



National
College *of*
Ireland

**International Education Industry-the case study from Turkey to
Ireland**

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ABSTRACT

International education began to be studied academically in the United States and England at the beginning of the 20th century. Studies related to the criteria that international students consider in the process of deciding to study abroad are of critical importance for the international education sector. In the research, the international education industry was examined academically. The push-pull factors for international students to study abroad coincide with the findings in the case study. Although there are various studies on the country preferences of international students in the literature, there is no study on international student mobility between Turkey and Ireland. The study aimed to analyze the experiences of Turkish students educated in Ireland by filling this gap in the literature. Comparing the expectations of international Turkish students about education abroad with the opportunities offered by Ireland, the suitability of Ireland for Turkish students who want to study abroad was analyzed. Findings were obtained by asking questions appropriate to the hypothesis of the research. In the research, the experiences of Turkish students who studied or completed their education in Ireland were analyzed. Qualitative analysis methods were used in the research. The research findings were reached through interviews with the participants. The findings were analyzed with the content analysis method.

DECLARATION

Submission of Thesis and Dissertation

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1 INTRODUCTION

The international education industry is increasing its importance in the globalizing world. The interaction of the stakeholders in the international education sector with each other has started to increase gradually with the developing technology and the reduction of distances between individuals and institutions. Countries that want to increase their market share within the international education sector are competing to attract international students. Developed countries do not evaluate education only in a national framework. The information flow mobility around the world has also been reflected in the education sector. International education systems, student mobility, teacher and educator mobility are increasing. However, the number of countries to obtain financial income from the share of the education industry is increasing so much that it cannot be ignored (Mazzarol & Soutar, 2002). Information is no longer seen as just a produced value. In the globalizing world, information is described as a commodity that needs to be marketed (Lee, 2002). For the international education industry, international students are considered consumers. When the international student mobility is examined, which countries the students prefer depends on many variables. Countries that want to get their share from this industry (Cheung, et al., 2011), which has become a multi-million dollar business sector, must pay attention to the criteria considered by international students.

Studies on international student mobility and the factors that motivate them are available in the literature. The aim of the study is to research why Turkish students, whom they see as lacking in literature, choose Ireland for their education abroad and why it will become a more popular destination in the future. Ireland is characterized as an attractive country for international students, especially since its mother tongue is English. International students have a desire to improve their English in English-speaking countries (Wilkins, Balakrishnan & Huisman, 2012). One of the main motivations for Turkish students to want to study abroad is the aim of improving their English (Bozoglu et al.2016). In this context, the connection between Turkish students and Ireland will become increasingly important. Ireland stands out as an important country in terms of the opportunities it offers to international students. In the report prepared by higher education institutions in Ireland on international students, the reasons for international students to choose Ireland were examined in detail (Clarke et al., 2018).

By releasing two extensive international education strategy plans spanning the years 2010-2015 and 2016-2020, the Irish government has shown how much significance it places on the industry. International students contribute significantly to the revenue streams for Irish educational institutions. Ireland, the sole English-speaking nation in the post-Brexit European Union, seeks to develop this industry with significant global ties. Former Education and Skills Minister Richard Bruton said as much in the 2016-2020 International Education Strategy report. Turkey can be qualified as an important country for Ireland according to Ireland's stated strategies.

Turkey is a significant market for the Irish education industry. Turkey is a nation that attracts attention globally due to its youthful population ratio (British Council, Oxford Economics, 2014). Turkish students' desire to study abroad, the country's youthful population, and the quantity of higher education students all point to Turkey as a significant market for the Irish education sector. This research will look at Irish educational institutions' strategy in the global education sector and determine how well-equipped they are to compete in the Turkish market.

The study aims to comprehensively investigate the international education industry, the components of the Irish education sector and the Turkish market. The experiences of Turkish students who received postgraduate education in Ireland, which is the target group that Ireland is a suitable country for international Turkish students, were analyzed qualitatively. Interview questions prepared in accordance with the hypothesis of the study focused on in-depth analysis of the factors in the decision of students to study abroad and the factors in the process of choosing Ireland.

2 LITERATURE REVIEW

2.1 The International Education Industry

Information that once helped production in the industrialization process began to determine both the primary production power and the rate of capital accumulation as the world became more interconnected. Finally, when we look at the age we have come, an industrial process is being developed to produce knowledge (Arslanolu, 2002). In the face of such intense technological bombardment, knowledge production has become a huge industry, as the value of existing knowledge is rapidly declining and new ones must be created as a necessity. This industry is leading the world of education today. The concept of education has become an international process today.

International education has expanded more quickly as a result of globalization, which is evaluated both positively and negatively. International education has very low to no financial cost to the importing country. Travel and housing overseas are more affordable costs for students. This system is seen as one that can be chosen because students have the choice to work and complete their education in their native countries. Additionally, it is believed that academic staff hired in the importing country will enhance that country's economy and scientific sector (McBurnie, 2002). Local educational institutions in the importing nation should be enhanced as another contribution to raise their quality and recruit more students in a competitive setting. Due to the international validity of the documents they get, graduates from these institutions can discover employment opportunities overseas. Transnational education is largely seen as a source of economic input from the standpoint of the exporting country. Additionally, it contributes to the country's and institution's international respectability.

The globalization of higher education (HE) has spawned a sizable sector during the past 30 years. (Bodycott,2009) In order to further their development and interests, industrialized countries are now funding and supporting international research and organizations. (OECD,2004). The inclusion of education services in the realm of international trade has grown to be a significant source of income in many developed nations. Globally, this industry has grown to be worth several billions of dollars. (Cheng, et al. 2011). The higher education industry has changed from being one where marketing studies were nonexistent to one where extensive marketing studies are conducted (Mazzarol & Soutar, 2002).

Carnoy takes three fundamental stances when discussing the impact of globalization on education. Lessening public support for education and the search for new resources by educational institutions; Pressures on national education systems to expand higher education and meet international standards to meet the demand for workers who can acquire knowledge for the knowledge economy (Lee, 2002). Universities have been compelled to look for new resources because they can't access state resources or because the state can't transfer resources to them effectively. It is also claimed that competition with other universities has a considerable impact, despite the fact that attempts by universities to draw overseas students are somewhat cost-effective (Scott, 2002).

When we do research from the process of our study, we can say that the idea of "Business university" in higher education institutions as the best idea emerged as a result of globalization transforming colleges into commercial-based organizations. One of the most convincing evidence of the commercialization of higher education is the rapid rise of corporate colleges, especially in the United States. In this new system where students are accepted as customers, academics are also referred to as entrepreneurs (academic capitalists) (Kwiek, 2002). Universities are now run more like big corporations. The production and transfer of knowledge as a value has stopped and has become a marketable commodity (Lee, 2002).

When we examine the regions where the student group in the international education sector receives education, we can say that the countries in North America and the European Union rank first among the countries where 65 percent of all international students (EU) study.

According to the results of the 2019 report, which is the most up-to-date information report of the United Nations Educational, Scientific and Cultural Organization (UNESCO), it is revealed that 47,0628 Turkish students received education abroad in 2019. For Turkish students, it is observed that the top countries are German and American universities. While there were 9,354 Turkish students in the USA, 8,494 students went to Germany. England is in third place with 3,710 students. The number of Turkish students studying at university in Ukraine in 2019 was 2,284. 2,257 Turkish citizens also preferred Azerbaijan for university education. (Euronews, 2002)

2.1.1. Studying University Abroad

The ability to communicate well in a foreign language is one of the most important benefits of studying abroad. Foreign students have the opportunity to learn new languages in the countries they visit. This environment gives students the opportunity to develop important language skills that they can use in both their professional and social lives. However, in addition to this, if a student cannot speak the language of the country where he/she will go to university for international education, they can also participate in the language preparatory education programs offered by many countries. Schools' own preparatory programs or foreign language schools should be used to manage the language education scenario (basic or route). By using these schools, they can learn the languages of the countries they will receive education in a better way and contribute to their own development by learning a new language other than the field they will be studying.

2.1.2. System and Length of Overseas University Education

Many countries and programs require three to four years for undergraduate study abroad. Bachelor's programs typically last three years in Europe, compared to four years in the US and Canada. It may take four years in some engineering disciplines. In addition, medical school can take six years, dentistry and pharmacy five years, and architecture programs five years. In the USA and Canada, medical school can take up to 8 years due to the duration of the faculty. Many universities that accept foreign students in international education require candidates to take some of the high school level courses, in addition to language proficiency and graduation rates. In this regard, some students try to get rid of the desired processes by enrolling in high school in the country where they plan to go to university and completing their high school education in this country.

Turkish students can finish their education more quickly, more affordably, and without any issues when they return to Turkey to begin their jobs if they enroll in universities that have the Higher Education Institution (HEI) equivalence. The vast majority of students believe that attending an overseas university is the best option for their higher education. Many international universities accept students without examination because of the Equivalency of the Higher Education Institution, therefore even though their educational framework differs from that of Turkish institutions, their costs are the same.

2.1.3. Why Study Abroad What are the Advantages?

Students studying abroad develop a range of vital skills that aid in their professional development. The first of these is the fact that students learn a foreign language no matter which country they go to, which can be shown as the biggest advantage for students. In addition, the student can express himself more clearly by participating in an interactive training in a new system. Students exposed to different cultures are more likely to be more successful at bringing together different perspectives and combining

them with their own abilities. It can generate good opportunities for academic advancement due to its options for enrollment in prestigious, internationally renowned and top colleges. From the perspective of Turkey, one of the most important questions in international university education is whether higher education institutions in Turkey are equivalent. In this equivalence process, international education institutions, Turkish Higher Education Institution and institutions providing education abroad should cooperate. This partnership enables them to apply to the universities and departments of their choice without having to take the annual university entrance exam that Turkey requires to enroll in higher education. In this sense, it is preferred for students who decide not to take the exam, which is taken by more and more students every day. Since the Turkish Higher Education Institution and Irish universities have an equivalence agreement, Turkish students have an advantage in choosing Ireland.

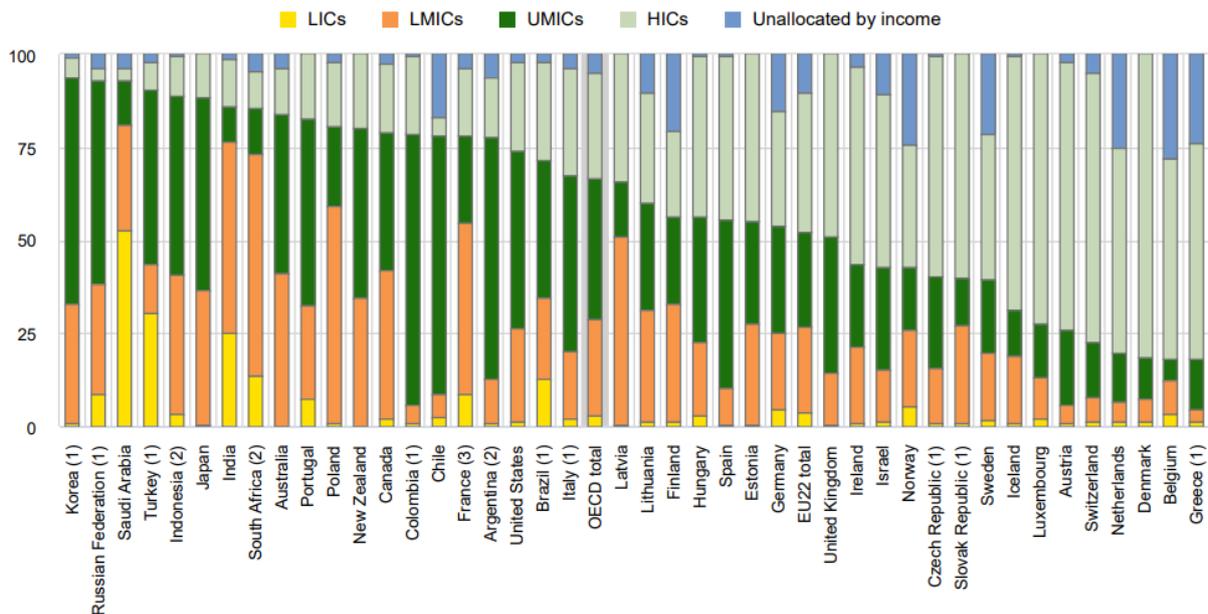
One of the latest research for Turkish students belongs to UNESCO. The latest figures from UNESCO, the United Nations Educational, Scientific and Cultural Organization come from 2019. According to these data, it was observed that 47,0628 Turkish students studied abroad in universities in 2019. When we examine these data, Germany and America are among the most preferred countries for Turkish students. According to these data, the USA ranks first with 9,354 for Turkish students abroad education. Germany ranks second with 8,494 students. England is in the third place with 3,710 students. As of 2019, it is observed that there are 2,284 Turkish students in Ukrainian universities. 2,257 Turks also preferred to continue their higher education in Azerbaijan. When we examine the data obtained from the number of Turkish students going abroad, the share of the first five countries is observed as 56%. While 1 out of every 5 students going abroad preferred the USA, the rate of those who went to Germany was 18%. England is in third place with 8%. It has been observed that these countries are followed by Ukraine and Azerbaijan with 5%.

2.1.4. What is the profile of internationally mobile students?

Internationally, impoverished countries account for 67% of all education spending. According to research, 3% of education spending comes from low-income countries, 26% from lower- and upper-middle-income countries, and 38% from high-income countries (UMICs). We can infer from information on educational spending that more than 55% of students who studied abroad in 2019 did so from close-by nations like Austria, Colombia, Greece, Indonesia, Korea, Poland, and the Slovak Republic. When we examine the profile of international education preference, we can say that women are less likely than men to enroll abroad in the fields of engineering, manufacturing and construction. When we look at the profile of students receiving international education, it is observed that only 29% of them are women. When we examine the education field preferences of women, we can say that the rate of women receiving education abroad is 62% in the fields of arts and humanities, while this rate is 63% in the field of health and welfare.(Education at a Glance, 2021)

Attracting mobile students is an important way in many nations to access a global talent pool, fill capacity gaps at lower levels of education, foster the growth of innovative and productive systems, especially if these students decide to stay long-term. This process aims to reduce the impact of an aging population in the destination country on future skills provision. International students can be seen as a "brain drain" or lost talent in their home country. Here mobile students will find it useful to receive and use tacit knowledge, which is often conveyed through face-to-face contacts and which can assist in the integration of their nation's international knowledge networks.(Education at a Glance, 2021)

Figure 1: Distribution of incoming international students by origin countries' income level (2019) in per cent



In recent years, it has been observed that international student mobility has been expanding quite steadily in the last two decades. By 2019, we can say that there are 6.1 million higher education students worldwide. When we look at these numbers, it is observed that it is more than double the number in 2007. When we look at these numbers, we can say that it has passed a limit for an international education. It is observed that the number of international and foreign higher education students increased by an average of 5.5% per year between 1998 and 2019. Here, international students make up 22% of students enrolled in doctoral programs or equivalent. Switzerland, New Zealand, the United Kingdom and Luxembourg appear to have the highest percentages, with 40% or more of PhD students coming from abroad. In the international education system, it is stated that there are more foreign students in PhD programs than Swiss students in Luxembourg and Switzerland. (87% in Luxembourg and 56% in Switzerland. (Education at a Glance, 2021)

2.1.5. Profile of internationally mobile students

The field of study a student chooses to pursue is important while applying for master's programs overseas. Some nations spend more money on specialized subject research, particularly at the higher stages of higher education, and as a result gain enormous international significance. Its distribution among mobile students in their major is generally and across the OECD comparable to that among national students. From this vantage point, it is evident that the majority of students in both groups select the legal, managerial, and business sectors. In addition to these, the domains of engineering, manufacturing, and building are looked at. There are some notable outliers, though.

When viewed from this angle, it draws 8% of national students, but just 3% of mobile students in the field of "education". In comparison to 13% of national students, it has been found that the field of "health" and "welfare space" 9% of mobile students. In contrast, internationally mobile students are more likely than all national students in the OECD to enroll in a variety of fields like natural sciences, mathematics, and statistics (8% of mobile students versus 5% of national students). Furthermore, it is well recognized that there are notable disparities between nations, showing the possibilities for specialization and the allure of some nations for a given topic of study. To illustrate, it is estimated that over 50% of international students in the Slovak Republic participate in health and wellness programs, which is nearly three times the percentage of students from the country. In Turkey and Denmark, there are at least fewer international or foreign students studying engineering, manufacturing, or the construction industry than there are domestic students. We can state that it is greater than 10%. (Education at a Glance 2021,)

2.1.6. Mobility patterns and international student flows in Education

The mobility of international students is influenced by a variety of factors at the individual, institutional, national and international levels. These include individual goals and hopes for better job opportunities, the lack of high-quality higher education institutions in one's home country, the ability of higher education institutions abroad to attract talent, and government initiatives to promote cross-border educational mobility. (Bhandari, Robles and Farrugia, 2020).

Global demand for post-secondary education has been fueled by the needs of more knowledge-based and innovative economies, while growing wealth in developing countries has prompted children of the expanding middle classes to seek education opportunities overseas. In addition, economic, technological and cultural factors (such as the use of English as a common language of study and teaching) have helped make international learning much more accessible and affordable than in the past. These effects include the price of international flights, the spread of the internet, and social media, which maintains contacts across borders. International students should consider a number of factors before deciding where to study, including the perceived value of host institutions and the quality of education offered abroad (Abbott & Silles, 2016).

In addition, many reputable higher education institutions are popular destinations for students who are globally mobile. As university rankings in international education are widely announced, and with this awareness, students around the world learn more about the differences in quality between higher education institutions and systems. We can also say that it has become a standard for evaluating the performance and quality of an institution to determine its rate and capacity to attract foreign students. On international education, governments can work with local institutions to promote the globalization of higher education, for example, by adjusting university funding formulas to take into account the flow of overseas students. changed their agreements. One factor taken into account for supporting exemplary higher education institutions in Finland is the internationalization of higher education, for example, with indicators of quality and impact. (Eurydice, 2020). In addition, block grant funding for tertiary schools in Estonia and Norway compared to the United States is determined by the proportion of enrolled foreign or international students (OECD, 2019).

Due to the perceived quality of education and possible job opportunities in the host country, overseas students at public colleges in some countries are known to have to pay tuition fees twice as high as national students. Some countries may aim to encourage international movement in a region by reducing or eliminating these fees. It is known that students from the European Economic area can enroll in any program in a country in this region for the same tuition fee as domestic students.

2.1.7. How much is spent per student on educational institutions

When we examine the student expenditures in educational institutions, it is seen that OECD countries invest an average of 11 700 USD per student in primary to post-secondary education systems. However, it has been observed that it is equal to approximately 10 500 USD per student at primary, secondary and post-secondary non-tertiary levels, and 17 100 USD at higher education level.(Education at a Glance 2021)

2.2 The Education Sector in Ireland

In OECD nations globally, the number of international students more than doubled between 2000 and 2011. Over 4.5 million students are known to have studied abroad in 2011. (Mairéad Finn ve Merike Darmody, 2016) Ireland's standing within the Irish context has improved as a result of the government's international education plans between 2010-2015 and 2016-2020. International students are predicted to contribute at least 1.55 billion euros to the economy annually per a 2016 Ministry of Education and Skills research. According to published data, full-time academic institutions yearly receive 188 million Euros in tuition fees, with 94 percent of this money coming from non-EU students. Ireland, which has a stellar reputation and a wealth of knowledge in this area, is one of the finest options for international students, according to this report. (Department of Education and Skills, 2016)

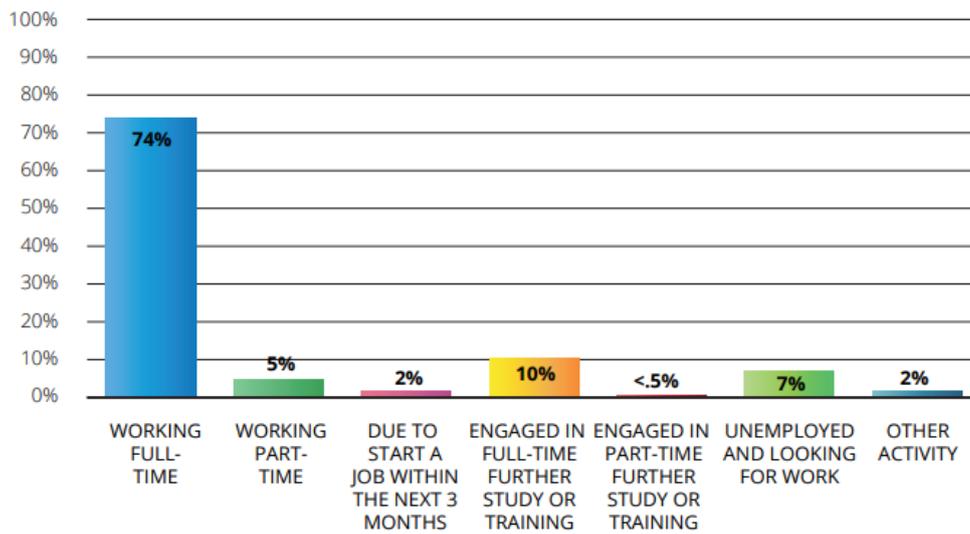
Considering the number of higher education institutions in Ireland, there are more than 40 higher education institutions, 23 of which are public universities. (Clarke et al., 2018). The marketing plans and marketing tactics for specific countries or regions are revealed in a report prepared by Higher Education Institutions in 2018, which examines the techniques of attracting the attention of international students. It is stated that due to Brexit, which has reduced their ability to attend school in the UK, overseas students have become more interested in Ireland (Royal Irish Academy Brexit Taskforce, 2017).

Concerning the Irish education industry as a whole, there is an exit impact of 1.58 billion Euros for the 2014-2015 academic year. According to the strategy document created by the Ministry of Education and Skills, extensive work is being carried out to increase this amount to 2.1 billion euros. When we examine these studies, it becomes clear that English language courses are a very important area for the Irish education system. According to the report of the Irish government, it is stated that the total economic contribution of the sector for the 2014-2015 season is 762 million Euros, including all its multipliers. (Department of Education and Skills, 2016-2020)

2.2.1. International Graduates

When we examine the data of the 2018 international alumni survey conducted by the Irish Higher Education Institution, the response rate of the graduates is observed as 40%. According to the research, while the number of graduates coming from abroad was 6,361 in 2017, this number is 7,394 in 2018. According to the research, eighty percent of students coming from abroad come from universities, only one percent from colleges and only 19 percent from technical institutes. When we continue to analyze the study, 55% of the graduates coming for education are male graduates. It was observed that 42% of the female graduates and 38% of the male graduates who participated in the research study gave answers with slight differences according to gender. 93% of international graduates have studied full-time, compared to 6% of part-time students. When the participants of the research were analyzed by departments, it was observed that business, management and law (31%), followed by health and welfare (15%), were the graduate programs with the highest number of students. The highest response rate came from business, management and law graduates (45%), while the lowest response rate came from agriculture, forestry, fisheries and veterinary medicine graduates (20%). Response rates varied according to the subject of the study. The majority (80%) of the graduates participating in the study were either employed or in the process of finding a job, as shown in (Figure 2'). It is observed that only 7% of the graduates are unemployed, 11% are enrolled in an additional education and 2% are working from different business fields. When we examine the 2017 data, it is known that there is a 75% employment rate when we examine the graduate group in this period, 11% of those enrolled in additional education and 7% of those who are unemployed are observed. When we examine the results of the research conducted in two different periods, it is observed that the rate of employed individuals is 80% when compared to the general population of foreign graduates. It is observed that this rate is the same in studies conducted in two different periods. International students are more likely to report being unemployed (7% vs. 2%) and slightly less likely to be involved in a "other" activity (4% vs. 3%), compared to the general population's 13% rate of students enrolled in higher education. (Department of Education and Skills, 2016-2020)

Figure 2:International Graduates – Most Important Activity

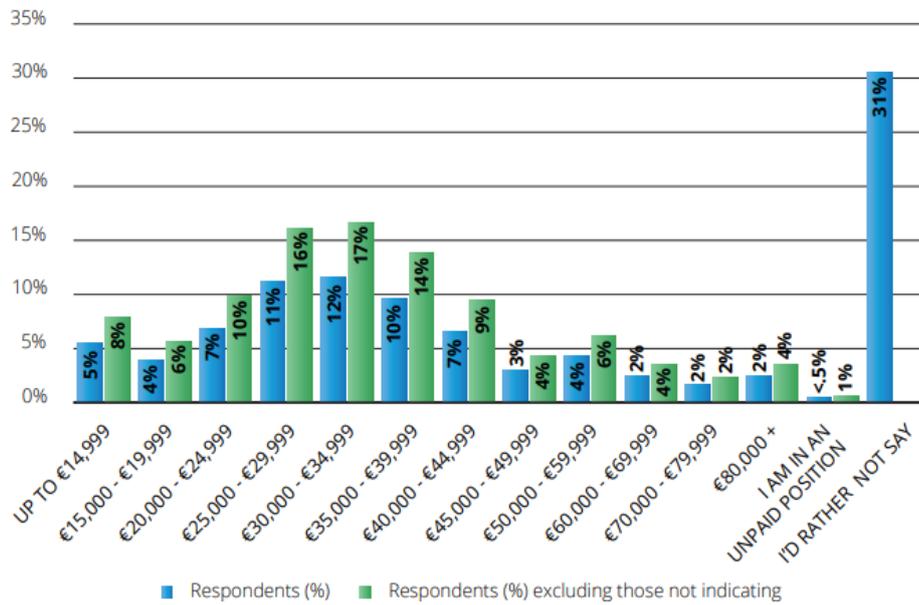


Higher Education Authority, 2018

Of the international graduates in Ireland, a total of 66% of the international graduates in employment reported that they were observed to work in Ireland and 34% abroad. It is stated that it is 54% for master's graduates, 69% for postgraduate education and 61% for postgraduate research graduates. For all international graduates in employment, the majority 64% were employed in professional occupations, followed by 12% in auxiliary vocational and technical occupations. The next largest occupational groups were managers, directors and senior officials with 6% and sales and customer service occupations with 6%. In terms of the employment sector, the highest rate of graduates is vocational, scientific and technical at 19%, while 16% is in the fields of information and communication and 14% in finance, insurance and real estate.(Higher Education Authority, 2018)

If we look at the type of employment and contract in the section on the earnings of employees, it is observed that the rate of international graduates is 92%, while the rate of graduate and placement is 5%, and the rate of self-employment and self-employment is 3%. While 59% of the respondents stated that they have a permanent or open-ended contract, 35% stated that they have fixed-term contracts and 6% work temporarily. The participants of this study stated that international graduates earn between 30.000 € and 34.999 € on the wage ranges, and then between 25.000 € and 29.999 €. It was observed that 31% of the participants did not want to specify their salaries.(Fig. 3)

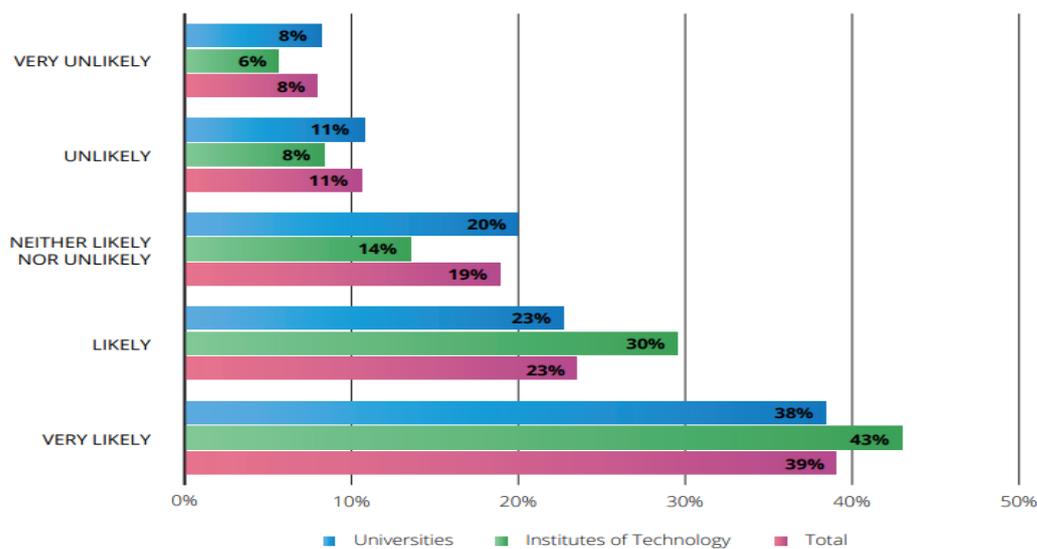
Figure 3: International Graduates – Salary



Higher Education Authority, 2018

When the international graduates participating in the research are asked whether they are satisfied with the education they received, it is observed that the participants generally express their opinions about their satisfaction. It is observed that it increased to 72%. (Figure 4) provides a breakdown of graduate reflections by sector. (Higher Education Authority, 2018)

Figure 4: International Graduates – Study Same Course Again



Higher Education Authority, 2018

2.2.2. Global competition in all areas of international education

We can say that the global competition in many areas of international education is getting hotter. Countries that offer programs in English but whose mother tongue is not English pose a threat to the sovereignty of English-speaking nations in the provision of education programmes. In addition to this, it is observed that there are more areas of competition in other aspects of global education such as tuition fees, visa laws and job opportunities. Transnational procurement, innovative delivery methods and disruptive technology mean that the environment is changing rapidly. The term "internationalization of education" refers to a complete approach to education that equips students, faculty and staff to actively participate in a globally integrated society. (Higher Education Authority, 2018)

In our study, we continue to analyze the benefits and drawbacks of choosing Ireland as a destination for Turkish students when we look at Ireland's English-speaking country and foreign education strategy. In this work, the plan puts a uniquely Irish offering at the center of our offering of a world-class student experience, academic quality, research and mobility, and global education. Education in the UK (Royal Irish Academy Brexit Task Force, 2017).

In the study conducted in Ireland on the economic value of international students, it is stated that the sector is at least 1.55 billion Euros per year for Ireland, but exceeds the extremely difficult 1.2 billion Euro target set in the previous strategy. When we examine the results obtained from here, it shows the tremendous value that global education adds to our economy and society and the possibility of future policy changes in this field in the coming years. and it is thought that it will greatly help the economic evaluation analysis of international students who form the basis of these strategies. In addition, it unequivocally reveals significant increases in the number of full-time and international students of English language and higher education. In recent years, the tendency of students who want to study abroad to choose Ireland has increased.

In the process of developing this strategy of Ireland, it is stated that the annual contribution of the foreign education sector to the Irish economy is currently 1.58 billion Euros. However, it is reported that Ireland has set targets to increase it to 2.1 billion Euros by 2020. It is thought that this amount can be reached by providing some additional support for the requirements of this strategy. Looking at this strategy, it is an important component of Ireland's five-year growth strategy. As a result, I think this Strategy, this issue is fully achievable, with additional support put in place. This Strategy is stated to be an important component of Ireland's five-year growth strategy.

An effective foundation for managing and monitoring the globalization of higher education is provided by the process of strategic communication between the HEA and HEIs in Ireland. To help universities establish a comprehensive internationalization strategy and raise academic standards, the HEA will employ this procedure. Internationalization strategies that enhance an institution's particular

goals will be developed and put into action by organizations for whom it is a high priority. Internationalization will be incorporated into institutional strategic plans and throughout all of their primary responsibilities, such as engagement, research, and teaching and learning. The National Forum for Teaching and Learning Enhancement will support this endeavor.

The primary driving forces behind the globalization of higher education are Irish higher education institutions, and national policy aspires to create HEIs that are both globally competitive and globally focused. Despite a rise in the number of international students, the system and institutional levels must continue to place a high priority on quality, long-term engagement, and mission diversity. Institutions with a genuine global vision that is germane to their overall mission, a clear proposal, commitment at all levels, and the appropriate investment and support mechanisms will have the most long-term success in the international education sector.

2.2.3. Student Accommodation

A crucial component of a school's internationalization plan is the availability of on-campus housing for students. According to HEIs, upon being recruited, international students need housing that is assured for at least the first year. The availability of student housing will come under more pressure as the number of international students continues to rise, compounded by the impact of rising local student numbers.

Given the recent rent increases, low stock supply and low budget level in Ireland, it can be argued that increasing the supply of on-campus student housing will help alleviate pressure on the private rental market, particularly at the lower end of the market. student households in the private rental sector and the projected increase in student numbers in the coming years. Research on housing suggests that tenants in suburban areas of Dublin, as well as in the larger city centers of Cork, Galway and Dublin, benefit significantly from it. (Irish Educated Globally Connected, 2020)

To investigate solutions for potential future demands for student housing, the Minister established an Inter-Departmental Group on Student Accommodation. During the execution of this Strategy, the recommendations of this Group will be considered. (Irish Educated Globally Connected, 2020)

2.2.4. Student recruitment

The internationalization strategy of the sector is largely based on the recruitment of foreign students. As well as contributing significantly to the worldwide interaction on which Ireland is a small, open economy, international students enrich the culture of Irish campuses and are an important source of funding for HEIs.

Institutional internationalization initiatives are planned to be carried out in accordance with the Strategic Dialogue procedure. The established procedures need to take into account funding constraints,

student housing needs and the expected increase in the number of Irish students enrolling in higher education in the coming years.

When we analyze the Interdepartmental Working Group Report on the Internationalization of Educational Services in Ireland, 2004, it is observed that international students recommend 12-15% of the student population in the medium term. When we examine the International Education Strategy 2010-2015, it is observed that they set a medium-term target for international students to represent 15% of full-time students by 2020. According to the 18 Higher Education System Performance Initial Report, as reported in 2014-2016, 'the overall enrollment rate of international students will rise from 6% in 2011 to 13% in 2016. In 2014/15, it was observed that 8.8% of all full-time students in higher education institutions funded by HEA were international students.(Irish Educated Globally Connected, 2020)

2.2.5. Turkish Market in the overseas education sector

Turkey is a nation that garners interest in both Europe and the rest of the globe due to its youthful population ratio. It will be one of the few nations, along with France and Spain, where the young population on the continent of Europe increased between 2013 and 2024, according to the report Postgraduate Student Mobility Trends 2024. In 2024, it is expected that there will be 6.349 million people under the age of 22 in the country, with 5.093 million of them being students. The Turkish market is too large to be overlooked, especially given the strong tendency of Turkish students to study abroad. Turkish students who are considering studying abroad overwhelmingly favor the USA.(British Council,2014)

Turkey is ranked 15th when the number of students studying in the USA is reported, using the International Education Institute's 2019 data. (IIE, 2019) After the USA, Germany and England are preferred by Turkish students for graduate study. For Turkish students, various nations are desirable destinations. Turkey placed 70th in 2021 on the EF English Proficiency Index. Turkish students are encouraged to study English overseas because these statistics are quite low when compared to those of other European nations.

Turkish students who desire to study abroad frequently choose to major in English as a second language, according to the Turkish Fulbright Commission. Considering all of these statistics, Turkey is a desirable market for the international education sector, particularly in the eyes of nations where English is the native tongue.

The latest recent figures from UNESCO, the United Nations Educational, Scientific, and Cultural Organization, come from 2019. 47,0628 Turkish students studied abroad at universities in 2019 according to this data. Germany and the United States are the countries that Turkish students most like. 8,494 Turkish students travelled to Germany for their studies, compared to 9,354 who went to the US. England is in third place overall with 3,710 students. As of 2019, Ukrainian universities had 2,284

Turkish students enrolled. 2,257 Turks also choose to pursue their higher education in Azerbaijan. (Euronews, 2022)

The share of the top five countries is 56 percent. While 1 out of 5 students going abroad prefers the USA, the rate of those going to Germany is 18 percent. England is in the third place with 8 percent. Ukraine and Azerbaijan follow these countries with 5 percent. Other countries where Turkish students go to study abroad are as follows: France 2 thousand 7, Italy 2 thousand 1, Canada thousand 914, Austria thousand 885, Bulgaria thousand 317, North Macedonia thousand 304 and Hungary thousand 138. Considering the 2019 UNESCO data, Ireland The number of Turkish students who preferred 101 was observed. With this number of preferences, Turkish students preferred Ireland at least as a University. (Euronews, 2022)

There are many topics in Turkish students' preference for Ireland. As the most important topic here, it can be said that one of the most important reasons for students to prefer Ireland is that they are allowed to work part-time during their education in Ireland. In addition to this title, the distance between Turkey and Turkey is attractive to Turkish students, as the mother tongue of the country is English.

3 RESEARCH OBJECTIVE AND QUESTIONS

The aim of the study is to investigate the suitability of education institutions in Ireland and Irish for Turkish students who want to study abroad.

The specific objectives are:

1. Evaluation of the importance given by Irish education institutions to the international students market.
2. Those who want to study abroad evaluation of the perspectives of Turkish students and Turkish students living in Ireland on the Irish Education sector and life in Ireland.
3. Examining the impact of Irish living standards on Turkish students' education in Ireland.

3.1 Research Questions

1. What are the views of Turkish students who want to study abroad and Turkish students who continue their education in Ireland about Irish education opportunities?
2. What are the effects of the living standards and socio-cultural structure in Ireland when choosing a country for Turkish students who want to study abroad?

3.2 Hypothesis

H1- For Turkish students who want to study abroad, the quality of Irish education institutions and Irish living standards are an important factor in choosing Ireland.

H2- Irish educational institutions will be one of the most preferred destinations by Turkish students who want to study abroad in the coming years.

4 METHODOLOGY

4.1 Introduction

The methods and procedures used to accomplish the study's goals are covered in this chapter. This chapter entails the research design, sampling techniques and procedures, data analysis, ethical consideration and a conclusion of the chapter.

4.2 Research design

Qualitative research method was used in order to evaluate the analysis of the research in accordance with the research and comprehensively. In the study, the case study design was considered appropriate as the investigation design. Qualitative research is one of the types of knowledge creation generated by people in order to comprehend their own potential, solve their secrets, and delve into the depths of the social structures and systems they have created with their efforts. The qualitative technique is used in research to gain a comprehensive understanding of the event or phenomena under investigation (Morgan, 1996). The orientation in quantitative research is based on hypotheses, however in qualitative research, the issue situation associated to the investigated event or phenomena is translated into a query phrase. The theoretical framework sets the boundaries of the issue scenario, which is fashioned in a specific question form; the research question also dictates the orientation of the theoretical framework and gives a defined field of view regarding a dispersed literature (Patton, 1990; Sandelowski, 1986). A case study is a methodological technique that entails an in-depth evaluation of a constrained system utilizing several data collecting methods to gain systematic information about how it functions and how it may be improved (Chmiliar, 2010). A case study is a process in which a particular circumstance or event is explored in depth longitudinally, data is methodically collected, and what is happening in the actual world is examined. The acquired data explain why the incident occurred in that manner and what should be focused on in future investigations (Davey, 1991). With this method, it is aimed to analyze the experiences of Turkish students educated in Ireland.

4.2.1. Sampling Size and Sampling Technique

The sampling methodology is described by Saunders, Lewis, and Thornhill (2007) as a method of choosing the pertinent subset from a population. The study used the non-probability sampling approach. Non-probability sampling is mostly employed in case study research and qualitative research because most case studies are based on small samples (Yin, 2009). Non-probability sampling techniques include snowball sampling, quota sampling, convenience sampling and purposive or judgmental sampling. The researcher chose the sample using a non-probability sampling process because the study is essentially a case study. The criteria for inclusion in the study are students who continue or have completed their postgraduate studies in Ireland. Also the main criterion for inclusion was accepting to participate in the research willingly. Participants who also accepted to partake in the research were included based on their time and willingness to join a Zoom interview. The study adopted the purposive sampling and convenience sampling for the study. Purposive sampling, according to Dolores and Tongco (2007), is the deliberate selection of a responder based on the characteristics of the respondents. Purposive sampling was used in the selection of Turkish students who have completed or are continuing their postgraduate education in Ireland as there are specific reasons and factors for choosing to study in Ireland. The convenience sampling was used in selecting 8 participants comprising of undergraduates and post graduate students who made themselves available for the interview on Zoom Meeting during the selected date.

4.3 Validity and Reliability

The researcher took various precautions to ensure the validity and reliability of the study. In order to preserve the internal validity of the study within the scope of the study, the questions to be asked to the participants and the forms to be sent were reviewed with the help of an academician who is expert in the field. Before and after the interview, the participants were given information about the interview and the necessary consent forms were sent. The interviews lasted 20-25 minutes. The data obtained from the participants are shown under the relevant headings in the findings section of the research.

In order to ensure external validity within the scope of the research, the tools used to collect the data obtained as a result of the research, the methods by which the data were analyzed, and the study group selected were detailed in the research. Limiting the number of participants to 8

people within the scope of the research is a factor limiting the external validity. While obtaining the research findings, the interview records were recorded online and then transcribed. Thus, data loss has been prevented and the internal reliability of the research has been preserved. At the end of the research, the data obtained were analyzed with an unbiased view, codes were created and examined in the discussion part.

4.2.2. Sources of Data

Both secondary and primary sources were used to generate the research's data. The key sources of information used for the study were interviews. The primary source of secondary data for the study was similar studies publications, articles, journals and pertinent documents.

4.2.3. Data Collection Method

The primary data for this study is interview. The study used a semi-structured interview guide. According to Barbour (2008), the ideal research instrument to use for a study is an interview in order to obtain valuable and pertinent data. According to Wahyuni (2012), interviews are a useful strategy for gathering data since they help a researcher to better grasp the social experience and how individuals feel. The study used a semi-structured interview to allow the researcher to ask any additional questions that might arise and be pertinent to the topic. A semi-structured interview is used in the study since it allows participants to voice their thoughts and enables the researcher to probe for more analysis.

Interviews were conducted using online interview technique with Turkish students who have received or continue their graduate education in Ireland. After the interview questions were prepared, they were rearranged and evaluated by taking expert opinion. Details about the interview were given to the participants in advance, and the interview forms prepared by the researcher were sent to the participants via e-mail and their approval was obtained. Interviews were held after appointments were received from the participants via e-mail. The interviews lasted 20-25 minutes and were recorded online. Interview records were analyzed and transcribed. Interview questions can be reviewed in the Appendices of the Study.

4.2.4. Data Analysis

The data obtained as a result of the interviews with the participants were analyzed by the content analysis method. Content analysis is a research approach that uses certain characters defined in the text to reach systematic and impartial results (Stone et al. 1966). Content analysis

is a research approach that reveals genuine interpretations drawn from text through a number of steps. These are remarks regarding the message's sender, the message itself, and the message's receiver (Weber, 1989). The findings obtained within the scope of the study were analyzed using content analysis. Qualitative content analysis provides an understanding of the direction of social interaction and communication directly through texts or transcripts. It is used to statistically analyze or understand and interpret the relationships that can change between certain categories and relationships in the coded form of the text. Content analysis is an analysis technique developed to summarize all kinds of content by counting and/or coding various aspects of the content (White and Marsh 2006).

The data obtained from the participants within the scope of the research were examined by categorizing certain and similar findings. Interviews with the participants were recorded and analyzed after transcription. The codes were created by evaluating the findings obtained from the participants. The codes that were found to be related to each other were brought together and categories were created. The generated codes and categories are shown in the findings section by means of tables. The names and surnames of the participants are kept confidential. Participants were coded as Q1, Q2, Q3... and shown in the findings section.

4.2.5. Ethical Consideration

Given that this study includes humans, ethical consideration is essential (Mollet, 2011). The purpose of this study is to make sure that replies are provided willingly and without coercion or outside pressure. Throughout the design, carrying out, and analysis of the research—both on and off the field—the researcher complied with all requirements, rules, regulations, and commitments. All respondents were given confidentiality guarantees that the data they provided would only be utilized for the research's stated objectives, and the study acknowledged the use of concepts from other researchers. The researcher informed the participants what and which parts of the interviews would be used and obtained their consent. The participants' desire to take part in the interview was also taken into account, and they had complete freedom to leave at any point without infringing anyone's rights. The participant's convenience and preference for the interview time was another factor the researcher took into account.

5 FINDINGS

Question 1

Table 1: Opinions about the question “What factors influence your decision to study abroad”

Category	Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Factors affecting studying abroad	Learning a new language	*	*	*	*		*	*	*
	Getting to know new cultures	*	*	*	*		*	*	
	Career Objective	*			*	*	*	*	*

The participants of the study stated their opinions about the factors that push them to study abroad. When the table was examined, it was seen that the participants focused on 3 main cases.

Q1, Q2, Q3, Q4, Q6, Q7 and Q8, who participated in the research, stated that a new desire to learn was effective in their decision to study abroad.

Q2, one of the participants, expressed his views as follows. “... My personal purpose of studying abroad is to learn and speak the English language effectively, and also to improve myself by using the different personal development opportunities of European countries...”

Q1, Q2, Q3, Q4, Q6 and Q7, who participated in the research, talked about the effects of the desire to know new cultures on their decisions.

Q6, who participated in the research, expressed his desire to get to know new cultures as follows.

“...I thought that in a multinational classroom, accompanied by well-equipped teachers, I would both reinforce my knowledge and help me be more open-minded towards other cultures...”

One of the research participants, Q5 expressed his thoughts that his desire to study abroad will have a positive effect on his career.

Q5 “... I thought that I could better shape my career with a master's degree I completed abroad. A master's degree abroad will have a positive image in employer companies. In addition, I think that apart from career development, it helps you to get to know yourself better and personal development...”

Question 2

Table 2: Opinions on the question "What criteria are effective during the country selection in education abroad"

Category	Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Factors that are effective in education abroad during country selection	Part-time work permit	*	*		*		*	*	*
	Geographic proximity	*		*			*	*	
	The country's mother tongue is English		*	*	*	*	*		*
	Visa convenience			*					

Participants of the study expressed their opinions about the criteria they took into consideration in the process of choosing the country where they were educated.

Q1, Q2, Q6, Q7, Q8 and Q4, who participated in the research, stated that while they were studying in Ireland, at the same time, being given a part-time work permit had a positive effect on country elections.

Q7, one of the participants of the research, expressed his views on this issue as follows.

"... Of course, it was important in economic factors, that is, it was critically important that I could work and continue my life at the same time in the education process. The most suitable country for these conditions was Ireland, and I wanted to study in Ireland too..."

Among the participants, Q2, Q3, Q5, Q6, Q8 and Q4 stated that the fact that the mother tongue of Ireland was English was effective in their country choices.

Q5's views are as follows.

"...Firstly, the local language spoken in the country was influential, an English-speaking country was the first choice for me. Because in other countries, you may encounter a language barrier, even if the language of instruction at the university is English..."

Q1, Q3, Q6 and Q7, who participated in the research, stated that the geographical proximity of Ireland was effective in the choice of country

Q6 used such a statement about this issue.

"... I thought it would be an advantage if the country I was going to was not far from my homeland and its people were tolerant towards foreigners..."

Q3, one of the participants, talked about the effect of visa convenience on choosing a country and expressed his opinion as follows.

“... The biggest reason I chose Ireland was that I could get a visa easily and its language was English...”

Question 3

Opinions on the question "How did influence worsening of the socio-economic situation in Turkey in the decision to study abroad?"

The effects of the deterioration of the socio-economic situation in Turkey on the decision to study abroad were sought by referring to the opinions of the participants.

Table 3: How did influence worsening of the socio-economic situation in Turkey in the decision to study abroad?

Category	Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
The effect of worsening socio-economic situation in Turkey on your decision to study abroad	Future anxiety	*	*	*	*	*		*	
	Negative impact on social life			*			*		*

Q1, Q2, Q3, Q4, Q5 and Q7, who participated in the meeting, stated that anxiety about the future was effective in their decisions.

One of the participants, Q5, expressed his views on this subject as follows.

“... I was worried about how I could continue my career in Turkey. I can say that Turkey's economic deterioration especially increased my desire to stay abroad after I came here...”

In addition, Q3, Q6 and Q8 participants stated that the negative impact of social life in Turkey was effective in their decision to study abroad.

Q3's thoughts on this subject are as follows.

“...in the country that is economically depressed, the increasing inflation rates and the increase in exchange rates have left people in an even more difficult situation economically, and negatively affected us psychologically and socially. I wanted to get rid of this labyrinth and chose to live abroad...”

Question 4

Table 4: How was the choice of educational institutions in Ireland by many international students effective in your choice and your life process in Ireland

Category	Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
The effect of international students' preference for Ireland on the participants in the country selection process	English practice opportunity	*						*	
	Popularity of ireland		*			*	*		*
	Encouragement			*	*	*			
The impact of international students on the participants' life processes in Ireland	Opportunity to get to know different cultures	*	*	*	*		*	*	*
	Ethnic grouping		*						
	Moral contribution in the education process			*		*			*

The participants explained the impact of international students' preference for Ireland on their decisions while choosing a country, and its effects on their life in Ireland. In the table, they are handled separately in two different categories.

Q2, Q6, Q5 and Q8, who participated in the research, stated that the preference of international students to Ireland creates the idea that Ireland is a popular country. Q6, one of the participants, expressed his thoughts as follows.

“...Of course, I was happy when I learned that it was preferred by many people from different countries. Because I was sure that I would have the opportunity to meet new cultures. Also, knowing that Ireland is not only popular for Turkey made Ireland more attractive to me...”

Q3, Q4 and Q5, who are among the participants of the research, mentioned the effect of international students' preference on Ireland on their own choices, and stated that this situation encouraged them. Q3, one of the participants, expressed his opinions on this subject as follows.

“...I was excited to learn that Ireland is home to people from many different countries. This gave me confidence that I could be one of them...”

Participants Q1 and Q7 pointed out that the preference of international students in Ireland will enable them to practice English more comfortably during the country selection process. Q1 has said about this subject as follows.

“...Having a foreign student during the selection would have made it easier for me to practice English because I did not consider myself competent enough to communicate with the local people in English. But practicing with people like me, who are students and whose native language is not English, gave me great confidence in this regard...”

Participants also expressed their thoughts on the impact of international students' presence in Ireland on their lives in Ireland.

Q1, Q2, Q3, Q4, Q6, Q7 and Q8, who participated in the research, mentioned that international students give them the opportunity to get to know different cultures. Q7, one of the participants, expressed his views on this subject as follows.

"... For example; I would like to talk about Kaplan International as my first school. Kaplan International school was at the top of the schools that received the highest demand by many international students, and I had the opportunity to get to know many people from different cultures and parts of the world here...”

Q3, Q5 and Q8, on the other hand, mentioned that the presence of international students has a positive morale effect on their education process. Q3, one of the participants, expressed his opinions by saying, "... Also, many of my friends from different countries came to learn languages like me in my life in Ireland, which motivated me a lot...”

One of the participants, Q2, stated that the presence of international students during his life in Ireland caused an ethnic grouping. Q2 expressed his ideas on this issue as follows.

"... After starting to live here, firstly learning the culture and language of another country gives you the opportunity to get to know them and globalize them, on the other hand, it causes difficulties in learning English. Although many students come here to learn English, each social structure acts within itself and brings the level of socialization to a low point...”

Question 5

Table 5: How did the large number of Turkish students in Ireland influence your decision to study abroad in Ireland?"

Category	Type of effect	Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
The impact of many Turkish students currently studying in Ireland on decision making	Positive effect	Feeling of trust			*					
		Social assistance				*	*			
		Getting information						*		*
	Negative effect	Negative impact on language education	*	*			*			*
		Lack of knowledge							*	

The table shows the views on the impact of many Turkish students currently studying in Ireland on their decision to choose Ireland. While some of the participants of the study mentioned that the fact that many Turkish students already study in Ireland affects them positively or negatively about choosing a country, some candidates emphasized that it affects them both positively and negatively. In addition, a participant stated that he was not aware of this situation and stated that he was not exposed to any influence.

Q3, Q4, Q5 and Q7, who participated in the interview, stated that the fact that many Turkish students study in Ireland affects them positively.

Q3 stated as follows that he was positively affected by his feeling of trust.

“...The fact that many Turkish students are from Ireland has had a great positive impact on me. Since I will be one of them myself, I came without fear, confident in myself and knowing that I would ask them for help because I was in a difficult situation...”

Q4 and Q5, on the other hand, talked about the positive effects of Turkish students' education in Ireland in terms of . Q5's thoughts are as follows.

“...I had the chance to learn a lot from Turkish students during my arrival in Ireland. Before coming from them, I learned a lot of things and learned what I should pay attention to. After they came here, they talked about work, school, etc. about Ireland from the Turks here. I got a lot of important information in terms of meaning and my adaptation process was more comfortable and shorter...”

Q5 and Q7 talked about the positive effects of Turkish students' education in Ireland in terms of obtaining information about Ireland. The participant Q7 expressed his views as follows.

“...it was a welcome situation for everyone to have someone to inform me about the documents required for a new student in the country to live and work, and what I need to do, since my English was not very good when I came here...”

Q1, Q2, Q4 and Q7, who participated in the interview, stated that the fact that many Turkish students are studying in Ireland affects them negatively in terms of language learning. Q1 expressed his views on this matter as follows.

“...since my main goal is language learning, at least the possibility of having a large number of Turks in the language school made me think. Because I thought it would negatively affect my language education...”

Q6, one of the participants, stated that he did not affect him because he did not have information about this subject.

“... Before I made my decision, I did not know about the presence of Turkish students in Ireland. It had no effect on my decision...”

Question 6

Table 6: How did the Ankara Agreement (Turkish Association Agreement), which provides a great advantage in the process of becoming an Irish citizen, influenced your choice of Ireland?

Category	Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
The effect of the Ankara agreement, which provides a great advantage in the process of becoming an Irish citizen, on the choice of country	Those with knowledge			*	*				
	Those without knowledge	*	*			*	*	*	*

The participants were asked how the Ankara Agreement (Turkish Association Agreement), which provides an advantage in the Irish citizenship process, has an effect on the process of choosing Ireland.

In the table, it can be examined whether the participants had knowledge of this agreement before coming to Ireland and it shows what effects it has.

Participants Q3 and Q4 stated that they knew about the existence of this agreement and that it had a positive effect on their arrival in Ireland in the context of ease of work permit.

Q4 expressed his ideas as follows: "... When I learned about this treaty, it definitely had an extra impact on choosing Ireland because it gave me an extra opportunity if I chose to live in Ireland. I thought I could work more comfortably..."

Q3 expressed his views as follows: "... As a result of my research before I came to Ireland, I learned about the Turkey agreement. The advantage of this agreement and the possibility of easily residing and working in Ireland and then getting a passport excited me. By following this process, I will apply for the Turkey agreement myself..."

Participants Q1, Q2, Q8, Q6, Q5 and Q7 said that they had no knowledge of the Ankara Agreement before they came to Ireland and that they had no influence on the country selection process. Q7 expressed his opinion on this matter as follows.

"...Because I came to Ireland without knowing that there was such an agreement before I came, it did not affect my choice. However, the existence of this agreement provides a nice advantage that I can use if there is a problem in my plans after I arrive..."

However, Q1 and Q8 from the participants stated that the Ankara agreement did not have an effect on their decisions, but also stated that if they had information about this agreement during the selection process, it would affect their decisions positively.

Q1 talked about this issue as follows: "... I had no knowledge before I came and it had no effect on my decision. After I came to Dublin, I learned from my Turkish friends here. But if I had known about it, it would certainly have had a positive impact. Besides, this Agreement inevitably gives one a sense of security while living here..."

One of the participants, Q8, also explained his thoughts as follows. "... This issue had no effect on my process of choosing Ireland because I did not have any information. I can say that if I had knowledge, it could have positively influenced my decision. However, when I learned after coming here, I realized that this agreement was a great advantage for us Turks.

Question 7

Opinions on the question " Did the full-time work permit given at the end of graduation at the universities in Ireland (1 year at the end of the undergraduate degree, 2 years at the end of the master's degree) effective in your decision?"

Table 7: Did the full-time work permit given at the end of graduation at the universities in Ireland

Category		Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
The effect of full-time work permit granted at the end of graduation at universities in Ireland on country selection	Effective	Career Objective		*	*	*	*	*	*	
	Not Effective		*							*

Participants were asked about the effect of full-time work permits issued after undergraduate and graduate studies on their preference for Ireland. When the table is examined, it is seen whether the participants have an effect on their decisions and on which issues they are effective.

Participants Q2, Q3, Q4, Q6, Q5 and Q7 stated that the full-time work permit given after undergraduate and graduate education was effective in the selection process for Ireland and would help them in line with their career goals.

Q3, one of the participants, expressed his thoughts on this issue as follows. "... When I learned about this before I came to Ireland, of course I liked it and I can say that it had a positive impact. It had more of an impact on my decision to definitively take a master's degree..."

Q6 expressed his thoughts as follows: "... it was the advantage that made the biggest impact on my decision. It was definitely one of the main reasons for my choice as the work visa given at the end of my graduation allowed me to live and work here. Now, thanks to this visa, I was able to find a permanent job. Before this, job applications were rejected due to visa status..."

One of the participants, Q5, stated that this issue will affect him in terms of career opportunities as follows. "...it definitely had a huge impact, as the postgraduate graduate gave me the chance to gain work experience in a local company. In this way, I would have a long time in terms of finding a job and I would not have an obligation to just get a job..."

Q1, one of the participants of the research, stated that although he did not have any influence in the process of choosing Ireland, he stated that he was effective in the decision of postgraduate education here.

Q1 "... When I came here, I didn't have any thoughts of doing a master's degree, it didn't have an effect on my decision to choose floating Ireland, but it definitely had an effect on my decision to do a master's because it offered me the opportunity to continue my career more comfortably after my master's degree. And also, the Irish companies' search for full-time work permits, especially in the recruitment

process, and the fact that Irish companies gave a full-time work permit for 2 years at the end of the master's degree had a significant impact on my decision..."

Question 8

Opinions on the question "Was it effective in your decision to have shorter education periods in Turkey and in other European countries (3 undergraduate studies in Ireland and 1 year for postgraduate studies) ?"

Table 8: Was it effective in your decision to have shorter education periods in Turkey and in other European countries

Category		Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
The effect of education periods, which are shorter in Turkey and in other European countries, on the choice of country	Effective	Saving time		*	*	*	*	*	*	
	Not effective		*							*

Opinions about the effect of shorter education periods on country choice in Ireland compared to Turkey and other countries in Europe are marked in the table.

Among the participants, Q2, Q3, Q4, Q6, Q5 and Q7 stated that the short language and master's degrees in Ireland were effective in choosing Ireland when choosing a country.

The views of one of the participants, Q4, on this subject are as follows.

"I was particularly interested in the fact that the duration of education was shorter than in other countries and Turkey, because if I decided to live abroad and this would take many years, I would be able to enter my professional life without wasting too much time. It was very logical for me, especially that the graduate period was only 1 year..."

Although Q1 and Q8 from the participants stated that this situation did not affect their preferences before they came to Ireland, they stated that they wanted to do a master's degree after they came to Ireland and that the shorter duration of the master's degree in Ireland compared to other countries had a positive effect on their ideas of mastering in Ireland.

Q1 expressed his ideas on this subject as follows.

"... As I mentioned before, I didn't have a goal to do a master's degree before I came to Ireland, but it definitely influenced my decision to do a master's degree after I came, I would have the opportunity

to complete the education process in a shorter time and have the chance to find a job. In this way, I think I saved a year from the time I would spend on education..."

Q8's views are as follows.

"...As a matter of fact, this situation did not affect my country choice at all, as I did not have a goal of doing a bachelor's degree or a master's degree before coming to Ireland. However, later on, in line with the conditions and my career goals, I decided to do a master's degree, thinking that doing a master's abroad would have positive effects on me. After researching a few countries, when I learned that the undergraduate and graduate degrees in Ireland are one year shorter than other countries, I directed my route to a university in Ireland and now I am a master student here..."

Question 9

Table 9: Undergraduate and graduate education requires language proficiency. Ireland also has a well-developed language education sector. Did this affect your choice of Ireland?

Category	Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
The effect of the well-developed of the language education sector in Ireland on choosing Ireland in order to provide the language proficiency required for undergraduate and graduate education	Education quality	*	*	*	*	*		*	*
	Wide language school market	*	*		*		*		
				*					*
	Positive effect on the adaptation process								

The answers to the question of what kind of effects the well- developed of the language education sector in Ireland has on providing the language proficiency required for undergraduate and postgraduate education are shown in the table.

Q1, Q2, Q3, Q4, Q5, and Q8, who participated in the research, mentioned that the quality of language education in Ireland had a positive effect on them in order to provide the language proficiency required for undergraduate and postgraduate education.

Q5 expressed the positive effect of the quality of language education in Ireland as follows.

“... I started my first language education in Ireland by taking IELTS training, and then I started my master's program after receiving the language certificate. The first course I attended and the quality of education I received afterwards were in parallel with my positive thoughts and I was very satisfied...”

Q1, Q2, Q4 and Q6, who participated in the research, mentioned that the wide language school market in Ireland had a positive effect on them in order to provide the language proficiency required for undergraduate and postgraduate education.

Q6 expressed his views on this issue as follows.

“...The fact that the language education sector is so widespread and developed was very important to me in line with my purposes here. I was able to reach the language proficiency required for postgraduate education thanks to the language schools in Ireland...”

On the other hand, researchers Q3 and Q8 stated that the development of language schools in Ireland, shortening the adaptation period, while providing language proficiency, had a positive effect on the process of starting the master's degree afterwards.

“...I aimed to use the language schools in Ireland as a stepping stone for me. When I came to Ireland, my English was almost non-existent and I had a goal to graduate. In a two-year period, I learned the language and started my master's degree. It was a great advantage that the language schools provided the students with the opportunity to get to know the country, rather than the English education they gave them culturally.”

Question 10

Table 10: What were your expectations about living and studying abroad? Did Ireland live up to these expectations?’’

Category	Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Expectations about life and education abroad	Language learning	*	*	*	*			*	*
	Covering living expenses	*		*	*	*			*
	Self-development	*	*		*				
	Opportunity to build the future							*	
	Low social pressure						*		

The answers to the question of expectations about life and education abroad are shown in the table.

Q1, Q2, Q3, Q4, Q7 and Q8, who participated in the research, stated one of their expectations abroad as language learning.

Q1, one of the participants, expressed himself as follows.

“...my main expectation before coming to Ireland was to improve my English and to acquire new cultures and experiences abroad...”

Q1, Q3, Q4, Q5 and Q8 of the participants of the research stated that one of their expectations abroad is to cover their living expenses.

Q3 expressed his thoughts on this issue as follows.

“...Before I came to Dublin, my expectations were to learn the language and achieve my economic independence while learning the language. I can say that Ireland met my expectations linguistically and financially, and even more than that...”

Q1, Q2 and Q4 said that one of their expectations abroad is to improve themselves.

Q4 expressed himself about this subject in the following way.

“...My expectations before living and studying abroad were to improve myself in general terms, to know new cultures, to make friends with people from different nationalities, to improve my English, to be able to maintain my own financial freedom here, and to get a good education and perhaps continue my professional life here. I can say that Ireland met my expectations in many ways...”

Q7, one of the participants, expressed his expectations about life and education abroad as building his future abroad and conveyed his views as follows.

“...I think I have improved my language despite the pandemic. I am very satisfied with the quality of education and I have also had close friendships with people from many nationalities. And I'm very hopeful about the future, I hope I can build my after my master's professional career here...”

Finally, Q6, one of the participants, expressed himself as follows by stating his expectation about life abroad as less social pressure.

“... My expectation of living abroad, I wanted to adapt to a different nation from my own people. I wanted to pursue things that I couldn't do in my own country, and to enjoy life while doing them. I wanted a country to be such that its people would be warm to outsiders, less racist, and tolerant of different beliefs. I think Ireland is the best European country for this...”

6 DISCUSSION

International student mobility is increasing every year. Mobility and globalization in the education market are becoming more important every year. In the new age, by adding more flexible systems to the education sector, the education sector is marketed more directly to the students. (Popli, 2002). In this research, it is aimed to investigate the reasons for the increase in international student mobility by conducting interviews with Turkish students. International students stand out as a major source of income for countries with the potential to host international students. The market value of international student mobility reaches billions of dollars. It is seen that there is a serious competition between the countries that want to get a share from this market. (Marginson & Van der Wende, 2009 , Wilkins & Huisman, 2011). The reason for the competition of countries to attract international students to their countries is not only to earn income economically, but also to benefit from brain drain. International student mobility takes place in two ways: incoming students and outgoing students. Especially in terms of economic and intellectual benefits, it is preferred to attract international students, especially the most talented and promising ones.

When asked about the reasons why the participants wanted to study abroad, it was determined that the main reasons were the desire to learn a new language, to know different cultures, and to take steps in line with their career goals. In parallel with the literature research, it has been determined that there is a desire to learn a new language as one of the reasons for students to study abroad. It is understood that one of the important factors in students' decision making is learning and improving English. Learning English in an English-speaking country is also one of the factors that affect students' choice (Wilkins, Balakrishnan & Huisman, 2012). It was determined that the participants emphasized learning English in all interview questions related to the subject.

It was seen that another factor in the decision of the participants to study abroad was the desire to learn new cultures. In the participants of similar studies in the literature, it is seen that one of the motivations of the students who want to study abroad is the desire to learn new cultures. Wilkins & Huisman ‘‘Student Recruitment at International Branch Campuses: Can They Compete in the Global Market? In his study titled ‘‘‘, it was determined that one of the factors pushing students to study abroad is ‘‘Experience a different culture’’, (Wilkins & Huisman, 2011). In the study, it was determined that one of the reasons for the desire of Turkish students to study abroad is to get to know and experience new cultures. Another study in the

literature, 'Reconceptualising internationalisation through students' eyes': Findings from a biographical study of female, international doctoral students in an Irish University, it is stated that students have a desire to learn new cultures in order to go global (Lisa Moran & Lorraine Green, Simon Warren, 2021).

In the findings obtained from the research, it is observed that another factor affecting the desire to study abroad provides an advantage for the participants in reaching their career goals. Participants stated that the education they will receive abroad will be a great advantage for them to achieve their career goals in the future. In the literature, it has been stated that one of the reasons for international student mobility is that students can access employment and better career opportunities in the future. In addition, it has been observed that the skills and experiences gained by students while studying abroad match the competencies that employers expect from employees in their recruitment processes (Daniel, Xie, & Kedia, 2014). Tansel, A. and Gungor, N.D. (2008), according to the research conducted among Turkish students residing abroad, it was pointed out that going abroad and receiving education there is an investment for them. According to the participants of the same study, it was determined that the working environment and the quality of education they can obtain abroad are effective in their decision to go abroad (Tansel, A. and Gungor, N.D., 2008). The findings obtained in the study show parallelism with the literature studies in the context of the factors affecting the students' decision to study abroad.

According to the findings obtained from the participants, it was determined that geographical proximity, the possibility of working part-time during the education process, the mother tongue of the country being English, and the ease of obtaining a visa to the preferred country were important. The majority of the participants in the research stated that it is very important that the mother tongue of the country they want to study abroad is English. As a result of the findings obtained from the participants, it was determined that the desire of the participants to learn English is one of the biggest motivations for both moving abroad and choosing the country they will go to. In the literature research, it is seen that international students prefer English speaking countries more when choosing a country. According to Wilkins, Balakrishnan & Huisman, (2012), it has been determined that the desire of international students to improve their English in an English speaking country is seen as an attractive factor by international students. The fact that the USA, England and Australia are among the countries most preferred by international students (OECD, 2014) indicates that the research findings are in line with the studies in the literature.

In the process of choosing the country where they will study abroad, the fact that the country they will go to is close to Turkey is also an important factor in the findings obtained as a result of the research. It has been determined that the students prefer countries that are geographically close to their homeland. According to the literature, it has been determined that during the process of choosing the country where they will study abroad, international students prefer not only the countries whose mother tongue is English, but also destinations that provide education in English and are close to their own countries (Wilkins & Huisman, 2011).

According to the findings obtained from the participants of the study, the fact that they have a work permit in the country they will go to during their education was also determined as an effective factor in their country selection. It was determined that the participants wanted to feel more economically comfortable during their education. In a study conducted among Chinese students in Ireland, it was determined that students continue to work part-time while studying at language schools and earn money for their university education and living expenses afterwards (YY Wang, R King O'Riain, (2006)). In addition, in the research conducted by Mazzarol & Soutar, it was emphasized that the opportunity to work part-time is more important than other costs in choosing a country for international students. The importance of part-time work varies according to the countries where international students come from (Mazzarol & Soutar, 2002).

Another factor that emerged as a result of the findings is that the visa that international students have to get when choosing the country they will go to is easy. It has been determined that they consider the countries that provide visa convenience when choosing their destination. In the literature, it has been determined that international students consider personal and non-personal information sources such as security concerns, calculation of living costs, various student groups, visa application procedures, opinions of friends, opinions of family, information received from education agency and university during the process of choosing a country. (To et al. (2014))

In the study, the findings were obtained by asking the participants about the effects of Turkey's deteriorating socio-economic situation on their desire to study abroad. The participants stated that they had future concerns in their decision to study abroad due to the bad course of the economic situation in Turkey and that they had negative effects on their social life. Similar findings were found in literature studies. According to the findings obtained in a study on brain drain in Turkey, it was determined that economic instability is a driving factor for Turks to move abroad or to choose more prosperous countries for education (Tansel, A. and Gungor,

N.D. , 2008). In the same study, this phenomenon stands out as an attractive factor for the participants who think that there will be more opportunities in their professional fields abroad in this context (Tansel, A. and Gungor, N.D. , 2008). According to another study in the literature on destination choices for studying abroad, it has been determined that it is important for students to have better job opportunities in the country they will go to (Mazzarol & Soutar, 2002). Factors existing in the literature such as better job opportunities, economic instability in their own country, and wider opportunities in their own professional fields coincide with the students' desire to study abroad due to the future anxiety of the research revealed. In addition, another finding that emerged as a result of the research is the negative effect on the social life of the participants due to the deterioration of the socio-economic situation in Turkey. Some of the participants found that the political and economic situation of the country had significant effects on their social life, and for this reason, they were more willing to study abroad. In parallel with this finding, in a study in which Turks living abroad participated in the literature, it was determined that the fact of being less satisfied with social and cultural life was a driving factor in their decision to live abroad. At the same time, the fact of being more satisfied with social and cultural life in more prosperous countries stands out as an attractive factor for decisions to live abroad (Tansel, A. and Gungor, N.D., 2008).

In the study, it was also found that the fact that Ireland is preferred by international students is effective in their decision to come to Ireland. In addition, it was observed that international students also talked about the effects on their lives after moving to Ireland. In the study, it was seen that the participants said that the choice of Ireland by international students had a positive effect on them. This effect has been found to be effective in the context of the belief that Ireland is a popular country, the belief to practice English more easily, and the encouragement of the participants to settle in Ireland.

According to the findings of the research, it is seen that the participants started their education in Ireland by taking education in language schools. Ireland is a destination preferred by international students, whose language school sector is increasing every year. Research participants stated that it had a positive impact on the life processes of other international students living in Ireland during their lifetime in Ireland.

Another finding that emerged as a result of the research is that people from different nationalities form social groups with only people from their own nationality after a while, causing social isolation. Although the participants from other nationalities living in Ireland helped them learn new cultures, make good friends and create a social environment, it was

determined that people from different nationalities only formed social groups among themselves over time and they thought that this had a negative effect on socialization. In this regard, in a literature study on Chinese Students in Ireland, it has been found that Chinese students have difficulty integrating into Irish social life due to various barriers in Ireland and spend time with their Chinese friends around them (YY Wang, R King O'Riain, 2006).

In the research, findings were also obtained from the question of how Turkish students in Ireland were effective in the participants' choice of Ireland. In these findings, it was seen that the presence of Turkish students in Ireland had some positive and negative effects on the participants' selection process for Ireland. In some findings, it was concluded that this situation was ineffective in their decisions. The participants, who stated that it had a positive effect on their decisions, mentioned that they believed that the presence of Turkish students created a sense of trust for them, that they would be beneficial for social assistance, and that they would help them to get information about life in Ireland. These facts were determined as the factors that positively affected the participants in the process of choosing Ireland. In addition, it was determined that the participants communicated with their Turkish friends who lived or are currently living in Ireland before coming to Ireland and that the information they received from them during the process of choosing Ireland had a positive effect. It has been seen that the suggestions of international students when choosing the country they will go to are effective. In the study titled Factors motivating destination decisions of Chinese study abroad students, it was determined that the information that students received from their friends who had previously studied abroad is effective in the selection process for the country they will go to (Wang, Crawford, 2021).

In the findings obtained from the research, it was determined that the participants had some concerns about the presence of Turkish students living in Ireland. As understood from the previous findings, the main motivation for the participants to want to go abroad was determined as learning English. In addition, it has also been determined that people from the same nationality, which emerged from previous findings and literature research, form a social environment by grouping over time. In the light of all this, the reason why the presence of Turks living in Ireland is a concern for the participants is that their English learning processes will be negatively affected. This situation is in parallel with the literature research, which is stated as social isolation.

For the participants in the research, it was asked what effect this agreement, known as the Ankara Agreement, had in the process of choosing Ireland, which provided Turkish students

with ease of study and ease of residence permit in Ireland. In the findings, it was determined that among the participants, people who did not know about this agreement. For this reason, it is determined that there is no effect on the decisions of the participants. However, according to the findings obtained from these participants, it was determined that they had more positive impressions about Ireland when they learned about this agreement after they came to Ireland. Known as the Ankara Agreement, this agreement (Turkish Association Agreement) gives Turkish students certain rights for Ireland as explained by the Irish immigration office. Among these rights, Turkish students have the right to obtain a one-year residence permit and full-time work permit if they work with the same employer for 1 year. A Turk who has been working in the same job field for 3 years has a work permit and stay at that job if the same job is still available. Turks who have legally resided and worked in Ireland for 4 years can apply to this agreement and have a residence permit and work in the field they want. It has been determined that it creates a sense of trust even for those who did not know about this agreement before they came to Ireland, but who had knowledge after coming to Ireland. It was determined that the participants who had knowledge about this agreement before coming to Ireland had a positive effect on choosing Ireland when choosing the country where they would study abroad. According to the findings obtained from the study, it was determined that the reason for having a positive effect on these participants was in the context of ease of work permit. This situation, which is in line with the previous findings that emerged during the study, is related to economic factors, which is an important criterion for international students in choosing a country. In addition, this situation can be associated with the importance of visa application processes on the image of the host country in the findings of Wang, Crawford's (2021) study, and the findings of job opportunities while students and after education.

Within the scope of the research, the effect of the full-time work permit given to post-graduate students in Ireland on the process of choosing Ireland was investigated. In this context, when the findings obtained from the participants are examined, it has been determined that this situation has a positive effect for the participants who aim to do a master's degree abroad in the reason for coming to Ireland. These participants thought that the work permit granted after higher education, in line with the other findings obtained in the research, is an important advantage to achieve their career goals. When the findings obtained from the participants were examined, it was determined that they thought that the work and residence permit given after higher education would help them in the process of finding the job they wanted. He emphasized that they will feel more comfortable during the job search process. As can be understood from

these findings, this advantage offered by Ireland has been a determining factor for the research participants. In addition, it was determined that this situation did not have a negative or positive effect for the participants who did not plan to pursue a graduate or undergraduate education in the process of choosing Ireland. However, it is determined by the findings that the work permit advantage given after the graduate education has a great impact on the decision of these participants to pursue graduate education in Ireland. In the light of all these findings, it can be concluded that the work permit of the participants who participated in the research after their university education in Ireland is a determining factor especially for the citizens of non-European Union countries such as Turkey.

Within the scope of the research, the effect of the fact that the graduate period in Ireland is shorter compared to Turkey or other European countries has been investigated. The findings obtained from the participants are similar to the effects of the full-time work permit obtained by the participants after the master's degree on the process of choosing Ireland. In literature studies, it has been found that international students studying in Ireland have increased over the years (Higher Education Authority, 2018). In another study in the literature, it is emphasized that Ireland, as the host country, has an important place in the international education market in terms of an English speaking country for students, universities with high degrees, and job opportunities after graduation (Wang , O'Connel, 2020) In this literature study, although the scarcity of studies on the role of Ireland in international student mobility is mentioned, it is stated that Ireland wants to take an important role in international student mobility with various policies. Policies such as increasing the work permit granted after master's degree from 1 year to 2 years were mentioned. In addition, it is also mentioned that Ireland has become an attractive country for international students with its quality education universities and various education policies. Parallel to the literature research, the findings obtained in the study revealed that the shorter duration of the graduate education had a positive effect on the participants who had a master's goal before coming to Ireland. It was determined that this effect was in the context of gaining time for the participants. It can be said that this effect is compatible with other findings obtained from the participants. Participants generally stated that studying abroad would have a positive impact on their careers. Accordingly, it is seen that the participants want to finish the master's program as soon as possible, which they think will help their career goals in a short time or give them an advantage abroad. The shorter duration of postgraduate education in the process of choosing Ireland was effective for these reasons. However, in the findings of the research, it was concluded that the short duration of education did not have an effect for the

participants who did not aim to get a master's degree in the process of choosing Ireland. However, it was concluded that the other factors mentioned in the research and the fact that the master's education lasts for one year in Ireland is effective in their decision to pursue a master's degree in Ireland.

Within the scope of the research, it was investigated how the language schools in Ireland effect, which will help them reach the language proficiency required for graduate education, on the process of choosing Ireland for the participants. It was determined that the main motivation of all the participants participating in the study was to learn or improve English, in line with the other findings. Participants who want to study for a master's degree abroad stated that the English education they will receive from language schools during the process of choosing Ireland will be beneficial for their master's goals. While talking about this positive effect, the participants mentioned the quality of education of language schools, the fact that they can find language schools that are economically suitable for them due to the wide market of language schools in Ireland, and the period of their education in language schools is beneficial for their adaptation to Ireland. In this context, it can be concluded that Ireland has an important place in Europe in terms of the advantages it offers in terms of English language schools. Based on the data that all the participants within the scope of the research obtained the language proficiency required for master's degree by studying at language schools in Ireland, it can be considered that Ireland is sufficient in language schools. In addition, language schools seem to be the most important factor in choosing Ireland by the participants. In this part of the research, results that are in parallel with the literature data have been reached.

Finally, the participants were asked what their expectations were before they went abroad and whether Ireland met these expectations. Participants stated their expectations before going abroad. It was determined that the participants described it as learning a new language, meeting living expenses, maintaining personal development, seizing opportunities to build their future, and a lesser level of social pressure. Learning a new language is at the top of the expectations of the participants before they go abroad. In this context, it was determined that the participants' desire to learn a new language was the main attractive factor for the participants to come to Ireland. In this context, the fact that the participants are doing a master's degree or having completed their master's degree after coming to Ireland shows that they have reached a certain level of English. Parallel to this, the participants also stated that their experience in Ireland met their expectations for them to reach the language level they wanted. According to Mazzarol & Soutar, 2002, the desire of international students to improve their language proficiency in

country selection has been shown as an important attractive factor (Mazzarol & Soutar, 2002). According to another study in the literature, it was stated that the factor of using English is effective in the country preferences of international students (Padlee, Kamaruddin, & Baharun, 2010). Among the expectations of the participants before going abroad, it was stated that they would have the opportunity to meet their living expenses. In this context, it is revealed that the participants must have a work permit in order to cover the necessary expenses while studying abroad. In literature studies, it has been determined that international students consider costs when choosing a country (Mazzarol & Soutar, 2002). Participants stated that they were satisfied with Ireland in terms of meeting their living costs. It can be said that the Irish government allows international students to work 20 hours a week during their education and 40 hours a week during holidays, making Ireland an attractive country for international students. In the studies conducted in the literature, it has been found that students consider the living costs when choosing a country (Abubakar, Shanka & Muuka, 2010). This is in line with the findings obtained from the participants. Among the findings obtained from the research participants, the phenomenon of personal development is also encountered within the expectations before going abroad. Participants thought that the experience of living abroad would improve them. When the answers of the participants to the previous questions were examined, it was determined that they had goals such as learning a new language, learning different cultures, getting a graduate education, and continuing their careers abroad. All these purposes can be evaluated in the context of participants' willingness to invest in their own personal development. It was concluded that the participants were generally satisfied with the experience they gained in Ireland regarding their personal development. In the literature research (Li & Bray, 2007), it has been stated that social and cultural experience is effective in the country preferences of international students. Participants in the research also stated that they think they will find opportunities to build their future. It has been determined that the participants have expectations for their careers before they go abroad. The desire to reach their career goals, which is one of the main motivations of the participants in wanting to study abroad, is seen in parallel with this expectation. The fact that the participants thought that they would have better opportunities to build their future was identified as one of the reasons for their education abroad. According to the findings obtained from the participants, it was determined that they had hopes of obtaining better opportunities for their future during their lifetime in Ireland. Among the findings obtained in the literature research, it has been seen that international students desire to find a higher-paid job and achieve higher social status during and after studying abroad (Wang, Crawford, 2021). Participants in the study stated that they had a life expectancy with less social pressure before

experiencing life abroad. It has been determined that the participants have a desire to live in a society where social pressure is less and where different beliefs and opinions are more tolerant. The findings obtained from the study were analyzed and compared with the findings obtained as a result of literature reviews. As a result of this comparison, it supports the hypothesis of the research that "The quality of Irish education institutions and Irish life standards are effective in the preference of Turkish students in Ireland".

It was determined that the participants who mentioned such cases were satisfied with this issue after their Irish experience. In the findings found in the literature research, data related to this subject were also found. In a study on brain drain from Turkey, factors such as being less satisfied with social life, political pressure and disagreements, and lack of social security are among the reasons why Turks live abroad or receive education, as push factors in the context of brain drain from Turkey to abroad (Tansel, and Gungor, 2008). It has been determined that the findings obtained as a result of the research do not contradict each other. When similar studies in the literature are examined, it is seen that parallel results are obtained.

7 CONCLUSION

In the Researches, the criteria in the decision-making stages of international students and the qualifications that the host country should have in general were mentioned. In general, studies have been carried out in the field of push-pull factors that affect the decision of international students to study abroad (Mazzarol & Soutar, 2002). In the literature, there are studies on which criteria international students consider when they want to study abroad. This study examined the international education sector. It is a study on the hypothesis that Ireland will be a country that Turkish students will prefer more in the future, in line with the experiences of Turkish students who have been in Ireland for a certain period of time.

The main hypothesis of the study; Considering that the rate of Turkish students going abroad increases every year, Ireland will become a more popular country for Turkish students in the coming years due to the opportunities it offers. This study analyzes the personal experiences of Turkish students who have both been educated in language schools and have completed their master's education or are continuing their master's education in Ireland, with appropriate questions for the theory of the study. Although this study is similar to the research conducted for the criteria in the country selection process of international students, it was conducted on a more specific group and was made about Ireland in general.

When the findings obtained in the study are analyzed and compared with the literature, it is seen that similar results are obtained. The findings of the research are of a nature to support the theory of the study. However, a more comprehensive research can be done on the theory of the study. The data obtained from the study were found to be sufficient when analyzing. However, if the study is desired to be carried out more comprehensively, the number of questions and the scope of the research can be increased in order to obtain more detailed data. Within the scope of the research, only students were examined.

The Irish experience of Turkish students was analyzed. If the scope of the research is desired to be expanded, the managers of the education agencies in Turkey or the data obtained from them can be included in the research. Likewise, in the research, analyzes and findings were created by examining the experiences of students who had or had higher education in Ireland. The aim of this is to benefit from the experiences of students who have spent more time in Ireland and are involved in the Irish education sector. However, the vast majority of Turkish

students who came to Ireland were found to have come to Ireland after receiving education in language schools, in informal research conducted before the target group was formed within the scope of the research.

The findings obtained in the study, which can be described as extraordinary, were determined. These findings also support the hypothesis of the study. According to these findings, after the participants who did not aim to do a master's degree abroad started to live in Ireland, they decided to live in Ireland for the reasons mentioned in the study and started to receive graduate education.

It was determined that all of the Turkish students included in the study started their education in Ireland by studying English at language schools. If the research is desired to be developed, Turkish students who come to Ireland only to study at a language school can be included. In addition, interviews made on the internet were used as a research tool. This method has been chosen in order to obtain student experiences more comfortably and sincerely. However, if the scope and content of the research is desired to be improved, it can also be done with a survey containing more questions and targeting a wider audience.

The data obtained within the scope of the research support each other with the relevant literature research. There is no related academic study in the literature that reflects Turkish students' thoughts about Ireland. Based on the hypothesis that Turkish students will see Ireland as a more popular country in the future, this study may attract the attention of academics who want to conduct research on this subject in the future. In addition, this study can increase the interest of educational institutions in Ireland in the Turkish market when it is supported by the education institutions in Ireland and by making necessary market researches. In addition, it can be examined by students in Turkey who want to study abroad and can be used as a comprehensive and unbiased source of information about Ireland.

Research can be explored to analyze Turkish students' perspectives on Irish educational institutions in the marketing sector. International students qualify as the consumer group for the international education sector. In this context, the perspectives and observations of Turkish students who are in the consumer group and want to study abroad can be examined in this study.

As a result, in this study, the experiences of Turkish students who lived and studied in Ireland for a certain period of time, depending on the hypothesis of the study, were analyzed.

8 RECOMMENDATION

The research analyzes the experiences of Turkish students in Ireland and compares them with the literature, and presents modest results on the reasons why Turkish students come to Ireland. The motivations of Turkish students who want to study abroad can be examined in general. The experiences of Turkish students in Ireland can be examined by determining a wider target group. In future studies, the reasons that encourage students to study abroad can be analyzed in this context by including their backgrounds in the scope of the research. In future studies on this subject, the content of the study can be expanded by including the marketing departments of educational institutions in Ireland or education agencies in Turkey. This study and related studies on the relations of Turkish students with Irish education institutions can help education institutions in Ireland plan their strategies regarding the needs and expectations of Turkish students in Ireland. However, Turkish students who want to study abroad need to be more informed about the quality of education institutions in Ireland and the opportunities they offer. In addition, Turkish students who want to study abroad should be informed about the opportunities Ireland offers to international students and Turkish citizens. It is recommended that Irish Educational institutions increase their marketing activities in Turkey regarding educational institutions and the opportunities offered by Ireland to international students. It is recommended that education agencies in Turkey inform students more about the opportunities offered by Ireland.

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APPENDICES

Questions”

1. What factors influenced your decision to study abroad?
2. What criteria are effective during the country selection in education abroad?
3. How did influence worsening of the socio-economic situation in Turkey in the decision to study abroad?
4. How was the choice of educational institutions in Ireland by many international students effective in your choice and your life process in Ireland?
5. How did the large number of Turkish students in Ireland influence your decision to study abroad in Ireland?
6. How did the Ankara Agreement (Turkish Association Agreement), which provides a great advantage in the process of becoming an Irish citizen, influenced your choice of Ireland?
7. Did the full-time work permit given at the end of graduation at the universities in Ireland (1 year at the end of the undergraduate degree, 2 years at the end of the master's degree) effective in your decision?
8. Was it effective in your decision to have shorter education periods in Turkey and in other European countries (3 undergraduate studies in Ireland and 1 year for postgraduate studies)?
9. Undergraduate and graduate education requires language proficiency. Ireland also has a well-developed language education sector. Did this affect your choice of Ireland?
10. What were your expectations about living and studying abroad? Did Ireland live up to these expectations?