Estimating the Propensity of Consuming Higher Education Abroad: Evidence from Nigeria

Musibau Adetunji Babatunde
Department of Economics, University of Ibadan
Ibadan, Nigeria.
Email: tunjiyusuf19 [AT] yahoo.com

ABSTRACT— *This study investigated the propensity to consume higher education abroad by Nigerian students within the context of the General Agreement on Trade and Services. This was carried out to understand the extent to which different factors under certain rationale influence the decision of students to study abroad. Employing the factor analysis technique, the empirical analysis revealed that the underlying factors that drives the consumption of higher education abroad cut across personal, price, domestic educational issues, parental influence and academic reasons. Prospective candidates mostly decided to study abroad because of the available opportunities that enhance their career prospects through acquiring high quality education with qualifications that are globally recognized given the current challenges being witnessed in the Nigerian educational sector.*

Keywords--- Higher education Consumption, GATS, Abroad, Factor analysis, Nigeria
JEL Classification: F22, C38.

1.   INTRODUCTION

Services were first brought into the multilateral trading system after the Uruguay Round was launched in January 1, 1995, which brought about the negotiation of General Agreement on Trade in Services (GATS). The main objective of GATS was to liberalize trade in services. The GATS agreement, similar to the General Agreement on Tariffs and Trade (GATT) which established the main regulatory framework governing international trade in goods but differences in some part since GATS is concerned with trade in services. The GATS cover all tradable services such as business services, communication services, construction and engineering services, distribution services, education services, environmental services, financial services, health and social services, tourism and total related services, recreational, cultural and sporting services, transport services and other services, except government services which are not provided on a commercial basis. The inclusion of education services under GATS provide new opportunity and benefits, especially in terms of diversifying educational suppliers and enhancing access, introducing innovative ways of programme delivery, building capacity through cooperative linkage and partnerships, and enhancing economic growth through increased trade (Olaniyan, Bankole and Oyeranti, 2010).

Consequently, higher education abroad has become one of the most consumed services in the world today. The global population of students who move to another country to study continues to rise, reaching almost 5 million in 2014 – more than double the 2.1 million internationally mobile students in 2000 – with an annual increase of 10% (ICEF, 2014). The OECD has projected that, with demographic changes, international student mobility is likely to reach 8 million students per year by 2025 (OECD, 2014). It occurs when providers, programmes, course materials, teachers or students move beyond their national boundary or simply use the internet to take courses at colleges or universities in other countries. Currently, the number of students seeking higher education in foreign countries has been growing consistently over the years.

For example, after remaining largely stable over the last decade, the balance of host countries is beginning to change. For now, the USA remains the most popular country for international students, followed by the UK, Germany, France and Australia, with half of all international students pursuing degrees in these five countries. However, the USA and UK's traditional market share is declining, with Australia and Canada increasing in popularity alongside intraregional mobility (those who choose to study abroad within their home region) (ICEF, 2014). At present India is the UK's second largest source of international postgraduates (after China), but a recent British Council report indicates that demographic changes and increasing demand means that the percentage of international students from Nigeria is likely to overtake the percentage from India by 2024. It predicts that the number of Indian postgraduates in particular will form only 9% of the growth in international student numbers to 2024 – around 24,000 students – compared with 29,000 postgraduates from Nigeria (Times Higher Education, 2014). Some of the factors attributed to the increasing demand of higher education abroad include inadequate access and poor learning facilities, inadequate financing leading to incessant strike actions and subsequent delay in students' completion of studies, insufficient and irrelevant learning materials, poor planning for enrolment expansion and outdated curricula which trigger increasing discontent from many parents and prospective students who respond by looking beyond Nigeria's shores to demand higher education (Olaniyan, et.al 2010).

Exponential growth in cross-border higher education is being driven not just by a government, but also by institutions and students themselves. Although studies (Li and Bray, (2007); Kakkad and Nair, (2015); Eder, Smith and Pitts, (2010); Vo, Muntasira and Jiang, (2009); Mazzarol and Soutar, (2002); Krzaklewska and Krupnik (2005); Purcell, Elias, Ellison, Atfield, Adam and Livanos, (2008); Fadeyi (2010)) have made effort to identify the push and pull factors influencing the cross border consumption of higher education, the components of the variables that drives the propensity of consumption of higher education abroad have been largely ignored. The studies have focused mostly on only the aggregate demographics, social, economics, and institutional variables. Consequently, the analysis for this study is conducted to identify the major components of the factors such as personal, price, parental, domestic educational issues that drives the propensity of consuming higher education abroad. This is expected to provide an in-depth of the analysis ahead of other studies (Kakkad and Nair, 2015; Eder, Smith and Pitts, 2010; Vo, Muntasira and Jiang, 2009; Mazzarol and Soutar, 2002).

The choice of Nigeria is informed by the increasing rate of Nigerian students in foreign Universities. Nigerian higher educational institutions are confronted with several challenges which have been affecting education system since the military era to present civilian regime. These challenges are complex in nature. Perhaps the bane confronting higher education in the country is as a result of demand exceeding supply. No institutions are allowed to admit students beyond their capacities. Couple with the limited access, poor infrastructural facilities, inadequate learning facilities, incessant strike actions and inadequate funding by the government are among the issues facing higher education in Nigeria today. In addition, political issues and social factors are also formidable task confronting higher institutions.

The increased propensity for higher education, the need for internationally recognized qualifications and demand for highly skilled labor in both developed and developing countries as well as the inclination by several countries towards promotion of foreign collaborations to improve the quality of domestic higher education are among the factors which have propelled rapid demand for foreign higher education services (Kwaramba, 2012). As a result of this increased demand, international trade in higher education services has grown rapidly in recent years and the supply of these services have taken a variety of forms. Consumption of such education services by the citizens of the importer country can take one or more mode of supply in line with World Trade Organization (WTO)'s General Agreement on Trade in Services. Thus, the broad objective of this study is to empirically identify the determining factors that influence the decision to consume higher education abroad by Nigerian students. The rest of this study is divided into four sections. Section two highlights s the stylized facts while section three discusses the literature. The focus of section is the methodology while section five discusses the results. Section six concludes.

2.   GATS AND HIGHER EDUCATION: STYLIZED FACTS

The General Agreement on Trade in Services (GATS) was negotiated during the agreement establishing the WTO. The GATS provides a framework of rules governing services trade, establishes a mechanism for countries to make commitments to liberalize trade in services and provides a mechanism for resolving disputes between countries. It identified eleven (11) major services sectors which includes business services, communication services, construction and other engineering services, distribution services (trade), educational services, environmental services, financial services, health-related and social services, tourism and travel related services, recreational, cultural and sporting services and transport services. These services can be supplied through four modes: cross-border supply, consumption abroad, commercial presence and presence of natural persons. The objective of these four modes of supply is to overcome barriers considered by the GATS as inhibitors of the flows of services. Knight (2002) defines four ways in which services can be traded under GATS, known as modes of supply. Table 1 provides a generic definition of each mode, applies them to the education sector and comments on the relative size of the market supply and demand.

Table 1: Mode of Supply of Services under GATS

GATS mode of supply	Explanation	Examples in higher education	Size/potential of market
1.Cross border supply	Providing services which cross a border. Does not require the consumer's physical movement.	Distance education, e-learning	Currently a relatively small market. Seen as having great potential through the use of new Information and Communications Technology (ICTs), especially the internet.
2.Consumption abroad	Providing services involving the consumer's movement to the supplier's country.	Student who go to another country to study.	Currently represents the largest share of the global market for education services.
3.Commercial services	The service provider establishes or has commercial facilities in another country to render the services.	Local branch or satellite campuses. Twinning, partnerships. Franchising arrangements with local institutions.	Growing interest and strong potential for future growth. Most controversial, as it appears to set international rules on foreign investment.
4. Presence of natural person.	Person travelling to another country temporarily to provide services.	Professors, teachers, researchers working abroad.	Potentially a strong market, given the emphasis on mobility of professionals.

Source: Knight (2002) adapted from Knight 2004.

A good number of Nigerians consume higher education abroad, partly as a result of problem of access, poor learning facilities in the country and also in quest for qualitative education outside of the country. For example, Nigeria mostly travels to the United States (US) and the United Kingdom (UK) more than any other country as their destination countries for higher education. The population of Nigerians pursuing higher education in the United States rose by about 59% within the decade under consideration (Table 2). However, for the entire decade, there was about 450% increment in the population of Nigerian students pursuing higher education in the United Kingdom from 2001/2002 session to 2014/2015 session (Table 2). Hence, in aggregate terms, there is upward trend in the Nigeria's demand for UK Higher Educational Service Perhaps, the choice of these two countries by Nigerian students could be as a result of quality education provided by these two countries which make them to be among the top set of universities in global ranking over the last decade.

Table 2: Nigerians' Consumption of Higher Education in the United States of America and United Kingdom

Academic Session	United States of America	United Kingdom
2001/2002	4499	3195
2002/2003	5816	4370
2003/2004	6140	5625
2004/2005	6335	7660
2005/2006	6192	8875
2006/2007	5943	10230
2007/2008	6222	11785
2008/2009	6256	14380
2009/2010	6568	16680
2010/2011	7148	17585
2011/2012	7421	17829
2012/2013	8120	18122
2013/2014	8343	18625
2014/2015	8510	18110
2015/2016	8222	17520

Source: Higher Education Statistics (2016)

3.   BRIEF REVIEW OF RELATED STUDIES

The empirical foundation of the demand for higher education was laid by Campbell and Siegel's (1967). Campbell and Siegel (1967) found the price elasticity of demand to be − 0.4 and income elasticity of demand for education to be 1.2 for the United States between 1919 and 1964. Other studies have made attempt to expand the studies further in other to understand the reason behind the demand for higher education abroad. For example, Mazzarol and Soutar (2002) examined the factors motivating international students' choice of the host country which are described as a variety of economic and social forces within the home and host countries. and student's preparation before going abroad.

Nevertheless, Mpinganjira (2009) noted that international student market has become highly competitive globally. As competition continues to intensify, success in acquiring and retaining international students will depend on the ability of a country and/ or institution to understand and respond to the needs of the market. Similarly, Liu and Wang (2008) suggested that tuition fees, US federal support of education, and the size of the *young* generation of source countries have a significant influence on international student mobility most especially to US higher education. In the work of Shih (2014), the author found out that changes in age population, exchange rates, living standards in home countries or trade are strong determinant of international student flows. The result further suggested that the availability of H-1B visas, which are tied to employment in the US are also potentially important for attracting both undergraduate and graduate from abroad. However, the Trump administration is considering revoking that rule that govern the H-1B visas in 2018. The rules as drafted would likely tighten quotas, impose heavy limitations on foreign students, eliminate spouses' ability to apply for work, and enact measures curtailing the tech industry's options to attract and keep talent.

Li, Olson and Frieze (2015) identified factors such as higher achievement motivation, neophilia, and migrant personality and desire to help as well as psychological and personality factors influence students' study abroad plans. Abubakar, Shneikat and Oday (2014) identified fifteen (15) factors that motivate student to travel abroad for the purpose of learning. These include accreditation, reputation, future job prospects and English as teaching medium, quality of education, failing in entrance exam in the home country, culture, new language, travel and welcoming attitudes of the local. Other factors include tuition fees and scholarships, safety and low rate of discrimination in the host country, quality of life and living experiences in the host country, political instability in the host country, visa procurement, ease of admission, recognition of certificate in the home country, qualified and friendly academic staff, natural and environment factors, lack of availability of program in the home country and closeness to the home country. In the work of Movassaghi, Unsal and Gocer (2014) intellectual and personal growth, career enhancement potential, ability to graduate on time, cost, and financial aid availability as the most important program-related considerations while exposure to other cultures and desire to live independently are the key *non-program* factors as determinants for studying abroad.

According to Vo, Muntasira and Jiang (2009), pull factors which students take into consideration for deciding on their host countries and institution are geographic location, weather, culture, and the economic and social position of the country such as living cost and the education system which includes languages used, courses offered, perceived image, communication and cooperation, and recommendations are factors influencing the choices of a student's decision on the destination for studying abroad. The push factors include promotion and encouragement to students offered by personal development through intercultural communication, practicing language skills and travelling. Eder et al (2010) identified three push factors (personal growth, language and career) and three pull factors (college issues, physical geography and U.S. Centre) as the main determinants of the choice of country and institution to study with personal growth and college issues being the most important push and pull factors respectively.

Davidson and Wang (2008) opined that the drivers of desire to pursue an international education include the quest to gain a better understanding of western culture, the belief and the perception that an overseas course may be superior quality-wise, the increasing difficulty of entering a home-based university, the associated intent to migrate, and sometimes the non-availability of the course at home. Olaniyan et.al (2010) opined that the pull factors revolve around attractions located at the host countries. Such factors include advanced research facilities, congenial socioeconomic and political environments, and they prospect of multinational classmates.

Fadeyi (2010) identified social-economic factors as a factor that influencing cross border labor migration in Nigeria. The author identified differences in employment opportunities and living standards between countries, increased education and broader access to information on living conditions and employment opportunities abroad, established inter-country networks based on family, culture and history while on demand side are changing demographics and labor market needs in many industrialized countries are causes of cross border labor migration. Later identified push factors such as poor socio-economic living conditions, rigid government employment systems, drops in real income, currency devaluation and corruption while pull factors are higher salaries, greater job mobility, professional career development and acquisition of high-level skills are also factors influencing cross border labor migration.

Daly (2011) identified factors affecting students' study abroad decision. These factors include a wide variety of international, national and institutional contextual factors as well as individual factors, such as gender, ethnicity and intercultural competencies. Sankham and Hamra (2016) also identified personal factors and service marketing mix factors on the decisions of freshmen students to study at AIU. The personal factors that were considered consisted of gender, religion, high school Cumulative Grade Point Average (CGPA), parental monthly income, field of study, and university recognition. The service marketing mix factors consisted of product (curriculum), pricing (tuition fees), place (location), promotion (advertising), people (faculty and staff), process (service), and physical evidence (facilities).

Taking a brief overview of the studies reviewed, it is obvious that the factors influencing the decision to study abroad are quite numerous and varies across different countries. The factors can be divided into push and pull factors depending on the state of higher education in the domestic country. However, the determinants were lumped together in the literature. They were not categorized within the framework of academic, domestic education issues, personal, parental influence and price based decision. This categorization is necessary to understand the underlying factors driving these aggregate determinants.

4. METHODOLOGY

The theoretical framework for this study employed the Stouffer's theory of mobility. The theory argued that the number of migrants from an origin to a destination is directly proportional to the number of opportunities at that destination, and inversely proportional to the number of intervening opportunities between the origin and destination. Stouffer's theory is the most explicit and well-set theory for the estimating the propensity of higher education with the help of crossing border by Nigerian students. The theory showed that migrants are constrained with positive opportunities at a destination compared to origin. The theory holds that;

(i) The volume of migration between two places is not related so much to distance, but rather proportional to the number of opportunities at the destinations.

(ii) The volume of migration is inversely proportional to the number of perceived opportunities that exist between the two places.

In algebraic terms, the two relations above can be expressed as follows;

$$Y = \left(\frac{\Delta X}{X}\right) K \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots (1)$$

$$where\ Y = expected\ number\ of\ migrants$$
$$\Delta X = the\ number\ of\ opportunities\ at\ the\ destinations$$
$$X = the\ number\ of\ intervening\ factors$$

K= constant

Taking the natural log of eqn (1)

$$ln Y = ln K + ln\Delta X - lnX \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots (2)$$

The assumptions underlying theory of intervening opportunities

(i) Prospective candidates consider competing destinations for selection sequentially starting with the one which is closest to their origin. Two stages in the sequential search process may be identified. First, prospective candidates for higher education consumption initially create a hierarchy of the choice alternatives by ranking than in terms of spatial separation from their origins (i.e has close are the destinations to their origins). Second, the prospective candidates proceed step-by-steps through the hierarchical ranking and make their selection on the basis of ease of access.

(ii) Prospective candidates move in space to search for opportunities. This idea may be generalized to the nation that decision-makers can do their spatial search without necessarily moving from their origins. Decision-makers can rely on various sources such as family and friends, the news media and the internet to acquire information about higher education abroad.

(iii) Destinations can be perceived clearly, and about which prospective candidates are likely to have more information, are those that exert greater dominance. In other words, when choosing among a set of competing destinations, decision makers are more likely to prefer, and be attracted to destinations with greater dominance than destination with dominance.

Due to unavailability of data and absence of accurate and reliable data and information, we employ quantitative data to address these issues. As a result of this, the study limits empirical investigation to the results obtained from the administration of questionnaire conducted with targeted respondents. The questionnaire contained sections on personal information of the respondents and information on determinants of the consumption of higher education by prospective Nigerian students abroad. The questions were based on the five (5) Likert-type scale. The major reasons for studying abroad are categorized as personal reasons, domestic educational issues, academic reasons, parental income, and price (tuition fees). Data for this study is gathered mainly from questionnaire administration. Three-hundred and fifty (350) questionnaires were administered to the prospective international students of six A Level Cambridge Studying Centers within the Ibadan metropolis. The number was drawn from a total sample of about one thousand prospective candidates (1000). The simple random technique was used, which made it possible for the sample population to be chosen without bias since everyone had an equal chance of being chosen.

The selected centers are The Educational Advancement Centre (EAC), International School Ibadan (ISI), Afe Babalola International Study Centre (ABISC), Educonsult Prevarsity, Ascending College, and Global Cambridge Academy. The questionnaire included both close-ended and open-ended questions. These questions were divided into sections; the first section of the questionnaire was focused on personal information of the respondents while the other sections focused on the objective of the study. For reliability, the Cronbach-Alpha (Cr) method was adopted. The Cronbach's alpha is a test reliability technique that requires only a single test administration to provide a unique estimate

of the reliability for a given test. If the observed (Cr) value is larger than the benchmark value of 0.75, the research instrument employed is considered reliable. This method is the most commonly used when assessing the internal consistency of a questionnaire that is made up of multiple Likert-type scales and items.

The factor analysis was employed to analyze the determinants of the consumption of higher education abroad by Nigerian students. The factor analysis is a statistical data reduction and analysis technique that strives to explain correlations among multiple outcomes as the result of one or more underlying explanations or factors. The technique involves data reduction as it attempts to represent a set of variables by a smaller number and investigate whether a number of variables of interest are linearly related to a small of number of unobservable factors. It is a statistical method used to describe variability among observed, correlated variables in terms of unobserved variables and it is related to principal component analysis (PCA), but the two are not identical. It is found useful because it attempts to discover the unexplained factors that influence the co-variation among multiple observations. In addition, it enabled the categorization of the underlying factors that influence the decision of prospective candidates to consume higher education abroad as personal reasons, domestic educational issues, academic reasons, parental income, and price (tuition fees).

5. EMPIRICAL ANALYSIS

This section provides the empirical analysis of the study. The internal consistency of the factors was tested using Cronbach's Alpha coefficient. The alpha value is 0.88, which is larger than the benchmark value of 0.70 recommended by Nunnally (1978) which indicate that the questionnaire was considered reliable. The result is showed in Table 3.

Table 3: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.88	0.89	69

Accordingly, exploratory factor analysis using Principal Components with Varimax rotation was conducted to determine the underlying components of 55 items that represented influencers on Nigerian students in the consumption of higher education abroad. The Kaiser-Meyer-Olkin (KMO) test produced a value of 0.836 which is quite higher than the cut-off point of 0.70. This, therefore, indicates that the sample size of 350 was adequate. In addition, the Bartlett test of sphericity is $p < 0.05$ indicates that the data has a high enough degree of correlation between at least a number of variables, making it suitable for exploratory factor analysis (i.e it is highly significant to reject the null hypotheses. The result is presented in Table 4.

Table 4: KMO and Bartlett's Test

Kaiser-Mayer-Olkin Measure of Sampling Adequacy	0.836
Approx. Chi-Square	9051.732
Bartlett's Test of Sphericity df	1485
Sig.	0.000

Consequently, we conducted the analysis that shows the result of factor analysis using rotated component matrix. The criteria for the result are eigenvalue > 1 and factor loading > 0.50. This indicates that all the variables greater than 0.5 were considered the most important determinants influencing the decision for the consumption of higher education by Nigerian students while variables with factors less than 0.50 were considered less important. Only the items with loadings of 0.50 were included in each component, as those with loadings of less than 0.50 are not included. Table 5 highlights the factor analysis result for personal reason, using rotated component matrix. The component consisted of twenty-one (21) items, all of which were under personal reason to living or studying abroad. Out of the items, only eight (8) were considered most important, using Eigenvalue and factor loading while the rest thirteen (13) items, were considered less important, because they are less than 0.5.

In Table 5, the eigenvalue accounted for 9.535 far greater than 1 and factor loading of all eight (8) items were greater than 0.50. This result indicates that eight (8) items out of twenty-one (21) factors are the most important factors influencing the consumption of higher education by Nigerian students abroad. These personal reasons range from having a sense of personal achievement, enhancement of future employment opportunities, broadening of personal experience, and being more informed and knowledgeable among others. The combine factors under personal reason accounted for 17.336% variance of decision to study abroad by prospective Nigerian students. The implication of this is that most of the people studying abroad were due to some form of personal reason which might be difficult for any governments, stakeholders to control. However, government can control this by making Nigerian higher institutions very attractive in term of providing adequate learning facilities, conducive environment, improving in quality standard and ensure possibilities of getting job after graduation.

Table 5: Factor analysis: Rotated component matrix (a) for personal reason.

Component	Personal Reasons (PR)
1 will more likely reach my career goal if I study abroad	0.574
I will have a better sense of personal achievement	0.664
I will achieve a physically safe and secure environment	0.599
I will be informed and knowledgeable if I study abroad	0.627
To learn new experience and culture	0.600
To broaden my personal experience	0.560
To improve my foreign language skills	0.569
My studying abroad will enhance future employment opportunities	0.540
Eigenvalue	**9.535**
Variance (%)	**17.336**
Cumulative variance (%)	**17.336**

Extraction method: principal component analysis. Rotation method: Varimax with Kaiser Normalization. A rotation converged 7 iterations.

Table 6 showed the result of factor analysis for academic reason. The component was made up of eight (8) items most of which were related to academic reason of studying abroad. Most of the items were considered important, using eigenvalue and factor loading criteria. The eigenvalue was 5.357 while the factors considered were greater than 0.50. The combine effect of the academic reason is 9.739% variance. The most significant academic reasons that made prospective students study abroad include the need to improve the academic research capacity, improve their chosen professional career, the high recognition of foreign certificate, the good reputation of Universities abroad and the quality of education among others.

Table 6: Factor analysis: Rotated component matrix (a) for academic reason.

Component	Academic Reasons (AR)
The field of study I was interested	0.533
The excellent reputation of universities abroad	0.615
Highly recognition of foreign certification	0.596
Seeking qualification with worldwide recognition	0.568
Seeking high quality of education abroad	0.598
To improve my academics and professional career	0.609
To improve my academic research	0.671
Quality of teaching and reputation of tutors in abroad	0.535
Eigenvalue	**5.357**
Variance (%)	**9.739**
Cumulative variance (%)	**27.027**

Note: Extraction method: principal component analysis. Rotation method: Varimax with Kaiser Normalization. A rotation converged 7 iterations.

Table 7 presented the component related to domestic educational issues. The component consisted of fifteen (15) items in which eight (8) of the items were considered as the most important factors that influence the decision of Nigerian students to study abroad. The significant educational issues that made people to seek higher education abroad include inadequate funding in our higher institution of learning, poor planning for enrolment expansion and outdated curricula, insufficient and irrelevant learning facilities and the perennial strike action that has bedeviled the Nigerian Universities. The combined factors for the domestic educational issues variance is 6.477%. The implication of these domestic educational issues is the widespread production of half-baked graduates, social vices, and not graduating on time. This means that our education system is battling with so many problems which hindered the development and quality standard. As a result of this, Nigerians see going abroad to study as an alternative for the problems. Consequently, government should improve the learning facilities and materials, pay workers on time and their allowances, updated the school curriculum while the admission of candidates should be based on merit, and providing employment opportunities for the graduates.

Table 7: Factor analysis: Rotated component matrix (a) for Domestic Educational Issues

Component	Domestic Educational Issues
Domestic Problems(DP)	
Strike in our higher institutions of learning	0.522
Poor academic performance and learning facilities in our higher	0.656
Institution of learning	0.576
Unable to get job after graduation	0.629
Insufficient and irrelevant learning facilities	0.662
Poor planning for enrolment expansion and outdated curricula	0.671
Inadequate funding in our higher institution of learning	0.683
Difficulty to get admitted to choose of University	0.605
Eigenvalue	**3.562**
Variance (%)	**6.477**
Cumulative variance (%)	**33.552**

Note: Extraction method: principal component analysis. Rotation method: Varimax with Kaiser Normalization. A rotation converged 7 iterations.

In Table 8, the component was made up of four (4) items, most of which were related to parental income. All the items considered were important factors for studying abroad by Nigerian students. The eigenvalue of 2.879 is greater than 1, while all the factors considered were greater than 0.5. This shows that all the items are important. The influence of the parent in making decision and parental income were among the significant factors in the decision of prospective candidates to study abroad. This indicates that as parent(s) income increases their intention of sending their children abroad increases. The implication of this for the government is that economy should be developed enough to improve the total well-being of individual and increase salary of workers at appropriate time.

Table 8: Factor analysis: Rotated component matrix (a) for Parental Income.

Component	Parental Income
My parents influence my decision to study abroad	0.655
My parent's income can finance the whole cost of studying abroad	0.733
My parents are wealthy enough to send me abroad	0.760
Increasing income levels in the home country	0.527
Eigenvalue	**2.879**
Variance (%)	**5.235**
Cumulative variance (%)	**38.787**

Note: Extraction method: principal component analysis. Rotation method: Varimax with Kaiser Normalization. A rotation converged 7 iterations.

Table 9 highlighted the price (tuition fees). It consisted of seven (7) items which indicated that the cost of education is expensive. It revealed that all items considered were most important under Price (tuition fees) because the eigenvalue was 2.392 greater than 1, and all the factors considered were greater than 0.5. The variance for price (tuition fees) for all the factors accounted for 4.349%. In their order of importance, it revealed that the cost of tuition, cost of university accommodation, cost of travel and medicals are the major price factors that influences the decision of prospective candidates to consume higher education abroad. Our findings supports the work of Li et.al (2007), Abubakar et.al (2014), Movassaghi et.al (2014), Eder et.al (2010), Davidson et.al (2008), Sankham et.al (2016), Oliviera (2015), Cubillo et.al (2006), McCarthy et.al (2012) and Souto-Otero (2013). The previous studies like Li et.al (2007), Oliviera (2015), Varghese (2008), Verbik and Lasanowski (2007).

Table 9: Factor analysis: Rotated component matrix (a) for price (tuition fees).

Component	Price (tuition fees).
Price (P)	
Cost of accommodation at home/country	0.784
Cost of living in town/country	0.780
Cost of travel between home and university	0.657
Cost of university accommodation	0.697
Cost of tuition	0.824
Ability to pay tuition fees in instalments	0.704
Cost of medical care in country	0.700
Eigen-value	**2.392**
Variance (%)	**4.349**
Cumulative variance (%)	**43.136**

Extraction method: principal component analysis. Rotation method: Varimax with
Kaiser Normalization. A rotation converged 7 iterations.

6. CONCLUDING SUMMARY

This study investigated the propensity to consume higher education abroad by Nigerian students within the context of the General Agreement on Trade and Services. There is strong evidence that the demand for higher education in the country has outstripped the capacity of some institutions to meet their domestic needs. The analysis reveals that different factors influence the personal, academic, price, parental, and domestic educational reasons for studying abroad. The implication is that students will keep moving to other countries to pursue their studies. The growth in the consumption of higher education abroad has the capacity to provide increased access, and promote innovation and responsiveness of higher education, but it also brings new challenges and unexpected consequences. However, there are the realities that unrecognized and rogue foreign providers are active because many of cross border education provision are commercial interests and gain oriented while the mechanisms to recognize qualifications and ensure quality of the academic course/programme are still not in place in many countries. It is important to acknowledge the huge potential of the consumption of higher education abroad, but not at the expense of academic quality and integrity.

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