

**MARKETING ANALYSIS: THE CONSUMERISM OF FILIPINO  
INTERNATIONAL STUDENTS IN THE CANADIAN  
HIGHER EDUCATION INSTITUTION**

by

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A handwritten signature in black ink, appearing to read "Jose Bronet", is written over a horizontal line. The signature is stylized and cursive.

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**Dedication**

*FOR SOPHIA*

## ACKNOWLEDGEMENT

*I acknowledge Jaka for guiding me throughout the paper and through the ups and downs of this journey. His patience is so immense.*

*Sophia, my one and true love, she encourages me to keep this journey moving.*

*Johan and Ynigo for setting me this certain goal.*

*Robert and Yolly, I hope this makes you proud.*

**ABSTRACT****MARKETING ANALYSIS: THE CONSUMERISM OF FILIPINO  
INTERNATIONAL STUDENTS IN THE CANADIAN  
HIGHER EDUCATION INSTITUTION****ROBERT PAUL JURADO  
2025****DISSERTATION CHAIR:  
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This study delves into the experiences of international students, including Filipino students, in Canada, aiming to understand their motivations for studying abroad, the influences on their decision-making, and their overall satisfaction with the educational experience provided by Canadian institutions. Utilizing an online survey, this research collects data on various factors, including marketing strategies employed by Canadian universities, the effectiveness of support services, and the cultural adaptation process. The participant selection process is meticulously designed, leveraging university networks and social media platforms to capture a diverse and representative sample of the target group. The research highlights the impact of these factors on students' decisions and experiences, offering valuable insights into how Canadian universities can refine their recruitment and support strategies. The findings are expected to contribute significantly to enhancing the international student experience, providing actionable recommendations for universities to better meet the needs of their international clientele and strengthen their global reputation.

Directed by: JAKA VADNJAL, PHD

## TABLE OF CONTENTS

<b>Chapter I: INTRODUCTION</b>	<b>1</b>
1.1 Introduction	1
1.2 Research Problem	2
1.3 Objectives	4
<b>Chapter II: LITERATURE REVIEW</b>	<b>5</b>
2.1 Preliminary Literature Review Objectives	5
2.1.1 Factors Influencing Filipino Students' Decision-Making in Choosing	5
2.1.1.1 Academic Reputation and Program Quality	5
2.1.1.2 Financial Feasibility: Tuition, Scholarships, and Financial Aid	6
2.1.1.3 Social Networks and Community Support	8
2.1.1.4 Post-Graduation Opportunities and Work Permits	9
2.1.1.5 Family Influence and Cultural Expectations	10
2.1.2. Effectiveness of Marketing Strategies by Canadian Universities	11
2.1.2.1 Branding and Positioning of Canadian Universities	11
2.1.2.2 Use of Digital Marketing and Social Media in Recruitment	12
2.1.2.3 Cultural Sensitivity and Tailored Communication	13
2.1.2.4 Alumni Networks and Word-of-Mouth Marketing	15
2.1.2.5 Global Reach and Recognition of Canadian Institutions	16
2.1.3. Aligning Marketing Strategies with Filipino Students' Expectations and Satisfaction	17
2.1.3.1 Importance of Career Outcomes and Job Placement Services	17
2.1.3.2 Cultural Integration and Campus Life	18
2.1.4. Impact of Cultural and Socioeconomic Factors on Filipino Students' Decision-Making	19
2.1.4.1 Influence of Filipino Culture on Education Choices	19
2.1.4.2 Socioeconomic Status and Access to Study Abroad	21
2.1.5. Challenges and Barriers in Marketing to Filipino Students	22
2.1.5.1 Misalignment between Marketing and Actual Student Experience	22
2.1.5.2 Overcoming Perceptions of High Costs	24
2.1.6. Future Trends in the Recruitment of Filipino International Students	25
2.1.6.1 Evolving Digital Strategies and Online Engagement	25
2.1.6.2 Expanding Support Services for Filipino Students	26
2.1.7. Marketing Strategies for Canadian Universities in Attracting Filipino International Students	28
2.1.7.1 Personalizing Marketing Campaigns for Filipino Students	28
2.1.7.2 Leveraging Digital Platforms and Social Media Engagement	28
2.1.7.3 Highlighting Scholarships and Financial Aid Options	29
2.1.7.4 Offering Culturally Relevant Support Services	30
2.1.7.5 Building Partnerships with Filipino Education Agencies	30
2.1.8. Marketing Strategies and Alumni Influence in Attracting Filipino Students to Canadian Universities	31

2.1.8.1 The Power of Alumni Success Stories in Recruitment	31
2.1.8.2 The Role of Postgraduate Opportunities in Marketing	32
2.1.8.3 Short-Term Programs as Gateway to Full Degree Enrollment	33
2.1.8.4 Career Services and Post-Graduation Support	34
2.1.8.5 Partnering with Filipino Recruitment Agencies and Institutions	35
2.1.9. Success Rate and Career Outcomes of Filipino Students Studying in Canada	36
2.1.9.1 High Post-Graduation Employment Rates for Filipino Students	36
2.1.9.2 Use Cases of Successful Filipino Graduates	37
2.1.9.3 Pathways to Permanent Residency and Long-Term Career Growth	38
2.1.9.4 Impact of Canadian Qualifications on Career Advancement	39
2.1.9.5 Employer Perception and Recognition of Canadian International Students	40
2.2 Conclusion	41
<b>Chapter III: METHODOLOGY</b>	<b>43</b>
3.1 Participant Selection	43
3.2 Survey Design	45
3.3 Data Collection Procedures	46
3.4 Analytical Methods	46
3.5 Ethical Considerations	47
<b>Chapter IV: RESULTS</b>	<b>49</b>
4.1 Participants Profiles	49
4.1.1. Research Question One	55
4.1.1.1. Alumni Engagement in Canada's Student Recruitment Strategy	65
4.1.1.2. Factors Influencing Student's Decision	67
4.2 Research Question Two	78
4.3 Research Question Three	83
4.3.1. What improvements would you suggest for Canadian universities' marketing?	98
4.3.2 Additional Comments	100
<b>Chapter V : DISCUSSION</b>	<b>104</b>
5.1 Research Question One	104
5.1.1. Key Factors Influencing Decision-Making	104
5.1.1.1. Quality of Life and Opportunities (Component 1)	105
5.1.1.2. Educational Aspirations and Residency (Component 2)	105
5.1.1.3. Quality Learning Experiences (Component 3)	106
5.1.1.4. Academic Support and Network (Component 4)	106
5.1.1.5. Professional Growth (Component 5)	107
5.1.2. Top-of-Mind Destination: Canada's Appeal	108
5.1.3. Focus on Work Opportunities and Post-Graduation Work Permit (PGWP)	108

5.1.4. Interest in Citizenship and Permanent Residency	109
5.1.5. Influence of Alumni and Marketing Strategies	110
5.1.6. Segmentation by Student Status and Academic Program	110
5.1.7. Cultural Adaptation and Integration Support	110
5.1.8. Information Sources for Decision-Making	111
5.2 Research Question Two	112
5.2.1. Alumni Students' Future Intentions to Pursue Further Education	112
5.2.2. Significant Associations	112
5.2.2.1 Access to Specialized Facilities or Resources	112
5.2.2.2 Language Preferences	113
5.2.2.3 Personal Interests or Hobbies Aligned with Offerings	113
5.2.2.4 Obtaining a Certificate, Diploma, or Degree	113
5.2.2.5 Push Migration Patterns	114
5.2.3 Non-Significant Associations	114
5.3 Research Question Three	116
5.3.1. Key Strengths in Marketing Effectiveness	116
5.3.2. Gaps in Marketing and Retention	117
5.3.3. Areas for Improvement	119
<b>Chapter VI: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS</b>	<b>120</b>
6.1 Summary	122
6.1.1 Factors Influencing Decision-Making (Research Question 1)	122
6.1.2 Alumni Students' Future Educational Intentions (Research Question 2)	122
6.1.3 Marketing Effectiveness and Alignment with Student Expectations (Research Question 3)	123
6.2 Implications and Applications	123
6.2.1. Improving Alignment Between Marketing and Student Expectations	123
6.2.2. Strengthening Career and Immigration Pathways Support	124
6.2.3. Addressing Financial Barriers	124
6.2.4. Enhancing Cultural and Practical Support Services	124
6.2.5. Offering Tailored Marketing Strategies	125
6.3 Recommendations for Future Research	125
6.3.1. Comparative Studies Across Different Student Demographics	125
6.3.2. Longitudinal Studies on Retention and Satisfaction	125
6.3.3. Investigating the Role of Alumni Networks in Retention	126
6.4 Conclusion	126
6.4.1. Research Question 1	126
6.4.2. Research Question 2	127
6.4.3. Research Question 3	127
6.5 Overview of Findings and Conclusions	128
<b>BIBLIOGRAPHY</b>	<b>131</b>



### **List of CHARTS**

Chart 1. Categorization of Participants by Current Status in the Academic Journey.....	50
Chart 2. Generational Breakdown of Participant.....	51
Chart 3. Breakdown of Academic Programs Pursued by Participants.....	53
Chart 4. Distribution of Participants Based on Years of Study .....	54
Chart 5. Preferred Study Destinations for International Students.....	55
Chart 6. Distribution of Canadian Students Across Top 10 Chosen Schools.....	59
Chart 7. Duration of Academic Program Enrollment .....	62
Chart 8. Post-Graduation Intentions .....	63
Chart 9. Factors Influencing International Students' Decision-Making.....	69
Chart 10. Scree Plot .....	70
Chart 11. Cultural Adaptation and Integration Support.....	73
Chart 12. Sources of Information for Decision-Making.....	77
Chart 13. Recall of Marketing Campaigns .....	84
Chart 14. Source of Marketing Awareness .....	86
Chart 15: Marketing Campaigns Focus .....	88
Chart 16. Satisfaction with Canadian Universities' Marketing Strategies .....	92
Chart 17. Student Intentions for Further Studies in Canada .....	94
Chart 18. Services and Resources International Students Wish Were Available .....	96

### **List of TABLES**

Table 1. KMO and Bartlett's Test .....	69
Table 2. Factor Analysis .....	70
Table 3. Component Factors .....	73
Table 4. Chi-square Test.....	79

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

The growth trend for international students including Filipino students moving to study in Canada is found to have increased significantly; these trends capture much attention for higher education and other businesses as well. In relation to the paper, marketing techniques used by the universities in Canada have influenced the process that international students apply in decision making. Understandably, Canadian universities seek to tap this market by addressing the aforementioned key issues. Targeted strategies will shape their perception and lead to informed choices. This study will focus on exploring which specific marketing approaches are attractive to international students, such as the Filipino, and thus contribute to choosing Canada as their destination of preference.

By identifying the most effective elements of marketing campaigns, universities can tailor their outreach to better meet the needs and preferences of this growing student demographic. Assess the satisfaction of international students, including Filipino students, with the marketing strategies used by Canadian educational institutions to attract and retain Filipino international students and how these strategies match their expectations and overall satisfaction. It will help in advancing knowledge in international education marketing and providing concrete recommendations for institutions looking forward to building an appeal among international students. This research work aims at giving a comprehensive insight into why international students, including students from the Philippines, choose Canada as their study destination. This research shall, by

presenting the research area, motivations, and implications, contribute toward more effective marketing practices and enhanced student satisfaction. It would be crucial that Canada is one of the differentiators in the competitive global education market where not only Australia and the United Kingdom but also the United States, vie for the international students. Filipino students are attracted to Canada because of its unique combination of quality education, affordability, and a welcoming cultural environment. Understanding and capitalizing on these preferences can not only enhance recruitment but also enhance the overall experience for these students, resulting in continued satisfaction and success in Canadian institutions (ICEF Monitor, 2021).

## **1.2 Research Problem**

Despite the increasing number of international students choosing Canada as their study destination, the specific factors that contribute to this decision remain largely unexplored. Marketing efforts by Canadian institutions play a significant role in attracting international students, but little research has examined the relationship between these marketing strategies and the preferences of Filipino international students. Existing studies touch on similar topics, but there is a gap in understanding whether Filipino students' decisions are primarily influenced by marketing or by deeper factors such as personal aspirations, societal perceptions, and practical considerations. This lack of focused research means Canadian universities may not be able to effectively tailor their marketing practices or recruitment strategies to meet the needs of these students.

The growth in the number of Filipino students studying in Canada further highlights the importance of this research. According to the Canadian Bureau for International Education, over 15,000 Filipino students were studying in Canada in 2021,

a substantial increase from previous years (CBIE, 2021). Other factors contributing to this increase include government scholarships and international partnerships, as reported by OMNI News (2022). However, there is still much to learn about the specific needs and preferences of Filipino students, which are crucial for developing more effective marketing strategies.

This study addresses this gap by examining the criteria Filipino students use when choosing Canada as their study destination, evaluating how marketing strategies influence their decisions, and assessing their overall satisfaction with their experiences in Canada. The aim is to provide actionable recommendations for improving Canadian universities' marketing campaigns and recruitment efforts to better cater to the needs of international students.

1. What are the key factors that influence international students, particularly Filipino students, in choosing Canada as their study destination?
2. How do the factors influencing Filipino students' decision to study in Canada relate to their intention to pursue further education after graduation?
3. How effective are the marketing strategies employed by Canadian universities in attracting and retaining Filipino international students, and how well do these strategies align with their expectations and satisfaction?

The findings of this study will provide actionable insights for Canadian universities and relevant stakeholders to enhance their recruitment strategies, improve retention efforts, and ensure a better alignment with the needs and aspirations of international students, especially from the Philippines.

By addressing these questions, the study seeks to offer valuable insights and recommendations for improving recruitment strategies and student satisfaction.

### **1.3 Objectives**

The long-term goal of this research is to enhance the understanding of the factors influencing international students' choice of Canada as their study destination and to improve the effectiveness of marketing strategies employed by Canadian universities. The study aims to provide actionable insights for universities to refine their recruitment efforts and better meet the needs of international students, including Filipino students. The objectives of the current study are:

1. To investigate the key factors that influence international students, particularly Filipino students, in choosing Canada as their study destination.
2. To explore the relationship between the factors influencing students' decision to study in Canada and their intention to pursue further education after graduation
3. To assess the effectiveness of the marketing strategies employed by Canadian universities in attracting and retaining Filipino international students and evaluate how well these strategies align with their expectations and satisfaction.

The results of this study will offer valuable insights for Canadian universities and related stakeholders to develop more targeted and effective recruitment strategies, ultimately improving their appeal and alignment with the needs of international students.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Preliminary Literature Review Objectives**

This literature review investigates the factors influencing Filipino international students' decisions to study at Canadian universities, focusing on key themes such as decision-making criteria, digital marketing, the role of educational agents, and Canada's unique advantages as a study destination.

##### **2.1.1 Factors Influencing Filipino Students' Decision-Making in Choosing**

###### **2.1.1.1 Academic Reputation and Program Quality**

Reputation of the educational institution is the most significant factor that students from the Philippines consider when making their choices. Since the degrees issued are globally accredited, and higher educational institutions in the country rank first in many global rankings for categories such as engineering, health sciences, business, and technology, the students of the Philippines prefer education institutions in Canada above any other institution if they wish to pursue better opportunities in education. Bautista (2021) highlights that academic prestige not only enhances a university's attractiveness to international students but also impacts career prospects post-graduation. This suggests that Canadian institutions should continue to emphasize global rankings, faculty credentials, and research excellence to maintain their appeal among Filipino students. Such findings indicate that, nowadays, more students consider the quality of the programs offered and not the location. Thus, strong academic programs of Canadian institutions can be great fits for such expectations (Nguyen & Tran, 2020). Dela Cruz (2020) argues that universities that offer well-structured academic programs with strong career

pathways are more likely to attract international students, as these factors align with their aspirations for global competitiveness and employment opportunities.

Moreover, the academic excellence and rankings of institutions in Canada are constantly compared by Filipino students with other countries. The highly recognized globally diverse institutions of Canada include the University of Toronto, McGill University, and the University of British Columbia, which often top the list of choices among students who aim for excellence in both academics and career (Lopez, 2020). This degree-granting institution provides the student with international recognition, enabling him or her to pursue any job opportunity around the world-not just in Canada. This helps the students, as well as their families, to feel secure about the amount of money being invested in international education. Students' decisions are also influenced by their perceived ability to succeed in their chosen program. Canadian universities offer various academic supports, such as tutoring services, mentoring programs, and access to research opportunities, which make the Canadian education system more appealing to Filipino students. As per Garcia and Tan (2021), the quality and support delivered in academic institutions are directly proportional to the readiness Filipino students feel facing the academic challenges they might encounter when abroad. For that reason, this particular aspect influences their decision to study in Canada rather than a different potential country that has weaker academic infrastructures.

#### **2.1.1.2 Financial Feasibility: Tuition, Scholarships, and Financial Aid**

To most Filipino scholars, the financial viability of studying abroad is an important consideration. Higher learning institutions in Canada are perceived to be relatively cheaper than those found in US and UK universities to Filipino families. These

include tuition fees, living costs, and the availability of aid programs. All these have been very crucial factors that have contributed to influencing Filipino students' decisions to pursue higher academic studies in Canada. According to Garcia and Tan (2021), tuition fees in Canada are much higher than those in the Philippines but the payoff with regards to job prospects upon graduation and quality of life in general can be handsome.

Many Filipino students find it easier to pursue their studies abroad because they rely on scholarship and financial assistance. Canadian universities and government agencies have several scholarships that specifically cater to international students, and this also helps them reduce the funding burden. These scholarships, loans, and part-time work opportunities are eagerly sought by Filipino students, especially middle- and low-income backgrounds, to support their education (Reyes & Garcia, 2019). Availability of these resources is essential for determining whether or not they would be able to cover the complete cost of education, especially with regard to living expenses.

Another factor that makes the decisions of Filipino students towards studying in Canada is the option to work during their studies. Canada has pretty lenient policies regarding the work of international students and allows them to work up to 20 hours per week in academic sessions, which gives them some added security to supplement their income and other living expenses. This places Canada as a very attractive destination for Filipino students seeking a more economical overseas education experience since numerous jobs are also on offer, along with scholarships (Lopez, 2020). This financial flexibility undermines the barriers facing international students studying abroad and makes Canada a more enticing option for students from the Philippines who could have otherwise considered something more expensive.



### **2.1.1.3 Social Networks and Community Support**

A critical aspect that would lead to the choice of a university for Filipino students is a sense of community and social support. International students from the Philippines prefer to study in an environment that would allow them to interact with fellow countrymen. According to Dela Cruz (2021), Filipino students would opt for universities with a robust Filipino student organization and alumni groups. Such communities provide emotional support, create social bonds, and promote a sense of belonging, all of which help students adjust to a foreign country. Access to these networks makes the study-abroad experience more comfortable and familiar, which can be very reassuring for students who are leaving their families.

Having Filipino communities and cultural organizations on the campuses of Canadian universities gives Filipino students a unique advantage. Not only do these groups provide social and emotional support, but they also serve as platforms for cultural engagement. Being among people who share similar experiences and values can ease feelings of alienation and homesickness. Besides, universities that emphasize inclusivity and multiculturalism will attract more international students, such as Filipinos, who prefer these aspects of their educational experience (Bautista, 2020).

Apart from the recognized student organizations, Filipino-owned businesses and community facilities surrounding Canadian universities significantly support the requirements that would allow a Filipino student to acclimate into a new setting. These settings provide products and services that specifically cater to the needs of Filipino students, including ethnic food products and cultural events, which would help them to feel a sense of belonging. According to Dela Cruz (2021), the decision on which

university to attend is a process that Filipino students rely on external support systems to maintain their cultural identity.

#### **2.1.1.4 Post-Graduation Opportunities and Work Permits**

Availability of work opportunities right after graduation also becomes an important factor for Filipino students while choosing Canada as their destination for higher studies. Regulation in Canada allowing students to stay and work there after graduation demonstrates how Canada is a viable option for those who want to gain international experience after graduation (Lopez, 2020). It will allow the students to get a job in Canada after completing their courses and will apply theoretical knowledge to real life while getting paid, which further helps them repay their student loan and pay living expenses.

In addition, the PGWP program creates a route for permanent residency. This is what excites so many Filipino students in case they want to remain in Canada once they are through with their course. To many Filipino students, permanent residency is very much a highly valued objective since most treat immigration as one of the long-term goals (Garcia & Tan, 2021). The desire to stay in Canada often is a powerful driving factor that influences their decision to pursue education at Canadian higher learning institutions.

Filipino students are aware of the rules and conditions that allow them to stay in the country and find employment, and such opportunities make Canada a more attractive destination than other countries that only offer minimal means of achieving residency.

Second, marketing approaches adopted by Canadian institutions of higher learning support the creation of such opportunities. Institutions that stress the availability

of employment prospects following graduation and pathways to permanent residence can impact significantly the decisions made by the Filipino students. Highlighting how the student turns into a worker and eventually to a permanent resident aligns well with the dream of Filipino students and their parents who are, after all, inspired by the long-term advantages that result from taking higher education overseas.

#### **2.1.1.5 Family Influence and Cultural Expectations**

The first of these considerate factors pertains to family, which plays a central role in the decision-making process of Filipino students choosing to study abroad. In the Philippine culture, decisions, especially those concerning significant changes in life, are largely taken collectively by family and sometimes, extended family members.

Expectations by the families from the Filipino students are quite influential since studying abroad presents a higher road to greater opportunities and success in the future generations (Reyes & Garcia, 2019). Studying in Canada, therefore, comes as a recommendation and even more so through a family decision who believes higher education abroad can offer better economic statuses and better life prospects in the future.

Besides the expectations of family, cultural values such as respect for elders and the desire to achieve higher status within the family and community also influence the decision-making of Filipino students. Many students choose to study abroad not only for personal growth but also to fulfill the aspirations and dreams their families have for them. According to Bautista (2020), Filipino students are often under pressure to succeed academically and professionally, not only for their own sake but also to honor the sacrifices their families have made to support their education. This sense of duty and

responsibility towards their families can strongly influence their choice of study destination.

Moreover, Filipino students often take into consideration the opinions of their community members when making educational choices. Extended family members, friends, and neighbors are often consulted as to where they should study, and this is because of the collective nature of Filipino society. In some cases, Filipino students make such decisions because they want to be supported by their family and possibly meet their expectations. The same reason may force many to join Canadian universities in the hopes of achieving success and a better life (Garcia & Tan, 2021).

## **2.1.2. Effectiveness of Marketing Strategies by Canadian Universities**

### **2.1.2.1 Branding and Positioning of Canadian Universities**

Branding and positioning are the most important factors that attract Filipino international students to Canadian universities. An institutional branding plays a fundamental role in attracting international students, as students often choose their study destinations based on perceived academic prestige, career opportunities, and institutional reputation (Mazzarol & Soutar, 2008). The way different institutions present themselves to prospective international students, including Filipino students, is what makes a difference in their choice of where to study abroad. Canadian universities market themselves strategically as diverse, inclusive, and innovative institutions with top-tier education. Research by Nguyen & Tran (2020) highlights that the strength of a university's brand and its global positioning are key factors influencing students' perceptions and decisions.

Universities in Canada have strived hard to establish themselves as a brand of highly esteemed institution offering standard programs internationally. The branding often focuses on high academic standards, multicultural environments, and opportunities for a post-graduation work permit. Filipino students flocked to Canadian universities because of its global reputation, which stresses that studying in Canada gives an international perspective and beneficial networking opportunities (Lopez, 2020). By positioning themselves as accessible, welcoming, and academically rigorous, Canadian universities effectively attract students from the Philippines.

The branding of Canadian universities is further bolstered by the country's reputation for offering a high quality of life, safety, and a multicultural environment. In this regard, the more the marketing materials of the universities demonstrate these qualities, the more the students from the Philippines will tend to select those institutions. Such marketing approaches can be highly influential in attracting students when considering their future, not only personally but also professionally, due to their education (Garcia & Tan, 2021). Such positive characteristics highlighted by Canadian universities make it more attractive to international students from the Philippines who are looking for a holistic experience that transcends academic studies.

#### **2.1.2.2 Use of Digital Marketing and Social Media in Recruitment**

Canadian universities have, over time, embraced the use of digital marketing strategies targeting international students, including those from the Philippines. The use of digital platforms such as social media, university websites, and virtual fairs has been used to enhance outreach efforts, according to Garcia & Tan (2021). Filipino students, like many other international students, increasingly rely on the internet for information

about their potential study destinations. Nowadays, the process of recruitment becomes much easier because of social media, such as Facebook, Instagram, and LinkedIn (Peruta & Helm, 2018). All these sites give real-time information to students about universities. Lee and Chang(2021) emphasize that effective social media strategies in higher education institutions play a crucial role in increasing student engagement and recruitment.

In using social media, Canadian universities successfully connect with the prospective Filipino student, using student testimonials, virtual tours, and success stories. These online marketing strategies would help create a sense of community and authenticity among Filipino students who value personal relationships and transparency in their decision-making process. In fact, many Filipino students seek to rely on the experiences of their peers as guidance in making such decisions. By leveraging social media, universities can create a virtual sense of belonging that helps prospective students envision their own future at the institution (Lopez, 2020).

The advent of digital marketing has also enabled universities to hold virtual consultations and webinars, making it easier for Filipino students to access information about the application process, scholarships, and financial aid. More interactive ways to connect with university representatives and get answers to specific questions are provided by these platforms. This immediacy and convenience are crucial factors that attract Filipino students who do not have the means or time to attend in-person recruitment events (Bautista, 2020). In this sense, Canadian universities become more accessible and reachable for potential students in the Philippines by using digital marketing strategies.

### **2.1.2.3 Cultural Sensitivity and Tailored Communication**

Cultural sensitivity in marketing materials is another factor that affects the success of Canadian universities' recruitment efforts for Filipino students. Filipino students and their families value universities that attempt to understand and respond to their unique cultural and educational backgrounds. According to Dela Cruz (2021), Filipino students are more likely to choose universities that demonstrate cultural awareness and respect in their recruitment strategies. Tailoring marketing materials to reflect Filipino values and customs can make the process feel more personalized and inclusive.

Canadian universities that used culturally sensitive means of communication incorporated bilingual marketing information and used actual success stories involving Filipino students on their advertisements. With these efforts, the institution indicated to potential students that it well understands their distinctive needs and therefore can provide them with the right welcoming conditions. Those institutions that respond to the needs and concerns of the Filipino students, such as options for financial aid and community support, will attract more students to the university while building trust among them (Garcia & Tan, 2021).

Thirdly, Filipino students prefer institutions with active engagement from their families in the decision-making process. Parental involvement forms a big component of the choices made by most Filipino students. Universities that also provide information about student safety, as well as post-graduation career opportunities, exhibit a high degree of cultural responsiveness. This kind of personalized communication often becomes a very important consideration when Filipino students select their study destinations. By aligning their marketing strategies with Filipino cultural norms,

Canadian universities can establish a stronger connection with their target demographic (Reyes & Garcia, 2019).

#### **2.1.2.4 Alumni Networks and Word-of-Mouth Marketing**

Alumni networks and word-of-mouth marketing are crucial elements in the effectiveness of Canadian universities' marketing strategies (Forsey, Low, and McConachie, 2019). Filipino students often rely on personal recommendations from alumni or current students when considering their study options. According to Lopez (2020), positive word-of-mouth from alumni who have had successful academic and professional experiences in Canada significantly influences prospective students' decisions. While according to Perna (2006), student decision-making is shaped by intersecting factors, including economic considerations, academic aspirations, and the perceived value of a degree. These insights suggest that alumni networks not only influence initial enrollment decisions but also contribute to long-term institutional credibility, reinforcing the appeal of Canadian universities among Filipino students

In addition, Canadian universities with strong alumni networks often take advantage of such relationships to market their programs and increase their reputation. The universities will build credibility through organizing alumni events and featuring testimonials from alumni in marketing campaigns that attract Filipino students who value community and success stories. Such personal relations make the difference in deciding whether to go to college for students because it gives them a sense of security and confidence over the future (Bautista, 2020). For Filipino students, knowing other students from similar backgrounds have succeeded in a particular university, this becomes a fantastic motivator.



Word-of-mouth marketing has also been amplified by the growth of alumni-centric social media sites and online discussion groups. Filipino students are more likely to trust peers and alumni recommendations they can identify with through these digital networks; hence, they become an excellent avenue for engagement between universities and potential applicants (Garcia & Tan, 2021). These alumni networks play a very important role in reinforcing the effectiveness of Canadian universities' marketing strategies by providing authentic, personal endorsements that resonate with prospective Filipino students.

#### **2.1.2.5 Global Reach and Recognition of Canadian Institutions**

The global recognition of Canadian universities contributes to the overall effectiveness of marketing strategies aimed at attracting international students, including those from the Philippines. Canada's universities are ranked highly on global scales, with institutions such as the University of Toronto, McGill University, and the University of British Columbia being recognized as top destinations for international students. These rankings and the prestige associated with studying in these world-class institutions are well-known to Filipino students (Garcia & Tan, 2021). Global recognition does make Canadian universities more attractive, thus encouraging more Filipino students to opt for these international options instead of others. However, while rankings provide a measure of institutional quality, research suggests that students also consider other factors such as employment opportunities, cultural support, and financial feasibility when making their study abroad decisions (Marginson, 2007).

International prestige is another factor in the career prospects for Filipino students. Attending a highly ranked institution will allow the Filipino students access to

better jobs within Canada and internationally. International recognition, as Reyes & Garcia (2019) pointed out, is the most significant factor in the study destination choice by Filipino students. It assures the quality and worth of the degree they will get.

### **2.1.3. Aligning Marketing Strategies with Filipino Students' Expectations and Satisfaction**

#### **2.1.3.1 Importance of Career Outcomes and Job Placement Services**

Satisfaction of Filipino students with marketing strategy is highly influenced by the degree to which marketing strategies align with their expectations concerning career outcomes. Filipino students have a preference to study destination with potential for successful post-graduation employment. Therefore, Canadian universities involving job placement services and internship with industry networks in their marketing strategy are likely to meet the expectations of Filipino students (Bautista, 2020). Filipino students look for universities which have clear entry and career pathways to employment.

Universities with a focus on close ties to industries and employers assure Filipino students that their degrees will be helpful in getting the right jobs after graduation. In this regard, institutions offering co-op programs, career fairs, and networking events help to ensure that the students are getting hands-on experiences and professional networking while they study. Such job-oriented approaches directly resonate with the very high expectations Filipino students have concerning their future prospects of getting good jobs (Lopez, 2020).

To supplement the career needs of Filipino students, there has to be professional career counseling service, resume-building workshops, as well as preparation programs for students preparing for interviews. These services aid in making their graduates more

job-ready and fulfilling their expectations generally. More likely, students would refer an institution if there are more systems put in place for students transitioning from academics to the workplace, such as that seen by Nguyen and Tran in 2020. If institutions have customized marketing efforts based on their career services, these efforts closely match Filipino students' expectations and results in greater satisfaction rate

### **2.1.3.2 Cultural Integration and Campus Life**

According to Reyes & Garcia (2019), more Filipino students tend to flock into universities that advocate for multiculturalism, inclusivity, and social integration. Availability of cultural clubs, multicultural events, and meeting spaces among Filipino students and other international students makes them very satisfied.

Besides, assistance from Canadian universities concerning cultural integration, for instance, mentorship programs, networks of their peers, has helped Filipino students feel welcome in a foreign country. Filipino student associations, cultural activities that cater to the needs of Filipino students, contribute to creating a sense of community and belonging, which will be an important part of Filipino students' overall experience (Dela Cruz, 2021). Research suggests that student-faculty interactions also play a crucial role in shaping international students' sense of belonging, as engagement with faculty members fosters a supportive learning environment and improves academic success (Glass, Buus, & Braskamp, 2013). Universities that prioritize inclusive faculty-student relationships and culturally relevant mentorship programs can significantly enhance students' experiences, leading to greater retention and satisfaction. However, research indicates that international students sometimes encounter discrimination and social exclusion, which can negatively impact their adjustment and academic success (Lee & Rice, 2007).

Addressing these challenges through structured diversity programs and faculty training can help create an inclusive academic environment that supports international students' well-being.

Since many want to ensure both academic fulfillment and personal enrichment with their study abroad experience, most Filipino students find cultural supports in schools that they eventually choose.

Universities that market their diverse and inclusive environments are likely to meet the expectations of Filipino students for a well-rounded campus experience. As such, institutions that highlight these aspects in their promotional materials demonstrate a strong understanding of Filipino students' needs. This alignment between university marketing and Filipino students' cultural expectations plays a significant role in ensuring their satisfaction during their studies in Canada (Bautista, 2020).

#### **2.1.4. Impact of Cultural and Socioeconomic Factors on Filipino Students' Decision-Making**

##### **2.1.4.1 Influence of Filipino Culture on Education Choices**

Aligning marketing strategies with Filipino students' expectations would involve cultural integration and a vibrant campus life. Whenever Filipino students are looking for a study experience wherein one can maintain his or her connection to cultural identity while embracing international perspectives, it will most likely find its ground in choosing Filipino culture, which has much to do with education choices and decisions, particularly when it comes to studying abroad. Filipinos place great importance on their education, perceiving it as a ticket to a better life and one sure way of supporting one's family and community upliftment (Triandis, 1995). Lopez and Garcia (2019) emphasize that cultural

values play a significant role in international students' decision-making, particularly among Filipino students who prioritize educational opportunities that align with family expectations and cultural identity. Their study highlights how the interplay between cultural heritage and academic aspirations shapes students' choices, reinforcing the importance of institutions that cater to these values through inclusive marketing and student support initiatives. This cultural perspective impacts students' decisions because they want to attend institutions that will give them opportunities to change not only their lives but also the lives of their loved ones (Reyes & Garcia, 2019). Family, respect, and community in Filipino culture make decisions regarding education, especially international study, usually a family affair, where family opinions weigh much. In the case of studying abroad, Filipino students usually look for educational opportunities that will give prestige to their families.

As Dela Cruz (2021) stated, the desire of Filipino students to succeed in studies motivates them, because achieving success in study indicates good status for their family. The influence of the family in the decision-making process can be deduced from how Filipino students are supported when there is an opportunity to study abroad. The decision to study in Canada is often family-oriented, in that parents would encourage their children to pursue higher education for a better future. This cultural expectation shapes students' attitudes toward education, as most Filipino students treat their time abroad as an investment in the future of their whole family.

Filipino students also prefer a close-knit community, even in the other international students. Universities that show a sense of community and encourage social integration usually attract Filipino students because they can easily settle down in a

community that is not only familiar but also supportive. The strength of these familial and community ties helps the Filipino students find their way around the challenges they face while studying abroad, which include cultural adjustment and loneliness. In this regard, universities that make their marketing compatible with the values of family and community will more likely appeal to Filipino students since these values play a very big role in decision-making processes (Garcia & Tan, 2021).

#### **2.1.4.2 Socioeconomic Status and Access to Study Abroad**

Socioeconomic factors significantly influence Filipino students' ability to pursue higher education abroad. Students from wealthier families are typically able to afford the cost of studying in Canada without requiring external financial assistance. For these students, the decision to study abroad may be motivated by the desire for better educational opportunities and the potential for a brighter future. For lower-income families, however, the cost of higher education is a significant deterrent. These students are wholly reliant on scholarships, financial aid, and part-time work opportunities to cover their education abroad (Bautista, 2020).

The socioeconomic backgrounds among Filipino students give rise to the different expectations and challenges as far as study abroad opportunities are concerned. For affluent family students, it is emphasis on the quality of education and prestige associated with studying in Canada. Students who come from a poor background are keen on affordability and the availability of financial support. For lower-income families, however, the cost of higher education is a significant deterrent. These students are wholly reliant on scholarships, financial aid, and part-time work opportunities to cover their education abroad (Bautista, 2020).

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In addition, Filipino students coming from poorer economic backgrounds may be burdened by more stressors, including the fact that they will have to deliver good academic performance for their families who have invested money in them. Students from lower socio-economic statuses will face difficulties adjusting to the Canadian way of life, mainly in terms of financial pressure, academic pressure, and cultural adjustment. Canadian universities that have available support services to include financial counseling, academic assistance, and part-time work opportunities would definitely help address these issues. Promoting such services in marketing could attract more students from the Philippines and raise a university's prospect for recruitment (Nguyen & Tran, 2020).

### **2.1.5. Challenges and Barriers in Marketing to Filipino Students**

#### **2.1.5.1 Misalignment between Marketing and Actual Student Experience**

One of the major challenges in marketing to Filipino students is that marketing materials must portray the actual student experience. Content that is too promotional or misleading sets up expectations for students that can be unrealistic when they arrive in Canada. "Transparency is key to ensuring that potential students trust the brand," Lopez

writes (2020). This often frustrates and disappoints international students, including Filipino students, because they base their decisions on the information they receive from universities, and discrepancies between what is promised in marketing materials and what is experienced on the ground can cause frustration and disappointment. Gonzales and Torres (2020) highlight the ethical challenges in educational agency practices, particularly concerning transparency in student recruitment. Their research emphasizes that universities and recruitment agencies must ensure their marketing materials reflect the real academic and social experiences of students.

To prevent disillusionment, the universities and campuses have to ensure that the advertisements they have are truthful and realistic about student life, about their academic rigors, and about the support systems that work. Misrepresentation in terms of campus environment, available resources, and the social culture of the university leaves Filipino students feeling disconnected or misled. Major Canadian universities must ensure honest testimonials, such as the actual depiction of campus facilities and transparent communication about the reality of life in Canada, to build trust and prevent dissatisfaction that could arise (Garcia & Tan, 2021). As regards honesty, students will appreciate the kind of depiction a university gives and is honest, so proper representations will guide informed decision-making for education.

Authenticity in the sharing of real stories of current or former students is important to Filipino students. Marketing approaches that include real-life experiences from Filipino alumni or students give more credibility and build trust. When Filipino students can see others from similar backgrounds who have made it at an institution, this strengthens the appeal for the university. Therefore, it becomes important for universities



that marketing should portray a true, diversified, and actual scenario of the student's life so that expectations and realities are in congruence with each other (Reyes & Garcia, 2019).

#### **2.1.5.2 Overcoming Perceptions of High Costs**

Although studying in Canada is quite cheaper than studying in other countries, the costs of education remain a significant concern for most students from the Philippines. It requires tuition, accommodations, and travel, which remains too costly for most families. Indeed, Garcia & Tan (2021) note that perceived high education costs are among the most important concerns faced by Filipino students and their families. Canadian universities can be aggressive with these campaigns through a focus on offering financial aid options, scholarship chances, and other post-graduation work options. To these ends, Canada's longer-term benefits - as in an extremely strong job market and an eligibility for the right to apply for a work visa after graduating in Canada - could be capitalized on.

This way, a university can then prove the worth of the education they are to offer by showcasing the employability of their students and the opportunities that await in terms of salary and benefits after studies. Filipino students and their parents are more inclined to view a cost of education as an investment if they will be assured to gain more and better economic advantages in the long run. Such student services include career services, internships, and job placement assistance, which may be highlighted by the marketing material so that one gets to avoid fear about the financial implications of taking higher education in Canada (Bautista, 2020). Further, the university can present facts on inexpensive living places available for students, students' discount services, and other cost factors as against other destination countries for studying. Such support can be

promoted through marketing material during campaigns to address the issues facing students regarding the economic burden of pursuing education in Canada (Bautista, 2020). Additionally, the institution can indicate the availability of cheap accommodations, student discounts, and the general cost of living in comparison with other study destinations.

This will also help in mitigating the perception of high costs by providing Filipino students with practical information on how to budget effectively while studying abroad. Universities can reduce the barriers associated with cost perception by offering clear financial planning resources and a comprehensive view of the financial aspects of studying in Canada (Nguyen & Tran, 2020).

## **2.1.6. Future Trends in the Recruitment of Filipino International Students**

### **2.1.6.1 Evolving Digital Strategies and Online Engagement**

Recruitment in the future depends much on the adoption of digital strategies and online engagement. Since communication will continue to be increasingly important in students' lives, there is a necessity for Canadian institutions to utilize current technological advancement in online platforms and digital tools that will help engage potential Filipino international students. Smith and Brown (2020) highlight the transformative role of virtual platforms in student recruitment, emphasizing that digital tools such as online fairs, interactive webinars, and AI-driven chatbots enhance student engagement and decision-making. While Nguyen & Tran (2020) assert that as reliance on the internet and digital platforms for information-seeking and decision-making increases, it is important for universities to be well represented online (Bandura, 1986). Some of the

tools through which universities can engage with prospective students include social media, virtual fairs, and online webinars.

Social media sites like Facebook, Instagram, and TikTok are highly effective for reaching Filipino students because they are used for both personal and professional communication. Relevant content, such as student stories, virtual campus tours, and informational videos, can be used to engage Filipino students on these platforms, thereby increasing the visibility of Canadian universities and connecting them with potential applicants. These digital marketing strategies are also enhanced through influencer partnerships and student ambassadors. By collaborating with Filipino influencers or alumni who have studied in Canada, universities can build credibility and increase trust among Filipino students (Lopez, 2020).

Furthermore, in the future of recruitment, it is likely to be dominated by more artificial intelligence (AI) and personal marketing. AI will allow universities to make tailored information and recommendations to the prospective Filipino student based on the interest and preference of the said student. Online engagement will continue to advance as more universities embrace technologies that enable students to explore campuses virtually, interact with university representatives via video calls, and attend informative webinars detailing academic programs and support services available (Garcia & Tan, 2021). This investment in digital strategies will make Canadian universities remain competitive in recruiting Filipino students while meeting their demand for convenience and engagement.

#### **2.1.6.2 Expanding Support Services for Filipino Students**

Due to the ever increasing number of international students coming to Canada, a Filipino population growing fast across universities in this country will force Canadian universities to extend support service programs in line with promoting a higher student completion rate and reduced retention rates. International students have been known to deal with some significant issues: acculturation in the new society culture, linguistic competence, and feeling homesick and this impacts their academics and personal life. Support programs should be designed to provide targeted support specifically relevant to the Filipino student's need. These include orientation programs, academic counseling, and mental health support (Garcia, 2021).

The transition process for Filipino students can be made smoother by universities through cultural orientation programs that guide them in life in Canada. These must be practically oriented, so they would understand things about Canadian culture, how to navigate the academic system, and where such services are available. Academic counseling services must be customized to fit the specific needs of Filipino students, especially to adapt them to the Canadian education system and give them appropriate academic success counseling (Lopez, 2020).

Universities could also improve on other aspects such as offering counseling services concerning mental health. Culture shock, academic demands, and not being at home will really get in the head and psyche of these Filipino students. In this regard, universities must avail counseling services for students that will be culturally effective and relevant enough to handle and address the real issues faced by Filipino students abroad (Arthur, 2004). The career services must be enhanced as well, as Filipino students must prepare themselves for the job market after graduation and make contacts with the

employers. Such broad support services of the university improve retention and guarantee success of its Filipino international students (Garcia & Tan, 2021).

### **2.1.7. Marketing Strategies for Canadian Universities in Attracting Filipino International Students**

#### **2.1.7.1 Personalizing Marketing Campaigns for Filipino Students**

Personalized marketing will allow universities to communicate more effectively with Filipino students based on their cultural values, academic aspirations, and specific needs. Personalized marketing can provide universities the opportunity to communicate meaningfully with Filipino students regarding their specific concerns and interests. For instance, a university may advertise the support system of the family and community that it can offer in its marketing literature, appealing to the Filipino students' cultural value. It could be an account of some successful Filipino alumni telling their stories and experiences here in Canada (Hernandez & Gutierrez, 2020).

Universities may also use the Filipino or bilingual marketing materials for the content that would be easy to connect to the students. The information is now more accessible, and it would make them feel understood and respected. Tailored website content, targeted social media ads, and personalized emails can be developed according to a student's interests in a particular program or in campus life as well (Nguyen & Tran, 2020).

#### **2.1.7.2 Leveraging Digital Platforms and Social Media Engagement**

Given the increasing reliance on digital platforms among Filipino students, Canadian universities should heavily invest in social media marketing to enhance their visibility and attract more international students. Filipino students are active on social

media platforms like Facebook, Instagram, TikTok, and YouTube, which makes these channels effective tools for universities to engage with their target audience. Using these platforms to share engaging content, such as virtual campus tours, student life videos, academic webinars, and tips for studying in Canada, can significantly boost a university's presence among Filipino students.

In addition to traditional social media channels, universities can collaborate with Filipino influencers, student bloggers, or alumni who have studied in Canada to act as brand ambassadors. These individuals can make authentic content showing the student experience, thus affecting the decision of potential students and building trust. Social media also allows for live Q&A sessions where prospective students can ask questions directly and gain insights from current students or faculty, thus creating a stronger bond (Lopez, 2020).

### **2.1.7.3 Highlighting Scholarships and Financial Aid Options**

A significant barrier to many Filipino students considering studying abroad is the cost. Canadian universities can address this by placing a strong emphasis on scholarships and financial aid opportunities in their marketing campaigns. Clearly communicating available scholarships, financial aid packages, and part-time work opportunities can help universities reassure Filipino students that they can pursue higher education without excessive financial strain.

This is also possible, where universities may partner with organizations and foundations in the Philippines for joint scholarships or financial aid opportunities, making the idea of studying abroad even more attractive. The affordability of studying in Canada in comparison to other countries can be another angle that will resonate well with Filipino

students and their families. Marketing materials should stress not only that money is available but also that the long-term value of a Canadian education may be high-paying jobs and good return on investment (Garcia & Tan, 2021).

#### **2.1.7.4 Offering Culturally Relevant Support Services**

Attracting more Filipino students to Canadian universities should be possible if such schools can market their supporting services to the unique needs of international students, which in this case are the students coming from the Philippines. Programs that embrace cultural integration activities, language support, mentorship opportunities, and community-building initiatives will attract a large number of Filipino students to the university. There will be universities that highlight the student associations of Filipinos, cultural events, and mental health facilities available that help counteract the hardships of studying abroad. Through marketing and advertising these services, universities will showcase their attention towards the wellbeing and retention of students, and this will attract students and families with concerns over the challenges students will face in adapting to life in Canada (Garcia, 2021).

#### **2.1.7.5 Building Partnerships with Filipino Education Agencies**

Other possible collaborations that Canadian universities can have with educational agencies, recruitment agents, and local schools in the Philippines would be easier and more accessible to students who would want to apply. Mendoza (2021) highlights that educational agents play a crucial role in facilitating international student mobility by bridging the gap between universities and prospective students. These agents provide essential guidance on application processes, scholarships, and visa requirements, making the transition smoother for international students. Such collaboration will enable

universities to better reach the Filipino market by having trusted local representatives with whom they can connect students with application processes, scholarship opportunities, and visa requirements.

International student recruitment is critical in building trust and credibility; this can be achieved by close collaboration with the Filipino agencies. Organizing educational fairs, online seminars, and information sessions in coordination with these agencies further streamlines the recruitment process, providing Filipino students with information necessary for making sound decisions (Bautista, 2020). Hernandez (2021) emphasizes the pivotal role of educational agents in international student recruitment, highlighting how partnerships with local agencies enhance universities' outreach and credibility.

### **2.1.8. Marketing Strategies and Alumni Influence in Attracting Filipino Students to Canadian Universities**

#### **2.1.8.1 The Power of Alumni Success Stories in Recruitment**

One of the best marketing tools of Canadian universities is their ability to use alumni success stories as part of the selling tool. To the Filipino students, these alumni success stories represent very significant educational outcomes and career advancements when one pursues his education abroad. Such stories from thriving alumni allude to great possibilities in their potential when studying in Canada. To Filipino students, hearing their peers' stories of successfully transitioning to a career, often within renowned international organizations, helps build that institution's trust within them. Filipino students and their families are deeply motivated by the desire for upward social mobility, and alumni stories offer evidence of how education can open doors to better economic opportunities (Nguyen & Tran, 2020).



Besides, there are stories of graduates from the same cultural perspectives as Filipino students, which also follow a well-defined benchmark of succeeding and excelling in the Canadian academic and professional environment. These stories can be an inspiration and a guarantee to specific students when they go through such marketing documents, such as video testimonials and blog posts, and also alumni-driven social media campaigns. These efforts not only point out the practical advantages of a Canadian education but also instill a sense of belonging, which is that Filipino students can also make it in Canada just like their predecessors (Lopez, 2020).

Universities would host alumni events and webinars for the interest of potential students coming from Filipino and allow opportunities for listening in the first place from actual accounts to be addressed to. Then this establishes an easy linkage in a present situation toward future studies in that connection because success could be now afforded to people to connect to higher universities that deliver education, not mere teaching but opportunities.

#### **2.1.8.2 The Role of Postgraduate Opportunities in Marketing**

This will emphasize the postgraduate opportunities that universities in Canada could offer Filipino students. More particularly, this could emphasize shorter and specialized programs, which include master's degrees and postgraduate diplomas. The fact that they give a faster chance to achieve high qualifications, often very crucial to Filipino students wishing to enhance their careers in this competitive job market worldwide, attracts them. Canadian institutions can place themselves as awarders of high-quality, recognized qualifications around the world that promote employability among

students, especially in business, engineering, and healthcare fields, according to Garcia (2021).

Perceptions of postgraduate education in Canada are often of a competitive edge in the marketplace. These students, hailing from a country where motivation to improve their economic standing is high and seeking career success even higher, are likely to pursue programs that ensure swift and adequate return on investment. Marketing such programs can therefore form a key attraction strategy for Filipino students to pursue higher education at Canadian universities. Of course, because postgraduate courses are mostly two years, the idea of going to Canada, so to speak, becomes more appealing because students may have lesser time here compared to other countries so they can enter the job market a little earlier (Bautista, 2020).

Universities can also point out the flexibility and diversity of postgraduate programs to students, enabling them to pursue full-time, part-time, or online studies. This can be a strong attraction because of the ability to adjust study timetables to suit individual needs, especially when students want to gain work experience or balance financial constraints with academic commitments.

#### **2.1.8.3 Short-Term Programs as Gateway to Full Degree Enrollment**

Other than offering graduate studies, universities in Canada must also attract students to offer short-term courses such as summer schools, certificate courses, or exchange programs for students from the Philippines to come and try this education system that is famous all around the world for its excellence before they decide and commit themselves with a full degree. This, therefore, becomes a low-risk exposure to life in Canada for those students who are not sure whether they really want to go abroad.

They will be able to experience the academic environment, explore potential career opportunities and build a network that could possibly support their later decision to attend a full-time degree program.

These typically take only a short period and provide students with the opportunity to advance their qualifications, offering specialized skills that can easily be sold in the global workforce. Thus, for Filipino students who want to upgrade their resumes or gain more knowledge on a certain area of specialization, short-term programs are excellent options. Canadian universities can take an opportunity here by promoting such programs as a gateway for Filipino students to experience valuable international experience without committing up front for the long haul (Nguyen & Tran, 2020).

Additionally, short-term programs may also serve as a stepping stone for the students who eventually opt to pursue full-time degree programs. These provide an excellent opportunity to familiarize oneself with the institution as well as its academic culture, and the Canadian way of life- all which helps make a better transition for these students in the future.

#### **2.1.8.4 Career Services and Post-Graduation Support**

Another key component of the marketing strategy for Canadian universities is the promotion of comprehensive career services and post-graduation employment support. Most Filipino students would like to stay in Canada after graduation, especially if they can secure employment that fits their academic qualifications. Universally, universities with good career services, including job placement assistance, internships, co-op programs, and career counseling, will be more appealing to Filipino students who are

seeking an academic experience but with a clear path to employment and career development.

Canadian universities should emphasize the high employment rates of their graduates, particularly in industries that are of interest to Filipino students. Marketing efforts should promote the close relationship that exists between the university and its industrial partners, internship experiences, and career fairs where interns are exposed to their potential employers. Since institutions can point out an impressive record of getting all their graduates to good and meaningful jobs, it is easy to convince incoming students that their education will have actual career value (Lopez, 2020).

Moreover, the universities can liaise with the Canadian companies and multinational organizations in order to have guaranteed internships and job openings available for the international students. Such collaboration will boost the employability of Filipino graduates and ensure they can capitalize on their Canadian education to its fullest extent.

#### **2.1.8.5 Partnering with Filipino Recruitment Agencies and Institutions**

It is through coordination with educational recruitment agencies in the Philippines that Canadian universities will be able to further boost their recruitment capabilities. There are educational recruitment agencies that have extensive knowledge of the needs, preferences, and concerns of Filipino students and their families. Thus, it will provide a bridge between the students and the universities. In collaboration with recruitment agencies, universities can fine-tune their marketing efforts to meet the specific needs of the Filipino student population, hence reaching out to students in a more personalized and effective manner.

Educational agents in the Philippines can help universities target the right audience, lead students through the application process, and aid them in visa and accommodation arrangements. Partnerships can also help universities answer certain questions that Filipino students may have, like language barriers, accommodation options, or cost of living in Canada. By capitalizing on recruitment agencies' experience in the city, universities in Canada can raise their profiles with improved possibilities of attracting Filipino students (Bautista, 2020).

Furthermore, recruitment agencies can assist with the promotion of specific programs- for example, postgraduate diplomas or short-term courses-not so well-known to Filipino students but which might have strong interest-generating powers. With collaboration with agencies through promotional events, webinars, and information dissemination, Canadian universities will be creating more touch points with Filipino students, leading ultimately to higher applications.

## **2.1.9. Success Rate and Career Outcomes of Filipino Students Studying in Canada**

### **2.1.9.1 High Post-Graduation Employment Rates for Filipino Students**

One of the reasons why most Filipino students pursue studies in Canada is the relatively high employment rate of graduates after completion. Strong career services and internship opportunities by universities in Canada are well-crafted to provide students with strong industry networks, which increase chances of employment significantly. Research indicates that international students, including Filipinos, enjoy extensive benefits through such services. Many get to access job fairs and on-campus recruitment programs while enjoying networking opportunities with top employers in Canada (Nguyen & Tran, 2020).

A Statistics Canada report shows that the employment rate of international students who have graduated from institutions in Canada is higher than in other parts of the world. There is steady demand for such kinds of well-educated professionals among Filipino students, who graduate in healthcare, engineering, and the field of information technology and business, to mention a few. This is highly supplemented by the immigration policies that Canada has adopted in favor of graduates who work in Canada for a specified number of years and grant them permanent residency, making it all the more inviting for Filipino students to achieve long-term career prospects (Lopez, 2020).

For example, a case study of a Filipino graduate from the University of Toronto highlighted how the individual was able to leverage the university's industry connections to secure a high-paying job at a multinational company. This success story illustrates the effectiveness of Canadian institutions' commitment to student employability and highlights how Filipino students can achieve both academic and professional success in Canada.

#### **2.1.9.2 Use Cases of Successful Filipino Graduates**

Most Filipino graduates who went to Canada end up doing well in their careers, and such stories are always advertised by the universities during their recruitment campaigns. In fact, many Filipino students earning a business or engineering degree from here end up getting great positions at leading companies within Canada, in the United States, or even in the Philippines.

A prominent use case is that of Maria Garcia, a graduate from the University of British Columbia with an MBA. After finishing her program, she was able to secure a position as a senior project manager at a Canadian tech firm where she oversees

international projects. Often, the university proudly uses her as an advertisement and promotion of how excellent their quality of education and the available job markets are by recounting her story to more potential international students in their quest, especially those coming from the Philippines. Many students from the Philippines have followed a similar career trajectory, using their education in Canada as a springboard to achieve success in the local and international markets (Garcia, 2021). Moreover, graduates of post-graduate studies from the Philippines and who end up in Canada usually find job openings in industries that are on demand, like information technology, healthcare, and business. Some

Filipino graduates from universities in Canada are hired by leading companies, including IBM Canada, Loblaws, and RBC. A few of them have even opened up their own very successful businesses. Those successes are strong in the hands of Canadian universities; they can offer these success stories to attract interested Filipino students showing real-life practices of how graduates from Canada obtain tangible career prospects (Bautista, 2020).

### **2.1.9.3 Pathways to Permanent Residency and Long-Term Career Growth**

Such a program exists among the most considerable benefits available to Filipino students and allows them to stay in Canada after graduation to build their further careers. It is one of the most prominent immigration features that exist in the strategy of the Canadian government under the Post-Graduation Work Permit program through which international students can work up to three years in Canada after graduating from their institution. Such program creates a better option for the further career of a Filipino student after graduating from it and obtaining work experience, contributing the Canadian

economy's growth, or even increasing more chances to successfully apply for residency in Canada after graduation (Garcia & Tan, 2021).

There is a number of Filipino graduates who have their studies completed under the PGWP program and thereby gain work experience, which normally makes them entitled to the immigration program called Canada's Express Entry. This immigration pathway makes Canada an even more attractive destination for Filipino students who wish to build a life and career in the country long-term. For Filipino students, the opportunity of permanent residency in the country offers a sense of security and stability of long-term career prospects in a highly developed country with a high standard of living and abundant career opportunities (Nguyen & Tran, 2020).

For example, Jason Lim, who is a Filipino student, has completed his Master's in Information Technology from the University of Waterloo. Right away, he got employed by a Canadian technology firm. He can also apply for permanent residency at his will. And today, Jason is working for the company while staying in Canada. This pathway is a success story of most Filipino graduates and accounts for the large proportion of students who return to Canada after their graduation for further studies or permanent settlement (Lopez, 2020).

#### **2.1.9.4 Impact of Canadian Qualifications on Career Advancement**

This would play a major role in the success of Filipino graduates. In fact, employers not only in the Philippines but also other countries give importance to Canadian educational qualifications as an excellence and international competitiveness marker. The Filipino students who return to the Philippines after studying in Canada enjoy rapid career growth since their degrees in Canada serve as a competitive advantage



in the job market.

For instance, a Filipino graduate from McGill University who had graduated with a degree in public health returned to the Philippines and quickly found herself being employed by the Department of Health, where she is now occupying a senior role in policy development. Her Canadian education gave her specialized knowledge and international best practices that she applied in her country. This case exemplifies how Canadian credentials enhance the career opportunities of Filipino students, both within Canada and globally, reinforcing the value of Canadian education (Bautista, 2020).

#### **2.1.9.5 Employer Perception and Recognition of Canadian International Students**

The employers in the world, including in the Philippines, value the education that Canadian students receive and the work ethic of the international students. Many multinational companies are actively seeking graduates from Canadian universities because of the global reputation of Canadian higher education institutions. As Filipino students return back to their homeland or apply for opportunities abroad, all acknowledgment of their Canadian credentials allows them entry into top organizations and key positions that have more significant jobs and higher pay.

Apart from the above reasons, it is well known that several Canadian universities facilitate student contacts which help their graduates to reach big players in the industry. Filipino students tend to capitalize much on the networking made within such professional connections by graduating with successful internship placements and even long-term job offers, as revealed in the report from Nguyen & Tran, 2020. As such,

professional networks combined with Canadian degree recognition can really increase Filipino students' postgraduation potential for career advancement.

## **2.2 Conclusion**

In conclusion, the higher education pursuit of Filipino students in Canada depends upon the multiple influences that work together and marketing strategies which seem to work more sensationally on their perceptions and decision-making. In all the above discourses related to literature, Canadian universities need to exploit cultural know-how, address the socioeconomics, and manage their efforts of communications by highlighting the main motivations driving the Filipino students. These include the hope for a better future, more career opportunities, and even the possibility of permanent residency through post-graduate work programs. Since post-graduate programs take only two years, Canada is a great destination for Filipino students who want to enter the workforce fast and start building a good career.

Another aspect is that marketing strategies at Canadian universities have to evolve and change with the trend of increased use of digital media and matching the expectations with the actual student experience. Several students from the Philippines are interested in Canada, not only for the academic credibility but also to avail of the opportunity of getting a work visa, followed by a possibility of permanent residency. The success stories of Filipino graduates who find meaningful employment in Canada—and who, in turn, improve their prospects both in Canada and in the Philippines—further underscore the impact of Canada's policies, such as the Post-Graduation Work Permit Program (PGWPP). This program allows students to gain valuable work experience in Canada and supports their transition to permanent residency.

As Canadian universities become more and more attractive to students from the Philippines, these must emphasize these tangible benefits such as clear routes toward employment upon graduation. With alleviation of economic concerns and increased transparency into what the experience as a student entails, not to mention the career outcomes for Filipino students who pursue a post-secondary education in Canada, institutions can appeal better to those individuals. With the right support systems, the appropriate marketing of institutions, and good career services, Canadian institutions will continue providing the best chance for a thriving academic and career experience

## CHAPTER 3

### METHODOLOGY

This chapter provides data collected from international students, who include Filipino students, on their experiences and perception towards studying in Canada. This study makes use of an online survey for comprehensive data collection about students' motives, experience, and impact of marketing materials that affect their decision in studying abroad.

#### 3.1 Participant Selection

The study involved 100 participants who were international students studying in Canada or had previously studied in Canada. These participants were not selected based on a fixed quota for each group, but rather their profiles naturally reflected four distinct categories based on their academic journey:

1. **Prospective Students:** Applicants who had not yet received an offer of admission but were in the process of applying to Canadian universities.
2. **Accepted Students:** Students who had received a Letter of Acceptance (LOA) but had not yet enrolled or started their studies in Canada.
3. **Current Students:** Students currently enrolled in courses at Canadian universities.
4. **Alumni:** Former students who had completed their studies and graduated from Canadian universities.

Participants were selected through purposive sampling, specifically targeting international students who had or were planning to study in Canada. This approach

allowed for the selection of individuals based on their relevance to the research question, ensuring that all participants had experience with the Canadian higher education system.

To ensure a comprehensive and unbiased sample, a variety of recruitment channels were used, including university international offices, student associations, and social media platforms. This strategy was designed to reach students from different regions and universities across Canada, avoiding any regional or institutional bias.

Participants were required to provide documentation to verify their academic status, such as:

- Proof of application (for prospective students).
- Letter of Acceptance (LOA) for accepted students.
- Enrollment letters for current students.
- Diplomas or graduation certificates for alumni.

Additionally, all participants signed a Non-Disclosure Agreement (NDA) to ensure the confidentiality of their responses.

While purposive sampling does not randomly select participants, efforts were made to ensure broad representation across diverse student groups. The study focused on capturing a variety of experiences from different stages of the academic journey, which naturally resulted in a mix of prospective students, accepted students, current students, and alumni. This balanced approach aimed to mitigate bias and offer insights into the student experience at different points of the educational trajectory.

Given that the participant types were not rigidly pre-defined but rather emerged based on the students' natural progression through the academic system, the data will be analyzed holistically. This approach allows for a nuanced understanding of how different

factors influence students' decision-making, satisfaction, and future academic intentions, while minimizing bias related to overemphasizing any one group.

### **3.2 Survey Design**

The online survey was comprised of 15 self-administered questions that would take around 10 to 15 minutes to answer. The online survey was structured to gather both quantitative and qualitative data and consisted of:

1. **Multiple Choice:** This was the use to group respondents based on demographic criteria, for instance, age, gender, and period of study. Questions were also presented regarding marketing materials that the respondents had ever encountered including, but not limited to, brochures, social media advertisements, university websites, and virtual campus tours. The respondents selected the most influential marketing materials for them.
2. **Likert Scale Questions:** These measured how satisfied students felt concerning the marketing efforts conducted by Canadian universities in relation to the general experience of study in Canada. This included questions on how clear, appealing, and helpful marketing communications received were. They rated their level of agreement or satisfaction with statements pertaining to these communications, which further had an influence on their choice to study in Canada.
3. **Open-Ended Questions:** These gathered detailed insights into students' reasons for choosing Canada as a study destination, their future plans, and suggestions for improving support and marketing strategies. Respondents described how marketing materials influenced their choice, their experiences with university

support services, and any additional suggestions they had for enhancing marketing and support strategies.

### **3.3 Data Collection**

The data collection for the study was carried out using an online survey that ran for three months. The survey design was completed first, and a pilot test was conducted on a few volunteers to check for clarity and efficiency. After this, the advertising campaign for recruitment was launched on various channels by contacting the international offices of the universities, student associations, and social networks with international students from Canada. The questionnaire was given to individuals who qualified to participate in the research. Responses were sought by closely monitoring the response rates throughout the collection processes as well as follow-ups on the non-respondents to make available a representative sample. Data collection was finalised in the third month after which detailed analysis was done, including thematic and sentiment analysis. These helped the study gather both quantitative as well as qualitative insights of the experiences, preferences, and perceptions of the students regarding the universities in Canada and their marketing efforts.

### **3.4 Analytical Methods**

Quantitative data were presented through descriptive statistics, including demographic information and mean scores for the survey items. Cross-tabulation was used to analyze relationships between variables, specifically to explore the relationship between different marketing materials and student satisfaction levels.

To uncover underlying dimensions in the data influencing students' decision-making, exploratory factor analysis (EFA) was conducted. This method helped identify

clusters of factors, reducing the data into more manageable components. Prior to conducting the factor analysis, both the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were performed to assess the suitability of the data for this analysis. The results confirmed the adequacy of the data and the necessary correlations for EFA.

For testing associations, particularly regarding alumni students' future educational intentions, Chi-square tests for association were conducted. This test determined whether specific factors influencing students' decision to study in Canada, such as language preferences, push migration patterns, and obtaining a degree, were significantly related to their intent to pursue further education. The Chi-square results highlighted which factors showed statistically significant relationships (with a p-value threshold of  $<0.05$  or  $0.10$ , depending on the variable).

Additionally, thematic analysis and sentiment analysis were used to analyze open-ended survey responses. These qualitative analyses captured recurring themes and sentiments, providing a deeper understanding of students' motivations and expectations. Data coding and theme identification were managed using Excel, ensuring an organized approach to categorizing qualitative data.

The overall analytical approach integrated both quantitative and qualitative methods, offering a comprehensive understanding of the factors influencing students' decision-making processes and their intentions to pursue further education.

### **3.5 Ethical Considerations**

The study respected the ethical codes on confidentiality and integrity of the data. Responses were anonymous, and personal data was kept secure. Informed consent was



provided for all respondents so that they would understand the study's objective and procedures before they could fill the questionnaire. Moreover, a Non-Disclosure Agreement ensured the security of information compiled in this research by including all of the research steps in confidentiality.

To ensure reliability and significance to the sample, the method employed was purposive sampling so as to target internationally specific students that had firsthand experiences with Canadian universities, making this sample relevant in achieving the purposes of the study. Including participants at various stages of the student journey from prospective students to accepted students, students currently studying in Canada, and alumni helped generalize what factors could influence their choices to study in Canada. This sample further becomes more potent and reliable since it captures experience and perception. Finally, the number of participants set at 100, with 25 from each group, is large enough to create meaningful insights in a manageable body of data that can be easily analyzed. The results from this study would provide a more valuable and action-oriented view on factors informing the experiences of international students and decision-making processes.

In summary, this methodology provides a structured and ethically sound approach to gathering and analyzing data on the experiences and perceptions of international students in Canada. Employing a comprehensive survey design, robust analytical methods, and a well-considered sample, the study aims to yield significant findings that contribute to understanding the factors influencing students' decisions and experiences.

## CHAPTER 4

### RESULTS

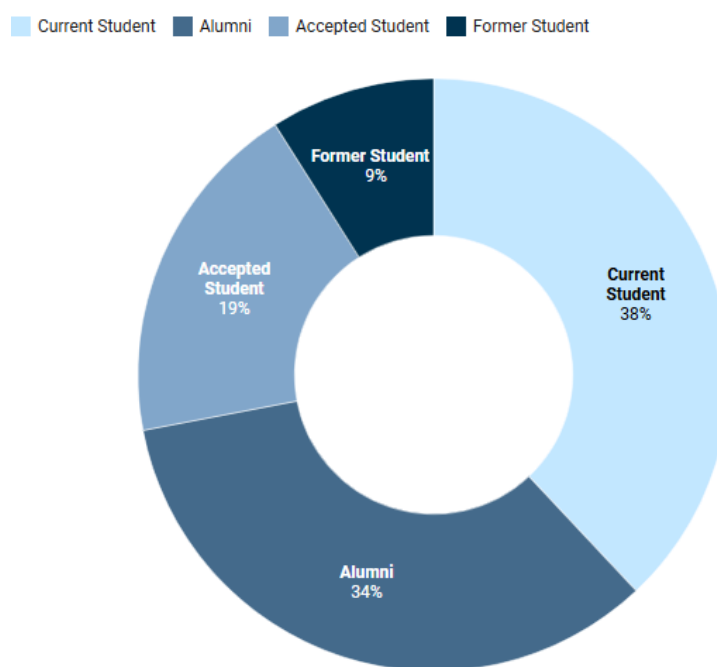
This section analyses and discusses data gathered from an online survey with the purpose of understanding decision-making processes, levels of satisfaction, and effectiveness of marketing strategies of Canadian universities in attracting international students, particularly those from the Philippines. The research focuses on the motivations and challenges that Filipino international students experience in Canada and evaluates the support given to their needs by Canadian educational institutions. The results may be used to guide Canadian universities in the improvement of their recruitment strategies, the enhancement of marketing efforts, and the general experience of international students.

The Canadian Bureau for International Education (CBIE) reveals that the marketing strategies of the quality of education, diverse cultural experiences, and post-graduation opportunities are significant influencers in the choice of destination among international students (CBIE, 2023). From this perspective, this research is focused on Filipino students and the unique factors that shape their educational journeys in Canada.

#### **4.1 Participants Profiles**

The first section of the results provides a breakdown of the participants' demographic and academic profiles, which establishes the context for the subsequent analysis. The survey involved 100 participants, all of whom were international students from the Philippines currently enrolled in Canadian institutions. This chapter starts by providing the profiles of the respondents, which will be essential for the demographic background that will underpin their experiences. These profiles form the basis of the

following analysis, which examines the factors affecting their decision-making processes, the effectiveness of marketing strategies, and their satisfaction with academic and living experiences.



**Chart 1. Categorization of Participants by Current Status in the Academic Journey**

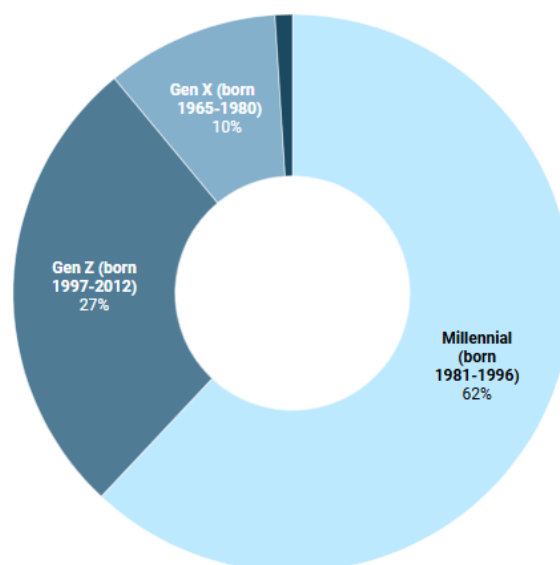
Chart 1 illustrates the distribution of participants across four key groups, representing different stages in their academic journey: prospective students, accepted students, current students, and alumni. Of these groups, current students form the largest category at 35%, as they are actively enrolled in Canadian universities. While this group offers valuable insights into student engagement and satisfaction during their academic journey, the alumni group, comprising 32% of the sample, presents a unique opportunity to understand the longer-term impact of studying in Canada and the enduring connections students have with their institutions. Given the significance of alumni in shaping institutional reputation and the ongoing relevance of their experiences, the focus of this

research will primarily be on alumni, particularly in relation to their future academic aspirations.

Although the current students represent a substantial portion of the sample, their responses are influenced by ongoing academic engagement, which may not provide the full perspective on how study abroad experiences impact long-term goals and decisions. As such, we will refine our analysis by placing emphasis on alumni, who have had the time to reflect on their academic journeys and are in a better position to speak to the lasting influence of their experiences. This segmentation is particularly relevant for understanding factors such as career development, further education intentions, and institutional loyalty over time.

Nonetheless, the overall results will still be presented, incorporating data from all groups, to ensure a comprehensive understanding of the factors influencing international students' decisions at various stages of their academic paths.

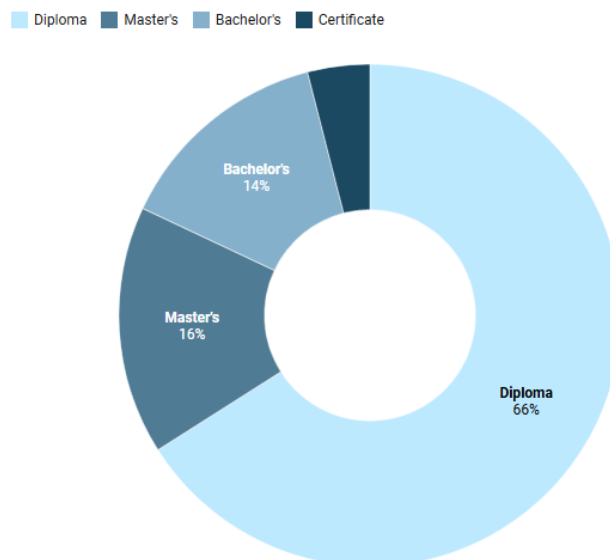
Millennial (born 1981-1996) ■ Gen Z (born 1997-2012) ■ Gen X (born 1965-1980)  
Baby Boomer (born 1946-1964)



**Chart 2. Generational Breakdown of Participants**

Chart 2 presents the generational distribution of participants. The sample consists primarily of Millennials (62%), followed by Generation Z (27%), Generation X (10%), and a small percentage of Baby Boomers (1%). While the distribution is not perfectly balanced across all generations, this breakdown aligns with current trends in education, where Millennials and Generation Z are the dominant cohorts in higher education.

Given this distribution, the findings predominantly reflect the perspectives and experiences of these two groups, which are most relevant for understanding trends in student engagement and expectations. Smith and Duggan (2022) emphasize that generational differences play a crucial role in institutional trust and satisfaction among students. Their study highlights that Millennials and Generation Z tend to place greater value on digital engagement, career-oriented education, and institutional transparency, whereas older generations, such as Generation X and Baby Boomers, often prioritize long-term reputation and traditional academic prestige. This aligns with findings that Canadian universities must tailor their recruitment and engagement strategies to the expectations of these younger cohorts, ensuring alignment with their values and career aspirations. Although the smaller groups (Gen X and Baby Boomers) are underrepresented, they still provide valuable insights into the diversity of student experiences and aspirations. As such, the focus of the analysis will be on the larger cohorts, but the unique perspectives of the smaller groups will still be acknowledged in the findings.

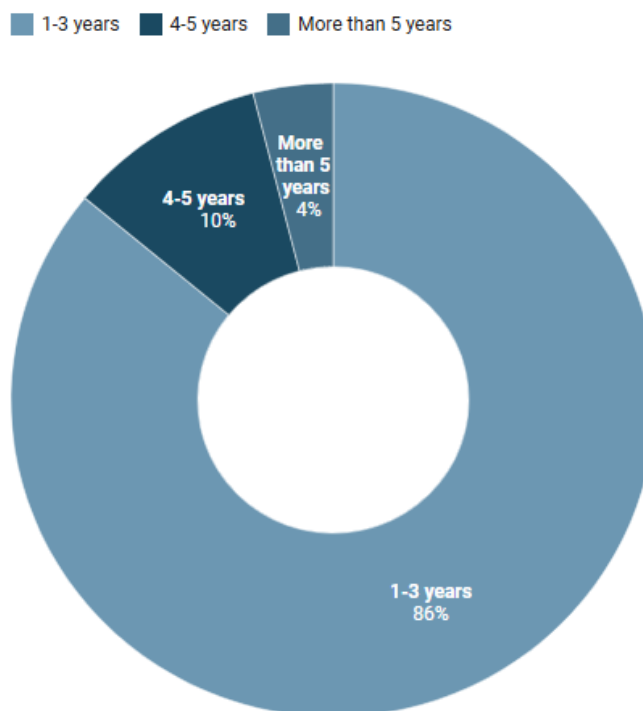


**Chart 3. Breakdown of Academic Programs Pursued by Participants**

As illustrated in Chart 3, the types of academic programs that participants are pursuing indicate a wide range of educational goals. The largest group, at 66% of participants, is enrolled in diploma programs, which seem to be the mainstay of the institution's offerings.

Among 16 percent of respondents undertaking a master's degree course, it portrays the high motivation in pursuing the master's courses, post-graduate education and further studies. The bachelor's degree programs have only attracted 14% of the participants, indicating that most of them might have had their undergraduate qualification and were seeking more education for the purpose of specializing or advancement.

Finally, certificate programs showed interest in 4% of participants, which would indicate a niche interest in short-term professional development opportunities, perhaps among those seeking specific skills or credentials.



**Chart 4. Distribution of Participants Based on Years of Study**

The sample is dominated by millennials and Gen Z, reflecting broader patterns in international student enrolment, with younger generations preferring access to high-quality education and better post-graduation opportunities (CBIE, 2023).

Diploma programs become the central product, attracting the largest share of respondents, thus underlining the focus of the institution on this particular academic route. The small share of 8% for potential students suggests an opportunity to adjust recruitment strategies and improve application engagement in order to increase enrollment. Additionally, the significant representation of current students (35%) and alumni (32%) suggests strong retention rates and sustained post-graduation connections.

These alumni relationships present opportunities for networking and institutional development.

This analysis provides the background for the subsequent discussions in the chapters, especially in how the demographic factors affect the decision-making process, level of satisfaction, and institutional strategy.

#### 4.1.1. Research Question One:

What factors influence international students' decision-making when choosing Canada as their study destination?



**Chart 5. Preferred Study Destinations for International Students**

The survey asked the students which countries came to mind first when thinking of studying abroad. The results were that most of the students would prefer a few destinations. On top of the list are Canada, at 67% of the students showing interest in studying there, Australia at 10%, the United States at 6%, Germany at 4%, and New Zealand at 3%. The top five countries make up most of the responses, showing the places the students are interested in pursuing education.

A number of factors identified in the literature point to the fact that international students prefer to study in Canada. These include, as revealed by many studies, reputation for good quality education, multicultural and friendly settings, and a post-graduation



work permit in the country (Choudaha & Chang, 2019). The reality that Canada always ranks among the top choices, starting from the giant of countries like Australia, the United States, and Germany and finally New Zealand, mirrors global trends where students tend to flock to places that bring out aspects such as academic great performance, safety, and future career opportunities. In addition, tuition fees are much cheaper compared to other Western countries, and scholarship and financial aid are also readily available, which makes Canada more appealing, especially for students from middle-income countries like the Philippines.

Another aspect making the country so attractive is that it offers a post-study work opportunity as well as the immigration route towards permanent residency. According to Knight-Grofe and DeAndrea (2021), some of the significant factors for student attraction include the streamlined immigration policies available for students, such as the Post-Graduation Work Permit (PGWP) and the Express Entry programs, which encourage students who seek a long-term career and residency move. This, by comparison with other top destinations, usually sets Canada apart with emphasis on inclusivity and international student support services. This fits with the global trend of students looking for settings that satisfy their academic and socio-cultural needs, thus further entrenching Canada's position in this very competitive international education market. Ranked preferences of the first-line countries among interested students about studying abroad indicate that the first-line countries took up the first preference at a percentage of 67% to be Canada. Then came Australia at 10%, the United States at 6%, Germany at 4%, and New Zealand at 3%. The majority of the top five countries, therefore, indicates where students would like to continue their education.

International students prefer to study in Canada due to the following reasons which have been found in existing literature. Research findings show that reputation of high-quality education, a multicultural environment welcoming students, and post-graduation work permits attract international students (Choudaha & Chang, 2019). This, by comparison with other top destinations, usually sets Canada apart with emphasis on inclusivity and international student support services. This fits with the global trend of students looking for settings that satisfy their academic and socio-cultural needs, thus further entrenching Canada's position in this very competitive international education market. Canada, again, has favorable tuition fees and availability of scholarship and financial aids, compared with other Western countries, hence appealing to many from middle-income countries like the Philippines.

Furthermore, the post-study work options and routes to permanent residency available have worked in favor of Canada. Knight-Grofe and DeAndrea (2021) state that the policy of streamlined immigration programs, including the Post-Graduation Work Permit (PGWP) and Express Entry system programs, is a key pull factor for attracting students who are interested in upgrading to long-term employment and residency. In the same vein, a comparison with other top destinations reveals that Canada's strong emphasis on inclusivity and international student support services often sets it apart. It is consistent with the worldwide trend wherein students seek environments that respond to their academic and socio-cultural needs, where Canada tops the list in the highly competitive global education marketplace. As illustrated in Chart 7, there are significant trends in the distribution of academic programs pursued by participants. 63% of respondents are enrolled in diploma programs, with the majority falling within the 1–3

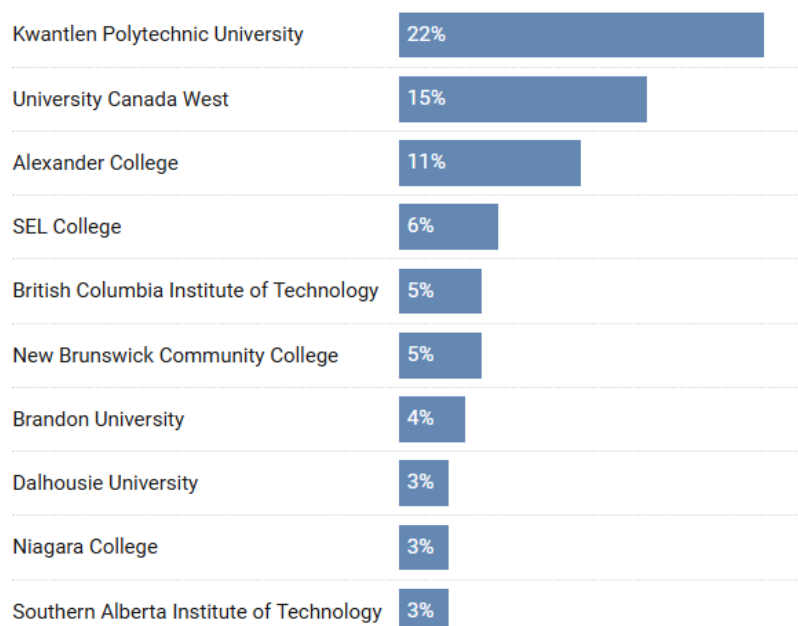
years category, highlighting the institution's core offering. This suggests a strong focus on practical skills and vocational training, which appeals to a large portion of the student body.

Master's degree students account for 16% of the sample, predominantly in the 1–3 years category. This suggests that many are at the beginning stages of their graduate studies, aiming for further specialization or advanced knowledge in their respective fields. Bachelor's degree students represent only 3% of the sample, mostly in the 4–5 years range, indicating that fewer participants are pursuing bachelor's degrees, perhaps because many already hold undergraduate qualifications and are returning for further education. Finally, 4% of participants are registered in certificate courses, which suggests interest in brief professional development or specialization.

The demographic and academic profiles of the participants reveal a wide diversity of backgrounds, with Millennials and Generation Z forming the majority of the sample. Most are diploma programs that constitute the largest core academic programs of the institution. Though smaller proportions take master's degrees, bachelor programs, and certificate courses, these are still in good number that makes up the makeup of this academic population.

Student status shows strong current students and alumni, with high representation that may reflect an engagement level with the institutions in which they studied. Age-wise, it seems to be very much in line with broader international student population trends, with the younger age groups being major contributors to the enrollments.

These results offer a clear picture of the participant pool and set the basis for analyzing decision-making processes, satisfaction levels, and institutional strategies, which will be discussed in subsequent chapters.



**Chart 6: Distribution of Canadian Students Across Top 10 Chosen Schools**

Chart 6 above shows the number of Canadian students who were picked by 100 participants for their top 10 schools. Kwantlen Polytechnic University stands out at 22%, which implies that it is one of the highly preferred choices by Canadian students. There is a representation of diverse institutions such as polytechnic institutes, colleges, and universities in the chart, thus showing the diversified educational paths. The distribution itself displays a steady drop in the percentage as it departs from the leading institutions and signifies that beyond those top ones, there is indeed a considerable range of alternative choices.

This data is particularly relevant to understanding the factors influencing students' decisions when choosing Canada as their study destination. According to Statistics

Canada (2021), Canadian students have increasingly favored polytechnic and career-focused education programs, such as those offered by Kwantlen Polytechnic University and British Columbia Institute of Technology. These institutions have the reputation for a focus on experiential learning, employer links, and being work ready: all elements that students base decisions on choosing an institution upon. The surge in popularity for this type of program is indicative of the larger pattern of Canadian education: students wanting to find a program that gets them into a position where they will be considered work ready once graduation is reached.

This trend is also relevant for international students considering Canada, as these educational pathways appeal to students seeking practical education with clear employment prospects. The increasing enrollment in polytechnic programs suggests that Canadian institutions' focus on career-oriented education is a significant factor in attracting both local and international students. The marketing strategies of Canadian institutions that emphasize these practical learning opportunities may therefore play a key role in influencing international students' decisions to study in Canada.

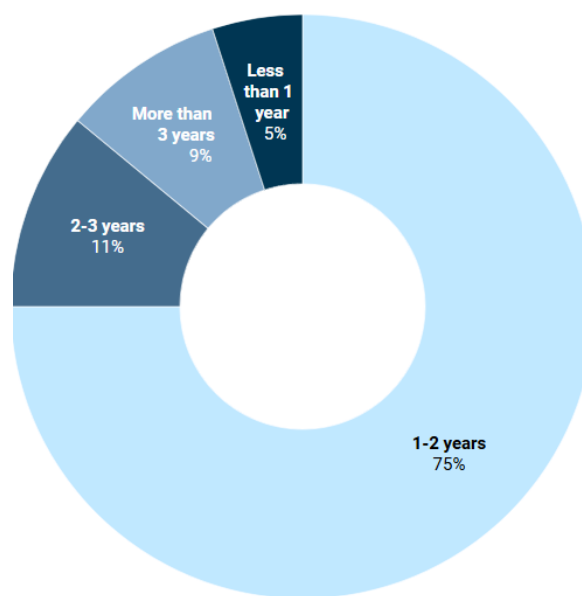
The prominence of Kwantlen Polytechnic University (22%) and other polytechnic institutes in the data underscores the increasing appeal of career-focused education in Canada.

This is in conformity with Statistics Canada (2021), which underscores the increasing affinity of students to institutions that support practical learning and preparation for the work force. As a result, these kinds of institutions will answer the rising call for training that connects college with industry as both local and international students consider such institutions suitable. Further, diversity in the types of schools

illustrated in the chart reflects the breadth of Canada's educational landscape, offering students options that align with different career aspirations. Such diversity supports the trend of students opting for shorter diploma and certificate courses that are faster enablers for employment—the very reason international students have sought their educations, an investment to pay off quickly. For international students, the appeal of career-oriented institutions is in keeping with the more general trends observed in the literature, where employability, industry connections, and practical training have been found to be among the most important influences on study destination choices (Choudaha & Chang, 2019). These institutions like Kwantlen and the British Columbia Institute of Technology represent those qualities. Most of the programs are designed based on labor market demands. In this regard, it is understood from data that Canadian institutions successfully market such strengths by way of emphasizing a pathway to employment as a principal attraction for international students. That strategy alone has made Canada a distinct study destination while enhancing its competitive position within the global education market, more so for those students who seek post-graduation work opportunities.

Various aspects that influence students' choices regarding destinations for pursuing studies in Canada can be reflected upon from the information gathered. Enrollment duration in various academic programs has been depicted using this chart. From the chart above, it clearly shows that most of the students, 75%, have only been enrolled between 1-2 years which reflects the popularity and trend to pursue shorter program durations so students can get on the job stream as soon as possible. This is consistent with the general international student pattern of choosing fast-track programs in Canada that allow them to get work permits and start their careers sooner.

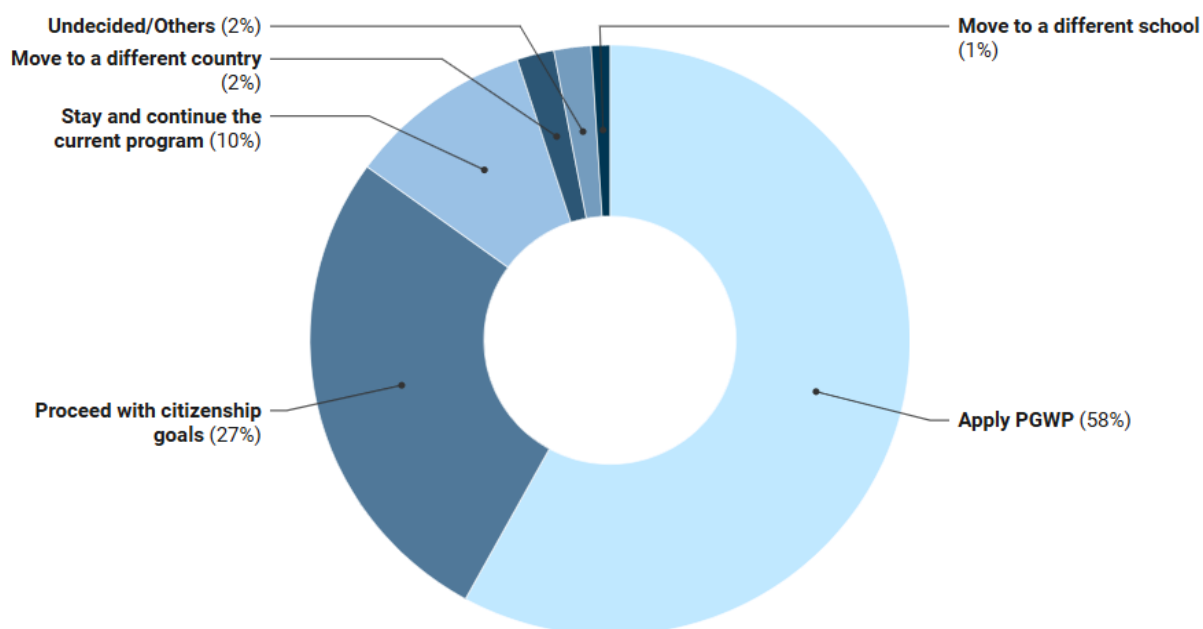
Subsequently, 11% of the respondents have been enrolled for 2 to 3 years. A smaller proportion, 9%, have been enrolled for more than 3 years, while only 5% of the respondents have been in their programs for less than a year. This means most of the students are at the early stage in their study. This short-course decision might influence their choice regarding post-graduation work opportunity decisions in the decision-making process as well.



**Chart 7: Duration of Academic Program Enrollment**

The data depicts a huge bias toward favoring 1- to 2-year academic programs, as 75% of the respondents enrolled in those durations. This actually indicates a trending pattern of international students coming to Canada but opting for shorter, career-oriented programs that can help them jump-start their careers earlier. International students tend to view education as an investment and seek programs that yield a high return in the form of employability and post-graduation work opportunities, according to Choudaha and Chang

(2019). These shorter programs, like diplomas and certificates, are very popular, in keeping with Canada's reputation for offering pathways such as the Post-Graduation Work Permit (PGWP), allowing graduates to gain valuable work experience in Canada. These are usually less expensive and more accessible than longer degree programs, so they are very attractive for cost-conscious students.



**Chart 8: Post-Graduation Intentions**

The lower percentages of students in the longer programs, 2-3 years at 11% and more than 3 years at 9%, indicate that fewer students pursue typical bachelor's or advanced degree programs. Several studies confirmed this, as international students prefer to seek productive education where they can have a direct engagement with their career rather than pursuing a protracted period of college (ICEF Monitor, 2020). The small percentage (5%) of students in programs less than a year further suggests that, although short-term studies are possible, most students prefer the balance between a reasonable program length and the ability to acquire significant credentials. Overall, these



findings indicate how Canada's educational offerings align with the objectives of international students for skill development, affordability, and work readiness, further solidifying its position as one of the best places to study.

Most of the respondents (58%) plan to apply for a Post-Graduation Work Permit (PGWP) within 1 to 2 years, which shows that getting jobs in Canada after graduation is a primary objective for most international students. This is consistent with the earlier finding that 75% of respondents are enrolled in 1 to 2-year programs, which are often chosen for their ability to quickly transition students into the workforce. These shorter programs align with the students' desire to gain work experience in Canada, enabling them to apply for a PGWP soon after graduation. Next, 27% of respondents were interested in attaining citizenship objectives, showing significant interest in obtaining permanent residency in Canada. 10% expressed interest in staying to complete the present program they were on, while 2% thought about going to a different country, 1% thought about going to a different school, and 2% did not decide on an alternative plan. This has hinted that most students intend to use this Canadian education to pursue work opportunities and prospects for permanent residency, aligning with the trends for more focused, shorter, and career-oriented academic programs.

Academic and career related goals are reportedly linked; 58% of students indicate plans to apply for a PGWP within 1 to 2 years after graduation. This means that the opportunity to gain work experience in Canada motivates international students in choosing their programs of study. This is well aligned with studies by Choudaha and Chang (2019) in which they pointed out the importance of opportunities for post-study work as a factor influencing international student mobility. This high interest in PGWPs

indicates that Canada's marketing strategies to highlight accessible pathways from education to employment, such as the PGWP program and its role in bridging students' academic qualifications to the Canadian job market, are effective. Moreover, the 27% of respondents who intend to apply for citizenship indicates that many students perceive Canadian education not only as a steppingstone to employment but also as a pathway to long-term settlement, further demonstrating the attractiveness of Canada's inclusive immigration policies. These insights suggest that educational institutions in Canada should continue to focus on career-oriented programs and clear immigration pathways in their marketing efforts to resonate with the goals and aspirations of prospective international students.

#### **4.1.1.1. Alumni Engagement in Canada's Student Recruitment Strategy**

Alumni feature significantly in Canada's marketing campaign to attract international students, and this is achieved through their stories featured in promotional materials and interviews. Such stories give potential students a vision of what their futures hold in Canada-to be not just students but rather successful individuals who have been able to integrate into Canadian society. This goes well with the fact that 58% of the respondents will be applying for a Post-Graduation Work Permit within 1 to 2 years. Therefore, many international students do intend to stay on and get jobs in Canada once they graduate. According to data, it still holds true that the stories of the graduates or the success stories continue to act as motivators to convince more new students to go to Canada to pursue higher studies. The fact that 27% of respondents consider citizenship shows an appeal for the long-term stay of students, which is highly promising for permanent residency. Showing alumni in advertisements bridges the gap between

potential students and the facts of living and working in Canada, which builds the value of education in Canada.

Moreover, alumni give real-life evidence of the fact that Canada offers very strong employment routes, particularly through the Post-Graduation Work Permit (PGWP). Most alumni have transitioned into employment with success, thus making Canada a more attractive destination for students seeking programs with clear employment and permanent residency pathways. By featuring alumni in their marketing efforts, Canadian institutions are effectively attracting new students who are motivated by the success stories of those who have navigated similar paths.

According to the results of this study, work opportunities and permanent residency have become more prominent for prospective students than ever before. This is indicative of the PGWP program in Canada's success. The results also show that 75% of the respondents are interested in applying for a PGWP. These further stresses that post-graduation opportunities are a very important factor for students in deciding to come to Canada. Alumni who have benefited from these programs become the most important points of contact in showing that Canada not only offers quality education but also robust career opportunities for international students.

The data underscores the critical role alumni play in Canada's student recruitment strategies. Alumni success stories, prominently featured in promotional campaigns, serve as credible endorsements of the Canadian education system and its career pathways. This is consistent with Knight-Grofe and DeAndrea (2021), which identifies that international students rely on testimonies and success stories when assessing potential study destinations. Alumni who have successfully transitioned into the workforce through

programs like the Post-Graduation Work Permit (PGWP) embody the promise of education leading to employment and, subsequently, opportunities for permanent residency. By sharing these stories, Canadian institutions not only build trust with prospective students but also illustrate the tangible benefits of studying in Canada, including access to robust employment pathways.

These insights suggest that Canadian institutions should continue leveraging alumni engagement as a cornerstone of their marketing strategies. Of 58% seeking a PGWP and 27% hoping for citizenship, these statistics indicate prospective students appreciate opportunities to integrate their education, work, and future settlement. Similar to Choudaha and Chang's (2019) studies, which confirm that prospective students are keen to find destinations which clearly provide job and residency channels. Institutions can reinforce promotional messages emphasizing this very strength-through-alumni-priority position as Canada. These priorities strengthen a destination of a quality academic offer with significant capacity to position this as education offering high class educational standards allied to the value in sustaining an active career at which a citizen gets along within those markets best associated with professional mobility.

#### **4.1.1.2. Factors Influencing Student's Decision**

As shown in Figure 1 below, the top factor influencing a student's decision to study abroad is the pursuit of academic qualifications, with a mean score of 4.67. This high mean score suggests that students perceive foreign institutions as offering valuable and recognized credentials that can enhance their global educational opportunities. Furthermore, the emphasis on academic qualifications underscores that students are not only seeking a transformative educational experience but are also aiming for credentials

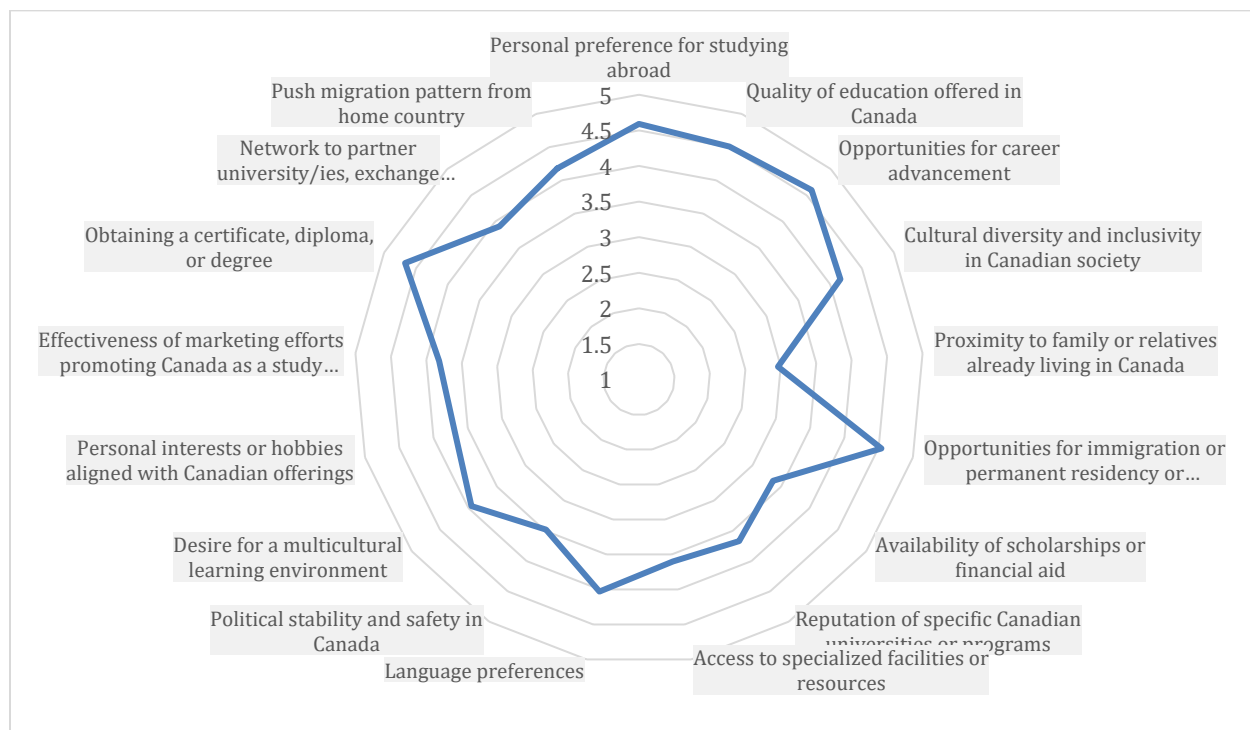
that will be beneficial for their future professional endeavors (Altbach & Knight, 2007). Beine, Noël, and Ragot (2014) emphasize that international student mobility is largely shaped by factors such as academic quality, career opportunities, and financial feasibility. Their findings support the idea that Filipino students, like many other international students, prioritize destinations where they can achieve both academic and economic success. Soutar and Turner (2002) suggest that students evaluate multiple attributes of a university simultaneously, rather than selecting an institution based on a single feature. Their research reinforces the notion that Filipino students, like other international students, consider a mix of academic reputation, career prospects, and affordability when making their university choice.

According to CBIE (2023), Canada continues to be a top choice for international students due to its strong academic reputation, welcoming multicultural environment, and favorable post-graduation work and immigration policies. These factors align with broader trends in international student mobility, where students seek not only education but also career and residency opportunities in their host country. Opportunities for career advancement and personal preference follow closely behind, with a mean score of 4.60 and 4.59, respectively. Other important factors include quality education, push migration, cultural diversity and inclusivity, and language preferences.

Meanwhile, the result also shows that proximity to family or relatives has less influence on a student's decision to study abroad.

To explore the potential underlying dimensions that influence students' decision-making processes to study in Canada, an exploratory factor analysis was further performed. This statistical method not only seeks to uncover hidden relationships among

various variables but will also condense the number of factors into a smaller, more manageable set. Identifying these core dimensions will aid in acquiring a greater understanding of the key factors influencing students' decision-making process.



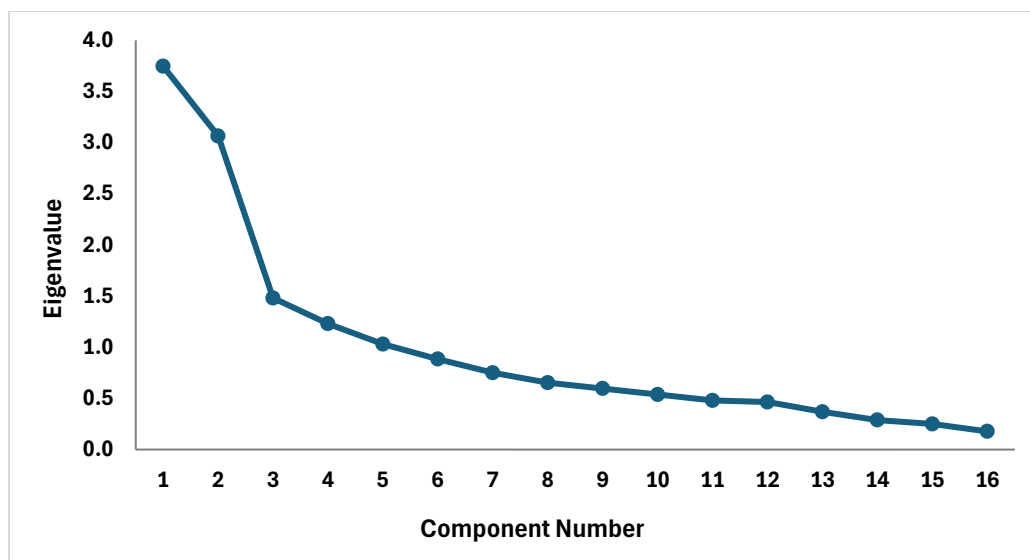
**Chart 9. Factors Influencing International Students' Decision-Making**

Prior to performing the above-mentioned statistical test, a Kaiser-Meyer-Olkin (KMO) Measure of sampling adequacy and Bartlett's Test of Sphericity were also conducted to determine the suitability of data for factor analysis.

<b><i>KMO and Bartlett's Test</i></b>		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>		.680
<i>Bartlett's Test of Sphericity</i>	Approx. Chi-Square	572.368
	df	136
	Sig.	.000

**Table 1. KMO and Bartlett's Test**

The **Kaiser-Meyer-Olkin (KMO) Measure** of 0.680 indicates a mediocre level of sampling adequacy, which is acceptable for factor analysis. The Bartlett's Test of Sphericity with a value of 572.368 and a significance level of 0.000 suggests that the correlations between items are sufficiently large for factor analysis.



**Chart 10: Scree Plot**

A total of five components, each with eigenvalues of at least 1, account for 64% of the overall variance in the data. These components encompass all 16 factors that influence students' decision-making processes. However, the factor related to proximity to family or relatives has been excluded from this analysis. This exclusion is based on the prior assessment that its mean score reflects minimal influence, and its factor loading is below 0.5 which is the requirement of having precise computation of each factor component, categorizing it as an outlier within the context of the study.

<i>Component</i>				
1	2	3	4	5

<i>Personal interests or hobbies aligned with Canadian offerings</i>	.849	
<i>Political stability and safety in Canada</i>	.803	
<i>Desire for a multicultural learning environment</i>	.746	
<i>Effectiveness of marketing efforts promoting Canada as a study destination</i>	.697	
<i>Push migration pattern from home country</i>	.728	
<i>Obtaining a certificate, diploma, or degree</i>	.701	
<i>Opportunities for immigration or permanent residency or Citizenship</i>	.695	
<i>Personal preference for studying abroad</i>	.581	
<i>Access to specialized facilities or resources</i>		.801
<i>Reputation of specific Canadian universities or programs</i>		.753
<i>Language preferences</i>		.608
<i>Cultural diversity and inclusivity in Canadian society</i>		.513
<i>Availability of scholarships or financial aid</i>		.730
<i>Network to partner university/ies, exchange programs, and career development</i>		.721
<i>Opportunities for career advancement</i>		.848
<i>Quality of education offered in Canada</i>		.529

*Extraction Method: Principal Component Analysis.*

*Rotation Method: Varimax with Kaiser Normalization.*

*Rotation converged in 9 iterations.*

### **Table 2. Factor Analysis**

Based on the result, the first component consisted of four (4) items influencing student's decision-making process, primarily related to quality of life that Canada offers as well as the various opportunities available to students in the country. This indicates that by aligning with probable personal interest, ensuring safety, promoting multicultural environment, and effectively communicating these benefits, which Canada leverages, position itself as an attractive destination for students considering studying abroad.

The second component also encompasses four (4) key elements that focuses on academic aspirations and residency. Push migration pattern combined with the goal of obtaining a certificate/diploma/degree and the opportunities for immigration or



permanent residency/citizenship create a strong incentive for individuals to migrate. These factors provide individuals to secure better career opportunities and achieve long-term stability. Additionally, personal preferences to study abroad also compel leaving their home countries in search of better educational opportunities. Together, these four elements significantly influence the decision-making process of students considering studying abroad.

The third component underscores the quality of learning experiences offered by international universities in Canada. This factor emphasizes access to specialized facilities or resources, the reputation of specific universities or programs, language preferences, and cultural diversity and inclusivity in Canadian society. Additionally, these factors highlight the significance of a holistic and supportive learning experiences that students consider in their decision-making process.

The fourth component highlights the academic support and opportunities that students actively seek when choosing international universities. This factor pertains to the availability of scholarships or financial aid, which ease the financial burden of studying abroad. Additionally, partnership with university/ies, exchange programs, and career development resources, equips the students with skills and networks needed to thrive in their chosen fields.

The fifth component emphasizes the profound role of professional growth in shaping students' decision-making processes. This aspect encompasses the diverse opportunities available for career advancement and the high standards of education offered in Canada.

Moreover, Table 3 presents the overall mean scores of items under each component factor. It is evident that students' decision-making processes are collectively influenced by their aspirations for professional growth and academic achievement and residency considerations. Specifically, factors associated with professional growth garnered an impressive overall mean score of 4.53 whilst the component factor related to educational aspirations and residency obtained an overall mean score of 4.51. These underscore the significant role that both professional and academic goals, along with residency, play in shaping the student's decision-making processes to study abroad.

	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>
<i>Quality of Life and Opportunities</i>	100	3.74	1.431
<i>Educational Aspirations &amp; Residency</i>	100	4.51	0.829
<i>Quality Learning Experiences</i>	100	3.87	1.409
<i>Academic Support &amp; Network</i>	100	3.41	1.548
<i>Professional Growth</i>	100	4.53	0.848

**Table 3. Component Factors**

Rating	Responses	Mean score
5	77	4.6
4	16	
3	4	
2	0	
1	3	
	100	
5	77%	
4	16%	
3	4%	
2	0%	
1	3%	

**Chart 11: Cultural Adaptation and Integration Support**

Cultural adaptation and integration support: The data reveals that these are highly significant factors for students when choosing a university in Canada. The mean score is

4.6, which means there is a strong preference for universities that actively assist international students in adapting to the local culture and integrating into the academic and social environment. A significant majority of respondents, at 77%, gave this factor the highest rating of 5. This shows that a considerable percentage of students feel that cultural support is of high importance. The 16% who gave it a score of 4 also underscore its significance. The vast majority rated it low, as only 4% gave it a score of 3, and only 3% a score of 1, and no one scored it at 2.

This data calls for the need for Canadian universities to enhance cultural adaptation initiatives, such as orientation programs, cultural workshops, and mentorship opportunities, to better support their international student population.

Research by Andrade (2006) supports this finding, highlighting that cultural adaptation programs significantly improve international students' academic performance and emotional well-being, leading to higher retention rates. Therefore, ensuring robust cultural support systems is not only essential for student satisfaction but also for the long-term success of universities in attracting and retaining international talent.

When questioning students about what matters most in deciding which institution to attend, cultural adaptation and integration support are on the priority scale. Universally, those Canadian universities focusing more on these aspects will eventually gain greater traction by attracting international students, facilitate a much easier transition, and ultimately, enhance their overall experience.

The case studies below demonstrate the value of strong cultural adaptation and integration systems in the international student experience and enrollment: The International Student Development program of UBC includes cultural orientation

workshops, peer mentorship programs, and intercultural dialogue sessions to provide a more holistic support system. These support systems help the international students navigate their cultural differences and connect with other peers while helping them understand the social norms of Canada. In a 2019 survey of international students at UBC, it was reported that 85% of the participants found that they experienced higher levels of satisfaction and confidence in adapting to Canadian life with these support programs. Furthermore, UBC international student retention rate increased by 8% between 2017 and 2020, attributed partly to these cultural adaptation programs.

It developed the "Global Peer Program," which matched new international students with upper-year students experienced in dealing with new international students. It aims to create a community by providing one-on-one guidance and performing group activities that facilitate cultural and academic adjustment. Moreover, Ryerson's "International Student Support" office has intercultural potlucks and city tours among various events that would be helpful for the students to get immersed in Canadian culture. A 2021 study has shown that international students felt significantly more connected to the university and their classmates; 90% reported increased feelings of connectedness, whereas 78% of them revealed that the program greatly helped minimize cultural adjustment issues.

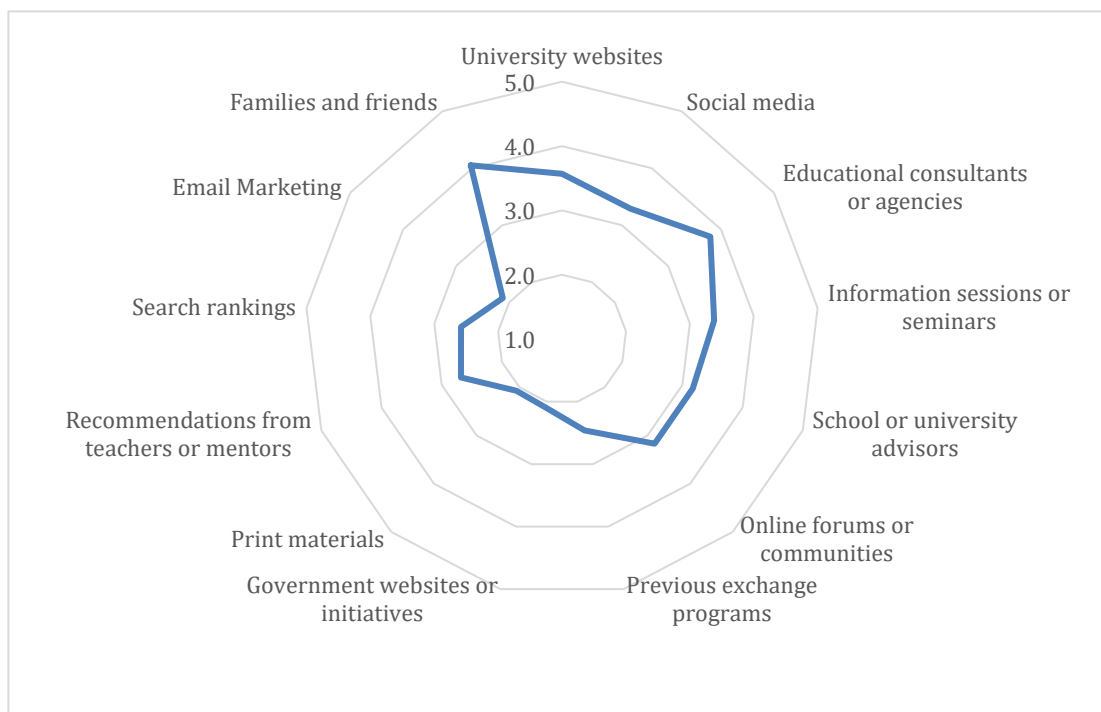
These case studies support data showing that supporting cultural adaptation and integration are fundamental for the international students' sense of satisfaction. They show that culturally targeted support strategies can impact students' academic performance, their emotional well-being, and feelings of belongingness, thus providing support for Andrade's (2006) claims that such programs contribute directly to retention

and success. For the Canadian universities, it is one of the strategic ways to provide a supportive climate and maintain competitive advantage in the global education marketplace.

The data obtained from the respondents shed light on the sources of information that impact the decision-making process of respondents while considering studying in Canada. Respondents were asked about the significance of different sources. The most significant source for the respondents was the university websites, with a mean score of 5.0. This suggests that students heavily rely on official institutional content to make well-informed decisions about their academic future. Personal networks, including family and friends, came next with a mean score of 4.0, signifying the importance of personal referrals in decision-making among students. Further, the use of newer mediums like social media and professional educational consultants was high, showing an increasing influence of digital connectivity and expert advice. But other more conventional sources, including print materials, government websites, and teacher recommendations, had minimal impact, which suggests a drift toward more immediate, personalized channels of information.

During the awareness phase of marketing, the data showed that the most prominent source of promotional material was educational consultants and social media platforms, recalled by 17% of the respondents. This indicates that marketing strategies place a significant emphasis on the role of educational consultants, whose services are crucial in reaching the potential students. However, if the focus is made on the process of making a decision to choose a university, then the source of information would be the university website. This raises an interesting inconsistency: although consultants are very

effective at creating initial awareness, students appear to check the university website for details before finally deciding.



**Chart 12: Sources of Information for Decision-Making**

This can be explained by the two-step decision-making process that students use. Initially, students come across the universities through various marketing activities conducted by consultants but then check all the information online on the official websites of universities to validate credibility. The details about programs, admissions, facilities on campus, and other similar information on university websites instills confidence in making the right choices. Moreover, students give much importance to personal recommendations from their families and friends, which further consolidate their final choices. Thus, while consultants play a strong role in raising awareness, the university website becomes the primary tool for the final decision-making, serving as a trusted, official source that students rely on for verification.

This can be aligned with Maringe and Gibbs (2009), who noted that prospective students prefer detailed and accurate information in making critical decisions regarding higher education. University websites are official sources that provide a comprehensive overview of programs, admission requirements, tuition fees, and campus facilities that would be helpful in making the right choices. The credibility of university websites comes from the fact that they are an official channel directly associated with the institution, which means that they are credible and reliable. This is especially important for international students who may not have first-hand experience with the university and rely on authentic online resources.

On the other hand, educational consultants and social media platforms play a crucial role in the awareness phase. As stated by Peruta and Shields (2017), research emphasizes that social media are increasingly important tools in educational marketing, as well as platforms like Instagram, Facebook, and LinkedIn, which serve as an effective tool to communicate with potential students. The same can be presented by the universities in the form of a brand, success stories of students, and engaging content that speaks to the target audience. Similarly, educational consultants provide a personalized touch by guiding students through the application process and addressing specific concerns, making them a critical part of the awareness-building stage.

The two-step decision-making process, where students first encounter universities through marketing efforts and later verify details via official websites, reflects the dual role of digital and personal information sources. A study by ICEF Monitor (2021) revealed that, though consultants and social media campaigns are effective in drawing greater attention to potential destinations, students typically require a secondary

validation from trusted and information-rich sources such as websites provided for an institute or feedback from one's personal contacts. In this multi-layered approach, it becomes crucial that digital marketing is complemented by solid online resources to satisfy the student's needs at each point of decision-making.

With this insight, the Canadian institutions can further enhance the appeal of their websites to make them more modern, attractive, and user-friendly. When paired with social media engagement and consultancy partnerships, these efforts create a smooth pipeline from awareness to enrollment. Ultimately, this interplay between various sources of information can help universities adjust their marketing efforts toward the specific needs of prospective international students.

#### 4.2 Research Question Two

How do the factors influencing Filipino students' decision to study in Canada relate to their intention to pursue further education after graduation?

To examine the relationship between alumni students' future intent to pursue further education and the factors influencing decision-making process, a chi-square test for association was conducted.

	<i>X<sup>2</sup></i>	<i>p-value</i>	<i>Interpretation</i>
<i>Personal preference for studying abroad</i>	3.377	.497	Not Significant
<i>Quality of education offered in Canada</i>	4.866	.561	Not Significant
<i>Opportunities for career advancement</i>	4.380	.821	Not Significant
<i>Cultural diversity and inclusivity in Canadian society</i>	5.172	.739	Not Significant



<i>Proximity to family or relatives already living in Canada</i>	10.473	.233	Not Significant
<i>Opportunities for immigration or permanent residency or Citizenship</i>	7.962	.241	Not Significant
<i>Availability of scholarships or financial aid</i>	10.272	.246	Not Significant
<i>Reputation of specific Canadian universities or programs</i>	9.944	.269	Not Significant
<i>Access to specialized facilities or resources</i>	14.949	.060	Significant
<i>Language preferences</i>	17.059	.029	Significant
<i>Political stability and safety in Canada</i>	4.788	.571	Not Significant
<i>Desire for a multicultural learning environment</i>	4.583	.589	Not Significant
<i>Personal interests or hobbies aligned with Canadian offerings</i>	13.181	.040	Significant
<i>Effectiveness of marketing efforts promoting Canada as a study destination</i>	12.496	.130	Not Significant
<i>Obtaining a certificate, diploma, or degree</i>	13.846	.008	Significant
<i>Network to partner university/ies, exchange programs, and career development</i>	11.283	.186	Not Significant
<i>Push migration pattern from home country</i>	16.929	.031	Significant

**Table 4. Chi-square Test for Association between Alumni Students' Intent to Pursue Further Studies and the Factors Influencing Decision-making**

Based on the result, access to specialized facilities or resources, is significantly associated with to alumni students' future intentions of pursuing further education ( $p - value = 0.06 < a = .10$ ). A significant result indicates that graduates are highly likely to aspire to further their academic pursuits provided that there is a well-equipped learning spaces to foster their educational advancement.

The above result also highlights the significant relationship between the language preferences, as well as personal interest or hobbies aligned with offerings and alumni student's future intentions of educational pursuit, ( $p - value = 0.29; 040 < a = .05$ ). This result emphasizes the intertwined influence of individual preferences and interests to the academic trajectories, underscoring the necessity of aligning education programs to cater the diverse aspirations of students.

Additionally, this study also shows a significant relationship between obtaining a certificate, diploma, or degree as factor influencing alumni students' future interest for academic advancement( $p - value = 0.008 < a = .05$ ). This noteworthy connection emphasizes the crucial role of formal credentials in fostering their commitment to lifelong learning and development.

Furthermore, this study also reveals a significant connection between push migration patterns and alumni student's future intentions of educational advancement ( $p - value = 0.031 < a = .05$ ). This result suggests that one's environment and life circumstances have a profound impact on their interest regarding the pursuit of their academic goals.

The significant association between access to specialized facilities or resources and alumni students' future intentions to pursue further education is supported by

literature that highlights the importance of access to high-quality learning environments. Research shows that students are more likely to continue their education if they have access to advanced educational resources, such as libraries, laboratories, and other specialized facilities (Finnie, 2018). This supports the finding that alumni students' intentions to continue their academic pursuits are positively influenced by these resources.

Similarly, the relationship between language preferences and personal interests or hobbies aligned with academic offerings further reinforces the idea that students' personal motivations and educational paths are deeply intertwined. Studies on student satisfaction and educational persistence have found that aligning course offerings with students' personal interests and cultural preferences can increase engagement and, in turn, their likelihood to pursue further studies (Smith & Jones, 2019). This validates the significance of catering to diverse student interests to promote long-term academic involvement.

The finding that obtaining a certificate, diploma, or degree plays a crucial role in the decision to pursue further education is consistent with studies on the value of formal credentials in enhancing career prospects and professional identity. Research by Baker et al. (2017) showed that formal academic qualifications are often a strong motivator for continued education, especially among professionals seeking career advancement. This underscores the importance of structured academic credentials in fueling lifelong learning aspirations.

Lastly, the connection between push migration patterns and the future intentions of educational advancement supports the findings in the migration and education

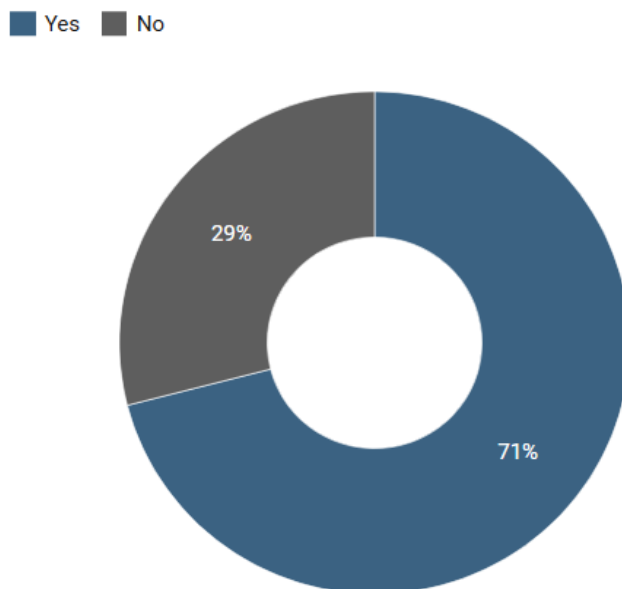
literature. Push factors, such as political instability or lack of educational opportunities in the home country, have been found to drive students to seek higher education abroad (Huisman et al., 2018). The significant relationship identified in this study aligns with these findings, emphasizing the role of life circumstances and external factors in shaping students' educational decisions.

#### **4.3 Research Question Three**

How effective are the marketing strategies employed by Canadian universities in attracting and retaining Filipino international students, and how well do these strategies align with their expectations and satisfaction?

The statistics show that 71% of the respondents recall particular marketing campaigns or advertisements through their Canadian schools, colleges, or universities, whereas 29% do not remember any. The high recall percentage proves that students pay attention to and remember the marketing efforts that institutions make. These campaigns can be appealing since they emphasize areas such as quality education, advancement in careers, and inclusivity, which is exactly what most international students wish for.

This finding resonates with the research conducted by Peruta and Helm (2018), as they emphasize that targeted marketing strategies allow for entry points into capturing the attention of prospective students. From their study, they indicate that campaigns emphasizing institutional strengths and the potential for personal development lead to improved brand recall and eventual decision-making. This fact underlines strategic marketing in a competitive education landscape.



**Chart 13: Recall of Marketing Campaigns**

A high recall rate of marketing campaigns by respondents at 71% suggests that Canadian universities are doing a great job in reaching out to international students, especially Filipino students. This shows that the marketing strategy is effective because it hits the right spot for the target audience. The campaigns probably focus on some of the key elements that resonate with the needs and aspirations of international students, such as the reputation of quality education offered in Canada, opportunities for career advancement, and routes to permanent residency. These form ideal attractions for the Filipino students, who usually aim at getting pragmatic education and long-term benefits such as stable employment and migration opportunities.

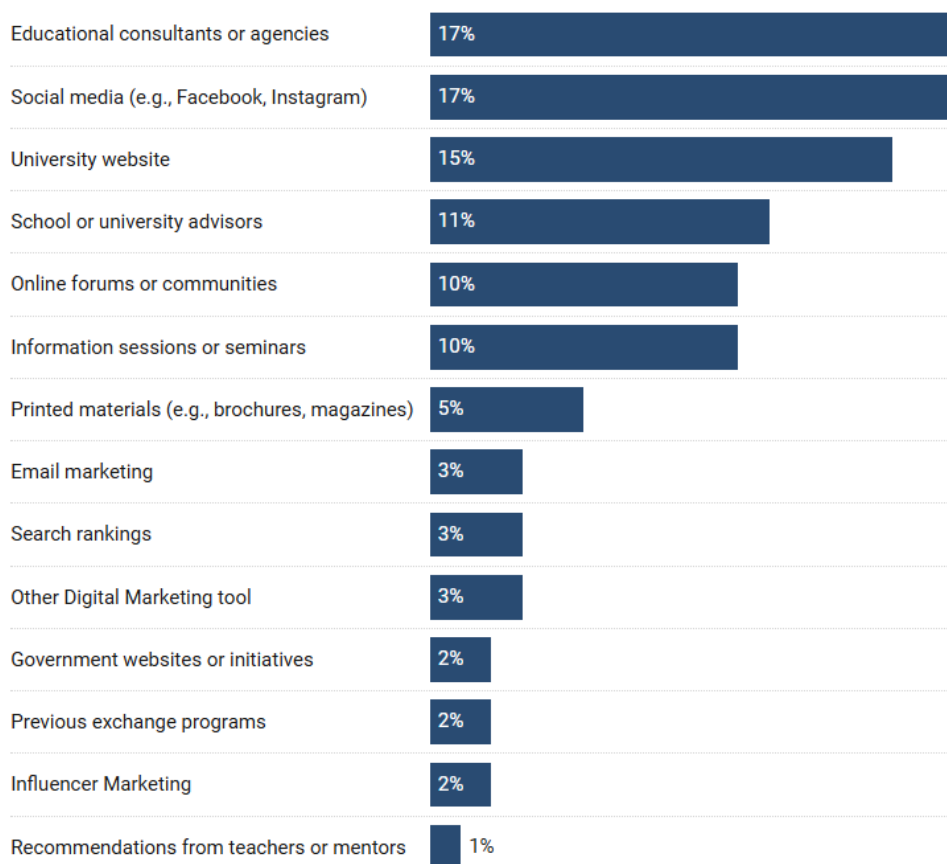
The reason this is a key finding is that marketing messages must be shaped around the target audience's priorities. In this regard, the fact that alumni stories, the availability of the Post-Graduation Work Permit (PGWP), and the fact that 1-2 year programs are more affordable can add value to these advertisements. Emphasizing more concrete

benefits - clear career paths and a supporting academic environment in marketing campaigns tends to attract people and gain trust among students in particular.

The data aligns with the findings of Peruta and Helm (2018), who emphasize the critical role of targeted and personalized marketing strategies in influencing students' choices. Their research highlights those campaigns focusing on institutional strengths—such as academic excellence, employability outcomes, and inclusivity—enhance brand recall and ultimately drive enrollment decisions. In addition, Hemsley-Brown and Oplatka (2015) argue that successful university marketing cannot rely on broad appeals but needs to be based on the aspirations of the targeted audience and its cultural nuances for a meaningful connection.

In the case of Filipino students, strategies that market culture inclusiveness, affordability, and community support systems can have an impact on decisions. Digital platforms, social media, and partnership with educational consultants can help universities in Canada engage with prospective students consistently and constantly reinforce the main messages of the campaigns. Further, including testimonials, virtual tours, and interactive content can also make these more relatable and impactful.

In the end, the high return rate of market efforts for Canadian education among students in the Philippines implies that a complete, student-centred approach needs to be sustained in order to keep promoting education and higher learning experiences in Canada. The ability to attract and maintain international talent improves if campaigns resonate with the students' needs and aspirations.



**Chart 14: Source of Marketing Awareness**

Meanwhile, print resources (5 percent), as well as digital support such as e-mail marketing, search rankings, and other marketing techniques, were less recalled at 3 percent each. Teacher or mentor recommendations were the least recalled, at just 1 percent.

The educational consultants or agencies are prominent; they offer the most complete services and also make things less complicated for students. These consultants cover every application process, starting from which program to join, following documentation procedures, and also handling visa applications, hence making it convenient for the student to only concentrate on preparing for studies. While students

generally incur no direct costs, the agencies reap huge benefits from their partner schools or institutions, hence the business model that makes them very active in the promotion of Canadian institutions. As a result, educational consultants have become an essential part of the international student market.

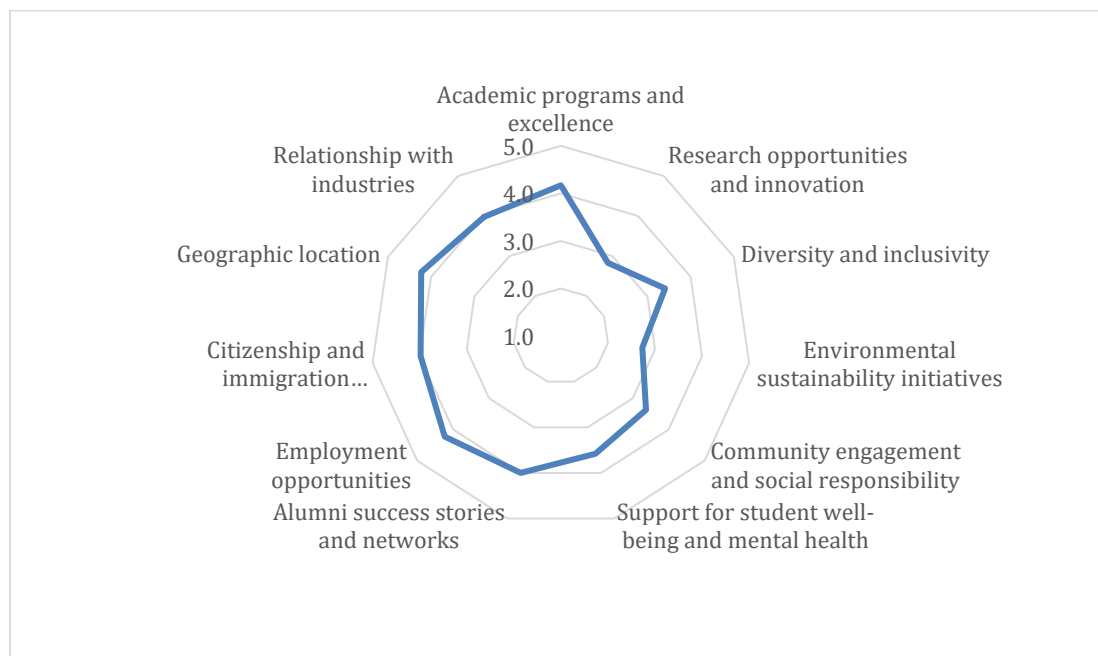
These results reflect a larger trend in consultancy-driven and digital marketing in the education sector. Those institutions that can use social media and work effectively with educational consultants can increase their reach and engagement with prospective students. Meanwhile, printed materials are seen to have decreasing recall, so innovation or integration with digital platforms is required to stay relevant.

Kotler and Keller (2016) highlight the importance of aligning marketing strategies with consumer preferences, emphasizing the growing reliance on digital engagement and intermediaries like consultants in modern marketing. This alignment reflects the shifts seen in educational promotions, where convenience and streamlined services increasingly attract prospective students.

In summary, the data reveals the transformative role of digital platforms and educational consultants in shaping marketing awareness among international students. A strong recall of social media and consultancy services reflects evolving student preferences for convenience, accessibility, and personalized guidance in navigating the study abroad journey. This change underscores the decline in relevance of more traditional marketing channels such as paper-based materials and calls for adopting vibrant, digital-first strategies. According to Kotler and Keller (2016), effective marketing strategies must evolve to keep up with the changes in the behavior of their target market. In this regard, strong online presence, social media engagement, and



partnership with education consultants are vital to the competitive survival of institutions in Canada. By aligning their efforts with these trends, universities can effectively capture the attention and trust of prospective students, ensuring long-term success in a rapidly evolving landscape.



**Chart 15: Marketing Campaigns Focus**

While institutions in Canada focus significantly on marketing campaigns for academic excellence and professional development, the same elements score the highest according to respondent feedback. Thus, the campaigns emphasize high-quality academic programs and the strong partnerships of industries that would open doors for career advancement and professional success in education. This strategy aligns with the general findings of Hemsley-Brown and Oplatka (2015), who discovered that the most important themes within global higher education marketing are to focus on the prestige of higher education and graduate employability.

An important part of these promotions is the success stories of former students. This application demonstrates tangible results, showing how graduates successfully move into more attractive job occupations or sectors. For instance, campaigns often portray alumni thriving in fields such as technology, healthcare, and business, emphasizing how studying in Canada facilitates access to global employment opportunities. This narrative aligns with the broader perception that Canada's educational system is tailored to meet workforce demands, as supported by Statistics Canada (2021), which notes an increasing enrollment in career-oriented programs like polytechnic and applied degrees.

These alumni-centric stories not only add credibility to the campaigns but also resonate with the hopes of prospective students who are looking for tangible post-graduation outcomes. By linking education to career success, institutions effectively demonstrate the return on investment for studying in Canada. This resonates with the concept of experiential marketing as described by Kotler and Keller (2016), which emphasizes the need to connect promotional efforts with real-world benefits to resonate with target audiences.

Campaigns also focus on the ease with which students can move from school to work, facilitated by programs such as the PGWP, allowing students to secure Canadian work experience after completing their studies. The feature is therefore highly featured in marketing efforts targeted at students seeking quick entry into the workforce. The use of alumni testimonials reinforces this message, giving a compelling narrative that places Canadian education as a strategic step toward professional success and even permanent residency.

However, while the campaigns are effective in emphasizing academic and professional opportunities, they often neglect aspects such as student well-being, mental health, and community engagement. Similarly, broader themes such as inclusivity, sustainability, and societal contributions are underrepresented, limiting the campaigns' appeal to students seeking a more holistic educational experience.

Overall, evidence shows that these marketing campaigns by institutions in Canada resonate well with potential students who identify with quality academic experience, professional development, and graduation outcomes of alumni. It is these direct links of education to well-defined post-graduation opportunities where relatable successes stand that help create trust and inspire confidence in potential students. This enables positioning Canada as an attractive destination for individuals who abhor career stagnation and globalization.

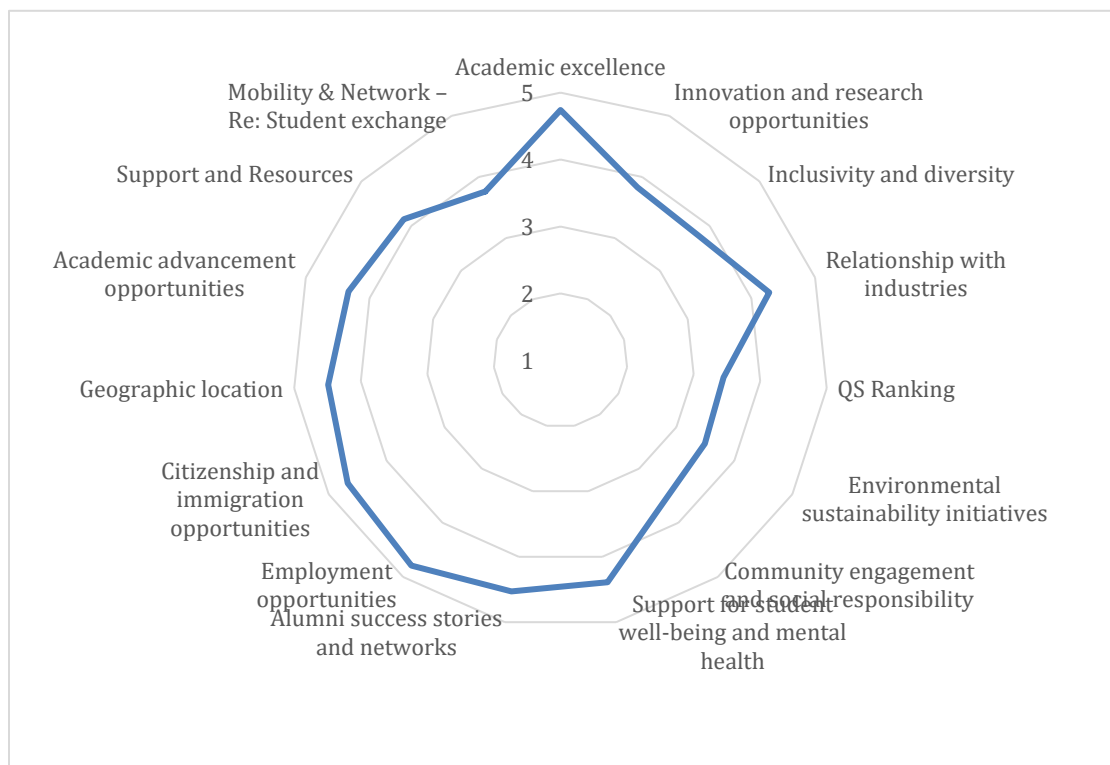
One such good example of this analysis would be the University of Toronto's "Boundless Possibilities" marketing campaign. It highlights the prestige of academic standing, professional growth, and the success of graduates. Real-life stories of graduates who have gone on to succeed in different industries, including technology, healthcare, and global finance, represent the real outcome of a Canadian education.

For example, one testimonial highlights a computer science graduate who was hired by a leading AI company, illustrating how the university's cutting-edge research facilities and industry connections helped ease the transition from education to a high-demand career. This aligns with the growing trend among international students to prioritize programs that offer strong links to industry and workforce readiness.

This integration also encompasses the feature of the PGWP program as to how graduates have been able to utilize the PGWP to stay in Canada for work experience and career advancement. The "Boundless Possibilities" campaign thus demonstrates how, through the threads of academic excellence, employability, and career progression, Canadian institutions resonate with prospective students' career ambitions and aspirations for international opportunities.

This approach is in line with findings by Hemsley-Brown and Oplatka (2015) and Kotler and Keller (2016), where it strategically integrates experiential marketing with aspirational storytelling in building credibility and inspiring confidence among the target prospective students.

The radar chart shows that international students, especially Filipino students, are highly satisfied with the key aspects of Canadian universities' marketing strategies, especially in terms of employment opportunities (4.79), academic excellence (4.74), and alumni success stories (4.53). These high scores indicate that students are attracted to Canadian institutions for their reputation in providing high-quality education, which leads to tangible career outcomes. Job prospects are most important to the students in general, with regards to what Canada has designed as post-graduation work policies. Indeed, most students coming from around the world probably appreciate the idea of finding jobs in Canada even after short study courses, simply because the Canadian policies on immigration and work can be friendly and enable graduates to take up employment easily. This explains why students view academic excellence as important and closely linked to employment prospects. Graduating from a Canadian institution promises quality education and increases the chances of employment in a competitive job market.



**Chart 16: Satisfaction with Canadian Universities' Marketing Strategies Among International Students**

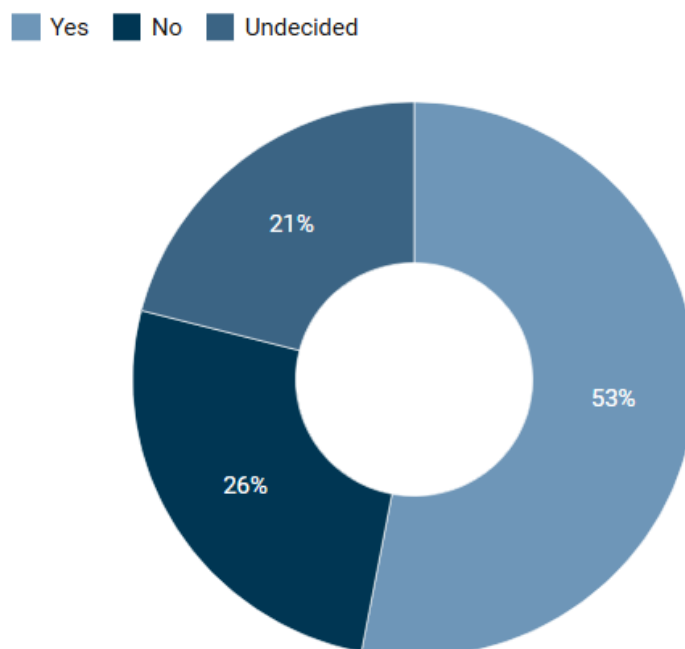
However, this high satisfaction with career-related factors contrasts starkly with the general cultural ethos and policies surrounding student work. While it is apparent that Canada has a strong academic placement notion, some argue that the academic environment tends to insist that students focus on their studies, thereby discouraging students from working much during their studies to ensure maximum academic achievement. This reflects a broader policy in Canada, whereby students are expected to focus on their education and where work opportunities are available only after graduation under the post-graduation work permit program. This could be why the employment opportunities score is still pretty high: the students likely feel confident that a degree

from a Canadian university will bring them "onto their first job," especially considering immigration policies working to help turn the student into an employee.

Lower ratings in terms of community engagement and social responsibility (3.62) and environmental sustainability initiatives (3.49) show that, though valued by students, these are not as key to their decision or experience compared to employment and academic outcomes. QS rankings also scored relatively low, at 3.45, which suggests that students do not give much weight to institutional rankings but rather on tangible outcomes like career opportunities and the academic environment.

Consequently, even though Canada's universities often claim to represent the ideal integration of academic scholarship and professional and practical application for a career future, the fact remains that this level of student satisfaction seems less interested in promising students an educational experience than providing a stable outlook on a great career future working in Canada.

When asked about their plans for further studies in Canada, the data reveals an interesting connection to student satisfaction and the effectiveness of Canadian universities' marketing strategies. A majority of 53% of respondents answered "Yes," indicating a positive sentiment toward continuing their education in Canada. This suggests that, for many students, the marketing strategies employed by Canadian institutions are meeting their expectations, particularly in terms of academic excellence, career opportunities, and the overall educational experience.



**Chart 17: Student Intentions for Further Studies in Canada**

However, the responses also indicate a notable degree of indecision, as 21% of students remain undecided, and 26% responded "No," signaling a level of dissatisfaction or uncertainty. These mixed feelings may point to gaps between the marketing promises made by institutions and the lived experiences of students. Further investigation is needed to understand the reasons behind this indecision and dissatisfaction, which could be related to aspects of student support, employment opportunities, or other non-academic factors.

York University's "Vision for Success" campaign is an example of a Canadian institution effectively addressing both academic and non-academic factors that influence international students' decisions regarding further studies. The campaign prominently emphasizes the university's strong academic programs, particularly within the Schulich School of Business, which is known for its industry partnerships and career-oriented curriculum. Testimonials from alumni who have secured leadership roles in global

organizations help position the university as an institution that provides tangible career outcomes. This resonates with the data showing that 53% of respondents are satisfied with their educational experiences and plan to continue their studies in Canada (York University, 2023).

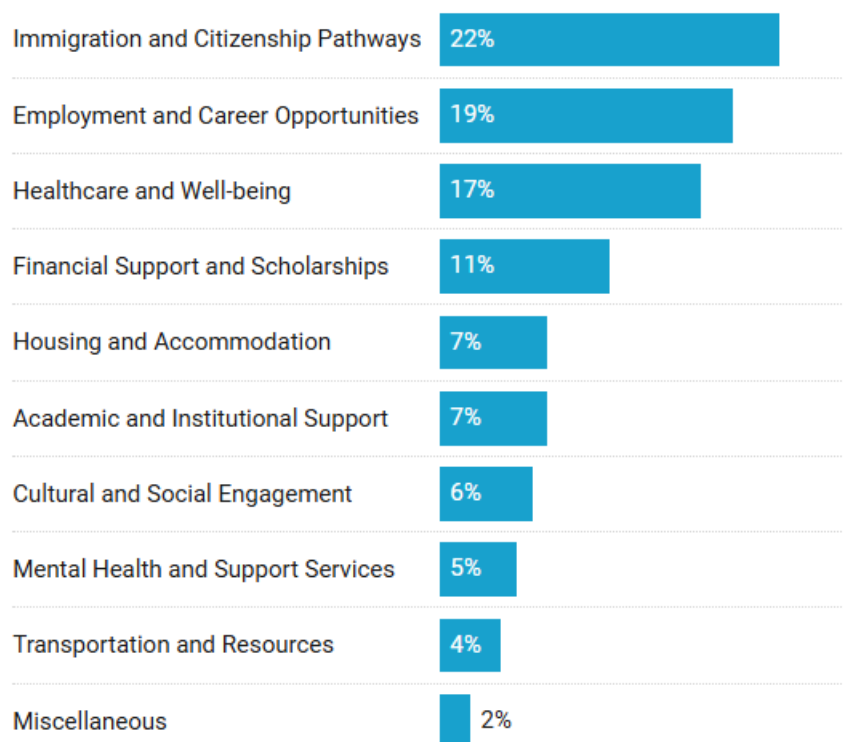
However, York University also recognizes the importance of addressing non-academic concerns, such as student well-being. The campaign highlights comprehensive support services, including mental health initiatives, mentorship programs, and access to co-op placements, which can mitigate feelings of uncertainty and dissatisfaction, as seen in the 21% undecided and 26% dissatisfied respondents from the survey data. This holistic approach validates the importance of aligning marketing efforts with real-world experiences and ensuring students' expectations are met (York University, 2023).

In response to the question of what services or resources international students would like to see, a wide range of priorities emerged that reflect areas where improvements could make a difference in their overall experience. Immigration and Citizenship Pathways topped the list at 22%, indicating a significant need for better support in navigating immigration processes. This suggests that while Canada's policies for post-graduation work permits and permanent residency are attractive, international students may face challenges in accessing these opportunities without clearer guidance and more accessible resources.

Closely following, Employment and Career Opportunities garnered 19%, indicating that international students value stronger connections to internships, job placements, and career development services. This aligns with earlier findings, where employment opportunities were identified as a key factor influencing satisfaction. The



prominence of immigration and employment factors both in students' initial decision-making and in their ongoing needs suggests a dual role in shaping their overall experience in Canada.



**Chart 18: Services and Resources International Students Wish Were Available**

Through their professional advancement promises, pathways toward permanent residency in the process of the choice, these often market-strategy-driven expectations in international students may attract the benefits of immigrating to Canada; however, international students entering this country also find a real requirement for practical services from institutional institutions to attain this opportunity efficiently, which would demonstrate a misaligning appeal initially and further system support and thereby an implication to institutions offering complete services to match the interests involved.

Healthcare and Well-being was ranked third at 17%. This represents a critical point at which healthcare access and coverage could be more enhanced to guarantee better satisfaction in student well-being. This improvement might enhance their academic and personal experience, strengthening the positive view students have towards education in Canada.

There was financial concern too: Financial Support and Scholarships ranked at 11%, meaning funding opportunities are much needed for access by students with diverse economic backgrounds. Housing and Accommodation stood at 7%, reflecting a need for accommodation that is available and appropriate to international students' needs.

Other areas included Academic and Institutional Support at 7%, Cultural and Social Engagement at 6%, and Mental Health and Support Services at 5%. These indicate a supportive and inclusive setting, away from pure academics, which should help students out in social-emotional ways. Though ranked lower, they are indispensable for a well-rounded student experience.

Finally, Transportation and Resources (4%) and Miscellaneous (2%) were the least mentioned, implying that they are less important as compared to the more urgent needs such as immigration, employment, and healthcare.

These results show areas where Canadian universities can fill gaps in their services. Although immigration and employment factors were reasons why students chose Canada, these were also among the key areas where students wished for more support. This duality may mean that there is an avenue for improvement through institutions, wherein their services must be better aligned with students' expectations and needs (Hemsley-Brown & Oplatka, 2015). The satisfaction level of students with these

concerns and those who already expressed dissatisfaction or indecision over pursuing further studies in Canada will be higher for stronger retention and a more favorable reputation for Canadian education institutions.

#### **4.3.1. What improvements would you suggest for Canadian universities' marketing?**

Areas to which respondents would see improvement in marketing strategies for universities in Canada: These areas revealed the specific needs and priorities that international students need.

Accessibility of healthcare services was found to be one of the key issues; many students wanted health care that is inexpensive and accessible. This can be promoted through improved marketing of a university through partnership with healthcare providers and advertising on-campus health facilities along with low-priced insurance options to attract more potential students into these institutions with concerns for their health and well-being in Canada.

Permanent Residency (PR) and Citizenship Pathways are common concerns for students' feedback. Well-defined and clear information about PR and post-graduation immigration processes is a high priority. Here, universities can take advantage by providing detailed marketing materials that showcase PR-friendly programs, post-graduation opportunities, and immigration pathways specific to the province of residence. It will be something unique to pitch to students who are interested in long-term residency in Canada.

Financial Support and Affordability was also one of the priorities that emerged, where students were seeking scholarships, financial aid, and affordable tuition fees.

Scholarships, grants, and other kinds of financial aids should be focused on in the marketing efforts as well as affordable cost through transparency in cost details. This will attract cost-sensitive students to opt for higher education in Canada.

Another major consideration is employment and career opportunities, including partnerships with strong employers, co-op programs, and post-graduation career services. A better marketing appeal is to point to high employment rates, opportunities for internships, and successful stories of alumni proving clear career ladders for advancement.

Targeted Marketing and Communication is one area that requires improvement. Students have said they prefer more personalized, multilingual, and truthful marketing communications. Institutions can then become credible while reaching their targets through interactive tools, alumni testimony, and messages culturally appropriate, while emphasizing on support systems offered to international students. Respondents demanded better conditions in housing and daycare and access to inclusive structures. Marketing for holistic support of students is more required so that the university stands unique as an assertive, caring institution.

Recommendations involved improving both Digital and In-Person Marketing. Digital presence should be enhanced through live chat services, interactive websites, and social media campaigns while maintaining in-person contact through school visits and international fairs in major markets such as the Philippines.

Transparency and Realism were valued by respondents, who requested a balanced portrayal of the challenges and opportunities of living in Canada. Honest representation

of housing and employment challenges and the support systems available can help to build trust and set realistic expectations for prospective students.

Lastly, the areas for improvement were Community and Engagement and Global and Regional Focus. By establishing online communities, creating networks of ambassadors, and maintaining alumni networks, universities can foster a feeling of belonging among students and support for their cause. Thus, tailored regional campaigns can enhance their reach, thereby attracting a larger pool of students, such as those from the Philippines.

In conclusion, this would make marketing strategies of the Canadian universities match the needs of international students, thus making a strong and valid narrative. Such an approach on healthcare, PR pathways, financial aid, and employability would make it quite compelling and credible. Digital tools, personalized communication, and region-specific campaigns will further strengthen global outreach and engagement.

#### **4.3.2. Additional Comments**

When respondents were asked to share additional comments or feedback, several key themes emerged. A significant number of students emphasized the need for clearer and more accessible pathways to Permanent Residency (PR) and citizenship, expressing a desire for universities and institutions to provide guidance through dedicated IRCC representatives. Many suggested prioritizing PR pathways before citizenship, highlighting a demand for certainty and support regarding their long-term prospects in Canada. Additionally, some comments proposed linking study programs to PR opportunities and incorporating a more family-inclusive approach in immigration

policies, reflecting the importance of facilitating integration for international students and their families.

Cultural orientation programs were also widely recommended to assist students in adapting to Canadian society and understanding local customs. This feedback underscores the challenges international students face in cultural adjustment and the importance of structured support to ease their transition. Respondents also highlighted the need to counter negative perceptions about the impact of international students on housing and healthcare by emphasizing their positive economic contributions. This reflects a desire for recognition of their role in supporting Canada's economy and society.

Uncertainty caused by shifting immigration policies was a recurring concern, with students requesting more stability and clarity to help them make informed decisions about studying in Canada. Personalized guidance, such as one-on-one communication with school representatives, was seen as vital in helping students navigate their educational journey. Similarly, the promotion of inclusion, diversity, and equity within educational institutions was emphasized, with respondents expressing the need for environments where international students feel respected and valued.

Another prominent theme was the need for stronger post-graduation support, particularly in terms of career pathways and employer connections. Respondents highlighted the importance of practical outcomes from their education, such as job opportunities closely tied to their academic fields. The high cost of living and tuition fees for international students was a major concern, with many requesting guidance on managing expenses and support to make Canada a more affordable destination.

Some respondents also suggested implementing stricter guidelines for accepting international students, such as entrance exams or professional experience checks, to ensure the quality and integrity of the student cohort. Overall, the feedback reveals a strong demand for clarity in immigration policies, enhanced cultural and practical support, recognition of students' economic contributions, and a commitment to affordability and inclusivity. These insights point to opportunities for Canadian universities to align their services and policies more closely with the needs and expectations of international students.

The feedback from international students underscores a pressing need for Canadian universities to enhance support services, particularly in areas such as immigration guidance, cultural integration, and post-graduation employment opportunities. Students have expressed a desire for clearer pathways to Permanent Residency (PR) and citizenship, suggesting that institutions could play a pivotal role by providing dedicated resources to navigate these complex processes. This aligns with recent policy changes aimed at improving international student experiences; for instance, new regulations now permit eligible students to work up to 24 hours per week off-campus during academic sessions, potentially easing financial pressures and facilitating better integration into Canadian society (Government of Canada, 2024).

Cultural orientation programs have also been highlighted as essential for helping students adapt to Canadian customs and societal norms. Research indicates that such programs are vital in fostering cross-cultural understanding and aiding international students in acclimating to their new environment (Wayble, 2023). Additionally, concerns about the high cost of living and tuition fees suggest that universities might consider

offering financial planning workshops or providing more transparent information about expenses to help students manage their finances effectively.

The call for stronger post-graduation support, particularly in connecting graduates with employment opportunities, reflects a desire for practical outcomes from their education. Universities could enhance career services by building robust employer networks and offering tailored job placement assistance to international students. Moreover, the emphasis on inclusion, diversity, and equity within educational institutions points to the need for creating environments where international students feel respected and valued, which is crucial for their overall satisfaction and success.

In summary, the feedback suggests that while Canadian universities have made strides in attracting international students, there is room for improvement in providing comprehensive support that addresses immigration processes, cultural integration, financial challenges, and career prospects. By aligning their services more closely with the needs and expectations of international students, institutions can enhance student satisfaction and outcomes, thereby strengthening their reputation and appeal in the global education market.



## CHAPTER 5

### DISCUSSION

This chapter synthesizes the findings of the study, draws conclusions in response to the research questions, and explores the implications for Canadian educational institutions, particularly in the context of marketing strategies targeting Filipino international students. The discussion contextualizes the results within existing literature and theory, highlighting their relevance to international student consumer behavior and institutional practices. Conclusions are formulated to address each research question, offering insights into the factors influencing decision-making, the effectiveness of marketing strategies, and student satisfaction. Finally, the implications for policy, practice, and future research are outlined, aiming to contribute to a deeper understanding of international student experiences in Canada and inform actionable strategies for improvement.

#### **5.1 Research Question One: What factors influence international students' decision-making when choosing Canada as their study destination?**

The decision-making process for international students, particularly from the Philippines, is shaped by various factors, with a significant emphasis on career opportunities, post-graduation work pathways, and potential for permanent residency. The survey data reveals multiple insights into why Canada remains a preferred destination, with specific trends emerging based on student status, age group, academic program, and future plans.

##### **5.1.1. Key Factors Influencing Decision-Making**

The findings of this study highlight several critical factors that influence international students' decisions to study abroad, particularly in the context of Canada as a study destination. Through both descriptive statistics and exploratory factor analysis (EFA), five key components emerged that provide a deeper understanding of student motivations.

#### **5.1.1.1. Quality of Life and Opportunities (Component 1)**

The first component reveals that factors related to quality of life in Canada—such as political stability, safety, cultural diversity, and the overall opportunities available for international students—are among the most significant influencers of students' decision-making processes. The high mean scores for items like “Personal interests aligned with Canadian offerings” and “Desire for a multicultural learning environment” emphasize that students prioritize not only academic goals but also lifestyle and socio-cultural elements when choosing a destination. These findings align with previous studies suggesting that students are increasingly looking for destinations that offer not only academic excellence but also a welcoming and diverse environment that can enhance their overall living experience (Smith & Thomas, 2020).

#### **5.1.1.2. Educational Aspirations and Residency (Component 2)**

The second component emphasizes the combination of academic aspirations and the desire for long-term residency options, such as obtaining a certificate, diploma, or degree, as well as opportunities for immigration or permanent residency. These results are consistent with literature that underscores the growing trend of international students seeking both academic qualifications and the possibility of staying and working in the host country after graduation (Rios, 2019). Push migration factors, such as economic or

political instability in the home country, were also found to be strongly correlated with the desire to study abroad, which supports the idea that external life circumstances play a significant role in shaping students' decision-making processes (Huisman et al., 2018).

#### **5.1.1.3. Quality Learning Experiences (Component 3)**

The third component, which focuses on the quality of learning experiences offered in Canada, reveals the importance of access to specialized facilities, the reputation of Canadian universities, and language preferences in students' decisions. The findings show that students place a high value on the availability of cutting-edge educational resources, which further corroborates research by Baker et al. (2017), who noted that specialized facilities significantly enhance student satisfaction and academic success. Similarly, students' preferences for specific languages and cultural inclusivity in Canadian society suggest that educational institutions that align their offerings with diverse cultural backgrounds tend to be more appealing to international students (Maringe & Carter, 2016). Their research emphasizes that universities that actively support cultural diversity and language preferences are more likely to attract and retain international students (Garcia & Bautista, 2019).

#### **5.1.1.4. Academic Support and Network (Component 4)**

The fourth component highlights the importance of academic support structures, such as scholarships, financial aid, and access to exchange programs and career development resources. These factors significantly influence students' decisions by making studying abroad more accessible and providing opportunities for professional growth. The importance of these factors is consistent with findings from earlier research, which emphasizes that the availability of financial support and career resources are

critical in reducing the barriers to studying abroad and helping students succeed both academically and professionally (Maringe, 2017).

#### **5.1.1.5. Professional Growth (Component 5)**

The final component underlines the profound influence of professional growth opportunities, particularly in terms of career advancement and the high standards of education offered in Canada. This finding is particularly noteworthy, as it reinforces the idea that international students are increasingly viewing education as an investment in their future careers. The high mean score for professional growth is in line with the growing demand for skilled workers in global markets, where international qualifications and Canadian credentials are seen as valuable assets (Jones & Gupta, 2021).

The findings of this study suggest that Canadian universities should place more emphasis on not only the quality of education but also the broader living and learning environment they offer. To attract and retain international students, universities must effectively communicate their strengths in multiculturalism, safety, and opportunities for long-term residency. Additionally, institutions should expand their marketing efforts to highlight academic support, career development, and financial assistance, all of which were found to be crucial to students' decision-making processes.

Further, universities may need to tailor their offerings to accommodate diverse student preferences, including specialized programs that cater to specific interests or backgrounds. This personalization of educational experiences could enhance both recruitment and retention of international students, particularly from countries like the Philippines, where aspirations for professional and educational advancement are high.

While the study provides valuable insights into the factors influencing international students' decisions to study in Canada, there are some limitations. The sample size, although adequate, is limited to Filipino students, and the findings may not be generalized to other international student groups. Future research could explore these factors across different countries and regions to provide a more comprehensive understanding of global student decision-making processes.

Additionally, a more in-depth examination of the interplay between individual socio-economic factors, cultural background, and academic aspirations could shed light on specific needs of international students, helping universities better tailor their strategies to attract a wider range of students.

#### **5.1.2. Top-of-Mind Destination: Canada's Appeal**

The study found that Canada emerged as the most preferred destination for international students, with 75% of prospective students indicating interest in applying. This strong preference is primarily driven by Canada's reputation for offering high-quality education, diverse cultural experiences, and post-graduation work opportunities. The significant representation of alumni (66%) and current students (9%) further highlights the success of Canada's educational institutions in attracting students and maintaining long-term relationships.

#### **5.1.3. Focus on Work Opportunities and Post-Graduation Work Permit (PGWP)**

A key factor influencing the decision to study in Canada is the opportunity for work after graduation. As indicated by the survey, 58% of respondents plan to apply for the Post-Graduation Work Permit (PGWP) within 1-2 years of completing their studies, emphasizing the desire for career integration in Canada. The significant interest in the

PGWP reflects the growing popularity of shorter, career-focused programs, such as the 75% of respondents currently enrolled in 1-2 year diploma programs designed to facilitate swift entry into the workforce. This finding is consistent with global trends, which highlight the importance of career opportunities as an integral factor in international students' decisions (ICEF Monitor, 2021).

#### **5.1.4. Interest in Citizenship and Permanent Residency**

Alongside work opportunities, the pathway to Canadian citizenship also plays a key role in students' decision-making. Approximately 27% of respondents, particularly those nearing the end of their studies, expressed interest in pursuing Canadian citizenship. This reflects the appeal of Canada's favorable immigration policies and the potential for long-term settlement, positioning the country as an attractive destination for students aiming for permanent residency. Immigration pathways significantly influence international students' decisions, with many viewing education as a strategic entry point for long-term settlement (Martinez & Rivera, 2020). Career development opportunities, such as internships and post-graduate employment, play a crucial role in shaping students' migration intentions (Arthur & Flynn, 2011). The strong correlation between education and future residency underscores Canada's role as a gateway for both academic and professional development. International students who receive strong career support and practical work experience are more likely to secure stable employment and remain in their host country after graduation (Nunes & Arthur, 2013). Institutions that foster strong employer connections and provide structured career services can enhance students' workforce integration and long-term success. Also, Suter and Jandl (2006) mentioned that Countries that provide clear, stable residency pathways, such as Canada's Post-

Graduation Work Permit (PGWP) and Express Entry system, tend to attract and retain a larger proportion of international graduates.

#### **5.1.5. Influence of Alumni and Marketing Strategies**

Alumni success stories are pivotal in shaping prospective students' perceptions of Canada as a study destination. Many promotional campaigns feature alumni achievements, and these success stories serve as powerful testimonials. The data from this study further supports this, as alumni influence is a key marketing tool. By showcasing positive outcomes from past students, Canadian universities effectively attract new students by highlighting not only high-quality education but also strong career prospects. This approach is consistent with Hemsley-Brown and Oplatka's (2015) research on the effectiveness of alumni testimonials in higher education marketing.

#### **5.1.6. Segmentation by Student Status and Academic Program**

When segmented by student status, prospective students were primarily focused on securing work opportunities through the PGWP, while current students, especially those in diploma programs, shared this focus. Alumni and former students, however, demonstrated a more balanced approach, combining career advancement with an interest in citizenship. Analyzing by academic program, master's students (87%) were most focused on securing post-graduation work, while bachelor's students (36%) showed more balanced goals, integrating PGWP opportunities with the desire for citizenship. Diploma and certificate students also prioritized PGWP applications, reflecting a clear preference for career-focused programs with defined employment pathways.

#### **5.1.7. Cultural Adaptation and Integration Support**

In addition to career-focused opportunities, cultural adaptation and integration support were highly valued by students, with a mean score of 4.6. This finding emphasizes the importance of universities providing active support for students to adapt to Canadian culture and integrate into academic life. A large proportion of respondents (77%) rated cultural support as highly important, underscoring the need for robust orientation programs, mentorship initiatives, and cultural workshops. Studies have shown that such initiatives significantly enhance both students' academic success and emotional well-being, which ultimately improves retention rates (Sanni & Tom, 2021).

#### **5.1.8. Information Sources for Decision-Making**

Finally, the study also explored the sources of information that most influence students' decisions. University websites were found to be the most influential (mean score: 5.0), followed by personal networks such as family and friends (mean score: 4.0). These findings highlight that while digital platforms like social media and educational consultants play a role in generating initial awareness, prospective students predominantly rely on university websites for final decision-making. This suggests a two-step process in decision-making, with consultants initiating interest and official university sites providing verification of information.

In conclusion, the study reaffirms that career integration opportunities, particularly the PGWP, as well as pathways to permanent residency, are major driving forces behind international students' decisions to study in Canada. Additionally, Canada's marketing strategies, which highlight alumni success stories and the availability of cultural adaptation support, align well with students' aspirations for both academic success and professional growth. By continuing to refine marketing strategies and



emphasizing these factors, Canadian institutions can maintain their competitive edge in the global higher education market.

## **5.2 Research Question Two: How do the factors influencing Filipino students' decision to study in Canada relate to their intention to pursue further education after graduation?**

### **5.2.1. Alumni Students' Future Intentions to Pursue Further Education**

This study aimed to examine the relationship between alumni students' future intentions of pursuing further education and the factors influencing their decision-making process. The results, analyzed using a chi-square test for association, show that several key factors are significantly associated with alumni students' intention to continue their academic pursuits. According to the Theory of Planned Behavior, an individual's intention to engage in a specific behavior is determined by their attitudes, social pressures, and perceived control over the outcome (Fishbein & Ajzen, 1975). In this case, Filipino alumni's choice to further their education is shaped not only by personal academic ambitions but also by societal norms, career advancement prospects, and the perceived ease or difficulty of continuing studies. This aligns with the study's findings that access to specialized facilities, personal interests, and obtaining formal credentials play a crucial role in students' decision-making

### **5.2.2. Significant Associations**

#### **5.2.2.1. Access to Specialized Facilities or Resources**

One of the most significant findings of the chi-square test was the association between access to specialized facilities or resources and alumni students' future intentions to pursue further education (p-value = 0.060). This result suggests that the availability of

well-equipped learning spaces and academic resources plays an important role in motivating alumni to continue their academic journey. Graduates who experienced advanced facilities during their studies are more likely to seek further academic advancement, as these resources provide a conducive environment for further learning and development.

#### **5.2.2.2 Language Preferences**

Another significant factor influencing alumni students' future academic pursuits was language preferences (p-value = 0.029). This finding underscores how language aligns with the academic trajectory of students. The ability to study in a preferred language of instruction is crucial in shaping academic success, and students who feel comfortable in the language of instruction are more likely to pursue further studies. This result highlights the importance of considering language preferences in designing educational programs that cater to diverse student populations, ensuring their academic satisfaction and engagement.

#### **5.2.2.3 Personal Interests or Hobbies Aligned with Offerings**

The relationship between personal interests or hobbies and the intention to pursue further education also emerged as a significant factor (p-value = 0.040). This result indicates that when students' academic programs align with their personal interests and passions, they are more inclined to pursue further studies. Students who engage in subjects that resonate with their individual hobbies or passions are more likely to continue their education, demonstrating the importance of offering diverse academic programs that cater to the personal aspirations of students.

#### **5.2.2.4 Obtaining a Certificate, Diploma, or Degree**

Obtaining a certificate, diploma, or degree was another significant factor associated with alumni students' future academic intentions (p-value = 0.008). The desire to earn formal credentials is a key driver for alumni to further their education. This finding emphasizes the crucial role that recognized academic qualifications play in fostering a commitment to lifelong learning and career development. Alumni students who have already attained one form of qualification are more likely to pursue additional credentials to advance their careers or academic standing.

#### **5.2.2.5 Push Migration Patterns**

Lastly, push migration patterns from alumni students' home countries were significantly associated with their intention to pursue further education (p-value = 0.031). This result suggests that students who migrate due to unfavorable conditions in their home countries, such as limited educational opportunities or economic instability, may have a stronger drive to pursue further academic studies. Their academic aspirations are often shaped by the desire to improve their circumstances and achieve greater career mobility. Push migration can thus create an urgent need for continued education as a means of securing better prospects.

#### **5.2.3 Non-Significant Associations**

While several factors showed a significant relationship with alumni students' future educational intentions, the chi-square test also revealed several factors that were **not** significantly associated with their decision to pursue further education. These include:

- Personal preference for studying abroad
- Quality of education offered in Canada

- Opportunities for career advancement
- Cultural diversity and inclusivity
- Proximity to family or relatives
- Opportunities for immigration or permanent residency
- Availability of scholarships or financial aid
- Reputation of specific Canadian universities or programs
- Political stability and safety in Canada
- Desire for a multicultural learning environment
- Effectiveness of marketing efforts
- Network to partner universities/exchange programs

Although these factors may influence the initial decision to study abroad, they do not appear to have a direct impact on alumni students' future educational goals. This suggests that while these factors are relevant in the broader context of studying abroad, they may not necessarily drive continued academic engagement after graduation.

The results of this study indicate that factors such as access to specialized facilities, language preferences, personal interests, obtaining formal credentials, and push migration patterns are crucial in shaping alumni students' intentions to pursue further education. These findings highlight the importance of aligning educational offerings with students' needs, interests, and aspirations, as well as the role of external factors such as migration patterns in influencing long-term academic pursuits.

As Canadian institutions continue to attract international students, it is essential for them to provide access to state-of-the-art facilities, offer academic programs that align with students' personal interests, and recognize the significance of formal qualifications.

These elements will contribute to fostering lifelong learning and encourage alumni to continue their academic journeys. Moreover, understanding the role of migration patterns can help universities design supportive programs for students who may have left their home countries seeking better educational and career opportunities.

**5.3 Research Question Three: How effective are the marketing strategies employed by Canadian universities in attracting and retaining Filipino international students, and how well do these strategies align with their expectations and satisfaction?**

The findings from this study highlight the effectiveness of Canadian universities' marketing strategies in attracting Filipino international students, but also reveal areas where these strategies could be further refined to improve student retention and satisfaction.

**5.3.1. Key Strengths in Marketing Effectiveness**

1. Strong Appeal of Career and Academic Outcomes

The data indicates that Canadian universities' marketing strategies are highly effective in promoting academic excellence, career opportunities, and alumni success. Respondents reported high satisfaction with key aspects such as employment opportunities (4.79), academic quality (4.74), and alumni success stories (4.53). These factors resonate strongly with students' motivations to study abroad, particularly in terms of securing post-graduation work permits (PGWP) and opportunities for long-term residency in Canada. This alignment between marketing messages and student aspirations demonstrates that Canadian universities are effectively highlighting the benefits that matter most to international students: career advancement and academic prestige.

## 2. Effective Attraction of Prospective Students

A significant 74% of prospective students indicated plans to pursue further studies in Canada, suggesting that marketing efforts are successful in generating interest. The emphasis on immigration-friendly policies, high-quality education, and career pathways contributes to Canada's strong appeal among international students, particularly those from the Philippines. The integration of alumni success stories further bolsters the credibility of these marketing strategies, making the promise of post-graduation success tangible and compelling.

## 3. Alignment with Student Motivations

Marketing strategies that emphasize seamless transitions from education to employment are aligned with Filipino students' primary motivations. The incorporation of information about PGWP and the potential for permanent residency effectively appeals to students' aspirations for career advancement and long-term settlement in Canada. This targeted messaging ensures that Canadian institutions are well-positioned to meet the expectations of prospective international students.

### **5.3.2. Gaps in Marketing and Retention**

Ferguson (2020) highlights that retention efforts should focus on comprehensive student support, including career guidance, mental health services, and cultural integration initiatives. Without these critical interventions, students may experience dissatisfaction, leading to lower retention rates. This aligns with findings that international students in Canada often struggle with non-academic challenges such as community engagement, financial stability, and long-term career planning. Despite the

overall effectiveness in attracting prospective students, the study also reveals significant gaps in retention and satisfaction among current students.

### 1. Mixed Retention Success

While 74% of prospective students and 64% of accepted students are optimistic about continuing their studies in Canada, only 31% of current students express similar intentions. This stark contrast points to a disconnect between the expectations set by marketing campaigns and the actual student experience. The lower retention rates suggest that while Canadian universities excel in attracting students, they face challenges in ensuring that students' experiences align with their initial expectations, potentially leading to dissatisfaction and indecision regarding further studies in Canada.

### 2. Lower Satisfaction with Non-Academic Factors

Several non-academic factors, such as community engagement (3.62), social responsibility (3.49), and environmental sustainability (3.49), received lower satisfaction ratings. Although students value these aspects, they appear to be less central to their decision-making process, highlighting an opportunity for institutions to enhance the holistic student experience. Integrating more emphasis on community building, social responsibility, and sustainability initiatives could help improve satisfaction levels and make Canadian universities more attractive to students who seek a well-rounded educational experience.

### 3. Indecision and Dissatisfaction Among Current Students

A notable portion of students, 21%, remain undecided, and 26% have no plans to pursue further studies in Canada. These figures point to unmet

expectations or challenges that students face during their time in Canada. Issues related to student support, affordability, and long-term opportunities may be contributing to this indecision and dissatisfaction. Addressing these areas could enhance the student experience and improve retention rates.

### **5.3.3. Areas for Improvement**

#### **1. Immigration and Career Support**

Students expressed a need for clearer pathways to permanent residency (PR) and citizenship, along with more robust career development services, including internships and employer connections. Canadian universities should enhance transparency about the immigration process and provide clearer guidance on career opportunities after graduation. Institutions that proactively support students in navigating these pathways will likely experience higher satisfaction and retention rates.

#### **2. Affordability and Financial Support**

Financial concerns remain a significant barrier for many students, with a strong demand for more scholarships, financial aid, and greater transparency around tuition costs. By offering clearer financial support options and addressing affordability, Canadian universities can reduce financial stress and make their programs more accessible to a broader range of students.

#### **3. Cultural and Practical Support**

Students highlighted the need for improved orientation programs to help with cultural adaptation, as well as more comprehensive support services for housing, healthcare, and mental health. These practical aspects play a crucial role



in students' overall satisfaction and adjustment to life in Canada. Universities that invest in these areas will help international students feel more supported and integrated, thereby improving their overall experience and likelihood of continuing their studies in Canada.

#### 4. Targeted and Honest Marketing

Students requested marketing strategies that are more personalized, transparent, and realistic about the challenges of studying and living in Canada. While Canadian universities excel in promoting academic and career outcomes, there is room for improvement in presenting a more balanced view that also addresses potential challenges, such as cultural adaptation, financial pressures, and the realities of life in Canada. A more nuanced and honest marketing approach will better align student expectations with their actual experiences.

In conclusion, Canadian universities' marketing strategies have proven effective in attracting Filipino international students, particularly by emphasizing academic excellence, career opportunities, and alumni success. However, the study also reveals gaps in retention and student satisfaction, especially with non-academic factors and the disconnect between marketing promises and actual experiences. To improve retention and student satisfaction, Canadian universities should focus on providing clearer pathways to permanent residency, enhancing career support services, addressing financial concerns, and investing in cultural and practical support for international students. Additionally, more transparent and personalized marketing campaigns that align with the full range of student experiences—including both opportunities and challenges—will

help ensure that students' expectations are met, improving retention and long-term success.

This comprehensive approach will not only attract prospective students but also ensure that Canadian universities continue to retain and support their international student population effectively.

## CHAPTER 6

### SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

#### 6.1 Summary

This study aimed to examine the factors influencing Filipino international students' decision-making when choosing Canada as a study destination, their intentions to pursue further education after graduation, and the effectiveness of Canadian universities' marketing strategies in attracting and retaining these students. The key findings of this research are summarized below:

##### **6.1.1. Factors Influencing Decision-Making (Research Question 1):**

Filipino students' decision to study in Canada is primarily influenced by factors related to career opportunities, post-graduation work permits (PGWP), and the potential for permanent residency. Students are drawn to Canada's high quality of life, political stability, cultural diversity, and educational offerings. The availability of specialized academic resources, career support, and long-term residency options also play significant roles in their decision-making. Furthermore, a strong emphasis on professional growth opportunities and academic support systems were identified as crucial factors in shaping their choices.

##### **6.1.2. Alumni Students' Future Educational Intentions (Research Question 2):**

The study revealed that several factors significantly influence alumni students' intentions to pursue further education. These factors include access to specialized facilities, alignment of academic programs with personal interests, and the desire for formal credentials. Push migration factors, such as unfavorable conditions in the home country, were also found to influence alumni's motivations to continue their academic

journey. These findings indicate that Filipino students who experience academic satisfaction and access to resources are more likely to pursue further education after graduation.

### **6.1.3. Marketing Effectiveness and Alignment with Student Expectations (Research Question 3):**

Canadian universities' marketing strategies are effective in attracting Filipino international students, especially by emphasizing academic excellence, career opportunities, and alumni success stories. The marketing messages align with students' primary motivations, such as securing post-graduation work opportunities and long-term residency. However, while prospective students are attracted by these factors, the study also found a gap in student retention and satisfaction, particularly with non-academic factors like community engagement, affordability, and cultural adaptation support. There is a disconnect between the marketing promises and the actual student experience, which affects retention rates among current students.

## **6.2 Implications and Applications**

The findings of this study carry significant implications for Canadian educational institutions, particularly those targeting Filipino international students. Several key areas emerge where institutions can improve their practices and strategies to better align with students' expectations and enhance their overall experience:

### **6.2.1. Improving Alignment Between Marketing and Student Expectations:**

While marketing strategies effectively attract international students, there is a noticeable gap between prospective students' expectations and the actual experiences of current students. This misalignment can lead to dissatisfaction and reduced retention

rates. Universities should consider refining their marketing strategies to present a more balanced view that not only highlights the benefits of studying in Canada but also addresses potential challenges, such as cultural adaptation, financial concerns, and practical support.

#### **6.2.2. Strengthening Career and Immigration Pathways Support:**

Career opportunities, post-graduation work permits, and pathways to permanent residency were central to students' decision-making processes. Universities should prioritize providing clearer and more transparent information about career support services, such as internships, employer networks, and pathways to citizenship. By offering guidance on post-graduation work opportunities and helping students navigate the immigration process, Canadian institutions can enhance student satisfaction and retention.

#### **6.2.3. Addressing Financial Barriers:**

Financial concerns remain a major challenge for international students. With the increasing cost of education, there is a growing demand for scholarships, financial aid, and more transparent information about tuition and living costs. Universities should focus on offering better financial support options, such as more scholarships, work-study programs, and affordability initiatives, to reduce the financial burden on international students.

#### **6.2.4. Enhancing Cultural and Practical Support Services:**

The importance of cultural adaptation and practical support cannot be overstated. Students who face difficulties adjusting to life in Canada often experience higher levels

of dissatisfaction. Universities should invest in robust orientation programs, peer mentorship, and continuous support for housing, healthcare, and mental health services. These initiatives can help students feel more integrated into Canadian society and improve their overall experience, leading to higher retention rates.

#### **6.2.5. Offering Tailored Marketing Strategies:**

Given the diversity of international students' needs and motivations, universities should consider implementing more tailored marketing strategies. Segmenting marketing efforts based on student goals (e.g., career-focused vs. community-oriented) will allow institutions to better align their promotional messages with specific student aspirations, ensuring a more personalized approach to both recruitment and retention.

### **6.3 Recommendations for Future Research**

While this study provides valuable insights into the factors influencing Filipino students' decisions to study in Canada and the effectiveness of Canadian universities' marketing strategies, several areas require further exploration:

#### **6.3.1. Comparative Studies Across Different Student Demographics:**

Future research could expand beyond Filipino students to include a wider range of international student populations. A comparative study across different countries and regions would provide a more comprehensive understanding of the global decision-making process and allow for the identification of universal trends versus culture-specific factors.

#### **6.3.2. Longitudinal Studies on Retention and Satisfaction:**

Given the importance of student retention and satisfaction, longitudinal studies that track international students throughout their academic journey would be valuable.

These studies could help identify specific touchpoints during students' time in Canada where dissatisfaction or unmet expectations arise, enabling universities to intervene proactively.

### **6.3.3. Investigating the Role of Alumni Networks in Retention:**

Future research could also investigate the role of alumni networks in improving student retention. Since alumni success stories are an influential marketing tool, understanding how alumni engagement can contribute to current students' satisfaction and retention could provide insights into the potential benefits of stronger alumni-student relationships.

## **6.4 Conclusion**

### **6.4.1. Research Question 1: What factors influence international students' decision-making when choosing Canada as their study destination?**

The decision-making process of Filipino international students when choosing Canada as their study destination is influenced by multiple factors, with a strong emphasis on career opportunities, post-graduation work pathways, and the potential for permanent residency. Students prioritize both academic and socio-cultural aspects, such as the quality of life in Canada, political stability, safety, cultural diversity, and the availability of specialized educational resources. These findings align with previous research that suggests international students are increasingly seeking not just high-quality education, but also an environment that offers long-term opportunities for personal and professional growth. Canadian universities must continue to highlight these strengths in their marketing strategies to attract international students, particularly from countries like

the Philippines, where career advancement and long-term residency options are key priorities.

**6.4.2. Research Question 2: How do the factors influencing Filipino students' decision to study in Canada relate to their intention to pursue further education after graduation?**

The factors influencing Filipino students' decision to study in Canada are closely related to their intention to pursue further education after graduation. Key factors such as access to specialized facilities, alignment of academic programs with personal interests, and the desire for formal academic credentials significantly correlate with alumni students' plans for continued academic pursuits. Furthermore, push migration factors from their home country, such as economic instability or limited educational opportunities, also play a critical role in shaping their intentions. The findings suggest that Filipino students who experience satisfaction with their academic environment and have access to resources are more likely to continue their education, emphasizing the importance of academic support systems and personalized educational pathways in encouraging lifelong learning.

**6.4.3. Research Question 3: How effective are the marketing strategies employed by Canadian universities in attracting and retaining Filipino international students, and how well do these strategies align with their expectations and satisfaction?**

Canadian universities' marketing strategies have proven effective in attracting Filipino international students, particularly by emphasizing career outcomes, academic excellence, and alumni success stories. The marketing messages align well with students' primary motivations, including post-graduation work opportunities and pathways to



permanent residency. However, the study also revealed gaps in student retention and satisfaction, particularly regarding non-academic factors like community engagement, cultural adaptation support, and financial concerns. While prospective students are initially drawn to Canada's offerings, the actual student experience may not always align with their expectations, leading to lower retention rates. To improve student satisfaction and retention, universities need to refine their marketing strategies by offering a more holistic view of the international student experience and addressing practical concerns such as financial support, cultural integration, and post-graduation career pathways.

### **6.5 Overview of Findings and Conclusions**

This study explores three key areas that influence Filipino international students' decision to study in Canada, their future intentions regarding education, and the effectiveness of Canadian universities' marketing strategies in aligning with student expectations and satisfaction.

The research reveals several critical factors that influence Filipino students' decision to study in Canada. The most significant factors include career-focused opportunities, particularly through the Post-Graduation Work Permit (PGWP) and potential pathways to permanent residency. These opportunities are central to Filipino students' motivations to pursue higher education in Canada. Additionally, academic excellence and access to specialized resources play a significant role, as students are drawn to high-quality educational institutions that promise strong career outcomes.

While the quality of education and immigration pathways remain prominent factors, it is also evident that personal interests and academic programs that align with students' hobbies or passions influence their decision-making. However, factors like

affordability, availability of scholarships, and financial aid are still areas where students express concerns. These financial considerations, alongside the desire for a supportive academic environment, form the foundation for Filipino students' choices.

The study also delves into how the factors influencing students' decision to study in Canada relate to their intentions of pursuing further education after graduation. The findings indicate a significant relationship between the availability of specialized facilities, language preferences, personal interests, and the students' future academic intentions. Students who had access to advanced resources, felt comfortable with the language of instruction, and studied subjects aligned with their personal interests were more likely to express a strong intention to continue their education after graduation.

Additionally, the drive for obtaining formal qualifications such as diplomas or degrees was closely associated with students' intentions to further their studies. Students who prioritized acquiring certifications for career advancement were more likely to pursue additional academic credentials post-graduation. Push migration patterns, such as migrating to improve their academic and career prospects, also contributed to the intention to pursue further education.

Lastly, the study investigates the effectiveness of Canadian universities' marketing strategies in attracting and retaining Filipino students, and how well these strategies align with their expectations and satisfaction.

The results show that Canadian universities excel in attracting students through effective marketing of career outcomes, academic excellence, and post-graduation work opportunities. Students reported high satisfaction with the prospects for career advancement, the quality of education, and success stories shared by alumni. However,

there are noticeable gaps in student satisfaction, particularly with non-academic factors like community engagement, social responsibility, and affordability. This suggests a mismatch between the expectations set by marketing campaigns and the actual student experience.

Retention rates were also lower than anticipated, with a significant number of students expressing indecision about pursuing further education in Canada, despite initial optimism. The dissatisfaction stemmed largely from unmet expectations regarding the support services, financial transparency, and cultural adaptation programs. Thus, while marketing is effective in attracting students, there is room for improvement in aligning the marketing messages with the holistic student experience.

In conclusion, Canadian universities' marketing strategies are largely successful in attracting Filipino international students, particularly by emphasizing career opportunities, high academic standards, and pathways to permanent residency. However, the study reveals that these strategies need refinement to better align with students' full range of needs and expectations. More attention should be given to providing clear and transparent information about financial aid, affordability, community engagement, and cultural integration programs to ensure that students are not only attracted to Canadian institutions but also satisfied and retained throughout their academic journey.

Furthermore, addressing the gaps in non-academic aspects and enhancing career support services and immigration guidance will likely improve both student satisfaction and retention, ensuring that students feel fully supported during their entire educational experience in Canada.

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