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**VIETNAMESE STUDENTS' DECISION MAKING PROCESS ON CHOOSING  
A STUDY DESTINATION AND ITS MARKETING IMPLICATIONS**

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<p>Recently, internationality has become a focus of many higher education institutions. It has been proven to bring about lots of benefits for the institution as well as the host country, such as improvements in research ability and increase in GDP. Kajaani University of Applied Sciences has seen a decrease in the number of Vietnamese students, which lowers the internationality of the school. Therefore, this research was conducted with a view to exploring how Vietnamese students choose their study destinations, thus explaining the implications behind those behaviors to help improve Kajaani University of Applied Sciences' marketing strategies in this market.</p> <p>The research is built on theories of the decision-making process, brand awareness, push-pull model, within the concept of higher education market. This quantitative research was conducted on 199 students in Ho Chi Minh City, Vietnam. The data was analyzed using the SPSS program.</p> <p>The research findings include characteristics of a typical Vietnamese student, characteristics of a Vietnamese potential student of Finnish universities compared to the characteristics of a non-potential student, and compared to those of a student who has already chosen Finland. These findings lead to suggestions of what the next steps of Kajaani University of Applied Sciences' marketing activities can be.</p>	
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## CONTENTS

1 INTRODUCTION	1
1.1 Internationalization among Finnish Higher Education Institutions	2
1.2 Kajaani University of Applied Sciences and Internationalization	2
1.3 Research Problem, Research Objective, and Research Questions	3
2 THEORETICAL BACKGROUND	5
2.1 Decision Making Process	5
2.1.1 Development of Decision Making Process Theories	5
2.1.2 Stages of Decision Making Process	8
2.1.3 Low-involvement and High-involvement Buying Decision	10
2.2 Brand, Brand Awareness and Its Influence on Decision Making Process	11
2.2.1 Definition of Brand	11
2.2.2 History of Branding	11
2.2.3 Brand Awareness	13
2.2.4 Brand Awareness Process	13
2.2.5 How brand awareness affects decision making process	14
2.3 Push – Pull Model	15
2.4 Higher Education Market	17
2.4.1 Concept of Higher Education Market	18
2.4.2 Higher Education's Brand Awareness	19
2.4.3 Student's Decision Making Process	21
2.4.4 Push – Pull Factors Influencing Student Destination Choice	22
2.4.5 Decision Making Process to Choose a Study Destination Model based on Theoretical Background	23
3 RESEARCH METHODOLOGY	24
3.1 Data Collection Method	24
3.2 Analysis	25
4 RESEARCH FINDINGS	27
4.1 Typical Vietnamese Student	27
4.2 Potential Group	29
4.2.1 Comparison with Group of Students Who Do Not Choose any European Country as a Study Destination	29

4.2.2 Comparison with Group of Students Who Choose Finland as a Study Destination	32
5 DISCUSSION OF FINDINGS AND RECOMMENDATIONS	37
6 CONCLUSION	41
SOURCES	42
APPENDICES	

## **LIST OF TABLES AND FIGURES**

Figure 1. History of Approaches to Consumer Decision Making.....	6
Figure 2. Consumer Buying Process .....	9
Figure 3. Brand Awareness Process .....	14
Figure 4. Lee's Push – Pull Model of Migration .....	16
Figure 5. Push – Pull Model.....	17
Figure 6. Higher Education Brand Equity .....	20
Figure 7. Choosing A Study Destination.....	23
Figure 8. Importance of Higher Education on Future Career (Control Group I vs. Potential Group).....	30
Figure 9. Importance of Higher Education on Social Status (Control Group I vs. Potential Group) .....	30
Figure 10. Preferred Programs Are Not Offered In Vietnam (Control Group I vs. Potential Group).....	31
Figure 11. Pull Factor: Different Climate (Control Group I vs. Potential Group).....	31
Figure 12. Pull Factor: Exciting Nightlife (Control Group I vs. European Group).....	32
Figure 13. Importance of Higher Education on Future Career (Potential Group vs. Control Group II) .....	33
Figure 14. Importance of Higher Education on Social Status (Potential Group vs. Control Group II) .....	33
Figure 15. Preferred Programs Are Not Offered In Vietnam (Potential Group vs. Control Group II) .....	34
Figure 16. Pull Factor: Different Climate (Potential Group vs. Control Group II) .....	35
Figure 17. Exciting Night Life (Potential Group vs. Control Group II).....	35

## 1 INTRODUCTION

The world today is becoming more and more globalized. It is easier for consumers to get goods and services from around the world thanks to technological developments, improvements in transportation, and less complicated regulations and laws concerning exports and imports processes. Goods and service providers, therefore, seek to expand their markets by reaching for the international level. This not only helps firms to earn more turnovers, but working in an international environment can also boost their profitability by learning from different cultures. On the other hand, because more companies have access to the international market, the competition is generally much fiercer than ever (Collins 2010).

Specifically, in education market, the phenomenon of studying abroad has become very popular, especially in Asian countries. In Vietnam, for example, about 98,500 Vietnamese studied aboard in the academic year 2010-2011. The number of students studying overseas increased by 7 percent to more than 106 000 students in the following academic year 2011-2012 (Clark 2013). Vietnamese students' most common study destinations are the United States, United Kingdom, Australia, Canada, New Zealand, and Singapore (Golden Skill Education 2013).

This phenomenon not only affects the students themselves and the home countries, but it also has influences on the students' destination choices. Universities are said to be fundamental for a nation to build its innovation system (Maringe & Gibbs 2009, 12). With that being said, according to most pedagogic and economic studies, creating a diverse body of students can bring many benefits to the education institutes as well as the host country. The European Union's view on the importance of foreign students in universities is that having a great academic internationalization can create international competitiveness for the universities and states (Helsingin Sanomat 2004). While international competitiveness is critically important yet on some level very difficult to obtain, the participation of foreign students in European universities can surely create an advantage. Additionally, it has been proved that a university with international diversity will benefit since the diversity helps to contribute varied perspectives on every issue (Hennessy 2002). It also adds an advantage in research missions. One more gain that international students can bring to their host countries is the increase in GDP due to their tuition (if applicable) and living expenses. It was calculated that the amount of GDP contribution from each full-time equivalent EU student would be ap-

proximately £12,400 per year, and from each full-time equivalent non-EU student would be approximately £5,500 per year (Vickers & Bekhradnia 2007, 19). All in all, the importance of international students in a university and in a country is obvious.

### 1.1 Internationalization among Finnish Higher Education Institutions

Internationalization has always been an important goal of Finnish higher education policy in order to build higher education institutions as international education and research communities. In 2009, the Strategy for the Internationalization of Higher Education in Finland was established with a view to supporting higher education institutions in their measures and plans to improve internationalizations at their own organizations. This strategy has been formulated to tackle barriers and weaknesses for creating an international education environment, so as to deal with international dimension of government reforms related to higher education system (Kajaanin Ammattikorkeakoulu).

### 1.2 Kajaani University of Applied Sciences and Internationalization

Kajaani University of Applied Sciences (In Finnish: Kajaanin Ammattikorkeakoulu, in short: KUAS) was established in 1992. The university was founded as a joint corporation of three educational institutions: Kainuu Healthcare College, Kainuu Business College, and Kainuu Technical College. After the “University of Applied Sciences” experiment in Finnish education system, in 1996, the university became one of the first UASs to receive permanent status. Since 2004, KUAS has become a municipal corporation that belongs to the city of Kajaani. The university has close co-operation with University of Oulu and Kajaani University Consortium. There are five competence areas in KUAS, including business and innovation, information system, nursing and healthcare, activity tourism, and mechanical and mining engineering (Kajaanin Ammattikorkeakoulu).

KUAS, similar to other UASs, is a practical-oriented alternative compared to other universities with conventional education approach. The university aims to provide students with strong theoretical knowledge as well as practical skills and experience in their career fields. It plays an important part in providing expertise and RDI operations for advancement and

support of internationalization of business and commerce in Kainuu area. The quality of teaching and counseling in KUAS is considered one of the best in Finland, and the university also achieves a number of successful outcomes in Ministry of Education and Culture outcome barometers (Kajaanin Ammattikorkeakoulu).

KUAS has about 200 international students from about 30 different nationalities studying each year. There are currently two English-taught programs for foreign students, including International Business as well as Sport and Leisure Management. In addition, KUAS has a very strong exchange program which allows foreign students from partner universities to come to KUAS to study for a semester or a whole academic year (Kajaanin Ammattikorkeakoulu).

In the case of Kajaani University of Applied Sciences, the situation of internationality is facing some challenges. This is clearly shown in the case of Vietnamese students. The number of new applications for the school programs as well as transfers and dropouts is exhibiting some alarming trends. In 2010, the number of Vietnamese students choosing KUAS as first-choice University was 20 in total – 11 in International Business and 9 in Tourism, and the number of applications to KUAS from Vietnam was 113. The figures, however, significantly dropped in recent years, especially when there was no intake in Tourism program. In 2014, there are only 8 applicants choosing KUAS as their first-choice University, and the total applications to KUAS from Vietnam are 61 (KUAS Admission Office). While the number of Vietnamese applications to the FINNIPS entrance exam system increased from 262 in 2010 to 783 in 2013 (KUAS Admission Office), the decrease in new Vietnamese student intake indicates that there may be underlying cause from KUAS' side. There are also a high number of students transferring to other UASs or withdrawing from KUAS. In International Business program, there were 9 Vietnamese students that have withdrawn; in Sports and Leisure Management, the only Vietnamese student has also withdrawn (KUAS ASIO system).

### 1.3 Research Problem, Research Objective, and Research Questions

The decreased number of Vietnamese students applying for a study place in Kajaani University of Applied Sciences and the high number of transferring students imply that there might be a gap between the image of Kajaani University of Applied Sciences/what they offer and

the factors/requirements on which Vietnamese students base their decision to choose a higher education institution. This is the research problem in this thesis.

The research objective, therefore, is to find out how Vietnamese students decide where to study for higher education. Research questions include:

1. How do Vietnamese students view Finland and Finnish education system?
2. How do Vietnamese students decide where to pursue their higher education degree?
3. What are the drivers that influence Vietnamese students' decision on their study destinations?
4. What are the characteristics of Vietnamese students with potential to choose Finnish universities?

By answering these questions, it will be possible for KUAS to recognize the gap between what the university is offering and what students wish for from an ideal study place. From that, KUAS can plan the next steps for its marketing strategies towards Vietnamese market.

## 2 THEORETICAL BACKGROUND

The theoretical background of this research includes theories of decision making process, brand awareness, push-pull factors, and studies regarding these topics in the case of higher education market.

### 2.1 Decision Making Process

Consumer decision making process has been studied for decades. Companies believe that in order to increase sales, it is necessary to understand how consumers decide to buy one product rather than the others. Knowing the thinking process leading to that decision helps companies to communicate more effectively with their customers, which makes it easier to develop products and marketing strategies that yield success. Nowadays, companies pay huge amount of money to monitor people's online search/shopping histories and to conduct surveys, in order to figure out people's buying habits (Saylor, 63).

#### 2.1.1 Development of Decision Making Process Theories

##### “Economic Man”

The first studies on consumer behavior dates back to the 1940s. During that time, economists and businessmen viewed consumers as “economic men”. Consumer behavior studies then were based mostly on the economic theory of the co-relation between prices and sales. Consumers were considered to base their purchase decisions on rational and economic calculations. The lower the prices, the higher the sales would be, with the exception of inferior goods. However, this theory was challenged by three main issues. Firstly, consumers did not have sufficient information in order to make a rational decision. Secondly, it did not take into account individual's different preferences. Thirdly, the theory could not apply to gift buying since most people would choose to buy gifts with appropriate values instead of going for the cheapest (Zaichkowsky 1991, 52).

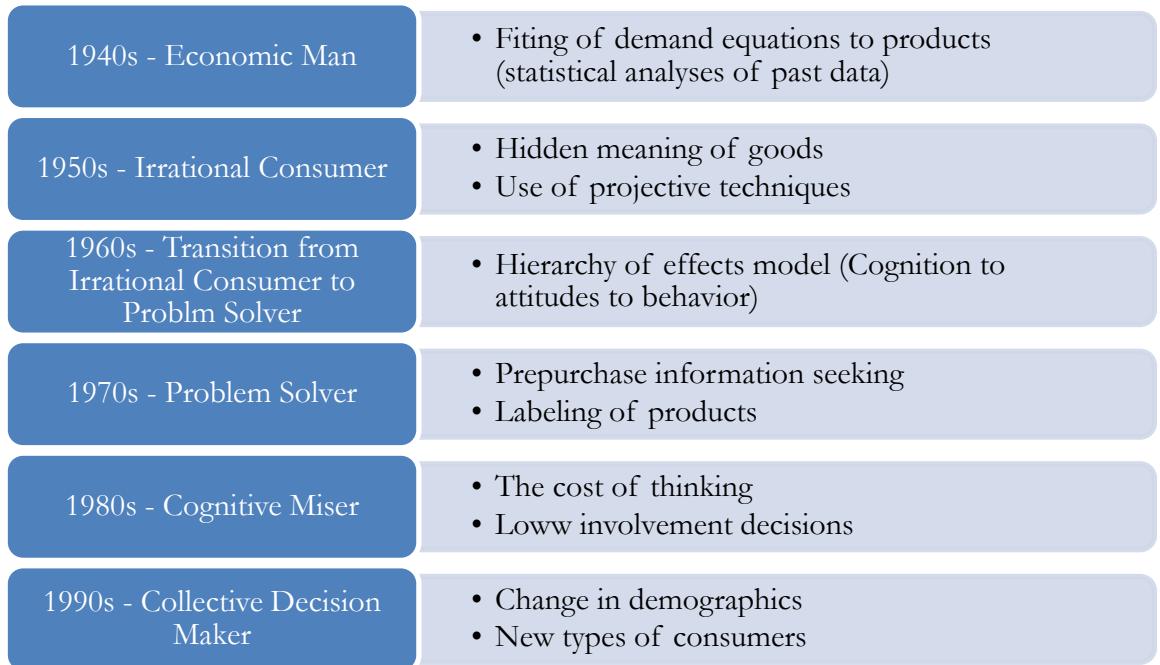


Figure 1. History of Approaches to Consumer Decision Making (Zaichkowsky 1991, 51)

### “Irrational Consumer”

When classic economic theory failed to explain consumer purchase behavior, in 1950s, most consumer behavior scholars turned to psychological studies to seek an explanation. They believed that consumers were irrational and impulsive buyers. The two main psychological studies mostly used in this field were Pavlovian and Freudian theories. Pavlovian theory, based on four-step process (drive, cue, response, and reinforcement), dictated that in order to make good sales, advertising and marketing campaigns needed to awaken strong drives in consumers, and that repetitive advertisements were good for purchase reinforcement. Freudian theory, on the other hand, explained that people had urges that they were ashamed of, and they would subconsciously make purchase decisions to satisfy their urges in a way that would be socially acceptable. Because of the complexity of these urges, their decision making process would vary thus this theory emphasized the importance of interviews (Zaichkowsky 1991, 53).

### Transition Period

1960s saw the transition from “irrational consumer” to “problem solver” type of decision maker. In 1963, the Consumer Bill of Rights was in effect, which guaranteed consumer’s

right to safety, to be informed, to choose, and to be heard. Since then, as producers were obliged to provide consumers with more details of their products, consumers were better aware of product information. Goods were also more customer-oriented. Therefore, consumers could make informed decision to purchase products that would meet their conscious needs (Zaichkowsky 1991, 53).

#### “Problem Solver”

“Problem solver” type of decision maker lasted until late 1970s, when researchers started to realize that although people had sufficient information to make the best purchase decision, they did not always manage to do that and more than often consumers settled for satisfactory purchase decisions. It was explained that this problem could be due to the confusion of having too much information, and that people could only process a restricted amount of information at once. Additionally, the development of consumerism in this period also meant that there were many, maybe too many, options for consumers to choose from and consumers started to opt for a satisfactory purchase decision in exchange for their time and efforts to evaluate all brands.

#### “Cognitive Miser”

In 1980s, the studies of “cognitive miser” type of decision makers became popular. It was said that most of the time, consumers tended to purchase goods after simple, single-sided evaluation (price, common brands, etc.) to save time. They were called low-involvement decision makers (Zaichkowsky 1991, 54).

#### “Collective Decision Maker”

During 1990s, due to economic difficulties, many individuals decided to move in together in order to reduce expenses. Also, with the changing demographics in the US, consumer behavior scholars realized some changes in purchase decision making process. As people were living together, they had to share goods. The increase in number of elderly people, baby boomers, as well as immigration inflows caused differences in consumer behavior due to different needs. For example, elderly people had high demand for nursing homes, while baby boomers, around middle-aged and having a family and/or children then, had high demand on new experiences (travel and holiday spots), and childcare services. Immigrants, on

the other hand, tended to have large families and buy goods in bulk. They were also interested in English courses and acculturation courses. Therefore, consumer behavior studies during that period began to categorize consumers into different groups in order to analyze their purchase decision making process more accurately (Zaichkowsky 1991, 57).

### 2.1.2 Stages of Decision Making Process

Today's widely used model of consumer decision making process is the five-stage model. This five stage model was developed by Cox, Granbois, and Summers in 1983. The stages include: need recognition, product information gathering, product evaluation, product choice and purchase, and post-purchase use and evaluation (Cox et al. 1983, 394).

**Need recognition** is the first stage in consumer buying decision process. In this stage, a consumer realizes their need for a new product. This demand for a new product can be due to a change in consumer's personal or professional situation. It can be physical, psychological, or functional needs. Consumers sometimes do not have any need for a new product until they see the product during their shopping time. Therefore, product demand can be created via advertisements and promotion (Dudovskiy 2013).

The second stage in decision making process is **product information gathering**. The information can be gathered through personal experience, which means the likes and dislikes one has for the brands he/she has purchased, or from external sources, such as advertisements, acquaintances' recommendations, product reviews, expert advice, etc. (Dudovskiy 2013). Nowadays, when online shopping has become popular, online feedback and testimonies are two of the common information sources consumers usually consider thanks to the convenience of surfing Internet at home and the relatively unbiased nature of customer feedback. However, other biased sources of information also contribute in this information gathering stage, such as company Websites, advertisements, etc. (Saylor, 67).

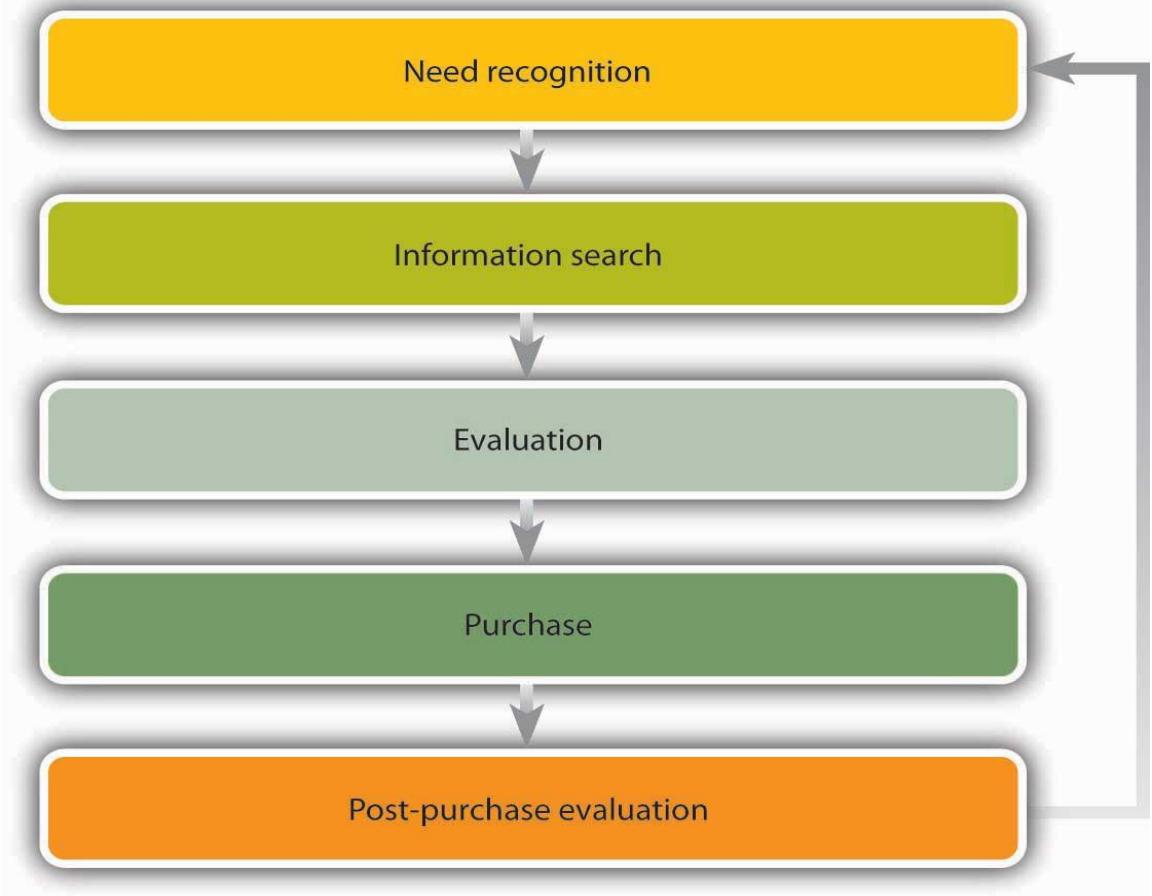


Figure 2. Consumer Buying Process (Collins 2013)

After gathering a sufficient amount of information, consumers try to evaluate all their options. This is called the **Product Evaluation** stage. The options include different brands, sizes, quality, prices, etc. All information gathered in the previous step is analyzed in order to find which the best option is. As there are usually too many options, consumers tend to build a list of criteria when evaluating their options. Consequently, salespeople, when giving their customers recommendations of what to buy, often try to influence customers to build their criteria around the product strengths (Saylor, 67). The weighted importance of each feature, however, varies among different people, in accordance with their priorities (Dudovskiy 2013).

The result of product evaluation is the **purchase** stage. Kacen and Lee (2002, 164) categorized product purchase into three types: planned purchase, partial purchase, and impulse purchase. Nevertheless, in all purchase types, the influence of salespeople is important (Dudovskiy 2013). Finding the ideal product is the critical part, but the same product can be purchased in different stores, from online, via phone order, etc. In this stage, therefore, con-

sumers also have to make the decision of where to purchase their chosen products based on details such as the sellers' attitudes or the convenience of the purchase method (Saylor, 68).

Contrary to what companies usually forget to emphasize, **post-purchase use and evaluation** is a very important stage. This stage can determine whether a consumer will consider buying the product again in the future. If the consumer is satisfied with his/her purchase, it is very likely that the purchase will be repetitive. On the other hand, if he/she is not satisfied, he/she will avoid the product or even the brand in the future, and in some severe cases, he/she will recommend acquaintances against that product or that brand. Consumer satisfaction can be influenced by their own and their peers', friends', and family's opinion about the purchase. Expectation versus reality also plays an important role in creating consumer post-purchase (dis-)satisfaction (Dudovskiy 2013).

To avoid the above scenario, companies usually offer customers different solutions to ensure customers are happy with their purchases. For small purchases such as fashion items, companies offer return policies which enables customers to return their no longer wanted products with a refund. For more major purchases such as cars and electronics, companies offer warranty as well as tech support system. Salespeople are often required by their managers to praise customers' purchases to reinforce their decision as well as increase their satisfaction level (Saylor, 68).

### 2.1.3 Low-involvement and High-involvement Buying Decision

Not all buying decisions go through all stages of purchase decision process and take an equally amount of time to consider. Low-involvement buying decisions usually concern products that are inexpensive and/or do not cause a severe consequence if the buyer chooses wrongly. Very often, low-involvement buying decisions include impulse purchases and purchases made by routines.

On the other hand, high-involvement buying decisions usually concern expensive products or purchases that will cause a severe consequence if the buyer makes the wrong decision. In this case, buyers go through extensive decision making process which includes all stages and buyers spend more time and efforts evaluating their options, with the view to choosing the best product possible for themselves (Saylor, 70).

## 2.2 Brand, Brand Awareness and Its Influence on Decision Making Process

The importance of branding has been highlighted by many marketers and marketing scholars. According to them, a product or service more than often cannot be a sustainable advantage since it can be copied or can fall out of trend. However, a brand, if properly built, will stand overtime and will become the strong bond between the company and consumers (McQuiston 2004, 345).

### 2.2.1 Definition of Brand

Nowadays when there are so many options to choose from, it is difficult for consumers to choose from which provider to purchase a good or service. Especially in service sector, the quality is not easy to be assessed before consumers have already made a purchase. Therefore, it is considered a risk to purchase any service. It is argued that brand is the risk reliever for consumers in service sector, as it foretells the level of quality and value of a service (Mourad, Ennew & Kortam 2010, 403). Brands help to reduce the risk consumers have to bear when making a purchase. Therefore, a properly built brand can significantly affect the purchase intention of consumers.

The other purpose of brand is to emotionally connect a product to people by awakening human's desire to be known, to be unique and stand out from others. Therefore, brands are more than just signs. They are considered both signs and symbols that link with identity, associations, and personality (Bastos & Levy 2012, 349).

### 2.2.2 History of Branding

Branding started as a sign to mark ownership of people on livestock and slaves. This type of marking was also used on criminals to differentiate them with normal people. Therefore, from the very beginning, markings could be considered positive or negative (Bastos & Levy 2012, 349). In the early days, markings were done by using fire – “der brand” in German. The reason fire was chosen for this was because people believed that fire represented warmth, spiritual powers, and it was used in most rituals (Bastos & Levy 2012, 351).

Although the concept of branding, under other names, was developed early in twentieth century, it was not studied thoroughly by academics. Businesses, on the other hand, made more efforts to understand it with the view to improving their marketing strategies (Bastos & Levy 2012, 352).

In the early days, marketing experts did not use any term for branding. The most important note related to modern branding taught in that field was that businesses should behave to live up to moral standards and to protect their reputation. Cherington (1920, 150) stated the importance of advertising, trademarks, and label. In 1927, the book Principles of Marketing by Maynard, Weidler, and Beckamn had one chapter named “Brands and brands policies” that thoroughly discussed about branding as a critical factor in marketing. However, during this period, even marketing experts believed that branding would only be successful with direct distribution (Bastos & Levy 2012, 353).

Before World War II, there were some pioneers that made an effort in brand promotions. The major changes that led to that were the availability of nationwide radio and magazines, as well as advertisements in different types of media. In 1940s – 1950s, after the WWII, the modern world saw the rise of consumer revolution. Fierce competition from growing number of companies called for brand proliferation. During this period, marketing experts realized that consumers would make a purchase to satisfy their need, be it a functional need or emotional/symbolic need (Bastos & Levy 2012, 355). Brand image also became a worldwide known concept and was translated to a number of languages, including Spanish, Chinese, French, etc. (Bastos & Levy 2012, 356).

Since 1950s, brand loyalty has had a lot of focus from marketing experts. The branding concept has been expanded into functional and symbolic values. There are more and more scholars interested in this new field and the most noted writings were from Aasker (in 1991, 1995, 2004) and Keller (in 1993, 1998), discussing with in-depth understanding about brand equity and brand strategy management (Bastos & Levy 2012, 357).

More emphasis on branding in marketing field has boosted the development and research on this matter. Application of branding in business marketing strategies has been more and more common. Research on branding and consumer behavior has become more thorough and has provided more information and findings in the field. Brand is now considered the backbone of marketing. However, there have been warnings that focusing too much on branding can make the process become single-sided and managers could lose sight of what

consumers want. After all, to create brand loyalty, a brand must be able to connect to consumers with the image and the symbol it bears (Bastos & Levy 2012, 363).

### 2.2.3 Brand Awareness

Awareness is defined as knowledge about the existence of a specific object/concept, person, etc., or the understanding of a situation. Awareness can be developed through either personal experience or information received from external sources (Cambridge Advanced Learner's Dictionary and Thesaurus).

Brand awareness is defined as the “ability of a retailer and consumer to organize and recall a brand” (Aaker, 1991, 61- 62). It means that when a retailer or consumer sees a specific product of a specific company, it is easy for them to recognize that company’s name and some of the characteristics that company bears (Yaseen, Tahira, Gulzar & Anwar, 2011, 834). Brand awareness is important to businesses because through that, businesses can communicate with their consumers. Aaker (1991, 62 - 67) developed a model that explained the process of brand awareness in consumer’s mind. It started with the completely uninformed state of consumer about the brand to the highest level of brand awareness where consumer had the brand on the top of his/her mind.

### 2.2.4 Brand Awareness Process

In the first stage, named **Unaware of Brand**, consumers do not know the existence of brand. This can be caused by the lack of exposure to the brand.

**Brand recognition**, also known as the aided recall phase, refers to the stage where consumers recognize the brand and are able to tell the brand apart from other brands in a product class. This is considered the earliest stage of developing brand awareness. Brand recognition is created by prior exposure to the brand (Bornmark, Goransson & Svensson 2005, 33). Brand recognition is the first step to help create connection between consumers and the brand (Roumeliotis 2012).

**Brand recall**, also known as the unaided recall phase, refers to the stage where consumers can name a brand when thinking about a product type. Brand recall shows a higher level of consumer’s connection to the brand when the consumer does not need a reminder (e.g. see-

ing the product in the moment) to remember the brand. Brand recall is important because it helps put the brand in the option list of consumers when considering making a purchase, especially when the purchase decision is made before consumer goes to the store (Bornmark et al. 2005, 33).

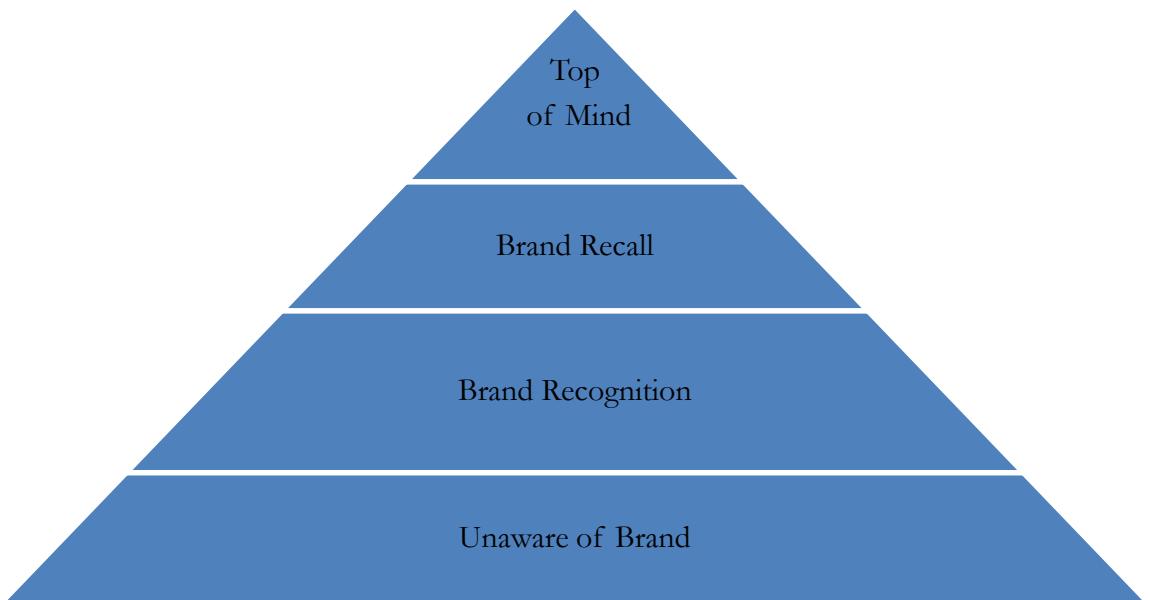


Figure 3. Brand Awareness Process (Based on Aaker 1991, 62 - 67)

When a brand reaches to the **Top of Mind** level in brand awareness, it is the first brand that comes into consumer's mind when he/she thinks about a product type. This is the highest level of brand awareness since it places the brand as the first option of the consumer (Bornmark et al. 2005, 33).

#### 2.2.5 How brand awareness affects decision making process

Brand is the most powerful tool of businesses to create and maintain their relationships with customers. Therefore, creating successful brand awareness is one of the vital tasks of every business. Having a well-known, positive brand is equal to having good product reputation and it boosts the company's competitiveness on the market. As discussed above, brand awareness also increases the chance of a branded product to be chosen in purchase process. Also, since brand awareness means that consumers more or less know about the brand and its products, it tends to reduce perceived risk when making a purchase, thus increases purchase intention. No brand awareness means the business cannot communicate with its po-

tential customers, which leads to the low purchase intention (Malik, Ghafoor, Iqbal, Riaz, Hassan, Mustafa & Shahbaz 2013, 168). In the research conducted in order to calculate the importance of brand awareness on purchase intension, it was concluded that purchase intention is equal to  $1.72 + 0.12 \times \text{brand awareness}$ . It means that consumers still buy products without knowing the brands. However, brand awareness has a positive effect on purchase intention (Malik et al. 2013, 170).

Brand awareness is said to nominate the said brand into the consideration set during the evaluation step in decision making process, because the said brand comes to consumer's mind when he/she is making the purchase decision. More importantly, brand awareness can also affect the decision of which brand will be chosen to purchase. This is due to the "heuristic for choice" concept, which means that people tend to choose what they know already. Additionally, consumers consider a branded product to have higher quality when they know about the brand, because in their opinion, if a brand is well known, there is high chance that its product is good. Previous researches also pointed out that when passively receiving too little or too much information about their options, consumers tend to turn to simpler ways to decide that is less time-consuming and requires less cognitive thinking, such as basing their decisions on product prices and brand awareness (Macdonald & Sharp 2000, 5).

After conducting a research to recheck the Hoyer and Brown's publication in 1990, Macdonald and Sharp came to the same conclusion that upon making a purchase decision with options including a known brand and unknown brands, consumers tend to choose the known brand. This conclusion reinforces the result of the original publication and thus strongly proves the positive influence of brand awareness towards purchase intension (Macdonald & Sharp 2000, 9).

### 2.3 Push – Pull Model

In 1966, Lee's Model was developed in order to explain the reasons behind immigration. The model was based mostly on factors that influence the need for one to migrate from his/her home country to a host country. It is also known as the Push – Pull Model of Migration (Geogonline).

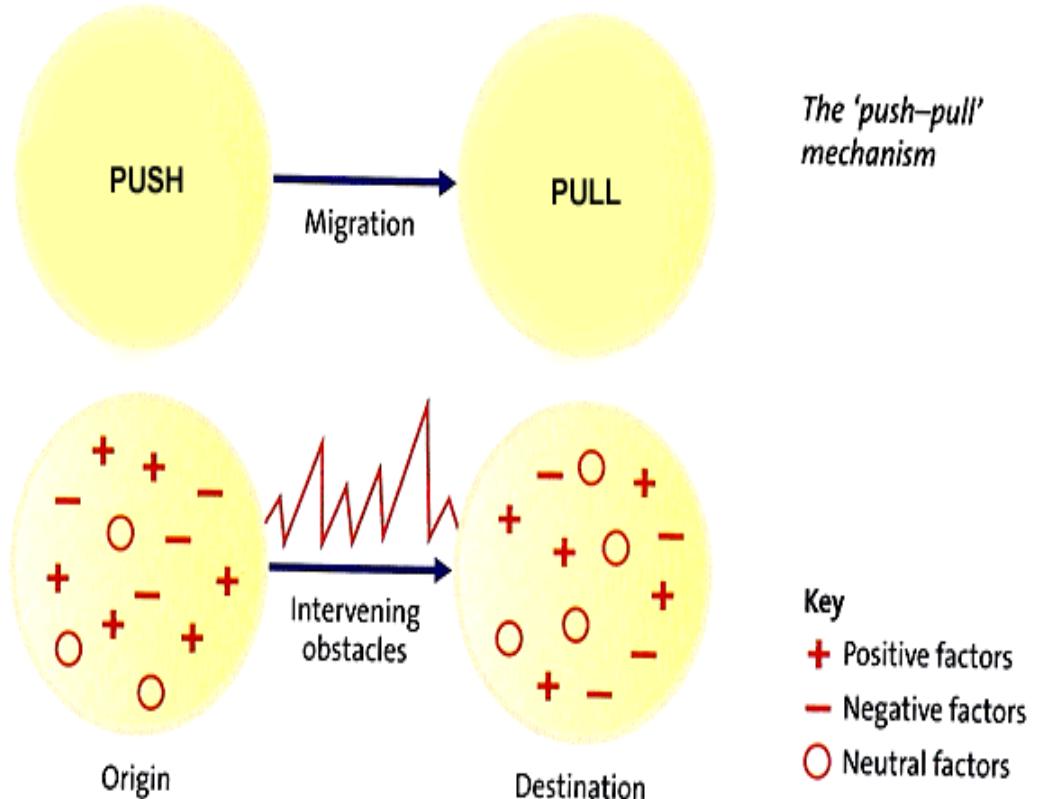


Figure 4. Lee's Push – Pull Model of Migration (Geogonline)

The model includes factors in the home country that triggers the need of one to migrate, also known as the push factors, and the factors in the host country that attracts one to move there, also known as the pull factors. Intervening obstacles refers to the difficulties of migration that may discourage one to migrate to the attractive host country.

The factors influencing one's decision to migrate are categorized into four groups: economic, social, political, and environmental. Push factors usually include lack of some necessities in home country (education, employment, goods, safety, etc.), political instability, and natural disasters like flooding or drought. Pull factors usually include strengths of the host country compared to home country, such as wealth, freedom, safety, high-quality education, job opportunities, clean air (GCSE Bitesize).

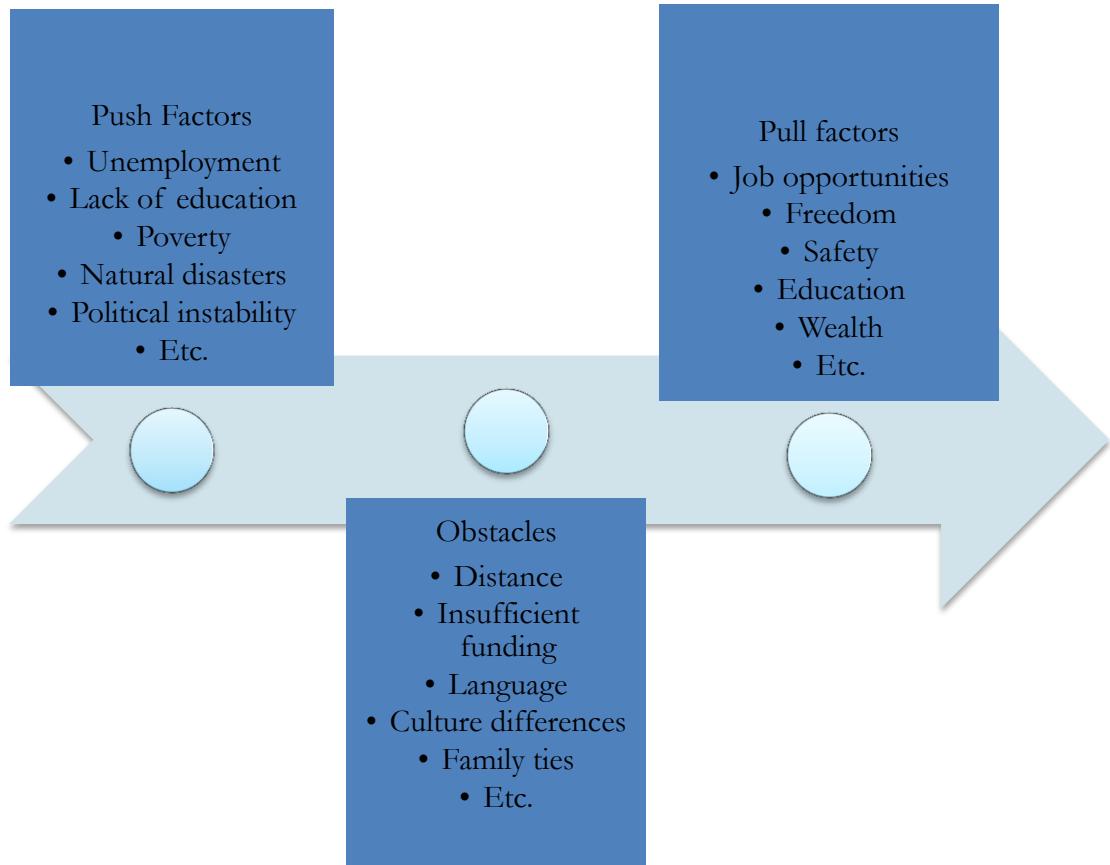


Figure 5. Push – Pull Model (Based on Lee's Model) (Baig & Jouglaf 2010)

Intervening obstacles include geographic distance from home country to host country, insufficient funding, different climate and culture, etc. (Baig & Jouglaf 2010).

## 2.4 Higher Education Market

Higher education institutions had always prided themselves on the intellectual and scientific values in teaching and research and neglected the for-profit aspects. Since the starting days of consumerism, universities and colleges have been struggling to differentiate themselves from the commercialized trend. The belief that universities and colleges should provide society only with knowledge and wisdom, and not utility, has prevented them from adapting to the flow of new economic situation (Maringe & Gibbs 2009, 3).

Recently, however, higher education institutions have been going through a management revolution. Thanks to this revolution, higher education is now considered a market and almost every institution is on some level engaged in marketing activities in order to promote their organizations and attract more students. It is easy to connect the activities on which

higher education institutions are carrying to the classic marketing moves. For instance, colleges and universities usually use posters, open-door days, exhibitions, etc. as advertising activities. There are also other marketing approaches such as personal selling in the form of directly contacting prospective students, and pricing considerations in the form of scholarships and subsidies in specific courses (Krachenberg 1972, 370).

#### 2.4.1 Concept of Higher Education Market

Education market has its unique characteristics that differentiate it from a typical market. The first difference is that the concept of students as customers and higher education institutions as service providers cannot apply to education market without any adjustments. Firstly, a student in higher education institution, instead of just being a customer, plays different roles in his/her student life. He/she is a customer in the sense that he/she wants satisfactory service offered from the institution, but he/she has responsibilities in his own service purchase, for example, to finish his/her assignments, study for exams, follow the school's regulations and rule, etc. (Maringe & Gibbs 2009, 34). Secondly, in education market, the moral responsibility is critically high. Because the service package of a university or college not only lies in the courses and facilities it provides for the students, but the "service outcome" is also the students themselves after they graduate and enter the workforce. Universities and colleges' role is to provide society with future workforce, and that the quality of the "service" in education market cannot be easily assessed without judging the capabilities of those who graduate from a specific university or college. Therefore, higher education institutions have to cherry-pick their "customers" – the students. Unlike a normal business, for example, a clothing store – where customers can buy whatever are for sale as long as they can pay for their purchases, universities and colleges have the right to reject their "customers". Students must meet or exceed a standard set by admission departments in order to be able to enter a university or college. Additionally, the mentality of "customers are always right" is not applicable in education market, since education institutions need to maintain a level of discipline and integrity that can guarantee the quality of students' knowledge, skills, and behaviors. Students have the right to provide institutions with feedback, but they are also expected to be reasonable (Maringe & Gibbs 2009, 35).

The concept of education as a market does not always work, also because when parents and students choose a study place, their priorities are not always high academic performance – equal to service quality, but they care more about safety, distance from home, etc. (Strauss 2012).

To sum up, the relationship between students and higher education institutions are not simply the relationship between customers and service providers. Nevertheless, it bears the basic characteristics of a market. Therefore, it is important for higher education institutions to understand students' perspectives about how the institutions are doing, so that the institutions become more aware of students' needs and wishes. Knowing students' perspectives can also be a powerful tool to assess and improve the institution's quality and image, thus attract more qualified and suitable students.

What is noteworthy about students' perspectives on universities/colleges and courses usually includes what the students like and dislike about the school and programs, the skills and knowledge they expect to acquire when they attend a course, their motives for studying, and the progression and post-qualification needs and expectations. Additionally, student overall satisfaction is also an important detail in the study of students' perspectives (Maringe & Gibbs 2009, 37-38).

#### 2.4.2 Higher Education's Brand Awareness

In purchase decision making process, especially in service sector where quality is not easy to be assessed before the actual purchase, brands act as a risk reliever. The reason is because brands help to foretell the quality and value of a service (Mourad et al. 2010, 403). Therefore, brand awareness is important in influencing the decision making process. Brand awareness is especially important in connecting the customers to the university's offered programs so that when customers have the need for higher education, the programs offered by this university is the first option customers think about (Mourad et al. 2010, 407).

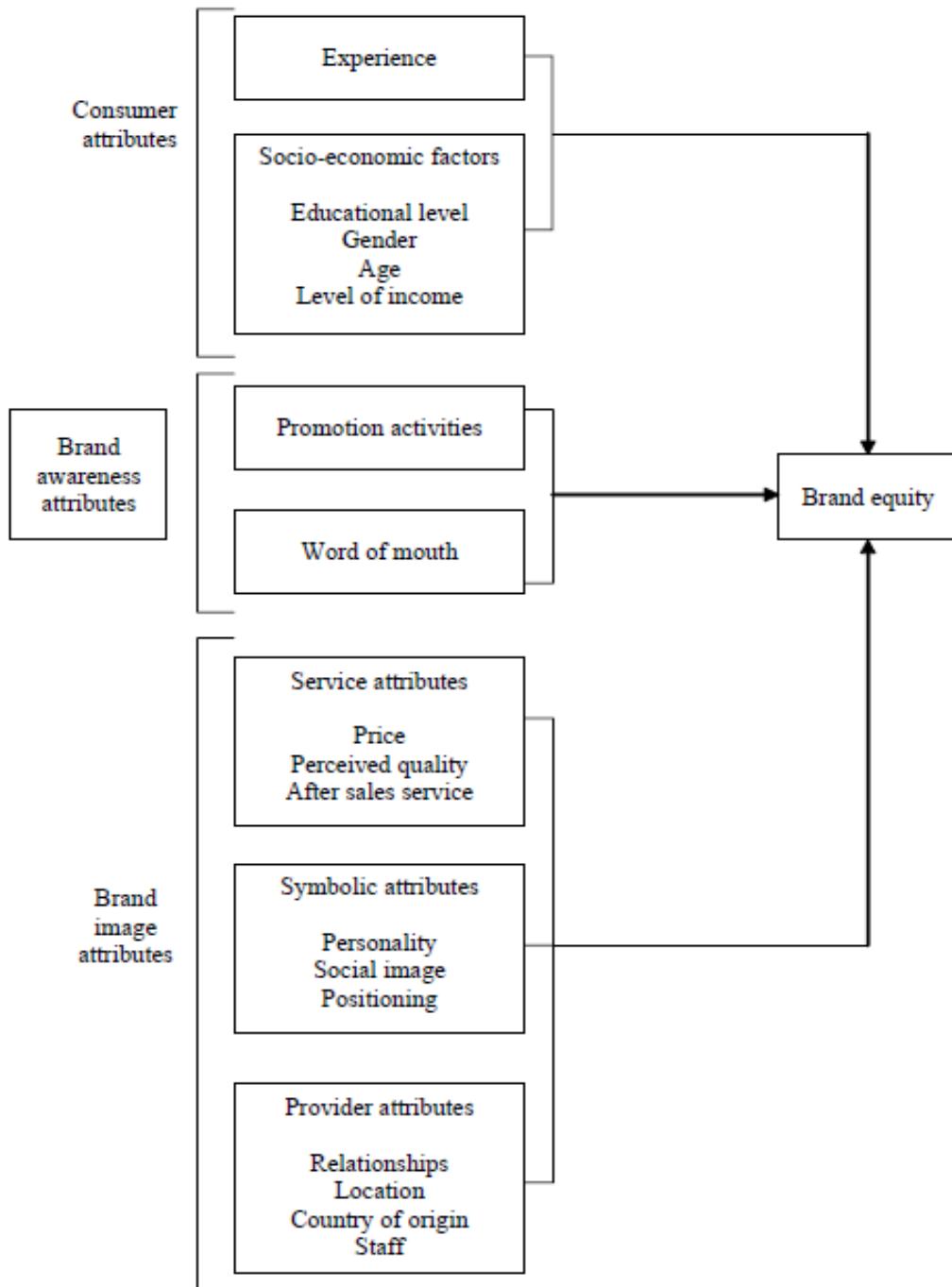


Figure 6. Higher Education Brand Equity (Mourad et al. 2010, 408)

In the model of brand equity for higher education institutions (figure 6), brand awareness attributes are one part of the three factors on which brand equity is built. Brand awareness attributes include promotion activities and word of mouth. In other words, for higher education institution's brand to be known and reputable, promotion activities from the school is important, but monitoring word of mouth is also a crucial part of marketing department (Mourad et al. 2010, 407).

#### 2.4.3 Student's Decision Making Process

Choosing a study destination is considered a high-involvement decision since students more than often are very careful and critical when making this decision (Binsardi & Ekwulugo 2003, 319). In higher education decision making process, a student goes through four stages when choosing a study destination. In the first stage, the student recognizes his/her need for education in a foreign country. He/she decides whether or not to study abroad. This need recognition phase is usually triggered by an imperfect home country's education system perceived by the student. In the research, Mazzarol and Soutar refer to the factors that trigger the need to study abroad in student's home country as push factors (Mazzarol & Soutar 2001, 4).

In the second stage, the student begins to collect information about potential host countries and decides where to go to study. The student usually have a set of criteria for him/herself, which is the same as the evaluation phase in consumer decision making process in previous discussion. The student then compares his/her criteria to the features of the potential host countries. The factors that fit in the criteria and can be used to attract the student to come to the host country are called pull factors from host country (Mazzarol & Soutar 2001, 4).

In the third stage, the student collects information about potential host institutions and decides which he/she wants to study in. Again, the process through which the student goes in order to make the decision is the same as in the second stage. The factors in the host institution that attract the student towards it are called pull factors from host institution (Mazzarol & Soutar 2001, 5).

Combined with the consumer decision making model (Cox et al. 1983, 394), after the third stage, students will experience the study period in the host institution and form their opinion about the institution, whether they will continue their study and recommend or advise against their institution to other prospective students. Therefore, it is important for higher education institutions to know about students' expectations and try to live up to those expectations.

Many studies have found that there are many external sources that influence a student's decision on his/her study destination. ICEF Monitor (2012) stated that in Australia, international students tend to choose the study destination where they have relatives, siblings, or friends living nearby. The research conducted in the US also concluded that there is heavy

influence of parents on the children's study matters. Influence of family background and family's opinion concerning the student's decisions is well established and accepted by almost all education systems (Schnabel, Alfeld, Eccles, Koller & Baumert 2002, 194).

#### 2.4.4 Push – Pull Factors Influencing Student Destination Choice

The push-pull factor theory is originally used to explain the flow of migration, but now is used to analyze the decision making process of international students. In the first stage, push factors affect the student's decision of study abroad, while in the next two stages, pull factors attract the student towards a specific host country and host institution (Mazzarol & Soutar 2001, 3).

In the article “Push-Pull Factors Influencing International Student Destination Choice” published by Centre for Entrepreneurial Management and Innovation, Mazzarol and Soutar (2001) listed the common pull and push factors that dictate the decision making process of students when choosing their destination choice.

The **push factors**, referring to the situation in home country that triggers the demand for international education, include the lack of access to quality higher education, the availability of higher education institutions, the level of economic wealth, the availability of technological-based programs, and the priority placed on education by the home country (Mazzarol & Soutar, 2001, 4).

On the other hand, the **pull factors**, meaning the situation in host country that attract students to come and study, include commonality of language, geographic proximity, knowledge and awareness of the host country, reputation for quality, cost issues, environment issues (both climate and lifestyle), host nation's support of international students (scholarships, promotions, etc.) and personal recommendations. Furthermore, the historical and colonial links between home country and a host country, the relative size of home country's economy compared to host country, and economic links between the two nations also have impacts on student's decisions (Mazzarol & Soutar 2001, 4).

The **pull factors from host institution** include reputation for quality of the institution, link or alliance to institutions familiar to student, reputation for high quality staff, number of students enrolled, and the willingness to recognize student's qualifications. The alumni base

and word of mouth is also considered a source of information for students when choosing a host institution (Mazzarol & Soutar 2001, 5).

#### 2.4.5 Decision Making Process to Choose a Study Destination Model based on Theoretical Background

To sum up, the model of student's decision making process to choose a study destination is as follows:

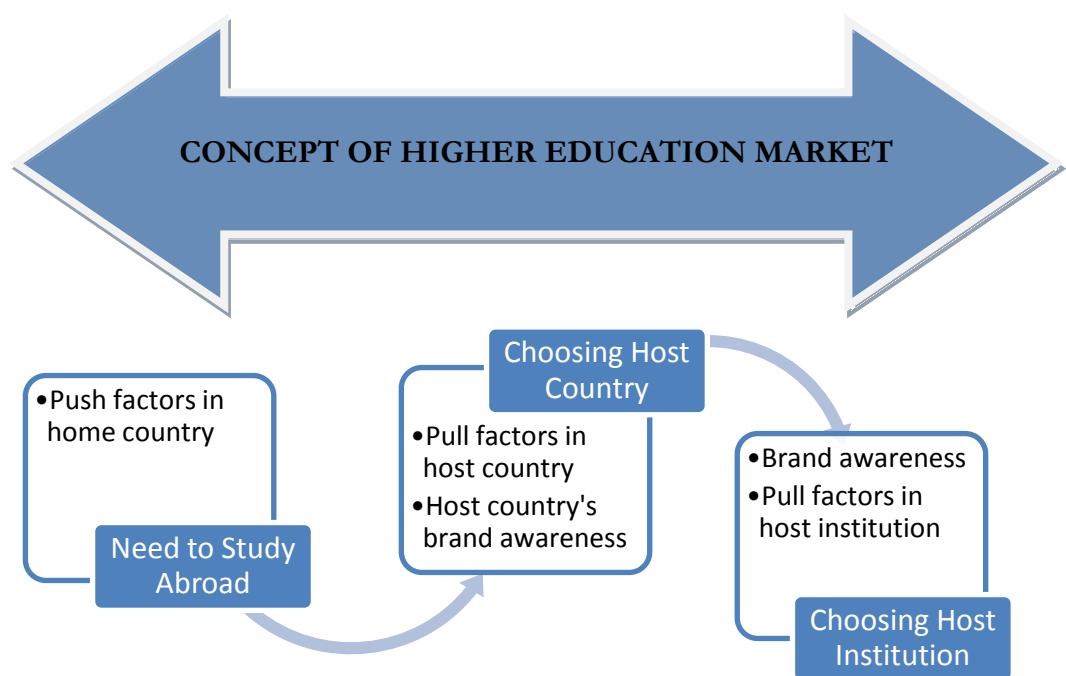


Figure 7. Choosing a Study Destination

The decision making process to choose a study destination is summarized based on the concept of higher education as a market, theory of decision making process, theory of brand awareness influences in decision making process, and push-pull factors affecting students' decisions of choosing a study destination.

### 3 RESEARCH METHODOLOGY

This research methodology follows the standard methodology used in quantitative research. Data is collected through a questionnaire, and the data is analyzed using SPSS program.

#### 3.1 Data Collection Method

##### Questionnaire Design

This is a quantitative-prominent research, and data is selected via a survey. The questions in survey are mostly in quantitative forms, including multiple choice questions, grading questions, and classifying questions. Additionally, there are some qualitative questions which will be used to explore new areas and can be viewed as initial materials for further research, if possible.

The questionnaire, including 20 questions in different formats, is built based on theory of brand awareness in higher education market, student's decision making process, and push-pull factors in choosing a study destination.

The first three questions and the last question are used to classify students into interested groups. Questions 4 to 9 are used to survey Vietnamese student's awareness of Finland, Finnish education brand, and specifically Kajaani University of Applied Sciences brand. Question 10 to 14 concern about the student's decision making process, including how students collect information about higher education institutions and what external forces affect their decision making process. Questions 1 to 14 are multiple choice questions with option "Other" so respondents can specify their choices. Last but not least, question 15 to 19 concern the push-pull factors in choosing a study destination. These questions are in the form of rankings.

##### Sample and Data Collection

The interested population is high school students in Vietnam. The sample, therefore, is high school students in Ho Chi Minh City. The size of sample is 204 respondents from different

high schools in Ho Chi Minh City. Data was collected in 4 university entrance exam preparation private classes. Respondents are from 17 years old to 23 years old. Questionnaires were in the form of paper handouts.

Among the 204 collected papers, 5 were non-responsive. Some of the respondents left few questions unanswered but were not categorized as non-responsive because they have answered the remaining questions which gave the research data to analyze.

### 3.2 Analysis

The data is processed and analyzed with SPSS program. The respondents are divided into three different groups. The two control groups are:

- Students who choose Finland as a study destination
- All students

The interested group is: Students who choose a European country as a study destination (except for those who already choose Finland as a study destination)

The reason for choosing this group as interested group is because it represents the type of students that are most likely to choose Finland as their study destination given the right triggers. In order to choose Finland as a study destination, a student needs to fulfill two conditions:

- To have the need to study abroad
- To have Finland in the top of his/her list of options.

The group of students who choose Finland as their study destination has already had Finland in their list of options, so even though it is not certain that they will go to study in Finland, the chances are high. On the other hand, the chosen group represents the potentials to meet these conditions if they meet the right influences. Therefore, the group is used in this analysis.

The analysis is conducted using frequency distribution formula and Mann-Whitney U test in SPSS. Frequency distribution is used for all questions and Mann-Whitney U test is used on questions 4, 6, 7, 8, and 15 – 20, with null hypothesis being the two groups share similar distribution. The purpose is to build a profile of typical Vietnamese student, and to compare

and contrast the interested group to two control groups, thus find out systematic differences and similarities among the groups.

## 4 RESEARCH FINDINGS

Research findings include findings about the characteristics of a typical Vietnamese student when choosing a study place and the unique characteristics of students with potential to study in Finland.

### 4.1 Typical Vietnamese Student

#### Intention to study abroad

There is no other European country that is in the top five of destination choice besides United Kingdom, which might mean that Vietnamese students do not see Europe as a popular study place. Financial issues are the biggest obstacle that prevents Vietnamese students to study abroad. This can be a result of the GDP per capita gap between Vietnam and the developed countries (Appendix 2/1).

#### Brand Awareness

A typical Vietnamese student generally knows nothing or very little about Finland, Finnish education, and specifically Kajaani University of Applied Sciences. This fact is not surprising since Finland's exposure in Vietnam is not much (A stroll through Vietnamese abroad study websites can verify that). However, upon mentioning Finland, many students think about Nokia brand, snow, and Santa Claus, and most of them think of Finnish education system as high-quality. This reflects that although students do not have a clear image of Finland, they do recognize the brand when being in contact. In other words, most Vietnamese students are in the phase of Finland brand recognition. One of the explanations about the high perceived quality of Finnish education can be that Finnish education ranks quite high in the world recently and those reports have been published annually (Appendix 2/1).

#### Decision Making Process

The decision makers in choosing a student's study destination are the student him/herself and immediate family. The family and especially parents heavily influence this decision. This

is to be expected, as there are already publications implying this trend in many other cultures such as Australia and the United States (mentioned in theoretical background).

A typical student in Vietnam tends to look for information about studying abroad in the desirable universities' websites as well as social media such as Facebook. Friends and relatives' recommendations are also one source of information. School's info sessions and education fair are helpful, but they are by nature infrequent and students cannot actively choose their dream universities' representatives to be present in these kinds of events.

Vietnamese students prefer to look for information in both English and Vietnamese. They also prefer Vietnamese alumni to be the university representatives. This might be due to the involvement of parents and family in decision making process so Vietnamese is best suited to be used to communicate in this matter (Appendix 2/1).

### Push – Pull Factors

Most Vietnamese students think higher education diploma is important for their career, income, social status, as well as character building. And in their opinion, the quality of higher education in Western countries is better than in Vietnam. Together with the curiosity of living in a different culture, this explains the high number of Vietnamese students studying abroad in the recent years (statistics in Introduction part) (Appendix 2/2).

The concerns of Vietnamese students when living abroad can be categorized into two groups: culture shock, including language barriers, race discrimination, differences in learning styles, homesickness; and safety, including crime rates and living alone. The biggest concerns when studying abroad are language barriers, crime rates and race discrimination. The culture shock and safety concerns lead to the results of characteristics of host country that students perceive as attractive – also known as pull factors – such as the ease of using English to communicate (to eliminate language barrier), high number of Vietnamese as well as international students in town (so discrimination is assumedly less serious), availability of outdoor activities and exciting nightlife (to ease homesickness), and safe place to live (to boost safety level) (Appendix 2/2).

For the host institutions, most of the factors listed in the questionnaire are considered pull factors. Interestingly, reputation for quality, qualifications recognized by employers, affordable tuition, and availability for scholarships are the factors rated as “very important” by most respondents. In other words, most Vietnamese students wish to study in a university with

excellent teaching quality, but they are also quite price sensitive. The price sensitivity seems to be even more significant than the university's reputation for quality (more than 65% compared to 47.7%) (Appendix 2/3)

## 4.2 Potential Group

Potential Group is the group of students that have at least one European country as a study destination, excluding those who choose Finland. Control Group I is the group of students who do not choose any European country as their study destination. Control Group II is the group of students who choose Finland as their study destination. In this part, the group of students who choose at least one European country as their study destination (Potential group + Control group II) is called European group and compared against Control Group I, in order to find that the characteristics that differentiate the potential students.

### 4.2.1 Comparison with Group of Students Who Do Not Choose any European Country as a Study Destination

For most parts, the characteristics of the European group and Control group I are quite similar. However, the comparison highlights some interesting differences.

When asked about the images that reminds students of Finland, most respondents in both groups chose Nokia, snow, and Santa Claus. However, the order is different, as in the European group, snow (42%) is a more symbolic image of Finland than Santa Claus (37%) (Appendix 4c).

Moving on to the decision making part, the European group's most important decision maker is the students themselves (65.9%), but family and parents also significantly take part in the decision making process (42%) as well as influence the decision (40.7%) even if the students are the main decision makers. In Control group I, the students (66.1%) and family (42.2%) take part in decision making process, while only parents have significant influences (45.9%) when the students make the decision themselves (Appendix 4d and Appendix 4e).

Both groups prefer to look for information about studying abroad via university websites, social media, and friends' or relatives' recommendations (Appendix 4f). Both groups also prefer to learn about the institution by meeting with Vietnamese alumni and the university official staff (Appendix 4g). The languages both groups want the information to be in are

both English and Vietnamese (bilingual sources of information), although the number of students in Control group I have seem to prefer the information in Vietnamese only is quite high (30.9% compared to only 11.2% in European group) (Appendix 4h).

In the Push-pull factors section, Mann – Whitney U Test shows some differences in preferences of two groups. The European group places more emphasis on the level of importance of higher education on future career as well as on social status (Appendix 4i – 1 [p-value: 0.026] and 3 [p-value: 0.029]).

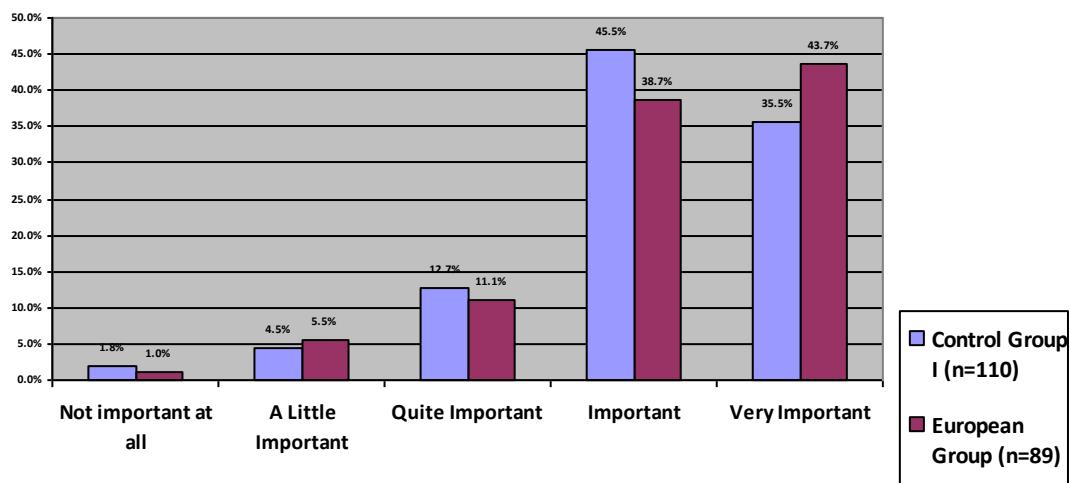


Figure 8. Importance of Higher Education on Future Career (Control Group I vs. European group)

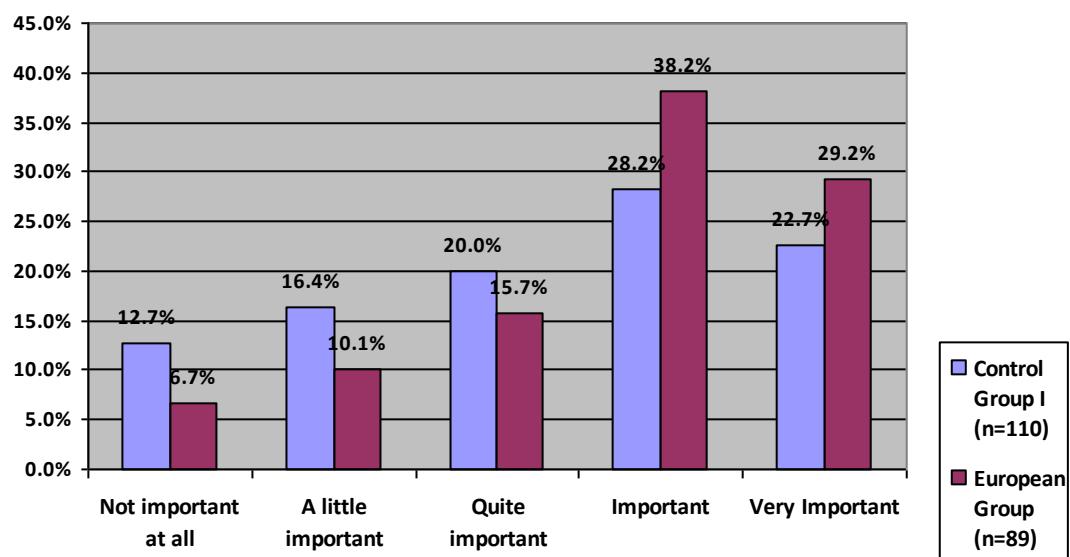


Figure 9. Importance of Higher Education on Social Status (Control Group I vs. European group)

When asked if the programs they like are not offered in Vietnam, the highest percentage of the respondents answered that they were neutral about that statement, although Control group I leaned more to the “Disagree” side, while the European group leaned more to the “Agree” side (Appendix 4i – 6, p- value: 0.048).

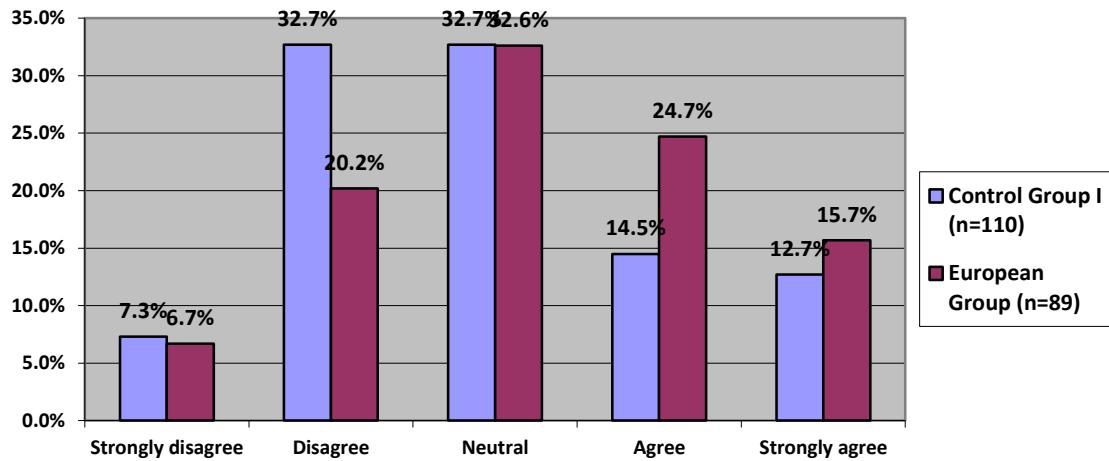


Figure 10. Preferred Programs Are Not Offered in Vietnam (Control group I vs. European group)

Similarly, for pull factor: different climate in host country, despite the fact that most of the respondents did not think it would affect their decision of choosing a study destination, in the Control group I, high percentage of respondents considered it an unattractive factor (affecting negatively) in a host country while the European group did not score as high in that option (Appendix 4i – 19, p-value: 0.010).

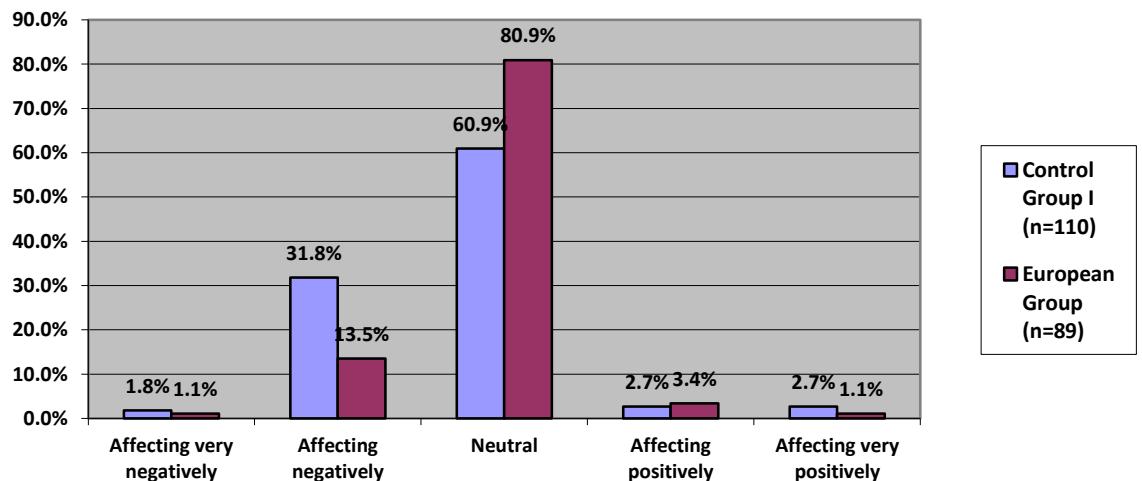


Figure 11. Pull Factor: Different Climate (Control Group I vs. European group)

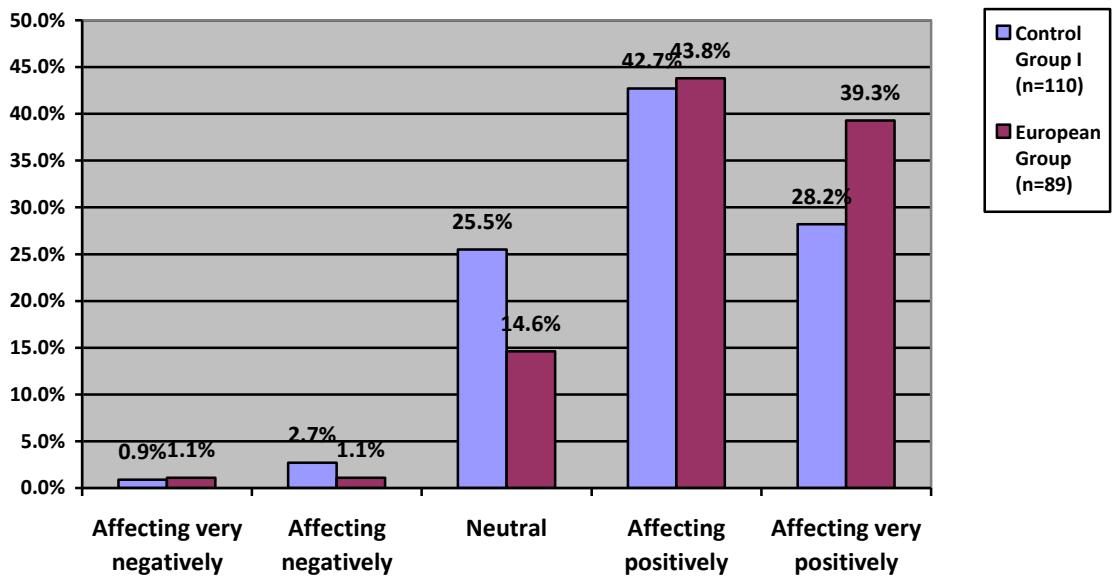


Figure 12. Pull Factor: Exciting Nightlife (Control group I vs. European group)

Last but not least, for pull factor: exciting nightlife, although both groups considered this an attractive feature (aka: pull factor) of a host country, the European group rated it higher in positive side while higher percentage of the Control group I did not think it would affect their decision (Appendix 4i – 25, p-value: 0.031).

#### 4.2.2 Comparison with Group of Students Who Choose Finland as a Study Destination

The Potential group and the group of students who choose Finland as a study destination (Control Group II) have a lot of similarities. In this research, the characteristics in Potential group that are different from Control group I and the same as Control group II are the most noteworthy as they highlight the characteristics of prospective students for Finland's universities in general and specifically Kajaani University of Applied Sciences.

In Decision Making Process part, the decision makers in both groups are the students themselves, family, and parents. Parents also have heavy influences on the decisions even when they are not the direct decision makers. Students in both groups prefer to learn about studying abroad in information in both English and Vietnamese. This may be due to the fact that parents are also important decision makers and they mostly speak Vietnamese (Appendix 5d and Appendix 5e).

Concerning those factors that differentiate Control group I and Potential group, Mann-Whitney U Test confirms that Control group II and Potential group all share the same opinion. They both emphasize the same level of the importance of higher education on future career and social status (Appendix 5i – 1 [p-value: 0.702], 3 [p-value: 0.626]).

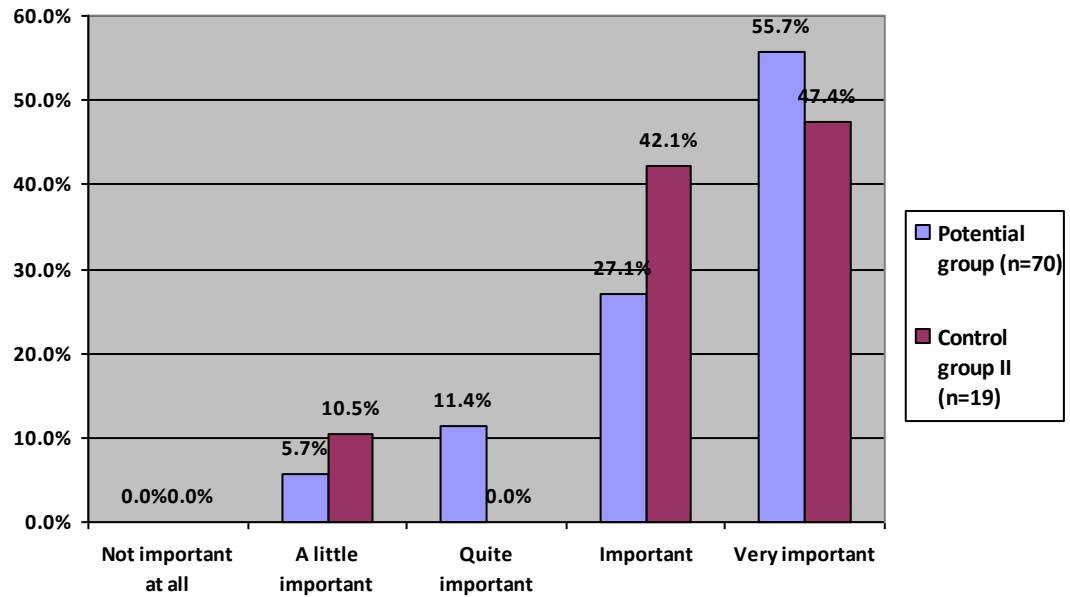


Figure 13. Importance of Higher Education on Future Career (Potential group vs. Control group II)

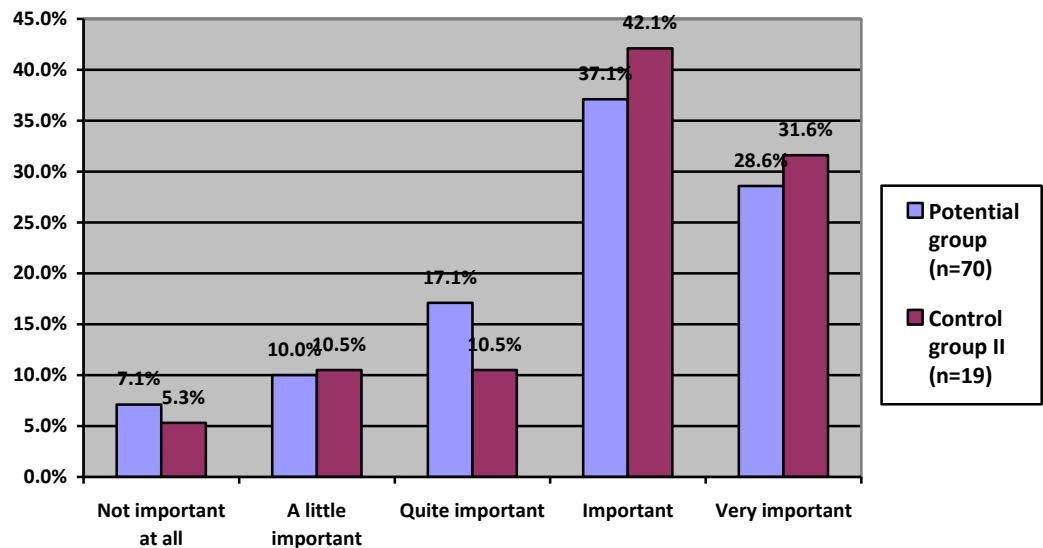


Figure 14. Importance of Higher Education on Social Status (Potential Group vs. Control Group II)

When asked if they think the programs they like were offered in Vietnam, the answers of students in two groups came back slightly different in frequently distribution, but overall most of them were neutral to this statement, and the percentage of students who agreed to the statement was higher than the percentage of those who disagreed (Appendix 5i – 6, p-value: 0.828).

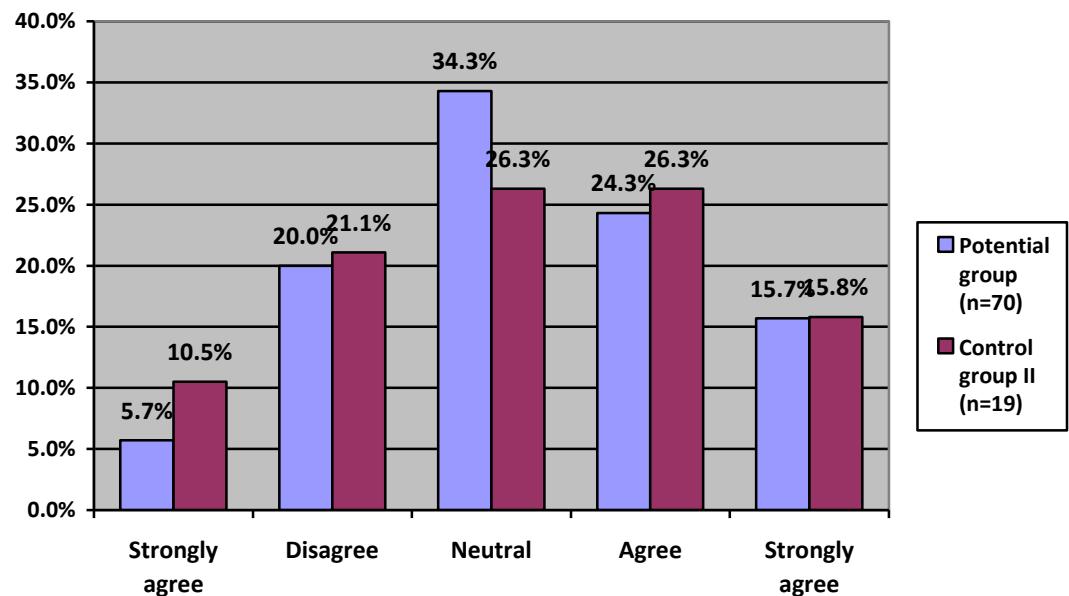


Figure 15. Preferred Programs Are Not Offered in Vietnam (Potential Group vs. Control Group II)

Most respondents in both groups felt that the difference in climate of host country compared to home country would not affect their decision when choosing a study destination, although respondents who felt that it would negatively affect their decision outnumbered those who felt that it would positively affect their decision (Appendix 5i – 19, p-value: 0.549).

Last but not least, most respondents agreed that an exciting night life in host country would affect positively to very positively their decision of choosing that host country as their study destination. On the other hand, many of those who were in Control group II felt neutral about this factor (Appendix 5i – 25, p-value: 0.081).

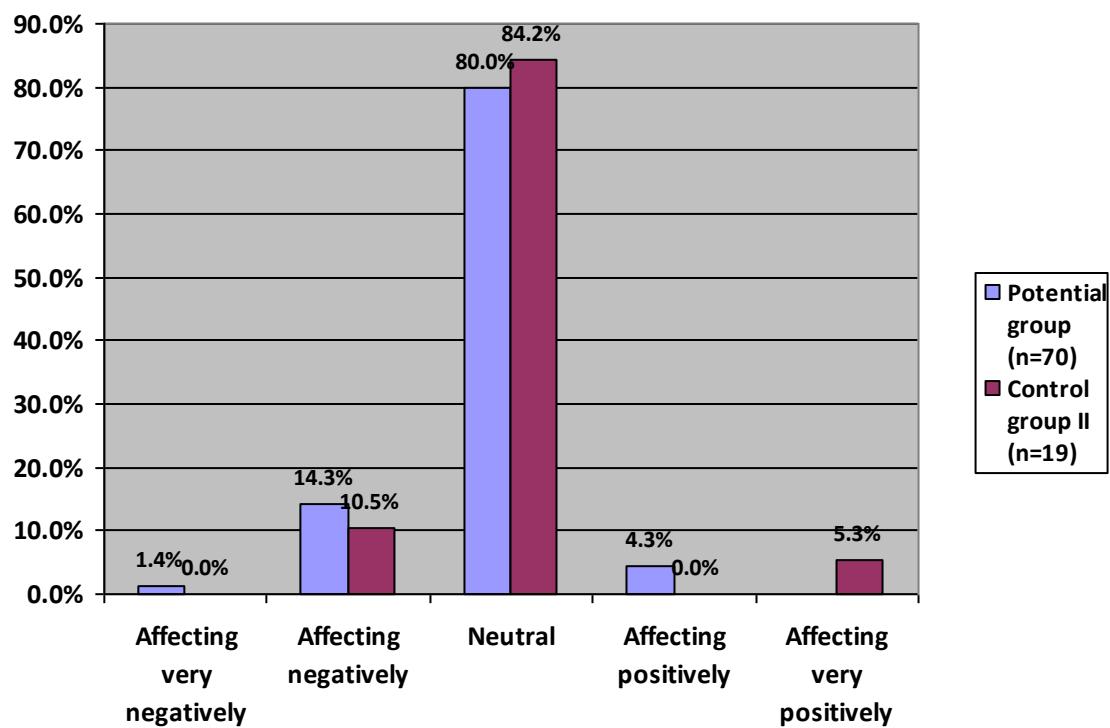


Figure 16. Pull Factor: Different Climate (Potential Group vs. Control Group II)

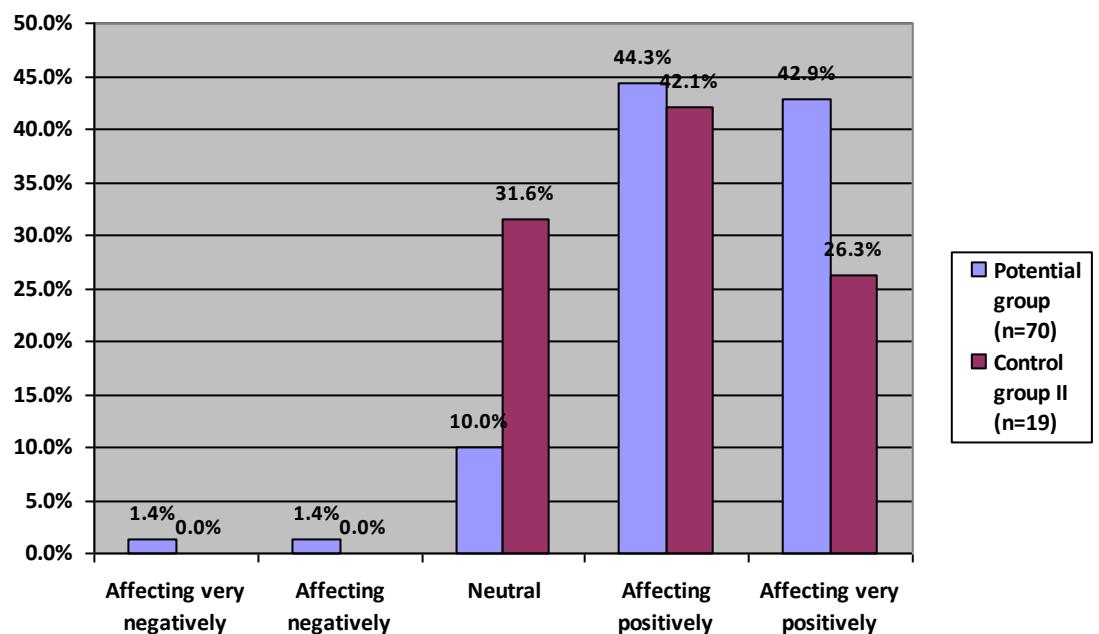


Figure 17. Exciting Night Life (Potential Group vs. Control Group II)

Mann-Whitney U Test also pointed out some other differences between the Potential group and Control group II, such as the importance level of higher education on character building (Appendix 5i – 4, p-value: 0.045), the concern in no personal means of transportation (Appendix 5i – 12, p-value: 0.018), or concern in differences of learning styles (Appendix 5i – 13, p-value: 0.020). However, because the analysis purpose of this part is to find out the exclusive similarities of the two groups in order to figure out the significant importance of the mutual factors, the differences are not discussed in depth.

## 5 DISCUSSION OF FINDINGS AND RECOMMENDATIONS

### **Vietnamese Students' Perceptions on Finland and Finnish Education System**

Most Vietnamese students do not have sufficient information about Finland, Finnish education, or Kajaani University of Applied Sciences in specific. However, most of them have an idea about the country – equivalent to the brand recognition phase. Nokia, snow, and Santa Claus are the images that remind Vietnamese students of Finland. Additionally, although Finnish education system is not well known, most Vietnamese students rate it as a good education system. This is also positive information for Finnish universities.

### **Vietnamese Students' Decision Making Process on Choosing a Study Destination**

To answer the second research question about the decision making process of students to choose where to pursue their higher education degree, the decision making process is explained through the survey quite consistently. Through analysis, there is no much difference in preferences of three groups when it comes to decision making process. All in all, the biggest obstacle for studying abroad is financial issues. Vietnamese students themselves play the most critical part in deciding where they will study. The decision, on the other hand, is also heavily influenced by parents and family. Students tend to look for information about their potential study places via university websites, acquaintances' recommendations, and social media such as Facebook. They prefer to have information written in both English and Vietnamese, and prefer to be in contact with university staff as well as university's Vietnamese alumni during information seminars.

### **Factors That Influence Vietnamese Students' Decision on Their Study Destination**

The drivers that influence Vietnamese students' decision to choose their study destination include firstly the need to go study abroad. Most students agree that higher education diplomas are very important for their future career, income, as well as character building. However, as they consider university and colleges in Western countries are better than in Vietnam, together with their wishes to study abroad to broaden their knowledge about different cultures, this need is heightened.

Vietnamese students are concerned mostly about the culture shock (language, homesickness, etc.) and safety (crime rates, and race discrimination) when they decide to study abroad. Therefore, they are interested in finding a host country with high level of internationality where they can use English to communicate as well as the availability of afterschool activities. But more importantly, it should be a safe place to live.

Host institutions are evaluated by the reputation for quality of the school and the highly-valued qualifications, as well as affordable tuition and availability of scholarships. Although all other criteria are listed as important, these four are the most noteworthy. In other words, they seek an institution with high teaching quality where they can actually afford to go to and can get a good job after graduation.

### **Characteristics of Vietnamese Potential Students of Finnish Universities**

Besides the characteristics of Vietnamese students listed above, potential students of Finnish universities have some characteristics that differentiate themselves from typical students. First of all, this group places more emphasis on the importance of higher education on their future career as well as social status. Secondly, a considerably higher percentage of students in this group compared to the non-potential group agree that the programs they plan to study are not available in Vietnam. Last but not least, this group also does not mind different climate in host country as much as the non-potential group does, but exciting nightlife in the host country is more highly considered attractive in this group than in the non-potential group.

### **Recommendations for Kajaani University of Applied Sciences**

Based on this research, there are a few points that are worth mentioning and considering in Kajaani University of Applied Sciences' marketing strategy in the market of Vietnam.

Firstly, because Finland as well as Kajaani University of Applied Sciences are still somewhat unknown to most Vietnamese students, brand awareness should be one of the priorities. The university can use those images that are already familiar with Vietnamese students (Santa Claus, snow) to communicate and improve knowledge of them about the university brand. This can elevate the brand awareness status from brand recognition to higher levels

such as brand recall or even top of mind. The brand will thus be on the decision list and it will strongly increase the probability of choosing Finland – Kajaani University of Applied Sciences as a study destination.

Secondly, family and parents prove to have major influence on students' decision of studying abroad, there should be more marketing activities targeting this group. For example, there can be a Vietnamese version of University information as well as information about programs offered on the website. Additionally, using Vietnamese alumni to communicate with prospective students as well as parents can be the first step to bring the university's brand to Vietnam's market.

Thirdly, since the potential students tend to think higher education matters much in their future career, future income, and social status, introduction of successful alumni can boost the attractiveness of Kajaani University of Applied Sciences, as students can see what they might become after graduation.

Fourthly, Kajaani University of Applied Sciences should advertise their courses that are quite exotic in Vietnam, e.g. Sports and Leisure Management, to attract students that are interested in these programs but cannot find a school in Vietnam to study.

Fifthly, as Kajaani is a small town compared to big cities in Vietnam (Ho Chi Minh City: around 3 million people, Hanoi: around 1.5 million people) (World Population Review 2014), exciting nightlife might not be an advantage of Kajaani. On the other hand, the university can emphasize on how safe and peaceful the City of Kajaani is. Winter sports can also be an attractive trait of the city since there is no snowy winter in Vietnam and students might find winter sports an exciting experience.

Last but not least, no tuition fee is a very big plus of Kajaani University of Applied Sciences as well as other Finnish universities, as financial issues prove to be a big obstacle for Vietnamese students. On the other hand, because living standard in Finland is quite high, some students still cannot afford to study there. Kajaani University of Applied Sciences can find ways to help students find part-time jobs in or outside the university, so that they can have extra earnings to partly support their life in Kajaani.

### **Limitations**

The limitations of this research include the small sample compared to the whole interested population, the small size of Control group II, the possible variations of the question meanings in translation from English to Vietnamese, and the possible question misinterpretations from respondents' side. Additionally, as there is no answers for open-ended questions (e.g. Kajaani University of Applied Sciences' image), it is unclear how respondents think about the university.

## 6 CONCLUSION

To review, the objective of this thesis is to find the significant characteristics of Vietnamese students concerning the process of deciding where to get their higher education degree. The research theory is built on decision making process theories, brand awareness, and push-pull model, within the concept of higher education as a market.

The research was in quantitative form, with close-ended questions. The respondents are from university entrance exam preparation classes in Ho Chi Minh City, from the age of 17 to 23. The responses were analyzed with SPSS, using frequencies distribution tool, chi-square test, and Mann-Whitney U test.

To summarize the research findings, there are opportunities for Finnish universities and specifically Kajaani University of Applied Sciences to attract more students from Vietnam. Although Finland and Finnish universities are not very well known in Vietnam, the overall reputation about its quality is good. The students, together with their parents and families, make the decision of whether or not they are going to study abroad. On average, Vietnamese students consider higher education institutions in Western countries to have higher quality than in Vietnam and they would like to study abroad if they can afford, even though they are still concerned about safety issues and culture shock that might happen when they live in a foreign country. The most important things about an institution that would bring it to the top of the consideration list are high education quality and affordability. Additionally, those who have the potential to study in Finland have some unique characteristics. For example, they tend to emphasize more on how important it is to have a higher education diploma to ensure a good future.

All in all, the research outcomes bring about some interesting findings about the market of Vietnam and some suggestions for Kajaani University of Applied Sciences' marketing strategies towards this market. However, due to the limitation of the research (small sample, possible misunderstandings from both respondents and researcher's parts), further research might be necessary to reinforce these findings as well as to explore more angles in this matter via quantitative methods, or to understand the market in a more in-depth level via qualitative methods.

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## LIST OF APPENDICES

Appendix 1: Questionnaire

Appendix 2: Profile of a Typical Vietnamese Student

Appendix 3: General Results

Appendix 4: Characteristics of Students Who Choose At Least One European Country (Excluding Finland) as Their Study Destination versus Characteristics of Students Who Do Not Choose Any European Country

Appendix 5: Characteristics of Students Who Choose At Least One European Country (Excluding Finland) as Their Study Destination versus Characteristics of Students Who Choose Finland as One of the Study Destination

## QUESTIONNAIRE

**1. Do you plan to study abroad?**

- a. Yes  b. No  c. Not decided yet

**2. If yes, which countries are in your top FIVE picks?**

- |  |                                       |   |
|--|---------------------------------------|---|
| a. United States <input type="checkbox"/>  | e. Finland <input type="checkbox"/>   | i. Germany <input type="checkbox"/>     |
| b. United Kingdom <input type="checkbox"/> | f. China <input type="checkbox"/>     | j. France <input type="checkbox"/>      |
| c. Australia <input type="checkbox"/>      | g. Singapore <input type="checkbox"/> | k. New Zealand <input type="checkbox"/> |
| d. Canada <input type="checkbox"/>         | h. Japan <input type="checkbox"/>     | l. Others:.....                         |

**1. If no, why not? (Choose all that are applicable)**

- |   |  |
|---|--|
| a. Financial issues <input type="checkbox"/><br>sues <input type="checkbox"/>   | c. Family is-<br>ters <input type="checkbox"/> |
| b. I do not want to live far away from my home country <input type="checkbox"/> | d. Oth-<br>ers:.....                           |

*These following questions are about your knowledge about Finland and Finland's education system*

**2. From 0 (not at all) to 5 (very well), how well do you know about Finland?**

0                  1                  2                  3                  4                  5

**3. What are the first THREE things that come to your mind when you think about Finland?**

- |   |                                    |  |                       |
|---|------------------------------------|--|-----------------------|
| a. Santa Claus <input type="checkbox"/> | c. Sauna <input type="checkbox"/>  | e. Snow <input type="checkbox"/>           | g. Reindeer           |
| b. Nokia <input type="checkbox"/>       | d. Moomin <input type="checkbox"/> | f. Northern light <input type="checkbox"/> | h. Oth-<br>ers: ..... |

**4. From 0 (not at all) to 5 (very well), how well do you know about Finland's education system?**

0                  1                  2                  3                  4                  5

**5. In your opinion, how is Finland's education quality?**

- a. Poor  b. Below average  c. Average  d. Good  e. Ex-  
cellent

*The following questions concern your knowledge about Kajaani University of Applied Sciences. If you do not know about this school yet, you can take a look at its website: [www.kamk.fi/en](http://www.kamk.fi/en) ☺*

**6. How familiar are you with Kajaani University of Applied Sciences? (from 0 – not at all, to 5 –very familiar)**

0                  1                  2                  3                  4                  5

**7. What are the THREE things that come to your mind when you think about Kajaani University of Applied Sciences? (skip if you have not heard about the school)**

.....

...

**The following questions concern your habits and preferences when choosing your study destination.**

**8. Who makes the decision of your study destination? (please choose all that are applicable)**

- a. Only yourself  c. Your parents  e. Others: .....
- b. Family and relatives  d. Your whole immediate family

**9. Who have influences on the decision of your study destination? (please choose all that are applicable)**

- a. Only yourself  c. Your parents  e. Your whole immediate family
- b. Family and relatives  d. Circle of friends  f. Teachers  g. Others: .....

**10. Where do you usually look for information about studying abroad? (please choose three)**

- a. Universities' websites  b. Friends and relatives' recommendations  c. Newspapers
- d. Agencies
- e. School's info sessions  f. Education Fair  g. Study Portals online
- h. Discussion forums
- i. Social media (Facebook etc)  j. Others: .....

**11. In your opinion, what language should be used to present a foreign university's information?**

- a. English  b. Vietnamese  c. Both  d. Either is fine  e. Others: .....

**12. Who do you prefer to receive information in direct contact (e.g. info sessions) about a foreign university from? (please choose all that are applicable)**

- a. University foreign staff  c. University alumni (foreigners)  e. Others: .....
- b. Vietnamese agencies  d. University alumni (Vietnamese)

**13. Do you think it is important to have a higher education diploma for:**

	Not at all	A little	Quite important	Important	Very important
a. Your future career					
b. Your future income					
c. Your social status					
d. Your character building					

**14. In your opinion:**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. Universities and colleges in Western countries are better than in Vietnam					
b. The programs I like are not available in Vietnam					
c. It is more difficult to get in a good university in Vietnam than in a Western country					
d. I want to study overseas to get to know their cultures					

**15. What are the concerns when you choose a study place?**

	Extremely concerned	Very concerned	Concerned	A little concerned	Not concerned at all
a. Language barriers					
b. Living alone					
c. Different climate					
d. No personal means of transportation					
e. Differences in learning style					
f. Homesickness					
g. Different cuisine					
h. Crime rates					
i. Race discrimination					
j. Others:					

**16. How do these factors affect your decision when choosing a host country/town?**

	Very negatively	Negatively	Not affecting	Positively	Very positively
a. Far from Vietnam					
b. Different climate than Vietnam					
c. Easy to use English to communicate					
d. Many Vietnamese in town					

e. Many international students in town				
f. Availability of entertainment				
g. Outdoor activities				
h. Exciting nightlife				
i. Safe place to live				
j. Clean environment				
k. Others				

**17. How important do you consider these factors for you when choosing a higher education institution?**

	Very important	Important	A plus, but optional	Not important at all
a. Reputation for quality				
b. High in world university rankings				
c. Alliance of other institutions I know				
d. Large number of international students enrolled				
e. Strong alumni base				
f. Willing to recognize my previous qualifications				
g. Qualifications recognized by employers				
h. Variety of courses and programs				
i. Modern facilities				
j. Responsive to student needs				
k. Well-known for research				
l. Well-known to me				
m. Strong promotion activities				
n. Affordable tuition				
o. Availability of scholarships				

Can you let me know your age?.....

**Thank you for your time! Hope you'll have a nice day. And good luck with your study!**

## PROFILE OF A TYPICAL VIETNAMESE STUDENT

Dream study destinations	<b>United States (19.8%)</b> , United Kingdom (12.7%), Australia (15.3%), Singapore (12.5%), Japan (9.9%) (Appendix 3a)
Obstacles in studying abroad	<b>Financial issues (75.7%)</b> (Appendix 3b)
Knowledge about Finland	<b>Not at all (38.2%)</b> , very little (36.2%) (Appendix 3c)
Knowledge about Finnish education system	<b>Not at all (49.7%)</b> , very little (20.1%) (Appendix 3d)
Opinion about Finnish education system	<b>Good (66.3%)</b> , average (13.6%) (Appendix 3e)
Knowledge about Kajaani University of Applied Sciences	<b>Not at all (84.9%)</b> (Appendix 3f)
First things coming to mind when thinking about Finland	<b>Nokia (26.1%)</b> , snow (23.6%), Santa Clause (16.1%) (Appendix 3g)
Who makes the decision to study abroad	<b>Him/herself (41.5%)</b> and immediate family (26.5%) (Appendix 3h)
Who influences the decision to study abroad	<b>Him/herself (26.7%)</b> , parents (22.5 %), immediate family (19.3%) (Appendix 3i)
Where to find information about studying abroad	<b>University websites (20.5%)</b> , social media (16.5%), friends and relatives' recommendations (14.6%), school's info session (13.1%), education fairs (13.1%) (Appendix 3j)
Preferences in languages of the information	<b>Both English and Vietnamese (54.3%)</b> or Vietnamese (22.1%) (Appendix 3l)
Preferences in university representatives	<b>Vietnamese Alumni (39.6%)</b> and university staff (24.6%) (Appendix 3k)
Importance of higher	On future career: important (38.7%), <b>very important (43.7%)</b>

education diploma	<p><b>(Appendix 3m)</b></p> <p>On future income: important (36.2%), <b>very important (37.2%)</b>  <b>(Appendix 3n)</b></p> <p>On social status: <b>Important (32.7%)</b>, very important (25.6%)          (Appendix 3o)</p> <p>On character building: important (21.6%), <b>very important (23.6%) (Appendix 3p)</b></p>
Push factors in Vietnam	<p><b>Inadequacy of Vietnamese universities</b> (agree – 48.7%, strongly agree – 28.6%) (Appendix 3q)</p> <p><b>Cultural curiosity</b> (agree – 50.3%, strongly agree – 20.6%)          (Appendix 3t)</p>
Concerns when studying abroad	<p><b><i>Big concerns:</i></b></p> <p><b>Crime rates</b> (extremely concerned: 24.1%, very concerned: 17.6%, concerned: 14.1%) (Appendix 3ab)</p> <p><b>Race discrimination</b> (extremely concerned: 27.6%, very concerned: 20.6%) (Appendix 3ac)</p> <p><b>Language barrier</b> (concerned: 20.1%, very concerned: 18.1%, extremely concerned: 20.1%) (Appendix 3u)</p> <p><b><i>Mild concerns:</i></b></p> <p><b>Living alone</b> (concerned: 20.1%, quite concerned: 32.2%) (Appendix 3v)</p> <p><b>Differences in learning styles</b> (very concerned 19.1%, concerned: 18.6%, quite concerned: 23.1%) (Appendix 3y)</p> <p><b>Homesickness</b> (very concerned: 21.2%, concerned: 16.6%, quite concerned: 31.7%) (Appendix 3z)</p>
Pull factors in host country	<p><b>Easy to use English to communicate</b> (positively affecting: 46.7%, very positively affecting: 26.6%) (Appendix 3af)</p> <p><b>Many Vietnamese in town</b> (positively affecting: 43.7%, very positively affecting: 19.1) (Appendix 3ag)</p>

	<p><b>Many international students in town</b> (positively affecting: 46.7%, very positively affecting: 17.1%) (Appendix 3ah)</p> <p><b>Outdoors activities</b> (positively affecting: 46.2%, very positively affecting: 31.2%) (Appendix 3aj)</p> <p><b>Exciting nightlife</b> (positively affecting: 43.2%, very positively affecting: 33.2%) (Appendix 3ak)</p> <p><b>Safe place to live</b> (positively affecting: 38.2%, very positively affecting: 53.8%) (Appendix 3al)</p> <p><b>Clean environment</b> (positively affecting: 37.7%, very positively affecting: 54.3%) (Appendix 3am)</p>
Pull factors in host institution	<p><b>Reputation for quality</b> (very important: 47.7%, important: 43.2%) (Appendix 3an)</p> <p><b>High in world university rankings</b> (very important: 20.1%, important: 46.7%) (Appendix 3ao)</p> <p><b>Alliance of other institutions he/she knows</b> (important: 32.7%, a plus but optional: 42.7%) (Appendix 3ap)</p> <p><b>Willing to recognize my previous qualifications</b> (important: 42.2%, a plus but optional: 24.6%) (Appendix 3as)</p> <p><b>Qualifications recognized by employers</b> (very important: 68.8%, important: 26.3%) (Appendix 3at)</p> <p><b>Variety of courses and programs</b> (very important: 42.2%, important: 47.2%) (Appendix 3au)</p> <p><b>Modern facilities</b> (very important: 42.7%, important: 44.2%) (Appendix 3av)</p> <p><b>Responsive to student needs</b> (very important: 40.2%, important: 49.2%) (Appendix 3w)</p> <p><b>Well-known for research</b> (very important: 35.2%, important: 38.7%) (Appendix 3x)</p> <p><b>Well-known to me</b> (important: 38.2%, a plus but optional:</p>

	<p>38.2%) (Appendix 3y)</p> <p><b>Affordable tuition fee</b> (very important: 66.8%, important: 29.1%) (Appendix 3ba)</p> <p><b>Availability of scholarship</b> (very important: 69.8%, important: 20.6%) (Appendix 3bb)</p>
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## GENERAL RESULTS (199 RESPONDENTS)

### Plan to study abroad

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	80	40.2	40.2
	No	50	25.1	65.3
	Not Decided Yet	69	34.7	100.0
	Total	199	100.0	100.0

### Appendix 3a \$Countries Frequencies

		Responses		Percent of Cases
		N	Percent	
Countries to choose from <sup>a</sup>	Country to choose: United States	84	19.8%	58.3%
	Country to choose: United Kingdom	54	12.7%	37.5%
	Country to choose: Australia	65	15.3%	45.1%
	Country to choose: Canada	33	7.8%	22.9%
	Country to choose: Finland	19	4.5%	13.2%
	Country to choose: China	3	0.7%	2.1%
	Country to choose: Singapore	53	12.5%	36.8%
	Country to choose: Japan	42	9.9%	29.2%
	Country to choose: Germany	18	4.2%	12.5%
	Country to choose: France	38	8.9%	26.4%
Total	Country to choose: New Zealand	16	3.8%	11.1%
		425	100.0%	295.1%

a. Dichotomy group tabulated at value 1.

### Appendix 3b \$Reasons Frequencies

		Responses		Percent of Cases
		N	Percent	
Reasons for not studying abroad <sup>a</sup>	Reasons for not studying abroad: Financial issues	87	75.7%	82.9%

	Reasons for not studying abroad: Do not want to live far away from home country	21	18.3%	20.0%
	Reasons for not studying abroad: Family issues	7	6.1%	6.7%
Total		115	100.0%	109.5%

a. Dichotomy group tabulated at value 1.

**Appendix 3c How well you know Finland**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	76	38.2	38.2
	very little	72	36.2	74.4
	a little bit	33	16.6	91.0
	quite well	12	6.0	97.0
	well	4	2.0	99.0
	very well	2	1.0	100.0
	Total	199	100.0	100.0

**Appendix 3d How well you know Finnish education system**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	99	49.7	49.7
	very little	40	20.1	69.8
	a little bit	25	12.6	82.4
	quite well	20	10.1	92.5
	well	11	5.5	98.0
	very well	4	2.0	100.0
	Total	199	100.0	100.0

**Appendix 3e Finland's education quality**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't know	24	12.1	12.1
	Poor	1	.5	.5
	Below Average	1	.5	.5
	Average	27	13.6	13.6
	Good	132	66.3	93.0

Excellent	14	7.0	7.0	100.0
Total	199	100.0	100.0	

**Appendix 3f How familiar you are with KAMK**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	169	84.9	84.9
	very little	16	8.0	93.0
	a little bit	9	4.5	97.5
	quite well	3	1.5	99.0
	well	1	.5	99.5
	very well	1	.5	100.0
Total		199	100.0	100.0

**Appendix 3g \$image Frequencies**

	Responses		Percent of Cases
	N	Percent	
Finland's image <sup>a</sup>	Finland's image: Santa Claus	53	16.1%
	Finland's image: Nokia	86	26.1%
	Finland's image: Sauna	8	2.4%
	Finland's image: Moomin	38	11.5%
	Finland's image: Snow	78	23.6%
	Finland's image: Northern light	29	8.8%
	Finland's image: Reindeer	38	11.5%
Total		330	100.0%
			187.5%

a. Dichotomy group tabulated at value 1.

**Appendix 3h \$decisionmakers Frequencies**

	Responses		Percent of Cases
	N	Percent	
Decision Makers <sup>a</sup>	Decision maker: Yourself	130	41.5%
	Decision maker: Family and relatives	18	5.8%
	Decision maker: Parents	82	26.2%
	Decision maker: Immediate family	83	26.5%

Total	313	100.0%	158.9%
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a. Dichotomy group tabulated at value 1.

#### Appendix 3i \$influencers Frequencies

	Responses		Percent of Cas- es
	N	Percent	
Decision Influence Factors <sup>a</sup>	Influences: Yourself	101	26.7%
	Influences: Family and relatives	25	6.6%
	Influences: Parents	85	22.5%
	Influences: Circle of friends	60	15.9%
	Influences: Immediate family	73	19.3%
	Influences: Teachers	34	9.0%
Total		378	100.0%
			193.8%

a. Dichotomy group tabulated at value 1.

#### Appendix 3j \$Infoapproach Frequencies

	Responses		Percent of Cas- es
	N	Percent	
How to collect information <sup>a</sup>	Info approach: University websites	108	20.5%
	Info approach: Acquaintances' recommendations	77	14.6%
	Info approach: Newspapers	51	9.7%
	Info approach: Agencies	35	6.6%
	Info approach: School's info sessions	69	13.1%
	Info approach: Education fairs	69	13.1%
	Info approach: Study portals online	15	2.8%
	Info approach: Discussion forums	17	3.2%
	Info approach: Social media	87	16.5%
	Total	528	100.0%
			275.0%

a. Dichotomy group tabulated at value 1.

#### Appendix 3k \$Representatives Frequencies

		Responses		Percent of Cases
		N	Percent	
Who to represent the university <sup>a</sup>	Representative: University foreign staff	82	24.6%	42.9%
	Representative: Agencies	54	16.2%	28.3%
	Representative: Alumni (foreigners)	65	19.5%	34.0%
	Representative: Alumni (Vietnamese)	132	39.6%	69.1%
Total		333	100.0%	174.3%

a. Dichotomy group tabulated at value 1.

#### Appendix 2l Languages to be used

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	3	1.5	1.5
	English	25	12.6	12.6
	Vietnamese	44	22.1	22.1
	Both	108	54.3	54.3
	Either is fine	19	9.5	9.5
	Total	199	100.0	100.0

#### Appendix 3m higher education on Future career

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	1.0	1.0
	A little	11	5.5	5.5
	Quite important	22	11.1	11.1
	Important	77	38.7	38.7
	Very important	87	43.7	43.7
	Total	199	100.0	100.0

#### Appendix 3n higher education on Future income

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	7	3.5	3.5
	A little	11	5.5	5.5
	Quite important	35	17.6	17.6
	Important	72	36.2	62.8

Very important	74	37.2	37.2	100.0
Total	199	100.0	100.0	

**Appendix 3o higher education on Social status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	20	10.1	10.1
	A little	27	13.6	23.6
	Quite important	36	18.1	41.7
	Important	65	32.7	74.4
	Very important	51	25.6	100.0
	Total	199	100.0	100.0

**Appendix 3p higher education on Character building**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	37	18.6	18.6
	A little	30	15.1	33.7
	Quite important	42	21.1	54.8
	Important	43	21.6	76.4
	Very important	47	23.6	100.0
	Total	199	100.0	100.0

**Appendix 3q Universities and colleges in Western countries are better than in Vietnam**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	2.5	2.5
	Disagree	7	3.5	6.0
	Neutral	33	16.6	22.6
	Agree	97	48.7	71.4
	Strongly agree	57	28.6	100.0
	Total	199	100.0	100.0

**Appendix 3r The programs I like are not available in Vietnam**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	7.0	7.0

Disagree	54	27.1	27.1	34.2
Neutral	65	32.7	32.7	66.8
Agree	38	19.1	19.1	85.9
Strongly agree	28	14.1	14.1	100.0
Total	199	100.0	100.0	

**Appendix 3s It is more difficult to get in good university in Vietnam than in Western countries**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	8.0	8.0
	Disagree	48	24.1	32.2
	Neutral	80	40.2	72.4
	Agree	39	19.6	92.0
	Strongly agree	16	8.0	100.0
	Total	199	100.0	100.0

**Appendix 3t I want to study overseas to get to know their cultures**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.0	2.0
	Disagree	9	4.5	6.5
	Neutral	45	22.6	22.6
	Agree	100	50.3	79.4
	Strongly agree	41	20.6	100.0
	Total	199	100.0	100.0

**Appendix 3u Concern: Language barriers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	40	20.1	20.1
	Very concerned	36	18.1	38.2
	Concerned	40	20.1	58.3
	A little concerned	56	28.1	86.4
	Not concerned at all	27	13.6	100.0
	Total	199	100.0	100.0

**Appendix 3v Concern: Living alone**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	26	13.1	13.1	13.1
	Very concerned	32	16.1	16.1	29.1
	Concerned	40	20.1	20.1	49.2
	A little concerned	64	32.2	32.2	81.4
	Not concerned at all	37	18.6	18.6	100.0
Total		199	100.0	100.0	

**Appendix 3w Concern: Different climate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	15	7.5	7.5	7.5
	Very concerned	21	10.6	10.6	18.1
	Concerned	22	11.1	11.1	29.1
	A little concerned	50	25.1	25.1	54.3
	Not concerned at all	91	45.7	45.7	100.0
Total		199	100.0	100.0	

**Appendix 3x Concern: No personal means of transportation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	13	6.5	6.5	6.5
	Very concerned	23	11.6	11.6	18.1
	Concerned	32	16.1	16.1	34.2
	A little concerned	66	33.2	33.2	67.3
	Not concerned at all	65	32.7	32.7	100.0
Total		199	100.0	100.0	

**Appendix 3y Concern: Differences in learning style**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	13	6.5	6.5	6.5
	Very concerned	38	19.1	19.1	25.6

Concerned	37	18.6	18.6	44.2
A little concerned	46	23.1	23.1	67.3
Not concerned at all	65	32.7	32.7	100.0
Total	199	100.0	100.0	

**Appendix 3z Concern: Homesickness**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	28	14.1	14.1
	Very concerned	42	21.1	35.2
	Concerned	33	16.6	51.8
	A little concerned	63	31.7	83.4
	Not concerned at all	33	16.6	100.0
	Total	199	100.0	100.0

**Appendix 3aa Concern: Different cuisine**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	7	3.5	3.5
	Very concerned	16	8.0	8.0
	Concerned	15	7.5	7.5
	A little concerned	43	21.6	21.6
	Not concerned at all	118	59.3	59.3
	Total	199	100.0	100.0

**Appendix 3ab Concern: Crime rates**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	48	24.1	24.1
	Very concerned	35	17.6	41.7
	Concerned	28	14.1	55.8
	A little concerned	40	20.1	75.9
	Not concerned at all	48	24.1	100.0
	Total	199	100.0	100.0

**Appendix 3ac Concern: Race discrimination**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely concerned	55	27.6	27.6	27.6
	Very concerned	41	20.6	20.6	48.2
	Concerned	28	14.1	14.1	62.3
	A little concerned	32	16.1	16.1	78.4
	Not concerned at all	43	21.6	21.6	100.0
Total		199	100.0	100.0	

**Appendix 3ad Pull factor: Far from Vietnam**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	5	2.5	2.5	2.5
	Negatively	15	7.5	7.5	10.1
	Not affecting	167	83.9	83.9	94.0
	Positively	6	3.0	3.0	97.0
	Very positively	6	3.0	3.0	100.0
Total		199	100.0	100.0	

**Appendix 3ae Pull factor: Different climate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	3	1.5	1.5	1.5
	Negatively	47	23.6	23.6	25.1
	Not affecting	139	69.8	69.8	95.0
	Positively	6	3.0	3.0	98.0
	Very positively	4	2.0	2.0	100.0
Total		199	100.0	100.0	

**Appendix 3af Pull factor: Easy to use English to communicate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	4	2.0	2.0	2.0
	Negatively	12	6.0	6.0	8.0
	Not affecting	37	18.6	18.6	26.6
	Positively	93	46.7	46.7	73.4

Very positively	53	26.6	26.6	100.0
Total	199	100.0	100.0	

**Appendix 3ag Pull factor: Many Vietnamese in town**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	4	2.0	2.0
	Negatively	12	6.0	6.0
	Not affecting	58	29.1	29.1
	Positively	87	43.7	80.9
	Very positively	38	19.1	100.0
	Total	199	100.0	

**Appendix 3ah Pull factor: Many international students in town**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	1	.5	.5
	Negatively	8	4.0	4.0
	Not affecting	63	31.7	31.7
	Positively	93	46.7	82.9
	Very positively	34	17.1	100.0
	Total	199	100.0	

**Appendix 3ai Pull factor: Availability of entertainment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	7	3.5	3.5
	Negatively	15	7.5	7.5
	Not affecting	80	40.2	40.2
	Positively	70	35.2	35.2
	Very positively	27	13.6	13.6
	Total	199	100.0	

**Appendix 3aj Pull factor: Outdoor activities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	2	1.0	1.0
	Negatively	6	3.0	4.0

Not affecting	37	18.6	18.6	22.6
Positively	92	46.2	46.2	68.8
Very positively	62	31.2	31.2	100.0
Total	199	100.0	100.0	

**Appendix 3ak Pull factor: Exciting nightlife**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	2	1.0	1.0
	Negatively	4	2.0	2.0
	Not affecting	41	20.6	20.6
	Positively	86	43.2	43.2
	Very positively	66	33.2	33.2
	Total	199	100.0	100.0

**Appendix 3al Pull factor: Safe place to live**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	1	.5	.5
	Negatively	1	.5	.5
	Not affecting	14	7.0	7.0
	Positively	76	38.2	38.2
	Very positively	107	53.8	53.8
	Total	199	100.0	100.0

**Appendix 3am Pull factor: Clean environment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very negatively	1	.5	.5
	Negatively	1	.5	.5
	Not affecting	14	7.0	7.0
	Positively	75	37.7	37.7
	Very positively	108	54.3	54.3
	Total	199	100.0	100.0

**Appendix 3an Host institution: Reputation for quality**

	Frequency	Percent	Valid Percent	Cumulative Percent

	Very important	95	47.7	47.7	47.7
	Important	86	43.2	43.2	91.0
Valid	A plus, but optional	14	7.0	7.0	98.0
	Not important at all	4	2.0	2.0	100.0
	Total	199	100.0	100.0	

**Appendix 3ao Host institution: High in world university rankings**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Very important	40	20.1	20.1
	Important	93	46.7	66.8
Valid	A plus, but optional	59	29.6	96.5
	Not important at all	7	3.5	100.0
	Total	199	100.0	100.0

**Appendix 3ap Host institution: Alliance of other institutions I know**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Very important	23	11.6	11.6
	Important	65	32.7	44.2
Valid	A plus, but optional	85	42.7	86.9
	Not important at all	25	12.6	99.5
	5.00	1	.5	.5
	Total	199	100.0	100.0

**Appendix 3aq Host institution: Large number of international students enrolled**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Very important	14	7.0	7.0
	Important	39	19.6	19.6
Valid	A plus, but optional	91	45.7	45.7
	Not important at all	53	26.6	26.6
	5.00	2	1.0	1.0
	Total	199	100.0	100.0

**Appendix 3ar Host institution: Strong alumni base**

	Frequency	Percent	Valid Percent	Cumulative Percent

	Very important	15	7.5	7.5	7.5
	Important	45	22.6	22.6	30.2
Valid	A plus, but optional	85	42.7	42.7	72.9
	Not important at all	54	27.1	27.1	100.0
	Total	199	100.0	100.0	

**Appendix 3as Host institution: Willing to recognize my previous qualifications**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Very important	46	23.1	23.1
	Important	84	42.2	42.2
Valid	A plus, but optional	49	24.6	24.6
	Not important at all	19	9.5	9.5
	5.00	1	.5	.5
	Total	199	100.0	100.0

**Appendix 3at Host institution: Qualifications recognized by employers**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Very important	137	68.8	68.8
	Important	51	25.6	25.6
Valid	A plus, but optional	8	4.0	4.0
	Not important at all	3	1.5	1.5
	Total	199	100.0	100.0

**Appendix 3au Host institution: Variety of courses and programs**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Very important	84	42.2	42.2
	Important	94	47.2	47.2
Valid	A plus, but optional	16	8.0	8.0
	Not important at all	5	2.5	2.5
	Total	199	100.0	100.0

**Appendix 3av Host institution: Modern facilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	85	42.7	42.7

Important	88	44.2	44.2	86.9
A plus, but optional	19	9.5	9.5	96.5
Not important at all	7	3.5	3.5	100.0
Total	199	100.0	100.0	

**Appendix 3aw Host institution: Responsive to student needs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	80	40.2	40.2
	Important	98	49.2	89.4
	A plus, but optional	16	8.0	97.5
	Not important at all	5	2.5	100.0
	Total	199	100.0	100.0

**Appendix 3ax Host institution: Well-known for research**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	70	35.2	35.2
	Important	77	38.7	73.9
	A plus, but optional	41	20.6	94.5
	Not important at all	10	5.0	99.5
	5.00	1	.5	.5
	Total	199	100.0	100.0

**Appendix 3ay Host institution: Well-known to me**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	31	15.6	15.6
	Important	76	38.2	53.8
	A plus, but optional	76	38.2	92.0
	Not important at all	16	8.0	100.0
	Total	199	100.0	100.0

**Appendix 3az Host institution: Strong promotion activities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	23	11.6	11.6
	Important	39	19.6	31.2

A plus, but optional	76	38.2	38.2	69.3
Not important at all	59	29.6	29.6	99.0
5.00	2	1.0	1.0	100.0
Total	199	100.0	100.0	

**Appendix 3ba Host institution: Affordable tuition**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	133	66.8	66.8	66.8
	Important	58	29.1	29.1	96.0
	A plus, but optional	6	3.0	3.0	99.0
	Not important at all	2	1.0	1.0	100.0
	Total	199	100.0	100.0	

**Appendix 3bb Host institution: Availability of scholarships**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no answer	1	.5	.5	.5
	Very important	139	69.8	69.8	70.4
	Important	41	20.6	20.6	91.0
	A plus, but optional	15	7.5	7.5	98.5
	Not important at all	3	1.5	1.5	100.0
	Total	199	100.0	100.0	

**Appendix 3bc Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17.00	30	15.1	15.1	15.1
	17.30	1	.5	.5	15.6
	17.50	6	3.0	3.0	18.6
	18.00	121	60.8	60.8	79.4
	19.00	20	10.1	10.1	89.4
	20.00	15	7.5	7.5	97.0
	21.00	1	.5	.5	97.5
	22.00	3	1.5	1.5	99.0
	23.00	2	1.0	1.0	100.0
	Total	199	100.0	100.0	

**CHARACTERISTICS OF STUDENTS WHO CHOOSE AT LEAST ONE EUROPEAN COUNTRY (EXCLUDING FINLAND) AS THEIR STUDY DESTINATION**

**VERSUS**

**CHARACTERISTICS OF STUDENTS WHO DO NOT CHOOSE ANY EUROPEAN COUNTRY**

**Appendix 4a Q2\*\$Reasons Crosstabulation**

		Reasons for not studying abroad <sup>a</sup>			Total
		Reasons for not studying abroad: Financial issues	Reasons for not studying abroad: Do not want to live far away from home country	Reasons for not studying abroad: Family issues	
Choosing a European Country	Non-Europe	Count Q2	52 76.5%	18 26.5%	3 4.4%
	Europe	Count Q2	35 94.6%	3 8.1%	4 10.8%
	Total	Count	87	21	7
					105

Percentages and totals are based on respondents.

- a. Dichotomy group tabulated at value 1.

**Appendix 4b**

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of How well you know Finland is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.199	Retain the null hypothesis.
2	The distribution of How well you know Finnish education system is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.299	Retain the null hypothesis.
3	The distribution of Finland's education quality is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.424	Retain the null hypothesis.
4	The distribution of How familiar you are with KAMK is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.309	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Appendix 4c Q2\*\$Images Crosstabulation**

		Finland's Image <sup>a</sup>							Total
		Fin-land's image: Santa Claus	Fin-land's image: Nokia	Fin-land's image: Sauna	Fin-land's image: Mo omi n	Fin-land's im-age: Snow	Fin-land's im-age: North ern light	Fin-land's im-age: Rein-deer	
Non-Europe	Count % within Q2	23 24.2%	36 37.9%	2 2.1%	23 24.2%	44 46.3%	18 18.9%	20 21.1%	95
Choosing a European Country	Count % within Q2	30 37.0%	50 61.7%	6 7.4%	15 18.5%	34 42.0%	11 13.6%	18 22.2%	81
Total	Count	53	86	8	38	78	29	38	176

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

**Appendix 4d Q2\*\$Decisionmakers Crosstabulation**

		Decision Makers <sup>a</sup>				Total
		Decision maker: Yourself	Decision maker: Family and relatives	Decision maker: Parents	Decision maker: Immediate family	
Non-Europe	Count % within Q2	72 66.1%	8 7.3%	45 41.3%	46 42.2%	109
Choosing a European Country	Count % within Q2	58 65.9%	10 11.4%	37 42.0%	37 42.0%	88
Total	Count	130	18	82	83	197

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

Appendix 4e Q2\*\$Influencers Crosstabulation

		Decision influencers <sup>a</sup>						Total	
		Influ- ences: Yourself	Influ- ences: Family and rela- tives	Influ- ences: Par- ents	Influ- ences: Circle of friends	Influ- ences: Immedi- ate family	Influ- ences: Teach- ers		
Choos- ing a Eu- ropean Country	Non- Eu- rope	Count	54	14	50	27	38	16	109
		% within Q2	49.5%	12.8%	45.9%	24.8%	34.9%	14.7%	
	Eu- rope	Count	47	11	35	33	35	18	86
		% within Q2	54.7%	12.8%	40.7%	38.4%	40.7%	20.9%	
	Total	Count	101	25	85	60	73	34	195

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

Appendix 4f Q2\*\$Infoapproach Crosstabulation

		How to collect information <sup>a</sup>									Total	
		Info ap- proach : Uni- versity web- sites	Info ap- proach : Ac- quaint- ances' recom- menda- da- tions	Info ap- proach : New spa- pers	Info ap- proac h: Agen- cies	Info ap- proach : School 's info ses- sions	Info ap- proac h: Edu- cation fairs	Info ap- proac h: Study por- tals	Info ap- proac h: Dis- cussi on fo- rums	Info ap- proach : So- cial media		
Choos- ing a Euro- pean Country	Non- Eu- rope	Count	57	38	28	22	33	30	5	8	45	103
		% within in Q2	55.3%	36.9%	27.2 %	21.4 %	32.0%	29.1 %	4.9%	7.8%	43.7%	
	Eu- rope	Count	51	39	23	13	36	39	10	9	42	89

	% with- in Q2 Cou- nt	57.3%	43.8%	25.8 %	14.6 %	40.4%	43.8 %	11.2 %	10.1 %	47.2%	
Total		108	77	51	35	69	69	15	17	87	192

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

**Appendix 4g Q2\*\$Representatives Crosstabulation**

		Who to represent university <sup>a</sup>				Total	
		Representa- tive: Universi- ty foreign staff	Repre- sentative: Agencies	Repre- sentative: Alumni (foreign- ers)	Repre- sentative: Alumni (Viet- namese)		
Choosing a European Country	Non- Europe	Count	43	32	30	65	104
		% within Q2	41.3%	30.8%	28.8%	62.5%	
	Europe	Count	39	22	35	67	87
		% within Q2	44.8%	25.3%	40.2%	77.0%	
	Total	Count	82	54	65	132	191

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

**Appendix 4h Choosing a European Country \* Languages to be used Crosstabulation**

		Languages to be used					To- tal	
		No an- swer	Eng- lish	Vietnam- ese	Both	Either is fine		
Choosing a European Country	Non- Europe	Count	3	14	34	51	8	110
		% within Choosing a European Country	2.7%	12.7%	30.9%	46.4%	7.3%	100. 0%
	Europe	Count	0	11	10	57	11	89

Total	% within Choosing a European Country Count	0.0%	12.4%	11.2%	64.0%	12.4%	100.0%
	% within Choosing a European Country	1.5%	12.6%	22.1%	54.3%	9.5%	100.0%

## Appendix3i

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of higher education on Future career is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.026	Reject the null hypothesis.
2	The distribution of higher education on Future income is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.758	Retain the null hypothesis.
3	The distribution of higher education on Social status is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.029	Reject the null hypothesis.
4	The distribution of higher education on Character building is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.184	Retain the null hypothesis.
5	The distribution of Universities and Independent colleges in Western countries are better than in Vietnam is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.551	Retain the null hypothesis.
6	The distribution of The programs I like are not available in Vietnam is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.048	Reject the null hypothesis.
7	The distribution of It is more difficult to get in good university in Vietnam than in Western countries is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.602	Retain the null hypothesis.
8	The distribution of I want to study overseas to get to know their cultures is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.051	Retain the null hypothesis.
9	The distribution of Concern: Language barriers is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.315	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
10	The distribution of Concern: Living alone is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.652	Retain the null hypothesis.
11	The distribution of Concern: Different climate is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.165	Retain the null hypothesis.
12	The distribution of Concern: No personal means of transportation is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.212	Retain the null hypothesis.
13	The distribution of Concern: Differences in learning style is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.647	Retain the null hypothesis.
14	The distribution of Concern: Homesickness is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.824	Retain the null hypothesis.
15	The distribution of Concern: Different cuisine is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.094	Retain the null hypothesis.
16	The distribution of Concern: Crime rates is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.900	Retain the null hypothesis.
17	The distribution of Concern: Race discrimination is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.184	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
18	The distribution of Pull factor: Far from Vietnam is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.839	Retain the null hypothesis.
19	The distribution of Pull factor: Different climate is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.010	Reject the null hypothesis.
20	The distribution of Pull factor: Easy to use English to communicate is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.134	Retain the null hypothesis.
21	The distribution of Pull factor: Many Vietnamese in town is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.428	Retain the null hypothesis.
22	The distribution of Pull factor: Many international students in town is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.639	Retain the null hypothesis.
23	The distribution of Pull factor: Availability of entertainment is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.819	Retain the null hypothesis.
24	The distribution of Pull factor: Outdoor activities is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.130	Retain the null hypothesis.
25	The distribution of Pull factor: Exciting nightlife is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.031	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
26	The distribution of Pull factor: Safe place to live is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.087	Retain the null hypothesis.
27	The distribution of Pull factor: Clean environment is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.085	Retain the null hypothesis.
28	The distribution of Host institution: Reputation for quality is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.725	Retain the null hypothesis.
29	The distribution of Host institution: High in world university rankings is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.241	Retain the null hypothesis.
30	The distribution of Host institution: Alliance of other institutions I know is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.744	Retain the null hypothesis.
31	The distribution of Host institution: Large number of international students enrolled is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.093	Retain the null hypothesis.
32	The distribution of Host institution: Strong alumni base is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.666	Retain the null hypothesis.
33	The distribution of Host institution: Willing to recognize my previous qualifications is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.315	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
34	The distribution of Host institution: Qualifications recognized by employers is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.698	Retain the null hypothesis.
35	The distribution of Host institution: Variety of courses and programs is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.748	Retain the null hypothesis.
36	The distribution of Host institution: Modern facilities is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.357	Retain the null hypothesis.
37	The distribution of Host institution: Responsive to student needs is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.176	Retain the null hypothesis.
38	The distribution of Host institution: Well-known for research is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.474	Retain the null hypothesis.
39	The distribution of Host institution: Well-known to me is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.913	Retain the null hypothesis.
40	The distribution of Host institution: Strong promotion activities is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.611	Retain the null hypothesis.
41	The distribution of Host institution: Affordable tuition is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.179	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
42	The distribution of Host institution: Availability of scholarships is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.224	Retain the null hypothesis.
43	The distribution of Age is the same across categories of Choosing a European Country.	Independent-Samples Mann-Whitney U Test	.478	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Appendix 4j Choosing a European Country \* The programs I like are not available in Vietnam****Crosstabulation**

		The programs I like are not available in Vietnam					Total	
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
Choosing a European Country	Non-Europe	Count	8	36	36	16	14	110
	Non-Europe	% within Choosing a European Country	7.3%	32.7%	32.7%	14.5%	12.7%	100.0%
	Europe	Count	6	18	29	22	14	89
Total	Europe	% within Choosing a European Country	6.7%	20.2%	32.6%	24.7%	15.7%	100.0%
	Non-Europe	Count	14	54	65	38	28	199
	Non-Europe	% within Choosing a European Country	7.0%	27.1%	32.7%	19.1%	14.1%	100.0%

**Appendix 4k Choosing a European Country \* Pull factor: Different climate Crosstabulation**

		Pull factor: Different climate					Total	
		Very negatively	Negatively	Not affecting	Positively	Very positively		
Choosing a European Country	Non-Europe	Count	2	35	67	3	3	110
	Non-Europe	% within Choosing a European Country	1.8%	31.8%	60.9%	2.7%	2.7%	100.0%
	Europe	Count	1	12	72	3	1	89
Total	Europe	% within Choosing a European Country	1.1%	13.5%	80.9%	3.4%	1.1%	100.0%
	Non-Europe	Count	3	47	139	6	4	199
	Non-Europe	% within Choosing a European Country	1.5%	23.6%	69.8%	3.0%	2.0%	100.0%

**Appendix 4l Choosing a European Country \* Pull factor: Exciting nightlife Crosstabulation**

		Pull factor: Exciting nightlife					To- tal
		Very nega- tively	Nega- tively	Not af- fected	Positive- ly	Very posi- tively	
Choosing a European Country	Non-Europe	Count	1	3	28	47	31 110
		% within Choosing a European Country	0.9%	2.7%	25.5%	42.7%	28.2 100.0%
	Europe	Count	1	1	13	39	35 89
		% within Choosing a European Country	1.1%	1.1%	14.6%	43.8%	39.3 100.0%
	Total	Count	2	4	41	86	66 199
		% within Choosing a European Country	1.0%	2.0%	20.6%	43.2%	33.2 100.0%

**Appendix 4m Choosing a European Country \* higher education on Future career Crosstabulation**

		higher education on Future career					Total
		Not at all	A little	Quite im- portant	Important	Very im- portant	
Choosing a European Country	Non-Europe	Count	2	5	14	50	39 110
		% within Choosing a European Country	1.8%	4.5%	12.7%	45.5%	35.5% 100.0%
	Europe	Count	0	6	8	27	48 89
		% within Choosing a European Country	0.0%	6.7%	9.0%	30.3%	53.9% 100.0%
	Total	Count	2	11	22	77	87 199
		% within Choosing a European Country	1.0%	5.5%	11.1%	38.7%	43.7% 100.0%

**Appendix 4n Choosing a European Country \* higher education on Social status Crosstabulation**

		higher education on Social status					Total
		Not at all	A little	Quite im- portant	Important	Very im- portant	
Choos- ing a Euro- pean Country	Non- Eu- rope	Count	14	18	22	31	25 110
		% within Choosing a European Coun- try	12.7%	16.4%	20.0%	28.2%	22.7% 100.0 %
	Eu- rope	Count	6	9	14	34	26 89
		% within Choosing a European Coun- try	6.7%	10.1%	15.7%	38.2%	29.2% 100.0 %
Total		Count	20	27	36	65	51 199
		% within Choosing a European Coun- try	10.1%	13.6%	18.1%	32.7%	25.6% 100.0 %

**CHARACTERISTICS OF STUDENTS WHO CHOOSE AT LEAST ONE EUROPEAN COUNTRY (EXCLUDING FINLAND) AS THEIR STUDY DESTINATION**

**VERSUS**

**CHARACTERISTICS OF STUDENTS WHO CHOOSE FINLAND AS ONE OF THE STUDY DESTINATION**

**Appendix 5a \$Reasons Frequencies**

	Country to choose: Finland	Responses		Percent of Cases
		N	Percent	
no	Reasons for not studying abroad <sup>a</sup>	Reasons for not studying abroad:		
		Financial issues	30	81.1%
		Reasons for not studying abroad:		
	yes	Do not want to live far away from home country	3	8.1%
		Reasons for not studying abroad:		
		Family issues	4	10.8%
yes	Reasons for not studying abroad <sup>a</sup>	Total	37	100.0%
		Reasons for not studying abroad:		
	Total	Financial issues	5	100.0%
			5	100.0%

a. Dichotomy group tabulated at value 1.

### Appendix 5b

#### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of How well you know Finland is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.223	Retain the null hypothesis.
2	The distribution of How well you know Finnish education system is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.137	Retain the null hypothesis.
3	The distribution of Finland's education quality is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.217	Retain the null hypothesis.
4	The distribution of How familiar you are with KAMK is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.611	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

#### Appendix 5c Q2\_e\*\$FinlandImage Crosstabulation

		Finland's Images <sup>a</sup>							Total	
		Fin-land's image: Santa Claus	Fin-land's image: Nokia	Fin-land's image: Sau-na	Fin-land's image: Moomin	Fin-land's image: Snow	Fin-land's image: North-ern light	Fin-land's image: Rein-deer		
Country to choose:	no	Count	27	37	6	10	26	6	14	64
		% with-in Q2_e	42.2%	57.8 %	9.4%	15.6%	40.6%	9.4%	21.9 %	
	yes	Count	3	13	0	5	8	5	4	17
Total		Count	30	50	6	15	34	11	18	81

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

**Appendix 5d Q2\_e\*\$Decisionmakers Crosstabulation**

		Decision Makers <sup>a</sup>				Total	
		Decision maker: Yourself	Decision maker: Family and rela- tives	Deci- sion maker: Parents	Decision maker: Immediate family		
Country to choose: Finland	no	Count	47	7	29	32	70
		% within Q2_e	67.1%	10.0%	41.4%	45.7%	
	yes	Count	11	3	8	5	18
		% within Q2_e	61.1%	16.7%	44.4%	27.8%	
Total		Count	58	10	37	37	88

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

**Appendix 5e Q2\_e\*\$DecisionInfluencers Crosstabulation**

		Decision Influences <sup>a</sup>						Total	
		Influ- ences: Yourself	Influ- ences: Family and rela- tives	Influ- ences: Parents	Influ- ences: Circle of friends	Influ- ences: Immediate family	Influ- ences: Teach- ers		
Country to choose: Finland	no	Count	38	8	26	23	30	13	69
		% within Q2_e	55.1%	11.6%	37.7%	33.3%	43.5%	18.8%	
	yes	Count	9	3	9	10	5	5	17
		% within Q2_e	52.9%	17.6%	52.9%	58.8%	29.4%	29.4%	
Total		Count	47	11	35	33	35	18	86

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

Appendix 5f Q2\_e\*\$Infoapproach Crosstabulation

		How to collect information <sup>a</sup>									To-tal
		Info ap-proac-h: Uni-versi-ty web-sites	Info ap-proach : Ac-quaint ances' recom-menda-tions	Info ap-proac-h: News pa-pers	Info ap-proach : Agen-cies	Info ap-proac-h: School 's info ses-sions	Info ap-proac-h: Edu-cation fairs	Info ap-proac-h: Study portals online	Info ap-proac-h: Dis-cussio-n fo-rums	Info ap-proac-h: So-cial me-dia	
Country to choose:	no	Count within Q2_e	40 57.1 %	28 40.0%	13 18.6 %	10 14.3%	28 40.0%	31 44.3%	5 7.1%	6 8.6%	35 50.0 %
Finland	yes	Count within Q2_e	11 57.9 %	11 57.9%	10 52.6 %	3 15.8%	8 42.1%	8 42.1%	5 26.3%	3 15.8%	7 36.8 %
Total		Count	51	39	23	13	36	39	10	9	42
											89

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

Appendix 5g Country to choose: Finland \* Languages to be used Crosstabulation

		Languages to be used				Total	
		English	Viet-namese	Both	Either is fine		
Country to choose:	no	Count % within Country to choose: Finland	10 14.3%	8 11.4%	45 64.3%	7 10.0%	70 100.0%

Finland	Count	1	2	12	4	19
yes	% within Country to choose: Finland	5.3%	10.5%	63.2%	21.1%	100.0%
Total	Count	11	10	57	11	89
	% within Country to choose: Finland	12.4%	11.2%	64.0%	12.4%	100.0%

Appendix 5h Q2\_e\*\$Representatives Crosstabulation

		Who to be university representative <sup>a</sup>				Total
		Repre-sentative: University foreign staff	Repre-sentative: Agencies	Repre-senta-tive: Alumni (foreign-ers)	Repre-sentative: Alumni (Vietnam-ese)	
Country to choose: Finland	Count	31	16	23	55	68
	no % within Q2_e	45.6%	23.5%	33.8%	80.9%	
	Count	8	6	12	12	19
yes	% within Q2_e	42.1%	31.6%	63.2%	63.2%	
Total	Count	39	22	35	67	87

Percentages and totals are based on respondents.

a. Dichotomy group tabulated at value 1.

**Appendix 5i****Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of higher education on Future career is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.702	Retain the null hypothesis.
2	The distribution of higher education on Future income is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.597	Retain the null hypothesis.
3	The distribution of higher education on Social status is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.626	Retain the null hypothesis.
4	The distribution of higher education on Character building is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.045	Reject the null hypothesis.
5	The distribution of Universities and colleges in Western countries are better than in Vietnam is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.099	Retain the null hypothesis.
6	The distribution of The programs I like are not available in Vietnam is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.828	Retain the null hypothesis.
7	The distribution of It is more difficult to get in good university in Vietnam than in Western countries is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.154	Retain the null hypothesis.
8	The distribution of I want to study overseas to get to know their cultures is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.757	Retain the null hypothesis.
9	The distribution of Concern: Language barriers is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.918	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
10	The distribution of Concern: Living alone is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.081	Retain the null hypothesis.
11	The distribution of Concern: Different climate is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.642	Retain the null hypothesis.
12	The distribution of Concern: No personal means of transportation is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.018	Reject the null hypothesis.
13	The distribution of Concern: Differences in learning style is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.020	Reject the null hypothesis.
14	The distribution of Concern: Homesickness is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.704	Retain the null hypothesis.
15	The distribution of Concern: Different cuisine is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.378	Retain the null hypothesis.
16	The distribution of Concern: Crime rates is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.237	Retain the null hypothesis.
17	The distribution of Concern: Race discrimination is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.914	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
18	The distribution of Pull factor: Far from Vietnam is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.067	Retain the null hypothesis.
19	The distribution of Pull factor: Different climate is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.549	Retain the null hypothesis.
20	The distribution of Pull factor: Easy to use English to communicate is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.342	Retain the null hypothesis.
21	The distribution of Pull factor: Many Vietnamese in town is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.784	Retain the null hypothesis.
22	The distribution of Pull factor: Many international students in town is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.508	Retain the null hypothesis.
23	The distribution of Pull factor: Availability of entertainment is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.717	Retain the null hypothesis.
24	The distribution of Pull factor: Outdoor activities is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.996	Retain the null hypothesis.
25	The distribution of Pull factor: Exciting nightlife is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.081	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

### Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
26	The distribution of Pull factor: Safe place to live is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.290	Retain the null hypothesis.
27	The distribution of Pull factor: Clean environment is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.588	Retain the null hypothesis.
28	The distribution of Host institution: Reputation for quality is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.369	Retain the null hypothesis.
29	The distribution of Host institution: High in world university rankings is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.157	Retain the null hypothesis.
30	The distribution of Host institution: Alliance of other institutions I know is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.191	Retain the null hypothesis.
31	The distribution of Host institution: Large number of international students enrolled is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.804	Retain the null hypothesis.
32	The distribution of Host institution: Strong alumni base is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.393	Retain the null hypothesis.
33	The distribution of Host institution: Willing to recognize my previous qualifications is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.895	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
34	The distribution of Host institution: Independent Qualifications recognized by employers is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.860	Retain the null hypothesis.
35	The distribution of Host institution: Variety of courses and programs is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.540	Retain the null hypothesis.
36	The distribution of Host institution: Modern facilities is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.338	Retain the null hypothesis.
37	The distribution of Host institution: Responsive to student needs is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.387	Retain the null hypothesis.
38	The distribution of Host institution: Well-known for research is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.827	Retain the null hypothesis.
39	The distribution of Host institution: Well-known to me is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.079	Retain the null hypothesis.
40	The distribution of Host institution: Strong promotion activities is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.143	Retain the null hypothesis.
41	The distribution of Host institution: Affordable tuition is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.290	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
42	The distribution of Host institution: Availability of scholarships is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.253	Retain the null hypothesis.
43	The distribution of Age is the same across categories of Country to choose: Finland.	Independent-Samples Mann-Whitney U Test	.947	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Appendix 5j Country to choose: Finland \* higher education on Future career Crosstabulation**

		higher education on Future career				Total	
		A little	Quite im- portant	Im- portant	Very im- portant		
Country to choose: Finland	no	Count	4	8	19	39	70
		% within Country to choose: Finland	5.7%	11.4%	27.1%	55.7%	100.0%
		Count	2	0	8	9	19
	yes	% within Country to choose: Finland	10.5%	0.0%	42.1%	47.4%	100.0%
		Count	6	8	27	48	89
		% within Country to choose: Finland	6.7%	9.0%	30.3%	53.9%	100.0%
Total							

**Appendix 5k Country to choose: Finland \* higher education on Social status Crosstabulation**

		higher education on Social status					Total
		Not at all	A little	Quite im- portant	Im- portant	Very im- portant	
Country to choose: Finland	no	Count	5	7	12	26	70
		% within Country to choose: Finland	7.1%	10.0%	17.1%	37.1%	28.6% 100.0 %
		Count	1	2	2	8	6 19
	yes	% within Country to choose: Finland	5.3%	10.5%	10.5%	42.1%	31.6% 100.0 %
		Count	6	9	14	34	26 89
		% within Country to choose: Finland	6.7%	10.1%	15.7%	38.2%	29.2% 100.0 %
Total							

**Appendix 5l Country to choose: Finland \* The programs I like are not available in Vietnam Crosstabulation**

	The programs I like are not available in Vietnam	Total

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Country to choose: Finland	no	Count	4	14	24	17	11	70
		% within Country to choose: Finland	5.7%	20.0%	34.3%	24.3%	15.7%	100.0 %
		Count	2	4	5	5	3	19
	yes	% within Country to choose: Finland	10.5%	21.1%	26.3%	26.3%	15.8%	100.0 %
		Count	6	18	29	22	14	89
		% within Country to choose: Finland	6.7%	20.2%	32.6%	24.7%	15.7%	100.0 %
Total								

Appendix 5m Country to choose: Finland \* Pull factor: Different climate Crosstabulation

		Pull factor: Different climate					Total	
		Very negatively	Negatively	Not affecting	Positively	Very positively		
Country to choose: Finland	no	Count	1	10	56	3	0	70
		% within Country to choose: Finland	1.4%	14.3%	80.0%	4.3%	0.0%	100.0%
		Count	0	2	16	0	1	19
	yes	% within Country to choose: Finland	0.0%	10.5%	84.2%	0.0%	5.3%	100.0%
		Count	1	12	72	3	1	89
		% within Country to choose: Finland	1.1%	13.5%	80.9%	3.4%	1.1%	100.0%
Total								

Appendix 5n Country to choose: Finland \* Pull factor: Exciting nightlife Crosstabulation

		Pull factor: Exciting nightlife					Total
		Very negatively	Negatively	Not affecting	Positively	Very positively	
Country to no	Count	1	1	7	31	30	70

choose: Finland	% within Country to choose: Finland	1.4%	1.4%	10.0%	44.3%	42.9%	100.0%
	Count	0	0	6	8	5	19
yes	% within Country to choose: Finland	0.0%	0.0%	31.6%	42.1%	26.3%	100.0%
	Count	1	1	13	39	35	89
Total	% within Country to choose: Finland	1.1%	1.1%	14.6%	43.8%	39.3%	100.0%