BANGLADESHI MARKET AS A POTENTIAL TARGET MARKET

Case: Lahti University of Applied Sciences Ltd

LAHTI UNIVERSITY OF APPLIED SCIENCES
Faculty of Business and Hospitality Management
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Md. Ali Hossain Rana
Abstract

Expanding business into new territory is one of the best strategies of business expanding strategies. Higher education has become a service and students are treated as a customer of the service. Nowadays, Finland is identified as a popular study destination for international students. Finnish institutions are offering different international degree programmes for international students. The aim of the thesis is to help the case company Lahti UAS Ltd to find potential students from Bangladeshi students.

There were three theoretical chapters. First theory chapter explained about segmentation, targeting, positioning, and differentiation of customer. The next chapter described the student as a customer, the marketing funnel of potential customers, and consumer decision process. Finally, the third chapter discussed the considerable factors of potential Bangladeshi students.

This thesis was written by using the deductive reasoning approach and the qualitative research method. Moreover, primary and secondary sources were used for data collection of this thesis. The primary data was collected by interviews. The interviews received from Bangladeshi students. Secondary data gathered from reliable online sources, articles, and literature related to the topic.

The empirical research findings displayed that potential Bangladeshi students begin their decision journey for higher study after completing the higher secondary study. Bangladeshi students consider both push factors and pull factors for choosing a bachelor’s degree programme aboard. Moreover, Bangladeshi students mostly get information about study in Finland via Google, social media as well as they are influenced by friends and relatives. According to the findings, recommendations are provided to the case company.

Keywords
Bangladeshi students, international degree programme, customer-driven marketing strategy, student as customer, customer decision journey
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INTRODUCTION

1.1 Research Background

Every year many students go abroad for higher education so that they can get a better job and experience new cultures and countries (Iraj 2017). According to UNESCO, in 2017, about 60,390 Bangladeshi students left their country due to higher study abroad (Alamgir 2018). They are very interested to go aboard for higher study after completing higher secondary certificate examination. United States of America, Canada, Australia, The United Kingdom, Germany, China, Malaysia, and India are the familiar destinations for the higher study of Bangladeshi students. Usually, they like to study in English. Moreover, parents have the intention to spend money on their children’s study and living costs. (Alamgir 2018.)

Finland and Finnish institutions are identified as the best study destination for international students. A total number of 23 Finnish universities and university of applied sciences have offered various international degree programme in both Finnish and English language for Finnish and international students. Most of the international students are very happy with their Finnish institutions and study in Finland. Furthermore, about 83.9% of students have recommended to other students the Finnish institutions and Finland as a destination of study. (CIMO 2011.) Nowadays, most of the Finnish universities are trying to attract non-Europeans as a student for the international degree programmes. Russia, Vietnam, China, and Nepal are the biggest groups of international students in Finland. Moreover, interest from Asian countries have been growing rapidly. (CIMO 2017.)

Lahti University of Applied Sciences Ltd offers bachelor’s degree programmes and master’s degree programmes in Finnish and English languages both. Business Information Technology, International Business, and Nursing are offered in English language for the bachelor degree programme. On the other hand, International Business Development a master’s degree programme, is offered by Lahti University of Applied Sciences Ltd. (Lahti UAS 2019a.) This thesis will concentrate only on the English Bachelor’s degree in International Business Programme.

This study helps Lahti UAS Ltd to understand about Bangladeshi student’s customer journey and consider motivational factors when they are choosing a bachelor’s degree aboard. And, based on this research, Lahti UAS Ltd will find potential students from Bangladeshi students for International Business degree programme and the channel to reach them.
1.2 Thesis Objectives, Research Questions, and Limitations

Research objectives are useful for remembering the structure of the thesis. It also helps the researcher to achieve goals. On the other hand, research objectives assist the reader to understand the purpose of the thesis. Furthermore, research objectives should be short and easy to understand for a reader. (Katesang 2015.)

The first objective of the thesis is, the case company can get a better understanding of the customer journey of potential Bangladeshi students for bachelor’s degree programme in International Business.

The second objective of the thesis is, Bangladesh is a new market for the case company, so the focus will be the important factors that Bangladeshi students are considered while choosing a bachelor’s degree program.

The third objective of the thesis is to focus on a customer-driven marketing strategy to find potential students for the case company.

The research question is a very important part of the research process that guides the research paper or thesis. It indicates what the author wants to find through the research. (McCombes 2019.) In this thesis, the main research question is:

**Is the Bangladeshi market a potential market area for Lahti UAS International Business degree programme?**

Sub-questions are small questions that assist the author to answer the main research question clearly (Whitehead 2016). The sub-questions of the research are presented below:

- *What are the factors considered important by Bangladeshi student when choosing a bachelor’s degree programme aboard?*

- *What would be the potential target group for Lahti UAS International Business degree programme in the Bangladeshi market?*

- *Which channels are considered and which influences Bangladeshi students when choosing a bachelor’s degree programme in Finland?*

The aim of the sub-questions are to examine where the case company should invest its limited resources. From customer journey case company can realize the customer’s need
and bring the case company to the customer closer. In addition, the case company can find its potential customers through customer-driven marketing strategy.

Every thesis has limitations. No research method can provide all answers to all questions because of improper representation of the target groups, lack of resources for data collection, inability, limited outcomes and difficulty in data analysis. (Chetty 2016a.) Firstly, the thesis is focused on potential Bangladeshi students. It does not focus on other countries’ students. Secondly, the thesis is focused on the case company, International Business Degree Programme. Therefore, the outcomes cannot be suitable for other companies. However, the result of this thesis will provide valid information for the case company.

1.3 Theoretical Framework

The theoretical framework of this thesis consists of three chapters that create a basis for the study. Additionally, these three chapters make a consistent foundation for this thesis.

The first chapter is regarding a customer-driven marketing strategy. It describes about segmentation, targeting, positioning, and differentiation of customer. The second chapter of the theoretical part is customer and decision making. It explains the student as a customer, the marketing funnel of potential customers, and consumer decision process. The third chapter is Bangladeshi students as customers in overseas education market. This chapter pinpoints the considerable factors of potential Bangladeshi students and their relation to the various sources of information on higher education aboard.

1.4 Research Methodology and Data Collection

The first and important step in a research procedure is to decide which research approach should be used for the study topic. The research approach is a design and process for research. It includes the comprehensive assumption of data collection methods, analysis, and interpretation. (Chetty 2016b.) Research approaches can be classified into two basic types such as deductive reasoning and inductive reasoning. Deductive reasoning means it starts with general statements and outcomes to a specific conclusion through logical argument. Inductive reasoning starts with specific observations and generates a general conclusion. (Bradford 2017.) As the below Figure 1 presents, the author uses the deductive approach.
The next important step in the thesis process is to decide how data should be collected, recorded and analyzed. There are two types of research methods and their output data are classified as a qualitative method and quantitative method.

The qualitative method is involved with quality of information. It tries to acquire knowledge of the main reasons and motives for action as well as set up how people explain their experiences. The qualitative method provides understanding into the history of a question as well as developing ideas and hypothesis. The purpose of the qualitative method is to obtain data explaining the observed phenomenon. Usually, in the case of a qualitative method, a small number of representatives choose as sample, but this method provides rich and detail output. (MacDonald 2011, 8.)

A quantitative method is a process that deals with numbers and examines the relationship between variables. It is quantifying data by asking questions such as ‘how long’, ‘how many’ or ‘the degree to which’ moreover discovering results from a sample of the population of the interest. The purpose of the quantitative method is prediction and explanations. In this method, the researcher collects numerical data through surveys. (MacDonald 2011, 8-9.) As Figure 1 presents, the author uses a qualitative research method for the study.

After determining the proper research method for the study, the next step is to collect research data. In this thesis, the author uses both primary and secondary data. The primary data is collected from interviews. In this thesis, interviews will be taken from Bangladeshi students who are studying in International Business in Finland. In addition, interviews also will be taken from a Bangladeshi student (Applying for Autumn semester 2019) who desires to study at Lahti University of Applied Sciences Ltd. Moreover, an interview will be taken from another Bangladeshi student who is studying now in Business Information

Figure 1 Research methods of this thesis
Technology degree programme at Lahti University of Applied Sciences Ltd. Secondary data is gathered from reliable online sources, articles, and literature related to the topic.

1.5 Thesis Structure

The whole structure of the thesis is presented below in Figure 2.

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**Figure 2 Thesis structure**

First, the thesis starts with an introduction chapter. The motive of this chapter is to help readers understand background information, research objectives, questions and limitations of the thesis. Then the implemented research methodology and data collection methods in the thesis are presented. Finally, the introductory chapter explains the whole structure of the thesis detail.

The thesis can be divided into two parts starts from the second chapter: the theoretical part describes the important theories for the study, and the empirical part discusses regarding the case company, the results obtained from the interviews, and recommendations for the case company. There are three chapters of the theoretical part. The theory part starts in the second chapter. It explains the customer-driven marketing strategy. Chapter three introduces customer behavior and decision making. It explains the concept of student as a customer, marketing funnel and consumer decision journey. Chapter four
explains the Bangladeshi students as customer approach in the overseas education market.

The empirical part consists of two chapters: Chapter five and chapter six. Chapter five is based on the case company. It explains background information of Lahti UAS Ltd, vision and values, and current marketing situation of the case company. Then chapter six is the empirical part. It describes the research process, data collection, and recommendation for the case company.

Finally, chapter seven is the conclusion. It gives the answers to all sub-questions and the main research questions. In addition, it also describes the validity and reliability of the thesis and offers suggestions for further research. Summarizing all the other chapters have been discussed in Chapter eight.
2 CUSTOMER DRIVEN-MARKETING STRATEGY

In a highly competitive business environment, a company should focus on customer needs and wants due to winning customers from competitors. It is not a profitable way to serve all consumers in the same way and in any given market. There are too many consumers and they have different kinds of needs. This is why each company should focus on customer-driven marketing strategy. This process involves market segmentation, market targeting, differentiation, and positioning. (Kotler & Armstrong 2014, 73.) In Figure 3, the author presents the customer-driven marketing strategy model. Moreover, below the author describes the customer-driven marketing strategy.

![Customer-driven marketing strategy model](image)

**Figure 3 Customer-driven marketing strategy (Kotler & Armstrong 2014)**

2.1 Market Segmentation

Market segmentation is also known as customer segmentation. Market segmentation is the process of dividing a large number of the population into groups or subgroups, based on similar needs, interests, preferences, and characteristics. In addition, through customer segmentation companies can identify interested consumers and uninterested consumers. This is why companies can reduce the risk of an unsuccessful marketing campaign. (Mailki 2018.)

There are six important reasons for market segmentation. The reasons are outlined below:

- Better matching of customer needs
- Enhanced profits for business
- Better opportunities for growth
- Retain more customers
- Target marketing communications
- Gain share of the market. (Bhasin 2018.)

2.1.1 Market Segmentation Method

There is no fixed way to segment a market, but marketers can try to segment a market based on variables. The major variable of market segmentation are geographic, demographic, psychographic and behavioral variables. (Kotler & Armstrong 2014, 215.) Below, the author uses Figure 4 to present the type of market segmentation.

![Figure 4 Types of market segmentation](image)

**Demographic Segmentation**

Demographic segmentation means dividing a population based on its own variables such as age, gender, income, life cycle stage and religion, race, and nationality.

- **Age**- Age is the first variable of demographic segmentation. The needs and wants of consumer change based on their age.
• **Gender**- The needs and wants of consumer change based on their gender. Naturally, men preferences and women preferences are not the same such as men desire the latest technology on the other hand women desire the latest fashion.

• **Income**- Marketer can be used income variable to divide a customer group from a population. The marketer is divided customer into section A, section B and section C based on customer income and purchasing power.

• **Life cycle stage**- Company offers different products or uses different marketing approaches for different life cycle groups.

• **Religion, Race and Nationality**- Company makes different advertisement of the same product for different religion, race, and nationality. The message of the advertisement is also different. (Bhasin 2019.)

**Geographic Segmentation**

Geographic segmentation means dividing the market based on the location. Geographic segmentation is one kind of customer segmentation that is easy to implement. This type of market segmentation is helpful for both large and small businesses. Sometimes a company has different requirements for different regions. In this situation, geographic segmentation can be used to target specific customers without wasting time and resources for advertisement. (Dutta 2018.)

**Psychographic Segmentation**

Psychographic segmentation is one kind of market segmentation. A marketer uses psychological factors to divide customers based on behaviors, personalities, lifestyles, and beliefs of the customers. These factors are used to analyze customer’s response about marketing campaigns. Moreover, marketer segments customer into conscious and unconscious subgroups. So that, marketer can find the answer to the question about age, gender and education level of customer. (Karnes 2018.)

**Behavioral Segmentation**

Behavioral segmentation includes dividing the population on the basis of their behavior, usage, and decision-making design. It helps the marketer to understand user’s needs and wants. There are five different ways to segment customers based on behavioral segmentation. These ways are outlined below:

1. Occasions
2. Customer status
3. Benefits

4. Loyalty

5. Customer status. (Shokohiazar 2019.)

2.1.2 Segmenting International Markets

Most of the international firms offer their products and services to other countries besides the domestic market for expanding their business. It is a big challenge for companies to operate a business in many countries following the same marketing strategy. Thus, companies segment the international market based on several variables such as geographic location, economic factors, political and legal factors as well as cultural factors.

- **Geographic location:** Companies segment international markets by regions such as Western Europe, the Middle East, Asian or Africa.

- **Economic factors:** The international market can be segment based on income levels of population or their overall level of economic development. Companies try to offer their products to the developed country because they have buying power capacity.

- **Political and legal factors:** Companies consider political and legal factors to segment international market. It is easy to operate a business in sustainable political condition.

- **Cultural factors:** Companies also divide the international market based on population’s common languages, religions, values and attitudes, customs, and behavioral patterns. (Kotler & Armstrong 2014, 223.)

2.2 Market Targeting

After judging different segments, it is very important for the company to select a potential market where it will offer its product and service. A target market is a group of customers where a company wants to sell its products and services as well as direct its marketing efforts. In addition, without identifying the target market is a big mistake for a company because the company can waste a lot of money and time. (Kenton 2019.) The company can select its targeting market at several levels such as mass marketing, segmented marketing, niche marketing, and micromarketing levels (Kotler & Armstrong 2014, 225).
Mass Marketing

Mass marketing is also known as undifferentiated marketing. In this strategy, the company offers a product or service without segmenting the whole market. It is opposed to segment or niche marketing. (Spacey 2017.)

Segmented Marketing

Segmented marketing is also familiar as differentiated marketing. The whole market is segmented by the company into several target markets. In addition, the company offers different products or services to different target markets. (Kotler & Armstrong 2014, 225.)

Niche Marketing

Concentrated marketing is another name of niche marketing. Niche marketing is one kind of market targeting plan. A company focuses on one particular segment where it has potential customers. To get a strong market position, a company has to acquire knowledge about the customer, what customers’ need and what they want. (Kotler & Armstrong 2014, 226.)

Micromarketing

Micromarketing is a process of a target marketing plan that aim a specific group of the customers in a concentrated market. In the case of micromarketing, a company offers product and service to target customers directly. (Twin 2019.)

2.3 Differentiation and Positioning

A differentiated marketing strategy refers to trying to sell two or more market segments and using different messages in the same marketing campaign for different segments (Newton 2019).

On the other hand, positioning means occupying the customer’s mind towards the product or service of a company rather than a competitor’s product or service. Marketer tries to establish a clear image or identity to customer mind so that the customer buys the product or service in the future. (Wilkinson 2013.)
3 CUSTOMER AND DECISION MAKING

Understanding customer behavior is very important for a marketer to influence the buying decision of the customer. It helps the marketer to decide how to present their products to the customer and make the maximum impact on the customer. (Nawal 2019.)

3.1 Student as Customer

Students are the main cause for the universities to remain. The universities offer education and other services to the students. Students are paying tuition fees to access to the higher education process. However, the universities take tuition fees as a cost of education service from the students and government. (Macglinchey 2014.)

Customer is a person or someone who agrees to pay in order to receive products or services. In education, the student is the customer who communicates with education institutions as a service receiver and education institution is the service provider. (Tohidi & Jabbari 2011, 433-435.)

3.2 Marketing Funnel

The marketing funnel is a process that helps a marketer to understand how leads turn into customers and anticipated from a sales perspective. It means that organizations acquire as many leads as they can from the whole market. Moreover, organizations inspire them to be future customers through purchasing decision. Furthermore, organizations short down these potential customers in each step of the funnel. (White 2016.)

There are six stages of a customer’s journey of the marketing funnel. Some of the marketing funnels have more stages than the author required. Below, in Figure 5, the author presents the main funnel levels, terms, and actions, so that the readers can easily understand the information of the marketing funnel. (Singh 2017.)
Figure 5 Marketing funnel (White 2016)

**Awareness**

Awareness is the first stage of the marketing funnel. It is also known as attention. The aim of the stage is introduced by the company to potential customers through advertising, marketing, and other communication strategies. In addition, in this stage the marketer tries to create an impact on potential customers’ mind as well as collects information about potential customers. (Singh 2017.)

**Interest**

After getting the customer’s attention, a marketer wants to create something interesting for customers. On the following stage, the marketer informs customers about the product and brand of the company through consumer research, word of mouth, and online. Furthermore, the company has the opportunity to build a relationship with its customers. (Singh 2017.)

**Consideration**

In this stage, the leads are changed into a marketing qualified lead as well as the customer as perspective. The marketer must establish a position that a customer can realize that the product is meeting a need and desire of the customer. Furthermore, the marketer shows unique selling point to customers compared to competitors. (Singh 2017.)
Intent

Finally, customers show that they have the intention to buy the offered product or service from the marketer in this stage. When a product is selected by the customer in the shopping cart the marketer has to find out the reason why a customer chooses this product. (White 2016.)

Evaluation

Evaluation is the pre-step of buying a product. The customer is evaluating the product and service, comparing prices and brands as well as making their decision. In this stage, sales and marketing work together in order to influence customer’s decision making that the offered product or service is the best choice. (Singh 2017.)

Purchase

Purchase is the last stage of marketing funnel where the prospect becomes a customer and purchases the product or service. Moreover, if the customer feels better customer satisfaction and well experience by consuming a product or service. The company has a high possibility to sell this product or service again to the customer, and the process begins again. (White 2016.)

3.3 Consumer Decision Journey

In the digital era, the model of the consumer decision journey is used instead of marketing funnel because the buying process is not linear now. Due to technological advancement, customers use the Internet and social sharing sites to get information about products and services. Moreover, customers like to research customer’s feedback of the products or services by themselves. (Hopfauf 2017.)

The consumer decision journey is a model that describes the buying process of a consumer. The consumer decision journey is developed by McKinsey & Company. There are four stages of the consumer decision journey process such as initial consideration, active evaluation, the moment of purchase and the post-purchases. (Court, Elzinga, Mulder, & Vetvik 2009.) The consumer decision journey model of McKinsey & Company is presented below, Figure 6.
Initial-Consideration

Initial-consideration is the first stage of the consumer decision journey. In this stage, the consumers set a primary group of brands that they have heard from various sources. Moreover, consumers can easily remember the brand's names that they consider for purchasing. In qualitative research, the consumers reduce their brand lists that they have selected for purchasing by shorting. In the initial-consideration, consumers like to purchase a well-known brand than the unfamiliar brand. (Court et al, 2009.)

Active Evaluation

Active evaluation is the second stage of the consumer decision journey. After considering various brands, consumers find details information about each brand. On the following stage, the customer adds new brands on their list or deduct brands from the list. The consumer uses digital research sites such as search engines, blogs, reviews, and social media to know about the brands. Furthermore, consumers also follow recommendations from friends and family. (Court et al, 2009.)

Moment of Purchase

This is the third stage of the consumer decision journey. At this stage, the consumer decides to purchase one particular brand from the list. Finally, the customer goes to stores for collecting the product. (Court et al, 2009.)

Post-Purchase

This is the last stage of the consumer decision journey. After purchasing, the consumer uses the product or service for getting experience. In addition, after using the product or service, the customer gives feedback about product or service through digital reviews or word of mouth. If the customers get a positive result by using the product or service, they
will attract as we as they will think to purchase again in the future. Furthermore, the customer advocates another customer to purchase the product or service. Similarly, If the customer does not feel well by using the product or service, they will turn to another brand's product or service. (Court et al, 2009.)
4 BANGLADESHI STUDENTS AS CUSTOMERS IN OVERSEA EDUCATION MARKET

Bangladesh is the eighth most populated country in the world and where more than 160 million people live. Moreover, around 19 percent of the whole population is between the ages of 15 to 24. Bangladesh is a developing country along with the population growth rate being very high. On the other hand, Bangladesh does not have enough education institutions and well higher education systems for higher study for the rapidly growing population. In addition, Bangladesh faces challenges to find beneficial employment due to the graduates from low-quality domestic institutions. This tension encourages Bangladeshi students to move to a foreign country for study. According to the British Council, Bangladesh is now the fastest growing country of enrollment for higher study in the overseas education market. Moreover, it is suggested that Bangladesh becomes a potential source of international students. (Mani 2018.)

In this chapter, the author will explain Bangladeshi student’s decision-making process and the motivational factors that influence their destination choice.

4.1 Bangladeshi Student Decision Making Process

This is a very important matter when selection a study destination for higher study where a student can study adequately. It is a big challenge to select the best study place aboard because the student’s social lifestyle depends on the study place. (Homden 2018.) In the decision-making process, selecting a study place for higher study aboard a student experiences four stages. On the following section, the Bangladeshi student decision-making process will be considered based on the customer decision journey that is explained in Chapter 3.

4.2 Initial Consideration

It is very important to discover why or for what reasons a student seeks overseas education. There are two main factors that motivate a student for international education such as push factors and pull factors. (Singh 2011.) On the following section, the Bangladeshi student’s initial consideration will be considered based on the customer decision journey that is explained in Chapter 3. Below, the author uses Figure 7 to present initial factors for overseas education of the student.
International education mobility designs are changing day by day. After investigating the wide reasons of international mobility for overseas education, are found two main push factors from home country. These factors are a lack of sustainable opportunities at home country, and the intention to gain experience from another country’s lifestyle and culture. (Maready & Tucker 2011.) However, the push factors of international education mobility are the lack of job field in Bangladesh, economical condition, insecure social condition, and unsustainable political condition. (Protty 2014).

Pull factor also plays a role in international mobility for overseas education. Pull factors can be divided into two types: pull factors of an educational institution and push factors of the host country. The high quality and specialized study opportunities, the language of tutoring, traditional links, reasonable cost, and position in the international ranking are the pull factors of educational institutions throughout the world. In addition, the pull factors of the host country are career opportunities after completing the study, the permission of home country for going there to study, easy visa arrangement system for study, and part-time work opportunities during studies. (Maready & Tucker 2011.) On the other hand, regarding Bangladeshi student, the pull factors are a better living conditions, higher employment opportunities, helpful visa agreement systems, and secure lifestyle of international mobility for overseas education (Protty 2014). Following this research, Bangladeshi students consider both push and pull factors to study aboard.

<table>
<thead>
<tr>
<th>Push Factors from Home Country</th>
<th>Pull Factors of Educational Institution</th>
<th>Pull Factors of Host Country</th>
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4.3 Active Evaluation

Active evaluation is the second stage of the consumer decision journey. In this stage, the customer starts to gather information about brands. (Court et al. 2009.) In this section, the Bangladeshi students’ active evaluation process will be evaluated based on the customer decision journey that is explained in Chapter 3. Bangladeshi students start to gather information about the potential host country and educational institution. Then they select the destination where they want to go for higher education. Moreover, they make a list of host countries or educational institutions. Then, they uncover detailed information about determined institutions and host countries. After that, they try to match their expectations with the characteristics of host countries and educational institutions.

4.4 Closure and Post Purchase

If customers’ expectation matches the features of the host country and educational institution, the students will make their final decision. Otherwise, they will switch to another option. In the closure phase of the customer decision journey, students determine their destination where they will go for study. Then, if they feel happy with their educational institution and the host country, they will recommend to others about the education institution and host country to come to the future.
5 CASE COMPANY

This chapter presents background information, vision, values, and current study programs of Lahti University of Applied Sciences Ltd. In addition to that, the author also describes internationalization for students and current marketing situation of Lahti University of Applied Sciences Ltd.

5.1 Background of Lahti UAS Ltd

There are 23 universities of applied sciences in Finland; Lahti University of Applied Sciences is one of them. Lahti University of Applied Sciences (short form LAMK) is familiar as an international multidisciplinary higher education institution in Finland. It was established in 1992 and located in the city of Lahti. However, Lahti city is about 100 kilometers away from Helsinki (the capital city of Finland). This institution offers bachelor’s degree and master’s degree programme for Finnish students and international students both. The study field of bachelor’s degree and master’s degree programme includes culture, business and hospitality, social and health care, and technology. (Lahti UAS 2019a.)

Currently, around 5,000 students are studying for bachelor’s degree and master’s degree. Moreover, there are 300 foreign degree students and 200 exchange students of total students as well as together they create an international study surrounding in the campus. In addition, approximately 400 employees work for Lahti UAS Ltd. (Lahti UAS 2019b.) However, in this thesis international programmes will be discussed since the main topic of the thesis is about the International Business degree programme.

5.2 Vision, Values, and Profiling of Organization

The vision of Lahti UAS Ltd is being insightful, exploratory and influential university in 2020, Moreover, the target of the organization is to develop a highly attractive and diverse higher education cluster of international standing and high quality. On the other hand, the values of Lahti UAS Ltd are the joy of exploring together, insightful learning experiences, and meaningful work, expertise and success. (Lahti UAS 2019c.)

Lahti UAS Ltd joined with LUT group from 1 January 2018. LUT group consists of three universities: Saimaa University of Applied Sciences (Saimaa UAS), Lappeenranta University of Technology (LUT) and Lahti University of Applied Sciences. In this combination, LUT is the head of Saimaa University of Applied Sciences and Lahti University of Applied
Sciences. Moreover, the aim of the LUT groups is to increase educational paths, economic impact, and internationalization. Lahti UAS Ltd helps to accomplish the group’s strategy along with its own strategy. (Lahti UAS 2019c.)

The profile of Lahti UAS Ltd is based on five main perspectives: design, smart business, well-being, and regenerative growth, circular economy solutions, and entrepreneurship. The first perspective is the design philosophy. Lahti UAS Ltd aids promoting economic competitiveness, circular economy and well-being by way of design philosophy. In addition, the design philosophy has three keynotes: a visualization of systems and framework through information design, co-design approach to services and operating environments, and user-centered approach in industrial design. Then the second perspective is smart business. Lahti UAS Ltd develops new models for businesses and organizations to promote productivity and competitiveness through smart business philosophy. The key points of smart business are digital business, tourism and event management as well as globally and locally responsible business. The next perspective is well-being and regenerative growth. Lahti UAS Ltd wants to develop its competence capital, processes and operating models together with working life. The key points of these perspectives are well-being from nature and physical activity, well-being technology and intelligent self-management of health, social conclusion, and development of services and competencies in the health and social care sector. The fourth perspective is circular economy solutions. Lahti UAS Ltd will be enabled to create innovations and business opportunities for the economy through this perspective. The main points of circular economic solutions are the sustainable urban environment, regional ecosystems, and industrial symbioses, test platforms and reference environments for the circular economy, and material and energy efficiency. The last perspective is entrepreneurship. Through entrepreneurship philosophy, Lahti UAS Ltd implies to identify and make the opportunities or ideas turn into action so that it can ensure economic, cultural, social and societal value. The main themes of entrepreneurship philosophy are the commercialization of innovations, entrepreneurial readiness and student as entrepreneurship, business development, and entrepreneurial ecosystems. (Lahti UAS 2019c.)

5.3 Internationalization for Students

Lahti UAS Ltd offers various opportunities for students that to get international experience as well as enhance their intercultural competence. These opportunities are students exchange abroad, international double degree, international intensive programs, placement abroad, studies in English, and language & culture studies. (Lahti UAS 2019d.)
Below, Figure 8 presents four paths of internationalization for student that enhances student’s intercultural competence.

![Diagram showing four paths of internationalization](image)

**Figure 8 Potential ways of internationalization for Students (Lahti UAS 2019d)**

Regarding international experience for students, Lahti UAS Ltd offers opportunities for students to achieve international experience. Students can exchange their study place aboard. They can also complete two international degrees at the same time. They can get one degree from Lahti UAS Ltd and another from partner institution aboard of Lahti UAS Ltd. Moreover, students have the possibility to attend an international intensive program. In these programmes, teachers, students, staff, and partner institutions work together for 1-2 weeks around the world as well as students get international experience from the programmes. (Lahti UAS 2019e.)

In the case of global education services, Lahti UAS Ltd is familiar as an active participator and works in multicultural environments. Global education services of Lahti UAS Ltd are the development of degree programs, specialized studies, master classes, consulting and educational reforming, and educational and technical visits. In addition, Lahti UAS Ltd offers three bachelors and two master degree programmes in English for expanding global education services. (Lahti UAS 2019e.)

Lahti UAS Ltd is well known as productive and globally accepted multidisciplinary RDI player for its strong networks. There are four focus areas of RDI activities such as design, smart business, well-being and regenerative growth, and circular economic solutions.
Through international RDI projects, Lahti UAS Ltd finds fresh and competence student ideas. (Lahti UAS 2019e.)

In relation to an international corporation, Lahti UAS Ltd has compliance with 200 partner institutions around the world so that students and staffs can get internationalization opportunities in education. Every year about 20% of students get a chance to study in partner institutions in aboard. Moreover, they can get a chance to do their internship in aboard. On the other hand, 200 exchange students get a chance to visit international environment of Lahti UAS Ltd. (Lahti UAS 2019e.)

5.4 Current Marketing Situation

Since August 2017, the Finnish parliament decided that non-European students had to pay tuition fees for bachelor degree’s programmes or master degree’s programmes in university of applied sciences and universities in Finland. Moreover, tuition fees are not charge with Finnish students or students from European Union countries as well as an international student who has already been in their studies before 2017. (Yle 2017.)

Lahti UAS Ltd charges tuition fees for Bachelor degree’s programmes and Master degree’s programmes that are taught in English. From August 2019, the tuition fees are 5,400 euros for Bachelor degree’s programmes and 6,400 euros for Master degree’s programmes per academic year for new students. However, students have the chance to get 50% scholarship of tuition fees by Lahti UAS Ltd if the student has completed 55 ects during the previous academic year. (Lahti UAS 2019f.)

Generally, Lahti UAS Ltd uses its own main webpage to maintain communications and marketing. Through, main webpage staff, current students, and potential students can get all the necessary information. In addition, Lahti UAS Ltd also uses seven social networking sites besides the main webpage such as Facebook, Twitter, Instagram, LinkedIn, YouTube, Flickr, and Snapchat.

The information collected in May 2019. Lahti UAS Ltd has a verified official Facebook page. The name of the Facebook page is Lahden ammattikorkeakoulu LAMK. It was created in 2010. Facebook posts are in the Finnish language that was difficult for international students but it can easily translate in English now. There are 5,214 followers and 5,049 likes on this Facebook page. In 2011, Lahti UAS Ltd opened a Twitter account. Twitter is the fourth biggest social networking channel of Lahti UAS Ltd. There are 5,043 likes, 2,454 followers and 4,715 tweets post in this twitter account. However, the popularity of Instagram is increasing day by day as international social networking sites. There are 2,789 followers and 1,203 posts in Lahti UAS Ltd’s Instagram account. Recently
LinkedIn is considered the biggest social networking site of Lahti UAS Ltd. There are 8,375 followers and 5,875 plus alumni. On the other hand, Flickr has only 32 followers in Lahti UAS Ltd’s Flickr page. In 2009, Lahti UAS Ltd was created a YouTube channel. Most of the videos are in Finnish, only 14 videos are in English. There are around 230 subscribers and the amount of views 1,118,09. Moreover, Lahti UAS Ltd has a Snapchat account also.
6 EMPIRICAL PART

This chapter of the thesis introduces the empirical research conducted for the thesis and analyses the results collected from the research for the reader. Firstly, research design and data collection methods are explained then the data analysis is displayed and analysed. The empirical part constitutes of interviews with Bangladeshi students who are studying in Finland and who desire to come to Finland for study. The result of the interviews will be used as the source of data in the thesis.

6.1 Design and Creation of the Empirical Research

As already mentioned in chapter 1.4, there are two probable research methods: quantitative method and qualitative method. The quantitative method deals with numbers and examines the relationship between variables. Qualitative method is involved with quality of information. It tries to acquire a knowledge of the main reasons and motives for action as well as set up how people explain their experiences. (Macdonald 2011, 8-9.) In this thesis, the qualitative method was used as the author interviewed Bangladeshi students.

The empirical research of this thesis was conducted by interviewing the Bangladeshi students, as mentioned already in this chapter. There are four interviews in total. Three interviews were carried out face to face, and one was done via Facebook messenger. The interviews were in English. The interview questions are about the opinion of students and their own decisions of studying aboard as well as in Finland. The aim of the interviews was to get a better understanding of Bangladeshi students. All questions of the interview can found in the appendices.

6.2 Data Collection

This chapter introduces detailed information about the data collection process of the thesis. The data collection process started with collecting theoretical data for the theoretical part of the thesis. For the theoretical part of the thesis, the author used secondary data. In addition, for the empirical part the author used primary data that was collected from interviews. Below, Figure 9 describes the data collection process.
In January 2019, the author started to write the thesis. Firstly, the author gathered theory and knowledge about customer-driven marketing strategy, student as customer, marketing funnel and consumer decision journey process. After collecting data for the theoretical part, it was high time to organize interviews with Bangladeshi students and collected data for the empirical part. The author informed Bangladeshi students from the Facebook group. The name of the Facebook group is Bangladeshi Incoming Students Finland. Three interviewees lived in Finland (Helsinki) and one interviewee lived in China. The researcher conducted three interviews face to face and one interview conducted via the Facebook messenger. The last section is analyzing the results of the interview.

6.3 Data Analysis

This chapter of the thesis analyses the collected data of the interviews in detail. The following interviews aim to answer the main question and sub-questions of the thesis that were presented in Chapter 1.2. The main question was: **Is the Bangladeshi market a potential market area for Lahti UAS International Business degree programme?**

In addition, the sub-questions of the research were:
What are the factors considered important by Bangladeshi student when choosing a bachelor's degree programme aboard?

What would be the potential target group for Lahti UAS International Business degree programme in the Bangladeshi market?

Which channels are considered and which influences Bangladeshi students when choosing a bachelor's degree programme in Finland?

Interview analysis

There are seven interview questions of the thesis. The aim of the thesis questions is to get a deeper knowledge of the factors that affect Bangladeshi students in choosing their study aboard as well as in Finland. There are four interviews in total received by the researcher. The four interviews were in English and the author wrote the answers in the paper as well as the answers used directly in this chapter. Two interviewees are studying bachelor degree in International Business at Arcada University of Applied Sciences and the Lapland University of Applied Sciences. One interviewee is studying a bachelor degree in Business Information Technology, Lahti University of Applied Sciences. In Addition, another interviewee is a Bangladeshi student who lives in China. He desires to study a bachelor degree in International Business in Finland. The age range of the interviewees is 20 to 28 years old and all of the interviewees are male.

The finding of the first question is, when did Bangladeshi students realise that they want to study aboard? With this question, the case company can know the age range of Bangladeshi students from the question.

Interviewee 1: “I decided to study abroad after completing my Higher secondary study. I could find a growing demand for professionals in the field of business and management, as well as the urge to study in an international environment, helped me to make the decision. Besides that, some of my friends and senior students also encouraged me to make this choice.”

Interviewee 2: “It was my childhood dream to complete my higher studies in abroad. After my higher secondary study, I decided to complete my higher study in abroad. Studying in an international environment will develop my skills and I will able to work in an international team. The education system is more advanced than ours that will help me to build my career in a good way.”

Interviewee 3: “I planned to study aboard after higher secondary study. I decided to come to Finland in 2017.”
Interviewee 4: “When I was in high school, I decided to go aboard for higher study. So, I can enrich my academic knowledge.”

According to the answers of the interviews, it can be concluded that they are planning to study abroad after completing their higher secondary certificate examination. Moreover, they were around 17-20 years old.

The second question is to uncover which channels the interviewees used to search for information about study aboard. The case company can inform about effective communication ways to reach Bangladeshi students.

Interviewee 1: “I basically used internet searching module called “google” and besides that, I used bachelorportal.eu. It showed every information about universities in a country based formation and as well as gave a link of the universities website link. It also gave me information about the cost of living and prerequisites to apply for the course.”

Interviewee 2: “We are living in a modern age where everything is available on the internet. I basically used “Google” as my search engine. Most of the information I got from my friends who are already studying in abroad. I also followed some social media platforms for the information which I needed. Every information like as living expense, tuition fees, scholarship facilities, etc I found on the internet.”

Interviewee 3: “My uncle who is living in Finland. He gave me two websites link to find information about the study in Finland. I used studyinfo.fi and finnips.fi websites to search information about study in Finland.”

Interviewee 4: “Once a day I was able to find a website named finnips.fi. From this website I have known everything about study in Finland.”

According to the answers of the interviews, it is difficult to consider effective communication channels of Bangladeshi students. However, the first two interviewees used Google as well as third and fourth interviewees used finnips.fi website to search information for study in Finland. Internet is used as the main communication channel for Bangladeshi students to explore the processing strategies and information to get admission overseaes. Therefore, consumer journey starts through the Internet.

The third question aims to find factors that make interested Bangladeshi students study aboard. With this information, the case company is able to know which factors of higher education Bangladeshi students focus on. So, the case company can focus its programmes on those values.
Interviewee 1: “There were different factors that attracted me in getting interested to study in abroad. First of all the quality of educational systems, opportunity to learn and make collaboration with international students, opportunity to pursue a better career.”

Interviewee 2: “Education system and quality was the reason that made me feel I should study in abroad.”

Interviewee 3: “The educational environment, opportunities, and the educational system made me interested to study aboard.”

Interviewee 4: “Especially for researching, enriching my academic skills for professional services. I was searching an affordable institution with the best education system. That is the reasons behind my study aboard.”

According to the answers of the interviews, it can be realised that Bangladeshi students consider the quality of education systems, educational environment, and the opportunity to pursue a better career to study aboard.

The aim of the fourth questions is to find the reasons why Bangladeshi students want a bachelor degree in International Business in Finland. With the information, the case company can enrich the International Business degree programme’s quality.

Interviewee 1: “The first reason to do bachelor in Finland was to gain knowledge from a university which gives lesson not only in a theoretical way but mostly in a practical manner. Because it is easy to recite some facts of business to earn experience is huge. The second reason was easiness to get admission and short processing time. Life living standard and low amount of corruption were other reasons.”

Interviewee 2: “First of all Finland provides a number 1 education system in the world. In Finland education system is much more practical based so if I complete my bachelor degree from here I will get knowledge with experience which is pretty much helpful for international business students. Besides that Low Tuition fees and standard living facilities encouraged me also.”

Interviewee 3: “I want to learn modern business things and want to be an entrepreneur in the future.”

Interviewee 4: “I heard from an uncle that Finland has the best education quality in bachelor degree in International Business."
According to the answers of the interviews, it can be realised that Bangladeshi students want bachelor degree in International Business for learning the practical manner in the business field, low tuition fees, standard living facilities, easiness of getting admission, and quality of education.

The fifth question aims to discover the factors of why Bangladeshi students come to study in Finland. With this information, the case company can is to know which factors influence Bangladeshi students to come to Finland. Moreover, the case company can develop these factors or creates these factors.

Interviewee 1: “Apart from that another reason to choose Finland was the cost of study I mean tuition fee which is relevantly low comparing to other institutions in foreign countries. The processing of admission and applying for a visa is so clear that I don’t need to waste time unnecessarily.”

Interviewee 2: “In prospective of other country Finland provides more scholarship and tuition fees lower than other reputed countries so I always considered these factors while choosing Finland as my destination.”

Interviewee 3: “Mostly, I consider the quality of the university and the location of the university in Finland.”

Interviewee 4: “All the feedbacks about Finnish universities are good. The quality of education is famous worldwide.”

According to the answers of the interviews, it can be realised that Bangladeshi students consider tuition fees, visa process, the location of the university, the quality of the education as important factors to come to study in Finland.

The aim of the sixth question is to find the most effective channels to whom or how the case company expands its marketing. In these questions, the author asked interviewees how they was influenced to come to study in Finland?

Interviewee1: “By gaining information from the website about the study standard, the society standard, natural resources, and beauty. I was a little bit interested in the beginning but after collecting information about all those topics. I made myself influenced subconsciously.”

Interviewee 2: “I was influenced by my friend who is studying in Finland. I got every information such as university standard, life style, how classes going, etc from my friend. So, I got to know many things about Finland before coming here.”
Interviewee 3: “My uncle influenced me a lot to come here. And, a study in Finland was like a dream for me.”

Interviewee 4: “Bangladeshi Incoming Student Finland is the name of a Facebook group that is operated by Bangladeshi students (who are studying in Finland). I am a member of the Facebook group. I influenced by this Facebook group.”

According to the answers of the interviews, it can be realised that Bangladeshi students are inspired by their friend, relative, and Facebook group. Lahti UAS can develop its marketing channel based on the answers to the interviews.

The aim of the final question is to discover the present marketing situation of Lahti UAS. Therefore, Lahti UAS is either well known to Bangladeshi students or not.

Interviewee1: “I came to know about LAMK at the time of applying for bachelor education. In fact, I choose the university as one of my six universities which I would like to get admission. But in the end, I got admission in a university in Helsinki. So, why couldn’t become a part of the dynamic university.”

Interviewee 2: “I heard about Lahti University of Applied Science at the time of applying for a bachelor degree in Finland. I chose this university as one of my six university but unfortunately due to university preferences I could not get admitted here.”

Interviewee 3: “I heard the name the university from an uncle who already graduated from Centria UAS.”

Interviewee 4: “I heard the name of this university via finnips.fi website.”

According to the answers of the interviews, it can be realised that Bangladeshi students know the case company well.

6.4 Recommendations

The literature review and empirical research are completed. Now, it is time to give some recommendations for the case company Lahti UAS Ltd. The recommendations are based on the case company Lahti UAS Ltd.’s present condition and opinions received from the Bangladeshi students from the interviews. According to the answers of the interviews, the Bangladeshi students gather information from the Facebook groups named Bangladeshi Incoming Student Finland. In this phase, the case company can publish some articles
about Finnish education and Lahti UAS Ltd’s programmes and tags with the Facebook group. Moreover, according to the result of the interviews, the Bangladeshi students gathered information from friends and relatives. Therefore, they were motivated by the real experience of the students who are studying in Finland. So the case company should encourage Bangladeshi students to share their experience and they can give valuable information and suggestions about the benefits and career opportunities in Finland. On the other hand, Bangladeshi students considered tuition fees when choosing a bachelor’s degree programme in Finland. However, the case company will motivate students about the scholarship opportunities, reasonable tuition fees, and job opportunities in Finland. Moreover, Lahti UAS Ltd has great opportunity for 200 exchange students who can get a chance to study in Lahti UAS Ltd for certain time as well as they can communicate with renowned teachers and flourish their mind in the international and multicultural environment. In this phase, the case company can give the opportunity to Bangladeshi students as exchange students. Thus, the case company will be more familiar in Bangladesh. Currently, Bangladeshi students have to go to Nepal or India to take their entrance exam. Those countries are far away from Bangladesh. These processes are time consuming as well as expensive. The case company can arrange entrance exams in Bangladesh only for Bangladeshi students, so that they do not need to go to Nepal or India for the entrance exam. Below, the author presents Table 1 to identify the key issues and suggestions for the case company to reach Bangladeshi students.

Table 1 List of key issues

<table>
<thead>
<tr>
<th>Key issues</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladeshi students gather information from the Facebook more than other social sites.</td>
<td>Lahti UAS Ltd publish some articles about Finnish education and Lahti UAS’s degree programmes in Facebook page.</td>
</tr>
<tr>
<td>Bangladeshi students gather information from friends and relatives.</td>
<td>Lahti UAS Ltd encourages current Bangladeshi students to share their experience to the potential Bangladeshi students.</td>
</tr>
<tr>
<td>Bangladeshi students consider tuition fees when choosing bachelor degree aboard.</td>
<td>In all marketing channels, start marketing the Lahti UAS Ltd has reasonable tuitions fees than other institutions.</td>
</tr>
<tr>
<td>Entrance exam</td>
<td>Lahti UAS Ltd arranges entrance exam in Bangladesh for Bangladeshi students</td>
</tr>
</tbody>
</table>
7 CONCLUSIONS

The information gathered during the empirical research and the results obtained are combined together in this chapter. The subchapter 7.1 gives the answer to subquestions and main research question of this thesis. The next subchapter concentrates on the reliability and validity of this study. At the end of this chapter, the author gives suggestions for further research.

7.1 Answer to Research Questions

The research in this thesis was held to find the information about motivational factors of Bangladeshi students’ decision journey in choosing a bachelor’s degree aboard. Moreover, based on this research, the case company will find potential students from Bangladeshi students for their International Business degree programme. In this thesis, the main research question is: Is the Bangladeshi market a potential market area for Lahti UAS International Business degree programme? The sub-questions will be answered first because it will help to answer the main question. The main research question will be answered at the end of the chapter.

Sub-questions:

What are the factors considered important by Bangladeshi student when choosing a bachelor’s degree programme aboard?

Bangladeshi students consider both push factors and pull factors for choosing a bachelor’s degree programme aboard. The push factors which come from the students’ side. On the other hand, the pull factors which come from the host institution and the host country’s side. In the case of Bangladeshi students, the push factors consist of lack of job opportunities, economic condition, insecure social condition, and unsustainable political condition. On the other hand, pull factors consist of the education system and quality, educational environment, low tuition fees, standard living facilities, quality of the university and degree, and practical knowledge.

What would be the potential target group for Lahti UAS International Business degree programme in the Bangladeshi market?

According to the result of the interviews, after completing higher secondary study, Bangladeshi students have a look on their higher study either in their home country or aboard. Among them a vast number of students want to study overseas. Moreover, they were around 17-20 years old. Therefore, students who have completed their higher secondary
study would be the potential target group for Lahti UAS Ltd International Business degree programme in the Bangladeshi market.

**Which channels are considered and which influences Bangladeshi students when choosing a bachelor's degree programme in Finland?**

According to the result of the interviews, Bangladeshi students mostly use to get information about study in Finland using Google, Facebook and some other social media. In addition, they use finnips.fi and studyinfo.fi websites to search information for study in Finland. Most of the time, they influenced by their friends and relatives who have already studied or lived in Finland. In addition, they believe the information which they get from their friends or relatives.

Now, it is time to answer the main question of the thesis:

**Is the Bangladeshi market a potential market area for Lahti UAS International Business degree programme?**

Yes, the Bangladeshi market is a potential market area for Lahti UAS International Business degree programme. The considerable factors of the Bangladeshi students when choosing a bachelor’s degree programme aboard are suitable with Lahti UAS International Business degree programme. Lahti UAS International Business degree programme offers qualities education system and environment, low tuition fees, high qualities degree, and practical knowledge for international students. Moreover, students can enjoy a secured lifestyle, standard living facilities, and part-time job permission during study time for international students.

**7.2 Validity and Reliability**

Validity and reliability are the main foundation of the scientific method. Validity is a process that explains about the requirements of scientific research method and crates effective research findings. On the other hand, reliability is a concern of the data collection method accuracy. So that, the research generates the same result by using the same research method and condition. (Suttleworth 2018.)

The main aim of the research is to uncover answers for all research questions. The aim of the research was gained by answering the main question and sub-questions of the research. The primary data and the secondary data both were used in this thesis. The primary data collected from interviews. There are four interviews in total with a Bangladeshi student. There are three interviews that were received by face to face and one interview via Facebook messenger. The interviews were in English and wrote the
answers to the interview’s questions in the paper. On the other hand, the secondary data collected from reliable online sources, articles, and literature related to the topic. That is why the research is treated as valid.

In the research methodology, the researcher explained clearly how to gather the data of the research. The research was handled on the basis of Bangladeshi student and the case company. The interviews were received to answer the research questions. The generating answer gave a better confirmation of the Bangladeshi student. Therefore, the author believes that in the reliability of this thesis.

7.3 Suggestions for Further Research

The purpose of the thesis was to find a better understanding of the customer journey of Bangladeshi student and motivational factors of Bangladeshi student in choosing international bachelor’s degree programmes. This research only focuses on the first step of the consumer decision journey. Another research could be expanded to examine the other step of the consumer decision journey. The next steps of the consumer decision journey are closure and post-purchase.

In addition, this research only concentrated on getting information about Bangladeshi students. To assist the case company, the next research could be conducted to find information from other countries such as India, Pakistan, and Nepal.
8 SUMMARY

The aim of this thesis is to assist the case company Lahti UAS Ltd to get a clear understanding about Bangladeshi students' consumer decision journey and motivational factors in choosing an international bachelor's degree programme aboard. This thesis and the results of this thesis are very important for the case company because Lahti UAS Ltd will find potential students from Bangladeshi Students for their International Business degree programme. In addition, this thesis focused more on describing the initial phase of Bangladeshi students' consumer decision journey.

This thesis was written based on deductive reasoning. There were three chapters of the theoretical part. In the starting, the author interpreted the basic concept of customer-driven marketing strategy. Then the customer and decision making was explained by the author. In Chapter 4, the author composed about Bangladeshi students as customers in the overseas education market. This chapter mainly focused on push-pull factors of the Bangladeshi students' consumer decision journey in choosing an international bachelor’s degree programme aboard.

In Chapter 5, the author introduced the case company Lahti UAS Ltd. This chapter described about the background information, vision, values, internationalization for students, and current marketing situation of the case company. In Chapter 6, the empirical part was expressed about the data collection process and data analysis of the research. The interviews were received in order to collect primary data for the thesis. Moreover, the author gave recommendations for the case company.

Finally, the author answered the research questions of the thesis in Chapter 7. In addition, the author gave suggestion for further research for the case company.
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APPENDICES

Appendix 1 Interview Questions:

1. When did you decide that you want to study aboard? (When did you realize that you need to go aboard for study)

2. Which channels did you use for searching information about studying aboard?

3. What factors make you interested to study aboard?

4. Why did you want to do Bachelor degree in International Business in Finland?

5. Which Factors did you consider when choosing a university in Finland?

6. How did you influence to come to study in Finland?

7. How did you know about Lahti university of Applied Sciences? (students who want to come to study in LAMK or who are studying right now in LAMK) or Did you know about LAMK before coming in Finland? (Students who are studying other universities in international business in Finland)