



Australian Government

AEI-International Education Network

Why Choose Australia?

*Insights from a Survey of International
Students who Commenced Study in 2000*

May 2003

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EXECUTIVE SUMMARY

This report presents findings from a survey of international students who started a course of study in Australia in 2000. The survey was completed by nearly 2,000 students from 82 countries enrolled with 66 Australian education providers. The survey questionnaire included questions about sources of information on study in Australia that students used in making decisions on overseas study and factors which they thought important in their choice of Australia as a study destination and their choice of provider. The survey also asked about students' experiences of and satisfaction with the process of obtaining a visa, their plans regarding work and expenditure in Australia and their plans for future study.

The most important factors in students' decisions to come to Australia to study were the attraction of studying in an English-speaking country, the quality of Australian education, the positive impact of Australian qualifications on their job prospects, Australia's reputation for the kind of course they were interested in and Australia's safe and friendly environment. Students' families at home and acquaintances who had studied in Australia were the most important influences on their decision. Education agents were the most important non-social influence on students' decisions.

The most important factors in students' choices in relation to providers were the quality of courses available and a provider's reputation for the type of course a student was interested in. The most important influences on this decision were students' acquaintances who had studied with the provider, education agents and students' families at home.

The survey found that students were reasonably satisfied with the visa process and the conditions attached to visas¹. There were some differences by sector but these differences were small. Students reported high levels of satisfaction with providers' efforts to help them settle in.

Over 85% of respondents were fee-paying students. Respondents' median projected weekly expenditure (other than on fees) was \$200. On average, students estimated that over half of their income while in Australia would come from their parents or family at home and 20% would come from their own savings. Over 90% of students' income would come from sources outside Australia.

Over 60% of students planned to study in Australia in future years, with 20% planning to study here for at least four years and more than 10% planning to study for at least five years.

¹ Since this Survey was carried out, there have been significant changes to Australia's student visa regulations.

1. INTRODUCTION

Australia continues to be a major exporter of international education and is currently the third leading exporter of education conducted in English behind only the United States and the United Kingdom. Although there are over 500,000 international students residing in the United States, international students make up a much larger proportion of the total student population in Australia. For example, according to the Organisation for Economic Cooperation and Development (OECD, 2002), international university students comprise about 13 per cent of Australia's university student population compared to only 4 per cent for the United States and about 11 per cent for the United Kingdom.

Australian Education International's (AEI's) Overseas Students Statistics (OSS) reported that 188,277 international students were enrolled with Australian education providers in 2000, an increase of 16 per cent from 1999. The higher education sector had about 56 per cent of these students followed by English language instruction (ELICOS) with 20 per cent, vocational education and training (VET) with 16 per cent and schools with 7 per cent.²

It is estimated that international students enrolled with Australian providers in 2000 spent approximately \$3.7 billion dollars in fees and expenditure on goods and services.³ The monetary value of Australia's education exports now exceeds wool exports and is comparable to wheat exports. In addition to the economic value of the Australian international education industry, there are also significant non-economic benefits including the fostering of social tolerance and mutual respect between Australians and non-Australians and laying the foundations for future business relationships.

AEI carried out surveys of international students in 1999 and 2000. The first of these was a survey of students who finished a course of study in the 1999 academic year (see the following section for a brief summary). The second survey – the subject of this report – asked students who started a course of study in Australia in 2000 a range of questions about the reasons for and influences on their decision to study in Australia and their choice of education provider.

2. A NOTE ON THE 1999 SURVEY OF STUDENTS FINISHING A COURSE OF STUDY

AEI conducted a survey of international students who finished a course of study in Australia in 1999.⁴ The purpose of the survey was to gather information from international students on their experience in Australia in relation to their levels of satisfaction with living in Australia, the quality of education they received in Australia, visa regulations and health care provision.

Based on a sample of over 1,100 international students from 75 providers and all education sectors, the 1999 survey found that student opinions about their educational experience could be reduced to three underlying dimensions: education delivery, education support facilities and living in Australia. Of these, education delivery was the best predictor of whether or not a student would recommend her/his experience to others in her/his home country.

Overall, students reported a high level of satisfaction with their education experience in Australia and over 90 per cent said that they would recommend Australia to others in their home country. The level of student satisfaction appears to have increased in relation to similar surveys conducted in 1992 and 1997.

² See AEI's publication titled: *Overseas Student Statistics* for a complete description of international students studying with Australian providers.

³ See AEI's publication titled: *Overseas Student Statistics 2000*. The methodology used is consistent with that used in Australian Bureau of Statistics publication 5302.0 *Balance of Payments and International Investment Position*.

⁴ See AEI's publication titled: *How International Students View Their Australian Experience: A survey of international students who finished a course of study in 1999*.

With regard to living and studying in Australia, students were most satisfied with the quality of education received from their provider and least satisfied with course cost and the cost of living. One aspect of students' experience that deserves attention by providers is the extent to which international students interact with Australian students and the quality of that interaction. Students in the schools sector tended to be most satisfied and students in the English language (ELICOS) sector tended to be least satisfied with this interaction but the differences were not great.

The median amount of weekly expenditure by students, exclusive of course fees, was about \$250. Over 80 per cent of the total amount spent in Australia came from either the student's parents or her/his personal savings. About 25 per cent of students were working while studying. Over half the students reported that they would continue their studies in Australia after they finished their current course and about 20 per cent said that they would like to migrate to Australia.

3. DATA AND METHODS FOR THE 2000 SURVEY OF STUDENTS STARTING A COURSE OF STUDY

The starting survey gathered information on the reasons underlying students' decisions to study in Australia and their choice of education provider. Respondents were overseas students who started a course of study at an Australian provider in Australia between January and March 2000. The final dataset contains the responses of 1,956 students from 82 countries enrolled with 66 Australian providers.

The method of sampling was the same as that used in the survey of finishing students. AEI approached providers known to be enrolling commencing overseas students and asked the providers for help in recruiting participants and distributing questionnaires. AEI sent 13,274 survey questionnaires to 123 providers. Of these, 66 providers returned completed survey forms. The total number of completed survey forms was 1,956. Thus the overall response rate was about 15%. Participating education providers averaged a response rate of just over 50%.

These response rates, though not ideal, are comparable with those achieved in the earlier survey of finishing students. The sample is not random, and the proportions of respondents from different countries of origin, states of residence and sector of study differ from those in the population of international students in Australia. In particular, one education provider is over-represented in the sample. Sampling was constrained by budget and time limits and by the fact that respondents were recruited through providers rather than directly. Despite the shortcomings of the sample, the survey results provide useful information about overseas students commencing a course of study in Australia in 2000.

4. CHARACTERISTICS OF SURVEY RESPONDENTS

The age of survey respondents ranged from 7 to 61. The mean (average) age was 23.40 (standard deviation 5.87). The median age was 22 (the median is the point where half the sample falls above the attribute under consideration and half falls below). In other words, half of the survey respondents were 22 or younger and half were 22 or older.

Respondents were divided fairly evenly by gender. Female students formed the majority of the overall sample (52%). Female students outnumbered male students by a similar proportion in the higher education sample (52%) and the ELICOS sample (55%) and outnumbered male students by three to two in the school sample. In the VET sample, 52% of respondents were male.

The survey sample included students from a total of 82 countries. Three-quarters of respondents were from 14 countries.

Table 1: Country of Origin of Survey Sample Students (For Top 14 Countries)

Country of Origin	Number of Respondents	Percentage of Sample	Percentage of Population*
Singapore	155	7.9%	5.5%
Hong Kong	152	7.8%	6.1%
Japan	136	7.0%	7.0%
Korea	123	6.3%	8.1%
Indonesia	116	5.9%	9.4%
Malaysia	110	5.6%	6.1%
China	106	5.4%	11.4%
Sweden	100	5.1%	1.1%
Taiwan	94	4.8%	3.8%
Norway	92	4.7%	1.6%
Thailand	91	4.7%	5.8%
India	73	3.7%	5.2%
United States	67	3.4%	3.2%
Switzerland	55	2.8%	0.8%
Column Total	1470	75.2%	75.1%

* Note: Population is defined as all students who commenced an onshore course in Australia in 2000, not all students enrolled in an onshore course in Australia in 2000.

Table 1 above shows the breakdown of respondents to the starting survey by their home country and compares the proportion of respondents from selected countries and regions with the proportion of the total number of commencing students in Australia in 2000 for the same countries and regions.

The starting survey under-represents certain Asian countries (including China, Indonesia and Korea) and over-represents the European countries Sweden, Norway and Switzerland.

Table 2: Survey Participation by State and Sector

State	Higher Ed	VET	Schools	ELICOS	Total	% State in sample	% State in population
QLD	645	113	21	33	812	42%	19%
NSW	113	298	60	189	660	34%	38%
WA	88	60	36	0	184	9%	11%
VIC	87	17	46	29	179	9%	25%
ACT	25	19	0	26	70	4%	2%
SA	0	23	8	13	44	2%	4%
TAS	7	0	0	0	7	>0.1%	1%
NT	0	0	0	0	0	0%	0.3%
Total	965	530	171	290	1956	100%	100%

% Sector in sample	49%	27%	9%	15%	100%		
% Sector in population	46%	16%	6%	32%	100%		

* Note: Population is defined as all students who commenced an onshore course in Australia in 2000, not all students enrolled in an onshore course in Australia in 2000.

Table 2 above shows the breakdown of respondents to the starting survey and the total number of commencing students in 2000 in Australia by state and sector. It is clear that VET students are over-represented in the sample and school and higher education students are slightly over-represented. Students from the ELICOS sector are under-represented in the sample.

Queensland and the ACT are over-represented in the sample. Victoria and South Australia are under-represented and the remaining states and territories are slightly under-represented.

Table 3 below gives information about the types of courses that survey respondents were enrolled in. A third of respondents were undergraduate students in higher education.

Table 3: Survey Respondents by Type of Course Enrolled In

Type of course	n	%
School or college	174	9
Foundation studies	20	1
ELICOS	173	9
Certificate I-IV	131	7
Diploma	260	14
Advanced diploma	60	3
Undergraduate ^A	621	33
Graduate certificate	17	1
Graduate diploma	47	3
Masters (coursework)	271	15
Masters (research)	21	1
Doctorate	25	1
Postdoctoral	2	<1
Total	1858	100

Note: Missing data have been excluded. ^A Includes Honours.

5. FINDINGS

5.1. First Choice of Country

Almost 79% of survey respondents listed Australia as their first choice of country to study in. The next most popular destinations were the United States (11%), United Kingdom (4%), Canada (2%) and New Zealand (2%) (Table 4).

There was some variation by sector. For example, 83 per cent of higher education students in the sample listed Australia as their first choice compared to 72 per cent of ELICOS students. ELICOS students were more likely than other students to cite the United States or Canada as their first choice (16% and 4% respectively). The distribution by sector for the United Kingdom and for New Zealand as first choice was relatively even.

Table 4: First Choice of Country as Study Destination, By Sector

Country	Higher Ed	VET	Schools	ELICOS	All students
Australia	83%	75%	78%	72%	79%
United States	9%	13%	10%	16%	11%
United Kingdom	4%	5%	6%	5%	4%
Canada	2%	2%	2%	4%	2%
New Zealand	1%	2%	2%	1%	2%
Other	2%	4%	2%	1%	2%

5.2. Decision to Study in Australia

Respondents were asked to indicate the importance of 23 factors in their decision to study in Australia. Table 5 reports the average response to each question (factor). The response 'don't know' was treated as missing data. The mean scores reported in Table 5 are based on a four-point scale:

- 1 = very important
- 2 = quite important
- 3 = slightly important
- 4 = not important

Hence, low means correspond to greater importance. The factors in the table are arranged from most important to least important.

The figures in Table 5 below are averages and as such do not show that some factors – of limited importance when averaged across the whole sample – were rated as important by many respondents.

For example, the migration factor is ranked very low yet about 12 per cent of students indicated that this factor was 'very important' in their decision to study in Australia and an additional 13 per cent indicated that it was 'quite important'. For the 'not able to study in preferred country' factor, about 10 per cent indicated that this was a 'very important' factor and 13 per cent said that it was 'quite important'.

Table 5: Importance of Factors in Decision to Study in Australia

Factor	Mean	Standard deviation
Most important factors:		
English speaking	1.52	.82
Quality of education	1.60	.76
Will improve chances of getting a good job	1.72	.91
Reputation for the type of course wanted to study	1.97	.96
Safe and friendly	1.98	.93
Important factors:		
Australian qualifications respected at home	2.17	1.00
Many things to see and do	2.20	1.01
Cost of living	2.29	1.02
Modern and technologically advanced	2.31	.99
Cost of courses	2.33	1.07
Made up of many cultures	2.47	1.00
Less important factors:		
Time it takes to complete course	2.73	1.12
Law protects students for course they paid for	2.86	1.13
Have friends and family in Australia	2.87	1.15
Course not available at home	2.89	1.17
Got scholarship to study in Australia	2.98	1.22
Least important factors:		
Able to work part time	3.07	1.07
Visited Australia before and wanted to come back	3.11	1.13
Close to home country	3.13	1.06
Many people from home live or study in Australia	3.19	.97
Couldn't get place in course at home	3.20	1.07
Will help me migrate to Australia	3.21	1.06
Not able to study in preferred country	3.31	1.03

Statistical tests of association⁵ were done to determine the relationship between the factors that students cited as important in their decision to study in Australia and the sector in which they were enrolled. Tests of association found that there were statistically significant relationships between sector and all of the factors except:

- Australia's multicultural society;
- the respondent had visited Australia before and wanted to return; and
- the respondent was unable to study in her or his preferred country.

The strongest (but still very weak) relationship was between sector and scholarships. Scholarships were a 'very important' or 'quite important' factor for 25% of higher education students, about 20% of VET and of school students and 14% of ELICOS students. This difference presumably reflects the differing availability of scholarships in different sectors.

The comparative cost of studying in Australia relative to the cost of competitor countries is often put forward as one of Australia's attractions as a study destination and as such deserves specific attention. Although cost of living is ranked eighth in importance and cost of courses is ranked tenth (Table 5), Table 6 shows that cost is either 'very important' or 'quite important' for a majority of students. These two variables were strongly correlated⁶. Students who rated the cost of living as important were more likely to rate the cost of courses as important, and vice versa. There was a statistically significant relationship between both of these factors and sector but it was very weak. For both cost of courses and cost of living, school students were less likely to rate either the cost of courses or the cost of living as 'very important' and somewhat less likely to rate these variables as 'quite important' than students in other sectors.

Table 6: The Importance of Cost in Deciding to Study in Australia

Importance level	Cost of courses	Cost of living
Very important	28%	27%
Quite important	30%	33%
Slightly important	24%	25%
Not important	19%	15%

Students were also asked to indicate what influenced their decision to study in Australia. The mean results are reported in Table 7. The mean scores listed in Table 7 are based on a four-point scale:

- 1 = very big influence
- 2 = big influence
- 3 = small influence
- 4 = no influence

⁵ The Cramer's V statistic was used to determine statistical significance. See Appendix 2 for an explanation of Cramer's V.

⁶ Pearson correlation coefficient: 0.81.

Table 7: Influences on Decision to Study in Australia

Influences on decision to study in Australia	Mean	Standard deviation
Family at home	2.56	1.12
People you know who are or have studied in Australia	2.68	.99
Education agent	3.03	.98
Friends at home	3.04	.93
Other information from the Internet	3.15	.89
Friends in Australia	3.16	1.00
Information about Australia in the media	3.19	.89
Education exhibition or fair	3.21	.91
Teachers or education provider at home	3.24	.94
Advertising by Australian providers at home	3.27	.88
Information from Australian Education Centre	3.29	.91
Visits in home country by reps of Australian provider	3.34	.92
Information on the AEI website	3.39	.84
Family in Australia	3.40	1.00
Spouse	3.43	1.00
Information from Australian embassy	3.49	.81
<i>Study in Australia 2000</i> campaign	3.59	.76
Information from Austrade office	3.71	.65

As in Table 5, the averages reported in Table 7 are general indicators of the relative importance of each influence on students' decisions to study in Australia. Although it is clear that students' families at home and people they know who are studying or who have studied in Australia are the most important influences, the averages may conceal the importance of particular influences for certain students or groups of students.

Table 8 below shows the percentage of students who indicated that various non-social influences were either a 'very big influence' or a 'big influence' in their decision to study in Australia. Of these non-social influences, education agents had the widest influence with nearly 30% of students citing them as a 'very big' or a 'big influence'. 20% of students were influenced by information from the media and a slightly larger proportion was influenced by general information from the Internet and by education exhibitions or fairs. 20% of students said they had been influenced by information from an Australian Education Centre (AEC) and just under 20% cited advertising by Australian providers and visits from representatives of Australian providers as a 'very big' or 'big' influence. Smaller numbers of respondents said they had been influenced by information from the AEI website (15%) and the *Study in Australia* campaign (10%).

Table 8: Importance of Non-Social Influences in Decision to Study in Australia

Influence	Very big influence %	Big influence %	Combined very big and big %
Education agent	8.4%	21.3%	29.7%
Other information from Internet	5.4%	17.1%	22.5%
Education exhibition or fair	5.7%	16.4%	22.1%
Information about Aust. from the media	5.6%	14.7%	20.3%
Information from AEC	5.4%	14.9%	20.2%
Advertising by Aust. provider at home	5.3%	13.3%	18.6%
Visits by Australian provider's reps	6.3%	12.1%	18.3%
Information from AEI website	4.3%	10.2%	14.5%
Information from Australian embassy	3.3%	10.2%	13.4%
<i>Study in Australia 2000</i> campaign	3.0%	7.4%	10.4%
Information from Austrade office	2.3%	3.8%	6.1%

Statistical tests of association⁷ were done to determine the relationship between the influences that students reported as important in their decision and the sector in which they were enrolled. Tests of association found no statistically significant relationship between sector and the level of importance students ascribed to the following influences:

- people they knew who were already studying, or had already studied, in Australia;
- the *Study in Australia 2000* campaign;
- information from the Australian embassy;
- Australian Education Centres;
- information from Austrade; and
- the AEI website.

Statistically significant relationships existed between sector and all other influences on students' decisions to study in Australia. Although statistically significant, these relationships were weak. The strongest relationship was between sector and family at home. Nearly two-thirds of school students cited their families at home as a 'very big' or 'big' influence, compared with 56% of VET students and just over 40% of higher education and of ELICOS students.

Among the non-social influences that differed significantly by sector, the strongest (though still very weak relationship) was between sector and information from the Internet. Information from the Internet was a 'very big' or 'big' influence on over a quarter of higher education and of ELICOS students, 18% of VET students and only 8% of school students.

⁷ The Cramer's V statistic was used to determine statistical significance. See Appendix 2 for an explanation of Cramer's V.

5.3. Choice of Provider

Respondents were asked to indicate the importance of various factors in their choice of provider. The results are presented in Table 9.

Table 9 reports average (mean) responses, based on a four-point scale:

- 1 = very important
- 2 = quite important
- 3 = slightly important
- 4 = not important

Hence, low means correspond to increased importance. The factors in Table 9 are arranged from very important to least important.

Table 9: Importance of Factors in Choice of Provider

Factor	Mean	Standard deviation
<i>Most important factors</i>		
Quality of courses	1.55	.75
Reputation for the type of course you want to study	1.94	.97
<i>Important factors</i>		
Qualifications from the provider respected at home	2.07	1.03
Provider's good facilities	2.17	.98
Reputation for looking after international students	2.26	1.03
Cost of the course	2.39	1.09
Attraction of living in city where provider is located	2.46	1.05
Easy to get accommodation on or near campus	2.50	1.09
<i>Less important factors</i>		
Campus is attractive	2.66	1.00
Got scholarship to study at provider	2.89	1.22
<i>Least important factors</i>		
Easier to get admission to this provider than to others	3.06	1.03
Close to home country	3.20	1.07
Have friends or family near provider	3.21	1.06
People from home live near or study at provider	3.30	.96

Table 9 shows that the quality of the course and the reputation of the course are the most important factors in respondents' choice of provider. Almost 90% of students indicated that the quality of courses was either 'very important' or 'quite important' in their choice of provider. Almost 75% of students indicated that the reputation of the course was either 'very important' or 'quite important' in their choice of provider.

As with the decision to study in Australia, factors in the choice of provider vary among students. For example, over 25% of students reported that having friends or family living near, or studying with, the provider was either 'very important' or 'quite important' in their choice of provider, even though this was, on average, one of the least important factors. A fifth of respondents said that having others from their home country living nearby or studying with the provider was either 'very important' or 'quite important' in their choice of provider.

Statistical tests of association⁸ found no significant relationship between sector and the influence of course quality on students' choice of provider. This factor was important to students in all sectors. There was also no significant relationship between sector and ease of access to accommodation or ease of admission to course. However, tests of association found statistically significant relationships between sector and the other factors listed in Table 9, though these relationships were very weak. As with factors in students' decisions to study in Australia, the strongest relationship was between sector and scholarships, which were a 'very important' or 'important' factor for 45% of higher education students, compared to just under a third of students in each of the other three sectors.

The survey also asked students to indicate what influenced their choice of provider. The mean results are reported in Table 10. The means in Table 10 correspond to the following values:

- 1 = very big influence
- 2 = big influence
- 3 = small influence
- 4 = no influence

Hence, low means correspond to increased importance. The factors in Table 10 are arranged from very important to least important.

Table 10: Influences on Choice of Provider

Influences on choice of provider	Mean	Standard deviation
People who have studied with provider	2.81	1.10
Education agent	2.84	1.11
Family at home	2.88	1.15
Other information from the Internet	3.14	1.00
Friends in Australia	3.19	1.04
Friends at home	3.23	.95
Education exhibition or fair	3.24	.97
Information on the AEI website	3.25	.97
Teachers or education provider at home	3.26	1.00
Advertising by Australian providers at home	3.31	.94
Visits in home country by Australian provider's reps	3.35	.96
Family in Australia	3.47	.97
Spouse	3.52	.95

⁸ The Cramer's V statistic was used to determine statistical significance. See Appendix 2 for an explanation of Cramer's V.

As with the influences that affected students' decisions to study in Australia, the most important influences on choice of provider are social influences such as people the student knew who studied with the provider and family. Once again, education agents were cited as the most important non-social influence.

Table 11 shows the importance of non-social influences in the decision to enrol with a particular provider. As was seen with the decision to study in Australia, different influences affect different students. For example, based on the average response, information from the AEI website is not highly ranked as an influence yet over 8 per cent of students reported that the AEI website was a 'very big influence' and almost 13 per cent said it was a 'big influence' in their decision to study at their provider.

Table 11: Importance of Non-Social Influences in Choice of Provider

Influence	Very big Influence %	Big influence %	Combined very big and big %
Education agent	16.8%	21.2%	38.0%
Other information from Internet	9.6%	15.5%	25.0%
Education exhibition or fair	7.9%	14.3%	22.2%
Information from AEI website	8.1%	12.9%	21.0%
Advertising by Aust. provider	6.9%	13.1%	20.0%
Visits by Aust. provider's reps	7.6%	11.5%	19.1%

Statistical tests of association⁹ were done to examine the relationship between influences that students cited as important in their choice of provider and the sector in which they were enrolled. Tests of association found statistically significant relationships (although weak) between sector and all of the influences in the questionnaire.

As with the influence of sector on decision to study in Australia, the strongest (though still very weak) relationships were between sector and family at home and information from the Internet. School students were more likely than others to cite family at home as a 'very big' or 'big' influence than were students in other sectors. Higher education students were the most likely to cite information from the Internet as a 'very big' or 'big influence' (32%), followed by VET students (21%), ELICOS students (20%) and school students (6%).

5.4. Underlying Reasons for Decision to Study in Australia and for Choice of Provider

It was hypothesised that the many reasons for and influences on students' choices could be reduced to a smaller number of underlying factors. Four exploratory factor analyses were carried out to examine these underlying factors¹⁰.

Factor analysis is a statistical procedure seeking underlying factors that explain patterns of correlation within a group of variables. Factor analyses reported in this paper are based on the assumption that there are unobserved attitudes, perceptions and concerns that underlie students' observed reasons for choosing to study in Australia and with particular providers. These attitudes cannot be directly observed, but the observed variables can be used to investigate them. Individual observed variables that contribute to an underlying factor are said to 'load on' the factor. The higher the coefficient or 'loading', the more an observed variable contributes to the factor.

⁹ The Cramer's V statistic was used to determine statistical significance. See Appendix 2 for an explanation of Cramer's V.

¹⁰ Factor analyses used maximum likelihood extraction and oblimin rotation with Kaiser normalisation. For further details see Appendix 2.

It was assumed that respondents' decisions to study in Australia were largely independent of their choice of provider. Therefore the two are examined separately in the following factor analyses. The questions in the survey about 'factors' and 'influences' in decision-making also examine quite different dimensions of students' attitudes, perceptions and motivations. Questionnaire items about 'influences' on respondents' decisions concern sources of information while 'factors' refer to specific perceptions or knowledge about particular aspects of living and studying in Australia or with a particular provider. For this reason, 'influences' and 'factors' in students' decisions were examined separately. Each of the four factor analyses is reported below.

The survey asked four separate questions (Questions 23, 24, 26 and 27) about reasons for and influences on students' decisions to study in Australia and at their choice of provider. Four separate analyses were run, one for each of the survey questions. Each question gave respondents the opportunity to add an additional factor/influence (under 'other'). These 'other' factors/influences were not included in the analyses. The questions were:

- Q.23 How much did each of the following influence your decision to study in Australia? (respondents were asked to rate 18 different influences);
- Q.24 How important were the following factors in your decision to study in Australia? (respondents were asked to rate 23 different factors);
- Q.26 How much did each of the following influence your decision to study at the education institution in which you are now studying? (respondents were asked to rate 13 different influences); and
- Q.27 How important were the following factors in your decision to study at the education institution in which you are now studying? (respondents were asked to rate 14 different factors).

Question 23 asked for responses to 18 influences on students' decisions to study in Australia. One of the 18 variables related to this question was excluded from the factor solution. 'Information from the media' was logically separate from any of the factors in the model. Factor analysis confirmed that this influence was not closely related to any of the factors extracted from the data.

Exploratory analysis successively extracted new factors that were correlated with each other¹¹. A factor was retained in the analysis if it explained at least as much variance in the data as one of the original variables¹². Using this criterion, factor analysis reduced the original variables of Question 23 to four factors, which are shown in Table 12. Together, these four factors explain 58% of the variance in the data.

Table 12: Influences on Students' Decisions to Study in Australia

<i>Factor I</i>	<i>Factor II</i>	<i>Factor III</i>	<i>Factor IV</i>
Information from education industry	Internet	Social influences	Information from Govt sources
Education fair	Info from AEI web	Friends at home	Info from Australian embassy
Visits by Aust. provider's reps at home	Other info from Internet	Acquaintances who studied/are studying in Australia	Info from Austrade

¹¹ Factor analysis usually produces factors that are uncorrelated with each other. Using oblique direct oblimin rotation method produces factors that are correlated with each other.

¹² Variance is the average difference between observed values and the mean value. If all cases have the same value, the variance is zero. Variance measures how widely spread the observed values are. Factor analysis finds correlations between variables in patterns of variance. It extracts factors based on these correlations that explain at least as much variance as one of the original variables. This is known as the Kaiser criterion and is the most commonly used way of deciding how many factors to extract from the data. See Appendix 2 for further details.

Education agent		Friends in Australia	Info from AEC
Advertising by institution		Teachers at home	
Study 2000 campaign		Family in Australia	
		Family at home	
		Spouse	

The first factor relates to information derived from promotion and advertising by the education industry and explains over a third of variance. The variable 'education fairs' contributes most to this factor. In-country visits by representatives of Australian providers and education agents contribute somewhat less to the factor. Advertising by Australian education providers and the Study in Australia 2000 campaign have lower but significant loadings.

The second factor, explaining just under a tenth of variance, relates to information obtained from the Internet. Information from the AEI website has a higher loading and is more closely related to this factor than other information from the Internet.

The third factor, explaining 7% of variance, relates to the social influences on a student's decision to study in Australia. Significant loadings from seven variables form a fairly narrow range. The highest loading is from the variable 'friends at home'. This is closely followed by 'people you know who are studying, or who have studied in Australia', indicating that social influences on decisions to study in Australia are closely associated with acquaintances who have already made that decision.

The fourth factor, explaining just under 7% of variance, relates to the influence of information from government sources on students' decisions to study in Australia. Information from Australian embassies and information from Austrade have similar, high loadings on the factor, while information from Australian Education Centres (AECs) has a lower loading. Interestingly, this suggests that information services delivered by agencies with a more generic brief to promote Australia offshore are more closely related to the influence of official information on students' decision-making than are more specific information services.

There was a moderate negative correlation (-0.441) between the first and second factors, indicating that students whose decision-making is strongly influenced by information from the Internet are less likely to be influenced by information from the education industry delivered by other media. There was a somewhat stronger positive correlation (.550) between information from industry and social influences, suggesting that students who rely on the industry for information, as opposed to government sources or the internet, are also likely to be influenced by social influences.

Obtaining a reasonable factor solution for Question 24 ('How important were the following factors in your decision to study in Australia?') was somewhat more complicated. This survey question asked students about 23 different items which covered a broad range of reasons for deciding on Australia.

The factor solution omits five variables which are not conceptually related to other variables and groups of variables. The first of these was Australia's English-speaking status. This was the most important item in Question 24. The mean score for this item was 1.52 (in other words, students rated this item between 'very important' and 'quite important' in their decision to come to Australia). Some 87% of students cited this as either 'very important' or 'important'. Nevertheless, this factor was poorly correlated with other variables. The attraction of studying in an English-speaking country appears to stand apart from the other reasons that influence students' decision-making.

Similarly, having a scholarship to study in Australia, while ‘very important’ or ‘important’ to a third of students, was separate from the other variables in the question and measures a different dimension in students’ decision-making. The same applied to legal protection guaranteed to overseas students by the Education Services for Overseas Students Act 1991 and to time taken to complete Australian courses. Finally, Australia’s relative proximity to students’ home countries was ‘very important’ or ‘important’ to 28% of students, but was not associated with other variables in Question 24.

Once these variables were excluded (leaving 18 variables), a factor solution that extracted five underlying factors was estimated and explained 63% of variance in the data. The factors, and the variables that load significantly on each of them, are listed in Table 13.

Table 13: Factors in Students’ Decisions to Study in Australia

<i>Factor I</i>	<i>Factor II</i>	<i>Factor III</i>	<i>Factor IV</i>	<i>Factor V</i>
Cost	Personal attraction to Australia	Quality and reputation	Environment	Couldn’t study elsewhere
Cost of living	Want to migrate	Australian qualifications respected	Multicultural	Couldn’t get place at home
Cost of courses	Friends/family in Australia	Course reputation	Things to do	Courses not available at home
	Visited Australia and wanted to come back	Quality of education	Technologically advanced	Couldn’t go to other overseas study destination*
	Many others from home in Australia	Enhance getting job	Safe and friendly	
	Able to work part-time			

* This variable’s loading on the factor did not reach statistical significance but its inclusion in the model was necessary to obtain a workable factor solution.

The first factor is cost. Cost accounts for around 30% of the total variation in students’ decisions to study in Australia. Interestingly ‘cost of living’ was somewhat more closely associated with the factor than ‘cost of courses’ (that is, fees).

The second most important factor is a personal attraction to Australia, made up of five variables that may at first appear only loosely related. Together these explain 11% of variance. The variable with the highest loading on this factor is ‘will help you to migrate to Australia’. Other variables in this factor also relate to a personal attraction to and liking of Australia, and a sense that it would be relatively easy to settle in here. Having friends or family in Australia contributes nearly as much as migration to this factor. A wish to come back to Australia after a previous visit is the variable next most closely associated with the factor, followed by the presence of other people from the student’s home country in Australia. Finally, the opportunity to work part-time while studying is also related to this factor.

The next two factors directly relate to Australia’s reputation overseas as both a provider of education and as a country that is tolerant and pleasant. The quality and reputation of Australian education and qualifications is the third factor (explaining 8% of variance). The highest loading variable is ‘Australian qualifications are well regarded in your home country’, followed by Australia’s reputation for the type of course the student is interested in. Quality of education and enhanced job prospects are the other variables in this factor.

The fourth factor groups together variables related to general amenity and well-being (this factor explains just under 8% of variance). These are, in order of importance: a multicultural society; things to see and do; a modern and technologically advanced society; and a safe and friendly society.

The fifth and final factor relates to students’ lack of opportunity to study elsewhere (this factor explains 6% of variance). Not being able to get into the course of choice at home is the variable most closely associated with this factor, followed by the course of interest not being offered in the home country. The third variable associated with this factor is a student’s inability to go to another overseas study destination. However, this variable’s loading on the factor does not attain statistical significance. Nevertheless, the factor solution overall is better if this variable is left in the model (see Appendix 2 for methodological detail).

The strongest (negative) correlation between factors is between ‘personal attraction to Australia’ and ‘couldn’t study elsewhere’. Students who are particularly attracted to aspects of life and study in Australia appear, not surprisingly, to be a different group from those whose decision is influenced most by availability of courses. Similarly, ‘quality and reputation’ is negatively correlated with ‘cost’, suggesting that those most concerned about the quality of Australian education and with their future job prospects are less likely to be influenced by the cost of study in Australia.

Question 26 required respondents to provide information regarding influences on choice of provider. The factor solution included all the variables from the survey question. Three factors were extracted, which together explained 57% of variance in the data (Table 14).

Table 14: Influences on Students’ Choices of Provider

<i>Factor I</i>	<i>Factor II</i>	<i>Factor III</i>
Information from the education industry	Internet	Social influences
Education fair	Information from Internet	Friends at home
Visits at home by institution	Information on AEI web	Family at home
Education agent		Friends in Australia
Advertising by institution		Know people at institution
		Family in Australia
		Spouse

The first factor extracted related to information from the education industry. This explained over a third of variance. The highest loading on this factor was from education fairs (as for influences on decisions to study in Australia). Visits from representatives of Australian providers was the variable next most closely associated with this factor. Education agents and advertising by institutions were less closely associated with the factor.

The second factor, explaining 13% of variance, related to information from the Internet, both from the AEI website and other Internet sources. Interestingly, respondents rated Internet information from the industry higher than information from the AEI web. This contrasts with the results from Question 23 where information from the AEI web was more influential in attracting students to Australia. This is to be expected since generic information from the AEI website is more important in a student’s choice of Australia, while a student’s choice of provider is more closely associated with other information from the Internet (part of this latter information presumably being specific information from providers’ own websites).

The third factor relates to social influences at home and in Australia. This factor explains 9% of variance. ‘Friends at home’ is most closely associated with this factor. The loadings of the other five variables occupy quite a narrow range, indicating that a number of different social relationships make similar contributions to the factor (the same phenomenon can be observed in the ‘social influences’ factor in students’ decisions to study in Australia).

There was a moderate negative correlation between the factor ‘Internet’ and each of the other two factors. This suggests that students who rely on the Internet for information are less likely to be influenced by other information from the industry, or by social influences.

Overall, the factor solution for influences on students’ choice of provider reveals very similar motivations to those evident in students’ decisions to study in Australia. The factors in the solution for the question on choice of provider are very similar to those extracted from the data on decisions to come to Australia. In both cases, the most important of the underlying factors in students’ decisions is information and advertising from the education industry. Analogous variables load on this first factor in the same order in both factor solutions (education fairs, visits by providers’ representatives, education agents and advertising by providers, in descending order of importance). The second factor in both solutions is information from the Internet. The two relevant variables (information from the AEI website and other information from the Internet) load on the second factor in opposite orders in each factor solution. In both solutions, social influences make up the third factor. Several different social influences have similar loadings on the factor in both solutions, showing that no single social relationship has a dominant influence on students’ decisions. As far as these two factor solutions can be compared, they are extremely similar. Students’ decisions to come to Australia and their choice of provider seem to be driven by similar influences.

Question 27 asked about specific factors in students’ choice of provider. Two variables were excluded from the final factor analysis of data from Question 27. These variables (‘cost of course’ and ‘got a scholarship to study at institution’) were not closely related to any of the extracted factors. Cost was a significant factor in students’ decisions to study in Australia. In the question about choice of provider, however, the two excluded variables relate to different dimensions of students’ decision-making than the three factors extracted by the model (Table 15).

Table 15: Factors in Students’ Choices of Provider

<i>Factor I</i>	<i>Factor II</i>	<i>Factor III</i>
Quality and Reputation	Support Network	Amenity
Reputation of course	Friends/family near provider	Attractive campus
Qualifications respected	Others from home studying with provider	Easy to get housing
Quality of course	Close to home country	Good facilities
Good for international students		Attractive city

The factor solution explains 65% of variance in the data. Over 40% of variance is explained by the first factor ‘quality and reputation’. The provider’s reputation for courses of the type that students are interested in has the highest loading, indicating that the reputation of the specific course of interest is most closely associated with this factor.

The second factor relates to the accessibility of social support networks and perhaps to minimising the ‘foreignness’ of living and studying in Australia. This factor explains 14% of variance in the data. Having friends and family living near the educational institution chosen was most closely associated with this factor, followed closely by studying with students from the same home country. The close proximity of the provider in relation to the student’s home country was slightly less closely associated with this factor.

The third and final factor relates to the general amenity offered by the institution or provider. This factor explained 10% of variance. An attractive campus had the biggest loading on the factor, followed by availability of accommodation and the facilities provided by the institution. Since the factor relates primarily to the amenity of institutions and providers, it makes sense that the attractiveness of the city where the provider is located is less important.

All three factors are positively correlated. The strongest correlation (0.555) between 'quality and reputation' and 'amenity' can be partly attributed to institutions' efforts to market themselves and their locations. Not too surprisingly, the next highest correlation (0.493) is between 'support network' and 'amenity'. Students who are concerned about the variables in the support network are also more concerned about amenities that help to make their study destination a good place to live in.

5.5. Length of Time Between Decisions

Table 16 reports the average amount of time between the reported decision to study in Australia and the decision to enrol with a particular provider and the average amount of time between the decision to enrol with a particular provider and the starting date of studies. This information is provided by sector. The average age of survey respondents in January 2000 is also reported for each sector. However, these date variables should be treated cautiously since respondents appeared to make a number of errors when recording dates.

Table 16: Length of Time Between Decisions

Sector	Average age on January 2000	Average no. of days between decision to study in Australia and decision to enrol with provider	Average no. of days between decision to enrol with provider and starting date for studies
Higher Ed	24.7 years	82 days	138 days
VET	22.9 years	108 days	27 days
Schools	16.2 years	105 days	60 days
ELICOS	24.2 years	81 days	97 days
All students	23.4 years	90 days	96 days

School and VET students took longer between deciding to study in Australia and deciding on their education provider than did higher education and ELICOS students. The average number of days between deciding on a provider and starting studies differed greatly between sectors, ranging from less than a month for VET students to more than four and a half months for higher education students.

5.6. Visa Issues

Students were asked to indicate the extent to which they were satisfied or dissatisfied with various aspects of the visa process. The mean (average) responses are reported in Table 17 by sector, with low means indicating greater satisfaction. The means in Table 17 correspond to the following values:

- 1 = very satisfied
- 2 = satisfied
- 3 = dissatisfied
- 4 = very dissatisfied

Table 17: Visa Issues by Sector

Visa issue	School	ELICOS	VET	Higher Education	All students
Processing of visa	2.06	2.10	2.17	1.86	1.99
Rules and regulations	2.23	2.35	2.24	2.17	2.22
Health checks	2.22	2.32	2.30	2.27	2.28
Time it took to get	2.52	2.43	2.49	2.15	2.31
Comparative ease to get	2.63	2.34	2.33	2.43	2.40
Fee to work	2.43	2.61	2.58	2.60	2.59
Cost	2.57	2.54	2.66	2.65	2.63

Students generally reported that their visa experience was positive. Five of the seven values for 'all students' were below the value of 2.5 on a four-point scale where the value of 1 corresponds to the category of 'very satisfied' and the value of 4 corresponds to the category of 'very dissatisfied.'

Table 17 also shows that there were some differences in responses about visa issues by sector but that these differences were small. Overall, higher education students were most satisfied with visa issues. There was little difference in satisfaction levels between the other three sectors.

Five of the visa issues listed in Table 17 (cost, fee to work, time it took to get, health checks and rules and regulations) were combined into a summary scale on visa satisfaction. Scores on this summary scale for students from different countries were compared.

At the time when the survey was undertaken, Australia's visa policy made a distinction between low-risk and high-risk students based on the country the student was from (gazetted and non-gazetted countries respectively)¹³. Non-gazetted countries were those determined by the Australian Government Department of Immigration and Multicultural and Indigenous Affairs (DIMIA) to be relatively high-risk countries. It was more difficult for students from these countries to obtain visas to study in Australia. A new system came into effect on July 1, 2001. The new system is more flexible and is based on risk ranking for both country and sector.

A t-test¹⁴ revealed that students from non-gazetted countries (who had a mean response of 2.2) were more likely to express satisfaction with visa issues than students from gazetted countries (who had a mean response of 2.4). It is hypothesised that this difference can be explained by differences in expectations.

In percentage terms, the majority of respondents were 'very satisfied' or 'satisfied' with the visa items, other than cost and fee for a work permit¹⁵. About a third of respondents were 'very satisfied' or 'satisfied' with the fee charged for a work permit and over 40% were 'very satisfied' or 'satisfied' with the cost of their visas. About 60% were 'very satisfied' or 'satisfied' with the time taken to get a visa and with health checks in the visa process. 68% of respondents were 'very satisfied' or 'satisfied' with visa rules and regulations.

¹³ Gazetted countries in Asia were: Brunei, Hong Kong, Indonesia, Japan, Malaysia, Korea (South), Singapore, Taiwan, and Thailand. Gazetted countries in Europe were: Austria, Belgium, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovak Republic, Spain, Sweden, Switzerland and the United Kingdom. Gazetted countries in the Middle East were: Bahrain, Egypt, Kuwait and Saudi Arabia. Gazetted countries in North America and Oceania were: Canada, New Caledonia, New Zealand, Papua New Guinea and the United States.

¹⁴ For an explanation of the t-test, see Appendix 2.

¹⁵ 'Don't know' responses are included in these calculations. Due to the large proportion of respondents who answered 'don't know' to some items, excluding these cases would seriously exaggerate respondents' satisfaction with visa items.

There was little difference between sectors in satisfaction with the cost of visas. School students were less satisfied (26% were 'satisfied' or 'very satisfied') with the fee for a work permit, though this is explained not so much by higher levels of dissatisfaction as by the large proportion of students who answered 'don't know' (which presumably reflects lower demand for work permits among school students). Regarding the time taken to get a visa, school students were the least satisfied (48% were 'satisfied' or 'very satisfied') and higher education students the most satisfied (70% were 'satisfied' or 'very satisfied'). ELICOS students were less satisfied than other students with both health checks (52% were 'satisfied' or 'very satisfied') and visa regulations (57% were 'satisfied' or 'very satisfied').

Differences in overall satisfaction with visa issues by major country of origin are shown in Table 18.

Table 18: Visa Satisfaction by Major Country of Origin

Country	Mean	Standard deviation
India	1.94	0.57
United States	2.21	0.48
Singapore	2.25	0.51
Switzerland	2.25	0.55
Malaysia	2.28	0.54
Indonesia	2.41	0.60
Sweden	2.45	0.56
China	2.46	0.65
Thailand	2.48	0.67
Hong Kong	2.51	0.64
Norway	2.52	0.56
Japan	2.58	0.75
Korea	2.60	0.67
Taiwan	2.65	0.68
All countries	2.39	0.64

Students from India were most satisfied and students from Taiwan were least satisfied with their visa experience. There may be a sector effect that influences this result because a high percentage of survey respondents from India, the United States and Singapore were from the higher education sector (all over 60%) whereas the majority of survey respondents from Japan, Korea and Taiwan were not from the higher education sector.

5.7. Help Received from Education Provider

Students were asked to indicate their satisfaction with the help given to them by the education provider with whom they were studying. The 'help' items ranged from help before their arrival such as sending information about living in Australia to help in meeting people and making friends. The help items are coded as follows:

- 1 = very satisfied
- 2 = satisfied
- 3 = dissatisfied
- 4 = very dissatisfied

The average response by sector is reported in Table 19. Once again, low means indicate greater satisfaction.

Table 19: Satisfaction With Help Given by Provider, By Sector

Type of help given by provider	Higher Ed	VET	School	ELICOS	All students
Help before arrival	1.85	2.16	1.73	2.29	1.98
Help when arrived	1.67	2.18	1.90	2.17	1.87
Help after arrival	1.90	2.23	1.68	2.21	2.01
Help in settling in	1.76	2.09	1.73	2.10	1.89
Help in meeting people	1.87	2.19	1.82	2.08	1.98
Average for sector	1.81	2.17	1.77	2.17	

Most international students who started a course in Australia in 2000 were happy with the help given to them by their providers. 80% of respondents said that they were 'satisfied' or 'very satisfied' with help given before they arrived in Australia (for example, information sent about living in Australia). 78% of students said they were 'satisfied' or 'very satisfied' with help given when they arrived in Australia and 80% were 'satisfied' or 'very satisfied' with help given after they arrived. 86% of students were 'satisfied' or 'very satisfied' with their providers' efforts to help them settle in while 83% said they were 'satisfied' or 'very satisfied' with their providers' efforts to help them meet people and make friends. Higher education and school students were more likely to report satisfaction with help from providers than were VET and ELICOS students.

5.8. Fees

Over 85% of all respondents were paying fees to study the course they started in Australia in 2000. Of those who were not paying fees, 45% were studying under an exchange program. Nearly 70% of students not paying fees were in the higher education sector. These students made up 20% of all respondents in higher education. Nine per cent of school students and 7% of VET students were not paying fees. 13% of ELICOS students were not paying fees.

Within the higher education sector, students in some types of courses were more likely to be non-fee-paying students. With the exception of students doing graduate certificates, graduate students were more likely to be paying no fees than undergraduate students. The survey found that most of these graduate students were studying on scholarships and a quarter of doctoral students paid no fees.

The survey asked students about the amount they would be paying in fees for their courses. Students were able to give a yearly or a weekly amount. Many respondents seem to have had trouble understanding this question. Some appear to have given an annual fee but reported that it was a weekly amount and vice versa.

A total of 1,481 respondents gave both a dollar amount and period of time over which this amount was to be paid. A further 130 respondents gave a dollar amount only. There was no way of gauging, with any degree of confidence, which of these 130 responses represented yearly amounts and which were weekly amounts. Consequently, only responses for those students who gave valid answers for both the amount of money and the period of time are reported in Table 20.

Table 20: Fees by Sector

	Higher Ed		VET		Schools		ELICOS	
	per wk	p.a.	per wk	p.a.	per wk	p.a.	per wk	p.a.
Min	\$30	\$0	\$25	\$2	\$150	\$2,980	\$50	\$150
Max	\$12,650	\$152,000	\$4,000	\$78,000	\$4,925	\$30,000	\$4,840	\$20,000
Median	\$253	\$12,000	\$250	\$8,750	\$520	\$11,000	\$290	\$6,500
Mean	\$1,246	\$12,061	\$325	\$10,922	\$943	\$12,141	\$322	\$8,195
Std dev	\$3,110	\$7,536	\$526	\$7,264	\$1,510	\$4,881	\$364	\$6,120
Valid N	18	734	103	310	9	100	198	9

Some respondents gave very high values which were either erroneous or unrepresentative of a normal population. Part of the problem appeared to be some respondents' confusion about the period of time that their fees referred to. As with the 130 valid responses for fees that had missing data for the corresponding period of time, there is no way of determining with any confidence from the dollar amount whether that amount is 'really' a weekly or a yearly fee.

For this reason, all observations that were four standard deviations or more away from the mean were excluded. This procedure was followed for each column in Table 20 (that is, for each of 'per week' and 'per year' in all four sectors). Fourteen responses were so excluded. One value of \$0 was also excluded. Therefore, there were 1,466 cases with usable data.

The amended dataset gives a tidier and more accurate (though not perfect) picture of the fees that international students starting Australian courses in 2000 expected to pay. The deletion of these fourteen outliers with very high values substantially reduced the variance in the data. The corrected results are reported in Table 21.

Table 21: Fees by Sector (Corrected)

	Higher Ed		VET		Schools		ELICOS	
	per wk	p.a.	per wk	p.a.	per wk	p.a.	per wk	p.a.
Min	\$30	\$156	\$25	\$2	\$150	\$2,980	\$50	\$150
Max	\$400	\$33,200	\$750	\$30,000	\$700	\$30,000	\$2,170	\$20,000
Median	\$245	\$12,000	\$240	\$8,750	\$460	\$11,000	\$290	\$6,500
Mean	\$263	\$11,638	\$252	\$10,366	\$445	\$12,141	\$299	\$8,195
Std dev	\$94	\$3,826	\$84	\$5,171	\$243	\$4,881	\$170	\$6,210
Valid N	16	729	101	306	8	100	197	9

The average annual fee for a higher education course was \$11,638 (standard deviation \$3,826). VET was slightly less expensive at \$10,366 (standard deviation \$5,171). About a quarter of valid responses from VET students gave a weekly amount. The average was \$252 (standard deviation \$84), again, slightly cheaper than the corresponding figure for higher education courses. Somewhat surprisingly, school courses were, on average, more expensive than higher education. The mean annual fee was \$12,141 (standard deviation \$4,881). As many ELICOS courses are of relatively short duration, most students in this sector gave a weekly amount. The average was just under \$300 (standard deviation \$170).

5.9. Other Expenditure

Commencing students were asked how much money they planned to spend – excluding fees – each week while in Australia. Estimates ranged from zero (four respondents) up to \$18,000 (one respondent) and the standard deviation was \$501.54. It appeared that respondents had understood this question correctly and it was assumed that observations greater than three standard deviations away from the mean were not representative of a normal population. Ten students' responses were consequently excluded. These ten students each gave a figure of \$1,900 or more for weekly expenditure. Such large amounts are not necessarily invalid, but were judged not to be representative of international students as a whole. Deletion of these ten observations substantially reduced the variance. After these outliers were excluded, the median amount was \$200. The mean was \$243.81 (standard deviation \$181.49). Nearly a fifth of all respondents planned to spend \$100 or less per week; just over 5% planned to spend \$500 or more; and only half a per cent planned to spend \$1,000 or more. Table 22 reports estimates of weekly spending by sector.

Table 22: Estimates of Weekly Spending (Excluding Fees), By Sector

Sector	Median	Mean	Std dev.
Higher Education	\$200	\$240	\$169
VET	\$200	\$239	\$193
Schools	\$200	\$178	\$144
ELICOS	\$250	\$300	\$204
All students	\$200	\$244	\$181

There was little difference between sectors in median weekly spending. ELICOS students' median estimate was \$250 compared to \$200 for all other students. There was more variation in mean weekly spending. ELICOS students' estimates were highest, followed by higher education students, VET students and school students. It should be noted that there was great variation in estimates of weekly spending, with the result that mean figures are strongly influenced by extremely high (and extremely low) estimates.

5.10. Sources of Income

Commencing students were also asked about sources of income they would use to finance their stay in Australia. Respondents were offered a list of possible sources and asked to estimate the percentage contribution of each source to their total income. Table 23 reports the average percentage for each source by sector and overall.

Respondents were asked how many hours of paid work they planned to do each week while studying in Australia. 45% of students planned to do at least one hour of paid work per week. 17% planned to do zero hours of paid work per week. It should be noted that 40% of cases had missing data¹⁶. VET students were the most likely to plan to work part-time, followed by higher education and ELICOS students. School students were the least likely to plan to do paid work.

Table 23: Sources of Income (Average Percentage Contribution of Various Sources)

Average contribution to income	Higher Education	VET	School	ELICOS	All students
Own savings	18	21	1	39	21
Parents at home	44	60	94	48	53
Family at home	4	3	2	2	3
Family in Australia	2	2	0	1	2
Scholarship from Aust.	10	3	0	1	6
Scholarship from home	11	2	1	3	6
Money earned in Aust.	3	5	0	3	3
Other sources	9	4	0	2	6
Total valid N in each column	933	497	162	281	1873

Note: Respondents were included in this analysis only if sources of income summed to 100%

Table 23 shows that the biggest share of income comes from parents at home. Overall this makes up, on average, over half of a student's income. For ELICOS and higher education students, income from parents makes up a bit less than half of income on average. Not surprisingly, school students were most reliant on their parents at home for income. On average, 94% of a school student's income came from this source. Parents at home contribute 60% of the average VET student's income.

On average, an overseas student derives over a fifth of total income from her or his own savings. This figure differs greatly by sector. Savings represent only 1% of school students' income but nearly 40% of ELICOS students' income. The higher education and VET sectors were between these two extremes and were both close to the overall average.

Scholarships are most common in the higher education sector, contributing a fifth of average student income. This contribution is fairly evenly parcelled between Australian and overseas scholarships. Money earned in Australia makes only a small contribution (3%) on average to students' income. VET students rely most on money earned in Australia, but the average contribution (5%) is not much higher than the figure for all overseas students.

Nearly half of students (47%) derived 80% or more of their income from their parents. 14% of students drew at least 80% of their income from their own savings. 5% of students got 80% or more of their income from an Australian scholarship and 4% derived the same proportion of their income from scholarships from their home countries¹⁷.

¹⁶ Missing data have not been excluded here. The percentages of students who planned to work at least an hour a week are proportions of all respondents, not proportions of students who gave a valid answer to the question. In other words, respondents have been divided into three groups: those who planned to do at least an hour's work per week; those who planned to do zero hours of work per week; and those who did not answer the question.

¹⁷ 6% of students derived some income from an Australian scholarship compared to 11% who had income from scholarships from their home countries. It appears from the figures above that overseas scholarships are more likely to be partial scholarships.

It should be noted that these figures are averages for entire sectors. Therefore, low averages for some sources of income could conceal the importance of particular sources of income for some groups of students. It should also be remembered that these figures cover projected sources of income. Therefore they should be treated with caution.

5.11. Future Education Pathways

Respondents were asked about their plans to study in Australia in future years (2001 to 2008). Nearly two thirds of commencing students planned to study in Australia beyond their study in 2000. Over a third of respondents planned to spend at least three years studying in Australia. A fifth planned to spend four years here and over a tenth planned to spend at least five years here.

Of course, large numbers of commencing students would be expected to continue studying especially in the first few years after the survey simply because they were starting courses of several years duration. Some students, however, also planned to do other courses after completing the course they were about to start at the time of the survey. In particular, students who came to Australia to do school or VET studies were quite likely to plan to go on to university here. A third of starting school students planned to go to university in Australia (nine per cent of commencing school students planned to do graduate study in Australia as well). 36% of commencing VET students planned to enrol in undergraduate study in Australia. One in five VET students planned to undertake graduate study in Australia. 11% of ELICOS students planned to go on to undergraduate study in Australia and 19% intended to do graduate study.

Twelve per cent of starting undergraduate students planned to continue to graduate study in Australia. Masters by coursework was the type of course that figured most commonly in undergraduate students' future study plans. Eight per cent of undergraduate students planned to continue to coursework masters degrees. Only small proportions intended to undertake other types of graduate courses. Two per cent of undergraduate students planned to do masters by research degrees or graduate certificates and only one per cent planned to do graduate diplomas or doctorates.

Masters by coursework was also the most popular type of graduate course for VET and ELICOS students who planned to go on to graduate study. Ten percent of VET students and 15% of ELICOS students planned to undertake a Masters degree by coursework. Only small proportions (one or two per cent) of ELICOS students planned to do other types of graduate courses. Seven per cent of VET students planned to do graduate diplomas, four per cent planned to do graduate certificates and three per cent planned to do masters by research degrees.

6. COMPARISON WITH RESULTS OF EARLIER SURVEYS

The organisation that preceded AEI, the AIEF (Australian International Education Foundation), commissioned a survey of international students in 1997 (AIEF, 1998). The 1997 survey involved 1,705 randomly selected students who were interviewed face-to-face by professional interviewers. There was also an earlier DEST survey of international students conducted in 1992 with 1,715 international students from randomly selected providers who were also interviewed face-to-face by professional interviewers (Harris and Rhall, 1993).

Significant differences between the survey instruments in the scope of opinion-based questions and the wording of questions limits the extent to which comparisons can be made between responses given in 1992, 1997 and 2000. Demographic items in all three surveys, such as gender and home country, are not especially interesting since the population parameters for international students studying in Australia are known (these figures are presented in AEI's annual series Overseas Student Statistics).

Some attitudinal questions were common to all three surveys. These were questions about sources of information used in making decisions about overseas study and influences on such decisions.

Questions about reasons for choosing Australia and for choosing an education provider were asked in very different ways in 2000 compared with the earlier surveys. In 1997 and 1992, respondents were asked about the sources of information that they used, the reasons why they decided to come to Australia and the reasons why they chose a particular education provider. These questions were in some ways analogous to the questions about influences on and factors in students' decision-making in the 2000 survey. However, in the earlier surveys, respondents were asked to cite the reasons for their decisions and then prompted (interviews were conducted face-to-face in 1997 and 1992) for any other reasons. In effect, this means that respondents in earlier years cited several major reasons for their decisions. In 2000, by contrast, respondents were asked to rate the importance of a list of factors and influences. If the proportions of respondents who answered 1 or 2 on a four-point scale in 2000 ('very important'/'very big influence' or 'important'/'big influence') are compared with the proportion of respondents in earlier years who cited a comparable answer category, the figures are considerably higher for 2000 than for earlier years. The size of these differences, and the fact that they are all in the same direction, suggest that they are explained by a design effect, that is, the differences are explained by the way the questions were asked rather than by changes in the importance of different factors to students.

Questions about sources of information used are more comparable. In 1997, respondents were asked whether they had used any of several sources of information listed on a card given to them by the interviewer. This is more similar to the list of sources of information presented to respondents in the 2000 survey.

Table 24: Proportion of Respondents Who Used Selected Sources of Information, 1992-2000

	1992	1997	2000 (choice of Australia)	2000 (choice of provider)
Education agent	29%	41%	30%	38%
AEC	22%	30%	20%	-
Media	19%	17%	20%	-
Advertising by institution	13%	14%	19%	20%
Embassy	19%	13%	13%	-
Education fair	14%	12%	22%	22%
Internet	-	6%	24% ^a	29% ^a

^a Combines 'Information from AEI website' and 'Other information from the Internet'

Table 24 compares findings on sources of information used by respondents in the three surveys. There is little change in use of the media. Advertising by institutions in source countries has become more influential as have education fairs. Use of the Internet has also grown, though this is a result of the general increase in Internet use, rather than of any factor specific to international education (no question about the Internet was included in the 1992 survey and relatively few respondents used the Internet in 1997). The importance of Australian embassies as sources of information declined somewhat from 1992 to 2000. No clear trend is apparent for AECs. Education agents' influence increased between 1992 and 1997. Figures in 2000 are lower than 1997, although the proportion of 2000 respondents who used education agents in choosing an education provider is not much lower than the proportion of 1997 who cited agents as a source of information.

Overall, it appears that direct promotion by the education industry (advertising, education fairs) has become slightly more important and generic promotion sponsored by government (embassies, AECs) has become slightly less important. The surveys are not, however, based on random samples, so it is difficult to draw definite conclusions, as these shifts may be due to sampling error.

Unfortunately, it is not possible to compare results for the influence or source of information that was most important in all three surveys, namely, friends and relatives. The 2000 survey included six items on family and friends in the question about students' decision to come to Australia and another six in the question about choice of institution. The individual items asked respondents to rate the level of influence on their decisions of family at home, friends at home, acquaintances who had studied in Australia and so on. The 1997 and 1992 surveys, on the other hand, included only one answer category ('friends/relatives') in the question about sources of information. If a new variable is computed to include all respondents who answered 'very big influence' or 'big influence' to any of the friends/relatives items in the 2000 survey and this is compared with the single friends/relatives items in the earlier surveys, numbers are much higher in 2000 than in earlier years. Thus, a question design effect makes the 2000 figures much higher than those from earlier years and prevents meaningful comparison.

7. CONCLUSION

The survey found that the most important reason why students chose Australia as a study destination was that it is an English-speaking country. The other important factors in this decision were the quality and reputation of Australian education. Social influences (family, friends and acquaintances who were studying or had studied in Australia) were the most important influences on students' choice of Australia, followed by education agents. Both cost of courses and cost of living were cited as 'very important' or 'quite important' factors by more than half of the sample.

Similarly, the quality and reputation of education providers was the most important factor in students' choice of provider. People the respondent knew who were studying or had studied with the provider were the most important influence on students' choices. Education agents also had a strong influence on students' choice of provider.

The survey found fairly high levels of satisfaction with the visa process. Students from 'non-gazetted' countries were more satisfied than those from 'gazetted' countries.

The survey found high levels of satisfaction (about 80% of respondents were 'very satisfied' or 'satisfied') with education providers' efforts to help them make the transition to study in Australia. This was true of help and information offered by providers before students came to Australia, on arrival and after arrival.

On average, about three-quarters of a student's (projected) income while in Australia came from family at home and the student's own savings. Only three per cent came from earnings in Australia. The median projected weekly spending for all students was \$200. There was, however, great variation around this figure.

While surveys of international students carried out in 1992 and 1997 asked similar questions about students' decision-making, these questions were asked in very different ways in earlier years, making meaningful comparison impossible. As for sources of information used by students, it appears that direct promotion by the education industry has become somewhat more important and generic promotion by Australian embassies and AECs slightly less. However, it is very difficult to draw definite conclusions about this since the 2000 survey was not based on a random sample.

8. APPENDIX 1: THE SURVEY QUESTIONNAIRE



Australian
Education
INTERNATIONAL

An Australian Government Initiative

CRICOS Provider Code

: : : : :

Office use only

: : :

2000

Survey of International Students

Starting Study in Australia

Australian Education International (AEI) is an Australian government organisation. It works to attract students from around the world to study in Australia.

AEI is researching the experiences and views of international students who are finishing a course of study in Australia.

The information we gather from you and other students will give us a better understanding of international students in Australia - and help to improve the services provided for international students.



Department of Education,
Training and Youth Affairs

2000 Survey

- *If you cannot give an exact answer to any question, please provide your best estimate.*
- *For questions with boxes, please tick appropriate box.*
- *There is space at the end of the survey to write any comments you may have about coming to Australia to study.*

Dear Student,

Thank you for helping us with this important research.

I hope your studies in Australia are enjoyable and rewarding.

Rebecca Cross
Chief Executive Officer
Australian Education International

January 2000

About this survey

The information from this survey will be used by Australian Education International, other Australian government organisations and education institutions in Australia. The information will also be published in a report.

Please complete this survey form, place it in the envelope provided and return it to the person managing the survey at your education institution by no later than **Friday, 31 March 2000**.

Privacy

You do not need to give your name or any other information which can identify you on the survey form (and we will not provide any data which will allow individuals to be identified).

Dear Fellow Student,

The National Liaison Committee for International Students in Australia (NLC) is pleased to support this survey.

The NLC believes that the information gathered will help improve the services provided for international students in Australia. We encourage you to give your views, and to complete and return the survey form as soon as possible.

Your feedback will make a difference.

Jean Sin
National Convenor
National Liaison Committee for International
Students in Australia Incorporated

January 2000

If you were studying in Australia in 1999, you **DO NOT** need to complete and return this survey.
Thank you for your help.

1 At which Australian education institution are you studying?

2 In what month and year did you (or will you) START studying in Australia?

For example, February 2000 would be 0:2 2:0:0:0

:	:	:	:
month	year		

3 What is your home country?

Your home country is your country of permanent residence.

Bangladesh 1	<input type="checkbox"/>	Nepal 18	<input type="checkbox"/>
Brazil 2	<input type="checkbox"/>	New Zealand 19	<input type="checkbox"/>
Brunei 3	<input type="checkbox"/>	Norway 20	<input type="checkbox"/>
Canada 4	<input type="checkbox"/>	Pakistan 21	<input type="checkbox"/>
China 5	<input type="checkbox"/>	Papua New Guinea 22	<input type="checkbox"/>
Czech Republic 6	<input type="checkbox"/>	Philippines 23	<input type="checkbox"/>
Fiji 7	<input type="checkbox"/>	Singapore 24	<input type="checkbox"/>
France 8	<input type="checkbox"/>	Slovak Republic 25	<input type="checkbox"/>
Germany 9	<input type="checkbox"/>	South Africa 26	<input type="checkbox"/>
Hong Kong 10	<input type="checkbox"/>	Sri Lanka 27	<input type="checkbox"/>
India 11	<input type="checkbox"/>	Sweden 28	<input type="checkbox"/>
Indonesia 12	<input type="checkbox"/>	Switzerland 29	<input type="checkbox"/>
Italy 13	<input type="checkbox"/>	Taiwan 30	<input type="checkbox"/>
Japan 14	<input type="checkbox"/>	Thailand 31	<input type="checkbox"/>
Kenya 15	<input type="checkbox"/>	United Kingdom 32	<input type="checkbox"/>
Korea (South) 16	<input type="checkbox"/>	USA 33	<input type="checkbox"/>
Malaysia 17	<input type="checkbox"/>	Vietnam 34	<input type="checkbox"/>
Other (please specify) 35		<input type="checkbox"/>	

4 Are you male or female?

Male 1 Female 2

5 What is your month and year of birth?

For example, March 1980 would be 0:3 1:9:8:0

:	:	:	:
month	year		

6 Which country was your first choice for overseas study?

Australia 1	<input type="checkbox"/>	United Kingdom 4	<input type="checkbox"/>
Canada 2	<input type="checkbox"/>	United States 5	<input type="checkbox"/>
New Zealand 3	<input type="checkbox"/>	Other (please specify) 6	<input type="checkbox"/>

7 Do you have a spouse (wife, husband, etc.) living with you in Australia?

No 1

Yes 2

8 Do you have children?

No 1 Go to Question 10

Yes 2 Go to Question 9

9 How many of your children are living with you in Australia?

Number of children

10 Where will you mostly be staying this year?

Student residence (hall, college or apartment) on or near campus, or boarding at school 1	<input type="checkbox"/>
Hostel or guest house 2	<input type="checkbox"/>
House or apartment shared with other students 3	<input type="checkbox"/>
House or apartment by yourself or with your wife/husband/children/other relatives 4	<input type="checkbox"/>
With members of your family or friends who live in Australia 5	<input type="checkbox"/>
Homestay/with an Australian family not related to you 6	<input type="checkbox"/>
Other 7	<input type="checkbox"/>

11 About how many weeks do you expect to be staying in Australia this year?

Number of weeks

12 Are you paying fees to study your present course?

No 1

Yes 2 Go to Question 14

13 Are you studying under an exchange program?

No 1

Yes 2

14 How much are the tuition fees for your present course?

In Australian dollars

\$ per week 1

OR

per year 2 Go to Question 16

15 How long (in weeks) is your present course?

Number of weeks

16 If you are a university student, are you studying under a *study abroad* program?

"Study abroad" is a scheme under which students from a home university in another country study in Australia for one or two semesters – and receive credit from their home university for that study.

No 1

Yes 2

Tick one or more boxes in the row next to every year you plan to be studying in **Australia**.
 Don't tick any boxes in rows next to years you don't plan to study in **Australia**.

17 Please indicate the type(s) of course(s) you:

	Year	School or secondary college studies	Foundation studies	English language (ELICOS) course	Certificate (I, II, III or IV)	Diploma	Advanced diploma	An undergraduate (bachelor degree)	Honours year of an undergraduate course	Graduate certificate	Graduate diploma	Masters degree – by coursework	Masters degree – by research	Doctorate/PHD	Postdoctoral studies	Other
Will study in Australia in 2000	2000	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
	2001	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
Plan to study in Australia in FUTURE YEARS	2002	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
	2003	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
	2004	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
	2005	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
	2006	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
	2007	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
	2008	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>

18 What is the main area or field of your present study?

Don't answer this question if you are enrolled in a school, secondary college, English language intensive course, or foundation studies.

- Architecture, Building 1
- Arts, Humanities, Social Science 2
- Business, Administration, Economics 3
- Education 4
- Engineering, Surveying 5
- Health, Community services 6
- Land, Marine resources, Animal husbandry 7
- Law, Legal studies 8
- Science 9
- Computing, Information technology 10
- Veterinary science, Animal care 11
- Other (please specify) 12

19 About how much money are you planning to spend each week in total in Australia on things other than tuition fees – including accommodation, food, entertainment and transport?

If you are living with dependants such as a wife, husband or children, include the total planned spending for you and them.

In Australian dollars

\$ per week

20 About what percentage of the total costs of your study and stay in Australia will come from each of the sources listed?

For example:

80% from your father/mother;
 20% from earnings from work in Australia;
 0% from all other sources;
 = 100% of total costs

Your own savings	<input type="text"/>	%
Money from your father/mother at home	<input type="text"/>	%
Money from other members of your family (for example, brother, sister, uncle) or family friends at home	<input type="text"/>	%
Money from members of your family or friends living in Australia	<input type="text"/>	%
Scholarship from Australia	<input type="text"/>	%
Scholarship from your home country	<input type="text"/>	%
Money you earn working in Australia	<input type="text"/>	%
Other	<input type="text"/>	%
Total	<input type="text" value="100"/>	%

21 How many hours of paid work (on average) do you plan to do each week during your stay in Australia?

hours per week

We now want to ask some questions about your decision to study in Australia. Then we will ask some questions about your decision to study at the institution where you are enrolled.

22 When did you finally decide to study in Australia?

: : :
 month year

23 How much did each of the following influence your decision to study in Australia?

	Very big influence	Big influence	Small influence	No influence	Don't know/ not sure/ not applicable
Family at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Friends at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Spouse (wife, husband, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
People you know who are studying or who have studied in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Teachers or education institution at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Family in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Friends in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Education agent	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Education exhibition or fair	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Visit(s) in home country by representatives of Australian institution(s)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<i>Study in Australia 2000</i> campaign	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Advertising by Australian institutions in your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Information from Australian embassy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Information from Australian Education Centre	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Information from Austrade office	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Information on the Australian Education International website	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other information on the internet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Information about Australia in the media	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

please specify

24 How important were the following factors in your decision to study in Australia?

	Very important	Quite important	Slightly important	Not important	Don't know/ not sure/ not applicable
Quality of education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Australian qualifications are well regarded in your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reputation for the type of course you wanted to study	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Will improve your chances of getting a good job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
English speaking	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Cost of courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Cost of living	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Safe and friendly	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Made up of many cultures	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Modern and technologically advanced	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Many things to see and do	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Relatively close to your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Course you wanted to study is not available at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Couldn't get a place in the course you wanted to study at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Got a scholarship to study in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Have friends or family in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Many people from your home country live or study in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to work part-time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Visited Australia before and wanted to come back	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Will help you to migrate to Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Time it takes to complete courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Law protects international students if they don't get the course they've paid for	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
You weren't able to study in the other country (for example, the USA or the UK) where you wanted to go	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other – please specify	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

25 When did you finally decide to study at the education institution in which you are now studying?

: : :
 month year

26 How much did each of the following influence your decision to study at the education institution in which you are now studying?

	Very big influence	Big influence	Small influence	No influence	Don't know/ not sure/ not applicable
Family at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Friends at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Spouse (wife, husband, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
People you know who are studying or who have studied at the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Teachers or education institution at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Family in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Friends in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Education agent	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Education exhibition or fair	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Visit(s) in home country by representatives of the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Advertising by the institution in your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Information on the Australian Education International website	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other information on the internet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

please specify

27 How important were the following factors in your decision to study at the education institution in which you are now studying?

	Very important	Quite important	Slightly important	Not important	Don't know/ not sure/ not applicable
Quality of courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Qualifications from the institution are well regarded in your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reputation for the type of course you wanted to study	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Reputation for looking after international students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Attraction of living in the city where the institution is located	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Cost of the course	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Institution's good facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Easy to get suitable accommodation on or near the campus	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Campus is attractive	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Got a scholarship to study at the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Easier to get admission into this institution than other institutions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Relatively close to your home country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Have friends or family living near the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Many people from your home country live near or study at the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

please specify

28 What type of visa do you have?

Student visa 1

Visitor visa 2

Business visa 3

Other visa 4

29 From which city did you get your current visa?

Adelaide 1 <input type="checkbox"/>	Los Angeles 27 <input type="checkbox"/>
Auckland 2 <input type="checkbox"/>	Manchester 28 <input type="checkbox"/>
Bandar Seri Begawan 3 <input type="checkbox"/>	Manila 29 <input type="checkbox"/>
Bangkok 4 <input type="checkbox"/>	Melbourne 30 <input type="checkbox"/>
Beijing 5 <input type="checkbox"/>	Mumbai 31 <input type="checkbox"/>
Belgrade 6 <input type="checkbox"/>	Nairobi 32 <input type="checkbox"/>
Berlin 7 <input type="checkbox"/>	New Delhi 33 <input type="checkbox"/>
Bonn 8 <input type="checkbox"/>	Ottawa 34 <input type="checkbox"/>
Brasilia 9 <input type="checkbox"/>	Paris 35 <input type="checkbox"/>
Brisbane 10 <input type="checkbox"/>	Perth 36 <input type="checkbox"/>
Cairns 11 <input type="checkbox"/>	Port Moresby 37 <input type="checkbox"/>
Canberra 12 <input type="checkbox"/>	Preston 38 <input type="checkbox"/>
Colombo 13 <input type="checkbox"/>	Pretoria 39 <input type="checkbox"/>
Dandenong 14 <input type="checkbox"/>	Rome 40 <input type="checkbox"/>
Darwin 15 <input type="checkbox"/>	Seoul 41 <input type="checkbox"/>
Denpasar 16 <input type="checkbox"/>	Shanghai 42 <input type="checkbox"/>
Dhaka 17 <input type="checkbox"/>	Singapore 43 <input type="checkbox"/>
Guangzhou 18 <input type="checkbox"/>	Southport 44 <input type="checkbox"/>
Hanoi 19 <input type="checkbox"/>	Suva 45 <input type="checkbox"/>
Hobart 20 <input type="checkbox"/>	Sydney (Bankstown) 46 <input type="checkbox"/>
Ho Chi Minh City 21 <input type="checkbox"/>	Sydney (Parramatta) 47 <input type="checkbox"/>
Hong Kong 22 <input type="checkbox"/>	Sydney (Rockdale) 48 <input type="checkbox"/>
Islamabad 23 <input type="checkbox"/>	Sydney (The Rocks) 49 <input type="checkbox"/>
Jakarta 24 <input type="checkbox"/>	Taipei 50 <input type="checkbox"/>
Kuala Lumpur 25 <input type="checkbox"/>	Tokyo 51 <input type="checkbox"/>
London 26 <input type="checkbox"/>	Washington 52 <input type="checkbox"/>
	Other (please specify) 53 <input type="checkbox"/>

30 How satisfied were you with the processing of your visa application by the Australian immigration office in that city?

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know/ not sure/ not applicable
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

31 How satisfied were you with the following things about your visa?

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know/ not sure/ not applicable
Cost	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Fee for permission to work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Time it took to get a visa	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Health checks	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Rules and regulations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

32 Do you think it is easier or harder to get a visa for study in Australia than it is for other major study destinations such as the US and the UK?

Much easier	Easier	Harder	Much harder	Don't know/ not sure/ not applicable
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

33 How satisfied were you with the help given to you by the education institution in which you are now studying?

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know/ not sure/ not applicable
Help before your arrival – such as sending information about living in Australia	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Help when you arrived – such as meeting you at the airport	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Help after you arrived – such as helping you choose subjects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Help to assist you in settling in – such as an orientation program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Help in meeting people and making friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

34 If you would like, please write in the box below any other comments about coming to Australia to study.

Thank you for your help!

What to do now

Please place your completed survey in the envelope provided and return it to the person managing the survey at your education institution – by no later than **Friday, 31 March 2000**.

9. APPENDIX 2: STATISTICAL ANALYSIS

9.1. Tests of Association

Cramer's V is a measure of association between nominal level variables, ranging in value from 0 (no association) to 1 (a very strong association). In this report, Cramer's V was used to test for association between sector and responses to questions about actors in and influences on students' decisions about overseas study destinations.

The independent samples T-test is used to compare mean values on a variable or variables recorded by two different groups of cases. In this report, the T-test is used to compare mean scores on satisfaction items for students from gazetted countries with mean scores for students from non-gazetted countries.

9.2. Factor Analysis

The survey asked four separate questions about reasons for and influences on students' decisions to study in Australia and their choice of provider. The questions were:

- Q.23 How much did each of the following influence your decision to study in Australia? (respondents were asked to rate 18 different influences);
- Q.24 How important were the following factors in your decision to study in Australia? (respondents were asked to rate 23 different factors);
- Q.26 How much did each of the following influence your decision to study at the education institution in which you are now studying? (respondents were asked to rate 13 different influences); and
- Q.27 How important were the following factors in your decision to study at the education institution in which you are now studying? (respondents were asked to rate 14 different factors).

Questionnaire items about 'influences' on respondents' decisions concern sources of information while 'factors' refer to specific perceptions or knowledge about particular aspects of living and studying in Australia or with a particular provider.

It was hypothesised that for each of these four questions, the survey variables could be reduced to a smaller number of underlying factors. To examine this hypothesis, exploratory factor analysis was carried out. Four separate analyses were run, one for each of the survey questions. The method of extraction of factors was maximum likelihood. The method of rotation used was direct oblimin with Kaiser normalisation, as the underlying factors in each factor solution were correlated with each other. Missing data were excluded pairwise. The tables below report detailed results for each of the four factor analyses. The tables are the pattern matrices from the (obliquely) rotated factor solutions. To improve readability, factor loadings smaller than .400 are not reported in the tables. The pattern matrix tables also report the alpha reliability coefficient for scales derived from each of the extracted factors¹⁸.

¹⁸ Reliability was measured using Cronbach's alpha – a measure of the extent to which the individual items on a scale are related to each other. An alpha coefficient of .70 or higher indicates that items on a scale are closely inter-correlated and thus that the scale is reliable. See also Carmines and Zeller (1979, pp. 43-48) for a brief description of the Alpha coefficient.

For each of the factor solutions, results are also reported for:

- The Kaiser-Meyer-Olkin test of sampling adequacy which tests whether correlations between items can be explained by other items. The score is about .800 for all four analyses indicating that correlations can be explained by factor analysis.
- Bartlett’s test of sphericity which tests whether correlation matrices of observed variables are appropriate for factor analysis. For all four factor analyses this test returns high values that are statistically significant (significance is equal to .000 for all four matrices) which indicates that the correlation matrices are appropriate for factor analysis.
- Goodness of fit (χ^2) which tests how well the factor solutions fit the data.
- Correlations between the factors extracted in each solution. Factor analysis using oblique rotation of factors allows the factors to be correlated with each other. In all four solutions, correlations between factors exceed +/- .300 in almost all cases.

Average scores (on a four point scale, where lower scores correspond to greater importance) are also reported for each of the survey items that load significantly on factors in each solution.

Table A2.1: Influences on Students’ Decisions to Study in Australia

	I	II	III	IV	
	Info from education industry	Internet	Social influences	Info from govt sources	Average score of item
Education fair	.872				3.21
Visits by Australian provider’s reps at home	.676				3.34
Education agent	.650				3.03
Advertising by institution	.477				3.27
Study 2000 campaign	.423				3.59
Info from AEI web		-.863			3.39
Other info from Internet		-.740			3.15
Friends at home			.589		3.04
Acquaintances who studied/are studying in Australia			.581		2.68
Friends in Australia			.507		3.16
Teachers at home			.467		3.24
Family in Australia			.466		3.40
Family at home			.439		2.56
Spouse			.421		3.43
Info from Australian embassy				-.601	3.49

Info from Austrade				- .534	3.71
Info from AEC				- .418	3.29
Reliability (α)	.80	.79	.59	.80	
Eigenvalue	5.905	1.593	1.215	1.109	
Variance explained	34.7%	9.4%	7.1%	6.5%	

Total variance explained 57.8%
 Kaiser-Meyer-Olkin measure of sampling adequacy .886
 Bartlett's test of sphericity $\chi^2 = 3895.94$ (sig.=.000)
 Goodness of fit $\chi^2 = 254.73$ (sig.=.000)

Correlations between factors

	I	II	III	IV
I	1.000			
II	-.441	1.000		
III	.550	-.315	1.000	
IV	-.375	.247	-.311	1.000

Table A2.2: Factors in Students' Decisions to Study in Australia

	I	II	III	IV	V	
	Cost	Personal attraction to Australia	Quality and reputation	Environment	Couldn't study elsewhere	Average score of item
Cost of living	.924					2.29
Cost of courses	.843					2.33
Want to migrate		.670				3.21
Friends/family in Australia		.666				2.87
Visited Aust. and wanted to come back		.593				3.11
Many others from home in Australia		.560				3.19
Able to work P/T		.538				3.07
Aust. qualifications respected			-.755			2.17
Course reputation			-.712			1.97

Quality of education			-0.685			1.60
Enhance job prospects			-0.485			1.72
Multicultural				.718		2.47
Things to do				.651		2.20
Technologically advanced				.547		2.31
Safe and friendly				.448		1.98
Couldn't get place at home					-.783	3.20
Course not available at home					-.657	2.89
Couldn't go to other overseas study destination					*	3.31
Reliability (α)	.89	.76	.77	.75	.67	
Eigenvalue	5.308	1.954	1.513	1.352	1.119	
Variance explained	29.5%	10.9%	8.4%	7.5%	6.2%	

* Loading is -.348. While this is below the .400 cut-off for significance adopted in the analysis, 'couldn't go to other o/s study destination' appears to be related to the other variables in factor V. If 'couldn't go to other o/s study destination' is removed from the model, five factors cannot be extracted from the data.

Total variance explained	62.5%	
Kaiser-Meyer-Olkin measure of sampling adequacy	.851	
Bartlett's test of sphericity	$\chi^2 = 5423.80$	(sig.=.000)
Goodness of fit	$\chi^2 = 200.71$	(sig.=.000)

Correlations between factors

	I	II	III	IV	V
I	1.000				
II	.281	1.000			
III	-.402	-.311	1.000		
IV	.300	.332	-.359	1.000	
V	-.303	-.504	.349	-.206	1.000

Table A2.3: Influences on Students’ Choices of Provider

	I	II	III	
	Info from education industry	Internet	Social influences	Average score of item
Education fair	.807			3.24
Visits at home by institution	.682			3.35
Education agent	.592			2.84
Advertising by institution	.546			3.31
Info from Internet		-.912		3.14
Info on AEI web		-.714		3.25
Friends at home			.701	3.23
Family at home			.615	2.88
Friends in Australia			.585	3.19
Know people at institution			.541	2.81
Family in Australia			.522	3.47
Spouse			.450	3.52
Reliability (α)	.75	.81	.68	
Eigenvalue	4.110	1.609	1.137	
Variance explained	34.2%	13.4%	9.5%	

Total variance explained: 57.1%
 Kaiser-Meyer-Olkin measure of sampling adequacy .802
 Bartlett’s test of sphericity $\chi^2 = 2699.60$ (sig.=.000)
 Goodness of fit $\chi^2 = 243.70$ (sig.=.000)

Correlations between factors

	I	II	III
I	1.000		
II	-.446	1.000	
III	.514	-.310	1.000

Table A2.4: Factors in Students' Choices of Provider

	I	II	III	
	Quality and reputation	Support network	Amenity	Average score of item
Reputation of course	.833			1.94
Qualifications respected	.757			2.07
Quality of course	.636			1.55
Good for intl. students	.416			2.26
Friends/family near institution		.800		3.21
Others from home at institution		.711		3.30
Close to home country		.629		3.20
Attractive campus			.814	2.66
Easy to get housing			.699	2.50
Good facilities			.547	2.17
Attractive city			.468	2.46
Reliability (α)	.81	.76	.75	
Eigenvalue	4.457	1.540	1.118	
Variance explained	40.5%	14.0%	10.2%	

Total variance explained 64.7%
 Kaiser-Meyer-Olkin measure of sampling adequacy .865
 Bartlett's test of sphericity $\chi^2 = 4406.22$ (sig.=.000)
 Goodness of fit $\chi^2 = 104.70$ (sig.=.000)

Correlations between factors

	I	II	III
I	1.000		
II	.333	1.000	
III	.555	.493	1.000

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