

**MOTIVATIONS, RESOURCES AND DEMANDS: BRAZILIAN'S STUDENTS PERCEPTIONS IN THEIR INTERNATIONAL EXPERIENCES**

**MOTIVAÇÕES, RECURSOS E DEMANDAS: PERCEPÇÕES DE ESTUDANTES BRASILEIROS EM SUAS EXPERIÊNCIAS INTERNACIONAIS**

**MOTIVACIONES, RECURSOS Y DEMANDAS: PERCEPCIONES DE ESTUDIANTES BRASILEÑOS EN SUS EXPERIENCIAS INTERNACIONALES**



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**ABSTRACT:** This article investigates the choices and challenges faced by Brazilian international students, aiming to demonstrate the Brazilian international student's assessments of career internationalization, the HEI and the supervisor, in the process of internationalization of studies. This qualitative study uses literature triangulation, with 23 in-depth interviews, and more than 500 posts and 18 social media videos. The main results found are organized in the category of student assessments, indicating the motivations for the development of their careers, access to resources for internationalization, difficulties with advisors, problems with adaptation and with demands in the context of the destination university, including financial conditions. International students are sensitive and perceptive, and understanding their voices allows directing HEI management activities, both in the destination countries and in the home HEIs.

**KEYWORDS:** Student assessment. Internationalization of students. Internationalized career. Students' perception. Evaluation of the HEI.

**RESUMO:** Este artigo procurou investigar as escolhas e os desafios encontrados pelos estudantes internacionais brasileiros, objetivando demonstrar as avaliações do estudante internacional brasileiro sobre a internacionalização da carreira, a Instituição de Ensino Superior (IES) e o orientador, no processo de internacionalização dos estudos. Este estudo qualitativo usa triangulação da literatura, com 23 entrevistas em profundidade, e mais de 500 postagens e 18 vídeos de mídias sociais. Os principais resultados encontrados são organizados na categoria de avaliações dos estudantes, indicando as motivações para o desenvolvimento de suas carreiras, o acesso a recursos para a internacionalização, dificuldades com orientadores, problemas com a adaptação e com demandas no contexto da universidade de destino, incluindo condições financeiras. Os estudantes internacionais são sensíveis e perceptivos, e compreender suas vozes permite direcionar as atividades de gerenciamento das IES, tanto nos países de destino, como nas IES de origem.

**PALAVRAS-CHAVE:** Avaliação dos estudantes. Internacionalização de Estudantes. Carreira internacionalizada. Percepção dos estudantes. Avaliação da IES.

**RESUMEN:** Este artículo demandó investigar las opciones y los retos enfrentados por los estudiantes internacionales brasileños, con el objetivo de demostrar las evaluaciones de los estudiantes internacionales brasileños sobre la internacionalización de la carrera, la Institución de Educación Superior (IES) y el supervisor, en el proceso de internacionalización de los estudios. Este estudio cualitativo utiliza la triangulación de literatura, con 23 entrevistas en profundidad, y más de 500 publicaciones y 18 vídeos de redes sociales. Los principales resultados hallados se organizan en la categoría de valoraciones de los estudiantes, indicando las motivaciones para el desarrollo de sus carreras, acceso a recursos para la internacionalización, dificultades con los asesores, problemas de adaptación y con sus requerimientos en el contexto de la universidad de destino, incluidas las finanzas. Los estudiantes internacionales son sensibles y perceptivos, y entender sus voces permite administrar las actividades de gestión de las IES, tanto en los países de destino como en las IES de origen.

**PALABRAS CLAVE:** Evaluación del estudiante. Internacionalización de los estudiantes. Carrera internacionalizada. Percepción de los estudiantes. Evaluación de la IES.

## Introduction

Internationalizing teaching is much more than just having a few foreign students on a university campus. Butcher and McGrath (2004) argue that internationalization demands significant and fundamental political initiatives, providing an international education experience, demanding to receive foreign students and having an exchange program for students, expanding cross-cultural experiences and allowing a better understanding of the transition demands of students. international students.

The internationalization of education is a growing debate that needs attention from students and teachers to achieve the objectives proposed by Higher Education Institutions (HEIs) and desired by students (ROMANI-DIAS, 2018). Understanding academic performance is essential to guide institutional actions and promote greater integration of international students. Li, Chen and Duanmu (2010) mention that this is the subject of research that involves not only understanding the quality of the course, but mainly the academic, psychosocial, cognitive and demographic influences.

The internationalization of education and the graduation itself or the other courses offered by an educational institution are services, with characteristics demonstrated by service marketing researchers, such as intangibility and a complex valuation, whose decision process involves indirect evaluation mechanisms, such as the brand image of the institution and the country of destination (CUBILLO; SÁNCHEZ; CERVIÑO, 2006). The services are offered in packages, as in addition to the main service, there are always auxiliary services linked to it, which usually differentiate the service from those offered by other institutions. Most attributes of higher education services cannot be noticed in advance, making evaluation difficult, especially for international students (CUBILLO; SÁNCHEZ; CERVIÑO, 2006). These authors argue that these auxiliary services can be promoted by third parties, by the municipality or by the country, and usually guarantee the experience and permanence in the destination country.

The culture of the country of origin and destination, language proficiency, ability to adapt to the applied methodology, and sociocultural aspects can generate cultural reluctance and difficulties in participating in classes on the part of students (BUTCHER; MCGRATH, 2004). There are studies (ANDRADE, 2006) suggesting that the needs of international students are not being fully analyzed by educational officials.

In the case of professors who work with international students, Nieto and Zoller Booth (2010) point out that this understanding of culture and language is necessary, in order to understand that in a group with cultural diversity, these professionals must adapt their style or

methodology to different forms of behavior, profiles or singularities, since there are students with different learning rhythms and styles, who demand methods in which they can remain passive in the classroom, and others who will not adapt to this model (NIETO; ZOLLER BOOTH, 2010).

The local community usually does not understand the culture of foreign students, generating frustration for them (SHERRY; THOMAS; CHUI, 2010) and universities generally do not show interest and dedication to the cultures of the students they are receiving; in addition, local students are unaware of cultural issues that may involve religion or other habits (SHERRY; THOMAS; CHUI, 2010). Then, several relevant problems arise, involving loneliness or others, of the health order, and which even compromise the physical and emotional safety of these students (BUTCHER; MCGRATH, 2004), which may culminate in dropout, prematurely ending the internationalization of the student. Given this context, the objective of this article is to analyze the assessments that Brazilian international students make about career internationalization, the Higher Education Institution (HEI) and the advisor, based on experiences of internationalization of their studies. These results are part of research with Brazilian students from different Universities, who internationalized their studies during their doctorate or postdoctoral studies, in different destinations.

## **Methodology**

This qualitative study uses in-depth interviews, with an intentional sample and a semi-structured script, and content analysis in posts and videos on social media, seeking to explain about the Internationalization of Students, and the evaluation of the internationalization of teaching, to understand, with the analysis of the interviewees' answers, with the analysis of other materials and with the perception of researchers, the phenomenon of Internationalization of Students, triangulating literature, document analysis and interviews, with methodological concepts described by Leech and Onwuegbuzie (2007).

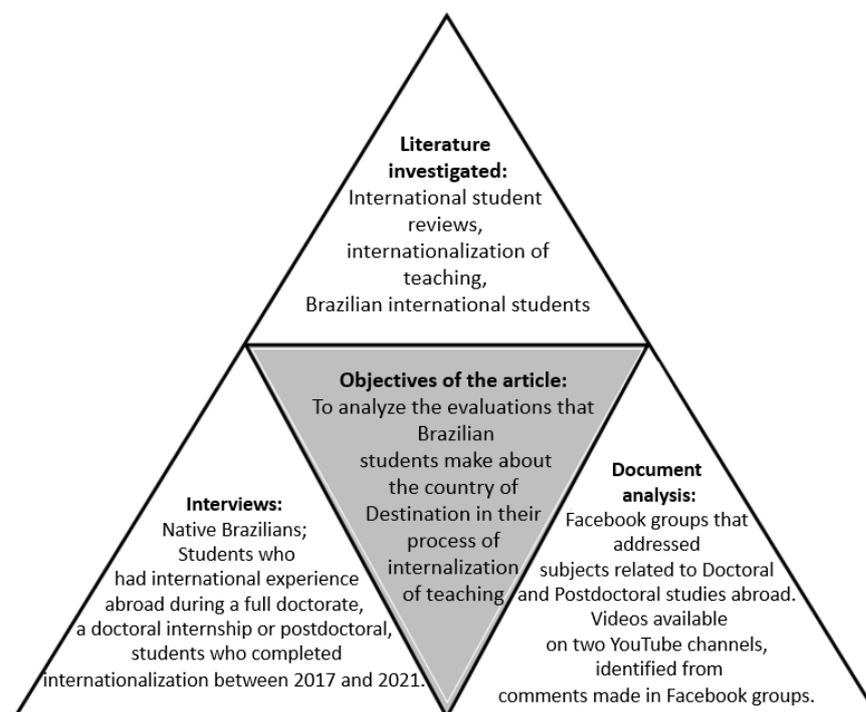
Since this study proposes to understand a social phenomenon, describing and classifying individuals' behavior in a non-statistical way, with inference from the researcher's point of view, carefully selecting participants and also considering reports on social media, as complementary data, the qualitative approach proves to be efficient to describe the phenomenon. This research is centered on multiple case studies at the individual level, considering each individual as a case (ROBLES, 2001), making the evidence for the results found more relevant (YIN, 2015).

The guiding method corresponds to the exploratory-descriptive, using multicase studies, for which the logic concerns the replication of situations, and not the sampling (ROBLES, 2001). Yin (2015) presents that the evidence obtained through the multicases becomes more determinant, leaving the study more robust, more consistent. The structuring process for the use of case studies follows the method described by Eisenhardt (1989).

The phenomenon of Internationalization of Students is social and complex, demanding qualitative studies that use in-depth interviews (CORBIN; STRAUSS, 2014), which allow understanding the meaning of this phenomenon by those involved in the practice. The interviewees' experience makes it possible to understand several practical aspects of the social phenomenon (MILES; HUBERMAN, 1994). The construction of the research model aims to identify relevant factors for the internationalization of students and understand the experience and factors that impacted their decisions, at the individual level of analysis.

To meet the proposed objective, qualitative research was conducted with the main sources of evidence (Figure 1): in-depth interviews, documents and audiovisual materials, in addition to elements from the literature. We conducted 23 in-depth interviews and analyzed more than 500 posts and 18 videos published on social media, covering more than 20 different destinations experienced by Brazilian international students.

Figure 1 – Research triangle scheme



Source: Prepared by the authors

Students who directed their studies in the United States of America (USA), the United Kingdom and Canada, the main destinations for internationalization, were included (OPEN DOORS, 2020). External validity is provided by the criteria or variables used in the selection of respondents, expanding the number of valid perspectives (PATTON, 2014), setting up a theoretically derived sample. The first stage of data collection involved carrying out 23 in-depth interviews, recorded and transcribed in full for analysis, with a semi-structured script based on open questions (CORBIN; STRAUSS, 2014), carried out in 2021, verified by an ethics committee with Free and Informed Consent Form, with the participation of 11 men and 12 women, with an average duration of 52 minutes.

The second collection stage involved the analyzed documents, in the form of posts available on social media. We collected accessible data from 40 public and private *Facebook* groups about Doctorates and Postdoctoral abroad, composed of approximately 800,000 Brazilian students. More than 500 posts were analyzed, which had around 25,000 interactions of the *like* and comment types (Figure 2). We also collected videos available on 2 *YouTube channels* with about 700 subscribers, identified from comments in Facebook groups, identifying 18 videos, published between 2019 and 2020, which were viewed more than 8,300 times, and

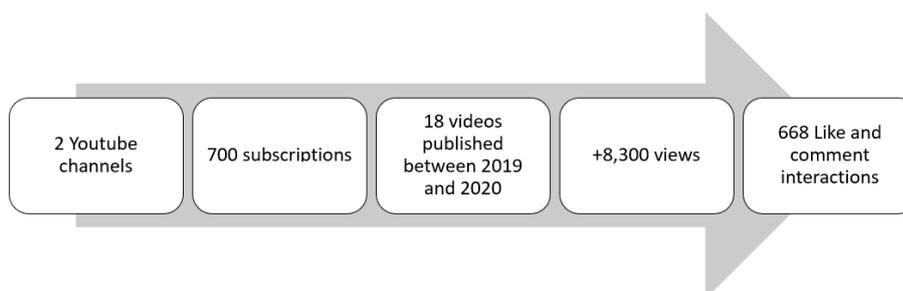
with 668 interactions from the *like* and *comment* types (Figure 3). Social media allowed, in our study, an increase in the number of countries and internationalization experiences, enabling the exploration of both spoken and written language, contributing to the internal validity of our investigation (YIN, 2015).

**Figure 2 – Data collected from Social Media**



Source: Prepared by the authors

**Figure 3 – Data collected from Social Media videos**



Source: Prepared by the authors

To structure the theoretical framework, systematic surveys were carried out, through the construction of a spreadsheet with the relevant topics in the context of researched articles, and the construction of mental maps with the search term, broken down into main items, and decomposed with the inclusion of the specific topics, identified in the said worksheet. Thus, we have a path of details that can compose the theoretical framework on the Internationalization of Students and on the Internationalization of Brazilian Students.

Data were treated through thematic content analysis. We started from an open codification, through the reading of the interviews, generating new codes for the analysis

(MILES; HUBERMAN, 1994). In the final coding stage, of the axial and selective type (GLASER; STRAUSS, 2017), we performed, in several rounds, a refinement of the generated codes. For confirmatory coding purposes, social media posts and videos were collected and analyzed according to the codes that had already been identified through the interviews.

Control procedures were established so that data collection, coding, classification and analysis could occur in a reliable way (MILES; HUBERMAN, 1994), with qualitative data analysis. Thus, data encoding was open, identifying key terms and concepts for analysis, as well as the consistency of concepts, and building deeper and more abstract or analytical categories (CORBIN; STRAUSS, 2014).

### **International Students**

International students' future plans vary greatly. Ward and Masgoret (2004) mention that just over half plan to remain in the destination country after completing the course, either to take another course or to develop a career. Others planned to return home and continue their studies, or apply for a career in their home country, and some even thought about looking for jobs in countries other than their origin or studies (WARD; MASGORET, 2004). An interesting fact, according to the authors, is that the vast majority are more likely to continue their studies, rather than applying their knowledge to jobs.

The educational experience of international students is one of the main motivators for these students, and just as some students feel completely included, there are also those who feel partially integrated, and those who have not experienced a sense of inclusion. This experience will also depend on both the country of origin and the country of destination, the institution, as well as the personal conditions of the students (WARD; MASGORET, 2004).

Choosing the destination country is described as a consequence of social factors, environmental conditions, expectations and intentions, and elements that expand the image of the destination, be it the country, the institution, or other environments, demonstrating the possibilities and advantages of the internationalization process (BÖRJESSON, 2017; CUBILLO; SÁNCHEZ; CERVIÑO, 2006).

Börjesson (2017) demonstrates a basic tripolar structure, revealing the global space of students, with the US being the country that receives the most international students; Australia, Japan and South Korea, other important destinations, and China the country that sends the most students to other countries. The choice of the destination country is influenced by market, colonization and proximity factors (BÖRJESSON, 2017). Understanding the reasons for

choosing the destination country allows you to analyze the initial objectives, and the reasons for modifying your objectives over time. Hazen and Alberts (2006) mention that students went to the USA motivated by the better educational opportunities offered, and by the improvements in job opportunities in their countries of origin.

Changes in intentions show relevant aspects, such as the use of bridge studies for later stay in the country. Hazen and Alberts (2006) report that most students do not go to the US with the intention of staying in the country, but the vast majority changed their minds along the way. This change occurs in both directions, both generating a longer stay and shortening the initially planned stay, raising questions about the reasons that influence changes in intention.

The country's image is the first source for evaluating and deciding to purchase a service (CUBILLO; SÁNCHEZ; CERVIÑO, 2006). Cubillo, Sánchez and Cerviño (2006) mention that the same image of the country perceived for the quality of products can be evidenced when providing educational services, leading students first to choose the country, to later decide on the educational institution. This is also evidenced by what was exposed by Börjesson (2017) about the flow coming from many countries to some rich countries, mainly English-speaking countries. The city is also an important point in the decision-making context of the service, as it is the environment where it is produced and consumed and, sometimes, cities stand out from the country and the educational institution as references of culture, language and teaching (CUBILLO; SÁNCHEZ; CERVIÑO, 2006).

The institution's image can go far beyond its teaching quality, depending on evaluations and information, marketing, experiences and reports that determine particular characteristics that can be analyzed by students (CUBILLO; SÁNCHEZ; CERVIÑO, 2006). External factors, such as social life at the university and its surroundings, also contribute to this perception, together with the physical structure, technological availability and facilities in general.

The recruitment of international students has different motivators, the main one being economic, but with great importance for education and intercultural understanding, amid the effects of globalization, allowing to understand diversity and global issues (ANDRADE, 2006). Andrade (2006) mentions that countries benefit from the skills of students who choose to stay in the country, in areas of their interest, and the coexistence of domestic students with these foreigners results positively in transferring knowledge.

Services associated with permanence (institutional facilities, health, accommodation, vocational guidance, IT and learning support services) have an impact on the decision and on permanence until the end of the program, although, sometimes, students do not even know how

to say whether or not such services were offered by the institution (WARD; MASGORET, 2004).

And, of course, the evaluation of the teaching program, and its adequacy, comprises an extremely relevant factor, corresponding to an element that will be compared by students for the choice, analyzing the quality, international recognition, availability, entry requirements, the costs and the possibility of financial support (CUBILLO; SÁNCHEZ; CERVIÑO, 2006).

The numbers of international students are surprising, but the difficulties in identifying studies that deal specifically with the Internationalization of Brazilian Students are noteworthy. Brazil is among the ten that most send tertiary students abroad, with 81,882 Brazilians (UNESCO, 2021), it is one of the twelve largest economies in the world, the sixth most populous, and fifth most extensive (IMF, 2021). The *Organization for Economic Co-operation and Development* (OECD, 2021) mentions that the largest flow of international students (67%) comes from developing countries, including Brazil. It is, therefore, essential to better understand the choices made by international students from this important global *player*.

The experiences of Brazilian international students prove to be relevant for understanding their choices (HAZEN; ALBERTS, 2006), demanding to understand what are the motivators, and the evaluations that these students make about the internationalization process. Brazil has more than 6 million international students, having grown more than seven times in five decades (OECD, 2021; UNESCO, 2015), and is expected to surpass the mark of 8 million international students by the year 2025 (OECD, 2021). It is necessary to give voice to Brazilian international students, who are not being addressed in the various studies on the internationalization of education, since the representativeness of international students from Brazil is expressive, and this voice can help new students in their international journey.

### **Assessment of career internationalization and the country of destination**

Initially, we dealt with the perception of Brazilian students about the internationalization of their career during their study period. These evaluations can be positive or negative, and following the precepts of the Theory of Planned Behavior (AJZEN, 1985), they influence students' decisions about internationalizing their studies or keeping them domestic. As an example, the interviewee Jane brings a positive view on what internationalization could bring to her career: “*I went to do the Doctoral Internship because I always wanted to be where I am today. I did it because I wanted to be a PhD professor.*”.

In the same way, the interviewee Adam explains that “*after the doctorate, not only in France, but in other countries in Europe, or even returning to Brazil, I saw my possibilities expanding, compared to the scenario of having continued in Brazil*”, and Loren states that “*despite the high cost, it is worth the sacrifice, it opens many doors later, I am returning to my postdoctoral studies, and I am very happy that it worked out*”. Diego also reports on his experience in Boston:

*I'm finding it surprising. Some things are very contrasting with Brazil. In Brazil we have to do a lot of improvisation, we have to wait a long time to have a reagent or sample. Here in Boston things are very affordable. You can plan what you are going to do, your experiment, your goals. You just have to think of your idea and if you want to follow it, you will do it very easily* (Diego, in social media video, our translation).

Despite the positive statements, there are challenging *tradeoffs* involved in this process, especially in situations where careers are already consolidated, as in the case of Beth (in an interview), who was destined for England: “*When you are employed in your home country, with a salary, and helping your family, with an ascending career in your country, living again with a scholarship abroad means giving up a security that you already have*.”.

According to Mesidor and Sly (2016), adjusting to the academic environment is one of the first lessons learned by international students. Positive or negative evaluations about internationalization may result from the student's appreciation of the life changes brought about by this experience. The international experience can make a difference in the lives of students and those around them, and its role is transformative, as education promotes change and adaptation. This transformation can be interpreted as something with a predominance of rewards or costs, as highlighted in Leo's speech (in a social media video): “*The counterpoint is that you have to work a lot, the students here are very good, so we have to sweat the shirt. It's not an easy life to stay on the same level as the students here*.”.

The evaluation of the country of origin is decisive in the choice for internationalization. Hazen and Alberts (2006) cite the demand to understand the reasons that led the student to internationalize their studies in the chosen destination country, allowing the analysis of the initially proposed objectives, and the reasons for them to change over time. Melanie, in an interview, mentions that: “*one motivation is the ambition to be close to people at top universities, and another is the deterioration and lack of incentive for a career in Brazil*”.

About the country of destination, the evaluation that the student makes is as important for the choice as the appreciation for the internationalization itself. Peter, in an interview,

mentions that *“the country and the region of Boston, with its institutions, were the perfect combination”*. Posts made by Brazilian students on social media indicate that a substantial part of the evaluation of the country, positive or negative, is done on the spot, that is, after starting their studies abroad, as reported by students with experiences in Spain and Portugal:

*I'm doing a PhD at a Spanish university. It's a reality check. We Brazilians have a rich, friendly country, however, poorly managed, and we lack basic infrastructure and social relations. I'm not here to say that Europe or the United States are better than Brazil, but we have a lot to learn* (Julia, in a post on social media, our translation).

*I lived in the city of Porto for a year. I was very uncomfortable with the harassment I suffered when they realized that I was Brazilian. Brazilian women are famous for being easy going and "hot". I lived alone in Portugal* (Marie, in social media post, our translation).

The choice to internationalize education is usually linked to future professional prospects, whether returning to the country of origin or, in other cases, staying in the country chosen for the development of studies (SMITH; KHAWAJA, 2011). Personal aspirations are also described in the decisions, such as Bill, in an interview, who states that: *“The United States and Canada were not of interest to me, as I had already had previous experiences in these countries and because I already mastered English”*.

For Joana, in a social media video, *“access to knowledge produces new knowledge of excellence, which generates social impact”*, as well as Tod, in a social media video, who considers *“the possibility of being in another country to be great, getting to know new situations, learning the language, the culture and developing scientific production also for their country of origin”*. Generally, it is expected that both the specific knowledge of the chosen area of study, as well as the improvement of the language, and intercultural experiences, allow a better subsequent development of professional activities (CUBILLO; SÁNCHEZ; CERVIÑO, 2006).

In posts on social media, Ana claims to have *“been impressed with the resources, equipment and structure in Ireland”*, while Mike explains that *“the experience is very valid, not only for the doctorate, but for life, as there is a demand for adjustments in several areas, including finance”*, converging with Adam's reports, in an interview, which quotes: *“I wanted to expand, get to know, go out, travel, deepen in this culture that was not mine, as a personal motivation”*.

Hazen and Alberts (2006) point out that it is common for students' motivation to be centered on the best educational opportunities in the country of destination. Cultural factors, despite bringing different scenarios, shed light on the importance of environmental factors in the adaptation of international students. For Yoon and Portman (2004), these factors can be exemplified in situations of prejudice or discrimination, superficial relationships, and other phenomena that can cause stressful situations. The local community, for Sherry, Thomas and Chui (2010), usually does not understand the culture of foreign students, generating frustration and discomfort for them. Tom reports, in a post on social media, that: “*a Brazilian friend went to do his PhD in Portugal and they always called him a monkey*”, highlighting prejudice as one of the main challenges faced by Brazilian international students, which may also be associated with their ethnicity and cultural aspects in general.

### **Evaluation of the target HEI and the advisor**

Entering the more specific assessments made by students, we have those at the organizational level, in this case represented by the destination HEI, and at the individual level, which refers to the advisor in the destination country. The reports brought by Brazilians illustrate well their views on the US institutions that received them, as in Sarah's reports in a social media video: “*The professors are very open, they are very available, and that impressed me a lot, because we think that the professors from here, because they are renowned, they will be very far away. But actually, they are super available. They are very good.*” and Paul, also on video, reports: “*The Universities here are very good. Even the worst ones are better or at the same level as those in Brazil. It pays to come, even if it's for the worse. There's a chance of funding that you don't have in Brazil and the advisor here is great, he's known in the area.*”.

The reports of Brazilian students portray contrasting experiences lived in their studies in Brazil compared to their studies in the United States, and substantial evaluations of students occur in the destination itself, which leads us to perceive a low level of information about the country and HEI of destination, prior to the international experience. In line with this result, Cubillo, Sánchez and Cerviño (2006) argue that most attributes of higher education services cannot be noticed prior to the student's experience, making evaluation difficult, especially for international students. About institutional and individual support, we can consider what Robbie exposed:

*Find a professor who does research in your line at a reputable university.  
Send your resume and your research proposal, fitting well with what he does.*

*He may have project funding to pay for his exchange, or get funding from the university or government. For me it worked. If he has money and thinks you can make a significant contribution to his research project, he might fund you (Robbie, in social media post, our translation).*

Paul and Robbie's reports emphasize the financial aspects evaluated by students interested in internationalization. Mesidor and Sly (2016) show that finances are among the biggest barriers for students to internationalize, even if they renounce money or greater comfort in favor of international goals. Romani-Dias and Carneiro (2019) highlight the worsening of this condition for Brazilians, due to the exchange rate fragility of the currency, especially when the intended destination is Western Europe or the United States, places with a valued exchange rate.

There are other needs to support the internationalization process. Wendy, in an interview, explains that: *“the teacher, as a guidance counselor, never guided me, but I don't complain either, because she was never a thorn in my side. It was very neutral, I could do whatever I wanted, but I also had no guidance, I had to look outside”*. In a different way, Jones demonstrates important demands from students:

*It was not only for the theme, but for the trajectory and origin as well. It was important for the University, as it was very inclusive, and I was of Latin origin. The research theme was fundamental, as I was researching something on the scientific frontier that was aligned with the research agenda of the course in which I carried out my doctoral internship (Jones, in an interview, our translation).*

This comfort offered by the HEI and the advisor motivates the students. Jason, in an interview, reported that *“the advisor is helpful, he is a reference in the area, but he is always available to assist me”*. But not always the reports about the advisor are positive or neutral, Hilary, in an interview, commented that *“the conversation with the possible advisor was extremely negative, I didn't like anything he said. It was even the reason for me to drop out of this university”*. On the other hand, the view on charging is clear in some reports, such as that of Henry, in an interview, who states that *“I would not have difficulties with the language, to go to the USA, but I knew that if I landed there, at any university, I would be obliged to enter the advisor's line of research and write two articles before the thesis, and I know my limitations.”*

Even different, the reports demonstrate the latency of students' needs, and alignment with educational institutions. These needs vary with the culture of the country of origin and

destination, with language proficiency, the ability to adapt to the methodology, in addition to sociocultural aspects, and can often harm the student's development (BUTCHER; MCGRATH, 2004).

## Conclusions and Recommendations

The objective of this study was to identify the evaluations of Brazilian international students about career internationalization, and about the HEI and the advisor, in the process of internationalization of their studies, seeking to identify aspects that can, at the same time, give voice to students and promote information for the adjustment of HEIs in their management of internationalization processes.

The main results identified indicate that students are motivated to apply to internationalization processes for the development of their careers, but many of them identify difficulties for the application of this career here in Brazil, being sometimes, from the beginning, motivated to seek ways to extend their permanence with professional activities in the country of destination, but not disregarding that their return to Brazil may be more promising than it would be without internationalization.

Also, throughout the internationalization process, students identify facilities for accessing resources and knowledge, even when the guiding professors are not very helpful, and this allows expanding the development of activities that involve the acquisition of knowledge.

We have, as an observation, that the environment of the University and its surroundings must be organized in order to provide the adjustment of the students, considering that there is a natural discomfort for being away from home, living with a different culture and languages, and even with financial conditions that, many times, harm their stay or the development of their studies. The student sometimes lacks support from the HEI, as well as from the municipality and country of destination.

An important aspect to be considered by HEIs is that, due to expectations and the amount of novelties found by international students, they are more sensitive and more perceptive, looking in detail at the positive points, but also being more critical with the points negatives found. Understanding the aspects of the evaluation of Brazilian international students in more depth, then, allows directing the management activities of HEIs, both in the destination countries and in the HEIs of origin, so that the exchange of knowledge promoted by internationalization can be expanded, since in addition to sending students, the HEI must also

receive and welcome them, so that the possibilities are expanded and so that international education can better fulfill its social mission.

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