



# Záměry studentů studovat v zahraničí v souvislosti s Brexitem

## Bakalářská práce

*Studijní program:* B6208 – Ekonomika a management  
*Studijní obor:* 6210R015 – Ekonomika a management mezinárodního obchodu  
*Autor práce:* **Pavel Doubek**  
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# Students' intentions to study abroad following Brexit

## Bachelor thesis

*Study programme:* B6208 – Economics and Management

*Study branch:* 6210R015 – Economics and Management of International Trade

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- MARINGE, Felix a Steve CARTER. 2007. International students' motivations for studying in UK HE: Insights into the choice and decision making of African students. *International Journal of Educational Management*. 21(6): 459 - 475. ISSN 0951-354X.
- SALISBURY, Mark H., Paul D. UMBACH, Michael B. PAULSEN a Ernest T. PASCARELLA. 2009. Going global: Understanding the choice process of the intent to study abroad. *Research in Higher Education*. 50(2): 119-143. ISSN 0361-0365.
- SINGH, Manjet Kaur Mehar. 2016. Socio-economic, environmental and personal factors in the choice of country and higher education institution for studying abroad among international students in Malaysia. *International Journal of Educational Management*. 30(4): 505-519. ISSN 0951-354X.
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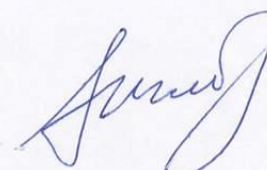
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## Abstract

The purpose of this paper is to investigate the factors influencing intentions of Czech students to study Under Graduate programs in the UK. The quantitative study relies upon self-completion online questionnaires. From literature review number of factors was identified and analysed. In responses of 78 Czech students, study found no association between age, gender and students' intentions to study abroad. Also between socio-economic, environmental, personal factors, behavioural beliefs and intentions no correlation was established. From impacts of Brexit, only membership of the EU was proven to have a positive correlation with students' intentions to study abroad. Thus, can be used by UK's universities as a way to attract European students. Major limitations come from lack of previous research into decisions of European students and a composition of sample, which showed extraordinarily interest in studying abroad. This research lays a stepping stone for future research concerned with intentions of Czech students.

## Anotace

Cílem této bakalářské práce je prozkoumat faktory ovlivňující záměry českých studentů studovat své bakalářské studium ve Velké Británii. Výzkum byl proveden na základě online dotazníků. V odpovědích 78 českých studentů tato práce nenašla spojitost mezi věkem, pohlavím a záměry studentů studovat v zahraničí. Žádná korelace nebyla nalezena ani ve vztahu záměrů studentů studovat v zahraničí s faktory týkajícími se socio-ekonomické sféry, přírodního prostředí, osobnosti a behaviorálních přesvědčení. Faktor zohledňující členství v Evropské unii byl jediný, u kterého byla prokázána pozitivní korelace se studentskými záměry studovat ve Velké Británii. Tento náález naznačuje, co by měly anglické univerzity zdůraznit, aby zaujaly evropské studenty. Hlavním omezením této práce byl nedostatek předchozího výzkumu záměrů evropských studentů a zároveň relativně malý vzorek respondentů, ve kterém silně převažoval záměr studovat v zahraničí. Výsledky tohoto výzkumu mohou být použity jako odrazový můstek pro budoucí vědecké práce zabývající se záměry českých studentů.

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## 4. Introduction

Contemporary educational system is facing a tremendous challenge of internationalisation. International students, professors, programs and even institutions take part in this process (Naidoo, 2006). One can identify threats as well as opportunities coming out from it. This paper will focus on mobility of students, specifically Czech ones, and their intentions to study in Institutions of Higher Education (HE) in the UK. This study is based on combination of models. The main cornerstones for this research are frameworks designed by Manjet Singh (2016) as it is the most up to date analysis in this academic field and Theory of Planned Behavior, widely recognized system advocated by Goel et al. (2010). By their combination author intends to provide a more holistic picture of students' intentions. Findings of, Zhuan et al. (2015) and Bandyopadhyay (2016) were used to consolidate the framework. Influences of age, gender and Brexit will be examined as well.

The aim of this dissertation is to investigate the factors influencing intentions of Czech students to study Under Graduate programs in the UK. This research has 4 main objectives concerning Czech students. Firstly, it aims to analyse influence of gender on the intent to study abroad. Secondly, this paper was designed to examine how intentions to study abroad differ between different age groups. Third objective is to identify beliefs and factors that affect students' intentions to come study in the UK. To evaluate impact of Brexit on students' intentions to study in the UK was set to be the last objective.

### 4.1 Research background

The Higher Education (HE) is strongly embedded in the history of the UK, with the University of Oxford being the oldest institution in the English-speaking countries, established nearly 120 years before the University of Cambridge, which was set up in 1209 (Baskerville, 2013). In the 15<sup>th</sup> and 16<sup>th</sup> century Scottish Universities were established. Nevertheless, a major expansion of Higher Education Institutions in the UK took place in the 19<sup>th</sup> century, for example 'redbrick' universities of Birmingham, Bristol, Leeds, Liverpool, Manchester and Sheffield were set up. Additional enlargements appeared in 1950s, 60s and 92. In the nowadays' UK one can find 166 Higher Education Institutions out of which 9 are privately owned. Universities of Oxford and Cambridge have kept their dominance originating from their past and currently have placed in top 5 of the Times Higher Education World University Rankings 2016-2017 list, which has been conducted by

independent firm, PricewaterhouseCoopers. In fact, the University of Oxford has reached number one place for the first time in twelve years. However, one has to acknowledge that this audit of Universities has been conducted only for twelve years (TES Global, n.d.). In general, one can say UK's HE Institutions are well established (Hemsley-Brown & Oplatka, 2006). All 166 Institutions are called 'recognised bodies' as they can award a degree. Nevertheless, UK has also other institutions named 'listed bodies'. In 2011, their estimated number was over 1,600. They provide some type of higher education, but have not the power to grant a degree. Additionally, education institutions in England and Wales are allowed to apply for privilege of awarding 'Foundation Degrees', however this process has started only recently, in 2008, respectively 2010. Each of the previously mentioned institutions of HE in the UK is independent legal body with accountability for strategy, finances and management. However, they are still recipients of governmental funds. In 2010-11 universities and colleges received a sum of £27.6 billion. It is important to mention that private universities, such as The University of Buckingham and others, receive no financial support (Baskerville, 2013).

The UK positions itself among top global providers of HE (Oxford Economics, 2017). However, global market for Higher Education is becoming increasingly competitive. Thus, in order to maintain its position, the UK needs to understand its consumers, students and accustom to their needs and expectations. International students are becoming increasingly important in this process as their numbers are almost constantly growing. However, this trend might be threatened by Brexit, UK's departure from the EU (Hunt & Wheeler, 2017). As for example EU students might find worrisome the fact that British parliament has refused to guarantee rights to EU citizens (Elgot, 2017). In addition, UK's intention to leave Single market of the European Union in order to control migration, might cause fall of UK's appeal to international students and investors (Boffey, 2017) (Parker, 2017). Universities UK, an advocacy organisation for universities in the United Kingdom, identified 5 major anxieties: heightened difficulty to enlist gifted European staff, suffering of international research cooperation, raised obstacles to enrol for European students, lack of finances for research and innovation and finally, decreased possibilities of mobility (Universities UK, 2017).

One will probably see impacts in numbers of EU students applying to study in the UK, which are projected to decrease by 60 – 80 % by 2019 resulting in annual loss of more than £690m for the UK economy. However, thanks to the decline of British pound's value tuition fees

become more affordable. Thus, in the short term there is an opportunity for UK, especially British universities to attract more students (University of Greenwich, 2016) (Pells, 2017). Nevertheless, first numbers of EU applicants from UCAS (The Universities and Colleges Admissions Service) signal a drop of 9 % for courses with deadlines in October 2016, which was corrected to 7 % in February. However, this fall was not evenly spread so for example nursing schools has experienced 23 % decrease of candidates. This development could cause significant difficulties to engineering programs where British nationals account only for 30 per cent of postgraduate students (Rachael Pells, 2017). Academicians are not silent on this topic, many of them warn against hard Brexit, as it could result in diminution of competitiveness of British universities. Alistair Fitt, vice-chancellor of Oxford Brookes University speaks about ‘a disaster’. Nevertheless, he also acknowledges that funding post-Brexit can improve compare to current situation. Return of the flow of students and workers from countries of Commonwealth and the US to its pre-EU levels, is an idea advocated by A. Buchan from University of Oxford (Pells, 2017).

Globally, number of students going abroad for their studies rose by 50 % between 2005 and 2012 and was projected to reach total of 5 million scholars in 2015. The USA remained world leading provider, however other OECD countries such Australia, Japan, Germany and the UK together attracted more than half of all international students. Asian region with 53 % share continued to be the most important sending area in 2012-13. More specifically China and India were accountable for a major portion (ICEF, 2015). The UK placed second among players in the global field of international Higher Education. In 2014-15, one could find more than 400,000 international students In the UK (Oxford Economics, 2017). A number which has been increasing nearly every year for past 15 years, as is shown in the figure underneath.

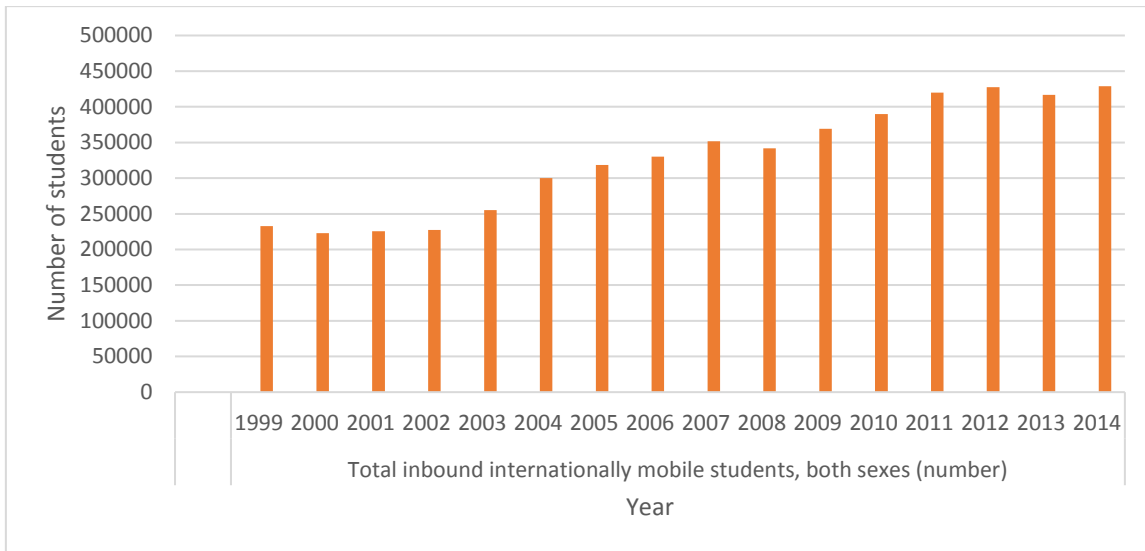


Figure 1: Inbound internationally students studying in the UK

Source: <http://data.uis.unesco.org/index.aspx?queryid=169#>

This attributes for 19 % of all students in the UK’s system of Higher Education in 2014-15. Thus, one can speak about significant contribution to the UK’s economy. Oxford Economics in their research for Universities UK has calculated, that international students generate £25.8 billion for the economy. One can be interpret it as £13.8 billion of gross value added (GVA) to UK GDP or £1 billion in tax revenues. Only, £4.8 billion comes from tuition fees. In addition, the impact is not limited to gross output and export, it also contributes to creation of jobs. In total, 206,600 jobs all over the UK are attributed to activities of international students. For now, out of 437,000 international students, 125,000 were citizens of other EU states, representing 5 % of total number of scholars in the UK (Oxford Economics, 2017).

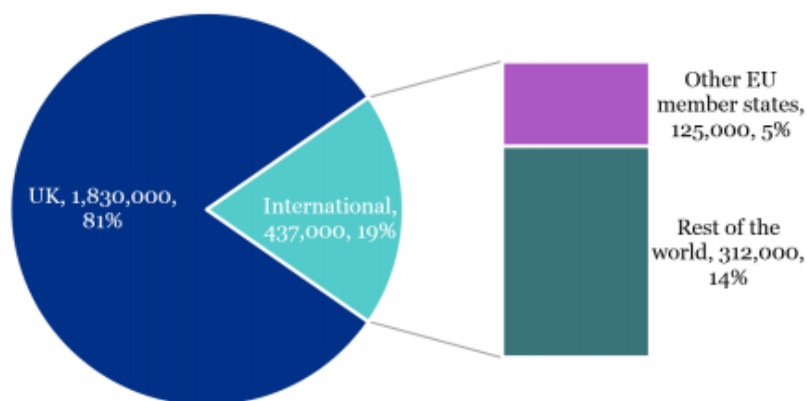


Figure 2: Students attending UK universities by nationality, 2014–15

Source: <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/briefing-economic-impact-international-students.pdf>

Following figure illustrates development of numbers of European students, who have represented a significant portion of international students studying in UK for many years.

The share of European students in the overall number of international students is described in percentage by a set of data titled Series 4. Vertical columns of Series2 depict development of total number of European students studying in the UK. One can attribute minor differences in numbers in comparison with the previous chart to differences in methodology of research as both of them were conducted by different organizations, the first one by Universities UK and the second one by the UNESCO.

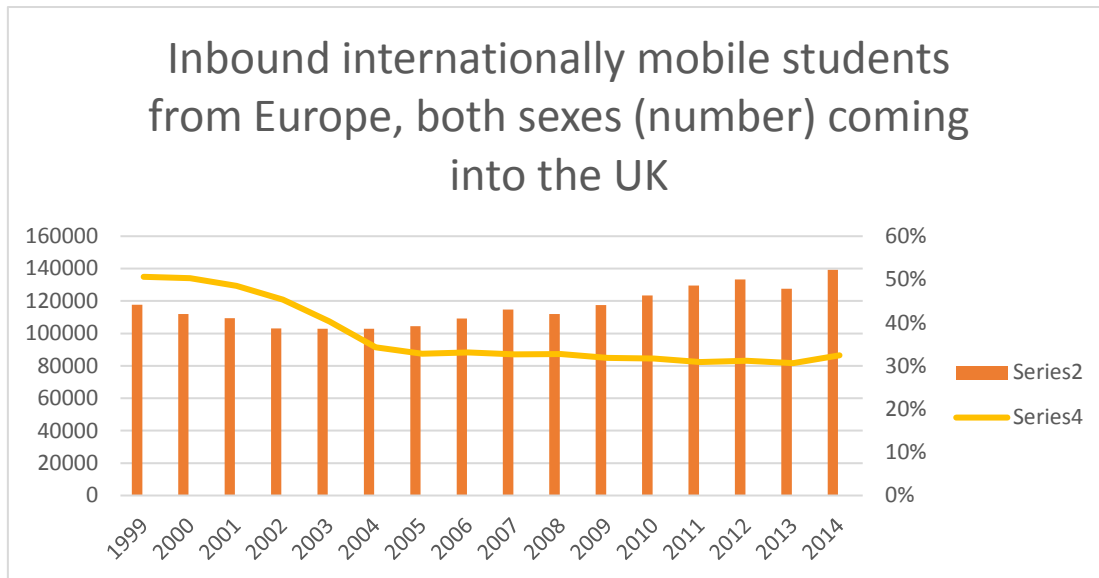


Figure 3: Inbound internationally mobile students from Europe  
 Source: <http://data.uis.unesco.org/index.aspx?queryid=169#>

#### 4.2 Rationale for research

Till this day, only a limited amount of research has been conducted on factors influencing students' intentions to study abroad. In addition, most of it was focused on English speaking countries and International students, predominantly from Asian and African countries. Universities in the United Kingdom (UK) have held a firm position among top global providers of education for many years. Also the role of universities in the economy of the UK has become substantial. However, one can find very little amount of research dedicated to intentions of students from Europe, especially its Central and Eastern parts (CEE). This lack of exploration might hurt UK universities in the long term, as the UK is currently on the path to leaving the European Union (EU) in process called Brexit. Thus, European students, who used to be taken for granted by British universities, might find increasingly difficult to study in the UK and consequently decide to study elsewhere. My dissertation



aims to partially fill this research gap by investigating intentions of Czech student to study in UK's institutions of Higher Education (HE), where, they have represented 1.05% of all European students in 2014-15. This fact in combination with an annual growth of 6.8 %, which is 4.2% above average development (Universities UK, 2016 b), makes Czech students an interesting and worthwhile targeted group for UK universities.

## 5. Literature review

The aim of this chapter is to find factors influencing students' intentions to study abroad. This chapter is divided into 6 subsections: Intention to study abroad, Models, Gender, Age, Brexit and concludes with Conceptual Framework.

### 5.1 Intention to study abroad

Intention can be defined as a determination to act in a certain way (Merriam-Webster, Inc, 2017 a) and the process of the process of deciding whether or not to study abroad is very similar to the procedure of college choice (Salisbury, Umbach, Paulsen, & Pascarella, 2009). Choice of Institution for Higher Education is important, as it sets a direction of students' future. University students have to sacrifice number of opportunities, but also receive chance for personal and intellectual development. To decide whether benefits exceed drawbacks is an extremely difficult decision. For example, government of the UK had understood the complexity of this task. Thus, since 2012 Universities has had a duty to publish a Key Information Sets (KIS) for every undergraduate program (Diamond, Vorley, Roberts, & Jones, 2012). In general, one can assume that students expect University education to help with getting a job or better job and enable them to pursue a specific career (The National Committee of Inquiry into Higher Education , 1997). Research into the students' choices of Universities has started in the USA, with academicians like Discenza, Hossler and Galagher, their collaboration will be introduced in next paragraphs, Heubner, Roberts, Bredo, Lauren and others (Price, Matzdorf, Smith, & Agahi, 2003). A concept of 'student-institution fit' was introduced by Banning and McKinley in 1980. Following elements are crucial for achieving success in this relation. Characteristics of a student, e.g. goals, abilities, and characteristics of institutional environment, design, facilities, should be aligned in order to achieve a positive outcome, rising satisfaction and loyalty, which are indicators of well fitted connection (Price, Matzdorf, Smith, & Agahi, 2003). Intention to study abroad was used as variable in this dissertation. Question: "In general, are you interested in participating in a study abroad program at university located in foreign country?" in the survey is dedicated to sorting out students who are interested in studies abroad from those who are not. Other questions and hypothesis resulting therefrom will be measured and compared with answer to this question. Goel et al. (2010) have used similar questions for similar purpose in their

paper named: Toward a Comprehensive Framework of Study Abroad Intentions and Behaviors.

## 5.2 Models

First presented model is based on theory of consumers' behaviour. A concept advocated by (Hogg & Gabbott, 1994) (Crozier & McLean, 1997). Academicians, e.g. Kotler exploring the idea of consumer behaviour have concurred on a five stage model, which you can see below. Everything starts with problem recognition, then information search and assessment of alternatives follows. Purchase decision is the crucial part of the process, after which the last section, post bargain valuation, takes place (Kotler, 2003) (Maringe & Carter, 2007).

Chapman (1981) and Moogan et al. (1999) have tried to link Kotler's model with education. A model proposed by Chapman follows. It was aimed at improving understanding of influential factors behind students' college choice. This knowledge is especially useful for college administrators and their recruitment strategies (Chapman, 1981).

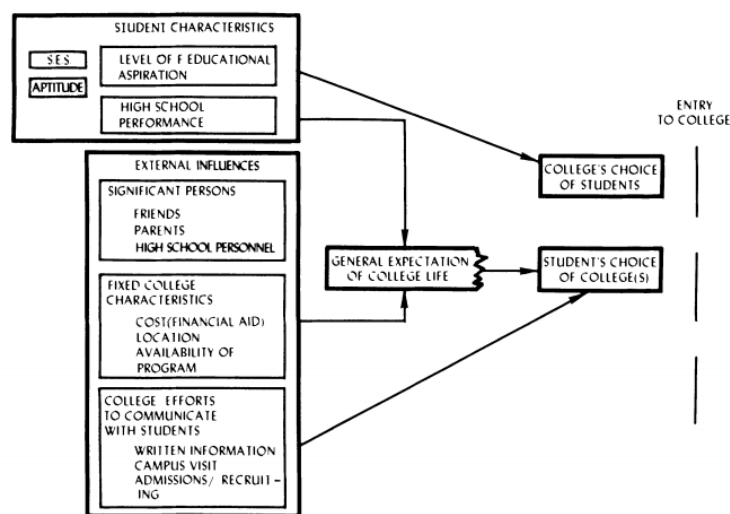


Figure 4: Influences on Student College Choice

Source: (Chapman, 1981)

Significant part of research into consumers' behaviour is based on the rationality of human mind. This combined with assumption of students' complete knowledge and perfect assessment of risk gave rise to expected utility theory (Diamond, Vorley, Roberts, & Jones, 2012). With regards to studies abroad University, Davey (2005) defends the idea that the importance and consequences of a decision about the choice of University ensures the rational approach of students to it. However, Moogan et al. (1999) found that despite the

significance of decision concerning HE, student's approach is often driven by subjective and emotional arguments. Also lack of patience or discipline can affect rationality of the decision (Solomon, 2002). Thus, this dissertation will not only replicate framework presented by Singh (2016) with socio-economic, environmental and personal factors, but also examine moderating effects of Behavioral beliefs, which represent individual perception. Their importance will be described after Singh's model.

### 5.2.1 Singh

Singh (2016) examines composition of socio-economic, environmental and personal factors, which influence student's intention to study their Master's degree in Malaysia. Data for this study comes from findings of previous larger study conducted by Manjet Singh in 2013. Singh's model was developed from three bygone models. Firstly, Chapman's one, which have been previously described, is concerned with students' characteristics and external influences creating general expectation of university life, which result in students' choice of university, from which Singh has chosen as one aspect (Chapman, 1981) (Singh, 2016). Then Jackson's model from 1982 had also influence on Singh. Its' original framework can be divided into three phases: the preference phase – influence of others, the exclusion phase – elimination of institutions and the final evaluation phase – choice of institution according to personal assessment scheme (Jackson, 1982). Last influential model used by Singh is a one designed by K. Hanson and L. Litten in 1989. Interestingly, L. Litten also contributed to this field by his own three phase model, which examined: desire to attend college or university, investigation of potential institution and admission followed by enrolment (Litten, 1982).. This cooperation resulted in a creation of a five phase model that approaches choice of university as a successive process of: having college aspirations; starting the search process; gathering information; sending applications and finally, enrolling. One can identify effect of Litten's individual work on creation of these steps. Researchers also discovered number of influential factors including characteristics of background, person and university (Hanson & Litten, 1989).

The final model used by Singh (2016) is a mixture of three previously mentioned models. Hanson's and Litten's one was used as a link between student oriented by Jackson and more institutional oriented by Chapman. This combination has ensured comprehensiveness of the Singh's model. Singh (2016) organized factors influencing student's intention to study

abroad into two categories. First one, predominantly influencing choice of country consists of socio-economic and environmental factors and was based on findings of Arambewela (2003) and Veloutsou et al. (2005). Meanwhile, personal factors are the ones, which affect choice of educational institution (Veloutsou, Lewis, & Paton, 2004) (Mazzarol & Soutar, 2002). As was previously mentioned, Singh's older paper was used as a foundation for his (2016) article. From 131 original participants, only 70 students, due to purposive sampling, were invited for the second round, consisting of focus group interviews. This approach stresses the importance of people as a source of information about themselves. All participants were Master students of arts or science in Malaysia and interviews were aimed at identifying factors, which attracted them to study in Malaysia and a specific university. Their responses were audiotaped and consequently quantitatively analysed (Singh, 2016).

Data analysis was based around three themes: socio-economic, environmental and personal factors. Cost was the most influential element of the first category. This element is advocated by Zhang & Chen (2012) and by Yang (2007) on Chinese scholar studying in Australia. One can also link assessment of costs to a very rational process of thinking, which can be related to ideas of (Davey, 2005). Also ranking connected with reputation of the university played a role, which is often connected with ease of finding a first good job, via obtaining an esteemed degree (Yang, 2007). One cannot omit quality of Master program, teaching approaches and accessible facilities, duration of study, active research, uniqueness of the program and some entrants mentioned previous Bachelor study in Malaysia as a factor influencing their decision to pursue a Master degree in Malaysia (Singh, 2016).

Second class focused on the environment of study. Official religion, more specifically Islam and cultural values linked with it, were often mentioned by international students from Middle East, who find them similar to their home values. Political stability and safety were also mentioned. This aspect might be assessed differently nowadays, as in summer of 2016 a grenade attack in proximity of capital city took place (Lourdes, 2016). Even UK's government warns of a possibility of a terrorist attack (Gov.uk, n.d.). Multiculturalism or coexistence of numerous ethnicities is another attractive feature to students not only from Asia, but Africa as well. Student friendly immigration agenda, status of developed country and adoption of English language for giving instructions by Malaysian HE institutions, in combination with constant examination of content in graduate programs made this country opened and attractive to international students (Singh, 2016). Third and last division dealt with personal factors. Restricted opportunities in HE in the country of students' origin were

identified as a strong push factor. In line with prior research findings, were recognized as one of the key factors (Fletcher, 2006). Following of relatives, such as spouse or siblings, are important components of this group (Singh, 2016).

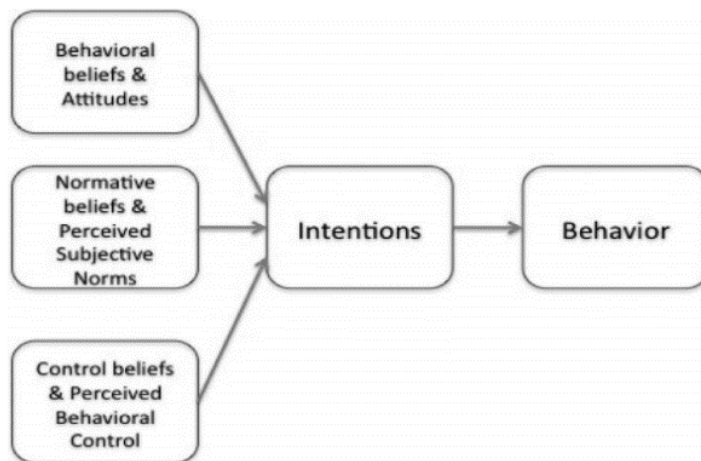
Findings of Singh (2016) are aligned with results of previous studies conducted in this research field by different academics for various institutions. Thus, one can conclude that factors influencing students' intentions to study abroad are considerably similar all over the world. Therefore, they can be applied to UK universities as well. Interestingly, one year before Singh (2016), other Malaysian researchers have published a conceptual paper analysing decision making process of international students. Three of out four used models by them have been identical (Chapman, Jackson, Hanson and Litten) to Singh (2016), but their proposed model is entirely different from Singh's one. This shows fragmentation of research in this field, criticized by Goel et al. (2010). One can attribute this diversity to application of the fourth model, designed by Hossler and Gallagher in 1987. In their findings three main factors in decision making process of international students were identified: institutional characteristics, significant others and marketing communications (Migin, Falahat, & Khatibi, 2015). This list strongly resembles of Hossler and Gallagher (1987) results, which are based on Litten's three phase model.

### 5.2.2 Theory of Planned Behavior

One has to acknowledge that Singh (2016) devoted only limited space to internal determinants and links them almost exclusively with choice of institution. Thus, in order to provide more holistic view of factors influencing students' intentions, this dissertation enhances Singh's original model by inclusion of Behavioural beliefs, which can be shortly described as individual perceptions of behaviour leading towards certain outcome. They have been proven to have significant impact on student's intention to study abroad by Goel et al. (2010), Zhuang et al. (2015) and Bandyopadhyay (2016). A concept describing them derives from a Theory of Planned Behaviour.

Theory of Planned Behaviour (TPB) is a well-established reasoned action theory used for comprehension, foreseeing and modifying social behaviour. It originated from Theory of Reasoned Action (TRA) and is linked to the radical behaviourism and the law of effects. TPB can be applied to relations between beliefs, attitudes, behavioural intentions and

behaviour. In accordance with this theory, intentions are immediately followed by behaviour. Empirical evidence about rightness of this model was provided by numerous correlational studies of intentions, beliefs, behaviour and interventions conducted in number of fields, e.g. advertising, information technology, public relations and health care. Popularity of TPB and its' rationality nature of approach to human actions effected number of other models. Bandura's Social cognitive theory, Triandis's Theory of Subjective culture and interpersonal relations and Fishers' model of Information, motivation and behavioural skills. One can assume that change in beliefs, which can be caused by interventions, are reflected in intentions, which shape actual behaviour (Goel, Jong, & Schnusenberg, 2010) (Ajzen I. , The Theory of Planned Behavior, 2012). TPB recognizes three groups of beliefs and attitudes: Behavioural beliefs and attitudes, Normative beliefs and perceived subjective norms, Control beliefs and perceived behavioural control, which affect behaviour through intentions as it is illustrated in the figure 5 on next page.



*Figure 5: Model of TPB*

Source: (Goel, Jong, & Schnusenberg, 2010) adapted from (Ajzen I. , The Theory of Planned Behavior, 1991)

First category is concerned with individual's perception of the level to which behaviour will influence a desired result. This kind of believes is connected with personal goals and a degree to which specific behaviour assists with reaching those aims. In regard to studies in foreign countries, students focus on the importance of study abroad for their personal, career and other goals (Ajzen I. , 1991) (Goel, Jong, & Schnusenberg, 2010). Other researchers have analysed students' motives behind choosing university in another country. For example, Maringe and Carter (2007) concentrated on sample of 28 African students, who decided to

study at institutions of Higher Education in the United Kingdom, more specifically in the South of England. From focus group interviews, they constructed a model consisting of 6 internally related factors. On the top of the group of pull factors of UK's institutions to African scholars was a promise of gaining international higher education experience. However, fulfilment of this pledge was contested and one cannot make a general judgement based on such a small sample, but similar findings were identified by Relya, Cochiara and Studdard (2008). They proved that perceived career value moderates the impact of high risk propensity on decision to participate in study abroad. Likewise, Toncar, Reid and Anderson (2006) found that majoring certain field might affect certain attitudes towards specific issue, such as financial ones for business students. However, no matter, which major scholars study, all of them agreed on the importance of study abroad for their future job prospects. Factors from Behavioural beliefs were extended by Cusick (2009), who observed role of sustainability in New Zealand's programs of higher education. His study identified transformative learning experiences as one of the benefits acquired by students thorough their participation in study abroad program.

Second category was devoted to individual perception of a particular behaviour, while under influence of opinions of significant others, e.g. supervisor, parent, spouse (Ajzen I. , 1991) (Goel, Jong, & Schnusenberg, 2010). When speaking of study abroad, support of those previously mentioned can result in increased intention to participate. For example, Pimpa (2003) from sample of 803 Thai students identified, that family greatly affected student's decision about studying abroad in many ways, especially in case of undergraduates. Another link to normative, also called subjective beliefs can be found in Curran (2007), who recognized that even though employers do not necessarily seek cross-cultural competency, nor high skills in foreign language. They search for motivated people with initiative, who are also adaptable. All these are characteristics often mentioned among benefits of studying abroad.

Third category of beliefs was linked to perceived behavioural control, which can be described as recognised easiness or hardness of realizing certain behaviour. Here factors that can simplify or hinder execution of behaviour come to play (Ajzen I. , 1991) (Ajzen I. , 1985). With regard to study abroad, impacts of cost, political situation, economic status and others can be put into the box of control factors. One can see similarity with some of the factors identified by Singh (2016). Srikatanyoo & Gnoth (2005) after examining 263 students determined 6 elements, which a significant role in students' decision to study



abroad. Most of them was associated with academic aspects of studies, but there were also environmental conditions. Those could be considered very close to environmental factors from Singh (2016). This linkage assured author that his choice of factors from (Singh, 2016) was right, however, Goel et al. (2010) did not fully confirmed influence of Normative and Control beliefs. Thus, this dissertation used wording of factors from (Singh, 2016). Also three personality traits: conscientiousness, openness to experience and extraversion were examined by Goel et al. (2010), but will not be tested in this dissertation.

For the purpose of this research, three behavioural beliefs: Importance for career, Transformative learning experience and Importance of studying abroad for Higher Education were chosen. Behavioural beliefs were chosen for number of reasons. Predominant reason was a fact that they have been proven by Goel et al. (2010) to be a primary driver of study abroad participation and eclipsed importance of Subjective beliefs, represented by family support and Control beliefs constituted by experience of faculty or cost. From perspective of Zhuang et al. (2015) Behavioural beliefs are significantly related to perceived value, which they identified to have a role of an intermediary in relation between beliefs and intentions.

In order to secure proper formulation of believes other journal articles were used as well. Firstly, Importance for career, this factor emerge from Goel et al. (2010), whose recognition is based on Relyea et al. (2008), who identified cultural intelligence as an essential attribute of a manager in nowadays economy. Significance of this aspect was further proven by Zhuang et al. (2015). Another argument for this choice is based on Bandyopadhyay & Bandyopadhyay (2016). They determined a relationship between intention to participate in study abroad program and 5 perceived benefits, one of them was professional development. Last one comes from Fernandez (Fernandez, 2010) who pinpointed that students seek for improvement of their career prospects and further knowledge combined with experience in their studies abroad.

Secondly, Transformative learning experience arose from Cusick (2009). Bandyopadhyay & Bandyopadhyay (2016), despite not using TPB framework can be linked to this factor via their elements of intercultural awareness and expectations of personal growth. Thirdly, feature of Importance of studying abroad for Higher Education was developed from Maringe & Carter (2007) and further supported by Bandyopadhyay & Bandyopadhyay (2016) in their general perceptions and expection of intelecutal growth from studies abroad.

Nevertheless, it is important to mention that studies of Goel et al. (2010) and Zhuang et al. (2015), which were used as corner stones for this part of dissertation based on TPB, are based on the essential assumption of TPB that there is no 'gap' between intention and actual behaviour. This was proven by Armitage and Conner (2001) who through meta-analysis found a significant correlation between intention and behaviour. However, some academics question the presumption of vacuum between intention and subsequent behaviour. For example, Scheeran (2002) who used a conceptual analysis of intention-behaviour discrepancy and meta-analysis of meta-analysis found that the 'gap' is not insignificant.

### 5.3 Gender

Stroud (2010) identified gender as one of the moderating factors of students' intentions to study abroad. Female students are on average more likely to study abroad than male scholars. Kim and Goldstein (2005) attributed this to the fact that women have more positive expectations of study abroad, show less fear from intercultural communication and ethnocentrism in their judgements. Lastly, females are more interested in languages. Nevertheless, one has to acknowledge that this trend is not accepted by researchers for all fields of studies. For example, Salisbury et al. (2010) found no statistical difference in females' participation in studies abroad among different fields of study. However, Stroud (2010) linked studying engineering, architecture, medicine and other professional areas to decreased intention to study abroad. It is important to mention, that almost all previous studies examining gender's influence were conducted on American Universities and with predominantly American respondents. This dissertation intends to widen the studied field by focusing on Czech students.

### 5.4 Age

Pope et al. (2014) found that the younger students are, the more motivated to study abroad they are. However, their research sample was limited to students from one Midwestern U.S. university, in addition only Generation Y was examined. One can describe them as people born between years 1980 and 1994 (WJSchroer, n.d.). They are called 'Millennials' and represent first digital generation, which is highly skilled with IT, opened to change and prefer short term plans (Schäffer, 2015). Work has a dominant role in their lives, because money and success greatest motivators of this generation (Bencsik, Horváth-Csikós, & Juhász, 2016). Generation Z (1995 - 2010) has many names 'net generation', 'Facebook-generation', but very used one is 'digital natives', a term which reflects their nature of the first truly global generation (Dill, 2015), which is online any time anywhere. They will be a superior workforce as they possess great language and technical skills, but they fear unemployment and are not as optimistic as generation Y. On the other side, they are not afraid to lead. They possess entrepreneurial spirit, feel need to influence the world and find work-life balance (Bencsik, Horváth-Csikós, & Juhász, 2016). Nevertheless, as students grow older their goals shifts from personal growth and studying abroad to career, social responsibilities and

relationships. Pope et al. (2014) describe this development as from ‘what can I do for me’ to ‘what I must do for my family’.

## 5.5 Brexit

This part is devoted to impacts of Brexit. On 23<sup>rd</sup> June 2016, UK’s citizens have decided to leave European Union. The choice was made in referendum, with 51.9 % people voting leave. Interestingly, from perspective of UK parts, only Britain and Wales were dominated by leavers (BBC, 2017).

The Brexit referendum has resulted in governmental crisis. David Cameron stepped down not only from prime minister (PM) seat, but also from the leadership of the Conservative party and the parliament itself, despite his previous promises (Watt, 2016) (Asthana & Mason, 2016). Theresa May, the new PM, as well as UK’s parliament, has refused to guarantee EU citizens’ rights in the UK (Walker, 2016) (Elgot, 2017). This political turmoil enabled far-right parties, such as UKIP, to rise in popularity. This progress is helping French party titled National Front and its leader, Marine Le Pen, in 2017 presidential elections. She is projected to place second. However, the idea of nationalism is spreading around Europe (Barber, 2016) and can result in breakup of the UK (Stone, 2017). Author of this paper also recognizes the importance of economic and financial implications of Brexit. However, one can find contradictory data. This research follows Martin Wolf, a chief economics commentator for Financial Times, who pointed out that the greatest impact of Brexit, can be seen in the uncertainty the vote has created. Despite growth of the UK’s economy exceeding predictions by 0.1 % in the last three months of 2016. Pound fell by 15 % in comparison to dollar. To a 30 year low. Thus, investors were expected to react by withdrawing money from UK and sterling’s assets. However, financial indicators of London’s stock exchange FTSE 100 and FTSE 250, has risen since the vote in June 2016 by 16 % and 11%. One can only assume that this could be galvanized by international nature and activities of British biggest firms, which often compute its transactions in dollar. Thus, they should benefit from the act of currency change (Barber, 2016) (Bowler, 2017). Governmental savings should come from a repeal of the Renewable Energy Strategy and the Working Time Directive, however both are widely popular among British public (Breinlich, et al., 2016).

In July 2016 Theresa May stated 'Brexit means Brexit' (Blenford & Kennedy, 2017). This can be explained as an intention to sacrifice membership of the EU to fulfil wishes of people who voted to leave. One of the main goals of UK in Brexit negotiations is to regain control over the immigration. However, this would mean an end to a freedom of people's movement. One of the key principles of the European Union. However, rest of the EU countries has united behind idea of Angela Merkel, that there will be no 'cherry-picking' in negotiations. Thus, if UK wants to deny one freedom, it will lose all others as well. Consequently, the UK will lose its privilege to trade in the single market, where no cross boarder tariffs are paid, thus increasing making goods and services more expensive for UK customers and more difficult for UK companies to export (Ahmed, 2017) (Breinlich, et al., 2016). Income after Brexit will fall in all EU countries, remaining states are expected to £12-28 billion, while UK is forecasted to lose twice the amount. The final amount depends on the negotiations of trade deals. Some researchers also predict productivity to fall, resulting in a loss 6 to 10 % of UK's GDP (Breinlich, et al., 2016).

An important topic in discussion and campaigns about Brexit was immigration. 'The action of coming to live permanently in a foreign country (Oxford University Press, 2017).' In 2015 to the UK came 172,000 people from EU and 191,000 from countries outside EU. Polish citizens represented 29 % of the EU immigrants. In total, 3.3 million immigrants was living in the UK, which is more than three times the number from 1995. Most popular destination for them is London, which interestingly voted to remain in the EU (BBC, 2016 b). Many people believe that immigrants are hurting the economy via reduction of job opportunities and wages. This concern has been growing since 2004, when 8 Central and Eastern European countries joined the EU. However, immigrants are also consumers, who buy products. Also they are on average more educated and more likely to work than UK born people. Nevertheless, Brits have kept blaming them for wage decreases, even though researchers have found no connection between those and strongly suggest that economic crisis was the driver. Not even this is able to stop anxiety of British workers, especially those less educated, from complaining about decline of employment opportunities, for which academics have found only little correlation. Often, omitted fact is that EU immigrants contribute to the UK's budget more, than they take back in welfare or public services. Thus, their overall impact on economy is positive (Breinlich, et al., 2016). Nevertheless, leaders of leave campaign has focused on topic of migration (Watt, 2016 b). Eventually, this turned out to be the right way as one third of leave voters in post-vote polls has declared that control of immigration and

borders played a major role in their decision. Despite all promises, nobody has presented a clear idea of how to manage immigration. One can only assume that new conditions will not be as friendly to EU immigrants as they used to be (Elgot, 2017).

Nevertheless, most of the previously mentioned ideas of Brexit are only publicly known proclamations. The UK and the EU have very different wishes about the future of their relationship. Thus, the final results will depend on negotiations, which can take even more than two years and become exceedingly complex and problematic, or as J. C. Juncker, president of the European Commission, has stated these talks going to be ‘very, very, very difficult’ (Blenford & Kennedy, 2017).

## 5.6 Development of Conceptual Framework

From the presented information author has created a conceptual framework, which can be seen in figure 6. Based on this scheme and literature review dissertation will test following hypotheses.

*H<sub>01</sub>: Czech female students are not more likely to intent to study abroad than their male counterparts.*

*H<sub>02</sub>: Czech students from Generation Z (1995-2010) are not more likely to intent to study abroad than students from Generation Y (1980-1994).*

*H<sub>03a</sub>: There is no significant correlation between socio-economic factors and students' intentions to study abroad.*

*H<sub>03b</sub>: There is no significant correlation between environmental factors and students' intentions to study abroad.*

*H<sub>03c</sub>: There is no significant correlation between personal factors and students' intentions to study abroad.*

*H<sub>03d</sub>: There is no significant correlation between behavioural beliefs and students' intentions to study abroad.*

*H<sub>04a</sub>: There is no significant correlation between intention to study abroad and Political and economical uncertainty.*

*H<sub>04b</sub>: There is no significant correlation between intention to study abroad and Membership of the EU.*

*H<sub>04c</sub>: There is no significant correlation between intention to study abroad and Controlled immigration.*

*H<sub>04d</sub>: There is no significant correlation between intention to study abroad and factor named: None of these.*

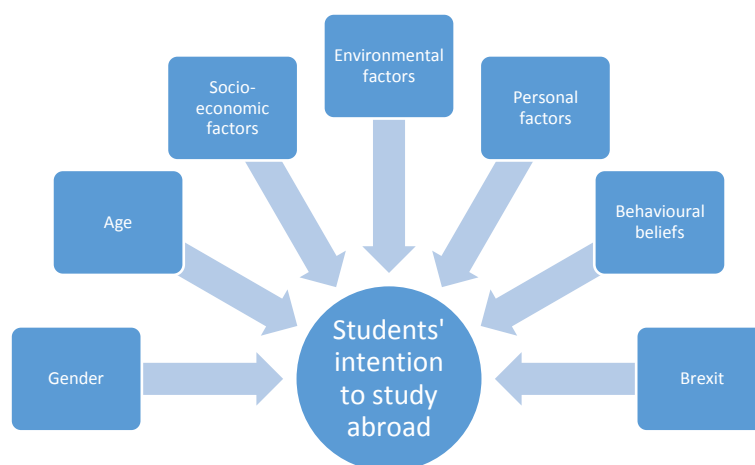


Figure 6: Conceptual Framework

Source: Author's adaptation

## 6. Methodology

This chapter will describe approach and strategy of research chosen by the author for this dissertation. Then, design and research methods will be explained. Third sub-chapter is devoted to a design of questionnaire, which is followed by description of sample and methods used for data analysis. This chapter will conclude with Limitations.

### 6.1 Research Approach and Strategy

One can find number of research approaches and strategies. Author of this dissertation has followed Maylor and Blackmon (2005) definition of approaches, which is shown in the following table.

*Table 1: A comparison of the scientific and ethnographic approaches*

Characteristic	Scientific approach	Ethnographic approach
Questions that can be answered	What, how much	Why, how
Associated methods	Survey, Experiment, Databases	Direct observation, Interviews, Participant observation
Data type	Predominantly numbers	Predominantly words
Finding	Measure	Meaning

Source: (Maylor & Blackmon, 2005)

Resemblance and links between the Scientific approach and Quantitative research, as well as between Ethnographic and Qualitative strategy of Bryman and Bell (2011) can be identified. Maylor and Blackmon problem with following strategies is their naming, as they believe that only data should be titled quantitative and qualitative.

*Table 2: Fundamental differences between quantitative and qualitative research strategies*

	Quantitative	Qualitative
Principal orientation to the role of theory in relation to research	Deductive, testing theory	Inductive, generating theory
Epistemological orientation	Natural science model, in particular positivism	Interpretivism
Ontological orientation	Objectivism	Constructivism

Source: (Bryman & Bell, 2011)

Research in the field of students' intentions is divided. Some academics are using quantitative methods of investigation (Goel, Jong, & Schnusenberg, 2010), while others use qualitative (Maringe & Carter, 2007) (Singh, 2016). Based on the hypotheses, aim and



objectives the author chose a Scientific approach with Quantitative strategy to explore the concept of intentions. Number of measures and indicators, coded to represent quality, were used for analysis and their construct validity was deduced from theories of (Singh, 2016) and (Goel, Jong, & Schnusenberg, 2010). However, Singh's measures were not previously tested, but were established on academic literature and his earlier study. Goel's measures were tested by number of studies e.g. Zhuang (2015). Assumption of internal reliability was based on the fact that both scales have been identified by experienced researchers. Face validity of Brexit measures was ensured through the consultations with my supervisor.

## 6.2 Research Design and Quantitative methods

Based on Bryman and Bell (2011), author has combined Quantitative strategy with cross sectional research design in its typical form of 'social survey design'. Its characteristics aligned with research objectives of this dissertation. It gathers data on more variables, at a single point in time and can be used for quantitative data. Its main purpose is to discover a relationship between chosen variables. However, it has also a limitation, which is presented in impossibility of identification of causal relations via this design. As a method of research questionnaire and structured interview are the most popular choices. In terms of replicability, the design is accurate as its procedures are clearly clarified. From the lack of causal directions from data, internal validity is weakened, while external validity usually stands strong in case of random sampling, which was applied by this dissertation. Lastly, ecological validity is damaged by the nature of questionnaire, which distorts the surrounding of respondents (Bryman & Bell, 2011).

As a method of research, self-completion questionnaire was chosen for its ease of distribution and elimination of interviewer effect, which can create bias. Variability caused by interviewer was removed by developing of a questionnaire with questions of an unchanged order. Also the ease and comfort of this method perceived by respondents were taken into account (Bryman & Bell, 2011). Saunders et al. (2016) was another source for author on the way to decision. From their book *Research methods for business students*, number of influential factors, e.g. size of sample, characteristics of the respondents, types of question was taken into consideration. Eventually, in the choice between three most common types of self-completion questionnaires a major role was played by the fact that targeted group consist of students, whose computer skills are on high level, then need for large

number of responses as well as use of closed questions. Thus, author decided for online questionnaire.

### 6.3 Questionnaire design

The questionnaire was created and distributed via Google Forms. It consisted of 6 questions. All of them were closed. First two questions and the fourth one had Yes/No nature and were focused on: Gender, being a Czech student and intention to study abroad, for which a question from Goel et al. (2010) was adapted. Third question examined age of respondents. Respondents had 4 options, this dissertation was predominantly focused on two groups of people. Those who born in interval of 1980 – 1994, who are called generation Y and second club of humans born between 1995 and 2010, titled generation Z. Two remaining options: Prior to 1980 - před rokem 1980 and After 2010 - po roce 2010, were meant to cover remaining options, as answer for this and all other questions were required for submission of the online questionnaire. Fifth question was dedicated to exploration of factors influencing students' intentions to study abroad. Selection of factors used for this purpose was based on studies of (Singh, 2016), who identified socio-economic, environmental and personal factors. Additionally Behavioural beliefs proven by Goel et al. (2010) were included. Their formulation was amended based on Zhuang et al. (2015) and Bandyopadhyay (2016). Respondents were ranking influence of each factor on Likert scale of 5 levels. Lowest influence was titled as 'Not at all influential', while the greatest influence was named 'Extremely influential'. Formulation of Likert scale was based on Vagias (2006). Last question was devoted to exploration of Brexit influences and also was the only multiple choice type question in the questionnaire. After consultation with Dr Radi Haloub, who happens to be my supervisor, name Brexit was omitted from wording of the question, as it might have had an influence on respondents. Three possible implications of Brexit were offered to students, with the fourth option for those who would not identify themselves with any of presented options. Ethical statement for the research is placed in Appendix 1. Full version of questionnaire with offered answers can be found in the Appendix 2 and its coding used for data analysis is included in Appendix 3.

### 6.4 The sample

The research is focused on intentions of Czech students. In other words people with Czech nationality, who currently attend educational institution (Merriam-Webster, Inc., 2017 b). In Czech Republic, everybody has a right to study based on Charter of Fundamental Rights and Freedoms. It is important to mention that Czech citizens also have a right to study free of charge, at elementary, middle school and based on age and possibilities of students even at university level (Parlament České republiky, 1992). Due to the preferred way of distribution via online social media network named Facebook, non-probability sampling in combination with volunteering and snowballing technique was chosen (Maylor & Blackmon, 2005). Research was carried out in April 2017. At the time of termination, questionnaire achieved 82 responses. Four of them have been excluded from further analysis as the respondents have not stated a status of a Czech student. Thus, responses of 78 respondents were considered for further analysis. This study in contrast to Singh (2016) is not limited to students who already study abroad. Thus, conclusions of this paper can be more valuable to Universities.

## 6.5 Data analysis

For the data analysis a statistical program IBM SPSS Statistics 22, provided by the University of Huddersfield was used. As the author of dissertation decided to collect quantitative data, adequate test were chosen to complement analysis of them. First one was a Chi-squared test. It can examine nominal, ordinal, interval and ratio data. This technique investigates level of statistical significance in the association between selected variables (Maylor & Blackmon, 2005). As a sample of respondents was not very wide, authors decided to use a second method, Fisher's exact test, to ensure that this limitation will not affect data results. The use of it is very similar as it also examines whether change of one variable is dependent on the values of the other one (McDonald, 2014). These two tests were used together for analysis of first two hypothesis, capturing relation between age, gender and intention to study abroad. Third employed method is a correlation ( $r$ ), which measures strength of the relationship between two variables and often used for survey data. The correlation can only score a value between -1 and +1. Number between 0 and 1 are positively correlated and the strength of the relationship rises as the value approaches 1. A specific terminology developed by Evans (D., 1996) was applied to assess it. His measures apply for the absolute value of  $r$  and are as follows .00-.19 "very weak", .20-.39 "weak", .40-.59 "moderate", .60-.79 "strong" .80-1.0 "very strong". One can speak about perfect positive

correlation when  $r=1$ . On the other side,  $r=-1$  is titled a perfect negative correlation. If a result equals to 0, then there is no significant relationship between analysed variables (Maylor & Blackmon, 2005). In this dissertation Pearson's type of correlation was used. It tests the null hypotheses (Maylor & Blackmon, 2005).

## 6.6 Limitations

Ignorance of difference between natural and social world coming from the use of natural science models is often found as a major limitation of Quantitative research strategy (Schutz, 1962). Also dissimilarity in respondents understanding might be viewed as a risk. However, it was lowered by using fixed choice answers (Cicourel, 1964). Excessive dependence on procedures cripples ecological validity, a link between research and normal life. Due to non-probability sampling, not all units had the same probability of being selected. Additionally, use of voluntary sample can provide a picture of population, which is not guaranteed to be representative (Saunders, Lewis, & Thornhill, 2016) (Maylor & Blackmon, 2005). Author is not an English native speaker, thus his wording of questionnaire might have had a distorting effect on respondents understanding of questions. Also, as not all Czech students do not fully understand English language, a translation for majority of questions and answers was provided right next to original wording, resulting in creation of one bilingual questionnaire. However, one has to acknowledge that rewording of certain phrases into another language can be troublesome. As for the limitations of methods used for data analysis, one can identify a condition in Chi-squared method on variables, which have to transformable into 2x2 (or more) table. Also another assumption of Chi square test is concerned with cells, which have expected count less than 5. This limit was identified by Cochran (1954) who suggested that in order to enable chi-square to properly function, one has to guarantee that no more than about 20% of the cells have expected counts below 5 and a minimum of expected count is one or greater. In this case, assumption was not violated. However, some researchers, e.g. Agresti (1990) believe that the situation is more complicated and new rules will need to be defined. Expected counts in two cells were in range between 5 and 10, which is viewed by some researchers as area of concern (Weaver, 2017). To prevent dubiety of statistical results, author of this dissertation has decided to additionally include Fisher's Exact Test into the analysis. Its' main advantages lies in no requirements concerning expected frequencies equal to null, nor is it affected by situation when less than 80% of all expected frequencies are 5 at least. Also requirements on randomise and independent sample do not apply to Fisher's Exact Test (Tebbens, 2017). Limitations of correlation can be perceived in regards to results, as they can be affected by missing data (Maylor & Blackmon, 2005). However, that is not a case in this dissertation as respondents had to fill in every question in order to submit the questionnaire. Nevertheless, even if the results are not affected they could still be statistically insignificant. In order to ensure that the found strength of correlation between variables was

not a product of chance, author analysed statistical significance (p) of the correlation as well. It ranges between 0 and 1. The closer to null, the better. The line between significance and insignificance, lies at the p value of .05. This number is used in statistics across many scientific fields. Any value below it, signifies a statistical significance of relationship, which means that examined correlation is based on the evidence from the sample. As means of individual factors and beliefs were used for correlations, author decided to test their internal reliability by Cronbach's alpha test. Behavioural beliefs exceeded required .7 level and factors from Singh (2016) scored in range from .6 to .7. Thus, more data would be needed to improve reliability of the whole sample. However, due to the time limitations of dissertation author suggest this to as an area for future research. Lastly, as the Brexit is a relatively new situation, from the research point of view. Literature on this topic is very limited. The three chosen factors, were predominantly based on relevant articles from well-established media sources and handful of reports such as Breinlich et al. (2016). In addition, previously mentioned ideas of Brexit are only publicly known announcements.

## 7. Analysis and results

This chapter is devoted to presentation of my findings. They will be divided into two sections. First part describes profiles of respondents, while the second one displays results connected to hypotheses.

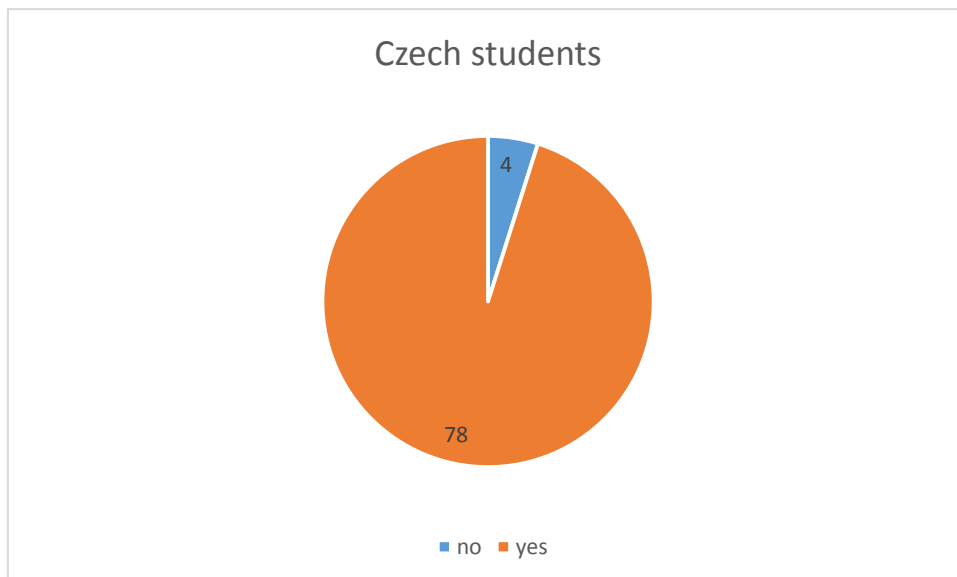
### 7.1 Profile of respondents

Total number of respondents was 82. More than half of them, specifically 53.7% of them were females. The rest of the participants (46.3%) were males, as nobody has selected option: 'Prefer not to say'.

*Table 3: Gender*

	<b>frequency</b>	<b>percentage</b>
<b>female</b>	44	53.7%
<b>male</b>	38	46.3%
<b>total</b>	82	100%

Second question divided respondents into two categories: Czech students and the others. Out of 82 respondents, vast majority of 78 were Czech students. This group was targeted in this dissertation, thus the remaining 4 participants were excluded from further analysis, specifically one man and three women.



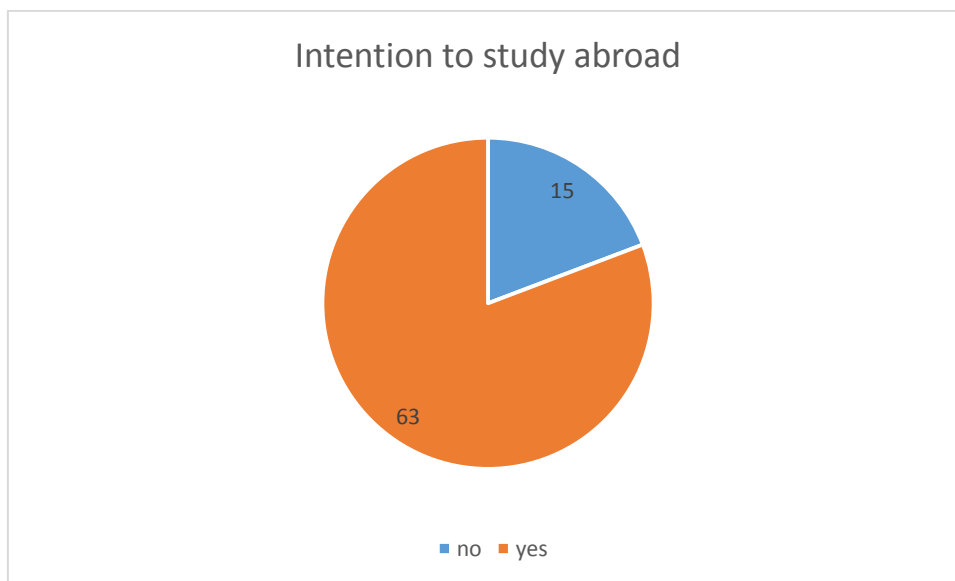
*Figure 7: Czech students*

After exclusion of 4 respondents who were not Czech students, analysis of collected data continued with question regarding age. Four options for data of birth were offered to participants, however nobody has chosen option of birth ‘Prior to 1980’ nor ‘After 2010’, which left author with only two age groups to compare. Fortunately, these two groups were subjects suitable for analysis, based on the null hypothesis. Individuals born between 1980 and 1994, also called generation Y, represented 38.5% of the sample. Remaining 61.5% is attributed to people born between 1995 and 2010.

*Table 4: Age*

<b>age</b>	<b>frequency</b>	<b>percentage</b>
<b>Prior to 1980</b>	0	0%
<b>1980 – 1994</b>	30	38.5%
<b>1995 – 2010</b>	48	61.5%
<b>After 2010</b>	0	0%
<b>total</b>	78	100.0%

Last graph used in this section is devoted to students’ intentions to study abroad. Majority of participants showed interest in this action. Only 19.2% of respondents stated no intention to study abroad. This uneven distribution might have caused some issues to following analysis.



*Figure 8: Intention to study abroad*



## 7.2 Analysis of Hypotheses

After reports of frequencies in the sample, analysis of hypotheses follows. Firstly, a relationship between gender and intention to study abroad is examined.

*H<sub>01</sub>: Czech female students are not more likely to intent to study abroad than their male counterparts.*

Table 5, reflects an association between these variables. One can see row called Count, which represents an observed count and is followed by expected count showing a value when there is no association between gender and interest in studies abroad. My values of Count are different from the expected ones, thus Chi square test comes to play. It determines whether they are different enough, to say that the association between gender and interest in studies abroad is significant, but does not specify how strong it is.

Before we interpret results of Chi-square of relationship between intentions to study abroad and gender, we need to check whether number of cells with expected count less than 5 does not exceed 20%. This information is stated under table 6, on the next page. In this case this assumption of Chi-square is not violated. Thus we proceed to measured value of Pearson Chi-Square, which is .259 with 1 degree of freedom. My p value, also known as significance value is .611. However, my alpha value is .05. Therefore, my p value from Chi-Square exceeds my alpha p value. Also p value of .775 from Fisher's exact Test surpassed value of .05. Thus, one can conclude that my result is not statistically significant. Therefore, interest in studies abroad is independent from gender. This results in the acceptance of the null hypothesis.

Table 5: Gender and Intention

**q1gender \* q4intention Crosstabulation**

			q4intention		Total
			no	yes	
q1gender	female	Count	7	34	41
		Expected Count	7.9	33.1	41.0
	male	Count	8	29	37
		Expected Count	7.1	29.9	37.0
Total		Count	15	63	78
		Expected Count	15.0	63.0	78.0

Table 6: Chi-square test of Gender and Intention

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.259 <sup>a</sup>	1	.611		
Continuity Correction <sup>b</sup>	.049	1	.825		
Likelihood Ratio	.259	1	.611		
Fisher's Exact Test				.775	.412
Linear-by-Linear Association	.256	1	.613		
N of Valid Cases	78				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.12.

b. Computed only for a 2x2 table

Second hypothesis is concerned with age and students' intentions to study abroad.

*H<sub>02</sub>: Czech students from Generation Z (1995-2010) are not more likely to intent to study abroad than students from Generation Y (1980-1994).*

As respondents have been only from two groups, author decides to use Chi-square test once more. The assumption of Chi-square is met, as we see can from values in Table 7 and from description of table 8 (next page), which also shows value of significance equal to .892. As the size of analysed sample is not greatest, author chose to perform Fisher's exact test to solidify findings. Its p value is 1.0, which is bigger than the significance level  $\alpha = .05$ , consequently we fail to reject the null hypothesis and we conclude that there is not enough evidence at the alpha level to conclude that there is a relationship in the sample between age and students' intentions.

Table 7: Age and Intention

q3age * q4intention Crosstabulation					
			q4intention		Total
			no	yes	
q3age	1980 – 1994	Count	6	24	30
		Expected Count	5.8	24.2	30.0
	1995 – 2010	Count	9	39	48
		Expected Count	9.2	38.8	48.0
Total		Count	15	63	78
		Expected Count	15.0	63.0	78.0

Table 8: Chi-Square test of Age and Intention

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.019 <sup>a</sup>	1	.892		
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.019	1	.892		
Fisher's Exact Test				1.000	.557
Linear-by-Linear Association	.018	1	.892		
N of Valid Cases	78				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.77.

b. Computed only for a 2x2 table

Then focus of dissertation shifts to factors identified by Singh (2016) and beliefs from Goel et al. (2010). Respondents assessed them using Likert scale.

*H<sub>03a</sub>: There is no significant correlation between socio-economic factors and students' intentions to study abroad.*

*H<sub>03b</sub>: There is no significant correlation between environmental factors and students' intentions to study abroad.*

*H<sub>03c</sub>: There is no significant correlation between personal factors and students' intentions to study abroad.*

*H<sub>03d</sub>: There is no significant correlation between behavioural beliefs and students' intentions to study abroad.*

Pearson's correlation coefficient was used to determine relationships between these variables. Results can be found in table 9. Test showed a weak positive correlation between socio-economic factors and intentions. However, test of significance did not find enough evidence in the sample, thus we deem that there is no statistically significant correlation between students' intentions and socio-economic factors. This results in acceptance of null hypothesis. Between Environmental factors and intentions was also found weak, but negative correlation. Significance of this correlation was closer to .05 level, nevertheless it was not low enough. Thus, we accept null hypothesis for this relationship. Correlations of with Personal factors and Behavioural beliefs had both reached very weak positive values of Pearson's coefficient and p values exceeding alpha level. Therefore, in both cases we accepted the null hypotheses. Specific numbers for each set of factors can be found in table 9.

*Table 9: Correlation of factors, beliefs and intentions*

	<b>Pearson's correlation</b>	<b>Significance</b>	<b>N</b>
<b>Socio-economic factors</b>	0.032	0.778	78
<b>Environmental factors</b>	-0.208	0.067	78
<b>Personal factors</b>	0.015	0.899	78
<b>Behavioural beliefs</b>	0.066	0.567	78

Last set of hypotheses was used for exploration of Brexit’s impacts.

*H<sub>0</sub>4a: There is no significant correlation between intention to study abroad and Political and economic uncertainty.*

*H<sub>0</sub>4b: There is no significant correlation between intention to study abroad and Membership of the EU.*

*H<sub>0</sub>4c: There is no significant correlation between intention to study abroad and Controlled immigration.*

*H<sub>0</sub>4d: There is no significant correlation between intention to study abroad and factor named: None of these.*

Author analysed relationships between four mentioned factors. Political and economic uncertainty, despite being the most popular choice with 60% frequency, reached a very weak positive correlation. Due to significance value exceeding .05 level, we must accept the null hypothesis. Same results apply to factor ‘None of these’. Controlled immigration achieved very weak, but negative correlation. Nevertheless, its significance value surpasses .05 alpha level. Therefore, we accept null hypothesis 4a, 4c and 4d. Factor of Membership of the EU is the only one which achieved value of significance below .05 level. As a result of 0.265 from Pearson correlation, we reject null hypothesis 4b in favour of the alternative one. Thus, this research has proved that there is sufficient evidence at the .05 level to conclude that there is a weak positive correlation between Membership of the EU and intention to study abroad.

*Table 10: Impacts of Brexit*

<b>Brexit</b>	<b>Pearson's correlation</b>	<b>Significance</b>	<b>N</b>
<b>Political and economic uncertainty</b>	0.003	0.982	78
<b>Membership of the EU</b>	<b>0.265</b>	<b>0.019</b>	<b>78</b>
<b>Controlled immigration</b>	-0.102	0.374	78
<b>None of these</b>	0.087	0.45	78

### 7.3 Additional results

For analysis of each group of factors, e.g. socio-economic, means of individual factors were used. In order to provide readers with more specific results. Table with correlation and significance of every single factor is provided in Appendix 4. One can identify that only two individual factors have reached statistical significance: ‘Safety and political stability of the

country' and 'Geographical location'. Both achieved weak negative correlation with students' intentions to study abroad.

## 8. Discussion

Data and results, which have been previously presented, will be discussed in this chapter. Also their links with hypotheses will be examined.

### 8.1 Hypothesis 1

In spite of findings of previous research (Salisbury, Paulsen, & Pascarella, 2010) (Stroud, 2010), this dissertation found no relationship between gender and intentions of Czech students to study abroad. This discovery approves conclusion of Pope et al. (2014). However, their initial findings are limited only to business students. Author of this paper is a student of business school and as the questionnaire was distributed via social network, it is highly likely that great number of respondents were also business students.

### 8.2 Hypothesis 2

Second hypothesis, was concerned with influence of age on students' intention to study abroad. Respondents were sorted in two groups: Generations Y and Z. An association between examined variables was not found. It might be due to the fact that these collectives have number of differences, but they also have many similarities. Approach to taking in information was identified by Perez (2008) as one of them. Issaa and Isaias (2016) identified use of Internet, global awareness and obsession with newest technologies as additional three. With regards to studying a trend of combination with work was also acknowledged by them. One has to admit that there is a disunity among researchers on time frame of each generation, which can cause disputes (Easton, 2016). Another explanation can be found in Pope et al. (2014) who detected hesitation to go abroad among freshmen and sophomores, representatives of today's generation Z, as they are adapting to new requirements. Author believe that more research into characteristics of generation Z is needed to make a final judgement on this topic.

### 8.3 Hypothesis 3

All three null hypothesis examining correlation between factors identified by Singh (2016) were accepted. Imperfect internal reliability of measures might have affected these findings. Influence of socio-economic factors on intentions of Czech students to study in the UK, might have been lowered by the possibility of obtaining a loan from UK government to cover tuition fees (Department for Education, 2016). Also reputation and ranking of Universities has been labelled as not so important for students (Morrison, 2014). In addition, the more important socio-economic factors become, the more conscientious respondents are (Goel, Jong, & Schnusenberg, 2010). This personal characteristic was not examined, thus future research can do otherwise to enhance its results.

### 8.4 Hypothesis 4

Lack of significant impact of environmental factors, specifically costs of living might be clarified by based on Pope et al. (2014), who found that household income, an often connected variable, to have no significant effect on intentions (OECD, n.d.). Role of religion for Czech people has been greatly reduced over the 19<sup>th</sup> and 20<sup>th</sup> century. Making Czech Republic one of the most atheistic countries in the world, with only few small churches growing (Staufenberg, 2016) (Hamplová, 2010).

### 8.5 Hypothesis 5

As was previously mentioned every Czech citizen has a right to study for free, not many restrictions can be applied. One also cannot speak about limited places in HE, as CZ with 10 million inhabitants has 74 universities. However, many experts believe it is too much and want to reduce this number in the future (Barak, 2016). Thus, personal factors might become an issue in the future.

### 8.6 Hypothesis 6

As choice of behavioural beliefs used for the analysis was based on findings of numerous studies and based on the TPB, it is very difficult to find a reason why intentions of Czech students are not correlated with them. Maybe students simply do not realize their importance, as only 6% of graduates made use of Erasmus opportunities (European Commission, 2014), despite the fact that great majority of Czech universities provides these possibilities (Kvapil,



2013). Hidden role in this could have been played by personality traits. Goel et al. (2010) proved a positive relation between extraversion and behavioural beliefs and speculated about impact of openness to experience. Further research will be needed to explore issue of beliefs in more depth.

### 8.7 Hypothesis 7

Last four discussions are dedicated to correlations between possible impacts of Brexit and students' intentions. One can assume that intentions of Czech students are not significantly correlated with political and economic uncertainty, because they are used to them. Between years 1993 and 2010, Czech Republic had 10 different governments (Hanzal, 2012). In 2009, during presidency of the EU, Czech government was overthrown (Komárek, 2009). Tax rates are changing very often, which also does not help to establish economic stability (Vlková, 2013).

### 8.8 Hypothesis 8

The null hypothesis 4b is the only one which this dissertation has refused. As Czech students were positively influenced by factor of Membership of the EU, for which author found a weak positive correlation. This discovery can be explained by their perception of CZ's membership, which majority of students finds beneficial (Novinky, 2017). Positive influence of membership might be also linked to Erasmus, a program of EU supporting mobility of students and lecturers, whose perception is very good among students (Bajgerová, 2013). This finding can also represent an opportunity for British universities. As the Brexit is expected to come into effect by 2019, institution have a unique 2 year window to attract European students. Top-up courses might represent a last chance for them to obtain a British degree, while paying same tuition fees as British students and using financial support of the UK's government (University of Greenwich, 2016) (Gov.uk, 2017).

### 8.9 Hypothesis 9

On one side Czech student are sceptic to immigrants and only minority believes in helping them (Novinky, 2017). However, on the other side Brexit is likely to restrict possibilities of foreigners to come to the UK, European citizens are expected to be the most affected group

of immigrants (Elgot, 2017). This paradox of roles might explain why no significant correlation was found.

#### 8.10 Hypothesis 10

Factor 'None of these' was used to indicate whether author has chosen important impacts of Brexit on students' intentions. As there was found no significant correlation, one can assume that thorough literature review resulted in choice of adequate factors.

#### 8.11 Additional findings

Additionally, from Singh's and Goel et al.'s factors only two have been proven to be significantly correlated with intentions to study abroad 'Geographical location' and 'Safety and political stability of the country'. This might be linked to a rising number of terrorist attacks in Europe, e.g. Berlin (BBC News, 2016), or recent attack in London (Siddique, 2017). Thus, students might be scared to leave CZ. Therefore, the less influential safety is perceived by students, the more likely they are to intend to study abroad, for the case of this dissertation in the UK. Same applies for political stability. Some students might find the UK as a distant country as it lies on the western border of Europe. For others an association with UK's weather, which can cause psychological problems even to natives (Bale, 2012) (NHS, 2015), might be a reason why author found a weak negative correlation between geographical location and intention to study abroad. However, in contrast to these findings UK is a popular destinations for Czech students (Benešová, 2014). Thus, further research will be needed.

For discussion to be complete one have to mention that examined sample was almost balanced in categories of gender and age, despite using volunteering principle for responses. However, from the perspective of intention to study abroad, one cannot speak about even distribution of opinions. Option 'Yes' has received support from 81.7% of respondents. This result is very unusual in comparison to data from StudentMarketing, which identified 80,000 students interested in studies abroad out of which 45% (36,000) were university students (ICEF Monitor, 2014). This represent only 11.6% from total number of 311,000 HE students in CZ (European Commission, 2017). This number is almost halved for the number of graduates, who actually participated in Erasmus (European Commission, 2014). These

numbers are contradicting basic assumption of TPB and give weight to a concept of 'time lag' identified by Pope et al. (2014), which states that actions do not always follow intentions.

As author has participated in two programs of studying abroad and Facebook was used as a distribution channel for the questionnaire. Distortion of sample's intentions can be also partly explained via aggregation of people with common interests on the social media (Vicarioa, et al., 2016). Thus, author believes that further research with different, larger and more scattered sample will be needed to reach a definitive judgement. Author also recognizes lack of researchers' willingness to replicate already published studies as one of the possible causes behind results of this dissertation. Academicians might find themselves less motivated to do so as replication efforts do not bring as much recognition as producing new studies (Burawoy, 2003). This trend has been already identified and explored in field of psychology research, where over half of studies failed testing of reproducibility (Baker, 2015). Lastly, lack of research of research on factors influencing intentions of European students and practical non-existence on Czech undergraduates might have caused that some variables moderating this relationship remain unexplored. This can be area of interest for future research.

## 9. Conclusion, Recommendation and Future research

The aim of this work was to investigate the factors influencing intentions of Czech students to study Under Graduate programs in the UK. Understanding to criteria considered by students is becoming increasingly important in the world of education, where international competition is rising. From available literature on students' intentions influences of age and gender were identified as influencing factors. Female students were supposed to be more interested into studies abroad, as well as younger students. However, despite findings of previous studies, responses of Czech students showed no association between these variables. Socio-economic, environmental and personal factors arising out of Singh (2016) model were also analysed. Nevertheless, no correlation was found between them and students' intentions. In order to provide more internal and personal insights, behavioural beliefs resulting from Goel et al. (2010) based on the Theory of Planned Behaviour were examined. However, their impact was not statistically significant. Therefore, this research refused all previous assumptions about factors influencing student's intentions to study abroad. This finding might be a result of the fact that previous research was focused on American, Asian and African students, but little to no attention was given to European students. Thus, author suggest that more research efforts should be dedicated to examining this area. UK universities should play a significant role in this process as their prospects after Brexit do not look very good. British institutions of Higher Education are projected to face 60 - 80% decrease in numbers of recruited European students. Therefore, possible impacts of Brexit were selected from available literature and analysed. The only significant correlation was found between students' intentions and the membership of the European Union, which is in great danger due to Brexit. However, in the short term this development combined with positive perception of the membership and decreasing value of pound sterling can give UK universities a favourable circumstance to appeal to European students and entice them into enrolling.

## 9.1 Limitations

Author was limited by time and cost, thus online questionnaire was chosen as a research instrument. The choice ensured acceptable number of responses. However, as social media was used for its distribution, representativeness of sample was not secured. From this flaw comes influential limitation for research, because 80% of respondents chose to be interested in studying abroad. Therefore, any conclusions based on findings of this research should be treated with caution.

## 9.2 Future research

As this dissertation used quantitative approach and did not find many factors influencing intentions of Czech students to study abroad. Author suggests that qualitative study might be a way for future research. As using it can secure a balanced composition of respondents and consequently allow researchers to come to a generalizable conclusions. Additionally, implications of Brexit will play a significant role in shaping students' intentions to study in the UK. Thus, future research should focus on this issue as well.

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## 11. Appendixes

### Appendix 1

#### **Ethical statement**

In order to prevent deformation and consequent difficulty in reading, Ethical statement follows on next three pages.

**University of Huddersfield  
The Business School**

**STUDENT PROJECT / DISSERTATION ETHICAL REVIEW**

**APPLICABLE TO ALL UNDERGRADUATE AND POSTGRADUATE TAUGHT PROGRAMMES**

**Please complete and return via email to your Project / Dissertation Supervisor along with the required documents (shown below)**

Before completing this section please consult the 'Ethics Policy and Procedures' section on Blackboard. Students should consult the appropriate ethical guidelines. The student's supervisor is responsible for advising the student on appropriate professional judgement in this review.

**SECTION A: TO BE COMPLETED BY THE STUDENT**

Project Title:	STUDENTS' INTENTIONS TO STUDY ABROAD, FOLLOWING BREXIT CASE STUDY OF PUBLIC UK UNIVERSITIES
Student name:	PAVEL DOUBEK
Student number:	01672057
Course:	EUROPEAN BUSINESS (TOP-UP)
Supervisor:	RADI HALOUB
Proposed start date of data collection	

**SECTION B: PROJECT OUTLINE (TO BE COMPLETED IN FULL BY THE STUDENT)**

Issue	Please provide sufficient detail for your supervisor to assess strategies used to address ethical issues in the research proposal.
<b>Aim / objectives of the study</b> These need to be clearly stated and in accord with the title of the study. (Sensitive subject areas which might involve distress to the participants will be referred to the Ethics Committee Representative).	To investigate the factors influencing choice of UK as a destination for Czech Under Graduate Students.
<b>Research methodology</b> The methodology needs to be explained in sufficient detail to show the approach used (e.g. survey) and explain the research methods to be used during the study.	quantitative survey - online questionnaire
<b>Does your study require any permissions for study?</b> If so, please give details.	
<b>Participants</b> Please outline who will participate in your research. You should	Students from Universities and High Schools



FORM A – Student Approval Form (taught courses)

<p>comment explicitly about whether your participants are able to offer informed consent. If your research involves vulnerable groups (e.g. children, adults with learning disabilities), it must be referred to a Ethics Committee member.</p>	
<p><b>Access to participants</b> Please give details about how participants will be identified and contacted.</p>	<p>Participants will be approached via Internet, e.g. social media.</p>
<p><b>How will your data be recorded and stored?</b></p>	
<p><b>Confidentiality</b> Please outline the level of confidentiality you will offer respondents and how this will be respected. You should also outline who will have access to the data and how it will be stored. (This information should be included on 'Information Sheet'.)</p>	<p>Participation will be anonymous. Only I and my supervisor will have access to data. It will be stored in my computer.</p>
<p><b>Anonymity</b> If you offer your participants anonymity, please indicate how this will be achieved.</p>	<p>no question regarding participants' name</p>
<p><b>Could the research induce psychological stress or anxiety, cause harm or negative consequences for the participants (beyond the risks encountered in normal life)?</b> If yes, you should outline what support there will be for participants.</p>	
<p><b>Retrospective applications.</b> If your application for Ethics approval is retrospective, please explain why this has arisen.</p>	

**SECTION C – SUMMARY OF ETHICAL ISSUES (TO BE COMPLETED BY THE STUDENT)**

Please give a summary of the ethical issue and any action that will be taken to address the issue(s).

**SECTION D – ADDITIONAL DOCUMENTS CHECKLIST (TO BE COMPLETED BY THE STUDENT)**

Please supply to your supervisor copies of all relevant supporting documentation electronically. If this is not available electronically, please provide an explanation and supply hard copy

I have included the following documents

- |                                |     |                                     |                |                          |
|--------------------------------|-----|-------------------------------------|----------------|--------------------------|
| Information sheet              | Yes | <input type="checkbox"/>            | Not applicable | <input type="checkbox"/> |
| Consent form                   | Yes | <input type="checkbox"/>            | Not applicable | <input type="checkbox"/> |
| Letters                        | Yes | <input type="checkbox"/>            | Not applicable | <input type="checkbox"/> |
| Final version of questionnaire | Yes | <input checked="" type="checkbox"/> | Not applicable | <input type="checkbox"/> |
| Interview schedule / questions | Yes | <input type="checkbox"/>            | Not applicable | <input type="checkbox"/> |

**SECTION E: STUDENT STATEMENT**

I confirm that the information I have given in this form on ethical issues is correct. Please tick the box to confirm.

Student Name PAVEL DOUBEK

Date 6.4.

**SECTION F: STATEMENT BY SUPERVISOR AND RECOMMENDATION ON THE PROJECT'S ETHICAL STATUS**

I have read the information above and I can confirm that, to the best of my understanding, the information presented by the student is correct and appropriate to allow an informed judgement on whether further ethical approval is required. Please tick the box to confirm

Supervisor Name

*Kadi Halon*

Date

6<sup>th</sup> April 2017

Having satisfied myself of the accuracy of the project's ethical statement, I believe that the appropriate action is:

The project proceeds in its present form	<input checked="" type="checkbox"/>
The project proposal needs further assessment with the Ethics Committee representatives	<input type="checkbox"/>
The project needs to be returned to the student for reworking	<input type="checkbox"/>

This form should be submitted to the nominated course team.

## Appendix 2

### Questionnaire

**What is your gender?** - Jaké je tvé pohlaví?

Female – Žena

Male – Muž

Prefer not to say - Nechci odpovédět

**Are you Czech student?** - Jsi českým studentem?

No – Ne

Yes – Ano

**When were you born?** - Kdy jsi se narodil?

Prior to 1980 - před rokem 1980

1980 – 1994

1995 – 2010

After 2010 - po roce 2010

**In general, are you interested in participating in a study abroad program at university located in foreign country?** - V obecné rovině, máš zájem studovat na zahraniční univerzitě v cizí zemi?

No – Ne

Yes – Ano

**Please asses, how influential would following factors be on your intention to study your Undergraduate (Bachelor) program in the UK?** - Prosím ohodnoť, jak vlivné by byly následující faktory na tvůj záměr studovat tvá bakalářská studia ve VB.

Not at all influential – Nijak

Slightly influential – Trochu

Somewhat influential – Poněkud

Moderately influential – Mírně

Extremely influential – Velmi

Set of factors 1 = Socio-economic f. = q 5-9

Set of factors 2 = Personal f. = q 10-13

Set of factors 3 = Environmental f. = q 14-20

Set of factors 4 = Behavioural beliefs = q 21- 23

#### Set of factors 1

Tuition fees – školné

Reputation of the University - reputace university

Quality of the Under Graduate programs - kvalita Bakalářských studijních programů

Teaching approach and Facilities - přístup učitelů a vybavení

Unavailability of similar Under Graduate programme elsewhere - Nedostupnost podobného bakalářského studia jinde

#### Set of factors 2

Limited places in Universities in Czech Republic - omezená kapacita českých univerzit

Follow relatives - následování příbuzných

Restrictions on Higher Education in Czech Republic - omezení na vysokých školách v České republice

Recommendation – doporučení

#### Set of factors 3

Religion – náboženství

Safety and political stability of the country - bezpečnost a politická stabilita země

Geographical location - geografická poloha

Living standard - životní úroveň

Opportunity to improve English language - příležitost zlepšit angličtinu

Multiculturally friendly society - společnost otevřená multikulturalismu

Cost of living - náklady na život

#### Set of factors 4

Importance for career - význam pro kariéru

Transformative learning experience - významná životní zkušenost

Importance of studying abroad for Higher Education - důležitost studia v zahraničí pro univerzitní studia

**Would your intention to study abroad in foreign country be affected by any of the following factors?** - Byl by tvůj záměr studovat v cizí zemi ovlivněn některým z následujících faktorů?

Political and economical uncertainty - Politická a ekonomická nejistota

Membership of the EU - Členství v EU

Controlled immigration - Kontrolovaná imigrace

None of these - Žádný z nabízených

## Appendix 3

### Codes for questionnaire

**What is your gender?** - Jaké je tvé pohlaví?

Female – Žena to 0

Male – Muž to 1

Prefer not to say - Nechci odpovědět to 2

**Are you Czech student?** - Jsi českým studentem?

No – Ne to 0

Yes – Ano to 1

**When were you born?** - Kdy jsi se narodil?

Prior to 1980 - před rokem 1980 to 1

1980 – 1994 to 2

1995 – 2010 to 3

After 2010 - po roce 2010 to 4

**In general, are you interested in participating in a study abroad program at university**

**located in foreign country?** - V obecné rovině, máš zájem studovat na zahraniční univerzitě v cizí zemi?

No – Ne to 0

Yes – Ano to 1

**Please asses, how influential would following factors be on your intention to study your**

**Undergraduate (Bachelor) program in the UK?** - Prosím ohodnoť, jak vlivné by byly následující faktory na tvůj záměr studovat tvá bakalářská studia ve VB.

Not at all influential – Nijak to 1

Slightly influential – Trochu to 2

Somewhat influential – Poněkud to 3

Moderately influential – Mírně to 4

Extremely influential – Velmi to 5

Set of factors 1 = Socio-economic f. = q 5-9

Set of factors 2 = Personal f. = q 10-13

Set of factors 3 = Environmental f. = q 14-20

Set of factors 4 = Behavioural beliefs = q 21- 23

#### Set of factors 1

Tuition fees – školné

Reputation of the University - reputace university

Quality of the Under Graduate programs - kvalita Bakalářských studijních programů

Teaching approach and Facilities - přístup učitelů a vybavení

Unavailability of similar Under Graduate programme elsewhere - Nedostupnost podobného bakalářského studia jinde

#### Set of factors 2

Limited places in Universities in Czech Republic - omezená kapacita českých univerzit

Follow relatives - následování příbuzných

Restrictions on Higher Education in Czech Republic - omezení na vysokých školách v České republice

Recommendation – doporučení

#### Set of factors 3

Religion – náboženství

Safety and political stability of the country - bezpečnost a politická stabilita země

Geographical location - geografická poloha

Living standard - životní úroveň

Opportunity to improve English language - příležitost zlepšit angličtinu

Multiculturally friendly society - společnost otevřená multikulturalismu

Cost of living - náklady na život

#### Set of factors 4

Importance for career - význam pro kariéru

Transformative learning experience - významná životní zkušenost

Importance of studying abroad for Higher Education - důležitost studia v zahraničí pro univerzitní studia

**Would your intention to study abroad in foreign country be affected by any of the following factors?** - Byl by tvůj záměr studovat v cizí zemi ovlivněn některým z následujících faktorů?

Political and economical uncertainty - Politická a ekonomická nejistota to 1

Membership of the EU - Členství v EU to 2

Controlled immigration - Kontrolovaná imigrace to 3

None of these - Žádný z nabízených to 4

Appendix 4

	Pearson's correlation	Significance	N
<b>Socio-economic factors</b>			
Tuition fees	0.072	0.529	78
Reputation of the University	0.016	0.892	78
Quality of the Under Graduate programs	0.043	0.708	78
Teaching approach and Facilities	-0.137	0.23	78
Unavailability of similar Under Graduate programme elsewhere	0.97	0.4	78
<b>Environmental factors</b>			
Religion	-0.197	0.083	78
Safety and political stability of the country	-0.233	0.04	78
Geographical location	-0.261	0.021	78
Living standard	-0.068	0.533	78
Opportunity to improve English language	0.087	0.451	78
Multiculturally friendly society	-0.103	0.367	78
Cost of living	0.04	0.73	78
<b>Personal factors</b>			
Limited places in Universities in Czech Republic	-0.033	0.776	78
Follow relatives	-0.06	0.604	78
Restrictions on Higher Education in Czech Republic	0.05	0.667	78
Recommendation	0.089	0.437	78
<b>Behavioural beliefs</b>			
Importance for career	-0.043	0.705	78
Transformative learning experience	0.151	0.188	78
Importance of studying abroad for Higher Education	0.07	0.543	78