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**MACEDONIAN STUDENT MOBILITY TO SLOVENIA:  
DECISION FACTORS AND OUTCOMES**

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## AUTHORSHIP STATEMENT

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## INTRODUCTION

The need for better education has been driving students to apply for mobility programmes and study abroad. Those living in less developed countries usually have limited education opportunities in their home country, so the demand for studying abroad has had a significant rise.

Recently, "international migration" with its complicated network of demographic, social, economic and political measures and effects is a theme in the first lines of the national and international agenda (United Nations, 2000) and is ranked as one of the most exposed and important factors of the global change (Castles & Miller, 2003, p.7). Brain drain of trained and professional staff from developing countries (Miyagiwa, 1991), associated with migration, is one of the main problems in this new constellation and the beginning of reviewing the flow aspects of international students and professionals from developing countries. If at the beginning of the sixties, the term 'brain gain' was the main idea of the economists in the developing countries, in the seventies and eighties the idea was transformed to 'brain drain' with a negative connotation. In the nineties, for academic and political interpretation, opposite to neoclassical economical model, the term 'brain circulation' was used widely by experts and politicians in the developed countries with a need of highly trained staff. The term indicates that countries with weak resources lose the competence that they themselves are in need of. Massive brain drain can be reported for the Western Balkan states Albania, Bosnia, the Former Yugoslav Republic of Macedonia and Serbia (Kozmus & Krusic, 2005). After the entry into force of visa liberalization in 2009, Macedonia faced a great opportunity to experience Europe. Slovenia is at the 3rd place after Switzerland and Italy as a country of choice for Macedonian people (Ilievska & Raleva, 2012).

This was especially important for the young people who looked forward to studying abroad. In the 2010-2015 period, Slovenia was making efforts to support projects of its partner countries including Macedonia. Besides the Erasmus program, and Erasmus Basileus, after visa liberalisation, according to the Centre of research and policy-making, the Macedonian student mobility increased (Ilievska & Raleva, 2012). Travelling in Europe was not only a target for tourism purposes but for educational ones too. Both Macedonia and Slovenia signed a bilateral agreement that states that there are no tuition fees for students at Slovenian universities. A special emphasis is placed on the intellectual development of students, their ability to learn new skills, encouragement to find innovative solutions in the educational process and independent thinking.

The student mobility process may be crucial for the development of Europe's highly skilled labour force in order to strengthen its level in knowledge-based economy. Beyond this central role assigned to student mobility, there is also some evidence proving that studying abroad helps a person to cope more successfully with increasing internationalization at work and with career enhancement in general (Teichler, 2007).

Student mobility is driven by push and pull factors that are of economic, politic, socio-psychological and professional character (Altbach, 2004). It also helps to improve international competences, enabling former students to be placed in visible international professional positions (Bracht, Engel, Janson, Over, Schomburg & Teichler, 2006) and it increases the probability of a person working abroad later in life (Parey & Waldinger, 2011). We should add the educational range a person has to possess in his/her period of continuous learning and professionalism to the above-mentioned line. According to Gasset (1997), professionals should live at the level of their society and they should have the capacity to influence social life (Kardas, 2008).

There are three main theories of student mobility (King & Ruis Gelices, 2003). According to the first, international students are a subdivision of high-skilled immigrants. An international student is perceived as a source of high-skilled staff. According to the OECD, in year 2000, around 1.5 million foreign students studied in OECD member countries (OECD, 2000). More than 50% of the students come from countries that are not members of OECD. In addition, the number of foreign students in the OECD countries doubled in the last 20 years.

The second theory indicates that student mobility should be seen as a product of globalisation. The accelerated flow of people is an integration of economies (Altbach & Teichler, 2001);(Findlay, King, Smith, Geddes, & Skeldon, 2012). International mobility of students is one of the major issues in the internationalisation of the systems for post-secondary education, which affects all aspects of this type of education.

The emphasis of the third theory is on international mobility of students in the framework of the research of youth, cultures and continents (Mansvelt, 2005; Findlay et al., 2006). This type of movement is not determined by economic factors, but rather by experience. International students come from different linguistic and cultural backgrounds. As a result, they have a stronger sense of self-identification. This is why their transnational experiences are different from the experiences of domestic students. According to the study by Findlay et al. (2006), through transnational experiences, different forms of capital are expressed, especially the ones emphasising social and cultural values. International students are perceived as potential immigrants that are ready to move enthusiastically in indefinite transformations through the new environment.

The purpose of the thesis is to better explain decision factors and outcomes of Macedonian student mobility to Slovenia and offer insights for policy makers in both countries as well as for consideration of Macedonian students considering mobility to Slovenia. This research will be useful to the Ministries of Education and Science, The National Agency, the Rectories of Universities, to the labour market, stakeholders and to the students who are potential candidates for studying in Slovenia. Government and non-government agencies could use the findings of this study to create new study programmes, develop new policies and improve international cooperation between universities and governments. Students would also benefit from this research, as they will be able to see which factors are

most important when it comes to mobility between Macedonia and Slovenia. I tried to define some practical improvements concerning some problems such as lack of information. This will help students and institutions to collect information prior to studying abroad.

To achieve this goal, I have studied relevant literature, reports, journals, books. I used a survey, studied secondary data about Macedonian student mobility to Slovenia and analysed the results based on data collected by a survey of Macedonian students.

I will try to answer the following research questions:

RQ1: Which is the most influential factor that drives student mobility to Slovenia?

RQ2: What are the outcomes of Macedonian student mobility at the University of Ljubljana?

Two hypotheses were also tested in this research:

Hypothesis 1: Macedonian students who took preparatory Slovenian language classes before the studies adapted better to different aspects of studying in Slovenia.

Hypothesis 2: Macedonian students who chose Slovenia as a student mobility destination because of its culture and nature, adjusted better to Slovenian culture than those who came for other reasons.

The thesis consists of eight chapters. In the first chapter, the concept and definition of international student mobility have been described. In the second chapter, the current trends in international student mobility have been described. The third chapter describes the decision factors of student mobility, focusing on push and pull factors. The fourth chapter deals with the outcomes of student mobility, while the fifth chapter describes some of the reasons for Macedonian student mobility to Slovenia. Chapter 6 describes the methodology of the analysis, while chapter 7 includes the results of the analysis – descriptive statistics, paired samples t-test used for answering research questions, and hypotheses testing. The last chapter discusses the results of the analysis – the main findings and implications, as well as the limitations of the research.

# 1 CONCEPT AND DEFINITION OF INTERNATIONAL STUDENT MOBILITY

This chapter of the thesis aims to define the concept of international student mobility, its dimension and trends. The chapter will try to answer the question “What is student mobility and how does it work?”

## 1.1 Definition of international student mobility

Studying abroad has become an area of interest for many students in recent years. The primary reasons can be found in the fact that international student mobility offers young adults an opportunity to enhance their knowledge and skills by studying in another country for a certain period, as well as to improve their chances to find a job on the global market. OECD defines foreign students as “those who are not citizens of the country in which they are enrolled and where the data are collected”, and they may be long-term residents of the host country or even be born in it (OECD, 2017). OECD defines international students as “those who left their country of origin and moved to another country for the purpose of study” (Education at a glance: OECD Indicators, 2017). Another term that needs to be defined here is the country of origin. The country of origin is defined as “country of prior education” which is, further, the country in which students obtained their previous degree required to enrol in their current level of education.

UNESCO, in its Global Education Digest (2006) introduced the concept of internationally mobile students as “those who study in foreign countries where they are not permanent residents”. Widely variant definitions of ‘international’ or ‘foreign’ students in education systems across the world challenge the analysis of comparative mobility between countries. Terminology used in one country often has little or no equivalent in another, and for this reason, countries report enrolment statistics in different capacities as they relate to their own national contexts. To address existing discrepancies, in its most recent Global Education Digest (2006) UNESCO introduced the concept of ‘internationally mobile students’, individuals who leave their country or territory of origin and travel to another for the purpose of studying there. According to UNESCO, statistics about ‘internationally mobile students’ more accurately represent inbound and outbound student flows, as they consider more than the singular criterion of citizenship, which has traditionally been the defining indicator of ‘foreign students’. By considering other criteria such as permanent residency and prior education in addition to citizenship, the concept of the ‘internationally mobile student’ eliminates potential misunderstandings resulting from different definitions between countries and facilitates a more comprehensive understanding of trends in worldwide mobility. This definition addresses several indicators that are aimed at answering the following questions:

- What percentage of students goes abroad, and where do those students go?
- What are the impacts on countries of origin and host countries?



- What are the push and pull factors?

On the other hand, OECD defines international students as those who cross a country's borders in order to study in that country (OECD, 2017). In the 2006 edition of *Education at a Glance*, the OECD defines 'international students' as those who expressly cross borders with the intention to study. The OECD notes that citizenship, whilst a practical indicator for students who are not citizens of the country in which they study, conceivably distorts the number of non-citizens who are nonetheless permanent residents studying in what is effectively their home country. Indeed, as much as 33% of the 'international students' in some European countries are long-term or permanent residents, and for this reason, it is often especially difficult to accurately determine mobility within the European Union. In recognition of country-specific immigration procedures and data availability constraints, together with UNESCO and Eurostat, the European Union's statistical information service, the OECD has thus devised such terminology to improve the measurement of mobility patterns. Yet because such organisations still rely on individual countries to voluntarily provide them with data concerning 'international students', and countries still differ in the criteria used to report student mobility (if they report it all), data presented in such reports do not necessarily provide information any more accurate than that released by national education agencies. (OECD, 2017)

## 1.2 Concept of international student mobility

Over the last decade, international student mobility has become an important aspect of global education system. The number of foreign tertiary-level students was estimated to be around 4.6 million in 2015, which is five times more than in 1970s (OECD, 2017). It is expected that, by 2020, the number of internationally mobile students will reach 7 million.

Such growth indicates that the changes in government policy have been made and that governments have been assigning more resources to education. Furthermore, higher GDP per capita means more students from across the world have the opportunity to apply for international student mobility. Besides, host countries usually get paid tuition fees from international students and higher registration fees. Students also contribute to the local economy since they have to pay for their living expenses, but they also influence the domestic labour market with their skills. On the other hand, the country of origin can see its mobile students as a lost talent, even though they can gain wide knowledge and create co-operation networks (British Council, 2012).

The International student mobility in a globally differentiated education system is focusing on universities as institutions through which these processes of differentiation have been reproduced. Marginson and van der Wande (2007) distinguish horizontal and vertical differences. Vertical differences include institutional features such as capacity, size and subject diversity, status the university's age or world ranking and resources – all significant in differentiating institutions within the 'field of power' (Bourdieu, 1984) that

is higher education. The horizontal differences include level of specialisation, segmentation between private and public sector universities, language of instruction and academic culture.

These horizontal differences may not be a necessary reason for increased differentiation within a hierarchical system, Marginson et al. (2006) note that under certain historical circumstances horizontal differences have vertical implications such as the advantage accruing to English language nations in this era. It appears that the internationalisation of higher education has proceeded alongside increased global differentiation of the university system resulting in greater value being attached to particular degrees from particular places (Yang 2003).

What is considered the 'best' university is of course a complex issue (Deem, Mok & Lucas 2008). Some might argue that the oldest elite universities come closest to offering what is socially constructed as the best traditional training. For some students conscious consideration of such hierarchies may be less important than simply being able to claim that their degree is distinctive from that of their peers because it was achieved by attending an institution outside their country of normal residence; this distinctiveness may be heightened if the location of the university is well known as a global city or world renowned destination.

## **2 CURRENT TRENDS IN INTERNATIONAL STUDENT MOBILITY**

OECD in its Education at a glance (2017) report states that the current profile of internationally mobile students has changed comparing to the past years. The report also concludes that students become more mobile as they enrol in higher education levels, since the percentage of total enrolment in tertiary programmes by international students is 5.6% with over 25% of enrolments at doctoral level. In addition, students enrolled in international tertiary education usually prefer science, technology, engineering and mathematics fields of study, followed by business, administration and law. Hence, around one-third of international students in OECD area are studying in STEM fields of study. This report also indicates that some countries are more interested and engaged in student mobility than others. For example, Australia and New Zealand have more than 18 international students for every 100 national students. These countries are followed by Austria, Belgium, Luxembourg, and Switzerland.

Focusing on Slovenia, based on the OECD report, a low percentage of international students enrolled in total tertiary education can be observed. From these international students less than 3% are enrolled in bachelor's programmes, around 4% are enrolled in master's programmes, while around 9% are enrolled in doctoral programmes.

Based on the OECD report, the largest host countries are the United States (30% of total international students in the OECD area), United Kingdom (14%), and Australia (10%).

Most international students come from China (20%), India (7%), Germany (4%), Korea, France and Saudi Arabia (ranging between 2-3%).

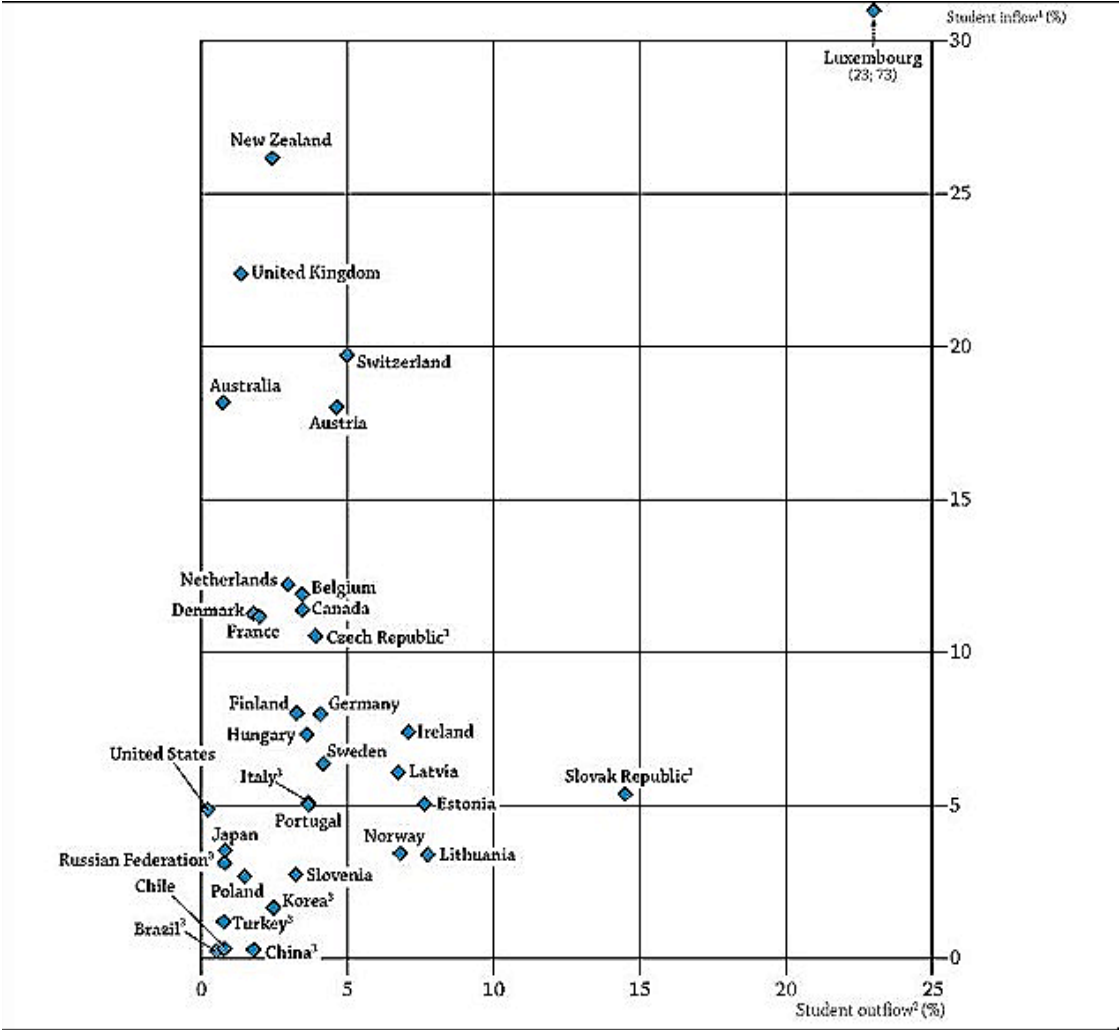
International mobility at bachelor level is relatively low, but a few countries are more involved in it: Australia (13.3%), Austria (18.4%), Luxembourg (25.5%), New Zealand (16%) and United Kingdom (14%). At master level, more countries are offering the opportunity for international student mobility, and they are more involved in the programme. For example, Sweden hosts 9.9% of international students at master's level as opposed to 2.4% of international students at bachelor's level, Australia has 42.6% of international students attending master's course as opposed to 13.3% of international students enrolled in the bachelor's level of study. Denmark has 18% of students who are attending their master's courses, and 5.6% of international students attending their bachelor courses. In Australia, there are 36.9% of international master students, while in the United Kingdom there are 14% of these students. As far as international doctoral students are concerned, the US has 37.8% of international doctoral students, while in Luxembourg and Switzerland there are more international doctoral students than national.

The report by OECD (2017) states that the main determinants for mobility are the so-called proximity factors such as language, geographical distance, historical ties and political framework conditions. Hence, Asian students form the biggest group of international students, where most of them come from China. Asian students are mainly interested in studying in the United States, Australia and United Kingdom. European students are the second largest group of students, where most of them prefer to enrol in tertiary studies in another European country. Most Africans enrolled in student mobility programs choose the United States and Europe, while Latin American international students prefer to study in Spain. United States students choose to enrol in studies in the United Kingdom. This shows the importance of clear similarity of their culture, language and history as the main factors that determine student mobility.

The United States is also the number one country for incoming international students, followed by the United Kingdom, Australia, and Canada, and these international students mainly come to these countries from Asia. When it comes to the European Union, France (239,000) and Germany (229,000) are the biggest host countries, followed by the Netherlands (86,000) and Spain (75,000). In France, most international students come from Africa, while in Germany international students come from all other European countries. In both France and Germany, Asian international students are the second biggest group of students. In the Netherlands, international students are mainly European, while in Spain they mostly originate from Latin American countries. Small European countries, such as the Czech Republic, Denmark, Poland, Luxembourg, the Slovak Republic and Slovenia, mostly rely on international students within Europe (Education at a glance, 2017). Lastly, the Russian Federation is mostly interesting to international students from countries with historical links such as Kazakhstan, Ukraine, Belarus, Turkmenistan, Uzbekistan and Azerbaijan.

The number of all national students studying abroad is particularly high for European countries, such as the Slovak Republic (14.5%), Lithuania (7.7%), Estonia (7.6%), Latvia (6.7%), Ireland (7.1%) and Norway (6.8%). Luxembourg represents an extreme case where almost 75% of its students are enrolled in foreign study programmes. In these countries, the number of enrolled students in foreign countries exceeds the number of international students enrolled in national institutions. This is shown in Figure 1.

Figure 1: International student circulation in total tertiary education (2015)



Source: OECD, *Education at a glance* (2017), p.291.

In Figure 1, international or foreign students studying in the country and national students studying abroad are shown as a percentage of total national students studying home and abroad. Student inflow represents the number of international students on a country’s soil for every 100 national students studying home or abroad in the OECD area (y-axis). Student outflow represents the percentage of national students studying abroad (x-axis).

### 3 DECISION FACTORS OF STUDENT MOBILITY

To be able to study abroad, several factors influence the choice of students to apply for student mobility programs. Researchers have always been investigating the role of different factors on students' decision-making, thus many categorizations can be found in the literature. Ivy (2010) proposed three types of student choice models: 1) economic, 2) information processing, and 3) sociological model to explain how students choose higher education institutions. Economic models cover the cost-benefit analysis, where students consider costs related to their studies and expected benefits from particular program. Sociological models consider factors related to the student's personal life, such as the student's family, academic ability, motivation, personal goals (Kotler & Fox, 1995). Information processing models are a combination of economic and sociological models, and are used to determine why students decide to go to university and how they select the institutions where they consider applying (Ivy, 2010).

Guha (1977) pointed out that students mainly decide to migrate to other countries because of one of the following reasons: (1) a lack in education capacity, (2) economic factors, (3) education costs, and (4) non-economic factors such as political stability, cultural and religious similarity between origin and host countries.

Chen (2008), Mazzarol and Soutar (2002) point out that there is an order of decisions (stages) that are being made while deciding to study abroad. The first decision is the one to study abroad, the second decision is choosing the country in which the student plans to study, and the third one is to choose a specific educational organization. Mazzarol and Soutar (2002) have examined the motivation of 2,485 students who went from Asia to Australia in order to study. In this research, they concluded that push factors affect students in their source country by trying to initiate their decision to study abroad, while the pull factors attract students to that country more than to other countries.

Nattavud (2003) investigated four choices related to international education, and his findings indicate that most respondents find that the choice of academic program is the most important, followed by the choice of country, choice of university and, lastly, the choice of city. He also found that postgraduate students mainly focus on the choice of academic program, while undergraduates focus on the choice of country and academic program. Similarly, the student's family has a big impact on the choice of mobility, where financial support from the family is found to have the strongest influence on the choices of international education, followed by expectations from the family.

McMachon (1992) investigated the factors that were driving students to study abroad, by proposing two models – push and pull, which should explain the flow of international students from one country to another. He developed these models during 1960s and 1970s by examining the flow of international students from 18 developing countries; hence, he can be considered one of the earliest researchers in this field. McMahan tested push and pull models, where the push model considered that the flow of students to host countries

depends on economic wealth, the level to which the potential host country is involved in world economy, the availability of education in the home country, and the level of importance of education that the government of the home country has. The pull model suggested several factors affecting attraction to a potential host country, such as the comparison of the economy of host and home countries, economic connections between host and home countries, cultural links and scholarships, or other support to students. As mentioned above, various factors can influence the decision to study abroad, but ‘push’ and ‘pull’ factors are considered most influential.

The model that was considering the push factors is aimed at observing the factors that drive students from their source countries, such as the non-availability of higher education and poor economy of the country, while the second model is aimed at economic, political and social factors that pull students to destination countries (Wilkins, Balakrishnan, & Huisman, 2012). Table 1 lists these factors (pp 9-11).

Table 1: Factors influencing the decision to study abroad

<b>Researchers</b>	<b>Host countries</b>	<b>Source countries</b>	<b>Factors</b>
<b>McMahon (1992)</b>	US	Various	<ul style="list-style-type: none"> <li>- Economic and cultural connections between the source country and the host country,</li> <li>- Availability of scholarships,</li> <li>- Assistance.</li> </ul>
<b>Joseph &amp; Joseph (2000)</b>	Various	Indonesia	<ul style="list-style-type: none"> <li>- Course information,</li> <li>- Available resources,</li> <li>- Reputable study programme,</li> <li>- Costs,</li> <li>- Clean environment,</li> <li>- Safety.</li> </ul>
<b>Mazzarol &amp; Soutar (2002)</b>	Australia	China, India, Indonesia, Taiwan	<ul style="list-style-type: none"> <li>- Recommendations from others,</li> <li>- Safety,</li> <li>- Costs,</li> <li>- Quality of the programme,</li> <li>- Social influences,</li> <li>- Knowledge about the host country and its social situation.</li> </ul>

table continues

Table 1: Factor influencing the decisio to study abroad (continued)

<b>Researchers</b>	<b>Host countries</b>	<b>Source countries</b>	<b>- Factors</b>
<b>Binsardi &amp; Ekwulugo (2003)</b>	UK	Various	<ul style="list-style-type: none"> <li>- Quality of the programme and education,</li> <li>- Ease of admission,</li> <li>- Chance for employment during the studies and after getting a degree,</li> <li>- Costs,</li> <li>- Accommodation,</li> <li>- Safety,</li> <li>- Social and cultural aspects of the host country.</li> </ul>
<b>Pimpa (2005)</b>	Australia	Thailand	<ul style="list-style-type: none"> <li>- Quality of the programme,</li> <li>- Chance for employment after getting a degree,</li> <li>- Opportunities for international students offered by the university.</li> </ul>
<b>Shanka, Quintal and Taylor (2005)</b>	Australia	Various	<ul style="list-style-type: none"> <li>- Distance from home,</li> <li>- Quality of education and of a particular programme,</li> <li>- Costs,</li> <li>- Recommendations from family and friends,</li> <li>- Safety.</li> </ul>
<b>Gatfield &amp; Chen (2006)</b>	Australia, United Kingdom, United States	Taiwan	<ul style="list-style-type: none"> <li>- Recommendations from family and friends,</li> <li>- Opportunity for employment during and after studies,</li> <li>- Quality of education and educational institutions,</li> <li>- Tuition fees,</li> <li>- Costs.</li> </ul>
<b>Li &amp; Bray (2007)</b>	Hong Kong, Macau	China	<ul style="list-style-type: none"> <li>- Social and cultural status of the country,</li> <li>- Economic situation of the country,</li> <li>- Opportunities for employment,</li> <li>- Quality of education and educational</li> </ul>

Table 1: Factors influencing the decision to study abroad (continued)

			<p>institutions,</p> <ul style="list-style-type: none"> <li>- Factors regarding globalization.</li> </ul>
<b>Maringe &amp; Carter (2007)</b>	United Kingdom	Africa	<ul style="list-style-type: none"> <li>- Quality of education and recognition of qualification,</li> <li>- Ease of admission,</li> <li>- Quality of educational institutions,</li> <li>- Opportunity for employment during the studies.</li> </ul>
<b>Researchers</b>	Host countries	Source countries	- Factors
<b>Chen (2008)</b>	Canada	<p>(a) China, Hong Kong, Japan, Korea, Taiwan</p> <p>(b) Various</p>	<ul style="list-style-type: none"> <li>- Safety of the host country,</li> <li>- Quality of life in the host country,</li> <li>- Opportunity for employment after the studies,</li> <li>- Ease of getting visa,</li> <li>- Quality of the study programme,</li> <li>- Quality of educational institutions.</li> </ul>
<b>Bodycott (2009)</b>	Various	China	<ul style="list-style-type: none"> <li>- Opportunity for employment after getting a degree,</li> <li>- Social factors,</li> <li>- Accommodation availability and costs,</li> <li>- Friends and family in the host country,</li> <li>- English speaking country.</li> </ul>
<b>Abubakar, Shanka and Muuka (2010)</b>	Australia	Various	<ul style="list-style-type: none"> <li>- Quality of the study programme,</li> <li>- Tuition fees,</li> <li>- Costs,</li> <li>- Safety,</li> <li>- Recommendations from family and friends,</li> <li>- Opportunity to meet new friends,</li> <li>- Opportunity to choose from different courses,</li> <li>- Proximity to home.</li> </ul>

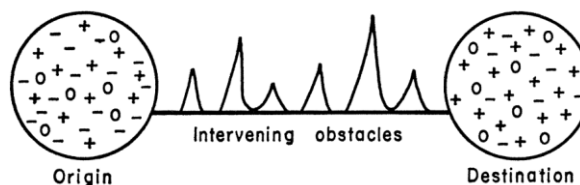


<p><b>Padlee, Kamaruddin and Baharun (2010)</b></p>	<p>Malaysia</p>	<p>Various</p>	<ul style="list-style-type: none"> <li>- Quality of the educational institution,</li> <li>- Use of English language in the host country,</li> <li>- Recommendations from family, friends, media,</li> <li>- Costs,</li> <li>- Available facilities at the institution.</li> </ul>
<p><b>Wilkins &amp; Huisman (2011)</b></p>	<p>United Kingdom</p>	<p>Various</p>	<ul style="list-style-type: none"> <li>- Opportunity for employment,</li> <li>- Culture of the host country,</li> <li>- Quality of education and educational system,</li> <li>- Quality of the institution,</li> <li>- Quality of the programme,</li> <li>- Use of English language.</li> </ul>

Source: Wilkins, et al. *Student choice in higher education: Motivations for choosing to study at an international branch campus*, (2012), p.4-5.

Lee's (1966) push-pull theory states that push and pull factors impact people in both home and destination country. Figure 2 shows the push and pull factors, where push factors are shown with the negative sign, while pull factors are shown with the positive sign. Between the destination and the home country, there are intervening obstacles such as immigration laws, costs etc. The logic behind the push-pull theory is that if the positives at the destination country outweigh the positives in the home country, then the student will likely migrate to other countries.

Figure 2: Lee's push-pull theory



Source: Lee, *A theory of migration*, (1966), p.50

### **3.1 Pull factors of student mobility**

According to Mazzarol, Kemp and Savery (1996), there exist six main “pull” factors that contribute to the international student inflow in the host country. The first one is labeled as cost issues, including: fees, living and travel costs, level of racial discrimination, safety and crime. Second is knowledge and awareness of the host country by the home country, which is indicated by student knowledge of host country, quality and reputation of education that host country provide, and recognition of the qualifications for selected country have back at the home country. The third factor is about the environment and whether a host country would provide a positive study environment with attractive scenery and living conditions. The fourth factor, indicating that social opinion and references work as a very important factor in the choice of destination. The fifth factor is sociological linkages, which depend on whether students have family or friends already studying or living in a host country. Geographic proximity is the final pull factor, meaning that distance between two countries also impacts education destination choice.

Pull factors are those that influence the host country, mostly by making it look more attractive than other countries. Pull factors “pull” students towards the host country. A few of the most important pull factors include educational quality, economical situation, higher salaries, better work conditions, political stability, quality of health institutions, better labour market, etc. These socioeconomic factors motivate students to choose that particular country over others, mainly because it offers greater possibilities. It needs to be mentioned that these factors may not have the same weight for every student, mainly because each student has his/her own preferences, hence what is important to one, may not be so important to others.

### **3.2 Push factors of student mobility**

Push factors are adverse elements operated within the home country that push students to germinate the idea to leave the home country education system and study abroad. Pull factors, on the other hand, attract overseas students and promote them to selectively choose the destination. Many forces act as push or pull factors in global education mobility. Examples are push factors like lack of access to higher education, low income, and poor career prospects in home country make people generate the initial idea to leave. Meanwhile, pull factors like better social benefits and higher quality of education provided in host country offer variable choices. Push factors are the factors that initiate a student’s decision to study abroad. These factors usually come from the student’s home country. Some of the factors within the home country that may affect a students’ decision to study abroad are inadequate salary, high tuition fees, bad work conditions, high unemployment rates, political instability, desire for a new working and living environment, desire for adventure etc. These factors tend to “pull” students out of their country, when push factors “push” them towards another, more appealing one.

### 3.3 Tuition fee as a key mobility factor

Based on the classification of the OECD (Organization for Economic Co-operation and Development), there are three basic groups of countries implementing different higher education tuition fees policies: countries charging no tuition fees for all students, countries charging tuition fees for all students, and countries charging higher tuition fees exclusively for foreign students. In most European countries, non-EU students need to pay much higher tuition fees than EU students.

Tuition fees policy which aimed at international students is a relevant part of service in trade policies. However, due to the complexity of the influence of education, the evaluation of the policy is more complex than other trade in service activities. In fact, traditional destination countries which have a long history of higher education tuition fees tend to care more about improving competitiveness to attract the best international students.

It seems that tuition-free policies could be an important advantage in attracting foreign students, but what accompanied with the booming phenomenon of study abroad is the fiercer competition of applying for top universities, as high-quality education is always most sought, especially in the case of less developed countries' students. The effect of tuition fees remains uncertain for different countries, but the experiences and results of the tuition policies are of great value as a guide for assessment and a reference for countries considering new or changing policies.

Tuition fee is one of the most important factors that influence the decision to apply for student mobility. The amount of tuition fees that international students have to pay to enrol in tertiary education depends on the host country and can widely vary. In 2015 international students could enrol free of charge in a public institution in Finland, Germany, Iceland, Norway, and Slovak Republic, while in Slovenia this was the case for up to doctoral level. The following table shows the tuition fees for international students.

Table 2: Tuition fee structure in OECD countries (OECD, 2017)

Tuition fee structure	Country of origin	Host countries	
		EU countries	Non-EU countries
Differentiated tuition fees (as compared to domestic students)	All countries of origin	Estonia (for some programmes), Greece, Ireland, Latvia	Canada, Chile, New Zealand (except students from Australia), Russia, Turkey

Table 2: Tuition fee structure in OCED countries (OECD, 2017) (continued)

	Non-EU or non-European Economic Area students	Austria, Belgium, Czech Republic, Denmark, Netherlands, Poland, UK	
<b>Same tuition fees (as compared to domestic students)</b>	All countries of origin	Estonia (except for some programmes), France, France, Hungary, Italy, Luxembourg, Portugal, <b>Slovenia (doctoral level)</b> , Spain	Australia, Brazil, Columbia, Israel, Japan (public institutions only), Korea, Mexico, New Zealand (doctoral level), Switzerland, USA
	EU or European Economic Area students	Australia, Belgium, Czech Republic, Denmark, Netherlands, Poland, UK	
	Countries with bilateral or multilateral agreements with the host country		Australia (students from New Zealand), New Zealand (students from Australia).
<b>No tuition fee (for both international and domestic students)</b>	All countries of origin	Finland, Germany, Slovak Republic	Iceland, Norway
	EU or European Economic Area students	<b>Slovenia (bachelor's and master's level)</b> , Sweden	

## 4 OUTCOMES OF STUDENT MOBILITY

International student mobility has been considered an important factor that determines the degree of internationalisation of higher education (Kehm, 2005). For universities, internationalization is a very important aspect that can be defined as integration of international aspects into teaching and research (Rivza & Teichler, 2007).

Students who take part in mobility programmes gain many new experiences with which they: 1 – stand out in the labour market, 2 – acquire new language skills, 3 –broaden their horizons (Parey & Waldinger, 2011)

However, there is a big difference between internationalization and globalization. These two terms are sometimes mistakenly used one instead the other, even though they have a completely different meaning. Hence, when discussing higher education, internationalization of higher education is a way in which one country acts upon globalization, while globalization represents the flow of technology, economy, knowledge, people, values, ideas, across borders (Rivza & Teichler, 2007).

The growth of the labour market and the changes that happen inside of it are raising the need for students to gain the right skills, and adjust to different cultures. Competencies such as cultural awareness and language, adaptability are critically important to most employers, so students need to enhance these abilities. Through international student mobility programs, students can learn a new language or improve their current language skills; they can learn about different cultures and adjust in a way that will give them an opportunity to successfully enter the labour market. Moreover students who enroll in international study programs become more competitive on the labor market and develop language proficiency(Kitsantas & Meyers, 2001)

Student mobility also has many good sides. In the first place, students get a chance to improve their knowledge, become more independent, get an opportunity for employment, travel and meet new people. They become more tolerant towards other people, more culturally aware and more responsible (Knight, 2012).

It is believed that international students possess all the relevant skills for global market, such as youth, advanced language knowledge, communication, and recognition of their credentials (Hawthorne, 2010; Millar & Salt, 2006). Because of that, many non-English speaking countries are now teaching their courses either partly or entirely in English, while others, such as Germany, maintain the policy of zero fees for international students (Hawthorne, 2010). Lastly, employability is considered the main outcome of student mobility. Employability is defined as a set of skills and competencies that enhance students' chances on the labour market (Bridger, 2015). Hence, international student mobility programme helps students develop global employability skills that are expected by many employers. The direct correlation between mobility and employability exists (Bridger, 2015).

Mantzicopoulos and Knutson (2000) have concluded that mobility can have a negative effect on students and their academic achievements. South, Haynie and Bose (2007) stated that mobility positively influences the retention rate, while Levine, Wesolowski and Corbett (1966) concluded that student mobility negatively affects citizenship.

The strongest impact on student mobility is on high school graduation. There is an evidence that mobility during high school diminishes the 'prospects for graduation. Haveman and Wolfe (1994) examined the relationship between residential mobility and high school completion for a cohort of children who were tracked from early childhood to young adulthood found that, even after controlling for a variety of family background variables, mobility reduced the odds of high school graduation.

Hanushek, Kain and Rivkin (2001) found that students in school with high turnover suffer academically. Many educators believe student mobility is the inevitable result of students moving. Rumberger and Larison (1998) found that 70 % of all school changes between grades 8 and 12 were accompanied by a change of residence.

## **5 SLOVENIA AS A TARGET COUNTRY FOR MACEDONIAN STUDENT MOBILITY**

This chapter presents the most important factors that drive student mobility from Macedonia to Slovenia. First, the labour market as an important factor that affects student mobility will be discussed, followed by a discussion about the current state of international mobility in Slovenia and the current relationship between Slovenia and Macedonia, when it comes to student mobility.

### **5.1 Labour market as an important influence behind student mobility**

Based on the OECD labour market report, Slovenia is expected to lower its unemployment rate and increase its employment rate by the end of 2018. Projections for the next year showed that the unemployment rate should come very close to the OECD average which is below 6 % on the other hand the employment rate is expected to be 1% below OECD average 61%. Macedonia is predicted to have a relative small change in the employment rate, lowering the unemployment rate remains the biggest challenge on the government. From the economic point of view, and the forecasted data both countries are expected to have improvements in terms of improving the employment rate. The scoreboard of labour market performance for Slovenia are shown in Figure 3.

Figure 3: Scoreboard of labour market performance for Slovenia



Note. \* an upward ↗ (downward ↘) pointing arrow for an indicator means that higher (lower) values reflect better performance.

Source: *OECD Employment Outlook 2017*

In order to understand factors that drive student mobility, we need to examine the factors and influences behind the mobility, in the first place the labour market. Labour market is one of the strongest influences on student mobility. Based on the condition of the labour market, students usually decide in which country and which field to study. The transition of young people from school to work considers various factors, such as (OECD, 2017):

- Number of individuals in education,
- Number of individuals employed,
- Number of individuals neither employed nor in education or training (this includes those who have not been able to find a job and those who are not actively seeking a job).

The quality of education and its length are important factors that affect the labour market. In some countries, individuals tend to finish their education first and then find work, while in other countries individuals work while studying. Furthermore, in some countries women tend to get their degree, and then raise a family, without entering the labour market, while in others women tend to look for jobs immediately after getting their degree. Economic conditions of a country are a crucial determinant of the labour market. If the economic conditions are not favourable, the labour market will be negatively affected. This means that unemployment rates will be high, which leads to young people staying longer in education, pursuing more degrees, and improving their skills. Employment is determined not only by the economic growth rate or the demands of the labour market, but also by the efficiency of the realization of education policy at a regional level. The development of the economy and culture of every region and the country as a whole depends on the status of knowledge and professional qualities of the scale of priorities of the values existing in the regions and the country. These should have the status of decisive factors for successful economic and cultural development. This is the only way of meeting the needs of the global economy and the unstoppable information technology progress, and their influence

on the professional profiles and occupations and the production of knowledge-based work in all professional fields. (OECD,2017).The share of those between 20 and 24 years of age who are employed has decreased across OECD countries from 43% in 2005 to 39% in 2016. This is because the labour market was unfavourable during this period, but also because global education has become more accessible to young adults. When it comes to those aged between 20 and 24 who are in education, the percentage increased from 40% in 2005 to 45% in 2016 across OECD countries. This proportion is even higher for those in the Czech Republic, Greece, Luxembourg, Slovenia, Turkey, Spain, and the Slovak Republic, with more than 10% increase.

Previous analysis conducted by OECD (2017) revealed that more than 90% of 17-year olds are still enrolled in education. From the age of 18, this percentage drops below 90%, and continues to decrease with increasing age. Only 16% of those aged between 25 and 29 years old are still in education.

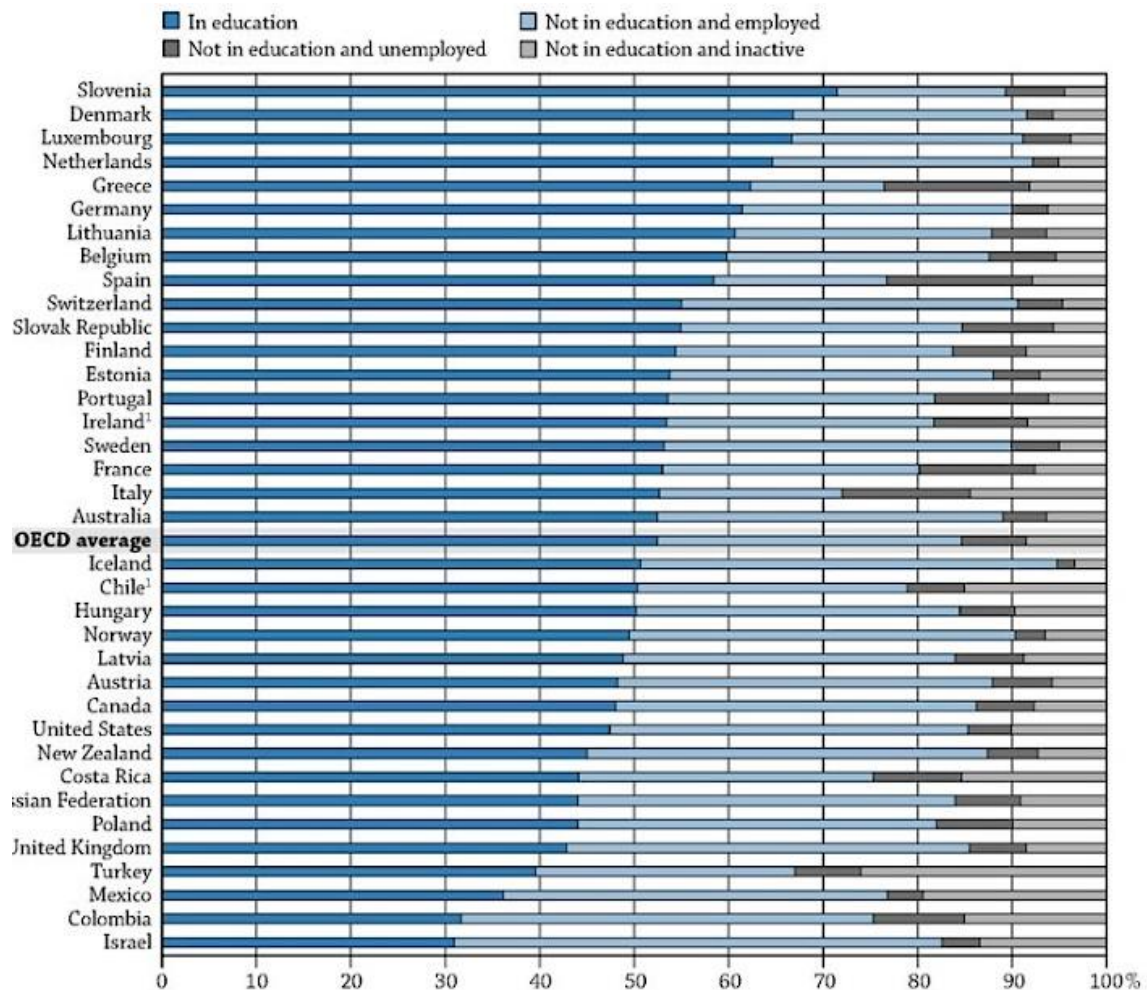
Figure 3 shows that about 53% of those aged between 18 and 24 years across OECD are in education. These percentages are even higher (more than 60%) in countries such as Belgium, Slovenia, Lithuania, Greece, Denmark, Germany, Luxembourg, and the Netherlands. On the other hand, the percentage decreases and reaches around or less than 40% for countries such as Colombia, Israel, Mexico and Turkey. The percentage of those aged between 25 and 29 years still in education decreases to 16%, except in Denmark, where there are 30% of those in education belonging to this age group.

When it comes to countries in OECD, 53% of 18-24 year olds are in education, 32% are employed, while 15% are neither employed nor studying. In Slovenia in 2016, general statistics indicated that around 72% of 18-24 year olds are in education, around 17% are not in education, but employed, 6% are neither studying nor working, and around 5% of 18-24 year olds are inactive (not working, not looking for a job, not in education). The following figure demonstrates these results. Compared to other countries investigated here, Slovenia has the highest number of those aged between 18 and 24 years who are in education.

On average, across OECD countries, 68% of those aged 18-24 years and not in education are employed, while in Australia, Austria, Iceland, the Netherlands, New Zealand, Norway, and Switzerland this percentage is even higher (above 75%). On the other hand, in Italy, Greece, Spain, and Turkey, individuals from 18 to 24 years of age have not been able to find a job after finishing education. Macedonia and Italy are facing the highest youth unemployment rate. Furthermore, youth unemployment is challenge for the employment policy in Macedonia. There are considerable efforts needed in more areas to help young people enter the labour market for Macedonia.



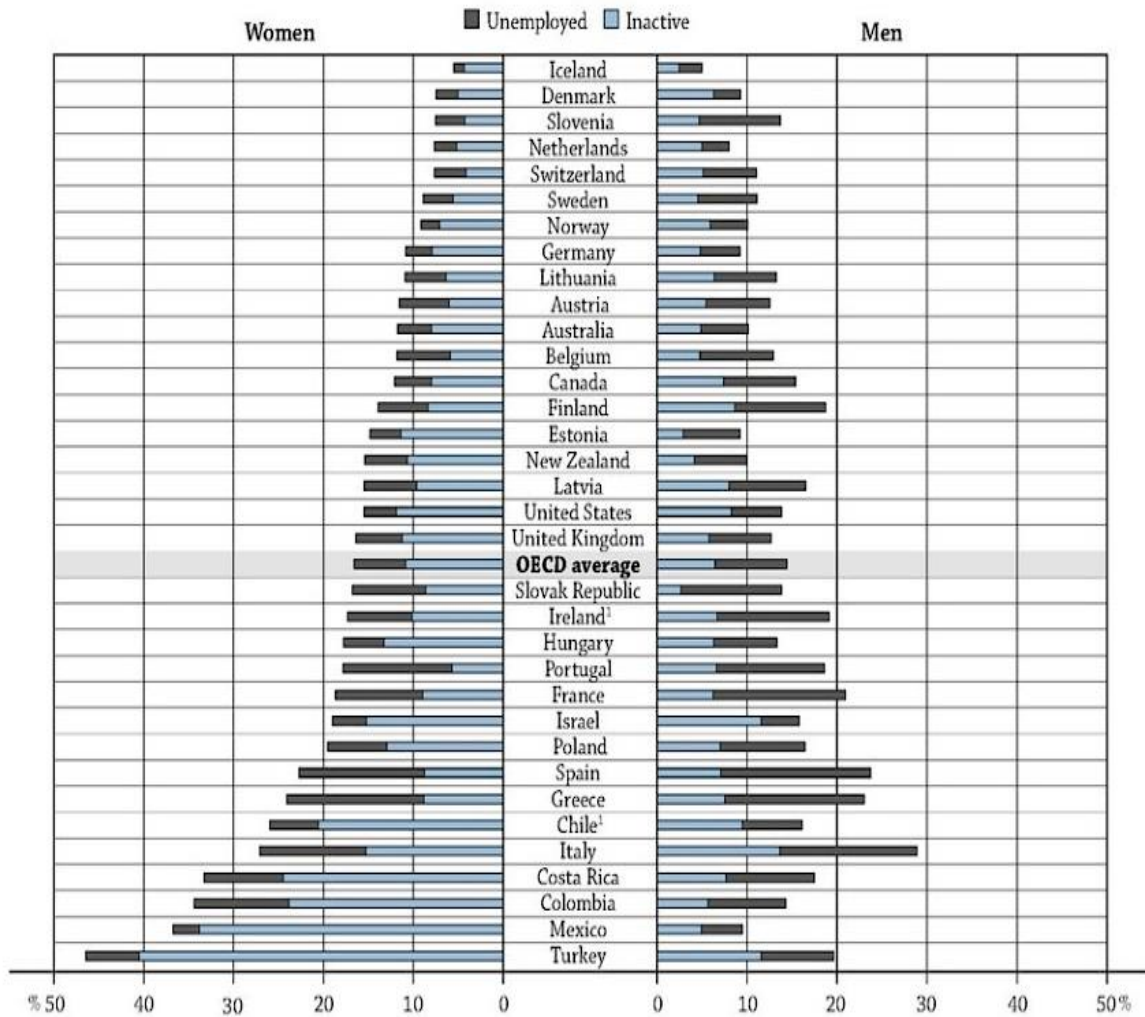
Figure 4: Percentage of 18-24 year olds in education, not in education, employed, unemployed, inactive



Source: OECD, *Education at a glance*, 2017, p.304.

Considering gender, the percentage of 18-24 year olds who are unemployed or inactive in 2016 varies depending on the country. The gender gap in the share of inactive is largest in Colombia, Costa Rica, Mexico and Turkey. In Belgium, Canada, Ireland, Finland and France the share is attributed more to unemployment than to inactivity. In Slovenia, around 4% of women are inactive, and 4% are unemployed. On the other hand, around 5% of men are inactive, and around 8% are unemployed. What can be clearly seen in Figure 4 is that women who are neither in education nor employed, across OECD countries, are mainly inactive, while men are mainly unemployed. This is presented in Figure 5.

Figure 5: Percentage of 18-24 year olds unemployed or inactive, by gender

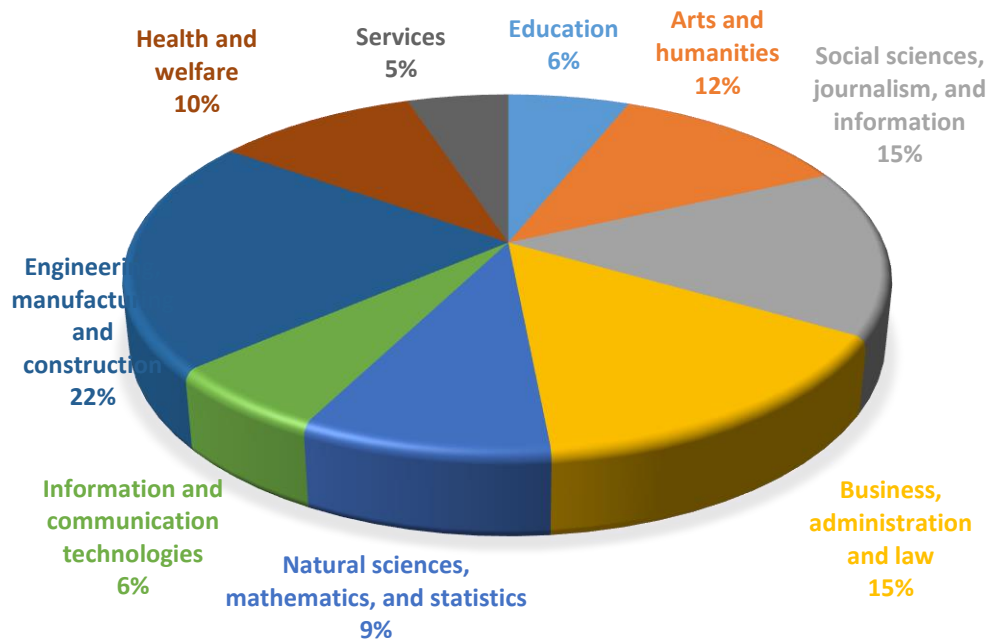


Source: OECD, *Education at a glance*, 2017, p.306.

## 5.2 International mobility in Slovenia

When it comes to Slovenia, the number of international students varies depending on the field of study and the home country. In 2015, most international students were enrolled in engineering, manufacturing and construction, followed by business, administration and law, and social sciences and journalism (OECD, 2016). The results for international students enrolled in broad fields of study are shown in Figure 6.

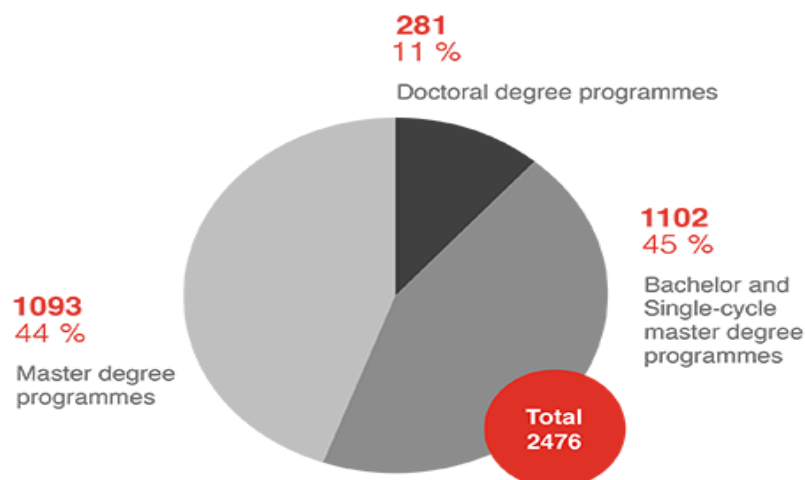
Figure 6: Share of tertiary students enrolled in broad fields of study, by mobility status for International students



\*Excludes doctoral level.

The highest percentage of the enrolled students per faculties and academies at the University of Ljubljana in 2017 are the following: Faculty of Economics (11,8%), Biotechnical Faculty (7,56%) and Faculty of Arts (11,8%). Furthermore in 2017 University of Ljubljana in general had 2476 international students enrolled at absolute number, from which 11% in tertiary level of studies, 44% in secondary and 45% bachelor level. These results are shown in Figure 7.

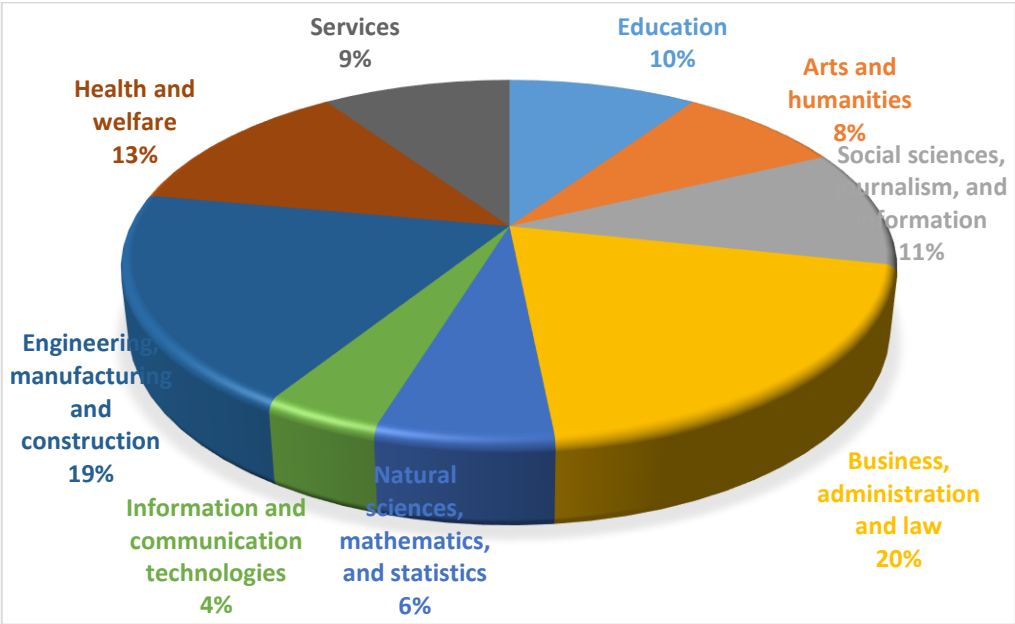
Figure 7: Number of enrolled international students in 2017



Source: *University of Ljubljana, 2017*

When comparing this data with the data regarding national students, it can be observed that international students that come to Slovenia to study are mainly interested in fields such as engineering, manufacturing and construction, and less interested in information and communication technologies, services, and education fields. On the contrary, national students usually choose to study in fields such as Business, administration and law, and Engineering, manufacturing and construction, and are less interested in fields such as Natural sciences, mathematics, and statistics. These results can be seen in Figure 8.

Figure 8: Share of tertiary students enrolled in broad fields of study, by mobility status - National students



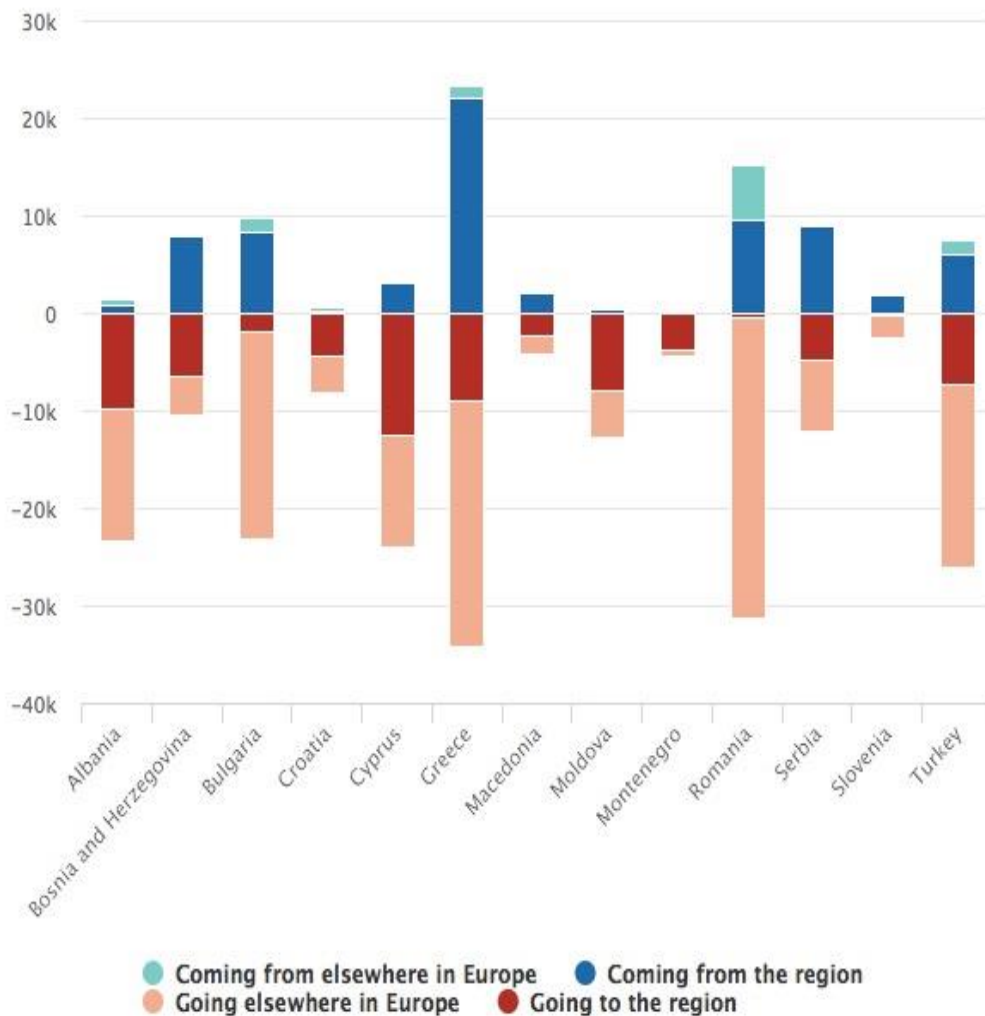
Based on the report made by OECD (2016), 3% (around 2,000) of all students in tertiary education in Slovenia are international students, with 1% being enrolled in short-cycle tertiary programmes, 2% being enrolled in bachelor’s level of study, 4% being enrolled in master’s level, and 9% being enrolled in doctoral level of study.

When it comes to mobility patterns of foreign and international students, the percentage of national tertiary students enrolled abroad from Slovenia in 2015 was 3.2%, while the number of international or foreign students per national student abroad was 0.8. The number of international or foreign students for every hundred national students home and abroad was 2.7, while the percentage of international or foreign students coming from neighbouring countries to Slovenia was 53%.

### 5.3 International mobility between Macedonia and Slovenia

Ilievska and Mickovska-Raleva (2012) have conducted a research to see whether the patterns of student mobility changed after 2009, when Macedonia passed the visa liberalization process. They analysed the data and concluded that the number of students involved in mobility programmes had been growing after the visa liberalisation process. Compared to the region, Macedonia has a small number of international student coming from the region (around 1,500), and the same number of students going to the region. Around 1,000 students from Macedonia decide to study elsewhere in Europe. In Slovenia, international students mainly come from the region, or go elsewhere in Europe (OBC Transeuropa, 2017). Figure 9 demonstrates these results.

Figure 9: Inbound and outbound students in the region of South-East Europe



Source: OBC Transeuropa, 2017.

The flow of international students in the region can be observed in Figure 9. Based on this figure, it can be seen that most students from Macedonia apply for international student mobility programmes in Turkey, Greece, and Slovenia. None of the Macedonian students applied for programmes in Moldova and Cyprus, and only few applied for programmes in Bosnia and Herzegovina, and Croatia. Most international students are coming to Macedonia from Turkey and Serbia, and none of them comes from Romania, or Cyprus.

Table 3: Regional student flow (represented in absolute numbers)

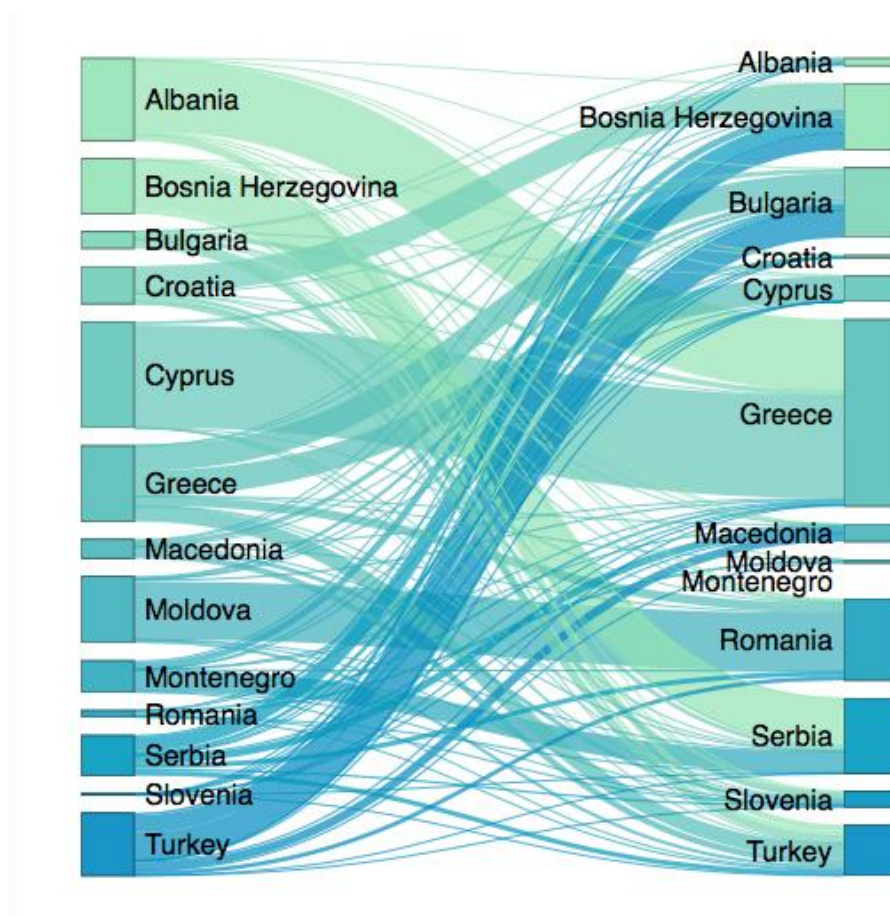
To/From	Alb.	B&H	Bulg.	Gr.	Cro.	Cyp.	Rom.	Slov.	Mac.	Serb.	Tur.	Mold.
<b>Albania</b>	-	0	6	20	0	0	0	0	202	166	308	0
<b>Bosnia</b>	4	-	5	3	3,197	0	0	27	38	1,727	2,038	0
<b>Bulgaria</b>	224	0	-	2,964	6	386	16	2	540	419	3,310	389
<b>Greece</b>	8,355	22	653	-	10	12,105	330	3	57	131	152	244
<b>Croatia</b>	6	127	0	0	-	0	0	112	12	21	1	1
<b>Cyprus</b>	13	0	31	2,992	0	-	14	1	0	13	1	8
<b>Romania</b>	272	3	227	1,090	1	57	-	0	65	588	498	6,861
<b>Slovenia</b>	3	273	19	4	718	1	6	-	503	245	28	2
<b>Macedon.</b>	91	8	15	7	6	0	0	4	-	885	1,022	0
<b>Serbia</b>	20	5,704	6	54	489	7	20	45	99	-	6	2
<b>Turkey</b>	775	401	1,011	1,826	26	2	119	11	748	571	-	387
<b>Moldova</b>	0	0	16	1	0	0	336	0	0	0	69	-

Note. \* Alb. (Albania), B&H (Bosnia and Hercegovina), Bulg. (Bulgaria), Gr. (Greece), Cro. (Croatia), Cyp. (Cyprus), Rom. (Romania), Slov. (Slovenia), Mac. (Macedonia), Serb. (Serbia), Tur. (Turkey), Mold. (Moldova).

Source: *OBC Transeuropa, 2017.*

Figure 10 shows the incoming and outgoing students in South-East Europe. Students are represented in absolute numbers. For example, there are 3 Albanian students that study in Slovenia, and 273 students from Bosnia and Herzegovina that study in Slovenia. There are 19 students from Bulgaria, 4 students from Greece, 718 students from Croatia, 1 student from Cyprus, 6 students from Romania, 503 students from Macedonia, 245 students from Serbia, 28 students from Turkey and 2 students from Moldova (Table 3).

Figure 10: Incoming and outgoing student flow in South-East Europe



Source: *OBC Transeuropa, 2017*

## 6 METHODOLOGY

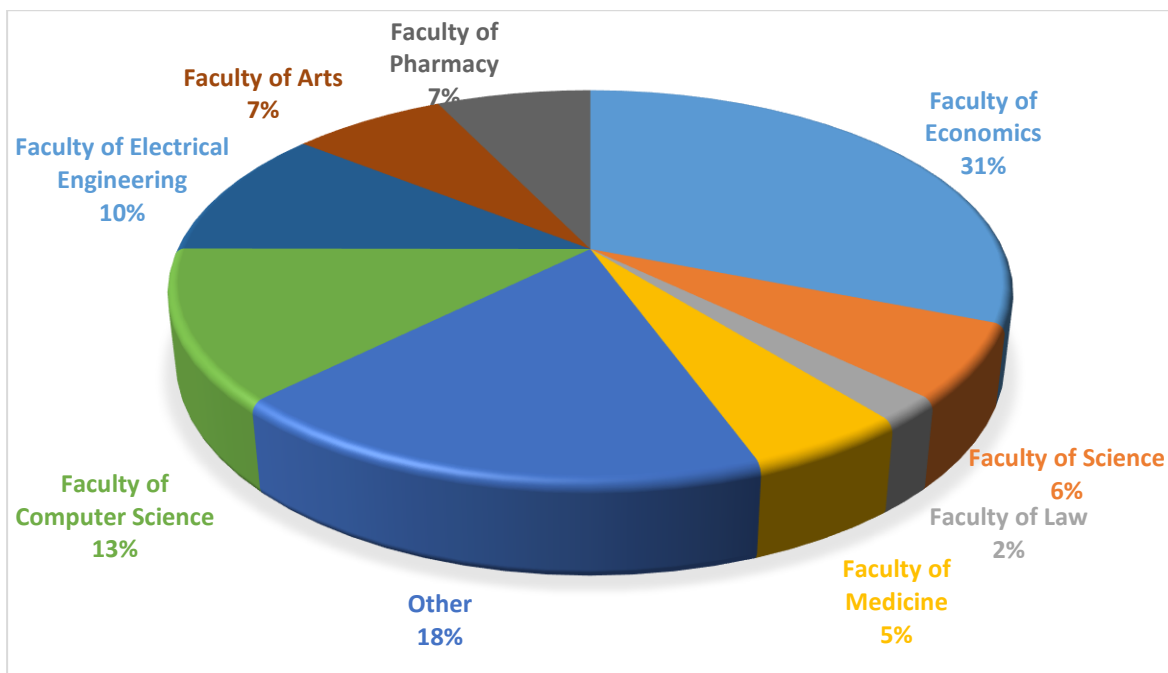
The research was done by using a survey that consisted of 12 questions. The questions included multiple choice answers, Likert scale items and rankings. In total, 121 Macedonian students studying at the University of Ljubljana answered the questions from the questionnaire. Data were collected in autumn 2017, and the questionnaire was distributed through [www.1ka.si](http://www.1ka.si) website. The survey is included at the end of this file. After the collection, the data was exported to Excel and uncompleted surveys were removed from the dataset. The dataset was then imported into SPSS v.23 and analysed. After the collection, the data was exported to Excel and uncompleted surveys were removed from the dataset. The dataset was then imported into SPSS v.23 and analysed.

The collected data was analysed using paired samples t-test, a statistical technique used to analyse the relationships between pairs of variables. The objective of the paired samples t-test is to compare the mean difference between pairs, hence to conclude which variable is more influential. This research included 121 participants, where 40.5% were male and

58.5% were female. Around 2.3% of respondents did not answer the question about their gender.

When it comes to the area of studying, most participants study at the Faculty of Economics 31%, another 6% study at the Faculty of Science, 2% study at the Faculty of Law, 5% study at the Faculty of Medicine, while 18% of participants study at other faculties, 7% at Faculty of Pharmacy, 7% at Faculty of Arts, 10% at Faculty of Engineering, 13% at Faculty of Computer Science. These results are presented in Figure 11.

Figure 11: Area of studying



Note. \* included on the chart: Faculty of Social Sciences (1.7%), Faculty of Architecture (1.7%), Faculty of Biotechnology (0.8), Faculty of Environmental Sciences (0.8), Faculty of Natural Sciences (0.8), Faculty of Mathematics and Physics (0.8%), Faculty of Management (0.8%), Music Academy (0.8%), Faculty of Agriculture (0.8%), Faculty of Civil Engineering and Geodesy (0.8%), Faculty of Mechanical Engineering (0.8%), and Faculty of Philology (0.8%).

\*\*Other areas of study also include Faculty of Computer Science, Faculty of Arts and Faculty of Pharmacy, which are presented on the chart.

## 7 RESULTS

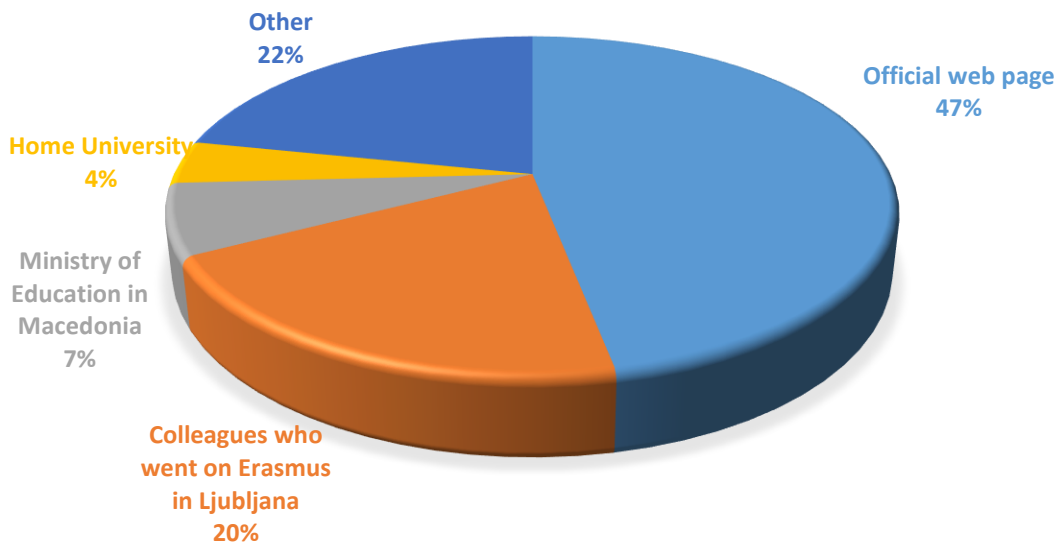
In this chapter, the results of the analysis are presented. The first subsection shows the information about educational institutions in Slovenia; the second subsection shows students' career plans after graduation, while the third subsection shows the information about students' language proficiency before and after mobility. The last two subsections show the ease of adjustment to Slovenian culture and the reasons students chose Slovenia as a mobility destination.



## 7.1 Gathering information about educational institutions in Slovenia

Based on the results, most respondents found information about the University of Ljubljana on its official web page (69 of them), while 32 respondents found the information from other sources such as friends, family, colleagues from work, former students, current students etc. Another 30 participants of this survey stated that they have found information about the University of Ljubljana from colleagues who went on Erasmus exchange in Ljubljana, while 10 of them found this information from the Ministry of Education in Macedonia. Only 6 respondents said they had found information from their home University. These results are shown in Figure 12.

Figure12: Information about the University of Ljubljana



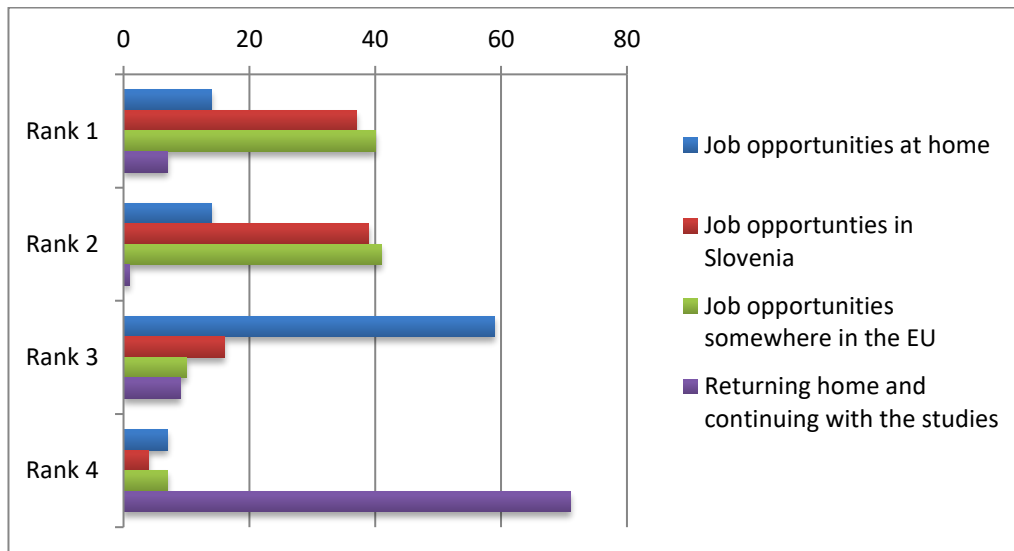
## 7.2 Career plans after graduation

Participants also had to answer the question about their plans after finishing their studies. Here, participants had to rank four possibilities in the order from the most possible (1) to the least possible (4). The possible plans included Job opportunities at home, Job opportunities in Slovenia, Job opportunities somewhere in the EU, and Returning home and continuing with the studies.

Figure 13 shows these results, sorted in ranks the participants used to sort their choices. The total number reflects the number of participants that ranked the particular choice. Based on Figure 13, it can be observed that most students ranked Job opportunities somewhere in the EU as their primary plan. The second ranked option were both Job opportunities in Slovenia and Job opportunities somewhere in the EU. The third rated

option was Job opportunities at home, while the last ranked option was Returning home and continuing with the studies.

Figure 13: Ranking of plans (based on the total number of participants that ranked the particular choice)



### 7.3 Language proficiency

Participants in this study were also asked to rate their Slovenian and English language proficiency before and after studies.

When it comes to their English proficiency, most respondents rated their English proficiency before the studies as Excellent (48.7%), while 30.4% of them rated their English proficiency as Very good. Another 17.4% of respondents rated their English proficiency as Good, while 2.6% of them rated their English proficiency as Sufficient. Only one respondent (0.8%) rated his/hers English proficiency before studies as Insufficient. Table 4 shows these results.

After the studies, 71.8% of respondents rated their English proficiency as Excellent, 17.3% of respondents rated it as Very good, 9.1% of respondents rated it as Good, 1.8% rated it as Sufficient, while no one rated it as Insufficient.

Table 4: Knowledge of English before and after the studies

<b>Language skills</b>	<b>Before the studies</b>	<b>After the studies</b>
	Valid Percent	Valid percent
<b>Excellent</b>	48.7	71.8
<b>Very good</b>	30.4	17.3
<b>Good</b>	17.4	9.1
<b>Sufficient</b>	2.6	1.8
<b>Insufficient</b>	0.9	0
<b>Total</b>	100.0	100.0

When it comes to Slovenian language, before the studies only 4.5% of respondents rated their Slovenian proficiency as Excellent, and only 1.8% of respondents rated it as Very good. Another 5.5% of respondents rated their Slovenian language proficiency before the studies as Good, while 19.1% rated it as Sufficient. The greatest part of respondents, 68.2%, rated their Slovenian language proficiency before the studies as Insufficient.

After the studies, 24% of respondents rated their Slovenian language proficiency as Excellent, 37.5% rated it as Very good, 20.2% rated it as Good, 9.6% as Sufficient and only 8.7% of respondents rated their Slovenian language proficiency as Insufficient. This clearly shows that students, after mobility, have good knowledge of Slovenian language. The same can be stated for their English proficiency.

Table 5 shows the comparison of Slovenian language proficiency before and after the studies.

Table 5: Knowledge of Slovenian language before and after the studies

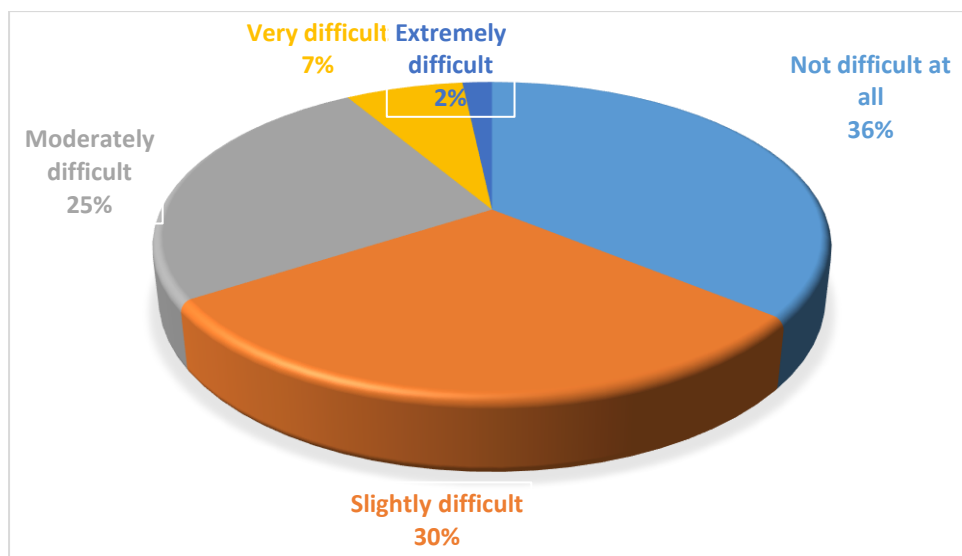
<b>Language skills</b>	<b>Before the studies</b>	<b>After the</b>
	Valid Percent	Valid percent
Excellent	4.5	24.0
Very good	1.8	37.5
Good	5.5	20.2
Sufficient	19.1	9.6
Insufficient	68.2	8.7
Total	100.0	100.0

## 7.4 Adjustment to Slovenian culture

Lastly, the difficulty of adjusting to the Slovenian culture was observed. In order to answer this question, participants had to choose from the following answers: Not difficult at all, Slightly difficult, Moderately difficult, Very difficult, and Extremely difficult. Most participants said they did not experience any difficulty in adjusting to the Slovenian culture (35.9%), while 29.9% of them said it was slightly difficult to adjust to the Slovenian culture. Another 25.6% of respondents said it was moderately difficult, while 6.8% said it was very difficult. Lastly, only 2 respondents (1.7%) stated that it was extremely difficult to adjust to the Slovenian culture.

These results are shown in Figure 14.

Figure 14: Difficulty of adjusting to Slovenian culture

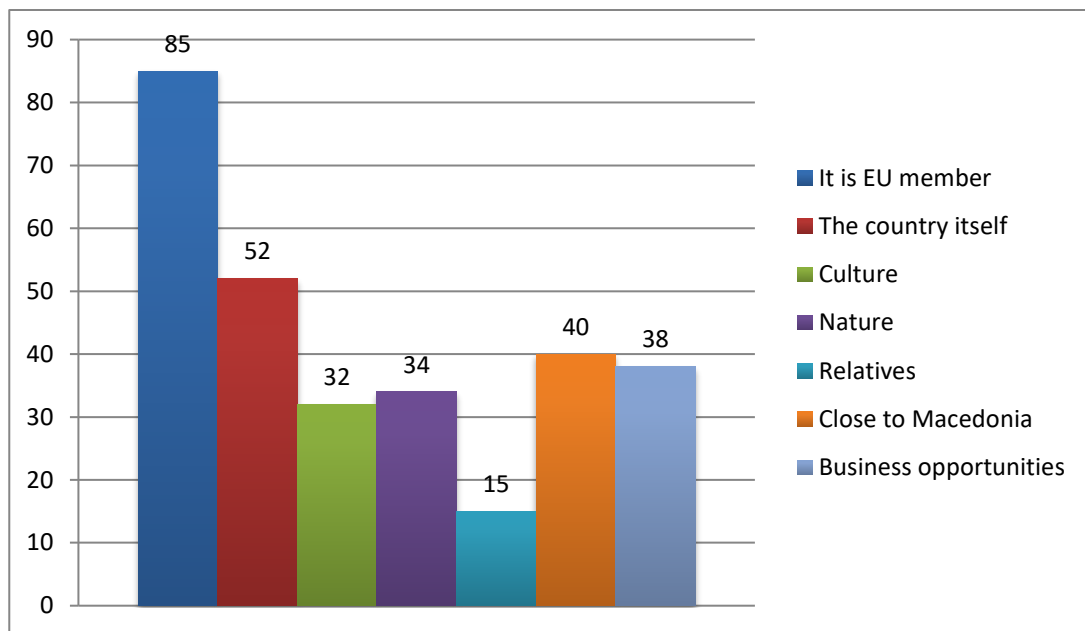


## 7.5 Reasons to choose Slovenia as a mobility destination

One of the most important observations that can be made from the survey is the one concerning the reasons for choosing Slovenia as a student mobility destination. Answering this question, students had to choose between the following answers: because it is an EU member, because of the country itself, because of its culture, because of its nature, because of relatives, because it was near to Macedonia, or because of business opportunities.

Figure 15 shows the ranked options by how they were chosen by the participants. It can be seen that most participants stated that their reason for choosing Slovenia as a student mobility destination was because Slovenia is an EU member, followed by the country itself, its closeness to Macedonia, business opportunities it offers, its nature, its culture, and lastly, students' relatives.

Figure 15: Reasons for studying in Slovenia



## 7.6 Relative importance of mobility factors

To test the first research question “Which is the most influential factor that drives student mobility to Slovenia?” a paired samples t-test was used. This test was used to compare the importance between different factors influencing the decision to study at the University of Ljubljana.

The test showed that there was a statistically significant difference in means between the similarity in the spoken language and bilateral agreement with Macedonia. Statistically significant difference in means was also found for the following pairs:

- Similarity in the spoken language and Student job opportunities,
- Similarity in the spoken language and Research opportunities,
- Similarity in the spoken language and International diploma,
- Similarity in the spoken language and Making new international friendships,
- Similarity in the spoken language and Skilled and very educated professors,
- Similarity in the spoken language and Erasmus opportunities,
- Bilateral agreement with Macedonia and International diploma,
- Bilateral agreement with Macedonia and Skilled and very educated professors,
- Student job opportunities and International diploma,
- Student job opportunities and Making new international friendships,
- Student job opportunities and Skilled and very educated professors,
- Student job opportunities and Erasmus opportunities,
- Research opportunities and International diploma,
- Research opportunities and Skilled and very educated professors,

- Research opportunities and Erasmus opportunities,
- International diploma and Making new international friendships,
- International diploma and Skilled and very educated professors,
- International diploma and Erasmus opportunities,
- Making new international friendships and Skilled and very educated professors,
- Making new international friendships and Erasmus opportunities, and
- Skilled and very educated professors and Erasmus opportunities.

To test the second research question, what are the results and outcomes of Macedonian student mobility at the University of Ljubljana, again a paired samples t-test was used. This test was used in order to determine which outcome is evaluated the best, among all the tested outcomes.

The test showed that there is a statistically significant mean difference between obtaining Cultural awareness and Leadership skills. These results indicate that Cultural awareness as a competency is more obtained by students than Leadership skills.

Next, the difference between Intercultural competencies and Motivation and initiative was also statistically significant, which indicates that Motivation and initiative is more obtained by students than Intercultural competencies.

The difference between Intercultural competencies and Leadership skills is statistically significant, and it indicates that Intercultural competencies are obtained better than Leadership skills by the students who study at the University of Ljubljana.

Students better obtained Flexibility and adaptability than Appreciation of diversity. The same can be observed for the difference between Flexibility and adaptability and Leadership skills, where Flexibility and adaptability were better obtained skills than Leadership skills.

On the other hand, students found that they have obtained Motivation and initiative better than Appreciation of diversity. Motivation and initiative was also a better-obtained skill than other knowledge. Students obtained Motivation and initiative better than Patience and perseverance and Leadership skills. When it comes to Appreciation of diversity, this skill was less obtained by students than Ability to identify, set and achieve goals. This skill was also less obtained by students than Problem-solving skills. Students also stated that they obtained other knowledge more than Leadership skills. When it comes to Tolerance/open mindedness and Leadership skills, students believe that they became more tolerant and open minded than acquiring Leadership skills. The ability to identify, set and achieve goals was better acquired by students than Patience and perseverance. A statistically significant difference was also found between Ability to identify, set and achieve goals and Leadership skills, which means that the ability to identify, set and achieve goals was better obtained by the students studying in Slovenia, than Leadership skills. When it comes to Patience and perseverance, it was found to be statistically significant in relation to

leadership skills, which means that students became more patient while studying in Slovenia.

Lastly, students enhanced their problem-solving skills after studying in Slovenia more than they enhanced their leadership skills.

To summarize the results of the paired samples t-test, Table 6 was created. This table shows the summarized mean difference for each factor that drives student mobility to Slovenia, associated with the first research question. The values with \* sign are statistically significant ( $p < 0.05$ ).

Table 6: Paired samples t-test for RQ1

	<b>SL</b>	<b>SP</b>	<b>EO</b>	<b>NF</b>	<b>SJ</b>	<b>RO</b>	<b>BA</b>
<b>ID</b>	2.640*	0.369*	1.789*	.793*	1.658*	1.118*	1.091*
<b>SL</b>		-2.270*	-0.927*	-1.847*	-1.339*	-1.536*	-1.559*
<b>SP</b>			1.394*	0.423*	0.910*	0.745*	0.718*
<b>EO</b>				-0.972*	-0.431*	-0.620*	-0.651*
<b>NF</b>					0.486*	0.318	-0.291
<b>SJ</b>						-0.173	-0.207
<b>RO</b>							-0.028

\*Statistically significant ( $p < 0.05$ ).

Note. \* ID (International diploma)

SL (Similarity in the spoken language)

SP (Skilled professors)

EO (Erasmus opportunities)

NF (Making new friends)

SJ (Student job opportunities)

RO (Research opportunities)

BA (Bilateral agreement)

Table 7 shows the summarized mean difference for every result/outcome of mobility, associated with the second research question. Values with \* sign are statistically significant ( $p < 0.05$ ).

Table 7: Paired samples t-test for RQ2

	<b>F2</b>	<b>F3</b>	<b>F4</b>	<b>F5</b>	<b>F6</b>	<b>F7</b>	<b>F8</b>	<b>F9</b>	<b>F10</b>	<b>F11</b>
<b>F1</b>	0.426*	0.066	0.273*	0.055	0.220*	0.159*	0.073	0.183*	0.118	0.138
<b>F2</b>		0.352*	-0.156	-0.376*	-0.191*	-0.274	-0.349*	-0.204*	-0.309*	-0.291*
<b>F3</b>			0.187*	-0.028	0.157	0.096	-0.009	0.132	0.037	0.046
<b>F4</b>				-0.211*	-0.045	-0.112	-0.198*	-0.064	-0.153	-0.127
<b>F5</b>					0.164*	0.103	0.018	0.139	0.045	0.073
<b>F6</b>						-0.065	-0.145	-0.009	-0.117	-0.090
<b>F7</b>							-0.093	0.009	-0.056	-0.028
<b>F8</b>								0.126	0.036	0.064
<b>F9</b>									-0.081	-0.073
<b>F10</b>										-0.027

*\*Statistically significant ( $p < 0.05$ ).*

**Note:** F1 - Motivation and Initiative  
 F2 - Leadership skills  
 F3 - Problem-solving  
 F4 - Appreciation of diversity  
 F5 - Ability to identify, set and achieve goals  
 F6 - Patience and perseverance  
 F7 - Other knowledge  
 F8 - Flexibility and adaptability  
 F9 - Intercultural competencies  
 F10 - Cultural awareness  
 F11 - Tolerance/open mindedness



## 7.7 Factors of effective student adjustment to Slovenia

To test the first hypothesis, which claimed that students who took preparatory Slovenian language classes before their studies adapted better to different aspects of studying, independent samples t-test was used. The dependent variables in this case were different aspects of studying (Teaching, Assessment, Curriculum, Lectures, In-Class preparation, Teamwork, and Workshops) and how students adapted to these aspects. In order to answer these questions, students had to rate their adaptation to different factors on a scale from 1 (not adapted) to 5 (very adapted). The independent variable was Preparatory Slovenian language classes before studies, where students answered with Yes and No, depending whether they had taken preparatory Slovenian language classes in Macedonia before their studies or not.

The independent samples t-test is a test used to compare means between the subjects of the population (Sedgwick, 2010). The null hypothesis states that there is no difference in means, while the research hypothesis states that there is a difference in means between those who took preparatory Slovenian language classes in Macedonia before studies, and those who did not, in relation to their adaptability to different factors. The p-value of the test is the most important one, since it represents “the strength of the evidence in support of the null hypothesis” (Sedgwick, 2010). The absolute value of the t-test statistics changes and becomes larger as the difference in means increases. The results of the independent samples t-test are shown in Table 8 .

Table 8: Independent samples t-test results for preparatory Slovenian language classes

Aspects	Prep. Sloven. lang.	N	Mean	Std. Dev.	EVA	F	Sig.	t	df	*Sig.
Teaching	Yes	30	4.33	.661	Yes	.001	.972	1.637	111	.105
	No	83	4.07	.777	No			1.766	59.96	.082
Assesment	Yes	29	4.17	.759	Yes	2.127	.148	1.523	107	.131
	No	80	3.88	.946	No			1.687	61.51	.097
Curriculum	Yes	29	4.21	.675	Yes	.798	.374	1.158	107	.250
	No	80	4.00	.871	No			1.303	63.80	.197
Lectures	Yes	29	4.28	.922	Yes	1.361	.246	0.555	107	.580
	No	80	4.18	.808	No			0.521	44.54	.605
In-class participation	Yes	29	4.00	.964	Yes	.101	.752	0.528	105	.599
	No	78	3.88	1.019	No			0.542	52.81	.590
Teamwork	Yes	29	4.21	.819	Yes	.172	.679	0.186	104	.853
	No	77	4.17	.979	No			0.202	59.88	.841
Workshops	Yes	29	4.03	.823	Yes	.419	.519	0.420	104	.675
	No	77	3.95	.985	No			0.456	59.96	.650

Note\* EVA = Equal variances assumed

\*2-tailed

Based on Table 8, it can be observed that the number of participants in the first group is 30, and in the second group, it is 83, for the first aspect (Teaching). For the second aspect (Assessment), there were 29 participants in the first group, and 80 participants in the second group. For the third aspect (Curriculum), there were 29 participants who took preparatory Slovenian language classes before studies, and 80 participants who did not take preparatory Slovenian language classes before studies. The same applies to Lectures, while for In class participation, there were 29 participants who took preparatory Slovenian language classes, and 78 of those who did not. The same applies to other two aspects– Teamwork and Workshops.

The assumption of the homogeneity of variances has been confirmed, with  $p > 0.05$ , hence the independent samples t-test was analysed next. The independent samples t-test shows that there is no statistically significant difference in means between those who took preparatory Slovenian language classes in Macedonia before studies, and those who did not ( $p > 0.05$ ).

Hence, the first hypothesis, *Those who took preparatory Slovenian language classes before studies adapted better to different aspects of studying*, cannot be accepted.

To test the second hypothesis - that students who chose Slovenia as a mobility destination because of its culture and nature, adjusted to Slovenian culture better than those who came for other reasons - the independent samples t-test was used. The dependent variable, 'why did you choose Slovenia as a student mobility destination' was divided into 7 different variables, all containing Yes and No answers, depending on whether students chose some particular factors. Hence, each dependent variable was divided into two groups, Yes, and No, and was tested separately against the independent variable Difficulty in adjusting to Slovenian culture. The independent variable was measured at 5 levels, with 1 being Not difficult at all, 2 being Slightly difficult, 3 being Moderately difficult, 4 being Very difficult and 5 being Extremely difficult.

The dependent variable, Why did you choose Slovenia as a student mobility destination, was divided into 7 variables or reasons why students chose Slovenia: (1) It is an EU member, (2) because of the country itself, (3) culture, (4) nature, (5) the student has relatives in Macedonia, (6) it is near to Macedonia, and (7) business opportunities.

These variables were then entered into the analysis separately and then tested against the independent variable. The results of the independent samples t-test are shown in table 9 .

Table 9: Results of the independent samples t-test for the reasons for choosing Slovenia as a destination country

Reasons		N	Mean	Std. Dev.	EVA	F	Sig.	t	df	Sig.(2-tailed)
It is an EU member	Yes	83	2.00	1.000	Yes	0.155	0.695	-0.626	112	0.533
	No	31	2.13	0.922	No			-0.650	58.073	0.518
The country itself	Yes	50	1.88	0.918	Yes	1.241	0.268	-1.506	112	0.135
	No	64	2.16	1.011	No			-1.525	109.45	0.130
Culture	Yes	31	1.65	0.839	Yes	1.174	0.281	-2.674	112	<b>0.009*</b>
	No	83	2.18	0.990	No			-2.884	63.075	0.005
Nature	Yes	33	1.64	0.742	Yes	3.929	0.050	-2.869	112	<b>0.005*</b>
	No	81	2.20	1.018	No			-3.268	80.801	0.002
Students have relatives in Slovenia	Yes	15	2.47	0.915	Yes	0.003	0.954	1.856	112	0.066
	No	99	1.97	0.974	No			1.943	19.130	0.067
It is close to Macedonia	Yes	40	2.08	0.888	Yes	1.276	0.261	0.319	112	0.750
	No	74	2.01	1.027	No			0.334	90.476	0.739

Note\* EVA = Equal variances assumed

\*Independent variable – Difficulty in adjusting to Slovenian culture.

\*\* Dependent variable – Reasons to choose Slovenia as a student mobility destination

Based on the results of the analysis, most students chose Slovenia as a destination country because it is an EU member (N=83). When it comes to the country itself as the main reason for studying in Slovenia, 50 students chose the country because of this reason (M=4.12, SD=0.918), while only 31 student chose Slovenia because of its culture. From the total number of participants, 33 students chose Slovenia because of its nature, while 15

students chose Slovenia because they have relatives there. Lastly, 40 participants chose Slovenia as their student mobility country because it is close to Macedonia.

The independent samples t-test assumes that the variances of the two groups are equal in population. This assumption is called Homogeneity of variance, and it can be tested using Levene's test of Equality of variances. The test presents an F statistics and a p-value (Sig.). If the p-value of the F test is significant ( $p < 0.05$ ), then it can be assumed that the variances are not equal, hence the assumption of homogeneity of variances has been violated. Otherwise, if the p-value of the F test is not significant ( $p > 0.05$ ), the assumption of homogeneity of variances can be confirmed, so the group variances are equal in the population.

From the results in table 10, the null hypothesis that there is no difference in the variances between the groups can be accepted, since the p-value for each factor is higher than 0.05. Hence, there was homogeneity of variance as calculated by Levene's Test for Equality of Variances. Therefore, an independent samples t-test was used, with a 95% confidence interval.

Only for two factors, Culture and Nature, statistically significant differences have been found. Hence, the level of difficulty of adjusting to Slovenian culture in the group of those who chose Slovenia because of its culture ( $1.65 \pm 0.839$ ) was significantly lower than in the group of those who did not choose Slovenia as a student mobility destination for its culture ( $2.18 \pm 0.990$ ),  $t(112) = -2.674$ ,  $p = 0.009$ . Also, the level of difficulty in adjusting to Slovenian culture in the group of those who chose Slovenia because of its nature ( $1.64 \pm 0.742$ ) was significantly lower than in the group of those who did not choose Slovenia as a student mobility destination for its nature ( $2.20 \pm 1.018$ ),  $t(112) = -2.869$ ,  $p = 0.005$ .

It can be concluded that those who chose Slovenia as their student mobility country because of its nature or culture, adjusted to Slovenian culture easier than those who did not.

Other reasons did not meet the statistical significance ( $p > 0.05$ ), so they cannot be evaluated further. Hence, the second hypothesis, *Those who chose Slovenia as a student mobility destination because of its culture and nature, adjusted better to Slovenian culture than those who came for other reasons*, can be partially confirmed.

## **8 DISCUSSION**

### **8.1 Findings and implications**

The results obtained from the analysis regarding the first research question about the most influential factor that drives student mobility to Slovenia indicated that, generally, students find international diploma to be the most influential factor that drives student mobility to Slovenia, while the least influential factor is that students are choosing Slovenia looking for Erasmus opportunities is consistent with theoretical findings offered by existing literature. International diploma as the main factor that influence the decision of studying in Slovenia gives insight that students indeed are choosing high ranking Universities , no matter if studies are on secondary or tertiary level, since Slovenia has mostly foreign students that enrol in tertiary level of studies. From Macedonian point of view the fact that currently has a weak economy, it is not EU member, it has disputes with Greece, high unemployment rates and not so sophisticated educational system the findings are consistent with the literature findings in terms of the reasons that students choose to migrate because of lack in education, economic factors that the country has and costs of education and living. Push and pull factors are consistent with the literature findings , since students answered that they perceived economic and political factor .The results also gave me insights that there is language improvement especially English language. In order to enhance their chances of finding a job, students choose international student mobility that offers them an international diploma, and, consequently, higher chances for employment somewhere in the EU ranked as a primary plan after graduation.

Regarding the second research question which was aimed at observing what the results and outcomes of a Macedonian student mobility at the University of Ljubljana are, the results here indicate that students enhanced their cultural awareness, motivation and initiative, international competencies, flexibility and adaptability, while the least obtained skills were leadership skills. This is consistent with the previous literature findings, where cultural awareness and international competencies were skills that most international students obtain. Personal skills such as flexibility, adaptability, motivation and initiative were also consistent with the literature; these skills are also obtained and further developed by international students.

The research also tested two hypotheses. The first hypothesis that Macedonian students who took preparatory Slovenian language classes before studies adjusted better to different aspects of studying, was rejected. Even though the results of mean and standard deviation showed that those who took preparatory Slovenian language classes adapted better to every aspect of studying, than those who did not, there was not a statistical significance of results. This may be because there were 121 respondents. Therefore, I would suggest having more respondents from different faculties at the University and from different fields. The chances are that results will be better and even give more insight. It is more than expected that students who take language classes before going to study in another

country will probably adjust better to different aspects of life. They will understand the language better, they will be able to read, follow lectures, write, participate in the class, enhance their teamwork skills, attend workshops and get good grades.

The second hypothesis tried to support the statement that Macedonian students who chose Slovenia as a student mobility destination because of its culture and nature, adjusted better to Slovenian culture than those who came for other reasons. The results of the analysis indicate that this hypothesis can be partially accepted, because those Macedonian students who chose Slovenia because of its nature and culture adjusted better to Slovenian culture. Interestingly enough, those students who have relatives in Slovenia found it more difficult to adjust to Slovenian culture. Even though this result was not statistically significant for a 95% confidence interval, but was statistically significant for 90% confidence interval, it is still an interesting result. Coming to the country with relatives there has negative implications on culture because relatives may still nourish the culture of their country of origin. In addition, students tend to be more independent when they are involved in student mobility, hence having relatives in a host country may cause students to think they cannot feel or be independent.

I think the results, although interesting, are in line with the expectations. As it can be seen in the first few chapters, students involved in student mobility tend to develop or enhance a certain set of skills. They usually improve their communication, become more involved in teamwork, become more responsible, more independent and more eager to learn. With this set of skills, they are able to successfully compete on a global labour market.

Since, the economic conditions of a country are a crucial determinant of the labour market from Macedonia's point of view doing student mobility is not beneficial for the economy as my results stated that there is a very small percent of them that are going home to finish the studies or small percent of them are looking for job opportunities at home, so Macedonia itself is losing its high skilled labour force. Unemployment rate is high which leads students to enrol in secondary and tertiary level of education in Slovenia or somewhere in the EU. This shows that Macedonian students are not satisfied with their opportunities on academic level including education and job opportunities after graduation. That is why they leave their home country to go to study abroad and be competitive on EU labour market. Furthermore, students who answered that they choose Slovenia because it is EU member as the most important reason for student mobility, may look for some brighter perspective in Macedonia after the referendum of Macedonia's membership in NATO and EU is signed, accepting the agreement with Greece. The reluctance of Macedonian students to study abroad ultimately benefits the economy, stopping a brain drain – something that Southern European countries are currently experiencing. Coincidentally, the countries with higher rates of student mobility are those least Anglophone –oriented, such as Spain, France and Germany. Many continental students use overseas experience as a means to improve their knowledge of English and also as the best alternative to a gap year, which is not so widespread in Continental Europe.

As an integral part of the Government of the Republic of Macedonia, the Ministry of Education and Science is responsible for the development of education, science, sport and international cooperation. The strategy of the Ministry is the concept of lifelong learning; it strives to realise this by promoting education, creating favourable conditions for gaining and transferring knowledge, strengthening the competencies of young people and adults for social inclusion and participation, establishing a balance between the formal and informal sectors and, finally, complete participation in the processes of realisation of the idea of general wellbeing. The social, cultural, physical and intellectual wellbeing of the citizens of Macedonia is the general value which the National Strategy for the Development of Education in Macedonia relies on. The prosperity of its citizens means, at the same time, the prosperity of the country as a whole, and vice versa. Therefore the development of a competent, creative, civic-oriented and ethically built human capital, understood as a key factor which influences the social, political and economic progress of the country and its international competence, is a priority aim of the strategy. The National Strategy is striving, in the spirit of such values of modern civilisation as knowledge, democracy, fairness, tolerance and humanity, to establish the main directions for the development of education and of the country as a whole. Within the framework of the defined aims for its realisation, it is consistently trying to respect the general principles on which the development of education in Macedonia is based. Such principles are quality, connection with the labour market, and being economical, transparent and capable of integration.

## **8.2 Implications for students, educational institutions and policy makers**

International mobility may affect students' performance, as those who go to another country to study for a semester or an entire year, need time to adjust to the new culture, language, and people. Novak, Slantinišek and Devetak (2013) have conducted a research for the importance of motivating factors for student mobility, they concluded that the important factors for Slovenian students include: financing their studies, their socio-economic background, their command of foreign languages and support from their families.

The results of this study can encourage students to apply for student mobility, as they will be able to develop and improve their personal and professional skills. Students from Macedonia, who are considering applying for student mobility in Slovenia, may get an insights about studying in Slovenia before they apply for the program. This should help them adjust more easily to the new environment. Students could also prepare for studying in Slovenia by taking Slovenian language classes before studies, which will improve their academic success. Furthermore, it has been argued that English language is moving toward the *lingua franca* of European higher education (Mauranen, 2003) and that the variety used is beginning to be based on this norm rather than a native-speaking one (Erling & Bartlett 2006). University of Ljubljana have both programs on English and Slovene, so students have the right to choose in which program they want to enrol.

Universities could use these results to better adjust their study programmes to international students' needs. Slovenian educational institutions and policy makers can use these results to develop curricula, form welcoming committees that will help new international students adjust better to life in Slovenia, and strengthen the relationship between mobility countries. One of the most important factor that determines Macedonian student mobility to Slovenia is obtaining an international diploma; the government in Macedonia could use these findings to develop new policies and regulations that will provide better conditions for students, such as lower tuition fees, much more involvement in international projects, and more study programmes to choose from. Addressing students' needs could result in higher performance, which will lead to more people that are qualified on a global job market.

The results regarding the question what are their plans after finishing their studies, gave me insights that most of them are planning to find a good job opportunities in Slovenia and somewhere in the EU. This contributes to Slovenian and EU economy in general. This will benefit Slovenian GDP/capita, and directly influence high skilled labour force market. On the other hand my respondents rated returning back home for job opportunities and continuing with the studies as the least important .With this results it is clear that Macedonia loses talent, even though both countries can gain benefit of creating a business network. There is a need for employees who understand these markets, either by speaking the language, having lived in those countries previously or both. A graduate who has recently been in Slovenia and can speak Slovenian will be a great asset to a Macedonian company wanting to export their products or services in Slovenia. The same rules may be applied to universities.

Macedonia in 2004 prepared a Strategy for education development for the period 2005-2015, which aims mainly at preparing students for employment. This is supposed to be achieved through the preparation more flexible study programs which would prepare students with knowledge and skills to work, but even a development of study programs that would additionally qualify, re-qualify and change the qualification of the graduated students . From Macedonian point of view , government and institutions together with the policy makers can do something that will retaining their high skilled labor force in the home country. They should invest more in student opportunities with giving them chances to work as a students, benefits during the studies like in Slovenia, decreasing their costs of living and of necessary needs as accommodations costs, food costs together with strengthening of the educational programmes at the Universities. Regarding the labour market in Macedonia, we can surely state that there is a labour market mismatch. Furthermore, youth unemployment in Macedonia is the main issue that should be taken in consideration. As the main challenge on a long run, microeconomics polices should boost job creation, while more intensive economic growth along with a more flexible labour legislation should ensure greater dynamics in the labour market. Government institutions must improve their ability to provide accurate information on the demanded skills on the labour market. The information on demanded skills should be improved at all levels and segments, along with transmission of correct signals to students and their parents would



reduce the existing mismatch in the labour market.

### **8.3 Limitations and future research**

Certain limitations have been identified after starting the research. The main challenge was to find a survey and enough participants for the study, in order to gain maximum insight about international student mobility, in particular mobility of students from Macedonia coming to Slovenia. The questionnaire was submitted online and I had to convince students to answer all the questions in the questionnaire. Actually, the questionnaire had more than 300 responses, but only a third of them were useful as they were complete. This response rate was enough for some of the findings, but for further insight more respondents are necessary. One solution would be to try to print out the questionnaires and then share them through agencies and faculties that offer international study programmes. This would increase the sample size and help get more valuable (and significant) results. Furthermore, due to the fact that there are a lot of Macedonian expatriates in Slovenia, it would be interesting to study the Macedonian student adjustment process and the level of employability after the studies.

The main limitation was that the questionnaire was shared online; hence, students were not monitored while completing it. This might have led to incomplete and useless questionnaires. I would suggest more respondents and a controlled and monitored process, so that all students complete the questionnaire. A greater number of respondents will give further insight into international students' adjustment to the mobility process. Additionally, having more respondents would provide us with new and more detailed information about the mobility processes.

Adjustment process can better explain the student integration and adaptation. My hypothesis testing gave me insights that there is no statistically difference in means between those who took preparatory classes of Slovenian language before the studies and those who did not in terms of better adapting to different aspect of study. But there are another factors that influence adjustment process not only in terms of aspect of studying but adjusting to the new environment in general that can be subject for future research. For example the degree of culture shock or personal crisis, adjusting to the new culture, professional role and status, social contacts and activities in the new environment, communication and links with the native culture, representation of self and others, perceived proximity/distance Authors who examined adjustment process of students most often emphasize the following stressors: foreign culture, new and unknown academic environment, foreign language and stressor related to social interactions (Kwon,2009; Sam,2001).

## CONCLUSION

International student mobility is changing the higher global education, with its increased number of students going abroad for tertiary studies.

Globalisation and internationalisation have affected every aspect of human lives. Limits are crossed every day and new technologies and inventions are made. These technologies and inventions are developed by educated and skilful people working in various disciplines and in various countries all over the world. This is one of the reasons why globalisation has affected education as well. This effect can be seen in student mobility that, in a way, specializes people for the global market. Students are now able to choose from different study programmes in different countries in which they can carry out a part of or their full studies.

Many researchers observed that students tend to adjust to the host country more or less successfully than others. Many factors may influence their adjustment, such as the culture, economy, political situation, taxes, prices of living etc. This was the main concern of this thesis as well – to answer the question what influences Macedonian student mobility to Slovenia and what the main outcomes of that mobility are. I believe that government agencies, faculties and universities may use the results in this thesis in order to improve students' experience in Slovenia.

Interestingly, the results show that International diploma is one of the main reasons why students choose Slovenia as their target country. As mentioned before, international diploma is valid across many countries, and it is very valuable from the point of view of employers, so with obtaining an international diploma, students also obtain knowledge and skills that give them an opportunity to compete on the global labour market, and find a job with a higher salary. They are also more motivated to learn and further improve, which is one of the main qualities employers are looking for.

Even more interesting is the fact that students find that the main outcome of their mobility is cultural awareness, followed by motivation and initiative, intercultural skills, as well as flexibility and adaptability, which is almost completely consistent with previous findings. On the other hand, students find that they have not improved their leadership skills. Leadership skills can be improved by including more individual assignments in the curriculum and more challenging tasks that will require students to solve them by themselves. Faculties and universities have the main role here, so improving the curriculum by equally assigning teamwork and individual tasks may be a good solution.

From economic point of view there is one issue that gives insights for both countries that there are predictions of improvement in the ratings of employment and unemployment.

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## **APPENDIXES**

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## **APPENDIX A: Povzetek ( Summary in Slovene language)**

Glavni cilj magistrskega dela je bolje razložiti faktorje pri sprejemanju odločitev in rezultate Makedonske mobilnosti študentov v Slovenijo. Magistrsko nalogo sestavlja osem poglavij. V prvem poglavju je predstavljen koncept in definicija mednarodne študentske mobilnosti. V drugem poglavju so predstavljeni trenutni trendi mednarodne študentske mobilnosti. V tretjem poglavju so predstavljeni odločitveni dejavniki s poudarkom na kaj vzpodbuja in kaj zavira mednarodno mobilnost. V četrtem poglavju so predstavljeni rezultati raziskovanja študentske mednarodne mobilnosti, v petem pa je podanih nekaj razlogov zakaj se Makedonski študentje odločajo za študentsko mobilnost v Slovenijo. V šestem poglavju je predstavljena metodologija analize raziskovanja, medtem ko so v sedmem predstavljeni rezultati analize opisne statistike, parnega t-testa, ki je bil uporabljen za odgovore na raziskovalna vprašanja in testiranje hipotez. V zadnjem poglavju so predstavljeni rezultati analize, glavne ugotovitve in implikacije, kot tudi omejitve raziskovanja.

Glavni namen raziskovalnega dela je omogočiti vpogled oblikovalcem politike, kot so Ministrstva za izobrazbo in znanost, Državne agencije, rektorati univerz, interesne skupnosti in Makedonskim študentom, da razmislijo o možnosti mobilnosti v Slovenijo. Cilj študije je boljši vpogled študentske mobilnosti s prepoznavanjem in določitvijo praktičnihboljšav problemov, kot so pomanjkanje informacij pred študijem v tujini.

Podatki za to raziskavo so bili zbrani z anketnim vprašalnikom jeseni 2017. Skupno je na vprašalnik odgovorilo 300 makedonskih študentov, ki so študirali na Univerzi v Ljubljani. Zbrane podatke sem analizirala s pomočjo t-testa v parnih vzorcih. Pridobljeni podatki dajejo vpogled v nekatera raziskovalna vprašanja kot glavni cilj teze o odločilnih dejavnikih in rezultatih makedonske študentske mobilnosti v Sloveniji. Stopnja odziva je bila visoka, vendar je bila koristna le tretjina odgovorov, saj so bili odgovorjeni v celoti. Ta stopnja odziva je bila dovolj visoka le za nekatere ugotovitve, za nadaljni vpogled pa bi bilo potrebno pridobiti več anketirancev, saj bi se s tem povečala velikost vzorca kar bi pomenilo boljše in natančnejše predvidevanje rezultatov. Stopnja odzivnosti je zadostovala za nekaj ugotovitev, za nadaljnji vpogled pa je potrebnih več sodelujočih, kar bi povečalo velikost vzorca, ob tem bi dobili bolj koristne in pomembne rezultate. Na podlagi rezultatov raziskave sem v skladu s prvim raziskovalnim vprašanjem potrdila, da je za študente najbolj vpliven dejavnik mednarodna diploma, in le-ta spodbuja oziroma vpliva na mobilnost študentov v Slovenijo. Druga raziskovalna vprašanja potrjujejo, da so študenti kulturno bolj ozaveščeni, motivirani in inciativni, krepijo mednarodne kompetence, fleksibilnost in prilagodljivost kot rezultat izkušenj, ki jih pridobijo kot mednarodni študenti v Sloveniji, medtem ko so bile najmanj pridobljene spretnosti vodstvene sposobnosti.

## **APPENDIX B: Table of abbreviations**

**OECD** - Office of Economic Cooperation and Development

**STEM** – Science Technology, Engineering and Matematic

**EU** - European Union

**UNESCO**- The United Nations Educational, Scientific and Cultural Organization

**ERASMUS**- European Union student exchange programe

**NATO**- The North Atlantic Treaty Organization

**HE**- Higher Education

## APPENDIX C: Student mobility questionnaire

Questionnaire on Student Mobility - Macedonian students in Slovenia

**Which area of studies are you enrolled in?**

Faculty of Economics

Faculty of Science

Faculty of Law

Faculty of Medicine

Other:

**How do you rate the importance of factors that influenced your choice of student mobility?**

	<b>Very important</b>	<b>Important</b>	<b>Fairly important</b>	<b>Slightly important</b>	<b>Not important</b>
Political factors					
Demographic factors					
Social factors					
Economic factors					
Environmental factors					

**Where you have gained information about the University of Ljubljana?**

**Multiple answers are possible**

Official web page

Colleagues who went on Erasmus in Ljubljana

Ministry of Education in Macedonia

Home University

Other:

**What is your primary plan after finishing the studies? Please rate what you are searching for.**

**Available categories:**



**Ranked categories:**

Job opportunities at home

Job opportunities in Slovenia

Job opportunities somewhere in the EU

Returning home and continuing with the studies

1.

2.

3.

4.

**How difficult is it for you to adjust of the Slovenian culture?**

Not difficult at all

Slightly difficult

Moderate difficult

Very difficult

Extremely difficult

**How important were the following factors in influencing the decision to study at the University of Ljubljana?**

	Not at all	Low importance	Slightly important	Neutral	Moderate	Very important	Extremely important
Similarity in the spoken language							
Bilateral agreement with Macedonia							
Student job opportunities							
Research opportunities							
International diploma							
Making new international friendships							
Skilled and very educated professors							

Not at all      Low importance      Slightly important      Neutral      Moderate      Very important      Extremely important

Erasmus opportunities

**How do you rate your language proficiency before and after studies?**

**Excellent    Very good    Good    Sufficient    Insufficient**

English Before					
----------------	--	--	--	--	--

English After

Slovenian Before					
------------------	--	--	--	--	--

Slovenian After

**Did you take any preparatory Slovenian language classes in Macedonia before the studies?**

Yes

No

**How did you adapt to the different aspects of studying?**

**Very adapted    Adapted    So-So    Less adapted    Not adapted**

Teaching					
----------	--	--	--	--	--

**Very adapted    Adapted    So-So    Less adapted    Not adapted**

Assessment

Curriculum					
------------	--	--	--	--	--

Lectures

In-Class Participation					
------------------------	--	--	--	--	--

Team work

Workshops					
-----------	--	--	--	--	--

**What is the level of competencies gained through your study experience in Slovenia?**

**Very high    Above average    Average    Below average    Very low**

Cultural awareness					
--------------------	--	--	--	--	--

Intercultural competencies

Flexibility and adaptability					
------------------------------	--	--	--	--	--

Motivation and initiative

Appreciation of diversity					
---------------------------	--	--	--	--	--

Other knowledge

	<b>Very high</b>	<b>Above average</b>	<b>Average</b>	<b>Below average</b>	<b>Very low</b>
Tolerance/open mindedness					
Ability to identify, set and achieve goals					
Patience and perseverance					
Leadership skills					
Problem-solving					

**Why did you choose Slovenia as a student mobility destination?**

Multiple answers are possible

It is an EU member

The country itself

Culture

Nature

Because you have relatives

It is near to Macedonia

Business opportunities

**Gender:**

Male

Femal



**APPENDIX D: Paired samples t-test results for RQ1**

*RQ1*

<b>Pairs</b>		<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
Similarity in the spoken language		3.74	1.798	-7.058	110	<b>.000</b>
	Bilateral agreement with Macedonia	5.30	1.910			
Similarity in the spoken language		3.71	1.808	-6.061	111	<b>.000</b>
	Student job opportunities	5.05	1.627			
Similarity in the spoken language		3.72	1.823	-7.257	109	<b>.000</b>
	Research opportunities	5.25	1.553			
Similarity in the spoken language		3.72	1.815	-13.489	110	<b>.000</b>
	International diploma	6.36	1.126			
Similarity in the spoken language		3.72	1.815	-8.590	110	<b>.000</b>
	Making new international friendships	5.57	1.284			
Similarity in the spoken language		3.72	1.815	-11.428	110	<b>.000</b>
	Skilled and very educated professors	5.99	1.148			
Similarity in the spoken language		3.74	1.813	-3.880	108	<b>.000</b>
	Erasmus opportunities	4.67	1.806			
Bilateral agreement with Macedonia		5.30	1.910	1.168	110	.245

<b>Pairs</b>		<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
	Student job opportunities	5.09	1.587			
Bilateral agreement with Macedonia		5.32	1.914	.124	108	.902
	Research opportunities	5.29	1.505			
Bilateral agreement with Macedonia		5.32	1.906	-6.218	109	<b>.000</b>
	International diploma	6.41	1.007			
Bilateral agreement with Macedonia		5.32	1.906	-1.542	109	.126
	Making new international friendships	5.61	1.212			
Bilateral agreement with Macedonia		5.32	1.906	-3.782	109	<b>.000</b>
	Skilled and very educated professors	6.04	1.049			
Bilateral agreement with Macedonia		5.32	1.914	3.068	108	<b>.003</b>
	Erasmus opportunities	4.67	1.806			
Student job opportunities		5.08	1.615	-.986	109	.326
	Research opportunities	5.25	1.553			
Student job opportunities		5.08	1.608	-8.130	110	<b>.000</b>
	International diploma	6.36	1.126			
Student job opportunities		5.08	1.608	-3.074	110	<b>.003</b>
	Making new international friendships	5.57	1.284			
Student job opportunities		5.08	1.608	-5.664	110	<b>.000</b>
	Skilled and very educated	5.99	1.148			

<b>Pairs</b>		<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
	professors					
Student job opportunities		5.10	1.563	2.534	108	<b>.013</b>
	Erasmus opportunities	4.67	1.806			
Research opportunities		5.25	1.553	-7.298	109	<b>.000</b>
	International diploma	6.37	1.124			
Research opportunities		5.25	1.553	-1.873	109	.064
	Making new international friendships	5.57	1.288			
Research opportunities		5.25	1.553	-4.690	109	<b>.000</b>
	Skilled and very educated professors	6.00	1.149			
Research opportunities		5.29	1.510	3.132	107	<b>.002</b>
	Erasmus opportunities	4.67	1.814			
International diploma		6.36	1.126	6.351	110	<b>.000</b>
	Making new international friendships	5.57	1.284			
International diploma		6.36	1.126	4.749	110	<b>.000</b>
	Skilled and very educated professors	5.99	1.148			
International diploma		6.46	.866	9.608	108	<b>.000</b>
	Erasmus opportunities	4.67	1.806			
Making new international friendships		5.57	1.284	-3.516	110	<b>.001</b>

<b>Pairs</b>		<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
	Skilled and very educated professors	5.99	1.148			
Making new international friendships		5.64	1.167	6.943	108	<b>.000</b>
	Erasmus opportunities	4.67	1.806			
The skilled and very educated professors		6.06	1.012	7.509	108	<b>.000</b>
	Erasmus opportunities	4.67	1.806			

**APPENDIX E: Paired samples t-test results for RQ2**

Pairs		Mean	SD	t	df	Sig.
Cultural awareness		4.32	.786	1.628	110	.106
	Intercultural competencies	4.23	.831			
Cultural awareness		4.31	.783	-.491	111	.625
	Flexibility and adaptability	4.35	.779			
Cultural awareness		4.30	.785	-1.452	109	.149
	Motivation and initiative	4.42	.759			
Cultural awareness		4.31	.784	1.936	110	.055
	Appreciation of diversity	4.15	.936			
Cultural awareness		4.31	.782	.786	106	.433
	Other knowledge	4.25	.790			
Cultural awareness		4.32	.774	.317	110	.752
	Tolerance/open mindedness	4.29	.878			
Cultural awareness		4.31	.775	-.547	109	.585
	Ability to identify, set and achieve goals	4.35	.797			
Cultural awareness		4.32	.774	1.452	110	.149
	Patience and perseverance	4.20	.829			
Cultural awareness		4.32	.777	3.327	109	<b>.001</b>
	Leadership skills	4.01	.934			

Pairs		Mean	SD	t	df	Sig.
Cultural awareness		4.33	.773	-.451	107	.653
	Problem-solving	4.37	.768			
Intercultural competencies		4.23	.831	-1.796	110	.075
	Flexibility and adaptability	4.36	.772			
Intercultural competencies		4.24	.827	-2.341	108	<b>.021</b>
	Motivation and initiative	4.42	.761			
Intercultural competencies		4.23	.831	.732	109	.466
	Appreciation of diversity	4.16	.934			
Intercultural competencies		4.25	.826	-.130	105	.897
	Other knowledge	4.25	.794			
Intercultural competencies		4.23	.835	-.754	108	.452
	Tolerance/open mindedness	4.30	.877			
Intercultural competencies		4.24	.830	-1.681	107	.096
	Ability to identify, set and achieve goals	4.38	.782			
Intercultural competencies		4.23	.835	.094	108	.925
	Patience and perseverance	4.22	.821			
Intercultural competencies		4.24	.830	2.037	107	<b>.044</b>

Pairs		Mean	SD	t	df	Sig.
	Leadership skills	4.04	.916			
Intercultural competencies		4.25	.829	-1.537	105	.127
	Problem-solving	4.39	.763			
Flexibility and adaptability		4.35	.783	-1.338	109	.184
	Motivation and initiative	4.42	.759			
Flexibility and adaptability		4.35	.782	2.588	110	<b>.011</b>
	Appreciation of diversity	4.15	.936			
Flexibility and adaptability		4.35	.790	1.253	106	.213
	Other knowledge	4.25	.790			
Flexibility and adaptability		4.35	.785	.767	109	.445
	Tolerance/open mindedness	4.29	.881			
Flexibility and adaptability		4.35	.786	-.282	108	.779
	Ability to identify, set and achieve goals	4.37	.790			
Flexibility and adaptability		4.35	.785	1.856	109	.066
	Patience and perseverance	4.21	.825			
Flexibility and adaptability		4.37	.778	4.015	108	<b>.000</b>
	Leadership skills	4.02	.933			

Pairs		Mean	SD	t	df	Sig.
Flexibility and adaptability		4.39	.749	.145	106	.885
	Problem-solving	4.38	.760			
Motivation and initiative		4.42	.759	3.738	109	<b>.000</b>
	Appreciation of diversity	4.15	.937			
Motivation and initiative		4.41	.764	2.216	106	<b>.029</b>
	Other knowledge	4.25	.790			
Motivation and initiative		4.42	.761	1.702	108	.092
	Tolerance/open mindedness	4.28	.883			
Motivation and initiative		4.42	.761	.831	108	.408
	Ability to identify, set and achieve goals	4.37	.790			
Motivation and initiative		4.42	.761	2.841	108	<b>.005</b>
	Patience and perseverance	4.20	.825			
Motivation and initiative		4.44	.752	5.381	107	<b>.000</b>
	Leadership skills	4.01	.932			
Motivation and initiative		4.44	.744	.943	105	.348
	Problem-solving	4.38	.762			
Appreciation of diversity		4.14	.936	-1.382	106	.170
	Other knowledge	4.25	.790			
Appreciation of diversity		4.16	.934	-1.713	109	.090
	Tolerance/open mindedness	4.29	.881			
Appreciation of diversity		4.16	.935	-2.815	108	<b>.006</b>



Pairs		Mean	SD	t	df	Sig.
	Ability to identify, set and achieve goals	4.37	.790			
Appreciation of diversity		4.16	.934	-0.522	109	.602
	Patience and perseverance	4.21	.825			
Appreciation of diversity		4.17	.931	1.724	108	.088
	Leadership skills	4.02	.933			
Appreciation of diversity		4.20	.916	-2.119	106	<b>.036</b>
	Problem-solving	4.38	.760			
Other knowledge		4.25	.790	-0.317	106	.752
	Tolerance/open mindedness	4.28	.888			
Other knowledge		4.25	.790	-1.310	106	.193
	Ability to identify, set and achieve goals	4.36	.792			
Other knowledge		4.25	.790	.786	106	.434
	Patience and perseverance	4.19	.826			
Other knowledge		4.26	.784	2.992	105	<b>.003</b>
	Leadership skills	3.99	.931			
Other knowledge		4.27	.791	-1.181	103	.240
	Problem-solving	4.37	.764			
Tolerance/open mindedness		4.28	.879	-0.956	109	.341
	Ability to identify, set and achieve goals	4.35	.797			

Pairs		Mean	SD	t	df	Sig.
Tolerance/open mindedness		4.29	.878	1.181	110	.240
	Patience and perseverance	4.20	.829			
Tolerance/open mindedness		4.30	.873	3.001	109	<b>.003</b>
	Leadership skills	4.01	.934			
Tolerance/open mindedness		4.32	.863	-.522	107	.602
	Problem-solving	4.37	.768			
Ability to identify, set and achieve goals		4.35	.797	2.096	109	<b>.038</b>
	Patience and perseverance	4.19	.829			
Ability to identify, set and achieve goals		4.38	.767	4.694	108	<b>.000</b>
	Leadership skills	4.00	.933			
Ability to identify, set and achieve goals		4.39	.762	.418	106	.676
	Problem-solving	4.36	.770			
Patience and perseverance		4.20	.833	2.295	109	<b>.024</b>
	Leadership skills	4.01	.934			
Patience and perseverance		4.21	.832	-1.963	107	.052
	Problem-solving	4.37	.768			
Leadership skills		4.02	.937	-4.858	107	<b>.000</b>
	Problem-solving	4.37	.768			

**APPENDIX F: Mean difference and Standard deviation of the paired samples t-test for RQ1**

Pairs		Mean	SD
Similarity in the spoken language	Bilateral agreement with Macedonia	-1.559*	2.326
Similarity in the spoken language	Student job opportunities	-1.339*	2.339
Similarity in the spoken language	Research opportunities	-1.536*	2.220
Similarity in the spoken language	International diploma	-2.640*	2.062
Similarity in the spoken language	Making new international friendships	-1.847*	2.265
Similarity in the spoken language	Skilled and educated professors	-2.270*	2.093
Similarity in the spoken language	Erasmus opportunities	-0.927*	2.493
Bilateral agreement with Macedonia	Student job opportunities	0.207	1.869
Bilateral agreement with Macedonia	Research opportunities	0.028	2.323
Bilateral agreement with Macedonia	International diploma	-1.091*	1.840
Bilateral agreement with Macedonia	Making new international friendships	-.0291	1.979
Bilateral agreement with Macedonia	Skilled and educated professors	-0.718*	1.991
Bilateral agreement with Macedonia	Erasmus opportunities	0.651*	2.217
Student job opportunities	Research opportunities	-0.173	1.837
Student job opportunities	International diploma	-1.279*	1.658
Student job opportunities	Making new international friendships	-0.486*	1.667
Student job opportunities	Skilled and educated professors	-0.910*	1.692
Student job opportunities	Erasmus opportunities	0.431*	1.776
Research opportunities	International diploma	-1.118*	1.607

Pairs		Mean	SD
Research opportunities	Making new international friendships	-0.318	1.781
Research opportunities	Skilled and educated professors	-0.745*	1.667
Research opportunities	Erasmus opportunities	0.620*	2.059
International diploma	Making new international friendships	0.793*	1.315
International diploma	Skilled and educated professors	0.369*	0.819
International diploma	Erasmus opportunities	1.789*	1.944
Making new international friendships	Skilled and educated professors	-0.423*	1.269
Making new international friendships	Erasmus opportunities	0.972*	1.462
The skilled and educated professors	Erasmus opportunities	1.394*	1.939

\*Statistically significant ( $p < 0.05$ ) for  $CI = 95\%$ .

**APPENDIX G: Mean difference and Standard deviation of the paired samples t-test for RQ2**

<b>Pairs</b>		<b>Mean</b>	<b>SD</b>
Cultural awareness	Intercultural competencies	-0.081	0.525
Cultural awareness	Flexibility and adaptability	0.036	0.770
Cultural awareness	Motivation and initiative	0.118	0.854
Cultural awareness	Appreciation of diversity	-0.153	0.833
Cultural awareness	Other knowledge	-0.056	0.738
Cultural awareness	Tolerance/open mindedness	-0.027	0.899
Cultural awareness	Ability to identify, set and achieve goals	0.045	0.871
Cultural awareness	Patience and perseverance	-0.117	0.850
Cultural awareness	Leadership skills	-0.309*	0.974
Cultural awareness	Problem-solving	0.037	0.853
Intercultural competencies	Flexibility and adaptability	0.126	0.740
Intercultural competencies	Motivation and initiative	0.183*	0.818
Intercultural competencies	Appreciation of diversity	-0.064	0.911
Intercultural competencies	Other knowledge	0.009	0.750
Intercultural competencies	Tolerance/open mindedness	0.073	1.016
Intercultural competencies	Ability to identify, set and achieve goals	0.139	0.859
Intercultural competencies	Patience and perseverance	-0.009	1.014
Intercultural competencies	Leadership skills	-0.204*	1.039
Intercultural competencies	Problem-solving	0.132	0.885

<b>Pairs</b>		<b>Mean</b>	<b>SD</b>
Flexibility and adaptability	Motivation and initiative	0.073	0.570
Flexibility and adaptability	Appreciation of diversity	-0.198*	0.807
Flexibility and adaptability	Other knowledge	-0.093	0.771
Flexibility and adaptability	Tolerance/open mindedness	-0.064	0.870
Flexibility and adaptability	Ability to identify, set and achieve goals	0.018	0.680
Flexibility and adaptability	Patience and perseverance	-0.145	0.822
Flexibility and adaptability	Leadership skills	-0.349*	0.907
Flexibility and adaptability	Problem-solving	-0.009	0.666
Motivation and initiative	Appreciation of diversity	-0.273*	0.756
Motivation and initiative	Other knowledge	-0.159*	0.742
Motivation and initiative	Tolerance/open mindedness	-0.138	0.844
Motivation and initiative	Ability to identify, set and achieve goals	-0.055	0.692
Motivation and initiative	Patience and perseverance	-0.220*	0.809
Motivation and initiative	Leadership skills	-0.426*	0.823
Motivation and initiative	Problem-solving	-0.066	0.721
Appreciation of diversity	Other knowledge	0.112	0.839
Appreciation of diversity	Tolerance/open mindedness	0.127	0.779
Appreciation of diversity	Ability to identify, set and achieve goals	0.211*	0.783
Appreciation of diversity	Patience and perseverance	0.045	0.913
Appreciation of diversity	Leadership skills	-0.156	0.945
Appreciation of diversity	Problem-solving	0.187*	0.913
Other knowledge	Tolerance/open mindedness	0.028	0.916

Pairs		Mean	SD
Other knowledge	Ability to identify, set and achieve goals	0.103	0.812
Other knowledge	Patience and perseverance	-0.065	0.861
Other knowledge	Leadership skills	-0.274*	0.941
Other knowledge	Problem-solving	0.096	0.830
Tolerance/open mindedness	Ability to identify, set and achieve goals	0.073	0.798
Tolerance/open mindedness	Patience and perseverance	-0.090	0.804
Tolerance/open mindedness	Leadership skills	-0.291*	1.017
Tolerance/open mindedness	Problem-solving	0.046	0.921
Ability to identify, set and achieve goals	Patience and perseverance	-0.164*	0.819
Ability to identify, set and achieve goals	Leadership skills	-0.376*	0.837
Ability to identify, set and achieve goals	Problem-solving	-0.028	0.693
Patience and perseverance	Leadership skills	-0.191*	0.873
Patience and perseverance	Problem-solving	0.157	0.833
Leadership skills	Problem-solving	0.352*	0.753

\*Statistically significant ( $p < 0.05$ ) for  $CI = 95\%$ .