

AN INTERNATIONAL ASPECT IN TURKISH HIGHER EDUCATION SYSTEM

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ABSTRACT

Having different perspectives, globalization has integrated world-wide view in education, culture, economy, policies, marketing and brought competitiveness, democratization, and privatization. As a result of globalization, more people from different areas started to request university education which resulted an increase in the number of higher education institutions, thus the popularity of international education programs. The most important goal of global education is to provide students and staff with different opportunities and let them widen their minds by connecting cultural distance. It is a process to increase the knowledge and improve skills and behaviors which is required to better survive in today's world by achieving international sovereignty and international financial strength. The study aims to utilize the previous studies and experiences to highlight the internationalization processes worldwide and interaction of Turkey among the other countries, gives idea on the contribution of internationalization to the Turkish higher education system and includes suggestions on the additional tasks that might be done in order to achieve better success for international education in Turkey.

1. INTRODUCTION

The interest for the international education has been increasing in accordance with the rapid changes occurring in the world since 1990s. The emergence of new business areas for different quality and competence with the globalization, the rise in the development efforts of developing countries, the need for the qualified workforce of the developed countries, the increase of cooperation and interaction between the countries, the change of production relations, the wish for a having different intellectual experience except their own countries and a great many reasons have resulted in achieving a significant level of international student mobility. While the number of international students was approximately 800 thousand around the world in 1970s, it reached more than 4 million in 2013 and remarkably, the students from Asia region takes the 58% of this number (Ak et al., 2016). The number of international students is expected to increase to 8 million in 2020 (OECD, 2013).

This drastic increase led higher education institution to start evaluating their duties and responsibilities in order to prepare their students as worldwide citizens and professionals in today's world. As a result, internationalization which is defined as bringing an international perspective into the teaching, research, and labor functions, has become a base policy in education institutions (Jackson, 2008). It is quite obvious that education is an essential factor that plays a significant role in the process of internationalization for educating successful individuals who can easily deal with new challenges, have global identity, intercultural sensitivity and communicative competence.

International students make great contribution the countries in which they studied such as reinforcing academic, cultural, social and political connections among countries (OECD, 2016a). As a result, international student mobility is seen as an effective tool to develop cooperation and enhance collaboration between the countries and the cultures. In order to increase the international student number, accreditation studies to fulfill the standards are carried out, by this way, quality of education is increased.

In this study, we aimed to develop a perspective of international education in higher education institutions of the world and Turkey. From this perspective, our goal is to open a window to see the direction of today's world in international arena and have opinions about the future goals which might help to construct consistent and rational approaches to benefit more from internationalization.

2. VIEW OF THE INTERNATIONAL HIGHER EDUCATION WORLDWIDE

It is a priority of all the countries in the world to organize the educational functions according to the needs of modernization in accordance with the requests of individuals and societies because education is essential for societies in terms of social, economic, political and cultural aspects throughout their lives (Şentürk, 2007). The most powerful and effective countries are the ones which invest human capital for maintaining economic and social development. Human capital is a combination of strength, knowledge, creativity, different conceptions, social and cultural features which come into existence in one body to produce economic and cultural values and as a result, human capital increases the eligibility during the process of being an information society (Güven, 1999; Özkan, 2006).

The common features of the developed countries in the world are having high-quality universities actively working on international cooperation and research-development technologies as they are aware of the fact that education contributes to the economic growth and national income and it is rewarding for both individual and society. The most important issue is training people in order to overtake technological and social developments which are possible only with a rational and universal quality educational system.

Bilateral, multilateral agreements, exchange programs, dual diploma programs, international education programs, joint projects, different study and residence abroad programs, internships in a foreign country, foreign language education, cultural studies and distance learning activities are the valuable opportunities serving numerous benefits to the students and several factors of the countries, therefore higher education institutions aim to increase these opportunities at international level. The countries which have internationalization as a priority in their development policy motivate their students and staff to join international programs and develop promotional activities such as attending international education fairs and conferences, establishing new contacts by visiting foreign countries. As a result, students can find arena to expand their knowledge and good behavior while increasing their linguistic skills and expecting more from international market.

Many countries and institutions highly endeavor on marketing to attract student from outside countries. The factors driving the general increase in student mobility are mostly the geographic region and governmental efforts to support international students. The increase in student mobility provides an opportunity for less developed countries to build their education system cost efficiently, help raising public revenues, especially from higher education and have a rational strategy to recruit well equipped immigrants. Also having limited job opportunities in students' countries of origin has an effect on increasing the attractiveness of studying abroad as a way to equip students with skills to compete better.

In order to analyze the origin of the most of the international students and to compare the drastic increase during 2000 and 2012, Table 1 shows the top 20 countries sending the utmost international students abroad and their student numbers. (Ak et al., 2016).

Table 1. Top 20 Countries Sending the Utmost International Students

In 2000		In 2012	
China*	166.939	China*	726.995
South Korea	71.061	India	189.472
Greece	63.673	South Korea	123.674
India	62.576	Germany	117.576
Japan	59.320	Saudi Arabia	62.535
Germany	54.733	France	62.416
France	50.500	USA	58.133
Turkey	49.641	Malaysia	55.579
Italy	45.555	Vietnam	53.802
Morocco	42.688	Iran	51.549
USA	41.637	Turkey	51.487
Malaysia	40.484	Italy	51.236
Indonesia	32.114	Russian Federation	51.171
Canada	30.839	Nigeria	49.531
Russian Federation	28.386	Canada	45.509
Spain	27.854	Morocco	44.161

England	22.359	Kazakhstan	43.039
Iran	21.681	Bellarus	40.643
Ukraine	20.950	Ukrayna	39.627
Singapore	20.581	Pakistan	37.962

* Including Macao and Hong Kong

From Table 1 it is quite obvious that the countries sending most of the students are almost the same countries in 2012. Therefore, these countries should be analyzed well in order to understand the needs of the international students from these origins. Another aspect is that international students sent by these 20 countries are two times more in 2012 when compared to 2000.

According to OECD (2013) report, not only in the top countries, worldwide, the number of foreign tertiary students is more than doubled from 2000 to 2012. Europe having 48% of international tertiary students, is seen as a top destination, followed by North America with 21% and Asia with 18%. Oceania with less than %10 currently, has almost tripled the number of international students since 2000. Other regions such as Africa, Latin America and the Caribbean shows an increasing number in this arena which shows internationalization of higher education institutions is increasing. While the number of international students was 0.8 million in 1975, it increased more than fivefold and reached 4.5 million in 2012 (OECD, 2013). Between 2013 and 2014, the number of mobile students in OECD countries increased 5% more and in 2014 these countries hosted three international students for every citizen who was studying abroad (OECD, 2016a).

3. MOST ATTRACTIVE DESTINATIONS FOR FOREIGN STUDENTS

The twenty one countries in The European Union (EU21) accommodate the largest part of foreign students and 74% of these students in EU21 countries come from another EU21 country which is an indicator to understand the effect of EU mobility programs. North America is the second most attractive region having more diverse foreign students compared with the ones observed in European countries. The 53% of the Canadian students studying abroad prefer the United States but these students take only 4% of all international students in the United States. Similarly, 14% of Americans studying abroad choose Canada, but they are only 6% of all international students in tertiary education in Canada (OECD, 2014).

Australia (6%), Canada (5%), France (6%), Germany (6%), the UK (13%) and the USA (16%) together host more than 50% of all foreign students worldwide. Besides these results, relatively high numbers of foreign students were enrolled in the Russian Federation (4%), Japan (3%), Austria (2%), Italy (2%), New Zealand (2%) and Spain (2%) in 2012 (OECD, 2014).

As an indicator to the relevance of the number of international students with the economic and scientific condition of the countries; information about GDP values, research and development (R&D) investments, number of universities, number good quality universities and number of indexed journals are given in Table 2. As it is seen easily from Table 2, the top destinations generally have high GDP per capita.

There are also several reasons for international students to choose a country of destination. Only USA, UK, France, Australia, Germany, Japan and Canada together host the 50% of the international students worldwide. According to the Table 2, it is easy to say that these countries are the most developed ones in terms of economy, technology and science, besides; their national languages are the most common languages all over the world. Remarkably, China, South Korea, Singapore, South Africa and Saudi Arabia have started attracting international students recently. This fact tells us that the country preference is directly related with the economic and political strength of the countries.

The potential of carrying out useful research activities is another factor for going abroad because most of the international students are not able to find suitable environment to perform research in their home countries and they see going abroad as a chance to realize their work when they go abroad. Research and development (R&D) investments from the total GDP and outcomes of the research (such as converting the studies to an indexed article) are the most significant parameters to show the research potential of the country. These top 20 countries have the biggest percentage of R&D budget from their GDP and number of indexed articles when compared with the rest of the world.

Table 2. GDP Values and Academic Activities of Turkey and the Top 20 Destinations for International Students

Country	Number of Int'l Students ^a	Total GDP (billion \$) ^b	GDP per capita (\$) ^b	R&D Investment/ Total GDP, % ^c	Number of Univ. ^b	Number of Univ. in top 1000 ^d	Total Indexed Articles ^e
USA	740,482	16.768	48.147	2,7	3.289	224	13,585,646
UK	427,686	2.320	39.604	1,7	292	65	4,539,802
France	271,399	2.534	44.401	2,3	572	48	2,252,227
Australia	249,588	1.053	66.984	2,1	211	31	1,285,759
Germany	206,986	3.513	44.558	2,9	414	56	2,737,362
Russian Fed.	173,627	3.492	13.236	1,2	1.531	5	801,811
Japan	150,617	4.668	45.774	3,6	989	74	2,899,106
Canada	120,960	1.518	51.147	1,6	331	32	2,057,469
China	88,979	16.149	5.184	2,0	2.555	92	3,293,512
Italy	77,732	2.035	37.046	1,3	236	48	1,657,461
Saudi Arabia	46,566	1.553	19.890	0,3	57	3	117,888
South Korea	59,472	1.697	23.749	4,3	387	36	847,829
UAE	54,162	571	66.625	N/A	51	1	26,619
Austria	58,056	377	50.504	3,0	76	12	376,369
Netherlands	57,506	780	51.410	2,0	141	13	1,008,776
Malaysia	63,625	694	8.617	0,8	89	3	142,855
Spain	55.759	1.489	33.298	1,2	240	41	1,193,091
South Africa	70,428	705	13.046	0,7	62	5	249,767
Egypt	49,011	910	2.922	N/A	58	4	148,724
Singapore	52,959	425	50.714	2,2	48	2	218,089
Turkey	44,025	1.444	10.576	1,0	190	10	446,258

^a From UNESCO Institute for Statistics (2014).

^b Data announced in 2015.

^c From Gross Domestic Spending, (OECD 2016b).

^d According to CWUR Ranking announced in 2016.

^e Indexed by SCI, SSCI and AHCI, by October 2016.

Although the tendency is a proportional connection between the welfare level with research potential of a country and international student number, there are some exceptional manners. No wonder, the number and the quality of the universities play a crucial role in receiving international students. Besides, there are very important factors such as language, geographical location, historical and cultural closeness, economic and political strength of the countries and governmental policies for internationalization.

4. IMPORTANT FACTORS AFFECTING INTERNATIONAL STUDENTS' COUNTRY CHOICE

Internationalization of higher education should be evaluated as a top policy of a country and the current studies carried out by the initiative of the executives in the universities should be done systematically. When examined, important factors for increasing the attraction of the countries and the number of international students are seen as the instruction of language, the quality of universities and programs, tuition fees, the work opportunities, the immigrant policies and the geographical, commercial, cultural and historical relations with the country.

Netherlands Organization for International Cooperation in Higher Education classifies the factors as 'encouraging' and 'attractive' under two main topics which motivate the students for the international education and influence the choices of country, university and program (Becker and Kolster, 2012). Chart 1 shows the classification of the effective factors on the country choice of international students. Encouraging factors are seen to be primarily effective when compared to attractive factors.

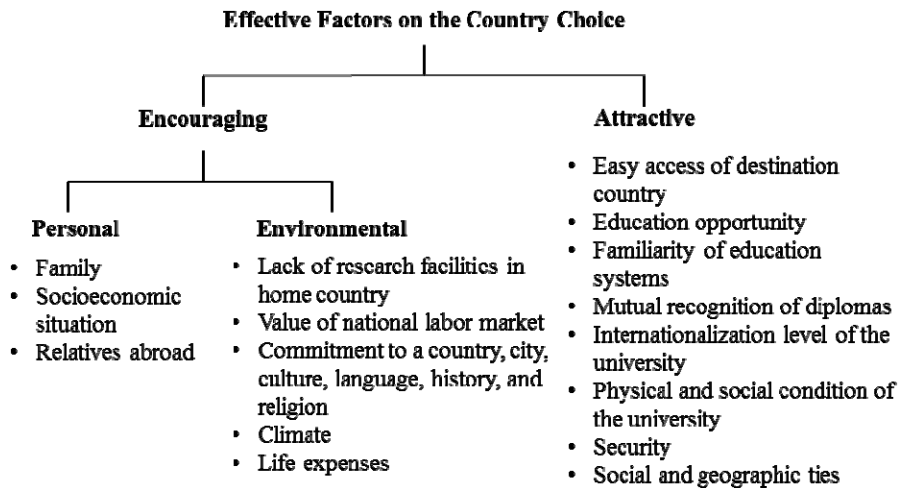


Chart 1. Effective Factors on the Country Choice of an International Student

In order to recruit more international student, governments should take these factors into account. As it is seen from Chart 1, some of the factors are directly related with any individual student’s personal choice but most of them can be adjusted by the governments in order to increase the potential. They require either governmental regulations of the current situation or changing the target audience.

Some of the effective factors that affect the students’ choice are highlighted below in order to show the current situation and their importance.

i-) Language of Education: Language is an essential factor to communicate and better use of the language helps to improve interpersonal relationships and make the speaker feel confident. Because of that, the spoken language of the country is one of the parameters to determine the country of destination for an international student. All over the world, some of the most widely spoken languages are English, French, Spanish and German. Especially English is observed as a global language that was accepted by almost all countries and taught as a second language in non-English speaking countries. Since English is accepted as a global language, students prefer to go to predominantly English speaking countries such as Australia, Canada, New Zealand, the UK and the USA (OECD, 2014). In Table 3, general view of English usage of higher education institutions of different countries are given.

Table 3. Countries Offering Programmes in English

Use of English in Education Programs	Country
All or Nearly All Programs	Australia, Canada, Ireland, New Zealand, UK, USA
Many Programs	Denmark, Finland, Netherlands, Sweden
Some Programs	Czech Republic, France, Germany, Hungary, Iceland, Japan, Korea, Norway, Poland, Portugal, Slovak Republic, Spain, Switzerland, Turkey
No or Nearly No Programs	Austria, Brazil, Chile, Greece, Israel, Italy, Luxemburg, Mexico, Russian Federation

According to the OECD report in 2014, foreign students from English-speaking countries substantially prefer education in Australia (18%), Canada (more than 30%), Ireland (more than 40%), New Zealand (more than 40%), South Africa (more than 80%), the United Kingdom (more than 30%) and the United States (25%) which are also English-speaking countries.

English is still an important factor in preferences. However, it is clear to understand that the countries in which English is not spoken are preferred when the most preferred countries are examined from Table 2. On average, almost quarter of the foreign students prefer the country with the same official or widely-spoken language as a country to study abroad. The other factors may be regarded as the approach of the countries to the issue as a state

policy, the living conditions of the foreigners, providing life conditions in accordance with their own language, religion, clothes and cultures (for example, generation of China Towns in the USA and some other countries), the economic powers of the countries, having practical and reasonable transportation opportunities and being information society (Ministry of Development, 2015).

ii-) Familiarity of Cultures: Culture is a worldwide occurrence as there is no civilization without any culture and it indicates the characteristics of a country as it becomes one of the major factors that affect the individuals (Bartlett and Ghoshal, 1989; Hayton et al., 2002; Porter, 1990). Having same culture means having similarities and it brings the state of belonging which makes people feel confident, living more comfortably with same ethic views and thoughts, thus it is a motivation for students that affect their choice on the country of destination to study abroad.

iii-) Immigration Policy of the Countries: Easier immigration policies encourage international students to temporarily or permanently immigrate for studying (Tremblay, 2005). To be successful in the process of internationalization, the issue should be discussed as a government policy and civil society organizations should be included in the process actively. In this way, countries become more attractive to international students and it strengthens their labor force.

iv-) Tuition Fees: Education expenses are important to consider since they affect the quality of life during the education. Thus, the amount of the tuition fees is expected to become an important parameter for the choice of an international student. However, countries get economic benefits from international students and help financing their education system by demanding the full cost of education.

Some Asia-Pacific countries give prominent importance to international education in their socio-economic development strategy and set some policies to receive more international students as a source of revenue. Exceptionally, New Zealand can be given as a good example as they apply higher tuition fees for international students without any negative effect on the growth of their foreign students over recent years. These results show that, where the quality of education as high as to satisfy, the tuition costs do not discourage international students.

v-) Marketing: Especially in recent years, marketing has become an important factor in any field related with human activity. It also serves as a function to reach objectives of an organization. In higher education, marketing focuses on implementing the communication skills of the components of education services, training and promoting them brings extra advantages, mainly recognizability, to the higher education institutions and help to recruit more students. Principally, marketing has become a basic activity to perform service to society (Krachenberg, 1972). By this way, students easily reach their needs such as information and verification, therefore, they become part of the education process (Helgesen, 2008).

5. VIEW OF THE INTERNATIONAL HIGHER EDUCATION IN TURKEY

Awareness has been raised in almost every university in Turkey about international student education which especially started with Bologna Process and has made significant progress with Mevlana Exchange Programme. The issue of international students has become one of the priorities of Turkey with the Tenth Development Plan. It is aimed that the share of world international student market in higher education in Turkey reaches up to 1,5 % at the end of 2018 and it is also aimed to diversify the higher education institutions and to make the higher education system a center of attraction for international students and academicians by stating that the higher education system can be turned into a quality-oriented, competitive pattern within the framework of diversity policies and autonomy, performance orientation, specialization on the basis of accountability (Ministry of Development, 2015).

It is a process which requires high level assessment and systematic effort. There has been a great increase in the number of both incoming and outgoing students as the Turkish Higher Education Council lets the universities to take initiative and due to the opportunities provided to our universities and the willingness for the subject. The international student number which was 15,803 in 2000 increased to 72,178 by 2014 (Ak et al, 2016). Nearly 12.000 of these students are continuing their education within the scope of Turkish Scholarships and the rest of them within the scope of the sources and/or programmes which are supported/financed by especially Higher Education Council, TUBITAK and suchlike institutions (Çetinsaya, 2014).

It is essential to increase the number of international students and Turkish government has been seeing it as a crucial goal because Turkey has a great potential for recruiting more international student but it requires a strategical plan for carrying it out. First of all, the countries having more potential to send students to Turkey should be determined. Table 4 gives information about the countries which Turkey accepts most of their students (Higher Education Council, 2016). This information is important in order to determine the target countries and organize the higher education system according to the needs of them.

Table 4. Countries Sending Most of the International Students to Turkey (2015-2016)

Country	Number of Student in Turkey
Azerbaijan	12,504
Turkmenistan	9,903
Syria	9,689
Iran	5,661
Iraq	4,414
Afghanistan	4,338
Kyrgyzstan	1,994
Greece	1,993
Kazakhstan	1,986
Libya	1,668
Pakistan	1,438
Nigeria	1,392
Somalia	1,383
Kosovo	1,339
China	1,297
Russian Federation	1,283
Palestine	1,238
Northern Cyprus	1,080
Yemen	994
Bulgaria	951

As it is clearly seen in Table 4, the common characteristics of the incoming students are their language, historical and cultural ties with Turkey and their being part of a nearby geography. When the number of people speaking Turkish is examined, it is understood that Turkish which is spoken by 220 million people is the fifth art, culture and science language in the world among the most widely spoken 10 languages (Chart 2).

Since English is accepted as a global language and most of the developed educational institutions are located in English speaking countries, the students prefer those for better communication. Considering that Turkish is also a widely spoken language worldwide, it is obviously seen that Turkey may admit more students from Turkish-speaking countries/regions. Generally speaking, it is probable to state that Turkic Republics in Central Asia, the Caucasus, the Balkans, certain countries in Africa and Arab countries have the biggest potential in this regard.

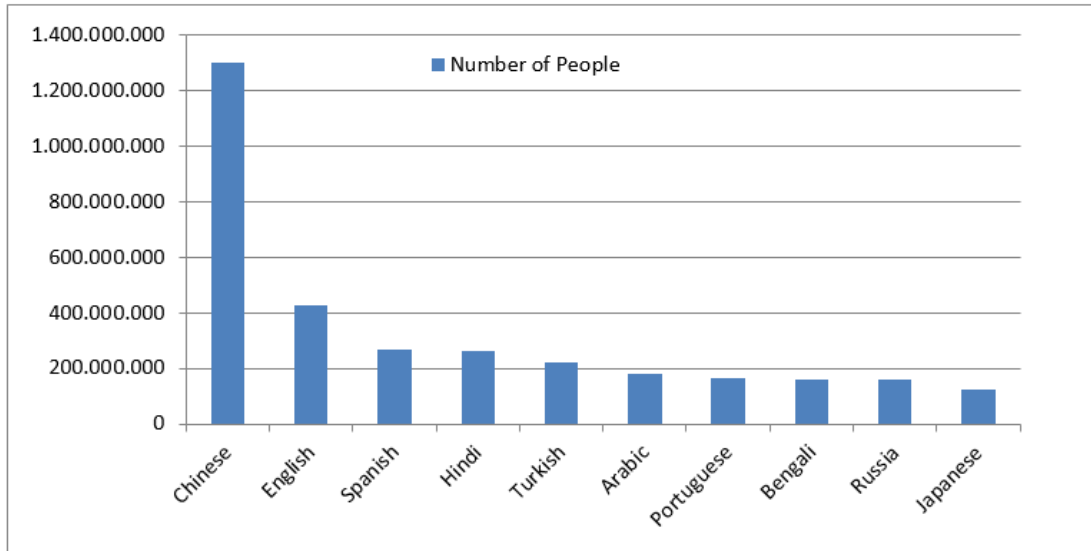


Chart 2. Top 10 Most Spoken Languages in the World (URL 1).

International students' program preference is sometimes different than the local students. This fact might be because of either a limited programmes in the home countries, and/or better employment opportunities in specific fields of education. The preference of the programs in Turkey for international students is given in Chart 3 (OECD, 2014).

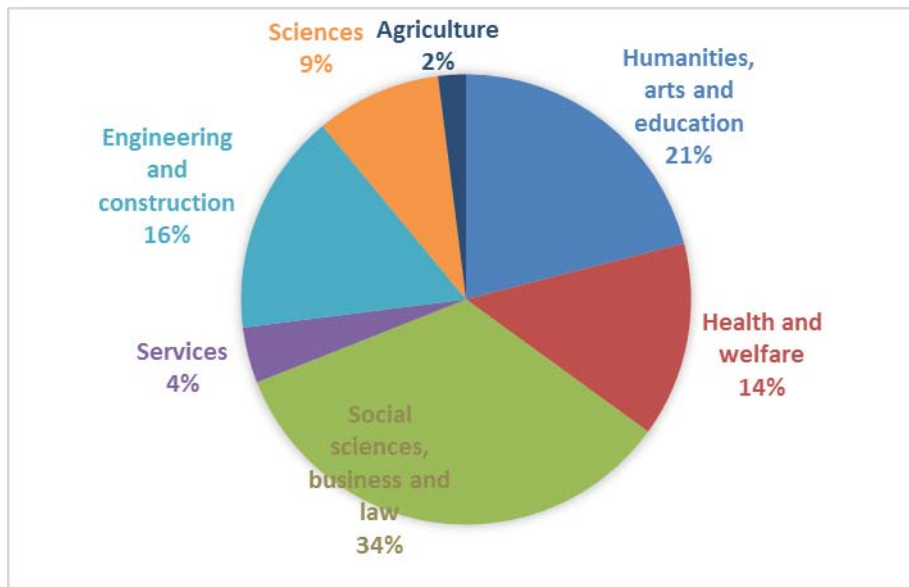


Chart 3. Program Preference of the International Students in Turkey

This data gives an idea about which programs should be strengthened and promoted to international students to recruit more. An important underlying factor is that some programs in Turkey which are not attractive for Turkish students might be attractive for international students. The higher education institutions have enough quota and necessary preparation of those programs which are not preferred by Turkish students, which means international students can be placed to those without any additional weight to the higher education institutions.

Also the level of higher education affects the preference of international students. The proportion of international students is the highest for the master's or doctoral level. Within OECD countries percentage of international students in short-cycle (vocational) programs is much less (3%) than bachelor's or equivalent degrees while it is the opposite in Australia, Canada, Denmark, Japan, New Zealand and Spain as their average is 12% (OECD, 2016a). According to the trends of the incoming international students, some levels of higher education might be promoted more among the others.

As a fact all over the world and in Turkey, increase in recruiting international students is dependent on the quality of the programmes, language of education, tuition fees, job market and immigration policies as well as geographical, economic, cultural and historical boundaries.

Turkey's focus should be on the countries sending most of the students abroad. It must be possible to recruit more students from those potential countries. Examining the ease of access to Turkey from those countries might give an idea about the potential targets of Turkey. Table 5 shows the top countries sending most of the international students and flight times by plane from Turkey to those. Most of the countries in list can be reached less than 5 h which is quite acceptable as flight time. As a country policy increasing the flight numbers to those countries, making promotions and marketing would be helpful to attract the international student potential from them.

Table 5. Top Countries Sending Most of the International Students and Their Flight Times from Turkey

Country	No. of Sent International Students, 2012	Approximate Flight Time from Turkey
China	726.995	9 h
India	189.472	6,5 h
South Korea	123.674	10 h
Germany	117.576	3 h
Saudi Arabia	62.535	4 h
France	62.416	3,5 h
USA	58.133	11 h
Malaysia	55.579	10,5 h
Vietnam	53.802	13 h, no direct flight
Iran	51.549	3 h
Turkey	51.487	-
Italy	51.236	2,5 h
Russian Federation	51.171	3,5 h
Nigeria	49.531	6,5 h
Canada	45.509	11 h
Morocco	44.161	9 h, no direct flight
Kazakhstan	43.039	5 h
Belarus	40.643	2,5 h
Ukraine	39.627	2 h
Pakistan	37.962	5,5 h

6. THE CONTRIBUTION OF INTERNATIONAL STUDENT MOBILITY TO THE COUNTRIES

As higher education systems increased worldwide and the globalization of economies and societies expand, number of international students is increasing all over the world and the universities make great efforts in order to develop new strategies and policies to recruit more international students (Özer, 2012; Tekbaş, 2012; OECD, 2013). This fact, undoubtedly, brings extra benefits to the countries which were analyzed below by subdividing into categories as educational, scientific, social, cultural and economic contributions.

i-) Educational Contributions: There is a dramatic competition among the universities in order to attract highly qualified students who prefer the best theoretical and practical education. This requires a proof of quality which is provided by accreditation. Many universities apply the accreditation boards to guarantee their quality and meet the expectations of the students who are aware of this fact. This accreditation process enables the universities to form a sustainable improvement by making themselves innovative and dynamic.

Another factor that affects the reputation and recognition of the universities is ranking which is an indirect reflection of the quality of a university. Especially good quality students prefer highly ranked universities. This fact reinforces the universities to climb up the ranking stairs by increasing their quality.

Learning a new language, especially English which has been the most widely used language among several languages can be counted as another educational contribution. A significant part of the scientific studies conducted in the world are published in English and it is being the dominating language of internet so it is highly

important to have better skills in use of English. International mobility brings the benefit of learning especially English as it is spoken nearly half of the countries.

The students having education in scientifically and technologically developed universities can stay one step ahead of rivals who have similar education. Especially the ones who have education in prestigious universities are easily employed even before their graduation by multinational companies in their own countries or the other countries which have the same aspects.

ii-) Scientific Contributions: Diversity is one country's greatest ability because founding teams, especially in high technology, requires a rich blend of knowledge, skill, and endeavor. A look from a different perspective brings extra advantage to joint projects and opens the doors of success. The foreigners who can not find a suitable arena to carry out their projects in their home countries may have better chances abroad (Merey, 2015). Mostly the driving force behind their success is instinct to survive better in a foreign country.

There are several very well-known immigrants who give direction to today's world. For example, Sergey Brin, one of the founders of Google, is originally Russian and moved to the USA. The founder of Twitter, Jack Dorsey is originally Italian, living in the USA. Steve Jobs, the founder of Apple was adopted from a Syrian dad. The owner of the Chelsea soccer team is a Russian businessman, Roman Abramovic. Facebook founder Mark Zuckerberg, owner of Oracle Lawrence Ellison, Mayor of New York Michael Bloomberg are very significant examples.

The students who finished education in a different country and came back to their own country will benefit from their previous experiences to solve the problems faced during the business life after their education. Similarly, the first institutions coming to mind for a project will be the education institutions they studied before.

iii-) Cultural Contributions: Internationalization allows students to meet with different people from different cultures and participate in new and peerless experiences outside of their own communities. The benefit of interacting with people from different cultures is becoming open to different aspects in the same situations which makes the person a bit more humble and flexible. Cultural exchange allows students to have a positive perspective in their relationships, understand a different aspects and ideas, and develop necessary skills to participate in a multicultural society. The presence of students from different cultures in the universities where all kinds of thoughts are expressed freely will enhance the interaction with the students of the country and diversify the campus. This situation will enable to establish intercultural dialogue and peace, help to develop social tolerance, global peace and welfare and break down the prejudices between the countries (Çetinsaya, 2014).

While mingling different cultures people would also like to carry their own culture to the country wherever they go. This fact can be observed especially in food. The local cuisines become widespread by this way and known by many people as a result of acculturation. Similar situations are valid for art and the other similar branches.

iv-) Social Contributions: Upon arrival of international students, the excitement and the colorfulness in the and dialogues with people coming from different cultures have their reflections in the cities as well. An international student is regarded as a guest and given close attention in the cultures which give great importance to the guests as in Turkey. As a consequence, it raises excitement, creates an important interaction and incoming students raise awareness in the universities. Each international student in a warm and welcoming society ends up giving positive advices both in social media and among their friends who is willing to come to the same geography. It means a student who graduated from the university with nice memories has become a volunteer ambassador who promotes not only the university but also the city and country (Merey, 2015).

v-) Economical Contributions: International students can be seen as a contribution to the economy of the host country as they spend money for their tuition fees and living expenses. In developed countries, higher education institutions are forced to find their own sources which may result an increased number of international student. In general, it is stated that global higher education market has annually about 100 billion US dollars volume sized (Karaboğa, 2013). For example, in 2015, international students for higher education in the U.S. contributed more than \$30.5 billion to the U.S. economy, according to the U.S. Department of Commerce (The Institute of International Education, 2015). In 2010 the amount of money which international students in Canada spend for tuition fee, accommodation and other living costs contributes more than 8 billion Canadian Dollar (CAD) to the economy of the country. This amount is more than the amount of raw aluminum (6 Billion CAD) or helicopters, aircraft and spacecraft (6.9 billion CAD) exports in total (OECD, 2013).

7. CONCLUSIONS

As a result of globalization in all areas of human interaction, internationalization becomes inevitable and especially educational institutions show a rapid movement to keep up with the changes that internationalization brings. This change results an improvement culturally, socially, scientifically, academically and economically. It is observed that more developed countries are the ones to give more importance to internationalization because it is an addition to the country as it brings extra workforce, cultural and social prosperity. On the other hand, number of international students is observed more in developed countries since there are better opportunities for students such as accredited programs, better research facilities and better chances for socialization.

Welfare and scientific contribution of a country directly affects the internationalization level of education. Besides, there are too many factors such as language, location, familiarity of cultures, life expenses, and recognition of diplomas, physical and social conditions to affect the number of international students.

Turkey, as a developing country, gives utmost importance to internationalization since it helps to recruit qualified workforce that supports the country culturally and economically. In order to make the country a center of attraction, internationalization becomes a nationwide policy. When the effective elements on student's choice is considered, Turkey has the advantage of being located in the center of Middle East, Turkic Republics, the Caucasus, the Balkans, certain countries in Africa and Arab countries which have strong cultural and/or linguistic boundaries as key elements. As observed, most of the international students are coming to Turkey from those countries which can be considered as potential targets to increase the international student number. Making more marketing activities in those countries, increasing number of flights and lowering the prices of tickets might be conductive.

On the other hand, the most preferred programs by international students might be different than Turkish students. These preferred programs might be promoted more and the quotas might be used for international students. Additionally, creating a social, friendly and charming environment by increasing the help of national citizens and easing the bureaucratic procedures would serve to attract more students.

As a result, internationalization in higher education is considered as one of the crucial goals all over the world and with its great potential, Turkey should take its place at upper levels by applying correct strategies.

This study is an extended version of the abstract study presented at International Conference on Quality in Higher Education 2016, Sakarya, TURKEY.

This study is an extended version of the abstract study entitled "An Overview Of Internationalization Process In Higher Education Institutions" which was submitted to be presented at International Conference on Quality in Higher Education 2016 Conference held in Sakarya, TURKEY.

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