
Analyzing the motivation factors of Dubai schools students to carry out their undergraduate studies abroad (especially in Russia)

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Chapter 1: Introduction

1.1. Introduction

Educational migration is one of the current trends in modern world development. According to UNESCO, the mobility of students has recently increased by more than 300 % by 2025, approximately 9 million people are expected to prefer higher education abroad rather than at home country (Nikitenko & Leontieva, 2015). This problem has both scientific and social significance. Social significance is determined by the increasing influence that education has on the foundations of economic and social progress and the well-being of society as a whole. The issue of training foreign students in Russian universities is currently receiving considerable attention, which is due to several factors. In 2002, the “Concept of the state policy of the Russian Federation in the field of training national personnel for foreign countries in Russian educational institutions” (Garant, 2002) was adopted. It involves the participation of the Russian Federation in the formation of the intellectual elite of other States through the provision of educational services. This course helps to ensure the interests of Russia in different regions in the political and economic spheres, as well as the formation of conditions for long-term cooperation scientific, technical, trade, economic and cultural aspects. Students who return to their Homeland after receiving their education also play an important role in creating a positive image of Russia, which is crucial in modern conditions. Thus, the training of national personnel for other countries helps in solving geopolitical problems. Equally important is the transformation of Russia into a leading center of education in the Commonwealth of Independent States, and the formation of a common educational space of the Commonwealth. In parallel with the training of young people, it is necessary to form common approaches to the education of the younger generation. Besides, the training of foreigners is one of the most promising ways to attract investment. According to experts, the international education market is estimated at \$150 billion per year. It is quite clear that competition for certain market segments is developing among States. The US is the leader in this issue (25% of the global market for educational services), followed by the UK (14%) (Kapezina, 2014). Currently, about 700 thousand foreigners study in the United States of America. The Center for higher education research, which operates at the University of California, has released information that the state intends to double this number by 2020.

The scientific significance of the problem lies in the need to develop theoretical foundations for the entire range of issues related to the training of foreigners in Russia. The study of the internationalization of education in the last decade is conducted mainly in two directions. The first is to identify a set of problems related to determining the number of foreigners who want to study in Russian higher education institutions (Ivanov, 2014), to identify factors that contribute to the influx of foreign students or restrict educational migration, satisfaction with the education received, and living conditions in Russia, regional features of training of foreigners, and so on. The second is to identify general trends, develop recommendations for improving the competitiveness of Russian universities, and forecast Russia's position in the educational services market (Sheregi, Dmitriev, & Arefev, 2002). Special attention is paid to increasing the responsibility of state structures in this direction. Training of foreign students in Russian universities is a two-way process, in which the structures providing education (Russia – the Ministry of education – the University, recruitment companies) interact, on the one hand, and on the other – a foreign student who wants to get this education. The point of intersection of their interests is the quality and conditions for obtaining the necessary knowledge (Townsend & Bates, 2007), so along with studying the global problems of educational migration, international prestige and the creation of a single educational space, it is necessary to clearly understand who and why seeks to get an education in Russia and what this education should be, how satisfied foreign students are with the entire educational process (Vorontsov & Vorontsova, 2015). It is important to highlight and understand the perception, motivations, and also the significance of tools and procedures used to attract students globally. The aim is to highlight the specific details and information that can allow us to understand and decide on the subject topic and to find answers to different aspects of attraction for students to study in Universities in different countries outside Dubai.

The analysis of the initial research helps to develop an understanding that Russia is becoming an attraction for higher education and the education system is flourishing. The values and interests are expected to enhance over time and based on the assessment of the introduction and the quality and willingness of students to study in Russian universities and colleges; the researcher aims to highlight the importance of different aspects of the attraction of Russian universities to students in Dubai. The main aim to is to highlight the significance of quality of education, the sources used to search for universities, the motivation of students to carry out the studies abroad (especially in Russia), focus on research and other technical skills/

requirements, the role of friends and family in decision/ choices, and other different factors that help the students to enroll in Universities in Russia.

1.1.1. Educational Relationship between the UAE and Russia

Russia and the UAE are under a successful and positive relationship as per the latest news. The UAE and Russian government are equally happy to share the success stories and other elements for better economic performance in the future, with a focus on education, space, knowledge, artificial intelligence, and others. Moreover, regarding the education of the recent relationship between the UAE and Russia, the governments are looking to improve the educational inflows as it is beneficial for both the countries. The “City of Education” is one of the major and other major events and programs are the beginning of the relationship (Langton, 2019).

International students are always willing to carry out their education in Russia and therefore, it is considered to be on the top 10 rankings for comforting and facilitating international students. In the year 2109, a total of 181,500 students visited and carried out their education. Indian, Iran's students, North Korean and South Korean, Moroccan, students from the United States, Vietnam, the UK, Belarus, and Canada were among the most of the international students. According to Zvendina, (2019) students from 174 different countries were able to study within Russian institutes. The Russian government and educational sector are putting in efforts to ensure that up to 2025 the inflow of foreign students can be raised. One of the major programs and initiatives from the Russian government and authorities is the “Export of Education” which plans to develop and operate another 39 (Thirty-Nine) universities. It is believed that the Russians are planning to provide a quota for specific regions and nationals to enter based on their educational requirements, moreover, it is found that the plan would be operational based on the competitive level (Zvezdina, 2019). The research related to specific details of students from the UAE shows that there are minimal students that plan to come to Russia for higher education from the UAE. In the year 2019, the Russian, as well as UAE's government officials, met to discuss and develop a mutual consent on how possibly the relationships can be improved. According to Cooperation, (2019,) the nations are focused to improve the education-based relationship since more and more students from the UAE are to come to Russia for their studies (Cooperation, 2019). The researcher aims to determine the practical information concerning the knowledge of students from the Dubai and UAE region regarding Russian universities and aims to determine their plans for carrying out their higher education within the UAE. The generic information concerning their decisions and willingness to go abroad to other

countries, it is also evaluated that what are the plans of 11-grade students from international schools of Dubai for studies in Russia. Other than that, it is noticeable that the increase in private educators and their contribution within higher education have increased in the UAE region which has increased in the overall number of people going to Russia and other regions for undergraduate education for getting a quality education. Along with that, the top 5 Russian universities are also to fulfill the plan to open their international/ foreign campuses within the UAE to facilitate the students in the coming years (Shaban, 2019).

1.2. Research Objectives

The research objectives of the study are:

- To examine the main motivations for students of Dubai to enroll in studying in international universities especially Russia
- To identify the main factors affecting choice of overseas study
- To evaluate the main factors influencing the choice of UAE students in pursuing foreign education
- To recommend strategies to the Russian Universities in attraction foreign students

1.3. Research Questions

Based on the aims and objectives of the research the following research questions are devised that are expected to be answered using specific research methodology and analysis techniques. The answer to the research questions is derived from the analysis of literature and also from the analysis and interpretation of the responses to the research questionnaire filled/ collected from students.

1. Does the quality of education in universities significantly motivate Dubai students' decisions?
2. Does Family Support significantly motivate Dubai students' decision to study in universities abroad?
3. Do Technical Improvements/ Benefits significantly motivate Dubai students' decision to study in universities abroad?

4. Does the Opportunity to gain Practical Experience significantly motivate Dubai students' decision to study in universities abroad?
5. Do personal networks significantly motivate Dubai students' decision to study in universities abroad?
6. Are the Students in Dubai known about education in Russian universities?
7. Are students in Dubai planning to go to Russian universities for higher education?
8. If students are provided with free education in Russia, will they be willing to go and study in Russian universities?

1.4. Significance of the Study

The importance and relevance of educational migration are currently prevailing as the major issue for the educational sector on a global scale. The students are influenced and motivated to leave their own countries and study in different other regions/ countries that firstly leads to a belief that the education in the host country is not to the mark and also that the education in the other country is much better than what it is provided or offered in the host country. It is found that the issues/problems have helped to develop an understanding of the social as well as scientific significance. The prime social significance is referred to as the impact studying abroad has social and cultural aspects of the host country, furthermore; the role and significance of education to develop social wellbeing are questioned as regions like Dubai and Russia are different in terms of economy and also concerning culture. The current study is aimed to determine the factors that are allowing/ influencing the students in Dubai to progress their education in Russia and to develop a base on which the recommendations can be developed to improve the educational system within Dubai. On the other hand, the scientific issue is to determine the issues students with Dubai are facing while studying in a foreign country (Russia). Moreover, the internal motivations including the support and influence on the decision of students to choose to study abroad is also a matter to be studied and known.

The current researcher is carried out to highlight and determine the attraction of studying in Russia and also to develop an understanding of what motivates students to study abroad. The research study would be beneficial to understand what is offered by universities in Russia which

are not provided in Dubai and can benefit the institutes (colleges and universities) to take corrective actions regarding the curriculum or practical/ technical learning.

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Chapter 2: Literature Review

2.1. Introduction

The chapter helps to provide a detail of the initial literature search concerning the subject topic. The researcher aims to focus on highlighting the most important and relevant literature that can help to firstly build and develop an understanding of the subject topic and also is following the research questions. The researcher aims to analyze and interpret the findings of the survey responses and also the literature to provide a more focused and accurate discussion which helps to lead to a better conclusion for the research. The empirical justifications, previous research studies are discussed and presented to ensure that all the major aspects of the research are derived and presented. The aim to ensure that the audience, as well as the researcher, can determine the most relevant discussion regarding the importance of how Russian universities are possibly attracting their potential students all over the world; and also, the discussion of motivational factors are also discussed so that the researcher would be able to better devise the research questions and devise a methodology that can help to improve the overall understanding of the subject topic and also to benefit in reaching to the answers to the research questions.

2.2. Theoretical Basis not a convincing theory

2.2.1 *Decision Making Process for Students*

There is a belief that international students from different countries come to foreign countries for studies in search of better opportunities (Veloutsou, Paton, & Lewis, 2005). Also, there are different factors both internal and external that are likely to make the decision making more complex. Such factors include being away from their homes, higher costs of foreign studies, expectation levels from friends, and family pressure. The decision from students to study in different other countries is not primarily based on the quality of Higher Education Institution but other factors are considered to significantly affect the decision. Their internal, as well as external expectations, rely on their decision-making process (Lee, 2015). Based on the expectation on themselves and people linked to them decides to study abroad for study becomes a very complex process (Moogan & Baron, 2003). The student decision-making process is defined as the complex process of subconsciously and consciously deciding on the possible option to study abroad and also the destination choice is considered as (Maringe & Carter, 2007). The researchers also provide a viewpoint that the complexity can be released/ relaxed based on the

efforts and the ability of students to effectively manage and process large amounts of data. As per the researchers including Kotler & Keller, (2009) the students are considered to pass through a tunnel, with multiple, different, and complex processes after which a decision is reached (Kotler & Keller, 2009).

Researchers also state that the level of complexity for decisions concerning going abroad for higher education is known to be a decision with a high level of involvement (Baker & Brown, 2007). It is a high involvement process as it requires the student to be more focused due to time and cost involvement and intensity.

Other than the mentioned theory there are many other theories provided by analysts that help to derive the outcomes regarding the motivating factors for students to study abroad. It is stated that the students are more focused to carry out their researchers abroad based on the fact that they are not able to get the services and quality within their home country. Other than that, the ability and urge to learning can be considered as another factor that motivates the students to go beyond borders to educational reasons. The content theory provided by Astin in the year 1985 is also considered as a major inclusion of providing a base for what motivates students to go abroad and study. The author of the theory state that involvement of the students is most important in improving their learning and therefore, students want to learn in regions where they are considered to able to get extracurricular activities, improved learning, and better facilities (Astin, 1985).

2.2.2 How Russian Universities attract foreign students

Many Russian universities use various tools to attract foreign students (Raeff, 1990). The leader in the number of foreign students in Russia - "Peoples' Friendship University of Russia" first of all pays special attention to the effectiveness of teaching, as well as to the foreign publication activity of the teaching staff, which is a confirmation of high internationally qualified teachers' (Gromov, 2016)}. Also, individual training paths, courses under the guidance of invited teachers from the world's leading universities and research organizations, allowing students to take several unique courses remotely attracts foreign students, thus ensuring a stable interest in this University (Vestnik, 2017). One of the leading universities in terms of the number of foreign students is the national research Tomsk Polytechnic University (RIA News, 2018; Davidson, D.E., 2010.). An important point of the marketing strategy of the program to improve the competitiveness of this University is called a developed bilingual scientific, educational and social environment (Russian Academic Excellence, 2020), which includes both the fullness of

the program with subjects in English, increasing the number of programs at the "double diploma" level, and attracting foreign specialists (Vorobyova, 2015).

Another striking example is the MISIS University (also one of the top ten in terms of the number of international students), which conducts an active and effective admissions campaign. In addition to the official page for international students, they have active pages in all social networks to inform international students about issues of interest. For example, the promotion of many master's programs at this University is carried out through advertising leaflets in English. In addition, the use of modern video communication programs facilitates the process of admission to the University for Foreign Students, as well as the subsequent passing of tests and exams (Danilina, 2015). It is also worth noting the engineering and construction Institute of SPBPU, which stands out among other universities for the variety of tools used in attracting foreign students. It should be noted that the participation of representatives of the Institute in Russian and international educational exhibitions allows not only to mark this University in the international arena but also to attract students. This Institute has international educational programs at different levels of education, which is also a plus for international students. An important tool is the joint work of the Russian University with foreign partner universities, which is also practiced by the SPBPU Institute of civil engineering (Arsenyev & Rechinsky, 2014). In principle, such tools are very useful for the University not only in terms of increasing the number of foreign students. When describing the experience of southern Federal University to attract foreign students is to provide the following measures have been taken by University management: participation in international educational exhibitions create a bilingual educational environment, a special program of language training of teachers and development of marketing activities of the University with the publication of advertising booklets and catalogs of educational programs in English (Arkhipov, Rogova, Savchenko, & Fursa, 2013). In turn, the Rankings demonstrate high performance in all kinds of international events, "Years of Russian culture", educational fairs. Undoubtedly, the friendly environment at the university is also becoming attractive for foreign students.

It includes both educational aspects (free access to electronic resources of the University at the stage of organizing their departure for training and during training) and leisure (joint projects with Russian students) (Markina, 2018). Researchers from the Ural Federal University named after the first President of Russia B.N. Yeltsin understand the adaptation of foreign students as "acceptance of cultural differences, smoothing the psychological barrier between their culture and the culture of the host country". In practice, teachers have created multicultural groups of

foreign students for more effective social and language adaptation. Using the method of transactional analysis, cinema logy, and the method of "six hats of thinking", scientists managed to optimize and structure communication, stabilize students' self-esteem, and preserve their positive perception of the world around them. When analyzing the websites of Russian universities and various sources of information, you can see that the language problem is urgent and measures have already been taken to eliminate it. An example is the "Study in Russia" portal created by the state project 5-100 with the support of the Ministry of education and science of the Russian Federation, which is designed for foreign applicants and their parents. The main purpose of this service is to help foreign students decide on the choice of a Russian University for study based on the information provided about it, about the reviews of graduates or students (Vershina & Kocheva, 2016).

2.2.3 Factors that Motivate to Study in Russia

The question of what factors attract foreign students is very relevant. Understanding the mechanism that affects the influx of foreign students will allow governments to regulate policies for attracting foreign students to manage their numbers in the country. Thousands of foreign students choose Russian education and enter higher educational institutions of the Russian Federation. Socio-centric finds out what criteria students choose a University and what profession they are attracted (Sputnik, 2019). According to the study "Training of foreign citizens in Russian institutions of higher education", conducted by FGANU "Socio-center", it was found that many foreign students chose Russian education for the following reasons: a desire to get an education in Russia, professional classes, and a dream to study abroad (Sputnik, 2019).

Data shows that the most popular areas of training are computer science, natural sciences (24.3%), Economics, management, law (19.6%), Humanities (17.9%) and medicine, pharmacy (14.7%) (Sputnik, 2019) The analysis revealed that foreign students like the quality of teaching in higher education institutions of the Russian Federation the most (65.2%), and the atmosphere in the University (20.6%). Below ten percent are such principles as University rating, learning conditions (choice of subjects), location of the University, practice for students, living conditions in the dormitory, technical equipment of classrooms, laboratories, gym, Wi-Fi, dining room (Sputnik, 2019). The income level of many families is average and is 58.5%. Foreign students not only spend all their time at the university but also earn extra money. Most of them get their money thanks to their family (68.5%), according to the statistics obtained; they earn a part-time job (9.9%), and a University scholarship (7.4%). The average income is about 25,000 rubles (Sputnik, 2019). Data from the study show that most of their money is spent by foreign students

on food (68.5%), housing (15.9%), entertainment (14.1%), transport (6.7%). The average cost is about 21,500 rubles (Sputnik, 2019). The survey found that most foreign students are satisfied with the educational process in the Russian Federation (53, 6%). The percentage of those who did not like anything is small and is only (4.2%) (Sputnik, 2019).

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2.3. Variables of the Study

The study is devised to derive the motivations that are considered to majorly impact the perceptions and ability of the students in Dubai to carry out their undergraduate studies in Russia. The research variables are derived after a thorough analysis of the literature and are also constituent of the major factors that can have a possible impact on the perception and decision of the individuals.

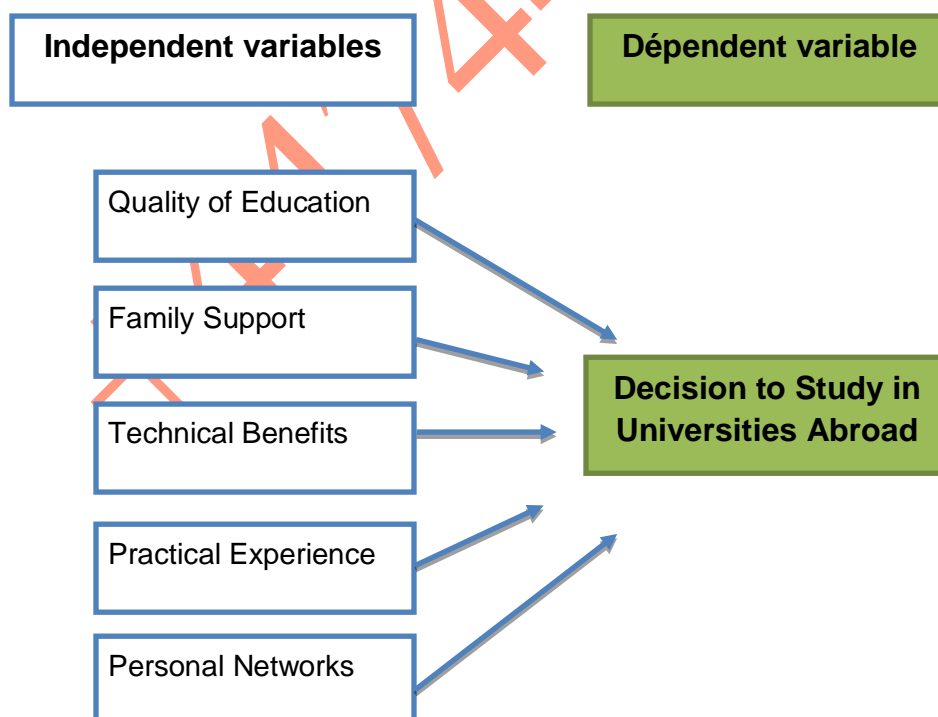
i. Dependent Variable

- The decision to study at Russian Universities

ii. Independent Variable

- Quality of Education
- Family Support
- Technical Improvements/ Benefits
- Opportunity to gain Practical Experience
- Personal Networks

2.4. Research Model/ Research Diagram



2.5. Hypotheses for the study

The hypothesis of the researcher is selected from the analysis of literature which is carried out to analyze the major factors that contribute to decision making of children and majorly students. The role of family, quality of education as well as other benefits of studying abroad are already discussed in the literature review which serve as motivational factors for the students to decide on leaving their home country (i.e. Dubai) to different other countries for undergraduate education. The researcher aims to test the following hypothesis and reach to a conclusion regarding the most influential factors and supporting elements that help students to decide to study in different universities abroad and specifically in the Russian universities.

H₁: Quality of education offered in Russian Universities is considered to be the main factor/ reason to attract students from Dubai to peruse their education in Russia.

H₂: Family support and the guidance and help from friends are considered to play a significant role in making students in Dubai to study in Russia.

H₃: The technicality as well as the opportunity to learn practical experience for students is a major attraction for Dubai students to study in Russia.

H₄: Personal Networks of students is significantly attracting Dubai students to get higher education in Russian Universities.

2.6. Summary of the Literature

The chapter helps to derive the details concerning how the literature helps to define the base of the research; as it allows deriving the information about the determinants of major attractions on how Russian universities are attracting the students from Dubai. Also, the motivational factors are discussed in some detail so that the researcher can use the literature to devise the way how to carry out the research. Specific focus is provided to the research questions as the researcher has used the literature review to get an overview of how the Russian education sector is attracting foreign students and also the major factors and influences that help students from Dubai to study in Russia.

2.7. Research Gap

The analysis of the literature helps to derive the outcomes that there is a vast knowledge regarding theoretical underpinning concerning decision-making behavior and the major factors that can have a potential impact on it. The researcher aims to use the factors and other different influences that help 11-grade students of the Dubai international schools to carry out their higher studies in universities abroad. Also, the researcher aims to determine the understanding and knowledge of the students regarding Russian universities and the respective education provided in Russia.

Moreover, how Russian universities attract students globally are discussed, and also factors that are a major influence in educational decision making for students are highlighted by the researcher. The in-depth analysis helps to derive the output that there are many influencers in the decision making of students and also that Russian universities can effectively manage local marketing and effective programs to improve the flow of students. Also, major opportunities for Russian universities are to attract international students to local universities with the help of government plans and initiatives with improving relationships with different neighboring countries. The researcher aims to highlight the significance of Russian policies and their role in attracting students from Dubai and the UAE. The researcher aims to provide a detailed analysis of the subject topic concerning students in Dubai which is a major gap for the researcher. The findings of the research would help to develop an understanding of the willingness of students of 11-grade from Dubai international schools to carry out their higher education in different universities abroad and specifically to Russia. The research outcomes can be considered beneficial to provide recommendations to the Russian universities to improve awareness and attraction for students of Dubai so that they can think to come to Russia for their higher studies.

Chapter 3: Methodology

3.1. Introduction

Research methodology helps to derive the outcomes and details related to the pathway that is used by the researcher to explain and carry out the research (Quinlan, Babin, Carr, & Griffin, 2019). The researcher aims to carry out a quantitative approach data that would be gathered using the survey carried out using Survey Monkey with students from grade 11. The research methodology section helps to specify at a glance what the researcher aims to do and wants to achieve. The aim is to ensure that specific research methods are utilized that are in accordance with the aims and the research questions. The researcher wants to ensure that the conclusions fully support and back the research questions and therefore, the methodology section is designed to ensure all the requirements are effectively managed. The effective use of resources and sources is required to make sure that the most efficient and effective methodology is devised which can lead to improving the credibility and also the chances of getting to the research outcomes/ conclusions in the best possible manner (Goodwin & Goodwin, 2016).

The current methodology is divided into sub-sections including the research design, philosophy of the research, sample description, research approach, ethical considerations, and a research framework. All the subsections provide complete and detailed information on how the research can lead to reaching the desired outcomes for the research.

3.2. Research Philosophy

The researcher aims to use the interpretivism philosophy that allows the researcher to interpret the findings derived from the assessment/ analysis of the data. The study also is majorly used to focus on the human interest and due to the fact that the sample size of the research is small and the study includes human involvement, therefore, interpretivism is a perfect match for this current research (Leitch, Hill, & Harrison, 2010). The research philosophy is considered as the basic methodological philosophies adopted by the researchers to most efficiently reach the research outcomes.

3.3. Time Horizon

The researcher uses a cross sectional study as it allows the researcher to carry out a short term study based on data collection carried out over a specific period of time. The application of sampling is done on the entire population (i.e. 11th grade students) and observations with

respect to specific details and opinions of the sample are evaluated using descriptive, reliability, and correlation analysis.

3.4. Research design

In a focused manner, the research design is a description of the strategy adopted by the researcher to make sure that a more systematic as well as logically coherent methodology is devised to reach the desired outcomes. The description of the data collection, measurement of the data, and its analysis are provided under the heading (Creswell & Creswell, 2017).

3.4.1 Data collection

The data is planned to be collected using quantitative data that is collected from 100 school students using an online survey through survey monkey (Survey Monkey, 2020). The use of quantitative data is a beneficial means to make sure that more in-depth analysis and assessment can be done. In the current research, the application of quantitative research is considered the most efficient as the researcher wants to derive the opinions and viewpoints of the respondents regarding the most influential and motivating factors that allow them to decide on studying in Russia. The methodology allows the researcher to adopt a more integrated, systematic, and advanced approach to carry out the research.

3.4.2 Measurement

The survey questionnaire is devised of two parts, the first one is related to evaluating the demographic profile including the extraction of information regarding the nationality, gender, and whether the students selected have chosen or decided about where they are going to study after school. The use of the section is considered important as it can help to develop a solid base as to whether the students have planned for their studies and also about their gender and nationality to create a better demographic profile. The second part of the questionnaire is devised to derive information using multiple-choice questions and open-ended questions. The use of multiple-choice questions is used as it fit the research respondents as there are higher chances that the use of a Likert scale can confuse the adults (Roszkowski & Soven, 2010). The use of open-ended questions for the research is beneficial to determine the reasoning and the perspectives of the students regarding the role of factors that have helped or motivated them to decide on something (i.e. studying in Russia). The responses from 100 respondents are collected and the data is extracted using the export option provided. The results are extracted in the form of an MS Excel file which is further used for assessment purposes.

3.4.3 Data Analysis

The data which is in the form of an excel file is used as a base for the data analysis. The techniques and tools applied to analyze the data include the use of descriptive statistics and graphical representations; moreover, the data from open-ended questions are analyzed using a detailed analysis using the words of the researcher to make sense of the respondent's answers (George & Mallery, 2016). The descriptive statistics include the use of frequency, pivot tables, and mean values that are used to summaries the responses for individual questions. The results of the descriptive statistics and graphical representations are provided and interpreted under the quantitative data assessment whereas, the assessment of open-ended questions is used to further explain the outcomes and extracts from the quantitative responses (that are in form of multiple-choice questions). The interpretations are furthermore, discussed with a thorough comparison of the literature to define the major similarities as well as differences in the outcomes. The comparison is beneficial to reach a point of conclusion where the researcher can identify the difference and similarities of what the current research finds compared to the already existing outcomes presented in the previous research studies. Furthermore, correlation analysis is used by the researcher to test and conclude on the hypothesis of the study. Moreover, a reliability test for the questionnaire and its respondents is also to be done to ensure validity and reliability of the responses.

3.5. Sample description

Participants in this study are the students in grades 11. The researcher aims to get the online questionnaire filled by 100 respondents (students) using convenience sampling among the students in Dubai international schools. The use of convenience sampling allows the research to effectively manage the easily approachable sample. The current situation of COVID-19 has led to an increase in precautionary measures and also the convenience of getting the survey done using an online questionnaire is a perfect justification and means to collect data. The questionnaire is created in the monkey survey, an online survey tool; it's based on multiple-choice questions and some open-ended questions. In this study, descriptive statistics tools including percentages and averages, pivot tables, comparison methods are used to check for statistically significant differences in individual responses.

3.6. Ethical considerations

The use of ethical considerations is considered important in the current business as well as academic research. The researcher adopts all the possible ways that are ethically fit for the research; firstly the selection of students, their consent, and the description regarding the point

that the responses from the respondents are not to be used for further research and also would be kept confidential with the research (Resnick, 2015). The ethical consent statement with the online questionnaire is devised and sent to the respondents in which they are informed about the core purpose, motivation, and benefits of the overall research. It is beneficial to increase the level of awareness to the students on why the research is carried out to ensure that their motivations for studying abroad (specifically in Russia) are evaluated using the research study.

The researcher also makes sure that no personal information regarding age, ethnicity, religion, and other questions are asked from the respondents. The questions for the research are also well-devised and are completed in simple English as these questions are to be understood and responded by 11th-grade students from international schools in Dubai.

3.7. Chapter Summary

The chapter helps to provide with a detail of how the current research study is to be undertaken and specific details and outcomes would be extracted. The analysis helps to derive the outcome that the use of a quantitative research approach would be done to collect data using an online survey questionnaire using Survey Monkey. The use of multiple-choice questions for reaching quantitative data and the use of description and explanation for the open-ended questions are to be done using the survey outcomes. The analysis techniques including descriptive, graphical representation, and explanation of the opinions of the students also analyzed. The research also helps to determine that the interpretivism philosophy is adopted by the researcher to analyze and interpret the data extracted from human involvement. Finally, the detail for ethical considerations and also the research timeline is provided in the research methodology section.

Chapter 4: Results and Finding

4.1. Introduction

The chapter helps to provide a detailed representation and interpretation of the data analysis using a quantitative method of research. The analysis of the data gathered through the questionnaire is analyzed using descriptive statistics including frequency, and also a graphical representation that allows the researcher to interpret the responses for individual questions and to provide a good discussion. The interpretation of the two sections that include the demographic questions and the investigative questions are provided separately using tabular (frequency) and graphical representations. The researcher aims to derive the key findings based on which a focused discussion would be carried out in chapter 5. The prime benefit of the discussion is to link the research outcomes and key findings to the literature to ensure a better understanding of the audience of the research.

4.2. Results

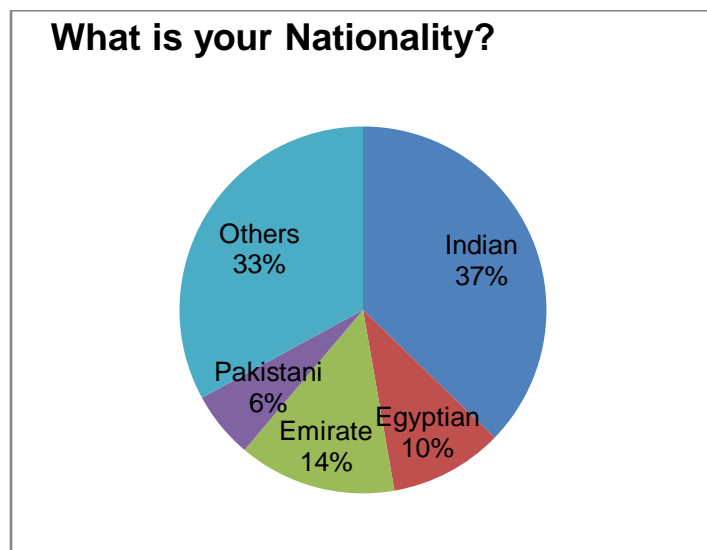
4.2.1 Results for Demographic Questions

The demographic responses are collected and interpreted to create a profile of the respondents who are 11-grade school students from international schools in Dubai. The questions relating to nationality, gender, and knowing about the plan of students to go abroad to study are inquired by the respondents.

The results of the analysis for the respective questions are provided for a better understanding of the audience.

Q1. What is your Nationality?

Nationality	Responses	
Indian	37%	37
Egyptian	10%	10
Emirate	14%	14
Pakistani	6%	6
Others	33%	33
	Answered	100

Table 4.1: Nationality*Figure 1: What is Your Nationality?*

The results help to show that the majority of the respondents almost 63% of them are Indian (37%), Emirate nationals (14%), Egyptians (10%), and Pakistanis (6%). Along with that, 4% British, Filipino, French, nationals, and Ukraine Nationals are also a part of the sample. Finally, American, Georgian, German, Jordanian, Kazakhstani, Moroccan, Nepalese, nations of Saint Kitts, and Sri Lankans were a part of the overall sample represented under the head of “Others” nationality. Also, the combined nationalities mentioned previously are collectively are 33% (i.e. 33 students in total) of the total sample.

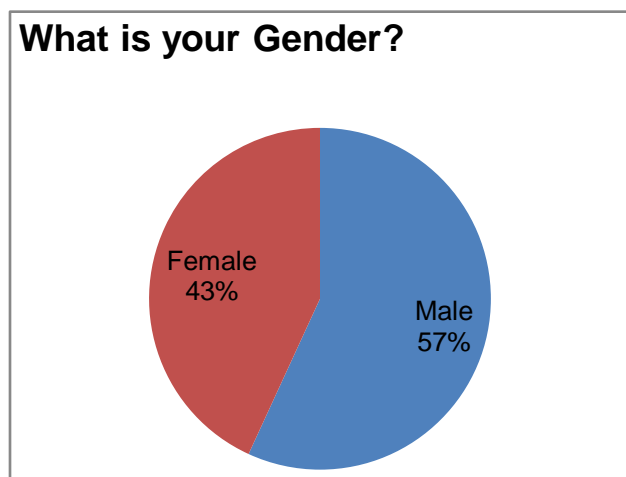
The results show that a majority of Indian Nationals followed by local nationals, Egyptians, and Pakistanis as a major proportion of the survey sample, studying in the international schools of Dubai. Respondents from the other nationalities (details provided above) were also a part of the sample but were smaller in proportion.

Q2. What is your Gender?

Answer Choices	Responses
Male	56% 56
Female	44% 44
Answered 100	

Table 4.2: Gender

The results from table 4.2 help to show that a majority of respondents (i.e. 56 out of the 100 respondents (i.e. 56%) were male students from international schools of Dubai.

**Figure 2: What is your Gender?**

The results of the detail for Gender help to develop an understanding that both male and female students were surveyed. To be more specific almost 56% of the students were male students whereas, 44% of female students were surveyed.

Q3. Did you choose the University, where you will continue your study after school?

Answer Choices	Responses
Yes	80% 80
No	20% 20
Answered 100	

Table 4.3: Chosen the University?

The results from the table above help to determine that 80% of the respondents (i.e. 80 out of the total 100 respondents) had already chosen the universities to continue the studies.

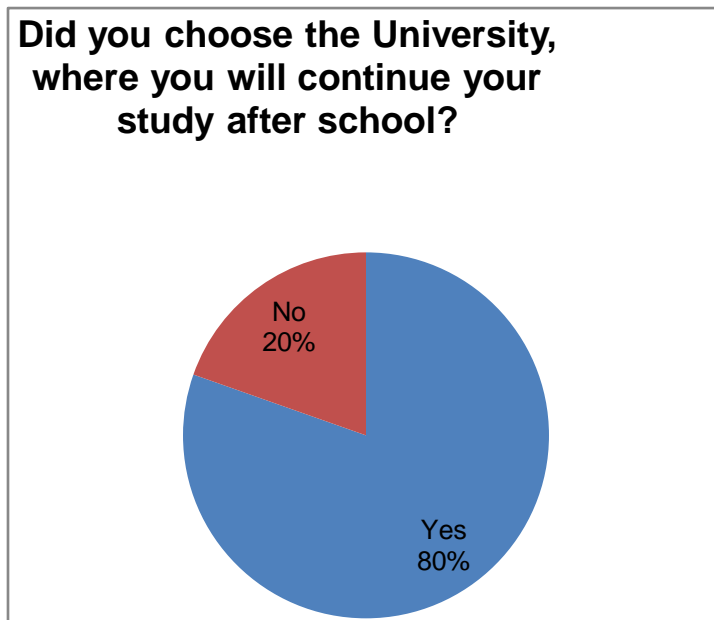


Figure 3: Did you choose the University, where you will continue your study after school?

The results from the graph show the same results and it can be stated that a majority of students have already chosen their university where they will carry on with their higher education.

The representations and interpretations for respective demographic questions help to provide a finding that there are many students from different nationalities studying within Dubai and it is due to the higher level of international employees working in Dubai. Also, it is found that the proportion of male and female students within internal schools in Dubai is similar and from the students of the 11th grade, the higher numbers of students have chosen the university where they will study after school.

4.2.2 Results for Multiple-choice Questions

The multiple-choice questions in the research questionnaire are used as the practice of the Likert scale was considered to be confusing for some students from the 11-grade.

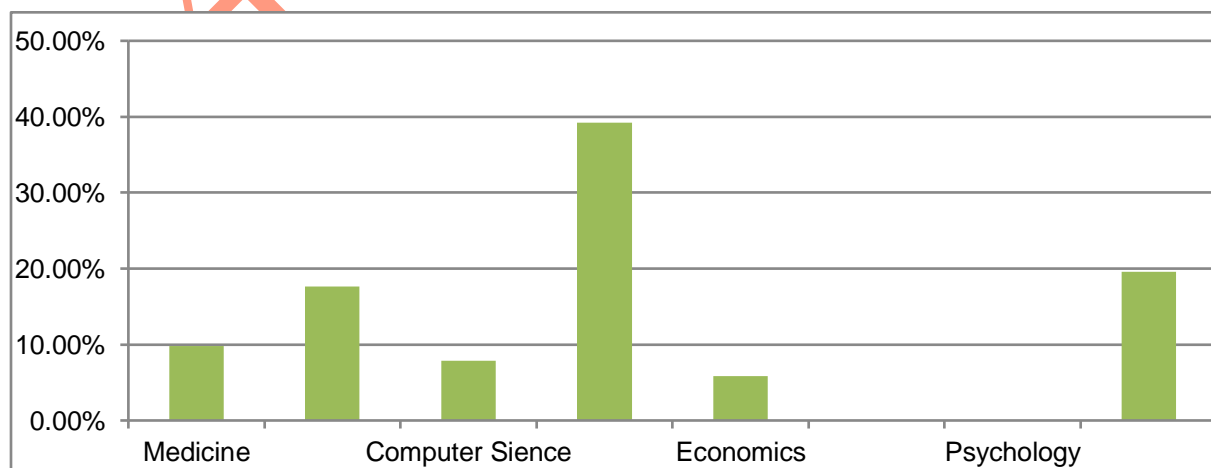
The questions are asked to inquire about the specific and some general questions that are beneficial to reach the answers to the research questions and can help to support the learning. The researcher aims to present and interpret individual questions to better present the outcomes of the survey.

Q1. What is the specification of the higher education you want to choose?

Answer Choices	Responses	
Medicine	10%	10
Engineering	18%	18
Computer Science	8%	8
Business	39%	39
Economics	5%	5
English Language, Literature	0%	0
Psychology	0%	0
Other (please specify)	20%	20
		Answered 100

Table 4.4: What is the specification of the higher education you want to choose?

The researcher wants to derive the information regarding the specific studies or higher education, the students willing to study in the Russian Universities. The research findings help to identify that the majority of 11-grade students want to specialize in business studies as 39 out of the total 100 respondents (i.e. 39%) selected business. Other than that, students show their consent for other higher education specifications. Engineering (18%), Medicine (10%), Computer Science (8%), and Economics (5%) are the other specific higher education which students from the schools of Dubai want to study in university.



The graph helps to determine that there are no students from the total 100 who are willing to study English Language and Psychology in the universities abroad.

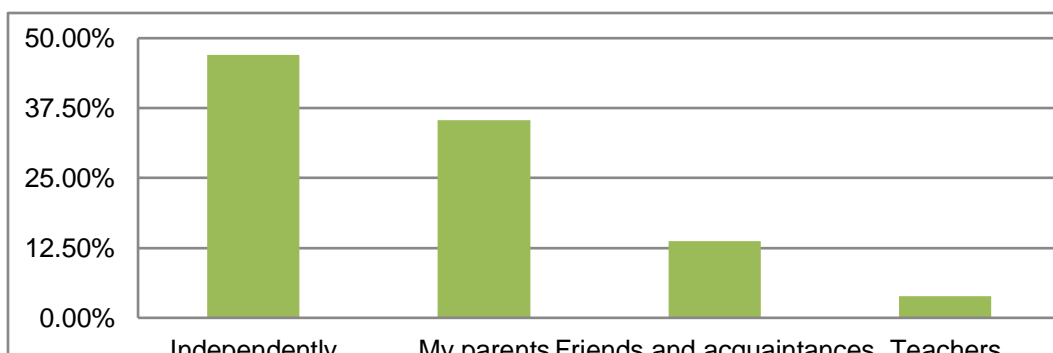
The outcomes are beneficial to develop an understanding that the proportion of students willing to learn business, others, engineering, medicine computer sciences, and economics are the major preferences of students for their higher education's specification(s).

Q2. Who is helping you in choosing a higher education institution?

Answer Choices	Responses	
Independently	47%	47
My parents	35%	35
Friends and acquaintances	14%	14
Teachers	4%	4
Answered 100		

Table 4.5: Who is helping you in choosing a higher education institution?

The questions are inquired to determine the motivation and source of backing that is supporting the students to choose the University for Higher Studies. The researcher allows the students to select from the options that are independent, parents, friends and acquaintances, and teachers. The results from the survey help to derive the information that the majority of students are choosing the university based on their willingness (i.e. independent choice). A total of 47 students (i.e. 47%) have independently chosen to apply and chose to get higher education institutes. Other than that, the results also help to provide with outcomes that parents (35%), friends, and acquaintances (14%), and finally, teachers (4%) are helping the students to choose education institutions.



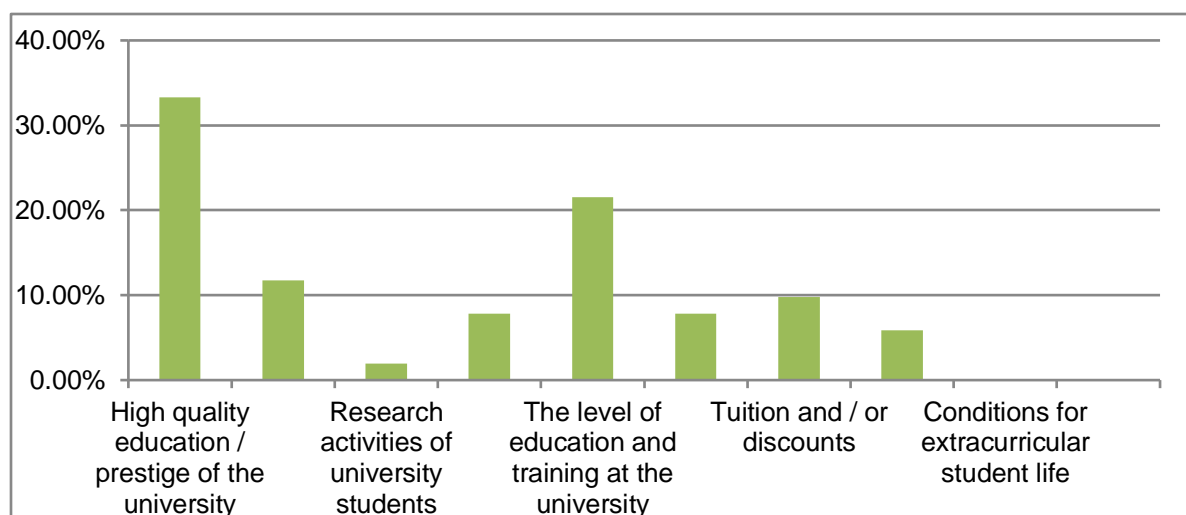
Based on the assessment it can be stated that after the student's independence, the support of the family members and friends can be considered as the two most significant helpers of students.

Q3. What are you guided by when choosing the university you want to enter?

Answer Choices	Responses
High-quality education/prestige of the university	33% 33
The university has international relations and student mobility programs	12% 12
Research activities of university students	2% 2
Ability to choose your learning path	8% 8
The level of education and training at the university	21% 21
University Rankings	8% 8
Tuition and / or discounts	10% 10
The uniqueness of the educational program	6% 6
Conditions for extracurricular student life	0% 0
In-depth study of languages	0 % 0
	Answered 100

Table 4.6: What are you guided by when choosing the university you want to enter?

The results from the table help to provide the detail regarding internal motivation for students that allow them to decide on studying in a specific university. The quality of education, international relationships and mobility programs, opportunities to carry out research, chance to decide on learning path by oneself, level of education and training in the university, a ranking of the university, discounts and tuition fees, uniqueness of the program, and others are provided to the students to choose from. The researcher wants to highlight the major attractions for students as they can see a bright future and improved learning.



The results presented in the table show that students are majorly attracted (33%) by the quality of education and the prestige of the university. Other than that, it is also noticeable that students also are willing to gain in university experiences and learning that can allow them to better understand and reach their academic success. The education and training together are considered to be more attractive for students (21%). Other than that, a major attraction for businesses is that universities with more international relationships and student mobility programs are liked by students in Dubai (12%). Finally, it is also noticeable that conditions for extracurricular student life and in-depth study of languages have no guidance and attraction for students when they plan to study in universities.

Q4. Do you know anything about education in Russian universities? If yes, from which source you hear from Russian universities?

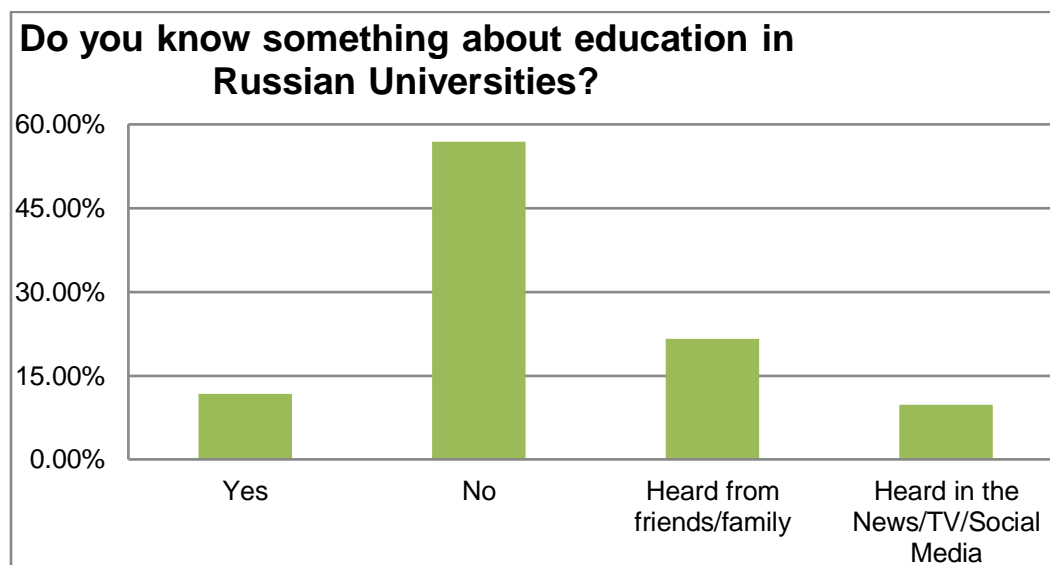
Answer Choices	Responses	
Yes	12%	12
No	57%	57
Heard from friends/family	21%	21
Heard in the News/TV/Social Media	10%	10

Answered 100

Table 4.7: Do you know anything about education in Russian universities?

The researcher aims to know about the knowledge of students about the education facilities in Russia, the possible sources of data and knowledge were also inquired. The results show that

Russian Universities are not majorly browsed and searched since a majority of students shared their viewpoint that they did not know anything about the Russian Education (57 respondents = 57%). Moreover, it is extracted from the table above that 21 respondents shared a viewpoint that they came to know about Russian Education through friends and family (21%). Only 11.76 percent of the students showed awareness about education in Russian Universities. Finally, only 10 respondents (10%) stated that they came to know about Russian Education through TV/Social media, and other channels.



The chart above helps to conclude that the largest percentage of respondents are not familiar with Russian education, more than 30% of respondents were informed through their friends and family, as well as through television/social networks and other channels. And only a small percentage has an idea about Russian education. Based on the data obtained, it can be concluded that Russian education needs to be given more attention in the international educational markets to attract foreign students to Russia.

Q5. If you plan to enroll in a University in another country, which country it will be and why?

The answer to the question is gathered in the form of direct responses in words and is beneficial to know the preference of the students and also the possible reasons. The majority of students have shared their views that they would prefer to get admission in the UK, USA, and other European universities. The core reasons identified by the students include the quality of education in the countries or regions, the personal liking of the students, standards of education are higher, and prestige of the university. Moreover, some students also believe that there are

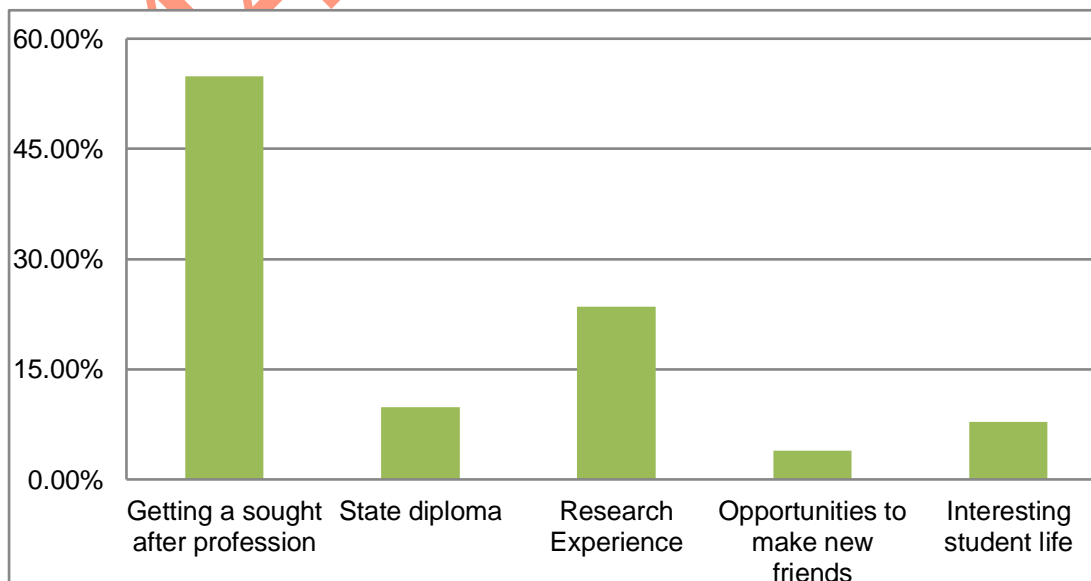
better future opportunities within the region, the costs and overall expenses for German universities are also highlighted by the students, language preference was also given by students for universities from the UK, and also the environment and people were considered to have a role in the decision of students to choose a country for higher education.

Q6. What do you expect from university studies?

Answer Choices	Responses	
Getting a sought after profession	55%	55
State diploma	10%	10
Research Experience	23%	23
Opportunities to make new friends	4%	4
Interesting student life	8%	8
	Answered	100

Table 4.8: What do you expect from university studies?

The researcher again sets a question to determine the overall motivation or final objective of students to study in universities. The majority of the students (55%) show their concern that they want to seek out their profession through their higher studies. Moreover, 23% of the students are of the viewpoint that they are more likely to expect a research experience that can help them in the future. On the other hand, getting a state diploma (10%), enjoy and get fascinated by student life (8%), and making new friends (4%) are also chosen respectively.



The chart further helps to clarify and better represent the outcomes for the question linked to knowing the importance and expectation of students from their higher education.

Q7. Have you ever thought to go to study in Russia?

Answer Choices	Responses	
Yes	27%	27
No	73%	73
Answered		100

Table 4.9: Have you ever think to go to study in Russia?

The researcher straightforwardly asks the question regarding the plan of individual students about going and studying in Russia. The results given in the table show that 27% of students show their desire of studying in Russian universities whereas, 73% of students did not think about going to study in Russia.



The graph helps to provide a graphical representation regarding the fact that a majority of the students are not willing or have ever thought of going to Russia for their studies.

Q8. Kindly specify, if yes, why? If not, why?

The majority of respondents, as it was known earlier, did not think about studying at Russian universities for the following reasons:

- 1) Language barrier
- 2) Lack of information about Russian universities
- 3) No feedback from friends/acquaintances who studied in Russia.
- 4) Cultural barrier

5) Long-distance from home country

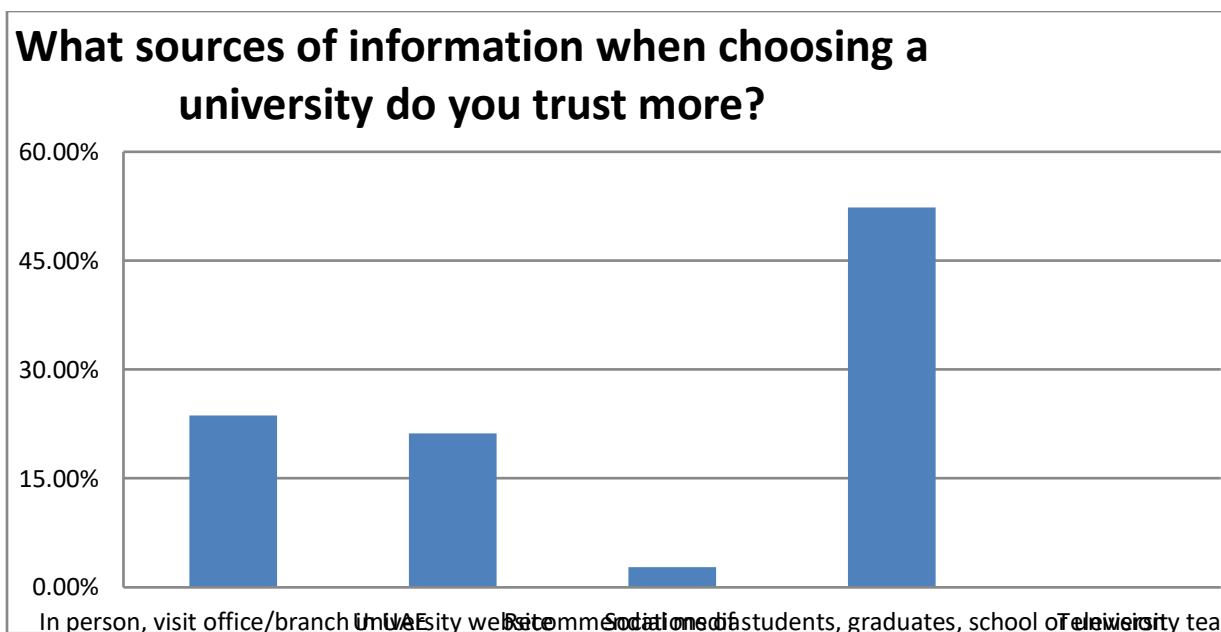
On the other hand, the main positive factors include the fact that Russia is located next to the UAE, which means that it is not very difficult to live and study there. Some students who already have friends staying or studying in Russia are more likely to apply to universities. The quality of education in Russia for specific educational programs is exceptional. Finally, some students who are more focused on cultural knowledge are more likely to come to Russia to study.

Q9. What sources of information when choosing a university do you trust more?

Answer Choices	Responses	
In-person, visit office/branch in UAE	23%	23
University website	21%	21
Social media	4%	4
Recommendations of students, graduates, school or university teachers	52%	52
Television	0%	0
	Answered	100

Table 4.10: *What sources of information when choosing a university do you trust more?*

The researcher further wants to inquire regarding the sources of information that are more trusted by students to choose universities for higher studies. Majorly (52%) the students rely on teachers, students, and other graduate student's recommendations as a valid and focused source. Moreover, students also prefer to visit the university's branch within the UAE (23%) to get the required information to make a better and informed decision. Finally, the website of the university (21%) as well as the social media platform (4%) is also considered to be a source to collect information about universities. It is also extracted that none of the students has ever been able to get knowledge from TV and therefore, it is no considered as a source of information.



The graph also helps to provide a detailed presentation of what sources for information about the university are used by the students to make a decision.

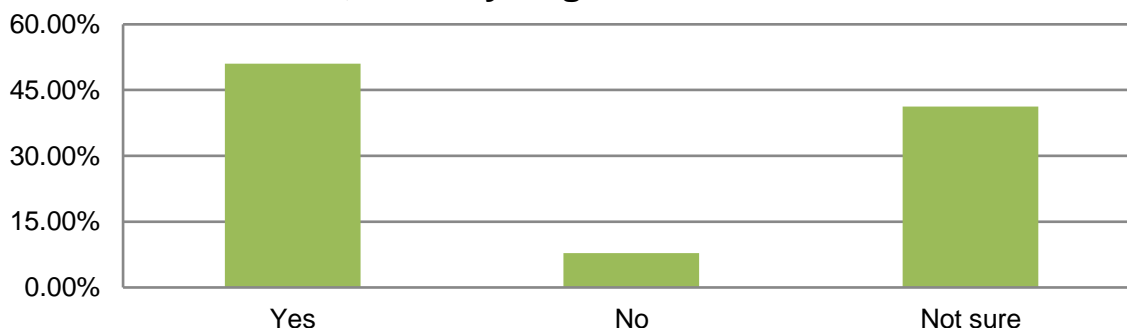
Q10. If you will have a chance to get a free Higher Education in Russia, would you go there?

Answer Choices	Responses
Yes	51% 51
No	8% 8
Not sure	41% 41
Answered 100	

Table 4.11: *If you will have a chance to get a free Higher Education in Russia, would you go there?*

The researcher wants to understand the desire to study at the Russian university in case of the opportunity to get free higher education. The responses help to derive the conclusion that there is mixed opinion as the majority of students showed a positive response (i.e. 51% i.e. 51 respondents). On the other hand, the students stating no (8%) and who are not sure to decide on studying in Russia are also a huge proportion (i.e. 41%).

If you will have a chance to get a free Higher Education in Russia, would you go there?



Based on the assessment of the responses and views of the students from international schools in Dubai, it can be stated that Russia is not a major attraction for students in Dubai. It is required that Russian universities must make more efforts to attract more students and also the relationship between the UAE and Russia must also be improved to better attract the students from both countries.

Q11. If not, what would stop you from this?

The reputation of the Russian culture, studies, and their relevance to Russia and not in the majority of developed countries, lack of awareness, government policies, language issues, and the climatic issues (too cold) are the major factors that are considered to restrict students to choose Russia. The two major issues are the culture and language barriers that are more likely to act as a wall between the planed and the actual decision to study in Russia.

Q12. Which of the following statements do you most agree with?

Answer Choices	Responses	
Good and high-quality higher education can only be obtained in universities located in major developed countries	60 %	60
High-quality higher education can be obtained in any country, regardless of its development and Global recognition	30%	30
I'm not sure	10%	10
Other (please specify)	0%	0
	Answered 100	

Table 4.12: Which of the following statements do you most agree with?

In the final question of the questionnaire, the researcher wants to develop an understanding of the student's belief. The students majorly show their consensus that good quality of education can be obtained from universities from the developed countries. Moreover, a smaller proportion of the overall sample shows their viewpoint that the quality of education is not majorly dependent on the development. These students share a belief that the quality of education depends on the focus of the government and not the economic conditions. Finally, 10% of the respondents are not sure to give their perfect opinion on the question.

4.3. Summary of the findings

The researcher carries out the research intending to determine the different motivations for students from Dubai to study in universities abroad especially Russian Universities. Furthermore, the quality of education, technical improvements, family support, practical experience, and other network-related motivations are to be determined. The research questions for the study are also devised keeping the objectives as a base. The research questionnaire is also devised to effectively and efficiently reach the answer to research questions. The results and interpretation of the study are beneficial to first determine that demographically;

- The respondents for the research that are 11-grade students of international schools in Dubai are from different nationalities and majorly there are Indians, Egyptians, Emirati's, and Pakistanis who participated in the highest numbers. The male and female respondents were almost equal with 56.86% male and 43.14% female respondents. Finally, the majority of students are also willing to continue their higher education in universities present in foreign countries.
- It is also found that the majority of students are willing to go for business-specific studies followed by other specifications, engineering, medicine, computer sciences, and economics.
- It is also found that students are more willing to decide by themselves about their higher education but there is a major role of parents followed by friends and acquaintances.
- Also, it is evaluated that for students the quality of education is considered to be the best and most influential guide to choose the university (Answer to Research Question 1). Other than

that, the level of education and training in the university which helps to build improved technical skills for students is important as well followed by international relationships and student mobility programs of the university.

- The analysis of the question relating to the supporting parties to decision study abroad helps to predict that after the personal willingness of students to study abroad the family support (parents) have a major influence on the decision (Answered to Research Question 2).
- The analysis of the responses also helps to provide with a description that students prefer to choose the university based on the following factors: due to getting a sought-after profession and secondly, to gain some technical benefits that can help them to improve the long term career opportunities (Answer to Research Question 3).
- The professional improvement and opportunities available for students are major positive points whereas, raising the level of experience both research-based as well as educational based are also important as per the student's perspective (Answer to Research Question 4).
- The results show that students in Dubai majorly rely on personal networks (including students, teachers, and previous graduate's recommendations) to support in deciding about taking an initiative to study abroad (Answer to Research Question 5).
- The results specifically linked to determining the motivation of students to study in Russia firstly helps to provide a conclusion that 57 out of the 100 students were completely unaware of the education opportunities within Russia (Answer to Research Question 6). It is, therefore, required more advertisements on TV as well as social media awareness must be initiated to improve the overall awareness of students.
- The analysis also helps to determine that students in Dubai are not willing to go to Russia for higher education based on many reasons including language and culture barriers, they don't find Russian universities as attractive, extreme weather, lack of information, no recommendations from friends and family, and others (Answer to Research Question 7).
- Finally, the research findings help to realize and raise awareness that students who are willing to go to Russia for free education facilities are huge (i.e. 50.98%), which helps to increase the strength of the findings that new approaches and free scholarships must be provided for students so that Russian universities can be considered as an option for higher education by Dubai's 11grade students in the future (Answer to Research Question 8).

Chapter 5: Discussion and Conclusion

5.1. Discussion

5.1.1 Discussion on Outcomes for studying abroad

The researcher aims to determine and analyze the major motivational factors that allow Dubai's 11-grade school students to plan to carry out undergraduate studies abroad. Also, the researcher wants to confirm whether the students are known and interested in planning to go to Russian universities for their studies. The use of questionnaires was done from 100 11-grade students from International schools from Dubai. The outcomes of the study help to reveal that the students of international schools within Dubai plan to move to different countries for their undergraduate studies and some are also willing to go to Russia as well. The nationalities identified from the demographic profile help to share that Indians, Emirati's, Egyptians, and Pakistanis were a major part of the sample with a smaller proportion of students. The study also helps to derive the outcomes that students of 11-grade in Dubai are more likely to go abroad and in universities in Russia to pursue their education in business-specific studies. Moreover, the willingness to carry out engineering, medical, computer sciences, and economics are also a major focus of the 11-grade students of international schools in Dubai. Also, it is determined that the students are majorly more concerned about their future. It is determined as a majority of students have decided to make their decision to carry out their studies abroad.

The major concern for students is the better opportunity available to get a quality education with other major benefits and therefore, students are planning to go abroad for undergraduate education. The research outcomes for the study match with that of Townsend & Bates, (2007) as the researchers also found that students are majorly willing to get quality education and for which they even decide to go abroad leaving their homes and families (Townsend & Bates, 2007). The research helps to derive the outcome that quality is a major factor that helps to back the decision of school students to study abroad.

Moreover, the researcher through focused questions stretches to determine the fact that after the personal will and decision a major role of the family in deciding to study abroad exists. The researcher finds out that parents and families provide support to their children to get a better opportunity to learn and be more efficiently empowered. The outcomes of the research by Lee, (2015) helps to back the current outcomes as there are a major impact and influence of family on the decision making capability of students (Lee, 2015). Also, Sputnik, (2019) further explains

that 68% of the decisions to study abroad are based on the support of family (Sputnik, 2019) Also, the opportunity available to gain technical as well as research-based learning and understanding is also considered to positively affect the decision of students. It is understood that students believe that these skills and core capabilities can help the students to have a more successful and efficient work life.

Moreover, the networks that allow students to plan and decide on studying abroad majorly include teacher's recommendations, students, and graduates from abroad. It is known that students help other students better to let them know the pros and cons of international educational facilities.

5.1.2 Discussion on Outcomes for studying in Russia

The outcomes of the research help to identify that the students of 11-grade from different international schools were completely unaware of the Russian universities. Based on which it can be concluded that Russian universities are not able to spread awareness as well as are not efficient in marketing their education to attract the students in Dubai. It is also known that social media pages, TV advertisements, and other options can be utilized by the Russian universities and the government to better advertise and market their services. The outcomes are matched with outcomes by Zvezdina, (2019). The researcher found that there is a need to improve the relationship between Russian and the UAE governments to improve the overall educational inflows and outflows as there are major mutual benefits for both the countries. The reason for Dubai students not to join or plan to go to Russia for undergraduate studies is due to the lack of knowledge, cultural barriers, climate conditions, no recommendations from friends and family, and others.

Reliability Statistics

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded	0	.0
	Total	100	100.0

a. List wise deletion based on all variables in the procedure.

The reliability statistics is carried out for the questionnaire to determine the overall reliability and validity of the responses. The table above helps to show that a total of 100 respondent's data is utilized for the reliability statistics.

Reliability Statistics

Cronbach's Alpha	N of Items
.713	9

The Cronbach's Alpha value for the current reliability test is .713 which is greater than .70 and therefore, it can be stated that the responses received from the 11-grade students from international schools in Dubai are reliable as well as valid. The "N of Items" show the total number of questions tested under the reliability test. The questions do not include any of the 3 open ended question and responses.

Correlation Analysis

	EducationSpecification	
EducationSpecification	Pearson Correlation	1
	Sig. (2-tailed)	
	N	100
HelpingYou	Pearson Correlation	.946**
	Sig. (2-tailed)	.000
	N	100
Guidesto Choose Uni	Pearson Correlation	.886**
	Sig. (2-tailed)	.000
	N	100
AnythingAboutRussia	Pearson Correlation	.832**
	Sig. (2-tailed)	.000
	N	100
ExpectationsfromUni	Pearson Correlation	.678**
	Sig. (2-tailed)	.000
	N	100
ThinkofRussia	Pearson Correlation	.618**
	Sig. (2-tailed)	.000

	N	100
SourcesofInfo	Pearson Correlation	.519**
	Sig. (2-tailed)	.000
	N	100
FreeEduinRussia	Pearson Correlation	.433**
	Sig. (2-tailed)	.000
	N	100
AttractionsinUni	Pearson Correlation	.317**
	Sig. (2-tailed)	.001
	N	100

The results provided in the table above help to determine that there is a significant relationship between the variables of the study. The correlation analysis helps to derive the relationship based on which the study can be concluded and hypothesis can be answered. The Guides to choice of university helps to provide with a result that there is a significant as well as strong relationship and therefore it can be concluded that quality of studies is a major factor in choosing the university to carry out higher education.

Moreover, the table above helps to provide with an outcome that "Helping you" variable showing the support of family, friends, and independent choice of selecting the educational institute also has a significant and strong relationship with the choice of university and therefore, it can be stated that the role is significant for student's choice.

Also, the variables including the additional benefits (technical, personal, and practical experience) also are found to have a significant relationship. Based on the outcomes from the correlation analysis it can be found that there is a relationship between the independent variables and the dependent variable (i.e. decision of students to study abroad).

5.2. Limitation of the study

The limitations can be based on financial limitations, time restrictions, scope limitations, and others. The current research study is carried out within limited time boundaries and also the scope of the research are limited to decision making of children to study in different universities abroad, specifically focusing on Russian Universities. Based on the limitation the outcomes of the research specifically linked to Russian universities can only be generalised to Russian universities and not universities abroad. Also the researcher aims to discuss and determine the

impact of limited number of variables including the support for the students from Dubai International Schools, specifications of the university studies and quality of education, and major benefits and plus points of studying abroad including the technical knowledge, practical, and role of personal networks.

5.3. Hypothesis Testing

H₁: Quality of education offered in Russian Universities is considered to be the main factor/ reason to attract students from Dubai to peruse their education in Russia.

H₂: Family support and the guidance and help from friends are considered to play a significant role in making students in Dubai to study in Russia.

H₃: The technicality as well as the opportunity to learn practical experience for students is a major attraction for Dubai students to study in Russia.

H₄: Personal Networks of students is significantly attracting Dubai students to get higher education in Russian Universities.

The analysis of the responses using descriptive statistics (use of frequency and graphs) helps to determine that quality of education is considered to be the most valuable attraction for students for choosing any university abroad specifically the Russian Universities. Based on the outcome it can be stated that alternate Hypothesis is accepted as quality of the universities is the main factor that attracts students from Dubai.

Moreover, the analysis also reveals that after independent choice of students to choose to study abroad family guidance and support from friends are the biggest guidance and support respectively for students in Dubai to select universities in different countries based on the quality of education and others. Hence, it can be concluded that alternate hypothesis is accepted for the study.

The outcomes from the analysis as discussed in the summary of the findings in Chapter 4 and also from the discussion above it are notified that students from Dubai are willing to gain technical skills and practical experience from universities abroad that is not available in local universities. Based on the outcomes the alternate hypothesis for the study is accepted for the study as technical knowledge and practical experience is a major attraction for students.

Finally, the results show that students from 11-grade from international schools are not able to get guidance from personal networks that helps to attract them to Russian universities and therefore, scholarships and building new educational relationships between the countries is highly recommended.

5.4. Conclusion

The outcomes of the research based on the descriptive and graphical representation of data collected through the online questionnaire help to reach to a conclusion that the major influences in decision making include improvement in the quality of education, more specialized and efficient studies, technical and practical implications and significance, family support, and influence, opportunity to get a more sought after profession, and personal networks including teacher's recommendations and existing graduates bits of advice are most influential.

Moreover, it is also found that the students in Dubai international schools (11-grade) students are more likely to plan and study abroad rather than in Russia due to many factors. The major factors include lack of knowledge, climate conditions, cultural backgrounds, and others. This helps to provide a conclusion and recommendation that there is a need to focus on improving the awareness and further the relationship between the UAE and Russian governments specifically concerning education.

5.5. Recommendations

The outcomes of the research help to provide with a description that there is a majority of students who are willing to carry out their undergraduate studies in universities abroad and based on the outcomes the following recommendations are provided.

- The government of the UAE and Dubai are specifically required to make improvements within the quality of education so that the students can get their desired education from local universities that are both less costly for them and also they would not be required to leave their homes and study abroad.
- Also, the requirement to improve the practical and technical education within the UAE and Dubai is visible as students are more likely to get more technical and practical knowledge that can help them in their future endeavors. The government is required to improve the overall quality of education so that the students do not require going abroad for higher studies.

- Moreover, Russian universities are required to more effectively market their educational facilities so that students are more aware and decide on taking admissions in Russian universities in the future.
- Also, the Russian universities and the government are required to improve the relationship with the UAE in terms of education so that more and more students can study in Russia.
- Finally, it is also suggested that more scholarships and free education must be provided to limited candidates with an exceptional academic career so that more students in Dubai can be attracted to apply for Russian scholarships.

5.6. Recommendation for Future Researchers

The researcher can suggest future researchers carry out more detailed and accurate research studies so that the reliability and credibility of the researcher can be further improved.

- Future researchers are recommended to carry out their research using a mixed-method so that qualitative, as well as quantitative data, can be gathered. The application of mixed-method research would allow the researchers to more effectively and efficiently complete their research.
- Also, qualitative research approval can be recommended as it can allow the future researcher to gain an in-depth understanding of the opinions and views of students and teachers in Dubai regarding their perceptions on studying abroad and specifically about the Russian education.
- The sample size can also be increased from 100 (in the current research) to 250 students so that more reliable results can be gathered. This can also help to more easily provide a generalized conclusion on the overall students from international schools from Dubai.
- Moreover, the use of one to one interviews can be carried out after the pandemic is over. The interviews can allow the researchers to get a more detailed and in-depth understanding of the opinions of students. Also, the future researchers can get approval

to carry out surveys directly from the students in the schools and their parents, as these questionnaires can also help to know the opinions of the parents and students together.

- Finally, future researchers can also improve the target respondents from students to teachers, students, and parents to evaluate their opinions. The results would be more accurate as different opinions from the target groups can help to further facilitate in a more in-depth and efficient conclusion.

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