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**An Investigation of the Push Pull Factors Influencing Student  
Selection of Higher Education: The Case of Arabian Gulf Students  
in the UK**

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# **An Investigation of the Push Pull Factors Influencing Student Selection of Higher Education: The Case of Arabian Gulf Students in the UK**

## **Abstract:**

The internationalization of students in tertiary education has increased worldwide for the past 20 years. International students (IS) are considered consumers of Higher Education (HE) in host countries and are often a significant contributor to many countries' economies. This paper explores the push and pull factors that influence international Gulf Cooperation Council (GCC) students to select Higher Education in the UK as a preferred destination of choice and the potential implications this may have for the wider international student body.

The authors employed face-to-face interviews and purposive sampling of forty undergraduate students from a university in the UK North West. The sample of were nationals from Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates. NVivo11 software was utilized by the researchers to facilitate data management and analysis.

Our analysis revealed there were six main push factors that led those sampled to depart their home country and pursue their university education in the UK. Alternatively, there were ten pull factors that encouraged GCC students topursue their university education in the UK.

It is imperative that UK Higher Education institutions/Universities are cognizant of the push/ pull factors that boost GCC international students' intake at their institutions since there is an observable decline in international student numbers in recent years that can negatively impact the said universities and the wider UK economy.

**Keywords:** Arabian Gulf Students, Pull & Push Factors, Higher Education, International Students, UK, Internationalization

## **Introduction**

What motivates international students to study abroad? Generally, it is driven based on the traditional expectations of its ability to improve and empower social and economic status of the students (DeKeyser, 2007; González, et al., 2011). The internationalization of students in tertiary education has increased worldwide for the past 20 years. To date there are around five million students studying globally, outside their home country, with this number expected to reach eight million by 2025 according to the Organisation for Economic Co-operation and Development (OECD). As international students (IS) they are considered consumers of Higher Education (HE) in host countries. The UK is the second largest recipient of international students after the USA, this provides a significant boost to the UK economically with more than four hundred and fifty thousand enrolled (at tertiary/university level) as of the 2017/2018 academic year. This provides a significant boost to the UK economically, as well as, aids job creation and brings other socio-cultural benefits to the country. International students from Gulf Cooperation Council (GCC) countries pursuing their Higher Education at UK institutions are significant contributors numbering approximately fifteen thousand consumers with substantive buying power (Ilieva and Judson, 2017; Cazaette, 2019). To date research has shown that students who come from undeveloped or less developing countries tend to be challenged with inadequate access to higher education in their home land and this has facilitated in part the rise of students studying abroad in a host country (O'Flaherty and Phillips, C. 2015). International student recruitment numbers have grown exponentially between 1990 and 2014, the number has increased four-fold in that time, today totalling five million students and expected to reach 8 million by 2025 (Madge, Raghuram and Noxolo, 2015). It has also been suggested by Dr. Rahul Choudaha, Executive Vice President of Global Engagement and Research at StudyPortals, that the global higher education sector will not only grow over the next 10-20 years but will also look different in terms of its offerings and students," (West, 2018).

After the USA, the UK is the second most admired study destination globally OECD (2018) with 458,520 international students. The aim of this study is to garner deeper insight on what drives international students to study abroad, and more importantly, what can international educational institutions do to attract and sustain international student numbers. It is suggested that demand for higher education is driven based on the traditional expectations of its ability to improve and empower economic and social status of the students (DeKeyser, 2007). Many students who come from undeveloped or less developing countries, have inadequate access to higher education at home land to an important rise of international students studying in another country (O'Flaherty, & Phillips, 2015). International student recruitment numbers have grown exponentially between 1990 & 2014, quadrupling over the time period to five million students and expected to reach 8 million by 2025 (Madge, Raghuram, & Noxolo, 2015). Dr. Rahul Choudaha, Executive Vice President of Global Engagement & Research at StudyPortals emphasizes that the international higher education sector is expected to continue to grow for the next 10-20 years but evolve in terms of its offerings and students (West, 2018).

A review of the academic literature revealed there is little research on the subject area of Gulf students' motivation to study internationally especially in the UK. As such, this paper explores the push and pull factors that motivate students from Gulf countries to study in the UK.

## Literature Review

### Factors Influencing Student Choice in Higher Education

Agarwal and Winkler (1985) research on international students from fifteen developing countries studying in USA post-Second World War era revealed the number of international students declined due to the increasing cost of higher education for international students in the USA in later years. Also, improving education systems in many undeveloped and developing countries led to the reduction of international students studying in the USA.

The issue of factors that affect student selection of a university has drawn the attention of many researchers (Fang and Wang, 2014; Kamal Basha, Sweeney, and Soutar, 2015; Wilkins and Huisman, 2014a; McMahon 1992; Zheng, 2014). These factors include age, family income, institution status, location and facilities (Hassan, *et al.*, 2008; Moogan, 2011). Wagner and Fard (2009) identified the most salient factors considered by students to be education cost, value and importance of education, degree and major, relatives, associates and peers, material aspects, facilities and resources, and information regarding institutions. It is suggested that these factors play the greatest role in determining students' selection of HE institution.

Mazzarol and Soutar (2002) found six "pull" factors influenced student choice of a host country: *knowledge and awareness* of the destination's status in the home country for recognition of quality and qualifications; level of referrals or individual suggestions that the investigation goal gets from guardians, relatives, companions and other "gatekeepers"; the cost issue, including the expense of charges, everyday costs, travel expenses and social costs, for example, wrongdoing, security and racial separation; condition, which is identified with recognitions about the examination "atmosphere" in the goal nation; geographic nearness of the potential goal nation to the understudy's nation; lastly social connections, regardless of whether family and companions have contemplated there previously or have family or companions living in the destination nation.

### Student decision-making process

Consumers generally try to acquire and maintain an assortment of products that satisfy their current and future needs (Meesala and Paul, 2018). To do so they engage in problem solving when buying products. Their level of involvement or the degree of interest in a product and the importance the person places on that product must be considered. In higher education, students and their family believe that having a degree from a well-known university is essential because a degree last for life (Astin, A. W., and Oseguera, L. 2004). The level of involvement is more complex and elevated in higher education since it is not only important, but the buying process is typically expensive, or it's an infrequently bought product/service. Hence the buyer uses many criteria to evaluate alternative brands or choices and spend a lot of time seeking information and deciding on the purchase (Hsu, Tsai, and Wu, 2009). Various scientists have recommended that buyer (students) basic decision-making is a procedure that includes movement through various stages. (Charyton, Snelbecker, Elliott, and Rahman, 2013).

On the other hand, Sojkin *et al.*, (2012) suggested that the student decision-making process has three stages: the first is concerned with the student's preferences; the second involves creating a list of institutions to exclude from further consideration; and

in the third stage the student forms a choice set. Cox, Imrie, Miller, and Miller (2014) argued that students (and their parents) pass through five distinct stages: Pre-search – involves students thinking about their future and possible academic/career paths. During this stage the student decides whether to participate in higher education. Search behaviour – students seek data to use against their decision criteria and prepare a short list. Application stage – student apply to their selected institution(s). Choice decision – students decide which offer(s) to accept. And finally, Enrolment – students enrol at their chosen institution on their chosen programme (Tantivorakulchai, 2014).

This research is concerned with the three levels of student decision-making, i.e., choice of country(s); institution choice and course of study, although in the literature there is considerable overlap between factors associated with choice of institution and choice of country. In order to capture and consider as much relevant data and analysis as possible, this literature review does not attempt to separate institution choice factors from country choice factors. Despite, the range of literature identified above, there has been little or no distinct consideration of the push and pull factors that influence student international destination of choice for higher education in the case of Gulf Arabian nationals. This research thus focused on addressing this gap in the extant literature.

### **Context of the Study**

The research was undertaken at a higher education institution (university) in the UK North West, which was notably ranked as one of the world's most international universities and has about 2,500 staff and 20,000 students from over 80 countries according to the Organisation for Economic Co-operation and Development (OECD, 2018). This research study focused only on international students who are nationals from the regional block of Arab Gulf States or members of Gulf Cooperative Council (GCC) which includes Saudi Arabia, Oman, Qatar, Bahrain, Kuwait, and the United Arab Emirates. These states have similar cultures, similar language(s), religion, history, norms and values, as well as, "...similarities in the development of their socio-economic and political structures, so much so that they together constitute a societal type particular to this oil-rich region" (Khalfan and Alkobaisi, 1999, p. 271). There is a substantial body of literature that has sought to identify the motivations of international students for choosing to study overseas (e.g., Maringe and Carter 2007; Chen 2006; Bodycott 2009; Padlee *et al.*, 2010; Wilkins and Huisman 2011), but the research has generally been focused on Asian and African students to Western countries. As such, this research study utilizing a GCC sample is intended to be a catalyst to address this gap in the literature.

### **Methodology**

A qualitative data approach was adopted for this study with data collected via interviewing. Qualitative data and specifically interviewing were most suitable as the researchers sought to understand human behaviour and the reasons that govern such behaviour, how respondents feel or think, their motives and intentions (Creswell, 2013). Forty undergraduate students were interviewed for the study spread across different schools within the UK university (Table. 1). Notably, there was limited participant representation of females in the study primarily due to cultural barriers as data was collected by male researchers. Convenience sampling was used by the researchers due to its advantages in terms of simplicity in planning and efficiency in execution which facilitated a short duration for data collection (Creswell, 2013). The sampling was also "purposive" as the researchers sought to identify a group with very

specific characteristics, namely, participants had to be studying for an undergraduate degree at the university and be international students from the GCC region.

Students were approached through emailing their society organizer who then forwarded this email to all students within this society group. Students who showed interest were asked to participate through having interviews at the university. It was emphasized their involvement would be totally voluntary, and they could withdraw anytime, even during the interview process. This is an exploratory study that will be followed up with a quantitative study to see if data can be generalized. Moreover, I had a look on several articles we used: Mazzarol 2002, Wilkins 2014, Lam 2011, Cao 2016 and Ahmed 2017 all of them used quantitative approach to collect data. Assurances were given that full confidentiality of their names and involvement would be maintained and not disclosed to third parties. The success rate for willingness to participate was high for the select students approached, and then subsequently they were interviewed on an individual basis. Interviews were conducted on site in the university's main library and lasted approximately 25 – 35 minutes. Some of the respondents were new in the UK and therefore had to be interviewed in Arabic language for ease of understanding while others used a mix of Arabic and English and many others conversed only in English. The main interviewer was a native speaker of Arabic and was also schooled at the postgraduate level in English, so the initial transcriptions were completed by this researcher. A sample of the Arabic interviews were examined by a peer who spoke both Arabic and English to observe for any potential deviations in translation and meaning by the original interviewer. All interviews were recorded and transcribed verbatim, one by one by the main interviewer in the language spoken by the participant. Regarding the number of qualitative studies and the number of interviews, Bell (2018); Lindlof and Taylor (2017) and Hailat *et al.*, (2019) stated that in qualitative research there are no governing rules of the sample size. It was noted that after interviewing thirty-five respondents, data became saturated as there were repetitions of themes and no new themes were being generated, as such data collection was ended at this point.

## **Analysis and Discussion**

Through analysis of the opinions of the respondents, researchers were searching for repetitive patterns. They managed to relate the outcomes to the context in order to have a full and clear picture of the whole situation. Students were asked to identify the factors that drive them to select the UK as an educational destination. Prior to starting the analysis process, data collected was prepared and input into CAQDAS program. Specifically, NVivo 11 software was used to input, then code and manage interview data resulting in inductive and deductive nodes (Leech and Wuegbuzie, 2011). Miles and Huberman (2014) analysis framework was adopted: “data reduction, data display, and conclusion drawing/verification” (p. 10).

Two main themes emerged from the interview questions: **reasons not to study at home countries and drivers to select UK**. Sub-nodes were developed during the coding process. The demographic of gulf students who participated are summarised in Table.1.

### **"Push" Drivers to study internationally**

The participants' reasons not to study at home country were divided into six factors (see figure (1) below): poor education system, government encouragement to study abroad; not accepted at home; home universities are less accepted internationally; personal reasons and program or major of study not available at home country.

### **Poor Education System**

Most of the participant stated that poor education system at their home land was the main driver that encouraged them to study in the UK. As one student from Saudi Arabia stated:

***"I came to study in the UK because I feel that our education system for higher education is not as good as in the UK. Our higher education system is poor. "***

This view was echoed by many of the participants. It appears from the results that poor education system in the GCC home country could be a key main driver that compel students to leave their home land to study abroad. This aligns with Mazzarol (2002) findings that poorly perceived higher education system could influence students' choice when attending to study.

### **Government Encouragement to Study Abroad**

Many participants have mentioned that their governments have encouraged them to study abroad and especially in countries where English language is the mother tongue. In the case of Saudi students, all of them have scholarships from their government and all mentioned they were given scholarships based on the destination location of the host country.

One mentioned that:

***"My government put one condition when it offered me a scholarship, which was selecting an English-speaking host country and good university. So, I selected the UK as my educational study".***

This shows that government can encourage its own students to select the right host country for their student's higher education so they can come back with their experiences and new way of bringing prosperity to the home country. This supports Bikson and Treverton (2008) argument that governments encourage students to study abroad which will increase the nation's future economic prosperity and improve the quality of life.

### **Not accepted and home universities are less accepted Internationally**

A few students stated that there were not accepted at home because of limited number of acceptances at home universities. As one student from Kuwait states that:

***"I was not able to study at home universities because our universities have a limited number of acceptance students."***

Another student from SA mentioned that:

***"Many of our universities in the Kingdom do not have the good reputation to be accepted internationally."***

According to José María Cubillo (2006) International students would seek a host country where education at home is low and less recognised internationally.

### **Personal reasons and program or major of study not available at home country**

According to Gronroos (2011) creation of service expectations is made up of individual needs, past experience, and institutional image. Hence, the recommendation embodies a significant aspect included in individual reasons. Many of students have mentioned that personal reasons could be one of the main push factors that influence students' selection of a university. One student from Bahrain states that:

***"I got a scholarship to the USA but because of my parents are elderly and I visit them more frequently as I am the only son in the family with four younger sisters."***

Another student mentioned that:

***"I seek education in the UK because my dad is a business man and he comes here a lot, so I help him when he comes here to London."***

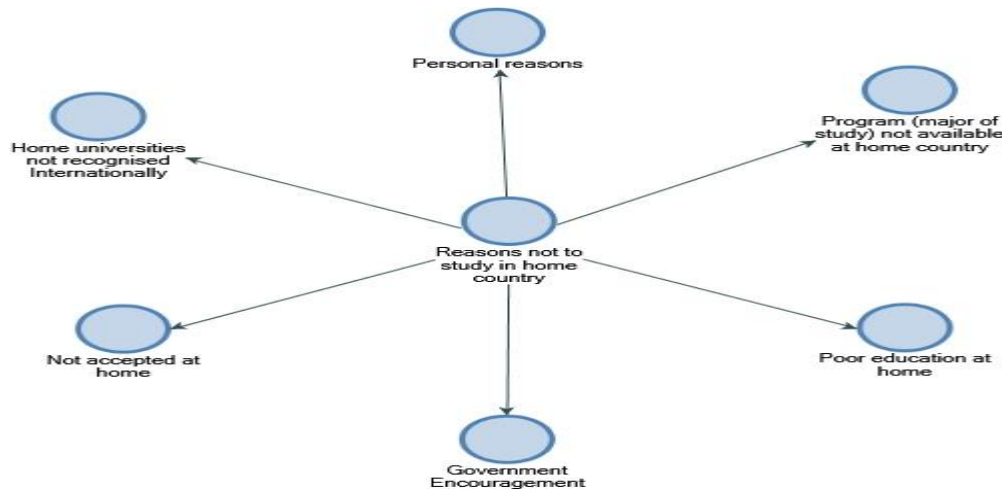
Some students also have mentioned that their favourable program was not available at home country as one student from SA stated that:



***"I wanted to study a pilot and flight engineering, but it was not available in the kingdom with good reputable university."***

Another student said that:

Figure 1: reasons not to study in home country



**"Pull" Drivers to select UK:**

This study identified ten sub-nodes as the main drivers to study in UK (figure 2): These factors were: recognition of UK qualifications, degree is recognised internationally, quality of British HE and country brand image, learning environment, encourages self-learning, up to date facilities, easy process of visa application, proximity of the UK and religious tolerance.

**Recognition of UK qualifications:**

According to Mazzarol and Geoffrey, (2002) awareness and reputation of the host country and its institutions is critical. One of the main influencers are personal recommendations or referrals from alumni or word-of-mouth. International recognition of UK qualifications was a key factor mentioned by all participants. It was repeated 40 times during the coding process: One student from SA stated:

***"I came to study here because their education system is well organised and well known for its international recognition".***

According to Maringe and Carter(2007) global educational experience is one where individuals from various social environments exchange knowledge and understandings and in terms of time employment and opportunities for development. Also, students emphasized that one of the main drivers to choose the UK is that its degree is recognised internationally. Which consequently will help them to have a better opportunity to proceed with their programs of studies:

One Omani student stated that:

***"The vast majority of the UK universities offer degrees that are recognised internationally and could create good paying jobs after we finish studying here".***

Furthermore, most students believe that studying in the UK and getting a degree from here could put the graduate students in a better position when applying for job offers. Their perception is that they would be first to be selected since their degree is from a UK university. This view is supported by Astinand Oseguera(2004)and Cox et al., (2014) who suggested students and their family believe that having a degree from a well-known university is important because "a degree last for life." Furthermore, students often reiterated that the international recognition of UK degrees is a key incentive to choose the UK higher education as a destination to pursue their studies. In addition, it was acknowledged that it would also enhance their opportunities to

proceed with their PG studies. Students stressed during interviews that the quality of the British HE is well known not only in their countries but in the whole world. One student from SA stated that: ***"I chose the UK because of the good reputation of their universities. The UK has a good reputation not just in Europe but in the whole world"***.

In addition to those reasons, students also noted that the learning environment adopted in the UK is different than that they used to, and is effective in encouraging self-learning, an attribute they welcome. In their opinion this was an indication of the quality of the HE system. One student from Kuwait state that:

***"The HE in the UK encourages self-learning where teachers offer a lot of home works to students which make them to do a lot work from home and exercises evaluation"***.

Students also emphasized that the facilities provided by UK universities were up to date, which created an excellent teaching and learning environment. Along with the physical facilities, participants pointed out that the university provided IT services, support and consultations during the year. This would appear to be a major factor that influenced student choice, as it was coded 13 times during the analysis process. A student from Bahrain stated that:

***"Studying in the UK offers many advantages students. They offer state of the art technology in teaching and IT services. Also, their support service system such as consultation is always available and professional and fair- treatment of students"***.

#### **Easy process of visa application**

In addition to that, the easy process of visa application was one of the factors that encouraged students to come to the UK. One student from SA stated that:

***"Because most of us from the GCC have scholarships from our governments and our nations are rich, so we have no problem in getting a visa to the UK"***.

#### **Proximity of the UK**

Thirteen students noted that they preferred UK as it is near to their home countries: One student from UAE state that:

***"I had to choose between the USA, Canada and the UK for my higher education. I selected the UK because it is just seven hours' flight between Dubai and Manchester. So, I can fly back home more often because my parents are elderly, and I can make a direct flight by using fly Dubai"***.

Moreover, twelve students stated that positive tolerance towards other religions was a reason why they considered UK as a destination for university education. One student from Kuwait stated that:

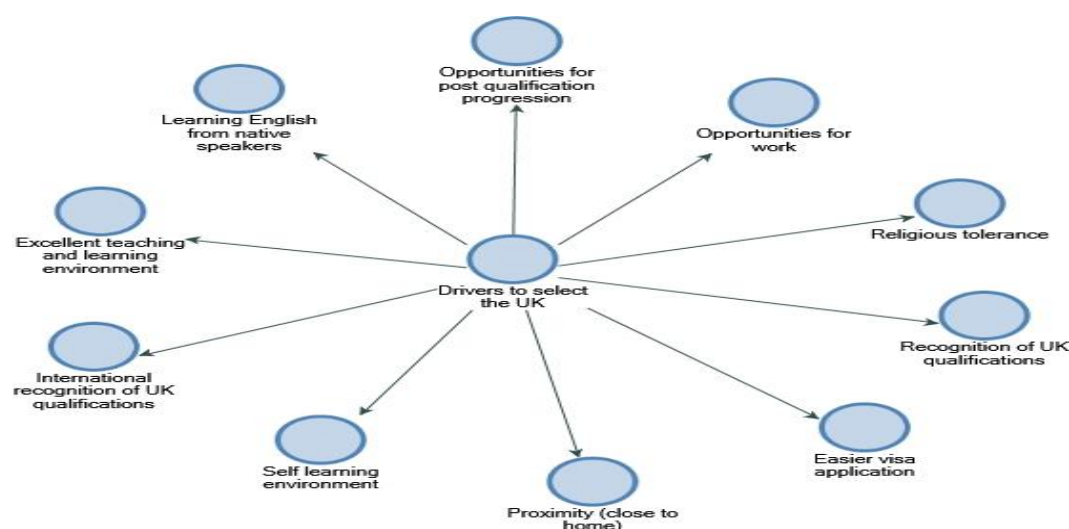
***"Many of my friends encouraged me to study here because they feel that the UK society is open to practice of religion freely and respectful to other faiths and they have religious tolerance. My university here has a huge prayer room for Muslim students this what makes more students come here. More than 28% of students in this university are from a Muslim back ground because they can easily pray in any of the faith rooms around campus"***.

Although it was not highlighted by a large majority of participants, seven of the students underscored that studying in the UK gave them the opportunity to learn English from native speakers. One student from SA stated that:

***"I came five years ago and could not speak English at all. I studied at the English Language Institution and now almost finish my undergraduate degree in Business Administration. "***

Earlier work by Davey (2005) indeed stated that international students do choose to come to UK mainly because it provides them an opportunity to learn the English language and the UK cultural traditions.

Figure 2: Drivers to select the UK



## Conclusions

The aim of this study was to identify/explore the push and pull factors that influencing GCC students 'selection of higher education in the UK as their preferred choice for study. Higher education institutions need to ensure that their marketing and promotion are sufficiently focused and emphasize and reinforces to its audience in GCC and potential university students the merits of selecting UK universities. This is especially important as it has been observed that GCC higher education systems continue to grow in capacity and prestige and likely to lead to more and more of their nationals/students choosing to study domestically (Illieva and Judson, 2017) in their home country or at a regional university of a GCC neighbour. Furthermore, it must be noted, the UAE, like the rest of its oil rich Gulf neighbours have established strategic education plans to position their states as hubs for education in the Middle-East region (Knight, 2013) which is also consistent with plans to diversify their economies. UK universities must therefore continue to build on the existing aura and perception held by GCC nationals as reflected by our sample, as being beacons of higher education with outstanding international reputation that also provides other superior benefits to GCC students who select it as a destination for university studies. It is imperative the UK retains its position as the most popular destination for higher education for students from countries as UAE, Bahrain, Qatar and other GCC countries. This research though exploratory and relatively small in terms of student sample and covering only a single UK university in the North West UK, generally support most of what is already known about overseas push pull factors and decision-making with respect to Higher education destinations and their institutions. Nevertheless, the research addresses a gap in the academic literature as research focusing on student flows to developed nations for higher education, for most part examine the flows from Asian and African countries with little or very limited focus on that coming from Middle-Eastern countries (Ahmad and Hussain, 2017). While the findings, they do not provide a sufficiently robust basis for generalizing about International Gulf students it is hoped this study would act as a catalyst for future research. The impetus for a larger scale quantitative study has been established to examine the exploratory

findings of this study, as well, as to facilitate comparison with research done in other countries. This study will help decision makers to answer the question why would GCC students leave their countries and come though they already have a lot of accredited university branches in their countries? Knowing that they come for factors other than just the quality of education will help to use those factors to promote universities in the UK.

Illustrated in figure (1) are the six pushed factors identified by GCC participants in this study for selecting a UK university to pursue their studies: poor education system; government encouragement to study abroad; not accepted at home; home universities are less accepted internationally; personal reasons and program or major of study not available at home country. model suggests that there are six elements that shape overseas study decision making. UK universities need both to acknowledge and understand what the factors are that influence GCC students to choose the UK for higher education and must establish marketing communication strategies that emphasize and reinforce the qualities identified by participants. As established earlier on, students from GGC are viable contributors to the contributors to UK local businesses and the economy as whole, creating and sustaining valuable jobs in the country.

Evidently, many of these gulf students come to the UK to study, not only because they foresee gaining an unexampled experience in the international higher education. But because they believe that getting a degree from well recognized international university could give them better chance to have leadership positions when they return home and service their countries. By understand the needs and perceptions of these international students, university in the UK could create programmes that would be delivered to their specific needs which can in turn increase student satisfaction and positive word-of-mouth flowing back to the GCC regions and its nationals.

Illustrated in figure (2) are the ten pull factors that influence and attract GCC students to choose a UK university as a destination for their university studies: Recognition of UK qualifications, degree is recognised internationally, quality of British HE and country brand image, learning environment, encourages self-learning, up to date facilities, easy process of visa application, proximity of the UK and religious tolerance. At country level, students select the UK ahead of several other international higher education competitors like the USA, Australia, Canada and some European countries like Spain, Germany and France since Gulf students perceive it to provide an alternative and appeal as host countries for their higher education experiences.

University leaders and staff must try to understand these IS basic drivers for selecting UK higher education institutions and develop systems and marketing policies to positively reinforce the perceived push and pull factors identified to continually grow and retain IS numbers from Gulf countries. Academics and other staff on frontline, particularly those at key contact points or touchpoints with potential or current IS students must also do their part to bolster GCC IS/consumers' perceptions in terms of the UK being a destination of choice for higher education. Universities and the UK government could provide strong support and build awareness programmes that would help ISs' decision making by offering web-pages to enhance international attraction to the UK. Having more international students alone is not enough to be called international higher education experience, however changing and developing a curriculum of teaching at these universities to fit with international education standard of internationalizations that would prepare them for the labour market to assume leadership and management roles when they return to their GCC home

country. Special programs for gulf students could be created that would provide them with progressive opportunities and enhance their qualifications and help distinguish them from fellow nationals who graduated from non-UK institutions in other countries.

### **Future Research**

The qualitative findings in this study need to be tested in a quantitative study. A survey or an online questionnaire can be created which can be given to a larger numbers of gulf students to examine the validity of the push and pull factors initially identified in this study, this can also be extended more broadly to not just gulf students but include Middle Eastern students from other countries who share similar culture, religion and language and may reflect other similar influences in terms of choice factors for selecting an international university for study.

Finally, internationalization of education is a key element in developing global higher education, as the UK should expand their understanding of the changes in the higher education markets due to the grow and development of international higher education markets. When the needs of gulf students are fully understood, efforts can be directed to enhance student satisfaction and their overall educational experience in the UK. Concurrently, it is through such understanding that institutions can begin to market appropriately to the needs of emerging consumers and markets and begin to address the contemporary international recruitment concept of responsible recruitment.

### **Limitations of the Study**

A key limitation of the study was its scope which was restricted to one university in UK in the North West. Also, this study was limited to students from the Gulf States, while it could be expanded to other international students. It is noted that due care should be taken not to generalize the findings of this study to reflect the view of the majority of international GCC students attending UK universities, however, the study provides a sound basis on which to develop future related and more expansive research. The focus was not to generalize but to build basic ground in understanding the factors that influences GCC international students who choose to study in the UK.

Future research should be directed to investigate push pull factors not only from students' perspective but also from a service provider perspective (Harry and Chinyamurindi, 2017). This would allow a comparison of the expectations and the resultant gap that needs to be filled. It would also be necessary to expand the study involving students from other countries and study destinations to further validate the results of this study.

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**Table 1** Demographic of gulf students who participated are summarised

No.	Country	Age	Major	Scholarship	Gender
1	SA	29	OR	X	F
2	SA	32	Math	X	M
3	SA	27	English	X	F
4	SA	26	English	X	F
5	KW	24	Petro Engine	X	M
6	SA	22	BIM& I Design	X	F
7	KW	23	Civil	X	M
8	SA	20	Civil	X	M
9	BH	20	Civil	X	M
10	KW	21	Business	X	M
11	OM	24	Translation	X	M
12	KW	24	IS	X	M
13	QR	20	Translation	X	M
14	KW	25	Translation	X	M
15	OM	21	Translation	X	F
16	SA	25	Translation	X	F
17	SA	25	Business Ad	X	M
18	SA	22	Busi	X	M
19	SA	26	B.HR	X	M
20	BH	22	Eng	X	M
21	QR	21	Telecomm	X	M
22	SA	23	MGT	X	M
23	SA	30	ENG	X	M
24	SA	26	English	X	F
25	SA	22	Languages	X	F
26	SA	21	English	X	F
27	SA	22	FNC	X	M
28	SA	19	Eng	X	M
29	UAE	21	BIT	X	M

30	UAE	23	BIS	X	M
31	UAE	21	MNG	X	M
32	SA	22	ENG	X	M
33	OM	20	ENG	X	M
34	BH	21	ENG	X	M
35	BH	21	ENG	X	M
36	SA	27	ENG	X	M
37	SA	24	MGT	X	M
38	KW	20	ENG	X	M
39	KW	21	ENG	X	M
40	SA	20	Biology	X	F
<b>Average</b>		<b>23.7</b>			<b>29M/11F</b>

SA: Saudi Arabia; KW: Kuwait; UAE: United Arab of Emirates;  
OM: Oman; QR: Qatar and BH: Bahrain  
M: Male; F: Female

Figure 1: reasons not to study in home country

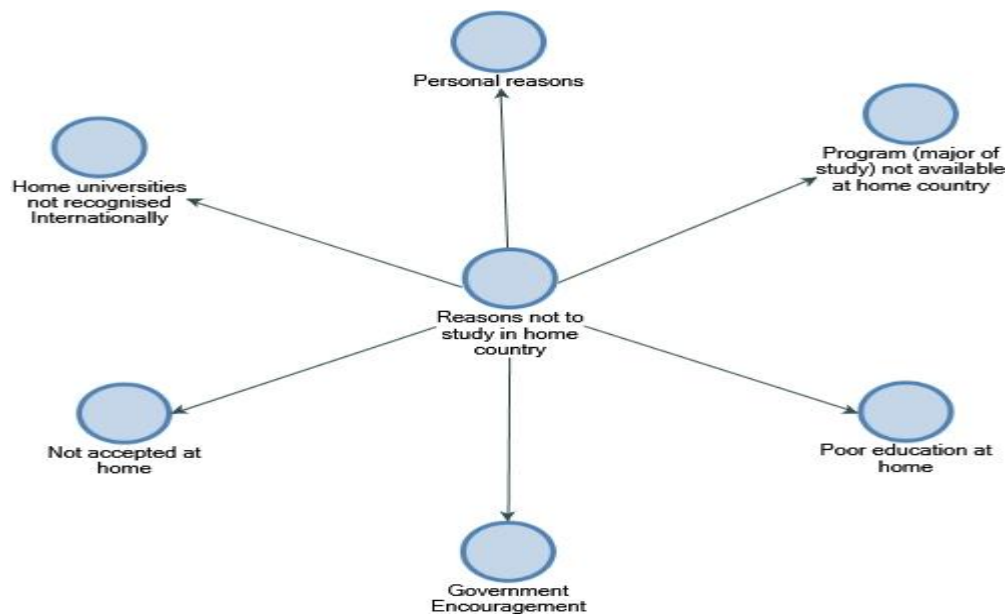


Figure 2: Drivers to select the UK

