

Chinese students' willingness to study abroad: The personal and familial influencing factors

Jie Zhang^{1,2,*}, Dwight Hennessy², Yin Yin³, Jing Wang³

¹ Shandong University School of Public Health, Jinan 250012, China

² State University of New York Buffalo State University, NY 14222, USA

³ Central University of Finance and Economics, Beijing 100081, China

* **Corresponding author:** Jie Zhang, zhangj@buffalostate.edu

CITATION

Zhang J, Hennessy D, Yin Y, Wang J. (2024). Chinese students' willingness to study abroad: The personal and familial influencing factors. *Applied Psychology Research*, 3(2): 1618. <https://doi.org/10.59400/apr1618>

ARTICLE INFO

Received: 15 August 2024

Accepted: 10 October 2024

Available online: 13 November 2024

COPYRIGHT



Copyright © 2024 by author(s).

Applied Psychology Research is published by Academic Publishing Pte. Ltd. This work is licensed under the Creative Commons Attribution (CC BY) license.

<https://creativecommons.org/licenses/by/4.0/>

Abstract: Background: Studying abroad is no longer a new phenomenon. The popularity of Chinese students studying abroad is well known and the enthusiasm for studying abroad among students has been consistently strong for many years, especially with the continuous development of the Chinese economy. **Aims:** This paper will examine personal and family factors which influence the willingness to study abroad among Chinese university students. The application of these influencing factors can potentially have an impact in the formulation of government-related policies, the establishment and development of study abroad agencies, and the decision process among students when choosing to study abroad. **Methods:** The current study utilized a self-report approach to examine the potential impact of several personal and family factors on the willingness to study abroad. **Results:** Utilizing multivariate analysis and statistical analysis modeling, it was found that willingness to study abroad is greatest among female students with moderate to high grades, who are from urban areas and non-agricultural households, with fathers in high status occupations, mothers with higher levels of education, and higher family income. These factors embody the intergenerational transmission of benefits associated with family capital.

Keywords: college students; willingness to study abroad; personal factors; family factors

1. Introduction

According to Ministry of Education data, the number of Chinese students studying abroad in 2017 reached a record level of 608,400 individuals, exceeding the 600,000 marks for the first time. This represents an increase of 11.74% from the previous year, as China maintains its status as the world's largest source country for foreign students. In the same year, the number of overseas students returning to China increased by 11.19% from the previous year to 480,900. In 2017, the number of overseas students studying and returning to China doubled. China's study abroad sector continues to develop as national strategies have been increasingly transformed to meet the needs of industries.

Statistics show that the continued growth of students studying abroad has enabled China to lead the world in the number of overseas students. Over the past 40 years of China's economic and social reform, a total of 5,149,900 students have studied abroad. Over this time, the main destinations for this study abroad experiences have concentrated mainly in the United States and Western Europe, however countries in the Belt and Road region have more recently become new area of potential growth. In 2017 there were 66,100 students studying abroad along the Belt and Road region, an

increase of 15.7% from the previous year, which exceeded the average growth rate of students studying abroad.

With the increasing popularity of study abroad education, scholars have been examining the potential problems associated with these experiences more closely. It is increasingly important to understand the factors that impact the decision of students to pursue study abroad experiences, particularly with respect to how these might influence future policies on study abroad practices in China.

Push-Pull Theory has been important in the study of population migration, particularly in China (Zhouyan, 2010). “Push” factors represent those that motivate individuals to leave their place of origin, including poverty, political unrest, war, and discrimination, whereas “Pull” factors are those that attract migrants to new places, such as jobs, medical care, family, and security (Li and Bray, 2007). In some respects, the movement of students from their country of origin to another country can be viewed as a short-term migration process (Li and Bray, 2007; Liu, Elston, and Zhou, 2013). Push factors that might influence the willingness of students to “migrate” in this context include poor teaching quality, unhealthy social environments, family factors, and low-quality career prospects. In contrast, strong pull factors might include the higher standard of educational resources, open social environments, and high probability of career advancement (Mazzarol and Soutar, 2002).

Previous research regarding the factors that influence the willingness to study abroad have focused most prominently on personal, family, education, and social factors. Personal factors include gender, academic performance, foreign language proficiency, and the degree of recognition of the university’s ranking. Family factors include the family’s economic conditions, as well as parental education level and occupations. Education factors include the campus environment, teaching quality, school management and organization. Social factors include China’s overall level of education development and social policies (Liu et al., 2013). The present study will focus on personal and family factors.

2. Literature review

2.1. Personal factors

Personal factors are considered a strong impact on the willingness of university students to study abroad (Pan and Cheng, 2015). Generally, students with higher academic performance and greater proficiency in English are linked to a greater willingness to study abroad (Netz et al., 2012). However, some studies have suggested that family socioeconomic status may have an even greater impact than academic performance on willingness to study abroad. This apparent inconsistency, however, may be due to differences in samples and geographical differences between studies.

Some studies have found that, although willingness to study abroad among university students is influenced by external factors, such as parents, teachers, and classmates, ultimately the decision to pursue such experiences is more strongly guided by their own wishes and motives (Hackney et al., 2012). The decision to study abroad tends to be linked to future career planning. In order to better realize their professional aspirations, university students often anticipate that upon return from studying abroad they will be more competitive in the job market (Mei and Wanhong 2014). At the same

time, they can achieve personal growth and improvement, recognition of achievement, higher social status and better quality of life in the future (Yang and Qin, 2016). In this respect, consideration of future lifestyle can impact the willingness to study abroad. Previous research has also found that gender can impact decisions to study abroad, where women are more willing to go abroad for short-term studies than men (Salisbury et al., 2009). Finally, personal values are also an important determinant in the intent to study abroad. The Chinese Student Study Intentions Survey (2015) showed that 60% of students who have a desire to study abroad have identified “challenges, achievements, and happiness” as their personal values. In this context, studying abroad may be viewed as a way to challenge themselves or to be challenged by their experiences. They hope to work hard to achieve the personal goals while at the same time gaining an enjoyable and unforgettable experience.

2.2. Family factors

Family factors have also been found to significantly impact the willingness to study abroad. Previous research has found that family economic support, in particular, influences whether a student chooses to study abroad, as well as whether they can study abroad (Wang et al., 2015; Yufang, 2014). Yang noted that in order to study abroad, students need intelligence and determination, but also a “pick up” in the sense that their family must have comparatively good economic resources to support this endeavor. For most students, the economic costs of studying abroad are often left to their parents. While there is some contrary evidence on the impact of household income, student living expenses (an important reference indicator of family economic status) has been identified as a significant influence on the willingness to study abroad (Netz et al., 2012).

Other family factors that have been linked to the willingness to study abroad include geographical location of the family, with a stronger desire found in urban than in rural areas, as well as higher maternal educational levels and the professional status of both parents (Dreher and Poutvaara, 2005). However, the father’s education appears to have no significant effect. Instead, Yang (2014) found that, in terms of the family’s cultural capital, parental educational level did not have a significant impact on their children’s willingness to study abroad (Zhonglu, 2016). This type of discrepancy may be due to differences in sampling, as well as confounding of other family factors.

Parental desire and motivation represent a strong influence on the willingness to study abroad (Yu, 2016). Despite the high cost of studying abroad, the highly competitive job market and parental concerns for their children’s future still motivate many parents to send their children abroad for further study (Onsman, 2013). This conclusion is consistent with the survey results of the “2015 Chinese Students Studying Intentions Survey Report”, which showed that for 39% of the respondents, parents accounted for 24.5% of their choice to study abroad, while classmates accounted for 18.3%. This shows that in addition to their own personal preferences, ambitions, and future plans, parental desires and the opinions of close friends and classmates can also impact motivations to study abroad.

When examining both domestic and foreign literature on the willingness of university students to study abroad, many studies utilize qualitative research methods such as in-depth interviews. However, their selected samples are often small, not a

strong representation of their respective populations, and lacked a sufficient amount of supportive data, which inevitably limits their application. Foreign scholars tend to survey Chinese students who are already studying abroad as their sample. Given that these students have already begun their study abroad experience, it is possible that their perspectives and ideas have already changed since leaving their home country, which may alter the conclusions of the study. Further, most of the studies in this area are conducted by researchers in the host country and, as such, language barriers and cultural differences may alter the nature of their interactions with Chinese study abroad students and may also prohibit them from obtaining or fully understanding some of the recent research from China. These limitations may significantly impact conclusions and implications of their findings. Previous studies have also focused largely on the factors that motivate, while few have examined those that dissuade, Chinese students from studying abroad. The current study was designed to conduct an in-depth and detailed quantitative analysis of the factors that may potentially encourage and discourage willingness to study abroad among a Chinese sample drawn from among Chinese university students. This could have implications for targeted policies on study abroad programs and procedures.

2.3. Hypotheses

Personal factors were expected to impact willingness to study abroad; specifically with increased willingness among female students and those with higher academic achievement. In addition, family factors were also expected to influence willingness to study abroad with greater willingness among students from urban areas and those whose parents have higher education levels, employment status, and family income.

3. Methods

3.1. Sampling

The present study utilized data from the “Students’ Learning and Living Conditions” survey conducted at a university in Beijing in 2014 and used multi-factor regression to conduct analyses. The final sample from the “Students’ Study and Life Condition” survey included 1009 full-time undergraduates who were selected at random. The data showed that a total of 19.7% of the students were willing to study abroad.

3.2. Measurements

3.2.1. Dependent variable

The dependent variable in the present study was the willingness to study abroad. Specifically, the reference group consisted of those who did not report a desire to study abroad after graduation (1 = willingness to study abroad after graduation; 0 = no willingness to study abroad after graduation).

3.2.2. Independent variables

There are various factors that can potentially impact the willingness to study abroad. Based on previous literature, and through the perspective of the aims of this

study, multiple potential individual and family independent variables were included. In each instance, the “0” score represented the reference group.

Personal factors included:

- Gender: (1 = male; 0 = female).
- Only child: (1 = only child; 0 = not only child).
- Academic achievement over the previous year: (1 = high; 2 = moderate; 0 = low).
- Area of study in school: (1 = economics, 0 = area other than economics).

Family factors included:

- Hukou: The types of households (1 = agricultural; 0 = non-agricultural).
- Family location: The type of area of residence (1 = city; 2 = county; 0 = township or village).
- Family economic conditions: (student total monthly expenditure in thousands of yuan was used as an indirect indicator of the family’s economic status and income).
- Parental education level: (1 = elementary [no formal education, private school, elementary school, and junior high school]; 2 = medium [high school, vocational high school, technical school, and secondary school]; 3 = college [part-time or full-time college]; 0 = undergraduate and above [part-time or full-time university undergraduate or graduate]).
- Parental occupational status: Classification of occupational status is common practice in the current sociological community. This study defined various types of non-manual laborers with a certain level of technical skills or managerial powers as middle class. Laborers, including the self-employed and private business owners, semi-technical laborers, manual laborers, supervisors, and employees were defined as lower-class. Farmers were defined as peasants (1 = peasants; 2 = lower class; 0 = middle class) (Yin et al., 2014).

4. Results

Table 1 shows the comparison of the sociodemographic characteristics between the university students with and without a willingness to study abroad. The survey found that 19.7% of the students in the sample had the willingness to study abroad, and 80.3% of the students did not. **Table 2** shows the binary logistic regression of the target independent variables on willingness to study abroad.

Table 1. Comparison of the sociodemographic characteristics between students with and without a willingness to study abroad ($N = 1009$).

Independent Variables	Willing to study abroad ($n = 199$)		Not willing to study abroad ($n = 809$)
	N (%)	N (%)	N (%)
Gender			
Male	366 (36.3)	61 (16.7)	305 (83.3)
Female	642 (63.6)	138 (21.5)	504 (78.5)
Only child			
Yes	706 (70.0)	165 (23.4)	541 (76.6)
No	303 (30.0)	34 (11.3)	268 (88.7)

Table 1. (Continued).

Independent Variables	Willing to study abroad (<i>n</i> = 199)		Not willing to study abroad (<i>n</i> = 809)
	<i>N</i> (%)	<i>N</i> (%)	<i>N</i> (%)
Academic Performance			
High	461 (49.9)	100 (21.7)	361 (78.3)
Moderate	296 (32.0)	66 (22.3)	230 (77.7)
Low	167 (18.1)	15 (9.0)	152 (91.0)
Subject			
Economics	511 (50.7)	113 (22.1)	398 (77.9)
Other	497 (49.3)	86 (17.3)	411 (82.7)
Hukou			
Agricultural	200 (19.8)	13 (6.5)	187 (93.5)
Not agricultural	808 (80.2)	186 (23.0)	622 (77.0)
Location			
City	567 (56.3)	157 (27.7)	410 (72.3)
Townships	265 (26.3)	33 (12.5)	232 (87.5)
Country	176 (17.5)	9 (5.1)	167 (94.9)
Education (father)			
Elementary	164 (17.4)	8 (4.9)	156 (95.1)
Medium	213 (22.6)	25 (11.7)	188 (88.3)
Junior college	177 (18.8)	38 (21.5)	139 (78.5)
Bachelor's degree	388 (41.2)	121 (31.2)	267 (68.8)
Education (mother)			
Elementary	238 (24.2)	13 (5.5)	225 (94.5)
Medium	242 (24.6)	33 (13.6)	209 (86.4)
Junior college	195 (19.8)	46 (23.6)	149 (76.4)
Bachelor's degree	310 (31.5)	101 (32.6)	209 (67.4)
Occupation (father)			
Lower	107 (11.2)	6 (5.6)	101 (94.4)
Middle	740 (77.7)	187 (25.3)	553 (74.7)
Peasant	105 (11.0)	2 (1.9)	103 (98.1)
Occupation (mother)			
Lower	162 (16.4)	18 (11.1)	144 (88.9)
Middle	711 (71.9)	175 (24.6)	536 (75.4)
Peasant	116 (11.7)	1 (0.9)	115 (99.1)

Table 2. Logistic regression analyses for predictors of willingness to study abroad (*N* = 1009).

Variables	B	SE	<i>P</i>	OR
Male	-0.284	0.202	0.160	0.753
Only child	0.271	0.286	0.344	1.311
Economics	0.137	0.190	0.472	1.146

Table 2. (Continued).

Variables	B	SE	P	OR
Academic performance				
High	0.451	0.682	0.508	1.571
Moderate	0.616	0.677	0.363	1.852
Non-country	0.588	0.471	0.212	1.800
Location				
City	0.704	0.542	0.006	2.022
County	-0.079	0.558	0.887	0.924
Education (father)				
Elementary	-0.299	0.597	0.616	0.714
Medium	0.081	0.344	0.813	1.085
Junior college	-0.239	0.271	0.378	0.788
Occupation (father)				
Peasant	-0.551	0.898	0.096	0.368
Lower level	-1.222	0.517	0.018	0.295
Education (mother)				
Elementary	-0.784	0.317	0.013	0.456
Medium	-0.900	0.525	0.087	0.407
Junior college	-0.147	0.256	0.565	0.863
Occupation (mother)				
Peasant	-0.265	0.290	0.096	0.465
Lower level	-0.162	0.348	0.641	0.850
Family income	2.742	0.852	0.001	15.522

The data shows that, under the control of the other variables, gender, academic performance, hometown geographical location, mother’s education level, both parents’ occupations, and family income (the total amount of the student’s previous month’s expenditure), had a significant impact on the willingness to studying abroad.

In terms of personal factors, gender and academic performance had the most significant impact. Only 16.7% of males were willing to study abroad, compared to 21.5% of females. Additionally, 22.3% of students with a moderate academic achievement reported a willingness to study abroad, which is 1.85 times higher than the proportion of students with low grades. There was no significant difference in the willingness to study abroad among those with high and moderate grade.

Of the family factors, hometown location was most noteworthy in that students from the city were twice as likely than those from smaller townships and villages to report a willingness to study abroad. The father’s occupational status also had a strong influence, as shown by the fact that 25% of students whose fathers had a middle occupational status were willing to study abroad compared to just 1.9% of those whose fathers was a peasant/farmer. The mother’s education level also had a significant impact, where willingness to study abroad was twice as high among students whose mother had a medium level of education compared to an elementary education. Of those whose mothers have a bachelor’s degree or above, one third reported a

willingness to study abroad, which is almost six times higher than those whose mothers have an elementary education. Students whose mothers are peasants/farmers or have a low status occupation, showed very low willingness to study abroad (0.9% and 11.1% respectively), whereas those with mothers that have middle occupation status reported a willingness at nearly 25%. Consistent with expectations, those with greater household income showed a much stronger willingness to study abroad. Finally, whether the student is an only child or not did not have a significant impact on the willingness to study abroad.

5. Discussion

The present study showed that willingness to study abroad is greatest among female students with moderate to high grades, who are from urban areas and non-agricultural households, with fathers in high status occupations, mothers with higher levels of education, and higher family income.

First, in terms of personal factors, only gender and academic performance had a significant impact on willingness to study abroad (greater among females with moderate to high academic performance), which is consistent with Lu et al. (2014). Presently in China, there is still a certain degree of gender discrimination in employment. Women tend to work hard to balance their family and work responsibilities, and while the current labor market is in a state of oversupply, coupled with the labor market preference towards males, enterprises are more inclined to hire men, which further exacerbates the degree of gender discrimination in the labor market. Discrimination against women is mainly reflected in the fact that employers try to avoid hiring women. Women who are hired, are often forced to accept entry or low-paying positions, unequal pay for equal work, unequal training, and promotion opportunities, which are further restricted when they get married and have children. Employment discrimination may be further aggravated after the implementation of the second-child policy. With respect to Push-Pull Theory (Zhou, 2010), this would be a strong motivating factor that potentially compels (pushes) female students towards seeking education outside of China. Under such circumstances, female undergraduates may be more inclined go abroad for further study in order to escape such discrimination and ultimately enhance their competitiveness in the future job market. The government must strengthen legislation that promotes fair employment practices and enables men and women to compete fairly in the job market.

Currently, students with excellent grades are highly competitive in terms of domestic employment and study opportunities, which would account for their low level of interest to study abroad. This also shows that graduate education in domestic universities is perceived as stronger and more attractive to these high achieving students. However, students with intermediate grades are faced with the anxious situation that they may not find decent employment or domestic study opportunities, particularly at the graduate level. Domestic scholars find that, at present, the rate of graduate acceptance in China is relatively low, and competition for positions continues to intensify. This is especially true for undergraduate students with moderate to low grades. To the extent that they are not considered candidates for domestic university, they face uncertain employment prospects and fewer opportunities for upward

development compared to those who have studied abroad. In many instances, foreign universities offer an attractive option for students to gain education, strengthen alternate language skills, experience a new culture, and increase their opportunities for future employment (Fakunle, 2021). With respect to Push-Pull Theory (Zhou, 2010), these are factors that might draw (pull) Chinese students to pursue a study abroad experience.

Second, in terms of family factors, the hometown geographical location and (more importantly) the father's occupational status, mother's education level, and family income all impacted the willingness to study abroad. Those from city locations, whose fathers have high professional status and mothers have a high level of education, with a relatively high household income tend to be more willing to study abroad. These results are consistent with the results obtained by Li (2017) and Yan (2014), who proposed that university students with better the family economic conditions are more likely to study abroad. In terms of Push-Pull Theory (Zhou, 2010) students from families with greater socioeconomic status may view the possibility of studying abroad as a way to secure their own, and maintain their current familial, social and economic position—particularly those with lower academic success which might increase their potential for advanced domestic studies. Such conditions could be a motivating factor in 'pushing' students to study abroad. In addition, the potential advantages and unique learning opportunities found in many study abroad programs that could help students stand out in future career pursuits could simultaneously act to 'pull' them to a specific study abroad country.

These outcomes highlight that family economic and social capital have a significant impact on the willingness to study abroad. With respect to their hometown location, this is essentially a microcosm of the differences between urban and rural areas in China, especially in terms of economic disparities. Data from the National Bureau of Statistics shows that, although the income of urban and rural residents has increased with the development of China's economy, the discrepancies in income between urban and rural households has continued to expand. This economic disparity determines, to a certain extent, that rural households often lack the ability to provide the economic capital required to support students who may wish to study abroad, hence those from rural areas are generally less willing to do so.

These results are consistent with Dreher and Poutvaara (2005) in that greater professional status of the father and educational status of the mother is linked with increased willingness to study abroad. One reason for this could be that these factors typically provide a student's family with an elevated degree of social capital, which enables the family to provide adequate social connections and intergenerational support to their children. Such advantages should, in turn, provide favorable education and employment opportunities through "intergenerational transfer benefits" which are particularly evident in China. The advantage from these personal relationships is the value of the family capital from which students may benefit. However, it can also be argued that this generational benefit transfer, gained by leveraging family capital, to a certain extent undermines social fairness and justice. In this respect, greater advocacy is needed to promote enhancements in social equity and the elimination of nepotism, while working to create social conditions for equality. Presently, selection and advancement in public education in China strongly favors the social, political, and

economic elite (Chai et al., 2020). Further, the application process, particularly for study abroad programs, can be very complicated and expensive. Most students who wish to study abroad must apply for a non-public education qualification, which they often have to pay for themselves. In addition, preliminary examinations such as TOEFL, IELTS, GRE are also very costly, typically well above the economic means of the average student. As a result of this excessive economic demand, many students from lower income or lower social status families cannot pursue study abroad opportunities. In other instances, such families must combine resources and make great sacrifices to support study abroad experiences. Self-financed study still represents a large proportion in the overseas study market, which may be explained by Push-Pull Theory to the extent that students are motivated (pushed) to pursue these opportunities even at great costs due to the fact that they are not available at home, while they are concurrently drawn (pulled) out of the country for educational experiences because they are perceived as the only viable options available to them. These are challenges that many students and their families must seriously consider before contemplating study abroad. In turn, when formulating relevant overseas study policies, the government should fully consider the factors that have a significant influence on individual and family decision to study abroad, as well as increase educational investment and appropriately increase economic support and policies for rural families and impoverished areas, in order to increase the proportion of students studying abroad. These allowances will promote fair education processes so students from disadvantaged families will have more opportunities to go abroad to study.

6. Conclusion

The present study confirmed that the willingness to study abroad is impacted by several personal (gender, grades) and family factors (region, father's career, mother's education, family income). Given the relative high proportion of study abroad students from China, it is important that programs and government policy consider the potential underlying academic (e.g., grade requirements to engage in study abroad) social (e.g., discrimination towards female students) and financial factors (e.g., costs to self-fund study abroad among low income families) in order to provide greater equality of opportunities—particularly when weighed against the potential benefits to potential students and their families.

Author contributions: Conceptualization, JZ; methodology, JW; software, JW; validation, JZ and DH; formal analysis, JW; investigation, YY; resources, JZ; data curation, YY; writing—original draft preparation, JW; writing—review and editing, JZ and DH; visualization, DH; supervision, JZ; project administration, YY; funding acquisition, JZ. All authors have read and agreed to the published version of the manuscript.

Conflict of interest: The authors declare no conflict of interest.

References

- Chai, L., Wei, J., Han, Y., Zhang, J., & Hennessy, D.A. (2020). Political elite selection in contemporary Chinese higher education. *China: An International Journal*, 18, 143-160.

- Dreher, A., & Poutvaara, P. (2005). Student flows and migration: An empirical analysis. IZA Discussion Paper No. 1612, CESifo Working Paper Series No. 1490, Available online: <https://ssrn.com/abstract=731765> or <http://dx.doi.org/10.2139/ssrn.731765>
- Fakunle, O. (2021). Developing a framework for international students' rationales for studying abroad, beyond economic factors. *Policy Futures in Education*, 19(6), 671-690.
- Hackney, K., Boggs, D., & Borozan, A. (2012). An empirical study of student willingness to study abroad. *Journal of Teaching in International Business*, 23(2), 123-144.
- 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.
- Liu, X., Elston, F., & Zhou, P. (2013). Comparing research on Chinese students study abroad decision-making: China-based versus overseas-based perspectives. *World Review of Business Research*, 4, 124-135.
- Lu, G., Mei, T., & Wanhong, L. (2014). An analysis of the factors affecting college students' willingness to study abroad. *Fudan Education Forum*, 5, 36-44.
- Mazzarol, T., & Soutar, G. N. (2002). The push-pull factors influencing international student selection of education destination. *International Journal of Educational Management*, 16(2), 82-90.
- Netz, N., Orr, D., Gwosc, C., & Huß, B. (2012). Steeplechase - What deters students from studying abroad? A discussion paper. Available online: https://www.researchgate.net/publication/264787670_Steeplechase_-_What_deters_students_from_studying_abroad
- Onsman, A. (2013). International students at Chinese joint venture universities: Factors influencing decisions to enrol. *Australian Universities Review*, 55, 15-23.
- Pan, K., & Cheng, J. (2015). An Analysis of the Factors Influencing the Choice of University Students' Studying Abroad. *China Higher Education Research*(3), 15-20.
- Salisbury, M. H., Umbach, P. D., Paulsen, M. B., & Pascarella, E. T. (2009). Going global: Understanding the choice process of the intent to study abroad. *Research in Higher Education*, 50(2), 119-143.
- Wang, Z., Qiang, Z., & Feiwei, C. (2015). A Spring River Flowing toward the West—A Survey of Behavior and Intention of University Students Studying Abroad. *Human Resources Development*(2), 66-67.
- Yang, K., & Fansheng, K. (2012). Investigation and study on high school students' willingness to study abroad at their own costs - Based on sample survey data of 7 cities. *Educational Research*(10), 59-63.
- Yang, Y. (2014). An analysis of university students' decision-making mechanism for studying abroad. *Youth Journal*(6), 48-52.
- Yang, Z., & Qin, W. (2016). The influence of family endowments and human capital on university students' willingness to study abroad: A case study of undergraduates of Humanities and Social Sciences. *Agricultural Education Research*(2), 20-23.
- Yin, Y., Junshan, Z., & Junjie, L. (2014). Who is more likely to be enrolled in the independent enrollment - Also on establishing a multi-assessment index system for independent enrollment in colleges and universities. *Tsinghua University Education Research*, 35(6), 41-47.
- Yu, W. (2016). An investigation on the intention of studying abroad for contemporary university students. *Journal of Chuzhou University*, 18(1), 101-104.
- Zhong, L. (2016). Family background, academic performance and graduate education opportunities. *Society*, 36(3), 86-109.
- Zhou, Y. (2010). Hypothesis of potential energy conversion in population migration - Reinterpretation of Push-Pull Theory of population migration. *Population and Economy*(6), 77-83.