



Exploring the Role of Educational Vlogs between Push Factors and International Mobility: A Case Study of Pakistani Media Students



Saad Zaheer *

Noor Ul Ain Nasir †

Muhammad Kashan Atif ‡

Abstract: *The current educational landscape has witnessed a transformative shift in how young individuals acquire knowledge. Educational Vlogs have emerged as a captivating medium for learning, yet they remain understudied in academic research. This study aimed to address this knowledge gap by surveying 350 Media students from esteemed institutions in Lahore. Using the push and pull model, the survey explored the reasons behind students' preference for Educational Vlogs in relation to International Media Student Mobility. Statistical analysis utilizing Smart PLS and SPSS provided valuable insights. Findings revealed the potential of Educational Vlogs in mediating the relationship between Push Factors and International Media Student's Mobility. However, self-efficacy does not significantly moderate this relationship. Emphasizing the development of Educational Vlogs tailored to students' needs is crucial. This research contributed to understanding the role of Vlogs in education and laid a foundation for future investigations in this field.*

Key Words: Educational Vlog, Push Factors, International Media Student Mobility, Self-efficacy.

Introduction

The rapid advancement of technology has transformed every aspect of life, including education. Digital literacy has become crucial in connecting people to the world as stated by Mandasarin & Aminatun (2019). A new term introduced by Wim Veen, "Homo Zappians", which is related to a new generation and their new way to seek information. Hence Youth are attracted towards new ways of seeking information. Social media, particularly YouTube, has had a significant impact on the youth, with digital natives spending a considerable amount of time on digital media for information and entertainment purposes.

Educational Vlogs on YouTube have gained popularity among digital natives, providing valuable content for learning and attracting their attention.

Siddiqui (2019) noted that Influencers on social media platforms like YouTube have a significant impact on their followers, shaping their opinions and decisions. According to Ilyas & Ara (2021) In Pakistan, Educational Vlogs emerged as a prominent form of vlogging, offering information and guidance to students, particularly in the post-pandemic era. The popularity of Educational Vlogs is not limited to Pakistan but has spread globally.

* MPhil Scholar, University of Management and Technology, Lahore, Punjab, Pakistan.

† Lecturer, School of Media and Communication Studies, University of Management and Technology, Lahore, Punjab, Pakistan.

‡ Assistant Professor, Department of Mass Communication, Riphah International University, Faisalabad, Punjab, Pakistan..

offering fast and accessible learning opportunities for digital natives.

Globalization has emphasized the importance of investing in international education, as it provides students with experiences that shape their future and professional paths. However, Javed et al. (2019) explained that the internationalization of higher education has led to a brain drain in developing countries like Pakistan, where a significant number of educated individuals seek education abroad. According to an article in Express Tribune, the brain drain situation in Pakistan is worsening, with a growing number of educated youth leaving the country for better educational opportunities.

Push factors such as lower education quality, employer preferences for overseas graduates, and unavailability of specific subjects contribute to the decision to study abroad. Students rely on Educational Vlogs to gather information about suitable countries and courses, as well as to address concerns related to studying abroad. Self-efficacy and the influence of vloggers who are already studying in the desired country play a crucial role in students' study abroad decision-making process.

According to Kahanec & Králiková (2011) the trend of watching Educational Vlogs for entertainment and educational purposes, including guidance on studying abroad, is prevalent among Pakistani youth. Moreover, further research is needed to understand the various factors influencing students' decisions to study internationally, considering the diverse approaches used in International Students Mobility of Pakistani Media Students.

Significance of Study

It is observed that there is no known literature that directly checks the effects of Educational Vlogs along with push factors i.e. lower educational quality, employers' Preferences for Overseas graduates over Local, Unavailability of Subject/Specialization on students' mobility from Pakistan towards other countries. Therefore, this study will provide a base for future research regarding Educational Vlogs along with push factors to

check their impact on students' mobility. On the other hand, it will also motivate other researchers to do research in this field.

Statement of Problem

Educational Vlogs inspired Pakistani Media students to pursue higher education abroad due to factors such as lower education quality, employer preference for overseas graduates, and unavailability of subject specialization. These Vlogs highlighted the benefits, provided application guidance, and offered insights into life as a foreign student. However, there is a lack of research on the role of Vlogs and push factors for Pakistani Media students, necessitating further diverse research to understand the influences on international student mobility.

Research Objectives

1. The objective is to examine the relationship between push factors and Students International Mobility.
2. To investigate the mediating role of Educational Vlogs between Push factors and Students International Mobility.
3. To measure the moderating role of self-efficacy between Push factors and Students International Mobility.

Hypothesis

1. The perceived perception about push factors (H1a: Lower Education Quality, H1b: Employers Preference for Overseas Graduates, H1c: Unavailability of the subject specialization) are positively correlated with Students International Mobility.
2. Exposure to Educational Vlogs significantly mediates the relationship between Push factors and Students' International Mobility.
3. Self-efficacy significantly moderates the relationship between Push factors and Students' International Mobility.

Literature Review

Digital media is increasingly popular among Pakistani youth, offering them a platform for content creation, communication, and learning. Platforms such as Instagram,

Facebook, Twitter, and YouTube play a significant role. Younger generations spend more than twice as much time on entertainment media as they do in school each year. Kirschner and Karpinski introduced the term "Homo Zappians" to describe the new generation's preference for seeking information through digital means. Consequently, young people are attracted to these new methods of information gathering. Social networking websites and interactive media like Facebook, Instagram, and YouTube allow users to create and share their own content. This hobby can even turn into a full-time job for some individuals.

Yasaroglu (2020) observed that youth are particularly interested in influencers from their own country, and platforms like YouTube serve as a widespread channel for their messages. YouTube, established in 2005, is a video-sharing platform that provides users with a dedicated space to create and upload content of their choice, independent of external influences. Ilyas and Ara (2021) noted that the popularity of Vlogs, as evidenced by the number of viewers, reflects the interest of audiences in the content. Darmawan (2016) explained that Learning through videos, particularly Vlogs elicits a strong desire and interest in young students to engage with the material. the use of Educational Vlogs as an external factor can influence and change individuals' perceptions

Garman (2019) stated that the rise in studying abroad is influenced by globalization and technological advancements, as students seek educational experiences in other countries. Educational Vlogs, coupled with various push factors, motivate youth to pursue higher education abroad, although decision-making is influenced by multiple factors. human Capital theory suggests that students invest in their education to develop individual capacities, but barriers such as cost, family considerations, delayed graduation, and financial concerns can impact the decision to study abroad

However, addressing these concerns can greatly influence students' decisions to study abroad. Students often have concerns about pre-departure ambiguity when studying abroad, such as luggage size, accommodation

arrangements, and job applications. Bell (2016) notes that these concerns are often overlooked in study abroad literature, with housing being a major worry for students. While universities assist in finding accommodation, students ultimately bear the responsibility. Concerns include finding a suitable and affordable place to live, considering costs and room quality. these concerns can create difficulties for students planning to study abroad, as lack of suitable accommodation is often highlighted as a barrier. To address these concerns, students often turn to Educational Vlogs for answers.

The establishment of universities many years ago and the impact of globalization and education growth have attracted foreign students to study in other countries. Push factors such as quality of life, education, higher-paying careers, job security, and diverse program offerings motivate students to pursue higher education abroad. According to the UNESCO report, published in 2013, anticipates a continued increase in international student mobility by 2020. Existing research primarily focuses on push factors such as macro pressures motivating international student mobility (ISM), neglecting individual motivations. the significance of individual perception as strong motivators, considering push factors as external influences. Educational Vlogs have been observed to enhance student motivation to pursue higher education abroad.

Balakrishnan and Wilkins (2011) identified distinct stages in the decision-making process of ISM, including recognition, information search, and evaluation of alternatives. Two models propose factors influencing ISM, such as lower education quality, employer preferences, and unavailability of desired subjects. Pull factors like education quality, institutional reputation, rankings, and potential for acquiring citizenship also contribute to international student mobility.

International education investment is prioritized due to its transformative experiences and future career prospects. Mazzarol & Soutar (2002) explained that recognition by future employers and the

desire to elevate one's status through higher education drive the surge in ISM from developing to developed nations. Wells (2014) emphasizes that international student mobility decisions are significantly influenced by family, peers, and individuals who have already studied in the host country, particularly through social networking sites. Student network groups and Educational Vlogs play a crucial role in facilitating international student mobility by providing access to information and influencing students' choices.

Role modelling is a powerful determinant of self-efficacy. Observing others successfully perform tasks increases motivation, confidence, and the belief that one can also succeed. Educational Vlogs, especially those featuring individuals who have similar aspirations, effectively enhance self-efficacy by showcasing both successes and failures. This boosts learners' confidence and helps them avoid mistakes through knowledge acquisition.

Theoretical Framework

The push and pull theory of immigration, coined by Everett Lee in 1966, outlines factors that contribute to migration. While the push-pull model focuses on quantifiable influences on migration decision-making, it alone does not fully explain the social process of migration. However, the theory has been helpful in understanding how factors such as lower educational quality, employers' preferences for overseas graduates, and unavailability of specialized subjects, along with Educational Vlogs, motivate Pakistani media students to seek higher education abroad. The significance of the push-pull model in comprehending international students' destination choices, as it sheds light on the factors that influence individuals' motivation to pursue education overseas and their preferences for a specific country and educational institution. Overall, Lee's theory of push and pull factors remains widely recognized and facilitates the examination of migration patterns

Methodology

According to Khalid et al (2021), Research methodology encompasses the systematic approach and techniques used by researchers to conduct scientific investigations, gather data, analyze information, and draw conclusions, ultimately addressing research questions or testing hypotheses. It encompasses the overall framework within which research is conducted and involves a series of steps and procedures that guide the research process. The aim of this study was to explore the role of Educational Vlogs and Self-Efficacy in the relationship between push factors and the international mobility of media students from Pakistan. Additionally, to meet the research requirements, a quantitative research approach was employed, as it was essential for capturing numerical data and facilitating statistical analyses. Surveys were utilized to systematically collect data on variables such as Vlog usage, self-efficacy levels, and push factors that affected international student mobility. This structured approach enabled objective measurement and standardized data collection.

Universe

This thesis focused on Pakistani media students pursuing higher education, exploring the relationship between push factors, self-efficacy levels, Educational Vlog usage, and their inclination towards international mobility.

Population

The students from all Media departments of Lahore.

Sample

Multistage sampling is a complex method used to select participants from a large and diverse population when direct sampling is impractical. In this research, two media schools in Lahore, namely the University of Management and Technology and the University of the Punjab, were purposefully selected using purposive sampling. Convenience sampling was then employed to choose participants within these universities. A sample size of 350 students was collected, and after data cleaning and addressing

missing values, the cleaned data was used for analysis. The sample size was determined based on the total number of questionnaires used, following Kline's recommendation (2011). This systematic approach ensures statistically significant results while considering data quality and generalizability.

Data Collection Method

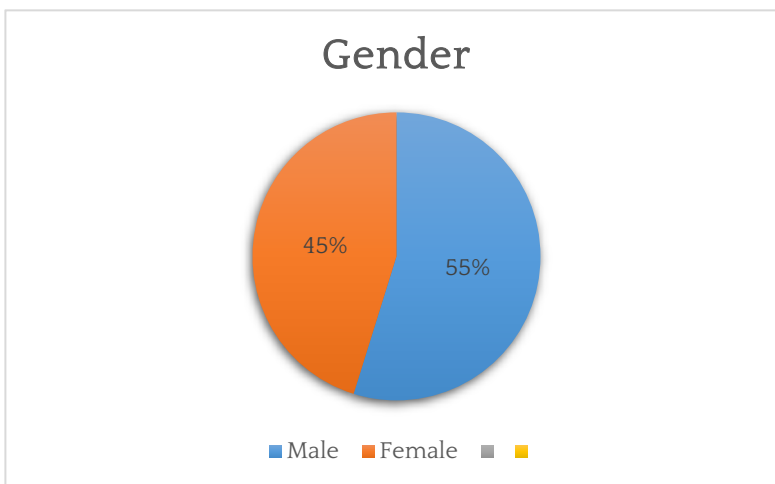
The study used SPSS 27, Smart PLS, and relationship tests to analyze the data. T-tests were used to examine the relationship between variables like Education and Gender, while ANOVA was used to explore relationships involving Age, push factors, and International Students Mobility. Both analyses yielded statistically significant results, indicating meaningful relationships between the variables. The study also found that

exposure to Educational Vlogs moderated the relationship between Push Factors and International Students Mobility, while the mediating role of self-efficacy was not supported. These statistical techniques provided valuable insights, supporting the research hypotheses and enhancing understanding of the topic.

Data Analysis

The present research aimed to investigate the effects of YouTube Vlogs, self-efficacy, and three push factors on International Student Mobility. The study employed a questionnaire as the data collection instrument and gathered responses from a total of 300 participants, with 55% males and 45% females.

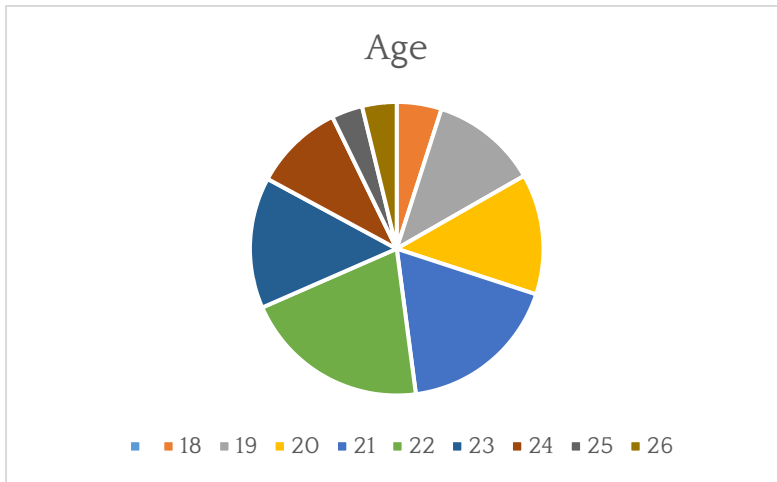
Figure 1



Among the 300 respondents who participated in the study, there were 55 male participants and 45 female participants. In

terms of gender distribution, males constituted the majority while females made up the minority within the sample.

Figure 2



The data indicates that the majority of participants fell within the age range of 18-24, as this group combined (including ages 18, 19, 20, 21, 22, 23, and 24) accounted for a significant proportion (67.9%) of the total participants.

The findings of the study revealed that there were no significant differences in scores between males and females, as well as between single and married individuals, in relation to various variables. This suggested that gender and marital status may not be influential factors when considering the examined variables.

However, significant differences were observed between Bachelor's and MS/MPhil students in terms of Lower Education Quality scores. MS/MPhil students exhibited higher scores in this aspect compared to Bachelor's students. Additionally, significant differences were found between the two groups in relation to Unavailability of Subject Specialization, Employer's Preference for Overseas Graduates, International Student Mobility scores, and self-efficacy scores.

MS/MPhil students had higher scores in these variables compared to Bachelor's students.

Furthermore, income was found to have a significant association with Lower Education Quality and Employer Preference for Overseas Graduates. Higher-income levels were linked to higher education quality and a greater preference for overseas graduates among employers. On the other hand, no significant differences were observed between age groups in relation to various aspects of education, including Lower Education Quality, Unavailability of Subject Specialization, and Employer Preference.

The study also assessed the reliability and validity of the measurement model used to examine the constructs. The results indicated that the measurement model was reliable, as evidenced by acceptable Cronbach's alpha coefficients and high composite reliability values. The Average Variance Extracted (AVE) values were also above the recommended threshold, indicating good convergent validity.

Reliability:

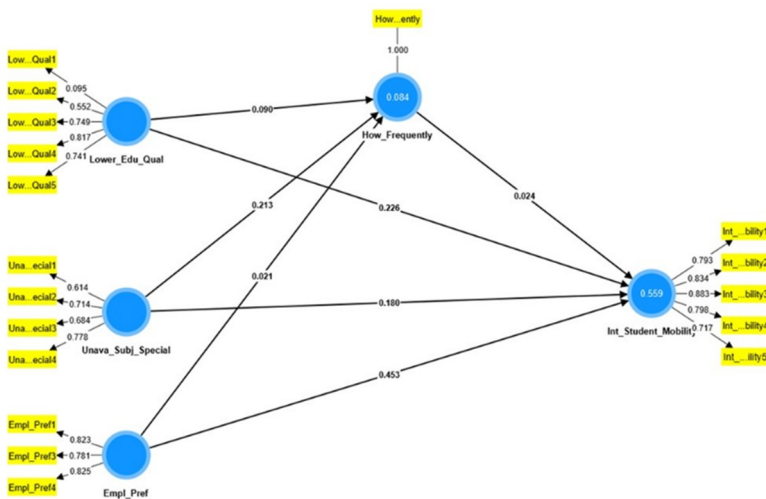
| | Cronbach's alpha | Composite reliability(rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|--------------------------------|------------------|------------------------------|-------------------------------|----------------------------------|
| Employers Preference | 0.738 | 0.741 | 0.851 | 0.656 |
| International Student Mobility | 0.864 | 0.868 | 0.903 | 0.651 |

| | Cronbach's alpha | Composite reliability(rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|--------------------------------|------------------|------------------------------|-------------------------------|----------------------------------|
| Lower Education Quality | 0.706 | 0.726 | 0.75 | 0.518 |
| Unavailability Subject Special | 0.759 | 0.764 | 0.793 | 0.549 |
| Self-Efficacy | 0.812 | 0.813 | 0.877 | 0.641 |

Employee preference for overseas graduates over local, lower education quality, and Unavailability of subject specialization have Cronbach's alpha values of 0.738, 0.706, and 0.759 respectively. Likewise, their composite reliability values are 0.741, 0.726 and 0.764 Indicating an acceptable level of internal consistency reliability for this construct. In addition to this, the values of the Average variance extracted are 0.656, 0.518 and 0.549 respectively. Moreover, international student mobility and Self-efficacy have Cronbach's alpha values of 0.864 and 0.812 respectively. Likewise, their composite reliability values

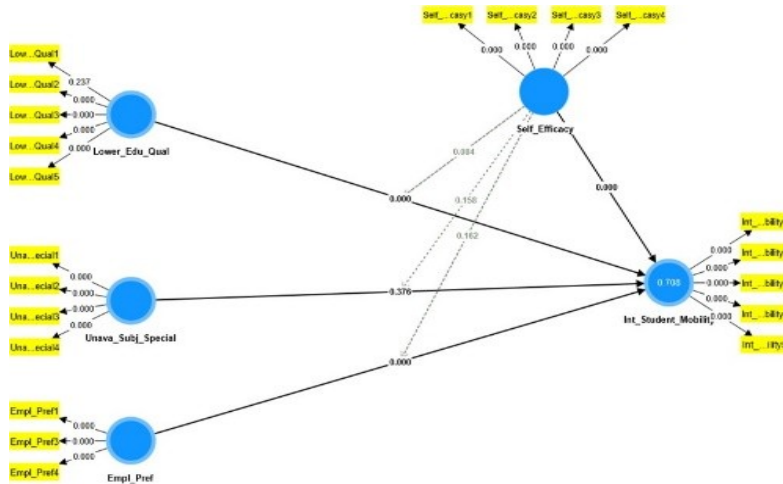
are 0.868 and 0.813 indicating a high level of internal consistency reliability for this construct. Furthermore, the values of the Average variance extracted are 0.651 and 0.641 respectively.

Overall, both measures of reliability suggest that the measures used to assess each construct are reliable and consistent in measuring their underlying concepts. The AVE values suggest that the observed variables are reasonably well-represented by their underlying constructs, providing evidence of convergent validity.



Regarding the relationships between push factors and international student mobility, the study found positive and significant associations. The push factors, including lower education quality, employer's preference for overseas graduates, and unavailability of subject specialization,

indirectly influenced international student mobility through the mediating variable of exposure to Vlogs. This suggests that exposure to Vlogs plays a crucial role in explaining the relationship between push factors and international student mobility.



However, self-efficacy was not found to moderate the relationship between push factors and international student mobility. The study did not provide evidence to support the hypothesis that self-efficacy significantly moderates this relationship.

Briefly, the present research sheds light on the effects of YouTube Vlogs, self-efficacy, and push factors on international student mobility. The study highlighted significant differences between Bachelor's and MS/MPhil students in various aspects of Education, while Gender, Marital Status, and Age did not appear to be significant factors. The findings also confirmed the positive relationships between push factors and international student mobility, mediated by exposure to Vlogs. However, self-efficacy did not moderate these relationships.

Conclusion

Technology has greatly impacted education, emphasizing the need for digital literacy and the popularity of Educational Vlogs.

International education has become crucial, but brain drain concerns arise, particularly in developing countries like Pakistan. Educational Vlogs can influence opinions but contribute to brain drain. Students seek better opportunities abroad due to factors like education quality and job prospects. Providing guidance on international education is crucial for informed decisions and improving outcomes. Policymakers should consider Vlogs as a mediator for enhancing international student mobility and educational outcomes.

To improve local education and retain talent, measures should be taken by the government and educational institutions. This includes promoting subject specialization, bridging the academia-industry gap through partnerships, providing career counselling services, leveraging vloggers for guidance, and offering incentives for local employment. These actions will enhance education quality, reduce reliance on overseas graduates, and benefit both individuals and the country.

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