



UNIVERSITY OF TWENTE.

**Faculty of Behavioral, Management and
Social Science**

The influence of Filial Piety and Parents' Involvement in Chinese families' overseas education decision making

QUNYING LIU

S1763652

M.Sc. Thesis

January 2018

Supervisors:

Prof. Dr. Menno de Jong

Drs. Mark Tempelman

Communication Studies
Faculty of Behavioural, Management
and Social Science
University of Twente
P.O. Box 217
7500 AE Enschede
The Netherlands

Abstract

Purpose: The purpose of the present study is to examine how the characteristic of Chinese students, parents and their relationship affect the role of parents in the families' decision making regarding study abroad, country destination and chosen university. The key factors studied were filial piety, expectation, competitiveness, safety, and knowledge, emphasizing in parents' involvement. The factors were studied in both students' perspective and their perceived parents' perception to better extract the influence of parents in the decision making. Gender and One-Child condition were considered as exploratory factors.

Method: Both qualitative and quantitative methods were employed in this study. The results from the interviews in study 1 provide a basic framework for the quantitative research in study 2. A questionnaire survey was used. Participants were recruited via social media. This study only targeted at students who were studying in abroad or planning to study abroad, in the age range of 18-32. The collected data were then analyzed by using SPSS.

Result: Eight factors, including Reciprocal filial piety, authoritarian filial piety, expectation, Competitiveness in student and perceived parents' perception, safety in student and perceived parent's perception, and perceived parents' perception of knowledge were identified. Authoritarian filial piety, perceived parents' perception of safety and knowledge were significantly predicting the decision making for studying abroad, choosing a country and a university. No significant effects were found for the rest of the five factors, neither for gender or One-Child condition. Nevertheless, all factors were shown influencing the final decisions in an expected direction.

Conclusion: The research hypotheses were partly supported, the result is confirming and challenging at the same time about the findings of Chinese families' decision-making process. This present study sheds light on the influence of the unique parents' knowledge on student decision making regarding overseas education, and the important influence of filial piety from a cultural perspective.

Key Words: Filial piety, Competitiveness, Safety, parents' knowledge, overseas education, decision making.

Table of Contents

.....	i
Abstract.....	2
1. Introduction.....	5
2. Theoretical Framework.....	7
2.1. The understandings of international students' decision-making process	7
2.2. The understandings of factors that influence students' decision.....	7
2.3. Exploring factors that influence Chinese family educational decision making.....	8
2.3.1. Filial Piety	8
2.3.2. Child Centeredness	9
2.3.3. Competition led by imbalance of education distribution and high population	10
3. Preliminary Study	11
3.1. Method	11
3.2. Participants.....	11
3.3. Procedure.....	12
3.4. Results	12
3.5. Conclusion of the preliminary study	14
4. Main Study	15
4.1. Conceptual Model	15
4.2. Research Hypotheses	15
4.3. Procedure.....	16
4.4. Measures	16
4.4.1. Validity and Reliability of measures.....	18
4.5. Sampling	20
4.6. Data analysis.....	21
4.7. Results	21
4.7.1. Descriptive Statistics.....	21
4.7.2. Correlation Analysis	22
4.7.3. Regression Analysis.....	24
5. Discussion.....	27
5.1. Main findings.....	27
5.2. Theoretical implication.....	28
5.3. Practical implication.....	29
5.4. Limitation	29
5.5. Suggestions for future research	30
6. General Conclusion.....	30
REFERENCES.....	31
APPENDIX 1 – Interview transcripts.....	34
Interview 1	34
Interview 2	37
Interview 3	39
Interview 4	41
Interview 5	43

Interview 6	45
Interview 7	47
Interview 8	49
Interview 9	52
APPENDIX 2 – Interview Coding Scheme.....	57
APPENDIX 3 – Questionnaire.....	59

1. Introduction

Since the 1980s when International education was merged, it has become the most significant service industry and the major growth in the past decades (Lee & Morrish, 2012; Leung, Wong, Wong, Wong & Chang, 2010; Mazzarol, 1998). One of the important drives for international education is the globalization (Gomes & Murphy, 2003). Globalization ushers international mobility and simplifies the ways for people to cross borders in all walks of life. Three waves of globalization were identified – student travel to a host country to study, institutions establish the presence in the international market through the export channel, and the creation of branch campus in the foreign market and deliver online courses through ICT (Mazzarol, 1998; Mazzarol, Soutar & Seng, 2003). The intensification of globalization reflecting in richer cultural experiences and a fast-growing number of international students. The number was predicted to reach to a total of 7.2 million by the year of 2025 (Knight, 2005). Increasing demand for international education worldwide has led to an inevitable outcome of highly competitive market among countries and institutions.

Motivations to recruit foreign students varies across nations, some associate it with financial rewards, others try to maintain their scientific and economic competitiveness (Bodycott, 2009). As the number of students grows, the search for higher education and the inclusion of new countries as destinations increases the need for host countries and educational institutions to understand the behaviors of prospective students from a cross-national perspective (Cubillo, Sanchez & Cervino, 2006). Responding to this need, a considerable research was done to identify the factors that influence the international students' choice of pursuing an overseas education. Mazzarol, Savery, and Kemp (1996) developed “push-pull” model, through which they demonstrate how students are “pushed” to the oversea market, and how the host countries “pull” the students into the market. Either to push or pull, scholars and marketers are keen to understand the mechanism behind each of these decisions.

Among all markets, Asian remains the main one for international education (Rudd, Djafarova & Waring, 2012), mainland China particularly, is the largest source of international students in the world (Yao, 2004). In 2015, about 1.3 million Chinese students were studying in oversea countries, counted for 25% of the total globally, and representing the largest group of international student in main English-speaking countries (Blue Book of Global Talent, 2016). Many European non-English-speaking countries have set a priority for the availability of English programs as part of their internationalization strategies to attract foreign students. Apart from the language barriers, there are much more other elements may influence students' choices.

China possesses distinct cultural differences from many other countries in the world. Except for Buddhism and Taoism, Confucianism is found the most influential one in shaping the behavior patterns and structuring the family and community (Park & Cho, 1995). Growing up in the rich Confucian society, the way of thinking differs from the western. In fact, rather than an individual's decision, the Chinese cultural emphasizes the importance of family as a whole and the inter-influence of family members on each other in critical purchase decisions, especially the significant role of parents with the inclusion of their children education and further developments (Lee & Morrish, 2012). This explains the certain difference between the Chinese students' reported decision making and the actual situation in accordance with the factors that influence his or her choice of overseas education (Bodycott & Lai, 2012), due to the lack of reference of parental involvement in the process. The Confucian tradition promotes the significance of education, leading to a more direct and active involvement of the Chinese parents in their children's education. Driven by the belief that a good education guarantees a

better future (Ashley & Jiang, 2000), the Chinese parents are prepared to make an investment. Knowing the extent to which the Chinese parents are willing to invest in their children and how the children respond to it would help scholars or marketers to understand the mechanism of Chinese family's decision making. Particularly, although one may interpret the Confucian value differently, it seems impossible for them to deny the depth and the pervasiveness of the influence of their parents. Therefore, the research question is addressed as: ***How do the characteristics of Chinese students, parents and their relationship affect the role of parents in the decision-making process about studying abroad, choosing a country and university.***

Initial intention for current research came from the recruitment need of the University of Twente. Triggered by the need for internationalization, the RoUTe' 14 was introduced as a response to internal and external changes in 2008, since then the university has been ongoing its transition from technical university to multidisciplinary that merger of technology and social sciences (de Boer & Drukker, 2011). The University of Twente has been trying to counter the trend of "internationalization" by filling the gaps with foreign students (Mensing, 2016). This study investigates the level of cultural and parents' involvement in the family's decision about studying abroad, attempting to understand what factors influence Chinese students' choice of overseas education, and trying to predict the likelihood of choosing the Netherlands as their destination.

To answer the research question, two methods were employed in this study. First of all, a comprehensive literature review on current researches about international student decision making will be given. Follow the qualitative research, using interviews to gain rich insights of students' choice of the Netherlands as their destination and their experienced process. Based on the output, the main study will be presented, as well as the analysis and the findings. All results will be discussed in the final section, the implication and conclusion will be given at the end of this study.

2. Theoretical Framework

In this section, the existing literature is reviewed to identify the gap in academia. Starting from the current international student's decision-making process, followed by the factors that influence on decisions making, then, a specific attention will be paid on the Chinese students, what factor and the characteristic of this cultural group affect their decision making toward overseas education.

2.1. The understandings of international students' decision-making process

Pursuing an overseas education is one significant and expansive decision that students may ever undertake (Cubillo, Sanchez & Cervino, 2006), especially this segment of young population is at a relatively unstable phase in their lives (Clarke & Brown, 1998), rather inexperienced with neither well-defined criteria for choice, nor sufficient knowledge of the options (Moogan & Baron, 2003), yet, they are making very important investment. A poor choice may negatively affect the motivation to the study and ultimately the academic success (Lee & Morrish, 2012). The decision usually implies a complex process during which the students are faced with tasks such as exploring and comparing alternatives, reflecting on interests and skills, and choosing one option from many. Wherein the interests and choices can be changed due to the availability of the information they receive; be modified by the influential parties such as families, friends, and others significant individuals; or be affected by their own life experiences within or outside the class (Moogan & Baron, 2003).

The increasing view of students as consumers leads to the implementation of the business model into the educational context (Phang, 2013). As Chen and Zimitat (2006) suggested, "analyzing consumer behavior surrounding the selection of international higher education destination can lead to an understanding of how the purchase-related variable interacts and influence each other, thus building a deeper understanding of complex consumer behavior" (p.92). Jackson (1982) combined two complementary models of sociological and economic to build up a mixed model of student choice, and divided it into three phrases – preferences, exclusion, and evaluation. Similarly, Mazzarol and Soutar (2002) posited the student's decision regarding oversea education includes at least three steps 1) the student's preferences to study internationally instead of domestically, 2) select one host country that is relatively more attractive than others, and 3) select an institution. Regardless the use of different models, there are always factors need to be concern that may influence the decision process and subsequently, the outcome of the decision.

2.2. The understandings of factors that influence students' decision

The complexity of students' decision on higher education is related to the importance of career development that could influence their possible future (Germeijs, Luyckx, Notelaers, Goossens, & Verschueren, 2012). Previous studies about international student decision making is in general fell into two categories, whether to examine the exogenous elements that affect the students' refusal and "push" them to leave their country and to continue their education in an oversea institution, or to assess the student's perception of a decision at the individual level, so the host countries or institution can "pull" them over (Lam, Ariffin, & Ahmand, 2011; Li & Bray, 2007). This is also known as "push-pull" model. Mazzarol and Souter (2002) argued that the economic and social force within the home country serve to "push" the student to go abroad, the decision of the destination is largely depending on the variety of the "pull" factors. These factors can be found in the literature, such as the quality of education, the image of the institution, the migrant intention, or the learning environment, etc.

Despite the variety of “push-pull” factors, there is still a lack of reference to the specific cultural influence from the group of students that were drawn. Majority of these studies inadvertently characterized the Chinese student as a highly independent individual that is free to make decisions, overlooking the broad environment where the students are brought up. In a traditional Confucian society such as China, education decision is very much a family, or, parental affair. In consideration of the cultural and parental involvement, the Chinese student’s decision-making process ought to be studied separately.

2.3. Exploring factors that influence Chinese family educational decision making

For over 2,000 years, the Confucianism has played a dominant role in China, forming the norm of social morality, shaping the social, ethical and political aspect of Chinese cultures, and significantly influencing the social relationship and education (Huang & Gove, 2012). The core principle of Confucianism is reflected by cultural value and serve as standards, or code of conduct, in-depth in the daily lives of the Chinese, and their attitude towards it (Zhang, Lin, Nonaka, & Beom, 2005). Grow up in such rich culture of Confucianism, people highly value education and respects family traditions and authorities. All of these characteristics are immersed in the ideals of “filial piety”.

2.3.1. Filial Piety

Filial piety, or *Xiao Shun*, is the central concept of Confucian in Chinese family system. Xiao is for the younger family members to respect the elders, and Shun means obedience and compliance. Traditionally, filial piety involves devotion, love, respect, obedience to one’s parents, preserve one’s family honor, avoid family disgrace, continue the family line, show care for each other financially, emotionally and physically (Leung, Wong, Wong, & McBride-Chang, 2010). M.Yang (2007) described filial piety as a “specific, complex syndrome or set of cognitions, affects, intentions, and behaviors concerning being good or nice to one’s parents” (p.252), while Kwan (2000) believe it is an indigenous construct to understand the Chinese’s psychology and social relations.

Researches on the modern Confucian society have generated debate on the impact of filial piety, whether it brings positive or negative influences on individual’s physiological development (Yeh & Bedford, 2003). The positive side is correlated with family cohesion (Cheung, Lee, & Chan, 1994), harmony (Sung, 1995), and support (Ishii-Kuntz, 1997; Lee, 1997); the negative side is usually relating to Parents-child conflict among adolescents (Yeh & Bedford, 2004). Integrating positive and negative factors, Yeh (2003) has developed a dual filial piety model to understand the association in between. Two focal elements were identified in this model – reciprocal filial piety and authoritarian filial piety.

Reciprocal filial piety (RFP) consists of two aspects: 1) respecting and loving parents, and 2) supporting and memorializing parents. The first aspect implies emotionally and spiritually attending to one’s parents, physically and financially support them out of gratitude for raising up one (Yeh, 2003). The second one suggests that children should repay their parents for their nurturance and supports throughout life by honoring them, and memorialize them when they are dead. RFP was found significantly associate with filial behavior – an act of respect and responsibility one should carry towards their parents (Nainee, Aun, & Seng, 2016), in different points of time through one’s life. This act of filial behavior includes providing for the material (e.g. monetary support) and nonmaterial (emotional support) needs for parents (Kwan, 2000). In the education context, the Chinese parents take obligation and responsibility to protect their children and to help to build up the children’s success in education. Parents financially support

their college-aged children is rather common in China, with the intention that the children can concentrate on school and achieve academically. Many of the Chinese believe academic success brings honor to the families. Such benevolent intention leads the children to respect their parents and to develop a sense of reciprocal responsibilities to submit to filial piety.

Authoritarianism accentuates hierarchy and submission, emphasizes obedience, indebtedness to parents, impulse control, proper conduct, and inhibition of self-expression (Ho, 1994). *Authoritarian filial piety* can also be broken down in two aspects: oppressing oneself and glorify one's parents. Glorify one's parents implies continuing the family's lineage and maintain the parents' reputation for the force of role requirement (Yeh & Bedford, 2003). Oppressing oneself means suppressing one's own wishes to comply with his or her parents' wishes, due to the parents' seniority in all aspect of the society. Kwan (2000) discovered that Chinese student may struggle between choosing an academic major that meets their parents' expectation and one of their own preferences, during which they may experience fear of disapproval and guilt for disappointing their parents.

2.3.2. Child Centeredness

Filial piety in Chinese is "Xiaozi" (filial child), stressing the importance of child in this cultural value. Traditional parenting style is much impacted by Confucian cultural with a certain degree of parental control over children's decision, but more liberal parenting style is appearing. Regardless how the style shifting over time, children always are the center of the family. This is even more salient when the one-child policy is implemented in China for the past three decades.

Following the Cultural Revolution in Chinese history during the 1970s that resulted in economic stagnation, in 1979, Chinese government embarked the market reformation program, aimed at improving the living standard and economic resurgence, therefore the one-child family policy was introduced. The policy was a set of rules and regulations serves as the means to resize the Chinese family, a further attempt to curb the growth of population (Zhu, 2003). It was designed to create an ambitious and well-educated generation that would lead the economic reform to success (Fong, 2006).

Study reported children from the one-child family are overprotected by the parents and grandparents (Wang, Du, Liu, Liu, & Wang, 2002). The sense of protection is very much influential to every decision the parents made to their children, including education. The One-Child policy influences the parents' mentality in three aspects – psychological tension, dependence, and expectation (Feng, 2003). The *tension* comes from the shift from Maoist state-subsidies encouraging large families to the truth of single child in the family, resulting in the nervousness sensitivity toward the only one's physical safety. The *dependence* is impacted by the factor of only one child is allowed, one child can be depending on. *Expectation* is the most direct link to the education. Parents wishing for their child to be successful in the future, therefore conferring them all the cultivation. This wish is particularly stronger in one-child family, leading to more excessive behavior from parents to achieve their expectation (Feng, 2003). Unlike in multiple children family, if you have failure education on one, you can succeed in another, but the failure is unaffordable for the family with the only one. In view of the competitive national condition, the Chinese parents are prepared to offer every support to their child by all means.

Furthermore, Tsui and Rich (2002) dedicated to find the gender difference in education opportunities, their finding suggested that parents from one child families held similar expectation and put forth a similar investment to their child, be it a boy or girl. In another word,

the One-Child policy seems to weaken the traditional son preference and increase the chance of education for both genders, wherefore makes it interesting to further explore this factor.

2.3.3. Competition led by imbalance of education distribution and high population

Education equity has been the focus in the field of Chinese public management (Tan & Xinyun, 2008). The inequity is conspicuous in contemporary China, normally found between rural and urban, poor and rich families, ordinary and elite schools, or employment education and college entrance education, mainly due to the inadequate and unmatched educational services. Hongmin and Qiushi (2008) argued that the imbalance is significantly influencing the opportunities for accessing higher education under current college recruitment system.

Nonetheless, the increasing demand for high skilled workers in the Chinese labor market makes the higher educated people more desirable. There are more and more graduates but the employment proportion is low. The Ministry of Education of China predicts the number of graduates will reach to 8.2 million in 2018, this means, every individual Chinese graduate has to compete with millions of other students in the labor market, making the employment situation even more severe.

The Chinese participate in competition with a hope of winning, as it upholds their self-esteem and safeguards their pride and dignity, compelling motivation to be competitive (Yeoh & Yeoh, 2015). Hojecki (2014) believes that there are different motivations for the highly competitive individuals to win in interpersonal situations. Knowing these motivations can help to analyze the contribution of their perceived competitiveness, and if this perceived competitiveness serves as a “push” factor to encourage the student to choose an overseas education.

3. Preliminary Study

Previous studies explored and concluded a multiple dimension of factors that would affect international students, or Chinese students specifically, decision making to study abroad. Due to the distinctive cultural background and unique social environment, recruiting Chinese student ought to be treated differently. Based on the current understandings of Confucian ideal and role of parents in Chinese society, this study is going to further explore and identify the specific characteristic of the Chinese student and their parents, the parents-child relationship and how these factors influence the family decision. The advantage of conducting a preliminary study as it gains precise insights that serve the purpose of this study and to predict the likelihood of prospective Chinese student on choosing a Dutch education.

3.1. Method

The present study employs qualitative method to acquire in-depth information about students' overseas education decision making process, particularly, why to choose the Netherlands and the University of Twente as their destination. Personal interviews were conducted for data collection. The interview questions were written initially in English and then translated into Chinese to avoid any misunderstanding or confusion. The research materials were then back-translated to English and pretested with a small preliminary sample to confirm the proper functioning of the materials (Brislin, 1980).

3.2. Participants

Participants were recruited from the city of Enschede, including ten students from the University of Twente and one student from Saxion hogeschool. The researcher recruited participants via her personal connection in Association of Chinese Student and Scholars in the Netherlands (ACSSNL), Enschede branch. The aim was to draw a rich insight from participants who have already been through the decision-making process and has chosen their education destination, therefore helps to understand how their decision was made within the family. The researcher moderated all eleven interviews in the university campus, of which nine interviews were eventually used due to the quality of the recording. Each of the interviews lasted approximately 30-60 minutes.

The target participants (shown in Table 1.) are Bachelor and Master students at the age from 21 to 27 years old. Since the one-child condition was considered as an exploratory factor, this age group of people was exactly born within the years of the policy implementation, thus, it is more likely to recruit students to fit the description. Moreover, students from this age range are considered less independent, psychologically or financially, they tend to rely more on their parents and therefore more parents' involvement can be found, and to provide substantial information for this research.

Table 1. *Sociodemographic of participants*

Interview	Age	Gender	Program	Only Child?	Initiative of study
1	24	F	Master	Y	student
2	26	M	Bachelor	Y	parents
3	25	F	Bachelor	Y	student
4	24	F	Master	Y	parents
5	27	M	Master	Y	parents
6	24	M	Master	N	student
7	22	F	Bachelor	N	student
8	21	F	Bachelor	N	parents
9	23	M	Master	N	student

3.3. Procedure

The interviews were semi-constructed with open discussions, started with a warm-up introduction, follow with a discussion about participant's previous education in China. Then, they were encouraged to explain: why they decided to study abroad instead of study in China; why they decided to go to the Netherlands and reason to choose the University of Twente (or Saxion); how the decision was made; how their parents participated in the decision making; what was the role of their parents in the decision making process; the relationship with their parents; how do they resolve conflicts; what do they perceived their parents' expectation on them and how do they cope with it. At the end, the participants were asked to share demographic information about the parents, and then they were appreciated for the participation. The data analysis was performed using open coding. The coding scheme includes assigning a word to each category and go through all the textual data in a systematic way. The phrases are coded to fit the categories. The coding can be found in Appendix 2.

3.4. Results

Results from the interviews revealed a range of factors that influence the Chinese students' decision to choose Netherlands and the University of Twente (or Saxion) as their study destination. Regarding the choice of overseas education, the Chinese in general made three considerations: the decision to study abroad (instead of study in the homeland), the choice of country, and the choice of University. Students pay less attention to the choice of city or study program, possibly due to the limited knowledge about the Dutch cities and the overall reputation of the Dutch education quality. Moreover, they tend to adjust their preference based on the availability of the program in their chosen university.

Safety. When asked about the primary criteria of choosing a destination, participants repeatedly mentioned about safety during the interviews (e.g. *"My mom concerned about safety when choosing the country"*). The decision to travel abroad brings a sense of uncontrollability and uncertainty to the parents, causing them a high level of anxiety about their children's well-being, hence, the safety was set as prerequisite before choosing a destination. This phenomenon is more obvious in the female group, including female student and the female parent. However, no significant differences were found between the only-child and multi-children families. Except the sample size being limited, the result suggests the One-Child policy only reinforces this situation of child centeredness, but it does not change the fact that the children are always the central of the Chinese families. It is therefore unsurprisingly to find no distinctions.

Reciprocal filial piety. The expression of reciprocity behavior to parents also comes from the appreciation for the same supports their parents offered, and for their unconditionally love – *"I know my parents love me and want the best for me, therefore I will try my best to reach their expectation"*. On the other hand, *"being a good boy/daughter at home"*, and to *"take care of them (parents), company them, and to give them anything they want"*, congruent with filial behavior of providing nonmaterial needs. The constitution of reciprocal filial piety in children's perception is explored in this study.

Authoritarian filial piety. For parents, child is always a child regardless the age, being the parents means obligation and responsibility to safeguard the children. Chinese parents actively participated in children's decision especially with respect to their education and career development. The way they involve in these "tuning points" is to offer suggestions based on their own life experiences, or to use persuasion tactics to get compliance if necessary. Result suggest that the participants highly value their parents' opinion (e.g. *"their opinion value about 70% on my final decision"*, *"my parents can offer very good advises in important or turning-*

point things...of course most of the time they are the ones making important decisions”), but at the same time they also recognized the “persuasion tactics” their parents used to gain compliance, including material aid (e.g. “...they have the way to make your compromise – stop financing you, you cannot do anything about it, because you are depending on them”). This is not only the way parents demonstrate authority and power, but also taken as the parental responsibility to guide the child to a direction they believed was right. One participant said she gave up her study in Mass Communication just because her mother disagreed it to be a good option for her career development, that no resources can be used from the family to help her with a job in the future. All findings resonate to Authoritarian Filial Piety, for the children to defer their parents because of the parent’s sonority, and never act against their parents’ wishes even when they disagree with their decision.

Expectation. Expectation is always most related to the child’s education and future development. The idea of “Wang Zi Cheng Long” (wish the best to one’s child) has always been seen as part of the Confucian beliefs. The wish to be “long” (dragon) and “feng” (phoenix) is referred to having a decent job, living an easy life, financially independent and able to support his or her own family. *“From my parents’ perspective, if I can enter that university, it will be good for my future career development”, “...to enter better school and university, so that to get a better job afterwards”*. Participants also reported a link of their academic achievement to their parents’ expectation, the children are likely to consider higher education when the parents want them to “go to university”, or “at least finish my master degree”, in response they would “make it to university to reach the expectation”. Moreover, Chinese parents seem to endow their child with the thirst for the life that they did not have, and expect the child to compensate this lost past – *“I think it was because they didn’t have such chance when they were young, so they want their children to receive a good education”*.

Competitiveness. High expectation reflects the consensus of the value of education in Chinese society. To cope with the increasing education demand, the hierarchical education system was introduced. To access to university, the Chinese students are required to participate in the general examination (Gaokao), as most people would say, their first competition. Results from the exam will decide one’s attending university, which consequently influences his or her career development. Many people believe having an education is the only social ladder to climb, and the direct way to success. Under such influence, Chinese students and parents have imperceptibly developed a sense of competitiveness. When the current education resources fail to satisfy all needs, people start to seek for alternation to achieve their goals. Studying abroad is convenient because the universities are “easier to enter”, “the quality is better”, and “it is good to have overseas experience”. With economic developing and information globalization, overseas education has become affordable and accessible, more and more people choose this path as part of their “gilt” procedure to ensure and maintain their self-competitiveness. In addition, how important parents perceived in competitiveness was found as a contribution to the student’s decision in a later stage (e.g., “parents know well about it so they will arrange things for you when you are young, thinking that would help you in the competitions”).

Knowledge and awareness. Finally, with the availability of information, all ideas could be generated. Knowledge and awareness is there a crucial factor for Chinese family to reach a decision. The most common use information source for the student’s family was personal recommendation, as from the interviews. These information normally comes from their surroundings (e.g. “many of my friends went abroad” from the student, and “many of my parents’ friend send their kids to abroad” from the parents), their family members (e.g., “some relatives went abroad before me...” from the student, and “because of my uncle, my parents want me to go abroad” from the parents.), their own social network (e.g., “because the Dutch professor I

knew, we also consider the Netherlands” from the student, and *“they (parents) have many friends that send their kids to abroad”* from the parents). It was also noticed that, in many of the participants’ family, there was/were already precedent(s) who studied or studying abroad; and for those who is the precedent, the likelihood for their others family members to follow was reported significantly increased. Nonetheless, the level of parents’ knowledge seems to be a determinant in the final outcome. A participant explained the reason of choosing the Netherlands as his study destination was because of knowledge about the Netherlands having an academic advantage in Chemical study from his father, who encouraged him to research the options in Dutch universities.

3.5. Conclusion of the preliminary study

The qualitative research reveals more information on Chinese families’ decision making regarding study abroad, the research question of this study – *“How do the characteristics of Chinese students, parents and their relationship affect the role of parents in the decision-making process about studying abroad, choosing a country and university”* is therefore answerable. Filial piety is instructed to establish the parents-child relationship bases on mutual care and love. The characteristics of students and their parents being competitive, safety-conscious, and knowledgeable affecting their attitudes towards studying abroad, which also correlated to the level of expectation the parents held on their children’s further development. Gender difference was found influential to the decision making in this study, but not for one-child conditions.

The results from this study provide fruitful insights on Chinese families’ decision making regarding children’s overseas education, highlight the effect of cultural influence and parents’ involvement in the decision-making process. Several factors were discovered, namely, reciprocal and authoritarian filial piety, expectation, competitiveness, safety, and knowledge, further study on these specific factors is needed. Therefore, the following study was carried out in order to test and generalize the result in a large population.

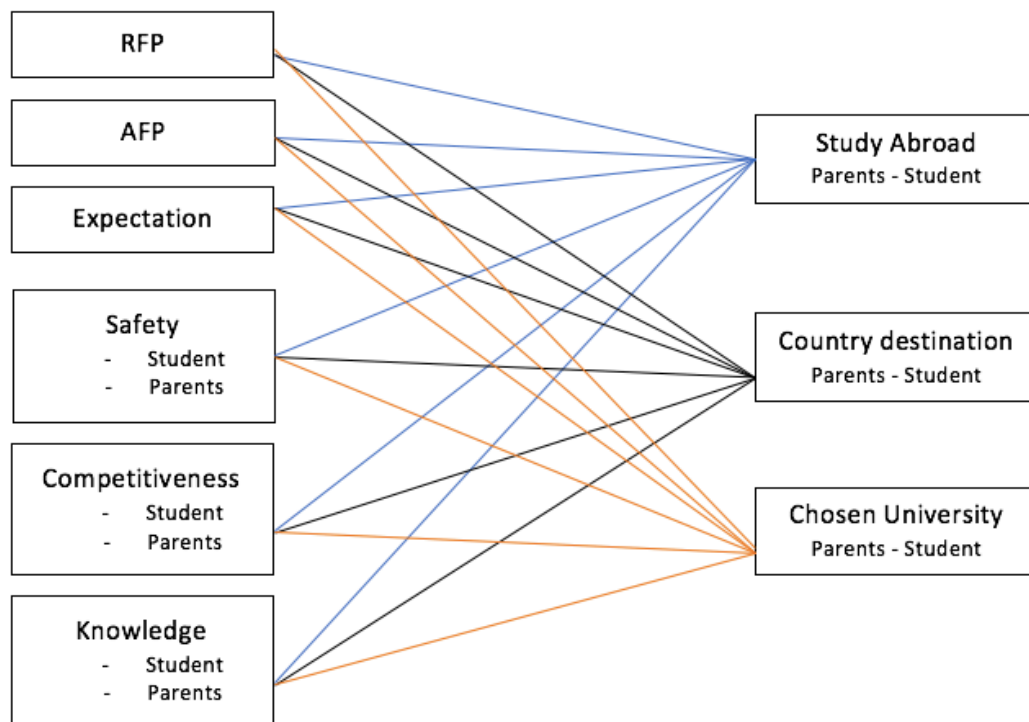
4. Main Study

Carry on the preliminary study, the main study is aiming at finding evidence to support the results of cultural influence and parent's involvement in Chinese families' decision making with respect to student's overseas education. A quantitative method was employed for data collection. Which was further analyzed by SPSS. The result is presented in the following sections.

4.1. Conceptual Model

Based on findings from the preliminary study, this phrase analyses and compares six influencing factors – Reciprocal filial piety (RFP), Authoritarian filial piety (AFP), Expectation, Safety, Competitiveness, and knowledge on three decisions about overseas education – study abroad, country destination, and chosen university. Figure 1 displays a graphical representation of the conceptual model; the different colors represent the relations of factors and decisions. Safety, competitiveness and knowledge were studied separately in students' perceptive and their perceived parents' perception; however, more attention was put on the parents' perception for the understanding of parents' involvement. The dependent variables were operationalized by the tradeoff between parents and student to measure the level of influences from the independent variables.

Figure 1. Conceptual Model



4.2. Research Hypotheses

Table 2 presents the overview of the research hypotheses. These hypotheses were built in accordance to the learnings from the preliminary study and existing literature. The present study hypothesized a positive correlation between the cultural value of filial piety and decision making about overseas education, which is, the stronger filial piety one is exposed to, the more influence they will receive from their parents, as in H1 and H2. An overseas education is one important and expansive investment one can make, it is assumed that the willingness of the

Chinese parents to invest in their children is attached with a high level of expectation for their future development, as seen in H3. In H4, H5, and H6, assumptions were made emphasizing parents' perception, with student's perception studies separately as a reference, this study attempts to understand parents' involvement in the decision-making process.

Table 2. *Overview of the research hypotheses*

Factor		Hypothesis
RFP	H1	Chinese students from a family with strong RFP are more influenced by their parents regarding 1) studying abroad, 2) choosing a country and 3) choosing a university.
AFP	H2	Chinese students from a family with strong AFP are more influenced by their parents regarding 1) studying abroad, 2) choosing a country and 3) choosing a university.
Expectation	H3	The higher expectation from the parents, the more influence parents have on the student regarding 1) studying abroad, 2) choosing a country and 3) choosing a university.
Competitiveness	H4	The higher the competitiveness is perceived important by the parents, the more influence they will have on the student's decision regarding 1) studying abroad, 2) choosing a country and 3) choosing a university.
Safety	H5	The more the safety is perceived important by the parents, the more influence they will have on the student's decision regarding 1) studying abroad, 2) choosing a country and 3) choosing a university.
Knowledge	H6	The higher level of knowledge parents has about overseas education, the more influence they will have on the student's decision regarding 1) studying abroad, 2) choosing a country and 3) choosing a university.

4.3. Procedure

An online questionnaire was distributed via Qualtric for data collection. Participants received the survey with a hyperlink or a QR code. They were invited to complete six sections of the questionnaire, 1) demographic questions, 2) safety, competitiveness, and knowledge in students' own perspective, 3) questions about filial piety and expectation, 4) safety, competitiveness and knowledge in their perceived parents' perception, 5) questions about decision making, and 6) General questions.

First of all, the participants were greeted and appreciated to take part in the study, a brief introduction was given. With their consensus, the questionnaire continues to the next section, otherwise the page would be directed to the end of the questionnaire. All fields were mandatory to answer. The questionnaire was designed with students' perception in prior to perceived parents' perception, to make the participants feel more connected to the study. In between they would have to answer questions about filial piety and expectation according to their situation. Putting the perceived parents' perception in the latter section allow the researcher to understand how participants embody their parents' involvement, and also to avoid social desire answer or overweighting one's parents' opinion over him or herself.

4.4. Measures

The questionnaire is constituted with items from existing scale and items extracted from the preliminary study. Six items from the dual filial piety scale (Yeh & Bedford, 2004) was used to measure both reciprocal and authoritarian filial piety with slightly modification on the items statements to better fit in the current scenario. Three of them were used for reciprocal filial piety, and the other three for authoritarian filial piety. Two more items were developed from the output of the preliminary study to measure RFP. Example items are: "*I would give up my*

own preferences to meet my parents' preferences", emphasizing children's sacrifices in return to their parents' supports; and *"I am grateful to my parents for raising me"*, addressing the gratitude of the children. AFP is associated with submission to hierarchy, obedience and indebtedness to one's parents (Ho, 1994). Together with three items from Dual filial piety scale and two extracted from interviews, in total five items were used to measure AFP. Examples of the measurement items are: *"Obey my parents, even if that means I have to disregard promised to others"*, *"avoid argument with my parents"*, and *"always respect my parents"*. All items were rated with a seven-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree.

Parental expectation is reflected by the Chinese maxim of *"wang zi cheng long, wang nv cheng feng"*, emphasizing the importance of education and scholarship, effort and family obligation. The revised Chinese parental expectation on child's future scale (Revised-CPECP, Leung and Shek, 2011), which consisted of parental expectation with educational achievement, self-reliance, occupation, family obligation and conduct, were referred to in this study. Four items out of the original seventeen-item scale were used to measure Expectation with necessary adjustments to better serve the purpose in this study. Example items are: *"My parents expected me to complete the highest possible university degree"*, *"My parents expect me to be self-reliant in the future"*. The items' statements are congruent with the finding from the preliminary study. All items are measured by a seven-point Likert scale from 1 = strongly disagree to 7 = strongly agree.

Safety in general refers to the overall social environment of the destination, such as political stability, crime rate, and racial discrimination (Mazzarol & Soutar, 2002). In the case of overseas education, a safe campus is also considered as an influencing factor on students' choice of a host institution (Lawley, 1998). The questions used in this study were built up on the knowledge from Mazzarol and Soutar (2002), and Lawley (1998), focusing on students' perception and student-perceived parents' perception on items *"political situation"*, *"crime rate"*, *"racial discrimination"*, *"cultural atmosphere"*, and *"campus safety"*. The items kept the same in both sessions, with a slightly wording adjustment to distinguish between students' perception and perceived parents' perception. Items were rated by a five-point Likert scale from extremely unimportant to extremely important.

Competitive behavior refers to the desire to win in interpersonal situations (Houston, Farese, & La Du, 1992). In the context of the hierarchical education system in China, the achievement is clearly defined by one's test performance or received degree (Huang & Gove, 2012). In other words, one may be judged by his or her grade at school, the attended university, the obtained degree, or the job one is doing. Improving one's self-competitiveness to cope with their desire to win and to be successful is becoming more important. Four items were used to measure one's perceived competitiveness by his or her received university degree, mind-set, experience, and language skills. All items are abstract from qualitative data. Example items are – *"A well-ranked university degree is the stepping-stone to success in my future career"*, or *"Multi-cultural experience increases my market value"*, measured by a five-point Likert scale from Strongly disagree to strongly agree. The items were slightly adjusted in wording to better fit in different perspectives.

Knowledge and awareness of the host country is influenced by the overall availability of information and the ease of obtaining the information (Mazzarol & Soutar, 2002), including the quality and reputation of the selected country and the recognition/qualification from that country (Mazzarol, Savary, & Kemp, 1996). The present study assesses the ease of obtaining information via different channels, including word of mouth referral, friends or family recommendation (Ghansah et al., 2016; Padlee, Kamaruddin, & Baharun, 2010), and via educational agencies (Coffey, 2014).

4.4.1. Validity and Reliability of measures

An exploratory factor analysis was carried out to empirically assess the underlying factor structures, and to develop a construct that fits the data. Principle components analysis with varimax rotation was conducted to measure joint variations. Items with low factor loading were undertaken reduction. To examine the items' loading, a cutoff of 0.40 was used, thus, only item that had factor loading greater than 0.40 on AFP, RFP, Expectation, competitiveness in student and perceived parents' perception, safety in student and perceived parents' perception, knowledge in student and perceived parents' perception would retain. Factor loadings of ± 0.40 are considered important as suggested by Hair, Black, Babin, Babin, Anderson, and Tatham (2006).

The primary analysis shows correct loading on construct student competitiveness, parents competitiveness, student safety, parents safety and parents knowledge, a few items from construct AFP, RFP and Expectation were overlapping with other constructs – item AFP_5 (*It Is Important to me to – Always respect my parents*) and RFP_1 (*I am grateful to my parents for raising me*) were intended to measure filial piety but positively loading on the dimension of parents safety; RFP_4 (*I would give up my own preferences to meet my parents' preferences*) was loaded in AFP; and Expectation_3 (*My parents expect me to be self-reliance in the future*) was loading correctly in Expectation but also overlapping in parents safety and RFP. In order to create identical scales, these items were decided to take out from the total. Student knowledge was also unexpectedly loading to different dimensions. Although all constructs were viewed as important, the major interest in this study is parents' involvement, thus, student knowledge was left out from the original constructs. A total of eight items were dropped, the remaining thirty-three items comprised eight factors, showing a strong representation and cumulative 66.83% of the variance. The corresponding factor loadings are presented in Table 3.

Reliability of the constructs was ascertained by computing the Cronbach's alpha coefficient values. The retained items were computed into different variables respectively. Internal consistencies for the retained items scales were satisfactory. According to Nunnally (1978), Cronbach's alpha coefficients above 0.70 are assumed to be highly acceptable. The result of Cronbach's alpha of each construct can be also found in Table 3.

Table 3. Factor Analysis**Factor analysis - (rotated component matrix)**

Statement	Factor							
	1	2	3	4	5	6	7	8
Parents safety_4	0.81							
Parents safety_2	0.79							
Parents safety_1	0.77							
Parents safety_3	0.75							
Parents safety_5	0.73							
Student competitiveness_4		0.91						
Student competitiveness_3		0.90						
Student competitiveness_2		0.88						
Student competitiveness_1		0.85						
Student safety_2			0.84					
Student safety_5			0.82					
Student safety_4			0.79					
Student safety_3			0.74					
Student safety_1			0.70					
Parents knowledge_5				0.78				
Parents knowledge_2				0.76				
Parents knowledge_4				0.75				
Parents knowledge_3				0.71				
Parents knowledge_1				0.50				
AFP_2					0.80			
AFP_1					0.75			
AFP_4					0.69			
AFP_3					0.66			
Parents competitiveness_3						0.78		
Parents competitiveness_1						0.70		
Parents competitiveness_4						0.70		
Parents competitiveness_2						0.65		
Expectation_2							0.76	
Expectation_4							0.71	
Expectation_1							0.71	
RFP_2								0.78
RFP_5								0.66
RFP_3								0.63
% Explained variance:	18.31	12.27	9.96	7.83	6.53	4.30	4.14	3.49
Eigenvalue:	6.04	4.05	3.29	2.58	2.16	1.42	1.37	1.15
Cronbach alpha:	0.88	0.93	0.84	0.78	0.77	0.75	0.73	0.73

Note. Only items with factor loading >0.4 is shown

4.5. Sampling

This study aimed at a specific responding group, namely, the Chinese students – regardless nationality but who share the same cultural background, and who has the intention to study abroad, or already studying abroad. The relevance was already given in the introduction section. This study utilizes snowball sampling method to recruit respondents. The researcher distributes the questionnaire survey via her social network, from where the respondents duplicate it and post in their own social network to approach even more students. As per aim of this study, it was considered a good starting point to begin with students who already studying in the Netherlands, and through their social networks to reach more fellow friend who shares the same need or in the same situation. Due to the geographical distance, the main channel was online social media, for example, Facebook, Wechat, and Tencent QQ groups. The researcher joined various QQ discussion groups, where prospective students discuss with each other about their university applications. The choices of group were “17/18 study in Netherlands”, “UTwente 2017 Fall”, “2018 study in Europe”, and “UTwente 2018” and “IELTS study group”. These groups of students were in different stages of their application, whether at the beginning stage looking for information to help themselves form a better idea of studying abroad, or in the process of applying for certain countries/universities, or have already received one or more offers but deciding which one to take, no matter which situation it was, they were very relevant respondents to this study.

In terms of age, the target respondents were students who were born within the One-Child policy implementation and in the college age, which were between 1980 to 2000. Although no significant differences were found in the preliminary study, the one-child condition was still set as an exploratory factor for further study.

A total of 253 respondents started the questionnaire, of which 152 recorded completed (incomplete rate of 39.9%). The incomplete responses contain insufficient information to answer the research question, therefore were removed from the further analysis, leaving 152 unique responses. Table 4 displays the sample characteristic demographics of the respondents. Among them, the minimum age was 16 years old, and the maximum was 32 years old, with mean age 23 years and 3.11 years standard deviation.

Table 4. *Participants’ demographic distribution*

Respondent / sample characteristics			
Demographics		N	%
<i>Age:</i>		152	
	thru 16	1	1%
	17 thru 27 years	138	91%
	28 thru 32 years	13	9%
<i>Gender</i>			
	Male	58	38%
	Female	94	62%
<i>Education</i>			
	Bachelor	76	50%
	Master	67	44%
	PhD	9	6%
<i>Only Child</i>			
	Yes	90	59%
	No	62	41%

4.6. Data analysis

The collected data was analyzed by using IBM SPSS Statistics 24. Several stages of statistical analysis were conducted. Reliability and validity of the scale were checked prior to the analysis to ensure the quality of the result, by using reliability test and factor analysis. The data was subjected to descriptive analysis to explore the general pattern of the variance, with Mean score and Standard Deviation of each one. Bivariate Correlations was presented to examine the one-on-one relationships between the key constructs, namely, RFP, AFP, expectation, student perceived competitiveness, student perceived parents' perception on competitiveness, student perceived safety, student perceived parents' perception on safety, student knowledge and student perceived parents' perception on knowledge. Lastly, Regression analysis was performed to examine the relative importance and directions of the constructs, so the variance explained by each construct could be established.

4.7. Results

4.7.1. Descriptive Statistics

The Mean and Standard Deviation for each variable are presented in Table 5 to discover the general distribution of the variables. The higher scores on RFP, APF indicated higher levels of filial piety of the student. The Mean for RPF (5=somewhat agree) and APF (3=somewhat disagree) indicates student perceived themselves to be more reciprocally toward their parents and less submitted to parents' authority. Similarly, the higher score from Expectation reflects higher levels of living up to parents' wishes. Furthermore, students seem to place the same level of importance for competitiveness and safety as their parents would do. The Means for the two scales indicates student endorsed items substantially above the midpoint of 3. Parents knowledge scores relatively low among the other factors, reflecting a lower level of information collection via mentioned channels about overseas education and subsequently lower level of knowledge. Finally, the dependent variables were measured by a 9-point bipolar scale from 1=Parents and 9=Me, showing the weight of decision making, whether it is inclined to parents of me (the student).

Table 5. Scale descriptive

Scale descriptive		N	Mean	SD
Independent Variables				
	RFP*	152	5.05	1.27
	AFP*	152	3.23	1.13
	Expectation*	152	4.75	1.28
	Student competitiveness**	152	3.53	1.33
	Parents competitiveness**	152	3.69	0.71
	Student safety**	152	4.13	0.74
	Parents safety**	152	4.01	0.88
	Parents knowledge**	152	2.54	0.89
Dependent Variables				
	Decision study abroad***	152	7.20	2.09
	Decision country destination***	152	7.31	2.24
	Decision university***	152	7.61	2.23

*All scales are measured on a 7-point liker scale (1=strongly disagree / 7=strongly agree)

**All scales are measured on a 5-point liker scale (1=strongly disagree / 5=strongly agree)

***All scales are measured on 9-point bipolar scale (1=my parents/9=me)

Interesting to note that female students score slightly higher compare to the male student in various items, for instance, AFP (female M=3.31, male M=3.09), Student safety (female M=4.22, male M=3.99), and parents safety (female M=4.04, male M=3.96). Students

from only child family score slightly lower in RFP (only-child $M = 4.89$, multi-children $M=5.27$), AFP (only-child $M=3.09$, multi-children $M=3.42$), expectation (only-child $M=4.63$, multi-children $M=4.92$), and parents' safety (only-child $M=3.93$, multi-children $M=4.13$).

4.7.2. Correlation Analysis

The follow-up Pearson correlation test was conducted to determine the relationship between the variances, results were shown in Table 6. The outcomes of correlation are generally between -1 to 1, the more the value close to ± 1 , the stronger the correlation is. RFP, AFP, and Expectation were observed to have positive relationships with each other in a moderate strength, meaning that students who reported high level of filial piety are likely to score higher in expectation too. Nearly zero correlation was found in competitiveness between student perception and parents' perception, a very weak correlation was observed for safety, but both are in a positive direction. This result is corresponding to the result from descriptive statistics, where student scores the same ($M = 3.53$) in competitiveness in both perceptions. Similarly, an extremely weak but positive association for safety was shows in descriptive table.

Decisions to study abroad, choose a country and a university are significantly correlated with each other. A positive relationship was observed, suggesting that whoever (parents or the student) decides to study abroad is very likely to decide on the destination. According to the results from descriptive statistics, it can be seen that the decision maker for overseas education was more inclined to students themselves. Furthermore, parents influence regarding study abroad, country and university are also consistent in a positive direction.

Correlation analysis shows both AFP and parents knowledge are negatively correlated to the decisions at a relatively significant level compared to the others. this means, the more APF the student perceived themselves to be, or the higher level of knowledge they think their parents have, the more influence their parents will have over the decision to study abroad, selecting a country and a university. Most of the factors are negatively correlated with decision making as expected. Although the strength is weak, the outcome was found to be in the expected direction.

It was also noted that parents' knowledge about overseas education positively correlation with parents' knowledge about the Netherlands ($r=.0.433$). Choosing the Netherlands as a study destination is stronger correlate to student's knowledge about the Netherlands ($r=.0.514$) and less with parents' knowledge, however, the result also showing the more knowledge the student acquired about the Netherlands, the more likely their parents will obtain as well, and so on, ultimately, this level of information will influence the decision making. These significant relationships provided preliminary support for the hypotheses.

Table 6. Correlation between constructs and variances

Correlations		1	2	3	4	5	6	7	8	9	10	11
Measurement Scales												
1	RFP	1										
2	AFP	.34**	1									
3	Expectation	.40**	.31**	1								
4	Student competitiveness	.27**	0.03	0.03	1							
5	Parents competitiveness	.22**	.18*	.35**	0.09	1						
6	Student safety	-0.02	-0.06	-0.09	-0.07	-0.02	1					
7	Parents safety	.43**	0.08	.31**	.36**	.37**	0.12	1				
8	Parents knowledge	-0.07	.25**	0.03	-0.11	.17*	-0.10	-.20*	1			
9	Decision study abroad	-0.10	-.25**	-0.05	-0.07	-0.07	-0.03	0.10	-.25**	1		
10	Decision country destination	0.08	-.22**	0.12	0.01	0.02	0.05	.25**	-.34**	.67**	1	
11	Decision university	0.05	-.21**	-0.01	-0.01	-0.03	0.00	.21*	-.33**	.67**	.76**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.7.3. Regression Analysis

Finally, regression analysis was conducted to examine if the eight key constructs – reciprocal filial piety, authoritarian filial piety, expectation, student competitiveness, parents' competitiveness, student safety, parents' safety and parents' knowledge – together will be able to predict the student's decision regarding study abroad, country destination, and choice of university. The result is presented in Table 7.

Gender as an individual variable cannot predict any of the results, neither showing any significant effects over decision making. This is possible due to the One-Child policy implementation when only one child is allowed per family, the gender difference became less salient, besides, the Chinese government has been promoting the equality of son and daughter as offspring, so the investment to either of the gender tend to be as same important.

Combining gender and one-child condition did not change the predictability, no significant differences were found. On the other hand, adding the one-child condition as a predictor increases the value of change of R square by 0.1%, with insignificant different in F-change, suggesting no improvement in prediction by adding one-child condition to the model. This is possible due to the value of child centeredness in China that goes beyond the gender and the number of children, especially when parents are financially capable of supporting their child(ren). Up to now, it can be concluded that the explorer factors of gender and one-child condition have no influence on families' decision making regarding children's overseas education. Nonetheless, adding the eight variables of this study as predictors increases the predictability of the model by 13%, 21%, and 17%. With the significant level of F-change 0.01, 0.00, and 0.01 respectively to the three decisions making, it can be concluded that the variables added to model three have significantly improved the prediction.

Regarding to R-square value, any model that attempts to predict Human behavior is seldom very precise and hence lower R square is expected. Important conclusions can still be drawn based on the significant level of the model and in various other items. Frist of all, AFP significantly predict the decision about study abroad and country selection, but marginally significant to decision of university selection, which means student score higher in RFP is likely to be influenced by their parents on the decision to study abroad and country selection, less influenced on the selection of university, therefore, H2 is partly accepted. Secondary, parents' safety significantly predicts the decision to the country and university selection and marginally predicts the decision to study abroad, also leads to partly acceptance of H5. Finally, H6 is fully supported due to the positive prediction of parents' knowledge about overseas education, significantly predicting all the outcomes decision from a family decision-making process.

On the other hand, p-value larger than 0.05 for the rest of the items – AFP, expectation, student competitiveness, parents' competitiveness, and student safety, suggesting insignificant predictions of the above items on the three final decisions, resulting in the failed acceptance for H1, H3, H4. The insignificant of RFP and expectation seems to imply the weakening of traditional practice and an impact from western cultural, which promotes individualism and self-determination. However, with the significant effect of AFP, this study argues that the actual practice of filial piety is not in decline, but more in require of material support as well as ideological or attitudinal basis, increasing the economic resource enables filial piety. Also, competitiveness failed to predict the outcome of the decision, in fact, none of the student or parents' perception of competitiveness influences the result of studying overseas. The possible explanation for the situation is the socio-political environment in China, except for the unprecedentedly high nationalistic pride under Xi's leadership, the flood in foreign talents/visitors in China have created a multi-cultural environment domestically for people to experience internationalization without travelling faraway, therefore, resulting in less influence

of competitiveness over their decision to receive an overseas education. In terms of Safety, although the descriptive statistics indicate alignment between parents and student on the safety ($M=4.13$ for student and $M=4.01$ for parents), what parents perceived important has the ultimate effect on the decision, this finding not only support the notion of parents' role in a family's decision making but also respond to the assumption of this study that parents' involvement influence student's overseas education.

The total predictors explained 13% of the variance to study abroad, 21% of the variance to the decision of country selection, and 17% of the variances of choosing a university. All the predications were observed significantly with $p\text{-values} < 0.05$, meaning model three successfully predicts the decision to study abroad, choose a country and university. The results are consistent with each other in terms of decision making, reflection the strong correlations between the decision to study abroad, choosing a country and choosing a university, meaning, the participation of cultural or parents' involvement is indeed of influence in the family educational decision making in every stage.

Table 7. Relationship between independent variables and dependent variables

Model statistics	Decision study abroad			Decision country destination			Decision University		
	R ²	F-value	Sig.	R ²	F-value	Sig.	R ²	F-value	Sig.
Model 1: Gender	0.00	0.58	0.45	0.00	0.09	0.77	0.00	0.17	0.68
Model 2: Gender + OneChild	0.01	0.34	0.71	0.00	0.04	0.98	0.00	0.09	0.91
Model 3: Gender + OneChild + Predictors	0.13	2.18	0.02	0.21	3.65	0.00	0.17	2.88	0.00
Regression coefficients									
	β	t-value	Sig.	β	t-value	Sig.	β	t-value	Sig.
Model 1: Gender									
	$\Delta R^2 = .00$			$\Delta R^2 = .00$			$\Delta R^2 = .00$		
Gender	-0.06	-0.76	0.45	0.02	0.29	0.77	-0.03	-0.41	0.68
Model 2: Gender + OneChild									
	$\Delta R^2 = .00$			$\Delta R^2 = .00$			$\Delta R^2 = .00$		
Gender	0.03	0.31	0.76	0.02	0.29	0.77	-0.03	-0.41	0.68
OneChild	-0.06	-0.77	0.45	0.01	0.06	0.96	-0.01	-0.14	0.89
Model 3: Gender + OneChild + Predictors									
	$\Delta R^2 = .13$			$\Delta R^2 = .21$			$\Delta R^2 = .17$		
Gender	-0.04	-0.53	0.60	0.03	0.42	0.68	-0.03	-0.32	0.75
OneChild	0.01	0.16	0.88	-0.03	-0.43	0.67	-0.05	-0.67	0.51
RFP	-0.08	-0.85	0.40	0.02	0.24	0.81	0.04	0.41	0.68
AFP	-0.18	-1.97	0.05	-0.21	-2.46	0.02	-0.15	-1.72	0.09
Expectation	-0.01	-0.06	0.96	0.12	1.37	0.17	-0.02	-0.27	0.79
Student Competitiveness	-0.13	-1.46	0.15	-0.10	-1.20	0.23	-0.13	-1.53	0.13
Parents Competitiveness	-0.05	-0.50	0.62	-0.02	-0.25	0.80	-0.04	-0.39	0.69
Student Safety	-0.08	-0.98	0.33	-0.02	-0.30	0.77	-0.07	-0.91	0.36
Parents safety	0.18	1.81	0.07	0.22	2.31	0.02	0.24	2.37	0.02
Parents knowledge	-0.19	-2.18	0.03	-0.26	-3.09	0.00	-0.26	-3.04	0.00

5. Discussion

The purpose of this study was to examine what factor influences student's decision making about overseas education within his/her family. Eight factors out of the nine scales were identified to illustrate the pervasive influence of Chinese cultural and parents' involvement in decision making, significant effects were found. The findings suggest that Authoritarian filial piety, student perceived parents' perception of safety and knowledge may be the dimensions to consider in future studies of Chinese student decision making. All findings are discussed in the following section.

5.1. Main findings

Filial piety ethic has been depicted as setting fundamental roles governing the hierarchical parents-child relationship in Chinese cultural (Ho, 1986). Ideologically, it embodies two aspects that have been characterized as Reciprocal filial piety and Authoritarian filial piety, highlighting in repay and respect parents. The present study is supported by the dual filial piety theory, demonstrating a positive association with parents' influence on student decision.

China have gone through a rapid economic growth in the past decades, the globalization and advancement in information technology have accelerated the speed of cultural transformation, individuals are exposed to western values, which encourages independency in thinking, judgment and choices (Leung, Hou, Gati, & Li, 2011). The Chinese individuals today have to accommodate both values (traditional and western values) simultaneously within their system (Yang K.S., 1996; 2003). This explain the different level of significance of reciprocal filial piety and authoritarian filial piety, due to the western cultural impact, a trait of independency, yet, inheriting tradition, was discovered in this study. Despite the disagreement with the statement of obedience, the root of Confucianism in one's belief is undeniable. In contrast to those who believes in the decline of traditional value in nowadays practice, this study argues the remain salient effect of traditional value in the Chinese life, and the continuous influences of parents in family decision.

Expectation was first extracted from the child centeredness value of one child policy and its influence on education, but later generalized to both conditions as most of the Chinese students, regardless being single child or not, are experiencing different levels of parental expectation. The minor difference of 0.3 showing conflict result to Feng's (2003) finding, which suggested stronger expectation can be found in one-child families than multiple children families. The difference may deviate from the students' perceived parents' perception and the actual parents' perception.

The competition due to imbalance of education distribution and student's accessibility to ideal university is still striking. Many of the Chinese families consider overseas education as a way to overcome this shortage. Student's willingness to consider the Netherlands as their study destination is positively associate with the perceived competitiveness in their parents' perception, even stronger than their own perception. Although the effect is insignificant, the result of correlation between choosing the Netherlands as destination and parents' perceived competitiveness leaves space for further discovery.

Responding to the preliminary study, the main Study further explored the possibility of gender different influence on safety perception, result shows alignment, confirming female students indeed place higher importance on safety in both their perspective and how they parents may perceive, compare to male students. Weak correlation was found between both student or parents' perception on safety and the decision making to study abroad, but a considerable strength between parents' safety and decision for country and university have was

noticed. Parents seem to be liberal in terms of overseas education, leaving the option to the child, but when it relates to a certain destination of where their child will be, a significant amount of involvement was found. A selection of a particular destination offers a concrete idea to the parents about where their child will be studying, which brings them more motivation in the decision making.

In relation to knowledge and awareness, the presented findings highlighted the significant contribution of parents' knowledge to the decision making. This result added value to current literature about parents' involvement in overseas education by putting forward a new standpoint, differentiating itself from previous studies that major focused on student's knowledge, instead, parents' knowledge was proved to be equally important and influential in this study. Result pointed out a positive correlation between parents' knowledge about study abroad in general and parents' knowledge about the Netherlands, indirectly leading to a higher possibility for student to choose the Netherlands as their study destination. The support of hypothesis 6 suggests higher level of knowledge parents have leads to higher level of influence on overseas the decision making. This study focused knowledge and awareness on the information access, attempting on finding evidence on how students and their parents acquiring information about overseas education to serve the purpose of making corresponding decisions. Students agreed on Internet as most used channel to collection information for them and their parents, follow with friend's referral. The generation of current Chinese student's parents was still in the period of getting familiar with digitalized information, and it is expected in the coming years, people will be more confidence in using online source to acquire information. The better knowledge or awareness the parents has of studying abroad, country and university, the more likely they will select it as a study destination.

The level of knowledge from the parents also explain the other two predictors, authoritarian filial piety and safety. According to the interviews, the current information flow is from student to parents, this possibly explain that parents influence less in the decision of country even they concern about the student's safety was due to the level of information. It appeared the information holder is likely to be the decision maker. In terms of association with authoritarian filial piety, Yang X. (2007) advocated "Authority – democracy" family education ideal, suggested changing the current family education concept from single sided command to bilateral engagement, parents should respect their children's will, choice and right, but at the same time be able to provide necessary guidance, help and reminds. Authority is reserved. In the context of overseas education, the higher level of parents' knowledge, the more influence they can have over their children.

5.2. Theoretical implication

From a theoretical perspective, this research confirmed the previous studies of factors influencing student decision making to study abroad, consolidated difference factors from various studies and provided an overview of current situation. Most of the studies focused on student individually, limited effort has been put in investigating cultural and social influence in the very specific group (Chinese) for a specific market (Netherlands). The result of the first study gives the first comprehensive information about Chinese student's decision making on choosing the Netherlands and University of Twente as their study destination. The outcome has an explicit explanation on how the decision-making process was carried out in student's family and what factors influenced this decision. All factors were classified and determined to use in further study. The second study was carried out to examine and generalize the outcomes from study 1. Although not all hypotheses were supported, all results were shown in an expected direction of the factor influences on decision making.

The theoretical contribution of this study is the findings of cultural influence of filial piety in the Chinese family decision making for overseas education, especial authoritarian filial piety. Although the overall score for AFP is lower than expected, it was still evident as a significant predictor for overseas educational decision.

Another important theoretical contribution of this study is that this study identified the significant effect of parents' knowledge on student overseas education decision making process, which was not seen in other studies, at least not by the researcher in the current stage. This may contribute to the enrichment of parents' involvement in student decision making regarding studying abroad. The study also explores the involvement of gender and Chinese One-Child policy in overseas educational decision, however it did not show significant differences.

5.3. Practical implication

This research also gives practical implications to university marketer who is interested in recruiting Chinese students. The education market used to target student as a consumer and decision maker, design materials in favor of the students, this can be changed with the findings from this study. Most of the Chinese value filial piety, authoritarian filial piety particularly, which encourages people to follow parents' suggestion and to respect their authority. It is important for marketers to understand that the Chinese student is not yet a complete independent individual, they still very rely on parents' support and guidance, even obey and compliant to them. Hence, enriching parents' information about studying abroad, the country and the university can indirectly influence the student's decision. University marketer should also understand their design information that intent to share with student will also be shared by the student to their parents, attracting parents is equally important as attracting students. As parents concern about their children's safety, it is helpful for the marketer to emphasize the safety and security of study destination as an attraction. In terms of enriching parents' knowledge, the university marketer should design marketing material targeting Chinese parents group. By doing so, university can invest in researching on parents as they research on students, in order to understand what elements attracts parents. In all, it is recommended to university marketers to consider switching marketing strategy from recruiting Chinese student to "recruiting" Chinese parents.

5.4. Limitation

Several limitations of this study should be mentioned that could suggest new approaches for future researches. First of all, one topic of this study is to discover parents' involvement in student decision making to study abroad, the theoretical assumptions were only tested among students, the single sample may reduce the representative of the population. The limited scope diminishes the generality of conclusion. Secondly, only 152 valid response were collected, restrict the generalization of this study. The geographic was also disregarded, people from south or the north, urban or suburb, inland or coast, all hold different opinion on oversea education. Third, the design of the questionnaire. Although some participants appreciate the careful design of the questionnaire, the others complaint it had taken rather a long time to finish. The survey was designed for approximately five minutes to complete, but this may differ depends on the level of English. Consider half of the respondents are Chinese student in China, it should be designed for easier reading and understanding. Besides, the impatient of participant will also affect the quality of the answers.

5.5. Suggestions for future research

The findings of the presents study are inconclusive without further research and data. Particularly useful would be prospective designs that investigate more aspects of the process in a more diverse sample of cities or regions. Also, the current research only focusses on students' response and their perceived parents' reaction, it is less convincing than knowing what the parents actually think about the real situation. For future study, it is recommended to research on both students and parents to get a real insight on the similarity or difference between the two sample groups. Culture influence is indeed a special element to study a certain group of people's consuming behavior, it should not be neglected the socio-political aspects of the society, a favorable policy can be also a drive for the Chinese families to consider an oversea education. In this study, attention was paid on One-Child policy, although the policy was already terminated, the influences will sustain for a certain long period. It is also interesting to investigate if there is any the attitudinal differences due to the policy change.

6. General Conclusion

Recruiting international students has always been the interests for both scholars and institutions. For scholars, it is always interesting to understand the mechanism of consumer decision-making process in the student group; for institutions, recruiting talented student can not only bring financial rewards, but also maintains the scientific and economic competitiveness. Many efforts have been made to research on international student's decision making with different aspects, across different cultural backgrounds. The current study builds on previous learning, focus on Chinese students for the Dutch education, and the characteristic of Chinese students and the parents, their relationship and how it affects the student decision making to study abroad, the study emphasizes on the role of parents' involvement. The results of this study align with the current findings about factors influence Chinese student's decision, also discovered parents' knowledge as significant predicting factor. Implication and recommendation were given in accordance with the finding. Further research in this field is needed to better understand student's decision in combination with cultural and social influence.

REFERENCES

- Ashley, D., & Jiang, Y. (2000). *Mao's children in the new China: voices from the Red Guard generation*. Routledge.
- Bodycott, P. (2009). Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important. *Journal of research in International education*, 8(3), 349-373.
- Bodycott, P., & Lai, A. (2012). The influence and implications of Chinese culture in the decision to undertake cross-border higher education. *Journal of studies in International education*, 16(3), 252-270.
- Brislin, R. W. (1980). Translation and content analysis of oral and written materials. In H. C. Triandis & J. W. Berry (Eds.), *Handbook of crosscultural psychology: Vol. 2. Methodology* (pp. 389-444). Boston: Allyn & Bacon.
- Chen, C.H., & Zimitat, C. (2006). Understanding Taiwanese students' decision-making factors regarding Australian international higher education. *International Journal of Educational Management*, 20(2), 91-100.
- Cheung, C., Lee, J., & Chan, C. (1994). Explicating filial piety in relation to family cohesion. *Journal of Social Behavior and Personality*, 9(3), 565.
- Clarke, G., & Brown, M. (1998). Consumer attitudes to the higher education application process. *Journal of marketing for higher education*, 8(4), 83-96.
- Coffey Jr, R. N. (2014). *The influence of education agents on student choice making in the Canadian postsecondary search process*: Michigan State University.
- de Boer, J., & Drukker, J. W. (2011). High Tech Human Touch. *Enschede: Lecturis Printing Company*. DOI: 10.3990/1.9789036532730
- Fong, V. L. (2006). Only hope: Coming of age under China's one-child policy: *Stanford University Press*.
- Germeijs, V., Luyckx, K., Notelaers, G., Goossens, L., & Verschueren, K. (2012). Choosing a major in higher education: Profiles of students' decision-making process. *Contemporary Educational Psychology*, 37(3), 229-239.
- Ghansah, B., Benuwa, B. B., Ansah, E. K., Ghansah, N. E., Magama, C., & Ocquaye, E. N. N. (2016). *Factors that Influence Students' Decision to Choose a Particular University: A Conjoint Analysis*. Paper presented at the International Journal of Engineering Research in Africa.
- Gomes, L., & Murphy, J. (2003). An exploratory study of marketing international education online. *International Journal of Educational Management*, 17(3), 116-125.
- Hair, J. F., Tatham, R. L., Anderson, R. E., & Black, W. (2006). Multivariate data analysis (Vol. 6): *Pearson Prentice Hall Upper Saddle River, NJ*
- Ho, D. Y. (1986). Chinese patterns of socialization: A critical review.
- Ho, D.Y.F. (1994). Filial piety, authoritarian moralism, and cognitive conservatism in Chinese societies. *Genetic Social and General Psychology Monographs*, 120(3), 347.
- Hojecki, K. A. (2014). The Effect of Competitiveness on Person Perception: An Experimental Study.
- Hongmin, S., & Qiushi, L. (2008). An Empirical Research of the Imbalance in Regional Distribution of China's Universities and Its Consequences [J]. *Research in Educational Development*, 1, 004.
- Houston, J. M., Farese, D. M., & La Du, T. J. (1992). Assessing competitiveness: A validation study of the competitiveness index. *Personality and Individual Differences*, 13(10), 1153-1156.
- Huang, G. H.C., & Gove, M. (2012). Confucianism and Chinese families: Values and practices in education. *International Journal of Humanities and Social Science*, 2(3), 10-14.
- Ishii-Kuntz, M. (1997). Intergenerational relationships among Chinese, Japanese, and Korean Americans. *Family Relations*, 23-32.
- Jackson, G. A. (1982). Public efficiency and private choice in higher education. *Educational evaluation and policy analysis*, 4(2), 237-247.

- Knight, J. (2005). Crossborder Education: Programs and Providers on the Move. *CBIE Research Millennium Series No. 10*: ERIC.
- Kwan, K.L. K. (2000). Counseling Chinese peoples: Perspectives of filial piety. *Asian Journal of Counseling*, 7(1), 23-41.
- Lam, J. M., Ariffin, A. A. M., & Ahmad, A. H. (2011). Edutourism: Exploring the push-pull factors in selecting a university. *International Journal of Business and Society*, 12(1), 63.
- Lawley, MA (1998). *Choice of Destination in International Education: Cross National Model* (Doctoral dissertation), University of Southern Queensland.
- Lee, A. E.Y. (1997). Family social support patterns of the Chinese elderly in Beijing, Shanghai, Guangzhou and Los Angeles: The role of filial piety. University of California, Los Angeles.
- Lee, C. K. C., & Morrish, S. C. (2012). Cultural values and higher education choices: Chinese families. *Australasian Marketing Journal (AMJ)*, 20(1), 59-64.
- Leung, A. N.-m., Wong, S. S.-f., Wong, I. W.-y., & McBride-Chang, C. (2010). Filial piety and psychosocial adjustment in Hong Kong Chinese early adolescents. *The Journal of Early Adolescence*, 30(5), 651-667.
- Leung, J. T., & Shek, D. T. (2011). Validation of the Chinese parental expectation on child's future scale. *International journal on disability and human development*, 10(3), 267-274.
- Leung, S. A., Hou, Z.-J., Gati, I., & Li, X. (2011). Effects of parental expectations and cultural-values orientation on career decision-making difficulties of Chinese University students. *Journal of Vocational Behavior*, 78(1), 11-20.
- Li, M., & Bray, M. (2007). Cross-border flows of students for higher education: Push-pull factors and motivations of mainland Chinese students in Hong Kong and Macau. *Higher education*, 53(6), 791-818.
- María Cubillo, J., Sánchez, J., & Cervino, J. (2006). International students' decision-making process. *International Journal of Educational Management*, 20(2), 101-115.
- Mazzarol, T. (1998). Critical success factors for international education marketing. *International Journal of Educational Management*, 12(4), 163-175.
- Mazzarol, T., Norman Soutar, G., & Sim Yaw Seng, M. (2003). The third wave: Future trends in international education. *International Journal of Educational Management*, 17(3), 90-99.
- Mazzarol, T., Savery, L. K., & Kemp, S. (1996). International students who choose not to study in Australia: An examination of Taiwan and Indonesia. *AEIF Policy, Research and Analysis Section*.
- Mazzarol, T., & Soutar, G. N. (2002). "Push-pull" factors influencing international student destination choice. *International Journal of Educational Management*, 16(2), 82-90.
- Mensing, R. (2016). *A research about marketing in the context of the international University* (Internship report). Available from University of Twente.
- Moogan, Y. J., & Baron, S. (2003). An analysis of student characteristics within the student decision making process. *Journal of Further and Higher Education*, 27(3), 271-287.
- Nainee, S., Aun, T. S., & Seng, T. C. (2016). Role of reciprocal filial piety in the relationship between parental involvement and filial behavior among Malaysian adolescents. *Journal of Techno Social*, 8(2).
- Nunnally, J. C. (1978). Psychometric theory. NY: McGraw-Hill.
- Padlee, S. F., Kamaruddin, A. R., & Baharun, R. (2010). International students' choice behavior for higher education at Malaysian private universities. *International Journal of Marketing Studies*, 2(2), 202.
- Park, I. H., & Cho, L. J. (1995). Confucianism and the Korean family. *Journal of Comparative Family Studies*, 117-134.
- Phang, S. L. (2013). *Factors influencing international students' study destination decision abroad* (Master in Communication Thesis). University of Gothenburg, Department of Applied Information Technology, Gothenburg, Sweden

- Pimpa, N. (2003). The influence of family on Thai students' choices of international education. *International Journal of Educational Management*, 17(5), 211-219.
- Rudd, B., Djafarova, E., & Waring, T. (2012). Chinese students' decision-making process: A case of a Business School in the UK. *The International Journal of Management Education*, 10(2), 129-138.
- Social Science Academic Press, Blue book of global talent. (2006). Annual report on the development of Chinese students studying abroad, No.5. Retrieved from <http://www.ccg.org.cn/Research/View.aspx?Id=5418>
- Sung, K. (1995). Measures and dimensions of filial piety in Korea. *The Gerontologist*, 35(2), 240-247.
- Tan, C., & Xinyun, L. (2008). Imbalance in Public Educational Resource Distribution and its Policy Provision – Taking the H District of Xiangnan as an Example [J]. *Journal of Public Management*, 2, 016.
- Tsui, M., & Rich, L. (2002). The only child and educational opportunity for girls in urban China. *Gender & Society*, 16(1), 74-92.
- Yang, K. S. (1996). Psychological transformation of the Chinese people as a result of societal modernization. In: M. H. Bond (ed). *The Handbook of Chinese Psychology*, pp. 479–498. Hong Kong: Oxford University Press.
- Yang, K. S. (2003). Methodological and theoretical issues on psychological traditionality and modernity research in an Asian society: In response to Kwang-Kuo Hwang and beyond. *Asian Journal of Social Psychology*, 6(3), 263-285.
- Yao, L. (2004). *The Chinese overseas students: An overview of the flows change*. Paper presented at the 12th Biennial Conference of the Australian Population Association.
- Yeh, K.H. (2003). The Beneficial and Harmful Effects of Filial Piety: An Integrative Analysis. *Progress in Asian Social Psychology: Conceptual and Empirical Contributions: Conceptual and Empirical Contributions*, 67.
- Yeh, K. H., & Bedford, O. (2003). A test of the dual filial piety model. *Asian Journal of Social Psychology*, 6(3), 215-228.
- Yeh, K. H., & Bedford, O. (2004). Filial belief and parent—child conflict. *International Journal of Psychology*, 39(2), 132-144.
- Yeoh, J., & Yeoh, P. A. (2015). Competitiveness between Ethnic Malays and Ethnic Chinese in Malaysia. *GSTF Journal of Psychology (JPpsych)*, 2(1).
- Zhang, Y. B., Lin, M.-C., Nonaka, A., & Beom, K. (2005). Harmony, hierarchy and conservatism: A cross-cultural comparison of Confucian values in China, Korea, Japan, and Taiwan. *Communication research reports*, 22(2), 107-115.
- Zhu, W. X. (2003). The one child family policy. *Archives of Disease in Childhood*, 88(6), 463-464.
- Yang, M. (2007). What attracts mainland Chinese students to Australian higher education. *Studies in Learning, Evaluation, Innovation and Development*, 4(2), 1-12.
- Yang, X. (2007). Dang qian wo guo jia ting jiao yu mian lin de tiao zhan, wen ti yu dui ce [The impact of higher education on the differentiation between the only child and Non-only Child]. *Tan suo yu zheng ming*, 2, 68-71.
- Feng, X.T. (2003). Du sheng zi nv zheng ce dui qing shao nian jiao yu de yin xiang [The influence of One-Child policy to Teenager education]. *Tan suo yu zheng ming* (3), 38-39.

APPENDIX 1 – Interview transcripts

Interview 1

Interview 1, 18 April 2017, UT Campus

QL = Qunying Liu (Interviewer), EE = Interviewee

QL: Can you introduce yourself?

EE: I am currently second year bachelor student in University of Twente, majored in International business administration. I had one year study experience in hogeschool, and transferred to University. I am 25 years old. I came from small city in Anhui Province in China.

QL: Can you share some study experience at home?

EE: Yes. I did all my compulsory education in my hometown, all my families live together and they value very much the children's education, we were all at the same middle school, which was the best school in the local. Because my aunt works in that school so I received extra attention, which at the same time brought me some pressure on personal life or study, and a lot of involvement in my study from the families. My high school was the best one as well. Everyone's life in high school was to prepare for the university exam. The second year of high school we have to choose to continue with liberal art or science for our study, I chose science. But back then my mom suggested me to consider art in university, therefore I started my minor in broadcasting and hosting. My target was to apply for Mass communication in university, specifically Communication university of China. I have been studied Mass Communication till my 3rd year in high school, when my mom thinks that Mass Communication is not good for career development, after all there is no resources in the family, and that was the disadvantage for a girl. Therefore, under that circumstance, I was forced to terminate the study. But I had already a year of study, and I was very interested in the subject, so at first, I was insisted to continue, but later I have to give up because of my family pressure. At that time, I felt like a mess in my life, and I started to have the idea of not following the route of going to university in China, like others do, started to consider other options. My mom had a severe health issue when I was in second year, which was a big blow to my family. I can't image the life without my mother, I was so dependent. Then I started to think about the independence. Going to university in China, I will still under the umbrella of my family, no matter where I go, my family will find the way to take care of me. The only place I could think about that my family couldn't reached, was abroad. Maybe it was because of the change in my study, and the blow in the family I was so eager to be independent, so does to have a life that I have control over. That is why I decide to study abroad. There happen to have a sister in my family that study her master in Australia, that was why at the beginning my parents were consider sending me there as well, so I could be taken care of. But all in all, my parents still didn't want to let me go, especially my mom. Because of that, the whole procedure was kind of not settle. Later my mother set herself against the whole idea of going abroad, which resulted in half year delay on my application. I have been communicating with my parents since then. At the end we agreed to go to Singapore for English study, as it is closer to china, and there are a log of Chinese there, it is kind of a compromise way, to see if I can adopt to the oversea life in all ways. I handled it well, then I start to apply for Dutch university in the second year. The prioritize reason for the Netherlands was the safety. Then it was the finance, compare to other country, the fee in Netherlands was relatively lower. My first year in the Netherland was tough, because of oppose from the family, there were a lot of negative emotion. I felt lost, and no motivation to study. After a year of bad experience, I decided to take a break and find my goal in life, so I went to volunteer in China for a year. It was a worthy year of volunteer, I felt much mature, and firm about my position and direction, I knew what I want, so I decided to come back to Netherlands to continue my education. Back in the Netherlands I first apply for hogeschool, because I didn't meet the requirement of University application. Also I have to re-provide my language prove, so I had half pre-bachelor in Saxion. Later I was in IBMS bachelor study. My target at that time was to transfer to university, which I have to make sure full credit in the bachelor study. I was

much clear about my life, so I performed very well during the pre-bachelor and bachelor phase, I even award star of the year. I entered bachelor study with very good grade, and pass all courses. Afterward I successful transferred to UT, and started my study here.

QL: Was it you or your mother idea to study broadcasting and hosting major?

EE: My mom. It was probably the education mode in China, that **I don't have clear idea what I want, or what my future would be**. There was always standard answer for question like "what do you want to be when you grow up?", a scientist. **But I never knew what I truly want**. It happened to have my mom's suggestion, and later I found it interesting too, that was why I took it. And I really liked it. I think it brought me some negative effect when I was forced to give up.

QL: How was your education at your hometown like?

EE: It was sort of planned by my parents, which I was agreed with as well. I went to my middle school because my aunt was working there. I felt too much interfere and involvement from parents and teacher during the whole study. Because you know someone so you get extra attention, this attention causes distress to me from my family. This was also why I so desire to go to a new environment that total isolated from my family and be independent.

QL: Who initiated to study abroad?

EE: Sort of my idea. In fact, I have done a lot of research and consult before communicating with my parents, it was my choice.

QL: you mentioned a sister in Australia, why you chose other country than Australia?

EE: There were some negative news about the country and universities at that time, my parents saw them and they did not have a good impression about the country, so decided to choose another one. Also, they realize my sister was new there, couldn't offered me much help. So we started consider other options.

QL: how did it end up in the Netherlands? What was the process?

EE: we first started with the frequent countries that Chinese student choose, and consider the education level, safety (because I am a girl). US is too dangerous and UK too expansive. Australia, New Zealand, Canada is kind of Chinese student destination, for me, if I go to somewhere that full of Chinese student, I can't really improve myself in some ways. So I chose Europe. The economy was good, and good cultural environment. Germany and the Netherlands have better English environment but German school require German language for Bachelor program, because of this, I chose to come to the Netherlands.

QL: what is the role of your parents during the application?

EE: I applied the Singapore school by my own, the whole procedure, but to NL I got help from the agency, because the procedure is far more complicated. My parents help me to choose the agency. And I will do the information collection and analysis from the agency provided, my parents also offer me some suggestions in between. So everyone was involved. We consulted different agencies, combine our online research, compare and came up with decision.

QL: How did you came to decision to apply for UT?

EE: I made my own choice. Basically I made all my choices, then communicate with my parents, and proceed with their understanding and support. Also for the subject, they think my subject is good and have a good future.

QL: do you used to have different opinions than your parents?

EE: before my oversea study, my life was arranged. My parents would think traditionally to send me to university, arrange me a job afterwards, and stay nearby them, even better to just get married. But I don't think so. That is why I decided to study oversea. But before this (oversea study), I always follow my parent's "order".

QL: you mentioned at the beginning your parents did not approve you to study abroad, how did you communicate/convince them?

EE: I did a lot of research, and took into consideration all the possibilities, and talked to them with fully preparation. I answered all their doubts and questions, including the life and study related. I have researched on how to apply, what is the fee, and I have compare all the information before talking to them. Then they will also check the information through their own ways.

QL: what support do you got from your parent during the application?

EE: My parents were very supportive, especially mu father. He always wanted me to explore the world. But for my mom, she wants me to be around, maybe because of the safety reason, I am a girl. But when they finally agree on my study, they offered me a lot of support, like choosing agencies, taking me to interviews, communication with agency about country and university chooses. The agencies were in other cities, so it was my parents who already took me to them.

QL: as the only child, what do you think about study abroad?

EE: part of the reason was because I am the only child, I need to be independent. I need to make sure I am independent and strong enough to support my family in any situation, or at least I can live my life well so they don't have to worry about me.

QL: what do you perceive the relationship between the only child and the parents?

EE: I think communication is very important, how to communicate is also important. You need to know what is the point for that. If you can't provide sufficient evidence to let them trust you, they can't think in the way like what you think, or to support. So it is essential that you know what you want, can fine solution for problems. If you fail it, you can't gain their trust.

QL: what do you think your parents expectation on you?

EE: they expect me to graduate, get a job and settle down. they did not expect me to be the elite, they just want me to be healthy and happy, and have a stable life.

QL: what is your plan after graduation?

EE: I planned to stay here and work, gain some experience and then go back to my country. Consider of development and competition in China, it is good to have oversea work experiences. My parents respect my choice, and they are agreed with me as well. They always support me.

QL: How does your parent collection information?

EE: I will tell them what I know, and they will ask family, friends or agencies, and they will compare the information they got from me and from somewhere else, see if it is correct and objective.

QL: how do you value your parent's opinion?

EE: I ask them about everything, and they will give me advise. I will take that into account, and incorporate with the real situation, and provide them feedback. They would normally respect my choice, because they might not know more than me now.

QL: as the only child, how do you think you would give back to your parents?

EE: I think the best thing I can do is to take care of myself, then to take care of them.

QL: Did you parents used to arrange things for you?

EE: yes, and as long as I don't dislike it, I normally would follow. They always want me to be nearby them, and have the life they wanted me to be, I didn't like it, so I resist. But most of the time I am fine with that. They always think ahead me, and plan everything for me already.

QL: what do you think about parent's arrangement for their children?

EE: I think parents have the responsibility to arrange things for their children before they have the ability to do so. In many ways, you still need your parents help. I think what Chinese parents lack of is to develop the child's ability to think individually, so the child can have more idea on things, and plan, instead of follow everything the parents arrange for them.

QL: can you share some information about your parents?

EE: my mom is kindergartener, my dad is public officer, they both at the late 40's. they were very conservative people, now they receive more multicultural information and becoming more open-minded.

Interview 2

Date: 19 April. UT Campus.

QL= Interviewer (Qunying Liu), EE=Interviewee

QL: Please introduce yourself.

EE: I am from Xi'an, currently the 3rd year bachelor student in Saxion, majored Ibms. I am 22 years old. At home I have brother who is 6 years younger than me.

QL: How did you decided to study aboard when you are in China?

EE: it was influence by family. My cousin went to Australia after graduated from high school. you would think about it when there is someone around you is doing it. Most of my close family believe there are more opportunities in abroad. Later I participated the university entry examination and it was not good enough to go to the university I wanted to go. We have tried ways but didn't work out, so I proposed to go study in other country and got approval. My parents are very supportive, they think I will certainly receive good education in abroad. My grandparent otherwise, I didn't want their only granddaughter to be far from away. But then my parents helped to convince them, also because of my cousin, so it was easier.

QL: Why did you chose to come to NL?

EE: partly because of the agency, because my brother used it as well. and then I tell them what I want to study – business, they recommended me Asian countries or Europe. Considering my brother would also study abroad in the future, so I prefer to go somewhere more economical, and strong with business, therefore I picked NL. The first thing my dad search on the internet about NL is safety, it has to be safe.

QL: you said your brother is in Australia, why didn't you chose there as well?

EE: it was too expansive, another reason is that too many Chinese students there, I don't want to. And I wanted to go to the European country, so I can go travelling. My parents didn't want me to go to Australia even my brother is there. Deep down I think they still prefer I go somewhere that someone is there to take care of me.

QL: do you think the idea to send you abroad is influenced by the family?

EE: I think more or less yes. If it wasn't because my brother already went abroad, they wouldn't let me be the first one especially I am a girl. Beside at that time my brother has already spend 2 years in Australia and everything went well with him (good example)

QL: Do you think your parents will gather information about oversea study via their own channels?

EE: maybe not, but they will hear from difference places. Because they have many friends, those in business, they have their kid send to aboard, they will hear something. Then they will tell me, and I will make decision based on different opinions, but I will explain to my parents why I make such decision.

QL: what support your parents provided during the process of application?

EE: because of my brother, so I was kind of repeating his route, same agency, same IELTS class. So I didn't really need my parents' help because I had all the resources I needed. But my parents help me to find a IELTS program, help me to communicate with agency, brought me to take the language exam, all the transportation. They were very involved, and all supplement helps.

QL: what about your education before university?

EE: after graduation from high school I was supposed to go for university in China, but then we tried some options in China, it didn't work out, that is why we started to consider going abroad. I chose the school I wanted to go. I have discussed with my parents but they respected my choice. Of course, my parents helped to arrange things for me. For example, my father, he is a businessman, and he did mention to help me on my job if I come back to china. Also, he insisted that I should go for master study. But it is all depends on me. I have consult my friends, teacher, co-workers, many of them recommend going for master, so I think I will do that at the end.

QL: did you parent give you advise when choosing a study?

EE: because I had very specific goal that I want to study business, and International business is very attractive to me. My parents don't really know anything about it, but if I want to, they will agree. At the beginning I wanted to go for a famous university, like UvA, but time wasn't enough for the application and I wanted to come here as soon as possible so I applied Saxion, thinking to transfer to other university later on. But after half year study in Saxion, especially knowing that there would be half year internship and exchange opportunity, these compare to University very academic environment, I found it more suitable to me so I stayed in Saxion.

QL: what about after graduate from Saxion?

EE: go for master degree is the most often advise I have now. at first I was very opposed, but now I am agreed with them. Because sometimes, the more your parents want you to do something, the less you want to do it. I was in the second year of bachelor when they first brought it up, I wasn't really considering about it. But later I got an internship and I talk about it with many people, from school or work, and they all support the idea of going for Master degree, and I started to think my parents were right. Besides, an advantage of here is that the master needs shorter time to finish. So I have told them that I would stay here for master study, or least will stay for a few years to gain some work experience, otherwise not easy to compete with the others if I go back to China.

QL: what do you do when you have different opinion with your parents?

EE: I said I want to work, as I am majored in business I should focus on gaining work experience, compare to getting a master degree, which is more academically, I think work experience is more importance. But my parents think no matter what, it is important to have a pass, a certificate, and master degree is the that pass. Even when I resist, they wouldn't argue with me, they think one day I will know. It actually makes sense. In fact, they never pushed me on anything, as long as it is what I want and it is reasonable, they will support me. Everything I had done, most of the time I had their approval, I am a good daughter, I did follow their wills, and do things that they want me to do.

QL: what do you think about your parents' role in your life?

EE: I grew up with my grandparents, my parents were very busy. It was important they my father called me once a week to talk about anything. They let me take control of thing, like, I have control over my finance when I was younger, let me make plan. They didn't have time for me. Because of this, I grew up independent.

QL: how do you communicated with your parents on school selection?

EE: at the beginning we targeted 3 school, and collect information about them via internet – background, teaching, advantages, etc. I received 3 offers, and at the end chose Saxion, because they are the only Hogeschool with small size class teaching. My parents have been the “onlooker”, what they did mostly was to provide financial support. They let me know that I could do whatever I want without any concern.

QL: What do you think about this support?

EE: my father is the finance source for the family, and he wants me to continue my master study. I told him I might not able to return his investment in the future, he said, what important is not to return, but that you could really learn, the rest doesn't matter. He thought he made a wise choice.

QL: What do you think is their expectation on you?

EE: be better, and be financially independent. I felt they want me to go back, but depends on me. They want me to take the business path, because of what I study, this is also what I want. They said if I do business that related to import export, we might even able to cooperate in the future for business.

QL: do you think your interests in business is influenced by your parents?

EE: I think somehow yes, my dad was an interior designer and he changed to business later, by chance, and it went better than being a designer, so they are very supportive that I choose this profession. My dad says everything goes smooth to me, because they got my back. My brother otherwise, it was not easy for him.

QL: do you think your little brother will follow the same path and come to NL?

EE: I don't think he will. He wants to go to bigger countries. But all the information is now coming from me. My dad wants to me plant the idea to my little brother, tell him how nice it is to study abroad, and the differences.

QL: why do you think about your parents want their kids to go abroad?

EE: because many of their friends have their kids send to study abroad, I think it is influence by them, that if it is possible, let them go abroad.

QL: will it be different if you parent has other preference on countries?

EE: I didn't have clear understanding on study abroad, I will just do what they say.

QL: do you think the way your parent educates you is different than to your brother?

EE: we do, my parents signed my brother up to the English course since he was 2 or 3 already, and forced him to go to the course even he doesn't like it. But they never force me do anything. I think it has something to do with the family financial condition. When the finance is good in a family, the parent will try to give the kid the better thing, so my brother went to the best schools all the time. And when everyone is attending the extra course, how come you don't?

QL: can you share some information about your parents?

EE: they are from the 72, my mom has middle school diploma and my dad high school. My mom is fulltime housewife, my dad is busy business

Interview 3

Date: 19 April 2017. UT campus.

QL: please introduce yourself.

EE: I came from a small city in Shandong, near the coast, currently the second year of bachelor in International business and administration. I am 21 years old.

QL: Can you share your experience of your previous study in China?

EE: I am from small city, so the education was not outstanding. We have in total 2 high school, one is good at Art, and the other science. I went to the science one, in normal class. School was from 7.00 am to almost 11 pm every day. The classes finished at around 6 pm, but we were all mandatory to self-study till late. During the self-learn time, we were not allowed to do anything else, but study. After high school, I went to university for 2 years, following Psychology courses. It was fun, I was interested in the subject that's why I applied for the university, and that was what I always wanted to do, I had told my family about it. My grade was good in high school, I was expected to be able to go to the university I wanted because they are strong in psychology. From my parents' perspective, if I can enter that university, it is also good for the future career development, so they were supportive. Unfortunately, I failed on the examination, so I chose the alternative one. They have strong subject in psychology as well, but the ranking of the university was not so good. Therefore, when I was applying for the university, my parent didn't want me to do so. But I insist, so I went. They was so worried about it, for example, the career prospect etc. After 2 years university, I was told to study abroad. Partly because my uncle wanted me to come over and study business. But for me I still wished to continue psychology study.

QL: Did you chose the school you wanted to go?

EE: There were not many options, and I wanted to go to the sciences one so I went. My parents know people that can help, especial my aunt, she worked in the education department. And my parents were supportive for any school I wanted to go.

QL: why didn't you continue with psychology study?

EE: My family always "complaining" about it. And maybe because of my uncle, so my parents want me to go aboard. my uncle was very involved in the decision, but my parents were more respect my choice. However, they prefer me to go abroad.

QL: What do you think about that you were "asked" to study abroad?

EE: they initiated it, but didn't force me to do so, it was just an idea, an option. But for me, there wasn't much differences between studying in China or oversea. But since they say that would be great help to me, and also if I do what they want would make them feel better, then why not. I wasn't opposed to the idea. Also, even I finish my study in university, I would still need to re-start in a new environment, so do it right away, or wait till I graduate, made no difference for me.

QL: who initiated to go abroad?

EE: my uncle. They all agreed that, compare to Chinese education, the oversea university might have a better study atmosphere. But it was only a "discussion", till my uncle moved to Europe, and we started really considering about it.

QL: How was the whole process and how did you make choice?

EE: one of the criteria is that the country should not have too many Chinese students, otherwise it will be just like study in China, therefore no much option left. NL was considered. We were considering University of Luven in Belgium, but it asked for IELTS 6.5, I got only 6.0, so I couldn't make it, and they stop the pre-school that year when I applied the university. Therefore, we gave up Belgium. It was the agency who was helping me, they have recommended a few countries, but most of them are Hoogschool, only 2 universities, one is Tilburg, the other is Twente, so I applied both. It was really fast, less than a month I received the offer. Then I started preparing for language test and documents, my parents helped with this.

QL: Did you have understanding what is Hoogschool or university?

EE: I consulted my uncle and his friend, they all recommended university, I applied them and UT's offer came first.

QL: what is the role of your parents during the procedure?

EE: financial support. In terms of education, my parent didn't experience a lot, so they don't want to mislead me, therefore, they gave me the control to decide. We didn't have different opinion, even we did, they always let me make decision. My parents would ask people around

about study oversea, but I am kind of the few ones that go abroad, so no much resources at that time.

QL: what do they think about you being alone in aboard?

EE: they worried about me. But then my uncle is here, so I was taken care of. Everything was arranged when I arrived, so they are less worried. Security is the factor for them when choosing a country, but my uncle helped with the subject. My uncle was very involved in my education; he was the first one went to university in my family so we all value his opinion.

QL: what do you think about your study?

EE: it was a pity I can't follow psychology further, but It was fine, as long as I don't dislike, I am ok. I didn't know about the country, university or the subject before I came here, I only learn about it after I got the offer. As like other things in life, my parent would arrange for me, like swimming, I don't oppose, so I am ok with that. I told my parents I might go for master after this, they agreed and say do whatever I want. I think they want me stay here.

QL: What do you think about this whole education investment from parents to their child?

EE: I think as a child we should appreciate the support from our parents. I am not sure about my further but I will do my best to support them.

QL: can you share information about your parents?

EE: my father is 45, buseinss man, and my mom is 44. They normally learn about education from the newspaper.

Interview 4

Date: 26 april 2017. UT ICT Hotel

QL: Thanks for participating, can you introduce yourself?

EE: I came from Chaozhou, Guangdong province. I am 24 years old. I am doing master in industrial design, this is my first year. I have a sister, she is 28. My family are all in China.

QL: Can you share your experience about your previous study?

EE: I came from small city, there were much choices for school, so I was at the same school for middle school and high school. I applied for that school, because my sister studied there. My parents asked me to apply for it because it was a well-known good school. Then in high school we have to choose a direction for the study, liberal art or science, my dad wanted me to choose art, because my art course are better than science ones. But I have my thought, I hope to balance the both, so I chose science, I am a bit regret now, I should have listen to my dad, I think he was right, because what I am doing now is more or less in art direction, so it would be better if I started already back then. But my dad was just offering suggestions, but I convinced him with facts why not to rush to art. Then to university, I did well but not good enough at the entrance examination. There weren't much to choose in Guangdong province, so I chose other provinces. My parents think it is good for me to have some experience. I chose the university, they helped me. I wanted to learn architect design, so does them. But it requires very high grade for this major, so I was accepted by the uni, by to another major. Though my parent prefers me to go out of the province, myself prefer to stay in my province. But I was always a good boy, so I didn't resist. Now looking back, I think they were right, it was not that bad.

QL: how did you decided to study abroad?

EE: I have tried to apply for master in China. my Dad's friend is professor in Tsinghua University, in this specialty, therefore my dad asked if I would like to have an appointment with him see if I could apply for Tsinghua Uni. But later it didn't work out. I have talked to people in my study, they all agreed that for this profession, practice is very important, if you want to have a better career. So I talked to my parents, they think my bachelor uni is not top one, will be difficult to get a job, so master is a must. But the quality in China is just ordinary, so they suggest me to go abroad. Also because my sister studied in Hongkong, so they suggest me to do the same. But It was me initiated to study aboard, and they supported.

QL: How was the application?

EE: I picked the university, and the agency helped the application. Mainly discussion with my parents was which country. They didn't have preference. At the beginning I wanted to go to Japan, but Japanese was mandatory. After a while learning, I gave up because it was too difficult. So we reconsidered to English countries. But mostly of my consideration was finance, though my parents told me not to worry about finance. For me, it can't be too expensive. So looking at the countries, NL has higher coverage of English speaking. My parents liked the idea of Europe as well. I think the biggest support from them was they gave me to freedom to do things and not too worry about anything, they were very positive and supportive.

I picked the university based on the major. Both TU Eindhoven and TU Delft have this study, but I thought TUE wasn't very good fit, so I applied TU Delft and UT. But TUD rejected me, and UT accepted me, also I didn't apply many universities at that time, so I decided to come to UT. I applied the same major as I had in China. My parents also think design has a bright future for career development, moreover the Chinese government encourages innovation and entrepreneurship, they think it is a good fit.

QL: How long it took for the whole procedure?

EE: It was kind of smooth. I graduated in 2016, but I already got the offer from UT in 2015, I came here right after graduated from bachelor. I started the procedure when I was in 3rd year, in 2015, and got offer at the end of 2015. It was very stress because I don't want a gap between my studies. My parents gave mainly financial support, and my sister helped me a lot as well.

QL: do you think you were influenced by your sister to study abroad?

EE: I didn't, but I think my parents did. They think we should all have the chance to see the world. For me was because the quality of university in China, which triggered me to go abroad. My sister was much involved in this, for example, helped me on agency and English study.

QL: do you see any difference between you and your sister on education?

EE: basically, the same. But my father will be more strict to my sister, maybe because she is the girl, it was for her protection. They were also supported for my sister to go to HONGKONG.

QL: do you have knowledge about the study, city, university, etc, before you go to university?

EE: not really. At first I was assigned to medicine study, later transfer to architect. I knew nothing about the university, only know it was in the line 1 university (yi ben). My parents thought Nanjing is a nice city, I was sure. Later I found out it was nice. About my major, I researched it only before my transfer to architect, it was me communicating with university, my parents didn't help.

QL: what do you plan after graduation?

EE: we are aligned in this, that I should stay here for work. The only thing different between my thought and theirs was that they want me to settle here, but myself I want to go back to China after a while. I told them about that, they are agreed. I don't think the life here is for me. But neither will I go back to my parents, I will just be around, not too far. I want to move to Shenzhen, my sister and other families are there.

QL: when do you think you can make decision independently?

EE: after university. Before we would discuss together. I was fine with all the decision they made for me, very seldom with different opinion.

QL: How was it when you hold different opinions?

EE: that is very rare. Most of the time they would discuss with me in big issues, the rest they don't care. My parents know that I wouldn't behave crazy, so they weren't restrict. They are very open-minded, if I insist on my opinion, as long as I have good reason, they normally let me be.

QL: how do you think about the parent's education investment to you? And what do you think their expectation?

EE: they are very generous on this, as long as it is related to study, they don't have any restriction. I think was because they didn't have such chance when they were young, so they want their children to receive good education. I don't think my parents expect anything from me as return, I would say, try to satisfy them financially, and listen to their need and thoughts. I think them, especially my mom, wish I could get a job and have a good life. (yishiwuyou).

QL: can you share some information of your parents?

EE: My dad is 60 and my mom 56. My dad has high school degree but my mom no, she is a housewife.

Interview 5

Date: 23rd April 2017, ITC Hotel

QL: Please introduce yourself.

EE: I am studying Applied earth science, focus on geological risk assessment, master program. I came from South-west part of China, 24 years old, I am the only child in my family.

QL: Can you please share your previous education experience?

EE: I spend my fundamental education in guizhou, from primary school to high school. in high school I was in-school student, though my parents were happy with that, if it is the key school they were fine with it. My bachelor was in Xi'an, geological engineering. I chose the subject randomly, and I got the offer. My mom suggested me to go for economic, I guess I got it wrong and go to science instead. I didn't have anything I like particularly, and they think geological engineering was ok, so I stayed with it. All my childhood I was educated to study hard and go to key schools, we even pay to go to key school, so I thought, I can't let my parents down and I should study harder. It wasn't that much money and they thought they should let me receive the best education if they are capable to do so. My bachelor and master I did the similar study, my mother suggested me to change the topic for master, but for me, my English is not that good, change topic would make it even more difficult, and I didn't want to fail it. Even my family is just ordinary family, they still try to provide me opportunities.

QL: Whom initiated to study oversea?

EE: I didn't want to start working so I initiated to go for master study. Master was hard to apply in China, many of my friend went abroad so I had this idea of going aboard after I graduate from my bachelor. But for some reason I didn't come right away, later I went master in China and I got the opportunity, so I took it. Also the study and university were matched, why not. I knew there was this opportunity to go abroad when I chose that university, but I didn't know it was that fast.

QL: How did you choose the country and university?

EE: there were options of joint program, with different countries and university, cooperate with my university. I just took a look and chose the best matched one. I actually wanted to go to Australia, because it is English speaking country. But 2 years in Australia is much expansive than in Europe, and the ranking of the university was not as good (about 200 in the world). Tuition fee in the Netherlands was a bit cheaper at that time and only 1 and a half year I can acquire my degree. So it was me imitated to study aboard, and my parents supported me.

QL: how was your parents involved in the decision making?

EE: My mom was very involved. What they did was to ask people around. My Mom mostly supervise me on IETLS test, the rest she didn't know well, I hired the agency from my university and authorize them to do the application. I went for the IELTS course when I was at

school already, for a few months. And my parents helped me with the documents, approvals and many more.

Many of my parents friend send their kid to abroad, that is why for them, English is crucial, and needs a good environment to practice, study aboard has the environment. So this idea was mainly came from their friend. Also my cousine minored in English in university and she wanted to study aboard as well, so she all the time persuade my mom to let me go abroad if there is a chance.

Of ourse I would ask my parents about their opinion on university and country, after all, they paid for my study. but it was too expansive to study in Australia, and in the Netherlands is half price than Australia. After compare, we chose Netherlands. Moreover, the program match mine better than the one in Australia. My mom concern more about the safety when choosing the country. They have visited Europe before, like it here and think Western Europe is safe. They didn't know much about the university, because only English in the website they can't understand. So they value my opinion on that, as long as I say it is good.

QL: when do you think you are able to make decision independently?

EE: I guess this will be after me start working (which means, still not cable now). my mom will give me advise on work. For the rest, like stay or leave after graduate, as long as my safety is ensured, my mom will let me choose, if I am cable to stay here it is fine. But I prefer to return to China, the language is a problem for me (both enligsh or dutch), I will feel alone if I stay here, I have to do everything by my own. I don't think I am mature enough to do so. If I go back home, at least my mom will help me and give me advise. Everything I encounter a problem, I would talk to my mom, if I go back home, would be even easier to talk. Before was my parents who made decisions, their opinion value about 70% on my final decision. Myself can't think about everything thought, they have experiences and they know more. And I am sure they do everything for me in good cause, so I will listen to them.

My mom never forced me to do anything, but if she thinks everyone is doing so, I should as well, then I will do it, I don't mind.

QL: How do you settle if you have different opinion with your parents?

EE: I don't recall. I think most of the differences lies on work. I don't want to work on the field, just want to get my degree and go home. My father thinks it will be a waste of 7 years study if I don't use the knowledge. But this profession is difficult, I don't think it worth. I think I can convince them, my parents are very democratic, they won't force me to do what I don't want to. I believe the best way is to communicate and exchange ideas. They concern about my feeling most of the time. They sometime offer me advise, but more in private life. About to leave or stay after graduate, it is all on me.

In terms of study abroad, they were all supportive, my father didn't give much advise, but I value my mom's more.

QL: what do you think is your parent's expectation for you?

EE: I think they hope me to improve my English, get a good job, have a life.

QL: what do you think about the life in Netherlands?

EE: You could have a same life here as in China, but my English is not improving because I spend too much time with Chinese students. If there is another chance, I would choose an English speaking country, although the English is good here, and it is a nice university.

QL: Any plan for future?

EE: I didn't have clear plan and neither now. My mom will proactively to know people in the area, hope to be helpful in the future, but I don't have a clear target. The reason I chose this subject was because there wasn't much to choose, nor Economic. I don't want to leave it blank, so I just randomly get one. I wasn't interested in enconomic neither, but it is easier to get a job. My mom wanted me to change subject to economic, and work for bank after graduate, as she

will have more resources. But I don't want to make it more difficult for myself so I stay with geological.

QL: Can you share some information about your parents?

EE: they are both mid 50, with university diploma (hoogschool kind). My mom works in the bank and my dad for the government.

Interview 6

Date: 23th April, ITC Hotel,

QL=QUNYING LIU (INTERVIEWER), EE= INTERVIEWEE

QL: please introduce yourself.

EE: I am 23 years old. I came from Henan Province. We have 4 family members, my parents, my sister and I. My major is Remote science and Technology. I studied four years in Wuhan, and applied the master in UT after graduated from bachelor, all by myself. It was a story during the application. There was a professor from UT giving lectures in my university, and my professor invited some of the bachelor students to attend the lecture, it was about the research on Panda distribution in China, I was interested in the topic, so I asked for the professor's business card and contacted him afterwards. During my communication I found out that UT is actually a nice University, so I send out my application to it. I got very quick response from UT. Apart from this, I also send out application to universities in Canada, but they didn't offer me scholarship, here (UT) did, so I chose here.

QL: Can you first share the experience of your study in China?

EE: I did my fundamental education in my hometown, the small town in Henan. Then I went to university in Hubei Province, because it was close to Henan, and the university has good reputation in China. My parents gave me advise when we were choosing the university. He went to my teachers in high school, because the teachers knows more about it, and he asked them to advise the major, university, etc., to me. We can choose a university based on your score in the exam. My first will was to Wuhan University, for IT, but then was assigned to remote science. I didn't know about it, just know that it is a new subject. My parents helped me on choosing the major, of course based on what I like. I was a science student, so my major was more to the direction of science. My parents were very involved in this period because it was the most important turning point in my life, what you learn from university will determine what you do for you career in the future, and your source of income, that is why my parents were highly involved. For me, I think science and engineering studies are easier to find a job.

QL: When did you have the idea of study abroad?

EE: I wanted to do so since I was in the 3rd year. Just then I met this professor, and through him I learned about the life in oversea, so I started to prepare for TOFEL, language test and other documents. Later I chose this university. I didn't apply for universities other than Canada and Netherlands. For Canada I applied for around 5 or 6 universities, through agency. But I got reply saying that they don't offer scholarship, so I ended up here.

QL: Who initiated to study abroad?

EE: I did. Because we have the program in my university. I have schoolmates already went abroad in the 2nd year through the program. Also the success rate of application is very high. In that situation it was easily to come out with the idea of study abroad. I talked to my parents and they also agreed with me. Consider about the finance of my family, getting a scholarship is the best option. My parents didn't know much about the study, so they depend on me to choose a country with better economic. We were mainly considering Canada and US, but the living cost is high in US, and possibility for scholarship is lower, so mainly focus on Canada. But because of the Dutch professor, we also took Netherlands into consideration. But as I said, no

scholarship from Canada. Also it was very quick to get the offer, so I didn't consider any other universities in NL. Though I preferred Canada more, the universities are bigger, at the end I came here for the scholarship.

QL: Did you parents help during the application?

EE: I used agency. My father thought that US is good. He thinks as long as the study is match, don't worry about the money. If they study is not match, then it will be more difficult to study in other country, because you don't have the bachelor background. It was my father who found the agency and gathered information from the agency, and he will tell me what he knows from them.

QL: What roles did you parents play during the application?

EE: My parents one for the life one for the study. They didn't know much about NL till I told them so. So they started to research about the country, university, study, life, and everything, then they approve on it. In terms of getting information we have our own source. They mainly get information via their social network and mine through school and professors. We worked together and share information, that is why the whole process was running smoothly.

QL: is there any moment that you hold different opinions? And what did you do?

EE: we rarely have that. In my opinion, communication is mutual. As the child we should try to understand our parents, and of course for most of the time are the ones that make important decision, for example, study abroad. But they were very understanding and supportive.

QL: do you have plan after graduate from here?

EE: I am now thinking how can I get a job with this degree. And I consider to go back to China. There is a demand of people in this field in China, more opportunities for employment. NL is quite restricted for foreign student to get a job; it is too difficult so I would go back home. We (my parents and I) have talk about this, my dad thinks if I can apply for the doctor degree here, it could help me better to stay here, he wanted me to stay. But he also says if I want to go home, It is also good. But If I stay, go for doctor degree.

I will have a month after graduation, to think about it, if I stay or go home or apply for doctor degree. For this I don't think my parents could offer me much help, the don't understand my study. They might give me some suggestion on how to deal with social relationship, but not on my study.

QL: how do you see, that parents would try to make decision for children?

EE: from my own experience I think the parents can offer very good advice in some important, or turning points, like universities selection, which my parents did, maximize the value of my score and enter a better university. And also help me to apply for the master study, supported me. A master degree is a must for my study, if I want to go for more professional work, bachelor degree is not enough.

QL: in your point of view, what expectation do you think your parents have on you?

EE: My education is the highest in my family, I have already reached their expectation. My father has high school diploma, so as long as I can make it to university he is happy. And I even make it to master and went abroad, I would say it is above his expectation. Basically people in that generation would have the idea that, they don't want me to have their regret on not doing something. I found it is a interesting thought. But my father never put pressure on me, my mom on the other hand did. She quited her job just to company me for study when I was in high school, put highly attention on me.

For the future career development, they don't want me to stay in the small town, but go to big city, because only in big city I can use my knowledge in practice.

QL: Can you share some background information about your parents?

EE: they are in their late 60s. my father is a director officer in my town, and my mom is retired worker. They both have very limited access to international information.

Interview 7

Date: 25th April 2017, ITC Hotel

QL = Qunying Liu (Interviewer), EE = Interviewee

QL: Please introduce yourself.

EE: I am 24 years old, come from Sichuan province, I am the only child in my family. My bachelor was environmental engineering, and my Master in China was Environmental science. I came here in the 2nd year, for a degree called Natural resources management, then I will need to complete both studies and gain 2 Master degrees at the end. It is a joint program between my university and ITC, the option I have is whether come here or not at all.

QL: can you share some experience of your pervious education?

EE: I was from Sichuan, my parents are both civil servants, so they valued my education very much. I went to only key school since I started, my high school is the national key school, very stressful study, there were 4, 5 thousand people in the last year, which means, if you have one point less in your score, you rank may drop dramatically, so there were a lot of pressure from study, you study 200% for the university entry exam. I did well at that exam and I went to BIT (Beijing institution of Technology). At that time, the most popular subjects were finance or IT, but I thought it was saturated, only if you are one of the top, otherwise it is very difficult to make it worth, so I didn't go for it. The reason I chose EE (Environmental engineering) was that, in my opinion, that environment protection a raising profession and very potential, especially back then the pollution is already very severe and the government started to pay attention to the pollution regulation, so I chose it. I didn't have a fully understanding about this subject, so I wasn't carefully enough, later I found it was totally different than what I thought, it was all about how to deal with different kind of trash, I didn't like it, I was regret. About Master, i didn't hesitated, because I knew I would at least finish my study till postgraduate. The only thing I had was whether I chose postgraduate recommendation within the same university or take the exam to other university, or go abroad. I didn't like about what I was learning so I didn't want to stay longer in the same study in same place so I decided to apply for other university. Because I wanted to stay in Beijing, so I chose BNU (Beijing Normal University), also because they were very strong in Environmental Science. It was always my dream to study abroad, and they offered the opportunity of one year exchange program, so I participated.

QL: About the key schools, was it yourself wanted to go or you were told so?

EE: when I was young, I didn't have idea about what is good or not good. But my family education was that I need to study harder so I could get a better job in the future, all my thoughts were built on my family education, whatever my parents told me, I thought it was right. My parents wanted me to go to the best school, I thought the same.

QL: About the subject in university, did you parents help you to decide?

EE: my parents offered me a lot of information, but it was limited by the sources from their friends, nothing was specific about EE, nobody in my family was in that profession. Because I wanted to go to Beijing so I chosed BIT, it was a National defense related university, they offered many course in national defense, wasn't very good for girls. Another reason was my boyfriend back then, I didn't tell my mom that it was because of him I want to go to that university. My boyfriend chose the Mechanical Engineering, and for me is more secure to choose EE with my score. My parent thought EE was fine, especially my mom, she was very supportive, my dad on the other hand thought I should apply for Mechanical Engineering, because his education idea for me was that girl can do things that boys do, so he suggested me to go for ME, or information counter technology. But at the end I decided to listen to my mom,

and I told my dad that these subject is too risky for my score, beside I wasn't interested in those subject.

QL: what do they think about it that you need to exchange for a year in other country?

EE: my mom again very supportive, because she wanted me to study my postgraduate abroad, but there were some circumstances I didn't do that, actually my mom wanted me to go abroad since I was in my 1st year bachelor, but I was avoid, I regret about that later on, so when I came postgraduate, I want to do that. About my dad, he think everything was good as long as I have my own idea.

QL: What do they think about the country you were about to go?

EE: the first thing was safety, NL is safe compare to many other countries. Also, the ranking of UT globally, is better than BNU, and oversea return talent is certainly more competitive than domestic graduates. Moreover I was able to apply for scholarship, financially helping the family, so it was more pros than cons.

QL: What is the strongest support you had from you parents during the application?

EE: it is the finance. At this stage, our knowledge and vision is already exceed what our parents have, what they think they can do best is financial support, others they can only know from surroundings, or internet, nothing more.

QL: When do you think you were able to make decision independently?

EE: after high school. but they would rather convince me on things than force me to do anything.

QL: speak about convincing, there must be different opinions that need to convince the others, how was that?

EE: there weren't much conflict before university, because I was too young, not yet form my own knowledge or ideas, didn't know what is right or wrong, most of my information comes from my parents, and my judgments were influenced by them as well, most of the time they decide. They were right, I have to study harder, to enter better school and university, so that to get a better job afterwards. The only thing I need to convince them was when choosing the subject, I told them I won't do it well if I don't have any interests.

QL: what do you think about these educational investments (best schools, go abroad, etc.)?

EE: I think it is great. My parents education idea was totally opposite. My mom insisted to send me to attend different course to develop my interests, to help me find things I like; my dad believe I should have a easy and happy childhood, shouldn't be so stressful, which would kill a child's nature. They fought a lot for that. My mom was more dominant, so I was more likely to listen to her. I did what she said. Now looking back I think my mom was right, because when kids are too little, they need help to discover what they like. And when there are different ideas among us three, they will let me decide what I want to do, because if I don't like I wont do it good, so it would be meaningless.

QL: What do you think your parents are expected from you?

EE: they wish me to have a good life, do what I like to do, and have financially freedom.

QL: do you think their education investment is for you to have better options in the future?

EE: yes.

QL: how would you react on such expectation?

EE: When my parents get old, I think they will be only worry about, one is their health, one is their children's life. If I could live a better life, they can worry less, and also if they are ill, I have the ability to take care of them, company them, and able to give them anything they want.

QL: do you have plan after your postgraduation?

EE: I was considering if I want to go for Phd. My mom's expectation was that I could at least finish my Master degree, about Phd, she didn't think about it. But for me, at this moment, I want to go for Phd. I don't think I will do it in China, the precondition of my Phd is that I am able to do it oversea, I enjoy the life abroad after a year of study here, I wish to stay longer, but not limited to only NL.

QL: what your parents think about that?

EE: my mom worry that I would stay too long abroad, because Phd can take up to 8 years, for me I also need to consider my present and company to my family. But they support every decision I make, as long as I don't stay abroad forever. I wouldn't consider about settle down abroad now, because I need to be with my parents, I think this is because I am the only child.

QL: would you go back to your parents?

EE: most of my relatives live in Chengdu, I might go back there, but I would first try the tier one cities like shanghai, Beijing or Shenzhen. I would live with my mom if I return to Chengdu.

QL: do you think there are any difference on education with parent's background?

EE: I think it does. I think those who study postgraduate or Phd, most of the comes from knowledgeable families, and I think the children's education in a large degree influenced by the parents education level and idea. People with lower education might think that it is more important to have job and family, no need to have too many degrees.

QL: how is your mom involved in your decision making?

EE: in terms of Phd study, not too much, because I already reach her expectation on getting my Master degree. But before that, she was highly involved, she decided me to go to the best schools. I appreciate what she have done for me, though I felt very stressful back then, they were right choices.

QL: Is your pressure from yourself or your family?

EE: was from my parent when I was in high school, but now it is more from myself to my future life. I think it is all about getting a good job, that you study abroad.

QL: may I know how old is your mom?

EE: She is 48.

Thank you.

Interview 8

Date: 26th April 2017, UT Campus

QL = QUNYING LIU (INTERVIEWER), EE=INTERVIEWEE

QL: Please introduce yourself/

EE: I am 26, came from Jilin Changcun. I Study Bachelor of Electronic Engineering. Yep I am the only-child of my family.

QL: Can you share some previous fundamental education?

EE: Nothing much to share in primary school. My dad thought my primary school was just ordinary, I should go for a better middle school, so he decided to send me to the best middle school in the city. They valued a lot my education. When in primary school my mom was already signed me up to many extra courses (buxiban). They helped me to find the best middle school, they pay the entry fee just to get me in there. I didn't do well in the entry exam to high school, but still got in the top 5 high school in my city. But I didn't like that school, though the

teachers were ok. My grade was not very good due to some reasons back then. When I was in middle school my mom would help me with my study, but when I got to high school she couldn't do it so I have to count on myself. I think my mom really helped me a lot, and if she couldn't help, she will hire family teacher for me.

QL: what do you think about going to the best high school?

EE: we (me and my parents) all wanted to go there, so it was a consensus.

QL: so when did you started to study in other country?

EE: I failed the university entry exam (Gaokao), my grade only enough to apply to college (dazhuan). My mom heard from somewhere that I could go to take an exam and go for university in Singapore. My level wasn't good enough to go for the A-Level (for university), so my mom suggested me to go for O-level (for highschool), then via that go to the college in Singapore, and then try to look for a job there afterwards. Because I have some family members over there, and we heard that it was a good environment, so my parents want me to go there as well. Therefore I start to prepare, I went to language course, which was really low quality.

QL: so before Singapore, did you have plan for yourself?

EE: At that time I already got the offer from the college, and they offered me a interesting study as well, but at the end I didn't make it, I didn't want to go to that college. That was why when my mom suggested me to Singapore, I was happy with that. But because I failed the English test, so I didn't continue the course, instead, I took one year off, prepare IELTS test, my parents even send me to Beijing so I could concentrate on learning English, so I stayed in Beijing for 3 months just to prepare for the test, and eventually I got a 6.

QL: Then you went to Singapore?

EE: I didn't, then I came here. Because it wasn't IELTS that the Singaporean college asked for.

QL: What happened?

EE: I went to the agency, asked them to recommend me somewhere that is cheap tuition fee for Science and Engineering study. And they recommended NL. Then they applied for me a few Hoogschool and one university, which is UT.

QL: did you communicate with your parents about coming to NL?

EE: yes, I did. I didn't want to go back to China. And my mom said if I go back, I whether go back to high school for another year to prepare the university entry exam, or go back to the college that accepted me, or change to another country (from Singapore to another country), they did specify which country, it was up to me.

QL: how did you learn about NL?

EE: The place I studied English was also an agency, so I thought, I could maybe consult them. the only criteria I had to them was that I want to study science and engineering, nothing else. I didn't know about NL the country, I have talked to my parents about it, I told them even the people speak dutch, 90% of them speak good English. For my parents, as long as they speak English should be fine.

QL: during the application have you also consider other countries?

EE: at the beginning was Singapore, later I didn't want to go there, because they offered diploma instead of degree. I did some research before I told my parents about it. I told them the options I have if I pass the IELTS test. I also asked my mom's opinion on choosing the study, I told her I want to study electronic engineering, and 2 of the applying schools offer related courses, so my mom suggested me to choose electronic engineering. One of the consideration to choose NL was because it is very close to Germany, industrial country, if NL doesn't work

out I can still go to Germany. But they required German language, and it was too difficult, so I decided to come to NL.

QL: what kind of support your parents offered you during the application?

EE: they told me whoever accept me, I can go for it. My mom gave me the freedom to choose the university I want to go, consider that Saxion needs 4 years to complete, but UT only need 3 years to finish, and then I would have more time to think about continue study or look for job, so I chose UT.

QL: Did you already know all the information before talking to your parents?

EE: at the beginning was my parents gathering information and tell me, later was me communicating with them about what I know. I chose EE(electronic engineering) was based on my own interests, because I want to do something with Physic. My parents didn't have other opinion on the major, all up to me. But what they really cared about is not the study I chose should be too far from what they expected, shouldn't be something unpopular, because not good for future career.

QL: About the reputation of the chosen country/university/study, do they have opinions?

EE: they didn't, for them, what is most important is my own ability (where I can apply), and also shouldn't be so costly.

QL: what does your parents think about your after graduation, stay or return home?

EE: my mom said it is the best if I can stay, otherwise I can also go back home. But I got so angry when she said she think I would need to extend one year my school, that I can't finish on time.

QL: do they have other idea on your further education?

EE: we have been talking about this latterly. My dad thinks if I work first then go back school for master, I won't be motivated. But my mom thinks I should get a job first. For me, I am fine with both, I am not that kind of person that have own thoughts. I think Bachelor study is the basic study, the knowledge is not enough to put into real work, so still need to do more study. I know they want me to be around, but I don't think I could support my own living if I go back at the beginning, so if I go back to China, I will first go back to my hometown.

QL: How do you settle it when you have different opinion than your parents?

EE: we didn't have differences on the broad direction (maybe sometime in small things). Normally I will explain to them, make examples, state pros and cons, and tell them my preferences, and then they could consider them all. Sometime I need things that are new to them, they might not know.

QL: when do you think you could make decision independently?

EE: around 20 years old I think. I didn't have problem making my own decision, the only thing is, I would need financial support (which comes from parents, so they have the power)

QL: what expectation do you think your parents has on you?

EE: they want me to go to university, about future development, it depends on my ability, doesn't matter if I want to go for master study or not. Myself I have ambition, but they think I am not capable for my ambitions. But as long as I can later find a job, they are fine.

QL: do you think the decision you make is influence by your parents?

EE: more or less it is influenced.

QL: what about being an only-child? Is that influence your decision making?

EE: I didn't think about it that much. For me, in the future, I whether go back to my family, or I bring them here, if I am capable to do so, but I don't think that is an option, my mom say it will be too boring for her, knowing nobody here, so I might go home.

QL: what do you think about it, if parents make one-sided decision for their children?

EE: I would consider about the decision, according to real situation, to decide whether I want to follow it or not. If I don't like it I don't do it, but this happened rarely. My parents were very easy with me, especially my mom, she is more rational. I highly value their suggestions, and if I think they are right, I would do it. I think this is mutual, my parents also respect me and my opinion, they would think about my situation, so they will ask me before make the final decision.

QL: is there other family members are in abroad?

EE: some of my relative went abroad before me. I think my mom want to send me abroad was that she wants to forcedly change my path, going aboard is sort of forced change life.

QL: can you share some information about your parents?

EE: they all have college diploma; my mom is an accountant and my dad a head officer in railway company. They are both in their late 50s.

Interview 9

Date: 26th April 2017, UT campus

QL = QUNYING LIU (INTERVIEWER), EE = INTERVIEWEE

QL: Can you please introduce yourself?

EE: I came from Liaoning province, doing my study in UT in Chemical engineering, master program. I was born in 1990, the only child in my family.

QL: Can you please share with me some education experience you had before?

EE: I grew up in Liaoning, and went to university in Shanxi Xi'an, because the university have very good quality of education, and this helps with the job application, so I chose it. I made my first choice on the university as my first will, and my parents helped me with the insurance choices, just to secure, in case something I misestimate my scores. But because my parents weren't expert on education, so they didn't have much involvement on this. Most of the time was me explaining everything to my parents, and they just tell me approve or disapprove, but they seldom disapprove, most of the time it went with my will. Especially after I started high school, they involved even less. I was very independent in my grow up, normally I made my own decision. But this is tough, because you have to be responsible for the decisions you made. My parents were very open-minded, they respected the decision my made, what they did was to give me some suggestions and references.

Choosing this major was only because it was my interests, wasn't because of the employment, which it actually not that good. But I didn't want to take other studies.

QL: did you parents suggest you on the university selection?

EE: My father used to say, good man travels. He always wanted me to go and see the world, he didn't even want me to stay in the north, asked me to go somewhere further away from home. On selecting the university, I have my own idea, and my parents didn't have any arguments on it. They went to the university with me on the first day, just to see how it is. They didn't know much about what I was studying, what they knew was mainly came from me. Me neither full understand what it was till the 3rd year of study, and there weren't much references for me as it was very new subject in the university. For me, what you study and what work you do in the future have little to do with each other, unless you go for academic research, otherwise, your personal skill and ability is more important. My parents did give me some suggestion, to go back home and be a teacher. Consider the possibilities I can teach, I think it is the best if I have doctor degree, but I don't want to continue my study to doctor degree, so I would say I have to disappoint them on this. I talked to my parents, and they respected me. I think every parents

have the same thinking, for their child to have an easeful occupation, have a stable life. I don't think I would do that, so I didn't even spend time on it.

QL: how involved were your parents during your fundamental education?

EE: my parents send me to study music, to explore my interests, which I found it very useful. And my mom signed me up for an English course, that was given by American teacher, and it was really benefited, I don't have any difficulties with my English now, thank for that.

In China, participating the general examination is the only social ladder you can climb. My mother is a middle school teacher, so they gave me some study pressure, just so I could enter a better high school and university. The education distribution is not even in China, key school and normal school have big differences. My high school was the best in my city, that was why my parents were pushing me a bit. But also because my mom is middle school teacher, she couldn't do anything when I went to high school, which made my study a bit worse than middle school.

QL: was you willing to attend the extra course your mom signed you up?

EE: partly was because I wanted to go. Like the English course, we didn't have it at school so I was interested in. thanks my parents gave me this option.

QL: how did you enter the key high school?

EE: I need to took the exam for that, and apply accordingly. My mom gave me some pressure on my study in the last year of middle school, told me I should work hard to enter that school. And I did.

QL: How did you come out with the idea of study abroad?

EE: After graduated from bachelor, I went back home for work. I have worked in a factory for a while, but my dad didn't appreciate me working in the factory, because it was too dangerous. The wage was low, and also I felt that it didn't reflect my value. So my father proposed to go aboard. of course it was me eventually to decide whether I want to go or not, but it was my dad who gives me the idea. He said, even we were not very rich family, a few oversea educations we can still afford it, and it will help to broaden my horizon and to improve my ability. Because my dad didn't have this opportunity, according to him, I should go and see the world, which I did experienced a lot. My parents were higher educated, some of the decision they made were actually good, like my mom signed me up for the English course, I think it was very far-sighted.

QL: How did you communicate with each other on choosing the study?

EE: Most of the Chinese parents' prior choices are US or UK, but with my average score back then I can't apply for the top 50 university in US, and we think it means nothing to study in US if it is not one of the top 50. So we started to look around. One of my father's friend told him that NL is strong in Chemical filed, so we started to research on it, and we found out the NANO material in UT is the best in the area, and they only asked for 75 average score, so we chose this university. But it was a pity that I can't go to US, I have already passed my TOFEL and GRE. But this university in NL is also nice. So I would say, it was my dad who advised me on choosing the country. In terms of the major study, they didn't understand it, so they let me to decide. I picked the relevant subject, in the similar trend. I applied for UT and Utrecht university, when I send my documents to UU, they rejected me, saying I don't have match background, I still don't know why, because I applied the same study as in UT. I also wanted to go to Delft, but TUD didn't have the spring enrollment, UT did, so I came here. Because there weren't much option in NL, and I was certainly want to go to Univeristy, insterad of hoogschool. Other countries were not even in my consideration list, UK only have 1 year master, which only 1 year is not recognizable in China, and it is very expansive, so I didn't go for UK. The rest have low English coverage rate, and NL is the most English covered country among the non-english speaking countries. So we chose NL and UT.

QL: Through where you collected the information?

EE: Internet mostly, and also consulted agencies. My parents get information via their friend, and recommended NL, and I did my research on it as well. We then exchange information. We mainly focused on the ranking of the university, and the job opportunities for this subject. But the employment situation is more or less the same, unless you are graduated from IVY league. also we have considered the fee.

QL: What role do you think our parents played during the application?

EE: advisor, only offer suggestions, but not decisions, because they don't have fully knowledge about it. They normally would tell me the things they heard, and ask me to research, and then feedback to them, then they will consider about it, and tell me "go" or "no go", but most of the time is ok.

QL: When did you think you could make decision by your own?

EE: after university I think. my parents thought I was a grow boy, I should be able to make decision and take the consequences, especially my mom, I think she was intentionally put me in charge. Of course sometime we have different opinions, but this happened rarely. We had argument, but at the end one will compromise. Parents normally have their bottom line, that they are not agree on something at all, and they have the way to make you compromise – stop financing you, and you can't do anything about it, because you are depending on them. take out the finance part, I would follow my way if we don't agree with each other, because many things that my parents not necessary know more than me. But we didn't have any communication problem, we could always sit down and talk, and I explain everything to them, and we all tell our thoughts, and discuss the reason of the differences, and tried to reach consensus. But something you would have something you insist for, if you can't reach consensus, then it is about who have a strong attitude.

QL: do you think your parent trust you on making decisions?

EE: I think they do. I take my consequences, and I learn from my mistakes.

QL: in terms of dealing with parents, do you think is there any differences between being only child, or more than one child family?

EE: big differences. My parents didn't spoil me, didn't give me anything I want, but of course, most of the time I got what I want. Compare to the multiple children family, as the only child, we have to consider a lot more thing than them, because I am the only one, I have to take care of my family. This is also why I don't want to be too far away from my parents in the future when I start my family, I wish I can still take care of them.

QL: what do you think your parents' expectation on you?

EE: my parents think, as long as others can do it, I can do it, of course they think I am much better than others, but I think this is the thought for all the parents, how they think about their children. So their expectation is higher than my ability, but it is in reasonable range. So far I haven't disappointed my parents. My father always told me, as long as I tried, then it is good, more importantly is to take care of myself. My father understood me. And I know my parents love me, and want the best for me. Therefore I will try my best to reach their expectation, and I think they understand if I can't do it. I feel pressure from this expectation from my parents, because my parents have done so much for me. But they never force me doing anything, even I delay my study, they didn't blame me, but I blame myself. My parents want me to be back earlier, so what I can do is to graduate earlier, spend less money on this, though my parents never brought up this, I want to finish it as soon as possible.

QL: How do you think about this education investment in their children?

EE: The Chinese parents invest a lot in their children, because the high expectation. Every parents hope their children will have a bright future (wang zi cheng long), and this is not easy. This is the ubiquitous problem in our society, because the idea of "wang zi cheng long" is

already wrongly understood. I think the western parents less ask their kids to do anything, but more about doing what you really like. Many Chinese parents think their kid can make something big, they all do. Some of them are in the reasonable range, like put their kid in something to develop their interest, and to gain some benefits from it. This I agreed, because kids when they are too small they can't make any choice and will easily be influenced, they need someone to guide them. but most of the Chinese parents hope their children to make something big, that is over expectation, they will give options to the kids, but once you choose it you have no way out but to complete it, this is very common. It needs the Chinese parents to think about this problem, but I think this has something to do with their education. The average education level in Chinese is low, especially very little people received higher education in our parents' generation. Everyone has small circle, and they follow the majority, and they think they can't let their kid to fall behind at the beginning of the education.

In the recent years, the Chinese parents are getting more open-minded and internationalized, which is good. But also we have to consider one thing, that we have different situation than in other countries, which is the high density of population in China, leads to highly competition that no one can imagine, if you don't work harder, you will fall behind. In China, education is the only way, and you have to put a lot of effort on it, and you don't always gain. In additions, the uneven distribution of resources. But this is the national condition, the parents know very well about it, so they will put you on things already when you were young, thinking that it would help you in the competition when you grow up.

QL: what do you think influence the parents to send their children to oversee?

EE: one of it is the conformity, everyone is doing it. And also, the oversea education is indeed better than what we have in China. Of course the gap is narrowing down, but there is always a gap. And it is not difficulty to enter the university, so this is part of the reasons. Because the uneven distribution of resources in China, there are only few good universities but too many competitions, it will be easier in other countries. In additional, most of the destination countries are more developed than China, higher education level, different culture experiences, easy entrance, I think these are factors.

Another thing is the education level of the parents. My father had a lot of experience, and he is familiar with how the society operate, seen more, know things, and more willing to give me chances to choose. Also my mom came from a good family.

QL: what do you think about the way of education from you parents to you?

EE: their criterion is that, as long as it doesn't distract my study, I can have many options. But once it does, then you have no option. They wouldn't give me many choices if I don't do good on my study. If the child is in the period of fundamental education, I think education is the most important thing for them. because the fundamental education period would determine how your study ability is, and parents would adjust their requirement base on your ability. Some parents would offer other possibility if things don't work out.

QL: so you think parents would arrange things for their children base on their knowledge about their kids?

EE: some parents would. As long as they have resources, the would do that. Most of the kid will accept it, because it is indeed not bad. But not all the parents are like this. If they are not capable to help you arrange things, then you have to count on your own. My parents always tell me to depend on myself. Some people would like that, accept the arrangement from their parents, because then they don't need to make any afford. But others don't, it depends.

QL: can you share information about your parents?

EE: my mom is 52, middle school teacher, bachelor degree. My dad is 51, university diploma (da zhuan). It is very rational environment in my family, many problems can be solved by communication and state the facts. They will never decide something for me without telling me.

QL: Thank you!

APPENDIX 2 – Interview Coding Scheme

Participants	SA	AX	YT	YS	NB	CX	HX	WT	CK
Age	24	24	26	25	24	27	24	22	21
Only Child?	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Degree	Master	Bachelor	Bachelor	Master	Master	Master	Bachelor	Bachelor	Master
Initiate	student	parents	student	parents	parents	student	student	parents	student
Idea of "Best"	"...if it is a key school they were fine with it"	"my dad thought my primary school was just ordinary, so I should go for a better middle school, so he decided to send me to the best middle school in the city"	"...we were all at the same middle school, which was the best school in the city"	"I went to only key school since I started, my high school was the national key school"	"...they gave me some study pressure, so I could enter a better high school and university"	"my parents asked to apply for it because it was a well-know good school"	at the beginning I wanted to go for a famous univeristy...		
	"I was educated to study harder to be able to go to the best school"	"I didn't do well, but still got into the top 5 high school in the city"	"my high school was the best one as well"	"my parents wanted me to go to the best school"	"...in China, key school and normal school have big differences"	"they think my bachelor university is not a top one, will be difficult to get a job"			
	"...they should let me received the best education"		"my target was to transfer to university"	send to me the best schools.	"my high school was the best in my city"				
					"I was certainly want to go to university, not hogeschool"				
					"...I can't apply for the top 50 university in US...it is meaningless to study in US"				
					"NANO material in UT is the best in the area..."				
career development	"my mom wanted me to change study to economic...as she will have more resources"	"what they really care about was that the study I chose...shouldn't be something unpopular, because not good for future career"	"...my mom think that mass communication is not good for career development..."	"...oversea return talent is certainly more competitive than..."	"we mainly focus...and the job opportunities for this study"	"My parents also think design has a bright future for career development"	"my parents think a certificate/master degree, is the pass to society"	"from my parents perspective, if I can enter that university, it will be good for future career development"	what you learn from university will determine what you do for your career in the future..."
		"as long as I can find a job later, they are fine"	"...they think my major is good and have a good future"	"...to enter better school and university, so that to get a better job afterwards"	"I think it is all about getting a good job, that you study abroad"	"I think them, especially my mom, wish I could get a job..."			
			"they expect me...get a job..."	"I think it is all about getting a good job, that you study abroad"					
Safety	"my mom concerned about safety when choosing the country"		"The prioritize reason for the NL was the safety"	"the first thing was safety..."			"The first thing my dad search on the internet about NL is safety, it has to be safe"	"security is the factor for them when choosing a country"	
	"to stay or leave, as long as safety is ensure, my mom will let me choose"		"we first started with the frequent countries that Chineses student choose, and consider education level and safety"						
			"...maybe because of the safety reason, I am a girl"						
Friend/Family Influence	"many of my friends went abroad..."	"my mom heard from others that I could go for the college in Singapore...my parents want me to go there as well...because I have some families over there"	"my sister study in Australia, that's why at the beginning my parents considering sending me there as well, I could be taken care of"	my mom was supportive because she wanted me to study my postgraduate abroad.	my father's friend told him that NL is strong in Chemical field.	because my sister stued in Hongkong...	my cousin went to Australia after high school.	because of my uncle, my parents want me to go abroad.	I have schoolmates that already went abroad in the 2nd year...
	"many of my parents friend send their kids to abroad"	"some relatives went abroad before me..."	"my mom's oppose of going abroad resulted in my 1 year delay"				they (parents) have many friends who send their kid to abroad.	I consult my friends and families, they all recommend university (instead of hogeschool). my uncle was there, so I was taken care of.	because of the Dutch professor we also consider NL.
Program / Language					is not recognizable in China	NL has higher coverate of english.			
					NL is the most English covered country among the non-english speaking countries.				
Dependency	"Myself I can't think about everything thoroughly, they have experiences and they know more"	"I am not the kind of person that have own thoughts"	"no matter where I go in China, my family will find the way to take care of me, the only place they can't reach, is abroad"		My dad used to say, good man travels.		I grew up independently		
			"I was so dependent"		I think my mom was intentionally put me in charge.				
			"I think parents have the responsibility to arrange things for their children before they are able to"		...they have the way to make you compromise - stop financing you, you can't do anything about it, because you are depending on them.				
			"in many ways, you still need your parents' help"		I think my parents trust me, I take my consequences, I learn from my mistakes.				
			going abroad isolated me from my family so I can be independent						

Filial Piety	"and I am sure they do everything for me in good cause, so I will listen to them"	"I don't have problem making my own decision, the only thing is, the financial support"	"all my families live together and they value very much the children's education"	"whatever my parents told me, I thought it was right."	most of the time was me explaining to them everything, and they just tell me approve or disapprove.	I was already a good boy, so I didn't resist	most of the time I had their approval, I am a good daughter, I did follow their will, and do things they want me to do.	If I do what they want would make them feel better, then why not.	my parents were very involved because this period was the most important turning point in my life
	"...if she think everyone is doing so, I should do as well, I will do it"	"In the future, I would whether go back to my family, or bring them here, I am capable to do so...I might go home"	"my mom think mass communication was not good for career development...I was forced to terminate the study"	the strong support from my parents was finance	my dad didn't have this opportunity...I should go and see the world...	my parents gave mainly financial support.	they did mostly was to provide financial support.	financial support	we started to research about everything, then they approve on it.
	"their opinion value about 79% on my final decision"	"I highly value their suggestions, if I think they are right, I will do it"	"my mom had a severe health issue...I was so dependent...I started to think about independency"	if I could live a better life, I will be able to take care of them, company them, and able to give them anything they want.	they normally tell me things they heard, I do research, feedback to them, and they consider it, tell me "go" or "not go".	I think was because they didn't have such chance when they were young, so they want their children to receive good education.	I didn't have clear understanding on study abroad, if they have other preference, I would just do what they said.	my parents would arrange for me, I don't oppose, so I am ok with that.	of course most of the time they are the ones make important decision, like, study abroad.
		"I think my mom want to send me abroad was the she wants to forcefully change my life, going abroad is sort of life changing"	before this (study abroad) I always follow my parent's "order"	my mom expected me could at least finish my master degree	my parents didn't spoil me...but most of the time I got what I want.	I would try to satisfy them financially...	when the fiancé is good in a family, the parents will try to give the kid the better thing.	I am not sure about my future but I will do my best to support them.	my parents can offer very good advises in important or turning point thing.
		"they want me to go to university"	"I need to make sure I am independent and strong enough to support my family in any situation"	...[future decision]...for me I also need to consider my present and company to my family...	I don't want to be too far away from my parents in the future...I wish I can still take care of them				my father has high school diploma, as long as I can make it to university, I am reached to his expectation.
			"I think the best thing I can do is to take care of myself, then to take care of them"		Most of the parents think their children are better than others				my mom quid her job just to company me for study when I was in high school
					I know my parents love me and want the best for me, therefore I will try my best to reach their expectation.				
					every parents hope their children will have a bright future (wang zi cheng long)				
One child				I need to be with my parents, because I am the only child.	as the only child, we have to consider a lot more than the multi-children family				
					I have to take care of my family				
Competition in China			consider the development and competition in china, it is good to have overseas work experiences		I don't want to be too far away from my parents in the future...I wish I can still take care of them		I would stay for master and gain some work experience, otherwise not competitive if I go back to China		
					participating the general examination is the only social ladder you can climb.				
Parents education level				I think the children's education in a large degree influence by the parents education level	my parents are highly educated, some of the decisions they made were actually good.				
				Most of the people study master or phd, comes from knowledgeable families.	very little people in our parents generation received high education, everyone has a small circle, and follow the majority, and they think they can't let their kid to fall behind at the beginning of education.				
					my parents are educated and more willing to give me choices to choose				
finance					UK is very expensive so I didn't go for it.				Scholarship
Information source					Internet	agency	I used same agency and english course as my brother	agency	parents via their social network and me via school and professor
					agency friends			newspaper	agency
Limitation of education in China					uneven distribution of education in China	the quality in China is ordinary, so they suggest to go abroad		education, the overseas university might have a better study	
					overseas education is easier to enter to university				
					only few good universities but too many competitors in China.				

APPENDIX 3 – Questionnaire

Student's choice for overseas education

Start of Block: Default Question Block

Q1

Dear participants,

Thank you so much for participating in this survey for my Master thesis, your opinion is much value for my study about Chinese students and overseas education. This survey should only take you about 4-5 minutes to complete.

All answers collected here will be kept strictly confidential.

Regards,
Qunying Liu

Q34 Do you agree to participate?

- ☐ I agree to participate (1)
- ☐ I don't want to participate (2)

Skip To: End of Survey If Do you agree to participate? = I don't want to participate

End of Block: Default Question Block

Start of Block: Block 1

Q2 What is your age?

Q3 What is your gender?

- ☐ Male (1)
- ☐ Female (2)

Q4 What is your study program?

- ☐ Bachelor (1)
- ☐ Master (2)
- ☐ Phd (3)
-

Q5 Are you the only child of your parents?

- ☐ Yes (1)
- ☐ No (2)
-

Q26 Are you already studying abroad or about to study abroad?

- ☐ Studying Abroad (1)
- ☐ About to study abroad (2)
- ☐ None of above (3)

End of Block: Block 1

Start of Block: Student's perception

Display This Question:

If Are you already studying abroad or about to study abroad? = Studying Abroad

Q32 Looking back at the past when you were considering to pursue an overseas education, what would you consider in your choices? Please answer the following statements based on your perception. How do you agree with these statements?

Display This Question:

If Are you already studying abroad or about to study abroad? != Studying Abroad

Q29 (Imagine) you are about to pursue an overseas education, what would you consider when you make the choice for your next study movement? Please answer

the following statements based on your perception. How do you agree with these statements?



Q23 I want to study abroad because

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
A well-ranked university degree is a stepping stone to success in my future career (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An international mindset opens more opportunities to great jobs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-cultural experience increases my market value. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking other languages is an advantage for my future career (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q24 I want to study abroad where

	Extremely important (1)	Very important (2)	Moderately important (3)	Slightly important (4)	Not at all important (5)
The political situation is stable (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The crime rate is low (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The racial discrimination is low (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the cultural atmosphere is friendly (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The study environment (campus) is safe (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q22 I acquire(d) information about studying abroad via

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
The internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education fair(s) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agencies (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Student's perception

Start of Block: Cultural factors

Q30 Please answer the following questions based on your experience, how do you see the role of your parents in your life?



Q11 It is important to me to

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
Follow my parents' suggestions even when i do not agree with them (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To obey my parents even I have to disregard promises of others (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do whatever my parents ask right away (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoid arguments with my parents (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always respect my parents (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q16 To what extent do you agree with the following statements?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I am grateful to my parents for raising me (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do everything I can to make my parents proud of me (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to be able to support my parents in the future (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would give up my own preferences to meet my parents' preferences (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I should not disappoint my parents because they always support me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q15 To what extent do you agree with the following statements about your parents?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
My parents expect me to complete the highest possible university degree (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents want me to outperform others in university (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents expect me to be self-reliant in the future (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents expect me to find a nice job with good salary in the future (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Cultural factors

Start of Block: Student perceived parents perception

Q33 The following questions involve your parents' perspective on your education. Please answer the following questions based on your estimation.



Q27 How do you think your parents think about the destination of your overseas education

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My parents care about the political stability of the country where I study (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents care about the crime rate of the country where I study (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents care about the racial discrimination rate of the country where I study (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents care about the safety of the campus where I study (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents care about the cultural friendliness of the country where i study (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q17 How do you think your parents think about your future development?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)	Extremely important (5)
My parents think that having a well-ranked university degree is a stepping stone to success in my future career (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents think that having an international mindset opens more opportunities for me to great jobs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents think that having a multi-cultural experience increase my market value (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents think that speaking other languages is an advantage for my future career (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q28 To what extent and how do/did your parents acquire information about your overseas education?

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
My parents use(d) the internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents attend(ed) education fair(s) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents learn(ed) from friends (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents learn(ed) from family members (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents learn(ed) from agencies (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Student perceived parents perception

Start of Block: Block 8

Q20 Who decided that you will study abroad?

	1 (0)	2 (1)	3 (2)	4 (3)	5 (4)	6 (5)	7 (6)	8 (7)	
My Parents (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Me

Q21 Who decided in which country you will study?

	1 (0)	2 (1)	3 (2)	4 (3)	5 (4)	6 (5)	7 (6)	8 (7)	
My Parents (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Me

Q22 Who decided in which university you will study?

	1 (0)	2 (1)	3 (2)	4 (3)	5 (4)	6 (5)	7 (6)	8 (7)	
My Parents (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Me

Q23 How much influence did your parents have on your decision to study abroad?

	1 (0)	2 (1)	3 (2)	4 (3)	
No influences at all (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A very strong influence

Q24 How much influence did your parents have on your decision in which country you will study?

	1 (0)	2 (1)	3 (2)	4 (3)	
No influences at all (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A very strong influence

Q25 How much influence did your parents have on your decision in which university you will study?

	1 (0)	2 (1)	3 (2)	4 (3)	
No influences at all (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A very strong influence

End of Block: Block 8

Start of Block: Block 6

Display This Question:

If Are you already studying abroad or about to study abroad? != Studying Abroad

Q25 Based on your knowledge, how well do you or your parents know about the Netherlands?

	Not well at all (1)	Slightly well (2)	Moderately well (3)	Very well (4)	Extremely well (5)
Me (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Are you already studying abroad or about to study abroad? != Studying Abroad

Q26 To what extent will you consider about the Netherlands as your study destination?

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ 10 (10)

End of Block: Block 6

Start of Block: Block 7
