Factors affecting Chinese Students’ choice of studying in Sweden

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Abstract

Chinese families investing in education for their children has prompted an increasing number of students to study abroad. Sweden is becoming one of the destinations that attract a large number of Chinese students. Why do they choose Sweden? What are the factors that affect their decisions to study abroad? This article analyzes Micro-level factors (Family Influence, Gaining International Experience, Expectation, Language, etc.), Meso-level factors (Scholarships, Tuitions, Reputation of the Institution, and Quality of Education in host country), and Macro-level factors (Immigration Policy, Security Factors, and Social Culture) to find out the factors influencing Chinese students to study in Sweden. Based on this, it provides suggestions for the future promotion strategies of Swedish Universities to attract more number of Chinese students.

The data was collected through interviews with Chinese students (Exchange, Undergraduate, Master Students as well as Postgraduate Students), Swedish Teachers and Chinese Teachers. Further, surveys were conducted with Chinese applicants for Study in Uppsala University to gather more comprehensive data. Therefore, we used both qualitative and descriptive research to analyze the data.

Key Words: Chinese Students, Push and Pull Theory, Study Abroad, Sweden
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1. Introduction

This chapter describes the research background, the purpose and research questions. It concludes with the submission of this article, which including theoretical and empirical contributions.

“Do you study in Switzerland?” “No! I am Studying in Sweden, not Switzerland!” This is a common question many Chinese students will be asked by their friends and relatives when they study in Sweden. A large number of Chinese people, know very little about Sweden, and many even confuse Sweden with Switzerland! The Nobel Prize, IKEA and Swedish meatballs may be all that they know about Sweden. The lack of information and understanding of Sweden has also led to this perception among many Chinese students. China has already been the country with the largest number of students studying abroad, and the destination is mainly the United Nations, Australia, UK and Canada (OECD, 2015). Meanwhile, (Uis.unesco.org, 2018) also shows these trends. For detailed data, 291,063 students from China studied in the United States (2015), 112,329 studied in Australia(2016), 91,518 studied in the United Kingdom (2015), and 60,936 studied in Canada. However, only 2,337 students from China studied in Sweden (2015) (Figure1).

Figure 1. Global flow of tertiary-level students: where do Chinese students go?
For the past several decades, globalization has been an emerging force in higher education (Altbach, Reisberg, & Rumbley, 2010; Altbach & Knight, 2007). According to the Organization for Economic Co-operation and Development’s (OECD) 2015 Annual Report, not only the total number of students pursuing education across national borders doubled from 2 million in 2000 to 4 million in 2013, but also the list of countries from which those students originated had also become more diverse (OECD, 2015). Many students continue to seek educational opportunities in English-speaking countries such as the United States, the United Kingdom, Australia, and Canada (OECD, 2015).

Mainland China was the largest source country of overseas students in the world from 2004 (Yao, 2004). As of 2011, China accounted for 25.4 percent of all international student enrollments in the global total, making it a major country to export students overseas. (IIE, 2012). For Chinese students, similarly, the choice of destination is dizzying. The recruitment and publicity by other countries in Europe and the United States have formed a complete industrial chain in China. They equate international student education with "Trade", and economic globalization is transforming higher education into a special consumer product that can flow around the world (Benji, 2016). Many qualified Chinese students also prefer to study in schools in these countries. At the same time, a number of these students come back to China after studying abroad, and their experiences and suggestions will have a certain impact on families with the desire to study abroad.

It is however undeniable that, as the center of northern Europe, Sweden has been well known to more and more students in recent years with its beautiful environment, highly tolerant social culture and excellent educational resources. The internationalization of the Swedish University is an important part of its campus culture, and students from all over the world have infused the vitality of different regions. The number of international students has dropped markedly since Sweden resumed tuition fees in 2011. Applications for international students fell from 132,000 in 2010 to 15,000 in 2011 (Nic, 2013). According to local media, fewer than 1,300 international students enrolled in the fall of 2011, and more than 16,000 registered in the previous academic year. However, the decline in Chinese applicants was the most obvious, over 90 percent. Other Asian countries, such as Pakistan and Bangladesh, also have about 90 percent of applicants (Landes, 2012). Are there are common or special factors that attract international students to study in Sweden in terms of this situation?
Sweden respects international students as Ambassadors which can partly explain why Swedish Universities welcome international students. In the Global Swede Ceremony, a Chinese exchange student became Karlstad University’s first Global Swede. “It is such a great honor for me to be nominated and invited to the Global Swede Ceremony 2017. I really had a wonderful time in Stockholm, meeting other Global Swedes from all over the country and learning more about Swedish culture. I would like to give my sincere gratitude to people who offered me such a precious opportunity and people who helped me a lot during the whole process. In the future, I wish to build stronger ties between Sweden and China through my efforts,” says Yishan Gao, from Northwestern Polytechnical University, Xi’an, Shanxi Province, China. The goal is to encourage them to act as Ambassadors for their country's relations with Sweden, as a potential resource for Swedish business in their home country, and also as Ambassadors for Sweden as a destination for higher education (Kau.se, 2018).

However, to many Chinese students, Sweden and even the whole northern Europe are not popular destinations to study abroad. They know very little about Sweden or Sweden Universities. The Sweden Government is making a positive change. The Government has also extended scholarships for international students. At present, the Government has provided about 250 Million Swedish Kroners ($30 Million) in scholarships and grants to international students. In the past ten years, the English Teaching Program of Swedish higher education has also expanded significantly. There are now more than 800 such projects in Sweden (only Germany and the Netherlands have more in Europe). It accounts for nearly a quarter of the National University Program (ICEF Monitor, 2017). In March 2011, a parliamentary committee proposed that graduates be allowed to extend visas for six months in Sweden to apply for jobs after completing their studies (Carlsson, 2012). These policies undoubtedly play a proactive role in attracting more international students.

China, as the world's second-largest economy, has received increasing attention from the international community, while the demand for study abroad has increased. Every Chinese student is a messenger of the spread of Chinese culture. As international institutions, Swedish Universities can learn more about China from Chinese students. In China, students who are able to study abroad are generally regarded as outstanding students. When they return, they play a very important role in the development of various fields in China, which will be helpful to promote mutual understanding and business cooperation between China and
Sweden. Therefore, it is of great significance to study the factors influencing Chinese students' choice of studying in Sweden.

In addition, most of the relevant literatures about choice of studying abroad focus on UK and US, and many identified safety as a very important factor for Chinese students to choose their destinations (Abubakar et al., 2010; Mazzarol & Soutar 2002). University ranking is another major factor. Meanwhile, scholarships and living expenses are also common factors that influence this decision-making process. Language also has an impact. English countries are able to attract more number of Chinese students (Gong, X. & Huybers, T. 2015). However, there were fewer literatures on choice of Chinese students studying in Sweden. What are the similarities and differences between Chinese students choosing to study in Sweden and choosing other mainstream countries? This paper attempts to address some findings in the decision-making process of Chinese students studying in Sweden through analysis and research.

1.1 Purpose

The purpose of our study is: (a) to find out the factors that influence Chinese students' choice of Swedish Universities as their overseas education destinations. (b) To give some inspiration to Swedish Universities, and to attract more Chinese students to study in Sweden. (c) To improve the reputation of Sweden and Swedish institutions in China through proper recruitment publicity. (d) To attract more Chinese students to study in Sweden, and to lay a good foundation for the long-term political, economic, commercial and cultural exchanges between Sweden and China.

1.2 Research Questions

1. What are the factors that affect Chinese students' choice of study in Sweden?
2. How should Swedish institutions adjust their marketing/propaganda strategies toward Chinese students?

1.3 Research Contributions

Chinese students are influenced by various factors in the process of deciding the destination
of studying abroad. Therefore, understanding the motivations and causes of Chinese students' decision making is very important for Swedish Universities to improve their publicity strategies. On this premise, we divided all the factors into Micro, Meso and Macro levels. It will be more convenient for Swedish Universities to understand and make decisions. From the perspective of empirical contributions, data was collected through in-depth interviews and questionnaires. The respondents included applicants, current students and graduates. This data can be used to understand the current Chinese students' thoughts more comprehensively and accurately. This will provide practical suggestions for improving the propaganda strategy of Swedish Universities, and also fill the gaps in the research.

Overall, this study helps to understand why Chinese students choose to study in Sweden and to develop effective communication and publicity strategies based on these information. This will not only be helpful to attract more Chinese students, but also play a positive role in maintaining friendly relations between Sweden and China, and spreading the culture of both the countries.
2. Literature Review

This chapter reviews the current literature on higher education with an emphasis on students’ choices and decision making for higher education abroad, factors that influence students’ decision and Chinese students’ characteristics when making decisions in higher education. It ends with the eleven factors that may affect the students’ decision and literature evidence.

2.1 Globalisation and Internationalisation in Higher Education

The higher education of the new millennium is facing challenges. Reduced government funding and higher student costs make education industry more competitive (Soutar & Turner, 2002). Globalisation and internationalisation has a profound impact on higher education (Dodds, 2008). Globalization is a turbulent phenomenon that transcends and ignores national borders (Scott, 2000). It has intensified competition among higher education institutions and enables them to participate in maintaining or developing national competitive advantages. In fact, higher education institutions has played an important role in encouraging global trends (Dodds, 2008). Meanwhile, higher education plays an important role in the global knowledge economy, such as research, student recruitment, branch schools, franchising, etc (De Wit, 2011). Globalization has promoted the "corporatization" of universities, which has changed the structure and spirit of universities and made them compete more effectively in the global market (Rhoads & Rhoades, 2005). Even for many developed countries, the education industry is worth billions of dollars and has become a major source of trade (Cheong Cheng, Cheung & Yuen, 2011).

However, internationalization pays more attention to strategic relations, which reflects the state-dominated world order (Scott, 2000). Globalization and Internationalization are opposite concepts, and globalization is not a higher form of internationalization. De Wit (2011) noted that Internationalization is closer to the established tradition of international cooperation and mobility. However, globalization is more about competition, regarding higher education as a tradable commodity, challenging the concept of higher education as a public interest.

Therefore, in the academic field, "globalization" and "international competitiveness" are the key words of extraordinary entrepreneurship (Rhoads & Rhoades, 2005).
2.2 The motivation of Universities to recruit International Students

Under the impact from globalization and internationalization, the motivation of universities to recruit international students are different. For some countries, education exports has brought rich economic returns. Since the early 1990s, the Canadian government has focused on the important role of higher education. In 2007, the federal government attached importance of higher education again and allocating 1 million Canadian dollars each year from the budget to build the education brand of Canada (Trilokekar & Kizilbash, 2013). International students spent more than $7.7 billion on tuition, accommodation and discretionary spending in 2010; created more than 81,000 jobs; generated more than $445 million in government revenue (Roslyn Kunin & Associates, Inc., 2012). But while the country is making a lot of money, the pressure on universities is growing. It was their goal to keep up with profits (Magnusson, 2000; Scott, 2000; Sidhu, 2006). The decline in government funding has led universities to have more autonomy in finding funding, which means increasing tuition has become the main strategy (Magnusson, 2000). Many universities also actively increase the number of international students (Hemsley-Brown & Oplatka, 2010).

There are similar situation in Australia. higher education is called Australia's third largest export industry (Phillimore & Koshy, 2013; Carrington, et al., 2007). In 2005, students from mainland China contributed about a $5.9 billion to the Australian economy (Australian Department of Foreign Affairs and Trade, 2005). In 2010, international students brought in more than $18.6 billion (International Education Advisory Council, 2012). But with a worsening trade deficit, the Australian government must urgently reform to stop the national economic crisis (Trilokekar & Kizilbash, 2013). It is important to encourage universities to accept education export fees (Sidhu, 2006). The Australian government is offering $200,000 to universities to print promotional materials for international students. In addition, universities are allowed to retain most of the international students' income (De Wit, 2011).

Not only economy, promoting culture and communication are also the main reason. For now, Hong Kong's publicly funded institutions of higher education have not experienced the effects of fiscal austerity, and income is not the main motivator. The recruitment of mainland students in Hong Kong universities reflects both the progress of social culture and the preservation of Hong Kong's international image and reputation (Bodycott, 2009). In Hong
Kong, students from different backgrounds and regions can deepen their understanding of China and also have a positive role in promoting students' racial understanding. For countries like Singapore, recruiting foreign students is a way to increase and maintain the competitiveness of science, technology and economy (Bodycott, 2009). And through the implementation the international strategy -- cooperate with world-renowned universities to improve the market image and try to improve the position in the world rankings (Sidhu, Ho & Yeoh, 2014).

International students not only have a significant impact on the society and culture of the host country's campus, but also have a significant impact on the development of research and innovation in the host country (Middlehurst, 2003). Sweden universities insist on the value of the multicultural student experience and the global impact of education and research. So the exchange students and students through strategic partnerships are more and more important (Nic, 2013).

2.3 Understanding International Students’ decisions

A number of studies are related to students’ choice and the complex nature of choosing to study in a higher education institution (Briggs, 2006; Soutar & Turner, 2002). In any case, international students are increasingly demanding that their money be better valued and more selective in choosing higher education institutions. The problem is that it may be difficult for students to know what they are getting before they are actually in or at the end of the educational cycle e.g. if they fail their exams they are unlikely to perceive that they had a high value education. Although studies have been conducted on factors that influence international students' pursuit of higher education decision-making are wide, their results are diverse.

Ivy (2001) summaries earlier research into three types of student choice models, and in a number of research, the dimensions are categorized as either economic, sociological or information processing models. The economic models emphasize the costs aspects associated with their studies, including the costs of choosing to study instead of work. The sociological models are about family influences, personal motivation and ability and so on. The information processing models combine both the economic and sociological models to determine the decision making of further study and the decision-making process of
institutions. Some researchers find it difficult to categorize or conceptualize student decisions. Maringe (2006) argues that choice is not a rational process while Petruzzellis and Romanazzi (2010) summarise that decision is an iterative, complex concept that includes three interrelated elements: context, key influencers, and selectors.

Other studies have shown that in most cases, students choose to study abroad in a sequential order: firstly, they decide to study abroad rather than at home. Secondly, they choose the destination of study. Finally, they select a specific institution (Chen, 2007; Mazzarol & Soutar, 2002). Mazzarol and Soutar (2002) also note that Students from China, India, Indonesia and Taiwan also go through these three stages when choosing their study destination, which is influenced by ‘push’ and ‘pull’ factors. In the first stage, students decide to study abroad, which is affected by the domestic "push" factors. In the second stage, students choose the destination which influenced by the "pull" factor of the country they can choose. Finally, there are additional "pull" factors that make an organization more attractive than its competitors, such as reputation, course scope and staff expertise.

2.4 Factors that influence International Students’ decision-making process

The push and pull theory is a very classical model when studying the factors that influence students abroad. It provides a lot of valuable information about the decision-making process of international students (Mazzarol & Soutar, 2002). In 1960s, American scholar E.S.Lee put forward the “push and pull” theory of population migration. He divided the factors that affect the migration into “push” and “pull” (Lee, 2017). Moreover, the intermediate obstacle factors were added on the basis of D.G.Bagne. Population mobility is the result of the combination of these three factors.

Studies show that there are many factors may influence students' choice. The “push” factor encourages students to make international learning decision (Mazzarol & Soutar, 2002). In particular, students are dissatisfied with the education quality of home country and seek for better quality of higher education (Lee, 2017). Some students are "pushed" from home countries because of they are lack of access to local universities. The “pull” factors including economic, political forces that may attract the foreign students like migration opportunity and high quality education (Bodycott & Lai, 2012). “Pull” refers to the factors that make the host
country more attractive to international students. For example, the factors including recommendation from friends and relatives, academic environment, support for international students. Some of these factors are inherent in the home country, some are from host countries, other factors are students themselves (Mazzarol & Soutar, 2002). These factors not only affect their choice of study abroad destination, but also have a certain influence in the choice of institution. (See table 1)

Table 1: Factors of Push and Pull theory

<table>
<thead>
<tr>
<th>Push factors</th>
<th>Pull factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of access to local HE</td>
<td>Knowledge and awareness</td>
</tr>
<tr>
<td>Better quality of overseas HE st term</td>
<td>Personal recommendation</td>
</tr>
<tr>
<td>Availability of technology-based programs</td>
<td>Cost issues</td>
</tr>
<tr>
<td></td>
<td>Environment</td>
</tr>
<tr>
<td></td>
<td>Geographic Proximity</td>
</tr>
<tr>
<td></td>
<td>Social links</td>
</tr>
</tbody>
</table>

The decision process according to Mazzarol & Soutar (2002), includes at least three stages: First, decide study internationally rather than locally which is influenced by "push" factors; Second, selecting host country, which "pull" factors become more important; Third, students select institution. In third stage, additional "pull" factors will make certain institution more attractive than competitors. (Mazzarol & Soutar, 2002) The result from Mazzarol et al showed that six factors affecting student selection of destination. 1) Knowledge and awareness, 2) personal recommandations, 3) cost issues, 4) environment, 5) geographic proximity, 6) social links. They help understanding the influences that influence student's selection of a host country. Mazzarol et al.(1997) and Dreher & Poutvaara (2011) pointed out that economic and cultural factors play an important role in students' decision process. In
Margine's article, he argues that students show greater sensitivity to expected earning because they focus on education cost, which make them more responsible than ever (Margine, 2006).

For students from different countries, they are affected by different push and pull factors (Lee, 2017). According to previous researches, we summarized the following table. (See Table 2)

**Table 2: Summary of key factors influencing students’ decision to study abroad**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Factors</th>
<th>Researchers</th>
<th>Host country in the research</th>
</tr>
</thead>
</table>
| Micro             | Influence from family and friends    | Mazzarol & Soutar, 2002;  
Chen, 2007;  
Bodycott, 2009;  
Lee & Morrish, 2012;  
Maringe & Carter, 2007 | Australia  
Hong Kong  
Canada  
New Zealand  
UK |
|                   | International experience             | Bodycott, 2009;  
Wu, Garza & Guzman, 2015;  
Norris & Gillespie, 2009 | Hong Kong  
US  
US |
|                   | Exceptions of study and future       | Mazzarol & Soutar, 2002;  
Arambewela, Hall, & Zuhair, 2006;  
Chen & Zimitat, 2006;  
Counsell, 2011;  
Wu, Garza & Guzman, 2015;  
Nilsson, 2015 | Australia  
Australia  
Australia  
UK  
US  
Sweden |
|                   | Language environment                 | Chen & Zimitat, 2006;  
Barnard, 2002;  
Bodycott, 2009;  
Galloway & Jenkins, 2005;  
Davey, 2005;  
Engelke, 2008;  
Nilsson, 2015 | Australia  
China  
Hong Kong  
The US  
The UK  
Sweden  
Sweden |
| Mesco             | Scholarships                         | Trilokekar & Kizilbash, 2013;  
Bodycott, 2009;  
Lee, 2012;  
Hemsley-Brown & Oplatka, 2006 | Canada  
Hong Kong  
Koera  
The UK |
| Tuitions          | Scholarships                         | Trilokekar & Kizilbash, 2013;  
Bodycott, 2009;  
Bodycott & Lai, 2009;  
Lee, 2017;  
Elliott & Soo, 2013;  
Hemsley-Brown & Oplatka, 2006 | Canada  
Hong Kong  
Hong Kong  
Koera  
The US  
The UK |
<table>
<thead>
<tr>
<th>Cost of living</th>
<th>Mazzarol &amp; Soutar, 2002; Pimpa, 2003; Bodycott, 2009; Elliott &amp; Soo, 2013; Berglund, Thota &amp; Man, 2013</th>
<th>Australia, Australia, Hong Kong, The US, Sweden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reputations of institutions</td>
<td>Mazzarol, 1998; Mazzarol &amp; Soutar, 2002; Petruzzellis &amp; Romanazzi, 2010; Gutman &amp; Miaoulis, 2003; Elliott &amp; Soo, 2013; Cubillo, Sánchez &amp; Cerviño, 2006; Nilsson, 2015</td>
<td>Australia, Australia, Italy, The US, Spain, Sweden</td>
</tr>
<tr>
<td>Quality of education</td>
<td>Mazzarol &amp; Soutar, 2002; Chen &amp; Zimitat, 2006; Van Damme, 2001; Petruzzellis &amp; Romanazzi, 2010; Counsell, 2011</td>
<td>Australia, Australia, Belgium, Italy, The UK</td>
</tr>
<tr>
<td>Available of courses</td>
<td>Mazzarol &amp; Soutar, 2002; Pimpa, 2003; Petruzzellis &amp; Romanazzi, 2010</td>
<td>Australia, Australia, Italy</td>
</tr>
<tr>
<td>Promotion and marketing of institutions</td>
<td>Mazzarol &amp; Soutar, 2002; Chen, 2017; Bodycott, 2009; Petruzzellis &amp; Romanazzi, 2010; Cubillo, Sánchez &amp; Cerviño, 2006; Hemsley-Brown &amp; Oplatka, 2006</td>
<td>Australia, Canada, Hong Kong, Italy, Spain, The UK</td>
</tr>
<tr>
<td>Institutions’ facilities</td>
<td>Bodycott, 2009; Petruzzellis &amp; Romanazzi, 2010; Cubillo, Sánchez &amp; Cerviño, 2006; Price, Matzdorf, Smith &amp; Agahi, 2003</td>
<td>Hong Kong, Italy, Spain, The UK</td>
</tr>
<tr>
<td>Macro Immigration prospect</td>
<td>Chen, 2008; Bodycott, 2009; Bodycott &amp; Lai, 2009; Nilsson, 2015</td>
<td>Canada, Hong Kong, Hong Kong, Sweden</td>
</tr>
<tr>
<td>Social culture</td>
<td>Chen, 2008; Gu, 2015; Bodycott &amp; Lai, 2009; Nilsson, 2015</td>
<td>Canada, China, Hong Kong, Sweden</td>
</tr>
<tr>
<td>Comfortable climate</td>
<td>Mazzarol &amp; Soutar, 2002;</td>
<td>Australia</td>
</tr>
<tr>
<td>Geographic proximity</td>
<td>Mazzarol &amp; Soutar, 2002; Lee, 2017</td>
<td>Australia, Korea</td>
</tr>
</tbody>
</table>

2.5 Chinese students’ characteristics in decisions to study abroad

Students' choice of studying abroad is influenced by students' personal characteristics, including social and economic background, students' academic ability and the students' plans for the future. As of 2011, China accounted for 25.4 percent of the global enrollment of international students, making it the country with the largest number of overseas students (IIE, 2012). The Institute of International Education reported that 274,439 students from China studied in the USA in 2013/2014 – a 16.5 percent increase from the previous year. It is the Fifth year in a row that China has the largest number of Foreign Students in the United States, with 31 percent of the total. Statistics in Canada are similar. Chinese students made up 32% of international students (CBIE, 2013). The continued growth of Chinese students has been driven by a number of factors, including the growing demand for undergraduate courses by Chinese students and their families (ICEF Monitor, 2017).

Parents of Chinese students have a particularly strong influence on their children's choice of education overseas. He noted that the hope of success in the rapidly developing Chinese economy has put a lot of pressure on Chinese students and their parents. Achieving career
success is critical for both students and their parents. There is evidence that, career outcomes are important for international students. In particular, three-quarters of Chinese students said that looking forward to a better career in the future was a key driver of their pursuits of overseas education (IIE, 2014).

2.6 Model of factors influencing the decision of Chinese students studying abroad

The model of this paper is based on the extrapolation theory of international migration, which is usually used to identify the factors that push and pull the influence of student decision-making (Mazzarol & Soutar, 2002). These factors encourage students to study abroad. Some of these factors are inherent in the source countries, while some are in the host countries, and some are in the students themselves (Mazzarol & Soutar, 2002). International students have to go through at least three different stages when deciding where to study. In the first stage, students decide to study abroad rather than in their own country, and the "Push" factor at this stage is very important. In the second stage, the "Pull" factor plays a larger role when choosing the destination. The third stage involves selecting an institution (Mazzarol & Soutar, 2002). This usually involves considering the reputation of institutions, market profiles, resource use, promotion and marketing, and so on (Mazzarol, 1998).

But there are some drawbacks of the Push-Pull theory, such as the inability to distinguish national characteristics (e.g., ability to work and the institution’s reputation, which may not correlate to the host country’s appeal) (Chen, 2017). Currently, the researches on motivation of Chinese students studying are mainly focused on the same dimension, such as the students' access to the information of studying abroad (James-MacEachern & Yun, 2016); the influence from parents, family and culture on students (Bodycott, 2009); the relationship between institutional selectivity and student satisfaction (Lee, 2017). In fact, Chinese students are influenced by many multi-level factors while making decisions to study abroad. This thesis hopes to analyze this process from the Micro, Meso and Macro levels. It also attempts to identify the factors and backgrounds that affect Chinese students' choices to study in Sweden from these different dimensions, but interrelated factors.

2.6.1 Micro-level factors (“Push” factors) influencing the decision making
Family Influence

Generally, the decision of studying abroad is made by the students themselves, but is also influenced by the immediate family members (Bodycott & Lai, 2012; Bodycott, 2009). Chinese students pay more attention to the opinions of parents, family members and their friends, and the role of parents is especially important (Mazzarol & Soutar, 2002; Bodycott, 2009). The social culture of China is mainly based on the Confucian ideals. In such a cultural environment, respecting family traditions and authority - "Filial Piety", plays an important role (Salili, Fu, Tong & Tabatabai, 2001). Filial Piety, respect and obedience of parents are the core characteristics of Confucian culture (Salili & Lai, 2003). Recommendations from parents, relatives, friends and other "gatekeepers" were also key factors before making a final decision (Mazzarol & Soutar, 2002). The decision of studying abroad is very important for a family, and the opinions of parents and relatives play an important role in this. Therefore, considering the cultural characteristics and family factors of Chinese families, it is proposed:

P1: The family influence has a positive relationship with Chinese student’ decision to study in Sweden.

International Experience

In University campuses, international students form an increasingly important source of diversity. They contribute to the diversity of campus culture, and enrich their family and national experience (Wu, Garza & Guzman, 2015). For many students, international education and student mobility have become an important part of their college life (Nilsson, 2015). Norris and Gillespie (2009) found that the changes brought by studying abroad are reflected in the overseas students' career experience. To Bodycott (2009), Chinese students were critical of college entrance examination system. Students believe that high-quality education and international/cross-cultural experience are important "Pull" factors that affect their desire to study abroad. Students are more focused on the international education experience during the course (Bodycott, 2009). Students were pushed by a perceived higher quality of education and range of international/intercultural experiences they believed would be received abroad compared to that in their homeland (Bodycott, 2009). Therefore, based on the above literature, it is proposed:
P2: Gaining international experience has a positive relationship with Chinese student’ decision to study in Sweden.

Expectations
Studying abroad is an exciting experience for Chinese students. While entering new life, the expectation of learning necessary life skills in foreign life, impressions of the host country, the difficulties and problems that may be encountered are considered. Many students come to the United States with expectations from their parents'. These expectations include the completion of graduate study, financial support, and future careers. Usually, the tuition abroad is more expensive than domestic tuition, so international students will have more pressure to meet these expectations in a short time (Wu, Garza & Guzman, 2015).

Expectations also represent a cultural emphasis on future positioning and financial security (Gordon, 2000). For example, the improvement of employment opportunities and the possibility of emigration (Bodycott, 2009). Chinese students studying in Sweden not only face the distant geographical differences, but also face the collision of different cultures from the East and the West. Previous literatures has shown that, if students are satisfied with the expectations and choices they set before they study abroad, then it is a satisfying experience for them (Arambewela & Hall, 2009; Arambewela, Hall & Zuhair, 2006). Therefore, according to previous research, it is proposed:

P3: Expectation has a positive relationship with Chinese student’ decision to study in Sweden.

Language
Language is considered to be the most serious academic problem that impedes the smooth adaptation of international students (Galloway & Jenkins, 2005). Teaching language is a key factor to enroll international students (Nilsson, 2015). For Chinese students, English is the most commonly used second language. The number of English teaching programs offered by the Swedish Universities is the highest in Europe, which is very convenient for international and exchange students. Therefore, Sweden has become a participator in the global education market (Nilsson, 2015). In Nilsson's study, majority of the international students knew little about Swedish language. The English courses offered by Sweden Universities contributed significantly to attracting foreign students.
Moreover, it is also important to improve language skills (Nilsson, 2015). Although most Chinese students can meet the requirements of language examination before studying abroad, they still face some difficulties in practical communications. Barnard (2002) pointed out in the study that many foreign students have poor English skills when they enter University, although they have achieved satisfactory results in IELTS or TOEFL. Most Chinese students don't interact actively with their teachers in college classes (Fawcett & Brenner, 2017). Mori (2000) believes that language barriers can affect writing, speaking, examination and classroom communication. In Chen (2017), most of the foreign students in survey hope to improve their English. Bodycott (2009) also has the same finding in his study. International students think that English-speaking environment is an important factor which attracts them to study abroad. Therefore, based on the above researches, it is proposed:

\[P4: \text{English language environment has a positive relationship with Chinese student' decision to study in Sweden.}\]

**2.6.2 Meso-level factors ("pull" factors) influencing the decision making**

**Scholarships**

When families make decisions about studying abroad, funding for tuitions and living expenses is an important factor. Bodycott (2009) pointed out in the research that the cost of education overseas caused a heavy burden on Chinese families. Chinese parents hope Universities to provide high-quality education, with fully supported services and scholarships, and other financial support opportunities. The development of international scholarships and fellowships, establishment of new international partnerships, and cooperation will indirectly affect the reputation of a country's education system (Trilokekar & Kizilbash, 2003). Financial support, such as scholarships, is important when facing high cost of living. For example, students from Asian countries with poor backgrounds (Ng & Tang, 2008). Although the Swedish Government has increased the amount of scholarships, it provides more than 250 million Kronors a year for international students (ICEF Monitor, 2017). The number of scholarships is limited, making it difficult for poor students in developed countries to apply. "If we want paid students to come to our Universities abroad, scholarships are very important." said Per Eriksson, Vice-Chancellor of Lund University (Nic, 2013). Swedish Universities, have to understand needs from the perspective of non-EU
students and provide competitive scholarship programs. These are important factors to be considered. Therefore, based on the above reasons, it is proposed:

\[ P5: \text{Scholarships are positive for Chinese students to decide to study in Sweden.} \]

**Tuition**

Previous studies have shown that students' decision to study abroad is affected by financial conditions (Paulsen & St. John, 2002; Kurlaender, 2006). In Bodycott and Lai (2009), Chinese families fully consider the factors that provide funds for tuition and living expenses. From 89.5% students surveyed in their study, one or both parents remained the major provider(s) of finance for their cross-border study. Elliott and Soo (2013) pointed out that higher fees reduce the number of applicants. The higher the number of applicants in the previous year, the higher the tuition fees will be encouraged. One of the best ways to attract more international students is to reduce tuition fees (Trilokekar & Kizilbash, 2003; Hemsley-Brown & Oplatka, 2006). Financial demand plays a key role, but it could have a negative impact on students' choices (S. Wilkins et al., 2013). When Sweden introduced tuition fees to non-EU students since 2011, the applications from foreign students has dropped sharply. Swedish higher education institutions have been forced to beef up their limited marketing resources because they lost one of their trump cards: free education (Nic, 2013). Education Minister Jan Björklund has explained, “The fees are meant to focus on quality as the main attraction of studying in Sweden, rather than it being free” (Nic, 2013). Thus it can be seen that the purpose of the introduction of tuition is to maintain a high level of education quality. Based on previous research and funding sources for Chinese students, it is proposed:

\[ P6: \text{Affordable Tuition Fees of Swedish University has a positive relationship with Chinese student’ decision to study in Sweden.} \]

**Reputation of Institution**

A positive image and a good reputation have a critical impact on the decision to choose the educational institution (Krampf & Heinlein, 1981; Mazzarol, 1998; Bourke, 2000; Gutman & Miaoulis, 2003). The University's world rankings and reputations are the most important factors to attract international students (Krampf & Heinlein, 1981; Mazzarol, 1998; Bourke, 2000; Gutman & Miaoulis, 2003). Students usually choose their Universities carefully:
reputation, past experience, and marketing activities of the institution are the main determinants (Ivy, 2001). In addition, academic reputation, teacher quality, academic scope and other factors are also important (Mazzarol, 1998).

Reputation and brand quality are important sources of competitive advantage (Bourke, 2000). Both, the satisfaction experienced and the reputation of the provider are important for customer loyalty. In the long run, student loyalty is supposed to be positively related to student satisfaction and to the performance of an educational institution (Litten, Kotler & Fox, 1987). Reputation Management is also looked upon as very important for attracting and retaining students (Bush et al., 1998). Mazzarol and Soutar (2002) surveyed students from Four countries, including China and India, who agreed that the reputation of institutions was the most important factor when making a decision. Based on previous literature, it is proposed:

\[
P7: \text{Good reputation of institution has a positive relationship with Chinese student' decision to study in Sweden.}
\]

**Quality of Education in Host**

Students have become more discriminating in their selections and more demanding with the Universities they choose (Petruzzellis & Romanazzi, 2010). Previous researches have indicated that quality is a determining factor in value (Agarwal & Teas, 2001; Ulaga & Chacour, 2001). With the increasingly fierce competition, Universities can attract more students by monitoring their own education quality and keep improving. Universities need to periodically assess the quality of their products to maintain their market position (Ford et al., 1999). The elements concerning the core (teaching) and the additional services (administrative) are all related to the quality and effectiveness of the University (Petruzzellis & Romanazzi, 2010). Higher Education institutes must focus on developing an image of quality curricula and a reputation for institutional quality in the Asian countries. Doing so can help an institution develop a good level of recognition and thereby lend it a comparative advantage in the market (Ng & Tang, 2008). Higher Education as an exportable product of services should be kept under the strict supervision of quality control to achieve sustainability and competitiveness in such a booming, fiercely competitive market (Mok, 2016; Mok & Ong, 2012).
Counsell (2011) found that high-quality education and the desire to improve the foreign language level prompted Chinese students to study abroad. For years, students from Mainland China have been attracted by the international reputation of the Universities of Hong Kong and the quality of education (Lo, 2013). Obviously, the excellent education resource is an important factor to attract Chinese students to study abroad. Based on previous research and literature, it is proposed:

*P8: Education Quality has a positive relationship with Chinese student' decision to study in Sweden.*

### 2.6.3 Macro-level factors ("Pull" factors) influencing the decision making

#### Immigration Policy

The results of Cheung et al. (2016) showed that immigration policies are a central factor when students make their choice of study destination. According to a study by the British Council (n.d.), ease of immigration procedures and ease of finding employment during and after the study were two important factors that influence student selection of a host country (Cheung et al., 2011). Immigration policies such as employment and citizenship also play an important role in exporting higher education to other countries as an extension of studying (Cheung et al., 2011). Many countries and regions have adopted liberal immigration policies as a means of attracting overseas students. Shaw (2014) indicated that Australia has linked immigration and higher education in order to benefit both areas. The Singapore Government has made an adjustment in the immigration policy, making the Education Hub project a policy tool to attract/retain talents and population (Mok, 2016). The Hong Kong Government has taken various measures to keep high-quality migrants. For example, in 2008, all non-local graduates were allowed to apply for visa extensions without job opportunities (Geng & Li, 2012).

Chinese parents' emphasize the long-term benefits of studying abroad, such as career prospects and immigration. These factors could affect education exports from mainland Chinese of students studying abroad. Restrictions on visa applications, work experience during the study period and/or failure to provide language, social and academic support services may affect the choice of a country or institution (Bodycott, 2009). The results show
that Chinese parents believed that improvements in employment and migration prospects are the most important Push factors (Bodycott, 2009). Based on the above research findings, it is proposed:

*P9: Flexible immigration policy has a positive relationship with Chinese student’ decision to study in Sweden.*

**Social Culture**

Culture is an explanation of people's behavior, including beliefs, values, norms and social practices (Lustig & Koester, 2006). Most studies show that students want to experience a new culture (Nilsson, 2015). Contact with local culture is very important for overseas students studying abroad (Cheung et al., 2011). International students, especially students from different cultures, languages and religions, have cultural backgrounds that are quite different from the host cultures. Students look at things differently in many ways. Some of their important values are likely to be ignored in the host country and vice versa (Huang, 2008). Lewthwaite concluded in his study that “the differences in values, attitudes and beliefs between home and host cultures were seen as great and coupled with the sense of loss of the familiar (including food) put considerable pressure on the students” (Lewthwaite, S1986).

There are also many overseas students who have the ability to reflect on and be critical of their underlying values and attitudes towards themselves and their home cultures, and open up to divergent cultural values in the host society. In the Gu’s (2015) study, more than half of the respondents believed that they had deepened their cultural understanding of the host country (UK). There were also a number of respondents who established 'double consciousness' (Golbert, 2001) and enhanced the concepts and values of the trans-national culture. When studying abroad, students not only bring hope and anxiety, but also bring their own “culture luggage”. If they have some understanding and even agree with the host country culture in advance, it will lay a good foundation for the cultural adaptation during the study period later. So, based on the above research, it is proposed:

*P10: Identification of the host culture has a positive relationship with Chinese student’ decision to study in Sweden.*

**Security Factors**
In International Education, students will consider all aspects of living in the host country like: safety and security (María Cubillo, Sánchez, J. & Cerviño, 2006). The security risks in studying abroad include emergencies, the deterioration of public security environment and the occurrence of crimes (Zhan, 2017). Most students point out that crime and security or racial discrimination are important considerations when choosing host country (Mazzarol & Soutar, 2002). It is important to have a safe environment to study and live (Chen, 2017). The deterioration of the social security environment has not spared the Chinese students (Zhan, 2017). As Chinese students have repeatedly become the targets of criminals in recent years, Chinese families are more and more concerned about security/safety factors and are inclined to choose safe study destinations. Many interviewees described Sweden as an attractive country because Sweden enjoys a good reputation as safe and having open society environment (Phang, 2013). Based on the above phenomena and research, the author puts forward:

*P11: Swedish security has a positive relationship with Chinese student’ decision to study in Sweden.*
Table 3: The Proposition Summary

<table>
<thead>
<tr>
<th>Propositions</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>The family influence has a positive relationship with Chinese student’s decision to study in Sweden.</td>
</tr>
<tr>
<td>P2</td>
<td>Gaining international experience has a positive relationship with Chinese students’ decision to study in Sweden.</td>
</tr>
<tr>
<td>P3</td>
<td>Expectation has a positive relationship with Chinese student’s decision to study in Sweden.</td>
</tr>
<tr>
<td>P4</td>
<td>English language environment has a positive relationship with Chinese student’s decision to study in Sweden.</td>
</tr>
<tr>
<td>P5</td>
<td>Scholarships is positive for Chinese students to decide to study in Sweden.</td>
</tr>
<tr>
<td>P6</td>
<td>Affordable tuition fees have a positive relationship with Chinese student’s decision to study in Sweden.</td>
</tr>
<tr>
<td>P7</td>
<td>Good reputation of the institution has a positive relationship with Chinese students’ decision to study in Sweden.</td>
</tr>
<tr>
<td>P8</td>
<td>Education quality has a positive relationship with Chinese students’ decision to study in Sweden.</td>
</tr>
<tr>
<td>P9</td>
<td>Flexible immigration policy has a positive relationship with Chinese student’s decision to study in Sweden.</td>
</tr>
<tr>
<td>P10</td>
<td>Identification of the host culture has a positive relationship with Chinese student’s decision to study in Sweden.</td>
</tr>
<tr>
<td>P11</td>
<td>Swedish security has a positive relationship with Chinese student’s decision to study in Sweden.</td>
</tr>
</tbody>
</table>
Figure 2: Model of factors affecting Chinese students’ choice of study in Sweden

- Family Influence
- International Experience
- Expectations
- Language
- Scholarships
- Tuition
- Reputation of Institution
- Quality of Education in host
- Immigration Policy
- Social Cultural
- Security Factors

Micro Level Factors

Mesco Level Factors

Macro Level Factors

Decide to Study in Sweden
3. Method

The Third chapter will explain the method of this thesis, data collection, research objects, reliability and validity. The limitations and ethical considerations are also introduced in this part.

Due to lack of previous research on international students’ choices to pursue higher education in Sweden, and Chinese students’ motivation to study in Sweden, this study first conducted in-depth interviews with Chinese students to develop insights and identify unique factors that influence their choice to study in Sweden (Bogdan & Biklen, 2003). The in-depth interview included three types of Chinese students (Exchange, Undergraduate, Masters as well as Postgraduate students) and Swedish Teachers to obtain information.

Based on the insights from the literature (Mazzarol & Soutar, 2002), this study developed a survey that will be able to identify factors and measure their significance with regard to influencing the choice to study abroad. The survey was also pilot-tested on several Chinese international students, who provided valuable suggestions to improve wording as well as insights regarding items to add to the survey.

3.1 Qualitative Research

Qualitative Research is an inductive approach to examine the relationship between theory and research (Bryman and Bell, 2007). Qualitative Analysis was used in the first phase of this study. Thorough in-depth interviews and analyses of Three levels were conducted to explore the influence size of Push and Pull factors in the decision-making process to develop insights and identify unique factors that influence their choice to study abroad (Bogdan & Biklen, 2007). The in-depth interviews were conducted from the perspectives of Chinese students and Universities respectively, which enabled in-depth exploration of topics from different perspectives. Further exploration of different aspects will help to identify more potential factors. Therefore, Qualitative Research can help us understand the general factors that influence the decision-making of Chinese students.

3.1.1 Sampling and Data Collection
The Qualitative Analysis of this study is mainly aimed at the Chinese students who are studying in Sweden at present, and the key factors that influenced their decisions to study abroad are collected. Interview with staff of Uppsala University, in order to collect information about Chinese students’ admissions policies and specific data from Uppsala University, helped us to understand the reasons for recruiting Chinese students. Interviews were conducted in a semi-structured interview format. Semi-structured interviews are typically used to seek information from people about a specific issue or topic on individual and personal experiences (Hennink et al., 2011). Based on the interview framework, according to the actual situation of the interview, the interviewers are allowed to modify and supplement appropriately. This is very important to achieve research purposes.

The Qualitative Research data of this thesis came from ten Chinese students and one recruiting staff of Uppsala University. The student data section is based on the Snowball Sampling method, starting with three Chinese students studying Business and Economics at Ekonomikum. Since we were in the same major, we had a better understanding of their application process and learning situations. In order to reach people from different majors, they gave us some information about other Chinese students at Uppsala University to create a snowball effect. Among the ten Chinese students, eight were Masters (Three were One-year Master Degree students, Five were Two-year Master Degree students, One was a Bachelor and One a Ph.D student). Considering that different majors may have different influence factors, we hoped to corroborate this study with richer information. Their majors included: Business and Economics, International Journalism, Applied Biological, Business and Administration, Human Computer Interaction, Business and Management. One staff of Uppsala University was included in order to strengthen the credibility of this thesis and replenish the information of Swedish Universities’ recruitment strategy for Chinese students. Hence there were two different types of interviews guides for (a) Chinese students, (b) Uppsala University staff.

The information of interviewees is as follows:
Table 4: Details of Interview Respondents

<table>
<thead>
<tr>
<th>Student Interviewees</th>
<th>Gender</th>
<th>Age</th>
<th>Length of Residences (Months)</th>
<th>Major in UU</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Female</td>
<td>29</td>
<td>10</td>
<td>Business and Economics</td>
<td>Master</td>
</tr>
<tr>
<td>S2</td>
<td>Female</td>
<td>24</td>
<td>10</td>
<td>Business and Economics</td>
<td>Master</td>
</tr>
<tr>
<td>S3</td>
<td>Male</td>
<td>29</td>
<td>10</td>
<td>Business and Economics</td>
<td>Master</td>
</tr>
<tr>
<td>S4</td>
<td>Female</td>
<td>20</td>
<td>5</td>
<td>International Journalism</td>
<td>Bachelor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Exchange)</td>
</tr>
<tr>
<td>S5</td>
<td>Male</td>
<td>27</td>
<td>22</td>
<td>Applied Biological</td>
<td>Master</td>
</tr>
<tr>
<td>S6</td>
<td>Male</td>
<td>30</td>
<td>22</td>
<td>Business Administration</td>
<td>Master (Graduated)</td>
</tr>
<tr>
<td>S7</td>
<td>Male</td>
<td>24</td>
<td>22</td>
<td>Human Computer Interaction</td>
<td>Master</td>
</tr>
<tr>
<td>S8</td>
<td>Male</td>
<td>24</td>
<td>22</td>
<td>Business and Management</td>
<td>Master</td>
</tr>
<tr>
<td>S9</td>
<td>Female</td>
<td>24</td>
<td>77</td>
<td>Human Computer Interaction</td>
<td>Master</td>
</tr>
<tr>
<td>S10</td>
<td>Female</td>
<td>30</td>
<td>72</td>
<td>Management</td>
<td>Ph.D</td>
</tr>
</tbody>
</table>

3.1.2 Interview Process

Before the interview, we sent invitations through WeChat and emails. After the interviewees decided to join the study, we introduced the research purpose and interview form to them. Meanwhile, they are informed that the conversation will be recorded in the form of audio recording and that there is no privacy issue. After they agreed, we negotiated the place and time of interview. Interviews were conducted in the college, office or dormitory, and the interviewees were free to express themselves by creating a familiar and relaxed atmosphere.

Since all interviewees were Chinese students, the language used in the interview was Mandarin to ensure smooth communication and mutual understanding. Before the interview, we explained the interview outline and questions properly to ensure there is no misunderstanding. After recording, the interviews were analyzed and transcribed into English
and Chinese.

3.2 Descriptive Analysis

Descriptive Analysis is a summary statistic that quantitatively describes or summarizes features of a collection of information. In the second phase of the study, we collected and analyzed data through a questionnaire in order to find out more accurately the factors influencing Chinese students' choice of studying in Sweden.

3.2.1 Research Objects

The purpose of the study was to further understand the motivations of Chinese students to study in Sweden. By expanding the scope of the survey and using statistical knowledge, we wanted to find out what the key factors influencing Chinese students' decisions are. Meanwhile, comparison of the qualitative research, to analyze whether these key factors are consistent with the results obtained from the one-to-one interview was also done.

3.2.2 Sampling

Snowball sampling was used in this study. Researchers can get a small group of people who know the subject to participate first and then take advantage of this small group of people to invite more new people to participate in the study. In this way, small samples can become larger and larger, like a snowball (Denscombe, 2007). Our friends and classmates who were studying in Sweden at the same time with us participated in the study as a preliminary sample, we sent questionnaires to them through the Internet. Then, a small group of people sent out the hyperlinks to their classmates and friends who were studying in Sweden, and the rolling snowballs got bigger and bigger. Fortunately, Chinese students studying in Sweden established some active online communities – Wechat group; we asked our friends to send this hyperlink to their groups so that we could finally collect information accurately and efficiently. The online survey lasted 12 days, from 28th April to 9th May.

The snowball method has some limitations, such as gender. If I were a woman and my friends were mostly women, that would lead to more women in the sample than men. It can lead to deviations in results.
In addition, professor James helped us collect the questionnaire information of 40 applicants during his admission to China, that had enriched the questionnaire width.

3.2.3 Measurements

To explore the characteristics of Chinese students choosing to study in Sweden, respondents were asked about age, gender, major, degree, and university. We divided the respondents into 5 groups, under 18 years old, 18-25 years old, 25-30 years old, 31-40 years old, and over 40 years old. Gender was divided into men and women. We categorized respondents’ majors into Natural Science, Agricultural Science, Medical and Pharmaceutical Science, Engineering and Technical Science, Humanities and Social Sciences. Then, we classified degrees into Bachelor, Master, Ph.D and above. At last, we added University option to distinguish where our respondents came from (see Table 5).

In the Second part, all these factors were derived from literature review and preliminary interviews. In order to understand how strongly the respondents agree or disagree with these factors, we used Seven-Point Likert-type scale ranging from 1 (totally disagree) to 7 (totally agree) in the questionnaire (Bryman & Bell, 2007).

Table 5: Backgrounds of the Respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Groups</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>&lt;18</td>
<td>0.78</td>
</tr>
<tr>
<td></td>
<td>18-25</td>
<td>57.2</td>
</tr>
<tr>
<td></td>
<td>25-30</td>
<td>26.27</td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>14.51</td>
</tr>
<tr>
<td></td>
<td>&gt;40</td>
<td>1.18</td>
</tr>
<tr>
<td>2. gender</td>
<td>Male</td>
<td>29.8</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70.2</td>
</tr>
<tr>
<td>4. Major</td>
<td>Natural Science</td>
<td>16.47</td>
</tr>
<tr>
<td></td>
<td>Agricultural Science</td>
<td>1.57</td>
</tr>
<tr>
<td>Medical and Pharmaceutical Science</td>
<td>9.02</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Engineering and Technical Science</td>
<td>21.18</td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>51.76</td>
<td></td>
</tr>
</tbody>
</table>

5. Education

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>8.68</td>
</tr>
<tr>
<td>Master</td>
<td>78.93</td>
</tr>
<tr>
<td>Ph.D and above</td>
<td>12.39</td>
</tr>
</tbody>
</table>

6. University

<table>
<thead>
<tr>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uppsala University</td>
<td>63.89</td>
</tr>
<tr>
<td>Lund University</td>
<td>5.95</td>
</tr>
<tr>
<td>Stockholm University</td>
<td>3.17</td>
</tr>
<tr>
<td>Gothenburg University</td>
<td>1.19</td>
</tr>
<tr>
<td>Linkoping University</td>
<td>1.59</td>
</tr>
<tr>
<td>Karolinska Institute</td>
<td>3.97</td>
</tr>
<tr>
<td>Royal Institute of Technology (KTH)</td>
<td>11.97</td>
</tr>
<tr>
<td>Stockholm School of Economics</td>
<td>2.38</td>
</tr>
<tr>
<td>Chalmers University of Technology</td>
<td>1.19</td>
</tr>
<tr>
<td>Linnaeus University</td>
<td>3.57</td>
</tr>
<tr>
<td>Other Institutions</td>
<td>1.19</td>
</tr>
</tbody>
</table>

3.2.4 Data Collection Process

The questionnaire was posted on WJX.cn, an online survey system for all Internet users. In this study, an online questionnaire was used as an effective and feasible data collection method. First, our respondents included applicants, students studying in Sweden, and students who have graduated from Swedish Universities. They were distributed in different places and even had jet lag. Online questionnaire can collect data, without the geographical restrictions. In addition, using online questionnaires could improve the accuracy of data. When respondents filled out questionnaires, the online survey system automatically recorded their answers. Thus reducing human error (Denscombe, 2007). In order to make our respondents understand the content of the questionnaire better, we designed the Chinese and English versions of the questionnaire and sent the Chinese version to them.
We sent the questionnaire to 20 friends and classmates who were studying in Sweden with us, to collect their feedback to design the questionnaire before sending questionnaires to all. After confirming accurately the understanding of the content of the questionnaire, they forwarded the questionnaire hyperlinks to their friends and classmates.

3.2.5 Choice of Data Analysis

Using the information from the survey, this study conducted descriptive analysis to determine how much each distinctive push–pull factor influenced students’ decisions to study in Sweden.

3.3 Reliability and Validity

In order to ensure the validity and credibility of the data, the following measures are adopted:

- The study covered students who: (a) have been enrolled to the Sweden Universities, (b) studying in Sweden now, and (c) graduated students, to ensure that the data range is was comprehensive as possible.
- Piloting the interview guide and questionnaires to refine the questions.
- The average time of each interview was more than 30 minutes to ensure data was sufficient and deep enough.
- The interview was mainly focused on Chinese students from Uppsala University, questionnaire samples covered most of the Universities in Sweden.
- All the questionnaire questions were to be completed before hand, in order to ensure the validity of the questionnaire.

3.4 Limitations

This study planned to interview more Chinese students from other Universities, but due to time and distance, the interviewees were mainly from Uppsala University. In Qualitative Research, the majority of interviewees were students with a Master's degree, and relatively few respondents were Exchange students, Undergraduates, Doctors and Postdoctoral students.

In addition, 255 valid questionnaires were collected because of the limited collection time of the questionnaire. However, the gender ratio, the major background, university scope, diversity study stage distribution, could meet the demands of this research. In the future,
given the opportunity, the sample size shall be expanded and follow-up studies will be continued.

3.5 Ethical Consideration

In general, “Harm to research participants and researchers should be avoided as far as possible” (Hammersley, 2014). “It is necessary to respect the privacy of research participants” (Hammersley, 2014). For sake of ensuring the protection of the respondents, before sending interviews and questionnaire invitations, we introduced our research purpose and research questions to the respondents. All personal information was kept strictly confidential, and the data only was used for this research. Before the start of the interview, we informed the interviewees that the dialogues will be recorded. After they agreed, the interview continued. Their names were replaced by student 1 (S1), student 2 (S2), etc. to keep the whole process anonymous.
4. Empirical Evidences and Analysis

This chapter reports results from the analysis of interviews as well as data collected from questionnaires. Factors that influence Chinese students’ choice of Swedish universities are also analyzed in this chapter. In addition, through interviews with staff from Uppsala University, we have gained insights in relation to the school’s perspective. The results will help us craft better promotional strategies for Swedish universities to attract more Chinese students.

In descriptive research, we analyzed the factors of micro, meso, and macro levels respectively. According to the frequency of 11 different factors mentioned in the interview, their influences on the decision-making process is assessed.

In the descriptive research, 24 questions plus 1 open question were developed and delivered to 270 international students from China, including applicants, students already studying in Sweden, as well as graduated students. Out of the total number of surveys collected, 255 were utilized after eliminating 15 defective forms. Coincidentally, by descriptive analysis, we discovered that the results were consistent with the qualitative research. Our questionnaire uses a seven-point scale. We have chosen to define those factors with “median=6 or 7” as having great influence on the choice of Chinese students to study in Sweden. Factors with “median=4 or 5” show moderate influence. Factors with median<4 indicate little influence.

Through the comparison and combination of these two methods, our findings have become more convincing.

4.1 Findings from UU Staff Interview

Uppsala University is a comprehensive research university with commendable international reputation. It pursues high-quality education and thorough research, and engages in constructive interaction with society. Currently, the university has 42,000 students and 7,000 employees. As students of the Economics Department in Uppsala University, we interviewed the manager of International Relations and Department of Business Studies to learn more about their recruitment process involving Chinese students.
4.1.1 Motivation for Recruitment

Unlike other mainstream countries, Uppsala University does not recruit non-EU students simply just to earn money from tuition fees or to just expand the size of its student population. Making the campus more international by attracting more students from different cultural backgrounds is the primary motivation for recruitment. "So the primary motivation is for internationalism. The next thing is that, of course, it helps us financially, but we will not make money in accordance to government laws. It is possible to charge tuition fees that will cover the costs, so we figure out approximately what the cost is". Since 2011, Uppsala University has started charging non-EU students, but the tuition is only used to cover costs. This means the collection of tuition fees is not motivated by earning business income. In this regard, the Swedish government has quite strict regulations. "The government controls us. They set regulations. That’s super important. Because they don’t allow us to just behave how we want and they don’t allow us to run the university like a business. We have to follow the government’s regulations strictly, especially those that involve payments."

The Economics Department has been accepting Chinese students for ten to fifteen years now, and the number continues to increase each year. "We were quite active ten years ago. There was always a consistent flow of Chinese students here, but it was about fifteen years ago through exchange when we started recruiting more Chinese students. About ten years ago, we started to be really active in recruitment. About three to four years ago, we engaged in aggressive recruitment." In the following years, we expect more and more Chinese students and non-EU students to study in Uppsala. However, the proportion of students will be monitored and preserved within a reasonable range.

4.1.2 Interaction with Chinese Institutions

Although Uppsala University has a central unit responsible for international student recruitment as well as market and propaganda departments, the Economic Department still has the power to recruit exchange students and dual-degree students. Uppsala University has established good partnerships with numerous higher education institutions in China through years of cooperation. Each year, a large number of Chinese students come as exchange students for one semester, or join double-degree programs for one year. These activities are aimed at maintaining good relations between universities in China and Sweden. "Our department also allows double-degree recruitment. We have been most active and our
university’s international department has grown through long standing partnerships. For ten years now, I’d say, we have made good friends with some schools. We have done it through our relationships."

In addition, he emphasized that in his point of view, maintaining the partnership between China and Sweden is an important factor for them in the recruitment of Chinese students. "From my side, it’s our relationship with our partners and our reputation with them. You learn about us through your home schools, and they say ‘Hey! We have a partnership with Uppsala. It’s a really good university.’ All these factors will come into play in the final evaluation. You do your own research and decide whether we are good or not. The most important thing on my end is to ensure that we take good care of you guys so that you can provide us support and feedback for new students who will join the university next year."

4.1.3 Support for Chinese Students

When Chinese students come to Sweden for the first time, they will face the double impact of a new culture and unfamiliar learning habits. The Economics Department has taken full consideration of this, providing student support from teachers and English courses. This allows students to quickly adapt to the local learning environment and daily life. "It’s the culture shock. It’s partly due to the culture, but it has a lot to do with the learning style and environment. It is a big concern, so we help you guys with different kinds of support, in order to help Chinese students integrate better and get better experience from us."

Moreover, Uppsala University and the Economics Department have set up two projects: "Student Ambassador" and "Buddy System". These two initiatives help students understand life in Uppsala more quickly and comprehensively from the perspective of students. The “Student Ambassador” project selects one student from the Chinese freshman level to share his learning experiences on social media in China, and to answer some questions from applicants. In his view, every Chinese student returning to China is a student ambassador from Uppsala University. "When you guys go back to China, you become our ambassadors. We have ongoing partnerships with Chinese schools. You can relate to the students in your programs at your schools in China, so we have a history. You are also our ambassadors."

The student ambassador shares his good experiences in Sweden to the Chinese community. Every Chinese student becomes a bridge to maintain the friendship between Sweden and
China.

4.2 Micro Level Factors

Micro level factors are usually closely related to students. When students have a strong desire to study abroad, the micro level factors come to play an important role. The motivation for Chinese students to study abroad is diversity. The following are the primary factors that encourage them to study outside China.

Family Influence

9/10 respondents have the opinion that family members play a very important role in their decision making process. This is in line with previous findings that the decision to study abroad is dependent on the family member's suggestion, especially the parents' opinions (Mazzarol & Soutar, 2002; Bodycott, 2009, Bodycott & Lai, 2012). Family influence is not only reflected in whether the student decides to study abroad. It’s also reflected in what country the student chooses for his study abroad. They generally believe that understanding and support from family is an important foundation for their study abroad. The answer of S4 is very representative. “I chose the exchange program with my dad. My family members’ opinions are very important. My parents will pay the living expenses after all.” Financial support is a major consideration for Chinese students. Students who have no work experience always have no savings, and it is very common for parents to pay for their educational costs. However, when asked whether their family's opinions were decisive when they chose the destination, most respondents did not agree, stressing that the individuals are the ones making the final decisions. The opinions of family members will influence the decisions of Chinese students, but the final decision is still based on the students themselves.

From descriptive research, we also found that suggestions from family and friends (M = 5, SD = 2.27) appeared to be a moderately important “push” factor influencing the student’s choice to study in Sweden. This result was in line with findings in the studies of Bodycott & Lai (2012), Bodycott (2009).

Therefore, based on empirical evidence both from the interviews and the questionnaire, we can conclude that proposition 1 is Moderately Supported.
International Experience

Almost all interviewees (9/10) agreed that gaining international experience/cross-cultural experience is an important push factor. In their opinion, studying abroad is a completely different experience from domestic university life. The impact of this experience will influence the future planning, career development and so on. These views are in line with previous studies. The study of Bodycott (2009) Norris and Gillespie (2009) Nilsson (2015) and other researches showed that studying abroad had a profound impact on foreign students. In particular, career development and gaining multicultural experience were supported by respondents. “Open your eyes to the world and let yourself don’t be so blocked. This is more of the impact on the direction of my life. I planned to develop in China before, but not so sure right now.” S4 said. S1 thought that “After I came to Sweden, I would be more tolerant of problems and recognize the diversity of things. This is also a solitude experience, you have more time to think about the future and direction of work.” As a PhD student, S10 has more opportunities to learn from professors and scholars from different countries. “I can experience different countries' lives and cultures and know more people from cultural backgrounds. And also expand the circle of people to know many different industries.”

Interestingly, only S6 did not agree with this factor, but his answer has a positive relationship with P2. “I don’t think getting international experience is very important to me. I hope I can go outside to see the laboratory management method there. It’s purely for academic purposes.” Although their reasons are diverse, there is no doubt that international experience will have a long-term positive impact on them. They are very happy to accept this experience and change.

Meanwhile, from the descriptive research, we found that the “push” factor, “To enrich my international experience,” (M = 7, SD = 1.58) was highly influential in student’s choices to study in Sweden. This result was in line with findings from the studies of Wu, Garza & Guzman (2015), Nilsson (2015).

Therefore, based on the above empirical evidence, we believe that proposition 2 is Highly Supported. This was consistent with previous studies.
Expectations

8/10 interviewees mentioned in the interview that they had certain expectations before studying in Sweden and hoped that they will harvest after they graduate in Sweden. This is consistent with previous research (Arambewela & Hall, 2009; Bodycott, 2009), which is a factor mentioned very frequently. Their expectations are many, but mainly focused on two aspects: learning and future work. S8 talks about learning expectations: “I want to get different knowledge from here. No matter what course arrangement or method of learning, it is different from domestic universities. I don't expect to find some certain things, but I want to experience it, and this feeling is also available here.” In addition to the expectation of work and study, traveling to European countries and experiencing western culture are also important reasons. “Traveling through different European countries and relaxing thoroughly before starting my career life” is a well represented point of view. Notice that their expectations are closely related to studying abroad. It's not necessarily a unique factor only available in Sweden. When asked whether they expected some difficulties when studying in Sweden, "Winter, loneliness, and darkness" were the three most common answers. Winter in Sweden is very long, but the interviewees believe they can overcome this cold period and regard it as a very unique experience. Although there were challenges expected from studying in Sweden, respondents still accepted it. This observation is not found in the previous studies.

From descriptive research, we found that “The study and academic research environment of the university of Sweden” (M = 6, SD = 1.48) showed an obvious expectation of learning, which had big influence. This was consistent with qualitative research.

Thus, according to the evidence above, we think proposition 3 is Highly Supported. The general findings were in line with the findings of Arambewela & Hall (2009); Arambewela, Hall & Zuhair (2006).

Language

Sweden has a good English language environment, which is an important prerequisite for Chinese students to study and live here. All the respondents were able to meet the language requirements of Uppsala University through IELTS or oral English tests. They all think that learning is unhindered using English in classroom communication as well as daily life. These answers are consistent with Nilsson (2015). However, when asked if they expected to
improve their English ability during their study in Sweden, the respondents gave two opposite answers. S1 and S4 think that, "After living here for six months, my English listening, speaking, reading, and writing abilities have really improved." "I have the desire to improve English, a strong desire. I need to take an examination of TOEFL or IELTS, which is an important foundation for my future study." S7 students have excellent English skills. He said, "My oral English is better than before, but for me, the upside potential is much smaller." S8 holds the same view: "I never doubted that my English can support my daily life. English is a communication tool that allows others to understand you. I don’t think it’s very important stuff." The feedback of these two respondents were different from that of Chen (2017). Although there is some divergence in expectations from language competency, as a non English speaking country, it is no doubt that Sweden's English environment is quite good.

Our descriptive research also shows that “To improve my English skills” (M = 5, SD = 2.01) appeared to be a medium “pull” factor influencing student’s choices to study in Sweden. Fortunately, this result is consistent with findings from the studies of Nilsson (2015); Chen (2017); Bodycott (2009).

Therefore, based on the above empirical evidence, we believe that proposition 4 is Moderately Supported.

4.3 Meso Level Factors

Meso level factors are mainly related to higher education institutions, which we believe can also be called institutional factors. Learning is the main purpose why Chinese students go to Sweden. These factors affect their decision-making strongly.

Scholarships

The Swedish higher education institutions provide applicants with a wide range of scholarships, in order to attract more excellent students and reduce their financial burden. Among our 10 respondents, S4 is an exchange student who does not have to pay tuition fees. S1, S2, and S3 come from a double-degree exchange program and cannot apply for scholarships. S10 is a Ph.D student who receives wages from Uppsala University each month. Two of the respondents (S7 and S8) were granted scholarships, and the scholarship benefits are sufficient to cover all tuition fees for two years.
The two scholarship winners think that scholarship is not an important attraction factor. This is different from the opinion of Ng and Tang (2016). S7 said “It's not a pull factor. I apply for a scholarship because during the senior year, we are reminded to apply for a scholarship. Then, I applied. After the application was submitted, I felt that the amount of scholarship grant was not very large. I can also afford the tuition if I didn’t get the scholarship. But I still applied for it. After all, it can save my parents a lot of money. My parents were happy for that.” In their opinion, the scholarship represents a recognition of one’s qualifications. For Chinese students, scholarships are usually granted to only a small proportion of students. The amount of scholarship granted is directly proportional to the level of excellence of students. Obviously, the respondents' answers showed that scholarships had very small impact in the decision-making process.

Similarly, through descriptive research, we found that “The scholarship of this school attracted me” (M=2, SD=3.3) was a very small factor. This was in line with findings from previous studies: The number of scholarships is very limited, which is still difficult for poor students in developed countries to apply.

Therefore, based on the above empirical evidence, we believe that proposition 5 is Weakly Supported.

Tuition

Tuition fees are a major portion of the costs of studying abroad for Chinese students. High tuition fees may even bring heavy burdens to families. Therefore, when choosing the destination for study abroad, the affordability of the tuition fees will be fully considered. In our study, tuition is also one of the frequently mentioned factors, consistent with previous studies (Bodycott & Lai, 2012; Bodycott, 2009; Kurlaender, 2006). Among our interviewees, 7/10 pay the tuition fees (except for doctoral students, exchange students, and student before 2011, and 6 people believe that the tuition fees in Swedish universities are acceptable. When compared to mainstream study destinations such as Britain, United States, Canada, and other countries, it was very different. S7 said in interview: "It's very reasonable. It's cheap. I have compared the rates with others. The cost of education for one year in the United States or Britain is enough for me to spend the whole course program in Sweden." S5 also holds the
same view "Compared with the United States and Britain, it is very cheap. Each time I pay my tuition, I will show it to my friends. It also depends on what country I compare it to, but it is still very expensive compared to Chinese universities."

Swedish universities experienced a significant drop in applications since 2011, when they began to charge international students with tuition fees. Although most respondents said they can afford the tuition, some of them believed that the abolition of the tuition free policy made some impact. "If we compare it to other mainstream countries, that would be low, but they don’t charge tuition fees in the early years. Two hundred thousand yuan, more or less. There will still be a psychological gap." It should be noted though that the respondents have actually studied in Sweden, which means that they have accepted and paid the amount of their tuition fees while enrolled in Swedish universities.

From descriptive analysis, we found that affordable tuition (M = 5, SD = 2.01) appeared to be an moderately important “pull” factor influencing a student’s choice to study in Sweden.

This result was also observed to some degree in the findings from the studies of Paulsen & St. John (2002); Kurlaender (2006): Students’ decision to study abroad is affected by financial conditions, but it is of medium importance. We also note the negative influence of tuition fee introduction to non-EU students since 2011 (Nic, 2013).

Therefore, based on empirical evidence from the interviews and the questionnaire, we believe that proposition 6 is Moderately Supported.

**Reputation of Institution**

According to the interview results, the reputation of a university is considered the most important factor among all respondents (10/10). Therefore, this factor has been strongly affirmed and consistent with previous studies (Mazzarol, 1998; Bourke, 2000; Gutman and Miaoulis, 2003). With the rising popularity of studying abroad, more and more institutions come to China for student recruitment. Many of them are called "Wild Chicken University" (Chinese slang: Diploma Mill), where students invest a lot of time and energy, and some of them have no way of getting their degrees. Therefore, the first step in choosing a university is to identify whether it is a so-called "Wild Chicken University".
Because Chinese students have little knowledge about Swedish universities before studying abroad, they do not have enough information channels. It does not matter whether they are exchange students, master students, or Ph.D students. All of them will carefully investigate the reputation of their target institutions. S2 said, "I've heard another name for Uppsala University which is 'Nordic Cambridge' before I came here." The world ranking has become the simplest and direct way to assess the reputation of universities. According to S5, "The world ranking of a university is very important. It is the first factor. At that time, Uppsala University ranked 110 in the world. I'm very satisfied with the ranking." S7 also has the same view that "Uppsala University is an ideal choice. It's one of the top 100 universities in the world. Although it seems to be unpopular among Chinese people, I think it's a very good university." When applying, students usually get a comprehensive understanding of university status by searching different world rankings such as QS, Thames world university rankings, Shanghai Jiao Tong University world academic ranking list, and the like. From this perspective, students attach great importance to the reputation of their target universities.

A little different from qualitative research, the descriptive research showed that "The word rankings of Swedish universities (QS)" (M = 5, SD = 1.90) as a "pull" factor, appeared to be medium important to influence student’s choices to study in Sweden. That was mainly because our interviewees were all from Uppsala university of which ranking is high, but our respondents were from different universities in Sweden of which rankings are not so high. Anyway, this result was in line with findings in the studies of Krampf & Heinlein (1981); Mazzarol (1998); Bourke (2000); Gutman & Miaoulis (2003).

Therefore, based on the above empirical evidence, we believe that proposition 7 is Highly Supported.

**Quality of Education in Host**

Since the respondents have already started studying in Swedish universities, they have already understood and adapted to the local education environment. Compared to the freshmen in the application stage, they possess a deeper understanding of the quality of education in Swedish universities. S6 talked about his own feelings: "According to the domestic spoon-feeding style of education, it is a form of course arrangement where learning
is expected from the early in the day until the night. Swedish universities always give you a list of books to read. You will demonstrate sufficient knowledge learning through the contents of your submitted papers.” In China, the courses are mainly arranged by the universities. The curriculum model includes lectures and exams. Swedish universities are more demanding of the student’s self-learning ability. Moreover, the teaching and inspection patterns are also more diverse. They include reading literature, completing papers, group discussions, etc. This form of learning is considered very rigorous and helps students achieve learning objectives in a short period of time. This is in line with the opinion of Petruzzellis and Romanazzi (2010) that universities need to develop quality courses. S8 says: "If you take out their course guide, you will see the goals of instruction and the skills they want their students to master upon course completion. Each of our courses is carefully planned and we can see from the course guide what we have already learned." There are always some differences between different majors in terms of learning content and other aspects. When we compare Eastern and Western teaching styles, the differences will be magnified. S9 talked about her experience: "I think it is better quality than China, especially for undergraduates. I didn't take my undergraduate studies in China, but the ability of many domestic exchange students ability was very poor."

Some students think that it is not appropriate to compare the quality of education between China and Sweden directly. "China's education is partial to practice, while Sweden's education shows a bias towards theory". This is actually related to the role of higher education in Sweden. "Sweden's higher education is not based on student life planning. It's not the starting point of life. It only means that you finished your study at this age. That's just a foundation." Higher education in China has very great impact on the lives of students. Even throughout one’s career, the chosen course major is directly related to one’s future job. " This may be the result of cultural differences between the East and the West.

In the interview, the students also put forward their own views on the curriculum. "There are too many lectures for 200 people. The seminars are too few and are not deep enough." The setting of the seminars gives everyone an opportunity to display their personal abilities in applying the theories. This form has been welcomed by many students. In general, more than 70% of the respondents recognized that the quality of teaching in Sweden is better than China’s, but 50% of the respondents expressed that the quality of education in China and in
Sweden could not be directly compared. They are completely different teaching methods.

From descriptive research, we also found that “For my major, the quality of courses in Sweden are superior to that of China” (M = 5, SD = 1.69) was a moderately important factor. This result was in line with findings from the studies of Petruzziellis and Romanazzi (2010).

Therefore, based on the empirical evidence above, we can conclude that proposition 8 is Moderately Supported. This is consistent with previous studies.

4.4 Macro Level Factors

The macro level factors are closely related to the environment of the destination. From this level, we can determine whether the destination is suitable for study abroad. The government's support for relevant policies, inclusive and open social culture, and a secure and stable living environment have played important roles in inspiring the choice of foreign students.

Immigration Policy

Do you plan to stay in Sweden and work or live for an extended period after completing your studies? This issue will be fully considered before Chinese students decide to come to Sweden. Some students with long-term plans will contemplate the possibility of obtaining a work visa and long-term residency in the future. Once they think they can adapt to local life, they make plans for immigration. This is in line with Bodycott’s (2009) view that improvements in employment opportunities and immigration prospects are important “pull” factors in their research. Therefore, flexible immigration policies often encourage students to consider their a particular study destination. Among our respondents, 7/10 students said they had plans to continue to work or study in Sweden after their studies, but only 20% of them had long-term residency plans. "Immigration policy is simple. Visa application process is convenient." This is their impression of Sweden's immigration policy. It is consistent with the view put forward by Cheung et al. (2016). According to S8, "In the Western cultural circle, Sweden's immigration policy is quite loose. I don't think their policy has caused me much trouble, nor am I the kind of person who wanders on the edge of policy. The problem is, I can't find a job." Although Sweden's immigration policy looks very convenient and simple, the prerequisite for emigration as well as the work visa are difficult to obtain. Around 40% of
the respondents believed that internship positions and jobs in Sweden were hard to find. This gap between the ideal and reality leaves Chinese students puzzled. S9 thinks: "Immigration policy is not friendly. Why don't companies want to issue work visas if they are friendly?" Since the Swedish government does not have the same policy as Canada and Australia to attract new immigrants through international students, the Swedish government has little support for international students.

This result was consistent with the descriptive research where “I am attracted by Sweden's immigration policy” (M = 3, SD = 3.15) was a small factor that influenced the choice of Chinese students to study in Sweden.

This finding was different from those found in the studies of Cheung et al. (2016), where it showed that Sweden is not an immigrant country.

Therefore, based on above empirical evidence, we can conclude that proposition 9 is Weakly Supported.

Social Culture
For international students, the socio-cultural environment is as important as the study environment. When Chinese students first come to a Western cultural environment to study, the differences between Eastern and Western cultures will inevitably cause barriers to Chinese students in terms of adapting to the destination country’s socio-cultural environment. Understanding the socio-cultural environment of the destination countries in advance, such as the friendliness of the international students, the cultural taboos, how open the social culture is, and so on, is an indispensable task in the decision-making process. Since Sweden is far away from China, 70% of the respondents mentioned that they searched information about Sweden's culture in advance, but the information was not sufficient." Lagom, Fika, Shyness, Simplicity, and Feminism" are the words used to describe Swedish culture. S5 said, "Before I came here, I already understood that this is an open and highly-civilized society with a sense of alienation between people. They are open and inclusive. You can observe this from the way they treat LGBTQ groups, their acceptance of political asylums, and so on.” S1 students are impressed by Fika culture. "Fika happens at three or four o'clock each day, and the pace of life is slower in Sweden than in China." S6, who has lived in Sweden for many years,
mentioned the three Swedish pursuits of "Villa, Volvo, and Vovve (Dog)". This reflects Sweden's pursuit of freedom and comfort. From these discoveries, it is clear that Chinese students experience great differences between Chinese and Western cultures, which also confirms the views of researchers such as Huang (2008) and Cheung et al. (2016).

After coming to Sweden, many students think there is a certain gap between reality and imagination. Swedish culture is not as open and inclusive as it they assumed. "The Swedes do not have the ability to think for themselves. For example, there are so many people with differing political views, but they pretend to agree with each other even if they really don’t agree. The reason behind this peculiarity is that they feel obliged to agree to certain matters and views from their childhood education, and that it is very reasonable." Whether or not they agree with Sweden's social culture, their desire to understand this factor before decision-making represents their importance.

From the descriptive research, we found that “I like Swedish social culture” (M = 6, SD = 1.84) was a big “pull” factor. This was consistent with findings from Cheung et al. (2011); Nilsson (2015).

Therefore, based on the above empirical evidence, we believe that proposition 10 is Strongly Supported.

Security Factors
The importance of a secure and stable living environment is quite obvious for international students. An environment of political unrest affects the studies of international students and also poses a serious threat to their lives. In the interviews, 6/10 respondents believed that safety factors are important factors to consider in choosing a destination. Around 40% of the respondents believe that Sweden is a relatively safe destination for studying abroad. Sweden has rarely had any major safety concerns and incidents in recent years. This is a very important “pull” factor for Chinese students who are considering to study abroad. Such findings are consistent with those from Chen (2017) Mazzarol and Soutar (2002).

Sweden is different from the United States, Britain, and other countries that face serious security threats such as terrorist attacks. However, upon deeper questioning in the interviews,
a large part of the respondents expressed their concerns about the recent refugee tide in Sweden. In relation to Sweden’s national concerns, S5 expressed, "Because Sweden accepts more refugees than other countries, its already-open policies will even be more open in the future. Although there is a set of controls in place, the nature of their culture and character makes them more tolerant. Their social classes will be more complex, similar to the ones you observe in the United States, but they have their own characteristics."

The results were consistent with the descriptive research, indicating that “Sweden is safe” (M = 5, SD = 1.80) was a moderate factor influencing Chinese students’ choice to study in Sweden. This finding was in line with the findings from the studies of María Cubillo, Sánchez, J. & Cerviño (2006); Zhan (2017).

Therefore, in combination with the above evidences, we believe that proposition 11 is Moderately Supported.
Table 5: The Result of Propositions

<table>
<thead>
<tr>
<th>Propositions</th>
<th>Contents</th>
<th>Result</th>
<th>Influence Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>The family influence has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Medium</td>
</tr>
<tr>
<td>P2</td>
<td>Gaining International experience has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Big</td>
</tr>
<tr>
<td>P3</td>
<td>Expectation has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Big</td>
</tr>
<tr>
<td>P4</td>
<td>English language environment has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Medium</td>
</tr>
<tr>
<td>P5</td>
<td>Scholarships is positive for Chinese students to decide to study in Sweden.</td>
<td>Yes</td>
<td>Small</td>
</tr>
<tr>
<td>P6</td>
<td>Affordable tuition fees have a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Medium</td>
</tr>
<tr>
<td>P7</td>
<td>Good reputation of institution has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Big</td>
</tr>
<tr>
<td>P8</td>
<td>Education quality has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Medium</td>
</tr>
<tr>
<td>P9</td>
<td>Flexible immigration policy has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Small</td>
</tr>
<tr>
<td>P10</td>
<td>Identification of the host culture has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Big</td>
</tr>
<tr>
<td>P11</td>
<td>Swedish security has a positive relationship with Chinese student’ decision to study in Sweden.</td>
<td>Yes</td>
<td>Medium</td>
</tr>
</tbody>
</table>
5. Discussion

*In this chapter, we will focus on the second set of research questions. According to the different factors of micro, meso, and macro levels, a feasible propaganda plan is put forward successively.*

From the results of data analysis, Chinese students are influenced by numerous factors in their decision-making process of studying in Sweden: To gain international experience, to experience the studying atmosphere in Swedish universities, to obtain higher quality education, and so on. In this process, “push” factors and “pull” factors both play important roles. On the basis of our findings, we put forward the second set of research questions for Swedish universities to promote propaganda activities for the recruitment of Chinese students. Combined with our findings, we propose suggestions for Swedish universities to improve their strategies in attract Chinese students to their schools. According to the characteristics of Chinese students, we can market the schools better in terms of public promotion strategies.

5.1 Micro Level Factors Recommended Actions for Swedish Universities

5.1.1 Language Support

The educational institutions in Sweden need to consider the decision making factors of international students when employing their promotional strategies. When Chinese students browse through websites of foreign institutions, English is usually the main language displayed. Although the official website of Uppsala University has English and Swedish language translations, there is no doubt that the Swedish language version of the website displays more detailed information. In the interview, some students expressed that some school documents were only in Swedish, which creates some problems for applicants. If they can provide school information introduction in English as well as other languages, it can provide great convenience to its foreign applicants. In addition, it would be great if Uppsala University can provide English academic writing as well as Swedish language support services to help foreign students in the face of language barriers. These detailed information will enable students to understand the specifics in advance and help them make a decision more promptly.
5.1.2 International exchange information

Swedish universities attach great importance to the multiculturalism of the campus, and also provide students with opportunities for overseas exchanges and internships. It has established good partnerships with famous universities all over the world. The communication between universities and the internship opportunities of some famous enterprises are commendable. This is undoubtedly a great attraction for Chinese students who greatly value overseas experience. Therefore, during the recruitment promotion, special emphasis should be placed on these activities and opportunities. Due to the fact that Chinese students do not have information about future learning opportunities, the relevant information provided was also not sufficient. This does not effectively showcase a Swedish university’s strength, which is a very important matter in terms of promotional strategies. Improving the available data and information, strengthening communication-related activities, as well as sharing information with students, can make the experience of foreign students more beneficial and meaningful. It is suggested that all relevant information be intuitively displayed in front of the applicant.

5.1.3 Communication Mechanism

The establishment of an unhindered communication channel can answer the questions of the applicants promptly and help increase students' satisfaction in their experience. Most Swedish universities have set up their own homepages, which include an official website, Facebook page, Skype account, a China WeChat account, Weibo, and so on. These platforms not only provide relevant information, but also allow interaction with the applicants at the same time. However, timely feedback or response is not always possible. In addition, email is also the main channel applicants use to communicate with universities. Therefore, training specialized staff to respond quickly and accurately to applicants will be a good strategy to pursue, so that communication channels become more efficient, enabling applicants to understand Swedish universities better and faster.

5.2 Meso Level Factors Recommended Actions for Swedish Universities

5.2.1 University Information
According to the survey data, university-related information is one of the most important influence factors for Chinese applicants. At the application stage, they will try to understand all aspects of the school through various channels. Swedish universities can pay more attention to the accuracy and availability of information, especially the types of information applicants are eager to know. For example, some basic data, educational resources, awards and honors, exchange activities, course information, and the like. Through the use of more striking annotations and more explicit web designs, applicants will have a better impression of the university because of a more satisfying search experience. At the same time, Uppsala University should also pay attention to regularly updating information on all its web platforms. Obsolete and incorrect information will cause confusion to new students especially upon their arrival to the university. Some related information, such as housing options and other pertinent information can also be attached with corresponding links for enquiry.

5.2.2 Scholarship Programs Information

Some of the respondents mentioned in the interview that they did not know the application process for scholarship and missed the opportunity to apply for it. Based on this situation, Uppsala University can increase its publicity on its scholarship projects. The should make this information available not only on the official school website, but also on social media to promote relevant scholarship programs. Providing some statistics on the scholarship winners over the years, applicants can gain basic understanding before applying for one. This will greatly enhance their confidence in obtaining approval for their scholarship application and plays a very important role in attracting Chinese students to study in Sweden. In addition, the number and types of scholarships can also be increased so that more students can enjoy the benefits offered by scholarships.

5.2.3 Alumni resources and support

Aside from online communication, offline communication is also an important way to attract foreign students. Three respondents said that their relatives and friends used to study in Sweden, which had a profound effect on their choice of Swedish university. Alumni students of Uppsala University are all student ambassadors. Therefore, it’s necessary to build a strong alumni network as well as regularly establish Alumni Association activities where they can be promptly updated with updated information from the University. This can also enhance the alumni's relations with Uppsala. Subsequently, the university can also convey updated school
information through happy and satisfied alumni. It is a fact that alumni are valuable resources for schools. In any case, they are perfect bridges between Uppsala and future Chinese students.

5.3 Macro Level Factors Recommended Actions for Swedish Government and Universities

5.3.1 Visa Mechanism

Sweden's student visa application process is very convenient compared to the United States, Canada, and Britain. Although the application process takes about one to two months, it is fairly convenient to obtain a residency card before the new semester. But many two-year master program students expressed that because the residency cards require renewal on the second year, they need to start applying six months in advance. The length of time required as well as the material requirements for the application for renewal are very different from the experience during their first application. The process of waiting for renewal is very stressful. Most students need to hand in one to two times more material requirements just to prove that they have enough funds to continue their studies. If government or the immigration office can simplify the process and speed up the review process, students will have a better study experience.

5.3.2 Career Help

Most of the students in the interview said that it is difficult to get jobs and internships in Sweden. Swedish universities are different from Chinese Universities. Chinese universities will provide students with internship opportunities or directly establish joint practice bases with enterprises. This can solve some of the internship problems. Sweden universities encourage students to look for internship positions and exchange credits through internships. However, Chinese students are faced with the dilemma of Swedish and interpersonal resources. They are very hopeful that the school would consider this difficult circumstance that Chinese students face, and provide research assistant positions or internship opportunities with corporate organizations. Although Uppsala University has a career development office, students do not know much about it. Schools can strengthen their career development planning and vocational skills training through this department. This plays a very important
role in improving the internship rate and employment rate of Chinese students.

5.3.3 State Level Education Exhibition and Embassy Explanation

Educational exhibitions and embassy’s explanation are the most credible official and formal information distribution channels for students. This kind of offline communication mode is much more efficient than other forms in a short time. At present, every year in April, the Swedish Embassy will hold a pre-school briefing in Shanghai, Beijing, and other major cities. This has also been positively supported by students, which means that the government and institutions bestow great importance to Chinese students. Therefore, more official channels of communication not only increase the popularity of foreign universities in China, but also allow students to understand official information in the best way possible. This can also attract the attention of Chinese students and parents to the great extent.

5.4 Summary of Discussion

Because the focus of Swedish universities is not marketing, they are not keen on academic ranking and other marketing activities. The government offers little support for the school's overseas enrollment activities. Therefore, combined with the results of the study and feedback from students, it is possible to improve the existing enrollment publicity strategy. Schools should focus on information accuracy, timeliness of online communication, maintenance of social media platforms, and the functionality of its official web pages. These suggested plans of action are able to meet the needs of Chinese students during the application stage. From a student’s perspective, it’s possible to acquire more positive results by enhancing the university’s publicity strategy with focus on factors that affect Chinese students significantly. If the Swedish government strengthens its higher education exports in the future, there will be more space for optimizing the promotional program.
6. Conclusion

This chapter is a summary of the research based on the theory and research conclusions. It also analyzes the limitations of the research and puts forward some suggestions for future research.

6.1 Summary of study

We conducted in-depth interviews with 10 Chinese students (1 bachelor student, 8 master students, 1 Ph.D student) and 1 teacher in charge of the recruitment of international students in Uppsala University. We also sent questionnaires to 255 students including applicants, students studying in Sweden, and graduates. Through the use of these two methods, we investigated the factors influencing Chinese students’ choice to study in Sweden.

Conclusions in order of importance are as follows:
1. Gaining international experience has great influence on Chinese students’ decision to study in Sweden.
2. Expectation has great influence on Chinese students’ decision to study in Sweden.
3. Good reputation of institution has great influence on Chinese student’ decision to study in Sweden.
4. Identification of the host culture has great influence on Chinese students’ decision to study in Sweden.
5. English language environment has moderate influence on Chinese students’ decision to study in Sweden.
6. Education quality has moderate influence on Chinese students’ decision to study in Sweden.
7. Swedish security has moderate influence on Chinese students’ decision to study in Sweden.
8. Affordable tuition fees has moderate influence on Chinese students’ decision to study in Sweden.
9. Availability of scholarship grants has little influence on Chinese students’ decision to study in Sweden.
10. Family influence has moderate impact on Chinese student’ decision to study in Sweden.
11. Flexible immigration policy has little influence on Chinese students’ decision to study in Sweden.
The purpose of this study is to examine the factors that influence Chinese students' choice of destination. According to the results from in-depth interviews and questionnaires, all the propositions we put forward at the beginning of the study are supported. Gaining international experience (micro level factor), expectations (micro level factor), reputation of institutions (the medium level factor) are the three most important factors affecting Chinese students as it relates to choosing Sweden institutions. These factors also demonstrate the importance of both the micro level and the meso level factors, and Swedish institutions can focus on these factors to improve the publicity strategy and meet the target students’ needs. In general, this study helps Swedish institutions better understand Chinese students' choice of destination. A large number of data collected from different types of Chinese students reflect their current ideas. This information can help Swedish institutions improve their strategies and communication mechanisms to attract more Chinese students to their schools.

6.2 Limitations and Suggestions for Future Research

The limitation of this study is mainly the fact that of all the one-to-one interviewees were from Uppsala University. In addition, 64% of the questionnaire respondents were also from Uppsala University. Due to the limitation of time and ability, we have not been able to properly interview Chinese students from other universities in Sweden. This means that the research suggestions we’ve crafted are more suitable for Uppsala University. Hence, if we want to fully and objectively understand the factors that Chinese students consider when choosing from a list of Swedish universities, we need to balance the proportion of respondents from the different regions and universities in Sweden. That’s what needs to be done in our future study. Furthermore, we can design questionnaires according to the different influencing factors more clearly, and use SPSS software for more in-depth analysis of these factors.
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Appendix 1: Interview Guide for Chinese students (English)

**Project title:** Factors affecting Chinese students’ choice of studying in Sweden

**Researcher:** Data from this interview will be record and used in a master thesis at Uppsala University. All information will be held confidential and taking part is voluntary. We will keep all the information properly and keep your personal information strictly confidential. The interview will last 30 to 50 minutes. Please feel free to contact us if you have any questions.

**Part One Personal information**

Research subject

1. Name
2. Age
3. Gender
4. Previous education
5. Major
## Part Two Interview questions

<table>
<thead>
<tr>
<th>Factors</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Micro-level factors</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Family influence            | 1. Have you been influenced by the opinions of your family when you made your decision to study in Sweden?  
2. Are their opinions very important to you? |
| International experience    | 3. Did you choose to study in Sweden for international/intercultural experience?  
4. How do you think this experience will affect your career development and salary? |
| Exceptions                  | 5. What expectations do you have for studying in Sweden? Learning? Future work? Personal planning?  
6. What difficulties are expected? |
| Language                    | 7. How was your English level (e.g., TOEFL) before you came to Sweden?  
8. Do you wish to improve your language skills during your stay in Sweden?  
9. Are you active in class communication? |
| Scholarships                | 10. Do you get a scholarship? Did the amount of scholarship make you decide to study in Sweden? |
| Tuition                     | 11. Do you think the tuition is reasonable? Will the amount of tuition make you decide to study in Sweden? Is it expensive to live? |
| Reputation of institution   | 12. When choosing a Swedish institution, will you focus more on institutional reputation? For example, world ranking (QS), academic ability, famous alumni? |
| Quality of education in host| 13. Is your chosen subject education better than China's (How much inspiration you got.)?  
14. What is your assessment of Swedish education quality (The degree to which knowledge is understood and mastered.)? |
| Immigration policy          | 15. Do you plan to work/live in Sweden after graduation?  
16. Did the immigration policy promote your decision to study in Sweden? |
| Social culture              | 17. Did you agree with Swedish social culture before coming to Sweden? Is it open and inclusive? |
| Security factors            | 18. Do you think Sweden is safe? Does security factor influencing a lot when you decide study in Sweden? |
| Potential factors           | 19. What other factors do you think will play an important role in your decision to study in Sweden? Why? |
论文题目：影响中国学生到瑞典留学因素

采访说明：本次访谈将会通过录音记录所有对话，所有信息对我们的研究将会有很大帮助。我们会妥善保管所有信息，并对您的个人信息严格保密。采访将持续30-50分钟左右。

第一部分 个人信息

姓名

年龄

性别

先前教育水平

所学专业

在瑞典的居住时间

是否打算回中国
第二部分 采访问题

<table>
<thead>
<tr>
<th>因素</th>
<th>问题</th>
</tr>
</thead>
<tbody>
<tr>
<td>家庭影响</td>
<td>1. 你在做出留学瑞典的决策时有没有受到来自家人意见的影响？</td>
</tr>
<tr>
<td></td>
<td>2. 他们的意见对你是否非常重要？</td>
</tr>
<tr>
<td>国际经验</td>
<td>3. 选择来瑞典留学是否考虑到获得国际/跨文化交流体验？</td>
</tr>
<tr>
<td></td>
<td>4. 你认为这段经历会给你带来怎样的影响？</td>
</tr>
<tr>
<td>期望</td>
<td>5. 你对留学瑞典有着怎样的期望？学习方面？未来工作方面？个人规划方面？</td>
</tr>
<tr>
<td></td>
<td>6. 有预期会遇到怎样的困难？</td>
</tr>
<tr>
<td>语言</td>
<td>7. 来瑞典前，你的英语水平如何？</td>
</tr>
<tr>
<td></td>
<td>8. 是否希望通过在瑞典期间提升语言能力？</td>
</tr>
<tr>
<td></td>
<td>9. 你在课堂交流是否活跃？</td>
</tr>
<tr>
<td>奖学金</td>
<td>10. 你是否获得奖学金？奖学金的数额是否促使你决定来瑞典留学？如果有的话约占留学总费用的多少？</td>
</tr>
<tr>
<td>学费</td>
<td>11. 你认为学费是否合理？学费数额是否会促使你留学瑞典？生活成本方面是否觉得昂贵？</td>
</tr>
<tr>
<td>机构名声</td>
<td>12. 选择瑞典院校时，你会不会更侧重机构名声？例如世界排名、学术能力、知名校友？</td>
</tr>
<tr>
<td>教学质量</td>
<td>13. 你所选择的学科是否瑞典的教育质量比中国更高？</td>
</tr>
<tr>
<td></td>
<td>14. 你对瑞典教学质量有何评价？</td>
</tr>
<tr>
<td>移民政策</td>
<td>15. 你是否有打算在毕业后在瑞典工作/生活？</td>
</tr>
<tr>
<td></td>
<td>16. 移民政策是否有促进你决定留学瑞典？</td>
</tr>
<tr>
<td>社会文化</td>
<td>17. 来瑞典之前，你是否认同瑞典的社会文化？是否开放包容？</td>
</tr>
<tr>
<td>安全因素</td>
<td>18. 你认为瑞典是否安全？安全因素是否是留学的重要考量因素？</td>
</tr>
<tr>
<td>建议</td>
<td>19. 你认为还有那些因素对你决定留学瑞典起重要作用？为什么？</td>
</tr>
</tbody>
</table>

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Appendix 3: Interview Guide for UU Staff

Introduction
This research is conducted to obtain an understanding the recruitment policies and publicity strategy of Uppsala University for Chinese students.

Opening questions
1. Can you describe your role in the department?

Current recruitment policies
1. Why does UU recruit Chinese students? What is the motivation?
2. When did UU start to recruit Chinese students? What are the trends in the number of admissions?
3. What are UU’s publicity strategies and approaches for Chinese students?
4. What are the differences between EU students and non-EU students in recruitment?
5. What is the role of UU's "student ambassador"?
6. What is the role of government in international recruitment?
7. How do you evaluate the performance of Chinese students, and how will it influence your work of recruiting Chinese students?
8. What do you think is the most important factor for UU/ Sweden to attract Chinese students/international students?
Appendix 4: Questionnaire for Chinese students (English)

Factors influencing Chinese students' choice of study in Sweden

Hello everyone,
This questionnaire is designed to study the factors that influence Chinese students' choice of study in Sweden. The data collected will be only used for the master's thesis of Uppsala university. The questionnaire is divided into two parts: the first part is personal background information; The second part is about the factors that influence the choice of Chinese students to study in Sweden. Filling in the questionnaire will cost you less than 2 minutes and the information you fill will be kept confidential.
Thank you very much for your participation!

Part 1: Personal Background

<table>
<thead>
<tr>
<th>Gender</th>
<th>□ male  □ female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>□ &lt;18 □ 18-25 □ 26-30 □ 31-40 □ &gt;40</td>
</tr>
<tr>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>□ Natural science</td>
</tr>
<tr>
<td></td>
<td>□ Agricultural science</td>
</tr>
<tr>
<td></td>
<td>□ Medical and pharmaceutical science</td>
</tr>
<tr>
<td></td>
<td>□ Engineering and technical science</td>
</tr>
<tr>
<td></td>
<td>□ Humanities and social sciences</td>
</tr>
<tr>
<td>Degree</td>
<td>□ Bachelor □ Master □ Ph.D and above</td>
</tr>
</tbody>
</table>
Part 2: In this section, we want to know how much you agree or disagree with the following statements. There are 7 options for each question from 1 to 7, 1= totally disagreement, 7 = totally agree), please choose an option when you answer the questions.

<table>
<thead>
<tr>
<th>Questions about extent of the following factors motivating you to choose to study in Sweden?</th>
<th>totally disagree</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions from family and friends.</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>To improve my English skills.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>I hope to learn Swedish.</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>To enrich my international experience.</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>Curiosity about the distant country of Sweden.</td>
<td>□</td>
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<tr>
<td>The word rankings of Swedish universities (eg.QS)</td>
<td>□</td>
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<tr>
<td>The study and academic research environment of the university of Sweden.</td>
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<tr>
<td>Swedish universities’ enrollment promotion.</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>For my major, the quality of courses in Sweden are superior to that of China.</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>Tuition is affordable.</td>
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<td>□</td>
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<tr>
<td>The scholarship of this school attracted me.</td>
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<td>□</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>I am curious about Sweden.</td>
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<td>□</td>
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<tr>
<td>Sweden is safe.</td>
<td>□</td>
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<tr>
<td>I am attracted by Sweden's immigration policy.</td>
<td>□</td>
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<tr>
<td>There are more jobs opportunities in Sweden.</td>
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<tr>
<td>I like Swedish social culture.</td>
<td>□</td>
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<td>□</td>
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<td>□</td>
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<tr>
<td>Convenient to travel around Sweden.</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Sweden social welfare is attractive.</td>
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<tr>
<td>Wages in Sweden are very high.</td>
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</tr>
</tbody>
</table>
大家好，
本问卷是为了研究影响中国学生选择到瑞典留学的因素，所收集的数据仅用于乌普萨拉大学硕士毕业论文。问卷分为两部分：第一部分是个人背景信息；第二部分是关于影响中国学生选择到瑞典留学的因素的问题。填写问卷时长一般不超过 2 分钟，您所填写的信息将被保密。
非常感谢您的参与！

**第一部分 个人背景**

<table>
<thead>
<tr>
<th>您的性别</th>
<th>□男  □女</th>
</tr>
</thead>
<tbody>
<tr>
<td>您的年龄</td>
<td>□&lt;18  □18-25  □26-30  □31-40  □&gt;40</td>
</tr>
<tr>
<td>您所在或者毕业的瑞典高校名称</td>
<td></td>
</tr>
<tr>
<td>您的专业类别</td>
<td>□自然科学  □农业科学  □医药科学  □工程与技术科学  □人文与社会科学</td>
</tr>
<tr>
<td>您在该校所修的最高学位</td>
<td>□学士  □硕士  □博士及以上</td>
</tr>
</tbody>
</table>
第二部分 在这部分里，我们想知道您对以下陈述同意与否的程度。每个问题有 7 个选项（从 1 到 7，1 代表完全不同意，7 代表完全同意），请您在回答问题的时候选择一个选项。

<table>
<thead>
<tr>
<th>以下因素在多大程度上促使您选择留学瑞典</th>
<th>完全不同意</th>
<th>完全同意</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>家人和朋友的建议</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>希望提升英语技能</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>希望学习瑞典语</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>丰富人生经历</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>向往瑞典食物</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>您所在瑞典大学的世界排名（如 QS）</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>瑞典大学的学习和学术研究环境</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>瑞典学校的招生宣传</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>我目前所学专业，瑞典教学质量优于中国</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>学费较合理</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>这个学校的奖学金吸引了我</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>对瑞典这个遥远国家的好奇</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>瑞典很安全</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>瑞典的移民政策吸引我</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>瑞典就业机会多</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>瑞典社会文化崇尚平等</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>方便我到瑞典及周边旅游</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>瑞典社会福利好</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>瑞典薪资水平高</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>