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NANULI OKRUASHVILI

Ivane Javakhishvili Tbilisi State University, Georgia

EXPORT OF GEORGIAN HIGHER EDUCATION SERVICES IN THE FACE OF MODERN CHALLENGES

Abstract:

The paper aims to assess the current state of the export potential of Georgia's higher education services and determine the prospects for its further growth in the face of modern challenges. The paper discusses the current state of Georgia's integration into the higher education global market and the latest trends in this direction. It analyzes the positive and irreversible growth of foreign students in the country in recent years. To determine the prospects for the export of higher education services and the growth of foreign student enrollment, the paper presents the results of a survey conducted with foreign students regarding the educational services received in Georgia. Based on the analysis, specific recommendations have been developed to help establish the country as a strong player in the higher education market, enhance the export potential of higher education services, and increase the number of foreign students.

Keywords:

Higher Education, Export of higher education services, Foreign students, Foreign students' satisfaction survey, Higher Education Marketing

JEL Classification: I25, M31, I23

Introduction

In modern conditions, the higher educational sphere can be considered as one of the defining factors for the political, social, economic, and cultural development of society. At the global level, education is seen as the main factor of sustainable economic, social, and human development (Saud Al-Dulaimi, 2016). Higher education contributes to economic growth through adaptation to technological advancement (Suzuki, 2023). During the past three decades, the internationalization of higher education has emerged as a critical factor shaping higher education (Kapfudzaruwa, 2024). Higher education is becoming increasingly internationally oriented. Academic student mobility has increased sharply in recent years, despite the economic crisis and recession in most countries around the world, which is due to a number of factors. First of all, there is the explosive demand for higher education worldwide and the growing interest in studying at prestigious higher education institutions abroad (Krasnova, 2018). International trade in higher education services provides opportunities for stimulating economic development and fostering the mobility of knowledge, leading to increased intellectual capital, which is vital for a country to remain competitive in a globalizing world. The internationalization of higher education has expanded over the last decades. As the context is increasingly characterized by global competition, institutional activities and strategies for internationalization have become more elaborate (Wende, 2010).

Today, the higher educational system of Georgia, despite facing a number of difficulties, in areas such as financing, improving research and teaching quality, providing adequate programs, employment of graduates, and others, is developing steadily and rapidly taking its place in the global higher education market. The analysis of the higher educational market in Georgia has shown a significant growth in the number of foreign students. In particular, if in the 2015-2016 academic year the number of foreign students was 6,627, it reached 37,125 for the 2024-2025 academic year. Thus, the increasing number of foreign students reflects a more positive reality. The above indicates Georgia's intensive involvement in integration processes within the global international higher education services market and the growth of the competitiveness of Georgian universities in the international higher education market.

It should be noted that the issues related to the export of higher educational services have been little studied, although prominent Georgian scientists such as N. Todua, Ch. Jashi, E. Urotadze and B. Mghebrishvili, have made a great contribution to the development of scientifically substantiated approaches and specific recommendations for increasing the competitiveness of Georgian higher educational institutions in the face of modern challenges. On this path, the Georgian higher education system will have to overcome many difficulties and challenges, which brings to the forefront the need for the expansion of appropriate scientific research aimed at studying the sphere of higher educational services. The challenges existing in the Georgian higher education system, along with its prospects as a country's export potential, clearly demonstrate the relevance of research conducted in this direction.

The purpose of the presented paper is to develop methodological and practical recommendations that will help increase the export of higher educational services and attract more foreign students to the country. For this purpose, we conducted an analysis of the current state of Georgia's higher education service export and studied the prospects for its implementation. This task was achieved by analyzing the results of our survey on foreign student satisfaction. A satisfied student in the

modern digital era is the main means of forming the reputation and image of a particular university. The survey conducted in this direction provided an opportunity to find out the opinion of foreign students on the positive and negative aspects of higher education in Georgia, the elimination of which will increase the competitiveness and awareness of Georgian universities in the global market of higher education services, and this will significantly increase the export of higher education services and, in general, the export potential of Georgia.

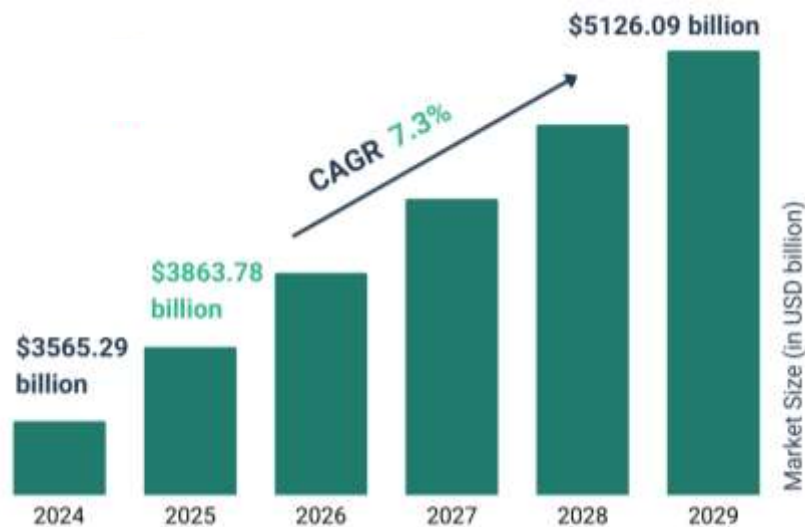
Body of the article

International trade in higher education services provides opportunities for economic development, fostering the mobility of knowledge and supporting the growth of intellectual capital, which are vital for the modern knowledge societies (Plessis, 2010). The formation of modern teaching approaches and visions in higher education institutions is a necessary requirement for their participation in the internationalization process. Current global processes and integration into the European higher education system pose significant challenges to Georgian universities (Todua et al, 2021).

The internationalization of higher education has received a significant boost with increasing pressure from the World Trade Organization (WTO), which liberalized trade in services, and growth in the activities of multinationals leading to the internationalization of labor markets. The combination of these forces, together with a decade of continuing rapid economic growth in many parts of the world, saw an almost exponential growth in the number of international students in higher education institutions worldwide (Chade, 2008).

Education is an important element of our trade relationships with countries worldwide. Promoting study in the United States strengthens economic development through innovation, workforce development, and the attraction of foreign direct investment.

The global market for higher education is growing exponentially, as shown in Figure 1. The Size of the educational services global market has grown significantly in recent years. It will grow from \$3565.29 billion in 2024 to \$3863.78 billion in 2025, at a compound annual growth rate (CAGR) of 8.4% (Educational Services Global Market Report, 2025). The growth in the historical period can be attributed to factors such as population growth, government funding, globalization, demographic trends, economic conditions and education policies (see figure 1).

Figure 1. The Global Educational Services Market Size 2025 And Growth Rate

Source: Educational Services Global Market Report 2025

Education plays a crucial role in fostering economic growth and development. International trade in education services has grown significantly in recent years. According to the latest data released by the U.S. Department of Commerce's Bureau of Economic Analysis (BEA), education-related travel exports were valued at \$50.2 billion. According to IIE's Open Doors 2024 Report, the United States hosted 1,126,690 international students in the 2023-2024 academic year, which accounts for a six percent increase over the previous academic year. According to NAFSA (Association of International Educators), international students studying at U.S. colleges and universities contributed \$43.8 billion to the U.S. economy during the 2023-2024 academic year. Furthermore, according to HolonIQ, global education and training expenditure is expected to reach \$10 trillion by 2030 (U.S. Education Service Exports, 2025).

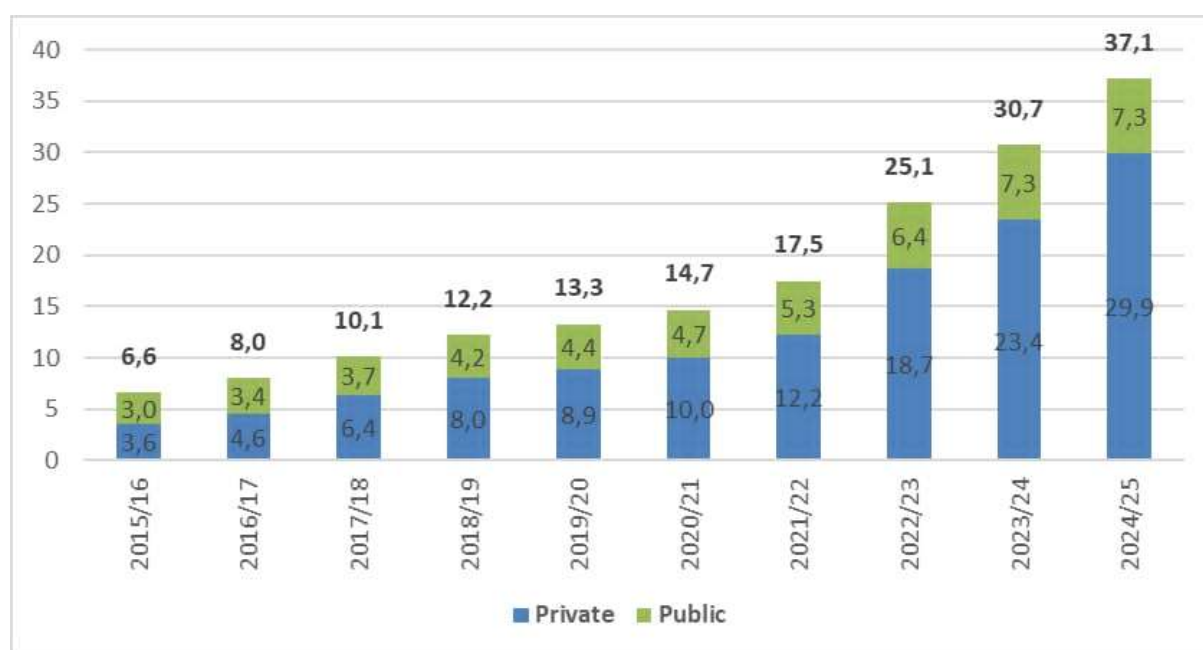
Educational attainment is a key determinant of human and knowledge capital formation. Education can influence economic development and trade by shaping the skills, knowledge, and capabilities of individuals in their societies. Like business, higher education is globalizing. For many countries, it has become an important export sector, with universities attracting international students from around the world (Healey, 2008).

Although universities continue to be national entities, they have maintained an international character and have been attracting students and scholars from abroad for centuries. In the context of globalization, internationalization has become more of a market-mediated process than a government-sponsored activity. Within a market framework, higher education is treated as a commodity to be traded just like any other product. The creation of the General Agreement on Trade in Services (GATS) has formalized the trade in education and specified the modes of its exchange. Trade in higher education involves billions of dollars and is an important source of income for governments and many universities (Tilak, 2011).

The education gap remains evident in developing economies, which face challenges in improving their education systems and aligning them with the needs and opportunities of global trade. On average, high-income countries spend almost 150 times more per student than low-income countries. This huge disparity in education spending has significant economic and development implications for the integration of low-income economies into the global economy. To address these challenges, developing countries must invest more in education, especially in trade-related higher education, and improve the quality and relevance of their education systems. This would entail enhancing physical and human resources, updating the curricula and teaching methods, strengthening the connections between education and the trade sector, and promoting regional and international cooperation. Achieving this requires the involvement of multiple stakeholders, including governments, private sector actors, educational institutions, and civil society organizations (Tee, 2024).

The level of higher education quality is largely dependent on the competence of teaching staff and their deep understanding of the structural reforms taking place in the country (Zhumukova and al., 2024). Educational institutions should take care of their image in order to increase their international competitiveness. The image of universities is a powerful tool that includes indicators such as the quality of educational services, the competence of professors and leaders, as well as visual characteristics, social and business activities, and the originality of universities (Todua & Mgebrishvili, 2021).

Recently, the Georgian higher education system has become increasingly involved in the process of internationalization of higher education, as evidenced by both the growing number of Georgian students abroad and the increasing number of foreign students receiving education in Georgia. In recent years, the interest of foreign students in Georgian universities has continued to grow. In the 2024/2025 academic year, the number of foreign students in Georgian higher education institutions amounted to 37.1 thousand, which is 20.9% more than the same period last year. This is stated in the data of Geostat. By the beginning of the 2024/2025 academic year, a total of 187.8 thousand students were studying in Georgian higher education institutions. Thus, the share of foreign students stands at 19.75%. The majority of students come to Georgia to pursue medical education. The results of the study revealed that foreign students prefer to receive higher education in Georgia primarily because tuition is cheaper here than in European universities. Of particular note is the large-scale growth of foreign students - the growing export of Georgian higher education services, which makes a substantial contribution to achieving sustainable economic development in Georgia. Figure 2 illustrates the very positive reality of the growth of foreign students, Georgia's intensive involvement in integration processes in the global international higher education services market, and the increase of competitiveness of Georgian universities in the international higher education market.

Figure 2. Number of foreign students in Georgia by the type of Institution, '000

Source: National Statistics Office of Georgia, <https://www.geostat.ge>

Table 1 shows that the majority of international students study health and social care programs - mostly at the master's level. This indicates a strong demand for medical and health programs worldwide. At the same time, fields such as social sciences, business, science and law are popular. It is also worth noting that programs such as agriculture, services and education are less in demand. The educational programs that foreign students study are shown in Table 1.

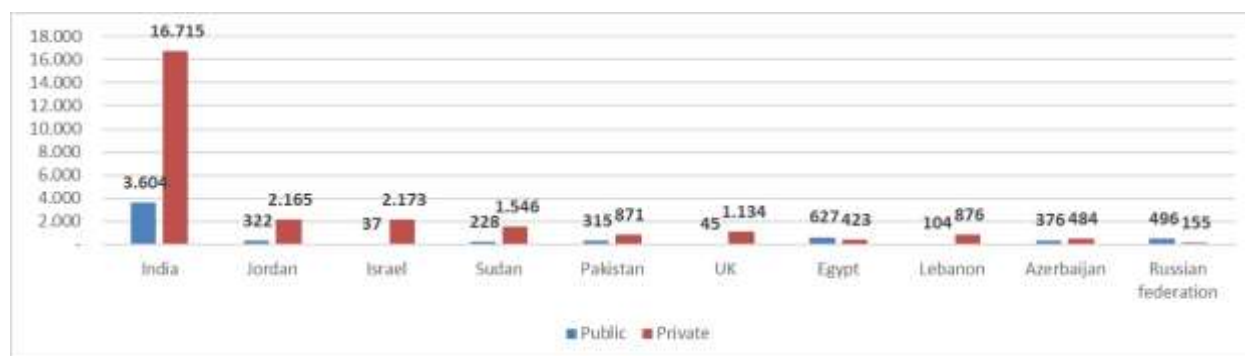
Table 1: Distribution of Foreign Students by Educational Programs

Educational programme	Bachelor programme	Magistracy, Certified physician (Veterinarian) or Residency
Education	2	1
Humanities and Arts	245	15
Social sciences, business and law	1044	254
Science	687	650
Engineering, manufacturing and construction	259	0
Agriculture	1	1
Health and welfare	3297	30557
Services	86	8

Source: National Statistics Office of Georgia, <https://www.geostat.ge>

In recent years, the number of countries from which young people come to receive higher education is increasing. The list of the top ten countries from which the largest number of foreign students come is shown in Figure 3. As shown in the diagram, in the 2024-2025 academic year, the largest number of students comes from India - 20,319 students, which is 54.7% of the total number of foreign students, 6.7% are from Jordan, and 5.9% from Israel. In addition, the majority of foreign students prefer private universities, which indicates effective marketing of these institutions.

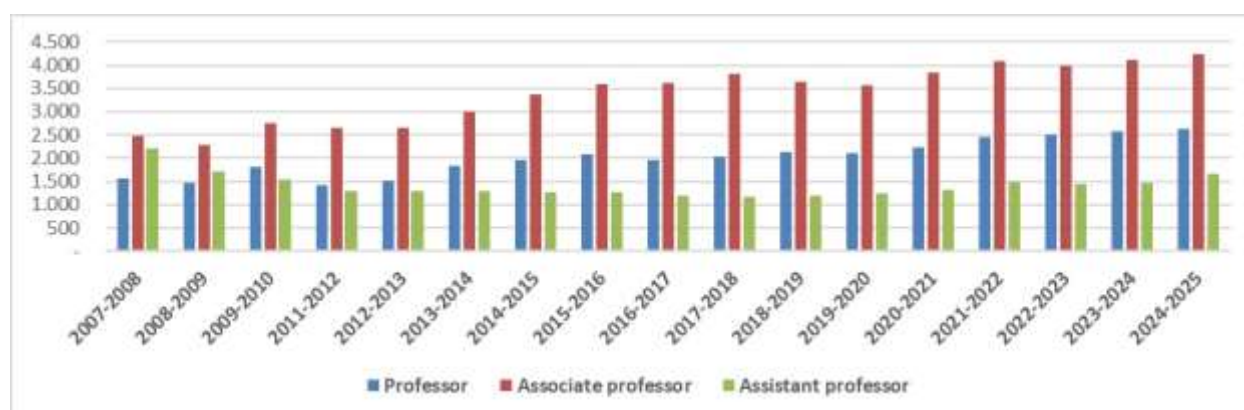
Figure 3: Distribution of Foreign Students by Top 10 Countries



Source: National Statistics Office of Georgia, <https://www.geostat.ge>

The high export potential of Georgian higher education services is indicated by the high number of state scientists, professors, and teachers possessing doctoral academic degrees. This trend has been growing over the years in both private and state higher education institutions (see Figure 4). Combined with the effective branding of Georgian higher educational institutions, this can truly become a priority direction of export potential growth, as a competitive advantage of the country and the higher educational institutions in the international educational market.

Figure 4: Number of Professors in Higher Education Institutions by Form of Ownership



. Source: National Statistics Office of Georgia, <https://www.geostat.ge>

Figure 4 shows the growth of academic staff over the past two decades. As shown in diagram, there has been a particular increase in the number of associate professors. The growth of all categories of professors and teachers emphasizes the growth of intellectual capabilities of Georgia,

which further emphasizes Georgia's potential to become a growing, highly promising center of international higher education.

Research Methodology: The study of foreign students' satisfaction with higher education services received in Georgia and their attitude towards educational services in general was carried out in two stages, based on qualitative and quantitative research methods. At the first stage, a qualitative study was conducted, which included focus groups. The participants of the qualitative study were selected foreign students who receive education in various Georgian higher education institutions, both public and private. The analysis of secondary information and the conducted focus groups allowed us to formulate hypotheses and set priorities for further research. At the second stage, we conducted a survey. The research instrument was a questionnaire consisting of pre-compiled and tested structured questions. The survey was conducted electronically. The sample was formed based on the probability method.

The research included foreign students from both private and public universities in Georgia. As noted, according to official statistics for 2024-2025 year, the number of foreign students receiving higher education in Georgia was 37,125. The sample size was calculated using Raosoft sample size calculator (<http://www.raosoft.com/samplesize.html>) and the minimum number of respondents to be interviewed was 389 respondents. Given the 95% reliability probability and 5% error, we surveyed 389 respondents.

The study involved 389 foreign students from different countries who were studying in Georgia. The data obtained through electronic questionnaires were collected in Excel. After that, they were transferred to the SPSS statistical software package for research and analysis. Various statistical procedures were used in the processing of qualitative data: frequency distribution, contingency tables with embedded chi-square test, Kruskal-Wallis test, and graphical analysis.

For the purpose of data analysis, the following hypotheses were formulated and tested in the paper:

Hypothesis 1: - The affordability of education significantly influences the decision of foreign students to study in Georgia.

Hypothesis 2: - The main factors influencing the satisfaction of foreign students are the high quality of educational services, teaching methods, program content, and lecturers' support for ensuring academic achievements.

Hypothesis 3: - Students who feel welcomed and supported by local citizens, students, and faculty, who don't experience any discrimination or cultural barriers, are more likely to recommend studying in Georgia

Hypothesis 4: - The quality of university facilities (libraries, classrooms, laboratories) significantly impacts foreign student satisfaction.

Hypothesis 5: - The dissatisfaction of foreign students is essentially determined by the availability of limited opportunities for student employment, student exchange, and internship programs.

Hypothesis 6: - Safe living conditions and a satisfactory criminological situation in Georgia are important factors in student satisfaction.

Hypothesis 7: - Foreign students feel very comfortable in the Georgian environment and have no difficulty adapting to Georgian culture and lifestyle.

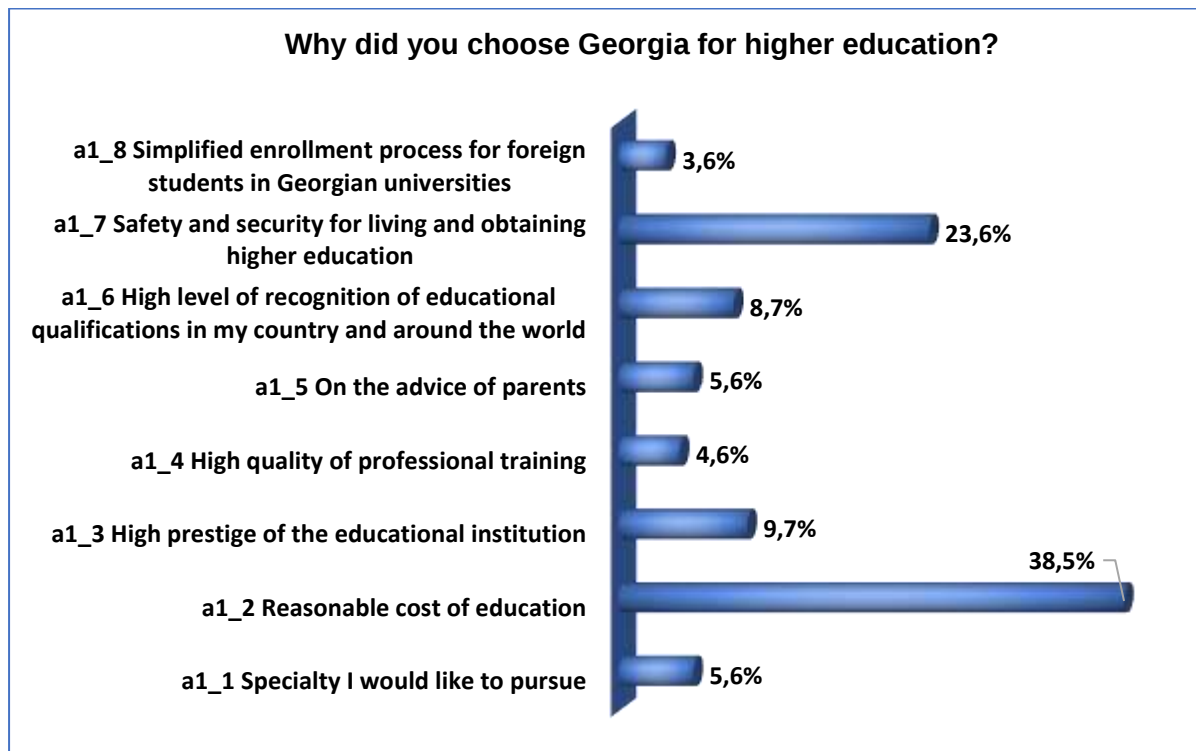
Hypothesis 8: - Fairness of assessment and exams in Georgian universities significantly determines the satisfaction of foreign students.

We confirmed Hypothesis 1, “Affordability of education costs significantly affects foreign students’ decision to study in Georgia,” using a multiple-choice question processing procedure.

The multiple-choice question “Why did you choose Georgia for higher education?” is answered by the study (Table 2, Figure 5).

Table 2 : Reasons why foreign students chose Georgia to study.

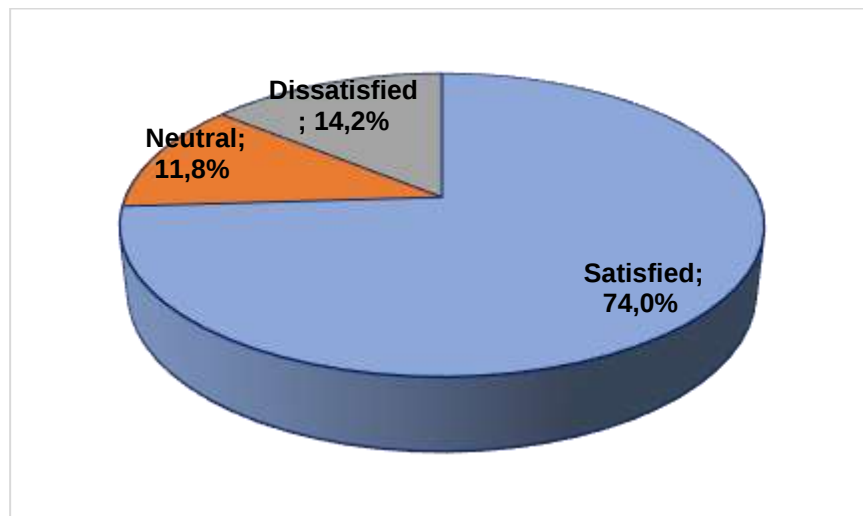
q1 Why did you choose Georgia for higher education? (Column Responses %)	
a1_1 Specialty I would like to pursue	5.6%
a1_2 Reasonable cost of education	38.5%
a1_3 High prestige of the educational institution	9.7%
a1_4 High quality of professional training	4.6%
a1_5 On the advice of parents	5.6%
a1_6 High level of recognition of educational qualifications in my country and around the world	8.7%
a1_7 Safety and security for living and obtaining higher education	23.6%
a1_8 Simplified enrollment process for foreign students in Georgian universities	3.6%

Figure 5. Reasons why foreign students chose Georgia to study.

As shown in Table 2 and Figure 5, foreign students choose to study in Georgia primarily because of affordable tuition fees (38.5%) and the security of living and higher education (23.6%). The remaining reasons are cited with a significant percentage difference from these two.

Hypothesis 2, “The main factor affecting the satisfaction of foreign students is the high quality of educational services, teaching methods, program content, and lecturers' support for ensuring academic achievements” - was tested using contingency tables and the chi-square test included in them, since we were dealing with determining the relationships between qualitative variables.

Overall, 74% of foreign students are satisfied with their overall student experience in Georgia, as clearly shown in the frequency distribution diagram (Figure 6).

Figure 6. Satisfaction of foreign students with their overall student experience in Georgia

The main factors influencing the satisfaction of foreign students with their overall experience of being a student in Georgia are the high quality of educational services, teaching methods, program content, and lecturers' support for ensuring academic achievements. This is evidenced by means of contingency tables, through which we obtain a cross-tabulation table, which shows the frequency distribution of variables a6, a7, a8, and a9 with respect to the variable a2 "How satisfied are you with your overall experience as a student in Georgia?"

Table 3 The relationship between factors affecting satisfaction with the overall student experience in Georgia

		a2 How satisfied are you with your overall experience as a student in Georgia?					
		1 Satisfied		2 Neutral		3 Dissatisfied	
		Row N %	Column N %	Row N %	Column N %	Row N %	Column N %
a6 Are you satisfied with your university?	1 Satisfied	88.8%	92.6%	6.1%	40.0%	5.1%	27.8%
	2 Neutral	30.4%	7.4%	26.1%	40.0%	43.5%	55.6%
	3 Dissatisfied	0.0%	0.0%	50.0%	20.0%	50.0%	16.7%
a7 Does the educational program include the disciplines necessary for professional activity?	1 Yes	85.9%	84.0%	7.6%	46.7%	6.5%	33.3%
	2 No	20.0%	1.1%	60.0%	20.0%	20.0%	5.6%
	3 It is difficult to answer	46.7%	14.9%	16.7%	33.3%	36.7%	61.1%
a8 How satisfied are you with the teaching methods used by professors?	1 Satisfied	84.5%	87.2%	8.2%	53.3%	7.2%	38.9%
	2 Neutral	47.6%	10.6%	9.5%	13.3%	42.9%	50.0%
	3 Dissatisfied	22.2%	2.1%	55.6%	33.3%	22.2%	11.1%
a9 Are your professors available for consultations and academic support?	1 Satisfied	80.4%	83.0%	10.3%	66.7%	9.3%	50.0%
	2 Neutral	52.0%	13.8%	16.0%	26.7%	32.0%	44.4%
	3 Dissatisfied	60.0%	3.2%	20.0%	6.7%	20.0%	5.6%

As Table 3 shows, satisfaction with the overall experience of being a student in Georgia is influenced by:

- Satisfaction with the university itself - 88.8% are satisfied with the university.
- Satisfaction with the presence of necessary disciplines in the educational program - 85.9% are satisfied.

- Satisfaction with the teaching methods used by professors - 84.5%.
- Support from professors to ensure academic achievements - 80.4%.

The fact that each of the listed factors has a significant impact on satisfaction with the overall experience of being a student in Georgia is confirmed by chi-square tests (Table 4).

Table 4. Chi-square test results

Pearson Chi-Square Tests		
		a2_3 How satisfied are you with your overall experience as a student in Georgia?
a6 Are you satisfied with your university?	Chi-square	161.974
	df	4
	Sig.	.000
a7 Does it include the disciplines necessary for professional activity?	Chi-square	102.850
	df	4
	Sig.	.000
a8 How satisfied are you with the teaching methods used by professors?	Chi-square	117.476
	df	4
	Sig.	.000
a9 Are your professors available for consultations and academic support?	Chi-square	32.332
	df	4
	Sig.	.000

As Table 4 shows, the determinants are most statistically related to the variable of satisfaction with the overall experience of being a student in Georgia (statistical significance level $P < 0.001$). Of these, satisfaction with the university has the most significant influence according to the chi-square coefficient, followed by satisfaction with the teaching methods used by professors, satisfaction with the educational program, and finally satisfaction with consultations and academic support from professors.

Hypothesis 3. Students who feel welcomed and supported by local citizens, students, and faculty, who don't experience any discrimination or cultural barriers, are more likely to recommend studying in Georgia - Hypothesis 3 was tested using the Kruskal-Wallis test, which is analogous to a one-way analysis. The grouping variable in this case is the variable a4 Would you recommend studying in Georgia to your friends, relatives, and other international students?, and the factors are the variables: a17 Attitudes of local citizens, students, and professors and a18 Was there any discrimination or cultural barrier?

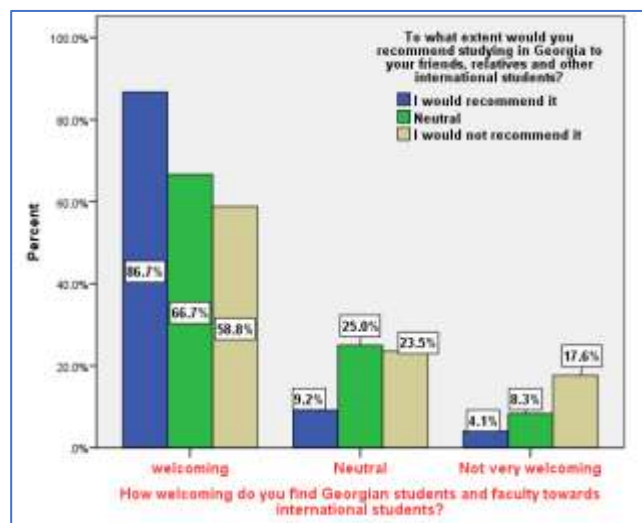
Table 5. Kruskal-Wallis test results

Test Statistics		
	a17 Attitude from local citizens, students, and faculty	a18 Was there any discrimination or cultural barriers?
Chi-Square	84.972	32.778
df	3	3
Asymp. Sig.	.000	.000

As the test results show, both factors have a maximum statistical relationship with the dependent variable. a17: Attitudes from local citizens, students and professors affects the variable a4: Would you recommend studying in Georgia to your friends, relatives and other international students? at the 0.01 level of statistical significance, with a chi-square coefficient of 84.972. Meanwhile the second factor a18: Was there any discrimination or cultural barrier?, also affects the dependent variable at the 0.01 level of statistical significance.

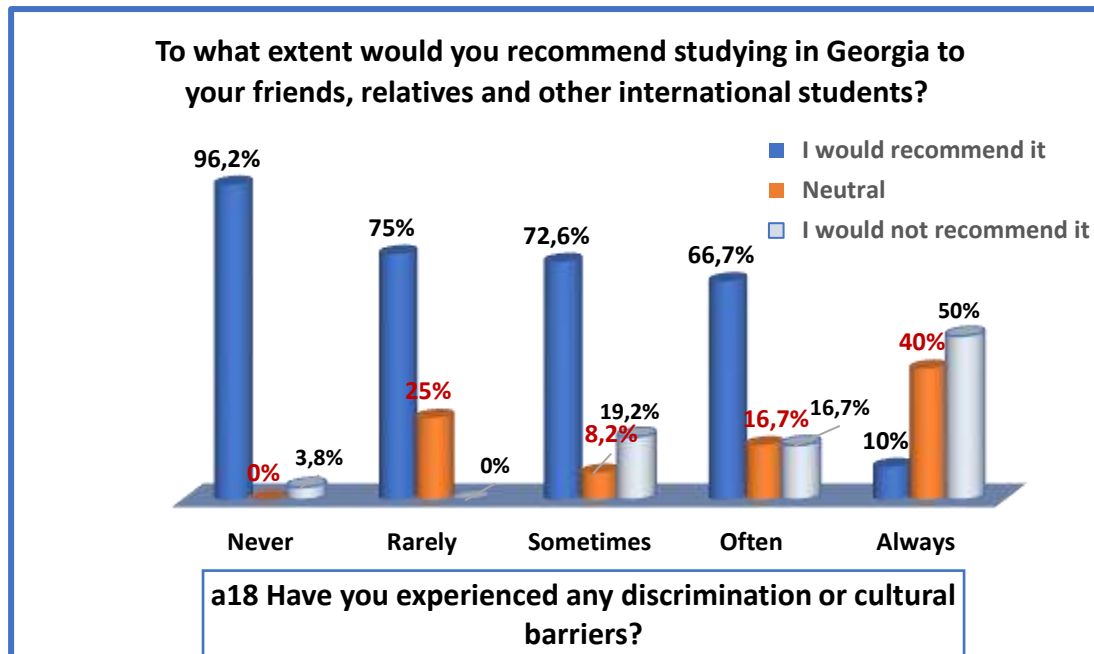
The Figures below clearly show the impact of these factors on the variable a4: Would you recommend studying in Georgia to your friends, relatives, and other international students?

Figure 7. The impact of student-friendly attitudes and support from local citizens, students, and faculty on the recommendation to study in Georgia



As shown in Figure 7, in the case of a friendly attitude, 86.7% would make a positive recommendation, while in the case of a neutral attitude, 9.2% would make a recommendation. Even in the case of an unfriendly attitude, 4.1% would make a recommendation.

Figure 8. Relationship between the variables “Was there any discrimination or cultural barriers?” and “To what extent would you recommend studying in Georgia to your friends, relatives, and other international students?”



As Figure 8 shows, 96.2% of those who have never experienced discrimination would recommend studying in Georgia, and 75% of those who have rarely experienced discrimination would recommend it, with recommendations decreasing when discrimination occurs sometimes, often, and always. Thus, it is clear that students who feel a friendly attitude and support from local citizens, students, and faculty, and do not experience any discrimination or cultural barriers, are more likely to recommend studying in Georgia.

Thus, the third hypothesis is proven.

Hypothesis 4. The quality of university facilities (libraries, classrooms, laboratories) significantly impacts foreign student satisfaction - we tested this hypothesis using regression analysis.

Table 6 shows that there is a moderate positive correlation between the dependent variable and the factor, $R=0.53$.

It also appears that 28% of student satisfaction is explained by the quality of university facilities (libraries, classrooms, laboratories).

Table 6. Summary table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.525	.275	.273	.663

a. Predictors: (Constant), a10 Are you satisfied with the availability of academic materials (books, online resources)?

The following table of analysis of variance (ANOVA) shows that there is a very high statistical significance between the factor and the dependent variable at the 0.01 level ($P < 0.001$).

Table 7. Analysis of variance table

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.573	1	64.573	146.873	.000
	Residual	170.144	387	.440		
	Total	234.717	388			

Table 8 shows the coefficients of the regression equation.

Table 8. Regression equation coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.968	.115		8.427	.000
a10 Are you satisfied with the availability of academic materials (books, online resources)?	.613	.051	.525	12.119	.000

a. Dependent Variable: a4 To what extent would you recommend studying in Georgia to your friends, relatives and other international students?

These coefficients indicate that the satisfaction of foreign students is directly proportional to the quality of university facilities and teaching materials.

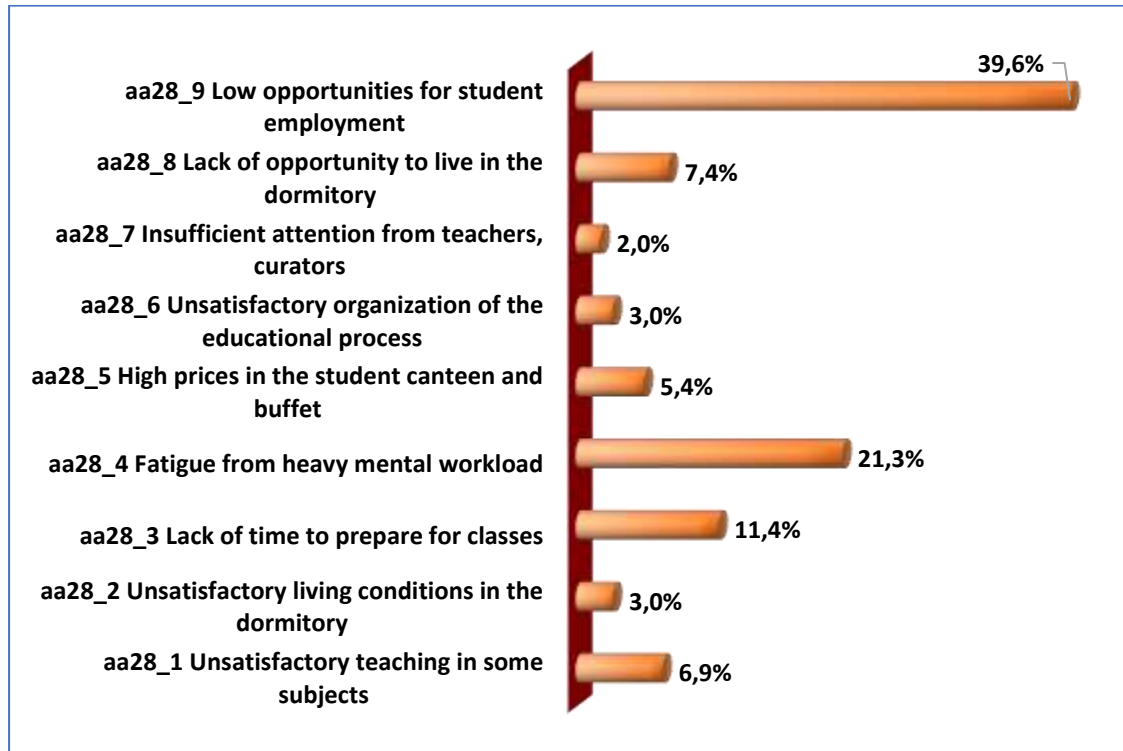
According to the coefficients in the table, the regression equation takes the following form:

A2: How satisfied are you with your overall experience as a student in Georgia? = a10: Are you satisfied with the availability of academic materials (books, online resources)? * 0.613 + 0.968

Thus, Hypothesis 4 is also confirmed.

Hypothesis 5. The dissatisfaction of foreign students is primarily determined by the availability of limited opportunities for student employment – it is confirmed by a survey of multiple-choice questions - which student problems bother you the most?

Figure 9. Problems that particularly concern foreign students



As can be seen from Figure 9, foreign students are most concerned about the low availability of student employment (39.6%), fatigue from heavy mental workload (21.3%).

Hypotheses: H6: Safe living conditions and a satisfactory criminological situation in Georgia are an important factor in student satisfaction. H7: Foreign students feel very comfortable in the Georgian environment and have no difficulty adapting to Georgian culture and lifestyle, H8: Fairness of assessment and exams in Georgian universities significantly determines the satisfaction of foreign students. To test these hypotheses we used the contingency table (Table 9) and the chi-square test included in it (Table 10)

Table 9. Student satisfaction with being safe in Georgia, adaptation to Georgian culture and lifestyle, and fairness of assessments and exams

		a2_3 How satisfied are you with your overall experience as a student in Georgia?		
		1 Satisfied	2 Neutral	3 Dissatisfied
a27_3 How safe do you feel living in Georgia?	1 safe	82.1%	4.5%	13.4%
	2 Neutral	67.9%	15.1%	17.0%
	3 unsafe	42.9%	57.1%	0.0%
a21 How comfortable do you feel adapting to Georgian culture and lifestyle?	1 very comfortable	79.2%	0.0%	20.8%
	2 comfortable	77.9%	10.5%	11.6%
	3 neutral	47.1%	35.3%	17.6%
	4 uncomfortable	0.0%	0.0%	0.0%
	5 very uncomfortable	0.0%	0.0%	0.0%
a11 How would you rate the fairness of assessments and exams?	1 very fair	100.0%	0.0%	0.0%
	2 fair	82.8%	9.2%	8.0%
	3 Neutral	44.0%	20.0%	36.0%
	4 Unfair	40.0%	40.0%	20.0%
	5 very unfair	0.0%	0.0%	100.0%

The results of the chi-square test confirm the validity of hypotheses H6, H7, and H8. The student satisfaction variable has a maximum statistical relationship with all three factors at the 0.01 level. In addition, according to the chi-square coefficient, the fairness of assessments and exams has the greatest impact on student satisfaction (chi-square coefficient is 92.544, followed by the safety of living in Georgia, and finally, comfort in adapting to Georgian culture and lifestyle).

**Table 10. Chi-square test results
Pearson Chi-Square Tests**

		a2_3 How satisfied are you with your overall experience as a student in Georgia?
a27 How safe do you feel living in Georgia?	Chi-square	57.184
	df	4
	Sig.	.000
a21 How comfortable do you feel adapting to Georgian culture and lifestyle?	Chi-square	40.855
	df	4
	Sig.	.000
a11 How would you rate the fairness of assessments and exams?	Chi-square	92.544
	df	8
	Sig.	.000

Conclusions

- Georgia has a vast potential for exporting higher education services, which creates the possibility of becoming an even more popular study destination for international students. Studying in Georgia is not only about education, but also about exploring a beautiful country with a rich history and culture. There are many reasons to select Georgia, such as affordable tuition fees for higher education, infrastructure and facilities, a large number of qualified professors, low living costs, high-class education, international recognition of courses and programs, a safe environment, english-medium instruction, the flexibility in language proficiency requirements and adaptable terms of university enrollment.
- The growing number of foreign students, along with the results of our satisfaction survey, allow us to conclude that the prospects for further growth of Georgia's higher education services exports are very positive.
- Georgia should work to strengthen the integration of the higher education system into the United European space. We believe that a long-term vision for education system development must be created, which will include a critical analysis of all components of this field and will also be based on the main principles and methods of higher education marketing.
- The following hypotheses were confirmed as a result of our research:
 - The affordability of education significantly influences the decision of foreign students to study in Georgia.
 - The main factors influencing the satisfaction of foreign students are the high quality of educational services, teaching methods, program content, and lecturers' support for ensuring academic achievements.
 - Students who feel welcomed and supported by local citizens, students, and faculty, who don't experience any discrimination or cultural barriers, are more likely to recommend studying in Georgia
 - The quality of university facilities (libraries, classrooms, laboratories) significantly impacts foreign student satisfaction.
 - The dissatisfaction of foreign students is essentially determined by the availability of limited opportunities for student employment, student exchange, and internship programs.
 - Safe living conditions and a satisfactory criminological situation in Georgia are important factors in student satisfaction.
 - Foreign students feel very comfortable in the Georgian environment and have no difficulty adapting to Georgian culture and lifestyle.
 - Fairness of assessment and exams in Georgian universities significantly determines the satisfaction of foreign students.
- In order to increase Georgia's higher education export and attract a greater number of foreign students, we consider it necessary for educational institutions to develop and implement effective marketing strategies based on a survey of foreign students' satisfaction with the educational services received in Georgia. Based on the analysis of the results obtained, institutions should further improve and develop those factors that positively affect the satisfaction of foreign students and eliminate those specific circumstances that determine the dissatisfaction. The results of the marketing survey of satisfaction with educational services received by foreign students in Georgia, conducted by us, clearly

demonstrated the high satisfaction of foreign students with the educational services received, as well as their willingness to recommend the higher education in Georgia to their friends, relatives, as well as other international students. This undoubtedly indicates the prospects for further growth of Georgia's higher education service exports.

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