The Role of TNE in Students' Life Trajectory

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Main Thematic Clusters (Kosmutzky and Putty, 2016)

 1) Trends and Developments of TNE;

2) Quality Assurance and Regulation of TNE;

3) Teaching and Learning Challenges in TNE;

4) Institutional and management Issues within TNE;

5) Governance and Policy;

6) Student Choice and Student mobility

Positive influence of TNEs

- career enhancement ('positional' investment) (DAAD and British Council, 2014; Chapman and Pyvis, 2006, 2007)
- development into an international person ('transformative' investment) (Chapman and Pyvis, 2006, 2007)
- enabler for new identities, increased possibilities for employment and access to transnational opportunities (Sidhu and Christie, 2014)
- gatekeeper for careers, global mobility and status (Moufahim and Lim, 2015)

Influence of local context

- ethno-national policies favor ethnic Malays in local HE institutions and government jobs (Sidhu and Christie, 2014)

- low social status of TNEs in Hong Kong (Waters and Leung, 2012, 2013, 2014)

- alternative way of accessing the local university in China (Fang and Weng's, 2014)

- TNE graduates faced prejudice regarding the quality of their degree in Singapore (Hoare, 2011)

- Working nurses face constrictions by cultural perceptions and rules in Malaysia (Arunasalm, 2015)

Local conditions in Uzbekistan

- HEI unable to cope with growing demands for tertiary education (Ruziev, 2016; World Bank, 2014)

- gross enrollment rate: Uzbekistan - 9.093%, Kazahkstan's 46.26%, Kyrgystan's 46.9%, Tajikistan's 28.89%, middle-income countries average - 33.27% (World Bank, 2017)

- TNEs cater to 3 % of the student population (Ruziev and Rustamov, 2016)

- no research on the impact of IBCs on the overall quality of Uzbekistan's HE system

RQ and ROs

How do TNEs shape the life courses of students?

1.   How do students interpret their entrance into TNE in light of their life story?

2.   How do students project themselves into the future through their experience at the TNE?

Methodology/Conceptual Framework

- **Semi-structured interviews (Wengraf, 2001) with 21 final year students - September-November, 2017**
    - **maximum variation sampling logic (Patton, 2002, cited in Ritchie and Lewis, 2003)**
    - **Coded with NVivo 11**

- **Cross-sectional analysis - common themes and possible typologies**

- **Giddens' (1991, 1994) and Beck`s (1992, 2001) theory of modernity and how it shapes the construction of life projects**

- **Bourdieu's (1991) analysis of the representation of self and others**

Interviewees' Profile

Males - 11	Tashkent – 7 Regions – 4	BA – 3 BIS – 4 CL – 2 EcwF - 2
Females -10	Tashkent – 6 Regions – 4	BA – 6 BIS – 1 CL – 2 EcwF - 1

Results - Why WIUT? Why not local?

Results - **Benefits of WIUT**

*"The first thing would be the discovery of lifelong learning... lifelong learning will make a person ask himself or doubt…" (*Male, BIS, Tashkent)

"I became more individual – independent. The university gave the opportunity to feel a little bit freedom. They didn't give us frame..." (Male, BIS, Bukhara)

Results - **Future plans**

 "I don't want to see myself working for somebody and really being dependent on somebody. Even if I earn enough, but I want to be independent"

*(*Male, BA Bukhara)

"*I want some experience in the United States. But I do not want to stay there. Only one or two years to do some research and improve my skills before coming back. Then I want to open my own IT company.."*"* Male, BIS, Tashkent

Results - **Why international is important?**

*"In international organizations you have a chance to speak for yourself, to give something new, to try yourself…" (*Female, BA, Tashkent)

Results - **Barriers**

"My family. My father-in-law is a very strict person and he doesn't like when women work. He looks at everything in a more traditional way, He didn't even allow me to apply for my Master's Degree." (Female, BA, Tashkent)

Results – "Self" and "Others"

"...I have friends from other universities, they already got married...They already got rid of their dreams, they don't think about their career…" (Female, BA, Andijan)

"There (at the local universities) girls study just for getting married. But here girls ... don't block themselves with just ' I will get married, and I need a diploma just for getting married'.." (Female, BA, Tashkent)

"I think more than 70 percent of the students who study at WIUT are open to new things. And they are more flexible than local students. This makes a big change"
(Male, BA, Bukhara)

"... I never heard anyone talking behind my back. Even when we are in a bad relationship with somebody here, people deal with it themselves"
(Female, EcwF, Samarkand)

Limitations

- Only WIUT students
- Based on perceptions and projections

Future research:

- Students from other TNEs
- Graduates and life experiences
- Changing situation in the country - the same respondents in 2-3 years
          Lack of interest in government jobs - some started working

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