

RE-EXAMINING PUSH-PULL FACTORS IN INTERNATIONAL STUDENT FLOWS BETWEEN VIETNAM AND TAIWAN

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ABSTRACT

International student flows have been well-recognized in the higher education literature. Though traditional movement of student mobility is from developing to Western countries, new pattern of intra-regional movement is also noted. This study, therefore, aim to re-examine push-pull factors in affecting international student's decision-making within Asian countries. Based on interviews with 17 Vietnamese postgraduates studying in Taiwan, this study has found the following main findings. First, there is a significant role of other host countries beyond Vietnam in pushing Vietnamese students to Taiwan that has not been seen clearly in the existing push-pull factor studies. Second, the push factors of home country may not be necessarily negative or those pull factors of host country may not be positive once they have enough strength in affecting students in choosing a study destination. Third, all the push and pull factors become valid once certain type of closer (e.g. economic) relationship between home and host countries is already in place. Finally, the study presents the challenge of Taiwan, being long recognized as the home country of international students, to play as host. These findings above support knowledge of the implication in student mobility within non-Western countries.

Keywords: international student flows, Vietnam, Taiwan

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1. Introduction

International student flows have long been considered as an important factor in the internationalization of higher education. In higher education literature, there have been significant changes in strategies in internationalizing of higher education over past 10 years, from more cooperative to more competitive approaches (Hans de Wit, 2008). Given this, the global competition for international students between main players, such as the U.S, the U.K, Australia, is increasingly tense. While traditional pattern of international students flow is

from less developed and newly-industrialized countries to Western industrialized countries, the new pattern of intra-regional movement within European or Asian countries is gradually noted (de Wit, 2008; Li & Bray, 2007; Lasanowski, 2009). Along with four rationales for internationalization, such as political, economic, social/cultural, and academic rationales, these patterns make international student flows more dynamic and complex as well as become important topic in higher education (de Wit, 2008).

Based on the findings of McMahon (1992), Mazzarol and Soutar (2002) explai-

ned the global pattern of international student flows by a combination of push and pull factors. They identify push factors that motivate the decision to study overseas, including a perception of better overseas course, a student's ability to gain entry to local programs (including both difficult entry to universities and lack of available pro-grams in their home country), a desire to gain a better understanding of the West and an intention to migrate after graduation. They also point out pull factors from the host country, such as knowledge and awareness of the host country, recommendation from friends and relatives, cost issues, environment, social links and geographic proximity. Building on Mazzarol and Soutar's push-pull model, many further researches (e.g. Altbach, 2004; Chen, 2007; Yang, 2007) are undertaken to investigate international student mobility from developing countries to developed countries. Interestingly, beyond the roles of home and host country in previous studies, Chen (2007) argues that the role of third countries or other host countries in playing pushing factors, such as tightened student visas and high language proficiency requirement, is relatively ignored in the literature. If the competition for international students is described as a zero-sum game, the emerging non-Western players might benefit from the tightening up the international student application by the host countries. Moreover, the dynamics between the push and pull factors should be interpreted within the changes in the political, economic, and social contexts of both home and host countries. This study aims to take the Vietnamese postgraduates in Taiwan as an example to re-examine international student mobility push-pull factors in relation to their home and host countries.

Through understanding the flows of Vietnamese graduate students in Taiwanese universities, the paper argues that the changes in the home country do not necessarily represent negative factors in pushing the students to study abroad. However, the factors are attracting the students in the home country to better position themselves via gaining advanced degrees, the opportunity created by the economic development of the home country. The closer economic collaborative links between home and host countries are identified in this study.

The paper begins with the overview of the context that includes the political, economical and educational changes in Vietnam and the closer economic collaborative links between Taiwan and Vietnam. Based on the push-pull models, the study is designed to collect the data regarding push-pull factors motivating Vietnamese students to Taiwan, the challenges to be international students in a non-English-speaking country, and their post-graduation plans. The paper concludes with the discussion of further application of the push-pull model and of the challenges of the previous home country in playing as host.

2. Context

2.1 The Political, Economic and Educational Changes in Vietnam

Vietnam's economic reforms have changed over 20 years with the target of industrialization and modernization since the Vietnamese government launched the policy of Doi Moi (renovation) in 1986 (Kelly, 2000; Nguyen & Sloper, 1995). Before the Doi Moi policy, Vietnam's economic model was controlled and concentrated by

the State and so-called centrally-planned economy (Le, 2002). Enter to Doi Moi period, Vietnam's economic mechanism is pursuing a so-called open-door policy, aiming at free-market enterprises and integrating into international economy but following the socialist orientation with controls of the State (Le, 2002; Kelly, 2000; Nguyen & Sloper, 1995). There have been such achievements on Vietnamese economy under Doi Moi reform. For instance, Vietnam had obtained the average rate of growth annually 10.3% in industry construction sector, 7.3% in service sector, and 3.9% in agriculture, forest and fishery during the period of 1996 to 2006 (Nguyen, 2007).

Due to the high speed of economic development, the industry and service sectors require a large amount of skilled workforce and updated training (Nguyen, 2007). However, the local higher education has difficulties to meet the need in terms of the capacity, funding and quality of education. Even though higher education reform agenda (2006-2020) was scheduled, however, problems remain. According to the analysis of Hayden and Lam (2007), they include: 1) Due to the lack of available places, only 10% of the relevant age group participate in higher education; young people from rural areas and poor backgrounds are mostly excluded; 2) Legislative provisions for the rapidly expanding "nonpublic" (private) sector are weak; 3) University management are highly constrained by an excess of regulatory controls; there is a lack of depth in leadership experience and skills within institutions; 4) The staff-student ratio (about 1: 30) is high; teaching methods continue to

be very traditional; the process of curriculum renewal is slow moving and bureaucratic; academic salaries are not sufficiently attractive to elicit a strong professional commitment; and most academics are not involved in research; and 5) Graduates are poorly prepared in terms of their range of skills and capacities beyond those required for narrowly academic pursuits (Heyden & Lam, 2007, p. 77).

In response to economic and service sectors demand, higher education has target at not only training traditionally high-level manpower but also responding different competencies and increase quality. Training and providing qualified manpower who can apply advanced science and technology to society have been considered as priority tasks for higher education (Quy & Sloper, 1995). Sending excellent Vietnamese students and teachers to advanced countries for higher education and post-graduate training is one of strategies launched by the Ministry of Education and Training (MOET) to train and enrich high-qualified manpower (UNESCO, 1998). However, the MOET has approved a limited number of scholarships for civil servants to study abroad, that was approximately 400 individuals per year by 2005. These scholarship are funded by the state budget (IIE, 2005). Given this, most of Vietnamese students studying overseas are self-paying students or they grant scholarships from overseas organizations. Whether they are self-financing or being granted scholarships, Vietnam has really been considered as an important origin for sending international students, with approximately 60,000 students who are

studying overseas in 30 countries in 2008 (VietNamBridge, 2008). The three main destinations for Vietnamese students include China (attracting about 10,000 Vietnamese students); Australia (9,000); and the US (8,500) (VietNamBridge, 2008). It is also noted that there has been over 1,800 Vietnamese students choose Taiwan for their study abroad (Taiwan MOE, 2010).

2.2. Closer Links between Taiwan and Vietnam

Taiwanese entrepreneurs have invested in Vietnam since the early 1990s. There have been around 2,000 Taiwanese businesses operating in Vietnam, mostly small and medium-sized enterprises (Wang et al., 2002; Vietnam Business Forum, 2009). The main reasons for investing in Vietnam are: (1) Vietnam is a key developing country with a fast economic growing speed; (2) it has a stable and secure investment environment due to stable government and good security; (3) it has good and cheap labor forces; and (4) similarities in cultures between Taiwan and Vietnam (Vietnam Business Forum, 2009). The strategic position of Vietnam in the Southeast Asia region is highly considered for Taiwan entrepreneurs for building the business links. In 2009, Taiwan was ranked at the top of 84 countries investing in Vietnam, with 1,940 projects valued at \$US 19.65 billion. The majority of these projects focused on industrial and construction sectors and most of them were located in 55 provinces of Vietnam (VOV, 2009). Taiwanese enterprises have increasingly invested in Vietnam and now Taiwan is the sixth biggest foreign investment in Vietnam, but the third biggest one in Asian

region investing in Vietnam, after South Korea and Singapore (Vietnam Business Forum, 2009; VOV, 2009). Beyond economic and trade sectors, Taiwan has also cooperated with Vietnam in education sector (Vietnam Business Forum, 2009).

Following the success of export-driven economy, Taiwan government is planning to export its higher education services. Taiwan has 164 higher education institutions providing education to over 1.3 million students in 2009-2010 (Taiwan Government, 2010). Responding to the globalization, internationalization of higher education becomes a key agenda on higher education policies and part of national development plans. The extent of internationalization of higher education has been included as one of the key indicators in the first extensive university evaluation. The government and higher education institutions have made efforts in attracting international students, including the promotion of using English as medium of instruction and holding education fairs (Lo, 2009). Taiwan has been devoted to raising its educational quality and has created significant appeal to foreign students. With such policies established, there has been significant increase in the number of international student enrollments in Taiwan universities. In 2005, the first year after Taiwan government introduced the Taiwan Scholarship Program in 2004 to provide financial incentives for Taiwan universities to recruit international students (Lo, 2009), the number of international students was 11,806. However, it has risen double 5 years later, with 23,425 international enrollments. Vietnamese students

in Taiwan have still considered as a significant figure due to the fastest increase in the number (VietNamNetBridge, 2008; Lo, 2009). In 2010, Vietnam is the top 3 countries of origin for sending international students to Taiwan (Lo, 2009; Taiwan MOE, 2008, 2010).

3. Method

3.1. Sample

Vietnamese students who have studied master and doctoral degree in Taiwan universities were invited to participate in this study. The study selected postgraduate students because they represented high proportion of the number of Vietnamese students in Taiwan. There were 17 participants, 12 males and 5 females, aging ranged from 24 to 36, and 9 seeking Master degree while 8 for Doctorate degree. Their length of residency in Taiwan ranged from 3 months to 40 months. For lowering the influence of the linguistic factor, Chinese-Vietnamese students are not included in the study.

3.2. Procedure

Interviews with 17 participants were undertaken through snow-ball sampling. After being interviewed, first participants introduced their co-national students to join the study. The interviews schedule and study purposes were sent to all the participants in advance. Participation in the research was voluntary. Each interview lasted from 20 minutes to 1 hour and was recorded with agreements of participants. The recording files then were transcribed and translated into English. All interviews were undertaken in Vietnamese, the first

language for all participants and one researcher.

3.3. Interview schedule

There are 3 parts in the interview. First, the participants' background details as well as their motivations for study abroad, influencing factors on their decision-making process, and why they chose Taiwan rather than other countries, are collected. Second, the views of the participants regarding studying challenges as international students in Taiwan are sought. Finally, the participants' post-graduation planning are explored.

3.4. Data analysis

Each transcript of the interviews was coded line-by-line to analyze phenomena or concepts. Although this coding consumed time, it was often generative (Strauss & Corbin, 1998). During the coding stage, once responses of participants were presented frequently in their spontaneous narratives, all transcripts were looked carefully and the phenomena of similar contents were begun sorting into concepts. All relevant concepts were identified, tested and listed together to form main themes of the study.

4. Results

According to the interview data, the main themes as follows regarding the decision-making process of Vietnamese students are selected in this study. The push factors can be divided into 2 parts, one from Vietnam and the other from other host countries. The pull factors from Taiwan and the challenges of studying in Taiwan are analyzed. Finally, the post-graduation plans are sought to understand how the push

factors become attractive to pull them back in order to take the advantage of the increasing demand for high skilled workforce in Vietnamese national building.

4.1. Push factors affecting Vietnamese students studying abroad

The participants in this study proposed the four main reasons for their motivations in study overseas as well as the three difficulties for studying in English-speaking countries. These factors account for the push factor category, as displayed in Figure 1.

4.1.1. Push factors from Vietnam

The majority of interviewees (twelve out of seventeen) viewed open-mindedness as the strongest factor pushing them studying abroad. They wanted to know about what differences exist between Vietnam and other countries in culture and language to strengthen their mind as well as approach advanced technology and education overseas. The second factor offered by eleven participants was the career demand in getting higher degrees servicing for their previous jobs. Notably, most doctoral

participants were young lecturers in universities or researchers in public organizations in Vietnam, and this markedly motivated them to pursue international degrees. The quality of education overseas was the third factor recognized by nine participants in influencing Vietnamese students' decision-making. Lack of infrastructure, facilities, funding, and expert professors in Vietnam was identified by participants to demonstrate the current limitations in pursuing advanced degrees at home. For example, some participants maintained that it would be very difficult for them to send academic papers to international journals if they pursued their degrees at home. One of doctorate participants, Truong, analyzed his motivation and the push factors from Vietnam. He said,

I study abroad because I want to learn in advanced higher education environment. If I studied in Vietnam, I would get a master degree rather than a doctoral degree. The quality of education overseas is probably good. I think, many students in Vietnam, like me, also want to study overseas if they intend to get doctoral degrees.

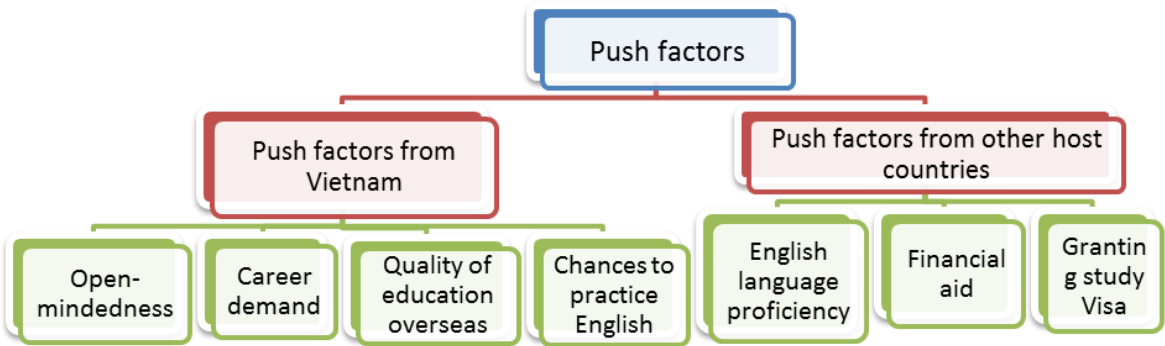


Figure 1. Push factors

The interesting factor found in this study was looking for greater chances to practice English as international students in non-English speaking countries. Four of

seventeen participants considered this factor also motivated them to study abroad. One of doctorate participant, Chau, identified that the chance to practice English in studying

abroad would be better than staying home. He expressed his experience as follows,

(In Taiwan) I have to use English to communicate with other people, both in daily life and academic environment. In addition, all the textbooks and journals are in English, not Vietnamese. Although, the chance to use English in Taiwan is less than in English-speaking countries, I still recognize that my English is better than the time I live in Vietnam.

4.1.2. Push factors from other host countries

The requirements of higher English-language proficiency from English-speaking or Western countries were recognized by the majority of participants (twelve out of seventeen) as the important push factor for them to choose Taiwan. For some, the urgencies in obtaining an advanced degree overseas were there instead of securing high scores in English proficiency test.

Other push factors from other host countries included the difficulties in applying financial aid and gaining study visas. Nine of seventeen participants said that the difficulty in applying financial aid due to high competition and lack of relevant information. Regarding to the difficulty in gaining student visas, five stated the problems of being granted a visa in English-speaking or Western countries. One of doctorate participants, Hoa, shared her considerations in choosing Taiwan instead of English-speaking or western countries:

To study in Western countries, at that time I thought that I have to gain higher English proficiency.... It probably takes me a long time to do this. However, it's difficult to be granted a visa to study in these countries. Even if I could be qualified in terms of TOEFL requirements, whether I could be accepted to obtain a visa or not? Meanwhile, I got a scholarship to study in Taiwan. I thought this is really a good chance for

me – a young lecturer wants to study abroad- rather than waiting to get enough TOEFL score. That's why I choose to come to Taiwan.

4.2. Pull factors from Taiwan

According to Mazzarol and Soutar (2002), pull factors (or reasons for choosing the host country) operate within a host country to make that country relatively attractive to international students. In this study, the participants confirmed the four main factors attracting them to Taiwan, as illustrated in Figure 2.

Full-scholarships given by the host country were recognized by all participants as the most powerful pull factor. All participants, no matter whether or not their scholarship was offered by Taiwanese government, universities or companies, agreed that having financial aid was very much influential in selecting a destination for studying abroad. Most of participants in the field of engineering were sponsored by Taiwanese companies. Due to the cheaper tuition fees and living costs in Taiwan, the scholarships the Vietnamese students obtained were recognized enough to afford their study and their stay in Taiwan without their family contribution. One of doctorate participants who obtained 3-year full scholarship from Taiwanese government, Cong, expressed no fear even if he had difficulties to finish his PhD within 3 years. He said,

I get a full scholarship from Taiwan government. Compared to cost of living and tuition fees in Taiwan, this scholarship is quite enough for me to live and study several years. I mean, the government only supports me 3-year scholarship to finish my PhD degree here. It's probably that I can't finish my program within 3 years. But with this scholarship, I think it could cover my study in 1 or 2 years later.

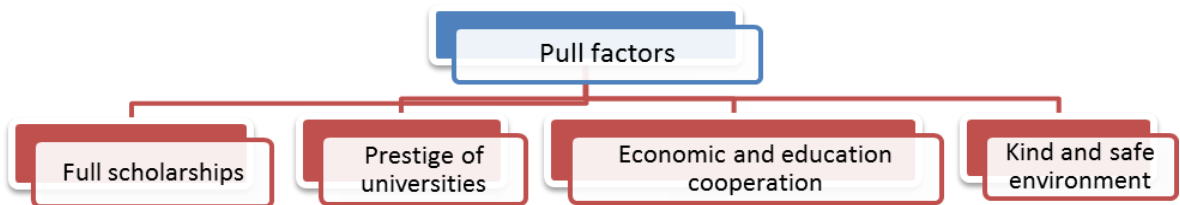


Figure 2. Full factors

The prestige of institutions and the majority of professors and academics in Taiwan who were trained in the US or UK were recognized as the second pull factor to attract participants to Taiwan. The most top channels for knowing the reputation of the university were via internet and word-of-mouth. One of doctorate participants, Hoa, compared the information before and after studying in Taiwan. She said,

Before I came here, I didn't know how good Taiwan higher education is. When I study at this university, I know that the quality of education is very good here. I think it's very good if study at good institutions in Taiwan. I mean, study at top universities in Taiwan is quite better than in lower-prestige schools in Western countries.

The third pull factor was the closer economic and education cooperation between Taiwanese and Vietnamese organizations in recent years. While Taiwanese investors have been the majority among other foreign investors in Vietnam, nine out of seventeen participants expected that it would be a good chance for their careers after graduating from Taiwan universities. One of the master

degree participants, Huong, analyzed her career consideration in choosing Taiwan as study destination. She said,

Many Taiwanese companies have cooperation with Vietnam. I could find a job in Taiwanese companies in Vietnam after graduation. The chances for working in Taiwanese companies are relatively more than for Korean or Singapore companies. Moreover, I can learn Chinese and I could use this language to work in Chinese companies because there are also many Chinese companies in Vietnam.

Kind and safe environment for studying and learning Chinese was ranked at the fourth factor attracting Vietnamese students to Taiwan.

4.3. Study challenges as international students in Taiwan

After identifying the push, pull factors affecting the Vietnamese participants in choosing Taiwan universities, the study then explored their learning challenges as international students in a non-English speaking country. There were three main factors recognized by the participants and displayed in Figure 3.



Figure 3. Study challenges

Since Taiwan was a Chinese learning environment, nine out of seventeen participants said that *incomplete inter-national programs* were their big challenge as studying in Taiwan. They said that programs for international students were not international enough since not all courses were taught in English. Even though there were many international connections between Taiwan academic and those in the advanced countries, the lack of international learning environment was also recognized by eight participants. One of doctorate participants, Ngan, identified that one situation to be dealt with by Vietnamese students was to be taught in Chinese in so-called international programs. She said,

The number of courses taught in English has yet been completely available. At some departments, although overseas students just can use English to study, they have been taught by Chinese. I mean, the programs for international students are incomplete. If someone could accept this situation, they could come here to study. Otherwise, they better stay at home or choose another country.

On and outside campuses, language barriers were one of the challenges for adjustment. Seven out of seventeen participants said that they felt frustrated at the

initial time since they had difficulties in communicating with local students and people. On campuses, due to the notice and information issued in Chinese, it was difficult for Vietnamese students to go through all the registration and course selection procedures by themselves without local students' or friends' assistance. Outside campuses, the difficulties in communication with people were more obvious.

4.4. Post-graduation planning: pull factors from Vietnam

The study also focused on the Vietnamese participants' planning after their graduation. While the participants chose Taiwan for study destination with scholarships and experienced in the host, they still proposed to return home after finishing their courses. Figure 4 represents the three factors letting them for return, demonstrating other pull factors from the home.

Family connection was recognized as the first and job orientation as the second factor affecting these participants to return Vietnam. Twelve of seventeen participants expressed that they would continue their teaching at Vietnamese universities or work for Taiwanese companies located in Vietnam.

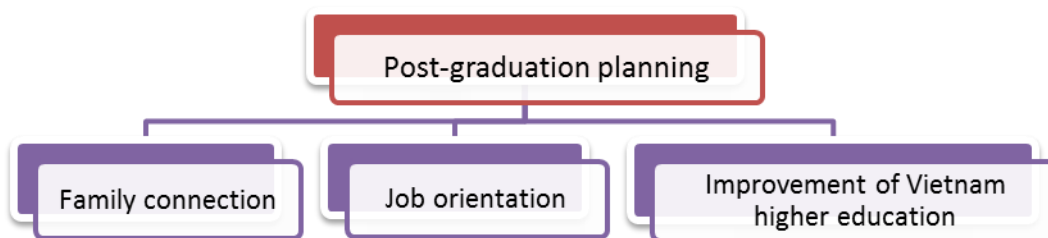


Figure 3. Pull factors from Vietnam

The recent improvement of higher education in Vietnam was recognized as another pull factor attracting the students

going back to Vietnam after graduation. Ten participants said that they hoped that there would be something changing in policies,

education management, teaching methods so that higher education in Vietnam can reach the standard quality of education in the world. However, they also mentioned that it would be time-consuming development, not so fast. Ngan commented:

I hope it will be better in the future. However, it's really a very long run to get the standard quality of education like other countries. This is because we need to change a whole education system, change our thinking, and habits. But it's clearly that Vietnam higher education has improved in recent years.... For example, one of the targets of Vietnam higher education is to have a university ranked top 200 universities in the world within the next 20 – 30 years.

5. Discussion

As students in a developing country, the Vietnamese students have strong motivation to study abroad. The main push factors from home country were open-mindedness, career demand, quality of education overseas, and chances to practice English. While Western countries or English-speaking countries are considered as desirable destinations for Vietnamese students, high language proficiency requirements and the difficulties in obtaining a visa and financial aid really push them to Taiwan. Thus, it should be noted that both Vietnam and Western countries have played the pushing role in explaining why Vietnamese students choose Taiwan as study destination. This is an interesting finding that is clearly observed in international student flows within non-Western countries, particularly when the host country, like Taiwan, is not the most desirable destination for study abroad.

With the new policies in attracting more international students, Taiwanese higher education somewhat opened a “second chance”

for Vietnamese students to carry out their open-mindedness. The main pull factors were full scholarships, the prestige of universities and the overseas-trained academics, economic and education cooperation, and kind and safe environment. Compared to stronger pull factors, the drawbacks of host country, particularly higher education in Taiwan has yet been internationalized and not all courses are taught in English, could be considered as weaker factors since the participants in this study try to accept them as their study challenges to be adjusted. Therefore, negative pull factors here can be considered as “ignored factors” that have not been explained clearly in literature review so far.

Like “push-pull” model of Mazzarol and Soutar (2002), Altbach (2004), and Yang (2007), Vietnamese students are “pushed” by their negative factors of home country as well as “pulled” by positive factors of host country. Moreover, the main findings demonstrate that push factors are not only from home country but also from other host countries, pull factors from host country may not definitively attractive, and push factors of home country become “pull” factors in the post-graduation planning.

The study on the international student flows within Asian countries may challenge the literature about the 3 stages in decision process for study abroad by Mazzarol and Soutar (2002). They portray that students must decide to study internationally, rather than locally (stage 1), select a host country in which “pull” factors become important, making one host country relatively more attractive than another (stage 2), and then select an institution (stage 3). According to

the findings, one more stage should be added before stage 2, that is, the push from other desirable host countries. In this study, the high language proficiency requirement and difficulty in obtaining a visa are push factors derived from other host countries. By contrast, for those internationally world-know with high prestige universities, the international students' decision process for study destinations may completely skip stage 2, from stage 1 jump directly to stage 3 if the international students are highly sought by host institutions.

In sum, based on interviews with 17 Vietnamese postgraduate students in Taiwan, the following main findings not only add one more study to exist push-pull literature, but also respond to the need for understanding the pattern of international student flows between developing country and non-western countries. First, the role of third countries (other host countries) beyond home country (Vietnam) could be clearly identified in this study to push students to host country (Taiwan) that is not mainly considered as desirable destinations for study abroad. Second, the push factors of home country may not be necessarily negative or those pull factors of host country may not be positive once they have enough strength in affecting students in choosing a study destination. Third, all the push and pull factors become valid once certain type of closer (e.g. economic) relationship between home and host countries is already in place. Finally, the study presents the challenge of Taiwan, being long recognized as the home country of international students, to play as host.

6. Conclusion

This study not only advocates the study on push-pull factors in explaining international student flows, but also recognizes the need for more studies in describing the dynamic relationships and changes between home and host countries, particularly when the host countries are not traditionally desirable study destinations and when flows occur between developing and non-Western countries. This paper is just a preliminary study, but has provided some valuable insights into modifying the push-pull studies in explaining international student flows between developing and non-Western countries. This study, however, is limited in some respects; for instance, the sample size was small. To generalize to the whole figure of Vietnamese postgraduates, it is needed to do more research about a quantitative step. For instance, based on these push-pull factors, it should be done in using questionnaires to survey wide-range Vietnamese students via email, or weblogs. Further studies are also needed, for example, what factors influence international students' choices of institutions and disciplines, and how satisfied they experience as international students in Taiwanese universities. These issues should be further investigated to provide empirical-based understanding for Taiwanese government and universities in the process of internationalizing its higher education and to learn how to play as a host country for international students.

XEM XÉT LẠI CÁC YẾU TỐ ĐẨY – KÉO Ở DÒNG CHẢY SINH VIÊN QUỐC TẾ GIỮA VIỆT NAM VÀ ĐÀI LOAN

Trần Thị Hà Thái

Trường Đại học Tiền Giang

TÓM TẮT

Dòng chảy sinh viên quốc tế đã được xác nhận ở các tài liệu nghiên cứu trong lĩnh vực giáo dục đại học. Mặc dù các dòng di chuyển sinh viên truyền thống là từ các nước đang phát triển tới các nước phương Tây, tuy nhiên sự di chuyển của các các dòng sinh viên quốc tế mới giữa các nước trong khu vực cũng được chú ý. Bài nghiên cứu của chúng tôi nhằm mục đích xem xét lại các yếu tố đẩy – kéo ảnh hưởng đến sự ra quyết định của sinh viên quốc tế trong khu vực châu Á. Dựa trên phỏng vấn 17 sinh viên sau đại học Việt Nam tại Đài Loan, bài báo có các kết quả gồm: thứ nhất, có một vai trò đáng kể của các nước chủ nhà, ngoài Việt Nam, trong việc đẩy sinh viên Việt Nam đến Đài Loan mà vẫn chưa được làm sáng tỏ trong các nghiên cứu về các yếu tố đẩy – kéo trước đây; thứ hai, các yếu tố đẩy từ nước quê nhà không nhất thiết phải là các yếu tố tiêu cực cũng như các yếu tố kéo từ nước chủ nhà chưa chắc đã là các yếu tố tích cực một khi chúng có đủ mạnh ảnh hưởng đến sinh viên trong việc lựa chọn một điểm đến học tập; thứ ba, tất cả các yếu tố đẩy và kéo chỉ có tác dụng một khi có mối quan hệ thân thiết giữa nước quê nhà và nước chủ. Cuối cùng, bài báo cũng đề cập đến thách thức của Đài Loan, từ lâu được biết đến như nước quê nhà của sinh viên quốc tế, hoạt động như nước chủ. Những kết quả ở trên hỗ trợ thêm kiến thức về các hàm ý trong dòng di chuyển sinh viên giữa các nước không thuộc phương Tây.

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