

**THE REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY**

**MEASURING THE EDUCATIONAL SATISFACTION OF
INTERNATIONAL UNDERGRADUATE STUDENTS IN
TURKEY AND THE FACTORS AFFECTING THEIR
SATISFACTION**

MASTER'S THESIS

RAMAZAN AHMET AYDIN

ISTANBUL, 2020

**REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
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Ramazan Ahmet AYDIN

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ABSTRACT

MEASURING THE EDUCATIONAL SATISFACTION OF INTERNATIONAL UNDERGRADUATE STUDENTS IN TURKEY AND THE FACTORS AFFECTING THEIR SATISFACTION

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MBA Program

Thesis Supervisor: Assoc. Prof. Gülberk Gültekin Salman

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Within the scope of this study, it was aimed to measure the educational satisfaction of international undergraduate students in Turkey and to determine the factors affecting their satisfaction. In this respect, the effect of the reasons to study in Turkey on international student satisfaction towards university services, the effect of the reasons to study in current university on international student satisfaction towards university services, and the effect of international student satisfaction towards university services on recommendation were measured. In order to make the research, a survey was conducted on 216 international students in Istanbul. According to the results, it was found that the reasons to prefer Turkey to study and the reasons to prefer to select the current university have partial influences on international students' satisfaction with university services, and student satisfaction has partial effect on recommending Turkey and university to others to study. Moreover, there were determined some differences in students' responses in some factors in terms of various demographic features.

Keywords: Satisfaction, Student Satisfaction, Student, International Student, International Student Mobility

ÖZET

LİSANS DÜZEYİNDEKİ ULUSLARARASI ÖĞRENCİLERİNİN EĞİTİM MEMNUNİYETLERİNİN VE MEMNUNİYETLERİNİ ETKİLEYEN FAKTÖRLERİN BELİRLENMESİ

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Bu çalışma çerçevesinde, Türkiye’de lisans düzeyinde okuyan uluslararası öğrencilerin eğitim memnuniyetlerinin ölçülmesi ve bu memnuniyeti etkileyen faktörlerin tespit edilmesi amaçlanmıştır. Bu doğrultuda, Türkiye’de okuma nedenlerinin uluslararası öğrencilerin üniversite hizmetlerine yönelik memnuniyetleri üzerindeki etkisi, mevcut üniversitede okuma nedenlerinin uluslararası öğrencilerin üniversite hizmetlerine yönelik memnuniyetleri üzerindeki etkisi ve uluslararası öğrencilerin üniversite hizmetlerine yönelik memnuniyetlerinin üniversiteyi ve ülkeyi tavsiye etme üzerindeki etkisi ölçülmüştür. Araştırmayı gerçekleştirmek üzere, İstanbul ilinde okuyan 216 uluslararası öğrenci ile anket yapılmıştır. Araştırmada elde edilen bulgulara göre, Türkiye’de okuma nedenleri ve mevcut üniversitede okuma nedenleri, uluslararası öğrencilerin üniversite hizmetlerine yönelik memnuniyetleri üzerinde kısmi etkilere sahiptir ve uluslararası öğrencilerin memnuniyetleri üniversiteyi ve ülkeyi tavsiye etme üzerinde kısmi etkiye sahiptir. Ayrıca öğrencilerin çeşitli faktörlere vermiş oldukları yanıtlarda bazı demografik özelliklere göre farklılıklar tespit edilmiştir.

Anahtar Kelimeler: Memnuniyet, Öğrenci Memnuniyeti, Öğrenci, Uluslararası Öğrenci, Uluslararası Öğrenci Hareketliliği

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1. INTRODUCTION

In recent years, education has started to internationalize around the world with the effect of globalization phenomenon. In this regard, especially in higher education field, millions of young people have the chance to study abroad, especially developed or developing countries around the world. However, it is important to know why and how these students prefer the country and university to study, and how satisfied they are with the services provided by universities while studying. Therefore, various studies have been made to learn the answers of these questions.

Within the scope of this study, it was aimed to measure the educational satisfaction of international undergraduate students in Turkey and to determine the factors affecting their satisfaction. In this regard, measuring the effect of the reasons to study in Turkey on international student satisfaction towards university services, analysing the effect of the reasons to study in current university on international student satisfaction towards university services, and measuring the effect of international student satisfaction towards university services on recommendation were aimed.

The study has five chapters. The first chapter is introduction in which the scope, topic and aim of the study were presented. Second chapter is about literature review. In this chapter, firstly the topic of international students in higher education was explained. In this regard, internationalization of higher education, international students and international student mobility concept, factors affecting the choice of country and university, international students in higher education in the world and international student policies of some countries were mentioned. Then, student satisfaction concept was described, its importance was expressed, and the factors affecting student satisfaction such as corporate/academic factors, social factors, expectations and personal factors were explained. Moreover, the topic of international student mobility in higher education in Turkey was expressed. In this respect, international student policy in higher education in Turkey, and current situation of international higher education students in Turkey were

presented. Lastly, in this chapter, the findings of previous studies on thesis topic were expressed.

The third chapter of the study is about methodology of the research. In this chapter, purpose and importance of research, universe and sample, variables, model and hypotheses of research, measurement instruments, data analysis and limitations were mentioned.

Fourth chapter is about the research findings. In this chapter, firstly demographical findings on research participants were presented, then, descriptive values of scales, validity and reliability analysis results of scales were reflected, and correlation analysis results, regression analysis results to test the research hypotheses, and variance analysis results were presented.

The fifth and last chapter of the study is about discussion, conclusion and recommendation. In this chapter, research results were evaluated and discussed, and recommendation were made for further studies and universities.

2. LITERATURE REVIEW

In this chapter, the topics of international students in higher education, student satisfaction, international student mobility in higher education in Turkey and also findings of previous studies were presented.

2.1 INTERNATIONAL STUDENTS IN HIGHER EDUCATION

In this section, the topics of internationalization of higher education, international students and international student mobility, factors affecting the choice of country and university, international students in higher education in the world, and international student policies of some countries were explained.

2.1.1 Internationalization of Higher Education

Today higher education focus on raising individuals who contribute to increase universal human capital beside bringing people occupational formation. It can be said that higher education become an important dynamic in the world via making contribution to both spatial-horizontal mobility and social-vertical mobility. Higher education brings modern academic knowledge for rising generation. In this respect, higher education is so significant since it intellectually guides youths to discover and develop their capabilities (Çetinsaya 2014, p. 13).

Universities are institutions which serve higher education for both national students and international students today. With the effect of globalization on higher education institutions, various strategies have been developed for higher education. These strategies merge in context of internationalization and international student mobility (Gündoğdu et al. 2016, p. 36). The concept of internationalization in higher education has been understood differently in the world since Second World War (de Wit 2002; Knight 2004; Callan 2000). This concept can change according to different political and economic approaches explaining internationalization in higher education (Callan 2000, p. 16).

Internationalization in higher education is described as countries and higher education institutions to gain international identity in consequence of sociocultural interactions with international students from different countries with the rise in international student mobility. In other words, internationalization in higher education means a university to serve education in international level in terms of international standards (Öztürk 2014, p. 14). Moreover, Kaya (2014, p. 9) stated that internationalization of higher education is about higher education's to be served a foreign country, that is, higher education's to be exported, and this fact cannot be thought different from globalization phenomenon.

Internationalization in higher education does not only emerge from developing countries to developed countries in terms of student and academician mobility, but also economic, political, social and cultural factors are triggering the internationalization. Thus, internationalization in higher education is not unilateral, but it is multilateral. In this regard, each factor should be evaluated with its justifications (Yakupoglu 2014, p. 8).

Qiang (2003) mentioned about two main factors affecting internationalization in higher education. The first factor is international students to effect corporate revenue and national economic interests positively. Furthermore, the second factor is the decrease in national boundaries and national education policies due to the impact of technological developments on education.

Moreover, Baier (2009) indicated that the factors resulting in the increase in international student mobility in general as followings:

- i. Academic reasons such as qualified education and training opportunities, presentation of education standards that are coherent with the market,
- ii. Occupational opportunities and the career opinion which is beneficial for the mobility,
- iii. Experiential reasons such as gaining experience from the education abroad, meeting with people from different countries, participating in cultural activities, learning different cultures.

Jang (2009), Burnett and Huisman (2010), and Grasset (2013) advocated that one of the most important justifications of internationalization in higher education is globalization to become widespread around the world, and in this respect political, economic and sociocultural relations to rise among countries. Moreover, Jang (2009), Burnett and Huisman (2010), and Grasset (2013) stated the reasons of universities to be internationalized as followings:

- i. Increasing cross-cultural awareness,
- ii. Growing up individuals who are competent in global market and are global citizen,
- iii. Rising multiculturalism internationally,
- iv. Increasing international academic cooperation,
- v. Developing academic quality,
- vi. Bringing an international dimension to education and research via increasing academic mobility,
- vii. Gain a seat in international market and becoming in high position among universities.

Historical process of international students differs from period to period. Ancient Greece, Germany and Eastern countries hosted for the international students desiring to study in different fields. International students' sense of wonder for new and different things, passion to learn and specialize, desires to see new places, to have an adventure, to gain a certain prestige socially, and to earn money resulted in mobility in international student migration in these regions. In consequence of these factors, Oxford became a centre in education field in 13th century. Then, with Renaissance and Reform processes between 14th and 16th centuries, international student mobility had increased significantly. This situation made changes in the way of university education, and in this regard, universities started to serve both nationally and internationally. In 19th century, universities became much modern rather than being traditional institutions especially in Europe. After Second World War, tendency for internationalization in every field began to increase in all worlds and this situation made change in the way of education. Then, with the globalization fact, easy accessibility to higher education was provided for people (Güneş 2016, pp. 6-7).

In 1979, Britain stated to accept international students for higher education institutions via charging a fee for education. In 1987, Erasmus program was started to increase student and academician mobility level in Britain and Europe, and to rise the cooperation in education and research fields. In the end of 1990, some European countries such as Netherland, Scandinavian countries, Germany and France evaluated higher education as an export product, and accelerated the internationalization of higher education. Moreover, Australia started to charge fee for international students who have scholar in 1984. In 2000 and 2001, Canada accepted many international students rather than national students. Furthermore, China began to give much importance to the internationalization in higher education, and determined the target to increase international student number in the country to 500.000 in 2020. In this regard, almost all countries around the world began to give importance to internationalization in higher education in 2000s, and made efforts to develop some policies for this issue (Arkalı-Olcay and Nasır 2016, p. 290). One of these policies is Bologna process which is one of the most important works about internationalization in world history. France, Germany and Italy participated in this process in 1998. Then, 29 countries in 1999, 33 countries in 2001, 40 counties in 2003, 45 countries in 2005, 46 countries in 2007, and 47 countries in 2010 participated in Bologna process. This process has increased the internationalization of higher education into global level (Gündoğdu et al. 2016, p. 37).

2.1.2 International Students and International Student Mobility

In recent years, international student mobility has started to play a dynamic role around the world, and lots of country among developed and developing countries have begun to try to have gain from this mobility (Yardımcıoğlu, Beşel and Savaşan 2017, p. 212). According to OECD (2018, pp. 221-224), there were 3,5 million of international students in higher education system around the world in 2016. According to the OECD report (2018), it can be said that foreign student number studying in higher education programs around the world increased significantly in last 20 years. Annual average rate of increase in the number of international students in terms of OECD countries is %5,1; while the rate of non-OECD countries is %6,4.

The students going to another country for the all study period or as an exchange student are described as international students (Kalkınma Bakanlığı 2015, p. 18). Moreover, there are some denominations of international student term in the literature such as exchange program students, guest students and etc. (Zerengök 2016, p. 16). Until the year of 2011, international student term was used as foreign student (Kalkınma Bakanlığı 2015, p. 18). Then, international student term was started to be used (Bolat 2016, p. 13). The reason in the change of foreign student term as international student is that the term of foreign means the other or different (Özkan and Acar-Güvendir 2015, p. 176).

The term of international student can be defined in different ways by various countries, institutions and researchers. According to OECD (2013, p. 294), foreign study means the person who has permission to stay long period in another country, and study in this country; whereas international student is described as the student going to another country only to study. Moreover, UNESCO (2020) defined international students as the students who have crossed a national or territorial border for the purpose of education and are enrolled outside their country of origin.

Myburg, Niehaus and Poggenpoel (2002) defined international student as the individuals desiring to obtain and develop their specialties and competences in another country and university outside of the home country. Furthermore, Kayani, Ahmet and Shah (2015) described international student as the individual who leaves home country for the purpose of having education.

Richters and Teichler (2006) defined international student as individuals who transcend national borders to have education for a certain time period. Moreover, Bolat (2016) indicated that international student is the student getting education in another country apart from the home country.

2.1.3 Factors Affecting the Choice of Country and University

The reasons of international students to desire to have education abroad and the factors that international students consider while preferring the country and higher education

institution, can differ according to sociocultural and economic conditions of their home countries and the country that they desire to study. In the report prepared by Macready and Tucker (2011) investigated the reasons that international students to desire to have education abroad and the factors that they consider while choosing the country. In the report, push factors as the factors generating the desire to have education abroad, and pull factors as the factors having role to prefer a certain country and/or university were researched. Macready and Tucker (2011) found two main important push factors that are the lack or constraints of demanded higher education opportunities in home country, and students' desire to broaden their cultural, intellectual and occupational horizons. Moreover, researchers emphasized that students' desire to position themselves in better places for next education step or job life is also an important push factor. Furthermore, Macready and Tucker (2011) emphasized that there are some retentive factors such as financial impossibilities, taking visa, private limitations preventing students from studying abroad beside these push factors.

It can be said that policy-makers and higher education institutions in countries desiring to attract international students give much importance to pull factors, and try to make their countries and/or universities more attractive via developing different policies according to these factors due to international education market's becoming much competitive. While students make a choice for a country or university, they consider the pull factors such as the quality of education, international recognition, language, cost, easiness in visa procedures, and employment opportunities during and after studentship (Macready and Tucker 2011). Moreover, promotional activities made by countries and/or universities, traditional ties between countries, scholarship opportunities resulted from bilateral agreements between home country and host country are among pull factors affecting students' preferences.

The report of "Education at a Glance" prepared by OECD indicated that there three important factors playing role in the country preference of students. These are education language of host country, education and living costs, and migration policies. In this respect, the most important and critical factor that international students consider in country preference is the official language of host country used in daily life and/or

education language. The countries providing education in English, French, German and Russian languages which are the most widespread spoken languages around the world have the highest number of international students. Most of the international students choose mostly countries such as U.S.A., Britain, Australia, Canada and New Zealand which provide education in English language, and this situation indicates that English has accepted as a global language (OECD 2011).

One other important factor beside language in country preferences of international students is the amount of university fees and cost of living. Countries charging more fee for international students than national students such as Australia, Canada, New Zealand, Russia Federation, Britain and U.S.A. are among countries hosting international students the most, and this indicates that fee is not a influential factor alone. Thus, it can be said that the highness of the fees does not affect negatively international students' country preferences in terms of countries where education is in high quality with high return. However, international students consider fees while preferring between education opportunities in equivalent quality and return (Hawthorne 2010; OECD 2011).

The third factor is migration policies implemented by countries. Most of the OECD countries have provided conveniences for international students in legislative regulations about permanent or temporal migration in last years. Thus, countries such as Australia, Canada and New Zealand making legislative conveniences in migration issue for international students, have attracted more students in recent years (OECD 2011).

Moreover, in the report of OECD (2011), it is stated that there are some other factors in international students' preferences beside these main three factors as the academic prestige of the university that the student would apply for, the contribution to future job career, flexibility of programs in terms of time and curriculum, the limitations in the accessibility to higher education in home country, geographical, cultural and commercial relations between countries, and bilateral agreements between countries.

Wilkinson, Merwood and Masgoret (2010) made a research with international students studying in New Zealand, and found that the most important factor international students

consider in preferring New Zealand is migration opportunities (employment visa, citizenship and etc.). %68,8 of the international students participating in the research stated that immigration (employment) visa is an important motivation source in their preferences. Furthermore, it was determined that nearly %60 of international students consider education language (English), quality and recognition of education, and the cost of education. Moreover, it was found the factors that international students consider are significantly different according to their home countries and graduation degrees (associate degree or bachelor's degree).

Mazzarol and Soutar (2002) made a research to determine preference reasons of international students in Australia, and divided these reasons into two categories as push factors and pull factors. Push factors depend on student flow, economic wealth of home country, the degree of developing countries' dependence to world economy, and education opportunities in the country. On the other hand, pull factors are about information level and general opinion of home country people on host country, geographical closeness of home country to host country, whether or not there is family members and/or friends of international student in host country, or whether or not there is family members and/or friends who studied in host country before, personal advices get from friends and family members about the host country, fees, living and transportation costs in host country, crime rates in host country, and security situation of host country. Furthermore, Mazzarol and Soutar (2002) indicated that factors such as academic recognition and market profile of the university, flexibility and diversity of courses and programs served at university, mutual memorandums made with other universities, distance education, the size and quality of academic staff, the vision of innovativeness, the use of information and communication technologies, graduate profile, opportunities provided by university, and marketing efforts of the university are influential in choosing the host university.

ÜAK (2016, p. 13) prepared a report about the factors that international students consider in preferring the host country and university for higher education as follows:

- i. Welfare and security level, and prestige of host country,

- ii. The amount of expenses during education,
- iii. Existence of supports such as scholarship and shelter opportunities,
- iv. Easiness of visa procedures,
- v. Diploma equivalency,
- vi. Easiness in finding job after graduation,
- vii. Language of host country,
- viii. Historical, cultural and political ties,
- ix. Limitations of home country in higher education and research opportunities, the problem to access into these opportunities, recognition and quality of education and research institutions,
- x. Dependency to other regions, countries, cities and institutions in culture, economy, education, language, history and religion issue,
- xi. Social and economic conditions,
- xii. Climate conditions of host country,
- xiii. Expensiveness of education and living,
- xiv. Attractive scholarship and migration policies of host countries,
- xv. Existence and easy accessibility of detailed information about countries and education opportunities
- xvi. Quality and recognition of education in host country,
- xvii. Internationalization degree of universities.

2.1.4 International Students in Higher Education in the World

When looking at the countries which are preferred mostly by international students to study, it can be seen that these are mainly developed countries and then developing countries (Çankaya and Öztürk 2014, p. 98). International student mobility results in the increase in the recognition of world countries' education quality and system, emergence of new job opportunities with the recognition and equivalency of diplomas, and development of host universities in terms of quantity and quality (Yıldıran, Özkan ve Büyükyılmaz 2016, p. 21).

It can be said that developed countries such as Britain, Germany, the U.S.A and Australia had noticed the economic and other positive effects of international student mobility, and started to invest in higher education system after second term of 20th century. Thus, these countries are today more prestigious and leading countries in terms of international student mobility than the others (Tekelioğlu et al. 2012, p. 192). Moreover, many countries today invest in higher education and international students to increase their effectiveness in foreign policy and to generate positive perception on world public opinion. Therefore, lots of countries compete with others to become a attraction centre in terms of international students (Abdujabarova 2018, p. 1).

There were nearly one million international students around the world in the end of 20th century, then the number increased into 3,7 million in 2009, and to 5,3 million in 2019. The U.S.A is the country that hosts international students the most in the world with 1.095.299 students in 2019. Then, United Kingdom comes as second with 496.570 international students, China comes as third with 492.185 international students, Canada comes as fourth with 435.415 international students, Australia comes as fifth with 420.501 international students (Project Atlas 2019).

According to OECD (2019, p. 230-237), between 2010 and 2017, international student mobility increased in nearly all OECD countries. Moreover, the number of international mobile students enrolled in higher education programs worldwide has expanded massively over the last two decades, and rose from 2 million in 1998 to 5,3 million in 2017, growing at an average annual rate of %5 among OECD countries and %6 among non-OECD countries. In 2017, there were 3,7 million international students enrolled in higher education institutions across OECD countries. Furthermore, it can be said that English-speaking countries are the most attractive student destinations overall, with four countries receiving more than 40% of all mobile students in OECD and partner countries (the U.S.A., the United Kingdom, Australia and Canada). The European Union is another key geographical region for inward mobility with 1,7 million international students enrolled in 23 OECD countries that are also members of the EU. After the United Kingdom, France and Germany are major host countries in Europe for international students, then Italy, the Netherlands and Austria come. Russian Federation is also a major

destination country. Japan is the preferred Asian destination among OECD and partner countries after China. Moreover, Argentina is the most popular destination for international students among Latin American countries. It can be said that international students from Asia form the largest group of international students enrolled in tertiary education programs at all levels, which is %56 of all international students across the OECD in 2017. These Asian students generally go to Australia, Canada, Japan, the United Kingdom and the United States. Second major region of origin of international students is Europe with %24, and these students generally prefer to stay in Europe. Furthermore, students from African countries make up the majority of foreign students only in South Africa with %81 and then France, Portugal and Saudi Arabia.

2.1.5 International Student Policies of Some Countries

According to OECD (2014) report of “Education at a Glance”, although Finland, Norway and Iceland did not demand tuition fee from international students in order to increase international student mobility, these countries did not get a place in the list of the most preferred 20 countries by international students in the world in 2014. Thus, it can be said that not demanding tuition fee to encourage international students did not result in the expected outcome in these countries’ international student policies. However, countries such as the U.S.A., Canada, Netherland, Austria and Australia gained place in the list of most preferred 20 countries by international students, although these countries demand more tuition fee from international students than national students. Therefore, it can be said that tuition fee policy is not influential alone for international students’ host country preferences.

The U.S.A. is one of the most preferred countries by international students in the world. International student policy of the U.S. can be stated in general as followings (Özoğlu et al. 2012):

- i. Open to all students from all countries,
- ii. Making visa procedures easier in applications,

- iii. Providing opportunity for international students to work and stay in the U.S. with the immigrant visa implementation after graduation,
- iv. Support of higher education's promotion and incentive in the U.S. by private and civil institutions,
- v. Making the curriculum and time of higher education programs flexible,
- vi. Giving visa for international students to make researches and studies for 29 months after graduation under Optional Practical Training program.

Moreover, Britain's international student policies can be stated in general as follows (Özoğlu et al. 2012):

- i. British Council which is the official international cultural relations council of Britain works to attract international students to Britain via advertisements, broadcasts, promotions and offices.
- ii. British Council makes some mutual student projects with countries and regions.
- iii. With the website of "education.uk", Britain makes promotional activities of universities for international students.
- iv. Britain supports international students with the scholarship programs named as Fulbright and Chevening.
- v. Britain has a advisory committee named as UK Council for International Student Affairs that makes contributions and follows international student policies.
- vi. International students can apply for the universities in Britain via the central application website named as UCAS, and they see the results on this system.

Moreover, international student policies of France can be stated in general as followings (Özoğlu et al. 2012):

- i. The most important international student policy of France is about tuition fees. The fees charged from international students and national students are the same, and also all students can benefit from social facilities and opportunities equally.
- ii. Campus France is the major institution of France established to carry out consulting activities and provide the promotions of universities internationally.

- iii. There are nearly 600 scholarship system provided for international students in France.

Furthermore, international student policies of Germany can be stated in general as follows (Özoğlu et al. 2012):

- i. Germany started to expand the opportunity of working and researching provided for only international students from EU member to all students from other countries.
- ii. Germany Academic Exchange Service maintain promotional activities for Germany's higher education to internationalize.

2.2 STUDENT SATISFACTION

In this section, definition and importance of student satisfaction, and factors affecting student satisfaction such as corporate/academic factors, social factors, expectations, and personal factors were mentioned.

2.2.1 Definition and Importance of Student Satisfaction

Oliver and DeSarbo (1989) defined satisfaction as the disapproval of expectations, that is, individuals to evaluate the perceived difference between expectations and service performance. According to Oliver and DeSarbo (1989), if higher performance occurs than the expected, then positive satisfaction appears. On the other hand, dissatisfaction appears if individual approve the service negatively. In this respect, determining performance factors and creating expectation process have huge role on the emergence of satisfaction perception.

Satisfaction is about the positive or negative feeling of student emerged in case of the outcome of comparisons between purchasing and after-sale processes. In this regard, student satisfaction is the emotional reaction of students towards the service as the result of comparing the desires of students with service experience (Sav 2008, p. 64). Since

education is a service and universities are the institutions producing services, the education service get by students who are the customers of education service and the satisfaction of students get from this service are so important for universities (Dilşeker 2011, p. 1). It can be said that student satisfaction is a subjective evaluation (Oliver and DeSarbo 1989, p. 2) and student satisfaction is shaped continuously with repetitive experiences in campus life (Elliott and Shin 2002, p. 206). Moreover, there is the opinion of qualified education approach and management in the basis of student satisfaction (Peker 1994, p. 70).

Today the importance of the education rises. With this rise, the importance of quality in education also increases. In this regard, it is required to provide the education service that can understand students' expectations, meet these expectations, and answer to these expectations. Therefore, universities should meet all types of needs of students in education services such as classrooms, library, computers, foods, shelter, security, socialization and etc. (Dilşeker 2011, p. 1).

University students prefer the department or program they study due to different reasons such as guaranteeing and securing their future. Since entering to university is hard, several students are obliged to prefer and study at the departments and/or programs that they are not interested in, in order to study at university and not to delay their future plans. In this context, it can be said that university students' graduating from university with a qualified education process and meeting their expectations, is also important for meeting the society's needs and expectations (Şahin et al. 2011, p. 433).

Students' satisfaction towards the university or department is a multidimensional phenomenon. This phenomenon can be investigated with an approach comprising different dimensions such as education quality, physical environment, application opportunities, sociocultural and sportive opportunities, and students' personal characteristics. Increase in competition with the globalization process, and changes in individuals' demands and needs make difficult to obtain positive satisfaction and loyalty. The way to obtain individuals' satisfaction and loyalty is about measuring individuals' expectations regularly and developing the services according to individuals' expectations.

In the past, consumers had accepted the service provided as is, however, today consumers demand much information about the service, question about the information, and even consult to others about the information. In terms of students, satisfaction is the whole of students' positive and negative opinions on service's value, quality and features after using this service (Taş 2015, s. 64).

2.2.2 Factors Affecting Student Satisfaction

The main target of universities towards the students demanding education service is raising and training modern individuals who are self-confident, and aware of their capabilities, and increasing students' satisfaction about the university through creating a qualified education environment. However, it cannot be expected that every student has the same satisfaction toward the same university due to their personal characteristics like it is in all fields of the life (Uzgören and Uzgören 2007, p. 3).

In Turkey, universities can be different in terms of lots of opportunities such as education service, vision, management style, research and development, communication, informatics and transportation facilities, data collection, processing and knowledge generation opportunities and capacities. This situation can lead to differences in students' expectations about both university and their future (Korukoğlu 2003, p. 79).

All types of efforts towards meeting the needs and expectations of students increase satisfaction. In terms of students and their families, satisfaction is related to personal characteristics, certain needs, expectations and behaviours (Mısırlıoğlu 2014, p. 29).

Taş (2015, p. 64) stated that service quality, price, loyalty, personnel' attitudes and educational background, demographical features are the factors affecting student satisfaction. In higher education institutions, sustainable student satisfaction should be provided like it is in other service organizations.

Providing student satisfaction toward university services can be achieved via all personnel to participate in this service process. In order to provide student satisfaction,

factors affecting student satisfaction should be measured, analysed, controlled and effectively described. Therefore, it is so important to create organizational structures providing the fastest and most effective service to the students in universities. Furthermore, the needs of students should be determined effectively, and analysed in time, consistently and truly via relating these needs with other all service elements (Mısırlıoğlu 2014, p. 39).

2.2.2.1 Corporate/academic factors

Quality of education, interaction with students in and out of the classroom, course curriculum, books and other materials that will be used in the courses are among academic factors influencing student satisfaction. Students' satisfaction towards lecturers and courses is the most important topic in terms of universities to understand the satisfaction level of students, and most of the researchers make studies on this topic (Gülcan et al. 2002, p. 102).

2.2.2.2 Social factors

Social, cultural and sportive opportunities provided by the university named as social factors or campus life factors also influence student satisfaction. About this topic, universities found a department, and social, cultural and sportive activities are carried out by this department in each university. Furthermore, lots of activities can be made for students to develop their interests, capabilities and abilities via some student clubs (Taş 2015, p. 66).

It is known that individuals' lots of desires and satisfactions towards service institutions are shaped with cultural and social features, and these features are related to each other (Rızaoğlu 2003, p. 132). In service industry, individuals' social classes also affect their expectations and satisfactions. Social class is related to common values, interests, life style and way of behaviour of a society (Mucuk 2007, p. 73).

2.2.2.3 Expectations

Expectations have an important role on individuals' evaluation of service quality. These expectations are about individuals' demands and desires. Demanded service means the service level or standard that individuals expect to get. Expected service is the mix of individuals' beliefs about what should be and what can be. Since satisfaction is directly related with expectations, it is so important to know the expectations in generating the satisfaction (Dilşeker 2011, p. 47).

Higher education is a long-term service. When students entering into university with a certain expectation compare their expectations with current and future learning outcomes and acquisitions, the difference between expectations and performance indicates the level of satisfaction. If performance is higher than expectations, it generates satisfaction; on the other hand, if expectations are higher than performance, it generates dissatisfaction. It can be said that university freshmen are much satisfied with their university, and they can compare the education service (performance) with their expectations detailly with the oncoming age and experiences (Gülcan et al. 2002, p. 111). In this regard, the harmony between expectations and the realized performance brings satisfaction. In case of disharmony, dissatisfaction appears. The expectations are not only related to student's university and/or student's chance to find a job in the future, also related to student's what to expect from university education. Thus, it can be said that the quality of education and expectations of the students about the future are the most important factors affecting student satisfaction (Gülcan et al. 2002, p. 102).

2.2.2.4 Personal factors

Personal factors are another reason influencing student satisfaction, and these are about demographic, age, gender, social status, group of friends and etc. (Taş 2015, p. 68).

Gender difference of students in universities can lead to lots of needs to be different, and can cause cultural, social and economic differences. This situation could result in changes

the expectations and satisfactions of individuals towards higher education institutions and services (Odabaşı and Barış 2010, p. 259).

Age can also have an effect on individuals' expectations and satisfactions, because people in different age groups could have different expectations and satisfactions towards service institutions (Çabuk and Yağcı 2003, p. 80).

2.3 INTERNATIONAL STUDENT MOBILITY IN HIGHER EDUCATION IN TURKEY

In this section, the topics of international student policy in higher education in Turkey, current situation of international higher education students in Turkey, the reasons of international higher education students to choose turkey, and satisfaction of international students in higher education in Turkey were expressed.

2.3.1 International Student Policy in Higher Education in Turkey

In Turkey, international student mobility started firstly in 1830 via sending five students to Paris in order to have military education. During the first half of 19th century, sending students abroad was a government policy of Ottoman Empire in terms of modernization policies of the state (Erdoğan 2010, p. 122).

In terms of hosting international students, it can be mentioned about Palace Special School (*Enderun Mektebi*) and Imperial Tribal School (*Aşiret Mektebi*) in Ottoman Empire period. It can be said that there were foreign students in imperial tribal schools, university (*Darülfünun*), military schools, police schools and other madrasahs (Bolat 2016, p. 13).

After the collapse of Ottoman Empire, the process of international students to come to Turkey had stopped until 1960s (Bolat 2016, p. 13). It can be said that Turkey is different from other capitalist countries and their dynamics in terms of social structure and its dynamics due to Turkey's becoming capitalist lately (Bolat 2015, p. 248). However, lots

of people migrated to Turkey after the coups happened in Arabian countries. During this term, many international students started to come to Turkey from Middle East countries (Bolat 2016, p. 13). In this regard, due to the developing international student policies of Turkey during this period, Turkey started to close with the Anglo-Saxon international student model (Bolat 2015, p. 248). Then, in 1983, the first international students given scholarship by Turkish government came to Turkey in context to the student exchange programs signed between governments after this migration process (Bolat 2016, p. 13).

There was no direct official and legal regulation towards international students until 1980s in Turkey. In 1980s, new liberal policies put into practice due to capital accumulation crisis started to be implemented in Turkey beside other countries around the world. In this regard, international students were seen as so important in terms of both Turkey and other countries due to some reasons such as internationalization of education and international student mobility's to create a new competition environment among countries, to bring economic gains, to have functionality in promoting the culture, and its instrumentalization in diplomatic relations. Thus, the need of legal regulations and implementations appeared directly towards international students both in Turkey and in other countries in 1980s, and all countries developed various policies to meet this need. In this respect, firstly "Examination for Foreign Students" (YÖS) was announced in 1981. Then, the law no. 2922¹ directly towards international students was prepared in 1983 (Tekin 2019, p. 101-102).

The collapse of Soviet Union in 1991 gave acceleration to Turkey's international student mobility (Balçı-Çelik 2008, p. 126). After the collapse, economic, political and cultural relations between Turkey and Central Asian Turkish Republics started to increase (Kavak and Başkan 2001, p. 92). One of the most important agreements in this context was "Great Student Project" declared during 1992-1993 education year. The goal of this project was to establish a bridge between Turkey and Turkish Republics, to meet human needs, and develop the relations. Then, other Asian countries and Balkan countries were added into this project, and international students coming to Turkey in context to the project started to study in Turkey. Moreover, Turkish government provided scholarship opportunities

¹ Resmi Gazete, Türkiye'de Öğrenim Gören Yabancı Uyruklu Öğrencilere İlişkin Kanun, 19.10.1983.

for these international students. Furthermore, Turkish government provided some opportunities such as language education, shelter opportunity in dormitories, health insurance, residence permit and etc. to these students (Özoğlu et al. 2012, p. 58). Until 1996, lots of international students came to Turkey in context to the Great Student Project. Then, the number of international students started to decrease and in 2002, the project collapsed (Bolat 2016, p. 14). From 2002 to 2008, international student mobility in Turkey had decreased (Hasırcıoğlu 2013, p. 51). Then, due to especially the increase in the relations of Turkey with the European Union, international student mobility and the number of international students in Turkey has gradually started to rise. After this rise in international student mobility, the law no. 2922 which is the legal basis of international student mobility was repealed, and the law no. 5978 was announced in 2010 (Özoğlu et al. 2012, p. 74.). Moreover, Turkey Scholarships Program was actualized in 2012, and international student mobility in Turkey has started to increase again (Hasırcıoğlu 2013, p. 51). Furthermore, Turkey's to become more visible in international platforms and its foreign policy implementations, YÖK's to become much closer to Anglo-Saxon model after 2010, the change in the legal procedures about accepting international students made by YÖK, increased flexibility for higher education institutions by YÖK, repealing of YÖS obligation and central placement examination, and increasing international student quotas in higher education institutions were also influential in the increase of international student number in Turkey (Tekin 2019, p. 108).

In 30th of June, 2017, "Internationalization Strategy Document in Turkey" was published by the "Council of Higher Education" (YÖK). In this document, some important strategies such as Turkey's becoming an attraction centre for international students and academicians during 2018-2022 period, developing education opportunities in foreign languages in order for higher education institutions to internationalize, increasing supporting activities provided towards international students, rising the number of students and academicians participating in the international mobility programs were determined by YÖK (2017).

In "Internationalization Strategy Document in Turkey", YÖK (2017) prepared SWOT analysis about internationalization of higher education in Turkey. According to the

analysis, strengths, weaknesses, opportunities and threats of Turkey in terms of international students were stated as follows

- i. *Strengths of Turkey:*
 - a. Numerosity of quantity in higher education institutions,
 - b. Numerosity of quantity in higher education programs,
 - c. Higher education system of Turkey's to have an important place in European higher education system,
 - d. Cultural diversity in cities where higher education institutions exist,
 - e. Opportunity of easy transportation,
 - f. Convenience of language in Turkish world,
 - g. Cultural affinity for Arab and Islam world,
 - h. Existence of enough capacity for foreign students to learn Turkish language.
- ii. *Weaknesses of Turkey:*
 - a. Difficulties in accessing to higher education institutions,
 - b. Lack of the quantity of programs in foreign languages,
 - c. Lack of shelter opportunities,
 - d. Lack of infrastructure about integration of international students,
 - e. Lack of corporate structure,
 - f. Lack of academic and administrative personnel speaking foreign language,
 - g. Lack of giving information in foreign language,
 - h. Lack of promotion and branding activities.
- iii. *Opportunities of Turkey:*
 - a. Demand for higher education,
 - b. Low cost of higher education,
 - c. Historical, social and cultural ties,
 - d. Turkey scholarships,
 - e. Developments in information technologies,
 - f. Turkey's geopolitical position,
 - g. Interests of higher education institutions towards internationalization,
 - h. Acceptable cost of living,
 - i. Providing job opportunities for international students,

- j. Opening policies of Turkey that are implemented for some geographies,
- k. Turkish Airlines' to have flights for lots of points in the world.
- iv. *Threats of Turkey:*
 - a. Regional instability,
 - b. Negative perception about security,
 - c. Diplomas of some higher education institutions' not to be valid in some countries and/or not to have equivalency.

2.3.2 Current Situation of International Higher Education Students in Turkey

Internationalization of higher education in Turkey has been actualized diversely, but initially via long and short-term student and academician mobility. Moreover, sending scholarship students abroad for graduate education, according Turkish higher education with Bologna process, opening universities in different countries, establishing joint-universities in Turkey via making cooperation with various countries led to this process to take shape (Çetinsaya 2014, p. 151).

It can be said that Turkey should admit much more students and academicians from much more countries in order for Turkey's higher education to be preferred much more internationally. For this reason, Turkey tries to develop lots of strategies, and to strengthen the dynamics of internationalization via some supportive policies. Bologna Process, TURQUAS Project, Erasmus and Erasmus+ Programs, Turkey Scholarships, Mevlana Exchange Program, Common Diploma Programs, Project-based International Exchange Program, YABSİS Project, equivalency regulation, enlarging the stay time of doctoral students in Turkey after graduation, scholarships of YÖK for international students can be stated as the important steps of Turkey's internationalization process in higher education (YÖK 2017, p. 15).

Turkey is the centre of migration in terms of both national and international levels. Migrations in national level occurred after 1980s from east to west with the effect of rising terror. Furthermore, the most important movement of migration in international level occurred in 1950s and 1960s from east to west in order meet the labour deficit of

Germany. In this respect, it can be said that today %6 of Turkey population maintains their lives in different regions abroad due to mass migration movement happened after 1950s towards Western European countries. However, Turkey has also been in the tendency of allowing immigrants from Western countries since 1990s with the effects of acceleration in globalization, and developments in communication and transportation fields. These Western countries are mainly Germany, Britain and Northern Europe countries. In this respect, Turkey has become a country allowing immigrants from the west recently (Snoubar 2015, p. 16).

There were 154.505 international students in Turkey studying in higher education institutions in 2018-2019 education year. Total number of international students in Turkish higher education institutions was 125.138 during 2017-2018 education year, 108.076 during 2016-2017 education year, 87.903 during 2015-2016 education year, 72.178 during 2014-2015 education year, and 48.183 during 2013-2014 education year. These results can be seen in Table 2.1.

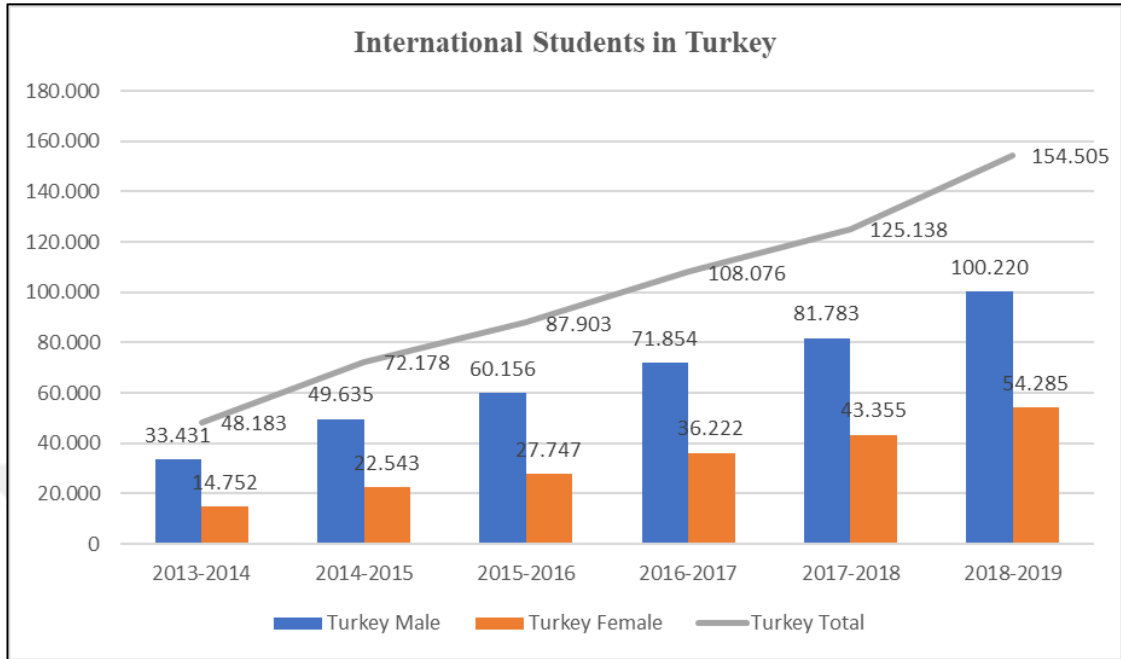
Table 2.1: The number of international students in Turkey (from 2013-2014 to 2018-2019)

Year	Male	Female	Total
2018-2019	100.220	54.285	154.505
2017-2018	81.783	43.355	125.138
2016-2017	71.854	36.222	108.076
2015-2016	60.156	27.747	87.903
2014-2015	49.635	22.543	72.178
2013-2014	33.431	14.752	48.183

Source: YÖK, 2020. Higher Education Information Management System, <https://istatistik.yok.gov.tr/> [accessed on 15th March 2020].

Moreover, in Figure 2.1, the graphic presenting the increase of male, female and total numbers of international students in Turkey was reflected. According to Table 2.1 and Figure 2.1, between 2013-2014 term and 2018-2019 term, the number of international students had risen gradually. Moreover, it can be said that male students are much more than female students.

Figure 2.1: The number of international students in Turkey (from 2013-2014 to 2018-2019)



Source: YÖK, 2020. Higher Education Information Management System, <https://istatistik.yok.gov.tr/> [accessed on 15th March 2020].

Furthermore, there were 45.085 international students only in universities at Istanbul studying in higher education institutions in 2018-2019 education year. Total number of international students in higher education institutions at Istanbul was 35.735 during 2017-2018 education year, 30.309 during 2016-2017 education year, 24.348 during 2015-2016 education year, 20.847 during 2014-2015 education year, and 14.059 during 2013-2014 education year. These results can be seen in Table 2.2.

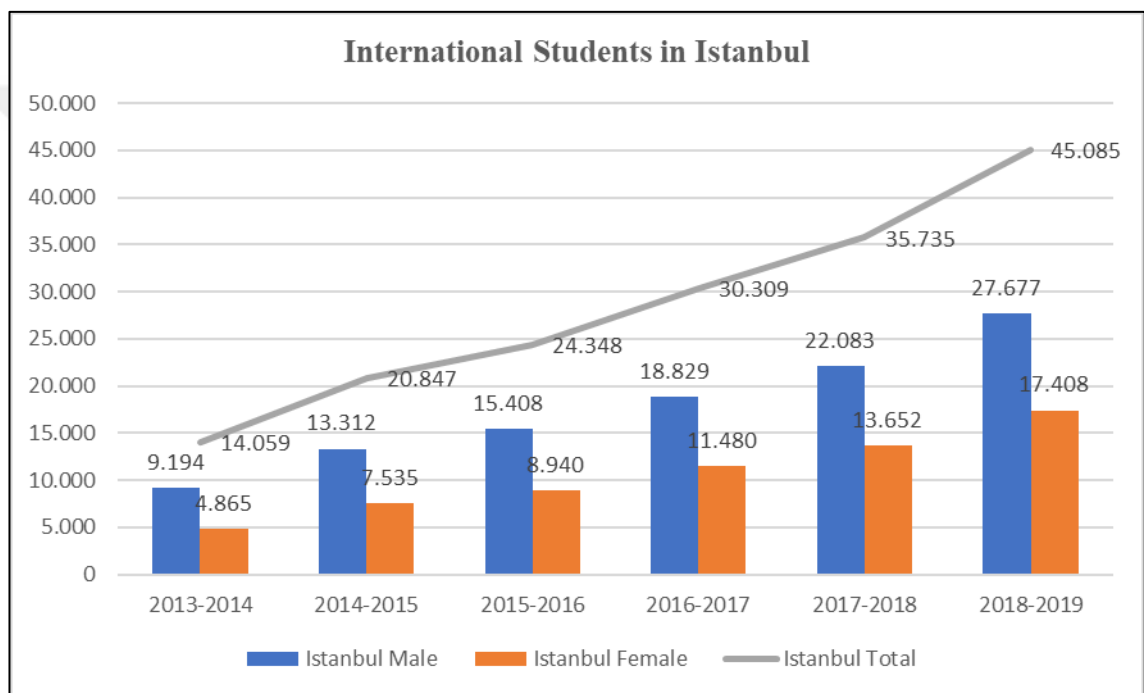
Table 2.2: The number of international students in universities at Istanbul (from 2013-2014 to 2018-2019)

Year	Male	Female	Total
2018-2019	27.677	17.408	45.085
2017-2018	22.083	13.652	35.735
2016-2017	18.829	11.480	30.309
2015-2016	15.408	8.940	24.348
2014-2015	13.312	7.535	20.847
2013-2014	9.194	4.865	14.059

Source: YÖK, 2020. Higher Education Information Management System, <https://istatistik.yok.gov.tr/> [accessed on 15th March 2020].

Also, in Figure 2.2, the graphic presenting the increase of male, female and total numbers of international students in Istanbul was reflected. According to Table 2.2 and Figure 2.2, between 2013-2014 term and 2018-2019 term, the number of international students had risen gradually. Moreover, it can be said that male students are much more than female students.

Figure 2.2: The number of international students in universities at Istanbul (from 2013-2014 to 2018-2019)



Source: YÖK, 2020. Higher Education Information Management System, <https://istatistik.yok.gov.tr/> [accessed on 15th March 2020].

2.4 PREVIOUS STUDIES

There are some studies on measuring international students' reason to prefer a country and/or university, and their satisfaction on university services in the literature.

Ministry of National Education (MEB 2001) made one of the first and detailed studies on international students coming to Turkey in scope of Great Student Project. These international students are from Turkic world. In this context, MEB (2001) conducted a

research on 750 international studies to determine the difficulties that international students experienced, their needs and expectations from the authorities. According to the results, it was found that %53 of international students did not satisfy with shelter, nutrition and social conditions in dormitories. Moreover, it was found that %42 of international students stated that some social activities should be prepared and implemented to increase the harmony with national students. Furthermore, international students stated that the primary problem they had is the lack of scholarship programs with the rate of %61.

Kondakçı (2011) made a research on 331 international students in public universities in Turkey. According to the research findings, private reasons are mostly important for international students from Western and economically developed countries; on the other hand, academic and economic reasons are mostly important for international students from Eastern and economically developing countries in terms of international student mobility. Moreover, Kondakçı (2011) found that cultural and political closeness are also influential in international student mobility.

Özer (2012) made a study on determining the situations of international students in Turkey, and found that education quality, cost of living, scholarship opportunities, cultural and religious structure are significant for international students to prefer Turkey to study.

Tekelioğlu et al. (2012) made a research on measuring the factors affecting international students' country and university preferences, and mentioned about the factors resulting in the increase in the number of international students in Turkey. In this regard, researchers stated that education and travel opportunities, curriculum programs, promotions about Turkey in fairs in home country, scholarship opportunities, social, cultural, historical and religious closeness, recommendations of friends and family members who had education in Turkey before, not to have language problem, acceptable tuition fees of Turkish universities, acceptable cost of living, high recognition of Turkish universities rather than universities in home country are the factors increasing the

tendency of international students to study in Turkey. Moreover, the researchers stated that the most important factor here is education quality, cost of living and religion.

Jon, Lee and Byun (2013) measured South Korean students' motivations and experiences, and found that %79,2 of South Korean students go to neighbouring countries and close Asian countries, and nearly %80 of them go to China and Japan which are so closer to South Korea.

Snoubar (2015) published a research on international students in Turkey within the scope of global tendencies and stated that the reasons that international students prefer Turkey to study are higher education quality of Turkish universities rather than universities in home country and alternative countries, expenditures in Turkey's much economic, scholarship opportunities, students to feel themselves closer to Turkey, recommendations of relatives, friends or teachers, and guidance of Turkish schools in home country.

Yıldırım and Köksal (2017) conducted a study on measuring why international students prefer Turkey to study. According to the findings, researchers found that the same religion, culture and language factors are influential in choosing Turkey to study. In this regard, researchers advocated that common forms on the past, political cooperation, cultural cooperation can affect country preference of international students.

Li and Zizzi (2018) stated that psychological and cultural experiences are the main factors affecting international students' satisfaction. Moreover, the researchers stated that language learning is an important factor affecting student satisfaction. Furthermore, Li, Wang and Xiao (2014) stated that residence time in host country, competence to know English, situation of depression and acculturation can influence international students' psychological well-being and satisfaction.

Özkan (2019) made a research on international students to measure their evaluations on the education process in faculty of theology in Turkey. According to the results, the most important advantages of studying in Turkey are education quality, studying in a free and better living conditions, to have a reputable and prestigious diploma. Moreover, it was

determined that international students have problems to accommodate with Turkish traditions, food culture and urban life, and also have problems on homesickness, shelter and nutrition. Furthermore, international students do not satisfy with the quality of courses on career life, religion profession and teaching profession, with pedagogic competency of academicians, and communication with national students.



3. METHODOLOGY

In this chapter the purpose and importance of the research, universe and sample, variables, model and hypotheses of the research, measurement instruments, data analysis and limitations topics were expressed.

3.1 PURPOSE AND IMPORTANCE OF RESEARCH

Within the scope of this study, it was aimed to measure the educational satisfaction of international undergraduate students in Turkey and to determine the factors affecting their satisfaction. In this respect, the sub-purposes of the study were determined as followings:

- i. Measuring the effect of the reasons to study in Turkey on international student satisfaction towards university services,
- ii. Analysing the effect of the reasons to study in current university on international student satisfaction towards university services,
- iii. Finding the effect of international student satisfaction towards university services on recommendation.

There are some studies in Turkey and other countries to determine which factors are influential in international students to prefer a country and/or a university to study in higher education level. Moreover, there are also few studies on measuring international students' satisfactions on university services. However, there is no study met in the literature measuring the effect of reasons to study in a country and/or university on international students' satisfaction, and also the effect of their satisfaction on recommendation. In this respect, this study will make contribution to both the literature and also for the internationalization strategies of universities and countries in higher education.

3.2 UNIVERSE AND SAMPLE

The universe of this study is the international students having education in higher education institutions in Turkey. There were 154.505 international students around Turkey in 2018-2019 academic year. Moreover, the research universe is Istanbul where there were 45.085 international students in higher education institutions in 2018-2019 academic year. In this regard, convenience sampling technique was used, and 216 international students were reached during data gathering process who study at Bahçeşehir University, Altınbaş University, İstanbul Şehir University, İstanbul University and Beykent University between the dates of 20th of January, 2020 and 20th of March, 2020.

3.3 VARIABLES, MODEL AND HYPOTHESES OF RESEARCH

About the analysis of research data, a model and hypotheses were formed, and the research model can be seen in Figure 3.1. According to the research model, there are three main hypotheses. For the 1st hypothesis, Reasons to Study in Turkey is independent variable, and Student Satisfaction towards University Services is dependent variable. For the 2nd hypothesis, Reasons to Study in Current University is independent variable, and Student Satisfaction towards University Services is dependent variable. For the 3rd hypothesis, Student Satisfaction towards University Services is independent variable, and Recommendation is dependent variable.

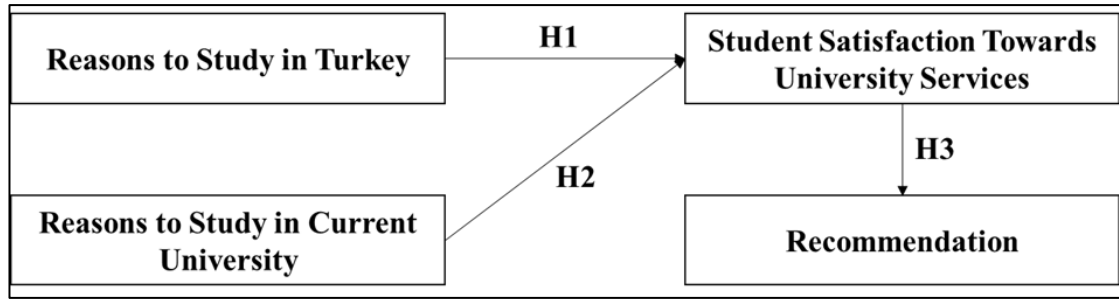
According to the research model, the main hypotheses of the research were formed as follows:

H1: The Reasons to Study in Turkey has effect on Student Satisfaction.

H2: The Reasons to Study in Current University has effect on Student Satisfaction.

H3: Student Satisfaction has effect on Recommendation.

Figure 3.1: Research model



3.4 MEASUREMENT INSTRUMENTS

In this study, to gather primary data from international students, survey technique which is a quantitative data gathering method was used. In this respect, a survey questionnaire was prepared which consists of 11 questions, and conducted on international students in Istanbul via using Google Forms application.

The first seven questions are about demographic features of the participants which are on gender, age, home country, university, major field of study, year at university, and admission to other universities before choosing the current one.

The 8th question is about the level of importance of the reasons to study in Turkey. In this regard, The Scale of The Reasons to Study in Turkey consisting of 13 statements was used. This scale was taken by Osman Gültekin's doctoral dissertation survey who prepares thesis at Bahçeşehir University.

The 9th question is about the level of importance of the reasons to study at current university. In this regard, The Scale of The Reasons to Study in Current University consisting of 12 statements was used. This scale was taken by Osman Gültekin's doctoral dissertation survey who prepares thesis at Bahçeşehir University.

The 10th question is about the level of satisfaction with the services presented by the university. In this regard, The Scale of Student Satisfaction Towards University Services consisting of 15 statements was used. 11 statements were taken by Osman Gültekin's

doctoral dissertation survey who prepares thesis at Bahçeşehir University, and 4 statements were added by the researcher into the questionnaire.

The 11th question is about whether or not recommending the university and Turkey to other students. In this regard, The Scale of Recommendation consisting of 2 statements was used. This scale was taken by Osman Gültekin's doctoral dissertation survey who prepares thesis at Bahçeşehir University.

3.5 DATA ANALYSIS

After collecting primary data from international students in Istanbul, data analysis was made via SPSS 23.0 statistics program. In this respect, frequency tables, descriptive statistics, factor analysis, reliability analysis, correlation analysis, regression analysis, Independent Samples T Test and One-Way ANOVA Test were used.

3.6 LIMITATIONS

There are some important limitations of the research. Firstly, this study was limited with international students' opinions, attitudes and satisfactions about Turkey and university they study in terms of the scope of the study. Moreover, the study was limited with international student mobility, internationalization of higher education and student satisfaction in terms of study topic. Furthermore, the study was limited with the questions and statements in the survey questionnaire that international students answered. Also, there was time limitation in the study, because thesis study has to be finished in a certain time period, and data gathering process was limited with only the dates between 20th of January, 2020 and 20th of March, 2020.

4. FINDINGS

In this chapter, demographical findings, descriptive values of scales, validity and reliability analysis for scales, correlation analysis results, regression analysis results and variance analysis results were presented.

4.1 DEMOGRAPHICAL FINDINGS

In this section, findings about demographical features of participants were presented. In Table 4.1, distribution of participants according to gender was indicated. According to Table 4.1, 98 (%45,4) participants are female and 118 (%54,6) are male.

Table 4.1: Distribution of participants according to gender

Gender	Frequency	Percent (%)
Female	98	45,4
Male	118	54,6
Total	216	100,0

In Table 4.2, distribution of participants according to age group was showed. According to Table 4.2, 72 (%33,3) participants are between 17-20, 114 (%52,8) are between 21-25, and 30 (%13,9) are 26 and above.

Table 4.2: Distribution of participants according to age group

Age Group	Frequency	Percent
17-20	72	33,3
21-25	114	52,8
26 and above	30	13,9
Total	216	100,0

In Table 4.3, distribution of participants according to home country can be seen. According to Table 4.3, 26 (%12,0) participants are Syrian, 15 (%6,9) are Egyptian, 14 (%6,5) are Iraqi, 14 (%6,5) are Jordanian, 13 (%6,1) are Pakistani, and 11 (%5,1) are South African.

Table 4.3: Distribution of participants according to home country

Home Country	Frequency	Percent (%)
Afghanistan	4	1,9
Albania	2	0,9
Algeria	3	1,4
Austria	1	0,5
Azerbaijan	3	1,4
Bosnia	1	0,5
Burma	1	0,5
Cameroon	1	0,5
Chad	1	0,5
China	1	0,5
Czech Republic	1	0,5
Djibouti	1	0,5
Egypt	15	6,9
England	1	0,5
Germany	3	1,4
Indonesia	1	0,5
Iran	5	2,3
Iraq	14	6,5
Israel	1	0,5
Italy	1	0,5
Jordan	14	6,5
Kazakhstan	5	2,3
Kenya	3	1,4
Kuwait	3	1,4
Kyrgyzstan	1	0,5
Lebanon	6	2,8
Libya	1	0,5
Malaysia	7	3,2
Mali	1	0,5
Mauritania	1	0,5
Morocco	7	3,2
Netherlands	1	0,5
Niger	2	0,9
Nigeria	9	4,2
Norway	2	0,9
Pakistan	13	6,0
Palestine	9	4,2
Philippines	1	0,5
Romania	1	0,5

Russia	2	0,9
Saudi Arabia	5	2,3
Somalia	1	0,5
South Africa	11	5,1
Syria	26	12,0
Tajikistan	1	0,5
Tunisia	2	0,9
Turkmenistan	3	1,4
Uganda	1	0,5
Ukraine	1	0,5
United Arab Emirates	5	2,3
USA	2	0,9
Uzbekistan	3	1,4
Yemen	3	1,4
Zimbabwe	2	0,9
Total	216	100,0

In Table 4.4, distribution of participants according to the university was reflected. According to Table 4.4, 79 (%36,7) participants study at Bahçeşehir University, 50 (%23,1) study at Altınbaş University, 83 (%38,4) study at İstanbul Şehir University, 2 (%0,9) study at İstanbul University, and 2 (%0,9) study at Beykent University.

Table 4.4: Distribution of participants according to the university

University	Frequency	Percent (%)
Bahçeşehir University	79	36,7
Altınbaş University	50	23,1
İstanbul Şehir University	83	38,4
İstanbul University	2	0,9
Beykent University	2	0,9
Total	216	100,0

In Table 4.5, distribution of participants according to field of major was indicated. According to Table 4.5, 31 (%14,3) participants study business administration, 64 (%29,6) study engineering, 22 (%10,2) study architecture, 4 (%1,9) study communication, 2 (%0,9) study political science, 65 (%30,1) study social sciences, 15 (%6,9) study educational sciences, 5 (%2,3) study health sciences, 4 (%1,9) study law, and 4 (%1,9) study medicine.

Table 4.5: Distribution of participants according to field of major

Field of Major	Frequency	Percent (%)
Business administration	31	14,3
Engineering	64	29,6
Architecture	22	10,2
Communication	4	1,9
Political science	2	0,9
Social sciences	65	30,1
Educational sciences	15	6,9
Health sciences	5	2,3
Law	4	1,9
Medicine	4	1,9
Total	216	100,0

In Table 4.6, distribution of participants according to field of science was showed. According to Table 4.6, 126 (%58,3) participants study social sciences (including, educational and health sciences), and 90 (%41,7) study natural sciences.

Table 4.6: Distribution of participants according to field of science

Field of Science	Frequency	Percent (%)
Social Sciences	126	58,3
Natural Sciences	90	41,7
Total	216	100,0

In Table 4.7, distribution of participants according to the year at university can be seen. According to Table 4.7, 47 (%21,8) participants are in first year, 80 (%37,0) are in second year, 43 (%19,9) are in third year, and 46 (%21,3) are in fourth year or more.

Table 4.7: Distribution of participants according to field of science

Year at University	Frequency	Percent (%)
First year	47	21,8
Second year	80	37,0
Third year	43	19,9
Fourth year or more	46	21,3
Total	216	100,0

In Table 4.8, distribution of participants according to application for another country was reflected. According to Table 4.8, 88 (%40,7) participants applied for admission for another country before choosing country, and 128 (%59,3) did not applied for admission for another country before choosing Turkey.

Table 4.8: Distribution of participants according to application for another country

Application for Another Country	Frequency	Percent (%)
Yes	88	40,7
No	128	59,3
Total	216	100,0

4.2 DESCRIPTIVE VALUES OF SCALES

In this section, descriptive values about the statements of scales used for this research were presented.

In Table 4.9, descriptive values of statements about The Scale of The Reasons to Study in Turkey were reflected. In this scale, there are 13 statements to measure how important were the reasons in the scale in the decision to study in Turkey. According to Table 4.9, the highest importance is about “*IRD1: Safe country in the region*” with $X=4,1620$, and then comes “*IRD4: Reputation and quality of education system*” with $X=4,1157$ and “*IRD8: Low cost of studying/living in comparison to other countries*” with $X=3,9722$. On the other hand, the lowest means belong to “*IRD9: Relatives/friends lived/studied or living/studying in Turkey*” with $X=2,8426$; “*IRD7: Career opportunities and job prospects*” with $X=3,4815$, and “*IRD13: Geographical proximity*” with $X=3,4907$.

Table 4.9: Descriptive values about the The Scale of The Reasons to Study in Turkey

Code	Statement	N	Min.	Max.	Mean	SD
IRD1	Safe country in the region	216	1,00	5,00	4,1620	1,05064
IRD2	Tolerant society for foreigners	216	1,00	5,00	3,8750	1,15260
IRD3	Political and social stability	216	1,00	5,00	3,7917	1,11985
IRD4	Reputation and quality of education system	216	1,00	5,00	4,1157	0,95991
IRD5	Availability of financial support/scholarships	216	1,00	5,00	3,7639	1,26667
IRD6	Ease of getting a Turkish visa/study permit	216	1,00	5,00	3,8750	1,21545
IRD7	Career opportunities and job prospects	216	1,00	5,00	3,4815	1,33282
IRD8	Low cost of studying/living in comparison to other countries	216	1,00	5,00	3,9722	1,14898
IRD9	Relatives/friends lived/studied or living/studying in Turkey	216	1,00	5,00	2,8426	1,44777
IRD10	Simple admission procedures in Turkish universities	216	1,00	5,00	3,5556	1,23011
IRD11	Interesting and vibrant culture/entertainment/cuisine	216	1,00	5,00	3,5278	1,26828
IRD12	Cultural/religious/ideological affinity	216	1,00	5,00	3,5370	1,32191
IRD13	Geographical proximity	216	1,00	5,00	3,4907	1,20074

*IRD: Important Reason in Decision

In Table 4.10, descriptive values of statements about The Scale of The Reasons to Study in Current University were indicated. In this scale, there are 12 statements to measure how important were the reasons in the scale in the decision to apply to study at current university in Turkey. According to Table 4.10, the highest importance is about “*IRU1: The quality of education in this university*” with $X=4,2593$; and then comes “*IRU2: The prestige of a degree/diploma from this university*” with $X=4,0231$, and “*IRU3: The cost of studying at this university*” with $X=4,0139$. On the other hand, the lowest means belong to “*IRU5: I know someone who studied or is studying at this university*” with $X=2,6991$; “*IRU11: A recruiting agent recommended this university*” with $X=2,9722$; and “*IRU8: The size of this university*” with $X=3,1944$.

Table 4.10: Descriptive values about The Scale of The Reasons to Study in Current University

Code	Statement	N	Min.	Max.	Mean	SD
IRU1	The quality of education in this university	216	1,00	5,00	4,2593	0,82259
IRU2	The prestige of a degree/diploma from this university	216	1,00	5,00	4,0231	0,99973
IRU3	The cost of studying at this university	216	1,00	5,00	4,0139	0,94243
IRU4	The amount of financial support this university offered me	216	1,00	5,00	3,5509	1,28938
IRU5	I know someone who studied or is studying at this university	216	1,00	5,00	2,6991	1,37323
IRU6	The availability of a particular program at this university	216	1,00	5,00	3,8843	1,19710
IRU7	This university was the most effective in communicating and providing information	216	1,00	5,00	3,5694	1,21034
IRU8	The size of this university	216	1,00	5,00	3,1944	1,25723
IRU9	Factors associated with the location of this university (climate, city size, proximity to my country, etc.)	216	1,00	5,00	3,5648	1,19123
IRU10	This university had the fastest admissions process	216	1,00	5,00	3,5880	1,13778
IRU11	A recruiting agent recommended this university	216	1,00	5,00	2,9722	1,32214
IRU12	The position of this university in ranking/league tables	216	1,00	5,00	3,6898	1,20892

*IRU: Important Reason for University

In Table 4.11, descriptive values of statements about The Scale of Student Satisfaction Towards University Services were showed. In this scale, there are 15 statements to measure how satisfied are the students with the services presented by the university. According to Table 4.11, the highest mean is about “SS10: The city of the university” with $X=4,0185$; and then comes “SS6: Support and assistance from the international office” with $X=3,5509$; and “SS4: Academic sources offered” with $X=3,5370$. On the other hand, the lowest means belong to “SS8: Work experience support” with $X=2,6157$; “SS7: Career development support” with $X=2,8056$; and “SS13: Recreational/sport facilities” with $X=2,8519$.

Table 4.11: Descriptive values about The Scale of Student Satisfaction Towards University Services

Code	Statement	N	Min.	Max.	Mean	SD
SS1	The education you get in Turkish university	216	1,00	5,00	3,5231	1,06506
SS2	The teaching staff/instructors	216	1,00	5,00	3,4028	1,14111
SS3	Academic support from the faculty	216	1,00	5,00	3,3056	1,21967
SS4	Academic sources offered	216	1,00	5,00	3,5370	1,10749
SS5	Facilitatory sources offered (on the campus)	216	1,00	5,00	3,5046	1,10389
SS6	Support and assistance from the international office	216	1,00	5,00	3,5509	1,19581
SS7	Career development support	216	1,00	5,00	2,8056	1,21202
SS8	Work experience support	216	1,00	5,00	2,6157	1,17158
SS9	Accommodation/housing services	216	1,00	5,00	2,9352	1,21443
SS10	The city of the university	216	1,00	5,00	4,0185	1,05638
SS11	Language instruction	216	1,00	5,00	3,3889	1,25630
SS12	Counselling services	216	1,00	5,00	3,0648	1,15556
SS13	Recreational/sport facilities	216	1,00	5,00	2,8519	1,27819
SS14	Facilities for religious worship	216	1,00	5,00	3,4907	1,23887
SS15	Health services	216	1,00	5,00	3,0000	1,22759

*SS: Satisfaction for Services

In Table 4.12, descriptive values of statements about The Scale of Recommendation of students on university/Turkey to other students. In this scale, there are 2 statements to measure the recommendation degree of students. According to Table 4.12, “RU2: I recommend Turkey as a study destination to other students” has the mean of $X=3,7454$; and “RU1: I recommend this university to other international students” has the mean of $X=3,5324$. Moreover, the scale has the mean of $X=3,6389$.

Table 4.12: Descriptive values about The Scale of Recommendation

Code	Statement	N	Min.	Max.	Mean	SD
RU1	I recommend this university to other international students	216	1,00	5,00	3,5324	1,14073
RU2	I recommend Turkey as a study destination to other students	216	1,00	5,00	3,7454	1,11854
Recommendation		216	1,00	5,00	3,6389	0,94089

4.3 VALIDITY AND RELIABILITY ANALYSIS

In this section, validity and reliability analysis results about the scales used in the research were presented.

In Table 4.13, validity and reliability analysis results for The Scale of The Reasons to Study in Turkey were indicated. Firstly, factor analysis was made to determine the dimensions of the scale. In order to reach into the most suitable findings, “*IRD9: Relatives/friends lived/studied or living/studying in Turkey*” was discarded from the scale during analysis process due to its factor load which is lower than 0,5. After discarding IRD9, analysis results appeared suitably. According to the KMO value (0,842), it can be said that sample size is adequate for conducting factor analysis; and Bartlett Sphericity Test results (Chi-Square:931,083; df:66; Sig:0,000) indicated that the scale is suitable to make factor analysis.

According to Table 4.13, there appeared 3 factors in factor analysis and these factors were named as “Safety, Stability & Quality”, “Culture & Closeness” and “Cost & Support”. Safety, Stability & Quality explained %21,98 of the variance, Culture & Closeness explained %21,31 of the variance, and Cost & Support explained %18,22 of the variance. Moreover, total explained variance is %61,513.

Furthermore, reliability analysis results were showed in Table 4.13. According to the table, Safety, Stability & Quality has the reliability of 0,797; Culture & Closeness has the reliability of 0,786; and Cost & Support has the reliability of 0,748. Also, the scale has the reliability of 0,858.

Table 4.13: Validity and reliability analysis results for The Scale of The Reasons to Study in Turkey

Code	Statement	Safety, Stability & Quality	Culture & Closeness	Cost & Support	Reliability	Scale	
IRD1	Safe country in the region	0,805			0,797	0,858	
IRD3	Political and social stability	0,783					
IRD2	Tolerant society for foreigners	0,760					
IRD4	Reputation and quality of education system	0,645					
IRD11	Interesting and vibrant culture/entertainment/cuisine		0,781		0,786		
IRD12	Cultural/religious/ideological affinity		0,781				
IRD13	Geographical proximity		0,769				
IRD10	Simple admission procedures in Turkish universities		0,638				
IRD5	Availability of financial support/scholarships			0,862	0,748		
IRD8	Low cost of studying/living in comparison to other countries			0,794			
IRD7	Career opportunities and job prospects			0,561			
IRD6	Ease of getting a Turkish visa/study permit			0,515			
Explained Variance		21,98%	21,31%	18,22%	Total %61,513		
KMO:0,842; Chi-Square:931,083; df:66; Sig:0,000							

In Table 4.14, descriptive values for the factors about the attitudes of students towards studying in Turkey were reflected. According to the table, students give the highest importance to the factor of Safety, Stability & Quality with $X=3,9861$; and then to the factor of Cost & Support with $X=3,7731$; and Culture & Closeness with $X=3,5278$.

Table 4.14: Descriptive values for the factors about The Scale of The Reasons to Study in Turkey

Factor	N	Min.	Max.	Mean	SD
Safety, Stability & Quality	216	1,00	5,00	3,9861	0,84622
Culture & Closeness	216	1,00	5,00	3,5278	0,97993
Cost & Support	216	1,00	5,00	3,7731	0,93792

In Table 4.15, validity and reliability analysis results for The Scale of The Reasons to Study in Current University were indicated. Firstly, factor analysis was made to determine the dimensions of the scale. According to the KMO value (0,837), it can be said that sample size is adequate for conducting factor analysis; and Bartlett Sphericity Test results (Chi-Square:787,386; df:66; Sig:0,000) indicated that the scale is suitable to make factor analysis.

According to Table 4.15, there appeared 3 factors in factor analysis and these factors were named as “Prestige & Quality”, “Advice & Opportunities” and “Financial Conditions”. Prestige & Quality explained %22,18 of the variance, Advice & Opportunities explained %21,93 of the variance, and Financial Conditions explained %13,68 of the variance. Moreover, total explained variance is %57,784.

Furthermore, reliability analysis results were showed in Table 4.15. According to the table, Prestige & Quality has the reliability of 0,773; Advice & Opportunities has the reliability of 0,778; and Financial Conditions has the reliability of 0,674. Also, the scale has the reliability of 0,830.

Table 4.15: Validity and reliability analysis results for The Scale of The Reasons to Study in Current University

Code	Statement	Prestige & Quality	Advice & Opportunities	Financial Conditions	Reliability	Scale	
IRU1	The quality of education in this university	0,841			0,773	0,830	
IRU2	The prestige of a degree/diploma from this university	0,833					
IRU12	The position of this university in ranking/league tables	0,694					
IRU11	A recruiting agent recommended this university		0,671		0,778		
IRU5	I know someone who studied or is studying at this university		0,624				
IRU8	The size of this university		0,597				
IRU9	Factors associated with the location of this university (climate, city size, proximity to my country, etc.)		0,595				
IRU7	This university was the most effective in communicating and providing information		0,574				
IRU10	This university had the fastest admissions process		0,569				
IRU6	The availability of a particular program at this university		0,510				
IRU3	The cost of studying at this university			0,861	0,674		
IRU4	The amount of financial support this university offered me			0,826			
Explained Variance		22,18%	21,93%	13,68%	Total %57,784		
KMO:0,837; Chi-Square:787,386; df:66; Sig.:0,000							

In Table 4.16, descriptive values for the factors about the attitudes of students towards applying to study at current university in Turkey were reflected. According to the table, students give the highest importance to the factor of Prestige & Quality with $X=3,9907$; and then to the factor of Financial Conditions with $X=3,7824$; and Advice & Opportunities with $X=3,3532$.

Table 4.16: Descriptive values for the factors about The Scale of The Reasons to Study in Current University

Factor	N	Min.	Max.	Mean	SD
Prestige & Quality	216	1,00	5,00	3,9907	0,84811
Advice & Opportunities	216	1,00	5,00	3,3532	0,81466
Financial Conditions	216	1,00	5,00	3,7824	0,98068

In Table 4.17, validity and reliability analysis results for The Scale of Student Satisfaction Towards University Services were indicated. Firstly, factor analysis was made to determine the dimensions of the scale. According to the KMO value (0,901), it can be said that sample size is adequate for conducting factor analysis; and Bartlett Sphericity Test results (Chi-Square:1873,890; df:105; Sig:0,000) indicated that the scale is suitable to make factor analysis.

According to Table 4.17, there appeared 3 factors in factor analysis and these factors were named as “Academic Satisfaction”, “Facility & Opportunity Satisfaction” and “Support Satisfaction”. Academic Satisfaction explained %23,62 of the variance, Facility & Opportunity Satisfaction explained %21,70 of the variance, and Support Satisfaction explained %18,14 of the variance. Moreover, total explained variance is %63,463.

Furthermore, reliability analysis results were showed in Table 4.17. According to the table, Academic Satisfaction has the reliability of 0,885; Facility & Opportunity Satisfaction has the reliability of 0,860; and Support Satisfaction has the reliability of 0,917. Also, the scale has the reliability of 0,922.

Table 4.17: Validity and reliability analysis results for The Scale of Student Satisfaction Towards University Services

Code	Statement	Academic Satisfaction	Facility & Opportunity Satisfaction	Support Satisfaction	Reliability	Scale	
SS3	Academic support from the faculty	0,808			0,885	0,922	
SS2	The teaching staff/instructors	0,803					
SS4	Academic sources offered	0,792					
SS1	The education you get in Turkish university	0,745					
SS5	Facilitatory sources offered (on the campus)	0,553					
SS10	The city of the university		0,724		0,860		
SS9	Accommodation/housing services		0,614				
SS11	Language instruction		0,597				
SS15	Health services		0,594				
SS12	Counselling services		0,589				
SS14	Facilities for religious worship		0,565				
SS13	Recreational/sport facilities		0,517				
SS6	Support and assistance from the international office		0,452				
SS7	Career development support			0,867	0,917		
SS8	Work experience support			0,863			
Explained Variance		23,62%	21,70%	18,14%	Total %63,463		
KMO:0,901; Chi-Square:1873,890; df:105; Sig.:0,000							

In Table 4.18, descriptive values for the factors about the satisfaction of students with the services presented by the university were reflected. According to the table, students have the highest satisfaction degree with the factor of Academic Satisfaction with $X=3,4546$; and then with the factor of Facility & Opportunity Satisfaction with $X=3,2876$; and Support Satisfaction with $X=2,7106$.

Table 4.18: Descriptive values for the factors about The Scale of Student Satisfaction Towards University Services

Factor	N	Min.	Max.	Mean	SD
Academic Satisfaction	216	1,00	5,00	3,4546	0,93459
Facility & Opportunity Satisfaction	216	1,00	5,00	3,2876	0,85596
Support Satisfaction	216	1,00	5,00	2,7106	1,14560

In Table 4.19, validity and reliability analysis results for The Scale of Recommendation were indicated. Firstly, factor analysis was made to determine the dimensions of the scale. According to the KMO value (0,500), it can be said that sample size is adequate for conducting factor analysis; and Bartlett Sphericity Test results (Chi-Square:34,722; df:1; Sig:0,000) indicated that the scale is suitable to make factor analysis. According to Table 4.19, there appeared only one factor in factor analysis and this factor was named as “Recommendation”. Recommendation explained %69,371 of the variance, and has the reliability of 0,558.

Table 4.19: Validity and reliability analysis results for The Scale of Recommendation

Code	Statement	Recommendation	Reliability
RU2	I recommend Turkey as a study destination to other students	0,833	0,558
RU1	I recommend this university to other international students	0,833	
Explained Variance		69,37%	Total %69,371
KMO:0,500; Chi-Square:34,722; df:1; Sig.:0,000			

4.4 CORRELATION ANALYSIS

In this section, correlation analysis results were presented to indicate the relations between all variables appeared after factor and reliability analyses. The results can be seen in Table 4.20.

According to Table 4.20, there is no significant relation between financial conditions and support satisfaction, but there are significant relations between other all variables. These relations are in low-level (0,000-0,300) and mid-level (0,300-0,700) generally and there is only one relation in high-level (0,700-1,000) which is between Academic Satisfaction and Facility & Opportunity Satisfaction ($r=0,715$). Then, the highest relations are between Academic Satisfaction and Recommendation ($r=0,612$); Facility & Opportunity Satisfaction and Support Satisfaction ($r=0,597$), and Cost & Support and Financial Conditions ($r=0,568$).

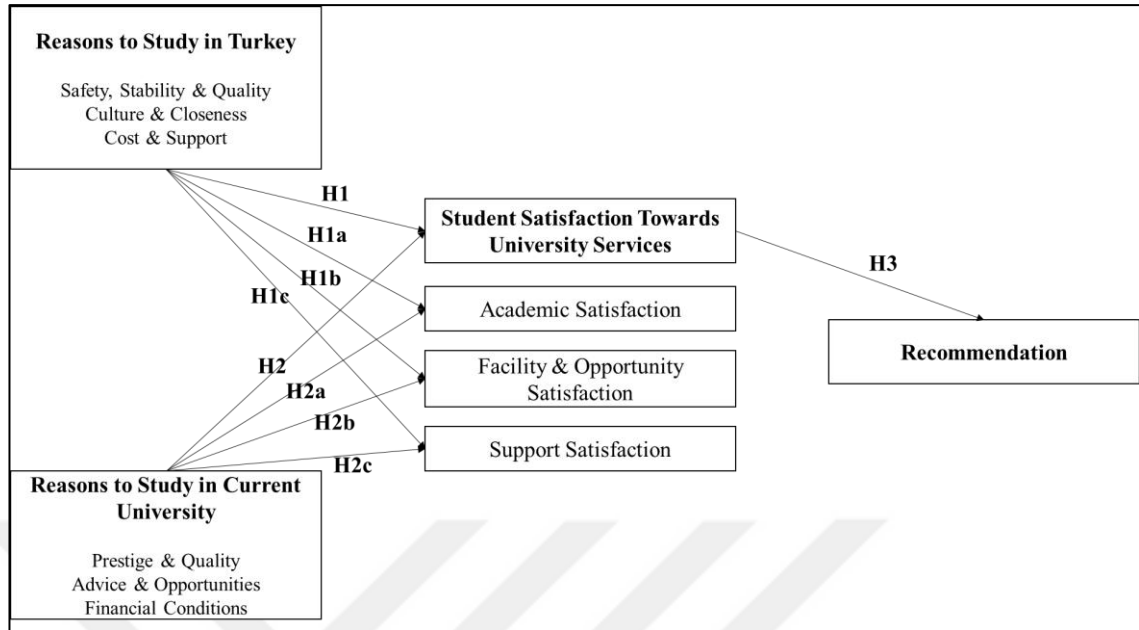
Table 4.20: Correlation analysis results

Variable		1	2	3	4	5	6	7	8	9	10
Safety, Stability & Quality	Correlation	1									
	Sig.										
Culture & Closeness	Correlation	,429**	1								
	Sig.	,000									
Cost & Support	Correlation	,512**	,501**	1							
	Sig.	,000	,000								
Prestige & Quality	Correlation	,452**	,392**	,285**	1						
	Sig.	,000	,000	,000							
Advice & Opportunities	Correlation	,392**	,541**	,454**	,547**	1					
	Sig.	,000	,000	,000	,000						
Financial Conditions	Correlation	,242**	,292**	,568**	,254**	,342**	1				
	Sig.	,000	,000	,000	,000	,000					
Academic Satisfaction	Correlation	,299**	,322**	,295**	,427**	,397**	,225**	1			
	Sig.	,000	,000	,000	,000	,000	,001				
Facility & Opportunity Satisfaction	Correlation	,252**	,312**	,285**	,331**	,375**	,302**	,715**	1		
	Sig.	,000	,000	,000	,000	,000	,000	,000			
Support Satisfaction	Correlation	,218**	,156*	,160*	,388**	,313**	,120	,526**	,597**	1	
	Sig.	,001	,022	,018	,000	,000	,079	,000	,000		
Recommendation	Correlation	,198**	,276**	,168*	,282**	,283**	,144*	,612**	,541**	,425**	1
	Sig.	,003	,000	,013	,000	,000	,035	,000	,000	,000	
**, Correlation is significant at the 0.01 level (2-tailed).											
*, Correlation is significant at the 0.05 level (2-tailed).											

4.5 REGRESSION ANALYSIS

In this section, regression analysis results to test the research hypotheses were presented. Before testing the research hypotheses, revised research model was formed and revised hypotheses were constituted. The revised research model can be seen in Figure 4.1.

Figure 4.1: Revised research model



According to the revised research model above, revised hypotheses were formed as follows:

H1: The Reasons to Study in Turkey has effect on Student Satisfaction.

H1a: The Reasons to Study in Turkey has effect on Academic Satisfaction.

H1b: The Reasons to Study in Turkey has effect on Facility & Opportunity Satisfaction.

H1c: The Reasons to Study in Turkey has effect on Support Satisfaction.

H2: The Reasons to Study in Current University has effect on Student Satisfaction.

H2a: The Reasons to Study in Current University has effect on Academic Satisfaction.

H2b: The Reasons to Study in Current University has effect on Facility & Opportunity Satisfaction.

H2c: The Reasons to Study in Current University has effect on Support Satisfaction.

H3: Student Satisfaction has effect on Recommendation.

In order to test “*H1: The Reasons to Study in Turkey has effect on Student Satisfaction.*”, three sub-hypotheses were tested.

In order to test “*H1a: The Reasons to Study in Turkey has effect on Academic Satisfaction.*”, multiple linear regression analysis was made. According to Table 4.21, the model is significant ($F=11,899$; $p=0,000$), and the independent variables explain %13,2 of the model variance. According to analysis results, Culture & Closeness ($p=0,010$; $\beta=0,197$) and Safety, Stability & Quality ($p=0,043$; $\beta=0,155$) have significant and positive effects on Academic Satisfaction. However, Cost & Support ($p=0,141$) has no significant effect on Academic Satisfaction. In this regard, ““*H1a: The Reasons to Study in Turkey has effect on Academic Satisfaction.*” was partially accepted.

Table 4.21: Regression analysis results for H1a

Dependent: Academic Satisfaction	Beta	t-value	Sig.	Adj. R²	F	Sig.
Safety, Stability & Quality	0,155	2,038	0,043	%13,2	11,899	0,000
Culture & Closeness	0,197	2,604	0,010			
Cost & Support	0,117	1,477	0,141			

In order to test “*H1b: The Reasons to Study in Turkey has effect on Facility & Opportunity Satisfaction.*”, multiple linear regression analysis was made. According to Table 4.22, the model is significant ($F=10,189$; $p=0,000$), and the independent variables explain %11,4 of the model variance. According to analysis results, only Culture & Closeness ($p=0,008$; $\beta=0,205$) has significant and positive effect on Facility & Opportunity Satisfaction. However, Safety, Stability & Quality ($p=0,213$) and Cost & Support ($p=0,098$) have no significant effect on Facility & Opportunity Satisfaction. In this regard, “*H1b: The Reasons to Study in Turkey has effect on Facility & Opportunity Satisfaction.*” was partially accepted.

Table 4.22: Regression analysis results for H1b

Dependent: Facility & Opportunity Satisfaction	Beta	t-value	Sig.	Adj. R²	F	Sig.
Safety, Stability & Quality	0,096	1,248	0,213	%11,4	10,189	0,000
Culture & Closeness	0,205	2,683	0,008			
Cost & Support	0,133	1,663	0,098			

In order to test “*H1c: The Reasons to Study in Turkey has effect on Support Satisfaction.*”, multiple linear regression analysis was made. According to Table 4.23, the model is

significant ($F=3,985$; $p=0,009$), and the independent variables explain %4,0 of the model variance. According to analysis results, only Safety, Stability & Quality ($p=0,035$; $\beta=0,169$) has significant and positive effect on Support Satisfaction. However, Culture & Closeness ($p=0,437$) and Cost & Support ($p=0,608$) have no significant effect on Support Satisfaction. In this regard, “*H1c: The Reasons to Study in Turkey has effect on Support Satisfaction.*” was partially accepted.

After testing sub-hypotheses about H1, it can be said that “*H1: The Reasons to Study in Turkey has effect on Student Satisfaction.*”, was also partially accepted.

Table 4.23: Regression analysis results for H1c

Dependent: Support Satisfaction	Beta	t-value	Sig.	Adj. R²	F	Sig.
Safety, Stability & Quality	0,169	2,117	0,035	%4,0	3,985	0,009
Culture & Closeness	0,062	0,779	0,437			
Cost % Support	0,043	0,514	0,608			

To test “*H2: The Reasons to Study in Current University has effect on Student Satisfaction.*”, three sub-hypotheses were tested.

In order to test “*H2a: The Reasons to Study in Current University has effect on Academic Satisfaction.*”, multiple linear regression analysis was made. According to Table 4.24, the model is significant ($F=20,626$; $p=0,000$), and the independent variables explain %21,5 of the model variance. According to analysis results, Prestige & Quality ($p=0,000$; $\beta=0,293$) and Advice & Opportunities ($p=0,005$; $\beta=0,210$) have significant and positive effects on Academic Satisfaction. However, Financial Conditions ($p=0,225$) has no significant effect on Academic Satisfaction. In this regard, “*H2a: The Reasons to Study in Current University has effect on Academic Satisfaction.*” was partially accepted.

Table 4.24: Regression analysis results for H2a

Dependent: Academic Satisfaction	Beta	t-value	Sig.	Adj. R²	F	Sig.
Prestige & Quality	0,293	4,040	0,000	%21,5	20,626	0,000
Advice & Opportunities	0,210	2,809	0,005			
Financial Conditions	0,079	1,217	0,225			

In order to test “H2b: *The Reasons to Study in Current University has effect on Facility & Opportunity Satisfaction.*”, multiple linear regression analysis was made. According to Table 4.25, the model is significant (F=16,904; p=0,000), and the independent variables explain %18,2 of the model variance. According to analysis results, Prestige & Quality (p=0,030; β =0,161); Advice & Opportunities (p=0,004; β =0,224) and Financial Conditions (p=0,006; β =0,184) have significant and positive effects on Opportunity Satisfaction. In this regard, “H2b: *The Reasons to Study in Current University has effect on Facility & Opportunity Satisfaction.*” was accepted.

Table 4.25: Regression analysis results for H2b

Dependent: Facility & Opportunity Satisfaction	Beta	t-value	Sig.	Adj. R²	F	Sig.
Prestige & Quality	0,161	2,180	0,030	%18,2	16,904	0,000
Advice & Opportunities	0,224	2,943	0,004			
Financial Conditions	0,184	2,793	0,006			

In order to test “H2c: *The Reasons to Study in Current University has effect on Support Satisfaction.*”, multiple linear regression analysis was made. According to Table 4.26, the model is significant (F=13,979; p=0,000), and the independent variables explain %15,3 of the model variance. According to analysis results, only Prestige & Quality (p=0,000; β =0,311) has significant and positive effect on Support Satisfaction. However, Advice & Opportunities (p=0,061) and Financial Conditions (p=0,891) have no significant effect on Support Satisfaction. In this regard, “H2c: *The Reasons to Study in Current University has effect on Support Satisfaction.*” was partially accepted.

After testing sub-hypotheses about H2, it can be said that “H2: *The Reasons to Study in Current University has effect on Student Satisfaction.*” was partially accepted.

Table 4.26: Regression analysis results for H2c

Dependent: Support Satisfaction	Beta	t-value	Sig.	Adj. R²	F	Sig.
Prestige & Quality	0,311	4,127	0,000	%15,3	13,979	0,000
Advice & Opportunities	0,146	1,885	0,061			
Financial Conditions	-0,009	-0,137	0,891			

In order to test “*H3: Student Satisfaction has effect on Recommendation.*”, multiple linear regression analysis was made. According to Table 4.27, the model is significant ($F=47,394$; $p=0,000$), and the independent variables explain %39,3 of the model variance. According to analysis results, Academic Satisfaction ($p=0,000$; $\beta=0,441$) and Facility & Opportunity Satisfaction ($p=0,036$; $\beta=0,172$) have significant and positive effects on Recommendation. However, Support Satisfaction ($p=0,185$) has no significant effect on Recommendation. In this regard, “*H3: Student Satisfaction has effect on Recommendation.*” was partially accepted.

Table 4.27: Regression analysis results for H3

Dependent: Recommendation	Beta	t-value	Sig.	Adj. R²	F	Sig.
Academic Satisfaction	0,441	5,717	0,000	%39,3	47,394	0,000
Facility & Opportunity Satisfaction	0,172	2,108	0,036			
Support Satisfaction	0,090	1,331	0,185			

4.6 VARIANCE ANALYSIS

In this section, variance analysis results made to determine whether or not there is significant differences about the responses of participants for the variables according to their demographical features.

First of all, Independent Samples T Test was made for gender, and the test results can be seen in Table 4.28. According to the table, there was determined significant difference only in Facility & Opportunity Satisfaction for gender ($t=2,082$; $p=0,039$). According to Table 4.28, it can be said that female participants ($X=3,4196$) have higher facility & opportunity satisfaction than male participants ($X=3,1780$).

Table 4.28: Independent Samples T Test results for gender

Variable	Gender	N	Mean	SD	t	df	Sig.
Safety, Stability & Quality	Female	98	4,1071	,82409	1,928	214	,055
	Male	118	3,8856	,85463			
Culture & Closeness	Female	98	3,5612	,96261	,456	214	,649
	Male	118	3,5000	,99733			
Cost & Support	Female	98	3,8597	,85935	1,237	214	,211
	Male	118	3,7013	,99639			
Prestige & Quality	Female	98	4,0238	,83488	,521	214	,603
	Male	118	3,9633	,86153			
Advice & Opportunities	Female	98	3,3411	,73034	-,198	214	,843
	Male	118	3,3632	,88155			
Financial Conditions	Female	98	3,8929	,95045	1,513	214	,132
	Male	118	3,6907	,99983			
Academic Satisfaction	Female	98	3,5878	,86433	1,920	214	,056
	Male	118	3,3441	,97906			
Facility & Opportunity Satisfaction	Female	98	3,4196	,83905	2,082	214	,039
	Male	118	3,1780	,85788			
Support Satisfaction	Female	98	2,7449	1,11514	,400	214	,690
	Male	118	2,6822	1,17427			
Recommendation	Female	98	3,6684	,88499	,419	214	,676
	Male	118	3,6144	,98799			

There was made One-Way ANOVA Test for age groups, and the test results can be seen in Table 4.29. According to the table, there was determined significant difference only in Support Satisfaction for age groups ($F=3,630$; $p=0,028$). In order to find the source of the difference, firstly Levene homogeneity test was made, and it was found that the variance is homogenous (Levene= $1,696$; $p=0,186$). Then, Tukey post hoc test was conducted, and it was found that participants between the ages of 17-20 ($X=3,0000$) have higher Support Satisfaction than participants between the ages of 21-25 ($X=2,5877$).

Table 4.29: One-Way ANOVA Test results for age groups

Variable		Sum of Squares	df	Mean Square	F	Sig.
Safety, Stability & Quality	Between Groups	1,125	2	,563	,784	,458
	Within Groups	152,833	213	,718		
	Total	153,958	215			
Culture & Closeness	Between Groups	1,217	2	,608	,631	,533
	Within Groups	205,242	213	,964		
	Total	206,458	215			
Cost & Support	Between Groups	1,528	2	,764	,867	,422
	Within Groups	187,606	213	,881		
	Total	189,134	215			
Prestige & Quality	Between Groups	1,325	2	,662	,920	,400
	Within Groups	153,324	213	,720		
	Total	154,648	215			
Advice & Opportunities	Between Groups	,335	2	,167	,250	,779
	Within Groups	142,356	213	,668		
	Total	142,690	215			
Financial Conditions	Between Groups	,622	2	,311	,321	,725
	Within Groups	206,151	213	,968		
	Total	206,773	215			
Academic Satisfaction	Between Groups	,010	2	,005	,005	,995
	Within Groups	187,786	213	,882		
	Total	187,795	215			
Facility & Opportunity Satisfaction	Between Groups	1,108	2	,554	,755	,471
	Within Groups	156,414	213	,734		
	Total	157,522	215			
Support Satisfaction	Between Groups	9,301	2	4,651	3,630	,028
	Within Groups	272,864	213	1,281		
	Total	282,166	215			
Recommendation	Between Groups	1,150	2	,575	,648	,524
	Within Groups	189,183	213	,888		
	Total	190,333	215			

There was made Independent Samples T Test for field of science, and the test results can be seen in Table 4.30. According to the table, there were determined significant differences in Culture & Closeness ($t=2,057$; $p=0,048$) and Academic Satisfaction ($t=2,101$; $p=0,044$) for field of science. According to Table 4.30, it can be said that social sciences students ($X=3,6429$) give much importance to Culture & Closeness than natural science students ($X=3,3667$). Moreover, social sciences students ($X=3,5667$) have much Academic Satisfaction than natural science students ($X=3,2978$).

Table 4.30: Independent Samples T Test results for field of science

Variable	Field of Science	N	Mean	SD	t	df	Sig.
Safety, Stability & Quality	Social Sciences	126	4,0655	,79068	1,637	214	,103
	Natural Sciences	90	3,8750	,91127			
Culture & Closeness	Social Sciences	126	3,6429	,88568	2,057	214	,048
	Natural Sciences	90	3,3667	1,08307			
Cost & Support	Social Sciences	126	3,8373	,87425	1,191	214	,235
	Natural Sciences	90	3,6833	1,01865			
Prestige & Quality	Social Sciences	126	4,0529	,82345	1,277	214	,203
	Natural Sciences	90	3,9037	,87872			
Advice & Opportunities	Social Sciences	126	3,4388	,74268	1,837	214	,068
	Natural Sciences	90	3,2333	,89649			
Financial Conditions	Social Sciences	126	3,8294	,98623	,832	214	,406
	Natural Sciences	90	3,7167	,97454			
Academic Satisfaction	Social Sciences	126	3,5667	,84617	2,101	214	,044
	Natural Sciences	90	3,2978	1,03043			
Facility & Opportunity Satisfaction	Social Sciences	126	3,3492	,85019	1,253	214	,212
	Natural Sciences	90	3,2014	,86129			
Support Satisfaction	Social Sciences	126	2,6508	1,18367	-,908	214	,365
	Natural Sciences	90	2,7944	1,09106			
Recommendation	Social Sciences	126	3,6310	,86989	-,146	214	,887
	Natural Sciences	90	3,6500	1,03709			

There was made One-Way ANOVA Test for the year at university, and the test results can be seen in Table 4.31. According to the table, there was determined significant difference only in Support Satisfaction for the year at university ($F=8,057$; $p=0,000$). In order to find the source of the difference, firstly Levene homogeneity test was made, and it was found that the variance is homogenous (Levene= $1,810$; $p=0,146$). Then, Tukey post hoc test was conducted, and it was found that participants in the first year ($X=3,2447$) have higher Support Satisfaction than participants in the third year ($X=2,6279$); and participants in the fourth year or more ($X=2,1413$). Moreover, participants in the second year ($X=2,7688$) have higher Support Satisfaction than participants in the fourth year or more ($X=2,1413$).

Table 4.31: One-Way ANOVA Test results for the year at university

Variable		Sum of Squares	df	Mean Square	F	Sig.
Safety, Stability & Quality	Between Groups	2,796	3	,932	1,307	,273
	Within Groups	151,163	212	,713		
	Total	153,958	215			
Culture & Closeness	Between Groups	3,802	3	1,267	1,326	,267
	Within Groups	202,656	212	,956		
	Total	206,458	215			
Cost & Support	Between Groups	3,938	3	1,313	1,503	,215
	Within Groups	185,196	212	,874		
	Total	189,134	215			
Prestige & Quality	Between Groups	2,250	3	,750	1,043	,374
	Within Groups	152,398	212	,719		
	Total	154,648	215			
Advice & Opportunities	Between Groups	1,788	3	,596	,897	,444
	Within Groups	140,902	212	,665		
	Total	142,690	215			
Financial Conditions	Between Groups	2,106	3	,702	,727	,537
	Within Groups	204,667	212	,965		
	Total	206,773	215			
Academic Satisfaction	Between Groups	3,790	3	1,263	1,455	,228
	Within Groups	184,006	212	,868		
	Total	187,795	215			
Facility & Opportunity Satisfaction	Between Groups	4,337	3	1,446	2,001	,115
	Within Groups	153,186	212	,723		
	Total	157,522	215			
Support Satisfaction	Between Groups	28,879	3	9,626	8,057	,000
	Within Groups	253,286	212	1,195		
	Total	282,166	215			
Recommendation	Between Groups	3,101	3	1,034	1,170	,322
	Within Groups	187,232	212	,883		
	Total	190,333	215			

There was made Independent Samples T Test for application for another country, and the test results can be seen in Table 4.32. According to the table, there was determined no significant difference in any variable.

Table 4.32: Independent Samples T Test results for application for another country

Variable	Application	N	Mean	SD	t	df	Sig.
Safety, Stability & Quality	Yes	88	4,0199	,74589	,486	214	,628
	No	128	3,9629	,91094			
Culture & Closeness	Yes	88	3,4602	,97076	-,839	214	,402
	No	128	3,5742	,98730			
Cost & Support	Yes	88	3,7841	,88910	,142	214	,887
	No	128	3,7656	,97344			
Prestige & Quality	Yes	88	3,9545	,89440	-,519	214	,604
	No	128	4,0156	,81742			
Advice & Opportunities	Yes	88	3,3685	,81210	,229	214	,819
	No	128	3,3426	,81944			
Financial Conditions	Yes	88	3,8182	,88142	,444	214	,658
	No	128	3,7578	1,04615			
Academic Satisfaction	Yes	88	3,3864	,90911	-,890	214	,375
	No	128	3,5016	,95241			
Facility & Opportunity Satisfaction	Yes	88	3,2045	,81566	-1,184	214	,238
	No	128	3,3447	,88120			
Support Satisfaction	Yes	88	2,5795	1,05832	-1,398	214	,164
	No	128	2,8008	1,19767			
Recommendation	Yes	88	3,5682	,88792	-,915	214	,361
	No	128	3,6875	,97609			

5. DISCUSSION, CONCLUSION AND RECOMMENDATION

Within the scope of this study, it was aimed to measure the educational satisfaction of international undergraduate students in Turkey and to determine the factors affecting their satisfaction. In this regard, a survey was conducted with 216 international students in higher education institutions in Istanbul.

In terms of gender, 98 participants are female and 118 are male. According to the age, 72 are between 17-20, 114 are between 21-25, and 30 are 26 and above. For home country, 26 are Syrian, 15 are Egyptian, 14 are Iraqi, 14 are Jordanian, 13 are Pakistani, and 11 are South African. In terms of the university they study, 79 study at Bahçeşehir University, 50 study at Altınbaş University, 83 study at İstanbul Şehir University, 2 study at İstanbul University, and 2 study at Beykent University. According to field of major, 31 study business administration, 64 study engineering, 22 study architecture, 4 study communication, 2 study political science, 65 study social sciences, 15 study educational sciences, 5 study health sciences, 4 study law, and 4 study medicine. In terms of field of science, 126 study social sciences (including, educational and health sciences), and 90 study natural sciences. For the year at university, 47 are in first year, 80 are in second year, 43 are in third year, and 46 are in fourth year or more. According to application for another country, 88 applied for admission for another country before choosing country, and 128 did not applied for admission for another country before choosing Turkey.

After demographic analysis, descriptive analysis was made for the scales. According to the descriptive values of statements about The Scale of The Reasons to Study in Turkey, participants gave the highest importance for safety of Turkey, reputation and quality of education system in Turkey, and low cost of studying/living in comparison to other countries. In this regard, it can be said that Turkey's to be safe, its qualified education system and cost of living and study are the most important factors for international students to select Turkey to study.

According to the descriptive values of statements about The Scale of The Reasons to Study in Current University, participants gave the highest importance for the quality of education in the university, the prestige of a degree/diploma from the university, and the cost of studying at the university. In this respect, it can be said that education quality, prestige and cost are the main factors for international students to select the current university in Turkey to study.

According to the descriptive values of statements about The Scale of Student Satisfaction Towards University Services, participants were mostly satisfied with the city of university, support and assistance from international office, and academic sources offered. In this context, it can be said that international students are satisfied with Istanbul city, university's international office, and the quality and quantity of academic sources.

According to the descriptive values of statements about The Scale of Recommendation, international students stated that they would recommend Turkey and university to others with a high satisfaction.

After descriptive analysis for scales, validity and reliability analyses were made in terms of research scales. After factor analysis for The Scale of The Reasons to Study in Turkey, there appeared three factors named as Safety, Stability & Quality, Culture & Closeness, and Cost & Support. Then, reliability analysis was made for the scale and factors, and it was found that all reliability results for the scale and factors are high enough. After factor analysis for The Scale of The Reasons to Study in Current University, there appeared three factors named as Prestige & Quality, Advice & Opportunities, and Financial Conditions. Then, reliability analysis was made for the scale and factors, and it was found that all reliability results for the scale and factors are high enough. After factor analysis for The Scale of Student Satisfaction Towards University Services, there appeared three factors named as Academic Satisfaction, Facility & Opportunity Satisfaction, and Support Satisfaction. Then, reliability analysis was made for the scale and factors, and it was found that all reliability results for the scale and factors are high enough. After factor analysis for The Scale of Recommendation, there appeared only one factor named as

Recommendation. Then, reliability analysis was made for the scale, and it was found that the reliability result for the scale is acceptable.

After validity and reliability analyses, correlation analysis was made. According to correlation analysis results, the highest relations are between Academic Satisfaction and Facility & Opportunity Satisfaction; between Academic Satisfaction and Recommendation; between Facility & Opportunity Satisfaction and Support Satisfaction; and between Cost & Support and Financial Conditions. Moreover, there is no significant relation between financial conditions and support satisfaction.

After correlation analysis, multiple regression analyses were conducted to test the research hypotheses. In order to measure the effect of The Reasons to Study in Turkey on Student Satisfaction, there were conducted three sub-analysis for Academic Satisfaction, Facility & Opportunity Satisfaction, and Support Satisfaction. The results indicated that Culture & Closeness, and Safety, Stability & Quality have significant and positive effects on Academic Satisfaction. It can be said that cultural and regional closeness of home country to Turkey, and Turkey's safety, stability in terms of politics and economy, and education quality in Turkey influence international students' Academic Satisfaction towards university positively. However, scholarship or financial support, low cost of living in Turkey, and easy visa procedures named as Cost & Support factor does not influence Academic Satisfaction. Moreover, only Culture & Closeness has significant and positive effect on Facility & Opportunity Satisfaction. It can be said that cultural and regional closeness of home country to Turkey influence international students' Facility & Opportunity Satisfaction towards university positively. However, safety, stability and education quality of Turkey, scholarship or financial support, low cost of living in Turkey, and easy visa procedures do not influence Facility & Opportunity Satisfaction. Furthermore, only Safety, Stability & Quality has significant and positive effect on Support Satisfaction. It can be said that Turkey's safety, stability in terms of politics and economy, and education quality in Turkey influence international students' Support Satisfaction. However, cultural and regional closeness of home country to Turkey, scholarship or financial support, low cost of living in Turkey, and easy visa procedures do not influence Support Satisfaction.

In order to measure the effect of The Reasons to Study in Current University on Student Satisfaction, there were conducted three sub-analysis for Academic Satisfaction, Facility & Opportunity Satisfaction, and Support Satisfaction. The results indicated that Prestige & Quality, and Advice & Opportunities have significant and positive effects on Academic Satisfaction. It can be said that education quality and reputation of university, and advices of others for the university and opportunities provided by university influence international students' Academic Satisfaction. However, financial conditions to study at current university does not influence Academic Satisfaction. Moreover, Prestige & Quality, Advice & Opportunities, and Financial Conditions have significant and positive effects on Facility & Opportunity Satisfaction. It can be said that international students' satisfaction is influenced by education quality and reputation of university, and advices of others for the university and opportunities provided by university, and financial conditions to study at current university. Furthermore, only Prestige & Quality has significant and positive effect on Support Satisfaction. It can be said that education quality and reputation of university influences Support Satisfaction. However, and advices of others for the university and opportunities provided by university, and financial conditions to study at current university do not influence Support Satisfaction.

In order to measure the effect of Student Satisfaction on Recommendation, there was conducted one regression analysis. The results indicated that Academic Satisfaction, and Facility & Opportunity Satisfaction have significant and positive effects on Recommendation. It can be said that international students satisfied with academic services and also services about facility and opportunities consider to recommend the university others to study. However, supports of university on career development and working experience do not influence international students to recommend the university.

After regression analyses, variance analyses were conducted to measure whether or not the responses of participants for the factors are different according to their demographic features. In terms of gender, significant difference was determined in Facility & Opportunity Satisfaction on behalf of female participants. It can be said that female international students are more satisfied with the services about facility and opportunities

provided by university. The reason of this difference can be female students to give more importance to facilities and opportunities of universities.

According to age groups, significant difference was found in Support Satisfaction between participants between 17-20, and 21-25 on behalf of 17-20. It can be said that international students between the age of 17-20 are more satisfied with career development and work experience supports provided by universities. The reason of this difference can be younger students to know less thing about career and job opportunities than older students.

In terms of field of science, significant differences were determined in Culture & Closeness and Academic Satisfaction on behalf of social sciences students. It can be said that social sciences students are more satisfied with academic services of universities. The reason of this difference can be Turkey's to be much better in social sciences disciplines. Moreover, social sciences students give more importance on cultural and regional closeness of home country to Turkey when preferring the country to study. The reason of this difference can be the similarities of home country and host country in terms of culture, sociology, business, economics and etc.

According to the year at university, significant difference was found in Support Satisfaction between participants in the first year and in the third year on behalf of first year; between participants in the first year and in the fourth year or more on behalf of first year; and between participants in the second year and in the fourth year or more on behalf of second year. This finding is coherent with the finding in terms of age groups that younger international students in first and second year are much eager for career development and work experience supports provided by university.

In terms of application for another country, there was no significant difference determined in any factor. It can be said that whether international students to apply for another countries/universities before selecting Turkey to study is not significant in selecting Turkey and current university, and satisfaction with the university services, and recommending Turkey and university to others.

In conclusion, it can be said that the reasons to prefer Turkey to study and the reasons to prefer to select the current university have partial influences on international students' satisfaction with university services, and student satisfaction has partial effect on recommending Turkey and university to others to study. Moreover, there were determined some differences in students' responses in some factors in terms of various demographic features.

There can be made some recommendations for further researches. Firstly, the same or similar studies can be conducted in different cities and regions to determine general attitudes, opinions and satisfaction situations of international students in Turkey. Secondly, there can be made studies to compare international students' attitudes, opinions and satisfactions between regions in Turkey, and between countries.

Furthermore, there can be made some recommendations for Turkish universities and Council of Higher Education. According to the descriptive values of Facility & Opportunity Satisfaction, and Support Satisfaction, universities should develop their provided facilities and opportunities for international students, and also should give much support for job opportunities and career development services. Moreover, promotional activities to attract international students should be developed to admit more students from developed countries.

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APPENDICES



Appendix 1: Survey Questionnaire

MEASURING THE EDUCATIONAL SATISFACTION OF INTERNATIONAL UNDERGRADUATE STUDENTS IN TURKEY AND THE FACTORS AFFECTING THEIR SATISFACTION SURVEY FORM

1. Gender

☐ Male ☐ Female

2. Age

.....

3. What is your home country?

.....

4. At which university/institution are you currently enrolled or have you studied in Turkey?

.....

5. What is your major field of study?

☐ Social sciences ☐ Physical sciences ☐ Educational sciences
☐ Health sciences ☐ Sport sciences ☐ Art and Design ☐ Other

6. Which year are you at the university now?

☐ Preparation Year ☐ First Year ☐ Second Year
☐ Third Year ☐ Fourth Year and more

7. Have you applied for admission to universities in more than one country before choosing a Turkish university/institution?

☐ Yes
☐ No

8. How important were the following reasons in your decision to study in Turkey?

		Definitely not important	Not important	Neither important nor not important	Important	Definitely important
1	Safe country in the region					
2	Tolerant society for foreigners					
3	Political and social stability					
4	Reputation and quality of education system					
5	Availability of financial support/scholarships					
6	Ease of getting a Turkish visa/study permit					
7	Career opportunities and job prospects					
8	Low cost of studying/living in comparison to other countries					
9	Relatives/friends lived/studied or living/studying in Turkey					
10	Simple admission procedures in Turkish universities					
11	Interesting and vibrant culture/entertainment/cuisine					
12	Cultural/religious/ideological affinity					
13	Geographical proximity					

9. How important were the following reasons for applying to study at your current university/institution?

		Definitely not important	Not important	Neither important nor not important	Important	Definitely important
1	The quality of education in this university					
2	The prestige of a degree/diploma from this university					
3	The cost of studying at this university					
4	The amount of financial support this university offered me					
5	I know someone who studied or is studying at this university					
6	The availability of a particular program at this university					
7	This university was the most effective in communicating and providing information					
8	The size of this university					
9	Factors associated with the location of this university (climate, city size, proximity to my country, etc.)					

10	This university had the fastest admissions process					
11	A recruiting agent recommended this university					
12	The position of this university in ranking/league tables					

10. How satisfied are you with the services presented by the university?

		Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
1	The education you get in Turkish university					
2	The teaching staff/instructors					
3	Academic support from the faculty					
4	Academic sources offered					
5	Facilitatory sources offered (on the campus)					
6	Support and assistance from the international office					
7	Career development support					
8	Work experience support					
9	Accommodation/housing services					
10	The city of the university					
11	Language instruction					
12	Counselling services					
13	Recreational/sport facilities					
14	Facilities for religious worship					
15	Health services					

11. Would you recommend the university/Turkey to other students?

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I recommend this university to other international students					
I recommend Turkey as a study destination to other students					

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