



i-graduate StudentPulse™ 2007 Summary of Results

Introduction

The multi-billion pound global student market is rapidly evolving. International students have more options available to them as a growing number of countries that have in the past chiefly been exporters in the market have developed their own higher education systems. So-called transnational higher education, where students study for an overseas qualification either in their home country or in another country that does not award that qualification, appears to be on the rise.

These changes add up to more competition, both for the big established players and newcomers to the market. Under these circumstances, higher education institutions, policymakers and other key agencies and stakeholders need better up-to-date information on the motivations and perceptions of prospective international students.

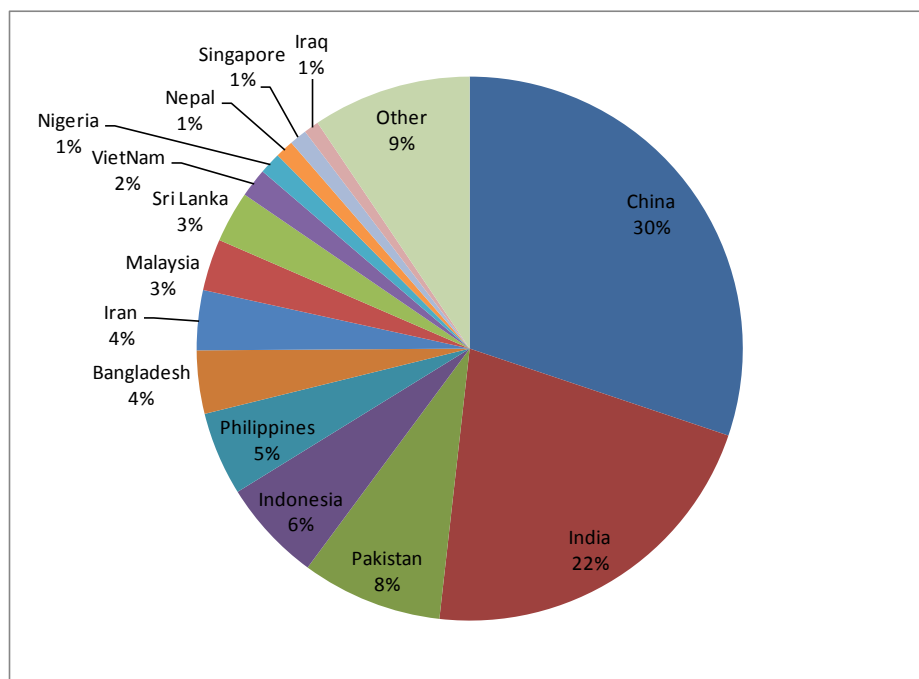
For the past three years, i-graduate has run the StudentPulse study designed to provide this information. The study has evolved from initially being focussed solely on China to a much broader and more comprehensive exercise in October 2007 when a total 11,425 students from 143 countries were surveyed. This report summarises the students' responses, gathered both online and at international education exhibitions and fairs.

The Sample

Respondents were contacted using key channels, including StudyLink, British Council China, How2UK and at China International Education Exhibition Tour events in Shanghai and Beijing. Data was collected in September and October 2007.

The largest proportion of students that took part in the 2007 StudentPulse study were from China (30 per cent), while another 22 per cent were from India. As these are the two largest and most rapidly expanding markets, they are probably of most interest to many recruiters. Also well represented in the sample are students from Pakistan, Indonesia, the Philippines, Bangladesh, Iran, Malaysia, Sri Lanka, Vietnam and Nigeria. Between them, these make up a further 36 per cent of the sample. See chart below for a breakdown of the sample by country.

Figure I. Response by nationality



Weighting the Sample

The collection methodology resulted in a bias towards the UK and Australia as study destinations. To correct for this bias, where questions relating to the evaluation of study destinations were analysed, the sample was weighted, using the answer to the question: *Which country do you think you are most likely to end up studying in?* The sample was weighted such that the response to this question reflected the global market share for international students. The global market share for international students was measured using the OECD Education at a Glance, 2007 publication and the IIE Atlas of Student Mobility.

Without the weighting, the results provide more favourable ratings to Australia and the UK as students intending to study in these countries are over represented. The weightings correct this by making the sample more closely reflect the global market share of different countries.

Study Findings

I. Attractiveness UK v US

The results of the study suggest that the UK has begun to challenge the US as the most popular study destination for international students.

95 per cent of over 11,000 prospective higher education students from more than 100 countries rated the UK as an attractive or very attractive place to study, compared with 93 per cent who felt the US was attractive or very attractive.

The findings show that a slightly higher proportion of international students currently feel positive about studying in the UK than give a positive rating to the US or to 16 other countries around world that provide higher education for overseas students.

The US is still marginally ahead of the UK when mean scores rather than percentages are used to calculate levels of attractiveness, because a higher number of students see it as a “very attractive” study destination. The UK is ahead on the percentage scores because more international students also see the US as an unattractive place to study.

Even on the mean scores, there is little substantial difference between the two countries, with the US achieving a score of 3.49 (out of 4) against the UK’s 3.44.

Overall, the US was seen as “very attractive” by 60 per cent of the students taking part in the study, and “attractive” by 31 per cent. The remaining 9 per cent viewed it as “unattractive” or “very unattractive”. The UK was seen as “very attractive” by 52 per cent, “attractive” by 42 per cent, and “unattractive” or “very unattractive” by the remaining 6 per cent.

Students from India were most likely to view the US as “very attractive” (69 per cent), while students from Nigeria were the most inclined to regard it as “very unattractive” (15 per cent). Nigerian students were also both the UK’s greatest fans -- with 68 per cent seeing it as “very attractive” – and its biggest critics, with 12 per cent viewing it as “very unattractive”.

2. Attractiveness of other countries

Australia, Canada and France are seen as the next most attractive places to study after the UK and the US, although the mean scores indicate that France receives the most top ratings out of this group. Germany is neck-and-neck with Canada on mean scores for attractiveness because it is also seen as “very attractive” by a high number of students.

Out of Asian study destinations, Japan and Singapore are the most popular, with Singapore getting the most positive ratings overall and Japan the most very positive.

Thailand, South Africa, Dubai, and South Korea, are the least popular study destinations, with Thailand at the bottom of the table for both percentage and mean scores.

3. Safety

One possible reason for the UK faring so well in the popularity stakes is that it is considered to be one of the safest places in the world to study.

96 per cent of students rated the UK, Australia and Canada as good or very good countries for personal safety and security. In comparison, 82 per cent of students felt the US was safe and secure – giving it a safety rating only slightly better than China and South Korea.

The US is ranked 9th out of 18 countries on safety, with New Zealand, Germany, France, Singapore and the Netherlands all seen as safer study destinations, as well as the UK, Australia and Canada. The UK drops to fifth place and the US to tenth on mean scores, indicating that both countries are more likely to be seen as “good” rather than “very good” for safety and security.

The study findings show that safety is a key factor for international students when choosing where to study. Respondents placed personal safety and security as the number one consideration in their choice of country, and equal second in importance when selecting a university.

4. Reputation

More in-depth analysis of the data reveals that while safety rates as the most important attribute in students’ evaluation of a study destination, the reputation of a country’s qualifications is most strongly correlated with levels of attractiveness.

The US continues to top the charts on this factor – but only just. Nearly all students taking part in the study (99 per cent) rated US qualifications as good or very good. However, the UK is not far behind, with 97 per cent. On the heels of the big two are Germany, France and Canada, whose qualifications are rated good or very good by 95 per cent of students. At the bottom of the table are Thailand (only 36 per cent of students thought its qualifications had a good or very good reputation), South Africa (47 per cent), and Malaysia (53 per cent).

Students planning to study business or science, and those from Nigeria and India were the most interested in the reputation of a country’s qualifications.

5. Other factors affecting choice of country

After safety and reputation, the **cost of being educated** is the next most important factor for international students when choosing which country to study in. The results of the study show that the UK and the US are seen as equally the most expensive places in the world to study, while China, India and Thailand are regarded as the cheapest. Mean scores suggest that the UK is the country most likely to be seen as offering education at a “very high” cost.

China, India and Thailand also fare well on the fourth most important factor – **ease of obtaining a student visa**. Students thought these three countries, followed

closely by Malaysia and Singapore, were the most likely to grant them a visa. The US received by far the lowest score on this question. Only 17 per cent of students thought it easy or very easy to get a visa for studying in the US, compared with 84 per cent for China and India. Even the UK is seen as an easy or very easy country from which to obtain a visa by just over a third of students.

Students said the **opportunity to work in a country after completing their course** was the fifth most important factor in deciding which country to study in. Australia, Canada and New Zealand, scored best on this issue, with 84 per cent of students rating Australia as a good or very good place to find work after graduation, and 82 per cent feeling the same way about Canada and New Zealand. The US ranked fifth on this question, while the UK was perceived as the hardest place to gain employment.

6. Most students select a university before choosing a country

The quality and reputation of what a particular institution has to offer, rather than the country in which it is located, is the first consideration for most international students. Nearly two thirds of students taking part in the study said they chose an institution first when deciding where to study.

The cost of education and the availability of scholarships and bursaries are important considerations for students in selecting a university. But the quality of teaching and research, the reputation of qualifications, and personal safety and security are more important for most students.

Food, hospitality and tourism and creative arts, design and communications students were the most inclined to choose a country rather than an institution first, while engineering and science students were the most likely to pick an institution first.

7. What the cleverest students want

Students taking part in the study were asked to rate their own academic abilities in relation to their peer group. Just over 14 per cent estimated that they were among the top 5 per cent in their year of study, and more than a fifth placed themselves in the top 10 per cent. Over half said they were at least among the 20 per cent brightest in their year. Students from China were the most likely to rate themselves as among the cleverest, with more than 18 per cent estimating they were in the top 5 per cent and over 28 per cent placing themselves in the top 10 per cent.

Responses to the survey indicate that personal safety and security and the reputation of qualifications from a particular country or institution are the most important factors in deciding where to study for students who consider themselves to be among the brightest in their year.

The cost of education, ease of obtaining a student visa, and opportunities to work after graduation, are more important to students who rank themselves lower in their academic abilities.

Quality of teaching is the number one consideration for students of all abilities when selecting a university, and quality of research also features high in students' selection criteria across the ability range. The brightest students were the most likely to select a university first rather than a country in deciding where to study.

8. Reasons for considering studying overseas

Most students who are considering studying overseas – and particularly those who believe themselves to be among the brightest – are doing so because they are seeking a better quality of education. Nearly two thirds of students overall and almost three quarters of the cleverest 5 per cent gave this as a reason for contemplating study in another country.

Over half wanted to broaden their experience and/or improve their career prospects, and once again these factors were even more important for the brightest students. Improving language skills, seeking highly respected qualifications, and gaining access to greater expertise and research facilities, were selected by over a third as motivations for thinking about studying overseas.

Students planning to study creative arts, design and communications and those aiming for an engineering qualification were most likely to be considering studying overseas in order to gain a better quality of education. The highest proportion wishing to broaden their experience was also among creative arts, design and communications students. Gaining a highly respected qualification was most important to IT, business and food, hospitality and tourism students. Business and food, hospitality and tourism students were most likely to seek education overseas to improve their career prospects, while science students were keenest to seek out greater expertise and research facilities.

9. Studying in home country a popular alternative

Although at least two thirds of students taking part in the study were considering studying overseas, being educated in their home country was an option that at least 46 per cent of students were contemplating.

For students in some countries such as Malaysia, Indonesia, Nigeria and Pakistan, studying for an overseas qualification at an institution based in their home country is a more popular option than taking a course overseas. Over a quarter of all students are considering taking a local qualification in their home country.

Studying for an overseas qualification at home was most popular among students who ranked themselves low in their academic abilities. Nearly 62 per cent of those who placed themselves in the top 60 per cent of their peer group were considering

this option, compared with almost 57 per cent in this category who were thinking of studying in another country for a qualification of that country. Studying for an overseas qualification at home was also a serious consideration for arts, humanities and social sciences students, 63.5 per cent of whom were considering this option

Almost a third of students were considering studying overseas for a qualification from another country. Again, this option was more popular among students who gave themselves a low academic ranking and those planning to join an arts, humanities or social sciences course.

Chinese students (86 per cent) and those who ranked themselves in the top 5 per cent of academic ability (76 per cent) were most likely to be considering studying overseas for a qualification of that country. This was also a particularly popular choice among creative arts, design and communications students, 72.6 per cent of whom said they were considering this option.

10. Students' concerns

The cost of education was by far the greatest concern among students taking part in the study. Tuition fees were a worry for 86 per cent, while 80 per cent said they were concerned about the cost of living in another country. Those aiming for a postgraduate research programme and students from Singapore were most concerned about tuition fees, while all prospective postgraduate students and those from Malaysia worried most about living costs overseas.

After cost, the next three greatest concerns were “missing my home” (28 per cent), English language ability (27 per cent), and “not understanding what people say” (26 per cent). Just over a fifth also worried about the pressures of studying.

11. Level of study

More than 70 per cent of students were considering studying at postgraduate level, with almost a fifth aiming for a research postgraduate qualification. Just 16 per cent were planning to join an undergraduate course, while the remainder were largely considering study abroad, English language or foundation courses or taking part in a student exchange.

Students from India were most likely to be considering a taught postgraduate course (58.7 per cent), while research postgraduate programmes were most popular among Chinese students (23.3 per cent). Undergraduate courses were the most common choice among students from Nigeria (46.4 per cent) and Malaysia (34.6 per cent).

The findings suggest that the MBA market remains strong, with 63.9 per cent of business students considering a taught postgraduate course. Research postgraduate programmes were most popular among agriculture and environment students (48.8 per cent), and those planning to student a science subject (44.3 per cent). Undergraduate courses were most popular among students considering a course in

food, hospitality and tourism (28.6 per cent), architecture and building (25.9 per cent), and engineering (24.8 per cent).

12. Subject areas

Business was the most popular subject area, with just over 30 per cent of students saying this was the discipline they were most interested in pursuing. Chinese students were most likely to be planning to take a business course (43.3 per cent).

Engineering was the next most favoured subject, being the discipline of choice for 12.4 per cent. Over a fifth of students from India were hoping to study engineering. Next in the popularity stakes came IT (9.5 per cent), health and veterinary sciences (7.4 per cent), and creative arts, design and communications (6.3 per cent). Only just over 5 per cent were contemplating studying a science subject.

Health and veterinary studies was particularly popular among Malaysian students (14.9 per cent), who were also most likely to be considering sciences (8.7 per cent). Arts, humanities and social sciences was favoured by almost 11 per cent of Indonesian students and more than 9 per cent of Nigerians.

Choice of subject is more evenly spread among students planning to study at research postgraduate level. In this case, just over 19 per cent want to study business while both engineering and health and veterinary sciences interest around 13 per cent, just over 12 per cent want to study a science subject and 8 per cent are aiming for agriculture and environmental studies.

Conclusion

The global higher education market is highly complex and evolving rapidly, presenting universities with a growing number of opportunities and a rising tide of challenges.

The educational as well as the financial benefits of being a significant “player” in this market are well recognised, but maintaining such a position is likely to require greater flexibility and an ability to respond rapidly to change as a growing number of competitors emerge, offering students more choice.

Under such circumstances, it is ever more important for institutions to have access to high quality and up-to-date information about the motivations and perceptions of prospective students.

The results of the 2007 StudentPulse study show that even the most popular study destinations have weaknesses that may threaten their market share if not addressed. It appears from the survey responses that the UK is beginning to challenge the supremacy of the US in terms of popularity among prospective students. However,

this might simply be a sign that the US is losing more ground than the UK to emerging smaller competitors -- who are collectively increasing their share of international student intake.

Two related issues – perceptions of a relatively low level of security and difficulty in obtaining a student visa – appear to be a potential Achilles heel for the US. Its greatest strength is undoubtedly in the unsurpassed reputation of its qualifications.

For the UK, probably the greatest concern is a perception that it is the hardest place to find employment after graduation. With recent legislation passed to allow international students to work for up to two years in England after completing their course, it appears there is an urgent need for an awareness-raising campaign to address any misconceptions.

The study's findings also suggest that UK institutions should see American universities, rather than Australian, as their main competitors. The UK remains popular despite being seen as the most expensive place in the world to study, and even though cost is the number one cause of concern for prospective students. It has managed to maintain its appeal by scoring high on many of the factors that international students prize most highly, including teaching and research quality, reputation of its qualifications, and security. This suggests that the UK should largely resist the temptation to go after the mass market if it wants to maintain its advantageous position.

Australia enjoys a reputation for being very safe, the easiest place in the world to work after graduation, a fairly easy country from which to obtain a student visa, and for awarding qualifications that have a good reputation. Although considered relatively expensive, it still benefits from being perceived as much cheaper than either the US or the UK. In common with all study destinations other than the UK and the US, it has a higher level of popularity among students who consider themselves towards the lower end of the spectrum of academic ability in their year. It would need to boost the reputation of its qualifications and quality of provision to challenge the UK and the US. Since recent policy decisions in Australia indicate it is aiming for the mass market, its third place ranking on attractiveness might be considered a very positive result.

Reputation of qualifications and perceptions of quality may also explain New Zealand's lower rating on attractiveness compared with Australia. It is considered almost as safe as its antipodean competitor, cheaper, and a country where it is almost as easy to gain employment and easier to obtain a student visa.

A similar argument might be applied to explain the position of Canada relative to the US, and the Republic of Ireland relative to the UK (although Ireland's safety rating is significantly lower than the UK's).

Levels of familiarity, marketing, and language barriers are also probably significant factors, which may help explain why Germany and France are considered less safe and less attractive than the UK, despite enjoying a higher ranking on every other factor except reputation of qualifications, where they are only marginally behind.

Out of the Far Eastern and South East Asian countries, Singapore and Japan have emerged as the stars, benefiting from qualifications whose reputation is almost as good as Australia's and good scores on employment opportunities and safety. The biggest weaknesses of China and India are the reputation of their qualifications, and in the case of India, perceptions of safety levels.

It is in this part of the world where the development of transnational higher education is probably most significant. This development may transform the market in certain regions. The study shows that students from some countries, such as Malaysia, Indonesia, Nigeria and Pakistan, are more likely to be considering studying for an overseas qualification in their home country rather than studying abroad. The study findings suggest that this development in the market is having a greater impact at undergraduate level. However, even among students aiming for a research postgraduate programme more than 40 per cent were considering studying in their home country.

It is also important to note that two thirds of students taking part in the study said they would choose an institution rather than a country first when deciding where to study. The reputation and marketing efforts of individual institutions are therefore very significant factors in the market. For institutions, having a reputation for excellent teaching is the trump card, followed closely by a perception of offering high quality research and being safe and secure. It might be added that those institutions that are armed with the best information about what prospective students want stand the best chance of securing a prominent position in the market.

Table I: Prospective International Students' Perceptions of Study Destinations

	ATTRACTIVENESS		REPUTATION OF A QUALIFICATION FROM THAT COUNTRY		SAFETY		COST OF EDUCATION		EASE OF OBTAINING A STUDENT VISA		ABILITY TO WORK IN THE COUNTRY ON COMPLETING MY STUDIES	
Rank	% ATTRACTIVE OR ATTRACTIVE		% GOOD OR VERY GOOD		% GOOD OR VERY GOOD		% LOW OR VERY LOW		% EASY OR VERY EASY		% GOOD OR VERY GOOD	
1	United Kingdom	95%	United States	99%	United Kingdom	96%	India	71%	China	84%	Australia	84%
2	United States	93%	United Kingdom	97%	Australia	96%	Thailand	71%	India	84%	Canada	82%
3	Australia	87%	Canada	95%	Canada	96%	China	68%	Malaysia	82%	New Zealand	82%
4	Canada	86%	France	95%	Germany	95%	Malaysia	65%	Thailand	82%	Singapore	79%
5	France	82%	Germany	95%	New Zealand	95%	South Africa	51%	Singapore	77%	United States	75%
6	Germany	79%	Australia	93%	France	93%	South Korea	45%	South Korea	73%	China	71%
7	New Zealand	67%	Japan	89%	Singapore	92%	Dubai	36%	Dubai	71%	Malaysia	71%
8	Singapore	64%	Singapore	84%	Netherlands	89%	Singapore	35%	South Africa	65%	Dubai	70%
9	Netherlands	63%	New Zealand	83%	United States	82%	Germany	33%	New Zealand	60%	Japan	67%
10	Japan	60%	Netherlands	83%	Japan	81%	Netherlands	24%	Australia	55%	Netherlands	66%
11	Republic of Ireland	50%	Republic of Ireland	73%	Republic of Ireland	81%	France	23%	Republic of Ireland	53%	India	66%
12	China	45%	India	64%	China	81%	Republic of Ireland	23%	Netherlands	51%	Thailand	66%
13	India	39%	China	61%	South Korea	79%	New Zealand	21%	Japan	48%	Germany	64%
14	Malaysia	35%	South Korea	58%	Dubai	68%	Japan	17%	Canada	42%	Republic of Ireland	64%
15	South Korea	34%	Dubai	55%	Malaysia	67%	Australia	14%	Germany	41%	France	63%
16	Dubai	33%	Malaysia	53%	India	55%	Canada	13%	France	39%	South Africa	63%
17	South Africa	26%	South Africa	47%	Thailand	48%	United Kingdom	4%	United Kingdom	34%	South Korea	62%
18	Thailand	22%	Thailand	36%	South Africa	42%	United States	4%	United States	17%	United Kingdom	60%

Table 2: Which of the following study options are you considering?

	Overall	India	China	Malaysia	Indonesia	Nigeria	Pakistan
Overseas qualification in country of qualification (traditional overseas study)	65.9%	61.5%	86.0%	56.7%	46.3%	54.3%	61.2%
Home country, local qualification	26.6%	28.4%	22.9%	28.2%	31.5%	17.2%	24.6%
Home country, overseas qual. (TNE)	46.3%	59.8%	14.3%	65.4%	64.7%	61.2%	67.9%
Overseas qualification. in another country (TNE)	32.2%	33.7%	8.0%	48.0%	59.3%	47.4%	34.8%

Table 3: Which subject area are you most interested in pursuing?

	Total	India	China	Malaysia	Indonesia	Nigeria	Pakistan
Business	30.7%	28.2%	43.3%	19.1%	20.2%	23.9%	30.2%
Engineering	12.4%	20.7%	6.2%	11.1%	8.5%	16.5%	15.4%
IT	9.5%	13.9%	5.4%	5.2%	8.8%	14.7%	13.1%
Health, & Veterinary Studies	8.4%	9.7%	4.4%	14.9%	7.4%	11.9%	8.7%
Other	5.5%	5.8%	4.8%	12.5%	6.7%	3.7%	4.5%
Creative Arts, Design and Communication	5.4%	2.3%	11.1%	4.2%	5.9%	3.7%	1.3%
Sciences	5.2%	6.9%	3.4%	8.7%	5.4%	5.5%	6.8%
English Language (ESL)	4.6%	1.0%	4.6%	4.5%	7.8%	2.8%	3.9%
Education	4.4%	1.4%	6.5%	2.4%	6.7%	1.8%	3.3%
Food, Hospitality and Tourism	4.2%	3.4%	4.2%	4.9%	4.7%	1.8%	2.0%
Arts, Humanities and Soc Science	4.1%	2.9%	0.1%	5.9%	10.9%	9.2%	5.2%
Ag & Environment Studies	3.1%	1.9%	2.3%	1.4%	4.8%	2.8%	3.9%
Arch and Building	2.4%	1.7%	3.6%	5.2%	2.2%	1.8%	1.7%

Table 4: Which level of study are you considering?

	Total	India	China	Malaysia	Indonesia	Nigeria	Pakistan
Postgraduate Taught	49.4%	58.7%	55.1%	28.9%	53.8%	30.0%	42.3%
Research postgraduate	19.1%	17.4%	23.3%	17.1%	13.1%	10.9%	19.1%
Undergraduate	18.2%	12.9%	11.8%	34.6%	18.4%	46.4%	28.7%
Study abroad	4.4%	6.5%	0.9%	8.4%	3.1%	5.5%	3.2%
English language course	3.0%	0.9%	2.0%	1.3%	3.6%	2.7%	4.0%
Foundation Course	2.2%	0.9%	2.6%	4.4%	2.9%	2.7%	1.0%
Student Exchange	1.3%	0.2%	1.8%	2.3%	3.6%	0.9%	0.0%
Other	1.3%	1.8%	1.3%	1.7%	0.9%	0.9%	1.0%
Other non-degree level studies	1.1%	0.7%	1.3%	1.3%	0.7%	0.0%	0.7%

Table 5: Why are you considering studying overseas?

	Total	India	China	Malaysia	Indonesia	Nigeria	Pakistan
Better quality of education	65.8%	59.3%	72.2%	66.8%	75.4%	57.1%	68.2%
Wish to broaden experience	53.2%	47.0%	71.6%	74.0%	50.3%	42.0%	32.0%
To improve my career prospects	51.2%	61.8%	49.4%	67.8%	53.2%	46.4%	44.9%
To improve my language skills	38.4%	26.3%	49.6%	60.6%	54.3%	17.9%	21.9%
Qualifications are more highly respected	37.2%	39.8%	35.5%	55.5%	41.0%	24.1%	33.8%
Access to greater expertise and research facilities	36.9%	45.2%	28.8%	57.9%	38.9%	41.1%	34.2%
Potential scholarship from overseas institution	21.6%	19.6%	18.2%	24.3%	37.9%	25.0%	16.0%
Intend to become permanent resident overseas	13.2%	13.0%	12.7%	22.3%	12.6%	8.0%	9.1%
Particular course of study not offered in my country	11.9%	7.7%	15.6%	10.3%	11.7%	9.8%	10.1%
Family wants me to study overseas	9.3%	6.2%	11.4%	9.2%	12.6%	8.0%	11.8%
Previously studied overseas	7.4%	2.4%	14.4%	5.1%	9.9%	5.4%	3.1%
Unable to obtain a place at my university of choice in my country	4.9%	4.2%	2.7%	7.2%	6.5%	8.0%	5.3%

Table 6: Please rate how important the following are to you when selecting a country to study in?

(4 point scale, 1: Very Unimportant -> 4: Very Important)

	Total	India	China	Malaysia	Indonesia	Nigeria	Pakistan
Personal safety and security in that country	3.49	3.48	3.52	3.55	3.55	3.72	3.38
Cost of education	3.41	3.41	3.33	3.43	3.59	3.53	3.39
Ease of obtaining a student visa	3.21	3.27	2.97	3.20	3.28	3.56	3.40
Reputation of a qualification from that country	3.47	3.53	3.50	3.48	3.39	3.60	3.48
Opportunity to work in the country after completing my studies	3.09	3.23	2.97	3.11	3.21	3.19	3.04

Table 7: Please rate how important the following are to you when selecting a university to study at?

(4 point scale, 1: Very Unimportant -> 4: Very Important)

	Total	India	China	Malaysia	Indonesia	Nigeria	Pakistan
Quality of teaching	3.68	3.69	3.61	3.73	3.69	3.89	3.68
Quality of research	3.54	3.62	3.42	3.64	3.58	3.73	3.59
Personal safety and security	3.54	3.54	3.47	3.70	3.65	3.81	3.48
Reputation (value in my career) of a qualification from this university	3.53	3.65	3.47	3.59	3.49	3.69	3.57
Cost of education (tuition fees)	3.52	3.51	3.41	3.66	3.68	3.65	3.51
Institution reputation	3.41	3.55	3.35	3.46	3.43	3.49	3.47
University scholarship/bursary	3.40	3.44	3.14	3.61	3.69	3.58	3.47
Department reputation	3.36	3.46	3.37	3.37	3.37	3.35	3.39
Country	3.31	3.36	3.20	3.34	3.34	3.49	3.43
Opportunities for full-time work in the country following my studies	3.14	3.32	2.99	3.14	3.24	3.33	3.09
Social life	3.14	3.12	3.13	3.07	3.41	3.17	3.16
Length of course	3.13	3.15	3.02	3.20	3.25	3.51	3.11
Reputation of an individual (academic supervisor, professor)	3.10	3.23	2.79	3.29	3.30	3.22	3.26
Specific course title	3.09	3.31	2.74	3.28	3.22	3.47	3.24
How people would behave towards me as an international student	2.98	2.98	2.93	3.01	2.99	3.22	2.97
City/Location	2.95	3.03	2.81	3.09	3.12	3.08	2.95
Personal recommendation (somebody telling me it was the right place to go)	2.85	2.93	2.61	2.91	3.10	3.08	2.99
Friends or family already living/studying in the country	2.37	2.36	2.26	2.32	2.56	2.40	2.31