

Contemporary Approaches in Social Science Researches

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Foreword

The more global disorder progresses, the more important it is to remember the initiatives, large and small, that contribute to fueling that public sphere of knowledge that is naturally inclusive and transnational. IASSR Congresses, the first source for the following essays, are part of these initiatives, and behind their apparent lack of structure, there is the opportunity to broaden the comparison between disciplines and especially between the looks that characterize them in sometimes very different national contexts. It is therefore with renewed pride that we present this rich collection of essays, and try to identify some of the possible paths to guide their reading.

A first major area of interest that unites several of the following essays is, not by chance, education. It is, in fact, one of the topics that mostly refers to the construction of new rules for civil living, even before than to the creation and reproduction of knowledge. The scholastic microcosm is therefore analyzed starting from its fundamental components: the figure of the teacher, at the center of the essays by Arslan, Ozdemir and Kuscü, Cortoni (with specific attention on the so-called digital skills), Yılmaz, Girgin and Şahin, Su and Tabancali, Kara and Demir, Aganbas and Batur. The second focus of attention is of course the students, a subject / object of study even more difficult to analyze, as it is less directly accessible and understandable to the researcher; in this field move the essays of Öngen Bilir (with specific attention on the issue of technology acceptance), Büyükceran, Yıldız and Pişken, Çevik Kiliç, Urhan (two essays on the importance of music education), Pişken, Yıldız and Büyükceran, Tasci and Arslan, İpek and Vargör Vural. Finally, cross-cutting issues such as public management of school (De Luca Picione, Fortini) and reverse mentoring (Małota).

A second focus of investigation identified by the study and research interests of the contributors is related to the different declinations of sociology. Here the focus is first of all on the theme of inequalities, with the essays by Antonini, Corallino (two perspectives on the neet phenomenon), Öngen Bilir, Karabulut, Ashkenazi and Machnes (three works differently working on family). Follows the analysis of political and social institutions, with the essays by D'Ambrosio and Pastori, Faggiano and Mingo, Iannone, Guarashi (two perspectives on sustainability). Lastly, the essays come to cover some classic themes of the discipline (Marcelletti on authoritarian personality), and others decidedly transversal (Gülel and Çağlar on fears of happiness). Strictly related to the sociological field, but gathering a number of contributions and a community of intent in research objectives and methods such as to merit a separate mention, the essays dealing with migration phenomenon (Laurano and Gianturco, Villa, Yiğit, Kart and Demiriz) and with urban studies. The latter demonstrate a particular variety and richness of themes and disciplinary points of view, ranging from the historical one (Sari, Elmali Şen and Yetim) to the participatory (Bellone, Trevisani, Colonna) and environmental one (Ünlü), without forgetting the well-established issue of smart city (Iannuzzi, Sessa), of recognised importance in public policies as well as in everyone's life.

A third area of interest deals with communication, another field, strictly related with that of sociology, that necessarily includes a wide range of themes and styles of research. Naturally, a huge number of the essays deal with "new" technologies of communication – is it still possible to call "new" technologies that are so widespread in use and impact on daily life? Among these, Antonutti, Celardi, Ciammella and Khaddar on dating apps, Ciofalo, Leonzi and Ugolini on transmedia as a solution for disinformation, Palermo on SNS in the service of university promotion, Oya Tekvar on SNS and health care organizations. Some authors have the undoubted merit of continuing to oversee the field of "old" communication technologies, from mainstream TV (Brancato) to connected TV (Quercia). Many of the essays deal with politics, a topic we decided to

put in the communication area not only because of the study and research methods (from content analysis to language analysis) characterizing the contributions you are about to read, but for the importance that every essay gives on the communicative dimension, whether they're dealing with social terrorism (Spalletta and Ferrigni), the use of data in political analysis (Antenore, Liuzzi, Trinca and Zagni and Garzonio on the juridical side), newsmedia coverage in European elections (Pranovi), Italian digital campaigns (Gallo, Sallusti), Obama and Trump (D'Ambrosio, De Marchis and Gallo) or Erdoğan (Yilmazli) communication styles. In the communication part finds its place also Di Ferrante and Pizziconi's work on the linguistic field theory, as a useful in-depth analysis of the linguistic theory underlying the approaches mentioned above. Lastly, an interesting group of essays mix the technological communication topics with those of gender issues (Aktuglu, Eginli, Cakir and Ozdem, Eginli and Tas), covering a field of neuralgic studies that can only see a fair and recognized increase in attention in the near future.

Great attention is paid in the essays that make up the volume to the themes of management, declined in a range of case studies so wide as to make difficult any operation of *reductio*: Warehouse Management System are at the centre of Uğurlu's reflection; Baraz and Vardar deal with factors affecting entrepreneurial intention; Blasetti gives us a glimpse of labour exploitation of the Indian Sikh community in Italy; Hacıköylü on the one side and Bay on the other reflect on tax policies; estimating the delivery time in apparel company is at the centre of Kaya's contribution; the loss of books and documents at the centre of Arıkan's.

Lastly, a number of essays deal with topics strictly referring to historical and political matters. It's the case of Bilgin's and Palczewska's attention on armed conflicts, of Arslan's reflection on the national struggle and of Spalińska's on the concept of empire in neo-medieval Europe, and of Millefiorini's essay on political irrationality. But in some of these very essays are the keys to understanding the political disorder that we mentioned in the opening. The reference to Ege's reflection on identity and populism in Turkey through foreign policy, and even more to the political multicultural model presented by Guliyeva and to the new geopolitical tendencies drafted by Mercan, is a must, and reports on the topicality of the interpretative categories of the most traditional disciplines in the reading of the ultra-modern trends of the contemporary world.

Christian Ruggiero, Hasan Arslan, Giovanna Gianturco

The American Dream of Mongolian Students

Gulsah Tasci, Hasan Arslan

1. Introduction

International student's mobility (ISM) is very popular phenomenon in higher education nowadays. One of the most important keys affecting the internationalization of higher education is the mobility of international students across borders. Cross-border mobility of students is the fundamental component of internationalization of Higher Education (Li & Bray, 2007). In the light of the data collected by the OECD, ISM mobility has increased over the last three decades compared to international migration (Wilkins et al., 2012). It is estimated that more than 7 million foreign students will be enrolled in higher education institutions by 2025 (Perraton, 2004).

Many important studies have been carried out on the important aspects of ISM until now the 1980s (Lee & Tan 1984; McMahon 1992; Marazzarol & Soutar 2002; Altbach 2004; Aleles, 2015). ISM has significant academic and economic results and is expected to improve substantially in the future. ISM not only pay dividends to the internationalization of universities but also to the perspectives, future careers and lifestyles of students (Li & Bray, 2007). Along with four rationales of internationalization, such as political, economic, social / cultural and academic reasons, these models make international student flows more dynamic and complex and become an important issue in higher education (de Wit, 2008). Also, economic conditions in countries receiving international acceptance have changed the general supply and demand for international student programs (Aleles, 2015)

When looked at ISM from the world perspective, it can be said that English speaking countries such as North America, Australia, England, Canada are in the leading positions, also Asian countries have experienced significant increases compared to previous years. These countries, which are leading their economic returns with the market understanding, are in a serious race (de Wit, 2008; Li & Bray, 2007; Lasanowski, 2009). Therefore, in order to pull students, countries constantly revise their regulations and follow target country strategies (Tasci, 2018). In the policies of countries that pull international students, it is observed that they use pulling forces in various ways. Some countries use their universities that are respected worldwide, while some use their new scholarship programs. Thus, they aim to increase the number of international students.

Furthermore, students are affected by many factors in the country selection. In particular, there is a desire to receive a high-quality education. Therefore, meeting student expectations is becoming more and more important in this process. It is seen that countries and especially institutions are competing in order to get a share of the cake from students (Tasci, 2018). Also, there are many factors that affect students' preferences such as tuition fees, country relations, foreign language, the success of universities and bureaucratic procedures (Levent et al., 2013, p.102).

When the literature review on the subject is made, it is seen that the students' mobility is mostly focused on the problems encountered by the students during the mobility process (Davis, 1995; Yeh and Inose, 2003; McLachlan & Justice 2009; Sherry et al. 2010; Crose 2011; Gebhard, 2012; Koskey 2013; Beerkens et al. 2016; Titrek et al., 2016; Martinez & Colaner, 2017; Tasci & Kenan, 2018) and it is noteworthy that most of the researches on ISM are concentrated in migration studies (Lee, 1966). From the migration research window, the goal of ISM research is to know the main pillar of student flows and to investigate the effects that are known as push and pull factors. ISM, it is seen that the reasons why students choose to study in cross-border countries are a subject that researchers focus less (Davis 1995; Mazzarol & Soutar, 2002; Li & Bray, 2007; Brooks & Waters, 2011; Bodycott, 2009; Findlay et al., 2012; Wilkinson et al., 2012; Padlee, Kamaruddin, & Baharun, 2010; Wilkins & Huisman, 2011; Thai, 2013; Jupiter et al., 2017).

On the other hand, when students arriving in North America are examined, it is seen that the Mongolian students have recently preferred the United States for student mobility. Therefore, in this study, it is tried to elucidate why students from Mongolia choose to study in the United States and the

problems that have been implicit in this process. Also, in this research, the question of what are social, economic and political factors affecting decision-making processes is sought when the Mongolian students decide to study in the United States. The theoretical outline of the study is based on the theory of migration of Lee (1966) and the factors that shape the decision process of the students are discussed in the scope of push-pull theory by Mazzarol ve Soutar (2002).

2. Literature on ISM as a 'Push- Pull' Factors

When the reasons for mobility of international students are examined, it is seen that the basic sociological root is based on the phenomenon of "migration". As indicated by the UN in 2016, international migration (IM) has evolved into a global phenomenon in which its complexity and influence are greatly felt and also, IM has both positive and negative aspects in the development of a country. It is argued that the country is a positive force for development because it can obtain the knowledge, expertise and services required by skilled and unskilled labor, and because migration facilitates development for the developing country (Li & Bray, 2007).

There is a universal tendency for the people of developing countries to move to developed countries in order to lead a more comfortable life. In addition, more travel selections and quicker stream of information facilitated relocation worldwide. Therefore, migration has emerged in the past few decades as an important demographic force in the world, especially with globalization (Wickramasinghe & Wimalaratana, 2016). Economic and political factors, family reunification and natural disasters sometimes lead to migration. Therefore, migration is seen to be a subject of constant change along with changing socio-economic and geopolitical conditions (Wickramasinghe & Wimalaratana, 2016). There are many theories in the literature about IM. For the reason, many researchers tend to categorize migration theories according to multiple factors. On the other hand, there is a very important literature to determine the motivations of international students to select countries -universities or their criteria for selection (Wilkins et al., 2012). Some experts have evaluated the decision-making process of international students as a period in which the student passes through certain stages (Maringe & Carter, 2007; Maringe, 2009). Other research experts concentrated on the factors affecting the students' choices about countries and universities.

The push-pull model was initially created to clarify the factors affecting the relocation of people in the first stage (Lee, 1966), but since then it has become the most common tool used by research experts in the field of education to explain international student inspirations and choices. Similarly, one of the first studies on the factors affecting the decision-making process of international students was made by McMahon in 1992 and two models were proposed in this study. The first of these models was about the availability of higher education and the driving forces in these countries, including the economic power of each country. The second model focused on the economic, political and social pull factors of the United States for higher education (Wilkins et al., 2012, p. 415-416).

Considering the written works, various studies have been done to understand the factors affecting the decisions of international students. There are so-called push and pull reasons that drive international students. These can be listed briefly as the language, culture, history, quality of the country institutions, the worldwide reputation and the development level of the country. In this context, almost after McMahon's work, all research on international student motivations and decision criteria has adopted the "push-pull" theory of Mazzarol and Soutar (2002). This model was used to better understand the course of international students, decisions or motivating factors abroad, and the location and institution choices of international students (Wilkins et al., 2012). Almost all work on international student inspirations and decision criteria from McMahon's work to the present day have also adopted the push-pull framework (Wilkins et al., 2012, p. 415-416), also the push-pull model was originally developed to explain the factors leading to migration, but it has become the most widely used tool to help research experts in the field of education and understand international student's decisions. For example, Altbach differentiates push and pull factors. In addition, Altbach described the push-pull model, which explains why some students are excluded from their country for negative social, academic and financial reasons and why they are influenced by conditions such as important financial

scholarships and better economic opportunities by foreign universities providing appropriate education. (Altbach 1998, p. 240).

When the literature is examined, it is seen that the most common push factors are lack of opportunity in the country, poor education quality, employers' choice for overseas education, economic issues, lack of specific issues, and politic issues in the country. On the other hand, previous studies in the literature show that pushing factors can be caused by both the student and the student's environment. Students can choose a university by being affected by family, social environment, parents' education level and income status, relatives' education status, their success level, close relatives, friends or high school teachers studying abroad. In addition to these factors, the most important motivating requests are the desire to have a diploma in the name of personal development and satisfaction, the attraction of studying abroad and learning foreign languages, and the expectation of a higher salary which is expected afterward. In addition to factors caused by the person of the student and his / her immediate environment, external environmental factors also affect the student's choice. Another important factor affecting the student's choice is the existence of links between countries in terms of history, language, culture, religion and politics (Becker & Kolster, 2012, p. 10-15).

In addition to Mazzarol and Soutar (2002), Chen (2007) and McMahon (1992) mentioned international students gather information about the department they want to study abroad, according to their own goals, before choosing which country they want to go to. They determine alternative countries in light of the information they collect and apply for the most appropriate ones. They choose the most appropriate one according to the answers from the countries they apply, taking into account the visa, program, university quality and costs (Becker & Kolster, 2012, p. 10-15).

Furthermore, Mazzarol and Soutar (2002) underlined that there are six main factors affecting the selection of workplaces: a) information about the host country, b) personal advice, c) cost of working and living, d) general environment, e) geographical location and f) social connection. On the other hand, Thorsby (1999, p. 11) showed that many students prefer to study abroad due to the improvement of international communication channels, reduced cost of air travel, various educational opportunities, expanded global labor markets, etc. Moreover, the image or reputation of a country and an institution is effective in the decision-making process of international students (Cubillo et al., 2006). There are some internal factors that effect students' preferences, one of which is family (Ivy, 2010). Opinions given by friends and peers also naturally affect students' preferences and decisions (Hayden, 2000).

Among the most frequently mentioned pulling factors in the literature are education quality and country or university reputation- rankings, improved employment opportunities, the opportunity to develop English skills and the opportunity to recognize a several culture. They can be listed as follows (Becker & Kolster, 2012, p.10-15): The comprehensive promotion campaign of the target country, the existence of international student policy, the ability to provide adequate information about the country and educational institutions, the quality and respectability of education, the existence of academic freedom, mutual recognition of the student's diploma by his own country and the target country, cost of living expenses in the target country, such as tuition fees, scholarships, transportation costs, governance of higher education institutions, crime rate in the country, the presence of crimes such as racism, security level, the number of international students in the country, the level of internationalization in terms of the existence of international programs and immigration policies, the presence of living, education and working environment in the country, the presence of relatives or friends in the country, social and geographical connections to the country, such as the country's geographical proximity.

Moreover, the countries with universities with the most widely spoken, read and written languages (such as English, French, German, Russian and Spanish) are preferred by students. English-speaking countries are mainly preferred by students because of the fact that the English language is a global common language in higher education and therefore in business life around the world. Therefore, institutions of higher education in many countries such as Germany, France, Japan, which are not speaking English, offer full, intensive or partial English programs in educational programs in an effort to obtain a share from the international student market (OECD, 2012).

In today's information society, which emerged under the influence of globalization, it is observed that the countries that make the most information and publicity pull the most students. This situation can be expressed as both a pushing and a pulling factor. Apart from the factors that push the student to study abroad, there are factors that pull the student to study far away from his / her country. These pushing and pulling factors may interfere with each other. A degree obtained from the institution of a host country is generally considered an investment to find a job in either the host country or in a third country after graduation. In addition to the benefits of more international recognition, many host countries allow their students to stay in the country after their study and to apply for a stay permission and to reward the degrees obtained in their country (Hercog & Laar, 2017).

3. The Mobility of Mongolian Students

Mongolia is one of the most populous countries in the world. Most of the population is nomadic and historically most of the population preferred a nomadic lifestyle (2019 Global Education Monitoring Report, 2018). For the reason, the number of Mongolian students abroad has increased tremendously since the country's transition from a communist state with the Soviet Union to a market economy. The difficulties experienced in domestic higher education and the system itself increased student migration (Loo, 2017). Since the establishment of democracy in the early 90s, Mongolia has made significant progress in acquiring international identities for its universities. There is still a lot to be done by international societies, the Mongolian government and individual institutions. Support of international organizations and foreign universities is needed to develop the infrastructure of Mongolian universities (Altantsetseg, 2008). The estimates of UNESCO show that there are less than 10,000 Mongolian students enrolled in higher education abroad in 2012. The main target countries include South Korea, Russia, USA, Japan and Turkey. Although the levels of higher education in Mongolia have been impressive in recent years, the quality of higher education is still lacking despite ongoing reform initiatives. Fair access issues are continuing, especially for students who are poor or live in rural areas. Most of these problems are due to inadequate government funding (Loo, 2017, p. 19-20).

Student mobility in Mongolia can contribute to internationalization by bringing the skills and experience of academics and students abroad to their country. Many of Mongolia's educational indicators are equal with their developed neighbors, and since the transition, particularly higher education has greatly improved. In 2015, there were 162,626 students registered to Mongolian institutions and the gross enrollment rate was 68 percent. During the Cold War, the majority of the Mongolians studying abroad did so in the Soviet Union or in countries accordant with the Soviet Union. In 2014, the countries with the most mobility were China, South Korea, and the United States (Loo, 2017, p.20). More than 15,000 Mongolian students are abroad for education. In addition, a large number of students, especially in certain countries such as China and Russia, are funded by scholarship programs largely or completely bilateral. A relatively small number of Mongolian students can earn scholarships provided by Mongolian NGOs and companies and by foreign governments and host institutions (Loo, 2017, p. 20). The majority of higher education institutions are located in Ulaanbaatar, where most of the country's financial and social resources are concentrated. The students are deprived of family and friends who go abroad for educational purposes (Loo, 2017, p.20).

The growth in the internationalization of higher education reflects the globalization of economies and societies, as well as the expansion of higher education policies around the world. In many countries international students contribute a great deal to the economy and produce a significant workforce for the host country. International students not only contribute to tuition fees, but they also spend a great deal of money on accommodation, meals and similar places (Mazzarol & Soutar, 2002). In order to pull more international students, it is necessary to understand what factors affect international students when making educational decisions abroad. Therefore, it is necessary to fill the gap to examine the factors affecting international students' decisions and mobility, especially from the student perspective (Shuai & Lang, 2017). Therefore, in this study, the answer to the question what the factors are affecting the decision of Mongolian students to choose the United States as the target of learning was sought.

4. Method

In this study, the phenomenological research method from qualitative research methods was used. Creswell (2007) suggests in-depth interviews with participants as a method of data collection in phenomenological studies. Mongolian students who had undergraduate, master and doctorate degrees in American universities participated in this study. 15 students selected with purposeful sampling method were interviewed. All participants are graduated now. Interviews were performed with 9 women and 6 men. At the request of the participants their names are kept confidential and are called as P1-P15. Ages of the participants depends on between 18 and 28. Interview questions and objectives have been sent to all participants in advance. Participation in the research has been voluntary. Each interview lasted from 20 minutes to 45 minutes and was recorded with the consent of the participants. In the interviews, the participants were asked why they chose the United States rather than the other countries and the factors affecting decision-making processes in learning abroad. In addition, participants' views on the difficulties faced by Mongolian students in the United States have been revealed. In the analysis of data, the phenomenological analysis method was employed. While the findings were revealed at the end of the study, three main themes were chosen for the decision-making process of Mongolian students. Push-pull factors and challenges.

5. Findings

The findings obtained in the study were examined under the following heading: Push-pull factors and challenges.

5.1. Push-pull factors and challenges

The process of deciding to become an international student is a complex process. The reasons behind can be based on many factors. In this study, Mongolian students stated that there are four main factors that pulled themselves to America, on the other hand, the participants in this study suggested that there were four main reasons for their motivation to study abroad. These factors constitute the push factor category.

Many interviewees stated that the high quality of education abroad is an important factor in influencing the decision-making process of Mongolian students. It was expressed by the participants that there is the lack of adequate quality and international level of education, lack of funding, lack of expert academicians, inability to solve the foreign language problem, employment problem after graduation in Mongolia. Among the most powerful pull factors are the American fascination of Mongolian families and their dictation to their children that they will send them to education in the United States from a younger age. The idea that the host country is one of the leading countries in the world and that education in the United States will make them more prestigious in their careers when they return to their country is among the strongest pull factors. In addition, half and full scholarships granted by the host country have been accepted as the strongest pull factor by all participants.

In addition, the quality of education in American universities and the ability of teachers are among the pull factors for students to choose the United States for education. Mongolian students stated that the quality of education in Mongolia is low, that academicians do not know English and are unequipped, Mongolian rural structure and economic development level are low, business opportunities are limited, English is not well taught, and the low visibility of Mongolia in the international arena are the mains reasons for choosing the United States to study. The fact that American universities are at the top of the world university rankings is again among the pull factors. In recent years, the close economic and educational cooperation of the Mongolians with the United States was a pull factor. Almost all of the Mongolian students think it would be a good opportunity for their careers to graduate from American universities. Participants expressed their fear and concern about the thesis writing process. They expressed that they found it hard to start writing the thesis and that they waited for a long time. One of the participants' views is as follows:

I'm studying business administration. The company I work in Mongolia sent me to the United States for two years to study and intern. The company pays all my expenses. So, I think I can work for the Mongolian companies in the United States in the future (P-4).

It's amazing to study in an American University. The reason I chose the United States is because the best universities are here. Studying in the United States is a dream for many Mongolian students. We are preparing for the TOEFL test in English at a younger age to be able to come to America. For example, I first came to the United States to learn English. After one year of education, I succeeded in language exams and other exams and received an acceptance from an American University. I'm studying accounting right now. Education quality and social conditions are very good, and academics are very knowledgeable (P-9)

I can say that the scholarship policies and working conditions convinced me to come to the United States for education. I got a full scholarship from the American government. It partially compensates for my living expenses and tuition in the United States. I'm working part time and compensate the remaining expenses. From time to time, my parents are supporting me financially (P-12).

All Mongolian participants first expressed that the United States is the best country to choose for improving their English language skills. Mongolian students have shown that the quality of education in the United States is very high and has many opportunities, which is a strong factor in their decision to study in the country.

While studying in America, we are constantly in dialogue with international students and lecturers. I can follow international developments in my field. I had the opportunity to participate in a lot of workshops, seminars and receive certificates. The quality of education is very good, on the other hand, provided the opportunity to improve my English. Time is never enough for me here. I believe that after graduation I will find a very good job in the United States. That was my dream. It's not just me, it's the dream of the whole world (P-11).

I'm studying politics and international relations. This is the heart of the world. The heart of the whole world beats here. I had to opportunity to establish several networks. Here, networking is very important. The United States is the best country to choose in my field (P-2).

As we can see, the lack of opportunity in Mongolia seems to be a push factor. Therefore, although the lack of opportunity in Mongolia is an important push factor, the fact that the United States is the center of attraction and the perception of the American dream is a strong pull factor in the selection of the United States.

In this study, Mongolian students stated that they started preparations for the university entrance exam from early ages. Especially the students whose families made plans accordingly stated that they had undergone a very stressful process and that it was very difficult to enter the university and they wanted to study abroad because of the fact that they had very few universities in Mongolia. During the interviews, most of the Mongolian students stated that the idea of studying abroad was primarily initiated by their families and that their families were effective in decision making.

All participants stated that in the United States, there is an opportunity to improve their English language skills and make new friends from different countries. It was stated by the participants that Mongolian students do not have sufficient level of English and it is not planned in such a way that they will have proficiency at international level, and the inadequateness of infrastructure. On the other hand, students stated that choosing the United States is a factor that increases their prestige and respect in Mongolia.

I went to Mongolia on Thanksgiving. You should have seen how proud my mother was when she was talking about me at a dinner with her friends. My mother's friends praised me. This is a very nice feeling. I'm studying in the United States now (P-15)

Although the push factors in choosing American universities are mostly personal by nature, the pull factors are varied. The majority of Mongolian students have compared universities in Mongolia with American universities in various ways (such as ranking, fame). Most of the Mongolian students emphasized that studying at American universities, the leader of the international world, is important in their academic careers. Mongolian students have stated that they are trying to understand the quality of the institutions by rankings on the websites.

During the university selection, I searched for the university rankings in the United States. With the help of an expert, I had the chance to see the advantages and disadvantages of the rankings that would provide me. I have decided on the X university, which has the international reputation that responds to my interest. Because this university has an international reputation, I'm sure when I graduate and return to the Mongolian, I'll be able to find a job where I can make a lot of money in my field (P-1).

Interestingly, it was observed that the Mongolian students mentioned an interesting point when deciding on the country. Four of the participants explained why they chose the United States by referring to the fact that their roots are connected to the United States.

Many of my father's relatives are from the Mongolian American community. That's why I had the United States in my life since I was a kid. I knew I'd come to the United States one day and study. This is in our spirit (P-3).

Some of the participants mentioned the reasons for choosing the United States by referring to the good political relations between the two countries.

I wanted to study politics. In terms of relationships I could choose for this, the United States was the only option. Mongolia's relations with the United States are getting better every day. As a result of diplomatic relations between Mongolia and the United States, both countries are trying to maintain good relations to promote regional and global peace and security. In this respect, I think that the US-Mongolian relations will be better in terms of economic cooperation and in the political arena (P-8).

6. Discussion

In this context, the theoretical framework of the study was discussed within the framework of Lee's immigration theory and the push-pull theory of Mazzarol and Soutar (2002). The background of the reasons why students decide to study abroad in general, why they prefer the United States in the next phase, and the last phase of the university (institution) selection process has been observed. It is seen that these phases are partly the same as that of Mazzarol and Soutar (2002). While many sociological, academic, economic and political factors were observed to be effective in the decision-making process, the intertwined interaction of push and pull forces are also noteworthy. It was seen that Mongolian students, as students in an emerging country, have a strong desire to study in the United States. The main push factors from the country were career demand, quality of education and the desire to improve English. It is seen that these are partly the same as that of Counsell, (2011) and Cubillo, et al., (2006). Therefore, since the United States is one of the countries in which English is spoken, it is accepted as the target country for Mongolian students. Study findings revealed that students' choice of country is influenced by popular educational culture, for example, the American dream, the recommendations of relatives and friends. It is seen that the same results were obtained in previous similar studies (Mazzarol & Soutar, 2002; Lee & Morrish, 2012). Many interviewees and the high quality of education abroad have been an important factor in influencing the decision-making process of Mongolian students. The

lack of adequate quality and international level of education in Mongolia, lack of funding, lack of expert academicians, inability to solve the foreign language problem, employment problem after graduation were expressed by the participants. Among the most powerful push factors are the American fascination of Mongolian families and the dictating to their children that they will be sent to the United States from a younger age. The idea that the host country is one of the leading countries in the world and that education in the United States will make them more prestigious in their careers when they return to their country is among the strongest pull factors. In addition, half and full scholarships granted by the host country have been accepted as the strongest pull factor by all participants. Also, the quality of education in American universities and the ability of teachers are among the pull factors for the students to choose the United States for education. The fact that American universities are at the top of the world university rankings is also one of the pull factors. It is seen that these are partly the same as that of Mazzarol, (1998), Verbik and Lasanowski (2007). The pull factor was the close economic and educational cooperation of the Mongolians with the United States in recent years. Almost all the Mongolian students think that graduating from American universities will be a good opportunity for their careers. Mongolian students stated that the quality of education in Mongolia is low, that academicians do not know English and are unequipped, Mongolian rural structure and economic development level are low, business opportunities are limited, English is not well taught, and the low visibility of Mongolia in the international arena are the main reasons for choosing the United States to study. As seen, the lack of opportunity in Mongolia seems to be a push factor. Therefore, although the lack of opportunity in Mongolia is an important push factor, the fact that the United States is the center of attraction and the perception of the American dream is a powerful pull factor in the selection of the United States. Many Mongolian students have compared universities in Mongolia with American universities in various ways (such as ranking, fame). Universities fame or ranking have impact on students decision-making when choosing a foreign university. It is seen that these are partly the same as that of Mazzarol, (1998), Verbik and Lasanowski (2007). Most of the Mongolian students emphasized that studying at American universities, the leader of the international world, is important for their academic careers. Mongolian students have stated that they are trying to understand the quality of the institutions by reading the various reviews and rankings on the websites. It was observed that the Mongolian students mentioned an interesting point when deciding on the country. Four of the participants explained why they chose the United States by referring to the fact that their roots are connected to the United States. It was seen that some of the participants mentioned the reasons for choosing the United States by referring to the good political relations between the two countries. Eventually, the process of deciding to become an international student is a complex process. The reasons behind can be based on many factors. In this study, it is observed that the students were influenced by multiple factors during the decision process. It is seen that the same results were obtained in previous similar studies. Previous research shows that international students who choose to study in Western countries gain international experience, higher quality of education, increased country and institution reputation, improved English language skills, increased quality of professors, and motivated as teaching and learning environment (Wilkins et al., 2012).

7. Recommendations

This study not only advocates working on push-pull factors in the statement of international student flows but also recognizes the need for further sociological work to define dynamic relationships and changes between host and target countries. In this context, it is necessary to examine the international student flows in depth within the framework of migration theory. When the flow between developed and developing countries emerges, the implicit reasons behind the students' decisions need to be examined through interdisciplinary studies. This study is only a fraction of "*The American dream of Mongolian students*" of a developing country, dealt with within the framework of push-pull factors. Therefore, this study should be taken one step further and supported by quantitative research.

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