

# A STUDY ON STUDENTS PERCEPTION TOWARDS HIGHER EDUCATION IN ABROAD

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## Abstract

*Higher education known to the level of learning that follows the completion of secondary education, typically at colleges, universities and other institutions offering degree programs. It has a vital role in shaping ones' intellectual, professional, and personal development. This present study aims to explore the students' perspective towards higher education in foreign countries and factors that play a major role in influencing students' decisions in choice. The empirical research design is descriptive in nature. The analysis of data is done by applying SPSS software. This result will help researchers to strengthen the review of literature thereby parents and financial status plays a very major role in influencing the decision of students.*

## Keywords:

*Abroad, Higher Education, Factors, Degree Programs*

## 1. INTRODUCTION

The term 'Education' is extracted from 'educate' refers 'to nourish', 'to bring up', 'to raise', 'to pour', 'to rear'. 'Educare' means 'to lead out', 'to draw out'. Morphologically the term 'education' is originated from two letters 'e' and 'duco', 'e' known for *inside* and 'duco' means *to develop*. Education is the way of fostering learning or the expansion of knowledge, skills, values, moral convictions, conducts and personal growth [1].

It plays a crucial role in human development, influencing nearly every aspect of individual and societal growth, allowing individuals to explore and understand themselves and the world around them, encourages curiosity and equips people with knowledge, broadening their perspectives [2].

It boosts economic productivity and contributes to overall national development. Promotes social cohesion by reducing inequalities, bridging gaps across different communities and encouraging inclusiveness.

### 1.1 HIGHER EDUCATION IN ABROAD

India has journeyed extensively in education since 'Guru-Shishya', in ancient times people practiced under the shade of a tree. Now India has become the second largest in the field of higher education [3].

Yet, Indian students highly prefer to do higher education in foreign countries. As of 2024, over 1.3 million Indian students are studying abroad. It increased from previous years with around 1,318,955 students abroad in 2023 [4].

Countries like the US, UK, Canada, Australia and Germany creates a unique opportunity to gain world-class education. It enables students to access specialized courses, build global networks, and gain an international perspective to enhance both their personal and professional lives [5].

## 2. LITERATURE SURVEY

Literacy is one of the key instruments for the growth of the nation. It ought to be advanced according to the contemporary scenario. Higher education provides specialized knowledge & skilled persons for national development [6]. Despite an increasing number of universities, Indian students choose to go abroad for higher education [7]. Indian student's consideration to study abroad were found to be predominantly dependent on social media, cost did not have a significant effect on students' choice; however, moderated with scholarship and cost [8].

In 2022 the number of pupil hunting higher learning overseas surpassed 7,50,365 exceeding China. The prime reason concerning Indian students opting for higher education abroad is the lack of quality education, academic commitment and exposure provided by institutions in India as compared to the Universities in western countries [9]. In the long run, international education is projected to have an increasingly favorable impact on host nations' balance of payment as a result of revenue generated from tuition fees and other domestic consumption's by international students-OECD [10].

The expeditious expansion of higher education imposes financial burdens on education system [11]. Nevertheless, studying abroad definitely renders a unique chance that can be 'life-changing in different aspects: Good chances to grow academically, professionally and personally also a once in a blue moon adventure [12].

The good chance to study abroad enables students to familiarize themselves with cultures which are distinct from their own such as ethnic, national or religious perspective [13]. Stress involved in managing academic challenges and adjusting to sociocultural factors of host country, norms and values is another pattern.

## 3. OBJECTIVES OF THE STUDY

- To explore the factors influencing the students' choice decisions to study foreign countries.
- To investigate the relationship between influencing factors and choice decisions to study in foreign countries.
- To investigate the factors identified as influencing choice decisions vary with demographic profile of the students.

## 4. ANALYSIS PLAN

The data gathered is analyzed using statistical package for social sciences (SPSS). The tools used for the analysis are Descriptive analysis and One-Way ANOVA.

### 4.1 DATA ANALYSIS AND INTERPRETATION FOR DESCRIPTIVE ANALYSIS

Table.1. Level of influence of the factors on students’ decisions to study in foreign countries (M=Mean, SD=Standard Deviation)

Factors	M	SD
Parents	3.91	0.96
Prior Participants	3.8	0.953
Close friend	3.73	1.062
Teacher	3.62	1.063
Relatives	3.64	1.132
Academic Consultant	3.34	1.001
Study Abroad Adviser	3.3	1.223
Siblings	2.84	1.171

It is inferred that, in making decision to study overseas, the prime influences are the parents with (M=3.91, SD=0.96) followed by prior participant (M=3.8, SD= 0.953) and close friend (M=3.73, SD= 1.062) who studying in foreign countries respectively. Siblings With the mean value (M=2.84, SD=1.171) have least influence while taking decisions. It Indicates that parents have a significant influence on pupil while considering to study in foreign countries.

Table.2. Variables that influence pupils’ decisions to study in host country (Mean=Mean, SD=Standard Deviation)

Factors	M	SD
Financial Status/background of the students	3.86	0.924
Recognition in Worldwide	3.82	0.931
Country Choice	3.74	1.030
Internship options	3.72	0.979
Limited Seats in own Country	3.47	1.153
Time period of the program	3.47	1.074
Course charges in comparison to native country	3.41	1.030
Funding and financial aid (Scholarship)	2.76	1.263

It is inferred from Table.2 that the financial position is the significant driving variable with a strongest mean score (M=3.86,SD=0.924) subsequently by worldwide recognition has mean score (M=3.82, SD =0.931) and relatives (M=3.76, SD=0.957) respectively. Funding and financial aid in host country(M=2.76, SD= 1.263) was the least influencing factor of students while taking decisions. It indicates that family financial status is the key variable that influence the students, while deciding to study overseas.

### 4.2 INFLUENCING FACTORS

It involves factors such as limited seats in home country, cost effective and individual growth, career enhancement, high societal status, worldwide reputation, choice decision.

- **Null Hypothesis:** There is no relationship between the influential variable and students’ choice decisions to study overseas.

- **Alternate Hypothesis:** There is a relationship between the influential variable and students’ choice decisions to study overseas.

### 4.3 CORRELATION BETWEEN INFLUENTIAL VARIABLE AND STUDENTS’ CHOICE DECISION TO STUDY OVERSEAS

Table.3. Correlation between Influential variable and Students’ Choice Decisions to study overseas Influencing Factor IF: Limited seats in home country-LS, Cost Effective and Individual Growth-CE and IG, Career Enhancement-CE, High Societal Status-HSS, Worldwide Reputation-WR, Choice Decision-CD)

IF		SU	CB & PD	C A	HSS	WR	CD
LS	Pearson Correlation	1	0.18	0.368	0.352	0.403	0.632
	Sign (2-tailed)		0	0	0	0	0
	N	110	110	110	110	110	110
CE & IG	Pearson Correlation	0.18	1	0.638	0.452	0.503	0.748
	Sign (2-tailed)	0		0	0	0	0
	N	110	110	110	110	110	110
CE	Pearson Correlation	0.368	0.638	1	0.44	0.505	0.792
	Sign (2-tailed)	0	0		0	0	0
	N	110	110	110	110	110	110
HSS	Pearson Correlation	0.352	0.452	0.44	1	0.463	0.731
	Sign (2-tailed)	0	0	0		0	0
	N	110	110	110	110	110	110
WR	Pearson Correlation	0.403	0.503	0.505	0.463	1	0.785
	Sign (2-tailed)	0	0	0	0		0
	N	110	110	110	110	110	110
CD	Pearson Correlation	0.632	0.748	0.792	0.731	0.785	1
	Sign (2-tailed)	0	0	0	0	0	
	N	110	110	110	110	110	110

significant at 0.01 level (2-tailed)

The findings reveals the positive correlation, it shows that the (p) value is 0.000 which is lower than 0.01. Therefore the 2 tails are considerably positive. Hence this is realized that there is a strong relationship (0.01 level) existed between the influential factors and pupils' decision to learn overseas. Therefore Ho hypothesis is refuted and alternative hypothesis is accepted.

#### 4.4 ONE-WAY ANOVA TEST

##### *Assessment of the relationship betwixt perception of pupil's on factors influencing and demographic variable*

- **Null Hypothesis:** No relationship exists between the perception of students' on influencing factors and choice to study abroad based on gender.
- **Alternate Hypothesis:** There is relationship between the opinions of students' on influencing factors and choice to study abroad based on gender.

Table.3. Disparity between perception among students' on factors influencing choice decision and demographic variable. Influencing Factor IF: Limited Seats-LS, Cost Effective and Personal Growth-CE and PG, Career Enhancement -CE, High Societal Status-HSS, Worldwide Reputation-WR, Choice Decision-CD)

Factors	Gender	N	Mean	SD	F	Sig.
SU	Male	42	3.434	0.846	0.835	0.361
	Female	58	3.518	0.778		
	Total	110	3.466	0.821		
CE and PG	Male	42	3.185	0.839	6.735	0.01
	Female	58	3.457	0.689		
	Total	110				
CE	Male	42	3.669	0.773	4.274	0.039
	Female	58	3.839	0.681		
	Total	110	3.733	0.744		
HSS	Male	42	3.709	0.794	0.776	0.382
	Female	58	3.794	0.751		
	Total	110	3.741	0.778		
WR	Male	42	3.687	0.867	10.381	0.001
	Female	58	3.994	0.705		
	Total	110	3.803	0.822		
CD	Male	42	3.537	0.614	5.974	0.015
	Female	58	3.72	0.512		
	Total	110	3.606	0.583		

It shows that primarily choice decision scores ( Male:  $M=3.54$ ,  $SD=0.614$ , Female :  $M=3.72$ ,  $SD=0.512$ ) in addition with limited seats ( $p=0.361$ ) and high societal status ( $p=0.382$ ), all 3 factors have substantial difference in perceptions.

The p values of cost benefit and personal growth, career enhancement, and worldwide reputation constructs were less than 0.05. It reveals that female respondents tend to show more attention. The mean ranks for female respondents were noticeably higher than the male counterparts in all five constructs.

In conclusion, the results reveals that the cost effective and personal growth, career enhancement and worldwide reputation were significant. Hence, there is sufficient evidence to refute the null hypothesis and support the alternative hypothesis. There is a significant disparity in perception among students based on gender.

#### 5. FINDINGS OF THE STUDY

- **To study the factors influencing the students' choice decisions to study in foreign countries.**

Making decision to study abroad discovered to be self-motivated basically. However it highlights that students might not be the ultimate decision makers because of the challenges involved in decisions and choices. The options and considerations that pupil make in regard to their education are under the influence of parents and financial status of the students is also another noticeable pattern.

- **To investigate the relationship between influencing factors and choice decisions to study in foreign countries.**

The study reveals that there is a positive relationship between all six factors such as limited seats, cost effective and personal development, career enhancement, high Societal status, worldwide reputation and choice decisions. The above six factors influence the decisions of students.

- **To investigate the factors identified as influencing choice decisions vary with demographic profile of the students.**

Factors such as cost effective and personal growth, career enhancements, worldwide reputation and overall choice decision show statistically significant gender differences, indicating that males and females prioritize these aspects differently. For other factors like seat unavailability and high social status, there are no significant differences in preferences between genders.

#### 6. CONCLUSION

The study shows the significant variable influencing students' consideration to study in foreign countries, and reveals that primary reasons driving for overseas education. Also, reveals that consideration/decisions to study in foreign countries usually derives from perceptions that higher education in foreign countries is excellent than the home countries education. Reveals that it is faster to get admitted in foreign country as compared to home country, because in recent days there is strong rivalry for limited seats in India. Relatively it is identified that a certain set of factors influence students' choice such as seat unavailability, financial benefit and personal growth etc., However, Higher Education in abroad opens doors for career prospects and enables people to contribute to the advancement of knowledge and society. Despite challenges such as cost and access, the value of higher education in shaping individuals' future remains immense.

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