

***'INVESTIGATING THE PERCEPTION OF THIRD LEVEL GRADUATED
FOREIGN STUDENTS TOWARDS THE MARKETING COURSES OFFERED
BY COLLEGES IN DUBLIN'***

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DECLARATION

MBA in General Management

2018-19

I, Aurobindo Swain, declare that this research is my original work and that it has never been presented to any institution or university for the award of Degree or Diploma. In addition, I have referenced correctly all literature and sources used in this work and this work is fully compliant with the Dublin Business School's academic honesty policy.

Signed:



Date: 7th January, 2019

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ABSTRACT

Recently, Ireland has become an educational hub for international students. It being the English spoken country in EU, with its attractive fees, world renowned colleges and International Courses students across the world are choosing Ireland for their post-graduation. According to a report generated by HEA (Higher Education Authority), there were 6313 graduates from business and management courses in the year 2017-18, out of which 739 were from the marketing stream. In 2017-18 Academic years 44,124 foreign students enrolled in colleges of Ireland out of which 23,819 enrolled in third level courses (HEA, 2018).

With increasing international students and postgraduate enrolments, are the students achieving their career goals and aspirations? With increasing housing crisis and pricing in Dublin, are the international students being fair with their studies? This research aims to find the perception amongst graduated students about the marketing courses they had opted and has it been helpful in making their careers or what could have been done to achieve their goals?

Purpose:

Purpose of this study is to find out whether the courses opted by foreign students has helped them achieve their desired careers and how helpful was the government and colleges in doing that.

Design/approach/methodology:

This research is based on both quantitative and qualitative analysis. 3 graduated students were interviewed to record their perception about marketing courses in Dublin and what were their expectations and how it turned out. 71 international graduated students were surveyed to find their perception about the course and complications post completion.

Limitations and Implications:

Research is limited to Graduated international students who are either seeking a job or are working in Ireland.

Practical Implications:

This research would help the Irish Higher Education Authorities to strategies courses and designs course structures in coming years to accommodate more international students and retain them for long, to increase their labour force. At the same time, it would help the colleges to strategies in the foreign market to attract and accommodate more international students.

CHAPTER 1. INTRODUCTION

1.1. Theoretical Background:

Internationalization of education has always been a strategic object of national policies where several researchers, academic professionals and policy makers have conducted numerous studies highlighting it as a need for global education system that helps bridging the industry gap requirement for experts to support international business operational activities and transactions (Robson, 2015). Considering the emerging growth and importance of international education or international degree, there has been much debate over the years where industry experts and scholars have identified the need for integration of international marketing and other business programs in existing course curriculum. Knight (2003) has addressed internationalization as a process of integrating global, intercultural or international dimensions to strengthen the purpose, functions or delivery of higher education at institutional, sector and national level. Internationalization of education programs and their increasing significance in the global labour market has been a phenomenal factor leading to student mobility that drove educational institutions, national agencies and states to enhance their focus on integrating international marketing programs (Collins *et al.*, 2014).

Internationalisation is viewed as a driving factor or capacity that helps enhancing learning environment for students and delivering curriculum based on international market or industry requirements (Warwick and Moogan, 2013). It was further highlighted that the role of international programs or curriculum has largely been accepted by numbers of educational institutions and universities in Ireland to prepare students not only to learn the subjects in global perspective but to prosper themselves as a contributor to global economic goals becoming global citizens (Courtois 2017).

However, there was a contending argument in the study by Robson (2015) where internationalisation is mainly influenced with global context and institutional rationales and practices. Ever changing external factors including economic, political, socio-cultural and academic needs have led to promote internationalisation in several manners in different nations, institutions and higher education programs offered (Teichler, 2004). However, there were ethical implications identified in several studies in the context of internationalization of higher educational programs or master level programs focusing on establishing the balance to national and domestic needs so that inequalities between developing and developed economies could be minimised or eliminated for global competitiveness. Additionally, uneven economic condition, global economic pressure and crisis will be a major hurdle to affect increasing integration of international marketing programs in universities as it may increase the cost of global education for overseas students affecting global demand (Brandenburg *et al.*, 2013). These challenges have been categorized as the major obstacles for increasing trend of integration of international marketing programs in universities or colleges in Dublin that can result in overall objectives of the universities (Courtois 2017). Similar considerations may also impact decisions to study abroad, in particular for those with limited financial means, those who rely on part-time work and/or who have caring responsibilities.

There has been much debate and investigations that indicate significant effort made by the Irish higher education institutions in response to internationalization where new courses meeting the purpose of global education or industry requirements have been introduced or

integrated with existing curriculum. Irish government has set out *Ireland's International Education Strategy 2010-2015* where extensive focus was given by the authorities and policy makers for higher integration of international programs in master degree that could attract students looking for 3rd level education (Finn and Darmody, 2017). Following the instructions of this strategy, several academic institutions, colleges and universities have increased their targets to enrol more international students promoting and establishing a strong relation between their curriculum and future career opportunities for students. *Irish Educated, Globally Connected*, this document was published recently to demonstrate Ireland's focus of its' *International Education Strategy for Ireland 2016-2020* which was considered as directly linked to the *National Skills Strategy 2025* where government and education authorities have given huge attention to formulate new or make amendments in foreign languages strategy, global trade, tourism, investment and labour market strategies. Such plan was mainly focused to increase larger numbers of foreign students and researchers to Irish higher educational institutions as well as encourage local student's mobility to other nations for higher education. Ultimate objective of this strategy was to maximize benefits of internationalisation in commercial and enterprise perspective to support national economic goals and growth for Irish economy.

As per recent published report by HEA (2018), focus was very much evident where HEIs have reported growth in enrolments of foreign students. Out of overall enrolments in HEIs, 10.6% were international students where 25% of the international students were enrolled to study health and welfare. 19% of the international students were enrolled for Arts and Humanities and the same 19% were further enrolled for business, administration and law courses. Around 10% of the students only were enrolled in technical education including engineering, manufacturing and statistics courses (HEA, 2017). Majority of the enrolments were made for higher studies in third level education where courses for the level 6-10 in the National Framework of Qualifications (NFQ) were offered. In today's global context, international businesses and economic activities include the involvement of the transaction involves the transaction of products and services between multinational commercial parties. Globalisation and increased cross border commercial transactions have created huge demand for experts having skills and knowledge of dynamics required to deal activities and transactions in international markets. As a result, educational institutions and colleges focusing only on traditional subjects or courses are considered unable to meet own objectives and provide globally required talent. Conventional education does not support to meet global objectives of the economy. Role of HEIs, colleges and universities are considered phenomenal and highly worth to generate talent and skill to meet the labour market requirements, however in order to meet global talent requirements, their role becomes more imperative and crucial that also supports in economic development of the nation providing financial benefits to HEIs and economy.

Increasing pressure from the global labour market to provide expertise in international market dynamics, managing cross-border transactions, negotiation techniques and supporting economic growth have led to create more integration of international marketing programs and other international management courses in third level education to attract foreign students. Graduates with Master's degree or course in International Marketing are considered to be have diversified skill set that make them highly competitive candidates in the labour market to enhance effectiveness, efficiency, productivity and profitability of the global firms. Content from these programs have been highly supportive

to increase knowledge and skills required to contribute efficiently in managing international business transactions and activities. Considering these benefits and opportunities, colleges and HEIs in Dublin are focused on integrating international marketing courses that offer knowledge and fundamentals in branding, consumer behaviour, organizational management, international accounting and finance, corporate governance and other subjects combined with specialized skills training in cross cultural awareness and communication.

Several colleges such as Dublin Institute of Technology, Dublin Business School, Trinity College and IUBH College have already integrated marketing courses in their master programs in Dublin and other parts in Ireland to attract 3rd level foreign students that was considered as an ability to maximize their chances to get employed in the global industry. Majority of the programs have integrated marketing courses in their 1-2 degree programs. One of the most attractive and leading reason behind integration of such courses is no requirement for work permit to work in Ireland while studying the course. This has been the major key to attract third level students from other nations to study in Dublin and work with no work permit requirements. In addition, another major benefit behind such integration was related to increase profitability of education institutions and economic development to make Ireland a destination of studies for international students and make economy as a lucrative destination for foreign direct investments. That is why the colleges in Dublin have increased their focus to integrate international marketing programs over the last couple of decades especially considering 3rd level students to increase their employability for the benefit of the economy.

Biggest decision in a students' life is to choose the right course. All third level students have completed their graduations on certain courses and want a career change or to become an accountant, a marketer or own a business and create employment, some wants to devote their career for the country and many more. Business being a very broad and a diverse profession, finding the right course is time consuming and a highly thoughtful process. This needs proper counselling and guidance.

1.2. Aims of the research:

This research aims to find the perception of third level graduated students towards the marketing courses offered by colleges in Dublin, and how it has impacted them in their careers. This study attempts to offer understanding on industry requirements and role of Irish Higher Education to bridge the gap and find out the role of policies made by government and educational authorities in Dublin, to promote marketing courses and boost student's career. This study also aims to find out perception of third level students on college standards, employment sector and economic growth of the country. In addition, it also attempts to find out, how much it can impact native and foreign students in their future career aspirations.

1.3. Objectives of the research:

1. To investigate increasing trend of integrating marketing programs by colleges in Dublin and to find out scopes and benefits of it for 3rd level international students.
2. To relate the benefits of such programs with global requirement of expertise in international business.

3. To identify role and responsibilities of Irish government and education authorities in Dublin in facilitating integration of international marketing
4. To provide useful insights and suggestions to other educational institutions, colleges, universities, industry experts and policy making authorities in a global perspective to focus more on international marketing courses in higher education.
5. To investigate the career changes amongst graduated students in Dublin post Course completion.
6. To investigate, international graduated students' perception towards the colleges and facilities provided to them by colleges and government.
7. To investigate what could have been made better to improve the standards and qualities provided by the Irish government and colleges in Dublin.

1.4. Research Questions:

1. What are the recent trends of education system in Dublin where colleges aim to integrate marketing programs?
2. What are the key scopes and benefits of marketing programs for 3rd level foreign students to study in Dublin?
3. What are the perception of students before and post completion of the course about colleges in Dublin?
4. What is the potential impact of marketing programs on employability of students, economic development and future career growth of international students?
5. What are the roles and responsibilities of Irish government and education authorities in Dublin that helps to facilitate in integrating international marketing for 3rd level foreign students?
6. What are the key recommendations and suggestions for other educational institutions, colleges, universities, industry experts and policy making authorities in a global perspective to consider international marketing courses in higher education?

1.5. Research Structure:

There are 6 main chapters structured coherently in this study.

Chapter 1: Introduction

First chapter is introduction that aims to offer a theoretical background of the study, sets out aims & objectives of the research, highlight scope and limitations of the research and attempts to establish an understanding how this study could be a contribution in existing literature or previous studies.

Chapter 2: Literature Review

Literature review is second chapter of this study that aims to examine, demonstrate and discuss academic piece of work by previous authors those have already investigated the increasing significance of marketing courses in higher education programs that can be key to career progression of 3rd level foreign students and students' perception towards their colleges and career progression post completion. Reviewing variety of academic literatures and journal articles, this chapter seeks to offer a theoretical view in this research. Recent

investigations and useful stats have also been discussed in the study to support the research objectives.

Chapter 3: Research methodology

Research methodology is third chapter of this study that aims to describe how research has been conducted by the researcher. As this study is a mixed research study, relevant research approach, philosophy and design adopted by the researchers has been detailed in this chapter highlighting the purpose of opting the respective way. In addition, this chapter also details how data has been collected, what sampling method has been used and how collected data have been analysed by the researcher.

Chapter 4: Data Findings and Analysis

This chapter holds the major significance of the study as all relevant data collected from primary sources have been analysed logically and interpreted according to the research objective.

Chapter 5: Recommendations

This chapter provides useful recommendations for integrating international marketing programs and attempts to justify from the findings how it can be a crucial turnaround for existing education system and economic benefits.

Chapter 6: Conclusion

Last chapter is conclusion that summarises the study in a sequence of the chapters focusing how effectively the research has been made to achieve research aims and objectives.

1.6. Recipients of this Research:

There are 3 main stakeholders who can benefit from this research. First, Irish colleges, based on the findings of the research colleges could design their course structure to benefit students and could tie up with MNCs to boost a students' career. Second, the Higher Educational Authority, who decide and design the course structure along with policies for all the colleges in Ireland. They could bring n policies or change existing policies to support students to achieve their desired goals, at the same time could help colleges to bring in more students and help increase labour force of the country. Third, the students who want to enrol in third level Colleges in Ireland. Aspiring students can get a lesson or can decide or plan their decisions before coming to Ireland and while their stay in Ireland.

1.7. Scope and Limitations of this Research:

There is certain practical limitation to this research which needs to be addressed. First, collection of names and email IDs of the students who had taken part in the survey, due to Data Protection Act, students were not comfortable sharing their personal information. Second, it was not possible to track the students who have left the country, who could have been a part of the survey. Third, Survey being taken via electronic medium researcher could not meet the students personally; researcher only recorded the responses from the students. Researcher was able to meet with the interviewees personally to conduct the interview, but could not record their names due to data protection act. Fourth, the official numbers and figures about students used in the research were collected from the HEA website, which was last updated 1st March, 2018. Hence, data post that could not be collected to analyse the current situations.

CHAPTER 2. LITERATURE REVIEW

2.1. Introduction:

This chapter provides theoretical context to support the research topic reviewing literatures and research articles already presented. Concepts and theories have been incorporated in this chapter under respective heads that help to establish a link between the secondary findings and research objectives. In this chapter, research has been focused on providing clear understanding of internationalization of education that has become an imperative and integral part of overall growth and development of education system for Irish economy. Moreover, this chapter attempts to develop a theoretical framework reviewing how other authors have supported the need for internationalization of education to contribute in global demand for expertise and talent with skills on international marketing. 3rd level education system has been detailed providing how it has evolved in Ireland as an increasing focus by educational institutions, colleges and HEIs. Researcher has exemplified how few larger and well known colleges in Dublin have integrated international marketing program in their master courses and degrees. Several research work, reports and articles have been considered and reviewed by the researcher to establish improved understanding of role of Irish government and HEA in promoting international marketing and other such programs to attract foreign students to study in Dublin for their third level education.

2.2. Understanding Internationalisation of Education:

As addressed by Leask (2013), the internationalisation of education has been considered as a critical component of an educational system that mainly focuses on marketing existing courses in international or global markets to attract foreign students. It was further highlighted that internationalisation of a program has direct relation with the establishment of global aspects and opportunities for students getting enrolled in such programs. It is a common agenda in today's education system where education institutions are mainly concerned to promote course curriculum that could provide more attractiveness and benefits from student's perspective and play a crucial role to contribute economic development of the nation. In an earlier research by Robson and Tuner (2007), internationalisation was described as an attempt that required range of pedagogies and explicitly introduction globally demanded content into the discourse communities of the education system. It was further suggested by Jones and Killick (2013) that internationalisation of education is required to be connected with discussions about pedagogy and contexts to shape education disciplines and attractiveness of newly integrated degrees.

However, according to the literature by Marginson and Sawir (2011), internationalisation has been detailed as a challenging point in institutional context where some institutions focusing on integration of internationalisation of education may fail to address the needs of international students if the process has not been effectively executed and failed to promote the purpose of internationalisation of programs. This perspective was also agreed by Kelly and Moogan (2012) where they have highlighted international students as problematic for some faculties or existing educational system as it requires significant modifications in policies, regulations and resources. In addition, there can be cultural shock

and differences as key hurdles to achieve success in the academic programs for foreign students. These were identified as major reasons for educational institutions earlier in previous decades showing little or no efforts to internationalise educational programs for foreign students (Hyland *et al.*, 2008).

Earlier in European countries, 'Internationalisation at Home' movement was developed where this concept was mainly focused on the local context considering that it is not possible for all the students to avail education in foreign countries (Beelen, 2007). Highlighting this aspect, study by Jones and Brown (2007) also suggest that internationalisation in previous decades were largely promoted as an establishment of environment for equity, equality and diversity in education system where students experience could be enriched along with faculty alike. However, post financial crisis of 2007-08, world market experiencing huge challenges of employability and labour market for expertise and talent to overcome global challenges from organizational perspective that led governments and education authorities to formulate policies around internationalisation of educations and integration of education to meet global requirement for skilled labour (Leask and Bridges, 2013). Ireland was also one of earlier nations in EU that explicitly presented its interests and focus on integration of international programs in educational curriculum to attract students for higher education and third level degree courses (Marginson and Sawir, 2011).

2.3. Trend and Policies related to Foreign Education in Ireland and Institutional Response:

In Ireland, there are a total of 24 public HEIs out of which 7 are universities, 14 are institutes of technology and 3 are specialist higher education colleges (HEA, 2017). Total number of students enrolled in public HEIs was 222,618 in 2015-16 in Ireland representing 119,978 enrolments in universities, 90,150 in institutes of technology and 12,670 in the specialist higher education colleges. As reported by HEA (2018), 15,095 students representing 8.8% were full time foreign students among all students enrolled in 2014-15. These enrolments were mainly made in HEIs funded by HEA. Out of these enrolments, 2,097 have been enrolled in advanced research (1,943 Ph.D. students and 154 research Masters' students) whereas 2,989 were enrolled on taught postgraduate programmes (HEA, 2016).

Policies and frameworks developed as per *Ireland's International Education Strategy 2010-2015* were highly responsive for the Irish higher education system that performed substantially to increase the recruitment of foreign students from a several countries including India, China, USA, Brazil, UK, and Saudi Arabia (HEA, 2016). According to the work by Finn and Darmody (2017), it was revealed that total number of foreign students enrolled in universities in Ireland has reached to 10,981 from 4,184 between a period from 2000-01 to 2012-13. HEA has been responsible to create capacity building in Ireland to enhance effectiveness and efficiency of less developed higher education systems developing the strategic cooperation between Irish Aid and Higher Education and Research Institutes along with initiating funded Tempus programme (HEA, 2016).

Another key national scheme was the Irish Research Council's Ulysses Research Programme that supported the exchange of early stage Irish and French researchers (HEA, 2016). As highlighted by McMohon (2014), several joint degree programmes were developed by Irish and HEIs in that were considered as an indicator of success in the internationalisation of education in Dublin. Such programs and policies were mainly

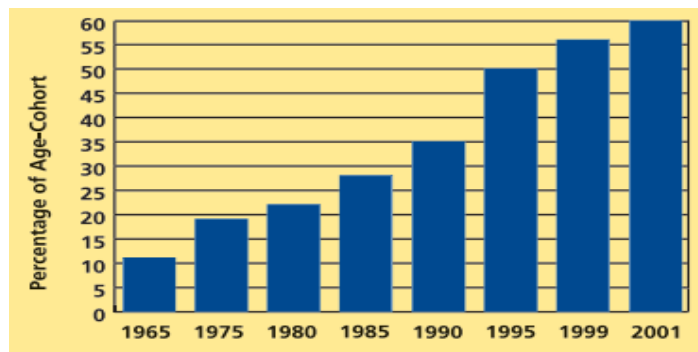
concerned for promoting international courses to students as well as consider the increasing importance of international marketing programs in the context of education system in Dublin (Robson, 2015).

2.4. Understanding 3rd level Education system and its evolution in Dublin:

Dublin due to its geographical benefits and advantages has been a destination of choice among international population in terms of tourism, education, research and other academic activities. Among the major cities within the EU, Dublin has always received a greater interest and choice for foreign students to study higher education in Ireland. Being the capital of Ireland, Dublin has already demonstrated ample of opportunities for research and development in health and medicine where majority of the HNIs have master level programs in health and welfare. Being a peaceful, safe and relatively small city, Dublin provides an energetic, vibrant and multi-cultural environment for students that encourage them to study in Dublin. Education system in Ireland is mainly categorized in three levels where first level education is for primary studies, second level education is for post-primary studies and third level education is mainly related to higher studies for professional students or graduates. As discussed earlier as well in this study that third level education is offered by universities, institutes of technology and colleges of education in Ireland, programs are mainly focused on creating professionals and specialist in respective subjective areas such as business, law, medicine etc. Majority of the third level education institutions are funded and supported largely by the State and HEA.

The university sector, colleges of education and technology sector were traditionally responsible to offer educational programs and courses for third level education. However, the recent education system has largely been influenced with increasing demand of professionals, researchers and expertise in the global market led by the cross border commercial activities and demand for international education. Several studies have revealed that being limited to traditional courses is insufficient for an education system to compete in today's global perspective of education and to be in line with achieving long term objectives. In the last couple of decades, numbers of private colleges and other HEIs in Ireland have considered the benefits and scope of increasing demand of third level education in global market that led to increase their focus to offer a range of educational programs and courses to complement the existing provision in the sector. Third level education was evolved around the year 1965 in Ireland that witnessed substantial growth in number of students enrolled in the next 35 years from 18,200 students to almost 120,000 students in 2000 (Department of Education and Science, 2004). It was reported that transfer rates of students from second level education to third level programs was higher as presented in the figure 1 below. It can easily be evident that there was a rising trend in transfer rates of students enrolled for third level education between 1965 and 2001.

Figure 1 - Trend of Students Enrolling for Third Level Education



Source: Department of Education and Science (2004)

Such a trend has been an indication of increasing interests and demand for third level education where it was more important for public HEIs and private colleges to integrate and promote programs that could attract students looking for third level education.

2.5. Increasing Focus by colleges to attract 3rd level Students:

Year on year, Ireland is witnessing an increase in enrolments of international students in third level education that simply indicates success of HEA and Irish education system to promote internationalization of programs and integration of programs focused on creation of professionals to meet the domestic as well as global labour requirement. As reported by Donnelly (2017), 23,127 international students were enrolled in publicly-funded colleges in 2016 which that was higher from 19,679 enrolments in previous year. This data was also supported by HEA where 10.6% of the students enrolled in 2016 were international students who visited Ireland for higher studies in third level education. Considering the growth and increasing integration of international marketing in master level programs, it is estimated to rise further in coming year. It was also reported that USA was the main country that has exported students to Ireland for higher education. 4,696 students from USA have enrolled in third level education in 2016-17 that was followed by China with 2153 enrolments. Saudi Arabia, Malaysia and Canada were the next three countries sending students to Ireland.

Figure 2 - International Student enrolments in universities

Colleges	International Enrolments
DCU	1,992
MU	780
NUIG	2,778
TCD	3,042
UCC	2,391
UCD	4,298
UL	1,408
Total	16,689

Source: Higher Education Factsheet Internationalisation Irish Educated, Globally Connected 2017

Whether it is government institution or individual colleges, all were involved in a concerted drive to internationalize their third level programs that could develop interest about the course among professionals looking to enrol in higher education program from Dublin. A focus on enrolling foreign students in third level education has been considered important not only to meet university's objectives but it is more valuable in terms of providing economic benefits to the colleges (ICEF Monitor 2018). In addition, such has wider benefits to the economy as it contributes in terms of creating currency demand in the global market, producing expertise or talent to support domestic as well as global skill requirements and help making Ireland a destination of choice for education and employment. Moreover, several institutions and organisations have considered the significance of attracting foreign students in third level education to facilitate bridging cultural challenge in the global perspective.

2.6. Key Sources and considerations to establish link with international students:

As a common practice, students were mainly influenced by links of college websites, social network of friends and families, online advertisements and education agents while selecting the most appropriate college to study. Key factors such as Ireland's location in Europe, cheaper tuition fees in colleges in Dublin than other English-speaking nations in EU an easy application procedure through websites of respective colleges were the main drivers for educational institutions in Dublin benefits over other countries. According to the research conducted by HEA (2018), reputation of the college and availability of a certain course were identified as the most important considerations for students to decide for the college in Ireland. However, personal safety provided and promoted by the colleges was also highlighted as a key point that students consider important to establish their connection with the college.

Enterprise Ireland being a responsible agency to manage education in Ireland is a national brand that works under the authority of the Minister for Education and Skills where the agency is mainly focused on promoting Irish Higher Education Institutions in the global market. Enterprise Ireland seeks to conduct promotional activities so to attract more overseas students for third level programs in Dublin. Enterprise Ireland finds that increasing challenges in the global market environment, growing complexities to manage international transactions, rising need for global talent to respond effectively for consumer behaviour, global marketing, branding, cultural resolutions and skill gaps have led colleges to enhance their focus on integrating international marketing that could help to minimize the impact of these challenges from both national as well as global perspective. Another important point highlighted by Enterprise Ireland was the financial benefits of integrating such programs to attract foreign students that contribute over €1 billion to the Irish economy out of which approx. €700 million was contributed from higher education for third level student. Since 2012, total number of international students coming to Ireland has increased over 25% (McGuire, 2017). In the recent academic year, total international students are about 8.8 per cent of the overall student in Ireland where HEA aims to witness 15 % increase by 2020. Fees for non-EU postgraduate courses can be close to – or more than – €20,000 a year. Students getting enrolled in third level education mainly in master programs in Dublin can work during their student visa without any additional work permit for 6-12 months after completion of the master program. Such a reason has been another key factor for colleges

in Dublin to promote third level education for international students increasing more focus on integration of international marketing to attract management professionals.

2.7. Increasing focus of transnational to drive Enrolments:

In the recent decade, there has been an increasing trend of professional degrees and higher education for third level students to receive master degree in business, management and marketing as the demand for these programs has increased in Ireland. Most of the colleges in Dublin are actively engaged in transnational education to deliver distance education to foreign students in other countries. Among the Irish institutions '*Bilateral Academic Credit Recognition*' has gained huge attention over the last few years as a common activity to facilitate transnational education aiming to drive internationalisation of education and receive higher enrolments. Such programs facilitate international students to undertake a substantial portion of their course of third level education from their own country before enrolling in any institutions in Dublin (ICEF Monitor 2018).

2.8. Scope and Benefits of International marketing programs for 3rd level foreign students:

International marketing mainly focuses on making effective and efficient application of marketing concepts and principles in global perspective or organizations having operations in more than one country. According to the findings of Griffith and Dimitrova (2014), international marketing has been considered as an extension of a firm's domestic marketing strategy in international markets paying more attention to market segmentation, targeting, and branding. According to the American Marketing Association (AMA) "*international marketing is the multinational process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives*".

Continued technological innovation and highly effective communication systems have fostered the growth in international businesses and cross border activities that led to minimize geographical and cultural communication barriers (Evers, Andersson and Hannibal, 2012). Not only for larger organizations, but technology has made it possible for small to medium enterprises to market and sell their products or services in another country without having physical presence. However, in order to successfully achieve such objectives and success in international markets, it requires an organization a team of experts and professionals with skills and expertise on international marketing. Eventually, demand for professional courses and higher education in international marketing has increased over the years to supply more readily available experts for the job market (Kaufmann and Roesch, 2012). Global organizations have put forward their interests and preferences to make a placement drive to hire third level graduates from universities and colleges in Dublin over hiring from other courses or second level education.

2.8.1. Integration of International marketing at Dublin Institute of Technology (DIT):

Dublin Institute of Technology is one of the premier institutions in Dublin that provides education in the fields of technology, management and arts (DIT, 2018). Rising demand of professionals having knowledge and expertise in international marketing has led DIT to integrate international marketing in master programs for third level students. Master

program is mainly aimed to examine and development of international strategies for the businesses and organisations competing in European and international markets. Purpose behind integrating international marketing in the curriculum was to extend support to the industry providing skills and expertise that could enhance competitiveness and effectiveness of the organisation to compete in the international markets. This course allows third level students maximise their understanding on tactical and strategic issues that arise in managing international marketing operations (DIT, 2018). Integration of international marketing program was responsible to develop understanding and appreciation of the fast changing international marketing environment in which businesses operates and therefore enable them to understand how organisations manage their operations within this international context.

2.8.2. Diploma in International Business Studies at Dublin Business School(DBS):

Another important college in Dublin, DBS has also integrated courses on international business and marketing to be in line with economic objectives of the country and meet the demand for global requirements of professionals on international marketing (DBS, 2018). The Diploma in International Business Studies demonstrates significantly how third level courses have been integrated with national and international environments. This program aims to improve skill and knowledge of third level students on variety of business functions in international markets gaining concepts on appropriate academic theories related to range of business issues in international context. In addition, this program helps developing their learning skills to meet the demands the global business environment improving knowledge on economics, marketing, finance, management and business. One of the key benefits of this program was to improvise ability of third level students in a professional manner to undertake key concepts towards managing issues and challenge faced by businesses in international context that ultimately leads to develop practical approach among students (DBS, 2018). As a result, it helps to increase opportunity to get employed with an international firm to manage particular operations and marketing activities. Upon the completion of this program, third level students gain the opportunity to work in a variety of positions in multiple areas of finance, marketing and decision making activities in international firm.

2.8.3. MSc in international Management at Trinity College Dublin:

Trinity College Dublin has integrated master program in international management that aims to develop young managers who want to pursue international careers. Curriculum helps third level students to improve cutting-edge global business skills and international management theory that can be potential to increase their performance working in a global firm. A key benefit of this program is the association with Global Business Strategy where students are sent to Asia to spend a week time to gain experience on authentic international and cross-cultural environment that ultimately provides opportunities to prove their competencies in areas such as international marketing, international social entrepreneurship or international finance.

2.8.4. MA in International Marketing at IUBH College in Dublin:

IUBH College in Dublin has been another phenomenal example of a college that strategically given focus to integrate master program in international marketing that allows

third level students to become an executive in a business having presence in more than one nation. Moreover, this program aims to improve the skill set required to become an industry expert and professional to work with partnering firm, agencies and other institutions of the global firm. It allows students to improve learning and knowledge on how to control and manage international advertising and marketing campaigns efficiently making more contribution to achieve organizational objectives. Students enrolled in this program can increase their passion for effective customer relations and creativity in the areas of branding, sales and promotion and global marketing. Students gain benefits to maximise their approach on learning how to take over management responsibility in a business operating in an international perspective. This program has been considered as one of the most potential and job oriented education program that attracts third level students looking to improve their knowledge and skills in accordance to the exact need in the current market.

2.9. Role of Irish Government and Key Authorities in Promoting Integration of Programs for International Marketing:

Irish government has increased their concern and initiatives to promote higher education programs that could create lucrative employability among the third level students as the government and HEA is aimed to achieve success in objectives set forward in education sector. Education industry is indeed considered as the first and direct supplier of talent in the competitive marketplace to meet the demand of required skills and expertise. Most of the policies and initiatives are largely focused on promoting Ireland as a destination of education for international students however; a general view exists where Ireland is not viewed as a well-known key “market”. In order to overcome this perception, Irish government and HEA have increased their focus on creating association with international organisations and business to provide support in international courses that could help colleges in receiving more enrolments for third level programs. More funding and resources have been provided by the government to institutions for integrating master level programs in international marketing as it not only helps to attract third level students but also improves the contribution of education system towards economic growth and development of overseas population in the country to establish diverse cultural environment in the society.

Irish higher education institutions have contributed to capacity building in countries with less developed higher education systems, through the Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes, as well as through initiatives previously funded through the Tempus programme (now the Erasmus+ Capacity Building Action) (HEA, 2016). This is complemented by national schemes such as the Irish Research Council’s Ulysses Research Programme, which supports the exchange of Irish and French early stage researchers, and Science Foundation Ireland’s US–Ireland Research and Development Partnership Programme (HEA, 2016). The development of a range of joint degree programmes by Irish and international higher education institutions are another indicator of success in the internationalisation sphere (McMahon, 2014).

2.10. Understanding Student Satisfaction:

According to Tinto's (1975) Theory, withdrawal from a course is a long process which accumulates due to certain reasons, which does not happen suddenly. "The theory argues success in third level education results from a student successfully going through three stages of separation, transition and incorporation. A customer is satisfied, when he/she receives more than what was expected or more than what could have been achieved. When we look at the same in a students' perception, a student is satisfied when their performance is better than what was expected out of them or what they had thought before getting into that area of study (Sweeney, 2015). Expectation of students varies by the environment he/she is in, it could be word to mouth influences, individual needs, institutional requirements etc. (Wilkins *et al*, 2012 cited in Sweeney, 2015).

To gain competitive advantage in any business environment it is important to understand customers' needs and provide them with that to make them satisfied and loyal to that business (Alzamel, 2014). This is true even when it comes to understanding international students. A Country and its colleges must know what is it that a foreign student requires, only then they will be able to attract more foreign students and retain the same quality throughout. According to Smayling and Miller's (2012), a student performs really well when he/she is satisfied with the services provided and via academic achievements, or when small goals are achieved. In short he found a positive relation between performance and satisfaction.

2.11. Student perception towards Course Delivery:

According to a survey conducted amongst business students, business school deans and ethics experts, it suggested that "colleges and universities need to place greater emphasis on teaching skills associated with the ability to connect choices and actions in making ethical business decisions" (Floyd *et al*, 2013). When Burns and Gupta (2013) investigated social responsibility issues on business students towards marketing courses, they found that students attending Universities have a different mind-set and different opinion towards marketing courses than students attending private colleges. Later, in research they concluded Even during employment; students from Universities have different strategy towards marketing than the students from private colleges. According to Wong *Et al* (2014), delivery modes of teaching should be improved, enhanced technologically and practically.

2.12. Impact of Masters' Degree in International Marketing on Foreign Students:

2.12.1. Employment:

Central Bank figures show that, of the 203,000 jobs created since early 2012, more than half have been taken up by candidates with a third-level qualification. Average graduate starting salaries have been increasing for the past two years, reflecting this growth in demand. According to the latest gradireland graduate salary and graduate recruitment trends salary, the average starting salary is now €28,461, with some sectors where there are known skills shortages – such as in IT development – starting in the mid-€30,000 range.

Tony Donohue of Ibec says people with higher qualifications are better placed to see increases in their earnings over time. "People with lower education levels, who usually have

lower earnings at the start of their careers, tend to see a further decrease in their earnings with age. OECD data indicates that, on average, Irish adults with a master's, doctoral or equivalent degree earn almost twice those with upper secondary education while those with a bachelor's or equivalent degree earn 63 per cent more. This so-called "graduate premium" is more pronounced than in either the OECD or the EU as a whole. "An international business degree opens up a variety of careers and students can also use their knowledge to internationalize their own business or family business," says Angelika. Postgraduate study can facilitate the entry or the advancement of careers in areas such as accounting and finance, HR and marketing. According to Dr Webb, international business courses graduates are well prepared for careers in consultancy, international finance, non-profit organisations and entrepreneurial ventures.

Possible job titles include: business adviser, business analyst, corporate investment banker, human resources officer, management consultant, marketing executive, product manager, purchasing manager

2.12.2. The Stay Back Visa Extensions

In a more recent development, the Irish Government has announced that international postgraduate students will now be allowed to reside in the country for a further two years after completing their course of study. The Stay Back Option for masters and PhD students has therefore been doubled from 12 to 24 months.

The country has declared this extension of post-study visas as part of the International Education Strategy. Those who have graduated from eligible courses at higher education institutions in Ireland will have the right to seek employment in the country during this time. Once the two years is up, the graduates will be permitted to apply for a Work Permit or Green Card. A statement on the Education in Ireland website, ran under the Minister for Education and Skills, notes that the Third Level Graduate Scheme has been extended for European and non-European students alike at level nine or higher in the National Framework of Qualifications.

The Government hopes that the move will reinforce the view of Ireland as a welcoming destination for international students. It is not yet clear when the visa extension will be in operation.

2.13. Conclusion:

This chapter has made a significant development around theoretical and conceptual framework to understand the impact of third level programs on foreign students. Increasing trend for internationalisation of education has been detailed here in this chapter to demonstrate the scope of higher education from employment and economic development perspective. Few important courses and master level programs at colleges in Dublin have been discussed here to highlight the role of the course and its scope in improving employability skills and development of career plan for foreign students. Role of HEA and Irish government has been investigated in this chapter which sets out an idea about how third level programs in international marketing are promoted to attract foreign students.

CHAPTER 3. RESEARCH METHODOLOGY:

3.1. Introduction:

This chapter provides conceptual understanding of the research methodology incorporated in this research as research methodology has been regarded as decisive part of an academic research. Detailing research methodology, the researcher attempts to explain and justify methods, philosophy, approach and design used to investigate the research topic in appropriate and controlled manner. According to Watkins and Gioia, (2015), research methodology has been defined as vision a researcher holds through the research that helps to achieve the research aim significantly. For an academic research, it is highly imperative to demonstrate procedures to be carried out with respect to data collection and analysis. Purpose of this chapter is to ensure that the findings of the research could be presented and aligned to justify the topic and answer the research questions. This chapter makes a key contribution to the study detailing reasons for selecting an appropriate research method, philosophy, approach, design, data collection and analysis method used in the study. In addition, this chapter also holds importance as it highlights research limitations that restricts the researcher to collect reliable and relevant data and therefore creates challenges to reach to a conclusive remark. This research is aimed to investigate the impact of international marketing programs of third level education on foreign students mainly on their employment, college standard and economic growth. According to Smith (2015), effectiveness of the research and quality of findings can only be achieved if data collected is reliable and relevant and thus this highlights how data has been collected to present verifiable, valid, critical and systematic analysis of the information collected.

3.2. Research Philosophy:

Research philosophy has been considered as the foremost part to be detailed in research methodology as it helps setting out vision and relation of the topic with purpose and objective of the research. Detailing research philosophy, researcher seeks to ensure that the research methods adopted in the research has well connectivity and relation to the research aim and objectives.

3.2.1. Positivism research philosophy:

As described by Goldkuhl (2012), positivism research philosophy is essential for a study which is aimed to collect information, facts and required data through observation and seeks to create a relation with research objectives. Most commonly, this philosophy is used when a researcher aims to present the information in quantifiable manner that could be analysed through quantitative techniques or statistical tools.

3.2.2. Interpretivism Philosophy:

On the other hand, interpretivism philosophy has been regarded as the most commonly used philosophy in a study that integrates human context or makes an involvement of people to collect valuable information. Goldkuhl (2012) has pointed that individuals or people in our society is not just to be included as population however they hold huge importance to be considered as valuable resource for shared and subjective meaning of any topic. This is where, human contexts are considered essential in a social

academic research. Considering this significance, a researcher aims to theorize a research in appropriate manner where interpretivism philosophy helps to develop a social construction on the basis of opinions, belief, behaviour and expressions of the people considered as valuable source of information (Creswell and Poth, 2017).

3.2.3. Reasons to select Interpretivism Philosophy:

As this study is aimed to investigate the impact of third level education programs on foreign students after they complete the course from colleges in Dublin, this philosophy requires establishing a connection with participants who have completed the program involving them in the study to collect relevant and reliable data. Focusing on interpretivism study, researcher has attempted to understand feedback, opinion and response of participants included in the study to establish how they have been benefited after completion of third level education program.

3.3. Research Approach:

3.3.1. Deductive Approach:

When a researcher aims to test a theory or hypothesis, deductive research is commonly adopted to justify how they theory or hypothesis is relevant. If the tests or premises of the study holds true, conclusion of the study is also considered to be true in a deductive study. According to Creswell and Poth (2017), quantitative methods and numerical formulas are used by the researcher in deductive approach to test the data so that a conclusion could be made on the basis of confirmation or rejection of hypothesis. Deductive approach makes a study from general to specific and is more suitable when there is lack of time to conduct a study.

3.3.2. Inductive Approach:

On the contrary, inductive research approach allows researcher to stay focused on quality and detailed interpretation of information or data collected from primary sources in order to develop theories (Soiferman, 2010). It gives importance to generalizing the study from the specific to general. Following inductive approach, patterns or themes are also studied in order to develop conceptual framework in the study towards achieving the research objectives. A researcher is directly involved in an inductive research that makes the researcher to observe the data and information and therefore observation and patterns are interpreted to propose relevant theories by the end of the study.

3.3.3. Reasons for Deductive Approach:

Researcher has adopted deductive research approach in this study to develop conceptual framework towards investigating and answering research questions. Purpose of this study is justify findings on the basis of research objectives and investigate the perception of graduated third level foreign students towards marketing courses offered by colleges in Dublin. As the purpose of this study is to present specific information and outcomes from the study, where data could be validated using statistical tools, deductive research approach has been adopted by the researcher.

3.4. Research Method:

It has always been a concern for academic researcher or scholars to select an appropriate research method because before initiating the research, it is important to determine which research method would be appropriate to conduct the study and achieve research objectives. There are two types of research methods, qualitative and quantitative where researchers use either or the method on the basis of research aim and objectives. However, when a study is aimed to include both the methods, it is considered as mixed research enabling researcher to focus on qualitative as well as quantitative research methods for data collection. For this research, quantitative and qualitative research method has been used to investigate the topic.

3.4.1. Quantitative Research Method:

Quantitative research method is focused on collecting numerical or statistical data where researcher uses statistical approach or quantitative tools to interpret and analyse the data. Surveys or questionnaire is considered as the most useful and common way for collecting information under quantitative research method that includes closed ended questions. According to Watkins and Gioia (2015), graphs, tables, pie charts and comparative interpretation are used to examine information collected through quantitative research method. Purpose of following quantitative method in this research was to collect important data and information about the perception of graduated third level foreign students towards the marketing courses offered by colleges in Dublin. In order to collect information, the researcher has conducted a questionnaire survey in a close-ended format.

3.4.2. Qualitative Research Method:

Qualitative research method focuses on semi structured and in depth interviews which provides the researcher with an opportunity to explore more on the situation and wants interviewees to build on their responses (Saunders *et al*, 2016). According to Saunders, Interview is undoubtedly one of the most advanced approaches to collect data as complex open ended questions could be answered and could be explained with ease. Use of Personal Interview achieves higher response rate and give more insight about the issue (Healy, 1991). Researcher has adapted the Qualitative method to get a broad idea about the issue.

3.5. Data Collection Method:

3.5.1. Primary Data Collection Method:

Primary data collection method is commonly used in a study that aims to collect information or data in a social context research involving human participants. Focusing on primary data collection method, researcher seeks to make add on to the existing literatures or particular subject that has not been studied before. Quality information and data is collected through surveys as a source of primary data collection method along with personal interviews. Survey has been conducted on third level students who have completed their studies. Personal Interview has been conducted with graduated students who are in government sector or are in decision making level of their companies. Perception of

graduated students about marketing programs, colleges and facilities were investigated conducting survey and personal interviews with targeted audience.

3.5.2. Questionnaire Survey:

A closed ended questionnaire was conducted with graduated foreign students who have completed third level education from colleges in Dublin. Role of international marketing program on their employment have been explored and examined on the basis of responses received. Total time period to complete questionnaire was 3-4 weeks. Recruitment of participants was executed via online form and social media using Facebook pages on own profile page, to Facebook friends' groups and student societies' pages. Google Form Tool was used to structure, record and report the questionnaire. Questions were formed in a way to receive valuable, reliable and relevant feedback or response from the students. Likert scales and multiple choices approaches were used to answer the questionnaire.

3.5.3. Interview Questionnaire:

An open ended Questionnaire was prepared and was asked in the interviews. The students who were the part of interview were foreign nationals and were third level college graduates. Currently they are working for Irish companies and are in decision making levels. Interviewees were contacted via LinkedIn and appointment was booked to make the interview. Total time period to complete the interviews was 2 weeks. Interviews were face to face interviews; the details are recorded and have been attached for proof.

3.5.4. Secondary Data Collection Method:

In addition, development of the literature review is focused to establish reliable, authentic, and relevant information in the research where the researcher has used ample of secondary sources to relate the research questions with literatures. Purpose of using secondary data is to support the literature in the study and develop a theoretical background to the topic. Focusing on secondary data collection method, the researcher has incorporated range of valuable information from academic journals, academic literatures, text books, articles, magazines, newspapers, reliable websites and other useful online sources.

3.6. Sampling Method:

3.6.1. Purposive Sampling:

Purposive sampling is commonly used in a research when the researcher aims to select the sample population on the basis of `purpose of the research topic (Creswell, 2014). When a research requires specific informant or topic to be explored, it requires participants to have adequate knowledge, expertise and skills to answer the research question in justified manner. This is also referred as non-probability sampling where not every sample holds the equal opportunity to answer in a specific study that makes the researcher to identify the most suitable and appropriate sample (Etikan, Musa & Alkassim, 2015).

3.6.2. Simple Random Sampling:

Simple random sampling is used by the researcher where every target population has equal chance to get selected in the sample (Saunders, et al 2016). In a research that aims to generalize the findings from specific to general, simple random sampling method is considered commonly.

This study has used purposive sampling where foreign students mainly were targeted in the survey to investigate the perception of international marketing course in third level education by foreign students and their employment. As research aim was to investigate the perception of third level education by foreign students, researcher has targeted to include foreign students who have completed the third level program from colleges in Dublin.

3.7. Sample Size:

Investigating perception of international marketing programs in third level education by foreign students was a challenging task as it was mainly focused to include students who have completed their course that makes it difficult to find a huge sample in this study. A total of 71 participants have participated in the survey and a total of 3 student professionals had participated in the interview. However, not all the questions were answered by all the participants in the survey. This is why; few questions were remained unanswered by few respondents.

3.8. Data Analysis Method:

3.8.1 Survey Analysis:

Responses collected from questionnaire have been reported and analysed using Google Form Tool which has led the researcher to categorise responses and generate reports to analyse and interpret response. Using charts, graphs and presentation developed at Google Form, further interpretations of the findings were made to establish an understanding about the perception of international marketing programs under third level education in Dublin. Most importantly, interpretations have been made to examine and investigate perception of third level program on employment sector by foreign students in Dublin. This study has carried out questionnaires and structured observation of responses for more accuracy and reliability where the researcher has closely managed to analyse the data retrieved through graphs and numerical representation.

3.9. Ethical Consideration:

As addressed by Creswell (2012), degree of trust of the participants is a key consideration to believe that the researcher is going to respond true and valid answers for the question included in the survey. In this study, it becomes an ethical aspect where the researcher has considered that all respondents upheld their integrity and lived up to the expectations while answering to the survey questions and to personal interview questions. A strong relationship between the participant and the researcher was established to make trustworthiness remain indispensable in this study. Relevancy, reliability and accuracy of responses received from interviews and survey questionnaires were indeed the most crucial perspective to define ethical consideration in the study. In order to maintain reliability and

accuracy of the responses, this research has used academic journals, previous work by academic authors and other key articles to strengthen and support theories developed in literature review. Proper citation and use of references have been made for the work or information used from any secondary sources. In addition, protecting identity and personal details of participants in the study was also a concern where consent form has been used to ensure that personal details and identity of the participants would be undisclosed and will not be used anywhere in the study. No questions have been asked that could affect mental status or mind set of participants that can be an unethical approach if any question affects the mind set or results in aggressiveness to participants.

3.10. Summary:

Upon the completion of this chapter, it can be summarised that the researcher has adopted interpretivism philosophy to conduct the research in order to investigate the perception of third level education by foreign students mainly on the role of international marketing on their employment. Following quantitative & qualitative method in this study, survey was conducted as part of quantitative research method and a personal interview was conducted as part of Qualitative approach to examine the perception of marketing courses in third level education by foreign students.

CHAPTER 4. DATA ANALYSIS AND FINDING:

4.1. Introduction:

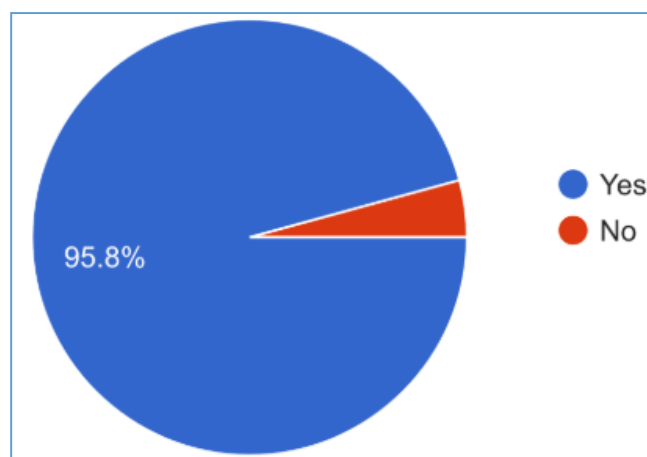
This chapter has been considered as a key to achieve research aims and objectives where the researcher has investigated the perception of international marketing programs as third level education by foreign students in their employment. Using quantitative method, survey was conducted to receive responses from 71 people who have completed their master level degree from colleges in Dublin. Responses received from these participants have been analysed in this chapter that helped researcher to investigate relation between master level programs in international marketing and their perception on employment, economic growth and college standards. Using qualitative method, interviews were conducted with three working professionals of foreign nationality, their conversations are recorded and analysed on the further sections.

4.2. Analysis of Survey Questions:

Question.1 Are you a foreign Student?

In order to understand the perception of international marketing programs on third level foreign students, it was required to find out number of foreign students participated in the survey. As already studied in chapter 2 about the role of international students in Ireland as a key for the development of employment market and economic development, this survey was primarily focused to include foreign students enrolled in third level or other degree programs in the fields of international marketing.

Figure 3 - Respondents as Foreign Students



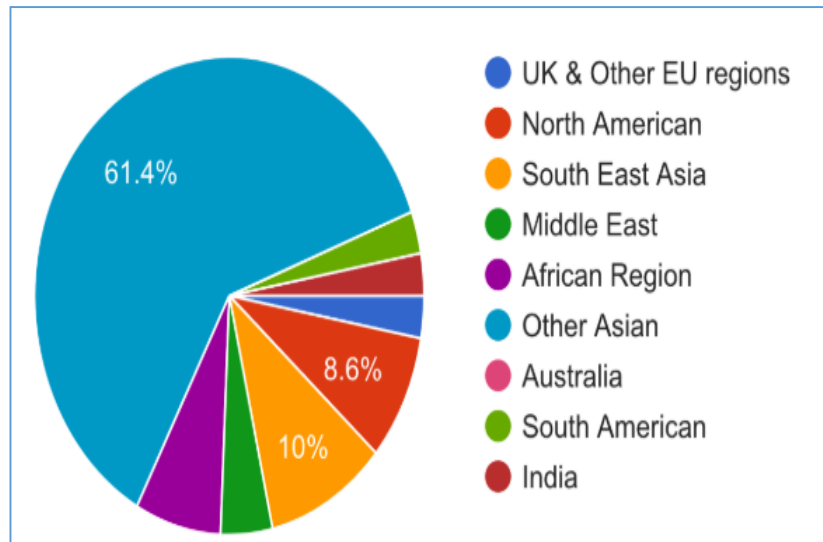
On the basis of responses received for this question, it was evident that 95.8% (70 respondents) of the total sample size was foreign students whereas remaining 1 was Irish student. With such a huge data set of foreign students, findings and outcomes of this study can be considered relevant and useful as this study aims to investigate the perception of third level international marketing programs on foreign students only. If there were larger

number of Irish students in the survey, outcomes of this study would not have relevant and effective for foreign students.

If yes, what is your native location?

Now, as 95.8% of the respondents were foreign students, it was significant enough to identify their native location as differences in native location may have differences in opinion, needs and requirements about studying in Ireland and their career goals.

Figure 4 - Native Locations of Foreign Students

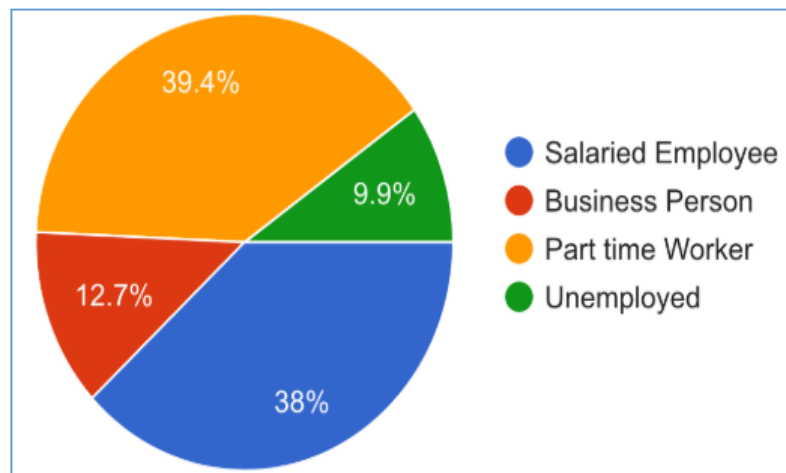


From the responses, it was revealed that majority of the foreign students surveyed in this study were from other Asian background. This category represents 61.4% of the respondents were from other Asian locations. In addition, 10% of the respondents were from South East Asian that means these Asian locations comprises of 71.4% of total respondents. China and Malaysia may be among the leading locations in these categories as data used in literature review has mentioned that more students from China and Malaysia have come to Ireland for higher studies. 8.6% of the respondents were North American students whereas only 2 respondents were from India, 5 from African Region and 3 were from Middle East. On the basis of responses collected here, it was clear that the study has included range of students from different background and location.

Question.2-What is your occupation?

In response to this question, it was revealed that there was almost equal number of participants who were either salaried employee or part time worker representing 39.4% and 38% of the total respondents. Another 12.7% respondents were business person and remaining 9.9% were unemployed. This data represents a major finding that there was very less number of unemployed people that indicates higher employment rate in Ireland. Reasons for this unemployed number can be education as they might have been studying any course or educational programs or still looking for jobs.

Figure 5 - Occupation of Respondents

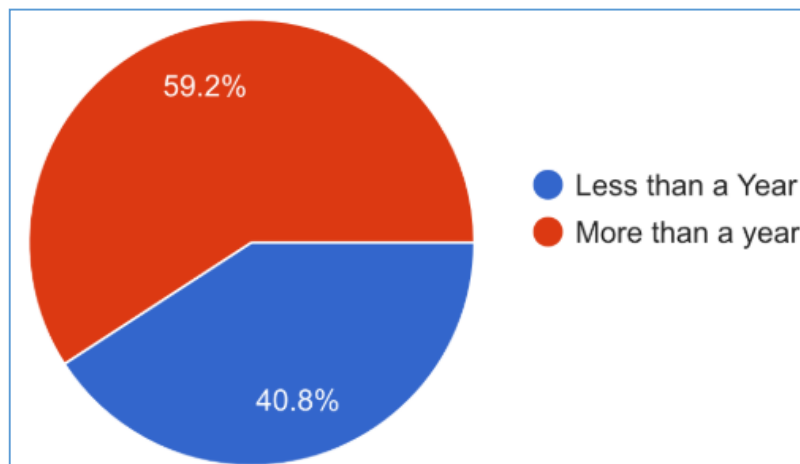


Third level educational programs are largely aimed to improve employability skills of students strengthening their skills, knowledge and experience to achieve good employment after completion of the program. More commonly, it can be seen in Dublin that majority of the students receive second level education and after that they get into employment however, job profile and working remains a constraint without having a master or higher degree of third level educational programs. This is where role of third level education for foreign students in Dublin becomes vital as students find more lucrative opportunities to get a jump in their pay package. From the responses above, highest number represents part time worker that may include students studying for higher studies and doing part time jobs to meet expenses and other needs. This can be linked according to the objective of the study as part time workers prefer doing higher education after their level 2 education as it opens up wider career opportunities to get a permanent job with higher pay package. Moreover, third level educational program can be highly important for salaried persons to enhance more knowledge on management areas that can push their chances of getting higher level promotion or better paid jobs.

Question.3. How long did it take to get a job after completing third level education from Ireland?

Relation between any professional or higher studies and receiving job after the course can be considered to demonstrate effectiveness and quality of the course program that can turn education into working. Most of the third level programs at colleges in Dublin are job oriented that attracts foreign students come to Ireland for higher studies and ensure their chances to receive good jobs after completion of the course. Purpose of this question was to find out effectiveness and ability of third level education in Ireland to provide jobs to foreign students. Finding of this question can be considered a key outcome of this study to investigate the impact of international marketing program as third level education on employment in Ireland.

Figure 6 - Time taken to get a Job after completing Third Level Education



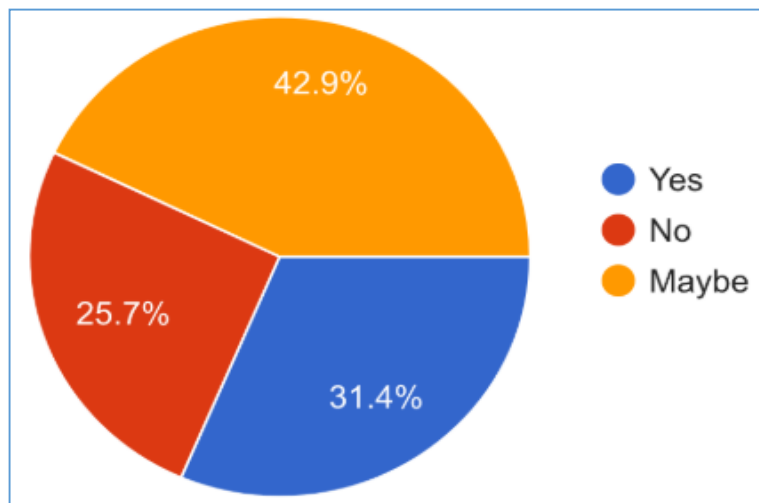
From the figure 4.4 above, it can be evident that it took more than a year to get a job after completing third level education for 59.2% of the respondents whereas 40.8% of the respondents received a job in less than a year time after. Considering only this result, it can be suggested that third level education has lower effectiveness in providing jobs to foreign students after they complete the course. However, there can be various other factors behind such a long time taken to receive a job after completing third level higher education course. For foreign students, there can be several issues or challenges that would have restrict them to receive a job within a year after completing the course. Communication challenges, discrimination at job applications, preferring Irish candidates over to foreign candidates applying for job, mismatch between higher demand of third level programs by foreign students and lower availability of relevant jobs in Irish employment sector, limited job market for third level students especially for students from international marketing and fewer number of multinational organisations to offer relevant and higher paid jobs for candidates who have completed third level education.

Therefore, these can be the possible reasons that caused to more than 1 year for foreign students to receive job in Ireland after completing third level education from colleges in Dublin.

Question.4-Do you have issues in getting a visa to work in Ireland based on your current role?

As discussed in literature review about the work permit of foreign students who have graduated with a Level 9 degree under the third level graduate scheme are allowed to stay in Ireland for 24 months (Citizensinformation, 2018). This period is permitted for foreign students to search for employment. International Students who hold a valid immigration stamp 2 permission are permitted to work 40 hours every week during June, July, August and September and from 15th December to 15th January inclusive (educationinireland, 2018). For all other time, they can work only for 20 hours per week. However, to get a Visa, students must clear the third level education to ensure they won't face any difficulties.

Figure 7 - Issues in Getting a Visa to Work in Ireland

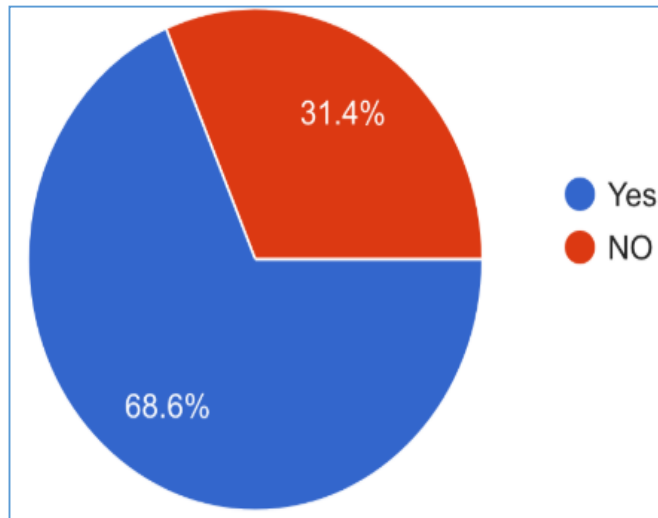


In response to this question, 31.4% of the respondents have confirmed that they were facing issues while getting a visa to work in Ireland. However, 25.7% of the respondents were not facing any such issues on the basis of their current role. Remaining but larger number of respondents was not sure about visa issues. Relating this response with issues and challenges from international student's point of view, it can be viewed that majority of the respondents were part time worker that means currently they might not be working in a company that could sponsor their visa or might not have completed their course due certain reasons, that allows to work as full time. In such situations, respondents are required to stay legally in Ireland and under the third level graduate scheme; students are required to apply to local immigration registration office. If application is cleared, only then such students can be granted with Stamp 1G to remain in Ireland.

Question.5 Have you had work experience before enrolling for third level program?

Third level educational programs are higher studies providing more exposure and career oriented curriculum to students. In order to improve current role of working and support to employment objectives by the government, third level programs in Ireland are considered significant to provide quality expertise and talent in the market. In terms of foreign students, third level program are often preferred by candidates having work experience where learning and career oriented curriculum in programs such as international marketing support in achieving better job position in Irish job market. In addition, third level programs have global recognition that creates opportunities for students to receive good jobs in global organisations. This question holds the significant value in the survey as it has led to find out demand for third level education among working people to explore their future career aspirations.

Figure 8 - Respondents having previous work experience

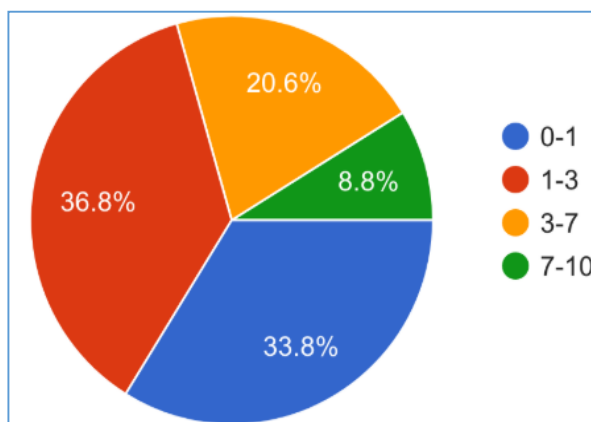


In response to this question, it was found that 68.7% of the respondents were having working experience before they enrolled in third level education at colleges in Dublin. This can be certainly linked to the assumptions and purpose discussed above where third level education is mainly preferred by working people to flourish their career and increase their skills and knowledge in relation to the need of high level job market.

If Yes, How many Years?

In continuation of the previous question, figure 4.7 has revealed 33.8% of the respondents were having less than one year of working experience prior to enrolling in third level program at colleges in Dublin. In addition, 36.8% of the respondents have confirmed that they had between 1-3 years of experience before they got enrolled in third level program. Combining these two response category, it can be seen that 70.6% of the total respondents had between 1-3 years of experience. 20.6% of the respondents had 3-7 years of experience whereas only 8.8% of the respondents had work experience between 7-10 years.

Figure 9 - Working Experience of Respondents



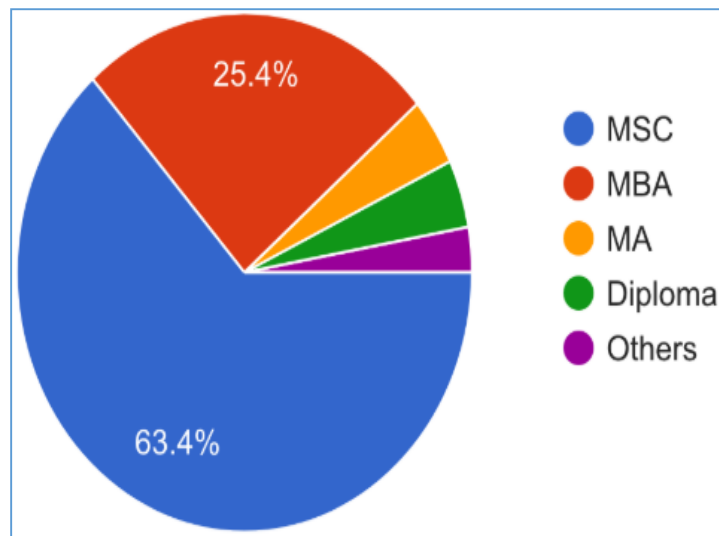
From the data above, it can be clearly understood that third level programs have wider importance among working people who seek to avail these degrees to enhance their

skill for further career developments as well as clear level 8 and 9 courses to receive full time work permit visa to work in Ireland.

Question.6-Which of the following Master level program you have completed?

Literature review has detailed that Ireland is one of the global destination for students looking to pursue higher studies in medical science and engineering courses. In addition, international students consider Irish colleges for master level degree in health and welfare, business management and arts & humanities (HEA, 2017). Master level degree helps improving career development where candidates with master level degree are considered as a significant contribution to economic development of the nation.

Figure 10 - Master Degree completed by Respondents

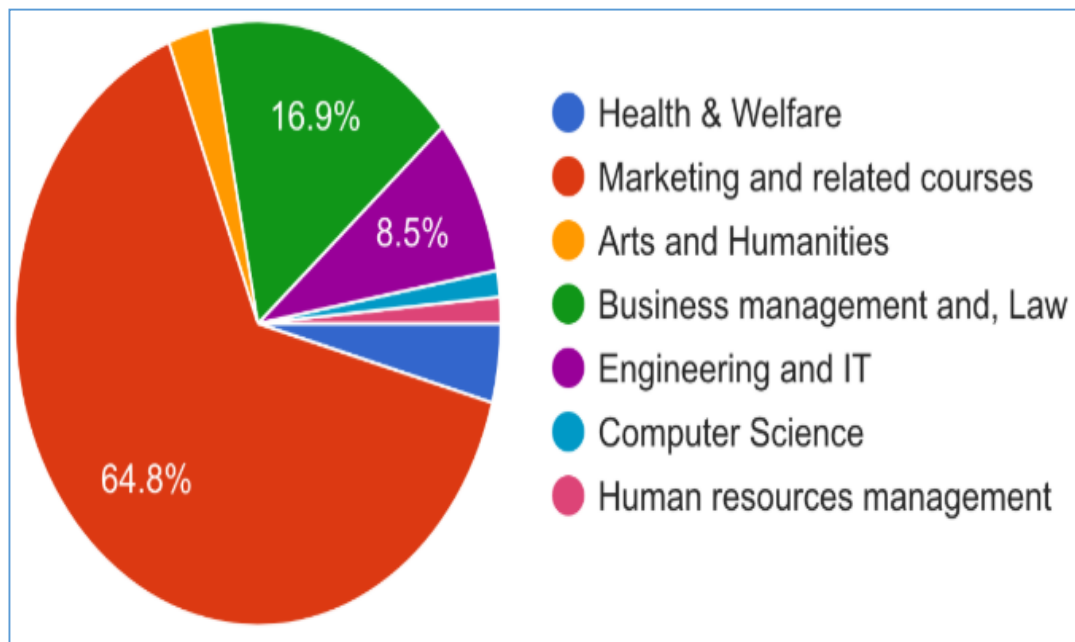


This question has revealed that with 63.4% respondents, MSC was the most preferred master level degree by foreign students to study higher education in Ireland. Courses in MSC are available in various streams of educational fields such as engineering, health and welfare, international marketing, science, arts and culture. Second important master level degree preferred by foreign students was MBA where 25.4% respondents have confirmed that they had completed third level higher education in MBA from Irish colleges. Increasing demand in the global market for skilled workforce with higher education in business and management can be considered as a driving factor for foreign students to complete MBA program from colleges in Dublin. Reason behind higher number of respondents for MSC can be related to their future career development plan or academic planning where many of these students would have planned for doing research or PHD level course where MSC plays a crucial degree to support in future studies.

Question.7-Which of the following was your Subject stream?

As this study was aimed to investigate the perception of third level education programs by foreign students in Ireland, it was important to identify which stream has the largest demand among foreign students. This question was purposely included in the survey to find out subject stream of respondents who have completed their third level program from colleges in Dublin.

Figure 11 - Working Experience of Respondents

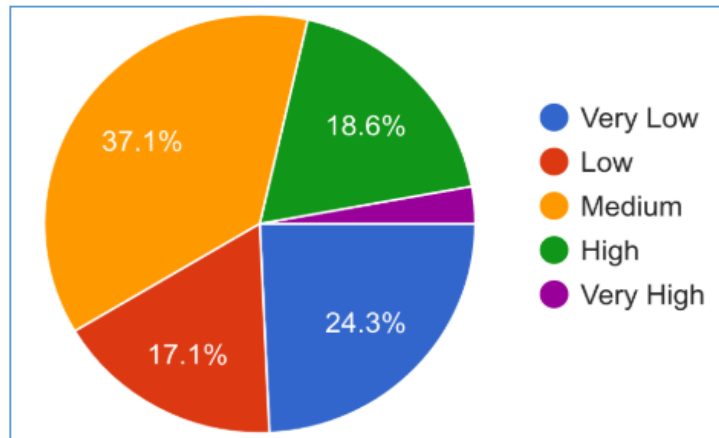


From the responses presented in figure 4.9, it was clear that marketing and related courses were the main subject streams as 64.8% of the respondents have completed their third level program from Dublin colleges in these streams. Higher response for marketing and related courses can be linked to increasing demand for experts and talent in marketing management who could support businesses and organisations manage their marketing activities and provide new dimensions to the business. Moreover, number of entrepreneurs in global marketplace has dramatically increased in past few years which have created huge demand for people having quality academic background with prior experience in marketing. Such demand can also be considered as a driving factor for Irish higher education authorities to increase their focus on international marketing programs in third level education that could attract more number of foreign students. This can also be linked to the development of economy as larger the opportunities for foreign students to enrol in marketing and related higher education programs provide higher revenue to institutions and the fees can be further utilized for research and development or support for economic development or growth plans.

Question.8-To what extent third level programs in Ireland have supported you achieve desired employment?

As already discussed and analysed above that third level programs have wider role for foreign students to achieve their desired employment, this question was asked to find out the extent to which respondents being a foreign students consider the role of third level programs in achieving desired employment. Higher education programs are generally planned and developed to make students ready for the employment and support largely to the growth of business, society and the economy along with individual career development.

Figure 12 - Working Experience of Respondents

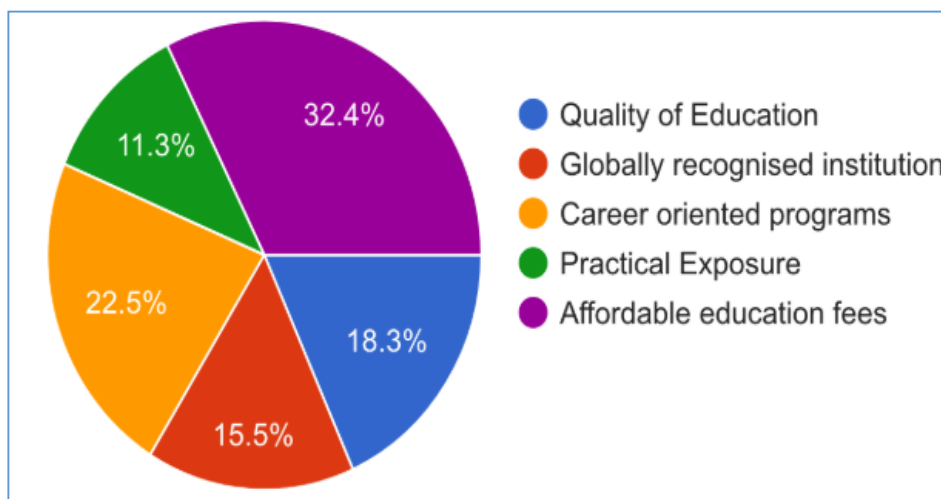


It was surprising to see the responses received for this question, as 37.1% of the respondents consider that role of third level program was medium to support in achieving desired job profile. Another 24.3% respondents consider the role of third level program very low whereas 17.1% of the respondents consider that low impact of third level program to make them achieve desired job profile or employment. Combining these three responses, it was clearly visible that 78.4% of the respondents consider the impact of third level program medium to very low in providing desired employment. This was certainly a reflection of negative response by participants who do not seem satisfied with the program in terms of achieving desired job. As a result, a clear gap in employment market is visible where Irish job market still lack to provide employment to foreign students after they complete third level program with respect to courses they choose. This creates a need by Irish government and higher education authorities to encourage global companies invest in Ireland that could create more requirement of highly qualified workforce and thus the gap identified in employment market could be filled.

Question.9-What in your opinion was the reason for studying third level program from Colleges in Dublin?

For international students there can be different reasons for overseas studies that drive their interests to study higher education programs from colleges in other country. As highlighted above, that students seek to achieve global exposure from studying overseas that could help them achieve their desired employment. Gaining quality support in career aspiration is one of the most commonly seen reason that drive students to achieve overseas program. This question was included to identify important reasons that led respondents to study third level program from colleges in Dublin.

Figure 13 - Reasons for studying in Dublin



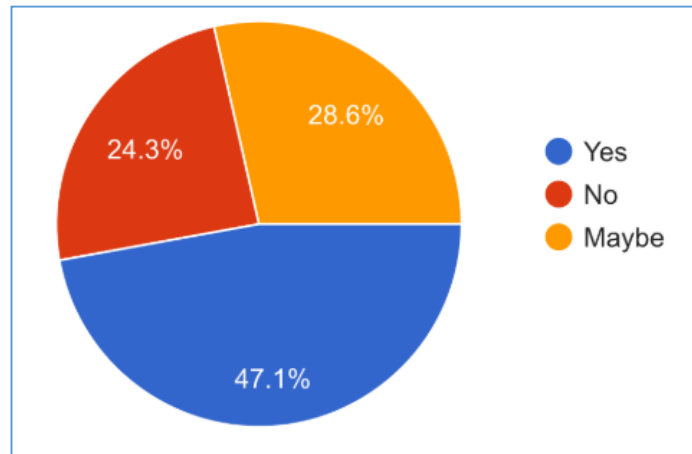
Responses presented in figure 4.11 above have revealed that there were mix reasons for respondents to study in Ireland. Majority of the respondents representing (32.4%) have considered affordability as their main reason to study in Ireland. This response can be justified with data reviewed in literature chapter indicating that higher education from Irish colleges are less costly in comparison to third level programs in US and UK. Affordable education fee in colleges in Dublin makes the country a destination of choice for foreign students looking to study for third level program. Career oriented program was found as another important reason by 22.5% of the respondents that led them to decide studying third level program from colleges in Dublin. Quality of education and global recognition of programs at colleges in Dublin were identified by 18.3% and 15.5% respondents respectively to decide for studying third level program in Dublin. Remaining respondents have considered practical exposure as their reason for third level program in Ireland.

These reasons can be viewed as increasing importance of third level programs from colleges in Dublin among foreign students that makes Ireland a key destination for higher education. Relating this response with the role and effort by HEA as discussed in earlier chapter, it can be understood that government and higher education authorities are focused on promoting third level programs making collaboration and association with other nations. Continued efforts results in influencing larger number of foreign students decide to study third level education in Ireland.

Question.10 Do you see any change in the type of employment post completion of third level program?

Indeed, any third level program or higher education courses are meant to facilitate career development plan that enables a candidate to experience a positive and favourable change in employment. As highlighted above, higher studies are preferably selected by professionals to improve their current role in employment or achieve a desired position in workplace. Considering this importance of third level program, this question aims to investigate if respondents have found any change at their employment type after completing third level program.

Figure 14 - Impact of Third Level Programs on Type of Employment



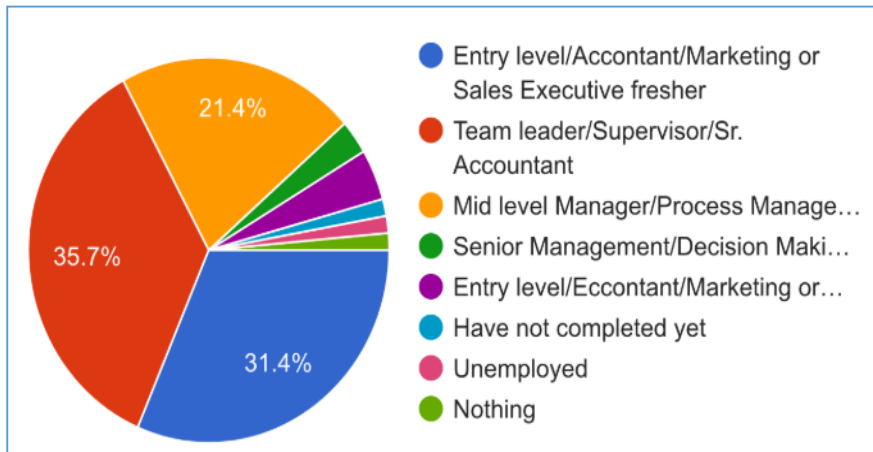
Result suggests that majority of the respondents have found significant change in their employment level after completion of third level program from colleges in Dublin. As found in response to question 7 above where 81.7% of the respondents were enrolled in third level program studying marketing management and businesses management, it can be considered that majority of respondents who found change in type of employment would have targeted studying in Dublin just to improve their current position or type of employment. Second level education can provide employment at entry level or irrelevant job profiles where foreign students seek to enrol for third level program that helps generating more employment options. Reasons for 24.3% of the respondents who do not see any change in type of employment after the completion of the program can include nature of working that require workforce to remain in similar type of employment like engineering, medicine, healthcare; overall academic credentials, communication challenges being a foreign students and legal requirements for foreign students to work.

Interpreting responses in relation to research aims and objectives, it can be determined that third level programs from colleges in Dublin have wider impact on changing type of employment that makes it more lucrative and opportunistic for foreign students to study higher education in Dublin. This response also justifies the increasing number of foreign students for third level education in Ireland as reported by HEA (2017).

Question.11 At what level job you were employed after completion of third level program?

Previous question has revealed and indicated that third level programs are important to facilitate change in type of employment however to validate this point further; this question seeks to find out change in the level of job respondents have experienced after course completion. Purpose of this question is directly linked to research aim where responses can be used to interpret the impact of third level program for foreign students on their employment.

Figure 15 - Impact of Third Level Programs on Level of Employment



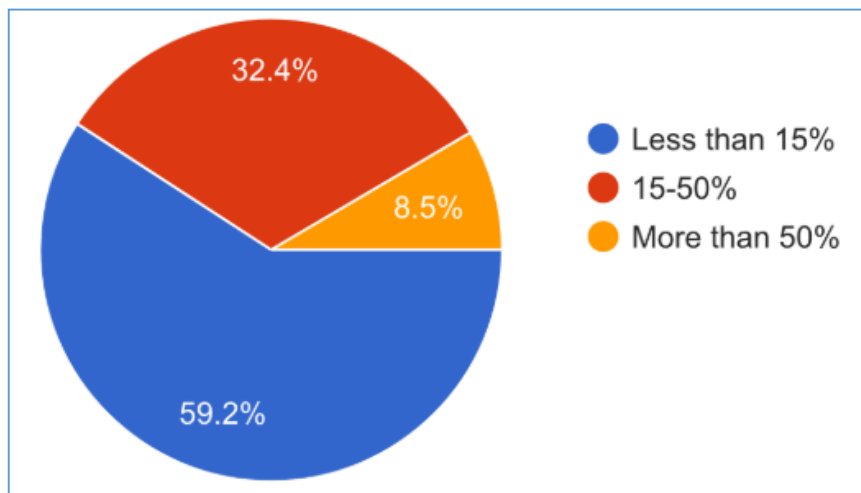
31.4% of the respondents were employed as entry level employee, accountant, marketing or sales executive at fresher level. Majority of these were people who had less than either 1-year experience or no relevant work experience before enrolling for the program. However, considering 35.7% of the respondents, it can be easily seen that they have improved their level of employment after completing the course where they have been employed at a role of team leader/ supervisor/ senior accountant or other similar position. Going further, 21.4% of the respondents have found significant change in their level of employment where were promoted to mid level manger/ process manager or other mid level managerial role.

These findings are real time evidences that provide assistance and support to develop improved understanding and knowledge about the impact of third level program on level of employment for foreign students. as the research aims to investigate the impacts of third level programs on foreign students on their employment and economic growth, findings of this question can be considered as a direct impact of studying higher education courses from colleges in Dublin as it helps students not only to get a job but helps getting appropriate and suitable move in their employment level.

Question.12 How much hike did you get in your pay after completing the master level program?

In order to investigate the impact of third level program or higher level, it was an important contribution in the study where the survey reveals potential impact of the master level program on pay hike. Finding of this question is useful not only as a data to highlight the pay hike in salary but more importantly it can be used as a reference or information by others to understand the scope and significance of third level program in Ireland.

Figure 16 - Hike in Pay after the Completion of Master Level Program



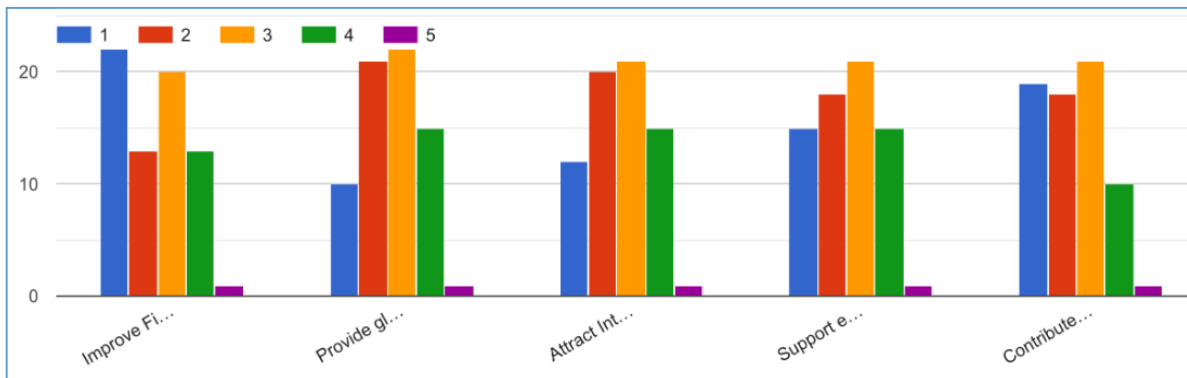
Relating responses received on this question with previous questions, it can be understood that majority of the respondents have received entry level employment with less than 1 year of experience that caused to receive less than 15% hike in their pay. 59.2% of the respondents got hike less than 15% in their previous pay after completion of the third level program. This finding demonstrates that third level education is not only supportive to receive a job though it is entry level but it provides an average of 10-15% hike which meets industry employment hike in the global marketplace. Secondly, 32.5% of the respondents have confirmed that they got a pay hike between 15-50% from their earlier pay package after completion of the third level program. Majority these respondents were people who were appointed or promoted to mid-level managerial level position. 8.5% of the respondents only confirmed for pay hike more than 50% after completion of the program. Few mid-level managers having more than 5 years of experience and respondents who got promoted to senior level management were among the people who have received more than 50% pay hike.

Findings for this question can be considered relevant and useful to understand the impact of third level program from colleges in Dublin on foreign students. With almost 96% of the respondents included in this study who were overseas student at colleges in Dublin, results can be used to interpret as a positive impact of third level program on employment where majority of the respondents received enough hike as per their change in level and type of the employment. Therefore, impact of third level education on foreign students as pay hike holds true contribution in this study to achieve research aim and objectives.

Question.13-What in your views are key factors for colleges in Ireland to focus more on International Marketing programs for foreign Students?

Literature review has already revealed that Higher Education Authority in Ireland and Irish Government have increased their focus on promoting third level programs or master level degrees in global market to receive more applications from overseas students. In order to investigate key factors that lead colleges in Ireland to promote international marketing programs, this question becomes important to support the research aims to investigate increasing impact of third level education from colleges or institutions point of view.

Figure 17 - Factors to Focus on International Marketing Programs for Foreign Students



Findings from this question indicate that improving financial benefit is the major reason for colleges in Ireland to promote international marketing program targeting foreign students. Among the factors revealed here, providing global expertise to Irish economy, attract more investments in Ireland, support to economic growth and minimizing issues of population disparity were the important reasons behind increasing focus by colleges to promote international marketing programs for foreign students.

Foreign students provide huge revenue to colleges and institutions in Ireland and facilitate global appreciation and recognition of master level courses. Skilled professionals and workforce are not only limited to provide benefits to companies as they are often considered as job creators than job seekers. Over the years, entrepreneurs have dramatically grown up where they generate employment to others supporting society, people and well-being and on the other hand provide source of income for government paying taxes. By doing so, they contribute significantly to economic growth of the nation. Moreover, there is visible population disparity in Ireland as a concern for authorities. International marketing programs can play a crucial role for economic growth as skilled employment will be improved where new opportunities can be developed making Ireland as a destination for global organisations to fill their skill gap.

Question.14-How likely you see the scope of third level education for getting jobs in international employment market outside Ireland?

In order to assess and measure the impact of third level programs on foreign students with respect to employment, this question stands out crucial as it investigates the impact of master level degrees on international marketing or related courses on foreign students to receive a job in global market outside Ireland.

Figure 18 - Impact of Master Level Programs on Foreign Students to get a Job outside Ireland

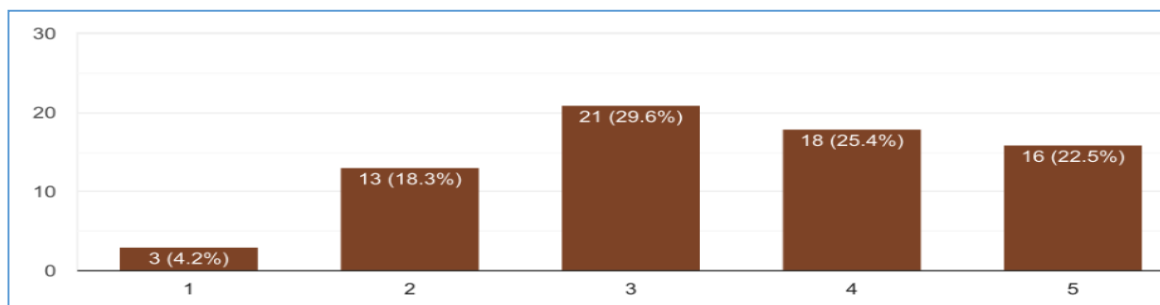


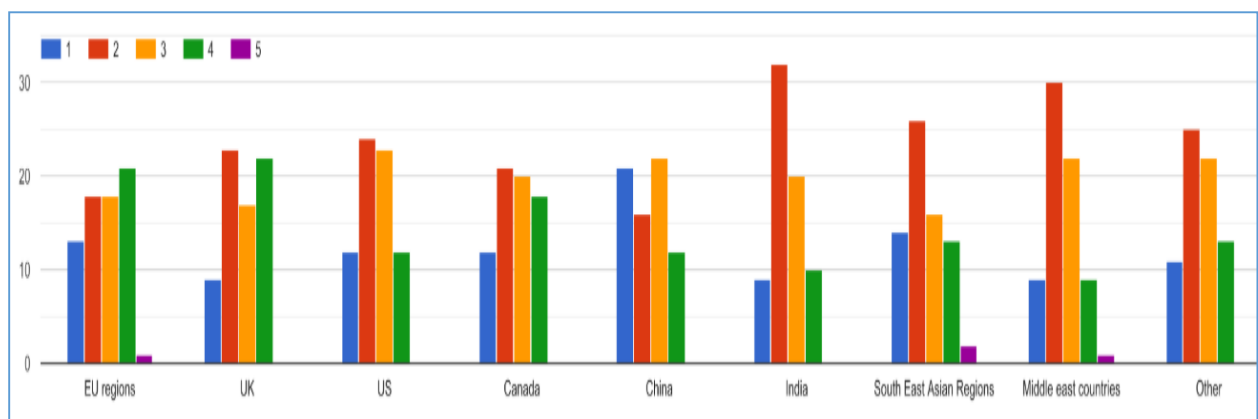
Figure above highlights the result of responses revived from 71 respondents who have shared their valuable opinion foreseeing the scope of master level degree to receive a job in international market. 21 respondents out of 71 likely consider the scope of third level education from colleges in Ireland in providing jobs outside Ireland. 18 respondents see the scope as more likely where they consider that such third level programs has greater scope of opening up a global opportunity for foreign students. Another 16 respondents see the scope of third level education as most likely for foreign students in getting jobs outside Ireland where they consider master level degrees as a determinant to provide competitive benefits in international job market. Comparing all the responses together, it can be stated that 55 respondents out of 71 find positive scope of getting an international opportunity after they complete third level education from colleges in Ireland.

Third level education has been playing a substantial role to provide enormous benefits to society and economy where it supplies expertise and talents in the market supporting to employment sector in Ireland. Various programs in master level degree at Irish colleges have led to improve employability skills through quality career orientated curriculum and exposure to practical learning. In today’s marketplace demand for courses such as MBA in international marketing, MSC in marketing management or Diploma in international marketing has dramatically increased in the global employment sector as multinational companies are continuously looking to hire experts having master level degree in marketing to enhance productivity and operational effectiveness of the business. Therefore, master level degrees in international marketing from colleges in Dublin can provide better scope provide add-on value to portfolio or resume of foreign students to receive good jobs in international market.

Question.15 In your opinion, in which international market you find the larger scope of getting jobs on the basis of third level degree and experience you gain in Ireland?

By this stage of investigating impacts of third level education on foreign students, a positive and direct relation has already been explored between the third level degree and getting a job both in Ireland and outside Ireland. Now, this becomes relevant to identify major international markets where foreign students find better and larger career growth opportunities on the basis of their degree and experience they gain working in Ireland.

Figure 19 - Market where Third Level Degree provides Larger Scope to get a Job

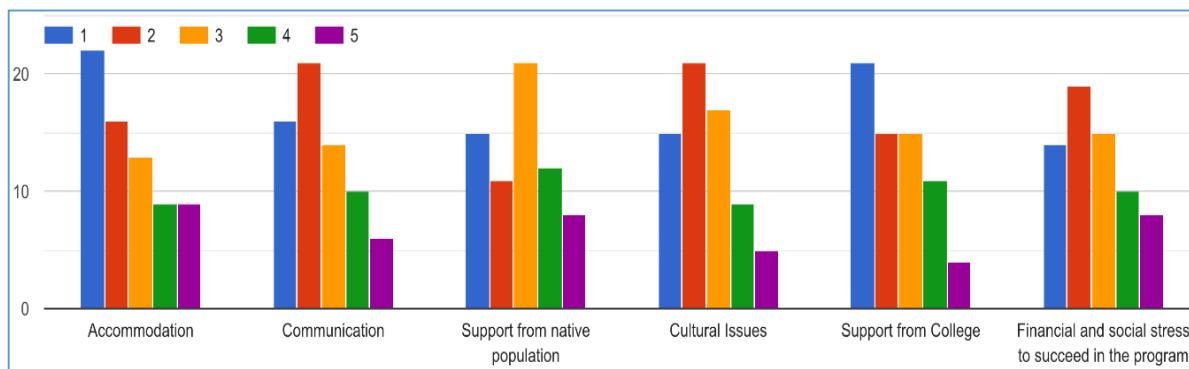


Considering responses received for this question, it was clearly visible that developing countries that include markets such as India, China and South-East Asian countries are major international markets where foreign students can find more scope for getting a job after completing third level degree from Ireland. Developing countries have been experiencing larger growth in comparison to developed nations which that creates more demand for skilled employees having higher level degree and thus make developing nations more preferable destinations for such candidates.

Question.16-What in your view were the main challenges or issues for when you have taken admission to third level programs?

Benefits and scope of third level programs have been investigated from foreign student’s point of view however to form a critical perspective in primary research, it becomes crucial to find out issues or challenges faced by foreign students after taking admissions to third level programs. Identified issues or challenges can be helpful for foreign students as well as colleges to find out possible ways so that these issues could be minimized and a better environment could be provided to future students.

Figure 20 - Issues and challenges faced by foreign students

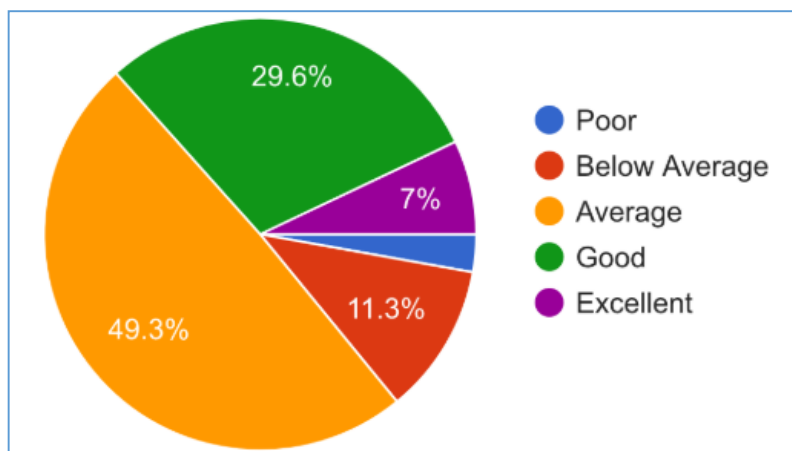


Several issues have been agreed by the respondents where accommodation and support from college towards foreign students were the main issues identified by the respondents. For foreign students, accommodation is a major issue as it is costly and requires several legal formalities to avail an accommodation in Dublin. Communication was ranked 2nd by many respondents that can be linked to understand that for non-English speaking natives, communication is certainly a challenge that foreign students face while dealing with staffs, colleagues or other classmates. In addition, cultural issues have been identified as another important challenge as there were majority of the respondents who were from a different cultural background. Respondents from China, India and South East Asia had completely different culture from Irish culture whether it is related to speaking, communication, food, religion or ethnicity. One of the key finding that was revealed in this question that many respondents consider social and financial pressure to succeed in the third level degree is a mental challenge for foreign students who find it hard and be in tremendous pressure to succeed in the program. Failure in such degrees often leads to cancellation of visa to work in Ireland and this is why foreign students consider these issues as a real challenge to get a pass in third level program. Such a situation affects their academic and career aspirations.

Question.17- How do you find role of Irish government and education authorities like HEA important in promoting third level programs for foreign students?

Third level education is viewed as a support to economic growth and improvement of college standards. Third level programs require improved academic environment and highly qualified tutors that play a key role in quality education and training to third level foreign students. Most of the programs are career oriented and aimed to enhance skills and learning of students. In order to facilitate more students' avail third level degree, colleges are required to upgrade their standards and provide more practical exposure to students. On the other hand, in terms of economic growth, third level programs enable students to receive a good job early after completion of program and thus it makes employment rate higher and support the economy.

Figure 21 - Role of Irish Government and HEA in promoting third level programs



From this figure it can be understood that 49.3% of respondents find the role of Irish government and education authorities like HEA average when it comes to promote third level programs targeting foreign students. However, 29.6% consider that these authorities are doing significant effort in promoting third level courses to foreign students. This response can be linked to financial goals of colleges where they find foreign students as a source of greater revenue

4.3. Analysis of personal Interview:

Three, Personal Interviews were conducted with working professionals, who are international students and have graduated from colleges in Dublin in 2014. Interviewees were asked 10-11 questions related to the research (questions are attached in the Appendix). All three interviewees had a common point about role of government and visa issues for international students. All Non-EU students have the issues related to visa, and the reason for not getting a job on time. The government should process work permits faster, as when international students are getting a job, due to probation time either they have to leave the job or go back to their countries. Secondly, the condition of getting a critical job to get the work permit, there are very less jobs in marketing field which gives a candidate his/her work permit. Other fields like IT, accounting, Finance and others have many job roles which give them the work permit, but there are very limited job roles in marketing sector which provides the work permit. Their perception about Irish colleges

were positive, due to less tuition fees and good course structures, they had opted Ireland as a post graduate destination. One of the interviewee had an opinion about differences in private and government colleges, that government college students have better options of getting into a good career than students from private colleges. At the same time, government college students get more benefits compared to private college students.

Their suggestions for colleges were to increase more practical sessions and introduce internships for the students to give them industrial exposure and familiarise them to Irish job culture. One of the interviewee suggested that the courses should be more advanced and should meet current market criteria. Apart from this all the Interviewees had a good college experience in terms of education and help from the college and locals. All three interviewees wanted the government to take more actions or initiatives to promote students' interest and boost their careers, when it comes to granting work permits.

4.4. Conclusion:

Primary data analysis is indeed considered as an original and recent data collection source that helps researcher to investigate research topic in effective manner. Responses are received from survey and personal interview conducted in this study from people who have completed their third level program from colleges in Dublin and further a critical analysis has been made to achieve research objectives. Considering data analysis and interpretation made in this study, researcher has successfully investigated the perception of third level education by foreign students in relation to employment, economic growth and college standards where a positive relation was found between these perspectives.

CHAPTER 5. DISCUSSION

5.1. Introduction:

This chapter concludes the research addressing key findings from literature review and data analysis part of the study. For any academic research, conclusion chapter has its significance summarizing findings of the research in accordance to the research objectives of the study. Purpose of this chapter is to develop constructive conclusion that relates findings with research aim and objectives and ensures that the researcher has significantly made theoretical and practical implications in investigation so to achieve individual research objectives. Key findings of the theoretical context developed in literature review and interpretation of data collected from primary sources have been summarized in this chapter that helps developing an understanding about the perception of third level education on foreign students with respect to employment and economic growth. Data findings and analysis were highly relevant and valuable to validate the theories and concepts developed in this study and led the researcher to investigate and explore the role of international marketing programs as third level education on foreign students in achieving desired employment and receive good pay hike after completion of the course.

5.2. Review of Research Objectives:

Investigating primary data as well as secondary data to find out perception of third level programs on foreign students, this study finds a series of quality information supporting the researcher achieve research objectives. In this study, it was found that internationalisation of education has always been a strategic object of national policies where several researchers, academic professionals and policy makers have conducted numerous studies highlighting it as a need for global education system that helps bridging the industry gap requirement for experts to support international business operational activities and transactions (Robson, 2015). Internationalisation is viewed as a driving factor or capacity that helps enhancing learning environment for students and delivering curriculum based on international market or industry requirements (Warwick and Moogan, 2013). It was further highlighted that the role of international programs or curriculum has largely been accepted by number of educational institutions and universities in Ireland to prepare students not only to learn the subjects in global perspective but to prosper themselves as a contributor to global economic goals becoming global citizens (Courtois 2017).

It was further found from the study by Jones and Killick (2013) as discussed in literature review that internationalisation of education is required to be connected with discussions about pedagogy and contexts to shape education disciplines and attractiveness of newly integrated degrees. Ireland was also one of earlier nations in EU that explicitly presented its interests and focus on integration of international programs in educational curriculum to attract students for higher education and third level degree courses (Marginson and Sawir, 2011).

There has been much debate and investigations that indicate significant effort made by the Irish higher education institutions in response to internationalization where new courses meeting the purpose of global education or industry requirements have been introduced or integrated with existing curriculum. Irish government has set out *Ireland's International Education Strategy 2010-2015* where extensive focus was given by the

authorities and policy makers for higher integration of international programs in master degree that could attract students looking for 3rd level education (Finn and Darmody, 2017). Such plan was mainly focused to increase larger numbers of foreign students and researchers to Irish higher educational institutions as well as encourage local student's mobility to other nations for higher education. Ultimate objective of this strategy was to maximize benefits of internationalisation in commercial and enterprise perspective to support national economic goals and growth for Irish economy.

Policies and frameworks developed as per *Ireland's International Education Strategy 2010-2015* were highly responsive for the Irish higher education system that performed substantially to increase the recruitment of foreign students from a several countries including India, China, USA, Brazil, UK, and Saudi Arabia (HEA, 2016). According to the work by Finn and Darmody (2017), it was revealed that total number of foreign students enrolled in universities in Ireland has reached to 10,981 from 4,184 between a period from 2000-01 to 2012-13. As per recent published report by HEA (2018), focus was very much evident where HEIs have reported growth in enrolments of foreign students. Out of overall enrolments in HEIs, 10.6% were international students. Majority of the enrolments were made for higher studies in third level education where courses for the level 6-10 in the National Framework of Qualifications (NFQ) were offered. In today's global context, international businesses and economic activities include the involvement of the transaction involves the transaction of products and services between multinational commercial parties. Globalisation and increased cross border commercial transactions have created huge demand for experts having skills and knowledge of dynamics required to deal activities and transactions in international markets. As a result, educational institutions and colleges focusing only on traditional subjects or courses are considered unable to meet own objectives and provide globally required talent. Conventional education does not support to meet global objectives of the economy. Role of HEIs, colleges and universities are considered phenomenal and highly worth to generate talent and skill to meet the labour market requirements, however in order to meet global talent requirements, their role becomes more imperative and crucial that also supports in economic development of the nation providing financial benefits to HEIs and economy.

Key factors such as Ireland's location in Europe, cheaper tuition fees in colleges in Dublin than other English-speaking nations in EU an easy application procedure through websites of respective colleges were the main drivers for educational institutions in Dublin benefits over other countries. According to the research conducted by HEA (2018), reputation of the college and availability of a certain course were identified as the most important considerations for students to decide for the college in Ireland. However, personal safety provided and promoted by the colleges was also highlighted as a key point that students consider important to establish their connection with the college. Another important point highlighted by Enterprise Ireland was the financial benefits of integrating such programs to attract foreign students that contribute over €1 billion to the Irish economy out of which approx. €700 million was contributed from higher education for third level student. Since 2012, total number of international students coming to Ireland has increased over 25% (McGuire, 2017). In the recent academic year, total international students are about 8.8 per cent of the overall student in Ireland where HEA aims to witness 15 % increase by 2020. Fees for non-EU postgraduate courses can be close to – or more than – €20,000 a year.

Critical investigations made by the researcher had larger role in this study to achieve research objective that aims to **investigate perception of international marketing program on employability of students and economic growth**. Post completion perceptions have been analysed and interpreted in relation to support this objective. Role of master level courses in international market or related subjects to provide employment, improve the level of employment and change in type of employment have been analysed on the basis of survey and interview responses responses that led to achieve this objective. In addition, impact of third level education on economic development and growth of the nation have been investigated developing a relation between the role of skilled workforce and their role in generating further employment as well as higher tax revenue for the government that support in economic growth and development.

As the research topic was primarily aimed to investigate the perception of international marketing program as third level education by foreign students, another important objective was developed in this study to **identify role and responsibilities of Irish government and education authorities in Dublin to promote and facilitate international marketing programs in foreign countries**. Theoretical development established in literature review chapter was fundamental to provide conceptual understanding about the role of higher education authority and the Irish government to promote international marketing programs in other countries. Schemes and national level programs proposed and implemented by key authorities in Ireland were significant to demonstrate their dynamic role in the promotion of third level programs in foreign countries to attract foreign students. Primary data analysis and interpretation has made it possible to achieve this objective justifying the secondary findings with primary data. A true, valuable and positive relation was established between secondary and primary research conducted in this study where responses received have led to identify the role of HEA and Irish government to promote and facilitate third level programs for overseas students.

CHAPTER 6. CONCLUSION AND RECOMMENDATIONS

6.1. Researcher Recommendation:

There are many ways to improve the employability standards for international students studying in Dublin. Such as, government could take steps to make changes in issuing visas. Students should be provided with internship opportunities via colleges. Colleges could tie up with companies to provide industrial and practical training to students during their courses. Colleges could invite guest lectures more often to boost students' career. Government could work on providing more scholarships to increase interest among students to concentrate more on their academics. Colleges should organize more job fairs for the students to give them an exposure of the Irish work sector as every student coming from different nationalities have different work cultures back at home. Colleges should provide industrial tours or tie up students with companies to complete at least one real life assignment.

6.1.1. For College Administration:

Colleges in Dublin should enhance their focus on developing association with educational institutions in other countries to promote third level education or higher studies exhibiting scope and benefits of master level programs for students to improve employment opportunities in Ireland as well as in global market. International association will help to improve college standards as it will open up opportunities to establish core training programs in respective industries for students to make in global workplace environment. In addition, to avoid issues such as cultural and communication and its impact on performance of foreign students, colleges must develop programs or initiatives that could encourage students to adopt a collaborative and mixed culture environment in education.

Proposing scholarship programs for higher performing students can also play a key role in promoting and attracting foreign students to decide for taking admissions in colleges in Dublin. Considering the benefits of third level programs from economic growth as revealed in this study, college administration should aim to integrate industrial training and experiencing practical working environment as mandatory for students which will send a message to foreign students to achieve higher industrial learning and knowledge. As a result, it will impact decision making of foreign students to take admission in colleges from Dublin and foster opportunities for better career development.

6.1.2. For Education Authorities:

Education authorities in Ireland must concentrate to provide required resources and fund to colleges to improve their standards that could facilitate higher level or third level education to foreign students. Subsidies, financial support, facilitating global recognition to master level programs in international marketing or related studies and establishing industry association with these programs can be provided by education authorities which will help to create positive and favourable perception about the third level programs from colleges in Dublin among foreign students seeking for overseas education and therefore help in generating more applications from international students.

6.2. Scope for Future Research:

This study has investigated the perception of third level education considering international marketing as a master level program by foreign students where the researcher has aimed to find out relation between these programs with employment, colleges standards and economic growth. Though positive relation between these has been demonstrated on the basis of findings and analysis made in this study, however there is always a scope for further research to investigate how such courses can help mobilizing native students to study in other foreign countries considering the benefits and scope of this study.

6.3. Conclusion:

Objective1: To investigate increasing trend of integrating marketing programs by colleges in Dublin and to find out scopes and benefits of it for 3rd level international students.

Conclusion: As per the survey and interview data, there is an increasing trend of integrating marketing programs due to student demands and rising job opportunities in Ireland. No doubt that there are issues related to visa in marketing sector, but most students are opting for digital or social media marketing streams and which fall under critical skills. If the student has prior experience in that field it has become easy to find jobs in that sector.

Objective2: To relate the benefits of such programs with global requirement of expertise in international business.

Conclusion: As mentioned earlier, Ireland being the English speaking country, it has become easier for international students to come and harness their skills. AS the world is progressing towards digital media and digital modes of communication, it is very important for the colleges to integrate marketing courses which meet the industrial standards. And the more reason that students are opting to make a career in that field. There are many job opportunities in this sector which does not even have visa issues.

Objective3 & 4: To identify role and responsibilities of Irish government and education authorities in Dublin in facilitating integration of international marketing. And to provide useful insights and suggestions to other educational institutions, colleges, universities, industry experts and policy making authorities in a global perspective to focus more on international marketing courses in higher education.

Conclusion: Irish government has increased the span for job search for the international students from one year to 2 years, at the same time it is promoting Irish colleges to attract more of international students. As per the finding many of the private colleges have integrated marketing courses of current market standards to meet student requirements, still there are many changes that are to be taken care of. Such as, giving industrial experiences during courses and exposing students to the current market scenarios.

Objective 5 & 6: To investigate the career changes amongst graduated students in Dublin post Course completion. And to investigate, international graduated students' perception towards the colleges and facilities provided to them by colleges and government.

Conclusion: As per the findings it is seen that most students got jobs based on their previous experiences and skills. According to the students their degree was not as useful as they thought before coming to Ireland. Students wanted colleges to take initiatives in bringing more companies for placements and organizing job fairs. For few, who got jobs in the sector they studied, there were significant career changes but for those who got jobs based on their previous experiences there was not significant changes.

Objective 7: To investigate what could have been made better to improve the standards and qualities provided by the Irish government and colleges in Dublin.

Conclusion: Students want colleges to take initiatives in making programs attached with industries. In short, wants colleges to provide more industrial experiences than theoretical knowledge. Students want government to work on visa issues and modify them. Add more number of job roles related to marketing sector in critical skills list.

This chapter has made a significant contribution in this study summarizing key findings investigated from primary and secondary data analysis. Aims and objectives have been reviewed in this chapter that highlights how the research has achieved each objective developed in the research. This study has successfully achieved the aims and objectives through critical investigation using quantitative and qualitative research method. Quality information has been discussed which helped to develop an understanding about the perception of third level education by foreign students in relation to employment, economic growth and improvement of college standards. Useful recommendations to key stakeholders have been provided that can help improving the impact of third level education on foreign students.

CHAPTER 7. SELF REFLECTION AND OWN LEARNING

7.1. Introduction:

The Final section of this Dissertation is to reflect on my learning process in the making of dissertation. To reflect on skills, I developed in this journey from the beginning of MBA till the end of Dissertation. Before proceeding further, I would like to speak about my personality and changes in it. I will talk about, how Dublin and DBS helped me mould it over the months and how it helped me finish my dissertation.

7.2. Personality Type:

A person can develop a trait or become someone overnight; it takes time and influences to change some one's personality. Environment and surrounding plays a crucial role in making a person, it also depends on where and how he/she was brought up. Before coming to Ireland I was an impulsive decision maker, I used to go with the flow and decide on the way and improvise. After coming to Ireland and after cultural change I realised how difficult it is to manage things if one goes with the Wind. Over the time I learnt to plan and make schedules before doing anything, this was a big change I noticed in my life in this process of completing my MBA and dissertation. I took multiple Personality tests online, I liked and the closest result was by 16personalities.com. According to it I have CONSUL Personality or ESFJ type personality. According to this I am a "social creature", which is very true. I grew up in different places in India, every two years I had to change school and place due to transferable job of my parents. Due to which I had a total new environment and surrounding in every two years, this is how I developed traits to adapt in any surrounding and in any culture. As per my personality trait I would be leading people, which is very true, I really want to lead in such a way that I could help and guide for betterment. It says CONSULS are not very organized, which is also true, but I have started to change this as I learnt in the past months, if I want to achieve and progress in life, without planning and scheduling its not possible for me. Overall I am an easy going person, who is not worried all the times.

7.3. What is learning?

Learning has two meanings. First, Process of acquiring skills and knowledge, 2. End result of process, whatever knowledge and skills achieved (Mumford, 1995). According to Mumford, learning can be achieved via formal structures like education and training, which are designed by trainers and experts but they are not same as achieved learning or via experiences from the surrounding. A person is said to be learnt if at the end he/she demonstrates them in their line of work which they didn't know and had not demonstrated (Mumford, 1995).

According to The Honey and Mumford learning Cycle, first is having experience, there are 2 ways reactive and pro-active. Learning opportunities are increased if everyday things happening around are boosted by additional experience created by us. Second is reviewing the experience, in any process it is vital and very important to review the process, because it tells where we stand and what needs to be improved. Third, concluding the experience, it is important to answer the lessons learnt and to summarise everything in one.

Last but not the least is planning the next step, which is very important, unless the next step is planned the learning is not concluded.

My Dissertation follows the same process, I had very little knowledge about the business world, how it operates and what are its functions, that is the main reason of me choosing general management as my course, because it teaches me and shows me a broad spectrum of how a business environment is. Coming to finishing my dissertation, during first semester I had chosen a topic related to finance and banking, as time progressed it was unrealistic and wasn't a topic for 1 year MBA program. Later I changed my topic to housing crisis on international students but was difficult to narrow down, I really thank my professors and supervisor to give my ideas to revolve around and change my topic to current. Then I started planning around the topic, by reading articles related to my topic and sat with graduated students to collect their perception about the courses offered by colleges in Dublin. Then I started looking into justifying my research and objectifying at the same time. Based on my primary and secondary information, after collecting my data I started writing my dissertation, finding the literature was easy, but putting the collected data was a tough task but results turned out as expected. I always want to be in a career where I can plan a project and give consultancy; the main reason for me to choose the topic and was based on general management. Through this research I can, hopefully provide ideas to colleges and government authorities to make changes to make a better environment for international students in terms of jobs and college experiences.

7.4. Skills acquired during the process:

During my MBA I learnt basics of management, in terms of researching, finance, marketing, strategizing a business, analysing data and situation previously which I had very little knowledge about. I had a bad habit of looking into tasks in a broad way and completing large volume tasks at one go, which created problems for me to complete the dissertation and other tasks in personal life. As time progressed I developed the skills to break a large task in to smaller volume and complete those small goals on time. Which not only helped me complete this dissertation but also helped me in my personal life? I developed the habit of analysing data or information provided to me and how to look for more information in a smart and less time consuming way. This has allowed me to focus on what I do by breaking them into smaller pieces and completing them within a certain time frame. As mentioned earlier about the stages of learning, it was important to use them wisely as each one of them is interconnected. Although time used in each may vary depending on the nature of work but it was very important for me to stick to those elements of learning to complete the dissertation.

If I talk about my personal skills that I developed during the period of completing MBA, there are certain technical skills that I developed too. Such as, use of project management tools like Gantt charts, flow diagrams, which were of great help for completing my dissertation. I developed the skills of public speaking and negotiation, which is a must in the current world. I learnt to channelize my focus to a particular goal, which I was missing all those years. I knew where I wanted to be but It was difficult for me to take the first step, as I did not know what is the first step. This course, my professors and friends helped me to find and seek that step.

7.5. Learning Style Preference:

According to Honey & Mumford there are 4 learning style preference, Activist, reflectors, Theorist and Pragmatist. Upon completion of learning style questionnaire, I found that I fall in the Theorist and Pragmatist section. Some of the characteristics of being a theorist is being conceptual, seeing the overall picture, clear and structured objectives and presenting logical ideas, which are very true to my current nature. And I wish these characters to remain with me throughout my career.

My graduation was in a technical stream and after working with an IT company it was important for me to know how that company or any company in this world works. I was very curious to learn the base of management. Thanks to the stream and courses I chose. I got exactly what I was looking for through the subject provided by the college. I learnt and put them in practice which I had not done or experienced during my graduation or working years. This course and college have taught me to think outside the box and push myself to the extreme level. At the same time, I have learnt to work smartly to get the work done.

7.6. Being Effective:

The purpose of a college is to prepare a student for life not just for that one or two year of enrolment. The same goes for the student as well, a student must enhance skills for life not just for a period. Purpose of self-reflection is not only to current style of learning but to identify further development as well, I used online tools to find my skills and places I need to develop. I have been doing so, one of them is time management and planning before putting into work. I was a person who never gave a thought before doing something, but now I plan before putting myself in that situation. I used to speak without thinking and was speaking more doing less, but I have been improving in that area as well. I like taking risks but at the same time I used to get bored and drift from things if achieved certain goals and used to leave and jump into next. Due to this I always used to leave my work in the middle, I have changed that habit of mine that has helped me a lot in making this dissertation possible. As said by Muhammad Ali "when I work-out I do not start counting until it hurts" I am following the same principle in my life, to push my-self to extreme to achieve a certain goal.

CHAPTER 8. BIBLIOGRAPHY

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CHAPTER 9. APPENDICES

This section of dissertation contains the survey and interview questionnaires along with the survey responses and excels sheets of the data collected from primary research.

Appendix 1: Interview Questions:

- Q.1. which year did you come to Ireland and what was your subject stream?
- Q.2. what was the reason for choosing Ireland as postgraduate destination?
- Q.3. Did You find job based on your course or previous experience?
- Q.4. what in your opinion is the reason for increased number of international students in Dublin?
- Q.5. what are the traits international Students lack?
- Q.6. what are the benefits and scopes of marketing courses in Dublin?
- Q.7. what are the career issues for an international student post course completion?
- Q.8. How was your college experience?
- Q.9. How has the government supported international students?
- Q.10. Any suggestion that could have been done to make things better?

Appendix 2: Survey Questionnaire

Survey Questionnaire was created via google forms and was distributed in social media platforms, such as, Facebook and WhatsApp. Following is the link to access the Survey.

<https://docs.google.com/forms/d/e/1FAIpQLSf0bLoZhUqkfBye-bqyU-vU3mnUJiDqYOVoy8F569kyxns57Q/viewform?vc=0&c=0&w=1>

Following are the questions of the survey:

- Q.1. Are you a foreign student?
 - Yes
 - No
- Q.2. If Yes, what is your Native?
 - UK & Other EU regions
 - North American
 - South East Asia
 - Middle East
 - African Region
 - Other Asian
 - Australia
 - South American
 - Other:
- Q.3. Occupation
 - Salaried Employee
 - Business Person
 - Part time Worker
 - Unemployed
 - Other:

Q.4. How Long did it take to get a job after completing third level education from Ireland?

- Less than a Year
- More than a year

Q.5. Do you have issues in getting a visa to work in Ireland based on your current role?

- Yes
- No
- Maybe

Q.6. Have you had work experience before enrolling for third level program?

- Yes
- NO

Q.7. If Yes, How many Years?

- 0-1
- 1-3
- 3-7
- 7-10

Q.8. Which of the following Master level program you have completed?

- MSC
- MBA
- MA
- Diploma
- Others

Q.9. Which of the following was your Subject stream?

- Health & Welfare
- Marketing and related courses
- Arts and Humanities
- Business management and, Law
- Engineering and IT
- Other:

Q.10. To what extent third level programs in Ireland has supported you achieve desired employment?

- Very Low
- Low
- Medium
- High
- Very High

Q.11. What in your opinion was the reason for studying third level program from Colleges in Dublin?

- Quality of Education
- Globally recognised institution
- Career oriented programs
- Practical Exposure
- Affordable education fees
- Other:

Q.12. Do you see any change in the type of employment post completion of third level program?

- Yes
- No
- Maybe

Q.13. At what level job you were employed after completion of third level program?

- Entry level/Accountant/Marketing or Sales Executive fresher
- Team leader/Supervisor/Sr. Accountant
- Mid-level Manager/Process Manager/Marketing or Sales Manager/Accounts Manager

MBA Dissertation

Senior Management/Decision Making Positions

Other:

Q.14. How much hike did you get in your pay after completing the master level program?

Less than 15%

15-50%

More than 50%

Q.15. What in your views are key factors for colleges in Ireland to focus more on International Marketing programs for foreign Students? (Rank 1(low) to 5(high))

Improve Financial Benefits

Provide global Expertise to Irish Economy

Attract International Companies to find ireland a destination of global experts

Support economic growth

Contribute to Population disparity

Improve Financial Benefits

Provide global Expertise to Irish Economy

Attract International Companies to find ireland a destination of global experts

Support economic growth

Contribute to Population disparity

Q.16. How Likely you see the scope of third level education for getting jobs in international employment market outside Ireland? (Rank 1-5, low to High)

Q.17. In your opinion, In which international market you find the larger scope of getting jobs on the basis of third level degree and experience you gain in Ireland? *(Rank 1(low) to 5(high))

EU regions

UK

US

Canada

China

India

South East Asian Regions

Middle east countries

Other

EU regions

UK

US

Canada

China

India

South East Asian Regions

Middle east countries

Other

Q.18. What in your view were the main challenges or issues for when you have taken admission to third level programs? (Rank your views)

Accommodation

Communication

Support from native population

Cultural Issues

Support from College

Financial and social stress to succeed in the program

Accommodation

Communication
Support from native population
Cultural Issues
Support from College
Financial and social stress to succeed in the program

Q.19. How do you find role of Irish government and education authorities like HEA important in promoting third level programs for foreign students?

Poor
Below Average
Average
Good
Excellent

Q.20. Did you receive any funding support or scholarship for academic fee from any Irish authority or government that made you decide doing third level education in Dublin?

Yes
No

Q.21. If Yes, How much of the fee was refunded?

Less than 25%
25-50%
More than 50%

Q.22. How likely, you are going to recommend or suggest third level programs from colleges in Dublin to friends or family members, in your native location who are looking to study abroad?

Not Likely
Less Likely
Likely
More Likely
Most likely

Appendix 3: Interview Transcripts

Researcher: Which year did you come to Ireland and what was your subject stream?

Interviewee1: Came to Dublin in Jan 2015, had chosen marketing stream.

Interviewee2: Came to Dublin in 2015, had chosen General Management, later changed to Finance

Interviewee3: Joined in 2015, joined in MBA cloud Computing

Researcher: What was the reason for choosing Ireland as postgraduate destination?

Interviewee1: Course structure was good and low tuition fees.

Interviewee2: Low tuition fees, wanted international experience and exposure.

Interviewee3: Good course material in chosen stream and low tuition fees.

Researcher: Did you find a job based on your course or previous experience?

Interviewee1: Based on previous experience and not based on course.

Interviewee2: First job based on previous experience, second and current job profile based on course

Interviewee3: Based on previous experience, but later used the course to get into different projects in the same job

Researcher: What in your opinion is the reason for increased number of international students in Dublin?

Interviewee1: Low fee structure, good job sector and good course materials.

Interviewee2: Low fee structure. Number of educational consultancies has increased in India, who promotes Ireland for postgraduate studies.

Interviewee3: low fee structure, good renowned colleges and blooming job sector.

Researcher: What are the benefits or scopes of marketing courses in Dublin?

Interviewee1: if looking to stay for long, then better to choose other courses as there are very less marketing related jobs which are under critical skills, there would be visa issues.

Interviewee2: Must have previous experience and required skills, must enrol in Digital marketing, which is falls under critical skills.

Interviewee3: Must opt for digital or content marketing, might have visa issues later. But opportunities are rising.

Researcher: What are the career issues for an international student post course completion?

Interviewee1: issues related to visa and work permit

Interviewee2: Issues related to visa

Interviewee3: visa issues, might have to leave country after spending so much due to no work permits

Researcher: How was your college experience?

Interviewee1: College support was good, good course material, was more theoretical than practical.

Interviewee2: good college experience could have been better.

Interviewee3: good course work, but was very basic, could have introduced good and more subjects based on current market demand.

Researcher: How has the government supported international students?

Interviewee1: No support from government, apart from increasing number of years in student visa

Interviewee2: No support in terms of finance, but does support and have multiple options for government colleges

Interviewee3: No support, apart from increasing number of years in student visa.

Researcher: Any suggestion that could have been done to make things better?

Interviewee1: could have introduced industrial exposure in course work,

Interviewee2: Government should increase work permit durations and number of critical skills.

Interviewee3: colleges should introduce more advanced course works, government should revise work permit and student visa rules.