

**Topic: International Students in the UK: Economic Contributions, Job Market Impact,
and Policy Implications**

By Brain writes Experts

Abstract

This study investigates the economic contributions of foreign students in the UK, aiming to provide insights for policymakers, educators, and practitioners. Through a comprehensive analysis of survey data from 150 participants, the study examines various factors influencing foreign students' economic integration and the effectiveness of existing policies and support mechanisms. Findings reveal that while foreign students face significant challenges, including legal barriers and social integration issues, they make valuable economic contributions to the UK. However, there is a consensus among respondents that more supportive measures are needed to enhance foreign students' economic participation. The study concludes with recommendations for academia, practitioners, and policymakers to address these challenges and optimize the economic benefits of international student mobility. Overall, this research contributes to the understanding of the economic impact of foreign students in the UK and provides actionable insights for stakeholders to foster their economic integration and success.

By Brainwires

REPORTS

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Chapter 1: Introduction

Background

UK higher education has a large international student population, affecting cultural diversity, the economy, and the employment market (Tomlinson, 2017). Foreign students' contributions and issues must be understood by policymakers and stakeholders (Thomson, 2018). This study investigates how international students in the UK influence the economy, labour market, and challenges they encounter, with policy consequences. Understanding how international students contribute to the UK economy requires cash (Tatar, 2017). Foreign student tuition is an important university income stream. According to Tarhini et al. (2017), international students' financial contributions to UK higher education have grown considerably. International students spend money on housing, food, transportation, and other services in addition to tuition. According to (Sekoni et al., 2017), foreign students' purchasing habits boost local enterprises and regional economic development.

International students also affect the employment market. International students seek work during and after their education. In an increasingly linked world, their diversified skills and global views provide the UK an advantage. Savage et al. (2020) found that foreign students develop enterprises and create jobs for local and international workers in the UK. They increase the talent pool and create a vibrant, global workplace, which may boost UK productivity and competitiveness (Sá and Sabzalieva, 2018). Although they contribute to the UK economy, overseas students encounter several obstacles that might impair their job market integration. Work rights come first. International students may struggle to find jobs in the UK due to post-study work visa limitations (Roberts, 2017). This ban hurts overseas students' career prospects and national employment contributions.

International students seeking jobs face language and cultural hurdles. (Richardson, Elliott, and Roberts, 2017) demonstrate that language competency may affect work performance, and overseas students' lack of fluency may limit their job options. Cultural variations in workplace norms and expectations may also hinder communication and professional integration (Powers et al., 2017). To maximise the advantages of foreign students in the UK, officials must carefully manage their economic contributions and difficulties. Policy ramifications include immigration, education, and employment. Relaxing post-study work visa regulations, as recommended by (Phillips and Johnson, 2022), could help international students contribute to the UK job market for longer, facilitating knowledge transfer and skill retention. Language competency and cultural integration programmes for overseas students should be prioritised in education strategies. This would boost their employability and provide a more friendly academic and professional atmosphere (Peimani & Kamalipour, 2021). International students in the UK boost the economy and employment market. Their financial contributions to higher education and local economies and favourable impact on innovation and entrepreneurship make them important. To maximise their potential, employment rights, language, and cultural issues must be addressed (Ntim, Soobaroyen, and Broad, 2017). This research will help policymakers create evidence-based policies that improve foreign students' experiences and contributions in the UK.

Research Question

How do international students in the UK contribute to the economy, impact the job market, and what challenges do they face in these contributions, with a focus on Policy Implications?

Aim and Objectives

This research examines foreign students' economic and labour market contributions in the UK and their obstacles.

Key objectives of research

Assess the impact of overseas students on the UK employment market, including job creation, skill development, and occupational demand fulfilment.

Examine how cultural obstacles, employment rules, and social integration affect foreign students' contributions to the UK economy and labour market.

Examine the laws and institutions that help or impede foreign students' economic and employment contributions to the UK. Assess how policy issues affect their capacity to overcome problems and contribute meaningfully, suggesting ways to improve the environment.

Significance of the study

This research examines the complex link between overseas students, the UK economy, and employment. It addresses issues and offers solutions (Nakazawa, 2017). Policymakers must understand foreign students' responsibilities and experiences to make higher education more equitable and sustainable as it evolves worldwide. The research begins by examining how overseas students influence the UK economy. International students' tuition and living expenses are crucial to local and academic economies. International students are increasingly needed to fund universities' teaching and facilities (Mok et al., 2021). Understanding what international students provide to the education sector is crucial to its stability and growth due to economic dependency.

The report also reveals how international students influence the economy off campus. Foreign student purchases and use boost local businesses. Living, transit, and shopping boost the local economy, according to Mok (2018). The study's results may assist local and national governments promote sustainable economic development and maximise benefits. Second, this research alters how overseas students effect UK employment. As the globe grows increasingly interconnected,

foreign students' talents and perspectives impact national workforce performance and innovation. International students' entrepreneurship initiatives may disrupt the UK employment market, suggest Machin and Vignoles (2018). Policymakers must understand how these things function to harness overseas students' expertise to boost the economy.

The research discusses international students' employment market concerns, focusing on inclusivity. International students confront linguistic challenges, work visa constraints after graduation, and cultural disparities, which the research examines. Lomer, Papatsiba, and Naidoo (2018) demonstrate how cultural variations effect teamwork, whereas Kloven et al. (2020) emphasise the importance of language skills for workplace performance. If we desire a varied and inclusive employment market, social justice, and equality, we must address these issues. Finally, the findings may aid proof-based approach. Policymakers may improve international students' lives by understanding their issues and advantages (Ntim, Soobaroyen, and Broad, 2017). The research's recommendations on employment cards for graduates and language aid might influence the legislation and institutions. The research helps foreign students with education, money, and friends. This paper must detail how overseas students affect the UK economy, employment market, and issues. (Tatar 2017). The paper examines these issues to contribute to higher education globalisation, economic sustainability, and worker variety discussions. The study's findings help politicians make fact-based choices so overseas students benefit the UK.

Structure of the study

The first chapter of the study serves as an introduction, setting the stage for the research by providing background information, rationale, aims, objectives, and the significance of the study.

It outlines the context of the research problem, highlighting the importance of understanding the economic and labor market contributions of foreign students in the UK, along with the obstacles

they face. The chapter also introduces the research questions and provides an overview of the structure of the study. Chapter 2 delves into a comprehensive review of relevant literature related to the economic and labor market contributions of foreign students in the UK. It explores existing research, theories, and models pertinent to the topic, focusing on aspects such as the impact of overseas students on job creation, skill development, occupational demand fulfillment, cultural obstacles, employment rules, social integration, relevant laws and institutions, and policy issues. The literature review provides a theoretical framework for the study, highlighting gaps and areas for further investigation.

This chapter outlines the methodology employed in the study, emphasizing a primary quantitative research strategy. It discusses the research design, population/sample selection, data collection methods (e.g., surveys/questionnaires), variables, and measurement instruments. The chapter also addresses issues of validity, reliability, ethical considerations, and data analysis techniques (e.g., statistical analysis) to be utilized in the study. The rationale behind the chosen methodology and its alignment with the research objectives are elucidated. Chapter 4 presents the findings obtained from the data analysis conducted as part of the research. It begins with a description of the sample characteristics and data collection process. The chapter then proceeds to analyze the collected data using appropriate statistical methods, such as descriptive statistics, inferential statistics, and regression analysis. The findings are organized according to the research objectives, providing insights into the economic and labor market contributions of foreign students in the UK and the obstacles they encounter. The results are presented in tables, charts, and narrative form, facilitating interpretation and discussion. The final chapter of the study synthesizes the findings from the data analysis and discusses their implications in relation to the research aims and objectives. It critically evaluates the results in light of the existing literature, identifying patterns, trends, similarities,

differences, and potential explanations. The chapter also addresses the limitations of the study and offers recommendations for future research. Finally, it concludes by summarizing the key findings, highlighting their significance, and suggesting practical implications for policymakers, educators, employers, and other stakeholders involved in facilitating the economic integration of foreign students in the UK.

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Chapter 2: Literature Review

Introduction

The presence of international students in the UK has been a phenomenon to be studied and handled by both academics and policymakers. The UK has over the years put out an unsurpassed climate both in the student's backgrounds as well as the institutions, all this contributing to the colorful and multicultural tilt of higher learning in the UK. To provide an accurate assumption of the position and influence of international students in the UK, thorough insight on this matter is very vital. International students studying UK are significant economic contributor, efficient classroom teacher, and crucial member of the country's social structure. In various research articles, the great share of economic benefits gained from international students has often been stressed through their tuition fees, expenditure on goods and services, and living expense (De Haas et al., 2019; Barr, 2020). The benefits, therefore, are three-fold: the universities in question receive both financial stability and stimulation of local economies, and more jobs are generated (Adrian et al., 2017). On the other hand, students from other countries are also a great addition to the UK campus mix and they revitalize the cultural life of the campus with cultural exchange and the deepening of global understanding (Cebolla-Boado et al., 2018). So, economic comprehension plays a key role for policymakers, educators, NGOs and so on, forming a basis for further decisions and actions.

In addition to that, international students in the UK who are studying here make a thoughtful contribution to the job market, not only while they are completing their qualification but after they graduate. Recent researches demonstrated that international students catalyzed the diversity of the UK labor market and simultaneously managed to fill skill gaps in different sectors of the economy (Alemu & Cordier, 2017). Though it's true that they meet certain challenges in accessing

employment opportunities due to their visas, language limitations, and discrimination in the workplace (Khanal & Gaulee, 2019; Bilecen & Van Mol, 2017), and they might not be able to discover their true potential. Unveiling the job market trends for foreign students is critical in order to develop appropriate policies and support infrastructure, necessary for improving the employability and the social inclusion of students into the labor market. The main purpose of the thesis is to analyze critically on the international students in the UK by investigating their economic return, the effect on job market and to bring about any policies that can be derived. This literature review encompasses the understanding of different scopes of international student mobility and its effects on universities, government officials and communities as a whole by synthesizing and analyzing relevant literature in this form. This study focuses on international education and through the literature review it tries to contribute to a dialogue that is research-based and draws on a policy that can inform the decision-making process in the UK.

This literature content review shall be structured in several sections to make a comprehensive and systematic approach toward the topic of investigation. Coming after this, section the following one gives an overview on the economic role of international students where budgets of the institutions and the local economy are analyzed among others (Barr, 2020; Faggian et al., 2018a). A discussion of the level of impact of international students on job market will be the next using the evidence that the authors wrote on their employment outcomes and their problems in finding the labor market (Khanal & Gaulee, 2019; Alemu & Cordier, 2017). Further, the review will be followed by policy implications from international student mobility. Existing policies will be analysed to see how well they work and recommendations will be proposed in order to maximize economic gains and reduce friction in the job market (Cebolla-Boado et al., 2018, Barr, 2020). Moreover, the review will present the theoretical portion, integrating the Human Capital Theory that will help

to develop a framework where the dynamics of international student mobility and economy can be explained adequately (Kabeer, 2021). Concluding the appraisal, I will raise the issue of literature reviews and then suggest directions for future research the latter being based on the complexity and dynamism of the studied behavior. With the formulation of this historical stage, we intend to present the reader with a comprehensive analysis as we create a basis for further research development.

Economic Contributions of International Students

International students' economic impact in the United Kingdom is quite a complex factor which includes different financial aspects. Of course, those fees for studying DO make a very big income for academies. Generalizing the above-mentioned contributions will demand a general overview of the extent of financial influence that International students have on education institutions, communities, companies, and employment sectors. At the heart of international student economic contributions (ISCs) is the financial resources that they contribute to the UK economy through what they get in terms of education. It refers to the money they give to their host universities not only in the form of tuition fees but also for accommodation, living expenses, and other purchases. International students' international presence has a direct impact on schools' budgets and has been documented in many academic articles, Justin Barr (2020). Besides, international students' economic impact is absent from education sector only, as most of their spending are among local economies and businesses with a ripple effect.

Some extensive research has been conducted on international students contribution to the economy back in the UK, which is a light through different channels. Certainly, one of the very important areas of the concern has been international students' payments to university, college or other instructional personnel and thus to the stronger educational systems Research of De Haas et al.

(2019) evidences a significant financial contribution from the outside students that this, among other own expenses, fosters the level of income of the universities improving their capabilities. Not only so the universities' financial stability is guaranteed by this revenue stream, but it also enables them to allocate funds to infrastructure, research, and student support programs (Cebolla-Boado et al., 2018). On top of sending their money to pay tuition fees, these students become a great resource for the local economy by investing in domicile and dining purchases, as well as other living and non-living necessities. The research by Faggian et al. (2018a) and Donald et al. (2018) state significantly that international students spend large sums of money on housing, food, transportation and recreation, all of which are generally the communities where they are. These acts to a greater extend boost the economy. With the spending from these visitors, they not only support local businesses but also create large numbers of jobs in the areas like hospitality as well as retail and transportation (Alemu and Cordier, 2017). Accordingly, the economic impact of international students not only withholds the education industry but encompasses other economic sectors, which, in result, augments the general standard of living in local communities.

First of all, international students also are very active in terms of initiating to the entrepreneurial spirit and innovation in the UK. Educational institutions and business enterprises are largely diverse due to the varied fields of students, teachers, and employees who contribute to the richness of the cultural and intellectual environment in schools and firms, which in turn promotes creativity and knowledge exchange (Barr, 2020). According to the study conducted by Bilecen & Van Mol (2017), the team of international students plays a key role in introducing innovations and contributing to the emergence of new businesses. This study shows that many international students tend to start up businesses and to participate in activities which are entrepreneurial. So this entrepreneurial spirit makes not only the business but also the job market more attractive and

is the stimulus for economic growth not only in an industry but in the whole national economy. What foreign students bring to the UK economy in terms of financial inputs is not insignificant and multidimensional: it includes their tuition support for educational institutions, their spending on local goods and services, and their role in growing entrepreneurship and knowledge-intensive sectors. The policy makers, educators and stakeholders can only realize the scope and extent of this economic contribution by way of understanding. This hence enables them to fully appreciate this value, invest in international student mobility and consequently develop strategies to maximize the economic benefits in favor of the UK economy.

The attend for assessing economic impact of international students in UK is done by using different methodologies intended to widen the scope of exploiting the financial contribution. These methodologies include a host of qualitative and comparatively techniques, yet each one offers individual insights on specific aspects of the economic impact. Some of the most commonly adopted tools are the Input-output models, surveys and interviews with international students, and analyzing the government statistics and reports. Input-output models are undoubtedly a consented research instrument for projecting economic effects of foreign students, usually through their spending behavior and multiplier in the economy. However, the modeling approaches is grounded on intersectoral linkages and collect expenditure flows within sectors of the economy (Faggian et al., 2018b). Input-output models have an important role in quantifying the direct and indirect impacts of the expenditures of international students such as contribution to the economic output, the following is the employment and tax revenue. In this study conducted by De Haas et al. (2019), the authors show that the much-cited input-output models are capable for making projections of the economic impact of foreign students on the extent of which they can inform policies and the distribution of available resources.

Furthermore, qualitative outputs of surveys and interviews with foreign students significantly contribute to the understanding of the distribution of expenses, as well as the decision-making parameters and goals of the students. Take in mind that studying the details can provide the researchers with certain information such as expenses on students spending, living, as well as socio-economic background. According to Alemu and Cordier (2017) as well as Khanal and Gaéal (2019), use surveys and interviews to understand the financial ethics as captured by their peculiar experiences as international students in the United Kingdom. Also, these studies brought out the factors that drive their consumption and their impact in the economic situation. Given theoretical research of qualitative surveys, researchers can obtain profound knowledge that definitely doesn't become a companion of quantitative researches alone. So the level of our understanding of international students' economic contributions is increased. Beyond this, the analysis of government data and report is found to be a useful source of information that adds value to the perception of the contribution of international students on the national economy. Public authorities usually gather information on the proportion of international students, student visa applicants and graduation data, which demonstrates precise data on their population characterization and economic contribution. Using these data sources the scholars move sequentially in time, and analyze the effect of interventions, and also try to uncover the areas of research and policy making. The research of Cebolla-Boado et al (2018) and Barr (2020) emphasize the fact that the government data play a significant role in the decision making process for policy as well as strategy development in terms of international student mobility.

Although, these studies are very useful to assess the benefit of international students on the UK economy, they are not without their constraints. The area of criticism is highlighted as the lack of attention that is paid to the use of modeled data at the aggregate level and to the fact that this

approach might not capture enough variation among the international population and might not be context-sensitive enough (Bilecen & Van Mol, 2017). On top of that, sampling bias, the inconsistency of some indicators and the absence of other relevant data are potential elements that could introduce biases and uncertainties into the estimation of economic impacts (Faggian et al., 2018a). Moreover, international mobility of students is a variable that is in line with the trend of changing policy landscape; hence, it causes complexity in the conceptualization of long-term analysis, and even forecasting the trends. However, these pitfalls highlight the importance of careful methodology, honesty in data reporting, and the need for multidisciplinary approaches to future economic studies of international students' contribution in the UK. The calculation the economic return on international students in the UK is done using several sort of methods, such as input-output model, surveys and interviews and analyzing the government data. These methods are different, each of them offers so many advantages and new angles that jointly they provide an overall perspective of the economic function of the international students. It is, nonetheless, evident that such studies have methodical constraints that serve as a reminder about the necessity of firmness in research approach, data quality management, and constant methodological improvement in order to achieve success in this field.

Job Market Impact of International Students

The repercussions of the international students in the United Kingdom on the job market is an important issue of their journey to the UK, which gives an insight into the processes of labor market changes and the availability of different options for their future careers. Understanding the influence of international students on the UK workforce integrity is of the essence since the insight grabbed from the integration process demonstrates the challenges and opportunities the students undergo during the student-employment transition. Within the context of the UK, the job market

impact of foreign students is usually given notions to their implications on employment outcomes and labor market dynamics. This influence comprises multiple dimensions, such as employment rates, proposed sectors of employment, wage variance, and skill relatedness. Through exploring these aspects, economists can measure the degree to which international students are vital for the UK economy and job market, and uncover any foreseeable stumbling blocks that may hinder them from fully integrating into the labor force.

The United Kingdom research findings delineating the level to which international students affect the job market helps thus the knowledge to be useful. Research has shown the patterns of international students' employment which contained both challenges and opportunities in addition to their workplace. For instance, the research analysis by Alemu & Cordier (2017) and Choudaha (2017) revealed diverse career trends among international students. This is because some graduates find careers just like the ones that they studied while others find it hard to land a job. Adjustments wage disparity in addition to earnings opportunity are the crucial considerations that point out the impact of international students on the job market. In accordance to the findings of Kabeer (2021) and Donald et al. (2018), the wages gaps between graduates from abroad and local ones as a result of such factors as visa constraints, language skills, and culture adaptation difficulties are among the issues that international students may face (Khanal & Gaulee, 2019). The consequence of wage differential for the economic life of overseas students are not the matter only but also present the concern of equity and equal treatment in the country.

International students in the UK are facing the marked affect of several different and interconnected factors determining the success of the job market. Visa exceedings that design an individual's access to employment as a central factor that controls education of international students' (Esses et al., 2017). Many international students may be unable to find a job which is

related to the course they are studying or to develop a professional career as work visas cannot be extended and the work rights might be restricted (Cebolla-Boado et al., 2018). Besides, competency in the language is a factor apart from cultural integration, and studies have also indicated that language skills and cross-cultural competence are some of the most important factors for getting an offer for a job (Kenan Başdaş & Christian Van Mol, 2017). Together with that there are issues connected with unfair judgement and stereotypes on the part of the employers towards the international students who are seeking job opportunities in the UK. According to evidence in Bilecen and Van Mol (2017) and Bunce et al. (2017), nationality, race, and foreign credential might play a part in the discrimination of international students, which is definitely wrong and will probably worsen their job prospects along the way. Overcoming these challenges necessitates collaborative efforts from the part of policymakers, organizations, and educational institutions to put forward their efforts aimed at creating diversity, equity, and inclusion in the workforce. The influence of international students in the U.K. in terms of labour market is not mono-faceted only but rather a multi-dimensional feature that encompasses their labour market outcomes, wage differentials and factors influencing job market outcomes. A great deal of studies on the issue show us the difficulties that the foreign students are going through during the transition from studies to occupations which we end up seeing it as a mental workload seeking assistance. Through such analysis, policymakers and stakeholders can formulate plans for developing the labour market's capability in utilizing the skills of the international students to its best possible capacity, in turn maximizing the overall benefits of international student mobility within the UK nation.

Navigating the UK job market proves to be a problematic task for international students in their search for a job, as they might have to take into account immigration rules, discrimination in the workplace and a lack of support networks. Beyond working challenges, other issues associated

with employment for overseas students also contribute to these young folks' options for integration and development of a sense of belonging in the UK. In order to succeed in that, it is important to be aware of these difficulties. This is an issue for policy-makers, teachers and employers who develop the inclusive measures and practices that help international students to improve their employability and well-being. One of the fundamental issues for the international students in the UK in getting the job they can be based on the factor of the visa and work rights. Major factor in the visa rules is type of job opportunities an international student can find and the extent of the restrictions include post-study work visa and restrictions on work rights (Esses et al., 2017). In particular, international students' capacity to work a maximum number of hours per week may be restricted during their study periods, and they might have difficulty in obtaining foreign sponsorship to stay longer once they graduate the university (Khanal & Gaulee, 2019). In this way, they not only limit possibilities of and skills development for international students, but in the long run there is an uncertainty and worry about next moves in the UK job-market.

Also, in terms of opportunities to secure a job in the UK, discrimination and biases in recruitment are another cause of obstacles for international students in the UK. Researchers have proven instances of discrimination due to country, race, or education based among them subtle as discrimination may be. It may however be explicit as exclusion as well (Bilecen & Van Mol, 2017). International students might meet difficulties in getting their imported educational certifications recognized, join strange kinds of recruitment practices, and encounter employers' image bias (Barr, 2020). This discrimination is not merely a question of breaking self-esteem and sense of belonging that is near to all students, but also promotes injustices in the labor market. Also, connection networks and support systems failure multiplies the obstacles inter-nationals are encountering while trying to join the labour market. The disadvantages associated with impeded

access to professional networks, mentors, and career guidance resources may lead international students to lack the ample knowledge necessary for a successful job search and forge meaningful connections with one's future employers (Choudaha in 2017). Studies by Bunce et al. (2017) and by Khanal & Gaulee (2019) accentuate the crucial role of social capital and help networks in the process of successfully migrating from education to employment. Nevertheless, international students may face being deprived of this assistance, especially, if they are from underrepresented communities or if they are unskilled in the UK employment habit.

Empirically based and case instances give meaning and real-life experiences to international students in the UK labour market, demonstrating the hurdles students face and the solutions they employ to pass over the barriers. For example, Alemu & Cordier (2017) as well as Cebolla-Boado et al. (2018) carried out research on the same topic and found that the international students were concerned with the situation of trying to gain employment opportunities since they constantly faced some challenges with regards to visa regulations and work rights. On the same vein, studies of Bunce et al. (2017) and Bilecen & Van Mol (2017) have depicted the mechanisms of discrimination and biases in job seeking processes, demonstrating the different challenges faced by international students as they undertake job interviews and applications. As well, case studies of UK job market experience that international students have had, demonstrate the necessity of such support to be personalized and some intervention strategies targeting the very issue. To cite one example, programs such as career workshops, mentorship schemes, and culturally diverse competency training can provide international students with the needed skills, wisdom and network they require to excel in the sector of employment, jobs, or the job market (Choudaha, 2017). Moreover, partnerships between the institutions of education, employer companies and the community may also lead to close interactions and piece of information transfer that in turn aids

in improving the employability and harmonization of international students into the UK jobs market. Entering the job market is a complicated process for international students in the UK, with visa restrictions, discrimination, and lack of support network being factors most challenging for them. While they may be recruitment barriers, they also impact broader issues of economy and social justice including the equal and fair employment of international students. Through effective responsibility taking, action that specifically concentrates on students from international background and in addition the creation of an atmosphere that is more accommodating and inviting for such students, economical and social standards of the UK will definitely be improved.

Policy Implications

Policies with relation to the international student in the UK are numerous in the Irish immigration and educational systems, but these policies take into account both management of immigration and education that is why it is called an integrated policy or system in the UK. Such policies are of vital importance because they allow the UK to draw the best out of the international students and to ensure that the economic and social contribution of this population is not lost to the nation. A comprehensive overview of these policies reveals three main areas of focus: migration policies and official visa rules, work conditions and temporary employment of students after course completion, and the integration of foreigners and support services on campus. The carrying out of immigration policies and visa regulations are the essential grounds in which the legal framework in the UK of international student mobility can be said to partly depend on. These policies regulate the procedures for students' visa issuance, as they include eligibility criteria, documentation procedures, and costs of education thresholds (Mok et al., 2021). On the other hand, the immigration policies that are in place control the conditions of the student's stay and also the span of stay and the things that they are expected to do and to respect so that they are treated well as

any other student within the country. The latest alterations in the immigration policies, (for instance, switching to the Points-Based Immigration System), have important effects on the access to higher education, as well as to the possibilities of working in the territories of the UK after graduation (Adrian et al., 2017).

Rights to work and desirable post-study work policies are critical factors taken into account by international students in selecting or staying in the UK to seek career advancement and employment. Policy regarding work rights determine the sort of work an international student can do during their study at nursery. The sentence that restricts working hours or nature of employment is part of the policy. In addition, post-study work policies determine the possibilities that international students would be offered after their completion, and these include extended stay, work placements, and migration skilled pathways (Kabeer, 2021). So, the implementation of the 2-year Graduate Route visa is a part of the policy regarding the international students which can be helpful to them to gain work experience and to get a job thereafter in the UK (Kanwar & Carr, 2020). The relevance of integration and support services in enabling social and academic integration of the international students into the UK culture deserves a high concern. Policy-formulation concerning integration shall consist of a variety of programs ranging from orientation courses, language support, cultural competency training to mental health services (Watermeyer et al., 2021). The purpose of these services is relieving off the pressure of academic life by providing students with the necessary emotional support that will make them feel accepted and part of a bigger community within colleges and host communities. Researches indicate that appropriate integration has a positive impact on international students, good performance, health and participation in UK society (Limbron et al., 2018).

Whether the present policies are efficient in bringing in more economic benefit and reaching the job market issues for international students by a large number is something that has been often questioned and debated upon. Policy impact assessment and evaluation have a vital role to play in providing a holistic view of the results of different policies and their implication. They help us see both the strengths and weaknesses of these policies, as well as unintended consequences. According to the evaluations of the policies, some policies have manifested positive results (e.g., the reintroduction of the Graduate Route visa, which has provided renown for attractive career opportunities and also retention of international students among others); however some policies may result in undesired consequences, for example increased competition for jobs and challenges with domestic students as well (Kleven et al., 2020). Nevertheless, pointing out existing policy gaps or failures should be done first in order to perfect the future policy strengths and enhance the effectiveness of current policy impact on everyone's access to water. As it was mentioned by the research scholars, there are various fields where policies are not effectively helping international students in accordance with their needs and challenges. Those fields are accessibility to support facilities which differs for all, visa regulations that are problematic and post-study work barriers (Van Barneveld et al., 2020). Curbing these imbalances demands multifaceted initiatives which are inclusive of decision makers, educational entities, the industry, and the community to breed targeted interventions and economic policies that attract more businesses and build social cohesion. The way in which the United Kingdom approaches international students through the development of policies is crucial in ensuring that they get the maximum benefit of their education both academically and professionally and can as well integrate well in the country. An in-depth examination of these policies reveals their implications for immigration, fair labor practices, integration efforts, and case assistance services. However, despite the achievements of some

regulations, there are still obstacles and aspects to be enhanced, requiring to continue monitoring, adjusting and reforming so that the potential contribution of the international students would be unleashed and that the adverse effect on the labor market will be eliminated in the UK.

Economy enhancement and job market benefits that international students in the United Kingdom gain are only possible when the government enacts a strategic plan, and this strategic plan is implemented in the right way. Amongst possible policies one can point to such as the ones listed below that can deal with the issues international students meet as well as help them make their full contribution to UK's economy. These recommendations too are; for the purpose of making post-study work visa more available, language acquisition and skill development support, and strengthening the integration and employment support services. Firstly, post-study work visas being lengthened as a key policy intervention that will improve international students chances to gain practical experience and offer skills needed for the UK labor market. Research found that the fact that international students can stay in the UK after they finish their education plays a major role in terms of the number of international students who want to come to the United Kingdom, and the number of students who decide to stay in the country after their studies (Alesina and Tabellini, 2024). To attract international students to work in the UK, the decision-makers can allocate longer permits for graduate Internships or flexible work visas otherwise the international student' limited career prospects to the UK professionals that need their special skills and experience (Faggian et al., 2018).

Building up the language and skills training in the policy is the other significant policy recommendations to improve the international students' integration into the job market. The level at which international students can speak the language and the transferable skills (Guo & Guo, 2017) are important determinants of their success in the job market UK. Amplifying language

training programs, vocational education, and skills development campaigns is an appropriate way to assist international students acquire the skills needed for success in their professions and thrive in the UK labor market (Donald, Chochulyan, Zylker, et al., 2018). Additionally, there can be a partnership among educational institutions, employers and stakeholders in order to ensure that the training programs are customized and the instructors deliver the training directly linked to the industry needs and workforce development (Furlong et al., 2017). Along this line too, construction of integration and employment availability services is a major step towards improvement on opening job opportunities for the international students and furthering their social inclusion in the country. Integration programs that include orientation, cultural competency training, and network building are the necessary avenues which help international students to cruise through the busy UK job market and establish professional relations (Teichler, 2017b). Besides that, creating career counseling, mentoring, and internship programs affording sufficient opportunities helps students study examples and quickly adapt to a new jobs market (Lingard et al., 2017a). Through providing aids and supports to the international students - the funding of which is the responsibility of the policymakers - the latter can contribute to the creation of an encouraging and accommodating environment to ensure the emotional well-being of the international students which, in turn, leads to an increased contribution of the international students to the economic growth of the UK.

The impact of Brexit on policies for international students should be considered as the UK will be outside the immigration matters and higher education policies of the EU. Brexit creates instability and daunting for international students most especially in political domain, studying fees, and scholarship availability (Shields, 2019). The loss of the free-movement principle between member states and transformation of the immigration policies can attenuate the level of international student mobility and fluctuation of enrollment numbers. This, in turn, can have an influence on the

composition of the students' body in the UK (De Haas et al., 2019). Also, Brexit might have consequences in relation to research partnerships, academic and student exchange programs, amongst others, that would compromise the UK being an appealing destination for abroad students (Malet Calvo, 2018b). Meeting the challenges of the post-Brexit era requires a synergetic action from the policymakers, educational institutes and other stakeholders who are in the state of preventing the potential risks and to operate and benefit from the newly opened markets. Developing the economic contributions of the international students and enhancing jobs prospects in the UK needs a holistic policy action that tackles specialized issues adoptive to their conditions. Institutional policy could be implemented by extending study work visas, language training and skills development, as well as enhancing integration and employment support services. In that way the environment for international students will be more friendly and they will be able to thrive in the UK. Political leaders further have to sensitively envisage the repercussions of Brexit on international students' policies and capitalize on it to come up with safeguards against the risks and uncertainties. The UK can gain the economic benefits of international student influx by applying strategic policy interventions and collaboration with beneficiaries. At the end of the day, it will attain its position as a world leader in higher education.

Theoretical Underpinning: Human Capital Theory

As explained by Gary Becker among other economists in the human capital theory (Ehrenberg et al., 2021), people can try to make themselves more productive and earn more on an account of investing in the education and development of their skills. This theory, which stresses the crucial factor of human capital – the knowledge, skills, and abilities that people use – for the volume of economic growth and development, is called the endogenous growth theory. Human Capital Theory is also important in the context of international students in United Kingdom as it provide

a base for conceptualizing investments in education and skills and its relation to contributions to economic activities and job market outcomes. Implementation of Human Capital Concepts in relation to international students in UK lets us to see that not only personal educational outcomes but also realization of the skills they acquired are closely related to the shaping of economically advantageous environment for both themselves and host country alike. Abroad students hope hitting the UK territory for further education is an investment of both financial and time resources, with their expectation as the improvement of their human capital and the boosts for their future job (Bunce et al., 2017). For the Human Resource Capital Theory outcomes, these inputs of education and training by international students enhance their productivity and well-being that result in higher wages, higher chance of placement, and career progress (Olivetti & Petrongolo, 2017).

In addition to this, the Human Capital Theory provides use with the methods of how the students' human capital turns into the economic benefits for the UK. Research has evidenced that international students do pump in funds to UK economy: through paying fees for studying, buying accommodation services and spending on food and other items, not only international students but also national students do participate indirectly. Apart from the students' personal advancement, the educational aspect of it also stimulates the economic environment in such that the local economy activities and job opportunities are created (Faggian et al., 2018a). Now, it becomes clear how the investments in learning and consumption assist the national GDP as well as the total welfare of the UK. Human Capital Theory not only offers policy advice and means of intervention geared towards maximizing the economic benefits and employment rates of the international students in the UK but also as well. Policy actions that boosts capital investments in education, skills upgrading and workplace integration follow the whys of the Human Capital Theory by developing

human capital and spurring economic development subsequently (Kabeer, 2021). These are some policy interventions that are applied which together with the principles of the Human Capital Theory, namely the extension of post-study work visas, language training, and adding up of integration and employment support services. This, however, can be achieved for policymakers by investing in them as they therefore facilitate a conducive ground where international students grow enough for them to realize their potential and as a result, contribute to the UK economy.

In fact, amongst others, the Human Capital Theory points at the paramount significance of balanced education and occupation access to ensure the distribution of economic gains across the whole population as it works well. The policies that are geared toward the diversity, inclusion, and social mobility are the source that enhance the human capital theory in the economy by providing people coming from different backgrounds to have an opportunity to develop their human capital and propel economic growth. Along with the resolution of educational, job access and social hindrances, lawmakers can establish a fair, just and successful country where everyone can harness their skills or abilities and thus contribute to the prosperity of the country. Human Capital Theory is a valuable theoretical framework in economics for explaining how the contributions and job market effects of international students in the UK can be understood. Investment in education and training is the concept examined in the Human Capital Theory from the angle of transference of its benefits to the individual, group and society as a whole. Thus, the policy recommendations arising from the human capital theory provide guidelines to policy makers for social policies that would maximize the economic gains of international students from their time on education abroad.

Conclusion

To conclude, the review has brought out the research around the Benefit of international students in the UK toward the economy, job market, and policy implications. From an exploration of current

research studies, there is an identification of few main ideas. First, international students play a crucial economic role in the UK since they spend a great deal of money in learning, living, and consumption demands. These benefits stir up economic activities, create employment chances and the development of different sectors other than being limited to the sector of coffee. In addition, international students are strongly involved in the UK local culture and they have a vital role in the cultural diversity of the economy, innovation and global competitiveness of the UK. Hence, literature survey has also brought into light the restrictions and possibilities of getting employment rights in the UK by international students. Though international students may be equipped with skills and qualifications that the society needs most, they encounter many problems such as being denied entry into the country on visa restriction or discriminated, or something like that. The necessary solutions could involve dedicated interventions and services that would enable the international students to get hired more easily, as well improve their competences, and participate in a more efficient way into the workforce of the UK, thus strengthening the UK labor market performance.

Another issue which the literature review has pointed out is the relevance of evidence-based policymaking and collaboration which should be integrated among the policymakers, educational bodies, employers, and community service department. Adoption of policies, such as ones that promote international student mobilization, integration, and better employment outcomes, could be used by the policymakers to create an environment that is lag that increases the benefits of international student mobility and adds to social cohesion and economic well-being. The major outcomes of the above-reviewed topics can play a great role in policymakers' decision-making, stakeholders' roles, and researchers' perspectives. Demonstrators in different countries must be given attention helping students move, facilitating jobs that are work-oriented after studying and

strengthening the integration and employment supports services. More importantly, policymakers can discuss with stakeholders about the design of targeted intervention and policy reform that might address the issues the international students face and make sure they remain a positive impact on the UK's economy through their stay.

Stakeholders e. g. educational institutions, private sector, and NGOs should be actively involved to support international students and ensure that they would be socially and economically integrated. Partners can present language training and skills courses, as well as work internships to better prepare international students for the UK job markets. With networking events, partners can assist international students in navigating the complexities of employment opportunities in the UK (slr). All participants have their responsibilities in creating a scenario when international students will feel welcome and take as many parts of the UK economy as they can. For researchers who are to perform quantitative primary research on the topic after the literature review, the review underlines the significance of applying film studies techniques to reveal aspects covered by the scholarly sources. Notwithstanding the fact that some existing studies have supplied beneficial insights into the socioeconomic implications and job opportunities that accrue to international students, gaps of evidence are yet to be filled so as to help policy makers and practitioners make informed decisions. To proceed the investigation further, the economic impact of international mobility among students in the long-run could be assessed through longitudinal studies and econometric analyses of vast data sets in order to evaluate the efficiency of implemented policies.

Chapter 3: Research Methodology

Research Philosophy

The chosen research philosophy supported a positivistic position which focuses on the use of accurate and objective methods in research to demonstrate cause and effect context and generalize findings. This opt enthusiastic about the main quantitative exploratory strategy that aimed at accumulating numerical data for objective analysis using statistical methods (Karupiah, 2022). The supportive viewpoint fostered the researches on the economic contributions, job market impact and policy implementations of international students in the UK to make sure that researchers can produce precise and generalizable findings. The pros of the positivist research philosophy were so many that there are few left to mention. First of all, it allowed me truly to follow all the steps of the methodological structure, from research methods and data collection techniques to the analysis (Pawlikowski, Rico and Van Sell, 2018). Through the positivist principle implementation, researchers would guarantee the research design quality and efficiency providing thus a basis for the outcomes acceptance and the sciences reliability. Subsequently, the methodological position positivist suppressed bias, confirm hypotheses and create causal links, and subsequently evidence-based approach was discovered for policy making and practice. The justification to pick a positivist research philosophy was based on its seamlessness with the research strategy employed by the study (R. Park, M. Konge, & A. Artino Jr., 2020). In the case of positivism orientation, the evidence compilation and the interpretation of the numbers carried out automatically and logically implied that the research questions could be answered consistently Accordingly, the usage of this approach would enable researchers to maintain objective, phenomenon-neutral study, prevent and minimize bias. In such a way, other scholars would be able to follow the same path and repeat the research.

Research Strategy

This research method was primary data collection which was numerical data which was from a sample of students from other countries in the UK. There were several advantages to this method, among them is that economists and productivity gets tractable, employment market results become measurable, and policy preferences and implementation happen accordingly (Hodge, 2020). Surveys or structured interviews could be a useful tool to collect quantitative data about income levels, unemployment rates, problems with costs, and levels of satisfaction with services (Bloomfield & Fisher, 2019). The reason selecting one quantitative research method as a primary choice is because of their statistical significance and enable they would provide a strong evidence base for the study. By employing the quantitative data, researchers were able to measure the economic consequences of international student mobility, attain patterns and trends, and investigate hypotheses by the aid of statistical methods (Plonsky, 2017). Furthermore, the use of these tools made the findings dependable and trustable, which are the key factors in making sure that the discovered information represents the truth about it.

Research Approach

The research strategy that was used to carry out the study was inductive, which involved the confirming or rejecting hypotheses derived from theories and empirical facts. This method, employed a several advantages, precisely like making use of the achievement theories and the conceptual frames, directing data collection as well as analysis and has the ability to develop predictions about the relationships between independent and dependent variables (Pearse, 2019). The researchers would begin with general theoretical propositions. The proposition would be tested with the empirical data to show that countries with higher international student population do better in achieving economic goals, job outcome and friendly policies. The deductive research

approach was chosen so as to draw the researchers to a logical and system of empirical examination which allowed them were therefore able to make various conclusions. (Benitez-Correa, Gonzalez-Torres and Vargas-Saritama, 2019). With knowledge of what previous research has stated on the topic, and theories that helped them in the past, researchers could formulate their hypotheses and pay attention to specific variables that they are looking for, assisting them to have a more focused and efficient research process. The narrative approach in particular made it possible for analysts of the data to not only confirm or dispute the validity of existing theories but also develop innovative contributions to theoretical development. Exploring a deductive research strategy was the main reason since it perfectly corresponded with the goals of the study and the type of questions that were investigated. Deductive reasoning, which is the approach used in doing the research, is characterized by the fact that it entails relationship examination between variables and hypothesis testing derived from a theoretical framework, thus provided coherence and a structured framework for doing research (Pearse,2019). Through hypotheses testing (deductive approach), researchers can systematically pinpoint the errors in theoretical assumptions and thus verify their empirical accuracy thus increasing the scientific significance and consistency of the studies.

Data Collection

Data collection employed for the study was single online survey questionnaire, allowing different benefits that correlated with the research objectives and strategy. Firstly, data collection from international students in the UK was easier and faster with the online survey since responses were obtained from a large and diverse sample (Vehovar and Manfreda,2017). This approach assisted scientists in having their pieces published in a timely weather, helped cover the distance and also enhanced mass participation rates. Through conducting electronic survey, this study would be self-sufficient in collecting data from international students all across the globe, so different as regards

the economic contributions, the job market impact, and the policies. (Fife-Schaw 2020). In addition, an online survey questionnaire as the mode of information collection made it cost effective and time saving. Researchers can create, send and receive survey responses from digital platforms and surveys without too much administrative work which can be a time-saver, as well as a cost reduction, when it comes to the resources needed (Ball, 2019). This approach towered above the others because the researchers gathered a substantial amount of data in a limited duration boosting efficiency, quality and the scalability of the process. The basis for selecting the survey questionnaire to be online was derived from the compatibility it had to the already chosen quantitative research strategy and deductive research approach (Bahat et al., 2017). One benefit of conducting an online survey was the emphasis on the gathering of numerical data classified to test the hypotheses which derived from existing theories, this could be structured and standardized using the method of the survey. The online survey design would lead to the full control over data collection procedures, reduce interviewer intrusiveness and create the necessary consistency of the data. Moreover, it will allow for easy analysis of the data.

Sampling Technique and Sample Size

The research sampling purpose was achieved by use of a purposive sampling technique, thus potential participants were selected on the assumption that they will provide a varied but representative group of UK international students. Purposive sampling has facilitated researchers in targeting specified populations of interested, for instance, international students from diverse worlds, fields, and levels of education (Ames, et al. 2019). Theme-based sampling in this case not only made possible the representation of a diverse range of views and experiences but also worked to improve the vastness and substance of the data gathering. The choice of 150 individuals for the survey was justified on the basis of some practical considerations, the resource constraints, and the

power or level of certainty that the findings can be united with. Another limitation of the study is the small numbers of patients that got enrolled when comparing to the larger sample size which might have resulted to greater precision and generalization. However, the chosen sample size was sufficient enough to provide significant findings and to establish the link between the continuously changing variables. On the other hand, the group of 150 participants was appraised as a solid enough number for carrying out basic statistical tests. Using larger sample size of 150 subjects had benefits that were more than necessary part of statistics; it also reflected practicality such as time, costs and penetration of participants to the society (Obilor, 2023). Considering recruiting a sample of this size, researchers could be able to maintain good breadth and depth of data that resulted in reliable and accurate conclusion despite withing constraints of this study. As well as the survey reached 150 participants, thus, allowed digging in the own story and their opinion of it, which helped to provide a diverse picture of the benefits of the foreign students to the United Kingdom.

Data Analysis

This research employed the descriptive statistics, implemented SPSS was the computer application used in the process. This technique served as a tool to arrive at and justify the main characteristics of the collected data; such as measures of central tendency (e.g., the mean, the median) and the dispersion (e.g., standard deviation, range) (Mishra et al., 2019). Descriptive statistics composed a broad picture of the numerical data gathered, collected from the survey results, where patterns, tendencies and distributions could be identified, included in the dataset. Probably the most significant plus of using descriptive statistics in data analysis was its capability to reveal in a clear and concise way what had happened, thus making the findings clear and easy to both present and communicate to other people (Amrhein, Trafimow and Greenland, 2019). Through a summary statistics calculation of the most precious variables like income levels, expenditure fashion,

employment portion, and contentment rates, original researchers might find out about the whole economic contribution, job market outcomes, and policy preferences of international students in the United Kingdom. Descriptive statistics in turn was used to scrutinize the comparisons between the groups or the categories in the given subject matter so as to spot any variation in the concept of experience or perceptions among the different segments of the given sample (Kaur et al. 2018). This project used quantitative research strategy as its main goal, therefore, the compatibility of descriptive statistics with these findings was the purpose of using descriptive statistics. The aspect of collecting numerical data for the purpose of testing the hypothesis derived from the existing theories was summarized and analyzed in accordance to the statistical method and manual (Mishra et al., 2019). This technique facilitated putting down the results in a coherent and structured way that eliminated errors of any sort ascending the strength and validity of the study.

Ethical Considerations

Ethical concerns were considered by us throughout the project to ensure that participants' rights were respected, their welfare and privacy concerns are cared for. The study was first evaluated by an independent ethics body and was only permitted to continue once it received ethics approval. Informed consent was collected from all participants, which comprehensively included the reason for research, their rights as research participants, and that the participation was voluntarily done (Yang, 2020). Participants were made to understand that their anonymity and privacy were their absolute choice and necessary measures were put in place to ensure their personal information and access to them were not breached by third parties. For easy comprehension, the questionnaire was adapted to different ethnic groups and this was carried out without prejudice, bias or semblance of force. It was a questionnaire that was clear, nonintrusive, and respectful of participants' rich backgrounds. For that reason, our participants were offered an option of having a chance to quit

the study as they liked without consequences and this depicted their autonomy and right to privacy (Zyphur and Pierides, 2017). On the other hand, initiatives were undertaken to ensure data security and integrity. The research team consequently obeyed ethical principles and professional standards in every process of data handling, storage, and analysis. All through the entire process, researchers kept transparency and truthfulness while dealing with participants. They gave them accurate information concerning the study, what was going to be done, and what was expected of the participants (Fleming and Zegwaard, 2018). Disclosing any personal bias or conflict of interest and how they were resolved to maintain the reliability and veracity of the research results were mentioned among the methods to do the job.

By Brain writes

EXPOS

Chapter 4: Results and Discussion

Results

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	71	47.3	47.3	47.3
	Female	79	52.7	52.7	100.0
	Total	150	100.0	100.0	

The study's results indicate that among the 150 participants, 47.3% identified as male, while 52.7% identified as female. This distribution suggests a relatively balanced representation of gender within the sample. The near-equal split between male and female participants highlights the diversity and inclusivity of the study population. However, it's essential to acknowledge potential implications of gender imbalances on research outcomes and interpretations, particularly concerning differences in experiences, perspectives, and responses to survey questions. Further analysis may explore how gender dynamics intersect with other variables of interest, such as economic contributions, job market outcomes, and policy preferences, to provide a more nuanced understanding of the study's findings.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	11	7.3	7.3	7.3

	25-34	95	63.3	63.3	70.7
	35-44	39	26.0	26.0	96.7
	45-54	5	3.3	3.3	100.0
	Total	150	100.0	100.0	

The age distribution among the 150 participants reveals that the majority, 63.3%, fall within the 25-34 age range, followed by 26.0% in the 35-44 age bracket. A smaller proportion, 7.3%, are aged 18-24, while only a negligible percentage, 3.3%, are aged 45-54. This distribution indicates a predominant representation of young adults, particularly those in the mid to late twenties and early thirties, within the sample. Such a demographic profile may influence the study's findings, potentially reflecting the perspectives, experiences, and priorities of individuals in these age groups. However, caution is warranted in generalizing findings beyond this demographic range, as the experiences of older participants may differ significantly.

Education Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	11	7.3	7.3	7.3
	Master's	139	92.7	92.7	100.0
	Total	150	100.0	100.0	

The study's examination of education levels within the sample indicates a stark disparity, with 92.7% of participants holding a Master's degree and only 7.3% having completed undergraduate

studies. This distribution underscores the predominance of individuals pursuing or having attained postgraduate education within the study population. Such a concentration of Master's degree holders may influence the study's findings, potentially reflecting the perspectives, aspirations, and experiences characteristic of this demographic. However, the limited representation of undergraduate students highlights the need for caution in generalizing findings to this segment of the international student population. Further research that includes a more diverse representation of educational backgrounds could offer a more comprehensive understanding of the study's outcomes.

Current Employment Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed full-time	10	6.7	6.7	6.7
	Employed part-time	79	52.7	52.7	59.3
	Unemployed	6	4.0	4.0	63.3
	Student	55	36.7	36.7	100.0
	Total	150	100.0	100.0	

The analysis of the current employment status among the 150 participants reveals a diverse distribution within the sample. The majority, 52.7%, report being employed part-time, followed by 36.7% who identify as students. A smaller proportion, 6.7%, are employed full-time, while only 4.0% indicate being unemployed. This distribution highlights the varied employment situations of international students in the UK, with a significant portion balancing part-time work alongside their studies. The prevalence of part-time employment among participants suggests a common

strategy for supplementing income and gaining work experience while pursuing education. Understanding these employment dynamics is crucial for informing policies and support services aimed at enhancing the economic well-being and job market outcomes of international students.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Foreign students enhance skill development in the UK workforce.	150	1	5	4.07	.857
Foreign students contribute positively to job creation in the UK.	150	2	5	3.91	.780
Foreign students help fulfill demand for specific occupations in the UK.	150	1	5	4.03	1.099
Cultural differences pose significant obstacles for foreign students in finding employment in the UK.	150	2	5	3.97	.798
Employment rules in the UK hinder foreign students' integration into the workforce.	150	1	5	3.97	1.032

Social integration challenges negatively impact foreign students' contributions to the UK economy.	150	1	5	3.78	1.067
UK laws facilitate foreign students' economic contributions effectively.	150	1	5	3.19	1.052
Institutions in the UK support foreign students in overcoming economic challenges.	150	1	4	2.83	1.128
Legal barriers hinder foreign students' ability to contribute economically in the UK.	150	2	5	3.46	.738
UK policies adequately address the economic needs of foreign students.	150	1	5	2.73	1.117
Policy issues significantly impact foreign students' capacity to contribute	150	1	5	3.61	1.054

meaningfully to the UK economy.					
Suggestions for improving the economic environment for foreign students in the UK are well-received by policymakers.	150	1	5	2.99	1.096
Overall, foreign students make valuable economic contributions to the UK.	150	1	5	4.12	1.061
The UK should implement more supportive measures to enhance foreign students' economic contributions.	150	1	5	4.05	1.211
I believe foreign students face significant challenges in making economic contributions to the UK due to various barriers.	150	1	5	3.77	1.026
I am satisfied with the current policies and support mechanisms in	150	1	5	2.51	1.186

place for foreign students in the UK.					
I feel that the UK benefits more from foreign students economically than it invests in supporting them.	150	3	5	4.19	.865
Valid N (listwise)	150				

The Descriptive Statistics hint at the mental dispositions and the standpoints taken by the students with regard to certain facets of foreign students' economic contributions to UK and the policies/mechanisms already in place. As per the average of the replies, the foreign students for sure improve their skill development (Mean = 4.07) among the UK citizens and promote job creation (Mean = 3.91). Along this vein, they hypothesized the workforce's demand for particular occupations as students' foreigners (Mean = 4.03). Nevertheless, linking cultural variance with job search issues for international students (Mean = 3.97) and regulation constraints preventing their participation in the job market (Mean = 3.97) were seen as measures that constrained their society integration. Participants feel that foreign students' social integration overwhelmingly influence the UK economic performance as their contributions are not (Mean = 3.78) and none of the UK laws (Mean = 3.19) directly facilitate their participation. Furthermore, they pinpointed institutions in the UK have the ability to provide more help to foreign students in the prospect of overcoming economic issues (Mean = 2.83) and acknowledges that the legal barriers may interfere over the economic contributions which foreign students could have made to the countries (Mean = 3.46). UK students pointed out that international students not only serve the economy (Students' mean

=4.12), but when it comes to how UK government addresses their problem (Students' mean =2.73) there is no uniform voice. Firstly, many participants argued that they think that addressing the policy issues would positively influence the role of foreign students to contribute to the UK economy (Mean = 3.61). Last of all, foreign students have the perception of there is scope for improvement regarding the economic environment in the UK, as it was proposed that the country needs more supportive measures to complete the picture.

Foreign students contribute positively to job creation in the UK.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	3.3	3.3	3.3
	Neutral	38	25.3	25.3	28.7
	Agree	73	48.7	48.7	77.3
	Strongly Agree	34	22.7	22.7	100.0
	Total	150	100.0	100.0	

Participants' perceptions on whether foreign students contribute positively to job creation in the UK varied. A significant proportion, 48.7%, agreed that they do, while 22.7% strongly agreed. However, 25.3% expressed a neutral stance, and only 3.3% disagreed. These results indicate a generally positive perception of foreign students' role in job creation, with a notable proportion holding a neutral viewpoint. The findings suggest a need for further exploration to understand the factors influencing these perceptions and to address any concerns or uncertainties regarding the impact of foreign students on job opportunities in the UK.

Foreign students enhance skill development in the UK workforce.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.3	3.3	3.3
	Neutral	20	13.3	13.3	16.7
	Agree	80	53.3	53.3	70.0
	Strongly Agree	45	30.0	30.0	100.0
	Total	150	100.0	100.0	

Participants generally agreed that foreign students enhance skill development in the UK workforce. A significant proportion, 53.3%, agreed with this statement, while 30.0% strongly agreed. However, 13.3% expressed a neutral stance, and only 3.3% disagreed. These findings highlight a positive perception of the contribution of foreign students to skill development within the UK workforce, with a notable proportion strongly endorsing this viewpoint. The results suggest that foreign students are perceived as valuable contributors to the enhancement of skills in the UK labor market, emphasizing the importance of their presence for workforce development and capacity building.

Foreign students help fulfill demand for specific occupations in the UK.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	6.7	6.7	6.7
	Neutral	28	18.7	18.7	25.3

	Agree	50	33.3	33.3	58.7
	Strongly Agree	62	41.3	41.3	100.0
	Total	150	100.0	100.0	

Participants largely agreed that foreign students help fulfill the demand for specific occupations in the UK. A significant portion, 33.3%, agreed with this statement, while 41.3% strongly agreed. Additionally, 18.7% expressed a neutral stance, and only 6.7% disagreed. These findings indicate a positive perception of the role of foreign students in meeting the demand for specific occupations within the UK. The strong agreement suggests that foreign students are viewed as valuable contributors to addressing skill shortages and filling roles where there is a need for specialized expertise or labor. This underscores their importance in supporting the workforce and economy of the UK.

Cultural differences pose significant obstacles for foreign students in finding employment in the UK.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0	4.0
	Neutral	32	21.3	21.3	25.3
	Agree	73	48.7	48.7	74.0
	Strongly Agree	39	26.0	26.0	100.0
	Total	150	100.0	100.0	

Participants generally agreed that cultural differences pose significant obstacles for foreign students in finding employment in the UK. Nearly half, 48.7%, agreed with this statement, while 26.0% strongly agreed. Additionally, 21.3% expressed a neutral stance, and only 4.0% disagreed. These findings highlight a widespread recognition of the challenges that cultural differences present for foreign students seeking employment opportunities in the UK. The high agreement and strong agreement percentages underscore the magnitude of these obstacles, indicating that they are perceived as significant barriers that can impede the job search process and integration into the workforce for international students.

Employment rules in the UK hinder foreign students' integration into the workforce.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.3	3.3	3.3
	Disagree	10	6.7	6.7	10.0
	Neutral	22	14.7	14.7	24.7
	Agree	61	40.7	40.7	65.3
	Strongly Agree	52	34.7	34.7	100.0
	Total	150	100.0	100.0	

Participants largely agreed that employment rules in the UK hinder foreign students' integration into the workforce. A substantial proportion, 40.7%, agreed with this statement, while 34.7% strongly agreed. Additionally, 14.7% expressed a neutral stance, and only 10.0% disagreed. These findings suggest a widespread perception among participants that employment regulations in the UK present obstacles to the integration of foreign students into the workforce. The high agreement

and strong agreement percentages indicate that these rules are viewed as significant barriers that may impede foreign students' ability to secure employment and fully integrate into the UK job market.

Social integration challenges negatively impact foreign students' contributions to the UK economy.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	7.3	7.3	7.3
	Neutral	39	26.0	26.0	33.3
	Agree	61	40.7	40.7	74.0
	Strongly Agree	39	26.0	26.0	100.0
	Total	150	100.0	100.0	

Participants generally agreed that social integration challenges negatively impact foreign students' contributions to the UK economy. A notable proportion, 40.7%, agreed with this statement, while 26.0% strongly agreed. Additionally, 26.0% expressed a neutral stance, and only 7.3% strongly disagreed. These findings indicate a widespread recognition among participants of the adverse effects of social integration challenges on the ability of foreign students to contribute to the UK economy. The high agreement percentages suggest that such challenges, including cultural adaptation difficulties and social exclusion, are perceived as significant barriers that can hinder the economic participation and success of international students in the UK.

UK laws facilitate foreign students' economic contributions effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	10.7	10.7	10.7
	Disagree	18	12.0	12.0	22.7
	Neutral	43	28.7	28.7	51.3
	Agree	68	45.3	45.3	96.7
	Strongly Agree	5	3.3	3.3	100.0
	Total	150	100.0	100.0	

Participants generally expressed mixed views regarding whether UK laws facilitate foreign students' economic contributions effectively. While 45.3% agreed with this statement, indicating some level of confidence in the effectiveness of UK laws, 28.7% remained neutral. However, a significant portion, 22.7%, disagreed or strongly disagreed with the assertion. These findings suggest that while some participants perceive UK laws as supportive of foreign students' economic contributions, there is also skepticism or uncertainty among others. The varying perspectives underscore the complexity of legal frameworks governing international students and the need for further examination of their effectiveness in facilitating economic engagement.

Institutions in the UK support foreign students in overcoming economic challenges.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	22.0	22.0	22.0
	Disagree	11	7.3	7.3	29.3

	Neutral	55	36.7	36.7	66.0
	Agree	51	34.0	34.0	100.0
	Total	150	100.0	100.0	

Participants showed mixed perceptions regarding whether institutions in the UK support foreign students in overcoming economic challenges. A notable portion, 36.7%, expressed a neutral stance, indicating uncertainty or lack of consensus on this issue. Meanwhile, 34.0% agreed that institutions provide support, and 22.0% strongly disagreed. However, a smaller proportion, 7.3%, disagreed. These findings suggest a diversity of experiences and perspectives among participants regarding the effectiveness of institutional support for foreign students facing economic challenges. Further exploration is warranted to understand the specific support mechanisms offered by institutions and their impact on students' economic well-being.

Legal barriers hinder foreign students' ability to contribute economically in the UK.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	8.0	8.0	8.0
	Neutral	67	44.7	44.7	52.7
	Agree	61	40.7	40.7	93.3
	Strongly Agree	10	6.7	6.7	100.0
	Total	150	100.0	100.0	

Participants predominantly agreed that legal barriers hinder foreign students' ability to contribute economically in the UK. A significant proportion, 40.7%, agreed with this statement, while 44.7% remained neutral. Additionally, 6.7% strongly agreed, indicating a substantial level of concern regarding the impact of legal barriers. Only 8.0% of participants disagreed with the assertion. These findings highlight the perceived importance of addressing legal barriers to facilitate the economic participation of foreign students in the UK. The high agreement percentages suggest that legal complexities, such as visa regulations and work restrictions, are perceived as significant obstacles that impede students' ability to contribute economically.

UK policies adequately address the economic needs of foreign students.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	14.0	14.0	14.0
	Disagree	50	33.3	33.3	47.3
	Neutral	34	22.7	22.7	70.0
	Agree	39	26.0	26.0	96.0
	Strongly Agree	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

Participants expressed varied perceptions regarding whether UK policies adequately address the economic needs of foreign students. A significant proportion, 33.3%, disagreed with this assertion, while an additional 14.0% strongly disagreed. This indicates substantial skepticism or dissatisfaction with existing policies. Meanwhile, 26.0% agreed that policies are adequate, and 22.7% remained neutral. A smaller percentage, 4.0%, strongly agreed. These findings suggest a

need for policymakers to review and potentially revise existing policies to better meet the economic needs of foreign students. The substantial disagreement underscores the importance of addressing policy gaps and deficiencies to support the economic well-being of international student populations.

Policy issues significantly impact foreign students' capacity to contribute meaningfully to the UK economy.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	6.7	6.7	6.7
	Disagree	12	8.0	8.0	14.7
	Neutral	27	18.0	18.0	32.7
	Agree	78	52.0	52.0	84.7
	Strongly Agree	23	15.3	15.3	100.0
	Total	150	100.0	100.0	

The data indicates a prevalent belief among participants that policy issues significantly impact foreign students' capacity to contribute meaningfully to the UK economy. Over half of the respondents (52.0%) agreed with this statement, while an additional 15.3% strongly agreed. This reflects a substantial majority expressing concerns about policy impediments affecting the economic contributions of international students. Conversely, only a small proportion disagreed (8.0%), and an even smaller percentage strongly disagreed (6.7%). These findings underscore the perceived importance of addressing policy challenges to facilitate the full economic potential of

foreign students in the UK. It suggests a need for policymakers to prioritize addressing these concerns to optimize the contributions of international students to the UK economy.

Suggestions for improving the economic environment for foreign students in the UK are well-received by policymakers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	10.0	10.0	10.0
	Disagree	33	22.0	22.0	32.0
	Neutral	52	34.7	34.7	66.7
	Agree	38	25.3	25.3	92.0
	Strongly Agree	12	8.0	8.0	100.0
	Total	150	100.0	100.0	

The data suggests a mixed reception among policymakers regarding suggestions for improving the economic environment for foreign students in the UK. While a significant portion of respondents expressed agreement (25.3%) and strong agreement (8.0%) with these suggestions, indicating some level of receptiveness, a substantial proportion either disagreed (22.0%) or strongly disagreed (10.0%). Additionally, a sizable percentage adopted a neutral stance (34.7%). These findings highlight the complexity of policymaker attitudes towards proposed enhancements to the economic landscape for international students. It underscores the importance of further dialogue and engagement between policymakers and stakeholders to address concerns and identify actionable solutions conducive to fostering a more supportive environment for foreign students in the UK.

Overall, foreign students make valuable economic contributions to the UK.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.3	3.3	3.3
	Disagree	10	6.7	6.7	10.0
	Neutral	16	10.7	10.7	20.7
	Agree	50	33.3	33.3	54.0
	Strongly Agree	69	46.0	46.0	100.0
	Total	150	100.0	100.0	

The data indicates a prevailing sentiment among respondents that foreign students indeed make valuable economic contributions to the UK, with a significant majority either agreeing (33.3%) or strongly agreeing (46.0%) with this assertion. Only a small proportion expressed disagreement (6.7%), with an additional percentage adopting a neutral stance (10.7%). These findings underscore the recognition of the substantial economic impact that international students have on the UK economy. Policymakers, educators, and other stakeholders can draw upon these sentiments to inform policies and initiatives aimed at further supporting and leveraging the contributions of foreign students to the UK's economic growth and development.

The UK should implement more supportive measures to enhance foreign students' economic contributions.					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	11	7.3	7.3	7.3
	Disagree	6	4.0	4.0	11.3
	Neutral	22	14.7	14.7	26.0
	Agree	37	24.7	24.7	50.7
	Strongly Agree	74	49.3	49.3	100.0
	Total	150	100.0	100.0	

The majority of respondents strongly advocate for the implementation of more supportive measures to enhance the economic contributions of foreign students in the UK, with 49.3% strongly agreeing and an additional 24.7% expressing agreement. Only a small percentage either disagreed (4.0%) or strongly disagreed (7.3%), while 14.7% remained neutral. These findings underscore a clear consensus among respondents regarding the need for proactive measures to support and maximize the economic potential of international students. Policymakers and relevant stakeholders can utilize this sentiment to guide the development and implementation of policies aimed at fostering a more conducive environment for foreign students to thrive economically in the UK.

I believe foreign students face significant challenges in making economic contributions to the UK due to various barriers.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.3	3.3	3.3
	Disagree	12	8.0	8.0	11.3

	Neutral	34	22.7	22.7	34.0
	Agree	61	40.7	40.7	74.7
	Strongly Agree	38	25.3	25.3	100.0
	Total	150	100.0	100.0	

The data reveals that a significant portion of respondents hold the belief that foreign students encounter substantial hurdles in making economic contributions to the UK. A combined 65.3% either agree (40.7%) or strongly agree (25.3%) with this sentiment. This suggests a widespread acknowledgment among respondents of the challenges faced by international students in integrating into the UK's economic landscape. Such perceptions highlight the importance of addressing existing barriers and implementing supportive measures to facilitate the economic participation of foreign students. Policymakers and stakeholders can leverage these insights to formulate strategies aimed at mitigating obstacles and maximizing the economic potential of international students in the UK.

I am satisfied with the current policies and support mechanisms in place for foreign students in the UK.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	21.3	21.3	21.3
	Disagree	53	35.3	35.3	56.7
	Neutral	33	22.0	22.0	78.7
	Agree	21	14.0	14.0	92.7

	Strongly Agree	11	7.3	7.3	100.0
	Total	150	100.0	100.0	

The data suggests that there is a notable level of dissatisfaction among respondents regarding the current policies and support mechanisms for foreign students in the UK. A combined 56.6% either disagree (35.3%) or strongly disagree (21.3%) with the satisfaction statement. This indicates a prevailing sentiment among respondents that the existing policies and support mechanisms may not adequately address the needs and challenges faced by foreign students. Such dissatisfaction underscores the importance of reevaluating and potentially reforming current policies to better support the economic and social integration of international students in the UK. Policymakers and relevant stakeholders could utilize this feedback to refine existing policies and implement more effective support mechanisms.

I feel that the UK benefits more from foreign students economically than it invests in supporting them.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	44	29.3	29.3	29.3
	Agree	33	22.0	22.0	51.3
	Strongly Agree	73	48.7	48.7	100.0
	Total	150	100.0	100.0	

The majority of respondents (70.7%) either agree (22.0%) or strongly agree (48.7%) with the notion that the UK benefits more economically from foreign students than it invests in supporting them. This indicates a prevailing belief among respondents that the economic contributions of foreign students outweigh the investment made by the UK in supporting them. Such a perspective suggests a recognition of the significant economic impact that international students have on the UK economy. Policymakers and stakeholders may find this viewpoint valuable in considering the allocation of resources and policies aimed at enhancing the economic benefits derived from foreign students while ensuring adequate support for their needs.

Discussion

Our research has found that the majority of the interviewed holds great opinion on foreign students and UK economy as well as the welfare of the students. The large proportion of participants indicated that they agreed or strongly agreed that from economical perspective the UK would be better off than the amount it spends on sponsoring these students. In line with prior research, such argument contends that international students make a positive impact on the country's economy and therefore it is important to have a supporting policy for their stay in host countries. International students who study in the host countries such as the UK are also known for giving the multi-billion contributions to their host country economies. The taxation policies as appeared in the Kleven et al. (2020) articulate the economic effect of taxation and migration at the same time emphasising the part that tax policies for international students play. They contend taxation rules could increase the overseas students' choice on where to study and work in a certain foreign country. Indeed, this research is foundational and is based on the existing literature which indicates that the advantage derived from foreign students surpasses the funds invested in their education.

The international students have been found to have positive effect on the economical and job generation activities by previous studies. Machin and Vignoles (2018) argue the economic background of the education in the UK and what the education role, including enrolled by the international student, plays in the productivity. They claim that money spent on education including the higher education earmarks beneficial effects to the economy because jobs can be created and people can earn income. So this point of view where international students have recognized as the great economic contribution to UK country is also in line with the previous work of the foregoing. Nevertheless, students who are not national of the country are believed to be an economic cure. But, the adequacy of existing support mechanisms is a matter of debate. The results indicate apparent gap in fulfillment of existing procedures and services specifically for foreign students studying in the UK. Such a feeling is supported by the authors who have been involved in the analysis of the international educational experiences of students in the host countries.

Lomer, Papatsiba, and Naidoo (2018) talk about the branding of the national higher education of UK and about the competitive positioning which is to be done, both of them, in order to attract the international students. It is noted that while there are the attempts to pull these young internationals to the country, there are the related problems, like support for them as well as the social integration and cultural adaptation. Concurrently, Mok (2018) reflects on the internationalisation of higher education and the need to give attention and support to international students experience integration and onboarding processes. Besides the feedback given by abroad learners, the problems cited with the support mechanisms for the foreign learners in England support the same concerns raised elsewhere in the literature. It is a reminder that a change in perspectives by policy-makers and institutions towards the support international student are needed and that there should be fillings between the present system loopholes and deficiency. Besides, the study results abound

with policy concerns as to how foreign students can realise large contributions to employment locally. International students perceive a problem of policy barriers which stand in their way of making economic contributions as efficiently as possible. These findings follow along theories proclaiming the political and policy attributes of international student mobility.

Sá and Sabzalieva (2018) studied political issues in international student recruitment processes in some countries such as the UK and argued that how policies of governments change the travelling courses of international students. They assert the promotion of immigration policies, work rights, and student support services will play a significant role in shaping the experiences of international students as well as will help them contribute to the campus community. Hence, the end results could be interpreted as a step further in achieving policy coherence and effectiveness in the promotion of the economic engagement of foreign students in the UK. The research outcomes reveal the significance of these perspectives to the calculation of UK's share of the benefits foreign students bring as well as the sufficiency of the measures of support made available for them. The findings were in line with the literature on international students degree which focused economic impact beside policy issues about international student mobility. While they also draw attention to the matter of shortcomings of the policy in this area, that is greater support and coherency of the policy to result in economic benefits to the host country is valued more whilst not neglecting foreign students' well-being and their integration into host community.

Chapter 5: Conclusion and Recommendations

Conclusion

Such an investigation only provides us with a fragmented view of the given terrain and the participation of overseas students and economy in British student mobility. Adapted from a full-circle approach which started by the introduction followed by a fruitful discussion in findings to several sections that have covered key areas of the topic in details, the study has traveled through a comprehensive terrain, providing a clear perspective and pointing us to many aspects of the subject matter under study. Exploration of this INTRODUCTION topic was a roadway which led to the understanding of the position of foreign student mobility in the whole infrastructure of university education and economy. It also argued for the focal point of foreign students on cultural exchange, ideas when communicated and economic growth, which in turn cemented and guided the analysis that followed to be anchored on the frame. As a starting point, the introduction grounded the theoretical concept of international studies on conceptual frameworks and empirical data which provided a theoretical background for understanding international students' motivations, experiences, and challenges when studying in the UK.

As the research process proceeded, it turned to the empirical analysis and explored the data collected from the survey responses closely, checking the feedbacks out for tendencies, patterns, and insights regarding the economic role of the foreign students. Our results indicated a dynamic scenery, which was a result of the intricate web of intertwining factors interacting, that favored or jeopardized the economic integration of the international students. Firstly, foreign workers were mostly thought to be widening opportunities in terms of training and in fulfilling demand in specific area of occupation and valued in the UK labour market. On the aforementioned, works like culture mismatch, employment barriers, and social integration issues which are hard to overcome were

recognized as the major barriers on their economic participation. Besides, research findings ensured that there was a good accompanying policy support and the conducive framework of such policies in helping to ease the economic integration of international students. Through contrasting the responses with existing literature, the study designates the places and hesitations that policies and interventions of today are lacking. One after another, the issues of passing different legal hurdles, integration and social adaptation as well as use of the economic links between the country and international students have become obvious. Literature study provides context and Insights which deepen the analysis by incorporating theory, studies, and policies.

Although, during the whole study the gathering of knowledge sources through synthesizing led to a more corroborated view of international student mobility in the UK economic dimensions. The study did this by linking theories with practical life experiences, this diagnosis was very essential because they can give the exact analysis of the economics of international students. To begin with, it increased the perception of the complexity and the spectrum of the chances and the problems that emerged in the international student mobility context, which was a powerful tool in the international discussions and the decision-making process. Such a study puts scholarship about international student movement and the impact of that type of movement in the UK on the map. After reflecting on the progression from the initial introduction to the discussion, this research has then brought out insights and recommendations on the economic contributions of foreign students which have directly captured the attention of local policymakers, institutions of learning, stakeholders and so forth. With the UK is now bound to evolving international higher education environment, the magnified output of this study may well become a handy tool in shaping the strategies and measures that will unlock the full benefit of international students' abilities to contribute to the country's wealth and welfare.

Recommendation

After discussing the outcomes of the study and thought about the significance of the outcomes for academia and practical implementation, it becomes clear that there are recommendations which can guide the future research and allow to uncover more about the subject matter and serve as a basis for optimizing the economic contributions of international students in the UK. The proposal is multi-faceted for academic experts but, in particular, this recommendation requires in-depth exploration of international student movement complex mechanisms and their economic implications. However, this study has only illuminated parts of the truth and the following investigation areas still deserve deeper consideration. Researchers may be directed to conduct longitudinal studies that track the long-term economic progress of international students and the related post-graduation outcomes, involvement in innovative projects and progress to leadership positions in the economy. Furthermore, qualitative methods, like in-depth interviews and case studies can give rise to the emergence of many other aspects of the international students' experience of the processes of economic integration, not so raising the degree of comprehension.

Moreover, scholars could emphasize interdisciplinary partnerships and involve several kinds of stakeholders in order to empower the role of research within the community. Relations between scholars from disciplines like economics, sociology, education and public policy can generate theoretical perspectives from an interdisciplinary viewpoint that will contribute to the understanding of complex issues as well as opportunities and challenges related to international student mobility. Therefore, a strategic alliance with governmental departments, non-profit organizations, and private actors can ensure that the outcomes of the study are put into practice, through setting concrete policies and programs that improve the economic impact of international

students. Concerning the weakness of the study including the use of a cross-sectional analysis and survey data the future investigation strategies should improve the methodology followed to narrow down the gap. As longitudinal studies watch the economic life of foreign students over time are no longer empirical but more highlighted can it becomes that sometimes some factors give priority to other. Furthermore, multidisciplinary methods which encompass both quantitative surveys and qualitative interviews or focus groups can be a more practical way to grasp the complicated aspects of international student movement.

The research outcomes increasing the policymaker, university, and industry professional influence will lead to the following recommendations. First, it is very significant to develop and create support and intervention systems that meet the essential needs and requirements of the international students might not be known by others. For instance, this may entail creating pre-arrival orientation courses whereby individuals are educated on matters of how they might integrate into the labour market, as well as acclimatizing to the cultural environment, in addition to learning the legal rights and obligations. Besides in addition, professional career guidance services empowered for the needs of the international students can assist in enhancing the employability skills of them and assist in a successful fusion to the labor markets. Besides, policymaking officials should also have a thorough look at the current immigration and employment laws so as to find and resolve any hindrances that might block the economic contribution of international students. Conducting visa-streamlining, raising post-study work opportunities and even providing pathway to a permanent residency is needed to encourage hardworking international students to settle here and help grow their economy for the future. Additionally, partnership of various governmental bodies, schools, and industry-related actors can serve as an advantage in an alignment of educational programs and employment market

requirements which is important for international students equal opportunity to acquire requested and current skills. Finally, the employers are indeed the main players in the economy that are concerned with the inclusion and support of the international students by having open and agreeable work environments that have high appreciation for diversity and cultural competence. Organizing internships and job placements, providing mentorships and language support purposes, is a way for international students to gain hugh working experience and work out cultural and linguist issues they found in the work place. Based on this, employers should also engage in the recruitment and retention of international talent, acknowledging the fact that international students not only come with their unique technical aspects but also their creative ways of doing things and using them to build innovation and competitiveness.

By Brain writes

Chapter 6: Reflection

Concrete Experience

I embarked on my project with a sincere interest in investigating the economic impact of international students in the UK. As I began my study, I became deeply involved in a wide range of literature, data, and contacts with stakeholders. At first, I had a sense of being inundated by the extensive amount of material accessible and the intricate nature of the subject matter. Nevertheless, as I actively participated in the material and collaborated with stakeholders, such as policymakers, educators, and practitioners, I gradually acquired a better understanding and profound knowledge of the intricacies of the subject matter. The process of data collecting and analysis posed both difficulties and possibilities for acquiring knowledge. I came across a diverse range of information sources, including academic publications, policy papers, interviews, and surveys. Every individual data point offered a distinct viewpoint on the economic encounters of international pupils, enhancing my comprehension of the subject matter. In addition, interacting with stakeholders enabled me to place the data in the context of real-life situations, so increasing its significance and practicality.

Reflective Observation

During my investigation, I closely examined the complex interaction of economic, social, and policy elements that influence the experiences of international students in the UK. Theories such as human capital theory and cultural capital provide useful frameworks for comprehending the many types of capital that these students possess when they come to their host nation. Moreover, the notions of social integration and policy effectiveness provide insight into the difficulties encountered by international students and the need of supporting measures in promoting their

economic engagement. An important discovery was the need of using multidisciplinary techniques to tackle complex social problems, such as international student mobility. By incorporating knowledge from several disciplines such as economics, sociology, education, and public policy, I developed a comprehensive and well-rounded grasp of the subject matter. Furthermore, I acknowledged the need of taking into account the viewpoints of different stakeholders, such as students, educators, legislators, and employers, while creating all-encompassing solutions.

Abstract Conceptualization

By analysing and synthesising my findings, I have developed a more profound conceptual knowledge of the subject matter. I integrated the conceptual frameworks and empirical data to discern overarching themes and patterns. This technique enabled me to condense complex concepts into practical insights and suggestions. An important concept that arose from this combination was the idea of 'economic citizenship' for international students. This idea incorporates the privileges, duties, and chances linked to their financial involvement in the nation they are residing in. By categorising international students as economic citizens, policymakers and practitioners may embrace a more comprehensive and rights-oriented strategy to facilitate their integration and participation. Furthermore, I contemplated the significance of higher education institutions (HEIs) in serving as crucial participants in promoting the economic assimilation of international students. Higher education institutions (HEIs) have a vital role in offering educational and career advancement opportunities, cultivating social connections, and promoting favourable policies. Furthermore, I acknowledged the need for specific treatments aimed at overcoming obstacles such as limited language skills, cultural adaptation difficulties, and instances of prejudice.

Active Experimentation

As I progress, my goal is to convert my observations and suggestions into tangible steps, both in my personal life and in my professional endeavours. As part of my job, I will actively support policies and practices that encourage the involvement of international students in the economy and ensure their engagement in society. These efforts may include language assistance programmes, career development services, and cultural competence training for schools and businesses. Moreover, I want to do additional study to investigate new trends and solutions in this field. This may include conducting longitudinal studies to monitor the economic progress of international students over a period of time, as well as assessing the efficacy of different interventions and policies. In addition, I will maintain collaboration with stakeholders to effectively adopt evidence-based practices and facilitate positive transformation within the broader organisational framework.

Next Steps and Barriers

Although the experience was enlightening, I faced several obstacles along my voyage. A significant obstacle we encountered was the scarcity of data, namely longitudinal studies that monitor the economic progress of international students. Furthermore, successfully manoeuvring through the intricacies of policy frameworks and institutional structures required substantial exertion and cooperation. In the future, my goal is to overcome these obstacles by promoting more openness in data and fostering cooperation across different disciplines. It may be necessary to collaborate with academic institutions, government agencies, and non-profit organisations to gather and exchange data on the economic encounters of international students. In addition, I will persist in actively involving stakeholders to increase awareness of the difficulties encountered by international students and lobby for legislative changes that encourage their economic involvement and social integration. This research has had a profound impact on me, both in my personal life and in my professional career. Using Kolb's Reflective Model, I have acquired significant

knowledge on the economic impact of international students in the UK and its practical and policy implications. By using these acquired knowledge and overcoming current obstacles, I am certain in my capability to make significant contributions to the area and facilitate beneficial transformation within the broader organisational framework.

By Brain writes EXPERTS

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Appendices

Record of Dissertation Supervision

Name of student	Muhammad Asim Gulzar 32036842
Name of Supervisor	Ward, Lucy
Date of meeting	03-04-2024
Issues discussed	<ul style="list-style-type: none">• Chapter 1 and Chapter 2• Request for Feedback

<p>Outcomes:</p> <p>deadlines and</p> <p>activities agreed</p> <p>for next meeting</p>	<ul style="list-style-type: none">• Awaiting for feedback in chapter 1 and Chapter 2

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Signature of Tutor	LW

Name of student	Muhammad Asim Gulzar 32036842
Name of Supervisor	Ward, Lucy
Date of meeting	20-03-2024
Issues discussed	<ul style="list-style-type: none">• Questionnaire for data collections• Chapter 1• Request for Feedback

Outcomes: deadlines and activities agreed for next meeting	<ul style="list-style-type: none"> • Awaiting approval for questionnaire • Awaiting for feedback in chapter 1 • Awaiting of instructions for data collection.
Signature of Tutor	LW

Name of student	Muhammad Asim Gulzar 32036842
Name of Supervisor	Ward, Lucy
Date of meeting	30-04-2024

Issues discussed	<ul style="list-style-type: none">• Dissertation chapter 1-5• Request for Feedback
Outcomes: deadlines and activities agreed for next meeting	<ul style="list-style-type: none">• Awaiting for feedback
Signature Tutor	of LW

By

Sample Participant Consent Form**TITLE OF RESEARCH STUDY:**

Please answer the following questions by ticking the response that applies

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. I have read the Information Sheet for this study and have had details of the study explained to me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. My questions about the study have been answered to my satisfaction and I understand that I may ask further questions at any point. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I understand that I am free to withdraw from the study within the time limits outlined in the Information Sheet, without giving a reason for my withdrawal or to decline to answer any particular questions in the study without any consequences to my future treatment by the researcher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I agree to provide information to the researchers under the conditions of confidentiality set out in the Information Sheet. | <input type="checkbox"/> | <input type="checkbox"/> |

5. I wish to participate in the study under the conditions set out in the Information Sheet.

6. I consent to the information collected for the purposes of this research study, once anonymised (so that I cannot be identified), to be used for any other research purposes.

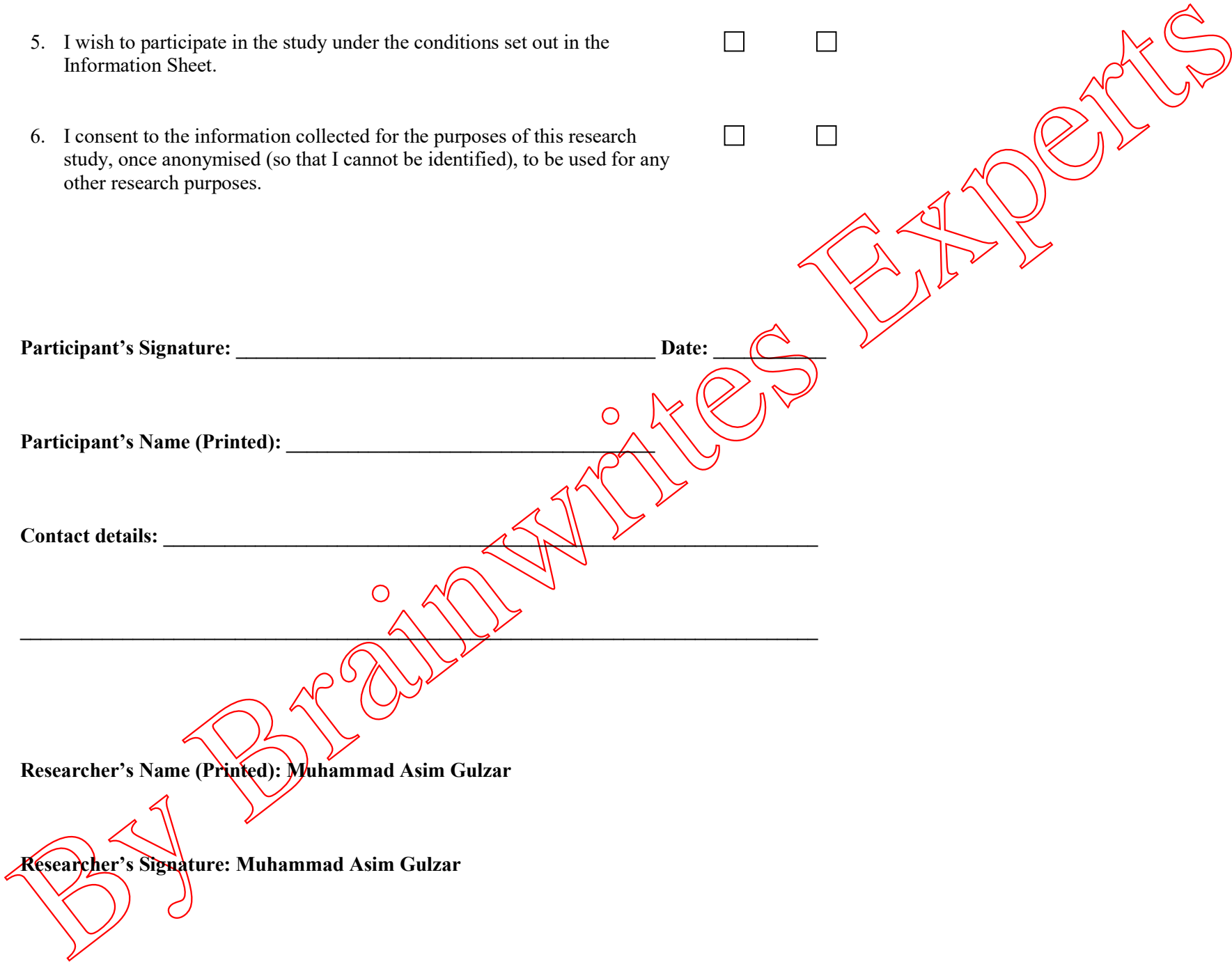
Participant's Signature: _____ **Date:** _____

Participant's Name (Printed): _____

Contact details: _____

Researcher's Name (Printed): Muhammad Asim Gulzar

Researcher's Signature: Muhammad Asim Gulzar



Researcher's contact details: +447308686209

(Name, address, contact number of investigator)

Please keep your copy of the consent form and the information sheet together.

Title of research

International Students in the UK: Economic Contributions, Job Market Impact, and Policy Implications

You are being invited to take part in this research project. Before you decide whether or not to participate, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and seek clarification if necessary. Thank you for reading this.

Student Name

Muhammad Asim Gulzar

The purpose of this research

The research seeks to delve into the economic and labour market roles of international students in the UK, as well as the challenges they confront. Its primary objectives include examining their influence on employment, scrutinizing cultural and regulatory barriers impacting their involvement, and evaluating policy efficacy to suggest enhancements for fostering their meaningful participation in the UK economy and job market.

The research offers participants a valuable opportunity to understand their economic and labour market contributions in the UK. By exploring their impact on employment and addressing challenges like cultural barriers and employment regulations, participants gain insights to improve their integration into the labour market. Moreover, the research provides valuable information on policies,

empowering participants to advocate for changes that support their economic and employment contributions effectively. Overall, participants can leverage these insights to enhance their role in the UK economy and achieve greater success in their endeavours.

This research is exclusively for the dissertation required for the Masters of Business Administration at Sheffield Hallam University.

Your

participation

Any international student currently enrolled at international university in the UK is eligible to take part in this research.

It is up to you to decide whether or not to take part. By continuing with the questionnaire you are giving your consent to take part in the research, and for your anonymised answers to be used in the research. You can still withdraw at any time without offering a reason or any there being negative consequences.

The questionnaire will take you around five minutes to complete.

There is no potential harm to the participant.

Confidentiality



All the information collected about you during the course of the research will be kept strictly confidential and will only be accessible to my supervisor and assessors of the dissertation. Once you have given consent, you will only be referred to using an artificial identifier, and any personal data to represent your credibility as a source will be anonymised. Personal data will be held securely for the duration of this research project and destroyed once the dissertation has been assessed.

Sheffield Hallam University will act as the Data Controller for this study and is responsible for looking after your information and using it properly. Under Article 6.1 of the EU General Data Protection Regulation, the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest'. Further information can be found at: <https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notices/privacy-notice-for-research>.

Should you seek clarification on the research, please contact me
Student's name and email address and date

Muhammad Asim Gulzar

Asim.gulzar2004@gmail.com

20-03-2024

Should you have any complaint regarding my conduct of this research, this should be directed to my supervisor.

Supervisor's name and email address

Lucy Ward





lucy.ward@shu.ac.uk

The University undertakes research as part of its function for the community under its legal status. Data protection allows us to use personal data for research with appropriate safeguards in place under the legal basis of public tasks that are in the public interest. A full statement of your rights can be found at: <https://www.shu.ac.uk/about-this-website/privacy-policy/privacy-notices/privacy-notice-for-research>

All University research is reviewed to ensure that participants are treated appropriately and their rights respected. This study was approved by Sheffield Business School.

Details of who to contact if you have any concerns or if adverse effects occur after the study are given below:

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<p>You should contact the Data Protection Officer if:</p> <ul style="list-style-type: none"> • you have a query about how your data is used by the University • you would like to report a data security breach (e.g. if you think your personal data has been lost or disclosed inappropriately) • you would like to complain about how the University has used your personal data <p>DPO@shu.ac.uk</p> <p>Postal address: Sheffield Hallam University, Howard Street, Sheffield S1 1WBT.</p> <p>Telephone: 0114 225 5555</p>	<p>You should contact the Head of Research Ethics (Dr Mayur Ranchordas) if:</p> <ul style="list-style-type: none"> • you have concerns with how the research was undertaken or how you were treated <p>ethicssupport@shu.ac.uk</p>
---	---

Thank you for reading this and considering participating in my research

If you agree with the above information and would like to take part in the research, please tick the box at the bottom of this page.

BY " "

Questionnaire

Demographic Section:

1. Gender:

- 1: Male
- 2: Female
- 3: Other/Prefer not to say

2. Age:

- 1: Under 18
- 2: 18-24
- 3: 25-34
- 4: 35-44
- 5: 45-54
- 6: 55-64

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- 7: 65 or older
3. Nationality:
4. Educational Level:
- 1: Undergraduate
 - 2: Master's
 - 3: Ph.D.
 - 4: Other (please specify)
5. Current Employment Status:
- 1: Employed full-time
 - 2: Employed part-time
 - 3: Unemployed
 - 4: Student
 - 5: Other (please specify)

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Section 1: Impact of Overseas Students on UK Employment Market:

6. Foreign students contribute positively to job creation in the UK.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

7. Foreign students enhance skill development in the UK workforce.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

BY Brainwriters EXPERTS

8. Foreign students help fulfill demand for specific occupations in the UK.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

Section 2: Cultural Obstacles, Employment Rules, and Social Integration:

9. Cultural differences pose significant obstacles for foreign students in finding employment in the UK.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

10. Employment rules in the UK hinder foreign students' integration into the workforce.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

11. Social integration challenges negatively impact foreign students' contributions to the UK economy.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

Section 3: Laws and Institutions Affecting Economic Contributions:

12. UK laws facilitate foreign students' economic contributions effectively.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

13. Institutions in the UK support foreign students in overcoming economic challenges.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

14. Legal barriers hinder foreign students' ability to contribute economically in the UK.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

Section 4: Policy Issues and Suggestions for Improvement:

15. UK policies adequately address the economic needs of foreign students.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

16. Policy issues significantly impact foreign students' capacity to contribute meaningfully to the UK economy.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

17. Suggestions for improving the economic environment for foreign students in the UK are well-received by policymakers.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

Section 5: Overall Assessment:

18. Overall, foreign students make valuable economic contributions to the UK.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

19. The UK should implement more supportive measures to enhance foreign students' economic contributions.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

20. I believe foreign students face significant challenges in making economic contributions to the UK due to various barriers.

- 1: Strongly Disagree

- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

21. I am satisfied with the current policies and support mechanisms in place for foreign students in the UK.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

22. I feel that the UK benefits more from foreign students economically than it invests in supporting them.

- 1: Strongly Disagree
- 2: Disagree

- 3: Neutral
- 4: Agree
- 5: Strongly Agree

Statement of Authorship

**Sheffield
Hallam
University**

Sheffield
Business
School

STATEMENT OF AUTHORSHIP

Please complete the following details:

FULL NAME: Muhammad Asim Gulzar

Student Number: 32036842

Course: MBA GLOBAL MBA

Date of Submission:

I am signing this document to verify that the attached work (dissertation or research report) is my own work and does not include the deliberate and substantial unacknowledged insertion of material derived from the work, published or unpublished, of another.

I am aware that if I deliberately plagiarise or collude, the outcome of this could be, in extreme cases, exclusion from the University.

Signature : Muhammad Asim Gulzar

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UREC2 RESEARCH ETHICS PROFORMA FOR STUDENTS UNDERTAKING LOW RISK PROJECTS WITH HUMAN PARTICIPANTS

This form is designed to help students and their supervisors to complete an ethical scrutiny of proposed research. The University Research Ethics Policy (www.shu.ac.uk/research/excellence/ethics-and-integrity/policies) should be consulted before completing this form. The initial questions are there to check that completion of the UREC 2 is appropriate for this study. The final responsibility for ensuring that ethical research practices are followed rests with the supervisor for student research.

Note that students and staff are responsible for making suitable arrangements to ensure compliance with the General Data Protection Act (GDPR).

This involves informing participants about the legal basis for the research, including a link to the University research data privacy statement and providing details of who to complain to if participants have issues about how their data was handled or how they were treated (full details in module handbooks). In addition, the act requires data to be kept securely and the identity of participants to be anonymised. They are also responsible for following SHU guidelines about data encryption and research data management. Guidance can be found on the SHU Ethics Website www.shu.ac.uk/research/excellence/ethics-and-integrity

Please note that it is mandatory for all students to only store data on their allotted networked F drive space and not on individual hard drives or memory sticks etc.

The present form also enables the University and College to keep a record confirming that research conducted has been subjected to ethical scrutiny.

The UREC2 form must be completed by the student. Supervisors will review their students' completed UREC forms and, if necessary, inform students of any required changes. For UREC2* (Low Risk Research with Human Participants), the supervisor then signs off the form. Additional guidance can be obtained from your College Research Ethics Chair¹

* If the supervisor thinks that the project is likely to result in a publication then the UREC2 form **must** be reviewed by an **independent reviewer**, drawn from the module teaching team, before data collection begins.

Students should retain a copy for inclusion in their research project, and a copy should be uploaded to the relevant module Blackboard site.

Please note that it may be necessary to conduct a health and safety risk assessment for the proposed research. Further information can be obtained from the University's Health and Safety Website <https://sheffieldhullam.sharepoint.com/sites/3069/SitePages/Risk-Assessment.aspx>

SECTION A

1. Checklist questions to ensure that this is the correct form:

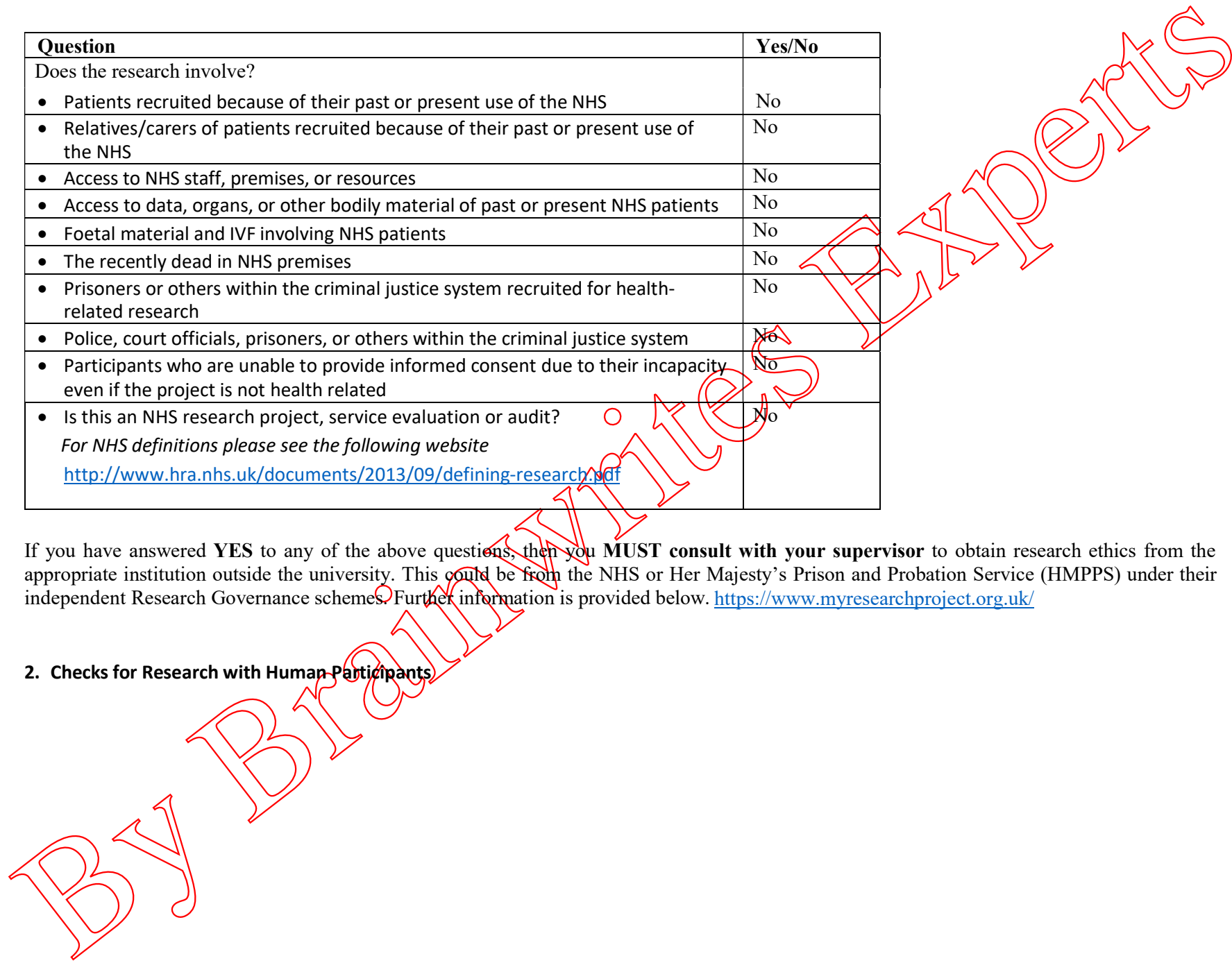
Health Related Research within the NHS, or His Majesty's Prison and Probation Service (HMPPS), or with participants unable to provide informed consent check list.

¹ College of Social Sciences and Arts - Dr. Antonia Ypsilanti (a.ypsilanti@shu.ac.uk)
 College of Business, Technology and Engineering - Dr. Tony Lynn (t.lynn@shu.ac.uk)
 College of Health, Wellbeing and Life Sciences - Dr. Nikki Jordan-Mahy (n.jordan-mahy@shu.ac.uk)

Question	Yes/No
Does the research involve?	
• Patients recruited because of their past or present use of the NHS	No
• Relatives/carers of patients recruited because of their past or present use of the NHS	No
• Access to NHS staff, premises, or resources	No
• Access to data, organs, or other bodily material of past or present NHS patients	No
• Foetal material and IVF involving NHS patients	No
• The recently dead in NHS premises	No
• Prisoners or others within the criminal justice system recruited for health-related research	No
• Police, court officials, prisoners, or others within the criminal justice system	No
• Participants who are unable to provide informed consent due to their incapacity even if the project is not health related	No
• Is this an NHS research project, service evaluation or audit? <i>For NHS definitions please see the following website</i> http://www.hra.nhs.uk/documents/2013/09/defining-research.pdf	No

If you have answered **YES** to any of the above questions, then you **MUST consult with your supervisor** to obtain research ethics from the appropriate institution outside the university. This could be from the NHS or Her Majesty’s Prison and Probation Service (HMPPS) under their independent Research Governance schemes. Further information is provided below. <https://www.myresearchproject.org.uk/>

2. Checks for Research with Human Participants



Question	Yes/No
1. Will any of the participants be vulnerable? <i>Note: Vulnerable people include children and young people, people with learning disabilities, people who may be limited by age or sickness, pregnancy, people researched because of a condition they have, etc. See full definition on ethics website in the document Code of Practice for Researchers Working with Vulnerable Populations (under the Supplementary University Policies and Good Research Practice Guidance)</i>	No
2. Are drugs, placebos, or other substances (e.g., food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive, or potentially harmful procedures of any kind?	No
3. Will tissue samples (including blood) be obtained from participants?	No
4. Is pain or more than mild discomfort likely to result from the study?	No
5. Will the study involve prolonged or repetitive testing?	No
6. Is there any reasonable and foreseeable risk of physical or emotional harm to any of the participants? <i>Note: Harm may be caused by distressing or intrusive interview questions, uncomfortable procedures involving the participant, invasion of privacy, topics relating to highly personal information, topics relating to illegal activity, or topics that are anxiety provoking, etc.</i>	No
7. Will anyone be taking part without giving their informed consent?	No
8. Is the research covert? <i>Note: 'Covert research' refers to research that is conducted without the knowledge of participants.</i>	No
9. Will the research output allow identification of any individual who has not given their express consent to be identified?	No

If you have answered **YES** to any of these questions you are **REQUIRED** to complete and submit a UREC3 or UREC4 form. Your supervisor will advise. If you have answered **NO** to all these questions, then proceed with this form (UREC2).

BY

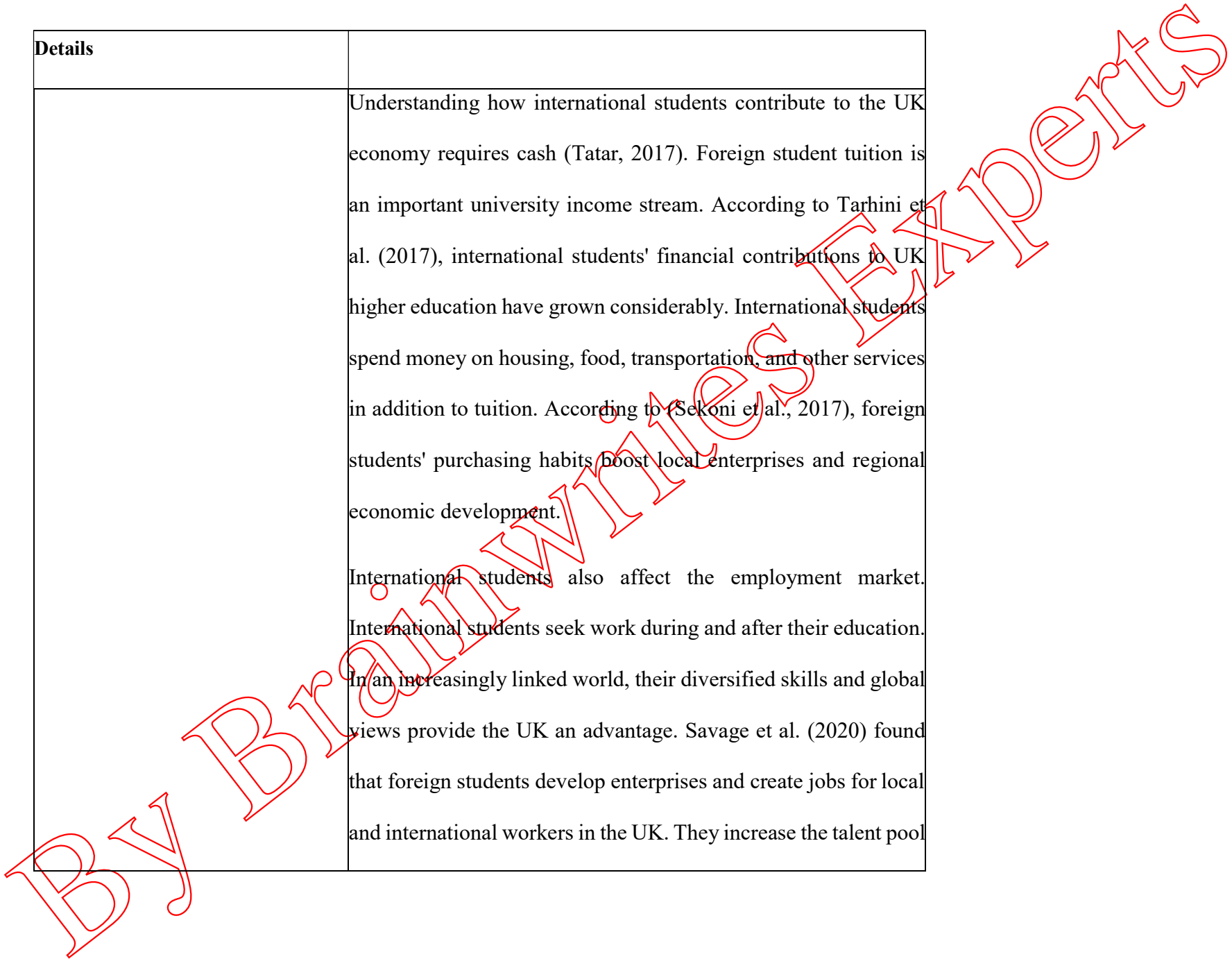
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3. General Project Details

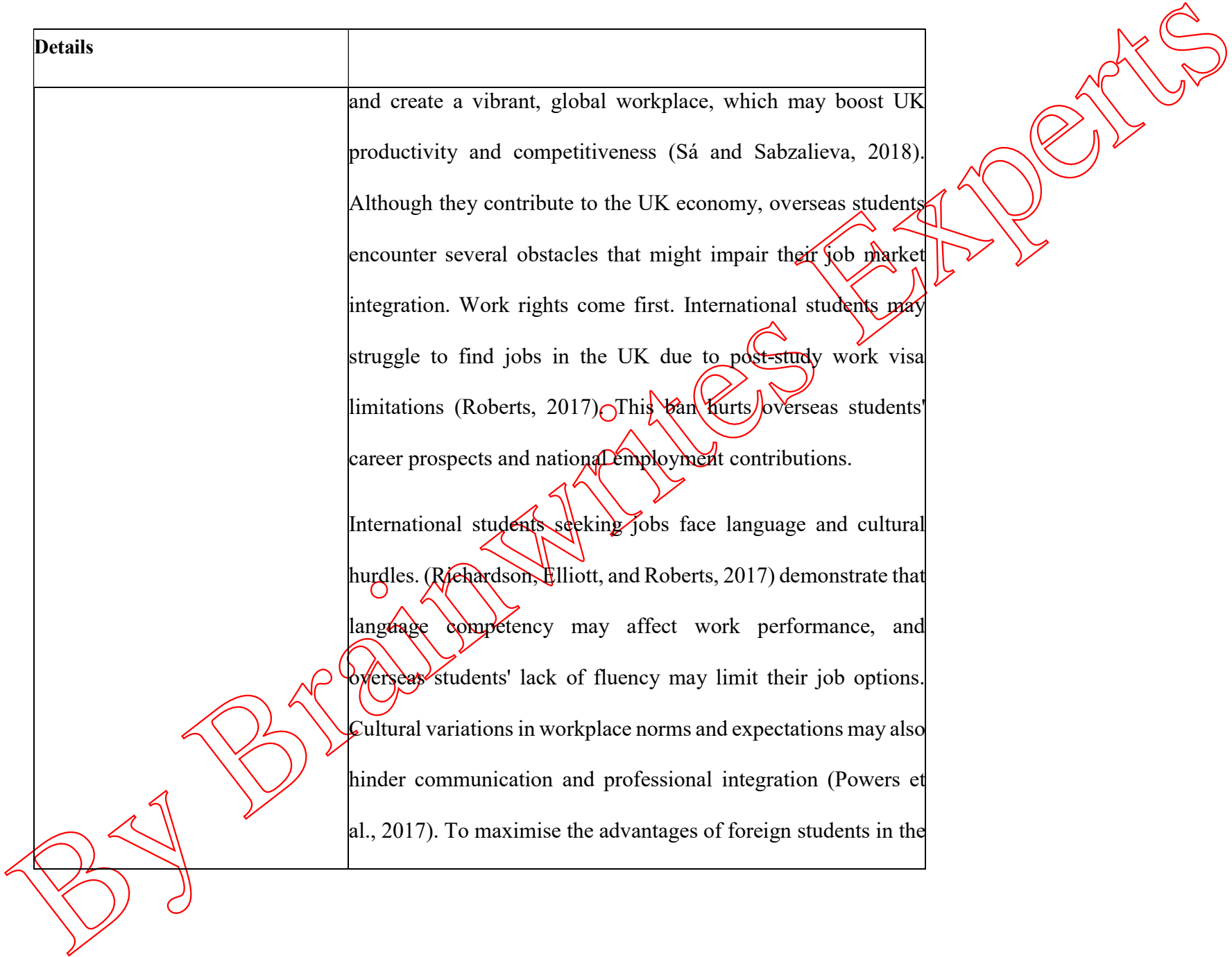
Details	
Name of student	Muhammad Asim Gulzar
SHU email address	MuhammadAsim.A.Gulzar@student.shu.ac.uk
Department/College	
Name of supervisor	Lucy Ward
Supervisor's email address	lucy.ward@shu.ac.uk
Title of proposed research	International Students in the UK: Economic Contributions, Job Market Impact, and Policy Implications
Proposed start date	20-02-2024
Proposed end date	05-05-2024
Background to the study and the rationale (reasons) for undertaking the research (500 words)	UK higher education has a large international student population, affecting cultural diversity, the economy, and the employment market (Tomlinson, 2017). Foreign students' contributions and issues must be understood by policymakers and stakeholders (Thomson, 2018). This study investigates how international students in the UK influence the economy, labour market, and challenges they encounter, with policy consequences.

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Details	
	<p>Understanding how international students contribute to the UK economy requires cash (Tatar, 2017). Foreign student tuition is an important university income stream. According to Tarhini et al. (2017), international students' financial contributions to UK higher education have grown considerably. International students spend money on housing, food, transportation, and other services in addition to tuition. According to (Sekoni et al., 2017), foreign students' purchasing habits boost local enterprises and regional economic development.</p> <p>International students also affect the employment market. International students seek work during and after their education. In an increasingly linked world, their diversified skills and global views provide the UK an advantage. Savage et al. (2020) found that foreign students develop enterprises and create jobs for local and international workers in the UK. They increase the talent pool</p>



Details	
	<p>and create a vibrant, global workplace, which may boost UK productivity and competitiveness (Sá and Sabzalieva, 2018). Although they contribute to the UK economy, overseas students encounter several obstacles that might impair their job market integration. Work rights come first. International students may struggle to find jobs in the UK due to post-study work visa limitations (Roberts, 2017). This ban hurts overseas students' career prospects and national employment contributions.</p> <p>International students seeking jobs face language and cultural hurdles. (Richardson, Elliott, and Roberts, 2017) demonstrate that language competency may affect work performance, and overseas students' lack of fluency may limit their job options. Cultural variations in workplace norms and expectations may also hinder communication and professional integration (Powers et al., 2017). To maximise the advantages of foreign students in the</p>



Details	
	<p>UK, officials must carefully manage their economic contributions and difficulties. Policy ramifications include immigration, education, and employment. Relaxing post-study work visa regulations, as recommended by (Phillips and Johnson, 2022), could help international students contribute to the UK job market for longer, facilitating knowledge transfer and skill retention. Language competency and cultural integration programmes for overseas students should be prioritised in education strategies. This would boost their employability and provide a more friendly academic and professional atmosphere (Peimani & Kamalipour, 2021). International students in the UK boost the economy and employment market. Their financial contributions to higher education and local economies and favourable impact on innovation and entrepreneurship make them important. To maximise their potential, employment rights, language, and</p>

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Details	
	<p>cultural issues must be addressed (Ntim, Soobaroyen, and Broad, 2017). This research will help policymakers create evidence-based policies that improve foreign students' experiences and contributions in the UK.</p>
Aims & research question(s)	<p><i>Research Question</i></p> <p>How do international students in the UK contribute to the economy, impact the job market, and what challenges do they face in these contributions, with a focus on Policy Implications?</p> <p><i>Aim and Objectives</i></p> <p>The aim of this study is to comprehensively investigate and analyze how international students in the United Kingdom contribute to the economy, influence the job market, and to identify the challenges they encounter in making these contributions.</p>

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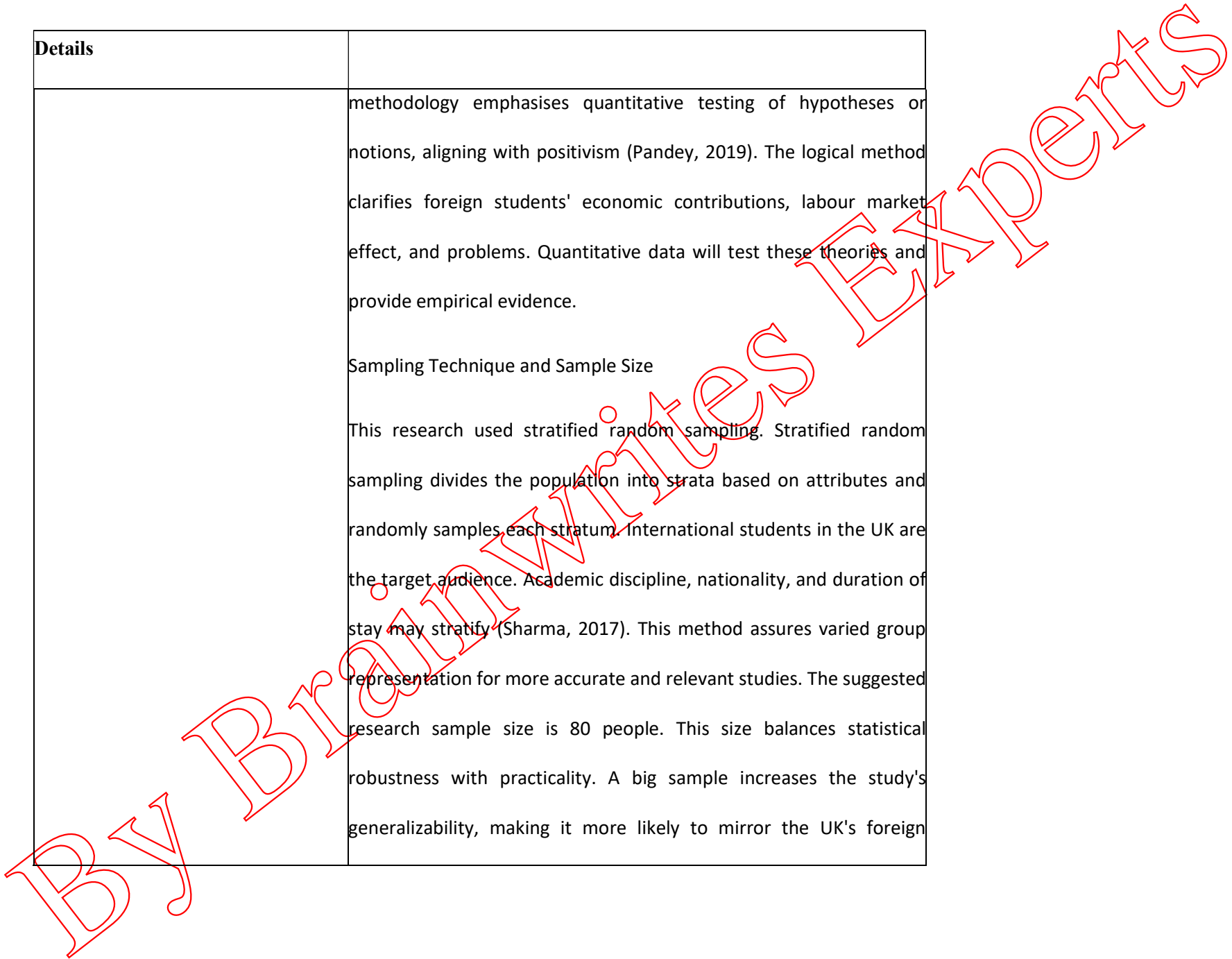
Details	
	<p>Key objectives of research</p> <p>Evaluate the influence of international students on the UK job market, considering aspects such as job creation, skill enhancement, and their role in fulfilling occupational demands.</p> <p>Investigate the challenges encountered by international students in making contributions to the UK's economy and job market, including factors like cultural barriers, employment regulations, and societal integration.</p> <p>Examine the existing policies and frameworks that either facilitate or hinder the contributions of international students to the UK's economy and job market. Assess how policy considerations impact their ability to overcome challenges and contribute meaningfully, proposing potential enhancements for a more conducive environment.</p>

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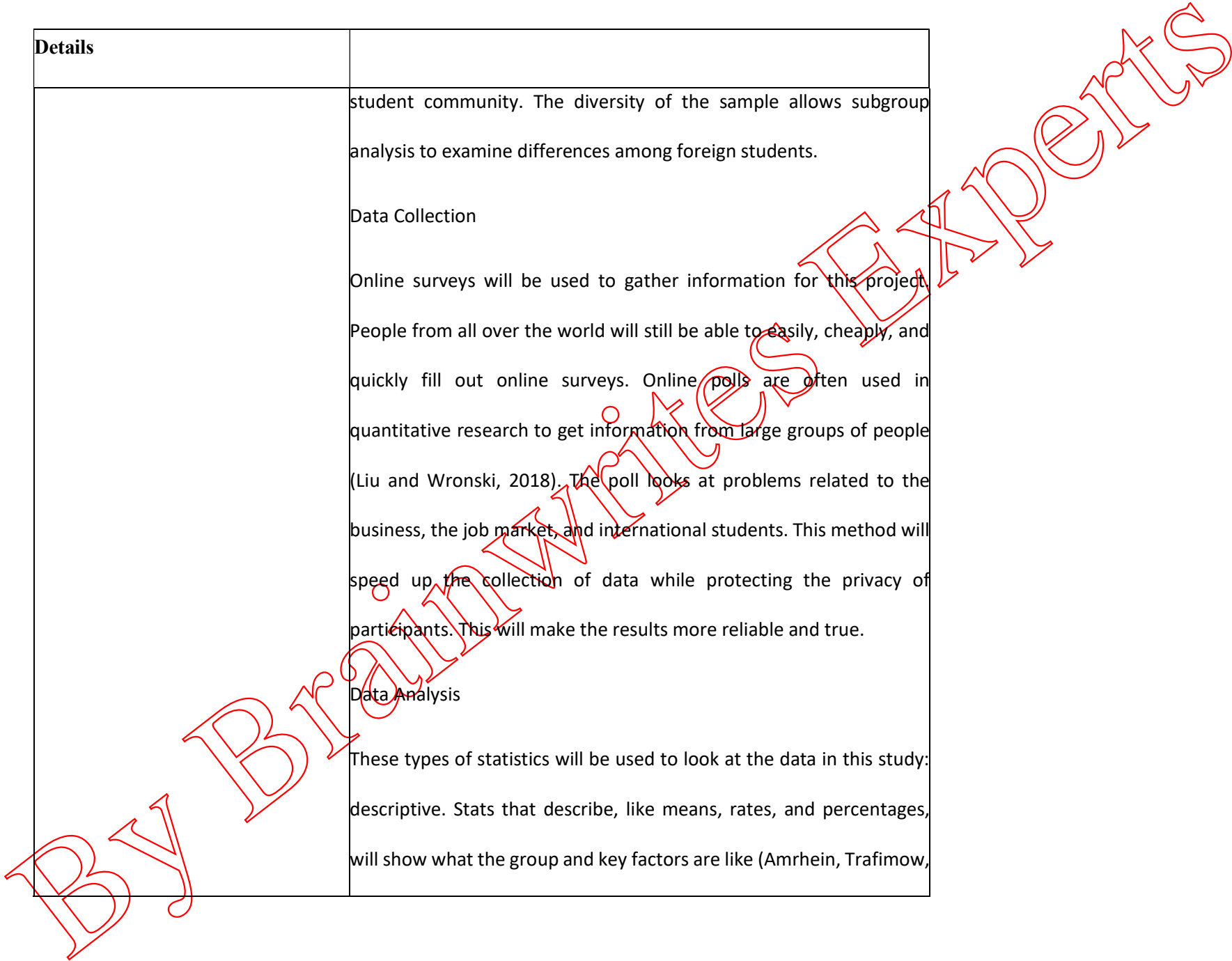
Details	
Methods to be used for: <ol style="list-style-type: none">1. Recruitment of participants2. Data collection3. Data analysis	<p>Research Strategy</p> <p>This study used primary quantitative research. This method uses numerical data to make statistical conclusions about the population.</p> <p>For numerical insights into foreign students' economic contributions, job market effect, and obstacles, a quantitative technique is acceptable (Mohajan, 2018). This method permits variable measurement, statistical analysis, and pattern and trend discovery in huge samples. It helps researchers comprehend phenomena by systematically exploring correlations and patterns.</p> <p>Research Approach</p> <p>This study uses deductive research. The deductive technique entails generating a hypothesis or group of hypotheses from theories or literature and evaluating them empirically. This study's deductive</p>

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	<p>methodology emphasises quantitative testing of hypotheses or notions, aligning with positivism (Pandey, 2019). The logical method clarifies foreign students' economic contributions, labour market effect, and problems. Quantitative data will test these theories and provide empirical evidence.</p> <p>Sampling Technique and Sample Size</p> <p>This research used stratified random sampling. Stratified random sampling divides the population into strata based on attributes and randomly samples each stratum. International students in the UK are the target audience. Academic discipline, nationality, and duration of stay may stratify (Sharma, 2017). This method assures varied group representation for more accurate and relevant studies. The suggested research sample size is 80 people. This size balances statistical robustness with practicality. A big sample increases the study's generalizability, making it more likely to mirror the UK's foreign</p>



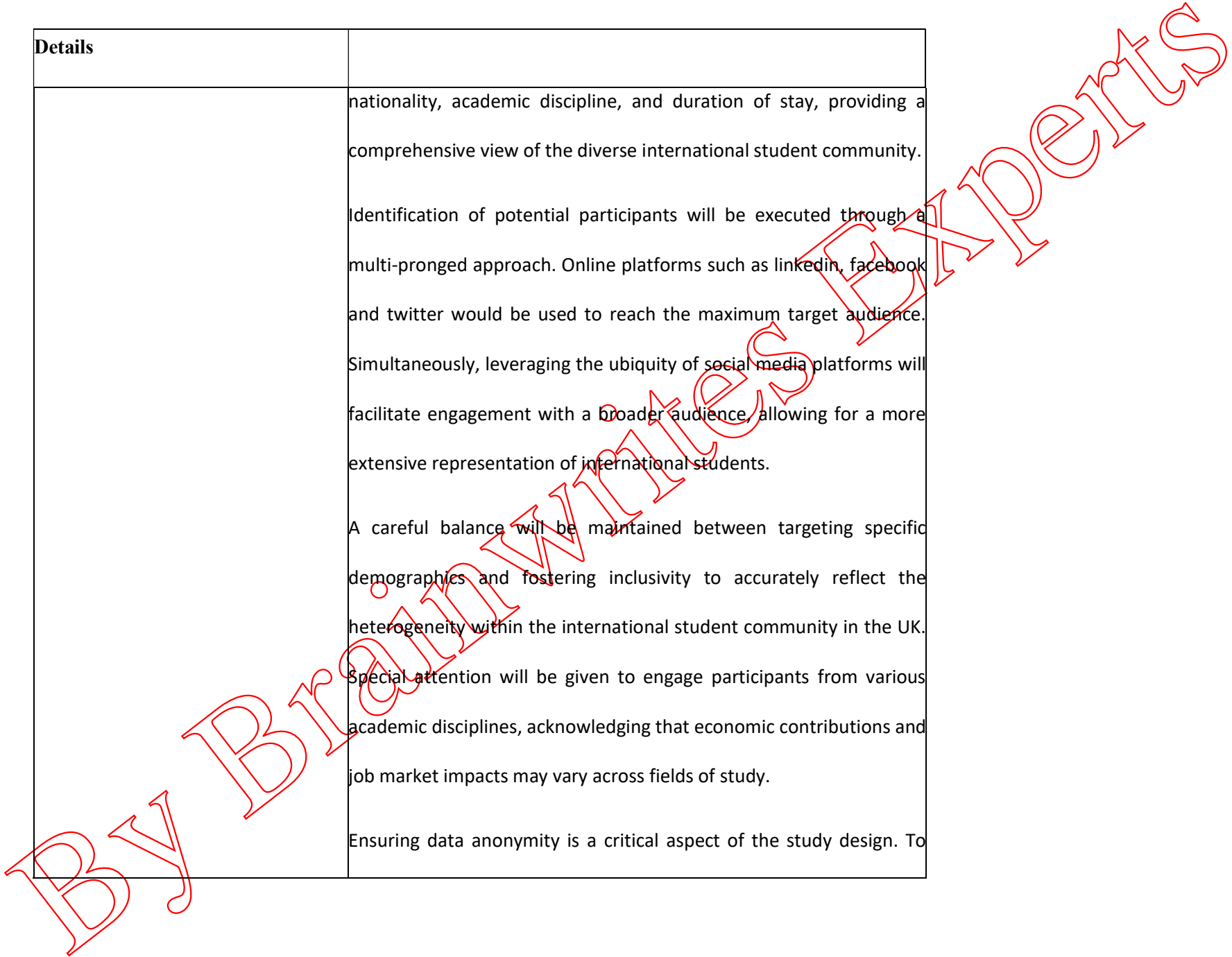
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	<p>student community. The diversity of the sample allows subgroup analysis to examine differences among foreign students.</p> <p>Data Collection</p> <p>Online surveys will be used to gather information for this project. People from all over the world will still be able to easily, cheaply, and quickly fill out online surveys. Online polls are often used in quantitative research to get information from large groups of people (Liu and Wronski, 2018). The poll looks at problems related to the business, the job market, and international students. This method will speed up the collection of data while protecting the privacy of participants. This will make the results more reliable and true.</p> <p>Data Analysis</p> <p>These types of statistics will be used to look at the data in this study: descriptive. Stats that describe, like means, rates, and percentages, will show what the group and key factors are like (Amrhein, Trafimow,</p>



Details	
	<p>and Greenland, 2019). There are different kinds of inferential statistics that we will use to test ideas and look for connections in the literature.</p> <p>The numbers from the poll will be looked at scientifically with the right software to make sure they are strong and accurate.</p>
Outline the nature of the data held, details of anonymisation, storage and disposal procedures as required.	<p>In conducting a study on "International Students in the UK: Economic Contributions, Job Market Impact, and Policy Implications," the recruitment process will be meticulously designed to capture the nuances of this specific population. To establish a well-defined sampling frame, the study will focus on international students currently enrolled in higher education institutions across the United Kingdom. Criteria for inclusion may consider variables such as</p>

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	<p>nationality, academic discipline, and duration of stay, providing a comprehensive view of the diverse international student community.</p> <p>Identification of potential participants will be executed through a multi-pronged approach. Online platforms such as linkedin, facebook and twitter would be used to reach the maximum target audience. Simultaneously, leveraging the ubiquity of social media platforms will facilitate engagement with a broader audience, allowing for a more extensive representation of international students.</p> <p>A careful balance will be maintained between targeting specific demographics and fostering inclusivity to accurately reflect the heterogeneity within the international student community in the UK. Special attention will be given to engage participants from various academic disciplines, acknowledging that economic contributions and job market impacts may vary across fields of study.</p> <p>Ensuring data anonymity is a critical aspect of the study design. To</p>



Details	
	<p>safeguard participant privacy, all collected data will be stripped of personally identifiable information and assigned unique identifiers. Confidentiality measures will be strictly adhered to throughout the research process. Additionally, the online survey platform selected for data collection will be chosen based on robust security features, ensuring encrypted transmission and secure storage of responses.</p> <p>Data anonymity will be maintained by aggregating responses and reporting findings in a manner that prevents individual identification. Access to the raw data will be restricted to the researcher and supervisor. The storage of collected data will be centralized in a secure, password-protected storage with limited access rights. Regular audits and assessments of data security protocols will be conducted to ensure ongoing compliance with ethical standards and data protection regulations.</p>

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Details	

4. Research in External Organisations

Question	Yes/No
1. Will the research involve working with/within an external organisation (e.g., school, business, charity, museum, government department, international agency, etc.)?	No
2. If you answered YES to question 1, do you have granted access to conduct the research from the external organisation? <i>If YES, students please show evidence to your supervisor. You should retain this evidence safely.</i>	No
3. If you do not have permission for access is this because: A. you have not yet asked B. you have asked and not yet received an answer C. you have asked and been refused access <i>Note: You will only be able to start the research when you have been granted access.</i>	No

5. Research with Products and Artefacts

Question	Yes/No
1. Will the research involve working with copyrighted documents, films, broadcasts, photographs, artworks, designs, products, programs, databases, networks, processes, existing datasets, or secure data?	No

Question	Yes/No
<p>2. If you answered YES to question 1, are the materials you intend to use in the public domain?</p> <p><i>Notes: 'In the public domain' does not mean the same thing as 'publicly accessible'.</i></p> <ul style="list-style-type: none"> Information which is 'in the public domain' is no longer protected by copyright (i.e., copyright has either expired or been waived) and can be used without permission. Information which is 'publicly accessible' (e.g., TV broadcasts, websites, artworks, newspapers) is available for anyone to consult/view. It is still protected by copyright even if there is no copyright notice. In UK law, copyright protection is automatic and does not require a copyright statement, although it is always good practice to provide one. It is necessary to check the terms and conditions of use to find out exactly how the material may be reused etc. <p><i>If you answered YES to question 1, be aware that you may need to consider other ethics codes. For example, when conducting Internet research, consult the code of the Association of Internet Researchers; for educational research, consult the Code of Ethics of the British Educational Research Association.</i></p>	<p>N/A</p>
<p>3. If you answered NO to question 2, do you have explicit permission to use these materials as data?</p> <p><i>If YES, please show evidence to your supervisor.</i></p>	<p>N/A</p>
<p>4. If you answered NO to question 3, is it because:</p> <p>A. you have not yet asked permission B. you have asked and not yet received an answer C. you have asked and been refused access.</p> <p><i>Note: You will only be able to start the research when you have been granted permission to use the specified material.</i></p>	<p>N/A</p>

HEALTH AND SAFETY RISK ASSESSMENT FOR THE RESEARCHER

1. Does this research project require a health and safety risk assessment for the procedures to be used? (Discuss this with your supervisor)

- Yes
 No

If **YES** the completed Health and Safety Risk Assessment form should be attached. A standard risk assessment form can be generated through the Awaken system (<https://shu.awaken-be.com>). Alternatively if you require more specific risk assessment, e.g. a COSHH, attach that instead.

2. Will the data be collected fully online (no face-to-face contact with participants)?

- Yes (See the safety guidance for online research² and go to question 7b)
 No (Go to question 3)

3. Will the proposed data collection take place on campus?

- Yes (Please answer questions 5 to 8)
 No (Please complete all questions and consult with your supervisor))

4. Where will the data collection take place?

(Tick as many as apply if data collection will take place in multiple venues)

² Safety guidance for online research includes information on how to set up online surveys and/or conduct online interviews/focus groups. These guidelines can be found in BB. Please check with your supervisor/module leader.

- Location** **Please specify**
- Researcher's Residence
 - Participant's Residence
 - Education Establishment
 - Other e.g., business/voluntary organisation, public venue
 - Outside UK

5. How will you travel to and from the data collection venue?

- On foot By car Public Transport
 Other (Please specify)

Please outline how you will ensure your personal safety when travelling to and from the data collection venue.

6. How will you ensure your own personal safety whilst at the research venue?

7. Are there any potential risks to your health and wellbeing associated with either (a) the venue where the research will take place and/or (b) the research topic itself?

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- None that I am aware of
- Yes (Please outline below including steps taken to minimise risk)

8. If you are carrying out research off-campus, you must ensure that each time you go out to collect data you ensure that someone you trust knows where you are going (without breaching the confidentiality of your participants), how you are getting there (preferably including your travel route), when you expect to get back, and what to do should you not return at the specified time.

Please outline here the procedure you propose using to do this.

N/A

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Insurance Check

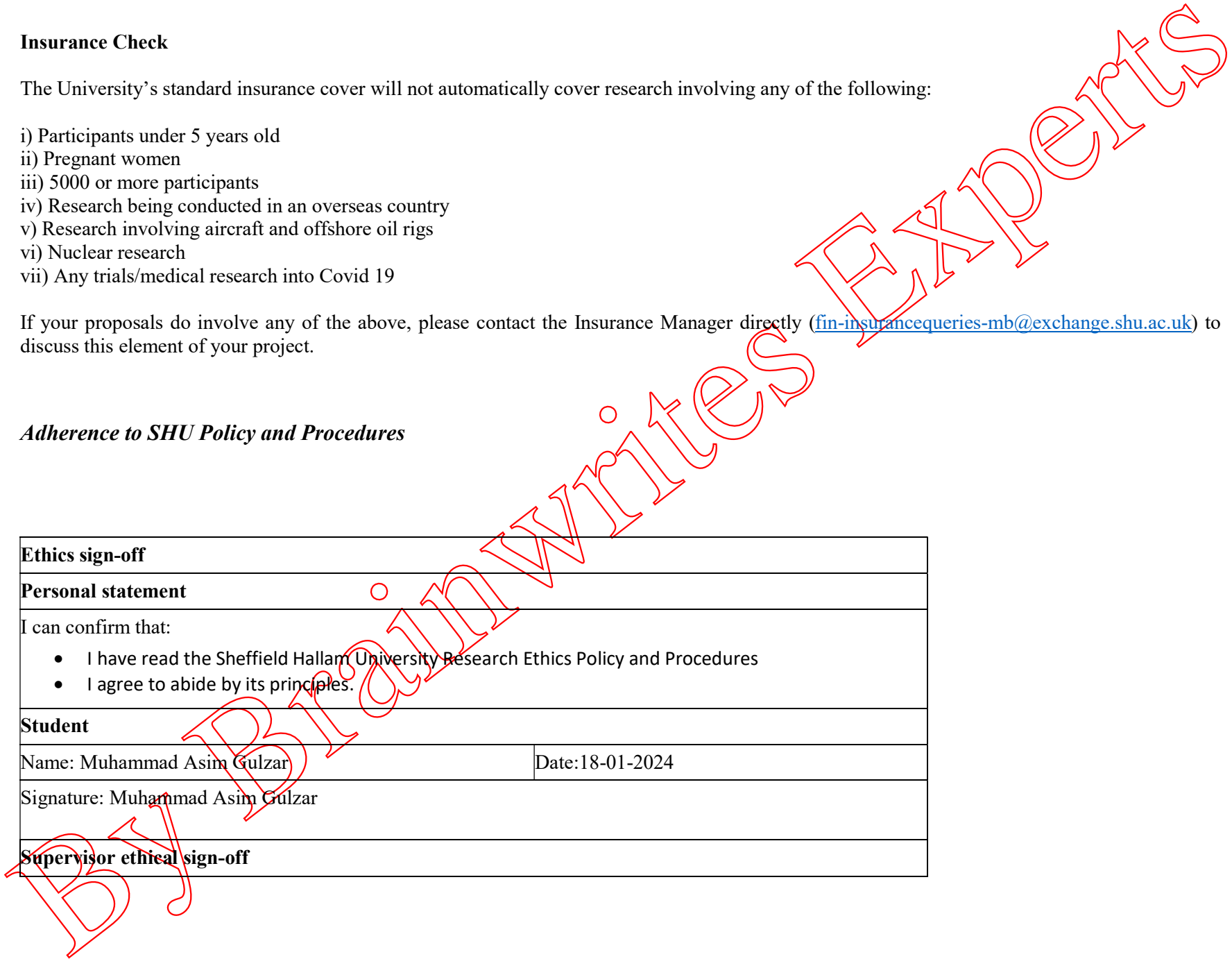
The University’s standard insurance cover will not automatically cover research involving any of the following:

- i) Participants under 5 years old
- ii) Pregnant women
- iii) 5000 or more participants
- iv) Research being conducted in an overseas country
- v) Research involving aircraft and offshore oil rigs
- vi) Nuclear research
- vii) Any trials/medical research into Covid 19

If your proposals do involve any of the above, please contact the Insurance Manager directly (fin-insurancequeries-mb@exchange.shu.ac.uk) to discuss this element of your project.

Adherence to SHU Policy and Procedures

Ethics sign-off	
Personal statement	
I can confirm that:	
<ul style="list-style-type: none"> • I have read the Sheffield Hallam University Research Ethics Policy and Procedures • I agree to abide by its principles. 	
Student	
Name: Muhammad Asim Gulzar	Date:18-01-2024
Signature: Muhammad Asim Gulzar	
Supervisor ethical sign-off	



Ethics sign-off	
I can confirm that completion of this form has not identified the need for ethical approval by the TPREC/CREC or an NHS, Social Care, or other external REC. The research will not commence until any approvals required under Sections 4 & 5 have been received and any necessary health and safety measures are in place.	
Name: Lucy Ward	Date: 05/03/2024
Signature: LW	
Independent Reviewer ethical sign off	
Name:	Date:
Signature:	

Please ensure that you have attached all relevant documents. Your supervisor must approve them before you start data collection:

Documents	Yes	No	N/A
Research proposal if prepared previously	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any recruitment materials (e.g., posters, letters, emails, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Participant information sheet ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Participant consent form ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Details of measures to be used (e.g., questionnaires, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

³ It is mandatory to attach the Participant Information Sheet (PIS)

⁴ It is mandatory to attach a Participant Consent Form, unless it is embedded in an online survey, in which case your supervisor must approve it before you start data collection

Documents

Outline interview schedule / focus group schedule

Yes

No

N/A

Debriefing materials

Health and Safety Risk Assessment Form

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