

IMPACT OF PURSUING HIGHER EDUCATION IN ABROAD BY INDIAN STUDENTS

Submitted in partial fulfilment of the requirements for the award of
BACHELOR OF COMMERCE

by

SUBIKSHA.T

Register no:39740231



**DEPARTMENT OF BUSINESS ADMINISTRATION
SCHOOL OF MANAGEMENT STUDIES**

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by
AICTE JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

MAY-2022



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SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of SUBIKSHA.T (39740231) who has done the Project work entitled **THE IMPACTS OF PURSUING HIGHER EDUCATION IN ABROAD BY INDIAN STUDENTS** under my supervision from December 2021 to February 2022.

Dr. THAMILSELVAN.R

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Submitted for Viva voice Examination held on _____.

Internal Examiner

External Examiner

DECLARATION

I am **SUBIKSHA.T (39740231)**. Hereby declare that the Project Report entitled **IMPACTS OF PURSUING HIGHER EDUCATION IN ABROAD BY INDIAN STUDENTS**” done by me under the guidance of **Dr. THAMILSELVAN.R, M.Com., MBA., M.Phil., B.Ed., Ph.D., Associate Professor, Department of Management studies** is submitted in partial fulfilment of the requirements for the award of a bachelor of commerce degree.

DATE:

PLACE: CHENNAI

SUBIKSHA.T

SIGNATURE OF THE CANDIDATE

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SUBIKSHA.T

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CHAPTER-1

INTRODUCTION

What is the introduction of education?

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. Education originated as the transmission of cultural heritage from one generation to the next.

International education refers to a dynamic concept that involves a journey or movement of people, minds, or ideas across political and cultural frontiers.

- It is facilitated by the globalization phenomenon, which increasingly erases the constraints of geography on economic, social, and cultural arrangements.
- The concept involves a broad range of learning, covering, for instance, formal education and informal learning (e.g. training, exchange programs, cross-cultural communication).
- It could also involve a reorientation of academic outlook such as the pursuit of "world mindedness" as a goal so that a school or its academic focus is considered international. For example, the National Association of State Universities prescribes the adoption of "proper education" that reflects the full range of international, social, political, cultural, and economic dialogue.
- International educators are responsible for "designing, managing, and facilitating programs and activities that help participants to appropriately, effectively, and ethically engage in interactions with culturally diverse people and ideas."

□ **BRIEF BACKGROUND OF INTERNATIONAL EDUCATION:**

The emergence of international education as a discipline may be attributed to the international and intercontinental initiatives of the past, which aimed to achieve education, learning, and intellectual exchange. This is demonstrated in the formalized academic relations between countries in the form of bilateral and scientific agreements. Here, international education is considered a mechanism of international cooperation, and in some cases, it stems from the recognition that different cultures offer different outlooks and styles of learning and teaching in addition to the transfer of knowledge.

Some scholars associate the development of international education with comparative education, which is concerned with the evaluation and scrutiny of different educational systems in various countries to develop an education and educational structures that are global in scope and application. This concept is considered ancient, having been used in classical Greece, while the actual term was first used by William Russell in 1826. International education diverged from it as it assumed the form of more organized programs that bring together learners and teachers from different countries to learn from each other.

Definitions

Studying abroad is a global phenomenon. Every year students travel across countries, continents, and seas to embark on a life-changing educational experience. They will face unique challenges but the benefits are enormous. If you choose to study abroad you will be guaranteed the experience of a different culture, lifestyle, and climate. You will make new friends and possibly learn a new language. Overall the international awareness gained from your overseas experience is likely to enhance your long-term career prospects.

OBJECTIVES OF THE STUDY

- To find out the reason which makes people want to study abroad.
- To know the positive and negative impacts on international education.
- To examine factors influencing students to study abroad.
- To find which factors make educational institutes in India lesser compared to other countries' education.
- The primary goals of international education are furthering knowledge and cultural capital, learning about places and cultures, and gaining intercultural skills in the process.
- Promoting international understanding, international-mindedness and global awareness. Being active in global engagement/global or world citizenship. Increasing intercultural understanding and respect for difference. Encouraging tolerance and commitment to peace.

NEED OF THE STUDY

- The study provides a comprehensive and authentic analysis of the obstacles students face.
- It helps people to know about a specific problem.
- It also identifies the major problem that lies behind it and overcomes it.
- It helps to fulfill the need of the students for example financial shortages can be cured by the government by providing scholarships.
- This study can provide a doorway for the upcoming generation.

Studying abroad provides many advantages students can gain, such as:

- Broadening world views and ways of thinking by experiencing different cultures first hand.
- Benefiting students with future career opportunities by providing more life experiences and personal connections.

- Complementing and accelerating fluency in speaking, reading, and writing foreign languages.
- Providing an alternative academic experience by taking courses not offered elsewhere while earning credits towards graduation.
- Providing opportunities for leadership development through interactions with different cultures.
- Providing opportunities for personal growth and development by gaining self-confidence and life experience.

SCOPE OF THE STUDY

- The scope of the study is improving transparency, cooperation between institutions, innovation practices, and quality of education at the higher education level, internationalization of teaching and learning is the strongest one.
- The most significant reason for international students to study abroad is the first-class quality of education.

LIMITATIONS OF THE STUDY

- Studying in a foreign country offers them a large number of outstanding opportunities in terms of learning, skill-building, and professional knowledge.

The limitations of the study were listed below

- Due to COVID-19 collecting samples with human contact is a challenging part.

- Samples were collected through google forms therefore only limited data has been collected.

INTERNATIONAL EDUCATION PROFILE:

- A learning model that seeks to deepen systematic instructional processes to learners in different platforms across the world who are interconnected through modern technology or physical program exchange while sharing culture and different study approaches.
- What is an international education and why is it important?
- That's why international education is vital: it promotes mutual understanding among people from different nations and helps ensure that Americans from all walks of life better understand the world and are prepared to effectively engage with our Neighbors.
- According to the report, the number of Indian students opting for higher education abroad grew from 440,000 in 2016 to 770,000 in 2019 and is set to grow further to roughly 1.8 million by 2024, resulting in increased overseas spending on higher education.25-Sept-2021
- As per MEA (Ministry of External Affairs), in 2020 alone 261,406 Indian students went abroad. Though the number was half of what was experienced in 2019 (588,931), MEA reported it to be a large count with consideration of the ongoing pandemic.
- Indian students who choose to go abroad for studies are from Canada, Germany, Australia, the United States, and Italy.

CHAPTER-2

REVIEW OF LITERATURE

- The report of Caruana and Ploner (2011) groups some successful internationalization practices as follows:

International graduate: Curricular teaching and learning activities

- Extra-curricular teaching and learning activities: by supporting international trips for students so that they would be able to improve their critical thinking skills.
- Networks and partnerships: by academic exchange programs in order to experience a variety of knowledge and practices.
- The research of Ayoun et al. (2010) examined the consequences of internationalization of the US and non-US hospitality programs and found that an increase in academic quality and strength of the research dimension are academic-related benefits of internationalization.
- The study of Bostrom (2010) examined the concept through a case study that compares two universities in terms of their usage and contribution to the other nation's knowledge. Based on the literature, the author revealed both the negative and positive consequences of internationalization.
- However, the author stated that mutual learning, a broadened perspective, exposure to other cultures, and the ability to study abroad were the positive consequences of internationalization for the two Indian universities examined in that study.
- Yang (2002) stated internationalization should be considered together with its components for a sufficient evaluation, and this is only possible by evaluating the specific components.
- According to the study of Vossensteyn et al., (2008), among the various impacts of the Erasmus program.

CHAPTER-3

RESEARCH METHODOLOGY

The methodology is usually a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques, and tools. It can be defined also as follows

Research Methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

3.1 RESEARCH DESIGN

Research design is the framework of research methods and techniques chosen by a researcher. The type of research problem an organization is facing will determine the research design and not vice-versa. The design phase of a study determines which tools to use and how they are used.

3.2 SOURCE OF DATA

The research uses both Primary and Secondary data.

3.2.1 PRIMARY DATA

Data that has been collected from first-hand experience is known as primary data. Primary data has not been published yet and is more reliable, authentic, and objective. Primary data has not been changed or altered by human beings; therefore, its validity is greater than secondary data.

3.2.2 SECONDARY DATA

Data collected from a source that has already been published in any form is called as secondary data. The review of literature in any research is based on secondary data. Mostly from books, journals and periodicals.

3.3 SAMPLING SIZE

The population size is indefinite as the number of people investing in different investment options is large in number. It is difficult to access the population. The sample size is 150. The respondents are from various locations spread across Chennai City.

3.4 SAMPLING TECHNIQUE

Probability sampling is defined as a sampling technique in which we choose samples from a larger population using a method based on the theory of probability.

These can give unbiased opinions. Convenience sampling also known as grab sampling, accidental sampling, or opportunity sampling is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand. Sometimes these cannot be covered with much data.

METHOD OF DATA COLLECTION

The information needed for this study was collected from the students in the form of primary data.

3.5 PERIOD OF THE STUDY

The study was conducted for a period of 3 months starting from December 2021 to February 2022.

CHAPTER-4

ANALYSIS AND INTERPRETATION

GENDER OF THE RESPONDENTS:

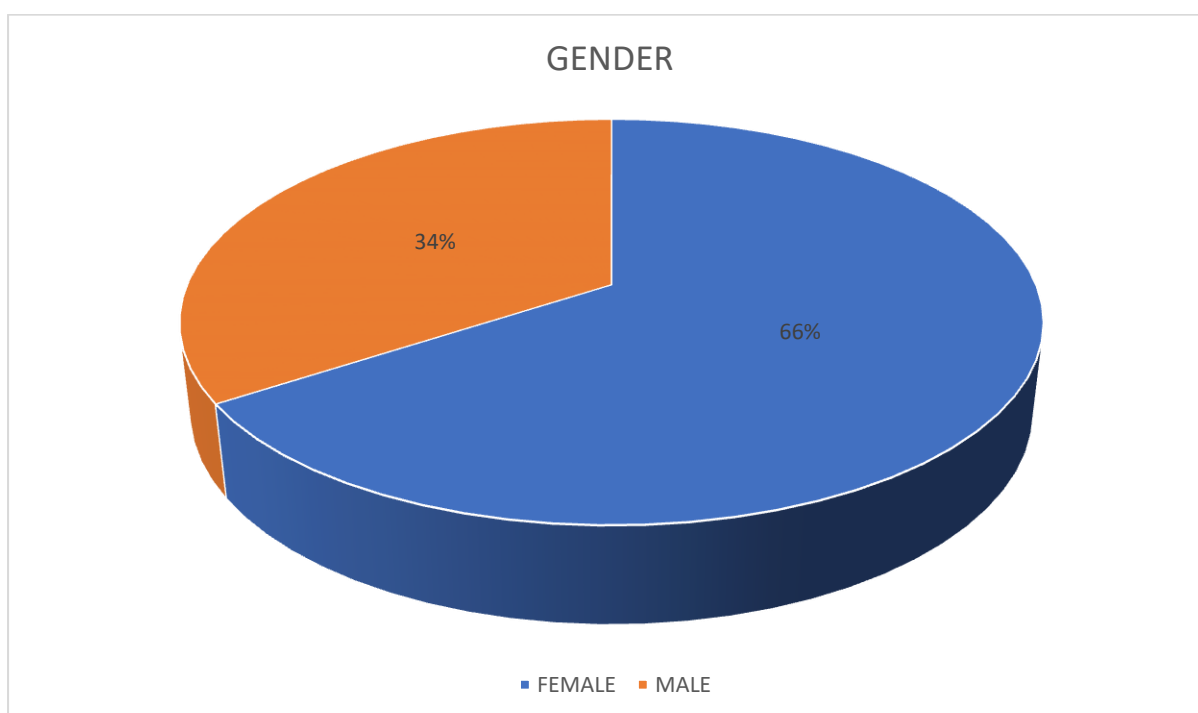
Table No: 4.2

GENDER	NUMBER OF RESPONDENTS	PERCENTAGE
FEMALE	99	66
MALE	51	34
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 66 percent of the respondents are female, 34 percent of the respondents are male.

Chart No: 4.2



AGE OF THE RESPONDENTS:

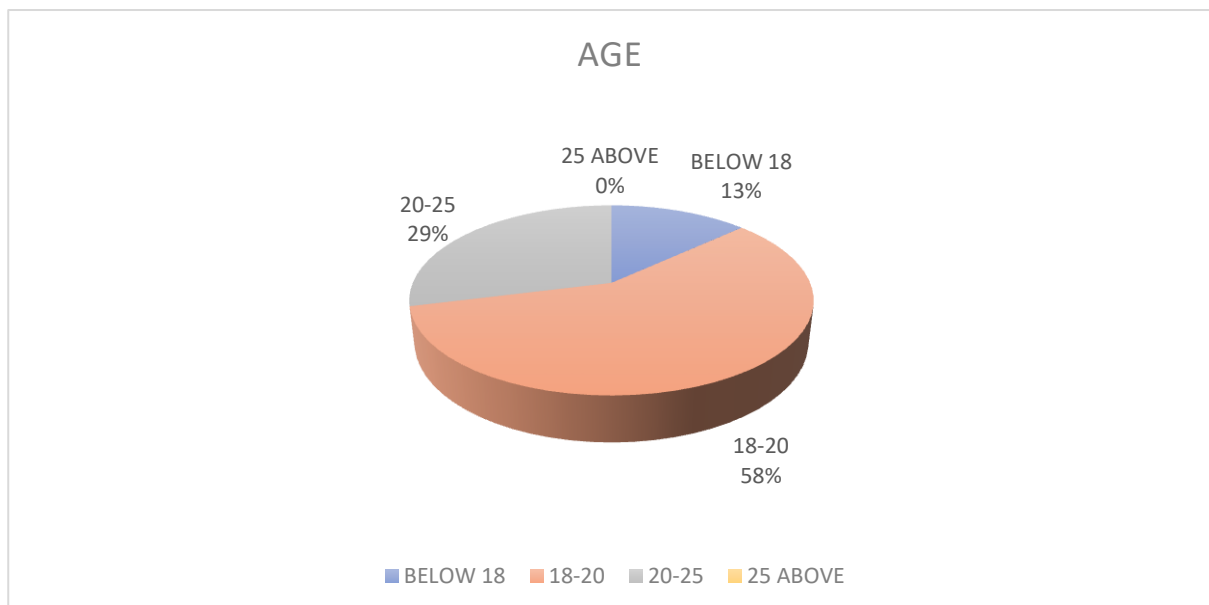
Table No: 4.1

AGE	NUMBER OF RESPONDENTS	PERCENTAGE
BELOW 18	19.5	13
18-20	87	58
20-25	43.5	29
25 ABOVE	0	0
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 13 percent of the respondents are aged between below 18, 58 percent of the respondents are aged between 18 - 20, 29 percent respondents are aged between 20 - 25 and 0 percent of the respondents are in the aging crew of 25 and above.

Chart No: 4.1



EDUCATIONAL LEVEL OF THE RESPONDENTS:

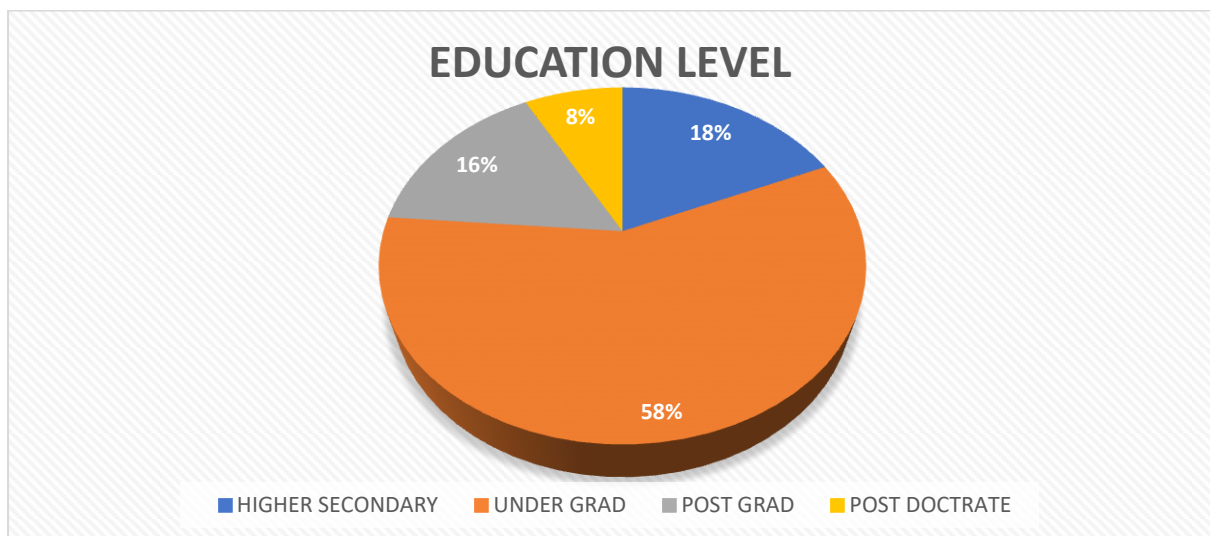
Table No: 4.3

EDUCATIONAL LEVEL	NUMBER OF RESPONDENTS	PERCENTAGE
HIGHER SECONDARY	17.7	18
UNDER GRAD	87	58
POST GRAD	24	16
POST DOCTRATE	12	8
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 18 percent of the respondents are higher secondary graduate, 58 percent of the respondents are under graduate, 16 percent respondents are post graduate and 8 percent of the respondents are post doctrate.

Chart No: 4.3



What are you planning to pursue further?

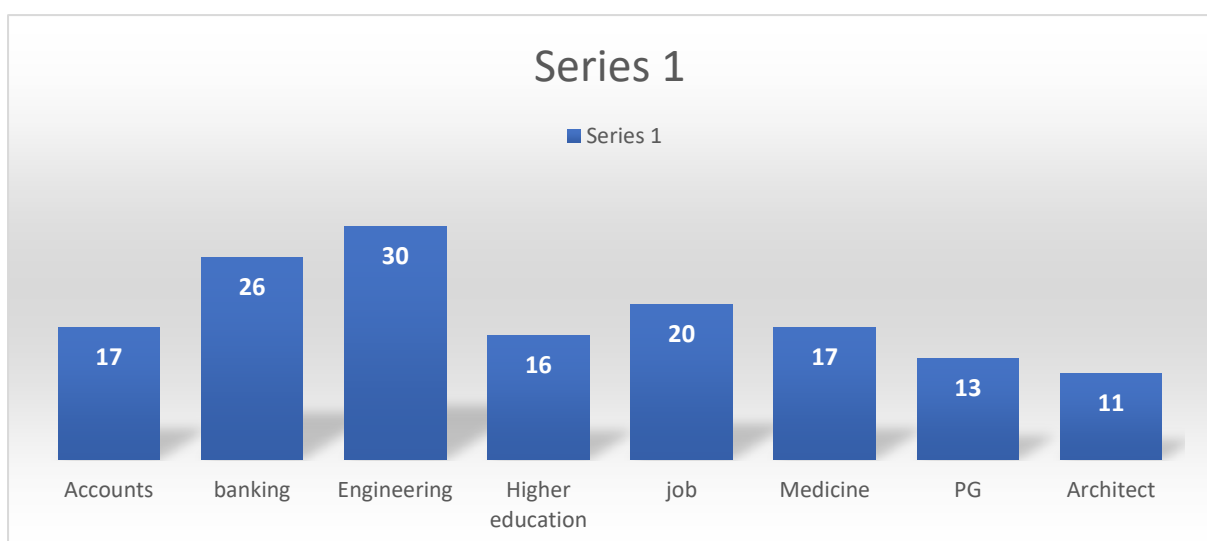
Table No: 4.4

COURCES TO PURSUE FURTHER	NUMBER OF RESPONDENTS	PERCENTAGE
ACCOUNTS	17	11.3
BANKING	26	17
ENGINEERING	30	20
HIGHER EDUCATION	16	11
JOB	20	13
MEDICINE	17	11.3
POST GRADUATE	13	9
ARCHITECT	11	7.3
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 11.3 percent of the respondents are planning to pursue accountancy, 17 percent of the respondents planning to pursue banking, about 20 percent of the respondents are planning to pursue engineering, nearly 16 percent of the respondents are planning to pursue their higher education, 20 percent of the respondents are planning to pursue a good job, 11.3 percent of the respondents are planning to pursue in field of medicine, 9 percent of the respondents are planning to pursue post graduate, and 7.3 percent of the respondents are planning to pursue architect.

Chart No: 4.4



What makes you want to pursue higher education in abroad?

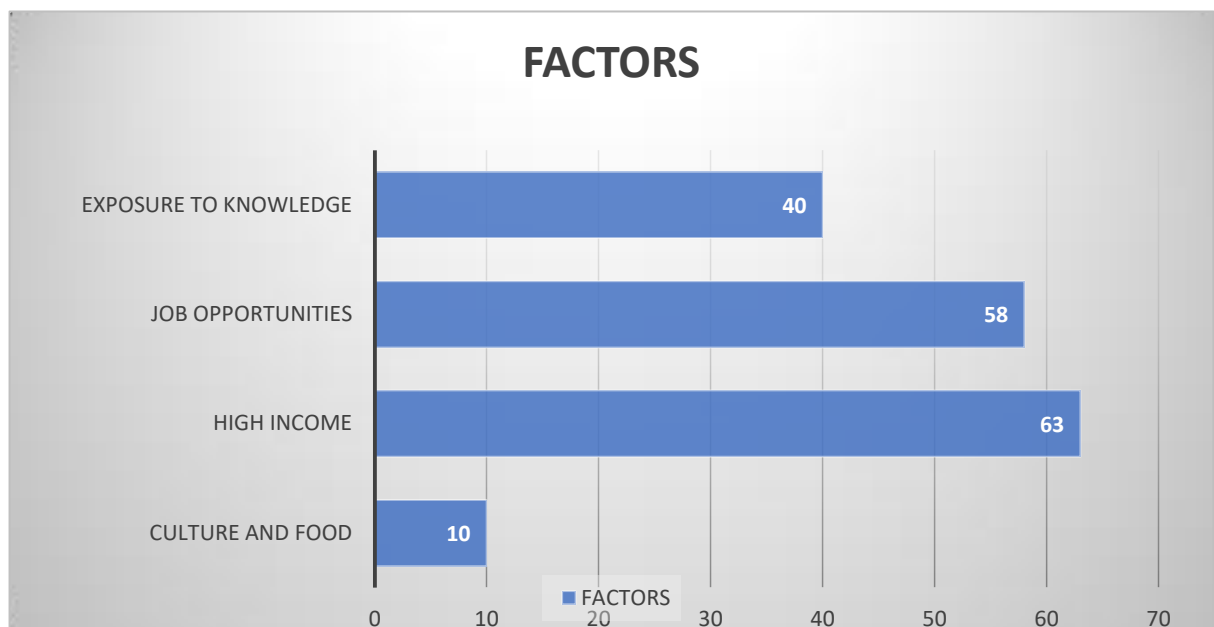
Table No: 4.5

FACTORS	NUMBER OF RESPONDENTS	PERCENTAGE
EXPOSURE TO KNOWLEDGE	40	26.6
JOB OPPORTUNITIES	58	38.6
HIGH INCOME	63	42
CULTURE AND FOOD	10	6.6
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 26.6 percent of the respondents wants to pursue higher education to exposure to knowledge, 38.6 percent of the respondents wants to pursue higher education to job opportunities, 42 percent of the respondents wants to pursue higher education to get high income, 6.6 percent of the respondents wants to pursue higher education to culture and food.

Chart No: 4.5



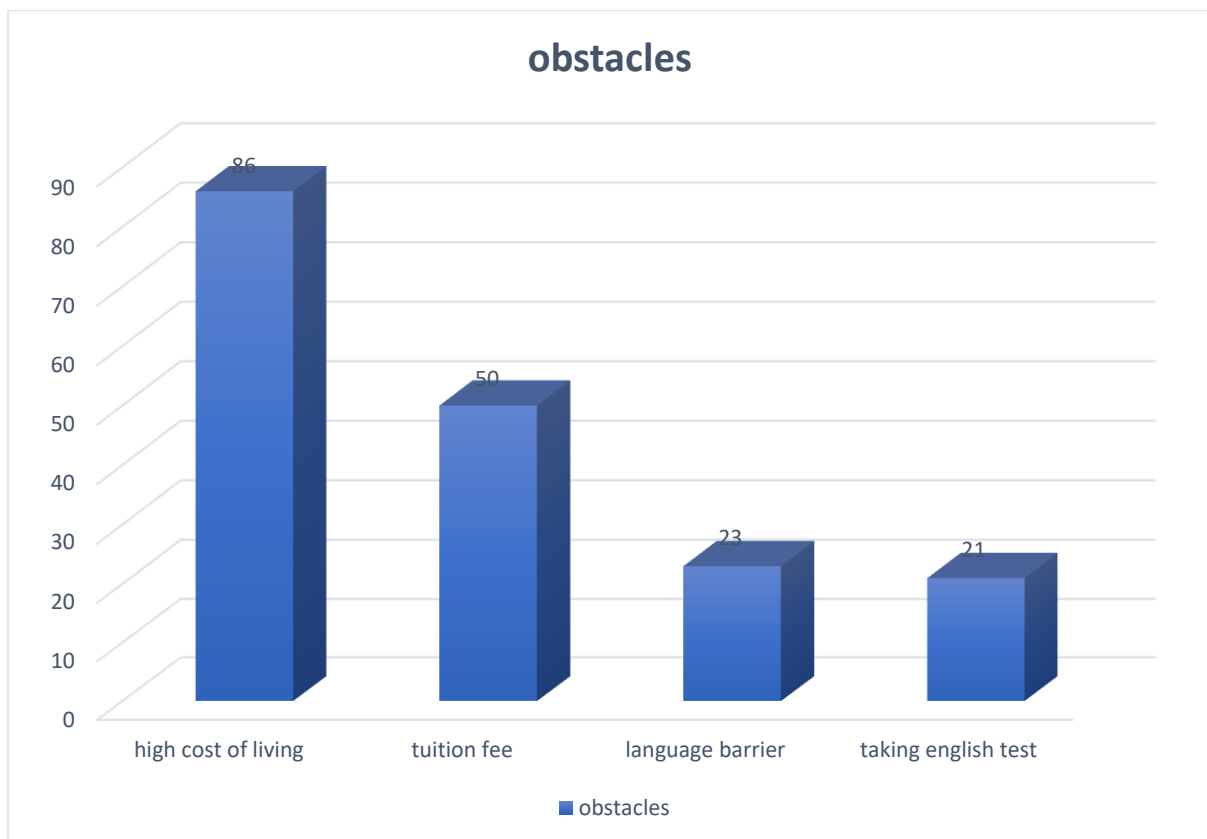
What are the obstacles you face before moving to abroad?

Table No: 4.6

OBSTACLES	NO OF RESPONDENTS	PERCENTAGE
HIGH COST OF LIVING	66	44
TUTION FEE	50	33.3
LANGUAGE BARRIER	18	12
TAKING ENGLISH TEST	16	10.6
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 66 percent of the respondents are facing obstacles of the high cost of living, 50 percent of the respondents face tuition fees, 18 percent of the respondents face a language barrier, and 16 percent of the respondents face the obstacle of taking English test.



Is cost a major barrier to study abroad?

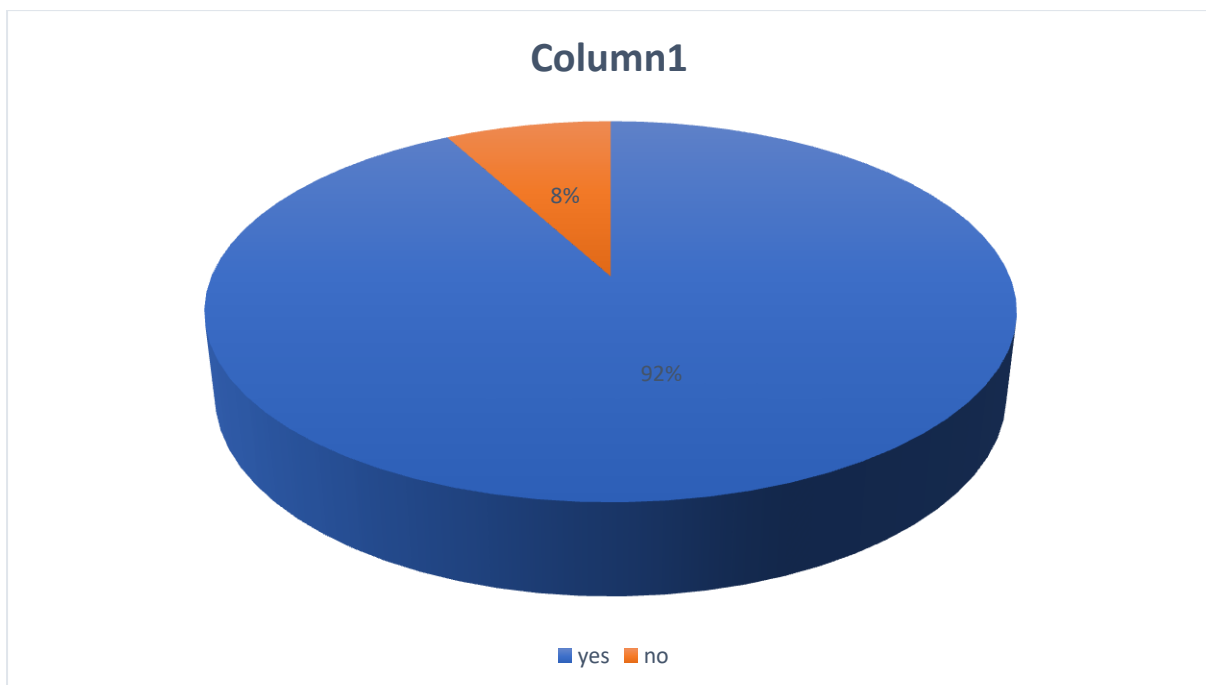
Table No: 4.7

YES	138	92
NO	12	8
TOTAL	150	100

INTERPRETATION

Out of 100 respondents, 92 percent of the respondents said yes and 8 percent of the respondents said no.

Chart No: 4.7



How much can you afford?

Table No: 4.8

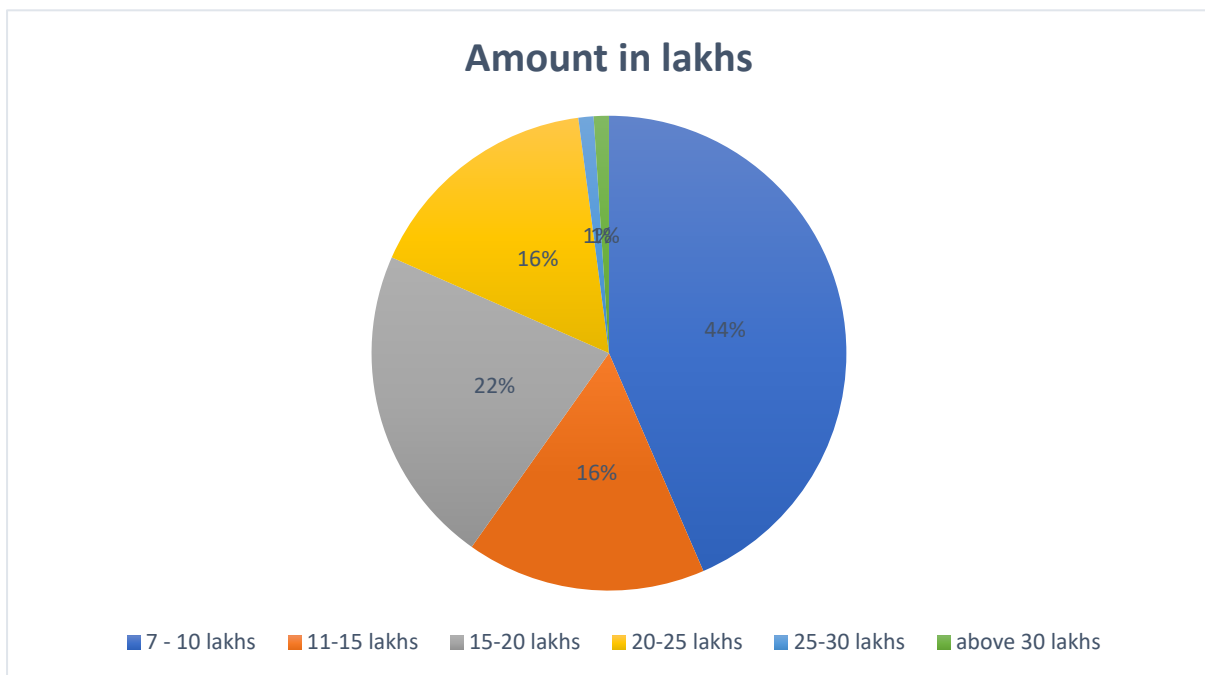
AMOUNT IN LAKHS	NO OF RESPONDENTS	PERCENTAGE
7-10 lakhs	66	44
11-15 lakhs	1	1

15-20 laksh	11	22
20-25 lakhs	19	16
25-30 lakhs	19	16
Above 30 lakhs	1	1
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 44 percent of the respondents can afford 7-10 lakhs, 16 percent of the respondents can afford 11-15 lakhs, 22 percent of the respondents can afford 15-20 lakhs, 16 percent of the respondents can afford 20-25 lakhs, 19 percent of the respondents can afford 25-30 lakhs, and 33 percent of the respondents can afford 30 lakhs and above.

Chart No: 4.8



Do you think you will face language barrier?

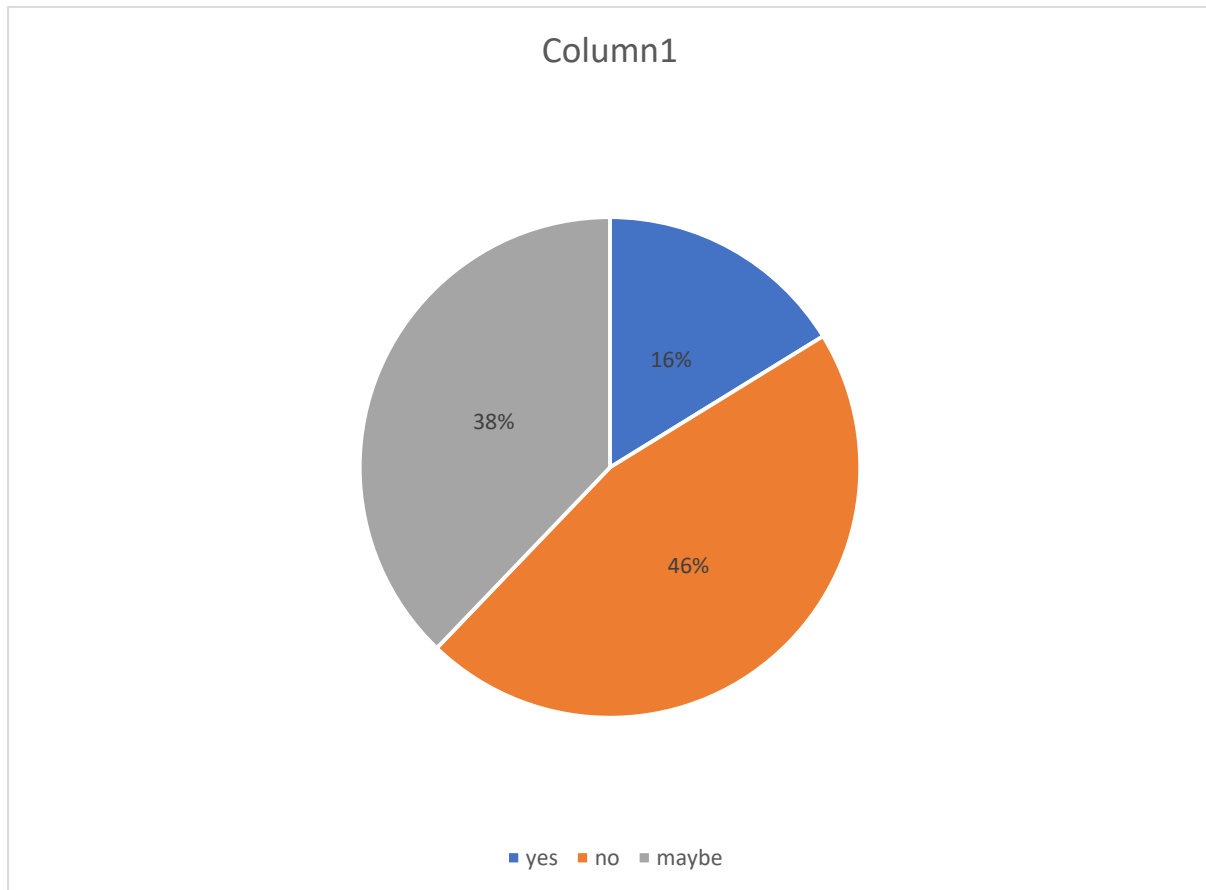
Table No: 4.9

YES	24	16
NO	69	46
MAYBE	57	38
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 16 percent of the respondent said yes, 46 percent of the respondent said no and 38 percent of the respondent said maybe.

Chart No: 4.9



What kind of language barrier you will face?

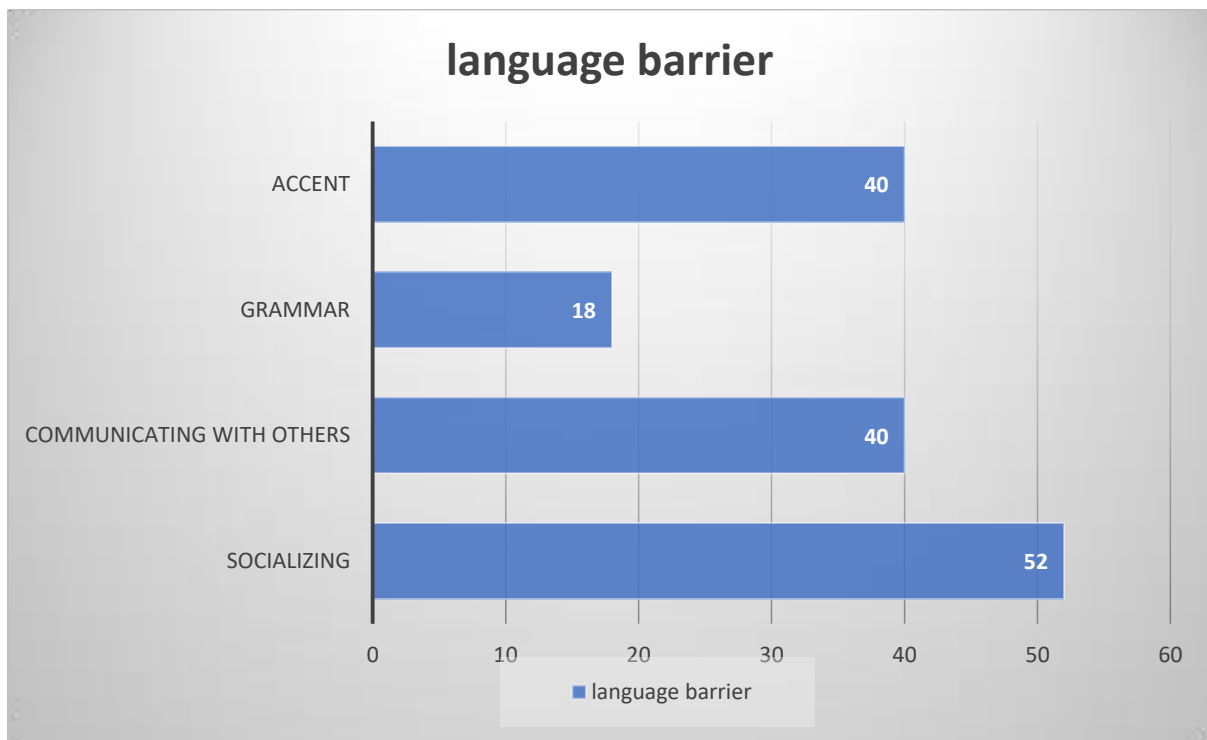
Table No: 4.10

LANGUAGE BARRIER	NO OF RESPONDENTS	PERCENTAGE
ACCENT	40	26.6
GRAMMAR	18	12
COMMUNICATING WITH OTHERS	40	26.6
SOCIALIZING	52	34.6
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 26.6 percent of the respondent's language barrier is accent, 12 percent of the respondent's language barrier is grammar, 26.6 percent of the respondent's language barrier is communicating with others, 34.6 percent of the

Chart No: 4.10



What are the things you consider before moving to abroad for education?

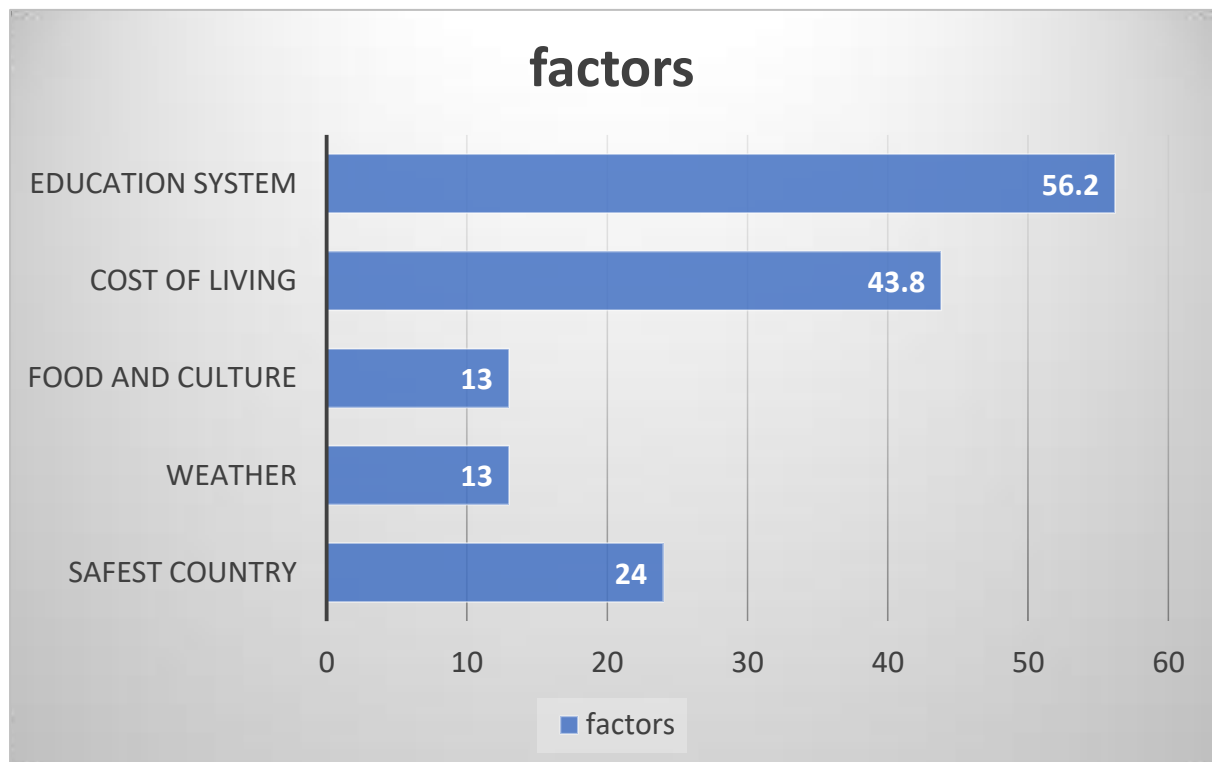
Table No: 4.11

FACTORS	NO OF RESPONDENTS	PERCENTAGE
EDUCATION SYSTEM	56.2	37.4
COST OF LIVING	43.8	29.2
FOOD AND CULTURE	13	8.6
WEATHER	13	8.6
SAFEST COUNTRY	24	16
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 56.2 percent of the respondents consider education system, 43.8 percent of the respondents consider cost of living, 13 percent of the respondents consider food and culture, 13 percent of the respondents consider weather, 24 percent of the respondents consider if it is a safest country.

Chart No: 4.11



If your parents strongly disagree, why?

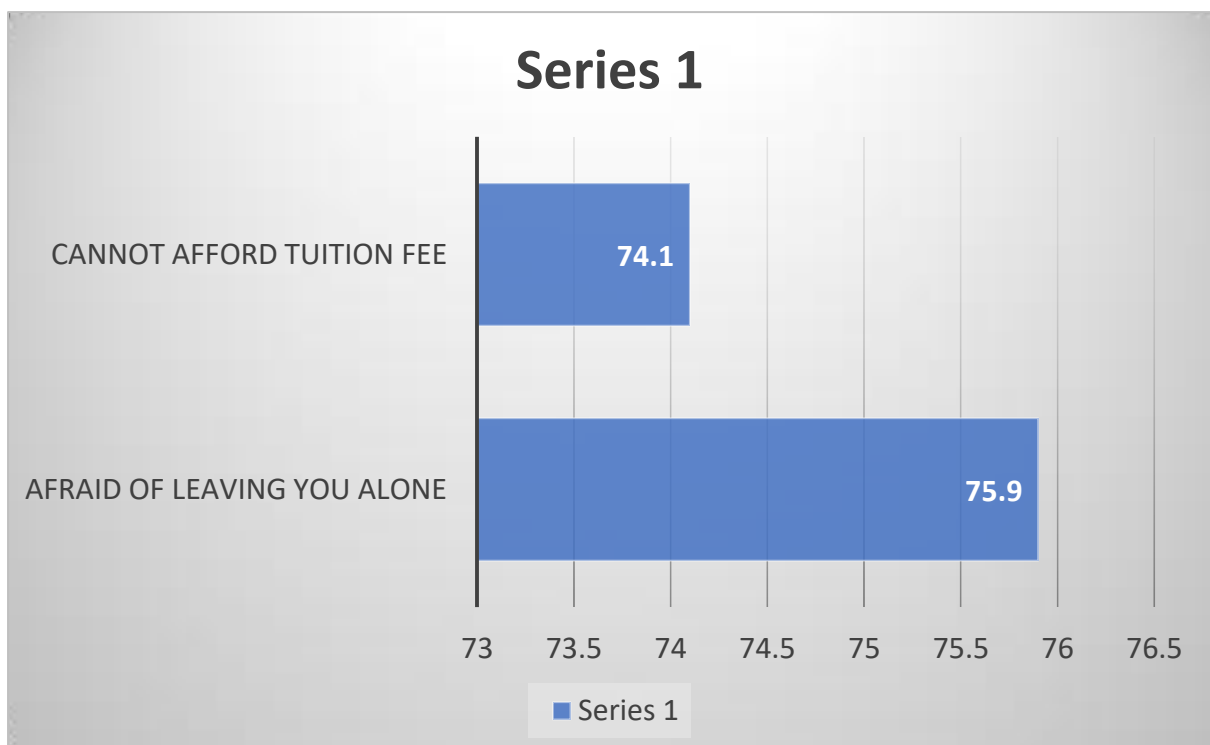
Table No: 4.12

CANNOT AFFORD TUITION FEE	74.1	49.4
AFRAID OF LEAVING YOU ALONE	75.9	50.6
TOTAL	150	100

INTERPRETATION

Out of 150 respondents, 74.1 percent of the respondents said they couldn't afford tuition fees and 75.9 percent of the respondents said their parents are afraid of leaving them alone.

Chart No: 4.12



CHAPTER-5

FINDINGS:

From my Survey the following findings are noted:

- 58 of the respondents are in the age of 18-20 years .
- 66 percent of the respondents are female.
- Most of the respondents are under graduates 58%.
- The majority chosen engineering to pursue further 20%.
- Majority of them said high income makes them want to pursue higher education in abroad (63%).
- High cost of living is the common obstacles faced before moving to abroad.
- About 92.1% respondents said cost is the major barrier.
- Majority of the respondent said 7-10 lakhs is affordable.
- Around 45.9% of the respondents said they will not face any language barrier.
- Majority of the respondents chose socializing as their language barrier 52%.
- Maximum of the respondents consider cost of living before moving to abroad for education 68.4%.
- Majority of the respondents' parents strongly agree to their childrens decision moving to abroad 39.5%.
- About 75% say their parents are afraid of leaving them alone in long distance.

SUGGESTIONS:

- Providing scholarships for students according to their needs can help them to study or pursue their future goals.
- From this study most of the students responded that cost was their major problem faced, to overcome the obstacle government of India can offer funds for students

- By improving the quality of higher education along with the packaging and branding of our educational programmes to global students.
- Conducting outreach programmes all over the world to attract more and more foreign students.
- For students who want to do foreign education must determine how much you want to spent on your education, decide what you want to study, decide where you want to study open-visa policies that allow foreign graduates to remain in the country after completing their studies in the country after completing their studies and a thriving labor market are two factors that attract more and better student migrants.

CONCLUSION:

The concept paper identifies the factors that influence the decision of international students in choosing the destination country where practical implications is suggested to the university in driving direction of marketing and recruitment strategy to attract more international students.

This concept paper also unravel the factors that influence the students' decision to extend studies from the perspective of students' communication, location and social factors. Next, it presents the importance of understanding the motivation and justification for international students in choosing program and courses in certain universities. It is also discuss about the significant of communication factors that influence their decision on selecting destination country.

In this context, the practical implications and recommendations is very crucial in order to formulate a marketing communications strategy that meet the target groups of students more effectively.

Generally, the conducted discussions can contribute to the improvement of understanding the various factors that influence students' decisions to choose the destination for further studies. It became a key element in formulating an effective communication as well as the recruitment strategies that can be

applied by higher education institutions specifically in India with the aims to increase student's enrolment and to empower the internationalization.

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APPENDIX

QUESTIONNAIRE:

1. Age of the respondent_____.
- I. Below 18
- II. 18-20
- III. 20-25

2. Gender of the respondent
- I. Female
- II. Male
- III. Not prefer to say

3. Current educational status

- I. HSC
- II. Undergraduate
- III. Postgraduate
- IV. Post Doctorate

4. What makes you want to pursue higher education abroad.

- I. Exposure to knowledge
- II. Job opportunities
- III. Culture and food.

5. What are the obstacles you face before moving abroad?

- I. Cost
- II. Culture shock
- III. Language barrier
- IV. Taking English proficiency Test (IELTS/TOFEL/PTE)

6. Is cost a major barrier to studying abroad?

- ☐ Yes
- ☐ No

7. How much can you afford:

- I. 7-10 lakhs

- II. 11-15 lakhs
- III. 15-20 lakhs
- IV. 25-30 lakhs
- V. 30 above

8. Do you get culture shock because of different international cultures?

☐ Yes

☐ No

9. Do you think you will face a language barrier?

☐ Yes

☐ No

10. What kind of language barrier you will face?

- I. Accent (American/British/Canadian)
- II. Grammar
- III. Communicating with others

11. Do you face any problems living independently in a foreign country?

☐ Yes

☐ No

12. What are the things that you consider before moving to another country for education?

- I. Education system
- II. Cost of living
- III. Food and culture
- IV. Weather

V. Safest country

VI. Others_____.

13. Do you have potential support from your parents? Do they agree?

I. Strongly agree

II. Agree somewhat

III. Disagree somewhat

IV. Strongly disagree

14. If your parents strongly disagree, why?

I. Can't afford tuition fee

II. Afraid of leaving you alone

III. Others_____.

