

*The Study of Factors that Affect Zhuhai Undergraduates' Willingness to Get
Master Degree in Hong Kong*

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Abstract

Previous research is limited in analyzing students' willingness to study abroad in specific political settings. This paper used a Push-pull model to develop a model that links political, economic, and cultural factors with Zhuhai undergraduates' willingness to get a master's degree in HK. We tested this model with the data got from five universities in Zhuhai and a sample size of 150. Regression results showed that perceived safety and cultural adaptation positively influenced Zhuhai undergraduates' willingness to get a master's degree in HK. Two hypotheses proposed in the paper were verified. While the perceived cost of living and tuition fees have a low effect on Zhuhai undergraduates' willingness to get a master's degree in HK.

Keywords: Higher Education, Master Degree, Hong Kong

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Introduction

In the global comprehensive competition, talents have become a significant growth pole. The international exchange of talents is improved and expanded. Global student enrollment in higher education rises from 2 million to 4.5 million in the first decade of the 20th century. China's rapid development and construction have also strengthened the demand for talents. In the process of meeting such demand, to cultivate high-quality talents, more and more Chinese parents and students choose to get further education abroad -- in 2018, the number of Chinese students studying abroad reached 662,100, maintaining a growth rate of more than 8% from 2016 consistently. With the rise of China's international status and the sharing of educational resources across the borders, universities in the western countries, and the two special administrative regions of China, have set relatively looser admission requirements for Chinese students than before, making the choices of Chinese students more abundant.

In the context of more choices and increasing demand for higher education, competition among education groups has intensified, making attracting students a challenge. What factors affect the educational decision-making of college students has attracted extensive attention worldwide. A vast number of researches have been conducted to investigate the international students' choices of education. Previous research indicates that there are seven major categories of factors that influence students' choice of international education, including personal, cultural, economic, social, legal, and political, environmental, and HEIs-related factors (Paulino & Castaño, 2019). Some researches focused on China, which indicates that the government's role in both sending and receiving students has changed from direct sponsors into regulators and facilitators. Market forces play an increasing role in matching demand and supply (Mei Li, 2007). Those research focus on financial and time costs; employment prospects; postgraduate education as a cultural adventure; linguistics; visa issues; admissions; climate; the influence of referents; academic image and reputation. They find that financial and time costs are of vital importance for Chinese undergraduates (Zhu & Reeves, 2018).

Also, a survey from overseas education institutions found that Hong Kong, America, Australia, and the UK were the most popular places for mainland Chinese to continue further study. Data from the UIC campus shows the following allocation of further study destinations: HK 29.7%, UK 29.4%, US 10.6%, Australia 26.5%. Among these, Hong Kong not only is the closest destination for mainland Chinese but also has unique advantages in its higher education. All universities in HK determines its positioning based on social needs with the division of different key major, which pursues scientific allocation of educational resources. The inclusive culture and harmonious environment in HK attract scholars, making it an ideal place for mainland graduates who want to study abroad.

However, due to political reasons, a series of riots occurred recently in Hong Kong that seriously affected its social stability. Accordingly, how and to what extent the choices of mainland undergraduates are affected becomes worth investigating. The present paper adds to the existing literature by choosing Hong Kong as one qualifier and aiming to identify the crucial factors that influence mainland undergraduates' willingness to have further education in Hong Kong after the protest activities

happening, taking Zhuhai as the representative.

The research studies on the factors that affect Zhuhai undergraduates' willingness to get a master's degree in HK after the protest activities in HK. The research objects are undergraduates who are willing to get further education and plan to apply for a master's degree outside of mainland China (overseas, HKSAR, and Macao). The timing of our research starts in June 2019, which is the beginning of HK protest activities. The geography scope of our research objects is within Zhuhai.

Factors that affect the willingness of the undergraduates can be classified as political, economic, and cultural categories from the perspective of motivation and value. In each of the three aspects, the most influential factors will be summarized and hypothesized. More detailed operational meanings for the 3 categories will be explained as follows.

For factors in the political category, the research factor focuses on perceived safety which is the measurement of perceived social stability of Zhuhai undergraduates. Blöbaum & Hunecke (2005) mentioned in the survey the perceived personal safety was defined as the perceived danger that affected behavior and incidents.

For factors in the economic category, the cost mentioned in our hypothesis 2 includes tuition fees and the cost of living in host countries. Opportunities cost (e.g. time a person spends) for finishing students' master's degrees were excluded. Also, to exclude the influence of people's different income levels, the cost we mentioned below is students' subjectively perceived cost instead of the standard and quantifiable criteria.

For factors in the cultural category, cultural adaptation (sociocultural and psychological) and the desire to experience other cultures are the two factors included. Cultural adaptation is our focus in current research, among which, sociocultural adaptation refers to the more practical and behavioral aspects of adaptation to a new culture; however, psychological adaptation refers to the degree to which a person feels comfortable and happy in the new culture, or anxious and uncomfortable (Demes & Geeraert, 2014).

Literature Review and Hypotheses

Push-pull model

The push-pull factor is a model reflecting tourists' travel motivation. As Eder, Smith, and Pitts (2010) explain, "Individuals are influenced by motivational factors that push them into a travel decision, or in other words 'whether to go,' while pull factors indicate how they are attracted by a location, or in other words 'where to go' (Baloglu & Uysal, 1996; Kim, Jogaratnam, & Noh, 2006)."

Previous work in tourism serves as an inspiration for cross-border student movement models. Mazzarol and Soutar (2002) extend the model of push and pull factors from destination choice in tourism to cross-border higher education. Push factors consist of variables that cause students or their families to look into the option of cross-border higher education. Pull factors, as the focus of our research, is a common focus of

inquiry hoping to reveal how to best draw students to a destination. Bodycott (2009, p. 354) identifies ten common pull factors drawn from (1) Knowledge and awareness of the institution, its reputation, and general knowledge of the destination country, (2) Positive attitude toward supporting international education in the destination country, (3) Recommendations and the influence of relatives, parents, and friends, (4) Tuition fees, living expenses, travel cost, and social cost, (5) Environment considerations including climate, lifestyle, crime, safety, and racial discrimination, (6) Geographical proximity, (7) Social or educational links to family or friends living in the destination country, (8) Immigration prospects after graduation, (9) Perceived higher standards of education and employment prospects, and (10) Availability of scholarships for study.

Political Factors

In the political category, the previous focused on social stability, visa policy, and immigration policy. Rafi and Lewis (2013) indicated that Australian educational policy provided the best interest for Indian undergraduates. With the streamlined visa policy and preferential treatment on the immigration applicants of graduates, the number of Indian students choosing Australia for higher education destinations had increased significantly, showing a positive trend. The findings of Daghli and Chan (2005) illustrated that two factors influenced Indian undergraduates' choice of Australia including the difficulty of applying for a US visa and the complexity of the process. Shih (2016) researched the relationship between American international enrollment and the opening of the US labor market under the H-1B plan (mainly reflected in the number of visas issued). According to American Economic Association data, a visa issued by a country is higher than the country's arrival in the United States. The H-1B visa was reduced in October 2003, resulting in a 10% reduction in foreign enrollment.

Exploring the security factor in social stability, in the research of Deumert, Marginson, Nyland, Ramia, and Sawir (2005), Australia was considered a relatively safe social and political environment compared to other countries. Compared with other countries as learning destinations, parents, and students in China, Taiwan, and Indonesia preferred to choose Australia to accept higher education. Mazzarol and Souter (2001) signified that the presence of social stability was the most significant predictor of intentions to choose an education importing destination. Under the violent demonstration in HK, according to a report on *ChinaDaily*, the title "Protests disrupt city's stability and operations" indicated that protest had led to low social stability in HK and people's safety has been threatening.

Under the violent protest and poor social stability, every undergraduate has a different perception of HK social turmoil and makes different choices whether to decide HK as a further education destination. So, the research factor in the political categories is decided in the perceived safety of Zhuhai undergraduates:

Hypothesis 1: Throughout factors in the political categories, perceived safety has a positive correlation with Zhuhai undergraduates' willingness to get a master's degree in HK.

Economic Factors

The economic factor is one of the two most influential determinants of international student mobility (Wei, 2013). The cost that influences students' willingness to study abroad mainly includes the cost of the program or tuition fee, cost or standard of living, mobility cost, and other related expenses (Beine, Noel, & Ragot, 2014; Chapman & Pyvis, 2004; Cao et al., 2016; Coryton, 2014; Dahari & Abduh, 2011; Naidoo, 2007; Perkins & Neumayer, 2013; Shanka, Quintal, & MEdman, 2006; Soo & Elliott, 2009; Tan & Goh, 2014; Wei, 2013; Zwart, 2013).

When analyzing the influence of economic factors on students' decisions, different scholars have a different emphasis. Maringe and Carter's (2007) trade economy (and home country capacity) is a push factor that motivates students to study abroad. Basha et al.'s (2016) emphasize the university-level factors. Meanwhile, Maybelle A & Mary Caroline N mentioned that students are motivated to study abroad by possible financial aid or scholarship grants and of the potential increase in the future expected income (Paulino, M. A., & Castaño, M. C. N). Vrontis et al.'s (2007) focus on the environmental determinants (economy of the host countries). While Hemsley-Brown and Oplatka (2015) mentioned the outcome and benefits (student /institutional factors), which is an important factor in the return on educational investment that people need to carefully consider.

In the study of economic factors, some scholars use quantitative methods while others use qualitative ones. Cao et al (2016) used a quantitative study to analyze the economic factors that influence Chinese students' choice of overseas educations. While Rudd et al. (2012) studied the cost of living with some qualitative themes.

Based on the analysis above, previous researchers have analyzed future career, financial support, scholarship, the potential increase in future expected income, cost of living, and tuition cost aspects in the economy category. This paper will discuss Zhuhai undergraduates' willingness to get a Master's degree in HK under the current political situation. The cost of living and tuition costs will be discussed in detail because they are more measurable and representative features. Although cost is a standard and quantifiable criterion, different people with different incomes will perceive it differently for the same price (or cost). Based on these different perceived costs, different people will also behave differently. Therefore, to exclude these influences on students' choices, we mainly discuss their perceived cost. Hypothesis one is proposed:

Hypothesis 2: Throughout factors in the economy categories, students' perceived cost of living and tuition fees have a positive correlation with Zhuhai undergraduates' willingness to get a master's degree in HK.

Cultural Factors

Culture is defined as the beliefs, norms, behavioral patterns, and values of a national group (Paulino & Castaño, 2019). It is considered as one of the most significant factors influencing undergraduates' choice of study destination, particularly for students from Confucian societies (Bodycott, 2009). In terms of cultural factors, the previous research mainly focused on cultural adaptation and the desire to experience other cultures. Different ethnic groups have disparate levels of cross-cultural pressure

(Paulino & Castaño, 2019). Vergara et al. (2010) signify that not all undergraduates are subject to culture shock and the pressure of cultural changes and unacquainted cultures. Certain college students stay in a place around various cultures with pleasure and have a desire to experience other cultures (Busher, Lewis, & Comber, 2016). Zhu and Reeves (2019) state that part of the Chinese undergraduates treats postgraduate education as a cultural adventure to explore how to get along well with others with diverse cultural backgrounds.

In the process of transition from the home country to the host country, international students always need to deal with various adaptation problems, which is known as cultural adaptation (Popadiuk & Arthur, 2004). According to the model of Searle and Ward (1990), there are two distinguishing sides of cultural adaptation—sociocultural and psychological. In the transition process, international students need to not only adapt to the cultural environment of the host country but learn new cultural norms and values (Rujiprak, 2016). Based on more representative and measurable cultural adaptation in cultural factors, it will be discussed in detail relating to the current situation in Hong Kong. Hence, Hypothesis 3 is proposed:

Hypothesis 3: Throughout factors in the cultural categories, the cultural adaptation has a positive effect on Zhuhai undergraduates' willingness to get a master's degree in HK.

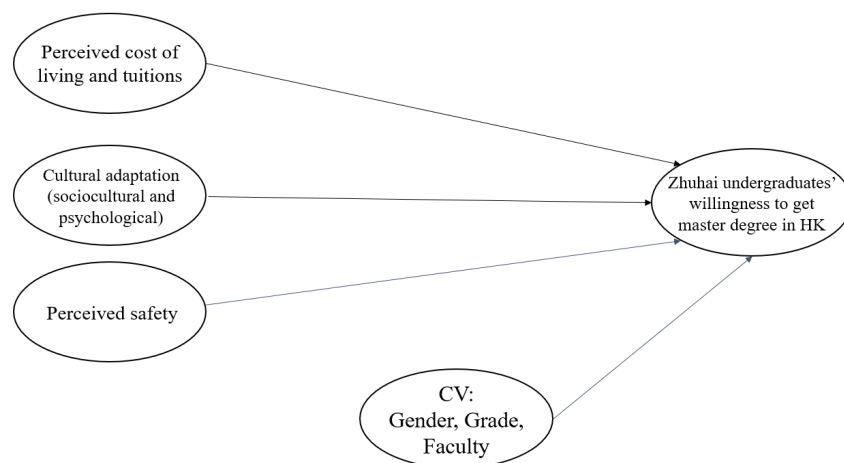


Figure 1: Push-pull model

Methodology

Sample and procedures

Participants in the current study were undergraduates in Zhuhai, a city in Southern China, and were mainly concentrated on five campuses (UIC¹, BNUZ, Beijing Institute of Technology Zhuhai campus, Jinan university Zhuhai campus, Sun Yat-Sen University Zhuhai campus).

¹ UIC: United International College
BNUZ: Beijing Normal University, Zhuhai

Quota sampling was used for the offline survey. Five campuses in Zhuhai was chosen firstly based on location. The same questionnaires in paper format were administered to students on each campus. The offline questionnaires were distributed to 200 students from five universities, including 70 students from BNUZ, 17 students from UIC, 79 students from Beijing institute of technology Zhuhai campus, 15 students from Sun Yat-Sen University Zhuhai campus, and 19 students from Jinan university Zhuhai campus (with the total amount of 71500 students in the five universities). Respondents were informed that the survey aimed to examine factors that affect their willingness to get a master's degree in Hong Kong and were assured of the confidentiality of responses. Two days were allocated in this stage.

Snowball sampling for the online survey was also planned to be used. However, it had been given up due to uncontrollable political reasons.

Of the 200 respondents, we excluded 50 students who chose not to get a master's degree outside mainland China. Among the 150 respondents who remained, 27.33 percent were male. Respondents reported an average grade of 2.23 years (S.D.² =0.99), and 66 percent of students whose faculty belongs to liberal arts (S.D. =0.48).

Measures

The current research described the factors for undergraduate students in Zhuhai in choosing to get a master's degree in Hong Kong. Gatfield and Chen (2006) have identified the key factors that affect students' choices in selecting the studying overseas destination, we used them as a guide to developing the scales. To ensure that the measurement results are consistent with the Chinese and English versions, standard translation, and back-translation procedures (Brislin, 1980) were applied. We reworded a few items, making them more relevant to the current topic. Unless otherwise stated, responses to items were mainly measured on a Five-Point Likert Scale, ranging from 1, "extremely disagree" to 5, "extremely agree".

The perceived cost of living and tuition cost. We used two-item scales developed by Julie Zwart (2012) to measure students' perceived cost of living and tuition. It was used to measure the importance of factors when choosing a country for overseas study. Sample items were, "Which country is it most and least expensive to live in?" and "University from which country has the highest and lowest tuition cost?" The scale's reliability was .78.

Perceived safety. Researcher, Mialm, Furr-Holden, and Leaf (2010), have used 5 perceived items, rated on a 5-point Likert scale as the measurement of the perceived safety of school climate. This research measured the students' perceived safety from school climate, which was relevant to our research purpose, the undergraduates' perceived safety from the social background of HK. So, we did some adaption on original scale items to fix our research background. We changed the items on the paper of students' perceived safety from school climate, for example, changed "school" to "Hong Kong's universities", "students in school" to "undergraduates in universities of HK", "student drug/alcohol abuse is a problem" to "Undergraduates in

² Standard Deviation: S.D.

Hong Kong's universities have too much freedom" and "student possession of weapons is a problem" to "Undergraduates in Hong Kong's universities are aggressive." The sample items were "I feel safe at school in HK", "I feel safe going to and from school in HK", "A lot of broken windows, doors, or desks at schools in HK". The scale's reliability was .66. to improve the reliability in the political category, we delete the third question on the data analysis which is "Undergraduates in Hong Kong's universities have too much freedom."

Cultural Adaptation. The model of Searle and Ward (1990) stated that cultural adaptation including two aspects, socio-cultural and psychological. We used Demes and Geeraert's (2014) eleven-item scale to measure sociocultural adaptation. Base on the research context, the sample item was, "The pace of life is fast in Hong Kong." Meanwhile, the item "Natural environment (plants and animals, pollution, scenery)" was deleted because it was not much related to the research context. For psychological adaptation, a ten-item scale also developed by Demes and Geeraert (2014) was used. In terms of the research context, the sample item was, "Happy with your day-to-day life in Hong Kong". The scale's reliability was .77.

Zhuhai undergraduates' willingness to get a master's degree in HK. We used a two-item scale developed by Hom, Griffeth, and Sellaro (1984) to measure students' willingness to get a master's degree in different countries. It was used to measure intentions to pursue graduate education. The items were "I intend to pursue a university graduate degree within the next 12 months" and "I am planning to apply for at least one university graduate program by this time next year." The scale's reliability was .89.

Control variables. The demographic factors including gender, grade, and faculty were considered as control variables. Previous research has shown that grades and faculty are related to future career prospects (Jackson, 1982). Gender is related to cultural adaptation (Hsieh, 2010). Gender was coded 1 for "male" and 2 for "female." The four grades of undergraduates were coded from 1 for "junior" to 4 for "senior". Also, given many faculties in different divisions, we divided them into two major parts, where 1 represented liberal arts and 2 represented science-related faculties.

Data Analysis

Descriptive statistics were first conducted on the samples and the statistical distribution of them was determined based on gender, grade, and faculty. Then, we conducted an adverse response to the research questions and analyzed the internal reliability among scales of three different IV separately using SPSS. After screening out the unreliable scales, we calculated the mean value of all questions for each participant under three IV's (one IV corresponded to one mean value; each person has three representatives mean value. Finally, to test Hypotheses 1, 2, and 3, we conducted a regression analysis based on the mean values of three IVs for each participant.

Results

Table 1 presents the means, standard deviations, reliabilities, and correlations among the study variables. Table 2 presents the results of the regression analysis.

As shown in Table 2, perceived safety ($\beta = .193, p < .01$) and cultural adaptation ($\beta = .236, p < .01$) were positive related to the intention that get master degree in Hong Kong. Moreover, the results showed that the perceived cost has a weak influence on the intention in the current environment of Hong Kong because the perceived cost's significant value (.617) is more than .05. Their interaction term accounted for 15 percent of the explained variance in intention (overall $R^2 = .152$). Therefore, hypothesis 1 and hypothesis 3 were fully supported while hypothesis 2 was not supported.

Table 1: Means, Standard Deviations, Reliabilities, and Correlation among Study Variables

Variables	Mean	s.d.	1	2	3	4	5	6	7
1. Gender	1.73	.44							
2. Grade	2.23	.99	.062						
3. Faculty	1.35	.48	-.226**	-.025					
4. Cultural Adaptation	3.02	.36	.043	-.212**	-.189*	(.771)			
5. Perceived Safety	2.59	.64	-.089	-.253**	-.068	.382**	(.660)		
6. Perceived Cost	4.07	.90	-.012	.203*	-.041	-.038	-.077	(.782)	
7. Intention	2.58	.86	-.153	-.097	-.038	.303**	.294**	.018	(.887)

^a Correlation coefficients of .20 or greater are significant at $p < .01$. Correlation coefficients that are greater than .16 and less than 0.20 are significant at $p < .05$. $n=150$ with listwise deletion.

Table 2: Results of Regression Analysis

Variables	Intention	Sig
Controls		
Gender	-.148	.065
Grade	.002	.979
Faculty	-.012	.878
Direct effects		
Perceived Safety	.193	.025
Cultural Adaptation	.236	.007
Perceived Cost	.040	.617
Overall R^2	.152	
Overall F	4.267	

^a $n = 150$ with listwise deletion. Standardized regression coefficients are shown.

Discussion

Theoretical Implications

Our findings regarding willingness contribute to the overseas education literature in several ways. First, our findings support the cultural effects as one of the significant factors influencing undergraduates' choice of study destination in which Bodycott (2009) proposes that students from Confucian societies care about the cultural adaption in international study mobility. Besides, our finding is consistent with that college students stay in a place around various cultures with pleasure (Busher, Lewis, & Comber, 2016), further underscoring the Chinese students are with more desire to adapt to a different culture.

Second, our finding supports the research made by Mazzarol and Souter (2001) that signified that the presence of social stability was the significant predictor of intentions to choose an education importing destination. Specifically, in the contemporary

context of protests, our findings suggest that when choosing to study overseas, perceived safety is much concerned with Chinese undergraduates. The undergraduates tend to choose the studying destination in peace and safety (Deumert, Marginson, Nyland, Ramia, and Sawir, 2005), and it is stressed by Chinese students currently.

Third, the effects of the perceived safety factor and cultural adaptation factor beyond the perceived cost of living and tuition factor to the willingness of getting further study in Hong Kong. They lead us to suggest that, in the contemporary context of protests are becoming more serious, the previous research demonstrates that perceived cost factor is one of the two most influential determinants of international student mobility (Wei, 2013), does not affect the willingness to get further education in Hong Kong significantly. According to our findings, future research may need to take into account that the perceived cost factor of international student mobility does not always play an important role, when the perceived safety, as the precondition, cannot be assured in serious protests.

Practical Implications

The results of our study have several practical implications.

First, it exists a change in mainstream international studying mobility. As the undergraduates tend to concern about the perceived safety and cultural adaption, overseas study enterprises and universities should pay attention to these two factors influencing the willingness of studying abroad and the effects on the trend of studying abroad in the future.

As there is decreasing perceived safety in Hong Kong recently and the cost advantage of studying is not so significant, if Hong Kong still wants to be an attractive studying destination, the perceived safety should be concerned to improve. Or the willingness to get further education in Hong Kong would be decreased.

Therefore, second, overseas study enterprises or international schools should not be too dependent on the business that concentrates on getting an education in Hong Kong. A diverse development of overseas studying business system should be built, to spread the risk and loss that might happen in the uncertain situation of changes from regional policies or safety. If possible, focus on the destination with high perceived safety and Chinese students' desire to make the cultural adaption.

Third, as the total amount of Chinese overseas students is increasing, the relationship to share the talents between the universities in Hong Kong and the universities in other countries like Singapore or Britain is alternative (Baohua, 2019), the universities in other countries should prepare for accepting this transfer flow of Chinese undergraduates. Make the plan to decide whether to expand the enrollment or set higher qualified selection.

Limitation

First, on the methodology, we found the scale items in the existing paper and translated them into Chinese. And also, we edited some questions which made them fit our research background. The translation and adaption made slight differences

compared to the original scales. These errors could lead to some divarication of understanding the meaning of the question from our research.

Second, the hypothesis of perceived cost is not supported by the sample data which indicates that the perceived cost only has a weak effect on influencing undergraduates' willingness. The reasons for the rejected hypothesis, we summarize reasons as following: to begin with, except undergraduates in UIC, other undergraduates in our sample are more likely to get a domestic master's degree and they do not plan to go aboard to get further education. So, this part of the sample, may pay less attention to Hong Kong's current situation and don't know much about the cost of studying abroad. And participants may misunderstand our ranking options and reversed the most expensive with the cheapest option. Lastly, the research finding of our research applies in a specific situation that cannot be applied to the general situation. Because the research of Zhuhai's undergraduates' willingness to study in HK universities is based on the background of current violent protests in HK. So, the result of our research has timeliness.

Conclusion

From the analysis of the results, we can summarize the conclusion of the hypotheses. The hypotheses of political and cultural factors are valid. So, students' perceived safety and cultural adaptation have a positive correlation with Zhuhai undergraduates' willingness to get a master's degree in HK. However, the hypothesis on perceived cost is rejected and the data analysis shows that perceived cost has a weak influence on the intention of Zhuhai undergraduates' willingness under the recent situation. The implication of the research, different from the past, today on choosing the destination of further education, undergraduates would take more consideration on perceived safety and culture adaptation. The enterprise relative with overseas study should refer to HK current situation which causes the falling attraction as an oversea study destination and enterprise from a diversified business system to reduce the risk of focusing the business on one choice, and the related universities of other countries need to plan to deal with the transfer flow of Chinese undergraduates.

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Appendix

Items for perceived safety

I feel safe at HK's universities.
I feel safe going to and from HK' universities
Undergraduates in Hong Kong's universities have too much freedom.
Undergraduates in Hong Kong's universities are aggressive.
A lot of broken facilities, windows, or office at HK' universities.

Items for psychological adaptation (Five-Point Liker Scale)

Excited about being in HK.
Out of place, like you don't fit into HK culture.
A sense of freedom being away from the home country.
Sad to be away from my home country.
Nervous about how to behave in certain situations.
Lonely without your home country family and friends around you.
Curious about things that are different in HK.
Homesick when you think of the home country.
Frustrated by difficulties adapting to HK.
Happy with your day-to-day life in HK.

Items for sociocultural adaptation (Five-Point Liker Scale)

Climate (I like the climate in HK)
Social environment (The pace of life is fast in HK)
Living (I have the same sleeping practices as Hong Kong people)
Practicalities (The transportation is convenient in HK)
Food and eating (I like eating Hong Kong food)
Social norms (I have the same punchline as Hong Kong people)
Values (I have the same values about right or wrong things as Hong Kong people)
Beliefs (I have the same religious beliefs as Hong Kong people)
People (Hong Kong people is friendly to the mainlander)
Friends (It is easy to make friends with Hong Kong people)
Language (It is easy to communicate with Hong Kong people)

Items for the cost of living and tuition cost (Ranking questions)

Which country is it most and least expensive to live in?
University from which country has the cost of the highest and lowest tuition

Items for Zhuhai undergraduates' willingness to get a master degree in Hong Kong

I intend to pursue a university graduate degree within the next 12 months
I am planning to apply for at least one university graduate program by this time next year