UNIVERSITY OF KYRENIA
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF AVIATION SCIENCE

UNDERSTANDING PUSH AND PULL FACTORS AFFECTING STUDENT'S MOTIVATION TO STUDY AVIATION MANAGEMENT AT THE UNIVERSITY EVIDENCE FROM NORTH CYPRUS

M.Sc. THESIS

CHIMANKPA SAMUEL EKEH

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Approval

We certify that we have read the thesis submitted by Chimankpa Samuel Ekeh titled "**Understanding Push and Pull Factors Affecting Student's Motivation to Study Aviation Management at The University**" and that, in our collective judgment, it is totally suitable in breadth and quality as a thesis for the Master of Aviation Science degree.

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DECLARATION

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, University of Kyrenia. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

CHIMANKPA SAMUEL EKEH

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ABSTRACT

Understanding the push and pull factors affecting student's motivation to study Aviation management at the University.

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The study aims to understand the push and pull factor affecting students' motivation to study Aviation Management at the University. In this scope, this study gives more insight into the world of Aviation Management in general and what the job entails. A qualitative method is used to explore the push-pull factors and motivations of students choosing the Aviation Management Program at the University. Convenient sampling technique were used to get the samples for the study which was Aviation Management Students in the Universities in North Cyprus that were interviewed. The convenient sampling is a Non-probability sampling technique that entails making non-random selections based on convenience or other criteria to make data collection easier. Aviation Management Students participated in this study as the sample; The demographics included age, gender, nationality, degree and marital status. Only undergraduates were used for the study.

The instruments that were used for this study are structured open-ended questions that were asked during the interview to understand the push and pull factors the students have to study Aviation Management in North Cyprus. Content analysis was preferred for the study. CatPac, an artificial neural network application, was utilized for content analysis. Finally, the push and pull aspects for aviation management education are discussed.

KeyWords: Pull Factor, Push Factor, Aviation Management, Aviation Education.

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CHAPTER 1

INTRODUCTION

1.1 Introduction and Background of the Study

Aviation education and preparation as an individual started not long after the main effective controlled driven flight from the get-go in the 20th century (Barata and Neves, 2012). Preparing showed up in any case as an outcome of First and Second World Wars The hefty rivalry between airlines is likewise reflected in a battle for ability. Specific specialized staff, pilots, and executive individuals are among the main assets today and later on. The main parts in the industry of Aviation, have just begun to plan for the forthcoming deficiency of profoundly qualified faculty (Barata and Neves, 2012). As right on time as 1960, Lufthansa German aircraft presented a particular professional preparing program for carrier organization (FAY, Wehenkel and Lay, 2010). In accordance with the expanding interest for aircraft administrators in his specific industry, this program was additionally evolved during the next many years. It resulted in the formation of a particular undergraduate program at the university level. The industry of Aviation has developed at a gigantic pace of Over the previous 50 years, the global GDP has expanded by around 5% each year; currently, the world's airplanes transport approximately 40 million people. individuals every year (IATA 2019). While some African and Asian Pacific air transportation markets locale region are required to keep on developing unequivocally by the yearly paces of 6.2% and 6.5% separately other more soaked business sectors, especially in the Northern part of America and Europe are relied upon to grow just at decreased rate 3.3% and 4.0% every year (ICAO,2014).

The development in worldwide flight is assessed to stay a worldwide marvel, regardless of the current emergency with a normal projected development pace of 4.8% every year until 2028 (Boeing, 2018). The market in North America actually is the world traffic by size followed by Europe at 28.5% and Asia pacific at 25.6%.

Management of Aviation envelops the business parts of the air transportation industry (Lambert et al, 1998), and gives information important to direct carrier offices and air terminals. It is an essential administration practice that plans to protect the business security and effectiveness (Kinnison and Siddiqui, 2012). The space goes about as the academic connection that consolidates aviation laws and guidelines likewise applies business standards to the air terminal and aviation industry activities. This is to be accomplished by splitting concentration between the executives' ideas and useful aeronautics industry information (Merkert and Morrell, 2012). More significantly, respectful avionic' executives bolster the worldwide common aviation associations such as ICAO and the satisfaction of their essential targets. As ICAO hangs on the satisfaction of its essential targets turns out to be more engaged, the potential for common avionics the executives in help and usage of these goals develops. The board is the examination and practice of general business measures used to accomplish focused on the target in the flight business, aviation management has become a conventional articulation in the academic world with the same number of definitions as the field has specialists. In excess of 60 colleges offer a degree in flight the board (Phillips, 2004). Under serious conditions, colleges and establishments need an all-encompassing way to deal with configuration, create and market such a program to the forthcoming public and the international students. Notwithstanding this acknowledgment, less in realized how such a program can be showcased to imminent understudies and relative writing is experiencing the presence of a comprehensive structure recognizing factors influencing forthcoming understudies' inspiration to pick and study aviation management program at the college. Subsequently, the general target of this investigation is to comprehend the Push-Pull variables to consider Aviation Management at the Universities of Northern Cyprus.

This is particularly significant since the overall globalization of the work market and internationalization of advanced education have pushed understudies to concentrate abroad (Altbach and Knight, 2007). In 2012, for example, the number of global understudies overall surpassed 4.5 million, which was a 100% expansion since the year 2005 (Organization for monetary participation and improvement, OECD, 2016) while

effectively 6% of all understudies in tertiary instruction were worldwide understudies in 2014, (OECD, 2016). In actuality, worldwide understudies have become an indistinguishable piece of the stand in partner at The Universities. This would call for more exploration relating to exhaustive models of pulling in and holding global understudies at colleges. The after effects of the current investigation would go about as vital administrative and promoting instruments for college chiefs who are willing to broadly and universally market their avionics the board program to forthcoming students. International students, according to Padlee et al. (2010), are a new type of student enrolling in foreign educational institutions They provide educational services. research discovered that this set of pupils desired something different than local students. As a result, Malaysia's International students' needs and desires higher education institutions must understand in order to guarantee that students feel at ease and content with the services provided to them while studying in the nation. According to Dora et al. (2009), international students require a decent environment quality in order to feel emotionally and physically safe, allowing them to achieve their educational goals. that they feel at comfortable and content with the services provided to them while studying in the nation and making new friends Kwai believes (2009), Parents of international students acted as information providers and consultants on prospective universities of choice for their children, as well as how these institutions will impact their children's future professions. According to Rajab (2012), the family history of international students influences their university decision. Peers and agents were also influential in students' decisions on where to pursue their study (Pimpa, 2004). Parents, as much as pupils, were impacted by peers and agents. Their suggestions and opinions were helpful in assisting students and parents in determining the ideal location for furthering their education. According to East (2001), Quality of professor instruction and university feedback on international students' learning requirements are significant variables that should be prioritized in order for the college to become a popular choice for overseas students. According to Hellsten and Prescott (2004), the assistance of the local community and university or college administration can assist international students in adjusting to their new surroundings and culture. International

students studying in Malaysia, according to Krishnan et al. (2009), want a welcoming and energetic classroom, interesting lecture notes, technology use, and collaboration. Furthermore, international students insisted that only English be utilized in teaching and learning (Rajab, 2012).

Aviation is a multidisciplinary field that has had a significant impact on human growth throughout the previous century. Students studying this program learnt about While studying aviation, you may learn about flying, language, earth science, aeronautical engineering, flight training, and airmanship. K-12 teachers have begun to push youngsters to study science, engineering, technology, and mathematics (STEM) subjects through aviation-themed activities in order to generate future scientists and engineers. The motives of upper elementary kids to learn STEM through flight simulation experiences were studied in this study. For example, according to a study that the sample included 345 Hong Kong students aged between 10 and 13 from eight primary schools. In the study, an alternate version of the 31-item Science Motivation Questionnaire II (SQM II) with four subscales focusing on aviation was used. The links between intrinsic motivation, extrinsic incentive, self-efficacy, and peer group support were explored across gender and performance. The data was analyzed using factor analysis and a regression model. According to the study model, peer support inspires students the most, followed by intrinsic motivation and self-efficacy. And also research findings show that there is a gender disparity in aviation-related STEM learning, as expected. These findings may aid instructors in better understanding students' attitudes about aviation science and developing associated informative activities.

Aviation is a science and technology that has had a substantial impact on worldwide economic growth and is essential in modern living. In 2018, aviation contributed $2.7 trillion (3.6 percent) of global GDP, and it is predicted to quadruple global economic growth over the next 20 years (ATAG, 2018). According to the International Civil Aviation Organization, 7.8 billion people will travel by air by 2036, and experienced aviation professionals and pilots will be in short supply due to the high expense of pilot training and a lack of interest in aviation industry (ICAO, 2017). Because of the huge

increase in global aviation demand in recent decades, it has become important to rethink the content of the K-12 curriculum in order to engage students in STEM disciplines through engaging aviation-themed activities. This will aid in the 'fueling' of the aviation industry (Atkinson & Mayo, 2010). Aviation has long been seen as an interdisciplinary topic, teaching students in grades K-12 about flying principles, language, earth science, aeronautical engineering, flight training, and airmanship (Strickler, 1994; Kraus, 2014). Pols et al. (1994) created one of the first studies in this field that it reinforces physics fundamentals in aviation!, such as pressure area and pressure and velocity-relations, in a hands-on wind tunnel design project for 8th-grade students to demonstrate lift and drag, and science teachers should focus not only on expanding students' science understanding, but also on incorporating technology into the classroom, according to the authors. Teachers may use tangible artifacts to engage students in their learning and hold their attention throughout their lives (1994, p. 243).

Students in the United States engaged in modeling ground-piloted and unmanned aircraft systems programs as part of the Federal Aviation Administration's K-12 outreach program to learn more about aviation careers and to broaden their STEM abilities by tackling aeronautical difficulties. (Kraus, 2014) Greater performance results have been found when digital applications are employed to promote student connection and stimulation (Dalgarno & Lee, 2010; Lee et al., 2016). Rawat et al. (2018) used surveys over a three-year period to evaluate or assess the use of flight simulators as well as aviation-related technologies such as aircraft design, flow visualization tunnels, and 3D printers to support out-of-school laboratory experiments for students from 200 middle schools. Hands-on activities including interactive equipment and rich digital media content, according to around 75% of these students, helped their STEM knowledge and interest growth.

According to Malone (1981, p. 335), "they include challenge, fantasy, control, curiosity, collaboration, recognition, and competition" as important characteristics in making learning exciting and engaging and hence retaining learners' continued motivation (Habgood et al., 2005). In self-determination theory, intrinsic drive is described as "doing

an activity for its inherent satisfactions rather than for some independent consequences." Ryan and Deci (2000, p. 56) Individuals' natural intrinsic drive provides them with enough delight to pursue tough things with fervor, endure in extremely challenging conditions, and be proud of their successes (Stipek, 1993; Li & Chu, 2020). There are considerable correlations between internal and extrinsic factorstenacity and academic ability (Lepper et al, 2005). Students in the current study participated in a gamified flight simulation environment that provided situational appeal to boost their intrinsic motivation to learn science (Zoldosova & Prokop, 2006). Extrinsic motivation refers to the desire to escape punishment or acquire external rewards (Deci & Ryan, 2000).

Students that are intrinsically driven are more likely to do well in order to obtain the required grade and external incentives such as awards and diplomas. Students who are more intrinsically motivated are more likely to persevere in the face of academic challenges (Vallerand & Bissonette, 1992), are more socially involved in learning (Walker et al., 2006), and have a better inherent desire for STEM study (Vallerand & Bissonette, 1992). Honey and Kanter (2013),p.Although few studies have examined the links between all four motivational components identified in our research, For elementary and high school pupils, positive correlations1between several of the constructs have been discovered (e.g., Karadeniz et al., 2008; Shores & Shannon, 2007).

In their psychometric research, Karadeniz et al. (2008) identified a link between four MSLQ components in science and math learning among elementary and high school students. Shores and Shannon (2007) discovered substantial links between self-efficacy, intrinsic motivation, and other motivational1 components in 5th and 6th grade children's MSLQ math performance. Lemos and Verssimo (2014), in a study of over 200 primary school students' math learning, researchers discovered that intrinsic and extrinsic incentive may coexist in the same setting. They observed that intrinsic drive was consistently associated with greater success, whereas extrinsic motivation was associated with poorer achievement. The majority of studies on gender disparities in STEM learning have concentrated on links between motivational components rather than gender disparities in STEM learning. Some research (e.g., Hill et al., 2010; Chumbley et al., 2015; Cvencek et

al., 2011; Shapiro & Williams, 2012) found a gender performance difference in STEM disciplines at various ages. Female students are less motivated than male students, perform badly in STEM subjects, and may lose interest in STEM issues due to a lack of peer support1 (Hill et al., 2010). (Margolis, Fisher & Miller, 2000). Furthermore, few research have looked at the relationships between intrinsic motivation, self-efficacy, and other motivating factors and learning achievement (e.g. Simon et al., 2015; Sartawietal., 2012).

1.2 Statement of the Problem and Aim of the Study

According to the International Air Transport Association, the world's airlines carried around 4 billion passengers on 22,000 routes (IATA 2019). Since the carbon footprint per passenger has been reduced by about 2.8 percent per year, the average cost of this transporting turmoil has been half that of two decades ago, and the aviation industry as fast-growing has also enabled the privilege of engaging in business globally and freely This activity supported a third of global commerce by market value, provided 65 million employment, and backed the global economy by moving 64 million tons of goods to markets throughout the world (IATA 2019). The aviation industry is an obvious witness of an intense competition in the sky when it is considered that the vast number of aircrafts, airlines and aviators join to aviation world and educated fresh talents join ability pools as a competitive advantage for the industry and also universities have started offering aviation management programs. However, it is not clear how such a program can be marketed to prospective students. The literature suffers from the lack of knowledge pertaining to factors pushing and pulling students to the aviation management programs at the university (Sterkenburg and Dubikovsky, 2007).

1.3 Significance of the Study

By identifying what factors are affecting or pushing/pulling students to study aviation management programs at the universities, we can develop a comprehensive

model of all the factors. This study will help Universities to navigate towards the global market in the aspect of recruiting aviation students, also understanding the factors that encourage students study Aviation Management program at the Universities, so we will be able to see through this study the push and pull factor to studying aviation management at the University. This study can give more insight into the world of aviation management and aviation management education in general and what the job entails especially for under-developed, developing countries and island countries.

This study is important to the nations whose samples were utilized in this investigation. According to the report, the aviation business is seen as an essential sector in Nigeria owing to the high number of travellers each year, making the study very relevant. This will highlight other reasons why students are lured to study aviation management at the university level. Another country participated in the survey was Zimbabwe, where participants discussed how difficult it is to find work after graduation, although the aviation industry is a developing area of interest. The study is important for Pakistani participants because it sheds additional insight on what the push and pull factors are for students wishing to study aviation management. Congo is another nation that will benefit from the study, as all of the push and pull variables for persons interested in studying aviation management are unknown. This study will shed additional light on the elements that encourage students to pursue a career in aviation management. Turkey is still a popular tourist destination, and as a result of the influx of planes to Turkey International Airport, it has become an aviation haven. Many students go to Turkey to receive the necessary training for a career as an aviation professional. This investigation will, however, assist in determining the push and pull variables. The study is crucial for Tanzanians since it recognizes the potential push and pull factors for students pursuing aviation management.

1.4 Research Questions

The research will be formed around two specific questions,

a) What are the Pull factors to studying Aviation Management in North Cyprus?
b) What are the Push Factors to studying Aviation Management in North Cyprus?

1.5 Limitations

There are limitations that this study had while conducting this research. The first drawback of this study is the number of students who took part in the investigation. For the study, only students in TRNC in the aviation management department were used for the study. Also, some of the interviews were done virtually which can alter the authenticity of the answer given by the participants due to the possibility that the answer might have been suggested through the website or discussions.

The reason why the interview was conducted virtually was due to Covid-19 no face-to-face lecturing at the time the interview was done. The only available students that were present mostly at the university were the seniors, due to their final preparation for their graduation. A total of 21 students were interviewed for this study. For the research, only 7 nationalities participated which were Nigerians, Zimbabwe, Pakistan, Tanzania, Congo and Turkey because they were the only nationality that was accessible during the time of the interview. An exploratory qualitative study was carried out at four different hospitals two university hospitals and two public hospitals in Baden-Wuerttemberg, a state in southern Germany. 21 state-qualified nurses who had graduated from a German nursing program were interviewed in person or over the phone. Each interview was transcribed and given a pseudonym. Using Qualitative Content Analysis, transcripts were classified, and data was grouped into themes and subthemes. The Consolidated Criteria for Reporting Qualitative Studies (COREQ) checklist was used to document the qualitative study (Catharina 2022).

CHAPTER 2

LITERATURE REVIEW

Aviation management includes dealing with the work process of aircraft, air terminals, or different organizations relating to avionics or aircraft business via completing the everyday activities of an air terminal or a carrier (Fay et al. , 2010). Aviation Management is an exceptional field of specialization as it has a piece of aircraft directors, flight groups, air terminal supervisors, and so on understanding of the push and pulls' powers, the solitary distinction being that they demonstrate in inverse ways, push and pull can follow up on and can be applied similarly well by both living and non-living items (Van Oorschot and Jensen, 2009).

According to Maringe and Carter (2007), push elements can be assorted, and they impact forthcoming understudies differently, the most widely recognized push factors include the monetary, ecological, and political circumstances. Common flight as a high-level transportation mode isn't just firmly connected with our everyday life, yet is additionally essentially significant for the financial advancement of nations and districts as per the 2013 yearly report of the global common avionics association board (ICAO 2014). The aviation industry is constantly changing in terms of social, political, and economic factors (Katkin, et al, 2013). These can be classified as a monetary status accomplishment, and a consolidated model, every one of them tries to build up our comprehension how students try to fulfil their requirements for advanced education and accordingly excuse what was once thought to be an unreasonable and odd part of human conduct (Moorien, 2007). The worldwide example of a global understudy stream might be clarified by a mix of push and pull factors that urge understudies to concentrate abroad (Mazzarol and Soutar, 2002). Generally, in the progression of worldwide understudies, the objections are a component of the combined force and push factors1 as influenced by mediating deterrents (Siroway, Inkeles, and Chen, 2007). The push elements were more

powerful in the underlying reasons for focusing outside, while the force aspects dominated the actions of a host or destination country and a host1establishment.

Since the 1960s, tourism researchers have paid close attention to travel inspiration as a useful tool for understanding travel desires and tourist behaviours (Yoon and Uysal, 2005). Since the 1960s, tourism researchers have paid close attention to travel inspiration as a useful tool for understanding travel wants and tourist behaviours (Yoon and Uysal, 2005) Maslow's ascending hierarchy is shown as a pyramid, with the lowest levels indicating the most basic substantive requirements and the upper levels signifying an increasing degree of mental and self-completion demands. Individuals are urged to finish the fundamentals before going on to more difficult activities (Maslow, 1970). According to a survey of the literature, movement inspiration is widely studied by inspiration's theory, which is based on push and pull factors. The idea of push and pull factors is founded on the assumption that individuals move because they are driven by their own will and pulled by other forces such as objective credits (Alhaj Mohammad & Mat Som, 2010). Push factors, according to Jang, Bai, Hu, and Wu (2009), are "socio-emotional demands that predispose a child to travel, whereas pull factors are ones that lure a person to a certain location after push inspiration has begun." In other words, "push factors are subjective to an individual and produce a strong desire to travel, whereas pull factors are external to the individual and combine as a consequence of genuine attractions." Push and pull variables are critical in understanding travel behavior and explaining why people travel (Jang et al., 2009). Despite the fact that push and pull inspiration has been recognized as a useful system for explaining travel inspiration and objective ascribes (Fluker and Turner, 2000; Goossens, 2000; Jang & Cai, 2002; Kozak, 2002; Kim et al, 2003; Bansal & Eiselt, 2004), there is no widely accepted hypothetical or planned case work in comprehending trip inspiration (Huang, 2010). There are several categories and ways for dealing with various mental processes. "Each movement motivating theory has advantages and disadvantages, and greater operationalization and precise support are required" (Chiang & Jogaratnam, 2006,p.60). Previous studies were done with nurses on the push and pull factors pertaining to their job. The result from a study shows that

Because of employment unhappiness, 35.5 percent of nurses wanted to quit their present position, and 33.1 percent intended to leave the nursing profession. Understaffing, emotional weariness, poor patient safety, doing non-nursing care, and being male were all push factors. Pull variables included a good opinion of the quality and safety of care, as well as conducting fundamental nursing duties. The study adds to our understanding of the factors that influence nurses' intentions to quit their jobs and, as a result, turnover, which is one of today's key concerns contributing to the nursing shortage. The desire of nurses to leave their jobs is the result of a negative work environment, which includes variables such as understaffing and the performance of non-nursing duties (Loredana et al. 2019).

The findings offered persuasive evidence that Hong Kong was an appealing study location for this specific set of Chinese MEd students. When it comes to picking a study place, the data also revealed that academic aspects were more relevant than social, cultural, and economic ones. Participants reported a substantially larger desire to return home after graduation than in earlier research. The absence of a Hong Kong teaching credential (r=+0.36), the ability to contribute to their hometown (r=+0.31), and the desire to be closer to family and friends (r=+0.20) were the three most important predictors of their choice to return (Cheung et al. 2019).

The majority of international student mobility research focuses on students migrating from non-English speaking nations to English-speaking countries, which is influenced by a variety of push and pull models. These models have been used to acquire a better understanding of international flows and the reasons why foreign students choose to study abroad (Eder, Smith, and Pitts 2010; Mazzarol and Soutar 2002). The push factors are problems with the home country environment that students find intolerable, forcing many to leave and pursue higher education elsewhere. These factors may include a lack of competence and opportunity provided by home-country educational institutions, poor educational quality, a lack of speciality programs, a lack of financial resources, and

employer preference for overseas degrees. (Ahmad 2015, Altbach 2004, Chen 2007, and Lee 2014). The pull factors, on the other hand, are what potential students may consider to be attractive features in the host country, and those most frequently mentioned in the literature include the reputation of the institution and/or country, exchange rate, lower cost/fees and cost of living, opportunity to experience a new and different culture, English-speaking environment, the host country's government's policies concerning international student recruitment, and the quality of education (Maringe and Carter 2007; Pimpa 2005; Singh 2014; Wilkins, Balakrishnan, and Huisman 2012). Another set of qualities identified in the study is the considerable influence of earlier social bonds and familial bonding (Foster 2014). McMahon (1992), one of the first studies on the factors influencing international student flow, examined an outbound or 'push' model and an inbound or 'pull' model to explain the migration of international students from 18 developing nations to the United States during the 1960s and 1970s. The government's economic strength, as well as the emphasis on educational opportunities, were all push factors. Economic, political, and cultural ties between the home and host countries, as well as the host country's support of international students through scholarships and other forms of assistance, were all pull variables. Mazzarol and Soutar (2002), one of the most recognized research in this subject, examined the motives of 2485 international students from Indonesia, Taiwan, China, and India who relocated to Australia to pursue higher education. Using a similar methodology, Mazzarol and Soutar (2002) found that students choose to study abroad for a variety of reasons. A belief that an overseas course of study is superior to a local one, difficulty gaining entry in the home country, the program in which the student wished to enroll was not available at home, a desire to gain a better understanding of the West, and an intention to migrate after graduation are among the push factors identified. The most frequently reported pull factors, according to the study, are the host country's reputation or profile, parental influence and personal recommendation, study and living costs, environmental elements of the host country such as climate, lifestyle, and weather, geographical closeness, and social ties. According to Mazzarol and Soutar's (2002) study, in order to recruit a greater number of international students, host governments and institutions of

higher education must evaluate the worth of these 'push–pull' factors that influence students' study destination selection. The questions for the interview in the study are for the aviation department but were inspired by the literature review of the study.

Other quantitative research studies employed questionnaires; the questionnaire used in this study was generated and given to participants online. It was created utilizing 18 push and 18 pull items based on the research of (Oh et al.1995) for persons traveling overseas. The push travel motivation elements were scored on a Likert scale ranging from 1 (not at all important) to 5. (very important). Participants in the study were asked to rate how significant each item is to them while considering a vacation overseas. In terms of the pull items, they were asked to rate how significant it is to them to see material about each item on social media while searching for locations and leisure vacations online.

The sections of the questionnaire are as follows:

1. The first section focuses on respondents' preferences for the sort of social media information that influences their view about destinations, as well as the social media platforms they deem most significant in their search for travel and locations. The second contains the 18 push items that constitute people's motivation to take a leisure trip. The items were selected from (Oh et al. 1995) push factors: knowledge/mentality, escape/rest, fun/prestige, sports, and novelty/adventure.

2. The third segment focuses on the 18 social media pull elements that entice travelers to pick a resort. The elements listed above were chosen from the following pull factors: culture/history, nature/outdoors, sports/activities, and safety/luxury (Oh et al. 1995). The current analysis solely examines the pull elements that might be utilized to advertise a place on social media.

3. The demographic characteristics of the sample are listed in the fourth and final part of the questionnaire.

2.1 Theoretical Framework

Lee (2013) examined the movement of global understudies from 18 industrialized countries to the United States using a push and pull model. The push model proposed that the substitute stream was subject to the level of financial riches, the level of inclusion of the agricultural nation in the global economy, the need set on instruction by the non-industrial nation's public authority, and the availability of instructive opportunities in the country of origin. His draw model proposed that the backup appreciation for a host country was influenced by the overall size of the reserve nation of origin economy in comparison to the host country, the financial link between the home and host countries, a country's political interest in the country of origin through unfamiliar help or social connections, and the host country's support of global understudies through grants or other help. Their push-pull paradigm was designed with a broader ecological view in mind. A analogous report was released by Mazzarol and Soutar (2002) said that the choice to focus overseas requires three separate stages: the study determining that the individual in question needs to focus globally rather than locally, the country's decision, and the setup. They also suggested that the decision to undertake an investigation abroad is impacted by push and pull factors. Push factors noted by Mazzarol and Soutar (2002) included foreign courses that were better than nearby, difficult to gain passage at home, courses not available at home, a better understanding of the west, and a desire to relocate. Many scientists have investigated understudy portability using the push-pull principle (e.g., Chun et al., 2016; Eder et al., 2010).

In an examination, Eder et al. (2010) discovered self-improvement as the main push factor while school issues were generally huge concerning pull factors. Having a far-reaching understanding of what pushes, pulls, and rouses understudies to participate in an investigation overseas program, which is related to the ability of advantages global understudies gather from their studies abroad (Anderson & Lawton, 2015). The worth set on a worldwide instruction and the greater expense of training in home nation push make understudies to look for less expensive and reasonable schooling abroad with the expanded interest of tertiary schooling, foundations that have serious edge would pull in

a huge volume of global candidate (Bohm et al., 2002). According to the Canadian Travel Business Commission, instructional or learning in the travel industry may be viewed as a continuum that begins with general revenue learning or openness and progresses to purposeful learning and travel (Ritchie, Carr & Copper, 2003). The push and pull factors are portrayed in ground-breaking training and utilized as an illustrative structure in developing business sector advanced education framework Fang and Wang (2014); Li and Bray (2007); Pimpa (2005) Understudies, according to this paradigm, are driven out from their own country owing to weak or mediocre educational resources, and lured to superior education abroad (Albach.1998). The push elements were the recognition of competence for the country of origin, while the pull factors included admission to the University, the ease of obtaining an understudy visa, and the availability of funds (Muche & Wachter. 2005). Since moving to an alternate nation is a significant extraordinary choice, it appears glaringly evident that different reasons and intentions, including financial matters, political, and religious ones (Hall, 2004). Fundamentally, the progression of worldwide understudies' objective is a component of the consolidated force and push factors as impacted by interceding obstructions (Siroway & Inkeles, Chen, 2007). These impediments could be the fundamental result of underlying thought processes portrayal for Edu-traveler factors that intentions relief to travel abroad to learn could be accreditation, future job prospects, culture, In the host nation, there is a low degree of segregation and a lack of program accessibility. (Abubakar, el al., 2014).

CHAPTER 3

METHODOLOGY

3.1 Design

The study used a qualitative technique to investigate the push-pull variables and motives of students choosing the University's Aviation Management degree. The interviews were used to explore the views, experiences, beliefs, and motivation of individual participants, it is crucial to ask questions that are likely to offer as much information about the studied phenomena as feasible while also being able to meet the research's purpose and objectives.

Non-numerical data such as interview transcripts, notes, video and audio recordings, pictures, and written documents are examples of qualitative data. The following five types of qualitative data analysis can be found (BRM 2011).

i. Examine the content. This is the process of categorizing verbal or behavioural data so that it can be classified, summarized, and tabulated.
ii. Analyze narratives. This strategy entails reformulating stories offered by respondents, taking into account the context of each instance as well as each respondent's unique experiences. In other words, narrative analysis is the process of a researcher revising primary qualitative material.
iii. Discourse analysis is number three. A technique for analysing spontaneously occurring speech as well as all sorts of written material.
iv. Examine the framework. This is a more advanced process that includes steps like familiarization, determining a theme framework, coding, charting, mapping, and interpretation.

v. Theoretical foundations. This approach of qualitative data analysis begins with a case study in order to develop a hypothesis. Then, other cases are looked at to see if they support the idea.

The following three steps can be used to undertake qualitative data analysis: Resource

Step 1: Creating and Implementing Codes Data categorization is what coding is all about. A 'code' is a single word or brief phrase that represents a notion or subject All codes must have descriptive names. Codes can be assigned to events, behaviours, activities, meanings, and other non-quantifiable qualities.'

Step 2: Look for patterns, themes, and relationships. In contrast to quantitative procedures, qualitative data analysis lacks universally applicable techniques for obtaining outcomes. The researcher's analytical and critical thinking abilities are vital for data processing in qualitative studies. As a result, no qualitative study can be reproduced with the same findings.!

However, there are a number of strategies that may be used to find common themes, patterns, and linkages among sample group members' responses with respect to the codes that were given in the previous stage.

- The following are some of the most popular and effective approaches to qualitative data interpretation: Repetition of words and phrases - screening primary data for the most regularly used words and phrases, as well as terms and phrases related to unusual emotions.
- comparing and contrasting the findings of an interview, focus group, observation, or any other qualitative data collection approach with the findings of a literature study;
- Search for missing data – discussions over whether aspects of the issue were not addressed by respondents despite your expectations;

Metaphors and analogies are used to compare and contrast primary research findings with occurrences in other domains.

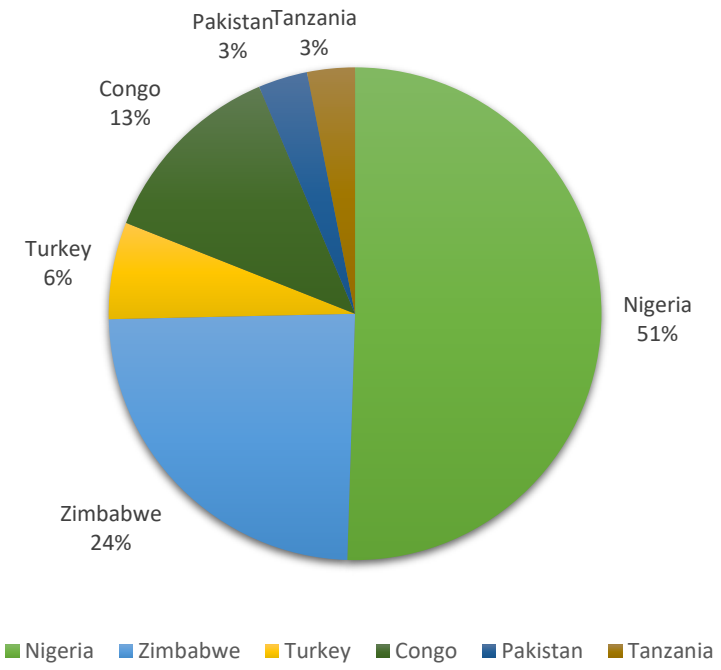
Step 3: Make a summary of the information. Finally, you must connect research findings to hypotheses or study goals and objectives. You can use notable lines from the transcript to illustrate important themes within findings and probable conflicts while drafting the data analysis chapter.!

It's vital to keep in mind that the process of qualitative data analysis outlined above is generic, and different types of qualitative research may necessitate somewhat different data analysis approaches.

3.2 Sampling and Sample

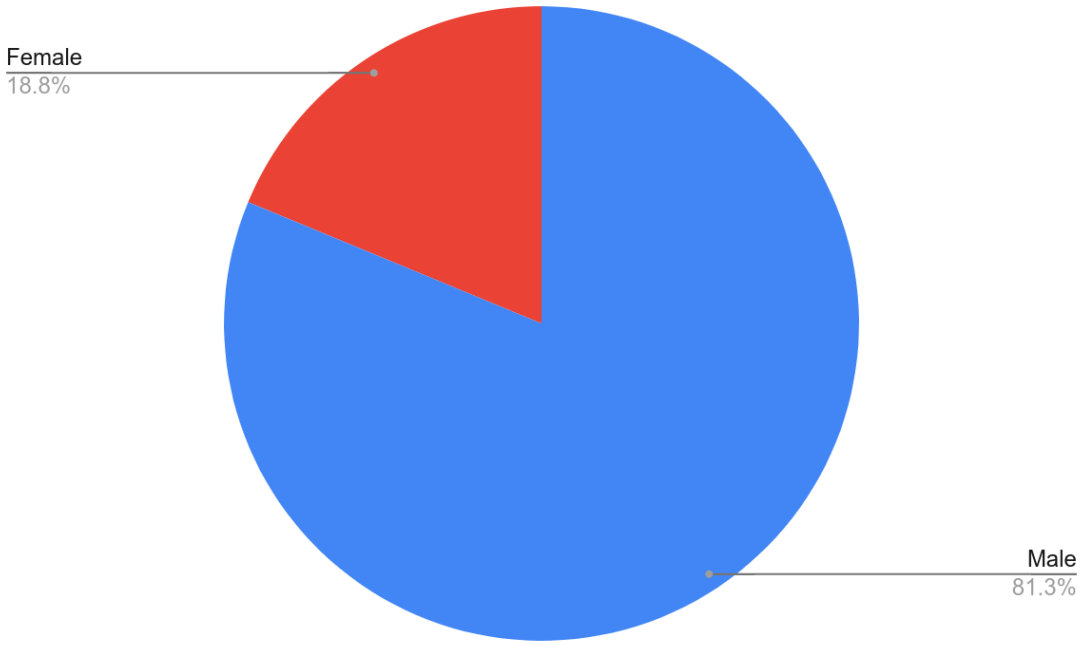
For this study, convenient sampling techniques were used to get the samples for the study which was Aviation Management students in the Universities in North Cyprus that were interviewed. The convenient sampling is a Non-probability sampling technique that entails making non-random selections based on convenience or other criteria to make data collection easier. 21 Aviation Management students participated in this study; and only senior undergraduate students in the Aviation Management department were used. 21 samples were used due to the lack of samples. During the time of data collection and the research study, the covid-19 was a major problem as it was label a pandemic and getting to see students at the university was difficult, interviews were held outside the University campus using mobile phone and few students were met at an open or secure environment for face to face interview. Most students studied from home so this gave limitations on data collection. Hence, 21 samples were used for the study. The demographics included age, gender, nationality, degree and marital status. The age of the participants for the study was from 22 to 35 years; both males and females both participated in the study; nationalities were Nigerians, Zimbabweans, Pakistani and Arabic. Only undergraduates were used for the study.

See graphic 1 and 2.



Graphic 1. Nationalities that participated in the study.

These nationalities were samples for the study and they participated voluntarily.



Graphic 2. Gender of students that participated in the research.

3.3 Data collection Procedure

To get the essential information, a structured interview was performed. Prior to data collection, potential interviewees were informed and ensured of their confidentiality and anonymity; this was done to reduce the respondents' social desirability bias, and open-ended questions were posed.

3.4 Materials

The instruments utilized in this study are structured open-ended questions answered during the interview to determine the push and pull reasons that students have to study Aviation Management in North Cyprus. These questions are motivated by transnational higher education destination choices: pull variables in an Asia Pacific market (Syed Ahmad & Frederick Buchanan 2016), and Edu-tourism: investigating the push –

pull dynamics (Syed Ahmad & Frederick Buchanan 2016). in selecting a university (Lam Jms 2011). The research questions were developed by the research team and approved by the University committee members.

Questions asked are as follows:

1. Please explain what factors motivated you to choose the aviation management program as your field of study.
2. Please explain what specific factors at your home country pushed you to study aviation management program at the university?
3. Please explain what specific characteristics of aviation management program pulled you to study such program at university?
4. Please detail, under what conditions, you would not choose to study aviation management at university?
5. In your opinion, what factors pulled you to study aviation management at university in North Cyprus?
6. Can you distinguish between the important factor in the program itself and North Cyprus that pulled you to study the program at university?
7. If you are a senior aviation management student, would you choose to study this program once again, if given the chance to choose again? Please clarify your response.
8. Regarding the Covid-19 pandemic, how do you think it might affect your choice of the program? Please explain.
9. At your current university, what factors you <u>like</u> the most about aviation management program?
10. At your current university, what factors you <u>do not like</u> the most about aviation management program?

A recorder was used to record the data that will be obtained from the samples during the interview for further analysis to get the results of this study, because of the covid19 pandemic, some interviews were conducted via phone calls and were recorded

and notes were taken for each student. Each interview took about 30 minutes which gave the samples had enough time to explain and answer in a convenient and relaxed state.

3.5 Data analysis procedure:

Students were asked about the push and pull factors for studying aviation management at the university. CatPac, an artificial neural network application, was utilized for content analysis. 'CatPac allows for the discovery of inter-relationships that define the classification of ideas used by respondents, as well as the drawing of connections and prioritisations and the determination of quantitative values of association (distance or closeness)' (Ryan & Cave, 2005, p. 146). This program is excellent for both big and small sample sizes, making it useful for textual analysis of the complete sample as well as nationality-based sub-samples. The program was just recently employed in the tourism literature to assess site impressions (Cave, Ryan, & Panakera, 2003; Govers, Go, & Kumar, 2007a, 2007b; Ryan & Cave, 2005; Stepchenkova & Morrison, 2006, 2008). Almost all of these studies indicate that not only does it give a more complete evaluation of destination image and permit statistical comparisons of pictures by sub-groups based on visitors' personal characteristics, but it is also straightforward and efficient to use (Stepchenkova, Kirilenko, & Morrison, 2009). However, none of these research used software to investigate the correlations between pull and push variables. CatPac, like other computer-assisted content analysis tools, necessitates a time-consuming'smoothing out' operation on the textual material prior to analysis (Stepchenkova & Morrison, 2008). (Stepchenkova et al., 2009). This includes minimizing word repetition, developing standards for verb tense, standardizing noun forms, and developing streamlined labels and key phrases (Ryan & Cave, 2005). Following that, the researcher selects a sliding text window for examination (default window size 7). Word proximities are calculated using the number of times respondents utilize words in each response to a question (Govers et al., 2007a). To achieve the best results, three settings may be adjusted: Unique Words, Window Size, and Slide Size. The Unique Word parameter specifies how many unique

words the researcher wishes to include in the study, as well as how many words will appear in the genogram created by the program based on word placements in the text. The Window Size option specifies how many words CatPac will read at once. The Slide Size option specifies how many words the window 'groups' as analysis units when reading the text (Woelfel, 1998). A more extensive examination of this procedure may be found elsewhere (Govers et al., 2007a, 2007b; Ryan & Cave, 2005; Woelfel, 1998).

The interview questions revealed two major themes: push and pull reasons in students' motivation to study aviation management at the university. Appendix IV shows the demographics of the students that participated.

3.6 Ethical Considerations

One of the considerations is the confidentiality of the participant details and answers to the question being asked so no third party is entitled to see the replies of the participant. Informed consent was issued to the participants before the interview was conducted, to give the participant a brief idea of what the study is all about. The interview was conducted voluntarily which means the participants willingly agree to be part of the study and to be interviewed. The participants that was used for the study, were anonymous throughout the study.

CHAPTER 4

RESULTS

4.1 Results

There were 21 participants in the study and the questions used for this study pertaining to the Understanding Push and Pull Factors Affecting Student's Motivation to Study Aviation Management at the Universities: Evidence from North Cyprus. The data was collected through an interview with Aviation management undergraduate students in Northern Cyprus. See Appendix II for the interview questions. The demographics included age, gender, nationality, degree, and marital status. The age of the participants for the study was from 22 to 35 years both1males and females were also used for the study; nationalities were Nigerians, Zimbabwaen's, Pakistan's, Congo, Turkey and Tanzania. Only undergraduates were used for the study and although the study was open for both single and married, the only participants that were gotten for the study were single individuals. The study's research questions were as follows: a) What are the Pull factors for studying Aviation Management in North Cyprus? b) What are the driving forces behind studying Aviation Management in North Cyprus?

Based on the questions, sub-questions were gotten in order to determine what are the Pull and Push Factors for studying aviation management.

4.2 "Push Factors" motivation to study Aviation Management

The participants' reasons to study aviation management were divided into three factors: Unemployment, Importance attached to studying abroad, Importance attached to the aviation industry.

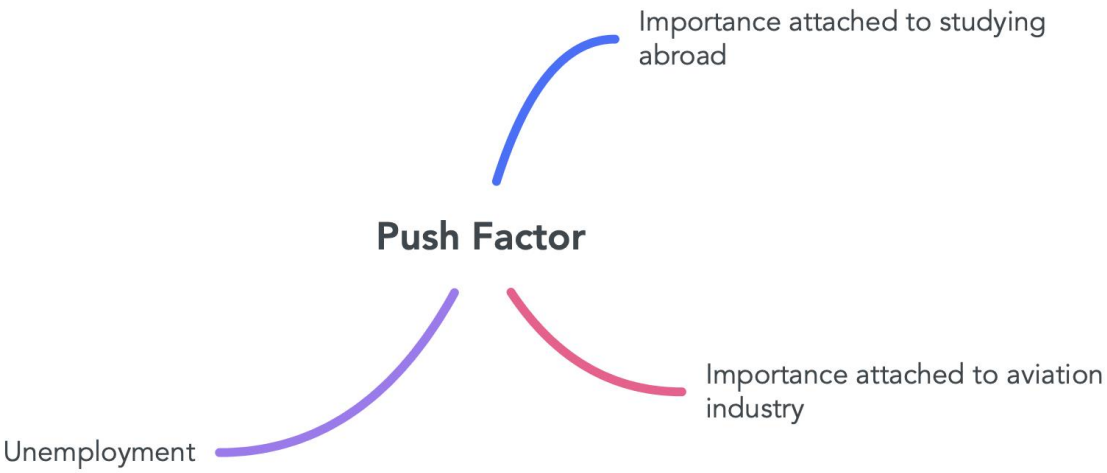


Figure 4.1: Push Factor leading to the migration of aviation management students, importance attached to studying abroad, unemployment and importance attached to aviation industry.

4.2.1 Unemployment

The high demand of the workforce in aviation is a great push factor for those intending to study aviation management at university. Unlike some other discipline that has low workforce demand. “Michelle” (A 24 years undergraduate student) mentioned that “Some of the university graduates in my city are job hunting since they graduated and always talk about job scarcity in their area of specialization. But for the aviation industry, there is more to be done. Lots of job opportunities with an awesome experience while at the job”.

4.2.2 Importance Attached to Studying Abroad

Many interviewees stated that their governments encouraged them to study abroad, particularly in nations where English is the dominant language spoken. In the case of international students, all student who have applied to the University were issued a scholarship from the universities in Northern Cyprus which ranges from 20% to 100%, and all mentioned they were issued a scholarships slots determined by the host country's destination location They were free to select their nation and university as long as they were accredited by their country's ministry of education and matched their previous studies.

“Rapheal” (A 23 years undergraduate student) mentioned that “his government puts a condition when they offered a scholarship slots to citizens, which he selected an English-speaking host country and a good university”. As a result, he chose the University of Kyrenia for his academic studies. This demonstrates that the government has a responsibility in encouraging its citizens to choose the correct country for their higher education so that they may return with their experiences and fresh methods of bringing wealth to the home nation.This supports the assertion made by Bikson et al. (2008) that governments should encourage students to study abroad in order to boost the country's future economic success and quality of life.

4.2.3 The Importance attached to the Aviation Industry.

Some students have parents who work in the Aviation industry, which means they work close to the aircraft. This gives the families more prestige in the environment where they live. They are seen as important and respected citizens of the country. This ideology is seen mainly in underdeveloped countries.

“Princess” (A 20 years old undergraduate student at the university) mentioned that, “In my country, parents that have children working in the aviation industry are respected and loved because it's seen as an important and honest occupation. Some parents dream of having children that work in the aviation industry as well”.

Table 1. Push Factor of Participants

Nationality	Degree Level	Push Factor
Nigerian	Senior Year	Unemployment
Congolese	Senior Year	Developing Airport
Turkish	Senior Year	Attached to Aviation
Nigerian	Senior Year	Unemployment
Zimbabwean	Senior Year	Zeal to study abroad
Congolese	Third Year	Unemployment
Turkish	Senior Year	Zeal to study abroad
Nigerian	Third Year	Zeal to study abroad
Nigerian	Senior Year	Political crisis
Turkish	Third Year	Passion for the program
Nigerian	Senior Year	Economy situation
Tanzanian	Senior Year	Developing program
Nigerian	Senior Year	Aviation growth
Nigerian	Third Year	Political crisis
Nigerian	Senior Year	Unemployment
Zimbabwean	Third Year	Aviation growth
Zimbabwean	Third Year	Passion for the program
Pakistan	Senior Year	Passion for the program
Nigerian	Third Year	Economy situation
Zimbabwean	Third Year	Political crisis
Zimbabwean	Third Year	Economy crisis

4.3 “Pull Factors” Attraction to study Aviation Management.

This analysis identified four subnodes as the primary motivators for studying Aviation Management. These factors were: Salary, Attractive Appearance, passion to flight and development of the Aviation Sector.

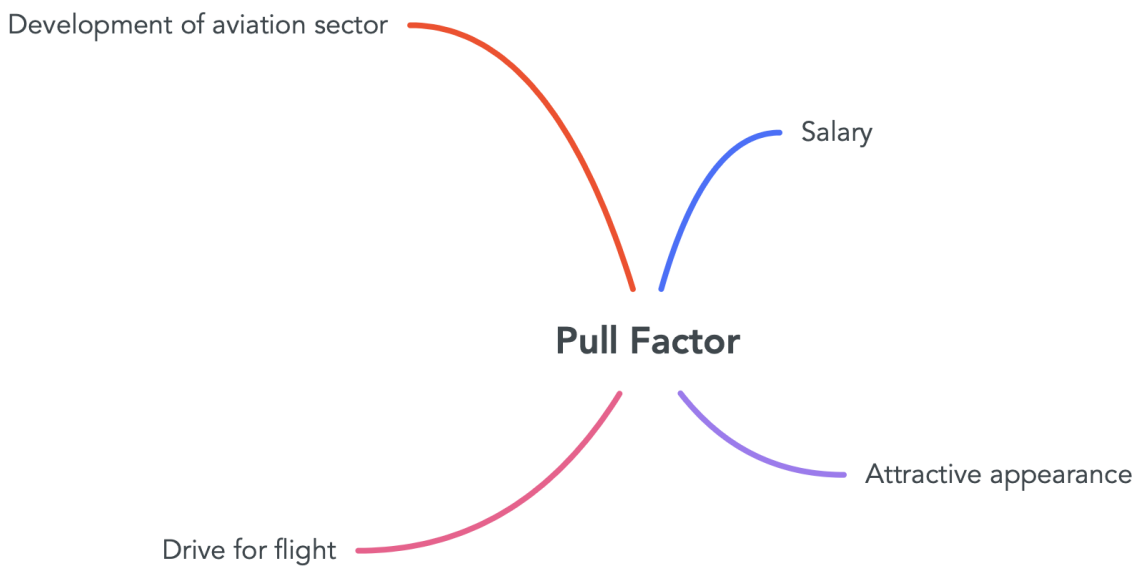


Figure 4.2: Pull Factor which encourages students to select another country.

4.3.1 Salary

Unlike some other occupations, the annual wage of those working in the aviation industry is quite attractive, drawing a lot of people into working in the aviation industry. From the samples of the study, “Pamela” (25 years sophomore student in the Aviation department) stated during the interview that her main motivation is the salary that aviation managers receive: “I was interested in studying aviation management when I finished high

school. However, my interest increased when I got to know the salary of an aviation manager. For me it's one of the motivational factors when choosing aviation management as my course of study".

4.3.2 Attractive Appearance

"The satisfaction I get to see those working at the airport and with aircraft, most especially cabin crew on-board an aircraft, they always look gorgeous and smart. This was the first thing that picked my interest into studying to work in the aviation industry". These were the words of "David" (A 26 year's old senior in the Aviation department). Appearances attract, and seeing how organised and how those in the Aviation industry work as a team is a sign or a pull factor for some to study aviation management at the university.

4.3.3 Drive for Flight

Some people experience a passion for flights and aircrafts. Just like quite a several people are interested in cars, the same goes for Aircraft. They want to be in it or have some sort of ties to do with an Aircraft. For them, this is the utmost goal. George made it clear during the interview what his main pull factor is, in studying Aviation Management at the university. George (A 28 years senior in the Aviation department at Kyrenia University) stated; "I love aircraft and I have loved it since I was a child. As a child, I would always come outside to see it fly above my house. It was always a joyous moment for me and this feeling never stopped even as I grew older then I realized that working with aircraft is what I want to do with my life. That was what motivated me to study Aviation Management at my current University".

Table 2. Pull Factor of Participants

Nationality	Degree Level	Pull Factor
Nigerian	Senior	Good Salary Structure
Congolese	Sophomore	Good Salary Structure
Turkish	Senior	Good Salary Structure
Nigerian	Sophomore	Good Salary Structure
Zimbabwean	Senior	Drive for flight
Congolese	Third Year	Good Salary Structure
Turkish	Senior	Attractive appearance
Nigerian	Freshmen	Attractive appearance
Nigerian	Freshmen	Scholarship offer
Turkish	Third Year	Drive for flight
Nigerian	Senior	Good Salary Structure
Tanzanian	Senior	Job opportunities
Nigerian	Freshmen	Scholarship offer
Nigerian	Sophomore	Good Salary Structure
Nigerian	Senior	Good Salary Structure
Zimbabwean	Third Year	Scholarship offer
Zimbabwean	Third Year	Attractive appearance
Pakistan	Sophomore	Job opportunities
Nigerian	Sophomore	Scholarship offer
Zimbabwean	Freshmen	Job opportunities
Zimbabwean	Third Year	Job opportunities

4.3.4 Development of Aviation Sector

Regardless of the push and pull forces mentioned by the participants throughout the interview, they all expressed a desire to make a name for themselves in the aviation business.

Sarah (A freshman at the University of Kyrenia, 24 years old) said that “I want to help in improving the aviation sector by generating creative ideas that will bring me more enlightenment and job opportunities in the future”.

CHAPTER 5

CONCLUSION, DISCUSSION & RECOMMENDATIONS

5.1 Conclusion

The purpose of this research is to better understand the push and pull variables that influence students' interest to study Aviation Management at the university in Northern Cyprus. They were sorted into two groups based on the interview questions: the push factor group and the pull factor group. The push factor group had three primary points: unemployment, the value of studying abroad, and the relevance of the aviation sector. Salary, appealing look, passion for flying, and the rise of the aviation sector were the draw factors. According to Padlee et al. (2010), international students are a new sort of student enrolling in educational institutions overseas. In terms of educational services, their research found that this group of students had different preferences than local kids. As a result, Malaysia's higher education institutions must comprehend international students' requirements and aspirations in order to guarantee that they are comfortable and satisfied with the services offered to them while studying in the country. According to Dora et al. (2009), international students require a decent environment quality in order to feel emotionally and physically safe, which will help them achieve their educational goals. Family, relatives, and friends all have an impact on their decision to study in another nation. Parents of international students, according to Kwai (2009), functioned as information suppliers and consultants on their children's possible university of choice, as well as how these institutions might affect their kids' future professions.

What drives foreign students to pursue studies abroad? It is driven by traditional expectations of its ability to improve and empower students' social and economic positions (DeKeyser, 2007; González et al., 2011). Across the last two decades, the internationalization of students in higher education has grown all over the world.

According to the Organization for Economic Cooperation and Development, there are presently over 5 million students studying abroad countries other than their native nation, with this figure expected to climb to 8 million by 2025. (OECD). As foreign students, they are considered consumers of Higher Education (HE) in host countries (IS).

5.2 Discussion

The aviation industry is an obvious witness of an intense competition in the sky when it is considered that the vast number of aircrafts, airlines and aviators join the aviation world and educated fresh talents join ability pools as a competitive advantage for the industry and also universities have started offering aviation management programs. However, it is not clear how such a program can be marketed to prospective students. The questions asked for this study are; what are the Pull factors to studying Aviation Management in North Cyprus? and what are the Push Factors to studying Aviation Management in North Cyprus?. Based on the study's findings, the push factors were reduced to three points: unemployment, the value of studying overseas, and the relevance of the aviation sector. These push factors were known to the participants with some reality in their geographical area like “Princess” (A 20 years undergraduate at the university) mentioned that, “In my country, parents that have children working in the aviation industry are respected and loved because it's seen as an important and honest occupation. Some parents dream of having children that work in the aviation industry as well”.

These factors were profound for the participants of the study, like “Pamela” (25 years sophomore student in the Aviation department) stated during the interview that her main motivation is the salary that aviation managers receive. The study faced few limitations, one is that some interviews were conducted virtually due to covid-19 restrictions and class was done online so most students were absent at the university campus. Although this study looked at the push and pull factors affecting student’s motivation to study aviation management at the university, however, checking if these push and pull factors have anything to do with gender was not studied.

So, for future studies, researchers should study if some pull and push factors are tied to a specific gender. This study is significant because it brings to the awareness of many what the possible push and pull factors are for students who are studying aviation management at the university. According to Maringe and Carter (2007),

This study is significant to the countries of the samples used for this study. In Nigeria, based on the study it shows that the aviation industry is viewed as an important sector in the country due to the high rate of travellers each year so this makes the study of great importance. This will bring in view more reasons why students get drawn to study aviation management at the university. Another country involved in the study was zimbabwe, the participants talked about how getting a job after graduation is a hustle but the growing sector of interest is the aviation industry. For the participants from Pakistan, the study is of essence because it will share more light on what the push and pull factor is for students who are aspiring to study aviation management. Congo is another country the study will be beneficial to, as all the push and pull factors for those intending to study aviation management is unknown. This study will throw more light on factors that motivate students to study aviation management. Turkey remains a tourist hub for many as so, it's an aviation haven due to the inflow of flights to the turkey international airport. Many students travel to Turkey to get the required training for the job as aviation personnel. However, the push and pull factors is what this study will help to ascertain. For Tanzanians, the study is important for the acknowledging of the possible push and pull factor for students in studying Aviation management.

5.3 Recommendation for further research

For this study, there are some recommendations for future researchers who want to join into the aviation sector.

a) The study of Understanding push and pull factors affecting student's motivation to study aviation management at the university should be done in other countries, not just in Northern Cyprus to increase the reliability of the findings.

b) Future researchers should study if some pull and push factors are tied to a specific gender.
c) I recommend that more studies should be done on pull and push factors in the aviation industry.
d) The relationship between push and pull factors in studying aviation management should be researched in future studies.

These above-mentioned recommendations are for the further enhancement, enlightenment and in depth understanding of aviation management and its pull and push factors.

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APPENDIX I

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Mr. CHIMANKPA SAMUEL EKEH from the University of Kyrenia. I understand that the project is designed to gather information for academic purposes. I will be one of approximately 30 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty.

2. I understand that most interviewees will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by Mr. CHIMANKPA SAMUEL EKEH from the University of Kyrenia. The interview will last approximately 30-45 minutes. Notes will be written during the interview. I agree to my interview being audio-recorded. An audio tape of the interview and subsequent dialogue will be make. If I don't want to be taped, I will not be able to participate in the study.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. Faculty and administrators from my university will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

My signature ----------

Date----------

Interviewer signature----------

APPENDIX II

Understanding Push and Pull Factors Affecting Student's Motivation to Study Aviation Management at Universities: Evidence from North Cyprus

Dear respondent,

This study aims to better understand the push and pull factors that motivate you to pursue a degree in aviation management. Any information gathered during our investigation will be kept strictly secret. Please keep in mind that you have the right to decline to continue with the data gathering procedure at any time. We much appreciate your time and cooperation in our research. If you have any questions concerning our research, please feel free to contact Mr. CHIMANKPA SAMUEL EKEH at samuel.ekeh@kyrenia.edu.tr.

Thank you for your kind cooperation.

Research Team:
Asst. Prof. Sanaz VATANKHAH

CHIMANKPA SAMUEL EKEH

APPENDIX III

Part I. Please answer the following questions.

1. **Please explain what factors motivated you to choose the aviation management program as your field of study.**
2. **Please explain what specific factors at your home country pushed you to study aviation management program at the university?**
3. **Please explain what specific characteristics of aviation management program pulled you to study such program at university?**
4. **Please detail, under what conditions, you would not choose to study aviation management at university?**
5. **In your opinion, what factors pulled you to study aviation management at university in North Cyprus?**
6. **Can you distinguish between the important factor in the program itself and North Cyprus that pulled you to study the program at university?**
7. **If you are a senior aviation management student, would you choose to study this program once again, if given the chance to choose again? Please clarify your response.**
8. **Regarding the Covid-19 pandemic, how do you think it might affect your choice of the program? Please explain.**
9. **At your current university, which factors you <u>like</u> the most about aviation management program?**
10. **At your current university, which factors you <u>do not like</u> the most about aviation management program?**

APPENDIX IV

Demographics

1. How old are you?

   ……

2. What is your gender?

   .....

3. What is your nationality?

   .....

4. What is your degree level?

   .....

5. When did you register for the program? (Please indicate the year)

   …….....

6. What is your marital status?

   ……..……

Thank you for your kind cooperation.