.

However, there appears to be a range of motivations behind the international students' decision to migrate to foreign countries. These motivations typically vary based upon either the nature of the situation in the home country or the desire to seek a better life and other experiences and opportunities overseas. One convenient framework that was developed to deeply analyze the concept of Migration is the 'Push-Pull' theory. The theory was designed to illustrate the student migration as it suggests that students tend to be 'pushed' from home country as a result of to lack of adequate educational needs, and are then 'pulled' into the host country to gain access to better education. Some of the migration-motivating factors that keep appearing in the literature include social factors such as culture; economic factors such as scholarship opportunities and living costs as well as political factors such as war and persecution in especially multi-cultural and religious countries.

In comparison with other South Asian countries, Bangladesh is a relatively small country that has only recently started to see a noticeable rise in the number of international students. But this study attempts to go beyond just the number of international students and as far as discovering the motivations behind the international students' decision to leave behind their home countries to study in Bangladesh.

## 1.2 Context of This Study:

The concept of International Student migration is certainly an interesting phenomenon to explore in modern-day academia. The internationalization of education in itself

appears to have become a crucial dimension of particularly higher education. Based on countries and regions, studies are continuously being conducted to investigate the motivation behind international students' migratory decisions.

### **1.3 Motivation For This Study:**

Despite the great number of studies that have been well-established in the literature on the concept of ISM, in the case of Bangladesh, it is still evident that there has been an exponential rise in the number of international students coming into the country to study, although there does not seem to be a sufficient up-to-date statistical data to back up such claim yet. Students from especially OIC member states/countries come to Bangladesh every year to study in various institutions of their choice. Numerous studies have shown different findings as to why international students in other countries leave their home countries for what is commonly termed as 'studying abroad'. In Bangladesh, the rate of immigration of international students is on a noticeable rise. With that, there is a need for an extensive study to be conducted to find out the motivation behind the existing international students' decision to study in Bangladesh. This study aims to fill this gap and even more so, lay the foundation upon which further studies can be conducted in the future.

### **1.4 Rationale and Purpose of This Study:**

Studies have shown that international student migration (ISM) has been identified as a tool that brings about a two-way benefit to both of the sending and receiving countries, especially in the context of development. Thus, this study aims to attain the following three purposes:

1. To lay the foundation upon which stakeholders in the education market in Bangladesh will benefit from this study by learning about the state of the international students from whom their revenue is generated. By learning about that, the stakeholders can decide to move to make any necessary adjustments to meet the integral demands of the international students.
2. The study also aims to magnify the importance of international students in the field of education regarding the development of Bangladesh in the sense that; The study will contribute to the national policy of the country by providing a comprehensive report on the state of international students during their stay in Bangladesh. This report will bring the state of the international students to

light, thereby encouraging the government to consider whether or not there is a need to review its policy on international students. For example, visa and employment policy for international students.

3. This study also aims to provide an overview for future international students intending to study in Bangladesh in the future. The prospective international students can look at the findings of this study from home and decide whether or not their expectations can be met and their aspirations can be achieved. In other words, the study will provide future international students with adequate insight into what they can expect during and after their studies in the country.

### **1.5 Theoretical Underpinnings of the Study:**

Quoting from a previous study conducted by García-Pérez, (2016), there is still a big gap (in the contemporary time) between theory and empirical work on the determinants of emigration, and it certainly appears to remain as such, as it was only recently affirmed yet again by Bueno & Prieto-Rosas, (2019) stating that, the old perspectives concerning the study of migration had since become a classical reference for the general study of migration theories in the modern time.

“The greatest challenge to migration theorists is the organization of all hypothetically relevant factors into one coherent theoretical framework that will specify their interaction with each other in empirically testable form and thereby serve as a guide to future research”.

(United Nations, 1973)

The above quotation indicates that, as of 1973, there was no single, unified theory of why people migrate. Today, there is still no such convergence to a single model of immigration (García-Pérez, 2016). Numerous theories have since been posited through which the concept of ISM can be viewed. However, there does not seem to be a single theory for international migration, only a variety of fragmented theories have been developed and are mainly divided by various disciplinary boundaries (Massey et al., 2013). The study further points out that a more adequate comprehension of the migration processes may not be achieved by depending solely upon the elements of one subject, or by concentrating upon just one analytic level. But rather, their intricate nature needs a highly reliable theory that includes various point of views and assumptions.

1. Migration Network Theory: Migration Network Theory addresses the cumulative causation of migration as a result of reduced social, economic, and emotional costs of migration under the formation of migration networks (Bhachu & Karageorgis, 1990). As further made clear by Bueno & Prieto-Rosas, (2019), the theory points to the transmission of the migration experience from migrants to relatives and friends in the countries of origin as a driver of international migration. Because it introduces a sociological dimension, network theory improves the mechanical and economic “push and pull” conceptions that prevailed earlier, including world systems versions thereof. Nonetheless, existing treatments of migration networks overlook the role of those networks in expanding the immigrant economy at locations of destination. The migration network performs this role when it supports migrant entrepreneurship, a phenomenon of variable but often great importance.
2. Migration Systems Theory: According to a report by the European Commission (EU), Migration Systems Theory concerns with the relationship between people in the home country and those living in the destination country. The movement is usually linked to an already-existing long-standing connections between the sending the migrants and the one receiving the migrants, such as cultural and commercial links. These links create migration systems where countries exchange migrants, and migration networks, such as circular and diaspora-based migrations. People tend to migrate to where there is an opportunity to depend on someone familiar to them. The processes may not necessarily tend to a certain balance: the more the diaspora expands the more it will attract new migrants. This claim can further be complemented by quite similar claim by Bueno & Prieto-Rosas, (2019), claiming that, migration systems are areas defined by a stable association over time of receiving countries with regions of origin (Arango 2000). Connections and links reinforce these associations. For instance, historical, cultural, social, or political ties. Sociologists also moved to put forward that, the presence of a network among families and friends is very important to the concerned migrants, as it reduces financial and social costs and the risks that come with migration. Evidence shows that migrants tend to depend on the assistance



provided by relatives or compatriots while building a new life in the destination country (Kupiszewski, Bijak, & Kicingler, 2013).

All things considered, in this study, motivating factors among international students for studying in Bangladesh were investigated and factors such as political, economic, and social factors as illustrated in the current research model were explored. The relevant studies and previous claims are further discussed in the upcoming chapter to cast more light on the context of the study.

## CHAPTER 2: LITERATURE REVIEW

This chapter provides a contextualized overview of the existing studies conducted in the literature on the concept of International Student Migration. It summarizes some of the mainstream statistical reports and explanations of various studies conducted previously to investigate the phenomenon of ISM up until the contemporary time.

### 2.1 The concept of International Student Migration

The idea of International Student Migration (ISM) and what it conveys has in recent times been discussed in the literature because of its significance. One terminological discussion brought by Gümüş, Gök, & Esen, (2020); King & Raghuram, (2013) concerns whether to use the term “migration” or “mobility.” As the study stresses, the term “mobility” has permeated political discussions and academic literature. Mobility in the context of education is defined by the European Parliament and Council (2006) as “a period of learning abroad (formal and non-formal), including students, teachers, trainers, volunteers and people undergoing training”. Another discussion relates to the usage of the terms “international student” and “foreign student,” which are quite different but are often used interchangeably in the literature and policy reports (Gümüş et al., 2020). While the terminology “international student” has a vast definition, the term “foreign student” refers exclusively to “non-citizens of the country in which they study”.

King & Sondhi, (2018) argue that ISM is an significant aspect of general migration. For context, it wasn't until 2008 that the International Organization for Migration's periodic 'world migration' reports take ISM in global migration dynamics to be a recognized concept. As stated by their study, the global migration of international students has been increasing at close to 8% every year, which a lot faster than the overall global international migration. The estimated number of international students (4.5 million as of 2014) has since doubled from 2000 and even multiplied four-times since 1985 (King & Sondhi, 2018).

Intending to establish a succinct definition of international student migration in the domain of higher education, the study stresses that “nationality might be viewed as remaining an important descriptor, but it is not anymore a sufficient indicator for mobility”. According to them, ISM in higher education can be defined “as crossing country borders for or in the context of tertiary education” (Kelo & Teichler, 2006).

Existing research on ISM, from an educational standpoint, is summarized by Kehm & Teichler, (2007) in the following way:

*“Widespread subthemes are mobility flows and statistics, the impact of mobility on careers, recognition of study abroad, vertical and horizontal mobility, recruitment and selection of international students, support structures for international students, organization and funding of study abroad, and “virtual mobility” with the help of ICT”.*

## **2.2 Statistical Reports on ISM**

A reported data by UNESCO was that over 1.5 million students on a tertiary level were studying outside their countries of origin in 1996, growing from 1.35 million the previous years. Half of these international students were studying in Europe, 37% in North America, and 7% in Australia (King & Ruiz-Gelices, 2003). ISM in itself is viewed as a personal experience. The idea of staying abroad for study purposes becomes an adventurous stage in a student’s life. While the achieved academic qualification maintains its value and significance, the objective is particularly the experience of living in another country with a different climate, nature, history, culture, food and traditions, as well as opportunities for social interactions (King & Sondhi, 2018).

In America, the organized recruitment of international students began largely in North America in the early 20th century and was conducted for primarily humanitarian or political reasons (Basford, 2014). After the cessation the Cold War, economic rationales dominated the world, and the volume of international students continued to increase more and more in the 21<sup>st</sup> century. According to the Organization for Economic Co-operation and Development (OECD), 4.1 million students enrolled in tertiary education studied outside of their countries of origin in 2002 (Basford, 2014; Wit & Editor, 2011).

Kelo & Teichler, (2006) highlighted 32 EURODATA countries including (a) the 25 EU member states Austria, Belgium, Cyprus, the Czech Republic, Germany, Denmark, Estonia, Spain, Finland, France, the United Kingdom, Greece, Hungary, Ireland, Italy, Lithuania, Luxembourg, Latvia, Malta, the Netherlands, Poland, Portugal, Sweden, Slovenia, and Slovakia; (b) the 4 EFTA members: Switzerland,

Iceland, Liechtenstein, and Norway; and (c) Bulgaria, Romania, and Turkey. And other European countries include Ukraine, Andorra, Serbia, Bosnia and Herzegovina, Moldova, Belarus, Monaco, the Russian Federation, Albania, and Croatia.

The study was done to explore movement of international students from country of origin to European countries. It was found that most international students that came from EURODATA countries were not EURODATA nationals. The study further pointed out that in 2002/2003, over 1 million international students enrolled at tertiary institutions across the 32 EURODATA countries, and only a little more than half of the international students came from countries that were not in the EURODATA region. In other words, the international students number in the EURODATA countries was mildly dominated by students from non-EURODATA region. Ultimately around 40 percent of the international students from non-EURODATA region came from Asia and around 31 percent from Africa, 15 percent from other European countries, 8 percent from Latin countries, and just 6 percent from North America. But, Chinese is the most frequent nationality among foreign students in EURODATA countries (Kelo & Teichler, 2006).

In a study conducted by Bohm, Davis, Meares, & Pearce, (2002) on global demand for Australian higher education, it was reported that one of the most significant features of the global education market over the last decade has been the phenomenal growth in demand for international education. In around 2000, there were an estimated 1.8 million international students in tertiary institutions world-wide. The study reported a large forecast growth in the international demand for Australian education. The overall demand for education in Australian was set to grow more than 9-times between 2000 to 2025. This represents an increase in Australia's share of global demand from 3% in 2000 to 8% in 2025. And then by 2025, it is predicted that the total demand for tertiary education in Australia will go past 996,000 international students.

### **2.3 Push-Pull Model of Migration**

A push-pull model is a framework that was devised in 1998 to help investigate the concept of ISM (Gbollie & Gong, 2020). The model explains that mobile students are pushed by unfavorable conditions in their home countries, while other mobile students are pulled by scholarships and other opportunities in destination countries (Mazzarol & Soutar, 2002). Investigation into the mobility of international students has shown

that there are various reasons as to why students pursue education abroad (Beech, 2015). Many factors influence the demand for international education. A lack of access to higher education among many countries in Asia and Africa has been a key driver for much of the student flow that has taken place over the second half of the twentieth century (Mazzarol & Soutar, 2002). First World countries the like of United States is one of the top-tier receiving ends of the migration (as gathered from the literature), have proven to hold greater “pulling” superiority on the spectrum, particularly due to their windows of better employment opportunities, higher wages, facilities, and attractive nature as “pull factors”, which the migrating students typically desire. As quoted by Gümüş et al., (2020), “the USA is by far the most central country in the flow of international students, followed by China, the UK, France, Germany, Australia, and India”. Other studies such as that of Kondakci, (2011) made the same claim as well. Additionally, it is noteworthy that, China constitutes the largest number of African and Asian students, as postulated by (Gbollie & Gong, 2020). However, there were criticisms about the the push-pull model for not being able to adequately elucidate international student mobility. This is because it does not focus on the factors that are otherwise expected to be critical for understanding the concept of mobility. For instance, the fact that people always migrate over remote and nearby places, and the troubles involved with transmitting the concept from one level to another. Furthermore, the model ignores aspects such as intervening opportunities, information flows, and so on (Nilsson, 2019).

Nghia, (2015) on the other hand put forward that international students’ choices of the host country are influenced by different factors associated with the socio-economic, cultural, and political issues of the host country. In conclusion, it was stated that there are various factors that influence international students’ choice of study destination, and those factors appear to cluster around (a) socio-economic, cultural, and political issues of the host countries, (b) features of the host institutions, (c) student motivation for studying abroad, and (d) stakeholders’ recommendations for overseas study (Hulme, Thomson, Hulme, & Doughty, 2014; Nghia, 2015).

#### **2.4 Decision-Making Process**

The decision process through which the international students move when selecting a final study destination appears to involve at least three distinct stages (Branco Oliveira & Soares, 2016). In the first stage, the decision to study outside the home country

comes. This may be influenced by a number of factors inside the home country. After making the decision to study abroad, the next decision to be made is the selection of the destination country. “pull” factors become important in the second stage, where the prospective students look at the available alternatives making one destination country more appealing than another. In the third stage, the students then select a preferred destination institution. Several additional “pull” factors tend to make one institution more appealing than the other. These factors include an, academic ranking, range of courses, coalitions, availability of teaching programs, institutional reputation, staff quality, availability of modern information technology and other resources, alumni base, and promotion efforts. For example; the use of agents and advertising (Branco Oliveira & Soares, 2016; Mazzarol & Soutar, 2002).

Mazzarol & Soutar, (2002); Moogan, Baron, & Harris, (1999) among others, have investigated patterns and motivations of student migration to Western countries especially Australia, including the factors which students consider important in their decision making. These studies suggest that student decision to study outside a home country is motivated by a combination of push-pull factors. Push factors are usually economic or political factors, that seem to play a very important role in the selection of the destination country. Pull factors on the other hand such as institution’ international recognition and quality of education seem to be of greater influence on the selection of the destination institution. Interestingly, overseas students differ from EU students in motivation for studying abroad. Taiwanese students for example choose to study abroad because they consider the international acceptability and recognition of the UK’s higher education as a tremendous benefit for their long-term investment (Maringe & Carter, 2007).

## **2.5 Claims By Previous Studies**

A study conducted by Jiani, (2017) discovered that while some developed countries struggle on to recover from the economic fallout of the earlier time, students may be continue to be concerned again and again about the cost of studying overseas. Scholarship was further mentioned quite frequently by both students who studied in less developed and the ones from developed countries. Scholarships and low tuition fees motivated them to study in China. It was also found by the same study that, many participants that came from developed countries were especially motivated by desires to experience a different culture and improve host-country. Most of the students

migrated to the host-country for degree courses related to the culture of the host country. Students from Asia and Africa on the other hand were driven by the ambition to obtain academic degrees for future careers and employments. Some students showed the desire to study in the host country in order to contribute to their home country in various ways.

Another study conducted by Branco Oliveira & Soares, (2016) found that, concerning destination country for study, students pointed out that scholarships awarded by institutions in Portugal motivated them to study in Portugal. Adding that the reputation of Portuguese universities and their research quality was another factor that motivated their decision to study in Portugal. One of the participants went on to say, “the fact that you can have a scholarship or something is more common in foreign countries, so this was kind of a motivation for me”. Living cost is usually considered when comparing destination choice with other European countries. By the students having to be responsible for bearing the living cost on their own, the students mentioned that the expenses of living in Portugal were relatively low in comparison with many other European countries (Branco Oliveira & Soares, 2016).

In another study conducted by Wiers-Jenssen, (2019), Degree students report the absence of tuition fees as the most important reason for studying in Norway. Other factors that proved more important to degree students than exchange students include the opportunity of part-time jobs and career opportunities after graduation. This shows that degree students tend to have a more long-term perspective in their decision; some even have the intention of living in the destination country permanently. Additionally, as most tertiary institutions are public institutions and students are not charged tuition fees, the motives (economic motive) for recruiting international students are not as known as in many other countries. Exchange students showed to be more motivated by sports and leisure activities and nature in comparison with full-degree students.

In terms of political factors as potential motivating factors, a study by Tamtekin Aydın, (2021) narrated that, when 43 of the 46 participants from the Middle East stated that they had chosen Turkey, although they had other options, we're talking about the reasons why they chose Turkey, they mentioned their poor and negative conditions, like the three students who said they had no other options. However, they stated that Turkey's positive and inclusive policies toward Muslim countries, especially in recent

years, influenced their decision to choose Turkey. One response from an Egyptian participant was that “after the coup, the Egyptian government killed several people from the Muslim Brotherhood. Our government says that the Muslim Brotherhood is terrorists but they are not. I had another choice - America, but I didn’t prefer it. Because I think the USA is responsible for all the conflicts in my country and I know that the Western world faces a racism problem, especially against Muslims. Therefore, I am here. Turkey is a Muslim country and I feel safer and happy here”.

Another interesting response from a Palestinian student in the same study by Tamtekin Aydın, (2021) was that “there is racism against Muslims in the Western world. It [Turkey] is a developed and modern country owned by Muslims. So, it is better to give our money to Turks rather than give our money to the Western countries whose main purpose is to destroy”. A quite similar response was given by a Libyan student who stated that, “there is a racist attitude toward Muslims in the Western world”. This factor is important to Muslim students if when considering moving to western countries. It was one of the reasons I chose Turkey rather than a country in the West for higher education, as I know people who were physically assaulted in Australia, the USA, and the UK for being Muslims. They still face racism in their daily lives. However, Turkey is welcoming and not racist. It gives a feeling of peace and security to the students coming to Turkey”.

A study conducted by Nghia, (2015) found that, Among the four principal factors that influenced international students’ choices of the host country, the participants rated the ‘socio-economic status of the host country’ and ‘survival practicalities and policy in the host country’ almost equally. The most important factors to the concerned students in the host-country selection process include living cost, employment policies for international students, language spoken in the destination country, welcoming environment for international students as well as visa procedures. In conclusion, “pull” factors such as career opportunities, opportunities to improve foreign language, and international experience appeared to be the factors that motivated the international students to study outside the home country.

Another study by Eder, Smith, & Pitts, (2010) listed language, career and personal growth as being the three push factors that lead to student migration. And physical geography, U.S culture and College issues as the three important pull factors. The extra



factors include financial issues and visa issues. However, out of the identified factors, one push factor and one pull factor were identified as the most important factors. personal growth was identified as the push factor while college issues was identified as the pull factor. Visa issues was also mentioned as being a strong factor among the constraining factors.

One study conducted by Phang, (2013) found that three groups of factors were identified to influence international students' decisions on study destinations. These include location, and communication. Communication factors deal with to the quality of communication among the respondents, the university and the ways of communication. Location factors on the other hand include the image of the destination institution, a desired program, language, and living costs. Social factors deal with the social network of the respondents.

## **2.6 Significance of Conducting This Study**

Building upon the existing literature on the concept of ISM, the push-pull factors that seem to influence international students' decisions for migration have proven to be somewhat homogenous across various global regions. However, until now, there does not seem to be a comprehensive study conducted to find out the reasons and motivations as to why international students choose Bangladesh as their study destination. For that, this study will delve into the minds of international students to find out why. The study is ensured to render significant benefits to a cluster of three beneficiaries below:

1. International students intending to study in Bangladesh in the future can look at the findings of this study from home and decide whether or not their expectations can be met and their aspirations can be achieved. In other words, the study will provide future international students with adequate insight into what they can expect during and after their studies in the country.
2. The study will contribute to the national policy as the results will provide a report on the state of international students during their stay in Bangladesh. This report will bring the state of the international students to light, thereby encouraging the government to consider whether or not there is a need to review its policy on international students. For example; visa and employment policy on international students.

3. Stakeholders in the education market will benefit from this study by also learning about the state of the international students from whom their revenue is generated. By learning about that, the stakeholders can decide to move to make any necessary adjustments to their charges in different areas.

## **2.7 Research Hypotheses**

### *Hypotheses Group 1:*

H1: Job Opportunity has a significant effect on Student Migration

H2: Culture has a significant effect on Student Migration

H3: Scholarship Opportunity has a significant effect on Student Migration

H4: Living Cost has a significant effect on Student Migration

H5: War & Persecution has a significant effect on Student Migration

### *Hypotheses Group 2:*

H1: Job Opportunity has a significant effect on Host Country Support

H2: Culture has a significant effect on Host Country Support

H3: Scholarship Opportunity has a significant effect on Host Country Support

H4: Scholarship Opportunity has a significant effect on Host Country Support

H5: Living Cost has a significant effect on Host Country Support

H6: Host Country Support has a significant effect on Student Migration

### *Hypotheses Group 3:*

H1: HCS has a significant mediating role in between Job Opportunity and Student Migration

H2: HCS has a significant mediating role in between Culture and Student Migration

H3: HCS has a significant mediating role in between Scholarship Opportunity and S. Migration

H4: HCS has a significant mediating role in between Living Cost and Student Migration

H5: HCS has no significant mediating role in between War & Persecution and Student Migration

In conclusion, it is worth noting that, most of the referenced studies in this chapter are recent studies and partially cover similar themes and also, and even more studies in the literature are premised on the pervasive push-pull model. On account of that, this study adopted some push factors such as war and persecution and pull factors such as

job opportunities and scholarship opportunities to strike the right balance between the push and the pull factors leading to migration. The next chapter will give us a concise picture of the framework and its relevant elements, as well as the data collection procedure.

## **CHAPTER 3: METHODOLOGY**

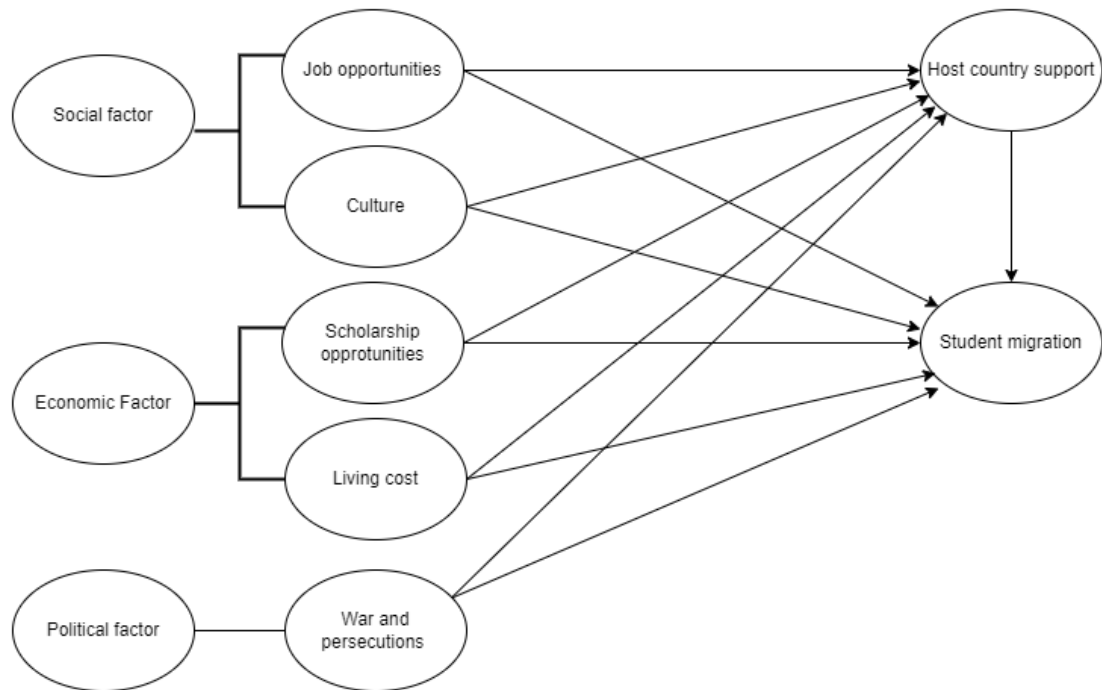
In comparison with the qualitative approach, the quantitative approach appears to be more scientific and gives more room for an extensive study, considering that the researcher gets to work with a larger sample. It is also commonly known that sample size is an important determinant of the reliability of research findings. This excited the preference for adopting a quantitative approach to conduct this study. Aspects such as sample size, demographics of respondents, and data-collection instruments will be discussed in this chapter.

### **3.1 Research Model**

The variables used in the design of this model were extracted from the literature to help conduct the study. In the framework, these variables include five independent variables such as social factors like job opportunities Jiani, (2017) and culture, economic factors like scholarship opportunities Branco Oliveira & Soares, (2016) and living costs Lee, (2014), political factors like war and persecutions Tamtekin Aydın, (2021), and one dependent variable (student migration). The variables are to interconnect appropriately with their suitable other and be moderated by gender, religion Tamtekin Aydın, (2021), and ethnicity and mediated by 'host country support'. The 'host country support' here is my proposed mediator which I presumed would be somewhere deep in the literature and which I sought to find out going forward.

**Figure 3-1**

*Conceptual Framework for student migration*



### **3.2 Population and Sampling**

The population will consist of a combination of international students from different accessible institutions in Bangladesh. According to the report of the University Grant Commission, Bangladesh (2019), the number of international students studying in Bangladesh was in 1949. Considering this number as the population of this study, the Krejcie, V.Morgan, & W., (1996) recommendation was adopted to select the sample size of 187 for this study.

Generally, a demographic of international students from various countries was targeted. Both male and female students from different majors and education levels took part in the survey. The sample was not randomly selected and, thus, a purposive sampling technique was adopted for selecting the sample size. The technique was decided as the most suitable alternative for the study given that the entire population was of international students studying in Bangladesh during the course of the research, and hence, everyone fit to be selected. Former international students were not considered in the study and subsequently, a sample size of 187 was accumulated.

### 3.3 Demographic of Respondents

Out of the sample of 187, responses were collected from nationals of 19 countries across 14 different universities. A summary of the demographic profiles of the participants are shown in the table below.

**Table 1**

*Demographic profile of the respondents*

Variables	Characteristics	Frequency	Percent
Geographic Location	Africa	128	68.449
	Arab	38	20.321
	Asia	21	11.230
Gender	Male	171	91.444
	Female	16	8.556
Age Range	23-28	110	58.824
	29-35	15	8.021
	17-21	59	31.551
	35 and above	3	1.604
Study Level	Bachelor	159	85.027
	Masters	26	13.904
	Diploma	2	1.070
University Type	International	145	77.540
	Private	34	18.182
	Public	8	4.278
Discipline	Engineering	162	86.631
	Business	3	1.604
	Medical	19	10.160
	Law	3	1.604
Religion	Islam	179	95.722
	Christian	2	1.070
	Hinduism	3	1.604
	Buddhism	3	1.604

### 3.4 Data Collection and Instrument

An online data collection instrument (google form) was used for the data collection in this study. The instrument was shared with the respondents through various online platforms such as WhatsApp, Facebook, and E-mails. The respondents were encouraged to carefully read the instructions before filling out the questionnaire and only one response was allowed for each respondent to ensure the maximum reliability of the instrument and prevent errors and erroneous responses.

The following figure shows the tabular representation of the 5-point scale instrument used for the data collection. The instrument consists of 37 items with each indicator carrying its appropriate items.

### **3.5 Instrument Development and validation**

The instrument used in this study was made from the composition of various items that had already been used for previous studies in the existing literature. In other words, several validated survey instruments from the literature have been studied to adopt the items for the current survey tool. Essentially, the items had already been validated by the previous studies. To further ensure even more certainty of the validity of the items, a repeated review of the literature was subsequently done. The items were then grouped separately to fit appropriately with their suitable constructs based on the relevance of the items to their allotted constructs. The items that were found to be extraneous to their constructs were ultimately eliminated and thus, the finalized instrument was developed. The tabular structure of the instrument used will be found in ‘Appendix B’ of the present report.

### **3.6 Ethics in the Study**

To shape the study by the moral principles of research, the researcher tried to adhere to the common ethics and norms in research. As the norms were supposed to promote the aims of the study, an inviting overview of the instrument was provided for the respondents to give them a full understanding of the impact of their responses on the study and to also encourage meticulous responses. Fabrication and falsification of information or data at any point were also avoided. The participation of the respondents was made voluntary and the respondents were also given the total freedom to withdraw their participation in any case of inconvenience. Moreover, as a digital instrument (google form) was used for the data collection, the privacy and anonymity of the respondents were ensured in the sense that, every individual participant would have sole access to their questionnaire.

Additionally, as all the participants of the survey were non-native to the host country that was being investigated, the use of discriminatory or inappropriate language was generally avoided in the formulation of the instrument.

Finally, after the careful formulation of the survey tool, collection of data, and strict adherence to general research ethics, the collected data was prepared for proper analysis as discussed in the next chapter.



## CHAPTER 4: DATA ANALYSIS AND FINDINGS

### 4.1 Introduction

The present chapter talks about the research methodology that has been followed for the current study and provided justification for choosing a research design suitable for the current study. The present chapter has 12 sections that deal with introduction; preliminary data examination including missing values computation, data normality, outliers detection, etc. followed by the demographic information of the respondents; assessment of using SEM; the evaluation of the measurement model including constructs validity and reliability; the assessment of the structural model including coefficient of determination (R), effect size, collinearity, and predictive relevance; the testing of direct hypotheses results; indirect hypotheses results and finally, a summary of the Chapter.

### 4.2 Preliminary Data Examination

The raw data presented in this section needs to be cleaned and screened before it is analyzed. There are a few main categories of problems to be solved which include non-response rate, data normality, missing observations, the accuracy of data input, and outliers (Tabachnick & Fidell, 2007).

#### 4.2.1 *Dealing With Missing Responses*

According to Sekaran and Bougie (2016) most social science research is conducted through a survey questionnaire. Many questionnaires remain incomplete if the survey is conducted manually (Zikumnd, 2003). Therefore, missing values are one of the common issues in the data analysis process (Tabachnick & Fidell, 2007). The missing values exist if the respondents do not respond or fail to respond to one or more items. These missing responses create problems in the quantitative data analysis process such as it reduces sample size due to non-response that reduces statistical power. It makes problems in multivariate analysis (Hair, 2006). However, the missing data is categorized into two groups such as 'ignorable' and 'not-ignorable'. Furthermore, the ignorable missing data type does not require any remedy for treating it which can even be part of the survey instrument. In the case of the non-ignorable missing data is a type of value that may be the results of the investigator's technical factors such as mistakes

with data-entering, or respondents' failure to reply or omit entries. However, for the present research, no missing data was found in the entire data set.

#### **4.2.2 Data Cleaning and Screening**

As soon as data was collected from the respondents through the survey questionnaire immediately the questionnaire data were given input into the SPSS software. All the statements in the questionnaire were positive questions and the items of the constructs were constructed by positive statements (Veal, 2005). In this research, the 5-point Likert options are used to answer the questions. The response is recorded as 5 if the statement strongly agrees, 1 for strongly disagree. The entire data was analyzed and screened using descriptive statistics and basic frequency distributions. Values that are out of range or incorrectly coded are detected straight away. For identifying the illegal, incorrect, and missing responses, the frequency test was done for each variable. Thus, the data input is given rightly without any incorrect, missing, or illegal values.

#### **4.2.3 Outliers**

Hair (2006) explain the outliers as any extreme values either very low or very high that make the distinction from other observations. It affects the data normality and influences the statistical analysis results (Tabachnick and Fidell, 2007). The outlier's presence in the data set due to four reasons which are; 1) lack of specified codes for missing data 2) entering cases that are not part of the target population from which the sample is collected, 3) including observation from the population but the distribution for the variable in the population has extreme values than the normal distribution, and 4) improper data entry. A case that has a certain extreme value on one variable is called as a univariate outlier (Tabachnick and Fidell, 2006). The problem of "extreme values" and their tolerance is not unequivocally characterized in the literature. The outliers can be calculated through the Z-score. According to Hair (2006) provided the thumb rule for considering the outliers, if the sample size is less than or equal to 80 then  $\pm 2.5$  or beyond is an outlier, however for a large number of sample size (above 80) the z score  $\pm 3.29$  or beyond consider as outliers. For the current study, the z score was calculated through SPSS where the values of every observation were changed to a standardized z score (Tabachnick & Fidell, 2007). The results indicated that there are no outliers present in the data set since the maximum value is 1.653 and the minimum value of the table is -2.850 is within the cutoff value  $\pm 3.29$  (see Table 2).

**Table 2***Result of univariate outliers based on standardized values*

Items	Minimum	Maximum
Zscore: JO1	-2.927	1.324
Zscore: JO1	-2.638	1.456
Zscore: JO2	-2.507	1.392
Zscore: JO3	-2.333	1.341
Zscore: JO4	-2.503	1.302
Zscore: JO5	-2.660	1.520
Zscore: C1	-2.428	1.663
Zscore: C2	-2.501	1.471
Zscore: C3	-2.608	1.439
Zscore: C4	-2.850	1.629
Zscore: C5	-2.565	1.351
Zscore: SO1	-2.408	1.577
Zscore: SO2	-2.493	1.458
Zscore: SO3	-2.339	1.352
Zscore: SO4	-2.668	1.472
Zscore: SO5	-2.580	1.624
Zscore: LC1	-2.545	1.611
Zscore: LC2	-2.310	1.653
Zscore: LC3	-2.408	1.577
Zscore: LC4	-2.316	1.425
Zscore: LC5	-2.579	1.525
Zscore: LC6	-2.395	1.543
Zscore: WP1	-2.342	1.595
Zscore: WP2	-2.438	1.561
Zscore: WP3	-2.516	1.761
Zscore: WP4	-2.599	1.692
Zscore: WP5	-2.778	1.729
Zscore: WP6	-2.551	1.553
Zscore: HS1	-2.342	1.657
Zscore: HS2	-2.443	1.609
Zscore: HS3	-2.340	1.457
Zscore: HS4	-2.677	1.574
Zscore: HS5	-2.551	1.553
Zscore: SM1	-2.326	1.692
Zscore: SM2	-2.451	1.596

Zscore: SM3	-2.328	1.491
Zscore: SM4	-2.681	1.595

#### 4.2.4 Assessment of Data Normality

It is necessary to check the data normality before doing any statistical analysis because the researchers choose the suitable test based on the data normality (Micceri, 1989). Micceri (1989) also commented that a significant amount of literature had been kept on the need for normal distribution in using analytical tools and techniques in the analysis. In opposite, in many cases, data are not a normal distribution. In assessing the data normality, many statistical analysis techniques are available such as box plots, skewness & kurtosis, Kolmogorov-Smirnov, histogram, etc. In real-life data, most of the cases data are not normally distributed in that cases researchers conduct non-parametric tests (Micceri, 1989). One of the widely accepted methods used for identifying the data distribution is skewness and kurtosis (Pallant, 2007). Skewness describes the symmetry of distribution and kurtosis refers to the ‘peakedness’ or the ‘flatness’ of distribution related to the normal distribution (Hair, 2006; Field, 2006). Hair et al. (2006) stated that positive skewness denotes distribution shifted to the left and tails off to the right; whereas negatively skewed distribution is reversed. In parametric data, the value of skewness is suggested to be zero which represents symmetric shape (Curran, 2006). Furthermore, the negative kurtosis value identifies a flatter distribution, while a positive value indicates peaked distribution. The kurtosis values less than 1 are considered negligible, and values from 1 to 10 are indicated moderate non-normality, while greater than 10 are an indication of severe non-normality (Holmes-Smith, Cunningham & Coote, 2006).

For the present research, the skewness and kurtosis results are presented in Table 3 and found no issue in data normality (Hair, 2006). Table 3 showed both positive and negative skewness and kurtosis values. Pallant (2007) said that “negative or positive skewness and kurtosis do not represent any problem until and unless they are within normal range”. Also, negative or positive values of skewness and kurtosis show the underlying nature of the construct that is being measured. The intensity of normality is also based on the sample size (Hair, 2006). The larger sample size reduces the negative effects of non-normality (Pallant, 2007; Hair, 2006). Besides, a large sample

size (more than 200 cases) has less effect than compared to small sample size (fewer than 50 cases) which shows serious effect.

For the present research, the sample size is 187 and the data was normally distributed as the skewness value for all of the items was found to be within  $\pm 2$ , and the kurtosis values of all items were also within  $\pm 2$  fulfil the requirement of Hair et al. (2006).

**Table 3**

*Assessment of data normality*

Items	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
JO1	3.754	0.941	-0.428	0.178	0.031	0.354
JO1	3.578	0.977	-0.220	0.178	-0.644	0.354
JO2	3.572	1.026	-0.363	0.178	-0.436	0.354
JO3	3.540	1.089	-0.445	0.178	-0.276	0.354
JO4	3.631	1.051	-0.421	0.178	-0.272	0.354
JO5	3.545	0.957	-0.205	0.178	0.059	0.354
C1	3.374	0.978	0.166	0.178	-0.666	0.354
C2	3.519	1.007	-0.068	0.178	-0.549	0.354
C3	3.578	0.988	-0.353	0.178	0.052	0.354
C4	3.545	0.893	0.068	0.178	-0.333	0.354
C5	3.620	1.021	-0.284	0.178	-0.168	0.354
SO1	3.417	1.004	0.085	0.178	-0.533	0.354
SO2	3.524	1.012	-0.160	0.178	-0.311	0.354
SO3	3.535	1.084	-0.398	0.178	-0.261	0.354
SO4	3.578	0.966	-0.186	0.178	-0.150	0.354
SO5	3.455	0.951	-0.190	0.178	0.184	0.354
LC1	3.449	0.962	-0.165	0.178	0.100	0.354
LC2	3.332	1.009	0.152	0.178	-0.562	0.354
LC3	3.417	1.004	-0.044	0.178	-0.315	0.354
LC4	3.476	1.069	-0.430	0.178	-0.055	0.354
LC5	3.513	0.975	-0.302	0.178	0.071	0.354
LC6	3.433	1.016	-0.081	0.178	-0.382	0.354
WP1	3.380	1.016	-0.103	0.178	-0.073	0.354
WP2	3.439	1.000	0.073	0.178	-0.514	0.354
WP3	3.353	0.935	0.076	0.178	-0.021	0.354
WP4	3.422	0.932	0.108	0.178	0.046	0.354
WP5	3.465	0.888	-0.034	0.178	0.351	0.354
WP6	3.487	0.975	-0.191	0.178	0.191	0.354
HS1	3.342	1.000	0.149	0.178	-0.514	0.354
HS2	3.412	0.987	-0.057	0.178	-0.082	0.354
HS3	3.465	1.054	-0.353	0.178	-0.060	0.354
HS4	3.519	0.941	-0.113	0.178	-0.020	0.354
HS5	3.487	0.975	-0.226	0.178	0.189	0.354
SM1	3.316	0.996	0.157	0.178	-0.501	0.354

SM2	3.422	0.988	-0.086	0.178	-0.089	0.354
SM3	3.439	1.047	-0.332	0.178	-0.055	0.354
SM4	3.508	0.935	-0.143	0.178	0.014	0.354

### 4.3 Assessment of Structural Equation Modelling (SEM)

Due to the inadequacy of first-generation data analysis tools and techniques such as SPSS and regression analysis, for explaining multi-layers links amongst independent as well as dependent variables at the same time provokes a huge number of researchers to use SEM as a substitute (Heinlein & Kaplan, 2004). In the previous decade around the time of strategic management, social science, and psychology SEM attracts researchers widely used in their analysis process (Chin, Peterson, and Brown, 2008). It explains a vast number of empirical data used to estimate the validity of fundamental theories of statistical models (Hoyle, 1995). It also estimates a particular theoretical model investigator applies the SEM technique to enable the testing of hypotheses related to the relationship between latent (unobserved) variables and observed variables (MacCallum and Austin, 2000). Weston and Gore (2006) identify Structural Equation Modeling as capable of examining and estimating relations for interactions among constructs/latent variables which is a distinctive feature of another technique of data analysis. In studying both the measurement model and structural properties of theoretical models, SEM is cast-off for its collective topographies of multiple regressions and factor analysis.

SEM is used as an important method in examining the linkage between variables, validating the instrument, and examining whether a specific model supports or rejects the theoretical assumptions with statistical data (Reinartz, Haenlein & Henseler, 2009). One of the benefits of SEM is to assess both the measurement and structural models in one technique. SEM also facilitates concurrent modeling of the relationship between multiple independent and dependent variables (Hair, 2010). It is not only capable to conform the errors (measurement errors) of experimental variables into the hypothesized model but also permits doing factor analysis (Gefen, 2000). It is essential to comprehend SEM properly before using SEM. There are two approaches to SEM such as CB-SEM and VB-SEM. Both the methods are entitled to a specific study context (Hair, 2013).

The conceptual model is drawn using Smart-PLS software for simulation in evaluating the effect of manifest variables. The PLS simulation of the model is done by assessing and estimating different parameters which include items' loading, validity, and reliability tests. It comprises a 2-step procedure as recommended by Henseler (2009) which contains estimating PLS model parameters distinctly by resolving the requirements of the measurement model followed by calculating the proposed relationships results of a structural model.

#### **4.4 Assessment of the Measurement Model**

In the measurement model evaluation step, the composite reliability and Cronbach's alpha are examined for assessing construct reliability. Secondly, convergent validity and discriminant validity were also checked to observe that the items have adequate capacity to converse towards their construct and in the case of discriminant validity we observe that all the constructs are distinctive and separate from each other. Chin (1998) stated that the measurement model or the outer model is assessed for factor analysis where it examines that the observed variables are loaded on their underlying latent variable. The measurement model requirements for model fit are

##### ***4.4.1 Construct Validity and Reliability***

Checking the item level reliability is the first criteria for examining the internal consistency of the items by measuring whether the items are internally consistent. Particularly, the underlying constructs explain the items variance which signifies item reliability. Chin (1998) recommends that the latent variable proves the standardized factor loadings which required more than or equal to 0.50 or 50%. Henseler (2009) recommend that the factor loadings need to be higher than 0.70. However, Churchill, (1995) suggests that the outer loadings should not be less than 0.4. Table 4 presents the result of the measurement model analysis which shows that the outer loadings are between **0.686 to 0.873** which is beyond the minimum threshold criterion (Churchill, 1979; Chin, 1998; Henseler, 2009; Hair, 2006).

Bagozzi and Baumgartner, (1994) suggest that although the individual item level reliability is sufficient, the construct's reliability is still suggested to examine the group of items' reliability under the same construct. Items that share the same constructs show within themselves a greater relationship which is created by construct-level reliability. In the current study, the construct-level reliability is examined by Cronbach's  $\alpha$ , and

composite reliability where is measured that how well all allotted items are represented in their constructs (Fornell & Larcker, 1981), Cronbach’s  $\alpha$  estimates the internal constancy for checking uni-dimensionality of multi-item scale’s (Cronhach, 1951). Table 4 presented that Cronbach’s  $\alpha$  is above the cut-off value of 0.7 (Cronbach, 1951) and the composite reliability is bigger than the recommended value of 0.70 (Nunnally and Bernstein, 1994).

Convergent validity is a set of observed variables that precisely represents the underlying theoretical concept (Hair et al., 2006). Specifically, convergent validity determines that the correlation between the responses that have been collected through various ways represents the same variable (Peter, 1981). In another sense, it indicates the set of items should signify the same underlying construct that can be verified by their uni-dimensionality (Henseler, 2009). In the current research, convergent validity is tested by using the universally established method “Average Variance Extracted” (AVE) (Hair, 2006; Tabachnick & Fidell, 2007; Henseler, 2009). Table 3 shows the AVE for each latent variable is bigger than the suggested value of 0.5 (50%) which indicates that each construct can explain more than half of the variance to its measuring items on average (Fornell & Larcker, 1981).

**Table 4**

*Internal consistency and convergence validity results*

Constructs	Items	FL	CA	CR	AVE
Culture	C1	0.767			
	C2	0.751			
	C3	0.855	0.874	0.908	0.666
	C4	0.827			
	C5	0.873			
Host Country Support	HCS1	0.784			
	HCS2	0.719			
	HCS3	0.854	0.863	0.902	0.649
	HCS4	0.781			
	HCS5	0.881			
Job Opportunity	JO1	0.847			
	JO2	0.868			
	JO3	0.805	0.894	0.919	0.693
	JO4	0.829			
	JO5	0.813			
Living Cost	LC1	0.829			
	LC2	0.833	0.901	0.924	0.670
	LC3	0.738			

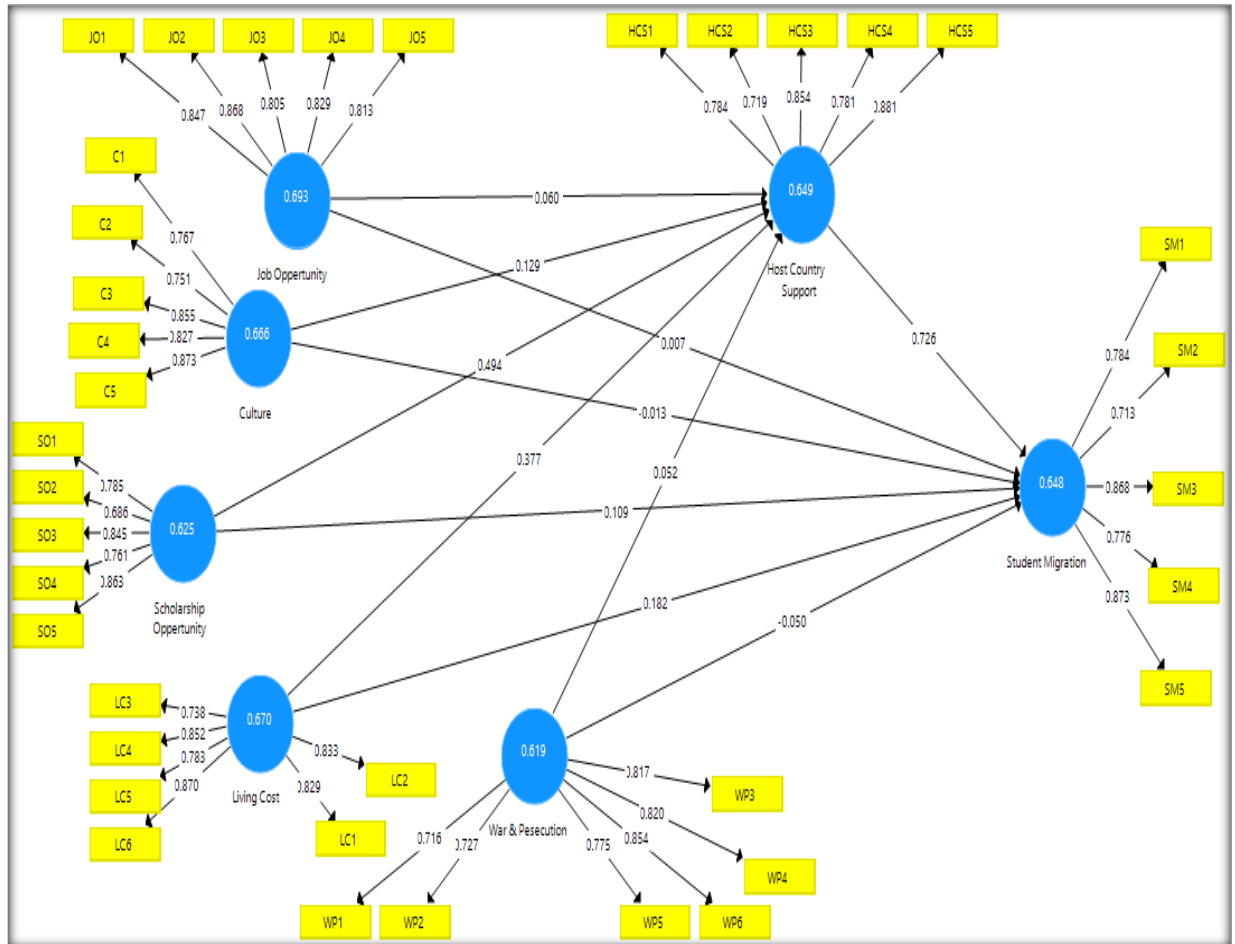


	LC4	0.852			
	LC5	0.783			
	LC6	0.870			
Student Migration	SM1	0.784			
	SM2	0.713			
	SM3	0.868	0.848	0.892	0.625
	SM4	0.776			
	SM5	0.873			
Scholarship Opportunity	SO1	0.785			
	SO2	0.686			
	SO3	0.845	0.862	0.902	0.648
	SO4	0.761			
	SO5	0.863			
War & Persecution	WP1	0.716			
	WP2	0.727			
	WP3	0.817	0.881	0.907	0.619
	WP4	0.820			
	WP5	0.775			
	WP6	0.854			

Notes: CR: Composite Reliability; AVE: Average Variance Extracted; CA: Cronbach's Alpha

**Figure 4-1**

*Presented factor loadings and AVE of all the constructs through PLS*



**4.4.2 Measurement of Discriminant Validity**

Discriminant validity determines the difference between one construct from other constructs. It has many approaches for determining discriminant validity like hetero-trait and mono-trait HTMT, Cross Loading, and Fornell Larcker. The first criterion for confirming the discriminant validity is Fornell Larcker. As per the Fornell Larcker criteria, the value of the square root of AVE of one construct must be higher than the value of inter-correlations between the constructs. As presented in Table 5, the square roots of the AVE values of all variables are higher than their respected inter-correlation values.

**Table 5**

*Discriminant Validity – Fornell and Lacker Criterion*

Constructs	Culture	HCS	JO	LC	SO	SM	WP
Culture	0.816						

Host Country Support	0.690	0.806						
Job Opportunity	0.248	0.162	0.833					
Living Cost	0.642	0.722	0.186	0.819				
Scholarship Opportunity	0.532	0.623	0.011	0.667	0.790			
Student Migration	0.680	0.648	0.162	0.635	0.613	0.805		
War & Persecution	0.060	0.186	-0.102	0.159	0.147	0.128	0.787	

The off-diagonal values are the correlations between latent variables, and the diagonal is the square root of AVE.

The second approach for discriminant validity estimation is Cross loading matrix researchers check the loading and cross-loadings of each item. According to this approach, the loadings of items with their construct are higher than the cross-loadings with other constructs ensuring the discriminant validity. The differences between the loading and cross-loadings should be at least 0.1 meaning the loading with its construction would be 0.1 higher than the cross-loading with others. Table 6 presents that all of the items are loaded with the highest values with their constructs at least 0.1 higher than the cross-loaded with other constructs.

**Table 6**

*Discriminant Validity - Cross Loadings*

Items	Culture	HCS	JO	LC	SO	SM	WP
C1	0.767	0.508	0.207	0.639	0.376	0.488	0.031
C2	0.751	0.521	0.195	0.532	0.406	0.509	0.054
C3	0.855	0.603	0.222	0.617	0.465	0.595	0.064
C4	0.827	0.588	0.188	0.595	0.463	0.584	0.015
C5	0.873	0.588	0.202	0.646	0.453	0.587	0.080
HCS1	0.508	0.784	0.093	0.594	0.639	0.549	0.125
HCS2	0.553	0.719	0.173	0.535	0.601	0.643	0.139
HCS3	0.604	0.854	0.131	0.610	0.722	0.642	0.126
HCS4	0.518	0.781	0.121	0.578	0.630	0.543	0.176
HCS5	0.595	0.881	0.141	0.692	0.715	0.626	0.185
JO1	0.174	0.097	0.847	0.139	-0.063	0.075	-0.113
JO2	0.268	0.204	0.868	0.207	0.080	0.188	-0.082
JO3	0.206	0.105	0.805	0.115	-0.011	0.136	-0.100
JO4	0.182	0.122	0.829	0.147	0.018	0.132	-0.092
JO5	0.139	0.078	0.813	0.123	-0.069	0.075	-0.027
LC1	0.566	0.676	0.115	0.829	0.533	0.669	0.154
LC2	0.564	0.616	0.174	0.833	0.484	0.643	0.125
LC3	0.590	0.616	0.207	0.738	0.538	0.628	0.094
LC4	0.653	0.540	0.155	0.852	0.616	0.537	0.157
LC5	0.619	0.561	0.140	0.783	0.528	0.681	0.097
LC6	0.645	0.517	0.131	0.870	0.570	0.533	0.145
SM1	0.501	0.543	0.103	0.694	0.620	0.784	0.082
SM2	0.534	0.638	0.164	0.653	0.577	0.713	0.052
SM3	0.604	0.526	0.140	0.523	0.524	0.868	0.098
SM4	0.511	0.560	0.105	0.585	0.636	0.776	0.150
SM5	0.583	0.532	0.144	0.706	0.506	0.873	0.129
SO1	0.344	0.611	-0.045	0.516	0.785	0.604	0.095
SO2	0.426	0.542	0.046	0.522	0.686	0.589	0.062

SO3	0.527	0.548	0.058	0.612	0.845	0.720	0.131
SO4	0.333	0.602	-0.031	0.419	0.761	0.574	0.150
SO5	0.455	0.523	0.009	0.555	0.863	0.711	0.138
WP1	0.059	0.123	-0.113	0.151	0.087	0.087	0.716
WP2	-0.066	0.047	-0.138	0.054	0.083	0.010	0.727
WP3	0.056	0.163	-0.037	0.109	0.095	0.088	0.817
WP4	0.098	0.168	-0.080	0.139	0.162	0.153	0.820
WP5	0.000	0.128	-0.048	0.087	0.067	0.080	0.775
WP6	0.038	0.172	-0.112	0.156	0.157	0.109	0.854

The third criterion for evaluating the discriminant validity is HTMT. This method is considered the better method than the other two methods (cross-loadings and Fornell larcker). Henseler (2015) suggested that the values of HTMT must be lower than 0.90. In the current research, the height HTMT value revealed 0.838, as presented in Table 7 which achieved the discriminant validity as the value is less than 0.90.

**Table 7**

*Results of Heterotrait-Monotrait Ratio (HTMT)*

Constructs	Culture	HCS	JO	LC	SO	SM	WP
Culture							
Host Country	0.795						
Support							
Job Opportunity	0.262	0.166					
Living Cost	0.838	0.632	0.196				
Scholarship Opportunity	0.613	0.657	0.086	0.761			
Student Migration	0.783	1.095	0.165	0.648	0.648		
War & Persecution	0.093	0.199	0.127	0.165	0.166	0.139	

After assessing the measurement model and getting it fit the next step is to evaluate the structural model's validity. For assessing the structural model numerous criteria need to assess such as coefficient of determination ( $R^2$ ), path coefficient ( $\beta$ ), effect size ( $f^2$ ), predictive relevance ( $Q^2$ ), and collinearity (Inner VIF). When these criteria are fulfilled, the next step is to observe a causal relationship between independent and dependent variables. The structural model showed the theoretical model to assess the inner path model with a series of structural equations (Chin (2010), For assessing the structural model in this current study, the required measures used are: the coefficient of determination ( $R^2$ ) for endogenous variable, path coefficient ( $\beta$ ), prediction relevance ( $q^2$ ), effect size ( $f^2$ ), and collinearity (inner VIF) (Chin 2010; Henseler et al., 2009). The required thump role value and explanation for each benchmark are presented in a stepwise test of the structural model.

#### 4.4.3 Coefficient of Determination ( $R^2$ )

Klarner and Raisch (2013) suggested that the coefficient of determination ( $R^2$ ) is the central criterion for assessing the structural model.  $R^2$  square determines the variance described by the endogenous construct. Cohen (1998) recommended that the  $R^2$  value from 0.02 to 0.12 represents weak, the values between 0.13 to 0.25 represent moderate, and the value above 0.25 represents a substantial coefficient of determination. So, the  $R^2$  results of this research presented in Table 8 where  $R^2$  values of all endogenous variables are above 25% demonstrate a substantial acceptable prediction level in empirical research (Cohen, 1989).

**Table 8**

*R-square result*

Endogenous Variables	R Square	R Square Adjusted
Host Country Support	0.826	0.821
Student Migration	0.914	0.911

Substantial > 0.25; Moderate > 0.12, Weak > 0.02 (Cohen, 1989)

#### 4.4.4 Effect Size ( $f^2$ )

$F^2$  represents the effect size. The  $F^2$  value from 0.02 to 0.15 represents a small effect while the value from 0.15 to 0.35 represents a medium effect, and the  $F^2$  values above 0.35 represent a large effect (Sarstedt, Ringle & Hair, 2017). The revealed results indicate that the effect of culture and job opportunity on host country support has a small effect as the  $f^2$  values are between 0.02 to 0.15. In addition, living costs and scholarship opportunities have a large effect on host country support. However, war & persecution does not affect the host country support. On the other hand, living costs, and scholarship opportunities have a small effect on student migration. Host country support has a large effect on student migration. However, culture, job opportunity, and war & persecution do not affect student migration as the results are less than 0.02 presented in Table 9 below.

**Table 9**

*F-square result*

Exogenous Variables	Host Country Support	Student Migration
Culture	0.041	0.001
Host Country Support		0.772
Job Opportunity	0.028	0.001
Living Cost	0.276	0.102
Scholarship Opportunity	0.748	0.042
War & Persecution	0.015	0.007

Large:  $f^2$  effect size > 0.34; Medium effect > 0.14; Small: 0.0 > 0.01 (Cohen, 1988)

#### 4.4.5 Result of Multicollinearity (Inner VIF)

According to Yoo, Mayberry, Bae, Singh & Lillard (2014), multicollinearity means when common indicators exist among several constructs that create the issue of multicollinearity. It is the correlation between two or more independent variables. Hair (2010) recommended that a researcher must proceed multicollinearity test of his data set before going for a model test. The multicollinearity can be identified by computing the correlation coefficient. Hair (2010) also recommended that if the correlation of coefficient values is higher than 0.9 then assuming the collinearity issue exists. Variance Inflation Tolerance (VIF) can be employed for detecting multicollinearity problems instead of using a correlation coefficient in the case of Smart-PLS. If the inner VIF values are less than five assume that the variables are free from multicollinearity. However, if the inner VIF values are higher than five then the corresponding items must be deleted to make the data set free from collinearity. In the present research, the inner VIF values found from measurement model results where the inner VIF values of all the constructs were less than five. However, Pallant (2007), suggested that if the inner VIF values are bigger than 10 and less than 0.1, it considers that multicollinearity exists. The revealed results of inner VIF shown in Table 10 found that the highest inner VIF value is 3.780 and the lowest VIF value is 1.051 which indicates no presence of multicollinearity in exogenous variables.

**Table 10**

*Result of multicollinearity – Inner VIF values*

Exogenous Variables	Host Country Support	Student Migration
Culture	2.326	2.422
Host Country Support		3.737
Job Opportunity	1.112	1.132
Living Cost	2.963	3.780
Scholarship Opportunity	1.870	3.270
War & Persecution	1.051	1.067

#### 4.4.6 Predictive Relevance ( $Q^2$ value)

The  $Q^2$  test is considered to examine the predictive capabilities for assessing the predictive capabilities of the structural model. The predictive capabilities ( $Q^2$ ) are computed by the recommendation given by Stone-Geisser (Geisser, 1975; Stone, 1974). As per their recommendation, the model must be able to predict the items of the dependent variables, if the  $Q^2$  value is bigger than zero. The predictive relevance ( $Q^2$ ) must be more than zero to validate the predictive relevance of the model (Chin,

1998). Chin (1998) and Wold (1982) stated that a sample reprocess technique facilitates the assessment of the model's cross-validation. The model has adequacy of predictive relevance if the  $Q^2$  value is greater than zero (Fornell & Cha, 1994). For getting the  $Q^2$  value of the model, a blindfolding test is run to compute the  $Q^2$  value. The entire model demonstrates an adequate fit and high predictive relevance as  $Q^2$  values are bigger than zero which is shown in Table 11 below.

**Table 11**

*Result of predictive relevance*

Endogenous Variables	CCR $Q^2 (=1-SSE/SSO)$	CCC $Q^2 (=1-SSE/SSO)$
Host Country Support	0.526	0.473
Student Migration	0.581	0.473

CCC=Construct Cross-validated Communality, CCR=Construct Cross-validated Redundancy

#### **4.4.7 Direct Effect (path coefficient) Analysis**

The path coefficient in Smart-PLS is similar to the standardized  $\beta$  in the multiple regression analysis. Chin (1998) recommended that the bootstrapping technique estimates  $t$  statistics and confidence intervals since PLS doesn't have any data normality requirements. To examine the significant relationship, the structural model was run through bootstrapping procedure to see the inner path results. All the individual hypothetical path in the research framework was observed through the regression coefficient ( $\beta$ ). The  $\beta$  value was examined to check the proposed hypotheses results in the structural model. As per the previous study, the path coefficient result should be at least 0.1 to consider a particular effect in the model (Hair, 2011; Wetzels, 2009). Table 12 shows the path coefficient evaluation outcome where out of eleven hypotheses, there are seven hypotheses were supported. The supported hypotheses are significant at least at the level of 0.05, have expected positive sign directions, and consist of a path coefficient value ( $\beta$ ) ranging from 0.060 to 0.726. Table 12 displayed that out of eleven hypotheses seven direct hypotheses were significant as the  $p$  values are less than 0.05.

The highly significant path ( $t=6.198$ ) was found between Host Country Support and Student Migration ( $\beta=0.726$  or 72%), the second highly significant path ( $t=5.577$ ) was between Scholarship Opportunity and Host Country Support ( $\beta=0.494$  or 49%), the third highly significant path was between Living Cost and Host Country Support as the ( $t=3.848$ ) and the  $\beta=0.377$  or 37%. The fourth highly significant path was between

Living costs and Student Migration as the  $t=2.498$  and the  $\beta=0.184$  or 18%. The fifth highly significant path was between Scholarship Opportunity and Student Migration as the  $t=2.138$  and the  $\beta=0.109$  or 10%. The sixth highly significant path was between Job Opportunity and Host Country Support as the  $t=2.087$  and the  $\beta=0.060$  or 6%. The seventh significant path was between Culture and Host Country Support as the  $t=2.002$  and the  $\beta=0.129$  or 12%. However, the paths among Job Opportunity and Student Migration, Culture and Student Migration, War & Persecution and Student Migration, and War & Persecution and Host Country Support do not have any significant relationship as their p-values are higher than 0.05. Thus, the proposed hypotheses revealed not supported.

**Table 12**

*Path coefficient result*

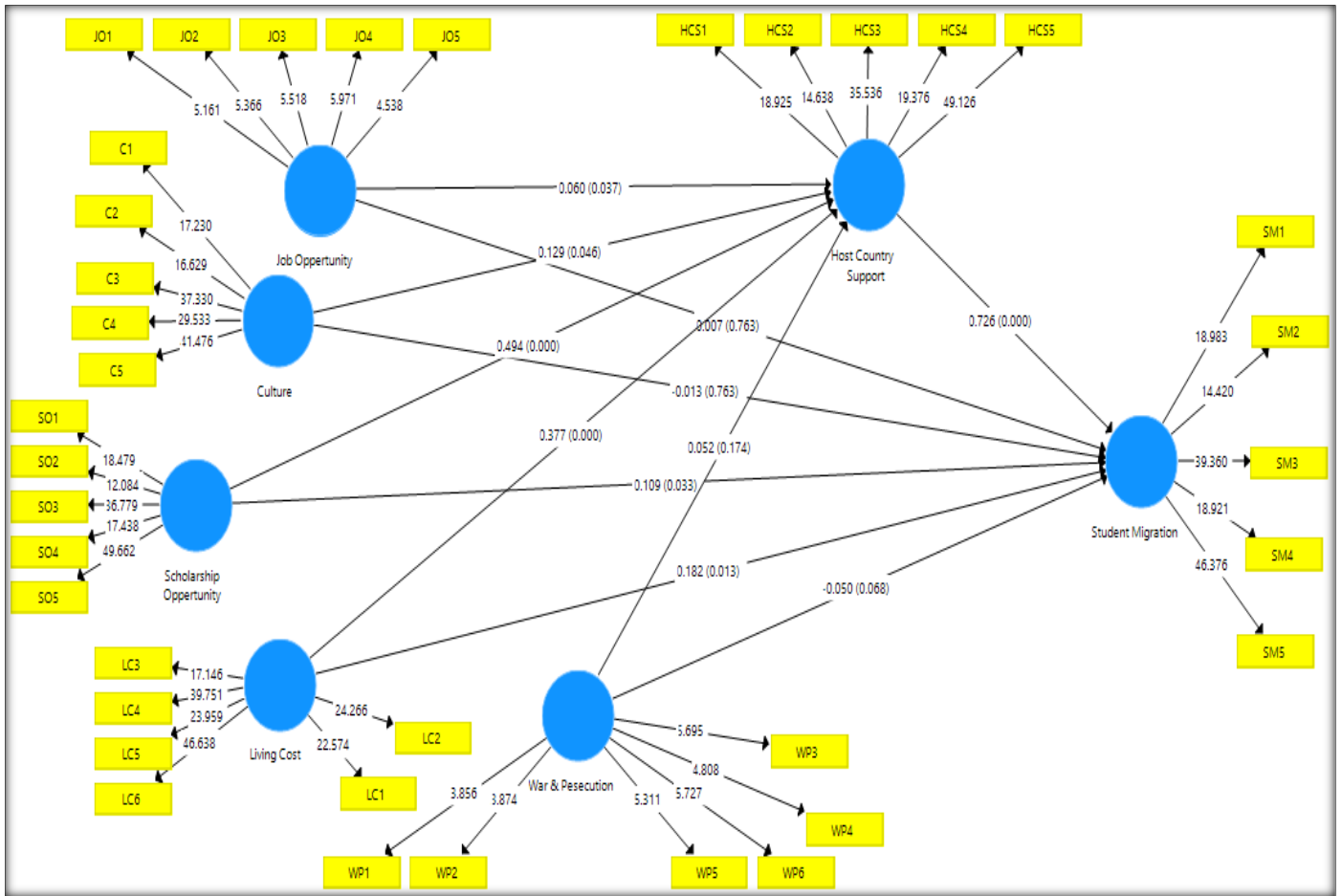
Hypotheses	OS/Beta	Bias corrected 95% confidence interval		T	P	Decision
		LL	UL			
H1: Job Opportunity -> Student Migration	0.007	-0.032	0.066	0.302	0.763	Not Supported
H2: Culture -> Student Migration	-0.013	-0.091	0.082	0.302	0.763	Not Supported
H3: Scholarship Opportunity -> Student Migration	0.109	0.024	0.229	2.138	0.033	Supported
H4: Living Cost -> Student Migration	0.182	0.069	0.351	2.498	0.013	Supported
H5: War & Persecution -> Student Migration	-0.050	-0.122	-0.012	1.831	0.068	Not Supported
H6: Job Opportunity -> Host Country Support	0.060	0.003	0.116	2.087	0.037	Supported
H7: Culture -> Host Country Support	0.129	0.002	0.262	2.002	0.046	Supported
H8: Scholarship Opportunity -> Host Country Support	0.494	0.319	0.662	5.577	0.000	Supported
H9: Living Cost -> Host Country Support	0.377	0.191	0.579	3.848	0.000	Supported
H10: War & Persecution -> Host Country Support	0.052	-0.046	0.112	1.360	0.174	Not Supported
H11: Host Country Support -> Student Migration	0.726	0.463	0.922	6.198	0.000	Supported

Significant:  $p < 0.05$



**Figure 4-2**

*Structural model with t-values (Bootstrapping results)*



#### 4.5 Indirect (mediation) Effect Analysis

For the mediating analysis, the bootstrapping technique was applied for this research which was suggested by Hair (2013). Bootstrapping is a robust technique for testing the mediation effect which is a nonparametric resampling procedure that has manifested itself (Zhao, 2010; Shrout and Bolger, 2002; Hayes, 2009). Many researchers hold the position that direct effect can become insignificant when mediation analysis is conducted (Zhao, 2010; Shrout & Bolger, 2002). This is due to a significant direct relationship that may not be recognized for various extraneous factors or because of the small sample size or inadequate predictive power to show the present effect. Thus, the mediation analysis is the most crucial aspect to observe the indirect effect (Hayes & Rockwood, 2016). Table 13 illustrated the bootstrapping results for the indirect effect where the

bootstrapping analysis was managed to illustrate the indirect effect of HCS. The effect of independent variables on dependent variables through HCS where the mediation effect was confirmed to be statistically significant. The results of the mediation analysis are presented in Table 13 where among the five mediating hypotheses through HCS, four mediating hypotheses were supported and one hypothesis was not supported. The mediating paths such as Job Opportunity -> HCS -> Student Migration, Culture -> HCS -> Student Migration, Scholarship Opportunity -> HCS -> S. Migration, and Living Cost -> HCS -> Student Migration found statistically significant as their p values are less than 0.05. Additionally, both the values of LL and UL revealed positive meaning with no zero in between confirming a significant mediating effect. Furthermore, the mediation among the paths such as Job Opportunity -> HCS -> Student Migration, and Culture -> HCS -> Student Migration have full mediation as they do not have a direct significant effect. However, the paths such as Scholarship Opportunity -> HCS -> S. Migration, and Living Cost -> HCS -> Student Migration have partial mediation as their direct relationships are found significant.

However, the mediating paths such as CPB -> PEU -> US, OC -> PEU -> US, TPB -> PEU -> US, and TS -> PEU -> US revealed statistically not significant as their p values are higher than 0.05. On the other hand, the path War & Persecution -> HCS -> Student Migration does not reveal any mediation effect as the p-value is higher than 0.05 and the t-value is lower than 1.96, in addition, the value of LL is negative and UL showed positive meaning zero exists in between confirming no mediation effect.

**Table 13**

*Mediation result*

Hypotheses	OS/Beta	Bias corrected 95% confidence interval		T	P	Decision
		LL	UL			
H12: Job Opportunity -> HCS -> Student Migration	0.092	0.005	0.096	2.834	0.037	Supported
H13: Culture -> HCS -> Student Migration	0.094	0.006	0.207	2.798	0.033	Supported
H14: Scholarship Opportunity -> HCS -> S. Migration	0.359	0.185	0.514	4.147	0.000	Supported
H15: Living Cost -> HCS -> Student Migration	0.274	0.138	0.446	3.360	0.001	Supported
H16: War & Persecution -> HCS -> Student Migration	0.038	-0.027	0.080	1.380	0.168	Not Supported

Significant: p < 0.05 Summary of the Hypotheses Testing Result

**4.5.1 Moderation Effect of Gender Based on Individual Path**

The presence of moderation effects is established in the overall structural model, proceed to test moderation effect on the individual paths. Researcher follows the test of Hair (2010) and according to him; for a two-group moderator, moderation effect is established if: 1) Beta for the one group

is significant while beta for the other group is non-significant, 2) Both Betas for both groups are significant, however beta for one group is positive while beta for the other group is negative. The below Table 14 presented the individual paths of all relationships with student migration and host country support. Smart-PLS 3.3.3 was employed to test multi group analysis (MGA) of all individual paths. For the present study, data was separated into two groups based on gender. On group of data was male and another group was female. The results revealed that among the nine individual paths four individual paths are moderated and five paths were not moderated because there are no changes in results between male and female. The individual paths which were moderated such as Living Cost -> Student Migration, War & Persecution -> Student Migration, Job Opportunity -> Host Country Support, and S. Opportunity -> Host Country Support due to their one group were significant and another group were not significant. Table 14 showed the MGA results based on gender.

**Table 14**

*Moderation Effect of Gender Results with Individual Path*

Relationship	Beta (Female)	Beta (Male)	STDEV (Female)	STDEV (Male)	p-Value (Female)	p-Value (Male)	Decision
Job Opportunity -> Student Migration	-0.002	0.004	0.003	0.017	0.600	0.815	No Moderation
Culture -> Student Migration	0.004	-0.007	0.005	0.037	0.439	0.859	No Moderation
S. Opportunity -> Student Migration	-0.001	0.095	0.010	0.049	0.937	0.053	No Moderation
Living Cost -> Student Migration	-0.030	0.180	0.037	0.074	0.427	0.015	Moderated
War & Persecution -> Student Migration	-0.001	-0.033	0.003	0.015	0.650	0.026	Moderated
Job Opportunity -> Host Country Support	0.020	0.040	0.036	0.020	0.573	0.047	Moderated
S. Opportunity -> Host Country Support	0.125	0.447	0.148	0.086	0.401	0.000	Moderated
War & Persecution -> Host Country Support	0.065	0.040	0.058	0.023	0.268	0.079	No Moderation
Host Country Support -> Student Migration	1.028	0.738	0.038	0.117	0.000	0.000	No Moderation

**4.5.2 Moderation Effect of Gender Based on Individual Path**

The presence of moderation effects is established in the overall structural model, proceed to test moderation effect on the individual paths. Researcher follows the test of Hair (2010) and according to him; for a two-group moderator, moderation effect is established if: 1) Beta for the one group is significant while beta for the other group is non-significant, 2) Both Betas for both groups are significant, however beta for one group is positive while beta for the other group is negative. The below Table 15 presented the individual paths of all relationships with student migration and host country support. Smart-PLS 3.3.3 was employed to test multi group analysis (MGA) of all individual paths. For the present study, data was separated into three groups based on geographical location such as Africa, Arab, and Asia. On group of data was Africa, second group of data was Arab and third group was Asia. The results revealed that among the nine individual paths six

individual paths are moderated and three paths were not moderated because there are no changes in results among Africa, Arab, and Asia. The individual paths which were moderated such as Scholarship Opportunity -> Student Migration, Living Cost -> Student Migration, Job Opportunity -> Host Country Support, Scholarship Opportunity -> Host Country Support, War & Persecution -> Host Country Support, Host Country Support -> Student Migration due to their one group were significant and other group/groups were not significant. Table 15 shows the MGA results based on geographical location.

**Table 15**  
*Moderation Effect of Geographical Location Results with Individual Path*

Relationship	Beta (Africa)	Beta (Arab)	Beta (Asia)	STDEV (Africa)	STDEV (Arab)	STDEV (Asia)	p-Value (Africa)	p-Value (Arab)	p-Value (Asia)	Decision
Job Opportunity -> Student Migration	-0.026	-0.002	0.272	0.024	0.004	0.274	0.277	0.550	0.321	No Moderation
Culture -> Student Migration	-0.035	0.000	0.069	0.047	0.006	0.327	0.456	0.953	0.834	No Moderation
Scholarship Opportunity -> Student Migration	0.147	-0.004	0.247	0.143	0.006	0.275	0.021	0.575	0.369	Moderation
Living Cost -> Student Migration	0.170	-0.010	0.285	0.107	0.020	0.226	0.001	0.613	0.000	Moderation
War & Persecution -> Student Migration	-0.035	0.002	-0.168	0.030	0.004	0.266	0.246	0.638	0.527	No Moderation
Job Opportunity -> Host Country Support	0.011	0.102	0.151	0.023	0.063	0.217	0.650	0.105	0.000	Moderation
Scholarship Opportunity -> Host Country Support	0.556	0.395	0.109	0.134	0.177	0.254	0.000	0.026	0.669	Moderated
War & Persecution -> Host Country Support	0.000	0.034	0.545	0.040	0.072	0.230	0.996	0.640	0.018	Moderated
Host Country Support -> Student Migration	0.714	1.011	0.482	0.174	0.021	0.422	0.000	0.000	0.254	Moderated

Table 16 below presents the summary of all the hypotheses where out of sixteen hypotheses eleven were accepted and the rest five were rejected.

**Table 16**  
*Summary of all hypotheses results*

No.	Hypotheses	Results
H1	Job Opportunity has a significant effect on Student Migration	Not Supported
H2	Culture has a significant effect on Student Migration	Not Supported
H3	Scholarship Opportunity has a significant effect on Student Migration	Supported
H4	Living Cost has a significant effect on Student Migration	Supported
H5	War & Persecution has a significant effect on Student Migration	Not Supported
H6	Job Opportunity has a significant effect on Host Country Support	Supported
H7	Culture has a significant effect on Host Country Support	Supported
H8	Scholarship Opportunity has a significant effect on Host Country Support	Supported
H9	Living Cost has a significant effect on Host Country Support	Supported
H10	War & Persecution has a significant effect on Host Country Support	Not Supported

H11	Host Country Support has a significant effect on Student Migration	Supported
H12	HCS has a significant mediating role in between Job Opportunity and Student Migration	Supported
H13	HCS has a significant mediating role in between Culture and Student Migration	Supported
H14	HCS has a significant mediating role in between Scholarship Opportunity and S. Migration	Supported
H15	HCS has a significant mediating role in between Living Cost and Student Migration	Supported
H16	HCS has no significant mediating role in between War & Persecution and Student Migration	Not Supported

#### 4.6 Chapter Summary

The Chapter starts with the initial data inspection, which includes missing responses, recording, cleaning, screening, outliers, and a test of normality. A total of 187 cases are found to be usable for the analysis process. For demographic profile analysis, descriptive (frequency) statistics are used which consist of nine variables. Reliability is checked for all the composite variables, and all of them are considered acceptable. All the validity tests are also carried out through testing face validity, degrees of freedom, content validity, and the p-value that must be  $< 0.05$  for significance. A hypothesized measurement model is developed for testing through the use of a two-stage SEM method. The 37 items are used to test the model. PLS Algorithm is conducted to analyze the components of all constructs where all the items have sufficient factor loadings which are higher than 0.7. In the case of internal consistency, all the values were more than 0.7 which achieved the requirements of internal consistency. The convergent validity also achieved its required AVE values of all constructs which are 0.50 and all the items' loadings were higher than 0.70, similarly, discriminant validity was also achieved by fornell larcker, cross-loadings, and HTMT, all observed variables are loaded on their respective latent variable, and the square roots of AVE for each construct are higher than its inter-correlation confirmed discriminant validity. All the dimensions attained construct reliability, convergent validity, and discriminant validity. Furthermore, the evaluation of the structural model indicates satisfactory results. The coefficient of determination ( $R^2$ ) is revealed substantial. Moreover, among the sixteen proposed paths, there are eleven paths

found supported in the structural model and five hypotheses revealed rejected. The upcoming chapter provides a detailed discussion of the main findings.

## CHAPTER 5: DISCUSSION

This study was conducted to investigate the motivation behind international students' decision-making to study in Bangladesh. The study was also conducted in an attempt to propound a piece of essential information that recruiters of international students can use to expand the international education market in the country. Existing studies have highlighted various factors leading to the decision-making by international students to depart their home countries for education overseas. The findings of those studies usually vary based upon the demographics of the concerned international students as well as the aspects of the host countries. For this purpose, a set of sixteen hypotheses were extracted from the framework designed for the study. As the study sought to answer three research questions, the hypotheses were divided into three groups.

To evaluate the reliability of the instrument used for this study, the indicators along with their constructs were analyzed using the PLS-SEM algorithm and thus, their factor loadings and Cronbach's alpha results were obtained. Additionally, the structural model in this study was run through bootstrapping procedure to see the inner path results. All the individual hypothetical paths in the research framework were observed through the regression coefficient ( $\beta$ ). The  $\beta$  value was examined to check the proposed hypotheses results in the structural model. As per the previous study, the path coefficient result should be at least 0.1 to consider a particular effect in the model (Hair, Ringle, et al., 2014; Wetzels, Odekerken-schröder, & Oppen, 2015).

The highly significant path ( $t=6.198$ ) was found between Host Country Support and Student Migration ( $\beta=0.726$  or 72%), the second highly significant path ( $t=5.577$ ) was between Scholarship Opportunity and Host Country Support ( $\beta=0.494$  or 49%), the third highly significant path was between Living Cost and Host Country Support as the ( $t=3.848$ ) and the  $\beta=0.377$  or 37%. The fourth highly significant path was between Living Cost and Student Migration as the  $t=2.498$  and the  $\beta=0.184$  or 18%. The fifth highly significant path was between Scholarship Opportunity and Student Migration as the  $t=2.138$  and the  $\beta=0.109$  or 10%. The sixth highly significant path was between Job Opportunity and Host Country Support as the  $t=2.087$  and the  $\beta=0.060$  or 6%. The seventh significant path was between Culture and Host Country Support as the  $t=2.002$  and the  $\beta=0.129$  or 12%. However, the paths among Job Opportunity and Student Migration, Culture and Student Migration, War & Persecution and Student Migration, and War & Persecution and

Host Country Support do not have any significant relationship as their p-values are higher than 0.05. Thus, the proposed hypotheses revealed are not supported.

In previous studies such as Jiani, (2017), job opportunities, culture, and scholarship opportunities were found to have a positive influence on international students' decision to study overseas, whereas, in this current study, only 'scholarship opportunities' were found to support this notion. But there may be a concern here as to why job opportunities and student migration, and culture and student migration have not been supported as motivating factors in this study. This could well be owing to the Bangladesh national policy which debars international students from partaking in extracurricular jobs outside of their studies, as clearly indicated in student visas for international students. Branco Oliveira & Soares, (2016) also corroborate the findings of this study regarding 'scholarship opportunities' as it was found to be a "highly motivating" factor in students' decision-making process.

'Living cost' has also been found to have a significant influence on students' migration in this study. This finding coincides with the findings by Lee, (2014) where the cost of living was found to be a pull factor that influences international students' decision on the choice of destination country. Additionally, as the researcher of the current study and being an international student in Bangladesh for practically seven years myself, it is quite axiomatic for me that the low cost of living in Bangladesh is particularly at the forefront of factors motivating international students to study in Bangladesh.

The direct interface between host country support and student migration, the mediating as well all the moderating interfaces were found to receive significantly positive responses. Such an amount of response would have otherwise been thought to ideally be the opposite considering the constraint imposed upon international students in the country through the government's national policy. For instance; international students are strictly debarred from any type of employment whether payable or non-payable during their study. This policy essentially precludes international students from accessing extra means through which they can generate additional sustenance and make ends meet in their day-to-day lives. This anomalous contrast between students' real-life conditions in the scheme of things, and the findings of the current study concerning host country support and student migration creates a subject for further studies.



The hypothetical assumption of war and persecution in this study on the other hand has not been found to have the presumed significant influence on student migration. This differs from the finding of a very recent study by Tamtekin Aydın, (2021) where ‘war’ and other political conflicts were addressed as being some of the factors that excite the idea of wanting to study abroad. However, these two contrasting findings should not be a confounding issue as Bangladesh has only recently started seeing its noticeable growth as a recipient of international students, and hence, it is not yet on par with many other countries which are widely known to be a preponderant destination for international students. The interface between persecution and student migration could yet again be verified by its correspondence with the findings of (Maringe & Carter, 2007).

The presumption that ‘host country support’ has a significant effect on student migration, the presumption has also been supported by the findings of the current study. This finding can further be supported by the findings of Ahmad & Shah, (2018), where it was found that international students at the contemporaneous time were partly motivated by the opportunities such as free education rendered by the Chinese government. Contextually, the well-known opportunities offered by the South Korean government to international students annually are also adequate to attest to the idea of host-country support being an extremely important factor that motivates the international migration of students.

Contrary to prevalent findings in the literature that suggest job opportunities, the culture of the host country, political factors such as war and other conflicts as being seemingly some of the focal factors that excite the decision to migrate, the current study found the aforementioned factors to have played a lesser role thereof. The respondents of the current study, both males and females also cited similar reasons that excited their decision to study in Bangladesh, and hence, the decision-making was not found to vary based on gender.

## **CHAPTER 6: CONCLUSION AND RECOMMENDATION**

### **6.1 Limitations to This Study**

Some of the limitations encountered during this study are that the data collection process was relatively time-consuming. But this was owing to the fact that, when we embarked on the collection of data, there was the imposition of a lockdown throughout Bangladesh in light of the Covid-19 outbreak. So, essentially, all public places including educational institutions were subjected to indefinite hiatus. This caused the data collection process to exceed the time that we had allocated for it thereby making the whole process difficult. Ultimately we were forced to reach out to our respondents through other respondents by pleading with the respondents at hand to further help share the questionnaire with their peers and other available international students.

It was also found that the majority of the international students had left Bangladesh and were based in their home countries at the contemporary time, taking classes online. This made it difficult to meet with the individual respondents in person and explain to them the significance of conducting the study and their participation.

Another limitation was that there was seemingly very limited information in the literature or elsewhere that sufficiently detailed the scope of our study in the context of the subject country. This limited us from acquiring some type of prerequisite knowledge upon which we could have further built our study, thereby compelling us to break fresh ground.

### **6.2 Future Research Directions**

This study was conducted from the dimension of the existing literature, and thus, generally, the motivation of international students regarding their study in Bangladesh stretches beyond just the scope of the factors considered in this study. In essence, many of the respondents when asked verbally about their motivation, they otherwise mentioned the quality of education as being a factor. On account of that, it is hoped that the framework laid out for this study can be applied for future studies to further bring about more understanding of the motivation behind the international students' migratory decision concerning the constructs used in the current study and also test the validity of the theoretical framework used in this study.

### **6.3 Conclusions**

This study attempted to provide a new contribution to the educational domain, and particularly international education by providing an insight into the international education of Bangladesh, which considers both students from remote countries and those from the neighboring countries in South Asia. Adopting a quantitative approach, we investigated the factors and motivations of the concerned international students studying in Bangladesh at the time of the current study. It was hoped that the information provided by this study would help in identifying international students' motivations to study in the concerned country and which could thus help in attracting even more international students in the future to be on a par with other countries in international education.

The findings of this study show that the host country government needs to consider the significance of the factors that pull international students into the country and move to provide the required support favorable for the international students. Once again, as the findings of this study show that international students indicated that scholarship opportunities had a significant influence on their decision to migrate, it is recommended that schools and the government of the country introduce more avenues that will pave the way for even more prospective international students.

Also, as it is found that, job opportunities and support provided by the host country are closely interlinked, there is a need for the concerned country to begin considering integrating some programs that enhance career-building opportunities such as free internships after the completion of one's study.

## 6.4 References

- Ahmad, A. B., & Shah, M. (2018). International students' choice to study in China: an exploratory study. *Tertiary Education and Management*, 24(4), 325–337. <https://doi.org/10.1080/13583883.2018.1458247>
- Basford, S. E. (2014). International Student Migration for Development : An Institutional Approach to the Norwegian Quota Scheme.
- Beech, S. E. (2015). International student mobility: the role of social networks. *Social and Cultural Geography*, 16(3), 332–350. <https://doi.org/10.1080/14649365.2014.983961>
- Bhachu, P., & Karageorgis, S. (1990). MIGRATION NETWORKS AND IMMIGRANT.
- Bohm, a, Davis, T., Meares, D., & Pearce, D. (2002). Global student mobility 2025. *Forecasts of the Global Demand for ...*, (September), 6. Retrieved from <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:GLOBAL+STUDENT+MOBILITY+2025#1>
- Branco Oliveira, D., & Soares, A. M. (2016). Studying abroad: developing a model for the decision process of international students. *Journal of Higher Education Policy and Management*, 38(2), 126–139. <https://doi.org/10.1080/1360080X.2016.1150234>
- Bueno, X., & Prieto-Rosas, V. (2019). Migration Theories. *Encyclopedia of Gerontology and Population Aging*, 1–9. [https://doi.org/10.1007/978-3-319-69892-2\\_633-1](https://doi.org/10.1007/978-3-319-69892-2_633-1)
- Eder, J., Smith, W. W., & Pitts, R. E. (2010). Exploring factors influencing student study abroad destination choice. *Journal of Teaching in Travel and Tourism*, 10(3), 232–250. <https://doi.org/10.1080/15313220.2010.503534>
- García-Pérez, C. A. (2016). Me gusta citar. *Geotechnical, Geological and Earthquake Engineering*, 16, 129–145. <https://doi.org/10.1007/978>
- Gbollie, C., & Gong, S. (2020). Emerging destination mobility: Exploring African and Asian international students' push-pull factors and motivations to study in China. *International Journal of Educational Management*, 34(1), 18–34. <https://doi.org/10.1108/IJEM-02-2019-0041>
- Gümüş, S., Gök, E., & Esen, M. (2020). A Review of Research on International Student Mobility: Science Mapping the Existing Knowledge Base. *Journal of Studies in International Education*, 24(5), 495–517. <https://doi.org/10.1177/1028315319893651>
- Hair, J. F., Ringle, C. M., Sarstedt, M., Hair, J. F., Ringle, C. M., & Sarstedt, M. (2014). PLS-SEM : Indeed a Silver Bullet PLS-SEM: Indeed a Silver Bullet, (January 2015), 37–41. <https://doi.org/10.2753/MTP1069-6679190202>
- Hair, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review*, 26(2), 106–121. <https://doi.org/10.1108/EBR-10-2013-0128>
- Hulme, M., Thomson, A., Hulme, R., & Doughty, G. (2014). Trading places: The role of agents in international student recruitment from Africa. *Journal of Further and Higher Education*, 38(5), 674–689. <https://doi.org/10.1080/0309877X.2013.778965>
- Jiani, M. A. (2017). Why and how international students choose Mainland China as a higher education study abroad destination. *Higher Education*, 74(4), 563–579. <https://doi.org/10.1007/s10734-016-0066-0>
- Kehm, B. M., & Teichler, U. (2007). Research on internationalisation in higher education. *Journal of Studies in International Education*, 11(3–4), 260–273. <https://doi.org/10.1177/1028315307303534>
- Kelo, M., & Teichler, U. (n.d.). Eurodata.
- King, R., & Raghuram, P. (2013). International Student Migration: Mapping the Field and New Research Agendas. *Population, Space and Place*, 19(2), 127–137. <https://doi.org/10.1002/psp.1746>
- King, R., & Ruiz-Gelices, E. (2003). International student migration and the European “Year Abroad”: Effects on European identity and subsequent migration behaviour. *International Journal of Population Geography*, 9(3), 229–252. <https://doi.org/10.1002/ijpg.280>
- King, R., & Sondhi, G. (2018). International student migration: a comparison of UK and Indian students'

- motivations for studying abroad. *Globalisation, Societies and Education*, 16(2), 176–191. <https://doi.org/10.1080/14767724.2017.1405244>
- Kondakci, Y. (2011). Student mobility reviewed: Attraction and satisfaction of international students in Turkey. *Higher Education*, 62(5), 573–592. <https://doi.org/10.1007/s10734-011-9406-2>
- Krejcie, R., V.Morgan, & W., D. (1996). (1970) “Determining sample Size for Research Activities”, Educational and Psychological Measurement. *International Journal of Employment Studies*, 18(1), 89–123.
- Kupiszewski, M., Bijak, J., & Kicing, A. (2013). The Use of International Migration Theories in Migration Forecasting—A Practical Approach, 35–55. [https://doi.org/10.1007/978-90-481-8948-9\\_3](https://doi.org/10.1007/978-90-481-8948-9_3)
- Lee, C. F. (2014). An Investigation of Factors Determining the Study Abroad Destination Choice: A Case Study of Taiwan. *Journal of Studies in International Education*, 18(4), 362–381. <https://doi.org/10.1177/1028315313497061>
- Maringe, F., & Carter, S. (2007). International students’ motivations for studying in UK HE. *International Journal of Educational Management*, 21(6), 459–475. <https://doi.org/10.1108/09513540710780000>
- Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., Taylor, J. E., & Arango, J. (2013). Theories of International A Review Migration : and Appraisal, 19(3), 431–466.
- Mazzarol, T., & Soutar, G. N. (2002). “Push-pull” factors influencing international student destination choice. *International Journal of Educational Management*, 16(2), 82–90. <https://doi.org/10.1108/09513540210418403>
- Moogan, Y. J., Baron, S., & Harris, K. (1999). Decision-making behaviour of potential higher education students. *Higher Education Quarterly*, 53(3), 211–228. <https://doi.org/10.1111/1468-2273.00127>
- Nghia, L. H. (2015). Factors influencing prospective international students ’ motivation for overseas study and selection of host countries and institutions : The case of Vietnamese students. *International Education Association Conference*, (December 2015), 1–25. Retrieved from [https://www.researchgate.net/publication/322697091\\_Factors\\_influencing\\_prospective\\_international\\_students'\\_motivation\\_for\\_overseas\\_study\\_and\\_selection\\_of\\_host\\_countries\\_and\\_institutions\\_The\\_case\\_of\\_Vietnamese\\_students\\_Paper\\_presented\\_at\\_the\\_26th\\_ISANA](https://www.researchgate.net/publication/322697091_Factors_influencing_prospective_international_students'_motivation_for_overseas_study_and_selection_of_host_countries_and_institutions_The_case_of_Vietnamese_students_Paper_presented_at_the_26th_ISANA)
- Nilsson, P. A. (2019). *Studying Abroad*.
- Phang, S. L. (2013). Factors Influencing International Student’ Study Destination Decision Abroad. *Master in Communication Thesis*, (2012). <https://doi.org/ISSN:1651-4769>
- Tamtekin Aydın, O. (2021). Why do international students choose turkish universities and what are the challenges they encounter? *Issues in Educational Research*, 31(1), 274–290.
- Thet, K. K. (2014). Pull and Push Factors of Migration : A Case Study in the Urban Area of Monywa Township , Myanmar. *World of Statistics*, 1(4). Retrieved from <http://www.worldofstatistics.org/files/2014/03/March-24-2014.pdf>
- Wetzels, M., Odekerken-schröder, G., & Oppen, C. Van. (2015). *Journal of Applied Statistics* Quarterly for Assessing Using PLS Path Modeling Hierarchical and Empirical Construct Models : Guidelines, 33(1), 177–195.
- Wiers-Jenssen, J. (2019). Paradoxical Attraction? Why an Increasing Number of International Students Choose Norway. *Journal of Studies in International Education*, 23(2), 281–298. <https://doi.org/10.1177/1028315318786449>
- Wit, H. De, & Editor, G. (2011). Globalisation and Internationalisation of Higher Education Monograph, 8(2), 241–248. Retrieved from <http://rusc.uoc.edu/ojs/index.php/rusc/article/view/v8n2-dewit/v8n2-dewit-eng>

## **APPENDIX A: Letter to the Participants**

### **THE EFFECT OF SOCIAL, ECONOMIC, AND POLITICAL FACTORS ON STUDENT MIGRATION TO BANGLADESH (QUESTIONNAIRE).**

Dear participant,

My name is Abdulhakim Usman, a national of Nigeria. I am currently pursuing my Master's degree at the Islamic University of Technology, Bangladesh. As part of my program requirements, I am required to conduct a study to find out the motivation behind international students' decision to study in Bangladesh.

You are a part of a very small fraction of students that got the opportunity to study abroad. So, for my study, I am trying to find out what motivates international students like you to travel and study abroad, and you being one of these lucky students, your response is very important to this research. Little research concerning international students in Bangladesh has been done on this topic, therefore your participation can help to further improve Study Abroad programs. Therefore, kindly, take your time and fill out the survey as carefully as you can.

Yours sincerely,

Abdulhakim Usman,

Student ID: 191031206,

Department of Technical and Vocational Education,

Islamic University of Technology.

E-mail: [abdool46@iut-dhaka.edu](mailto:abdool46@iut-dhaka.edu)

## APPENDIX B: Questionnaire

Using the 1 - 5 scale provided for the items below, please, indicate to which extent you agree with the following statements as the factors that motivated your decision to migrate to Bangladesh for your study.

Demographic questions need to include.

**Scale: Strongly disagree = 1, Disagree = 2, Moderate = 3, Agree = 4, Strongly agree = 5**

No.	Statement	Scale				
		SD	D	M	A	SA
	<b>Job opportunity</b>					
JO1	There are job opportunities in Bangladesh after graduation.	1	2	3	4	5
JO2	Availability of carrier information and placements help find new jobs.	1	2	3	4	5
JO3	Variety of options for earning money during study help students to survive in the host country.	1	2	3	4	5
JO4	I want to build my carrier abroad after graduation.	1	2	3	4	5
JO5	Graduating from an overseas country creates new business opportunities.	1	2	3	4	5

No.	Statement	Scale				
		SD	D	M	A	SA
	<b>Culture</b>					
C1	Experiencing foreign culture helps understand the world better.	1	2	3	4	5
C2	Familiarity with the language of a new environment helps understand the new culture better.	1	2	3	4	5
C3	I like to move to a country that is near my home country for study purpose.	1	2	3	4	5
C4	I like to migrate to an environment that is welcoming for the international students.	1	2	3	4	5
C5	The informal lifestyle in Bangladesh is appealing.	1	2	3	4	5

No.	Statement	Scale				
		SD	D	M	A	SA
	<b>Scholarship opportunities</b>					
SO1	Scholarships are available in Bangladesh upon completion of the intended program.	1	2	3	4	5
SO2	International students are given Campus-support during their study.	1	2	3	4	5
SO3	A strong alumni network would provide me with mentoring relationships after graduation.	1	2	3	4	5
SO4	Incentives are offered by the host country to international students.	1	2	3	4	5
SO5	My university does not charge tuition fees for the international students.	1	2	3	4	5

No.	Statement	Scale				
		SD	D	M	A	SA
	<b>Living cost</b>					
LC1	Students are more likely to migrate when rental accommodation is affordable outside the university campus.	1	2	3	4	5
LC2	Affordable university-owned accommodation attracts international students.	1	2	3	4	5
LC3	Students are more likely to migrate when the cost of study is low in the host country.	1	2	3	4	5
LC4	Cost of living in Bangladesh is inexpensive.	1	2	3	4	5
LC5	My medical insurance is covered by the host institution during my study.	1	2	3	4	5
LC6	Extra financial supports (for my children and spouse) are provided by the university.	1	2	3	4	5

No.	Statement	Scale				
		SD	D	M	A	SA
	<b>War and persecutions</b>					
WP1	Limited racial crisis in the host country gives international students some sense of belonging.	1	2	3	4	5
WP2	Poor economic conditions in my home country forces students to pursue education elsewhere.	1	2	3	4	5
WP3	Similarity in political factors such as exchange rate between my home country and the host country does not lower our monetary value.	1	2	3	4	5
WP4	Competitive entry into home country universities pushes students out of their home countries to pursue education.	1	2	3	4	5
WP5	Students migrate to foreign countries to avoid bad practices such as corruption involved in education in their home country.	1	2	3	4	5
WP6	Level of safety in the host country gives international students sense of security.	1	2	3	4	5

No.	Statement	Scale				
		SD	D	M	A	SA
	<b>Host country support</b>					
HCS1	I like to study in a country where international students are allowed to work part-time jobs.	1	2	3	4	5
HCS2	Immigration policy in the host country allows international students to work after graduation.	1	2	3	4	5
HCS3	International students are likely to migrate when the visa procedures to enter the host country are made easy.	1	2	3	4	5
HCS4	International students are interested to migrate when Student support services such as mentoring programs are given by the government.	1	2	3	4	5
HCS5	International students are interested to migrate if Admission criteria is made favorable for international students.	1	2	3	4	5

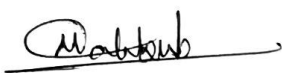


No.	Statement	Scale				
		SD	D	M	A	SA
	<b>Student migration</b>					
SM1	Network of friends and relatives in the host country encourages international students to move to the host country.	1	2	3	4	5
SM2	Presence of many other international students in the host country pulls students into the host country.	1	2	3	4	5
SM3	Bangladesh is simply a convenient location for international students.	1	2	3	4	5
SM4	Availability of proper educational facilities in the host country ensures quality education for international students.	1	2	3	4	5
SM5	Presence of a host institution's representative office in students' home country encourages international students to move abroad to study.	1	2	3	4	5

## RECOMMENDATION OF BOARD OF EXAMINERS

The thesis titled “The Effect of Social, Economic and Political Factors (SEP) on Student Migration to Bangladesh”, submitted by Abdulhakim Usman, bearing the student Number 191031206 of the Academic year 2021-2022 has been found satisfactory and accepted as partial fulfillment of the requirement for the degree of Master of Science in Technical Education (M.Sc.TE) in May 2022.

### BOARD OF EXAMINERS



---

Dr. Mahbub Hassan  
Thesis Supervisor  
Associate Professor, Department of Technical and  
Vocational Education, IUT

Chairman



---

Prof. Dr. Faruque Ahamed Haolader  
Head, Department of Technical and Vocational  
Education, IUT


Member  
(officio)



---

Mr. Hamisi Ramadan Mubarak  
Assistant Professor, Department of Technical and  
Vocational Education, IUT

Member



---

Prof. Dr. Shafiqul Alam  
Bangladesh Open University (BOU)

External Member