

**AN ECONOMIC STUDY OF THE VANUATU STUDENTS  
IN THE PHILIPPINES**

**THESIS**

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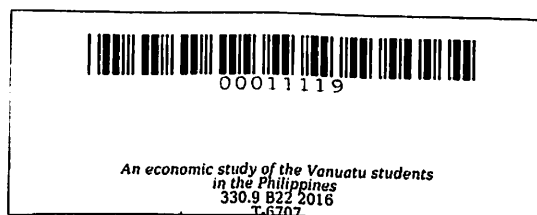
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**AN ECONOMIC STUDY OF THE VANUATU STUDENTS IN THE  
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Undergraduate Thesis  
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**ESTELLA J. BANGA**  
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## **ABSTRACT**

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The study aimed to analyze the economic status of the Vanuatu students in the Philippines. Specifically, the study aimed to determine the: (1) socio-economic characteristics of the participants in the Philippines; (2) reasons of the participants for choosing the Philippines as a study destination; (3) factors contributing to the participants inability to finish education in the Philippines; (4) level of satisfaction of the participants on the educational and hospitality service provided in the Philippines; (5) current employment status of the participants in Vanuatu; (6) benefits of studying in the Philippines in terms of improvement in the livelihood of the participants and towards their country's economy; (7) significant relationship between the participant's socio-economic characteristics and their level of satisfaction in the educational and hospitality services provided in the Philippines; and (8) policy recommendations that the participants may propose to the government towards the improvement of the education services in the country.

The study used a descriptive research design and used Pearson correlation to test the relationship. A total of 144 Vanuatu students were identified: 73 were in the Philippines while 71 students were in Vanuatu. A questionnaire was used to gather the needed data.

The average age of the 73 Vanuatu students who were currently in the Philippines, was 25 years old; mostly were male (75%), single (96%), Christians (55%), and were studying in the Philippines for 31 months on the average. Almost half (48%) were studying at Cavite State University and taking up business courses (52%). Majority (56%) were still studying but were already certificate/vocational degree holders in Vanuatu. Their average family size was six with both parents employed (48%). Most had private sponsors (68%) with an average monthly household income of P160,807 and average monthly personal income of P10,857. According to them, immersing themselves in a new culture and going beyond a purely academic experience was the main one reason that highly influenced them in choosing Philippines as their study destination. However, the 6-month renewal of student visa was the major factor for their inability to finish their studies. In terms of the level of satisfaction on the educational and hospitality services provided in the Philippines, the Vanuatu students had high level of satisfaction.

Among the 71 students who returned to Vanuatu, the 35 students who were directly interviewed had an average age of 18 years old; mostly male (64%) and were currently employed in government agencies on contractual basis with an annual gross income of P206,143; 54 percent found jobs through job fairs within 5 to 7 months; but 43 percent had poor working relationship with the company where they work. However, the 36 Vanuatu students who were interviewed via phone call were 18 years old on the average, mostly were male (64%), and were employed in urban areas (36%).

The age and the level of satisfaction of the Vanuatu students had a significant relationship with the educational and hospitality services provided in the Philippines. The

findings show that the main issue that needs to be addressed was the budget problem of the participants.

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# **AN ECONOMIC STUDY OF THE VANUATU STUDENTS IN THE PHILIPPINES**

**Estella Jonas Banga**

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## **INTRODUCTION**

Education has been regarded by almost everyone as a primary avenue for upward social and economic advancement. However, with the increased competition among individuals, both locally and internationally, enhancing the quality of education that one acquires is a must (Florida, 2015).

Furthermore, the wide acceptance that countries must increase interaction with other people of the world in order to situate themselves in a growing global community has made the desire for quality education all the more ardent (Bruce & Fry, 2010).

The growing demand for higher education, the advent of information and communication technology (ICTs), the issues on funding, and the trend towards the treatment of education as a commodity to be regulated internationally, are now seen as important factors contributing to major reasons why countries nowadays are promoting cross-border education (Pama, 2013).