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ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

FACTORS AFFECTING STUDENT DECISION TO STUDY ABROAD:

ADOPTING A BUSINESS MODEL

M.Sc. THESIS

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Department of Social Sciences

Master's in Business Administration

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Thesis Advisor: Assoc. Prof. Dr. Özge EREN

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

YÜKSEK LİSANS TEZ ONAY FORMU

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DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis.

Syed Sohaib HASSAN

FOREWORD

I would first like to thank my thesis advisor Assoc.Prof. Dr. **Özge EREN and Çiğdem ÖZARI** of the Department of Social Sciences at Istanbul Aydin University. The door to both professors office were always open whenever I ran into a trouble spot or had a question. They jsut not consistently guided me for my thesis but steered me in the right direction whenever they thought I needed it. I would like also to thank Istanbul Aydin University and its library for providing me with an access to all the books and articles that I needed to finish this

<u>**August, 2019**</u>   <u>**Syed Sohaib HASSAN**</u>

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ABBREVIATIONS

DMP   **:** Decision Making Process
HEC   **:** Higher Educational Council
IS   **:** International Students

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ABSTRACT

In this case study, we have discussed the decision making process of Higher Education student while choosing to study in Turkey. We have seen what are the reasons behind choosing Turkey as education destination. When we examined the literature related to this type of topics, we have seen different factors behind choosing a country (Turkey) as education destination and we have noticed that among top 5 top destination countries coming to Turkey are neighboring countries. We have also analyzed the strategies to market / promote education in any country has great support by the government, HEC and Ministry of Commerce/ Trade. Student mobility is one of the factors which gives the opportunity to International students to come and see the country and education system in a shorter time and by meeting all the challenges faced by them it is much easier for the university to convert them in to regular students. Obviously it's not the only reason but more focus needs to be put on the demographic variables to cater the needs of International students as Language Barrier, cultural restraints and economic factors are very important to consider in order to make strategy for student recruitment or Internationalization.

Key words: *International Students, Study Abroad, Decision Making.*

YURTDIŞI ÖĞRENCİ KARARINI ETKİLEYEN FAKTÖRLER: BİR İŞ MODELİNİ

ÖZET

Bu vaka çalışmasında Türkiye'de öğrenim görmeyi tercih eden yükseköğretim öğrencilerinin karar verme süreçleri kurgusal bir örnek üzerinde tartışıldı. Bu tartışmayı gerçekleştirmek adına, öğrencilerin yurt dışında eğitim görmeyi tercih etme nedenleri araştırıldı. Literatür incelendiğinde birçok farklı faktörün olduğu bu faktörlerin bir kısmının seçilen ülkeden bağımsız olduğu görüldü. Çalışmanın diğer bir kısmında öncelikle Türkiye'nin de uluslararası öğrenciler tarafından farklı eğitim alanlarında gerek lisans gerek yüksek lisans eğitimleri için tercih edildiği sayılarla ortaya kondu. İkinci kısmında ise öğrencilerin özel olarak Türkiye'yi eğitim bölgesi olarak seçmelerinin nedenleri literatürde yer alan genel faktörler arasında değerlendirilerek benzerlikler ve farklılıklar tartışıldı. Türkiye'de eğitim görmeyi tercih eden öğrencilerin ülkelerinin sıralaması yapıldığında ilk 5 ülkenin komşu ülkeler olduğu fark edildi. Açıkçası, tek nedeni bu değil, Uluslararası öğrencilerin ihtiyaçlarını Dil Bariyeri olarak karşılamak için demografik değişkenlere daha fazla odaklanmaya ihtiyaç duyulması, kültürel kısıtlamalar ve ekonomik faktörlerin öğrencilerin işe alım ya da uluslararasılaşma için strateji oluşturmada dikkate alınması çok önemlidir.

Anahtar Kelimeler : *Uluslararası Öğrenciler, Yurtdışı Eğitim, Karar Süreç*

1. INTRODUCTION

The main aim of this research is to see the development of Turkish Education System (ES) in terms of Internationalization of Higher Education. As we know that in recent years, there has been an increasing demand for higher education in Turkey leading to couple of questions, How it has developed in recent years? What are the benefits of promoting Higher Education of Turkey? How we can promote the higher education in Turkey? Promoting Higher Education in Turkey has many benefits such as socials, cultural, economic and political, which we will discuss in the coming chapters.

By the help of this research, one can see the clear picture of students preferring Turkey for higher education for graduate programs as the focus was Higher Education students at that stage they (students) are more mature of making decision to study abroad. Meanwhile, this research lacks the data of undergraduate program because of unavailability of information, facts and figures.

The majority of international students studying in Turkey are from neighboring countries and Turkey is easy destination for them with close culture and next-door destination. Currency is almost same and education is not so expensive. Now we need to see why students choose Turkey. Reasons are as follow:

1.1 Factors that Effect Decision Making Process of Students' Study in Turkey

In each study, it is clear that there are some main leading factors which play a great role in decision-making process of students while planning to study abroad for higher education. According to Cubillo, Sanchez and Cervino, there are five basic factors the evaluation of the programme of study which plays important role in decision making process to study abroad. such as; (Cubillo et al., 2006:12).
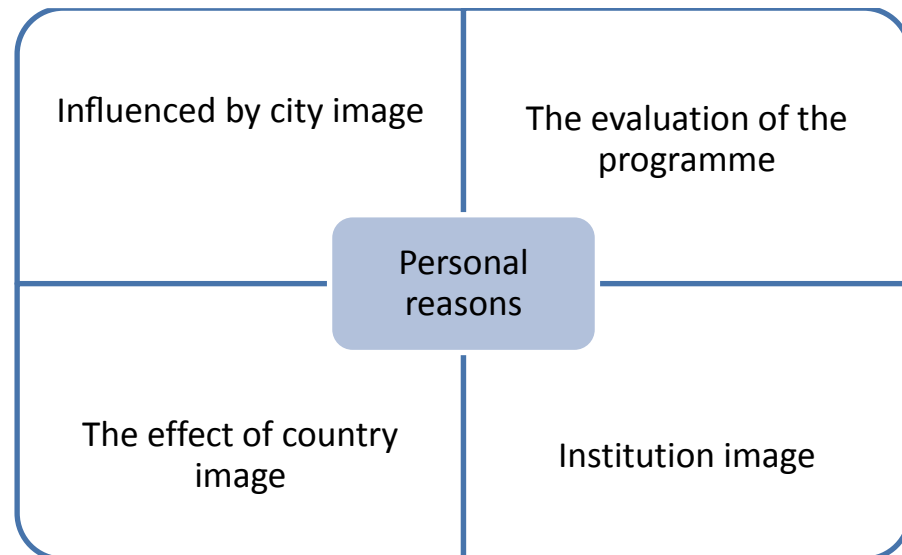
Figure 1.1: Personal Reasons

Based on these factors, students decide where to go and what to study. In Turkey, we will see that mostly students came from neighboring countries because it is close, cost effective, not cultural difference and almost same language. On the other hand, Every Education system (ES) of country plays a vital role for students to choose where they have to go for higher education. Cost of study is also important which students keep in mind because in most developing countries students tend to acquire higher education on their own. For students cost of study is important along with the job opportunities of the host country as they also look forward to work during their education to afford their living expenses.

- Education system

- *"Education given in postsecondary institutions such as universities either state or foundation institute which is certified by the Higher education commission of the country and at the end of a course of study, a named degree, diploma, or certificate is given to students"*

According to this thesis, Education system refers to graduate studies which mean the education of Turkey which is standard for all local and international students. In turkey, mostly universities are recognized by the Higher Educational Council (HEC) of all neighboring countries and once students go back they don't have to face recognition problems like mostly other European countries. This strong education system is one of the main reasons of students to

choose Turkey. International students think of what they will get back in return (in terms of opportunities) after their degree completion. Will they be able to get the job? Will they able to get settled and this is very important factor of any student while choosing any university or country for higher education. In addition, selection criteria of international students are very important we have seen increase in the number of International students from 1997 – 2003 due to the measures take for Internationalization of students by Turkish government (Vural & Alkan, 2009).

- Cost effective

For students, thinking about cost effective approach is quite logical. In focus to this approach, Education in Turkey is less expensive, reasonable and affordable comparing to Europe and other Western countries. Other than educational expenses, living cost is not so high comparing to other European countries, as Lira exchange rate is lower than Euro & USD. Chen et all (2006) investigate the motivators for Taiwanese students to study higher education in a western society by doing a survey analysis and they also indicate that the cost of university, cost of living plays an important factor when they decided to study overseas for overseas study. Financial conditions are very important in the initial years of the education as described in the report of McLachlan and Justice (2009). In addition, the length of time taken to complete their degree and to maintain sufficient contact with their family plays an important role when they decided to study overseas. (Smith and Khawaja, 2011).

- Visa Easiness

"An endorsement on a passport indicating that the holder is allowed to enter, leave, or stay for a specified period of time in a country"

The role of Visa is important in travelling because it's not the matter of money only but the gateway to travel to desired country where one can achieve its purpose. In case of Turkey, Visa is not issue for neighboring countries and even for some neighbors there is no visa for Turkey such as Azerbaijan, Iran, Kazakhstan, Morocco, Jordan, Algeria, Tunisia and Bulgaria etc. In contrast, for those who need visa is also not a big issue as Turkish government is destined to promote Study in Turkey that is why, they are making easy for students who are

interested to get Higher Education in Turkey. Also, students from above mentioned countries are allowed to stay up to 90 days in turkey without any visa. International students are required to get visa in Turkey and mostly the visa processing has extensive bureaucracy and its long and uncertain which discourage the students to choose Turkey.

- No Language barrier / language restraint

"Language is a system of communication used by a particular country or community".

In terms of this paper, Language is also one of the factors of International students (IS) choosing Turkey. Language of all the neighboring countries resembles Turkish language so student doesn't face much problem after arriving turkey and they learn Turkish language quickly comparing to other nationalities. Language and Communication barriers are also very important factor which needs to put in to consideration because it not just only affects social but also academic atmosphere of the students. (Butcher et all., 1998).

- Neighboring country / demographic realities
- *"Demographics realties refers to the statistical characteristics of human populations such as age, race, ethnicity or income used especially to identify markets"*

In context of this definition, discrimination, race and ethnicity are very important factors as International students normally face these issues. Degree of intensity increases from more developing countries to some developing countries. Turkey Higher Education is hosting majority students from neighboring countries because of the historical and political relations where students they face less problems in terms of demographic realties because of these important factor students feel comfortable and prefer Turkey.

- Close cultural history

Turkey was part of a great Ottoman Empire, which was comprised of more than 50 countries so it has rich cultural history. Mostly neighboring countries have cultural bonding with Turkey one or the other way that's why they chose Turkey for study destination. Turkey is also promoting Turkish Culture and bringing

foreign investment in Turkey by means of Study in Turkey project such as exchange programs, Erasmus program and scholarships from government and non-government offices.

1.2 Factors that play role in Market or Promotion in Education Process of Students' Study in Turkey

In educational market, there are many ways to promote higher education. You can promote it by the mean of;

- Marketing Factors.

- Marketing Strategy.

- Marketing Factor

Information sources are also influential factors on the choice process of students on the basis of Marketing Factors' we can say that "*Education system (ES")* of the country by presenting the security to students in a way that education is recognized by HEC of home country. Other than this factor; Media, Publications, Internet and websites plays important role.
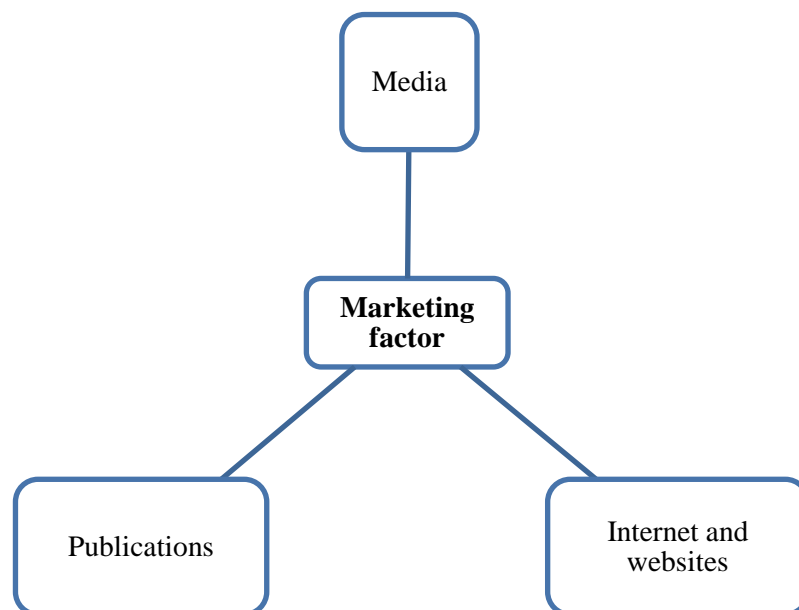
Figure 1.2: Marketing Factors in the Decision Making

Many studies highlight that *"Social Media"* such as newspapers and television are used by universities to place their commercials that include information on social facilities, contact information, education and these central guidance also paly significant role on students' university choice. For example, If the universities use online social networks effectively and host their websites, they can positively affect the candidates. Even though the Internet's significance remains a doubted source of information in some aspects then authentic publications helps universities for their marketing and promotions.

- Marketing Strategy

In marketing of Educational system some strategies are very useful which effect results in a very clear way and among those strategies given strategies are the most important one which is so relatable in the Turkish educational market to attain maximum international students of graduate level.
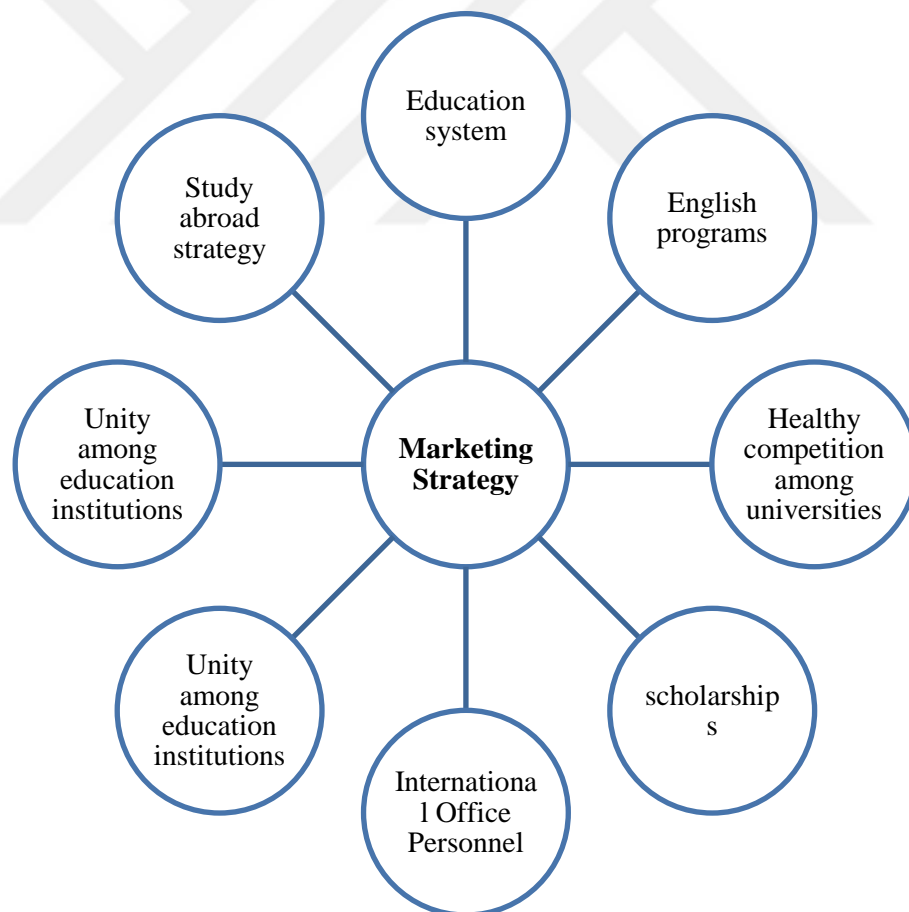
Figure 1.3: Marketing strategy tools

1.2.1 Education system (ES)

We can promote study in Turkey by improving Education System (ES) of Turkey and by making more collaboration with the other countries of Higher education Commission to create a common ground for students and for that the perfect example is European Union's Education System, a standard for all the neighboring countries.

Turkey is also a part of EU Education System (ES) that has given its system the recognition all over the world and students who complete their education in Turkey.

1.2.2 Study abroad strategy (mutual)

In most developed countries, universities have their own governing bodies that make mutual strategy / decision for all the universities about study abroad opportunities, exhibitions, where to market, where to recruit students from, what are the possible markets to recruit international students, how they can achieve it all together. Such body is very important for any country's success and willingness to promote their education to international students because at the end of the day it brings foreign investment to the country.

In addition to that there should be a proper strategy for *"study in Turkey"* and all the universities of Turkey should follow it. A very good example for it is *"study Malaysia"*, which is independent in his decisions and all the universities in Malaysia are following the strategies and decisions of theirs. This way Malaysia Education has grown too much and they have achieved a milestone in Higher Education of International students.

1.2.3 Healthy competition among universities

Competition is good unless & until it is healthy. There should be a healthy competition among universities. Universities should define a policy regarding student admission, tuition fee and exhibitions. How unhealthy competition can affect the university but also reputation of the country? If there is not any healthy competition among the universities them each university will make the policies according to their own interest despite keeping in view the affect country can have by their decision. Right now Turkey is going through this

stage as mostly universities are making their own policies which can help them the most (in student recruitment) despite of the impact it can have on Turkey in general. It has created an uncomfortable situation among the new universities as it's not possible for them to spend the big budgets and resources for marketing and promotion of the universities so they stay behind the student recruitment game.

1.2.4 Unity among education institutions

To promote higher education one of the important things is to have a unity among universities and higher education institutions in Turkey. There is a need to make strategies al-together to take out common goals for higher perspective. We have already discussed it in the Healthy competition part of the thesis that unity among universities is very important to meet the Study in Turkey strategy of the country. University representatives (Education Agents) are the important player of the market in student recruitment and their role can be used as well for promoting unity among the education institutions of Turkey.

1.2.5 International Office Personnel

International Office staff is very important as very few universities has very low trained International staff such as lack of training in how to handle international students, good communication skills etc. Mostly International Office does not know which documents are required for Online Application system, which documents are required for finalizing registration, what needs to be done for resident permit etc. These are reasons, which create discomfort among International students. No arrangements are made on arrival of International students which leave them on their own once they arrive so they have to look for their alternative source of arrival which somehow end up having first bad experience.

Mostly International staff has lack of exposure and they are not aware of different cultural background of incoming students, they are unaware of ground realities in that country from there they are recruiting students. In fact, very few training programs has been arranged for International Office staff to train them how to take care of International students. Now universities with a good vision and understanding of the importance of decision making process has start

recruiting personnel according to their target market set, as it is important for an international office to have a multilingual staff in order to cater the need of students from all ethnicity and all regions., If you see the example of universities in Turkey who has majority International students in Turkey you will find that those universities has worked hard in developing International Office Staff and now they have come up to a stage that it's easy for them to recruit students and discover any new market.

1.2.6 Scholarships

Offer more scholarships give opportunities for students from under developed countries to complete their education. Universities should provide more scholarships to International students on the basis of merit so students with good academic background should come to study rather than running after number of students. Every university has scholarship guideline and methods to provide scholarship but it should be separated according by nationality which can help in diversifying the student number because mostly underdeveloped countries cannot afford tuition fee in most European countries but adopting a scholarship strategy country to country can help in increasing the student diversity in the campus and can also increase the student satisfaction ratio of the students.

1.2.7 English programs

There should be more English programs offering to international students especially at health science programs, as there is a great need of these programs. Since Turkey is doing in health tourism and Health sector is one of the developed sectors that's why we need to put more focus on health studies.

As we see the potential markets of Turkey is Azerbaijan, Iran, Syria, Pakistan and other neighboring countries and these country students are mostly interested in to Health Science programs. It so unfortunate that despite of a tourism country most universities doesn't offer the program or it has been offered in Turkish language.

Here is the question to the education strategy of Turkey that why international students are welcomed in such sectors as it can help not only promoting the

tourism in turkey but also helps in increasing the foreign investment of the country.

1.2.8 Student satisfaction

Student satisfaction doesn't mean that if you are providing them with good education but university should also provide them with good campus environment, multicultural activities facilitate the campus climate culture etc. Student unions and student clubs also play a vital role in student satisfaction.

Student satisfaction is one of the important factors of promoting education in any country. It has also described the effect of consumer satisfaction to emphasis the need of this very important factor in decision making process. It is a cycle, which repeats over and over again. If you satisfy your students, they will also bring their friends to your university..

1.2.9 After study opportunities

After study, opportunities are one of the key factors for International Students for choosing a country or university to study abroad. Students who travel abroad for Higher Education are always willing to work along with their education to get exposure and experience which helps themselves in grooming, shaping their capabilities and to financially support themselves.

Many families work so much and send money to their children so they can manage their expenses while studying abroad but it's not the case with all the students as the affordability ratio is low so students themselves chose the country in which they have after work opportunities in terms of work permit or after study visas.

2. LITERATURE REVIEW

In this Chapter, We will discuss the reasons behind choosing Turkey as education destination based on different literature for international students. In modern years, the situation of higher education has intensely changed. Though, higher education was regarded as a luxury rather than a necessity but over the course of time, as individuals undoubtedly observed the importance of higher education then demand for it increased potentially.

To come across an increasing societal demand for higher education the incapacities of state universities have directed to the formation of foundation and private universities. Meanwhile, investigating the dynamics that affect students' university choices is necessary to guide them for more suitable decisions and thus to make certain the students' future satisfaction and success.

The literature on student college choice suggests a three-stage process for decisions to

go to college which proposed the stages of college choice process as follows (Hossler and Gallagher 1987)

```
STAGE 1    • The pre-disposition stage in which individual defines whether
             they would like to continue their schooling beyond the secondary
             level or not.

           • This stage is affected by achievement, socioeconomic status,
             student ability, peer,  parent, educational activities and school.


STAGE 2    • This phase is about gathering information about institutions of
             higher education and made a choice.

           • Students' preliminary college values and their search activities plays
             important role here.


STAGE 3    • The third stage is about choice and descion making.

           • Costs and financial aids and colleg, educational and occupational
             aspirations or university courtship activitivities also matters.
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Selecting a university and determining on a major are one of the most crucial milestones in every individual's life since they shape individual's future professions which have a great control on their whole life. In addition, students who choose their major without bearing in mind their priorities may miss their learning motivation and experience complications in succeeding the courses and finding a appropriate job.

In the literature there are many factors suggested by researchers. Chapman (1981) developed a model which suggests that university choice is influenced by internal and external factors
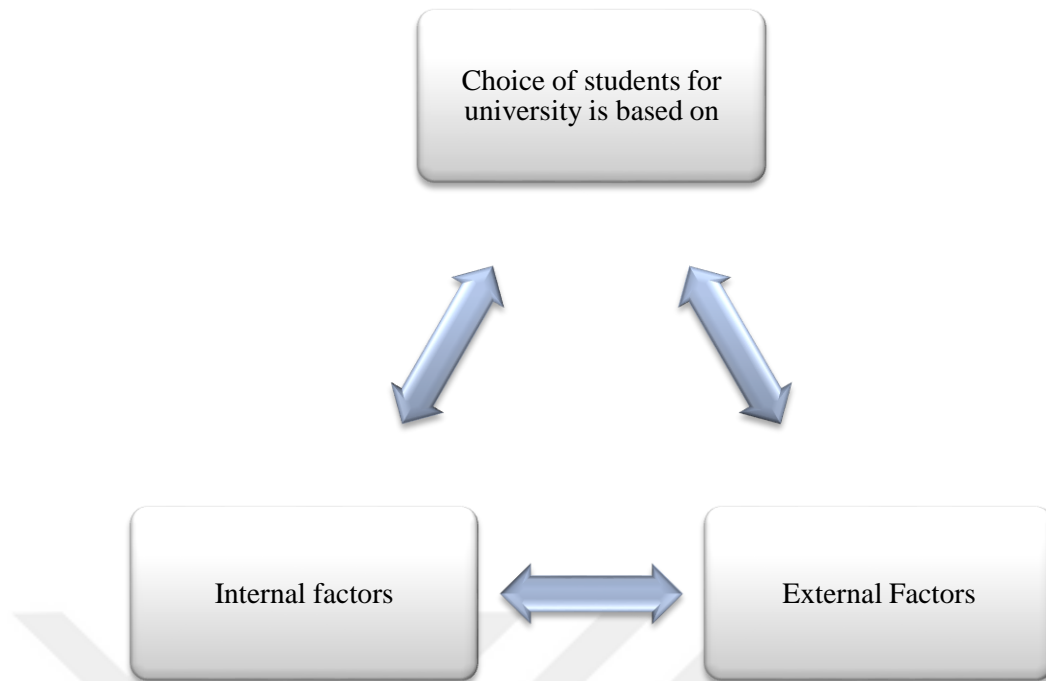
- External factors can be gathered into three common classifications: the impact of significant persons such as friends, parents and teachers; the permanent characteristics of the organization such as cost; location and the institution's own hard work to interconnect with prospective students i.e. campus visit and marketing.

- Internal factors can be specified as follows; high school performance, the aptitude level of educational expectation and socioeconomic status of the student.

In reference to this study, in another study conducted by Martin and Dixon (1991) external influences/factors are more dominant than internal factors in students' university choices.

In another study of Liên, Hòa, Anh (2015) suggested four groups of factors which are often in common in most research. These groups of factors are as follows;

Students' personal characteristics	• Firstly, students' own interests, abilities and socio-economic status have significant impact on students' decision.
Characteristics of the university	• Secondly, academic reputation and prestige of a university together with availability of high-qualified majors which address students' needs and interests play an important role in their choices.
Influence from other people	• Thirdly, as for the influence of significant persons, parents take the first place for several reasons, especially for financial support. Peers, relatives and teachers are also other important people affecting students' university choices
Communicative effort from the university	•. Fourthly, university's attempts to inform and attract prospective students in various channels (i.e. university website, brochures, campus visit, and consultancy from the university counselor) have significant influence on students' choice of university.

Hanson, Norman and Williams (1998) claim that during the university choice period students attach particular importance to the reputation of the university and its educational quality and they also suggested some other factors such as variety and quality of facilities and majors offered to students; the social atmosphere of the campus; quality of teaching personnel and distance from students' families. Mazzarol and Soutar (2002) found similar results in a study conducted in Australian universities. They suggested that quality and reputation of the university and recognition of the certificates were the most important factors for those students.

Gorman (1976) suggested a distinction between the factors affecting students' university choices. He labelled a group of factors as uncontrollable factors (i.e. location, natural beauties) since it is impossible for any institution to change or improve the conditions in this group. On the other hand, there are controllable factors such as education quality and academic reputation which can be achieved and ensured by following the required actions. In addition, as a result of his study Gorman concluded that location and size were the most important factors, whereas reputation for academic quality came in second place. It is interesting that location -which is an uncontrollable factor for institutions- is one of the most important factors for students in their choices.

When we examined the literature related to this type of topics, we have seen different factors behind choosing a country (Turkey) as education destination and we have noticed that among top 5 top destination countries coming to Turkey are neighboring countries.

There is no doubt that universities have a vital role to play in promoting lifelong learning, and in recent decades the international education community has discussed the implications of lifelong learning for higher education. In 1997, the *Agenda for the Future* adopted by the 5th International Conference on Adult Education called for institutions of formal education, from primary to tertiary level, to open their doors to adult learners, both women and men, adapting their programmes and learning conditions to meet their needs. It was stated that they should do this by six principal means:

- Developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts and to ensure that credit is transferable within and between institutions, sectors and states;

- Establishing joint university/community research and training partnerships;

- Bringing the services of universities to outside groups;

- Conducting interdisciplinary research on adult learning and education with the participation of adult learners themselves;

- Creating opportunities for adult learning in flexible, open and creative ways, taking into account the specificities of women's and men's lives; and

- Providing systematic continuing education for adult educators (UIE, 1997).

Technological innovation, long a hallmark of academic research, may now be changing the very way that universities teach and students learn. For academic institutions, charged with equipping graduates to compete in today's knowledge economy, the possibilities are great. Distance education, sophisticated learning-management systems and the opportunity to collaborate with research partners from around the world are just some of the transformational benefits that universities are embracing.

But significant challenges also loom. For all of its benefits, technology remains a disruptive innovation—and an expensive one. Faculty members used to teaching in one way may be loath to invest the time to learn new methods, and may lack the budget for needed support. This paper examines the role of technology in shaping the future of higher education. The major findings are as follows:

Technology has had—and will continue to have—a significant impact on higher education. Nearly two-thirds (63%) of survey respondents from both the public and private sectors say that technological innovation will have a major influence on teaching methodologies over the next five years. In fact, technology will become a core differentiator in attracting students and corporate partners.

Online learning is gaining a firm foothold in universities around the world. More than two-thirds of respondents from academia say that their institutions offer online courses. Many of them, especially those with a public-service mandate, consider online learning key to advancing their mission, placing advanced education within reach of people who might otherwise not be able to access it.

Corporate-academic partnerships will form an increasing part of the university experience, at a time when locating funding and controlling costs are key concerns, and when only one-quarter of university chief information officers

(CIOs) have a place at the table when it comes to setting strategy. To attract corporate partnerships, institutions will need to demonstrate a commitment to advanced technologies.

University respondents view technology as having a largely positive impact on their campuses, but acknowledge that operational challenges may hinder the full benefits from being realised (for example, tenure, promotions and other organisational practices may need adjustment to encourage faculty members to adopt new technologies). In addition, technology may be disruptive in ways not intended: respondents note a rise in student plagiarism, cheating and distractability, which they attribute to easy and ready access to mobile technologies.

Higher education is responding to globalisation. Respondents say that having an overseas presence will be the norm for the majority of universities over the coming years, and 54% of academic respondents say their institutions either already have foreign locations or plan to open them in the next three years. Distance education is also becoming increasingly global, with universities in the US and overseas leveraging advanced technologies to put education within reach of many more individuals around the world.

3. DECISION MAKING PROCESS

Making college choice decision is a critical stage for all high school graduates who plan

to attain higher education in future. However, the college students may make decisions which

will affect persistence which is a critical stage in their education. They may make decisions to leave, reenroll or transfer to another higher education institution or continue their studies in their current college.How does student's choice affect their persistence? Which college choice behaviors lead to leave from an institution of higher education? To answer these questions needs to examine both college choice and persistence decisions.

Game theory is the formal study of decision-making where several players must make choices that potentially affect the interests of the other players and it considers situations where agents, households or firms make decisions as strategic reactions to other agents' actions. It is composed of players (more than one), rules (strategies), outcomes and payoffs (as utility functions).

Game theory is a technique of how people, firms, government should behave in strategic situations in which they must interact with each other. In whole perspective, game theory closely connected with decision theory, equilibrium theory and mechanism design theory, which are main branches of economic theory.

In another words, to make a distinction between both theories we can consider as a situation that two people go to a restaurant. Assume before going to the restaurant they have already decided to pay their own bill, this situation is a topic of decision theory because everyone has their own budget and it is their own incent to spend all of their budget or make some saving for later events. If we assume before going to the restaurant, they will split the bill equally. Now this situation is the topic of game theory. In this game the people who are going

to the restaurant are the players of the game and the meals in the menu are the strategies of the game, whereas the price of the meals are the outcomes of this game. In this game the people who orders first can be think as the first player and the other is the second player so in this game players cannot choose their strategies at the same time. Consider the situation that if the first player orders an expensive meal than the second player has to take the decision according to the first player's strategy and with respect to his own condition. Taking in to consideration of the second players' decision making process, if second player has enough budget to pay for an expensive meal he can decide to order an expensive meal also instead of paying some part of first player's bill but also he can decide to order a cheaper meal than the first player which shows that he accepts to pay some part of the first players bill. Assume second player does not have enough money as the first player than he has to order a cheap one. So in this type of game we cannot conclude that the first player have advantage but he has a decisive role in this game. First mover advantage is an important issue in game theory and this advantage states that a player who can become a leader (first mover) is not worse off than in the original game where the players act simultaneously. In other words, if one of the players has the power to commit, he or she should do so (**Turocy L. & Stengel B, 2001**). In other words, we can think that decision making process is very crucial part of game theory.

To understand the concept of game theory in detail, first we need to understand the definition of the game in the literature. A game is a formal description of a strategic situation and it consists of players, strategies and outcomes.

Choosing which program in which university, in which city, in which country, they are going to study by any international student is very important decision-making process (DMP). They can consider the quality of the professors, institutional prestige, international recognition, campus facility, program cost, scholarships opportunities, program course structure, social and academic reputation, program recognition, number of students in the program, program specialization, city in which university is located, city dimension, living cost of city, city image, socioeconomic level, cultural proximity & communication.

First of all, to analyze the aim of this study, we need to see what decision is and what decision theory is. We can classify them as a good decision or a bad

decision. A good decision is based of reasoning and proper data will be available with possible alternatives. However, a bad decision is not based on reasoning. Good decision is based on reasoning; it considers all available data & possible alternatives and employs quantitative approach. Bad decision is not based on reasoning, it does not consider all available data & possible alternatives and do not employ quantitative approach.

Decision making process (DMP) (**Turocy L. & Stengel B, 2001**) is a process of proper reasoning and one can define it in following steps:
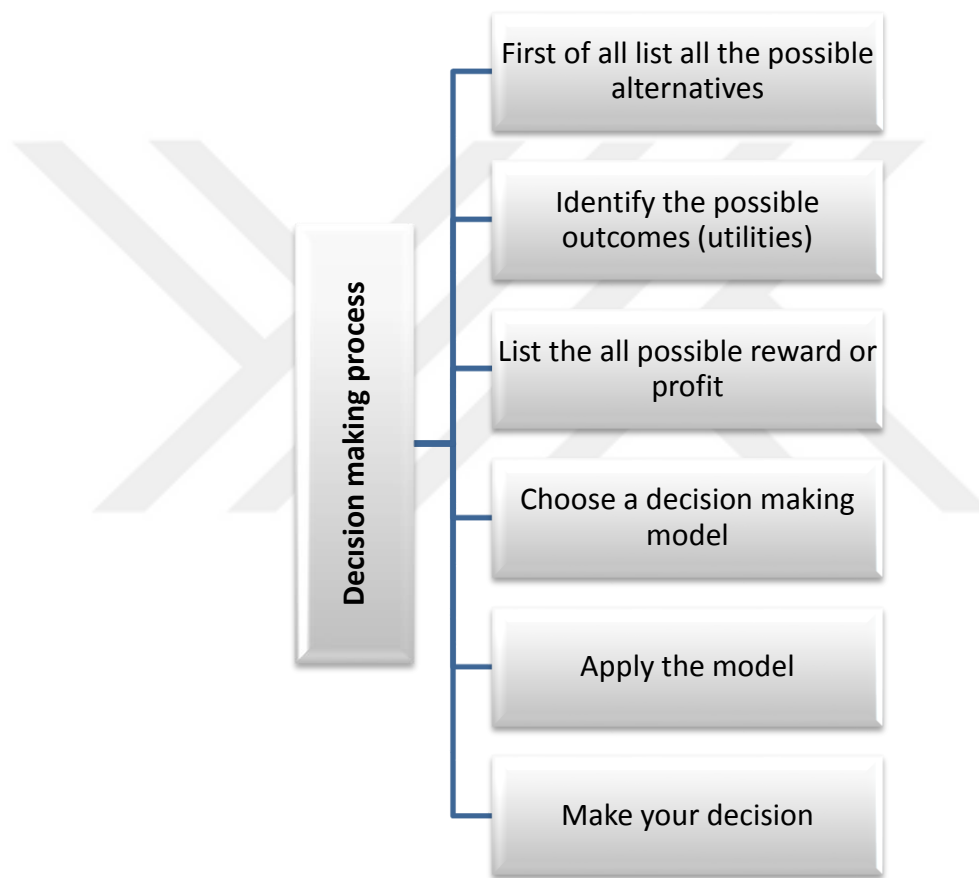
There can be different methods for decision-making process depending on the different personalities such as optimistic, pessimist, neutral and etc. and in addition there are methods, which can be applied on different state of natures.

- Maximax Criterion: It states that select the decision that gives you maximum of maximum results / rewards. It is also known as very optimistic decision criteria. It includes the most favorable conditions of decision and outcome.

A case study, which is related to decision-making process of student's study abroad choices, is constructed to understand each decision criteria. Ali has three options to make decision such as; either he can go abroad to do Higher Education (A_1), either he can stay back in the home country (A_2) and study there or he can get the work experience before continuing further studies (A_3). The other assumptions are denoted by S_1, S_2 and S_3, which represents the state of nature and their definitions are given as follow:

A_1: Preferring to study aboard for Master's Program.

A_2: Staying back in own country for Master's Program.

A_3: Decision to gain work experience before further education.

S_1: Unstable economic conditions

S_2: Growing economic conditions

S_3: Stationary economic conditions

- Unstable economic condition (S_1) illustrates that the economy is volatile which also means that it is difficult to find job and market players are reluctant to invest which can create unemployment rate higher in the market.

- Growing economic conditions (S_2) illustrates that economy is improving and acting bullish, which bring new players in the market and it implies to provide opportunities for freshmen and new graduates.

- Stationary economic conditions (S_3) illustrates that economy is not so good not so bad, maybe we can say that it is difficult to find new jobs for freshmen and new graduates but overall market remains stable.

These states of natures are formed hypothetically but of course number of state of natures can be increased or decreased. In other words, they have to be constructed according to given situation. We can see that if student will study abroad he will have better work opportunities, gaining high salary chances after

studies, diverse experience multicultural environment. Outcome in the decision matrix are constructed only to simplify each criteria and to make them understandable. The values are chosen as they have the same relation as of real life, as mentioned in Table 2.1

Table 2.1: Maximax Criteria (Hypothetical Example)

	S_1	S_2	S_3	**Max**
A₁	100	**150**	40	*150*
A₂	50	120	100	*120*
A₃	20	140	80	*140*

To find which alternative is best according to Maximax criteria; the decision maker thinks that if he/ she chooses alternative A₁ since he/ she is lucky enough that the state of nature is in perfect condition and outcome will be the best suitable outcome (150). In all the alternatives same pattern will be seen in maximal criteria because of the assumption that best will be happen. In other words, from Table 2.1 which illustrates the decision matrix and last column constructed by calculating maximum value of each row and finally the last decision is maximum value of the last column (150 = Max)

We can conclude that an in this situation an optimistic person, if he or she is rational choses alternative A₁ which is preferring study abroad.

Maximin Criterion:

It states that select the decision that's gives you maximum of the minimum results / rewards. It is also known as pessimist decision criteria. It includes the least favorable conditions of decision and outcome.

Table 2.2: Maximin Criteria (Hypothetical Example)

	S$_1$	S$_2$	S$_3$	Min
A$_1$	100	**150**	40	*40*
A$_2$	50	120	100	***50***
A$_3$	20	140	80	*20*

To find which alternative is minimum according to maximin criteria; the decision maker thinks if he/ she chooses alternatives A$_1$ since he/she is not lucky enough that the state of nature will be in worse condition and outcomes will be the worse outcome (40). In all the alternatives same pattern will be seen in maximin criteria because of the assumption that worse will happen. In other words, Table 2.2 illustrates the decision matrix and last column constructed by calculating minimum value of each row and finally the last decision is maximin value of the last column (50).

Equal Likelihood Criterion:

It states that all states of nature are equally likely to occur which means that the probability of state of natures are equally distributed. In short it is the average reward.

Table 2.3: Equal Likelihood Criterion (Hypothetical Example)

	S$_1$	S$_2$	S$_3$	Avrg
A$_1$	100	**150**	40	***96.6***
A$_2$	50	120	100	*90*
A$_3$	20	140	80	*80*

To find which alternative is best according to Equal Likelihood Criterion; the decision maker thinks if he/ she chooses alternatives A$_1$, A$_2$ and A$_3$ and divide them by all three (all 3 situations) to take the average so outcomes will be the average of all three situations will be (96.6). In all the alternatives same pattern

will be seen in Equal Likelihood Criterion because of the assumption to take the average. In other words Table 2.3 which illustrates the decision matrix and last column constructed by calculating average value of each row and finally the last decision is average value of the all columns (96.6).

Criterion of Realism: It is a compromise between the optimism or pessimism about the future. The other name of this method is Hurwicz's criteria which is one of the classic decision rules applied in decision making under uncertainty. It has one parameter which is denoted by α. α represents the probability of being optimistic that means it only takes values between 0 and 1. If this parameter is equal to 0 it means that decision maker is %100 pessimistic that means the Hurwicz's criterion becomes maxi-min criteria. If this parameter is equal to 1 it means that decision maker is %100 optimistic that means the Hurwicz's criterion becomes maximax criteria. In other words, this criterion attends to find the middle ground between the extremes post by the optimist and pessimist criteria. Instead of assuming total optimism or pessimism, this method measures of both by assigning a certain percentage of weight to being optimistic and balance to being pessimistic. Hurwicz's decision rule is followed:

- Select a parameter of being optimistic, the value of α

- For every alternative i, compute its Hurwicz weighted average (H_i)

- Chose the alternative which has maximum H_i

Now we will examine the same hypothetical example for Hurwicz method with parameter 0.6 and figure out which alternative is best for this method and with this parameter. With the change of the parameters the best alternatives will change. By the help of sensitivity analysis, one can figure out the parameter which changes the result of the hypothetical example. Table 2.4 illustrates the steps of this method in details.

Table 2.4: Criterion of Realism (Hypothetical Example)

	S_1	S_2	S_3	Max	Min	Hurwicz Weighted Average
A_1	100	150	40	150	40	150*0.6+40*0.4=106
A_2	50	120	100	120	50	120*0.6+50*0.4=92
A_3	20	140	80	140	20	140*0.6+20*0.4=92

The last column of Table 2.4 calculates the Hurwicz weighted average for each alternative. Since the maximum Hurwicz weighted average value belongs to A_1, the best alternative is A_1. From these results we cannot conclude that the second alternative is better than the third alternative.

Table 2.5 illustrates that the sensitivity analysis criterion of realism in some parameters starting from zero (0) to one (1) increase with 0.1. We decided to do this analysis to see which value of Hurwicz parameter makes the change in the decision of choosing best alternatives. In this hypothetical example if the value of this parameter is between 0 and 0.2, the best alternative is A_2. For the other values the best alternative is always A_1.

Table 2.5: Sensitivity Analysis Criterion of Realism (Hypothetical Example)

Hurwicz Parameter	A_1	A_2	A_3	Max	Alternative
0	40	50	20	50	A_2
0.1	51	57	32	57	A_2
0.2	62	64	44	64	A_2
0.3	73	71	56	73	A_1
0.4	84	78	68	84	A_1
0.5	95	85	80	95	A_1
0.6	106	92	92	106	A_1
0.7	117	99	104	117	A_1
0.8	128	106	116	128	A_1
0.9	139	113	128	139	A_1
1	150	120	140	150	A_1

Minimax Regret Criteria: It is the difference between the optimal reward and the actual reward received. The minimization of regret that is highest when one

decision has been made instead of another decision. Some type of personalities always imagines themselves in a situation that better can be achieved and there could be more done to get the better results.

Step 1: In this step for each state of nature the decision maker will decide which alternative is the best. The last row of Table 2.6 represents these alternatives. In other words, for each column the maximum value will be calculated by the decision maker.

Table 2.6: Minimax Regret (Hypothetical Example)

Alternatives	S_1	S_2	S_3
A_1	**100**	**150**	**40**
A_2	50	120	100
A_3	20	140	80
Max	*100(A_1)*	*150(A_2)*	*100(A_3)*

Step 2: Calculate Regret Matrix.

During calculating Regret Matrix for each state of nature, we assume that they are going to be occurred with 100% with this we need to calculate the importance level of each alternative which denote the value of being regretful. For instance if we assume S_1 is going to occur with 100% the best alternative is A_1 because among other alternative A_2 and A_3, the outcome of A_1 is the maximum (max(100,50,20)). The same type of calculations must be done for all the state of natures and these values construct the regret matrix of the decision making process (DMP) as shown in Table 2.7.A.

Table 2.7.A: Construction of Regret Matrix (Hypothetical Example)

	S_1	S_2	S_3
A_1	**100-100 = 0**	**150-150 = 0**	**100-40 = 60**
A_2	100-50 = 50	150-120 = 30	100-100 = 0
A_3	100-20 = 80	150-140 = 10	100-80 = 20

Considering the values in regret matrix, first we need to calculate maximum values of each row and then calculate the minimum values from these maximum values.

Table 2.7.B: Regret Matrix (Hypothetical Example)

	S_1	S_2	S_3	Max
A_1	**0**	**0**	**60**	60
A_2	50	30	0	**50**
A_3	80	10	20	80

As seen from Table 2.7.B, a regretful person chooses A_2.

Probabilistic Uncertainty: It says that decision maker knows the probability of occurrence for each possible outcome and in short it is an attempt to maximize the expected reward. In other words,

Table 2.8: Probabilistic Uncertainty (Hypothetical Example)

	S_1	S_2	S_3
A_1	**100**	**150**	**40**
A_2	50	120	100
A_3	20	140	80

Expected Value of Perfect Information: It states that it may be possible to purchase additional information about the future events and thus make a better decision.

Table 2.9: Expected Value of Perfect Information (Hypothetical Example)

	S_1	S_2	S_3	Average
A_1	100	**150**	130	*96.6*
A_2	50	120	100	*90*
A_3	20	140	80	*80*

These were the fundamentals of decision theory through we can easily understand the steps and basics of decision-making. When student apply or intend to apply to study abroad, he should have done proper research work on where he is planning to study. Which country he is going to study? What are the after study opportunities for internationals students there? Does he check the other possible universities of the destination country?

There are lots of factors we have discussed in our previous chapter which affect their decision-making process of international students. We don't have to discuss all those things again but if you relate them with the fundamentals of decision making process (DMP) you will understand the deep effect of them. Decision making process (DMP) also has family influence, it seems quite interesting but even now most families in Asia make decision on behalf of their children that what occupation they will adopt or what they will study once they will grow up.

We have quite such examples for such students whose parents want them to be something else but they would be able to decide what exactly they want from life but it is not the case of majority of unfortunate students who till death don't could not discover what they were expecting from life, what they were supposed to do or what they would like to be. It doesn't mean that they are not successful in their life but they can't be satisfied with their life like this or they cannot achieve big goals in life, they cannot be a role model, they can not be an

example because whatever they have achieved they haven't achieved with passion and love. They have achieved because they have been taught to do so and they have to do this because of some pressure.

We have discussed in the Chapter 1 & 2 about the decision making process (DMP) of students. On what basis they chose their destination countries? What are the factors that affect the decision criteria and decision process of the students? How we can market and implement new strategies to promote Study in Turkey? Study in Turkey is a potential market and more than 150,000 students are studying in Turkey in more than 168 universities. This is obvious that for now the target market is neighboring countries and in order to expand the network of students we should work on new developments. In order to recruit students from any market, first step is to study the decision-making process of that region. What students think while making decision to study abroad? This is very important study to work on which normally most universities and countries don't count on. Reason behind is lack of knowledge and lack of experience.

There are couple of things what as a student I would keep in mind while making decision to study abroad, such as; ES, cost of education, scholarship opportunities, visa easiness, demographic realities, language restraints and most importantly after study work opportunities. These are the basic thinking which all the students keep in mind while making decision to study abroad.

In this chapter we will see the true picture of Turkey in order to implement changes and see what we can do more to attract more students and how we can satisfy the current students. Turkey has achieved a milestone in order to promote Study in Turkey label and lot more to achieve. Currently more than 120,000 international students are studying in Turkey for Higher Education and numbers are increasing year by year but still numbers are not satisfactory enough as per the potential available.

As Turkey there is a need to offer opportunities to the international students through which they can benefit during studies and after studies. Students should be offer study loans so they can study and work after their studies and pay off loans like other developing countries. More English programs should be introduced for international students. More exhibitions and seminars should be

conducted abroad and more support form the government should be made in terms of convincing universities so they should travel to promote Study in Turkey slogan. Though Turkish Ministry of Economy is supporting the universities by giving reimbursements on the expense made for any exhibition but still more needs to be done. Universities Application System should be improved and all universities should follow online portals to provide easiness for International Students. More English speaking staff is required in the universities so students won't face problems after arriving Turkey as most international students are facing language problem up till now.

Study in Turkey can be market well in terms of improving internal system of universities first because everything starts when student first apply online or send email to the university. You can guarantee 60% of student seriousness by your efficient response in this world of competition. Proper response of emails is very important and of course your website plays a vital role in the initial steps of decision making of any student.

4. ANALYSIS OF GRADUATES FROM TURKEY

4.1 Method

A survey instrument based on studies concerned with the process of placement into

higher education programs was developed (Brenan 2001; Frisbee et al. 2000; Osoro et al. 2000; Price et al. 2001; Belcher et al. 2003). The instrument consisted of four sections. The first section concerned demographic information about the students. In the second section, there were

questions concerned with the sources of information that student used in decision making for the program and the university. The third section aimed to determine types of information that students collected. Finally, the fourth section aimed to determine factors which students took into

In this chapter we will discuss the preference made by international students to study in Turkey and we can clearly see the programs preferred by students. Turkey has always been regarded as a source country for sending students abroad but in recent years we have seen the trend that Turkey has done a remarkable job in recruiting International students successfully with the brand of Study in Turkey. A large scale scholarship program has been introduced by the Turkish government which attracts handsome number of International students. Turkey has gone through fluctuation of number of International students over couple of dacades which shows that Turkey has faced different experiences of Internationalization in Turkey, which some scholars realte the issue as ineffective selection procedures (Vural and Alkan, 2009), lack of planning, insufficient care and support of international students (Kavak and Baskan, 2001)

We have taken in to consideration the time period of year 2012 − 2015 for our case study because it is not possible to access the data of the previous academic years. The departments taken in to consideration are Social Science, Applied

Science, Education Science, Health Science, History and Informatics. We will also take in to consideration that from which level of education has been preferred by the students and which department has given the maximum graduates in the above mentioned academic years. Nor surprisingly Social Science department has given the maximum graduates which means this department is the preferred department in decision making process of studying in Turkey.

In this case study it will help us to see why un-preferred departments are not preferred by the students, are they not recognized? Is quality of academic staff being questioned? By keeping all these factors in view improvement strategy has to be drawn. What should be done in order to convince students to choose these programs? What steps are to be taken by the universities and the government? If we could have the data for the previous years we could have done much better research on students' behavior and attitude and could have seen if there is any effect of government on DMP of international student. Here we can say that government has a major role to keep all these important factors in view while making a strategic plan for education and involve the universities also while making such strategies because at the end of the day it's the university who represent the country in international events. Of course it does not mean that universities has not role in that but they have to keep in loop and consult other partner universities also before making and implementing any new strategy.
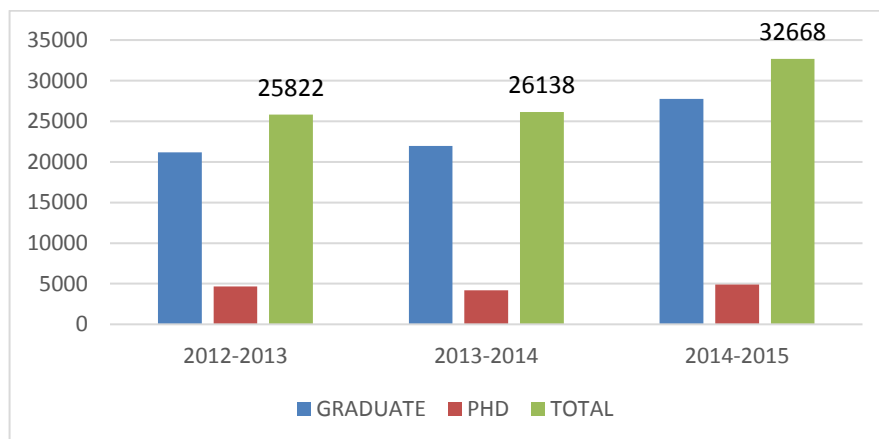

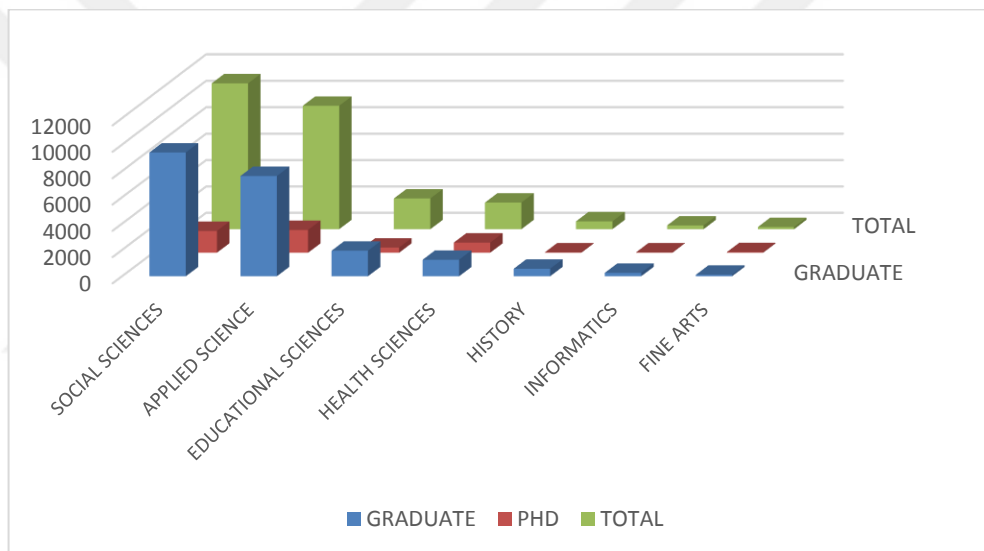**Figure 4.1:** Number of International Students in Public Universities (2012-2015)

Figure 3.1 illustrates that total number of graduate and PhD students from public universities in 2012-2013 is 25822, which gradually increase in 2013-2014 up to 26138. This increase was incredibly higher in 2014-2015 academic year and reach the value of 32668.

In Figure 3.2, 3.3 and 3.4 we have done the comparison of international graduates students in different institutes and we have noticed that Social Science Institute is the preferred institute since most graduates are from this institute. There can be different reasons for preference of the social science institute – preference of the graduates from the country of origin, opportunities forecast back home by graduates etc. Surprisingly Fine Arts hold the lowest number of graduates from public universities.

Figure 4.2: Number of International Students in Public Universities per Institute (2012-2013)

Figure 3.2 illustrates that total number of graduate and PhD students from public universities in 2012-2013 is 25822. Institute of social science has 11057 graduates, which is comparatively higher than other institutes.
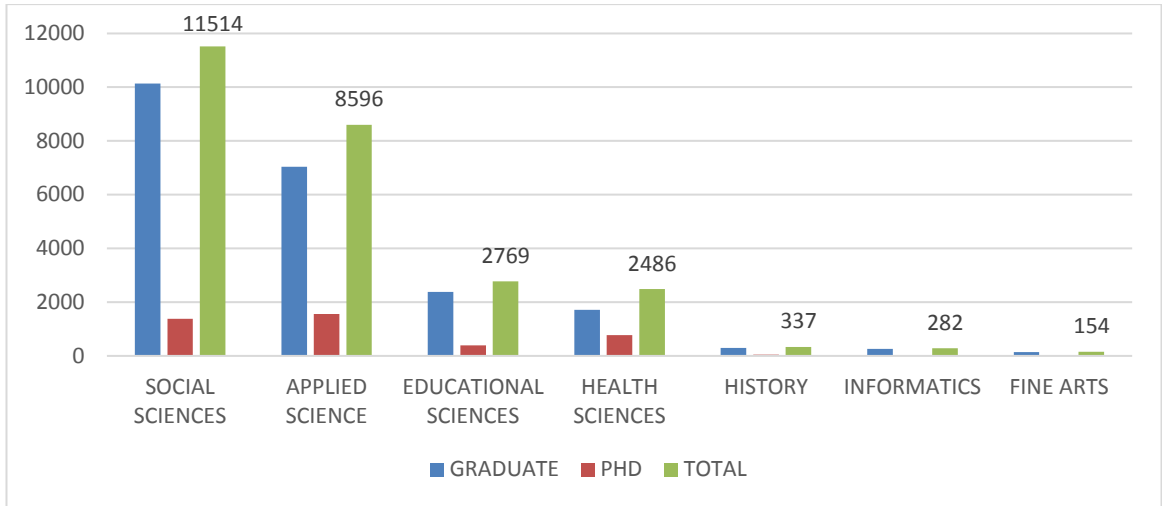
Figure 4.3: Number of International Students in Public Universities per Institute (2013-2014)

Figure 3.3 illustrates that total number of graduate and PhD students from public universities in 2013-2014 is 26138. Institute of social science has 11514 graduates comparatively higher than other institutes like it was in 2012-2013 which shows that students has more influence towards social science programs.
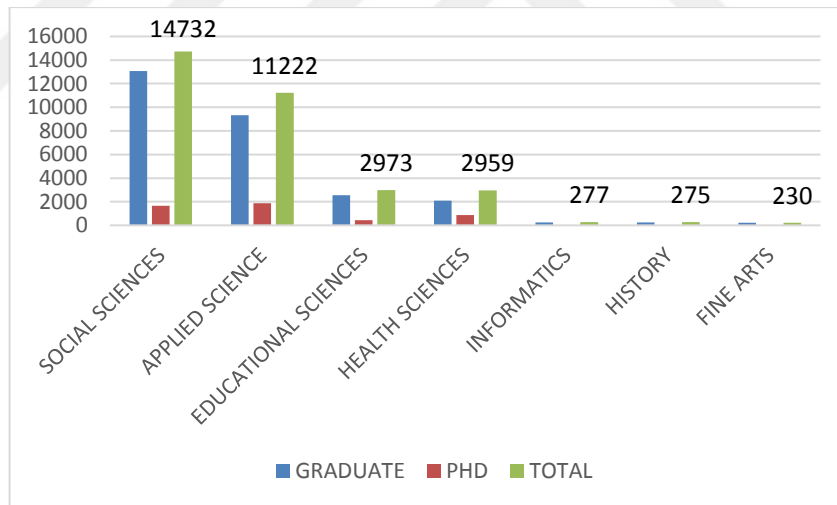

Figure 4.4: Number of International Students in Public Universities per Institute (2014-2015)

Figure 3.4 illustrates that total number of graduate and PhD students from public universities in 2014-2015 is 32668. Institute of social science has 14732 graduates comparatively higher than other institutes not surprising like other three preceding years.
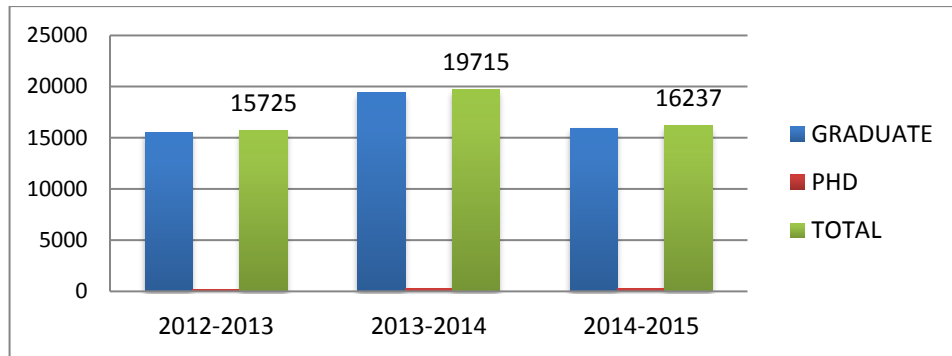
Figure 4.5: Number of International Students in Foundation Universities (2012-2015)

Figure 3.5 illustrates that total number of graduate and PhD students from foundation universities in 2012-2013 is 15725, which gradually increase in 2013-2014 up to 19715. This increase was unusually lower in 2014-2015 academic year and reach the value of 16237.

In Figure 3.6, 3.7 and 3.8 we have done the comparison of International Graduates in different Institutes and we have noticed that Social Science Institute is the preferred institute in Foundation universities as well like the public institutes as most graduates are from this institute. There can be different reasons for preference of the social science institute – preference of the graduates from the country of origin, opportunities forecast back home by graduates etc. Surprisingly Fine Arts hold the lowest number of graduates from Public Universities.
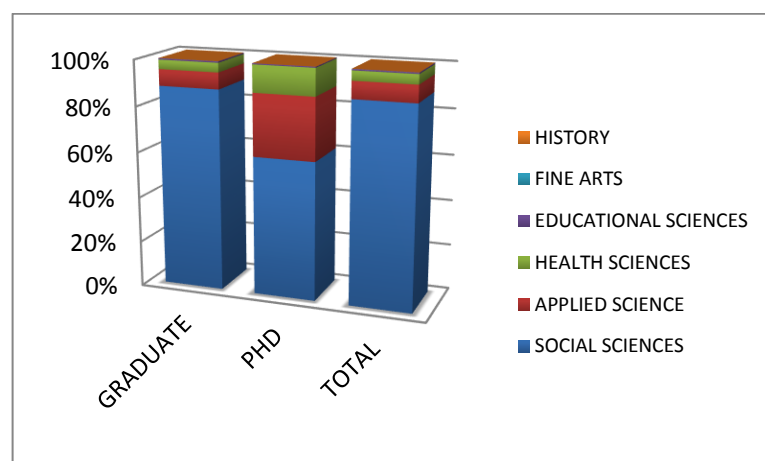

Figure 4.6: Number of International Students in Foundation Universities (2012-2013)

Figure 3.6 illustrates that total number of graduate students in **2012-2013** from 7 institutes. As you see that Social Science (**13806**) Institutes has more graduates comparing to other institutes following Institute of Applied Science. Institute of Ataturk Principles and History of Reforms has least number of graduates (**3**).
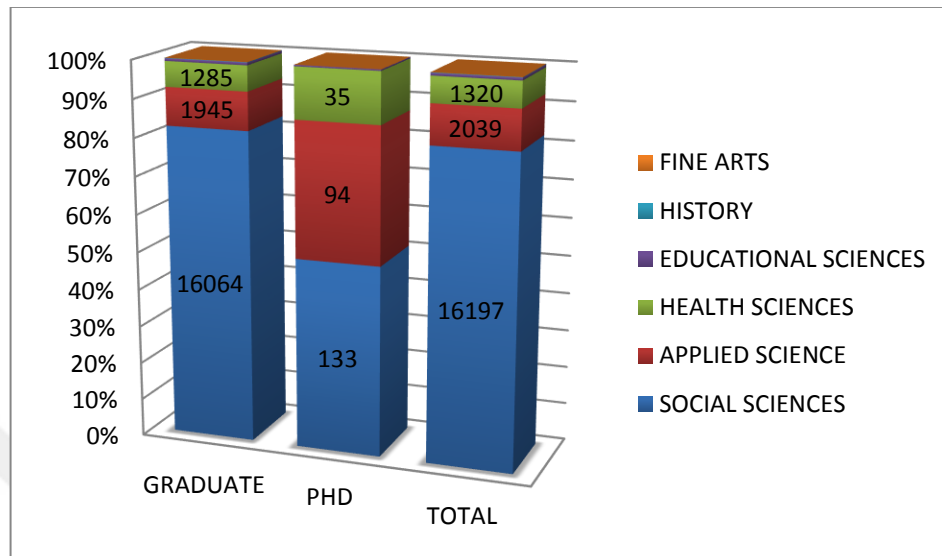

Figure 4.7: Number of International Students in Foundation Universities (2013-2014)

Figure 3.7 illustrates that total number of graduate students in **2013-2014** from 7 institutes. As you see that Social Science (**16197**) Institutes has more graduates comparing to other institutes following Institute of Applied Science. Institute of Social Science has also seen a slight high comparing 2012-2013 Academic year. Institute of Fine Arts has least number of graduates (**7**).
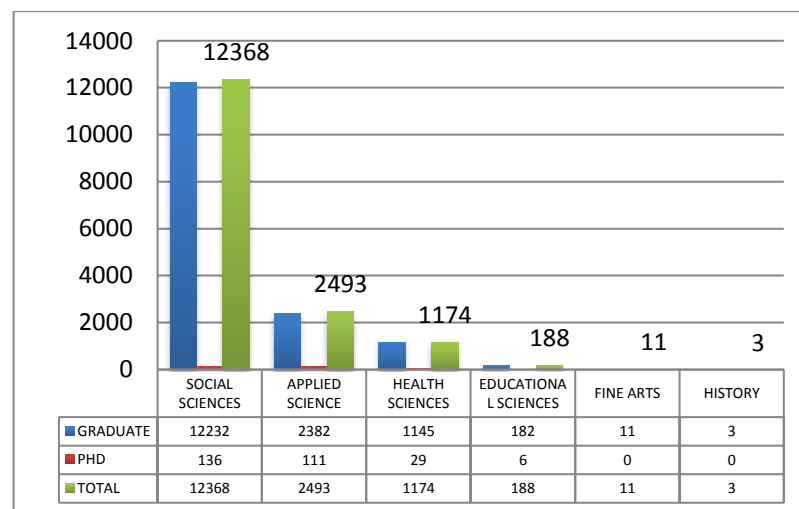

	SOCIAL SCIENCES	APPLIED SCIENCE	HEALTH SCIENCES	EDUCATIONAL SCIENCES	FINE ARTS	HISTORY
GRADUATE	12232	2382	1145	182	11	3
PHD	136	111	29	6	0	0
TOTAL	12368	2493	1174	188	11	3

Figure 4.8: Number of International Students in Foundation Universities (2014-2015)

Figure 3.8 illustrates that total number of graduate students in **2012-2013** from 7 institutes. As you see that Social Science (**12368**) Institutes has more graduates comparing to other institutes following Institute of Applied Science. Institute of Ataturk Principles and History of Reforms has least number of graduates (**3**).
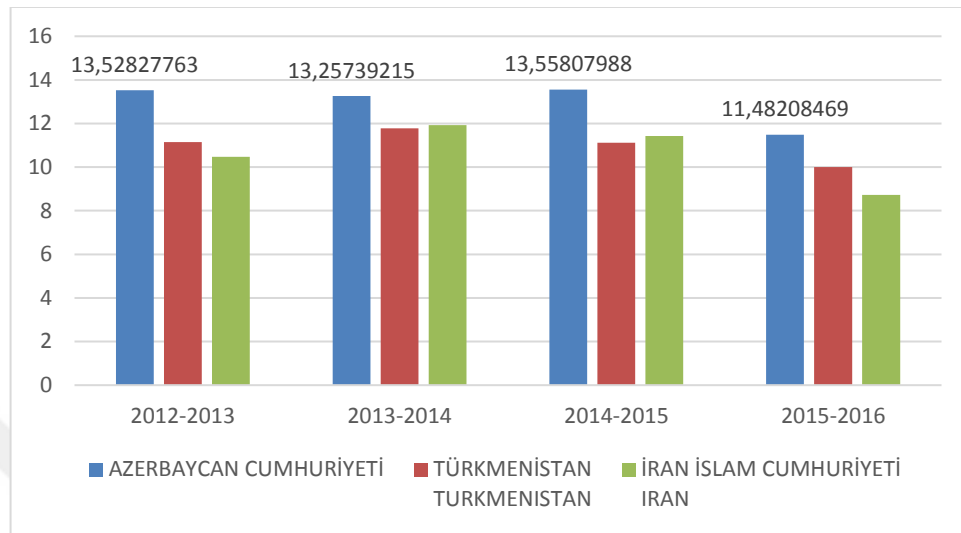

Figure 4.9: Top 3 Graduate Countries (2012-2013 / 2013-2014 / 2014-2015)

Figure 3.9 illustrates that top three graduate countries are neighboring countries like Azerbaijan, Turkmenistan and Iran. Azerbaijan is on top of the chart. One of the reason for this top of the chart is that Azerbaijan & Iranian students does not need visa for Turkey and it is the main reason for preferring Turkey for education. İranian students specially are choosing Turkey for education because it is not easy for them to take visa for USA or Europe. The other reason is culture is same, since culture is same that's why students doesn't not go through culture shock and their families feel comfortable to send their children to Turkey to have education. Above mentioned countries share same border with Turkey so boarding and lodging is not difficult for students. Language is a barrier for all Internationals students so one of the major reasons almost similar etc. Also in Figure 3.10 we will see the ration of male and female graduates in all mentioned academic years.
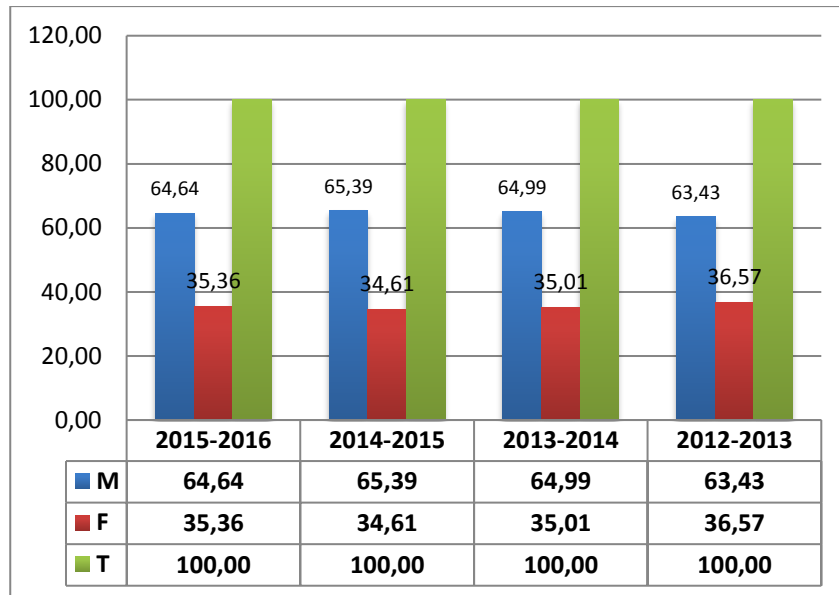
Figure 4.10: Male and Female Graduate Ratio (2012-2013 / 2013-2014 / 2014-2015)

Figure 3.10 illustrates the male and female ratio of no. of graduates in 2012-2013 to 2014-2015 academic year. Not surprisingly male ratio is higher in all these four academic year ranging form 63.43 - 64.64 (M) to 36.57 − 35.36 (F). The ratio is pretty much constant explaining the demographic culture and preference of parents to send their children for higher education.

5. CONCLUSION & SUGGESTIONS

In this study, we aimed to investigate students' behaviors in relation to search and choice

during university placement, and also to examine how students' choice processes affect their

persistence. The extent of searching may be determined by the time spent, the amount of active search (campus visits), options considered and variety of sources of information used by the matriculates (Newman and Staelin 1972).

Both survey and interview data indicate that information search activities of the students

were inadequate and they lacked search motivation during the search phase. Differently from

previous studies this study shows that in general the students took into consideration the SSE

scores as the most important factor which influenced their choice process. Therefore, they might have thought as "I want to attend any program for which my SSE score is adequate, that is, other factors are not very important for me" or "A program is good if its score is high." Another significant factor for most of the students is the economic status of the job which they will have in future. Therefore, they might have thought that "the kind of the program is not important for me, if it gives me a job when I graduate". Such thoughts impede their consideration about the institution of higher education. In addition, the results indicate that most of the information sources have low effectiveness. Quality of information sources may affect the students' search phase negatively.

Cabrera and Nasa (2000) stated that the importance of securing accurate information about college extends well beyond the decision to enroll in college. The findings suggest that there were negative feelings in the students' search and choice phases. For solving this problem, a recruitment office should have

been established for faculty and recruitment tools should have been activated. High schools should make their counseling activities more effectively, and finally, it is necessary that policymakers enterprise to expand the amount of financial aid.

We have analyzed the data of Institute Graduates in Turkey for 2012 – 2013, 2013 – 2014 & 2014 - 2015 academic year respectively. We have noticed that number of graduates in the Social Science Institute is on top in 3 consecutive academic years for both public and foundation universities. Why it is so is the question rising in to our minds? Students in Turkey prefer social science programs to applied science or health science programs. Reason behind this preference can be trend, job opportunities, and possibility to take admission into universities.

We have also noticed that graduate number has steady increase in all those years (2012-2013-2014-2015) which shows that number of masters and PhD graduates from Public Universities are comparatively higher than Foundation Universities. Not surprisingly, PhD graduates are much higher in public universities because of different factors such as: scholarship opportunities by government, affordability of programs, mostly graduates are from neighboring countries because of no visa issues.

We have also tried to evaluate the faculty graduates but due to data shortage we only succeeded to see the total number of Faculty graduates and countries of Faulty graduates. If you see the countries of the maximum graduates you will not be surprised that neighboring countries such as Azerbaijan, Turkmenistan, Iran, Iraq & Afghanistan has almost half of the graduates (8834) students out of 20064 graduates in total.

We have also noticed that ratio of Male / Female graduates is prominent as male graduates are 63,43% and 36,57 is female in 2012-2013, male graduates are 64,99% and 35,01 is female in 2013-2014 and male graduates are 64,64% and 35,36 is female in 2015-2016.

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RESUME

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Summary

Experienced Student Coordinator with a demonstrated historyof working in the higher education industry. Skilled in MarketAnalysis, Negotiation, Networking, Team Building, Public Speaking,and Market Research. I am now in charge of the creation anddevelopment of the International Office of a Turkish FoundationUniversity holding a position of most diversified university since 5year in recruiting maximum no. of International students from 118nations.

My "Vice Director International Relations" current position givesme the opportunity to plan, lead and supervise the followingresponsibilities:

• University's International Marketing promotion andCommunication;
• Design and implementation of the University's Internationalisation;
• Direct and Indirect Recruitment of international students;
• Creation and Maintenance of international partnerships with otherInstitutions, Companies, University representatives etc.;
• Organization of on-campus international events;
• Strategy;
• Planning;
• Team Management/Supervision.

This position allows me to take advantage of my internationalexperience gained while studying and working in 2 countries andvisiting over 25.

Specialties:

International Marketing
Brand Management
Strategy
Team Management
International Relations / Education
Sales / Customer Service / Student Recruitment
European Commission Education / Youth Programs
International Event Management
Human Resources
Cross-cultural Management
Market Analysis
Internationalisation of Universities

Experience

Vice Director International Relations Directorate
June 2018 - Present
Istanbul, Turkey

Coordinator - International Relations & Student Recruitment
June 2016 - May 2018 (2 years)
Istanbul, Turkey

Vice Coordinator - International Student Recruitment Department
June 2014 - May 2016 (2 years)
Istanbul, Turkey

Specialist - International Student Recruitment Department
June 2013 - May 2014 (1 year)

Assistant Specialist - International Student Recruitment Department
August 2012 - June 2013 (11 months)
Istanbul, Turkey

Customer Service Representative - Mindbridge – American Call Centre
April 2008 - September 2010 (2 years 6 months)
Lahore - Pakistan
Work as a customer service representative (CSR) in an American basedcompanyDeal
with the American customers to solve their queries

Management Trainee Officer - Excel Constructions
November 2007 - April 2008 (6 months)
Worked as a management trainee, deals with maintaining cash flow and
salestatements. My duties also involved making and receiving payments with
clients.I worked with auditors to help them in auditing company's accounts.I also
work on sage, which is accounting software to maintain the ledgerbalances.

Education

İstanbul Aydin University
MBA, Business Administration and Management (Marketing) · (2011 - 2012)

University of the Punjab, Lahore
Master's Degree, International Marketing · (2008 - 2010)

Punjab College of Commerce
Bachelor's Degree, Business Commerce · (2005 - 2007)

Government College of Science Secondary school
Intermediate, Social Sciences · (2003 - 2005)

Fauji Foundation School
High School, Biology/Biological Sciences, General

Skills and Interests

Urdu (Native Language)
English (Professional working proficiency)
Turkish (Professional working proficiency)