

Factors Influencing Aspirants' Choice Decision to Study Abroad

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By

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THESIS COMPLETION CERTIFICATE

This is to certify that the thesis entitled “Factors Influencing Students’ Choice Decision to Study Abroad” submitted by Mrs. Khushbu Agarwal, in Partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy is an original work carried out by her under our joint guidance. It is certified that the work has not been submitted anywhere else for the award of any other degree or diploma of this or any other University. We also certify that she complied with plagiarism guidelines of the University.

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DECLARATION OF AUTHORSHIP

I declare that this research **entitled “Factors Influencing Students’ Choice Decision to Study Abroad”** submitted by me in partial fulfilment of the requirements for the award of the degree of Doctor of Philosophy of the ICFAI University Jharkhand, Ranchi is my own work. It contains no material previously published or written by any another person nor materials which has been accepted for the award of any other degree or diploma of the university or other institutes of higher learning, except where due acknowledgment has been made in the text. I further state that I complied with the plagiarism guidelines of the University, while preparing the thesis.

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(Khushbu Agarwal)

Place:

Dated:

ABSTRACT

The present research was the first of its kind to be carried out and was motivated by the fact that there were not enough studies in the area of 'education abroad' in Jharkhand. The study was undertaken to derive some understanding about the factors influencing the choice decision of Indian aspirants to study abroad.

In meeting the research objectives, the following objectives are formulated in this study.

1. To identify the factors influencing choice decision of Jharkhand students' to study abroad
2. To study the benefits that Jharkhand students looking for while making study abroad decision.
3. To study the obstacles that Jharkhand students perceive while making study abroad decision.
4. To examine the relationship between factors influencing and Jharkhand students' choice decision to study abroad
5. To study the impact of influencing factors on students' choice decision to study abroad
6. To find out whether factors identified as influencing choice decision vary with demographic profile of the students

In order to achieve the above mentioned objectives, a set of 6 hypotheses have been formulated for this study and tested. The results were analysed to meet the research objectives. The study was undertaken to collect the responses from the students of Jharkhand, specifically from those who were taking preparation classes for abroad education to find out the significant factors, through factor analysis, for identifying and investigating the key factors influencing international students' decision-making in choosing educational institutions abroad.

This study was implicated with the gathering of a combination of qualitative and quantitative data collection techniques and this enhanced the validity and reliability of this study.

Moreover, this research employed a survey questionnaire on a sample of 400 students in the state of Jharkhand and also in-depth interviews of manager at 'abroad admission' consultancies.

The key findings of this research suggest that students' choice decision has a strong and positive relationship with seat unavailability in home country, cost benefit & personal development, career advancement, high social status, worldwide recognized qualification. The findings also suggest that factors identified as influencing choice decision has been varying with the demographic profile of the students in most of the cases.

The study also discovers the strong influence of parents, former participants and friends studying abroad in affecting international students' decision-making. When it comes to deciding to study abroad, family income, worldwide recognized qualification, sponsorships, career opportunities, personal development, positive image and a safety at study destination are key attractions for international students.

The study also discovers factors such as seat unavailability in home country, cost benefit and personal development, career advancement, high social status, worldwide recognition are key motivators and impact Jharkhand students choice decision.

Finally, the research findings helped to pave the way to understand the students' perception regarding benefits as well as barriers while making choice decision to study abroad. This study throws light into the factors which are important in predicting the students' choice decision with regard to study abroad. This information can give insight to the government authorities and higher education institution administrators to identify which features require immediate attention to meet the expectations of current students who study abroad and the students who aspire to study abroad.

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LIST OF ABBREVIATIONS

Sl No.	Abbreviation	Full form
1	&	And
2	AC	Americanos College
3	COVID-19	Corona Virus
4	e.g	Example
5	etc	Et Cetera
6	EY	Ernst and Young
7	GER	Gross Enrollment Ratio
8	GMAT	Graduate Management Admission Test
9	GPA	Grade Point Average
10	GRE	Graduate Record Examination
11	HEI	Higher Education International
12	i.e.	That is
13	ICT	Information and Communication Technology
14	IELTS	International English Language Testing System
15	IHIP	Inseparability, Heterogeneity, Intangibility, and Perishability
16	IIE	Institute of International Education
17	IIM	Indian Institute of Managemen
18	IIT	Indian Institute of Technology
19	JAC	Jharkhand Academic Council
20	JEE	Joint Entrance Examination
21	JEPC	Jharkhand Education Project Council

22	KMO	Kaiser-Meyer-Olkin
23	LPG	Liberalization, Privatization, and Globalization
24	LSAT	Law School Admission Test
25	MCAT	Medical College Admission Test
26	NEET	National Eligibility cum Entrance Test
27	NET	National Eligibility Test
28	OECD	Organization for Economic Co-operation and Development
29	PGWPP	Posr Graduate Work Permit Program
30	PhD	Doctor of Philosophy
31	SAP	Study Abroad Program
32	SBTE	State Board of Technical Education
33	SPSS	Statistical Package for the Social Sciences
34	STEM	Science, Engineering, Technology and Mathematics
35	TF	Tution Fees
36	TOEFL	Test of English as a Foreign Language
37	UK	United Kingdom
38	US	United States
39	UGC	University Grant Commission
40	UNESCO	United Nations Educational, Scientific and Cultural Organization
41	USA	United States of America
42	vs	Vurses
43	WOM	Word of Mouth

CHAPTER 1: INTRODUCTION

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1.1 Overview

Developing countries and developed ones have the primary objective of rapid economic development. Human resources play an important role in this development. Meir has appropriately remarked: "The key to development is a human being and his (her) abilities, attitudes, and values must be changed in order to accelerate the development process" (*Meier, 1975*). Education plays a significant role in this process. Theoretical as well as empirical researches have validated the fact that investment of a country in human capital formation plays a fundamental role in cultivating the productivity and efficiency of human beings. This investment in human capital, especially through the medium of education has attracted more attention from economists across the world. A well-planned education system contributes significantly to the growth and economic development of a country, (*Agrawal, 1982*).

Higher education means different things to different people. Higher education reports knowledge, develop the ability of the students and also gives them a wider outlook of the world around. Higher education becomes key to the growth and development of industry and additionally seen as a prospect to take part in the development process of the individual through holistic education mode.

1.2 Higher Education in India

India's higher education system is the world's third-largest in terms of size and its diversity and largest in the world next to China and the United States. In near future, India will be one of the largest education hub. India's Higher Education sector has witnessed a remarkable increase in the number of Universities & Colleges since independence. Since the 'Right to Education Act' which specifies compulsory and free education to all children within the age

groups between 6-14 years, has brought a revolution in the education system of the country with statistics revealing a surprising enrolment in schools over the last nine years. The association of the private sector in higher education has seen radical changes in the field. At this moment over 60% of higher education institutions in India are endorsed by the private sector. This has accelerated in the establishment of institutes which have invented over the last decade making India home to the largest number of Higher Education institutions in the world, along with student enrolments at the second highest (*Shaguri et al., 2013*). The number of Universities has also increased 34 times from 20 in 1950 and to 677 in 2014. Regardless of these numbers, international education rating agencies have not positioned many of these institutions within the best of the world ranking. Also, India has been unsuccessful to produce world class universities. India keeps on facing severe challenges. Despite growing investment in education sector, 25 per cent of its population is still illiterate; merely 15 per cent of Indian students reach high school, and just 7 per cent completes graduate (*Masani, 2008*).

In the Indian system, higher education starts after the completion of 10+2 (i.e. combination of ten years of primary as well as secondary education bloomed by two years of higher secondary education). The framework of higher education in India is very complex. It comprises various type of institutions like universities, colleges, institutes of national importance, polytechnics etc. India has a central set-up and education as per the Indian constitution and places a concurrent responsibility of both the centre as well as state.

The education quality in India either at primary or higher education level is significantly poor as compared to other major developing nations of the world. As of 2008 in India, Post-secondary institutions offer only sufficient seats for 7 percent of India's college-age population, 25 percent of teaching positions nationwide are unfilled, and 57 percent of college professors are deficient by either a master's or PhD degree (*Newsweek, 2011*). As of 2011 in India, there are altogether 1522 degree-granting engineering colleges with an annual

student intake of 582,000 (*Science and Technology Education*, 2009) along with 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education (*Mitra, 2008*).

In spite of many challenges, higher education system of India constantly has lot of opportunities. In order to have the possibility and overcome the challenges to make its identity at international level, it needs greater transparency and accountability. India supplies high skillful people to other countries therefore; it is very easy for India to transform our country from a developing nation to a developed nation.

1.3 Key Governing Authorities of Higher Education in India

Under the responsibility of higher education there are numerous regulatory bodies and research councils responsible for the higher education in India.

Regulatory Bodies:

- University Grants Commission
- All India Council of Technical Education (AICTE)
- National Council for Teacher Education (NCTE)
- National Council Of Educational Research And Training (NCERT)
- Medical Council of India (MCI)
- Central Council for Indian Medicine (CCIM)
- Dental Council of India (DCI)
- Indian Nursing Council (INC)
- RUSA – Rashtriya Uchchatar Shiksha Abhiyan
- Pharmacy Council of India (PCI)

- Council of Architecture
- Distance Education Council (DEC)
- Bar Council of India (BCI)
- Central Council of Homeopathy (CCH)
- Rehabilitation Council of India
- Indian Council for Agricultural Research (ICAR)

1.4 Growth of Higher Education Sector in India

As with the growth and diversification of higher education systems, society is progressively more concerned with the quality of programs, public assessments and international rankings of higher education institutions. However, these comparisons tend to exaggerate research, using research presentation as a yardstick of institutional value. If these processes fall short to address the quality of teaching, it is in part because evaluating teaching quality is quite challenging. *(Henard, 2008)*

India has been always named as a land of scholars and learners. In the ancient period also, India was regarded all over the world for its universities like Taxila, Nalanda, Vikramshila and for its scholars. By independence, India had 20 universities, 500 colleges. They were enrolling about 2,30,000 students. Since independence, India has developed significantly in terms of higher education statistics. These numbers have increased to 659 Universities and 33023 colleges up to December 2011-12 *(Hasan, 2018)*. Central Government as well as state Governments are trying to foster talent through focusing on the number of Universities and Colleges for expansion of higher education. This is a fact that much of the progress achieved by India in education has come from private sector. In fact the public sector and private sector are working simultaneously in Indian education sphere. In India UGC is the main

governing body that implements the standards, advises the government and helps to coordinate between centre and states.

1.5 Challenges in Higher Education in India

Even after 75 years of independence, the education system of the country has not been developed completely. In spite of the different measures adopted by the governments at state and central level, it is not possible to register a single university in the top 100 universities of the world. Also they tried to boost up the education system and put into practice various education policies; but they were not enough to put Indian universities as a model for the rest of the world. UGC is constantly working and focusing on quality education in higher education sector. Still we are facing a lot of difficulties and challenges in our education system. A few of basic challenges in the higher education system in India are discussed below:

- **Supply and demand Gap:** India has a low rate of enrolment in higher education, i.e. gross enrolment ratio (GER), at only 19% whereas if we compare it to china and brazil, the GER is 26% and 36% respectively .
- **Lack of Quality Research work:**There is no scarcity of funding for top Indian Institutions such as IIMs, IITs, and other institutes of national importance. However, budget for the research purpose is under spent because of the insufficient good quality of research work. Due to the inadequate focus on Research and Internationalization, a very small number of Indian higher educational institutes are globally renowned.

- **More Aspirants than Available Seats:** There are certainly more number of aspirants than available seats in most of the courses due to which most of the aspirants didn't get an opportunity to get seat in domestic colleges in India.
- There are a number of research papers published in India which has increased continuously from the past few decades but they reflected in very low citation impact as compared with other countries like France, Germany, United States, and China.
- Indian higher education is facing the problem of poor quality of curriculum. In many of the higher educational institutions, this curriculum is considered as out-dated and irrelevant.
- **Faculty Shortage and High Student-Faculty Ratio:** In most of the states, more than 30% of the faculty positions are lying vacant. Faculty shortages as well as the incapability of the state educational system to attract and retain qualified teachers have been posturing challenges to quality education from many years. Large numbers of NET / PhD qualified candidates are unemployed even though there are a lot of vacancies in higher education. Due to the fear of unemployment, these deserving qualified candidates are then applying in any other department which is the biggest gust to the higher education system in India.
- **Inadequate Infrastructure and Facilities:** Poor infrastructure is an additional challenge to the higher education system in India. Apart from highly renowned institutes of higher education in India, most of the colleges as well as universities lack the basic and high-end research facilities. Also, many institutes are operating without proper infrastructure and basic facilities like library, transport, hostels, and sports facility etc. which are desirable to rank the quality institution.
- Presently there is very less alliance of higher educational institutes with the industries.

- Low employability of the graduates is also one of the major problems in India. Only very small proportion of Indian graduates is considered as employable.

1.6 Opportunities in Higher Education

In India, the youth population in the age group of 18 to 23 years is to be approximated around 150 millions. The total size of the market tends tremendous opportunities for higher education sector development in India. India now has more than 33,000 colleges and 659 universities, which is quite notable growth during the last decades (Sheikh, 2017). The year 2012 witnessed 21.4 million of enrolments that makes India as the 3rd largest educational system in the world. Unluckily, the Indian educational infrastructure is inadequate to handle such massive volumes. In spite the government spending in the educational sector; it is just insufficient to meet the growing requirements. Therefore, higher education sector is now being recognized as one of the promising areas for private as well as foreign investments. It offers huge investment opportunities in both regulated and non-regulated segments (*Nexus, 2013*).

The higher education system of India is growing very fast irrespective of a range of challenges. However, there are no grounds that these challenges cannot be conquered. With the help of new-age learning tools, for a country like India it is easy to overcome such problems and carry a paradigm shift in the higher education sector of the country. If knowledge is communicated using advanced digital teaching techniques and learning tools, and also society is made aware of where we are at present lagging behind, our country can effortlessly appear as one of the most developed nations in the world.

There are opportunities for tactical engagement and also for capacity building in higher education leadership at the state level. There are opportunities for India to collaborate at

national as well as at the international level on areas of general reform, including the quality assurance, international credit recognition, and integrated national qualifications outline. Equal educational opportunity in the higher education sector is considered important because higher education is a very powerful tool to reduce or eliminate income and wealth discrepancies.

The need to improve the employability among graduates is presenting entry points for association in enterprise education and entrepreneurship, associates with industry, research skills and the broad range of transferable skills, including English. The rising interest in higher education institutions of India in the vocational skills market offers areas for possible engagement with international partners. There is also a need to make strong relationships and enhance mutual understanding in higher education by increasing support and participation in platforms such as: conferences, seminars, workshops, which enable debate and discussion with other countries of the world. (*British council, 2014*).

1.7 Abroad Education

Abroad education has become an important industry with the growing concept of international education. According to UNESCO sources (UIS, 2018) more than 5.09 million of students crossed national boundaries in 2017 to pursue their higher education. The most common followed direction of cross-border student flow is from developing to western developed countries. As per the results of the 'Higher Education special survey: Abroad Higher education is already grown to be a global business. International education industry in many western countries such as U.S.A., Canada, Australia, and Europe add huge wealth to the nation's economy and also produce a large amount of work as well as employment for the

country's residents. The U.S. continues to host the largest share of international students, though its share has been diminishing in the recent years (Varghese, 2020).

According to International Finance Corporation (IFC), 2015, the average participation of students in abroad education is on rise at about 2% each year. Students more than two million globally study outside of their home country and is estimated to rise around eight million by the 2025.

According to *The Institute of International Education* in 2014, the growth rate of abroad education has increased about to 3% . Indian students near about 300,000 were proceeded to different western countries to complete their higher education (Khosla, 2015). The *IIE Open Doors Report*, (2014) also indicated that 53% of all American students' study abroad destinations are in Europe.

According to Varghese (2020), The most important international student sending countries are China, India, Saudi Arabia and the Republic of Korea. These countries jointly account for more than one-fourths of the total international students in 2015. Among these countries, China is the highest sourcing country of sending students abroad for their higher studies. Their share in total international mobile students increased from 6.8 per cent in 1995 to 17.4 per cent in 2015. Along with china, India too has increased its share of international students from 2.3 per cent to 6.0 per cent in 2015. India sends around 305,000 students abroad for studies. Five countries such as: USA, Australia, Canada, UK, UAE and New Zealand host more than 70 per cent of the Indian students going abroad.

The Economist Survey on higher education signifies that income from annual tuition fees alone is approximately \$30 billion. With huge profit margin and growing demand in higher education sector, many of the private companies such as consultancies have also entered the education business to facilitate this process. In addition to it, even government-affiliated

universities are seeking to become independent and function as private university to generate more profit. This growing demand has resulted to attract international students in many universities. To facilitate this process, universities have even designed their courses as per international requirements and demand, appointed agents / consultancies abroad, to market their courses and publicize the offers widely in the media.

With globalization, Universities are multiplying their reach beyond geographical borders. The European, Australian and American Universities are setting up branch campuses in Singapore, India, China and the Gulf countries. Similarly, many of them are collaborating with other local institutions abroad to teach their courses under their brand name without getting into direct business participation.

Since overseas education has become a vital industry to boost nation's economy, it is important to take care of it as such. Overseas education providing countries and associations must consider the education industry as similar as they think about any other industries. With that idea marketing comes at prime. Hence, the Governments and institutions must understand and act to create a centre of attention among foreign students. They should facilitate foreign students accurately what they are in search of. Universities must recognize why students decided to go abroad. International study is an attractive research field not only as it is contributing huge revenue to the institutions as well as nations but also because very limited writings have been made on marketing perspective of international education markets (*Mazzarol T. , 1998*).

The next section demonstrates some of the international student mobility trends and reasons that drive student mobility. This understanding will certainly stipulate universities and colleges a clear viewpoint and opinions of international students regarding where they want

to study, how they decide academic programs and courses, why do they want to study abroad and what are the main factors influencing them to study abroad.

1.8 Mobility of International Students and their Study Destinations

In recent decades, the number of students preferring to study abroad is growing remarkably. It is about 1.3 million in 1990 and quadrupling about to 5 million in near 2014 which is even more than double of the 2.1 million of internationally mobile students in 2000 –along with an annual increase of 10%. *OECD* projected international student mobility to reach 8 million by the end of 2025. This advocates increment in international students numbers each year. The most preferred overseas study destinations are the USA, Australia, Canada, UK, Germany, and France.

The recent data from Institute of International Education, 2018, illustrated improvement of international enrolment by 1.5 % i.e. (from 1,078,822 to 1,094,792) in year 2017 to 2018. Then again these numbers slightly improved in the year 2018 to 2019 by 0.05% i.e. (from 1,094,792 to 1,095,299). though, the number of international students in the U.S. declined by 1.8% about to 1,075,496 students in 2020. Likewise, in 2020/21, the international student total number at U.S. universities diminishes by 15% i.e. nearly 914,095 students. The top sourcing countries of international students in the United States are China, India, South Korea, Canada, and Saudi Arabia. (given in figure below).

Figure 1.8. 1 Top Places of Origin of International Students in United States

TOP PLACES OF ORIGIN OF INTERNATIONAL STUDENTS						
		2017	2018	2019	2020	2021
	World TOTAL	10,78,822	10,94,792	10,95,299	10,75,496	9,14,095
1	China	3,50,755	3,63,341	3,69,548	3,72,532	3,17,299
2	India	1,86,267	1,96,271	2,02,014	1,93,124	1,67,582

3	Saudi Arabia	52,611	44,432	37,080	30,957	21,933
4	South Korea	58,663	54,555	52,250	49,809	39,491
5	Canada	27,065	25,909	26,122	25,992	25,143
6	Vietnam	22,438	24,325	24,392	23,777	21,631
7	Taiwan	21,516	22,454	23,369	23,724	19,673
8	Brazil	13,089	14,620	16,059	16,671	14,000
9	Japan	18,780	18,753	18,105	17,554	11,785
10	Mexico	16,835	15,468	15,229	14,348	12,986
11	Iran	12,643	12,783	12,142	11,451	9,614
12	United Kingdom	11,489	11,460	11,146	10,756	8,028
13	Turkey	10,586	10,520	10,159	9,481	8,109
14	Nigeria	11,710	12,693	13,423	13,762	12,860
15	Germany	10,169	10,042	9,191	9,242	5,364
16	Kuwait	9,825	10,190	9,195	8,375	6,846
17	Nepal	11,607	13,270	13,229	12,730	11,172
18	France	8,814	8,802	8,716	8,471	5,643
19	Indonesia	8,776	8,650	8,356	8,300	7,489
20	Venezuela	8,540	8,371	7,760	6,855	6,122
21	Colombia	7,982	7,976	8,060	7,787	7,107
22	Spain	7,164	7,489	7,262	7,954	5,781
23	Bangladesh	7,143	7,496	8,249	8,838	8,598
24	Pakistan	7,015	7,537	7,957	7,939	7,475

Source: Institute of International Education, Open Door Fact Sheet (2017 to 2021)

The table above details the biggest sourcing nations of international students China and India respectively.

(Choudaha & Chang, 2012), in their study found some key trends and fashions of international student mobility. Despite considerable decline in international students enrolment, the United States will still remain the main destination for international students due to its education quality and openness to foreign learners and other cultures. The contributions of China and India are too big to ignore, however, there are now emerging nations that supply thousands of international students to top destination nations, which include Nepal, Malaysia, Nigeria, Bangladesh, Spain, Vietnam, and Iran.

These developments propose that increasing severe competition among higher education institutions and cutting budgets pressure among the colleges and universities to enhance their recruitment and marketing processes to attract foreign students has become the need of the hour.

1.9 The Outbound Mobility of Students from India

The number of Indian students in abroad has been increased by 5.2 times from 66,700 in 2000 to 305,000 in 2017 which accounts for an average annual growth rate of 9.4 per cent. With 9.4 per cent of annual growth rate, India is the second largest student sourcing country after China. The U.S. remains the leader in hosting Indian students, although its share declined with a period of time. Four major countries, such as: U.S., UK, Australia and Canada altogether accounted for 73 per cent of the Indian students abroad in 2000 and the same countries account for the same share in 2017. However, the relative share of students hosting by these countries changed over this period of time. The student share decreased from 59 per cent to 45 per cent in case of U.S.; increased from seven to 15 per cent in case of Australia; one to seven per cent in case of Canada; and remained stable at six per cent in case of the UK (Choudaha, 2019). These changing trends of Indian student flows point out a close relationship between choice of study destination and immigration policies of the host countries.

Indian students have seen as ‘highly-price-sensitive’ and ‘value-maximisers’. Cross-border Indian students looking for options with lower cost and high career opportunities. The rush in Indian student flow towards Canada can be accredited to the Post-Graduation Work Permit Program (PGWPP) introduced by the country in 2006, which approved students to gain permanent residency in Canada. Similarly, the point-based immigration policies increased

Indian student flows towards Australia. The student flow to the UK declined when it abolished post-study work visas (Choudaha, 2019). Further, when the UK revised its post-study visa policies, the flow of Indian students to UK increased by 93 per cent in 2019.

Table 1.9.1: Top Destination Countries for Indian Students in 2019-2020

Countries	No of Indian Student
United States	1,33,321
Australia	93,324
Canada	74,340
United Kingdom	27,300
Germany	18,574
Ukraine	14,383
New Zealand	12,281
Russian Federation	12,105
Kyrgyzstan	10,749
Georgia	6,832
France	4,779
Kazakhstan	4,453
Cyprus	4,238
Ireland	3,639
Italy	3,021

Source: UNESCO, UIS mobility of students data (2019-2020)

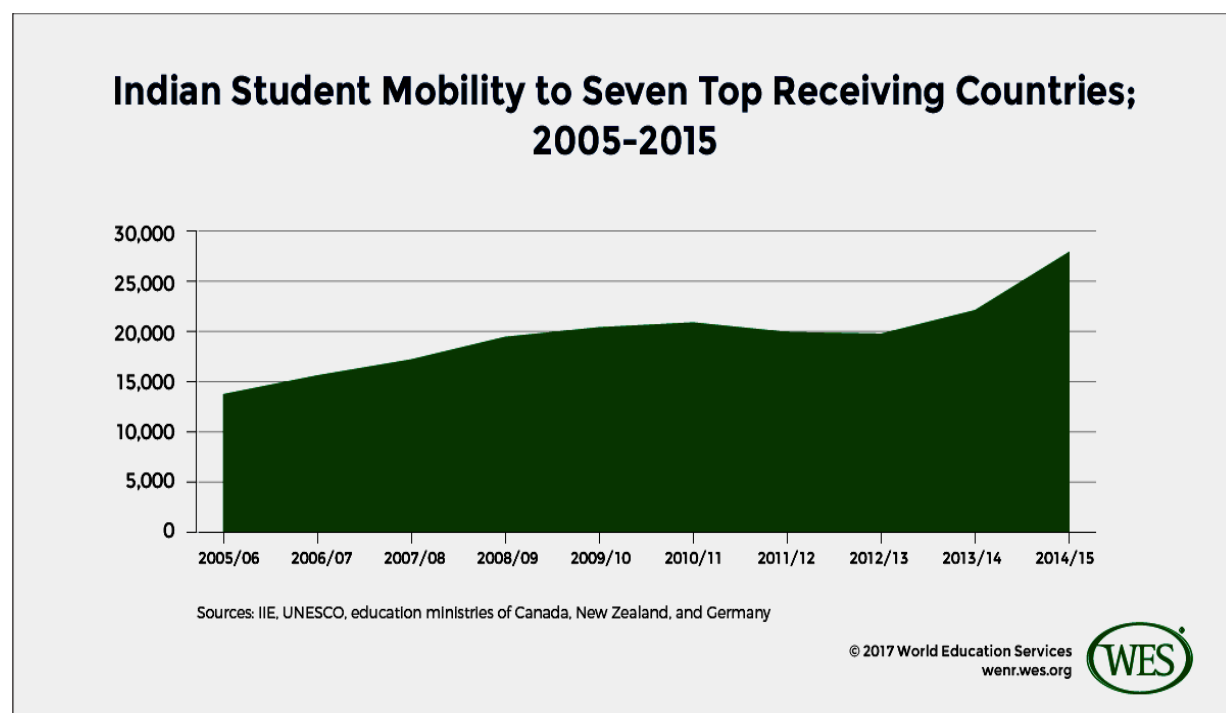
<http://uis.unesco.org/en/uis-student-flow#slideoutmenu>

The figure above shows that major destination countries for Indian student are U.S., Australia, Canada , UK, and Germany. The U.S. remains the leader in hosting Indian students as it is second biggest suppliers of international students to the United States.

1.9.1 The Outbound mobility of Students from India between 2005-2015

The outbound mobility of Indian students between 2005/2006 and 2014/2015 is one of noticeable growth. According to data from a number different of sources, it is found that

including the United States, Canada, the U.K., Australia, China, New Zealand, and Germany are seven top and emerging destination countries where Indian enrolments rise 103 percent, from 138,388 to 281,160. Together these top seven destination countries hosted more than two-thirds of all international tertiary students pursuing their tertiary level studies abroad in 2015.



Source: IIE UNESCO, education ministries of Canada, New Zealand & Germany(<https://wenr.wes.org/2017/08/india-mapping-student-mobility-from-the-worlds-number-2-sender>)

Figure 1.9. 1Indian Students’ Mobility to Seven Top Receiving Countries; 2005-2015

But within that comprehensive trend, some attractive dynamics are at play. Perhaps the percentage changes in enrolments of Indian students in several top destination countries over the period of time.

Table 1.9.1.1 Share of Indian students overseas at Seven Major Destinations in 2005 & 2015

Country	In 2005/06, 138,388 Indian students enrolled		In 2014/15, 281,160 Indian students enrolled	
	Numbers	Percentage	Numbers	Percentage
U.S	76,503	55%	132,888	47%
Australia	23,849	17%	35,380	13%
U.K.	19,228	14%	19,485	7%
Canada	7,456	5%	48,633	17%
China	5,634	4%	16,694	6%
Germany	3,583	3%	11,655	4%
New Zealand	2,135	2%	16,325	6%

Source: Compiled from OECD data, 2015

Looking at the above-mentioned numbers, clear winners and losers can be identified. The share of international students who were choosing the USA as their destination has been declining (Table 1.9.1) due to the growing reputation of other study destinations, including Australia & Canada. However, recent strong growth in students studying in the US has seen its global share grow to 10 per cent (974,926 students) in 2015.

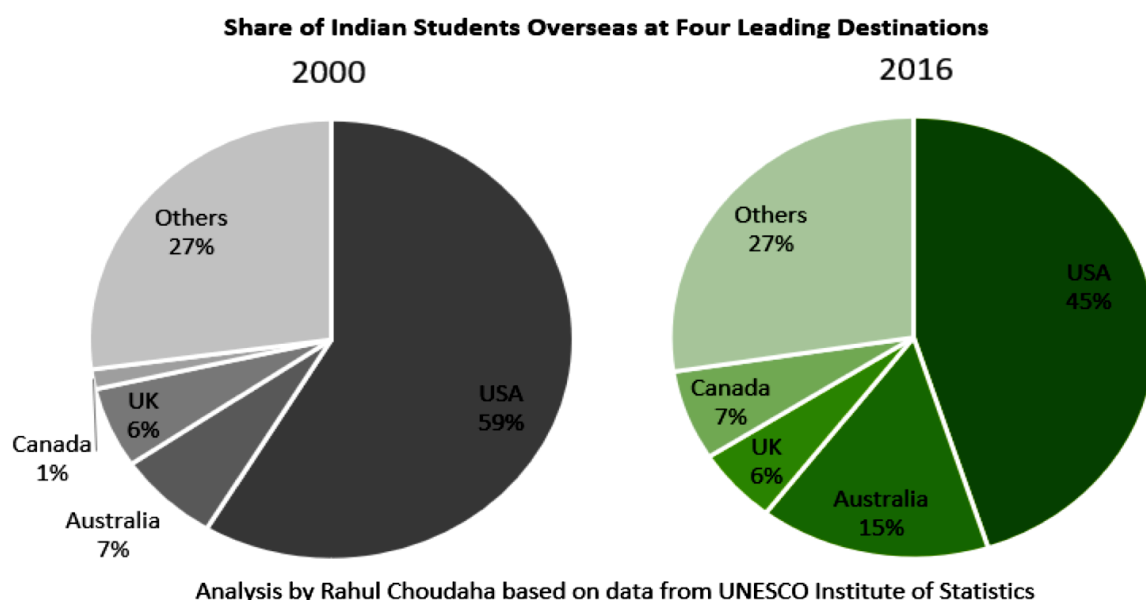
The OECD, *Education at a Glance 2016: OECD Indicators (2016)* noted that the immigration policies in several OECD countries have eased allowing international students to stay on after graduation, for example for one year in UK, three years in Canada and up to four years in

Australia for post-study work. These options have made these countries more attractive destinations for international students.

1.10 Indian Students Abroad in 2016

The total number of Indian students studying abroad increased by 5.2 times – from 66,713 in 2000 to 3, 01,406 in 2016. As per analysis by *UNESCO* Institute of Statistics, these data account for an average annual growth rate of 22 percent in a span of 16 years.

Figure 1.10. 1 Share of Indian Students Overseas at Four Leading Destinations



Source: *UNESCO Institute of statistics, 2016*

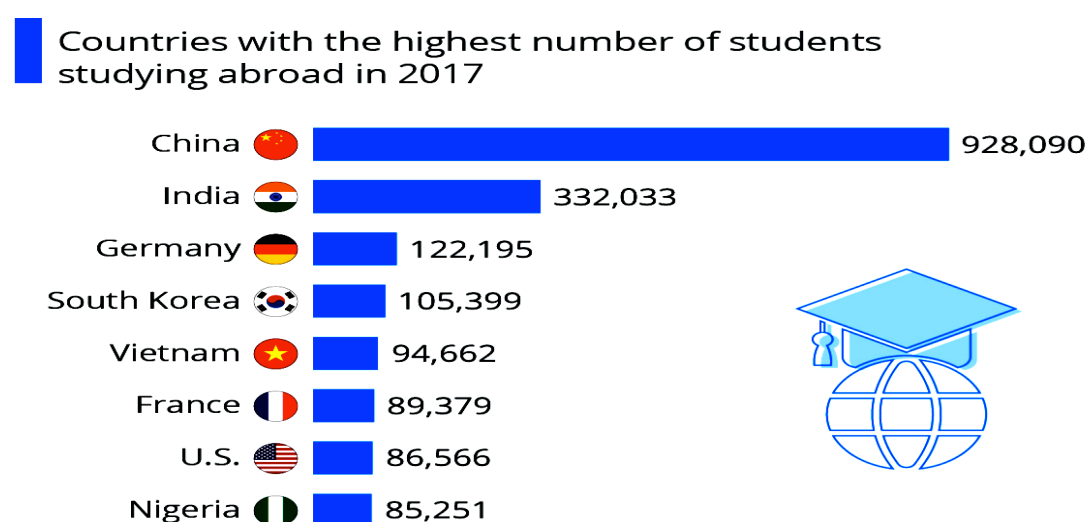
Four major developed countries, namely, USA, UK, Australia and Canada accounted for 73% of the Indian students abroad in 2000 and the same countries report for the same share in 2016. However, during this period the relative percentage of students hosted by these countries changed – the student share decreased from 59% to 45% in case of USA; increased from seven to 15% in case of Australia; one to seven percent in case of Canada; and remained stable at six percent in case of the UK, (Choudaha, 2019). These changing trends of Indian

students' flow to these four countries indicate a close alliance between the preference of study destination and immigration guidelines followed by the countries.

Ever since the funding of study abroad programmes for Indian students have been mainly from household budgets and family income, Indian students have become 'highly-price-sensitive' as well as 'value-maximisers'. Cross-border Indian students search for option that offers lower cost and increase career opportunities. The surge of Indian students' flow to Canada can be characterised to the Post-Graduation Work Permit Program (PGWPP) established in 2006, which allowed students to achieve permanent residency in Canada. Similarly, the point-based immigration policies increased the flow of Indian students to Australia. The students' flow towards the UK declined when it eliminated post-study work visas (*Choudaha, 2019*). However, when the UK revised its post-study visa guidelines, the flow of Indian students to UK increased by 93 percent in 2019.

1.11 Indian Students Abroad in 2017

Figure 1.11. 2 Countries with the highest number of students studying abroad in 2017



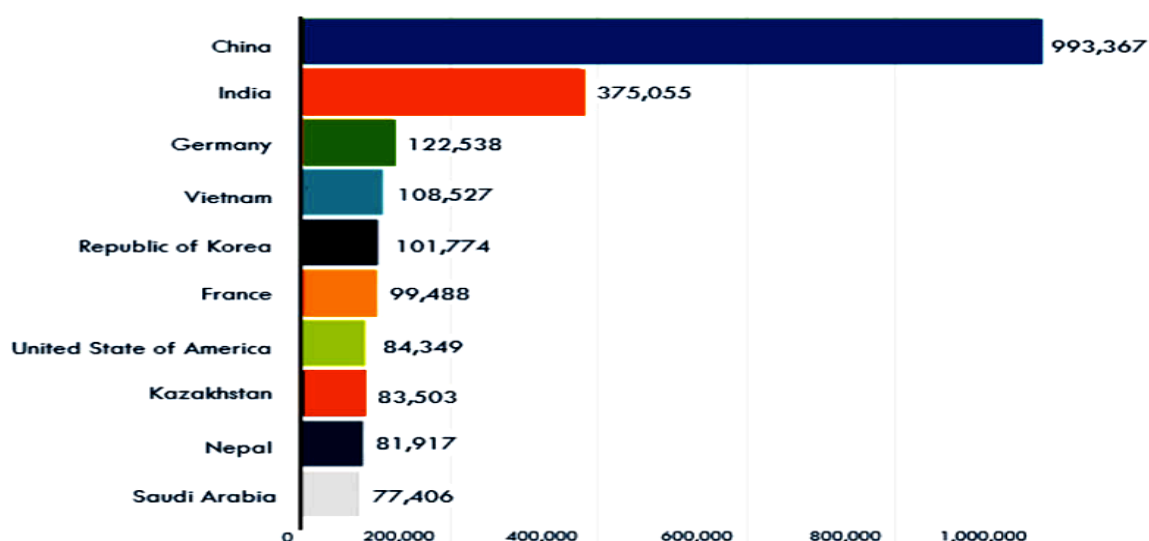
Source: UNESCO

Source: UNESCO Institute of statistics, 2017

The world's two most populated countries, China and India, lead the way when it comes to students heading overseas. According to data reported by UNESCO, the total number of Chienese students headed overseas in 2017 was 928,000, while Indian students headed out 332,000.

1.12 Indian Students Abroad in 2020

Figure 1.12. 1 Countries with the highest number of students studuing abroad in 2020



Top sending countries of international students according to UNESCO, 2020. Source: IIE

In 2020, Chinese and Indian students made up 53% of all international students in the United States (Open Doors, 2020). , China sent 993,367 students overseas in 2020, while India sent out 375,055 students.

1.13 Statewise Indian Students Abroad Till February, 2021

According MEA, State-wise figures are difficult to ascertain as a student domiciled in one State could have departed from another State. However, as per the issuance of passport, the numbers from different States are given:

Table 1.13.1 Statewise Indian Students Abroad From 2016 To Till Feb.2021

NUMBER OF INDIANS GOING ABROAD FOR STUDIES						
State (As Per The Place (Rpo) Of Issuance Of Passport)	Year					
	2016	2017	2018	2019	2020	2021 (Till 28.02.2021)
Andhra Pradesh	46818	56093	62771	69465	35614	11790
Arunachal Pradesh	11	45	65	94	30	8
Assam	2469	3056	3948	4291	1378	519
Bihar	2352	3345	4399	4888	1384	478
Chandigarh	18916	23257	26211	32528	13988	2638
Chhattisgarh	1676	2134	2565	2681	801	265
Delhi	27016	32051	35844	40934	18482	4963
Goa	979	1138	1244	1247	501	121
Gujarat	24775	33751	41413	48051	23156	6383
Haryana	5284	7374	9802	12709	6944	1022
Himachal Pradesh	1832	2114	2297	2247	779	194
J&K	3203	6067	8036	9150	4275	1275
Jharkhand	1677	2147	2333	2519	884	277
Karnataka	17719	24030	26918	29314	13699	4176
Kerala	18428	22093	26456	30948	15277	5040
Madhya Pradesh	5190	6479	7583	8285	3284	1160
Maharashtra	45560	56640	58850	64653	29079	10166
Manipur	245	576	1199	1475	343	213
Meghalaya	67	151	242	308	96	42
Mizoram	20	93	78	96	28	6
Nagaland	42	109	195	347	124	42
Odisha	1932	2462	2757	2982	1140	309
Puducherry	0	48	189	376	202	73
Punjab	36743	52160	60331	73574	33412	5791
Rajasthan	10698	14431	16897	17287	5557	1310
Sikkim	36	81	169	211	87	14
Tamil Nadu	27518	36261	38983	41488	15564	4355
Telangana	0	0	2	433	674	311

Tripura	13	47	110	180	75	31
Uttar Pradesh	13776	16949	20246	21941	8618	2429
Uttarakhand	2611	3149	3719	3982	1789	395
West Bengal	8495	12593	14759	15966	6335	1722
Passport Issued From Indian Mission Abroad	45405	37899	39731	44281	17807	4251
Total	371506	456823	520342	588931	261406	71769

Source: MEA, Bureau of Immigration

<https://www.mea.gov.in/loksabha.htm?dtl/33702/QUESTION+NO4709+STUDENTS+GOIN+G+ABROAD>

1.14 Preferred Field of Study by Indian Students in Abroad

- Engineering
- Medicine
- Computer science
- Information technology
- Business Administration
- Hospitality & tourism
- Humanities
- Arts
- Social Science
- Mathematics
- Others

Source: Compiled by author from different abroad admission consultancies

1.15 The Impact of Studying Abroad

“International mobility of students contributes to the internationalization of education institution and also its impact on the outlooks and subsequent careers and lifestyles of the students themselves”(Li & Bray, 2007).*Education at a Glance: (OECD, 2008)*reported that international students make up 15% or even more of enrolment in tertiary education in Australia and New Zealand. They also make up for more than 20% of enrolments in advanced research program in Belgium, Canada, New Zealand, Switzerland, the United Kingdom and the United States. All these countries and individuals are likely to involve themselves in international education, because it has many positive impacts on them.

1.15.1 To Individuals & Source Country

As national economies become more interconnected and participation in education expands, governments as well as individuals are looking to opportunities for higher education to enhance their understanding of the world’s cultures, languages and business methods. Studying abroad is the best and direct approach for students to expand their knowledge of other cultures and foreign languages and to better equip themselves in an increasingly globalised labour market, such as multi-national corporations or research, is to study in tertiary education institutions in countries other than their own. It is also the finest prospect for students to receive higher-level education, *OECD (2008)*.

1.15.2 To Host Country

“In the long-term, international education is likely to have an increasingly positive impact on countries’ balance of payments as a result of revenue generated from tuition fees and other

domestic consumptions made by international students. Similarly, in the short run, monetary costs and benefits are reflected in the current account balance” *OECD (2008)*.

The rapid growth of tertiary education brings financial pressures on education systems. As a result, more countries have a greater interest in recruiting foreign students. And more tertiary institutions and government increasingly rely on revenues that generate from tuition fees charged by foreign students. To absorb more students, tertiary education institutions also provide some scholarships and financial support to international students in order to have some incentives. That can promote the reforming of the institution level.

In short, because of all reasons above, internationalization of education has become a big part of international trade and is worth to discuss more and deeper about it.

1.16 Motivation for the Study

Liberalization, Privatization, and Globalization (LPG) have made the world as a global village. In corporate world we are able to see a huge number of multinationals. These multinationals are either foreign or Indian. In both the cases, people are required to work in different parts of the world. There they experience multilingual, multinational, multicultural situations. So, to cope up with this atmosphere if people have certain exposure related to these things from their college days. This will definitely give them an edge over others. The trend of abroad education offers a unique opportunity as “life-changing” in many ways: opportunity to grow academically, professionally and personally, while going on an once-in-a-lifetime adventure. The opportunity of study abroad make people enable to familiarise with others culture which is different from their own culture such as ethnic, national or religious perspectives (*Black & Duhon, 2006*). The tendency of students to study outside of their home country is growing day by day as result of worldwide trend of globalization. Researchers predict that the number

of international students might rise to approximately 7 million by year 2020 (*Altbac et al., 2009*).

Many of the studies have examined to identify benefits and challenges of overseas education and defines that students who already have studied in abroad are to be more attractive since these students have in hand exposure towards foreign cultures and are able to effectively communicate or share their view with people who are from other countries(*Laggett, 2011*).

Though, there are huge opportunities for abroad higher education, based on the literature survey conducted by the researcher across the world. It is found that those findings may be limited in Indian context because most research work published was carried out by Chinese/Foreign researchers rather than Indian researchers who may not have deeper insights into domestic students' needs and wants and cultural differences. In order to better understand which factors may influence Indian students' choice decision towards abroad study, it is necessary to explore all the factors which may exert influence on Indian students' choice of their studying abroad destinations. With the growth in interest of the Indian student to study in abroad and the ever-growing number of research papers on this broad subject, the researcher of this topic feels that the research will add additional insights to the body of knowledge on this subject and is looking forward to making this contribution.

1.17 Scope of Study

The study is limited to identifying the factors influencing Jharkhand selected cities students moving abroad for their higher education. The findings of this study will be of interest to the target audience such as: students of Jharkhand who interest to study overseas, foreign institutions, overseas consultancies, coaching centres, also domestic universities and colleges.

The analysis of this research will yield practical recommendations which will be both easily understandable and easily put into action. The conclusion derived from the study is expected to assist local universities as well as foreign institutions to re-design their marketing techniques in order to attract Indian students as well as students from selected cities of Jharkhand.

1.18 Thesis Outline

This thesis consists of five chapters. Every chapter is introduced in brief before the main contents are discussed.

Chapter 1: Introduction. This is an introductory chapter of the study that discusses on the background of existing situations of higher education in India, and also pointed out issues as well as challenges faced by Indian students while making decision to study abroad. Chapter also deals with the motivation of the study and scope of the study.

Chapter 2: Review of Literature. This chapter provides a review of the relevant empirical literature in order to give the theoretical foundation for this research study. The review of the literature covers topics from students' choices to decision-making processes. Moreover, Chapter 2 provides the answers to the first research objectives. This chapter begins with a discussion of Globalization and Internationalization. The chapter then critically reviews the existing models as well as theories related to student choice and decision making. Different influencing factors on the choice decision to study abroad are presented. An assessment of third party influence and the gender effect are then discussed.

Chapter 3: Research methodology. This chapter presents the rationale for the research methodology used in this study. Research problems are discussed and through the

identification of research gap, research question, objectives as well as research hypotheses have been formulated. This chapter also analyses the methodology used in this study giving an explanation about the research approach. The chapter then discussed the details about the adopted methodology presented in relation to justifying the entire research process. The chapter includes discussions from the research design to the various procedures and methods used.

Chapter 4: Data analysis and interpretation. This chapter presents the analysis of the data. The chapter focuses on analysis and interpretation of the data gathered in this research along with the statistical tools used to test the hypothesis formulated for the purpose of fulfilling the objectives of the research.

Chapter 5: Result, discussion, and conclusion. This chapter discusses the results based on the data analysis in Chapter 4. The research briefly discusses the main findings focus on addressing the primary aim of this study that is the key factors influencing the choice decision of Indian students. Chapter 5 also presents the conclusions and recommendations derived from this research.

1.19 Summary

In this chapter, the introduction, background, aims of the study are discussed, which is to analyze the factors influencing the choice decision of Indian students to study abroad. An introduction to the theoretical background of this thesis, discusses on the background of existing situations of higher education in India and also pointed out issues as well as challenges faced by Indian students while making to decision to study abroad. This chapter ends with a discussion about the scope of the study.

CHAPTER 2: REVIEW OF LITERATURE

CHAPTER 2: REVIEW OF LITERATURE

2.1 Overview

The need for research has generated in this chapter for understanding the behaviour of Indian students while making choice decisions for International education based on existing literature. The first section of the literature review highlights the concepts internationalization and globalization in higher education. The next section expresses the review of literature then looks into the push-pull theory, drawing the theoretical and conceptual discussion in international student research. A detailed review of empirical literature studies was conducted to examine the key influencing factors of international students' choices decision. The identification of influencing factors includes the motivational factors related to the decision to study abroad, influencing factors for higher education choices as well as study destination choices. The review of past literature also aims at exploring the influence from the different sources of information such as parents, siblings, former participants, relatives and friends, study abroad advisor and recommendations from others. Evaluation of gender differences in students' choices and decision-making follows next. The review of the literature helps to form the pathway required for the conceptualisation of the model for this study, which is given in the final section of this chapter. The literature review provides a foundation on how the conceptual framework is developed.

2.2 Globalization & Internationalization of Higher Education

Internationalisation and globalization in higher education has become one of the core research theme with scholarly papers, article, journals, and conferences. Hence we are

experiencing huge expansion in empirical interest on topic. More recently, globalisation is often described as the increasing relationships, interconnectedness and interdependence between national, local and supra- national organisational actors, while internationalisation often is interpreted as a more limited process of establishing specific relationships within this large web (Fumasoli, 2019). Moreover, internationalisation is also often seen as a response to globalisation forces (Knight, 2004). These kind of definitions points to different analytical levels but leave less clarity as to whether these definitions are mutually exclusive or how they are analytically linked (Fumasoli, 2019).

Globalisation and internationalisation are in the focus in the modern world of higher education and are connected. Internationalisation responds as the force of globalisation and is also considered as an agent of globalisation. Higher education has been allied with both globalisation as well as internationalisation. Many of the advancements in information, communication and technology have helped form global knowledge and skills economy, founded on higher education and a corresponding skilled workforce (Knight, 2004; OECD, 2008; Hudzik, 2011). Higher education reports knowledge and skills that contribute towards economic growth, that's why it rates highly on national policy plans of many countries (Zajda & Rust, 2016).

The landscape of higher education, especially at the international level has been rapidly changing over the last few decades and is largely influenced by both globalisation and internationalisation, which have frequently been examined (Scott, 2006, Knight 2008; de Wit, 2013; Zajda & Rust, 2016). Globalization and internationalization of higher education helps to bring talents, enhance the balanced economic and scientific potential of a given country and shape up their human capital leading to the sustainable economic growth (Wadim et.al.,2021). The higher education sector of the new era is facing huge challenges. Reduced government financial support and higher study costs make higher education industry more

competitive and aggressive(Soutar & Turner, 2002).

Higher education institutions have played a significant role in uplifting global trends (Dodds, 2008). Meanwhile, higher education plays an essential role in the global knowledge economy, such as student recruitment, branch schools, research, franchising, etc (De Wit, 2011). Globalization has encouraged the "corporatization" of institutions, which has changed the structure and spirit of universities and made them contend more effectively in the global market (Rhoads & Rhoades, 2005). Even for the many of developed countries, the education industry value billions of dollars and has become a foremost source of trade (Cheng et al., 2011)

The globalization and internationalization of higher education have lead to the application of business theory into a higher education context.(Chapman R. G., 1986)was the first to relate consumer behaviourtheory to education withexplaining that students and their immediate parents cross different stages and eventually in selecting a subject or an institution forstudy. These stages involves pre-search behaviour, search behaviour, application phase, choice decision and registration. The foremostphase of pre-search behaviour is that when student is in his early thoughts about his future. In search behaviour phase, student shortlist his potential study destination, institutes as well as courses. Thenin the application phage, he submit his applications to selected institutions. Then after, choice decision takes placewith student accepting an offer, which is depending on the numbers of offers he/she received. Finally, in the registration phase, student imitate their decision to register with course, however, there is possibility of wrong decision or may be turn down the offer (Chapman R. G., 1986).

However, internationalization pays more attention to strategic dealings, which replicates the state-dominated world order (Scott P. , 2000). Globalization and Internationalization are conflicting concepts, and globalization is not a higher form of internationalization. (De Wit,

2011) noted that Internationalization is closer to the recognized tradition of international cooperation and mobility. However, globalization is more about competition related to higher education as a tradable commodity, challenging the concept of higher education as a public interest.

Therefore, in the academic field, "globalization" and "international competitiveness" are the key words of extraordinary entrepreneurship (*Rhoads & Rhoades, 2005*).

2.3 Globalization and Higher Education

Although the expected course of this study would probably command discussing the term ‘internationalization’, it was decided to first discuss about globalization for the following straight forward reason which is highlighted by (*Knight J. , 2003a*). It is not possible to directly look at internationalization without considering the actualities of the environment where we are operating. Globalization is most likely the most pervasive and influential feature of the changing environment.

In addition to the importance of globalization, also entitled as liberalization of the international higher education market (*Vught, 2004*), is the analyzed by (*Scott P. , 1998*) who rightly highlighted that “not all universities are (particularly) international, but all are subject to the same processes of globalization”. (*Knight J., 2003a*) argues that there is regular confusion related to the relationship between internationalization and globalization. So, before analyzing globalization, the author briefly has concentrated on and tried to answer the following essential question: is internationalization the same or similar to globalization?

Many of the scholars including (*Altbach, 2004; de Wit, 2006; Wende, 2007; Knight, 2008; Maringe & Gibbs 2009*) and others, comment that internationalization of higher education is

one way a country and its higher education institutions reply to the forces of globalization. Internationalization of higher education is also considered as a representative of globalization (*Knight, 2003*). Whereas internationalization can be considered as a process which can, at least partially, be formed and influenced by higher education institutions themselves, globalization is treated as an external macro socioeconomic process that cannot be influenced at the level of higher education institutions (*Vught, 2004*). *Abdullahi et al.*, in 2007 Explains globalization is more connected with competition as well as internationalization with collaboration. Moreover, “globalization cannot be regarded simply as a higher form of internationalization” (*Marginson & der Wende, 2007*). Similarly, (*Scott, 1998*) take this analysis one step further by stressing that: “Instead of their relationship being seen as linear or cumulative, it may be dialectical. In sense the new globalization may be the rival of the old internationalization”. Where internationalization entails adapting to integrate foreign markets, globalization entails adopting a worldwide integrated strategy (*Edwards & Edwards, 2001*). Very often, globalization and internationalization are used interchangeably (*Yang 2003; OECD 2004; Huang 2007; Knight 2008; Maringe & Gibbs 2009*). *Yang in (2002)* includes that these two terms are used interchangeably used in academic circles as well as in the real world. However, it is still not clear about where one starts and the other stops (*Yang, 2003*). Nevertheless, these both terms, though closely related, but have different meanings, objectives and effects. Substantial efforts have been made during the past decade (*Knight & de Wit, 1997*) to maintain the concentration on the “internationalization of education” as an alternative of the “globalization in education”. This approach has had mixed results, however some success has been attained in ensuring that these two terms are not taken as synonyms and also are not used as interchangeably (*Knight, J., 2008*). Furthermore, as (*Yang, 2003*) defines, there is another discussion as for some of the people “globalization can be understood as the global dispersion of western modernity, that is, westernization” (*Yang,*

2003). However, most of the scholars argue that globalization explains different meaning than westernization and internationalization, and these should not be considered the similar. The literature discussed above visibly shows that these two processes have different senses. However, most of the people around the globe are still confused and employ these two terms interchangeably. This is the reason why there have been efforts are made to clearly explain each of these two terms. Some development has been made but still there is much to be done before people understand that these two terms are not the same.

Globalization is a complete process. However, (Yang, 2003) focuses that this term lacks a specific definition. There have been taken many attempts to build up a universal description that would be broadly acceptable. As a result, globalization has led to different conceptualizations of the term *Altbach (2002)* explains that in general terms, globalization refers to the developments in higher education that have cross-national implications. The same author advocates globalization as: “the broad, largely inevitable economic, technological, political, cultural, and scientific trends that directly affect higher education” (*Altbach, P., 2005*).

One year later, (*Altbach & Knight, 2006*) explained globalization as “the economic, political, and societal forces pushing 21st century higher education towards greater international involvement”. (*Yang, 2002*) defines globalization broadly, as social practices that transcend national boundaries. “It is fundamentally an economic process of integration that transcends national borders and ultimately affects the flow of knowledge, people, values and ideas” (*Yang, 2000*). In the view of (*Knight & de Wit, 1997*), globalization influences each country in a different manner based on the country’s history, culture, traditions and priorities.

Globalization clearly impacts many aspects of our lives. Even though, it is forcing a new appearance at what effect worldwide changes in economic and political systems are having

on the educational systems (*Ballantine & Spade, 2007*). (*Altbach, 2004*) defines “it is argued that all of the contemporary pressures on higher education, from the pressures of massification to the growth of the private sector are the results of globalization”.

These powerful statements show the strength of globalization as well as the significance should be given to this term. Globalization movements are clearly entering the higher education field (*Vught, 2004*) and are affecting it to a large extent. In the view point of (*Ruby, 2005*) it affects “curriculum, faculty recruitment, student recruitment, sources of food for the dining halls and of funds for the endowment, and the value of investments”. However, the major change in this global era is, higher education has become a tradable product based on the discussion of global competition. Many universities leaders have recognized this reality and for most of them, it is mostly a result of globalization. They suppose that to survive in the fast changing higher education market they require to become customer-focused. Even the popular state funded European higher education institutions from nation states which still engage a role in higher education, will have to tackle these globalization trends in this era of global competition. (*Vught, 2004*)

2.3.1 The Effects of Globalization

Most of the definitions of globalization are demote to the influence in the society. However, this term is not always taken in an unbiased way and no description deals with the characteristics of its influence. The debate among the supporters and the opposition, named as globalists (or hyper globalists) and sceptics, still goes on. General people, who are not so aware about all aspects of globalization, connect it with demonstrations against during meetings of the world’s global leaders (e.g. in Seattle and Genoa). The globalists have a different view. Those authors who are in favour of globalization, usually come from the

“western” world which is predominantly benefited from its effects as per the opposition. They believe globalization to be a real as well as historical development (*Lub, 2002*), an unparalleled progressive drive (*Mok, 2000*) that has a positive impact on higher education. It is a commodity of multiple forces that comprises economic, political and technological imperatives (*Vlk, 2006*). *Mok (2000)* defines that globalization supporter’s comment that the economic liberalization communicates denationalization and a borderless economy. Globalization supporters point out the statement that it does not inquire the matter of national sovereignty but transfer to an increasing global interconnection. In common, globalization involves freer and faster interchanges and movements of capital, goods and services, people, technologies, ideas and information. *Varghese (2014)* analyzes the effects of globalization on higher education on the one hand and trends in globalization of higher education on the other. It classifies the globalization of higher education into three different, but related, phases. The first phase experienced a rush in cross-border student flow, the second phase witnessed the development of education hubs as well as branch campuses, and the third and the most recent phase observed program mobility and is revolutionized by the massification of online courses such as Massive Open Online Courses.

In addition, globalization surpasses national identities and carries the potential to be aggressively hostile to nation-states (*Scott P. , 1998*)

Other sceptics link globalization with global dissimilarity and the McDonaldization of the university (*Altbach, P., 2004*). Moreover, (*Mok, 2000*) argues following about the social and economic aspect of globalization:

Sceptics consider globalization as merely a myth and they believe that national governments are still major players and architects of internationalization. They even advocate that the authority and power of nation-states are improved because they instruct more centralized

guideline over cross-border economic activities. Moreover, (*Altbach, P., 2005*) defines that globalization badly affects many developing countries as well as smaller academic systems. Though, it offers new opportunities (mainly via the internet and with other technological advances) for the students and the scholars to study and work at anywhere in the world, it strengthen many existing inequalities and creates some of the new barriers. Bigger and more authoritative universities administer the production and distribution of knowledge over weak universities with fewer resources. (*Altbach, 2005*) observation is especially true if see upon the case of China where a numerous foreign universities with more powerful resources than the local ones have and opened up various branches. These higher education institutions are doing well in recruiting Chinese students those who prefer and can pay for to study in a western university. This is simply one example of an expected inequality that results from globalization. In addition, the most developed and richer countries support their higher education institutions by offering a full arrangement of resources throughout their academic centres e.g. the British Council (UK), the Fulbright Commission (USA), DAAD-German.

Another important argument against globalization that is often considered in the literature is its negative influence on traditional academic values (*Vught, 2004*). Critics advocate that these values are in danger of extinction because of the growth of profit-making activities in higher education and also the growth of marketization forces. Hence, higher education might be considered as another business industry that sharing the same features as the corporate world and also losing the more traditional educational ones like search of scholarship, need for research, etc. The author does not explain these concerns and considers that a higher education institution is a normal business which requires surviving financially, especially where the spread of the globalization forces that is unavoidable.

In this era, some of the leading universities can be considered as the new informational neo-colonists. Despite of the many negative views discussed above, globalization cannot be fully

avoided as an iniquity thing. Even though with the fact that the globalists and the sceptics have different views related to globalization, “they all identify globalization as the growing impacts on political, economic, social and cultural developments”. (*Altbach, 2004*) recalls us that throughout history, certain universities have turned out to be moribund and unsuitable because they shut up themselves off from economic and societal trends.

In addition, according to (*Altbach, 2005*), globalization does not be short of precedent for higher education. Universities have always upheld a balance between national realities as well as international trends. The differences between the past and the present is that these days international trends have strengthen and the universities require to adapt quick to these changes to remain competitive in the international student arena. Those universities who do not accept and follow the current trends might become irrelevant.

2.3.2 The Future of Globalization

Wende (2007) defines that we do not need to predict the future to know that globalization is not just be a plan on free trade or economic growth. It is absolutely something more complex than that. Similar to more other things, globalization is also a two sided coin to which globalists advocate as globalization can lead to development whereassceptics warn it as can lead to underdevelopment.

However, most of the scholars, agree that globalization in higher education is inevitable and hence, it should be considered by all people who are responsible to it. Globalization in higher education is based on the market-driven basics of globalization. Therefore, it forms more challenges than opportunities (*Yang, 2003*). Today, researchers take granted that economic and social changes, nationally as well as internationally, affect education, to a greater extent than before. The stretch of the technology, the internet, the growing ease of communication

and the also flow of students and staffs across borders speed ups this process (*Altbach, 2005*). The whole educational world requires learning to live with and work in this new globalised realism. As (*Altbach, 2004*) rightly comments, no educational system can continue by itself in the 21st century. In addition, (*Yang, 2003*) focuses on the fact that the impact of globalization is somewhat influenced by people's reactions, as per the local conditions and contexts. This is the reason that everybody within the higher education world needs to study, understand and also influence globalization in the right path. "The globalization process encounters a response that reflects each culture's unique forms of adaptation to change. The alternative responses to the globalization of higher education must be built up on the educational character of universities". These discussions are a fundamental part of the internationalization of higher education which is the topic of the next section of this Chapter.

2.4 The Internationalization Process in Higher Education

International student mobility, with abroad education as one of its forms, is often considered as the most apparent feature of the internationalization process of higher education (*Rumbley et al., 2012*). However, the internationalization process refers to an incorporation of all phases of higher education institutions that goes beyond national boundaries and is prejudiced by several national and international stakeholders (*Teichler, 2004*). The commonly used term 'internationalization' in the context of higher education refers to international education and research and is also used to describe academic cooperation, physical mobility and the transfer of knowledge as well as cross-border communication and discourse among universities around the world (*Teichler, 2004*).

While the higher education internationalization process has taken of different forms, many countries have increased and involved their focus on more promoting international education,

study exchange programs, and technical assistance since the early 1990s (*Knight, J., 2004*). However, (*Altbach et al., 2010*) identified that before the expansion of international higher education market, four primary and interrelated forces influenced expenditure on higher education: the ‘massification’ of higher education, impact of globalization, the introduction of the knowledge society, and also the importance of research universities within it. Educational institutions around the globe responded to these forces with series of programs and initiatives that have designed internationalization of higher education. Two of the above-discussed key forces, the worldwide ‘massification’, and the impacts of globalization on the higher education segment, have debatably had the major impacts on international student mobility.

The ‘massification’ of higher education is attributed to the worldwide population increase and the formation of knowledgeable societies with an increasing use of information as well as a communication technology that requires a larger pool of highly skilled people. The worldwide number of domestic higher education enrolments increased from 68 million in 1991 to 152.5 million in 2007 (*UNESCO, 2009*) and the tertiary student numbers are predicted to increase to over 260 million by 2025 (*Maslen, 2012*). This huge growth in demand for international higher education overlaps with a deficiency, particularly in developing countries, of those who have capacity to stipulate domestic education (*Gueruez, 2008; OECD, 2013*). Consequently, huge numbers of students now commence higher education abroad (*Bhandari & Blumenthal, 2011*). Thus, the huge increment in the number of tertiary foreign students moving around the world in the search of education reveals the growth in tertiary student numbers (*Beerkens, 2013*).

The second fundamental force that influenced the higher education demand is the economic, political and societal forces of globalization. *Altbach(2007)* defined globalization in the context of tertiary education as: “the economic, political, and societal forces pushing

21st century higher education towards greater international involvement". This includes broad economic, technological, and scientific tendencies that directly mark higher education. It is agreed among authors that the globalization of societies and economies has had, and continues to have, enormous effects on every education segment around the globe, and precisely on the internationalization process as they push higher education towards greater international involvement in a globalized world (*Altbach et al., 2001; Knight 2006; De Wit, 2008; Brandenburg et al., 2013*).

De Wit(2008) pointed three ways with which globalization and higher education are linked. They are: First, the increased unmet demand for higher education in developing countries pushes students with underdeveloped education systems to abroad. On the other side, Western countries where they have a shortage of local students due to their ageing populations are keen to attract foreign students. Additionally, the increasingly globalized economy has generated a demand for new degrees and courses, and also for lifelong learning programs. Second, new, and mainly private, providers have appeared on the higher education segment on a national and international level. Similarly, third, the majority of advanced delivery methods, such as franchising and online distance programs related to higher education, have been developed since the beginning of the 21st century, where not only people but also institutions and programs crosses national borders.

The businesses globalization and the interconnections among national economies have boosted the demand for a broader cultural experience as well as multilingual graduates. Globally- oriented companies are eyeing for internationally-competent workers who can speak foreign languages and also have well-developed intercultural skills in order to interact with international partners, (*OECD, 2013*). To tackle these global demands, Governments as well as universities have applied a variety of programs and policies, including the

internationalization of curriculum, involving in international partnerships, and setting up branch campuses overseas (*Jones & Brown, 2007; Knight J. , 2012*). Western universities in specific have also expanded the availability of various exchange programs and offer more flexible curriculum through which students can merge study abroad with study in their home country.

Generally, there are solid indications that many of the higher education institutions around the globe have responded to the impacts of globalization and also to a greater demand for on higher education (*De Wit, 2008*). *Brandenburg et al., (2013)* focus three main influences and growths over the last two decades that have lifted internationalization from its marginal site to a central activity for most of the universities around the globe. First, higher education sector has shifted from being a keen to knowledge production and exchange to a sector that is progressively perceived as a commodity with a comparative trade advantage. Second, the presentation and operation of the Bologna Process (1999) influenced and designed the internationalization process in many higher education institutions around the globe. Third, the development and the establishment of global rankings in the higher education sector have increased global competition among universities.

All these dynamics have added new mechanisms to the multidimensional process of the internationalization of higher education. The international aspect of higher education progressed from small student exchange programs that impacted only on minor selected groups to a strong cultural, educational, intellectual and technological exchange across borders where the recruitment of international students has become a immense business and a mass phenomenon in higher education (*Brandenburg et al., 2013; Knight J. , 2012*). Therefore, (*Knight J. , 2012*) revised one of her earlier, rather neutral definition and redefined the internationalization of higher education as “the process of integrating an international,

intercultural, or global dimension into the purpose, functions or delivery of post-secondary education”.

However, globalization and international movements have affected not only institutions as well as scholars but also to the students in the higher education market. Many tertiary students in developed and developing countries remark studying abroad as an opportunity to expand their knowledge and skills beyond a level available at home, and therefore they see it as a way to improve their career opportunities in a globalized work environment (*OECD, 2013*). Furthermore, easily reachable information on higher education worldwide (*Bourn, 2011*), and improved and expanded methods of travel has intermingled to create an enormous global market for higher education (*Gueruez, 2008*).

2.5 International Student Mobility

International student mobility is component of globalisation, and has been defined as students who travel to a country other than their home country with the purpose of study at the tertiary level (Balaz & Williams, 2004). The demand for international education prospects has significantly developed over the past decade (OECD, 2018), largely because of the demand for tertiary education has been outperforming domestic supply capabilities in many developing countries (Mazzarol & Soutar, 2002). Students in developing countries often have limited access to domestic tertiary education, which represent as a push factor for choosing to study overseas in developed countries. Another primary pull factor is the opportunity to migrate permanently and settle in the host country after the completion of their studies (de Wit, 2008; Han & Appelbaum, 2016).

Effective international student recruitment and marketing policy and techniques relies among different push and pull factors, a profound understanding mobility patterns of student and

decision-making processes of university. An in-depth understanding of students want regarding where they want to study certainly provides universities and colleges an important lead on how to restructure and improve their recruitment process and marketing strategies.

The *OECD(2003)*, defines international students as "persons admitted by a country other than their own, usually with unique permits or visas, for the specific reason of following a unique course of study in recognized institution of the receiving country. International students are students who do not hold the citizenship of the country for which the data are collected." The UNESCO Institute of Statistics defines international or international mobility of students as "students who have crossed a territorial or national boundary for the purpose of education and are now enrolled outside their home country." On the other hand, if a university lacks an effective recruitment and marketing process, it may face difficulties in developing and implementing promotional campaign and ideas to reach out, and to attract international students. Universities need to find ways to develop and design new techniques to attract international students if they have international student recruitment in mind. *Choudaha & Chang(2012)*,advise that the environment of strong competition around the world amongst universities and financial plan cuts stress universities to become more focused and strategic on international student recruitment process. This situation makes recruitment of international student a highly esteemed component to the financial sustainability of many universities in the United States and other countries. But recruitment policy of international students comes at a cost that relates to university financial budget. Therefore, universities need to look beyond and experiment with other advance forms of recruitment process apart from using the traditional forms of recruitment process (*Choudaha & Chang, 2012*). They suggest that in-depth understanding of international student mobility fashions and their process for decision-making will help to consolidate institutional recruitment efforts more effectively.

2.5.1 Factors that Drive the Flow of International Students' Mobility

With growing competition between international education providing countries, better understanding of factors are required to drive international students' mobility. (Phang, 2013) details that the home country's economic and social forces 'push' students to abroad while the students' decision of selecting a study destination rely upon various 'pull' factors. There are three groups of factors identified which influence international students' decision of study destination. They are communication factor (quality: digital, internet, Google), location factor (study destination's attractiveness: brand, courses, facilities,) and social factor (family, friends, and social networks, etc.) The data from study demonstrated the importance of understanding the motivations as well as reasons of choosing certain programs/ courses in any specific university. Communication factor was represented as the major contribution of this study to highlight the importance in influencing international students' mobility.

Kusumawati in 2013 carried out qualitative research through semi-structured interviews with 48 first-year undergraduate students. The results indicated that students considered 5 most criteria such as: cost, reputation, proximity, job prospect and parents for selecting an Indonesian public university. The other common criteria indicated are job prospect, parents and quality.

In the words of (Americanos, 2011) Internationalization is changing the world of higher education and globalization is changing the process of internationalization. He conducted the study with purpose to determine the factors influencing international students' choice decisions while choosing a Cyprus HEI, namely Americanos College (AC). For this purpose, this research employed a survey questionnaire on a sample of 509 AC international students and five in-depth interviews of AC's admissions staff members. The key findings of this research suggest that the first reason international students choose Cyprus's HEIs is the relatively low tuition fees (TF) charged as compared to other more well-known destinations.

Another reason for their choice is the easy admissions and immigration procedures. In addition, the findings clearly show that the HEIs' agents are by far the most influential persons in the decision-making process of international students prior to their coming to Cyprus. Furthermore this suggests that the role of current students and alumni in the recruitment of students is very important and this is directly linked with a strong word of mouth (WOM) effect.

Mpinganjira(2009), one of the rigorous writer on the topic said that international student market has become highly competitive globally. As competition continues to intensify, success in acquiring and retaining International students will depend on ability of a country and/or institution to understand and respond to the needs of the market. The study used an online survey methodology with structured questionnaire looking at different facets relating to international study to collect the data. In order to establish possible factors that influence the decision to study abroad, the study made use of focus group discussions, in- depth interviews and an examination of literature. The focus group discussions were done with two groups of international students namely undergraduates and postgraduates, where the questionnaire was first pre-tested on 15 students before coming up with the final version to ensure that the wording used was clear and understandable as well as to estimate the time involved in filling the questionnaire. The findings show that although supply related conditions in home country influence the decision to study abroad, the most important factors are those related to the conditions abroad. Students irrespective of group, mainly look to opportunities to enhance their career prospects through acquiring high quality education with qualifications that are recognized worldwide.

Bhati & Anderson (2012), investigated that there has been an increase in the number of students from India studying at Australian universities in Singapore. During the same period, there has been a corresponding decrease in the number of this group of students studying in

Australia. The study thus seeks to understand why the current group of Indian students studying at an Australian University in Singapore has chosen to study in Singapore rather than at a campus in Australia. The research design employed a qualitative approach using focus group interviews and an online survey. The findings include a combination of factors and considerations influencing the choice of university and overseas study destination for students from India. The other key factor that has emerged is the role of Indian agents. As per the survey results three quarters of prospective students approach these agents for advice and information and 26.2% of the respondents said that the agents played a considerable role in influencing the choice of institution and the study destination. The survey results also revealed that students are now independent and do not consider having family or close friends as an important factor when moving overseas for higher education.

The increase in foreign students in countries such as the US, the UK and France suggests that the international 'education industry' is growing in importance. *Liu & Wang(2008)*, investigated the empirical determinants of international student mobility. Using pooled cross-sectional time series data for the US over the time period 1993-2006, they estimated an econometric model of enrolment rates of foreign students in the US. Their results suggest that tuition fees, US federal support of education, and the size of the 'young' generation of source countries have a significant influence on international student mobility.

Mazzarol (2001) investigated on Push-Pull factors influencing international student destination choice. The global pattern of international student flows may be explained by a combination of different 'push and pull' factors which encourage students for overseas education. 'Push' factors derives in the home country and starts with a student's international study decision whereas 'Pull' factors derives in a host country with representing host country more attractive for international study.

In today's intense competitive environment the success of institutions depends on their capacity and ability to meet expectations. According to principles of customer orientation which is an important element of quality standards, quality expectations and perceptions of university students and their satisfactions are crucial for the competitiveness of higher education institutions (*Etİ İÇİLİ & Vural, 2010*). According to (*Karahan, 2013*), there are six factors affecting the quality adequacy of higher education institutions. These are Physical conditions, social areas and activities, education and training content, career support, instructor qualifications, and management and staff qualifications. In the light of the above, (*Safakli & Ihemeje, 2015*) conducted study to explore the factors which determine students' motivation to study abroad and effective factors in choosing country. Hundred foreign students (non-Turkish students) at the European university of Lefke in Northern Cyprus were interviewed by applying convenience sampling and face-to-face method. In his study, the major findings are experiencing another student life in another country, experience another culture, future work possibilities in home country, and personal experience, and low crime rate in the host country.

In their study, (*Gonza'lez et al., 2010*) stated that the Erasmus Program for higher education students is supposed to play an important socio-economic role within Europe. Their article analyses the determinants of Erasmus student mobility establishing relevant hypotheses, which arise from the migration theory and gravity models. A panel data set of bilateral flows for all the participating countries has been used in order to test the factors influencing these student flows. Country size, cost of living, distance, educational background, university quality, the host country language and climate are all found to be significant determinants. Results also reveal that there are other determinants, like a country's characteristics and time effects, which can affect mobility flows.

Mazzarol & Soutar(2002), examined the push and pull factors that have influence when selecting a study destination abroad. According to the authors the student must go through at least three different stages. First the decision to study abroad is made, influenced by push factors within the home country. Next decision is the selection of a host country and in this stage the pull factors play a key role in attracting the student to a certain host country. In the last stage, the student selects an institution. This research focuses primarily on the second and third stages and the selection of an institution is in the centre of the empirical part.*Mazzarol & Soutar(2002)*, noted that the students' selection of particular institution is based on a variety of complex issues and that only few previous studies have fully examined this issue. *Mazzarol et al., (2000)*,themselves investigated this matter by conducting a survey of 879 students, 53 per cent of them international, studying at a dozen of different colleges and universities in Australia.

2.6 The Motivation of Universities to Recruit International Students

Under the influence from globalization and internationalization, the motivation of universities to recruit international students is different. For some of the countries, an education export has carried rich economic returns. Since in the early 1990s, the Canadian government has concentrated on the important role of higher education. In 2007, the federal government involved importance of higher education and allocating 1 million Canadian dollars every year from the budget to shape the education brand of Canada (*Trilokekar & Kizilbash, 2013*). Foreign students spent more than \$7.7 billion on tuition, accommodation as well as discretionary spending in 2010; generated more than 81,000 jobs; produced more than \$445 million in government revenue (*Roslyn Kunin & Associates, 2012*). But while the country is making huge money, the pressure on universities is rising. It was their objective to keep up

with profits (*Magnusson, 2000; Scott, 2000; Sidhu, 2006*). The falling in government funding has direct universities to have more autonomy in finding funding that means increasing tuitions has become the main strategy (*Magnusson, 2000*). Many universities also actively increase the number of international students (*Hemsley-Brown & Oplatka, 2015*). Similar is the situation there in Australia. Higher education is named as Australia's third largest export industry (*Phillimore et al., 2013; Carrington et al., 2007*). In 2005, students from Mainland China contributed about a \$5.9 billion to the Australian economy (Australian Department of Foreign Affairs and Trade, 2005). Similarly, in 2010, international students brought in more than \$18.6 billion (*International Education Advisory Council, 2012*). But with a declining trade deficit, the Australian government must immediately improve to stop the national economic crisis (*Trilokekar & Kizilbash, 2013*). It is essential to encourage universities to accept education export fees (*Sidhu, 2006*). The Australian government is funding \$200,000 to universities to print promotional and marketing materials for international students. In addition, universities are allowed to recollect most of the international students' income (*De Wit, 2011*). Not only economy, they also promoting culture and communication. For now, Hong Kong's publicly funded institutions of higher education have not experienced the effects of fiscal severity, and income is not the main motivator. The recruitment of mainland students in Hong Kong universities replicates both the development of social culture and the preservation of Hong Kong's international image and status (*Bodycott, P, 2009*). In Hong Kong, students from different qualifications and regions can deepen their understanding of China and also have a positive role in promoting students' racial understanding. In countries like Singapore, recruiting international students is a way to increase and maintain the competitiveness of science, technology and economy (*Bodycott, P, 2009*). And through the implementation the international strategy -cooperate with world-renowned universities to

improve the market image and try to improve the position in the world rankings (*Sidhu et al., 2014*).

International students not only have an important impact on the society and culture of the host country's campus, but also have a significant impact on the development of research and innovation in the host country (*Middlehurst, 2003*). Sweden universities insist on the value of the multicultural student experience and the global impact of education and research. So the exchange students through strategic partnerships are more and more important (*Mitchell, Nic, 2013*).

2.7 Understanding International Students' Decisions

There are numerous studies have contributed in related to students' choice and the complex nature of choosing to study in a higher education institution (*Briggs, 2006; Soutar & Turner, 2006*). In any case, international students want that their invested money be better valued and able to more selective while choosing higher education institutions. The major setback is that it is difficult for students to know what they are getting before they are really in or at the end of the educational phase e.g. if they fail their exams they are doubtful that they had a high value education. Though numbers of studies have been conducted on factors that influence international students' search of higher education decision-making are extensive, their results are distinct.

*Ivy(2001)*synopses earlier research into three types of choice models of students, and in numerous research, the dimensions are categorized as economic, sociological and information processing model. The economic model highlight the costsfacets related with the studies, including the cost of selecting to study instead of work. Second, the sociological model is related to family influences, some personal motivation and capability and so on. Similarly,

the information processing models combine the features of both models. *Maringe(2006)* details that choice is not a logical procedure whereas *(Petruzzellis & Romanazzi, 2010)* sums up that decision making is an iterative, and difficult concept which includes three interlinked elements: context, key influencer, and selectors. Other studies have exposed that in most cases, students prefer to study abroad in a following order: firstly, they choose to study abroad relatively at home. Secondly, they select the destination of study. Then finally, they select a specific institution (*Chen L. H., 2007; Mazzarol & Soutar, 2002*). *Mazzarol & Soutar(2002)*, also argues that Students from China, India, Indonesia and Taiwan also go through these three stages while choosing their study destinations, which are influenced by different 'push' and 'pull' factors. In their first stage, students decide to study abroad, which is affected by the domestic "push" factors. In the second stage, students choose the study destination which influenced by the "pull" factor of the country they can choose. Finally, there are additional "pull" factors that make an organization more attractive than its competitors, such as reputation, course scope and staff expertise.

2.8 Higher Education Institution Choice – A Complex Decision-Making Process

The student market is diverse (*Veloutsou et al., 2005; Bonnema & Vander-Weldt, 2008*) and international students to study overseas come from different backgrounds. Numerous external factors are involved in this decision that intensifies the complexity of decision-making process: high costs; the high expectations from their friends; away from home; and the pressure which is faced by them through their family. With a student decisions to study abroad as compared to their home country, the higher education institution selection process becomes more complex. When any potential students decides to study abroad, his decision

making process is not only based on selecting a country and an higher education institution rather there are many other things to consider accompanied by expectations from themselves and also from third parties, such as their parents, their family and society (*Lee, 2015*) With extra pressure to make the best decision among the students, choice decision-making process is hence regarded as a complex process (*Moogan & Baron, 2003*).

Similarly, the student's choice decision to study in a higher education institution is a very challenging and difficult task which is expressed by (*Kotler & Fox, 1995*), in investment terms as follows: the potential student can only invest in a single "stock", while the school is investing in a diversified and therefore less risky "mutual fund". And to this, if you add the difficult decision to study abroad which is itself one of the most important and expensive initiatives which students may ever undertaken (*Mazzarol , 1998*), you will end up with a very complex, difficult and demanding equation. Moreover, (*Cubillo et al., 2006*) argues that the high costs involved in studying abroad add some more complexity of the decision. By choosing a country in which to study, the potential student is not only purchasing the educational service of that country but also acquiring many other services additionally provided with the core service. Generally the choice of the country is also a choice of the quality of life, living standards and new life style for the minimum next three or four years of his/her life. Obviously better the image of the country globally, bigger the number of students who want to study in that country. A good example is the USA where the very good image of the country which is further boosted by Hollywood's international movies makes it the first country in international recruitment.

In the same way, (*Maringe & Carter, 2007*) argue student choice decision-making as 'a complex and multistage process undertaken consciously or sometimes subconsciously by a student with intention to enter higher education and with which the problem related to choosing a study destination as well as program is resolved'. The scale of the complexity is

depending on students' search efforts and their capability to process those data in a very meaningful way (Kotler, 1975; Duan, 1997; Chapman, 1981). Kotler & Keller (2009), advocate these views and recommend that a student will normally pass through out a decision funnel consisting of multiple stages before reaching the final decision about where to study. The higher education choice decision is often characterized as high involvement (*Americanos, 2011*) through a complex model of choice where students show different concerns and anxieties in relation to risks and challenges (*Baker & Brown, 2007*). The decision is featured as a high involvement process because it is time consuming and cost intensive and also has high personal relevance towards international students' decision-making (*Gray, 1991*). It is different in compared to other service industries given abroad education is consumed for long-lasting periods of time (i.e. throughout the duration of a degree) and also has life-changing consequences, for instance, the choice of an international higher educational institution has very useful implications for the future career direction of the students (*Morrish & Lee, 2011*). As commented by (*Moogan, 2011*) 'the buy of a higher education service associates to the promise of future benefit, however the exact rewards are not identified at the start of this extended decision-making procedure with the perceived risk being very high for all those parties who concerned'.

The choice and decision-making process through which the students select a higher education institution involves minimum three stages of choice decision. In first stage, the student decides about studying abroad, rather than staying in home country. During the second stage, the student chooses the preferred country to continue his/her education. In the third and final stage, the student chooses the institution by analyzing a number of "pull" factors which make it more attractive than other institutions. Some of the institutions "pull" factors include its reputation for quality, range of programs, market profile and staff expertise.

For the students to reduce the uncertainty and minimize the perceived risk, the institution's duty is to determine regarding those key factors which students consider and how they evaluate the relative importance of those factors (*Moogan et al., 1999; Dawes & Brown, 2005; Whitehead et al., 2006*). With understanding of this dimension of choice and decision-making, the higher education institution can be more effective while attracting and satisfying its students (*Kotler & Fox, 1995*). The insights from consumers' side may assist a country and higher education institutions in crafting some more effective international marketing strategy. This thesis is particularly interested in investigating and also understanding the key factors that influence students' choices and decisions to study abroad.

2.9 Factors that Influence International Students' Decision-Making Process

With the advancement of globalisation and internationalisation of higher education, the demand of international students for higher education has dramatically expanded. In addition, a large share of students plan to study abroad, which directs towards the flourishing of cross border higher education on an unprecedented scale. Thus, many researchers have examined the factors that influence students to study overseas (e.g. Austin & Shen, 2016; Kim, Bankart, Jiang, & Brazil, 2018; Oliveira & Soares, 2016). Hossler and Gallagher (2020) demonstrated that the three-stage model is suitable for illustrating the process of deciding to study abroad. The three stages refer to deciding to either study abroad or stay in their home country, and choosing a destination country for their study in abroad and finally choosing an institution for their higher education. Although this process is common in decision making, some of the students purposefully choose the HEIs, directly bypassing the destination consideration (Chen, 2007). Most of the literature that discusses the process is affected by 'push-pull'

theory (Lee, 1966). Generally, push factors are associated with some negative aspects of the home countries that force the students to leave their home country and study abroad. On the other side, the pull factors are related with the positive aspects of destinations that motivate attract the students to study in other countries (Liu & Zhu, 2019). Push and pull factors attract students and motivate to study abroad, that cause outflow (Lee, 2017) and are appropriate to the first stage of the three-stage model, whether to study abroad. According to (Mazzarol & Soutar, 2002), there are six crucial pull factors that influence the determinants. The knowledge of the host country is the first factor, which is associated to the recognition degree of the destination. The second factor is the level of other referrals during the decision-making process. In particular, the view of parents plays a vital role in the final decision (Bodycott, 2009). The third factor is the cost issues, including not only the living expenses but also the social cost, such as safety. Lee (2013) stated that the cost issue is perceived as the essential factor that affects the final decision, and safety issue is one of the major concerns (Deviney, Vrba, Mills, & Ball, 2014). Environmental factor, such as climate, is considered as the fourth influencing factor, and the geographic proximity is considered as the fifth factor. The sixth pull factor is the social link related to any familiar person or family living in the destination. Conversely, the push factors include the lack of high-quality education in domestic countries, difficulty in increasing competitiveness and the political or economic condition pushing students to leave the home country (Liu & Zhu, 2019). However, using this model to differentiate the factors in the diverse group of students during the decision-making process is difficult (Kim et al., 2018).

The push and pull theory is a traditional model while studying the factors that influences students abroad. It delivers a lot of valued information regarding the decision-making process of international students (Mazzarol & Soutar, 2002). American scholar Lee in 1960 put forward the “push and pull” theory of population migration. He allocated the factors that

impact the migration into “push” and “pull” (*Lee, 2017*). Moreover, the midway complicate factors were added on the basis of *D. G. Bagne*. Population mobility is the consequence of the arrangement of these three factors. Studies express that there are many factors that may influence students' choice. The “push” factor inspires students to making international learning decisions(*Mazzaro & Soutar, 2002*). Particularly, when student disappoint withan education quality of their home country and seeking for superior quality of higher education (*Lee, 2017*). Similarly, some students are "pushed" from their home countries due to the lack of access to local universities. In the other hand, the “pull” factors comprising economic, political forces that may fascinate and attract the foreign students like high quality education, and migration opportunity (*Bodycott & Lai, 2012*). “Pull” factors refers those factors that make the host country more attractive to international students in comparison to home country. For example, the factors related to the recommendation received from friends and relatives, academic environment and facilities, support for international students, etc. Some of these factors are inherent in the home country, some are from host countries, and other factors are students themselves (*Mazzaro & Soutar, 2002*). These factors are not only impact their choice decision of study abroad destination, but also have a certain influence in the choice of university and institution. (Table 2.9.1)

Table 2.9. 1 Factors of Push and Pull theory

Push Factors	Pull Factors
Inadequate number of seats availability and facilities in desired programme	Knowledge & Awareness
Poor Method and Quality of Teaching	Cost Benefit
Unavailability of technology based programs	Personal Recommendation

Lack of diversity in available programmes	Social Links
	Geographic Proximity
	Environment

The decision process of student abroad according to (*Mazzarol & Soutar, 2002*), comprises of at least three stages: First, decision to study internationally rather than in home country which is influenced by "push" factors; Second, selecting host country, based on "pull" factors that which become more important; And third, students choice institution. In the third stage, additional "pull" factors will make certain institutions more attractive than that of competitors. According to *Mazzarol & Soutar (2002)*, the result from their study showed that there are six factors affecting student choice decision in selection of destination. 1) Knowledge and awareness, 2) cost issues, 3) personal recommendations, 4) social Links, 5) geographic proximity, 6) environment. They help in understanding the encouragements that influence student's selection of a host country. *Mazzarol et al. (1997)* and *Dreher & Poutvaara (2011)*, also pointed out that economic and cultural factors play significant role in students' decision making process. In *Maringe's* article, he demonstrates that students show greater sensitivity to expected earnings because they focus and compare it with their education cost, which make them more responsible than ever (*Maringe, 2006*).

The students from different countries are affected by different push and pull factors (*Lee, 2017*).

2.10 Factors Influencing Choice of Students' to Study Abroad

One of the most challenging decisions for students to deal with upon graduation is where to join university. While choosing about tertiary education, a student needs to make the right conclusion, because such a choice could affect him professionally, financially, emotionally, or even ideologically for his/her entire life.

2.10.1 Influence from Family & Friends

Generally, studying abroad decisions are made by the student and are also influenced by their family members (*Bodycott & Lai, 2012; Bodycott, 2009*). The authors *Shanka et al. 2005; Mazzaro & Soutar, 2002; Pimpa, 2003* explain family as a key influencing factor in abroad study decisions. Likewise, students pay more attention towards the opinion made by their parents, relatives and friends, however, the parents' role is very important (*Mazzaro & Soutar, 2002; Bodycott, 2009*). The recommendation from the family members impacts different influences on student's action (*Bearden & Etzel 1982*). Family opinion and commendations may impact student decision of choosing overseas institutions (*Bourke, 2000; Moogan et al., 1999*). This happens largely because as in the nuclear family, parents themselves have to sponsor their children's education thus both cost and psychological division plays an important role while decision making.

In the same way, friends are another major influencing factor of student choices (*Kellari & Kellar, 1998; Licata & Maxham 1998*). Researches in and over the last decade have frequently concluded the significance of the friend's opinions in selecting institutions (*Bourke, 2000*). A study by (*Shanka et al., 2002*) demonstrated that 37% of undergraduate foreign students marked parents and friends as their prime sources of information in selecting the Australia and UK. There are numbers of reasons for this. Such as: student may have friends

who already studying in the same University, self experiences of their friends and family members. The influences of family and friends are related with the importance of word-of-mouth communication which is considered as purposive, reliable as well as not commercially oriented.

2.10.2 Financial Factor

Financial factor instudents' choice decision process includes several costs. Such as: course study cost , the living cost, foreign admissions formalities costs , and studying abroad costs. This highlights decision-making as goal oriented and purposive demanding the attention, efforts of decision-makers. These efforts contain performing broad actions, such as: forms fillings (both printed and online), attending tests, and so on. Numerous past studies have advocated that financial conditions of the family greatly affect students' choice decision to study abroad (*Paulsen & St. John, 2002*); (*Kurlaender, 2006*).

When family make study abroad decisions, funding of the tuition fee is highly important factor. *Bodycott(2009)* defined that abroad education cost produced heavy load on family. Hence, parents expect institutions to avail high-quality education along with full or partial scholarships benefit, and other possible financial support.

2.10.3 Push and Pull Factor

The factors that impact students choice decision to study abroad depends on different 'push' of home country and 'pull' factors of host country (*Mazzaro & Soutar, 2002; McMahon, 1992*). The 'push' factors are in the home country which encourages student's decision to

commence international education whereas ‘pull’ factors propose the dimensions within study destination which make it attracting to international students.

Normally, parents and family play an important role in pushing their children or relative to study abroad. In some cases, it is found that parents having family members or relatives nearby sent their children to study in the United States (*Jenkins, 2001*). In a study, it was found that Thai female international students were greatly influenced by their parents who were so keen in sending their children to foreign universities (*Takeuchi, 2008*). One of another study reveals that many international students were forced to study abroad as a way to get out of their home country and to obey their parents’ wishes (*Andrade & Evans, 2009*). This is more prevalent in societies that impose much value on parental respect, like Thailand and other Asian countries.

Some of the push factors, according to (*Phang, 2013*), include lack of access to good quality of higher education; belief of better quality of foreign education system; perceptions of presence of technology-based higher education programs. On the other hand, the pull factors that encourage international students to pursue higher education abroad (*Phang, 2013; Maringe, 2006; Mazzaro & Soutar, 2002; Maringe & Carter, 2007; Pimpa, 2003*) include the geographic convenience of the host nation (e.g., a Canadian or Mexican citizen who wants to study in the U.S.); commonality in language and opportunity to improve second language; the higher education institution’s reputation for education quality; availability of courses and programs; teaching personnel’s credential, qualification and reputation; and the institution’s effective recruitment and marketing campaigns.

With respect to the primary destination for internationally mobile students, Han and Appelbaum (2016) conducted a study on international Science, Engineering, Technology and Mathematics (STEM) students in the USA and found major pull factors at both the macro and

micro level. These included international student perceptions of higher quality of education, greater future career opportunities and more opportunities to work with specific faculties, as well as the desire to experience living abroad and in particular to live in the USA.

Gesing (2017) also observed the push and pull factors influencing internationally mobile STEM students' choice of the USA, with consideration of the political, economic and social/cultural variables. This author identified that these students were more often driven by economic reasons along with better high quality of education and future career opportunities. While many of the push and pull factors are similar across these studies, some new ones have been pointed out relating to the changing mobility flows of international student, and some existing ones have gained in importance. For example, post-study career opportunities are now at the forefront as a major pull factor for internationally mobile students while choosing a destination.

2.10.4 Culture Experience

When students travel for study in different countries than their home country they will come across to meet student or people from other countries and get to know about new cultures. The cultural experience is a unique factor that benefitted in association with studies abroad and has an important influence on a student to the decision to engage in international education (*United Minds, 2007*). It is no disbelief that it has been concluded that the experience of meeting new people and living in a different culture attracts student to international education (*Cubillo et al., 2006; Li & Bray, 2007*). Since students are interested to know each other cultures it is essential that they are associated with the local students and other foreign students. Healthy integration among international students leads to benefits both for local as well as international students (*Russell, 2005*). To give an interesting example of

the importance of culture experience a study made by *Mazzarol & Soutar(2002)* reported that the single most significant factor influencing for Chinese student while making decision to study abroad is that those students wish to gain a better understanding of the West and western culture. Culture experience means that the student is well prepared to work in an international environment (*Reisberg, 2004*).

2.10.5 Access to Unique Knowledge

In all countries and in all universities, it is not necessary that they offer the same program or courses and as well as the quality is not assumed as being the same or similar around the world. The differences in the programs offered and in the knowledge communicated constitute a factor in the decision concerning to engage in international education. In most of the cases, particularly, students from Asia are often desire to study abroad because of the courses they are interested for are not available in their home country(*Mazzaro & Soutar, 2002; Russell, 2005*). Another research done by (*United Minds*)for *Svenska Institutet & Högskoleverket* in 2007 supported this and discussed the deficiency of a specific education/program/course in the student's home country as a motivation to study abroad.

2.10.6 International Experience

In foreign Institutions, international students form an increasingly important source of diversity. They contribute to the diversity of campus culture, and enrich their family and national experience (*Wu et al., 2015*). For many students, international education and student mobility have become an important part of their college life (*Nilsson & universitet, 2015*). *Norris & Gillespie(2009)*, found that the changes brought by studying abroad are

reflected in the overseas students' career experience. *Bodycott(2009)* identified, Chinese students were critical of college entrance examination system. Students believe that high-quality education and international/cross-cultural experience are important ‘Pull’ factors that affect their desire to study abroad. Students are more focused on the international education experience during the course (*Bodycott,2009*). Students were pushed by a perceived higher quality of education and range of international/intercultural experiences they believed would be received abroad compared to that in their homeland (*Bodycott, P, 2009*).

2.10.7 Higher Quality

Higher-quality education is a principal element which makes high quality perception for students when deciding where to study (*Cubillo et al., 2006; Russell, 2005;Chen & Zimitat, 2006*). One reason for those students looking for abroad education is that they suppose that they can get higher and better quality education in abroad than they can get at home (*Li & Bray, 2007*). It been seen that the majority of students from Asian countries assume overseas courses/programs as better than local courses/programs and perceives this as an important factor that their encourages decision to participate in an international education(*Mazzaro & Soutar, 2002*).

2.10.8 Possibility to Migration

A large number of international students go abroad to study with the purpose to settle down in the country also after completing their studies. Especially for the students from Asian countries, immigration is an important factor that effects their choice decision to become part of international education(*Mazzaro & Soutar, 2002*). It is hard to measure the amount of

international students motivated by migration opportunities since only few will declare that immigration is a major objective. However if one look at the non- return rates of international students this suggests that migration is an important influencing factor for international students while making the choice decision to study abroad. As an example in one of the study it is reported that 66 to 92 percent of Chinese students who have studied in U.S. have chosen not to return to their home after finished studies (*Altbach, 2004*); (*Altbach, 2005*). That it is easy to immigrate hence be considered as an important factor that students considers while making choice decision to study abroad (*Binsardi & Ekwulugo, 2003*).

2.10.9 Improved Career Prospects

International students are not buying an education as their core product; rather they are buying the benefits associated with the degree that give them in terms of employment (*Binsardi & Ekwulugo, 2003*). While engaging in international education, greater career prospects are one of the prime benefits majorly students are looking for (*Cubillo et al., 2006*; *Li & Bray, 2007*; *Binsardi & Ekwulugo, 2003*; *Chen & Zimitat, 2006*). To take it one step ahead it can be argued that it is the future employer of the student who is the real consumer of the student's international education which means that future work prospects really is the prime factor for engaging in studies abroad (*Schmidt, 2002*).

In a study with the participation of 757 international students studying in Sweden focused on Sweden as their choice of study destination. On the question with participants about what factor their biggest motive for studying abroad was did 36 percent answer that they wanted to enhance their career prospects. This was the single primary motive showed in that study. (*United Minds, 2007*)

2.10.10 Personal Development

When students go to study abroad, it means that they are far away from their home and family and friends. Even for many of the international students this is the first time they must stand on their own. A benefit associated with studying overseas is the opportunity to realize self-capability while gaining an understanding of different culture. Being at a new place tests an ability to adjust to diverse situations and being self capable to solve problem. For many of the international students their time in abroad leads to their personal development and this is one of the reasons they engaged in international education. (*United Minds, 2007*)

2.10.11 Status and Prestige

Studying abroad implied higher status, at least for international students coming from developing countries in more developed countries (*Cubillo et al., 2006*). The prestige of a international degree from a reputed foreign university is one of the greater than of one from a local institution and to study abroad can enhance a student's political status and power (*Altbach, P., 2004; Li & Bray, 2007*).

2.10.12 Positive Country Image and International Recognition

The country of origin impact can be considered as any influence or bias that buyers may expect resulting from the country of origin of the associated product (*Samiee, 1994*). Country image effect pointed out the image, the reputation, the stereotype that buyers connect to products or services of a particular country (*Nagashima, 1970*). Image of the country refers to consumer's awareness regarding a specific country and can be detailed as: "Country image explains the overall perception of the buyers about the products from a specific country,

based on their previous observations of the country's marketing strengths and weaknesses and production quality" (*Roth & Romeo, 1992*).

The decision of buying a product can be positively influenced by the country image (*Bilkey & Nes, 1982; Javalgi et al., 2001*). This is a potentially strong variable for segregating a product or a service (*Srikatanyoo & Gnoth, 2002*). This factor has a great impact on the buying intention and the quality perception (*Peterson & Jolibert, 1995*). In fact, the country image is expected to be the principal source that buyers consider in product evaluation since the attitude of consumers towards the products or services are related to their stereotypes about the country of origin (*Peng et al., 2000*). Some studies show that the country image influences the evaluation of a product or service much more than other variables (*Wall et al., 1991*).

Research has reported that the country of origin of the product affects buyers' perceptions of a product. Generally, it is commented that if there is lack other information about the product then buyers consider the country of origin in their evaluation process. When buyers do not have enough information regarding the product, then the country of origin can function as an essential information clue (*Samiee, 1994*).

There is evidence about country image and reputation plays an essential role for a student while selecting which country to study in. The image of country is generally assumed to be one of the initial sources that buyers consider in product evaluation since buyers form their belief about a product or service based on their stereotypes about the country of origin. Because of the prestigious image of certain countries for higher education, students believe that education offered in these countries is of high quality (*Cubillo et al., 2006*). A reputation about the quality of education is an important factor when a student chooses a country to study in (*Li & Bray, 2007*).

To study in a country with a positive brand image brings international recognition. A study conducted in UK with motive to function as marketing intelligence inputs for the UK Government and academic marketing planners reported that foreign students in UK considers the international recognition as the first and most significant reason while choosing a country to study in. Students highlighted that the rest of the world has trust in UK's education system and this international recognition is a big benefit for them after their studies. (*Binsardi & Ekwulugo, 2003*) One student put it like: "UK qualifications are recognized all over the world and can open many doors"(*Russell, 2005*). It is not surprising that international recognition is an essential part of the decision when students choose which country to study in. To sum up a host country must have a reputation for education quality, its qualification must be recognized and it should have a high international profile.

2.10.13 Safety

The safety of the study destination is most important factor for students and their parents while making decision to study abroad (*Altbach, P., 2004*). Racial discrimination and high levels of crime imposes a negative impact on students choice decision while choosing which country to study in (*Mazzaro & Soutar, 2002*). A healthy environment fascinates international students to that country (*Russell, 2005; Chen & Zimitat, 2006*). A study conducted in Sweden reported that Sweden is supposed to be a secure safe and country and that was one of the reasons for international students while choosing Sweden as study destination (*United Minds, 2007*).

2.10.14 Easy to Work During and After Studies

Many students wish not only to study while in abroad but also want to gain work experience. The opportunity for students to work during and after their studies affects the choice decision of study destination. In some countries it is easy to work during study than in other countries mainly because of laws concerning work permits. (*Binsardi & Ekwulugo, 2003; Reisberg, 2004*) However, it is not only the laws concerning work permission that are important. The willingness to employ and to hire well-qualified foreigners in the country is also crucial for international students searching for a job (*Altbach, P., 2004*).

2.10.15 Improved English

English is the world's most widely studied and used foreign language. English is used at institutions all around the world and many academic courses and programs are given in English even in some of the countries where English is not the official language. Most foreign students join universities in English-speaking countries such as U.S. and Australia (*Altbach, P., 2005*). Improving English language skills is an important part when non-English speaking students choose an English speaking country to study in (*Cubillo et al., 2006*). Improving and learning a language and the availability of English-speaking lecturers must therefore be considered as a wanted opportunity when students evaluate different options concerning study destination (*Russell, 2005; United Minds, 2007*).

2.10.16 Easy to Enter Country

The simplicity in getting visas has a positive effect on attracting foreign students to a country. Stories and myths regarding difficulties in getting visas can demotivate and discourage

students from choosing a specific country while easiness of getting visa can encourage and motivate student to choose a specific country (*Altbach, P., 2004; Russell, 2005; United Minds, 2007*). U.S. is best example of a country where it is believed as difficult and relatively expensive to get a visa. Students outside U.S. believe that they have to face a high possibility of being rejected for a visa and this can discourage them for choosing U.S. as their study destination (*Reisberg, 2004*). Factors Associated with the Choice to Study at a Specific University. There are some factors that are not truly associated to the overall decision to participate in an international education neither in decision to study in a specific country. The factors are more associated to the decision to study at a specific university. Some of these factors are discussed below without any precise order.

2.10.17 Positive Institution Image and International Recognition

The institution image is the summation of opinions, thoughts, ideas, expressions, and impressions that someone has of an institution. This image can be formed by past experiences, word of mouth, or marketing activities. These days' students are becoming even more and more conscious and alert while choosing an educational institution. Hence, International institutions need to preserve and develop their distinctive image in order to become attractive to students. (*Binsardi & Ekwulugo, 2003*). The brand image and goodwill of an institution has proved to be core reason for students while choosing a specific institution as study destination (*Li & Bray, 2007*).

It is most important that the home country of the international student recognizes the foreign institution's qualifications and degree. This is both in the sense of informal recognition means that can be connected to institution image and also in the formal sense means degrees can be translated and accepted in the home country (*Mazzaro & Soutar, 2002*). Moreover, it is also

important that ultimate true consumer of final product i.e. international education are future employers, they only recognize the institution and program studied. As consumers of the product are their future employers therefore, they only judge the quality and validity of the studies according to their observation of the university and the program.

Hence, the reputation of the institution and institution image is an important factor in evaluating international education(*Cubillo et al., 2006*).

2.10.18 Good Facilities

The physical atmosphere of a university creates an important element in the student's decision-making process. If a university's has maintained high standard facilities then this can be considered to be a appropriate factor in influencing a student's decision while selecting regarding which university to go to. Good facilities, well-equipped infrastructures which have positive influence on the social life at the university are considered to be important. (*Cubillo et al., 2006; Russell, 2005*).

2.11 Third Party Influence on Students' Choice and Decision-Making

Consumer behaviour is time and again affected by individuals by whom they are closelyconnected. There is well-built evidence in the literature where the discussion on the impact of the influences of thirdparty in students' decision-making processes. Choice of the student may be subjectedto the influence of parents, family, relatives and friends, education agents, higher education institution counsellors, alumni, internet and mass media. (*Mazzaro & Soutar, 2002; Pimpa, 2003; Padlee et al., 2010; Morrish & Lee, 2011*). Third party influence is particularly noticeablewhen students actively seek information on the

approaching country and higher education institution before making their decision. At this phase the influence from third party can either have a push or pull effect on the students' choice decision. For example, parents or family expectations may be a probable push factor for students to study abroad (*Pimpa, 2004*). On the other hand having friends or relatives who already admitted and currently study or live in the host country may work as a pull factor in order to attract a prospective (*Mazzaro & Soutar, 2002*). Likewise the recommendations from others (family, friends and alumni) can also deeply influence international students' choice decision (*Pimpa, 2003*). The outcome may vary as per the strength of influence from each of these sources of information on the choice decision.

2.11.1 Parents

Parents have been identified by numerous research studies to play a vital role in influencing the decision-making process of the students from the choosing of study destination to higher education institution choice (*Pimpa, 2002, 2003, 2004; Mazzaro & Soutar, 2002; Yamamoto, 2006; O'Brien et al., 2007; Wagner & Fard, 2009; Ivy, 2010; Johnston, 2010; Koe & Saring, 2012*). *Mazzaro & Soutar (2002)* discovered that the decision to study abroad is often a family decision. This is also supported by the (*Pimpa, 2004*) in his study where the author argued that family members influenced Thai students' decision-making greatly.

In the meantime, *Lee (2015)* defined that parents play both a functional as well as expressive role in the decision-making process. The functional role primarily refers to the financial support for abroad education. On the other hand, the expressive role involves supporting the folks in the decision-making process (*Lee, 2015*). Similarly, (*Pimpa, 2004*) discovered in a study of family influence on the Thai students' decision-making process that influence of the parents was strongest in informing students' decision to study abroad. However, parents'

influence was not as influential on students' choice for academic program as well as the choice of university. The choices for higher education institution and the program selected to be made by the students themselves without any strong influence from parents or family members. *Sojkin et al.(2012)* in their study also accompanied this finding that while the general decision related to study abroad is made with parents' input, but the choices related to the university selection and program for their abroad study are usually made by the individual students themselves. A quantity of studies also identified that those parents who exert a strong influence on a student's behaviour and lifestyle tend to apply a greater influence on the student's decision making process (*Chapma., 1981;Isherwood, 1991;Pyvis & Chapman, 2007; Li et al., 2009*). This is particularly true when parents know and are known with the selected country destination or a particular university (*Mazzaro & Soutar, 2002;Pimpa, 2002, 2003, 2004*).

2.11.2 Relatives and Friends

Relatives or friends having in the host country are another very common reason for making decision to study in the host country (*Wintret, 2015*). International students are more likely to decide for an institution in a particular country that they have or someone they know have sound knowledge of or are living in the country(*Mazzaro & Soutar, 2002; Pimpa, 2003; Shanka et al., 2005;Wilkins & Epps, 2011*). The influence under such conditions is a pull factor that attracts international students to select a particular country. This is dependent on past studies that suggest that when individuals are expressed with uncertainty they will generally look for familiar brands or will ask for the suggestion of people they trust (*Chiou, 2003*). Hence the more familiar they are with the particular country; the more likely they are to choose the country for their abroad education (*Morrish & Lee, 2011; Pimpa, 2004*).

2.11.3 Education Agents

Education agents comprise a potential source of influence on students' choice decisions. Higher education institutions tend to involve education agents as supplement to their student recruitment efforts. Numerous studies carried out in New Zealand (*Ward & Masgoret, 2004*), the UK (*Maringe & Carter, 2007; British Council, 2010*), and the US (*Zhang, 2011*) discovered a high percentage of potential international students that had or planned to utilize the services of an agent. Education agencies offer a one-stop service to potential students ranging from information gathering to admission applications (*Pimpa, 2002*). The students considered the agents' opinions towards deciding on a study destination, particularly when they are not very familiar with the country (*Morrish & Lee, 2011*). Regardless of the popular utilization of education agents among international students, they were found to be less influential factor when compared with parents and relatives (*Pimpa, 2002*). Similar results were generated by (*Mazzaro & Soutar, 2002*) where parents and relatives were found to be more influential than education agents. *Robison(2007)* in his study pointed that some students even have doubted the credibility of information from these commercial education agents. Likewise, *Yang(2007)* identified that education agents in China were facing declining credibility.

2.11.4 Professors/Teachers

Recommendations from the academicians such as professors and lecturers can also change the students' decision in choosing study destination abroad. The academicians' suggestions are often seen with a high value and able to boost students' confidence towards the chosen university. The view of academicians is considered to have a high credibility and reliable information.

2.12 Gender

The research on higher education in the past has highlighted the complex relationships between demographics and decision-making (*Brown & Oplatka, 2015*). The demographics of the students are also represented as personal characteristics which include age, race, ethnicity, socioeconomic status, household income level and more. Gender is among the most researched demographic factor in previous studies related to students' choice and decision-making (*Sam, 2001; Sidin et al., 2003; Aldemir & Gulcan, 2004; Joseph et al., 2005; Veloutsou et al., 2005; Baharun et al., 2011; Sojkin et al., 2012; Hemsley et al., 2015*). Similar type of importance has also been placed on examining the differences between genders in their perception as well as satisfaction experience (*Aldemir & Gulcan, 2004; Sojkin et al., 2012; De Jager & Gbadamosi, 2013; Ansary et al., 2014*). Some studies discovered significant differences in gender (*Sam, 2001; Aldemir & Gulcan, 2004; Joseph et al., 2005; Veloutsou et al., 2005; Baharun et al., 2011; Sojkin et al., 2012*). *Veloutsou et al. (2005)* identified gender differences in regard to information gathered by international students. Female students utilised and go through more sources throughout the information search phase. (*Baharun et al. 2011; Sojkin et al. 2012*) discovered that female students have a higher propensity to be subjected towards the influence from third party in compared to male students. *Sojkin et al. (2012)* discovered that Polish females more inclined to consider family opinions while making choices, whereas Polish male students are more inclined to consider their future career. The researchers attributed this difference to Poland's masculine culture, which expresses higher variations between the values of men and women in a society, with men being more focused towards career and success, whereas women showing more social and family orientation. (*Sam, 2001*) pointed that males were concerned more with the availability of sports as well as recreation facilities while choosing higher education institution, while (*Baharun et al., 2011*) on the opposing discovered that female students

placed more value on campus facilities. Concerning to the security aspect, (Joseph et al., 2005) referred that female students shows more of their priority on safety within campus while choosing higher education institution. Alternatively, in the Sojkin et al. (2012) study, the authors argued that male students observe an institution's reputation, courses offered, cost of studies and accessibility of financial aid to be as more important than their female counterparts. On the other hand, Hemsley et al. (2015) discovered minimal differences between male and female students. Despite this the authors asserted that gender could have an indirect influence on institutional choice because of security factors.

In regard to gender differences related to the satisfaction levels for the study experience, (Aldemir & Gulcan, 2004) identified that a huge majority of female students conveyed satisfaction with the faculty in comparison to male students. However, Sojkin et al. (2012) experimented that male students inclined to have better experiences in an institution when their overall academic achievement was good. On the other hand, female students were more satisfied with the social conditions in terms of friendships with the local students, as well as the local community. Meanwhile, Jager & Gbadamosi (2013) identified significant differences related to the sports recreation and facilities and overall satisfaction. Male students were more concerned with sports and usually regarded sports facilities as more important than females did. On the contrary, the study by Ansary et al. (2014), indicated no differences in students' satisfaction in terms of gender.

2.13 Studying Abroad Benefits

Abroad education is described as “life-changing” momentum in life. It is an occasion of advancing personal growth, procuring cultural awareness, and gaining knowledge of different people as well as places. Study abroad sanctions people to check other perspectives which is

different from one's national, or religious perspectives (*Black & Duhon, 2006*).

A survey was conducted by the Institute for International Education of Students among alumni students. Responses from more than 3400 respondents with a response rate of 23% indicated studying abroad as indeed crucial moment in participants' life whose impacts were realised after their experiences (*Dwyer, 2004*).

At the same time, employers in job markets in many countries identify study abroad experience as a distinguishing element of the recruitment process. International firms discover students with abroad study previously are to be more attentive as well as attractive because these candidates already have an exposure towards international cultures and are able to effectively communicate with other countries people (*Laggett, 2011*).

*Black & Duhon(2006)*in their study reported results from a cultural awareness instrument which was administered among 26 business student participants in London pointed out that the program improved students' awareness towards culture and personal development, as a result study abroad program experience, students turned out to be more culture oriented, self-confident, and also independent.

Finally, in two separate but in related studies, (*Clarke et al., 2009; Wright & Clarke, 2010*)survey 85 undergraduate U.S. students who are majoring in business and participated in a semester, faculties led university's sponsored SAP in Belgium and then compared them to a similar control group who has completed a junior level course at home. And results showed that study abroad program helped students become more globally minded.

2.14 Perceived Barriers to Study Abroad

Salisbury et al. (2009), noted that little research has been conducted on the factors affecting students' plans to study abroad. However, quite a few studies have investigated on students' perceptions of barriers to study abroad. These researches explored perceived barriers to study abroad for different student subpopulations: racial minority students (*Brux & Fry, 2009*), students with disabilities (*Matthews et al., 1998*), and international students (*Doyle, et al., 2009; Sánchez et al., 2006*). Among the different studied populations, there were numerous common barriers to study abroad. The barrier most frequently cited was the cost of study abroad (*Brux & Fry, 2009; Doyle, et al., 2009; Matthews et al., 1998; Sánchez et al., 2006*). Students from different backgrounds were disturbed about how they will finance their study abroad program. Another common barrier was lack of family support; relations and obligations towards families were constraints while considering whether-or-not to go abroad (*Brux & Fry, 2009; Doyle, et al., 2009; Sánchez et al., 2006*). Similarly, another group of many students described that studying in a country where a language other than English is used and spoken would be a perceived barrier (*Brux & Fry, 2009; Doyle, et al., 2009*). Apart from concern regarding cost, family, and language requirements, some of the other barriers and constraints were discussed in the studies. The less often-cited barriers included grade eligibility, lack of confidence, fitting study abroad into their schedules, concerns for adding time to one's tenure in college, and general psychological and social concerns (*Brux & Fry, 2009; Doyle, et al., 2009; Sánchez et al., 2006*). These perceived barriers to student participation illustrate that students have academic and personal concerns while considering whether-or-not to study abroad. Additionally, some of the barriers (e.g., time in college, scheduling) may be joined to the more frequently-cited barriers, such as finances.

Not all the findings regarding barriers were consistent. Lack of knowledge was reported as a barrier to participation by (*Matthews et al., 1998; Doyle, et al., 2009*). However, *Brux & Fry*

(2009) demonstrated that overall, multicultural students were knowledgeable and up to date about study abroad programs and encouraged by their instructors to take advantage of opportunities. These finding reveals well the need to carry on research in the area of barriers in taking decision to study abroad programs.

Students perceived other specific barriers to study abroad in addition with lack of knowledge. For example, *Brux & Fry(2009)*, explained that students from racial minority groups mentioned concerns regarding racism as a barrier to their participation in a study abroad program. *Matthews et al. (1998)*, found that students with disabilities stated lack of available helpful devices/services as one of the top three areas of high concern regarding study abroad program. These specific perceived constraints emphasize the importance of investigating the barriers perceived by student subpopulations, as they may differ from their peers' in other subgroups. Because some of the studies have investigated the perceptions of barriers to study abroad for students with disabilities, and their perceptions are essentially unknown.

2.15 Impact of COVID-19 Pandemic on International Higher Education and Student Mobility

COVID-19 has disturbed international higher education. As a result, an estimated four out of 10 students will cancel or postpone their plans to study abroad because of the pandemic (QS, 2019). The world is facing an exceptional health emergency with the outbreak of COVID-19 across every corners of the globe. The pandemic spreads since early 2020 has radically impacted higher education system in various aspects, such as shifting of face-to-face teaching method to online teaching and learning system, the cancellation of physical meetings, programs and activities, and the formation of a “new routine” in higher education (Tesar,

2020). Even though remedy for higher education problems with shifting of offline learning to online learning, both students as well as instructors have expressed many of their negative concerns related to learning effectiveness and interactions all through the pandemic (Herman, 2020; Xionget *al.*, 2020).

The COVID-19 pandemic influence is significant on international higher education, especially on student mobility (Altbach & de Wits, 2020; Mok, 2020). Due to the restrictions on travel and campus shutting down, many students changed, postponed or cancelled their study abroad plan. If students stay in their home countries, institutions that rely heavily on foreign students' fees will suffer. In this scenario, many higher education institutions (HEIs) in the major destination countries, such as: the US, the UK, Canada and Australia, have predicted a considerable decrease in incoming international students in the coming semester. For example, on the basis of survey conducted by the Institute of International Education, about 90 percent of the US colleges and universities have indicated a reduction of international student enrolment, and 30 percent HEIs anticipated a substantial decline in the academic year 2020/21 (Martel, 2020). Research and STEM programmes will be particularly hampered, as they are often subsidised by international student fees, and additionally many mid/low ranking universities may face liquidation and collapse (Fazackerley, 2020). Moreover, studies have shown that declines in student enrolment are linked with declines in GDP of host country (Ahlburg, 2020). As such, despite the relatively very small proportion of international students in higher education, COVID-19 has the potential to negatively impact entire institutions as well as national economies.

March and July 2020, plentiful surveys have been conducted by institutions such as: the British Council to various education consultancies in order to attempt the pulse and emotion of prospective students from key source countries. A number of these studies have pinned a

focus on India, the second biggest source of international students world-wide. These surveys indicated that the majority of Indian students applying to universities abroad are unlikely about to cancel or delay their study abroad plans (57% of Indians, according to a British Council estimate).

Due to the COVID-19 pandemic, there is change in the weight of each factor affecting students and their families in the choice decisions and country selections of studying abroad. The pandemic has placed health security and safety as main concerns in their decision-making (Marginson, 2020a). For example, in the British Council survey on over 10,000 Chinese students, when they were asked about the priorities while conceiving their plans for overseas education, the majority of the respondents tremendously rated “personal safety” (87%) as well as “health and well-being” (79%) as their major worries while taking decision to study abroad (Durnin, 2020).

A survey conducted on Indian students found that the three key factors that determined their choice of destination were safety, employability and reputation (QS-I GAUGE, 2020). Similarly, a study of Canadian Bureau for International Education found that international students choose Canada due to its high quality of education, and its reputation as a tolerant and safe country (2018). Moreover, there is an occasion for countries that were ‘senders’ traditionally of international students to become host destinations, although this requires strategic planning. For example, in India the new National Education Policy aims to switch the country from being a ‘sender’, to becoming a retaining and, ultimately, a destination country for students in the region, a prospect boosted by the COVID-19 pandemic (Ministry of Human Resource Development, Government of India, 2020).

While shifting hierarchies present potential for countries like India to capture major markets, it will also be significant for institutions to attract students from diverse countries.

Governments and higher education institutions will need to develop more diverse student recruitment strategies to trim down their dependence on single countries as well as leverage a positive reputation to capture a shifting market.

2.17 Brief Summary of Research Work

Table 2.17. 1 Brief Summary of Research Work

Literature Reviewed (Title of the paper, article, etc. along with the source, i.e., the name of the Journal, Magazine, Book, etc.)	Literature Type (Research Paper, Review Paper, Chapter of a Book, etc.)	Author/s	Gist of Points gained	Linkage to own research
1. Title: Factors influencing international students' study destination decision abroad Source: University of Gothenburg Department of Applied Information Technology Gothenburg, Sweden,	Master in Communi- cation Thesis Report No. 2012:087 ISSN: 1651-4769	Suh Li Phang, Jan 2013	<p>The research argues that economic and social forces within the home country 'push' students abroad while the students' decision to select a study destination depend on various 'pull' factors.</p> <p>Three groups of factors have been identified to influence international students' decision on study destination. These include <i>communication (quality: digital, internet, google)</i>, <i>location</i> (study destination's attractiveness: brand, course, facilities,) and <i>social factors (social network: family, friends, etc.)</i></p> <p>The data analysis demonstrates that it is important to</p>	<p>This research paper helped to identify opportunities of overseas education,</p> <p>It also focuses on what benefits are associated with international educations that are important for students.</p>

			<p>understand the motivations and reasons international students choose certain programs/ courses at a specific university.</p> <p>The major contribution of this study is to highlight the significance of the category communication factors which has an important influence on international students' decision of study destination.</p>	
<p>2. Title: Students' Decision-Making About Postgraduate Education at G University in China: The Main Factors and the Role of Family and of Teachers</p>	Article	<p>Dan Liu¹ W. John Morgan^{2,3,4}</p> <p>15 Dec. 2015</p>	<p>This paper uses the theoretical framework of 'habitus' defined as 'a habitual or typical condition, state or appearance, particularly of the body', focused on the role of cultural and familial habitus in student choice of higher education.</p> <p>A mixed-method approach was adopted. The first question was addressed through an exploratory questionnaire to explore students' main reasons for making choices about program and institution for PG study. The second question was addressed using a semi-structured interview, which considered the influences of family background and teachers on student decision-making</p> <p>The findings show that both families and teachers play</p>	<p>This study helped to analyze comparative students' behavior in context to Jharkhand and also helped to know about how their socio, economic, and cultural factors affects their decision-making.</p>

			important roles in shaping students' decision-making about PG education.	
3. Title: Comparative analysis of factors influencing the decision to study abroad Source: University of Johannesburg, Department of Marketing Management, Bunting Road Campus, P. O Box 524, Auckland Park, Johannesburg. E-mail: mmpinganjira@uj.ac.za . Tel.: +27 11 559 1421.	Research Paper	Mercy Mpinganjira, 14 Jul 2009	The purpose of this paper is to uncover the extent to which different factors influence this decision generally and specifically among different groups of students as well as implications of these factors on the marketing of higher education services in South Africa. Online survey methodology with structured questionnaire looking at different facets relating to international study was the main instrument used to collect the data. In order to establish possible factors that influence the decision to study abroad, the study made use of focus group discussions, in- depth interviews and an examination of literature. The focus group discussions were done with two groups of international students namely undergraduates and postgraduates, where The questionnaire was first pre-tested on 15 students before coming up with the final version to ensure that the wording used was clear and understandable as well as to estimate the time involved	A comparative study helped to understand the perception of students towards abroad studies at domestic level as well as at international level. The study will help to understand the true psychology of the students.

Fax: +27 11726 2811.			<p>in filling the questionnaire.</p> <p>The findings show that although supply related conditions in home country influence the decision to study abroad, the most important factors are those related to the conditions abroad. Students irrespective of group, mainly look to opportunities to enhance their career prospects through acquiring high quality education with qualifications that are recognized worldwide.</p> <p>The findings are useful to foreign countries and institutions represented as international study destinations as well as other service providers in the industry as source to better refine their strategies so as to ensure that their limited resources are optimally located in efforts that are likely to lead to better recruitment efforts of international students.</p>	
4. Title: International student destination choice: the influence of home campus experience on	Journal	S. Wilkins, and J. Huisman, 2011	The purpose of this exploratory study is to investigate the determinants of destination choice of international students who decided to study at a university in the UK and examine their attitudes toward international branch campuses given their experiences of living and	This study helped to discover the attitudes of Jharkhand students toward international universities and colleges.

<p>the decision to consider branch campuses.</p> <p>Source: Journal of Marketing for Higher Education, 21 (1). pp. 61-83. ISSN 0884-1241</p>			<p>studying in the UK</p> <p>The study considers the role of marketing in helping higher education institutions (HEIs) in Western countries counter the potential threat of the new international branch campuses and also provides a test of the universally accepted push-pull model of international student destination choice</p> <p>The survey results and analyses suggest that overseas campuses could pose a considerable threat to home campuses in the competition for international students in the future.</p>	
<p>5. Title: A Qualitative Study of the Factors Influencing Student Choice: The Case of Public University in Indonesia</p> <p>Source: Business Administration Department, Faculty of</p>	Journal	<p>AndrianiKusumawati</p> <p>2013</p>	<p>As competition increases in the higher education institution (HEI) sectors, public and private universities increasingly view students as consumers and try to market their institution intensively. These changes indicate that universities have to compete for students in the recruitment markets.</p> <p>Qualitative research through semi-structured interviews was carried out with 48 first-year undergraduate students.</p> <p>The results indicated that students considered 5 most</p>	<p>This study helped in determining what important factor students consider when they choose universities for further study in higher education.</p>

Administrative Science, University of Brawijaya, Malang of Indonesia			criteria such as : cost, reputation, proximity, job prospect and parents for selecting an Indonesian public university. The other common criteria indicated are job prospect, parents and quality.	
6. Title: Study Abroad Decisions: Determinants & Perceived Consequences Source: Journal of Higher Education Theory and Practice vol. 14(1) 2014	Journal	HormozMovassagh i & FahriUnsal (Ithaca College) KenanGöçerBeyke nt University 2014	Job markets/employers in many countries recognize study abroad as a differentiating factor in the recruitment process. Global firms find those students who have studied abroad to be more attractive because these applicants already have had exposure to international cultures and can effectively communicate with people from other countries because of their elevated cultural awareness Positive outcomes associated with studying abroad, they discovered, included experiencing a new culture, improvement of language skills, opportunity to grow and develop as a person, new career opportunities, exposure to an interesting or fun experience & helped students become more globally minded. Negative outcomes stated by students included homesickness and delay or disruption of academic progress. Cost and	The study helped to understand the opportunities and challenges of overseas education

			<p>availability of financial aid were the biggest concerns.</p> <p>Findings identified intellectual and personal growth, career enhancement potential, ability to graduate on time, cost, and financial aid availability as the most important “program-related” considerations, and exposure to other cultures and desire to live independently as key “non-program” factors</p> <p>Finding from Factor analysis confirmed “Cultural Understanding and Personal Growth” and “Cultural Tolerance” as the top decision criteria.</p>	
7. Title: Factors influencing international students’ decisions in choosing a Cyprus Higher Education Institution: Implications for recruitment and marketing	Ph.D. Theses	Adonis Americanos 2011	<p>The purpose was to determine and study the factors influencing international students’ decisions in choosing a Cyprus HEI, namely Americanos College (AC)</p> <p>Based on the findings, the primary research aim was to suggest changes to the current recruitment and marketing policies and practices of AC, in order to increase AC’s international student population</p> <p>The key findings of this research suggest that the first reason international students choose Cyprus’s HEIs is the relatively low tuition fees (TF) charged as</p>	<p>The study helped to suggest changes to the current marketing policies, strategies, and practices of foreign universities, in order to increase their international student population</p>

Source: Middlesex University Research Repository An open access repository of Middlesex University research			<p>compared to other more well-known destinations, easy admissions and immigration procedures.</p> <p>The findings also clearly show that the HEIs' agents are the most influential persons in the decision-making process of international students prior to their coming to Cyprus.</p> <p>The role of current students and alumni in the recruitment of students is very important and this is directly linked with a strong (WOM) effect.</p>	
8.Title: Comparing Research on Chinese Students Study Abroad Decision-making: China-based versus Overseas-based Perspectives Source: Proceedings of 23rd International Business Research		Xuemei Liu ¹ , Frank Elston ² , and Peng Zhou ³ 20 November, 2013,	<p>The specific aim of this study is to compare overseas-based research and China-based research regarding factors that may influence Chinese students' decisions on their overseas studies.</p> <p>A major contribution of this study is identified some similarities as well as significant differences. China-based research identified factors grounded in students such as social influences, perceived high educational quality in destination countries and social-economic pragmatism.</p> <p>The findings from this study suggest host countries</p>	<p>This study helped to employs quantitative design to gain an insight into the factors that are influencing Jharkhand's students decision to study abroad.</p>

Conference 18 - Marriott Hotel, Melbourne, Australia, ISBN: 978-1-922069- 36-8			and their education institutions need to consider the importance of influencing factors for Chinese students to study abroad from both the overseas-based research and the China-based research.	
9. Title: a study on the factors influencing students' decision to study abroad Source: BVIMSR's Journal of Management Research		Dr. PoonamKakkad, Assistant Professor Dr. T.P. Madhu Nair, Principal (Nirmala Memorial Foundation College of Commerce and Science, Mumbai) Vol. 7 Issue – 2: October: 2015	This research paper investigates the factors that influence students' decision on studying abroad with a focus on what benefits are associated with an international education that are important for students. The study also investigates the barriers that students perceive while making a decision about studying overseas. The results of the survey showed that this market under study, considers family members as the most trustworthy source of information for any matter related to higher education in foreign universities.	The study helped to identify motivational and constraining factors that influence students' decision with regards to the same.
10. The Decision to Study Abroad -What Benefits are the Chinese Student	Thesis	Lisa Källström 2009	To investigate the factors that lay behind the taking part in the decision for an international education with focus on the most appealing benefits associated with an international education.	The study of the decision to study abroad helped to identify opportunities of overseas education, understanding on the factors that are more appealing among the students

Looking for? Source: Kristianstad University College			<p>A conclusive summary is developed up that lists the most important benefits associated with international education.</p> <p>The empirical study indicates that culture experience, improved English, the university's reputation and the safe environment offering country are key benefits influencing Chinese students to study abroad.</p>	<p>while taking decisions.</p> <p>The study also helped to investigate the barriers that students perceive while making a decision about studying overseas.</p>
11. Factors Influencing the Decision to Study Abroad for Students of Color: Moving Beyond the Barriers Source: UNIVERSITY OF MINNESOTA	Thesis	JinousKasravi Aug,2009	<p>The study investigate barriers and outcomes of study abroad, with focus on students of color who have made the decision to participate and the factors that are associated to influence their decision.</p> <p>This study focuses on two groups of students with the help of mixed methods approach. : The first group consisted of undergraduate students of color who had recently been accepted to a study abroad program through the University of California, San Diego in 2008. The second group included all sophomores and above, regardless of race, who had decided not to apply for a study abroad program.</p> <p>The study concludes that the personal and social</p>	<p>The study helped to employ the understanding on the barriers and outcomes of overseas education.</p>

			<p>factors were considered as the primary factors influencing the student's decision to study abroad.</p> <p>Finances and academics were the main barriers students in both groups faced in their decision.</p>	
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2.18 Research Gap

In order to better understand which factors may influence Indian students' choice decision towards overseas study particularly of Jharkhand students, it is necessary to explore all the factors which may exert influence on Indian students' choice of their studying abroad destinations.

In context of Jharkhand the major gap identified is the **seat unavailability of desired course in India**. There has not been much research covering seat unavailability of desired course. so the unavailability of seats in desired course factor needs to be pay attention. Hence, this study tries to cover seat unavailability factor in this study.

It is also found that the findings of the studies highlighted in the literature survey, may be limited in Indian context because most of the research works published were carried out by foreign researchers rather than Indian researchers, who may not have deeper insights into domestic students' needs and wants and cultural differences.

Also from the literature survey it is found that India is the second largest international students sourcing countries. It should also be noted that most of the research on international students choice decision has been focused upon developed countries predominantly the US, Australia, UK, New Zealand, Italy and Canada; whereas very less research has been focused on Asian countries.

Very few research has been found on this topic in context of India. With the growing demand for higher education in India, there is need of more research attention to explore the Indian context. If we discuss about Jharkhand, very little importance has been given to tier II cities for this type of topic. Therefore this study considers tier II city like Ranchi, Jamshedpur, Dhanbad & Bokaro for this study.

2.19 Conceptual Model Framework

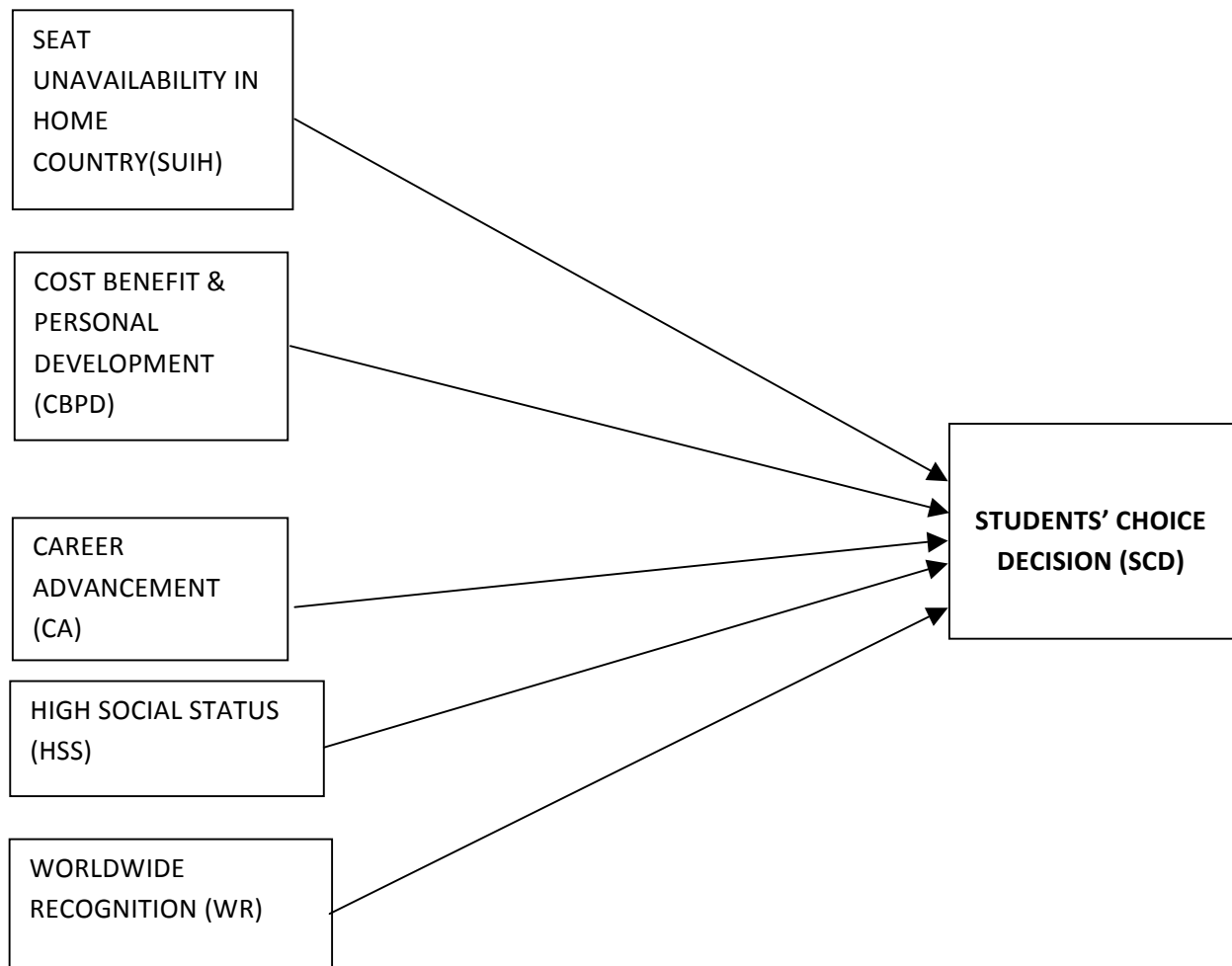


Figure 2.19.1 Model of factors affecting Indian students' choice of study abroad

The theoretical model presented above conceptualize the theme of research where the main objective is to find out factors influencing choice decision to study abroad. The literature review support that student choice decision is influenced with different sources of information as well as numbers of components; these components are correlated to each other.

CHAPTER 3: RESEARCH METHODOLOGY

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3.1 Introduction

The present study aims at identifying the factors influencing choice decision of Jharkhand students to study abroad. The study contribute to identify factors that help Jharkhand students who aims to study abroad, along with local colleges, abroad admission consultancies, and abroad universities to improve their business strategies relating to Indian studentsadmissions. The main purpose of this chapter is to discuss research objectives, hypotheses, and explain the methodology applied in the research. The choice of data collection methods and sampling techniques are examined and matters concerning reliability are also considered. Furthermore, this chapter discloses the limitations associated with the research methodology adopted for this research.

3.2 Statement of Problem

In recent years, there has been an increase in the number of students from India studying abroad (Ravinder *et al.*, 2011) which creates huge competition among overseas higher education institutions. To counter competition and achieve strategic competitiveness, HEI needs to distinguish its products from its rivals. The key focus of a differentiation strategy is creating uniqueness along the dimensions that are different from rivals but which are valued by the customers (Mazarrol & Soutar, 2002; Ivy, 2008). In order to attract students from India, it is found that overseas consultancies and foreign universities are making huge expenditure on marketing campaign. However, even after huge marketing campaign in some of the selected cities of Jharkhand, there are very less queries or demand for overseas

education. To find out reason while interviewing few students at different coaching centres, it has been identified that students have different thoughts regarding overseas education, their benefits as well as perception of barriers to study abroad. Students deal with a variety of adjustment issues when they live or study abroad. As an example, one of the surveys conducted by Lin and Yin (1997) showed that international students faced a wide range of issues such as accommodation problems, language difficulties, discrimination, financial issues, and cultural misunderstanding. So, as the number of international students rapidly increases, it is important to diagnose and get a better understanding of adjustment issues that encounter international students. Also, Paltridge *et al.* (2012) confirmed that there is a need to improve methods and strategies for supporting students, socially, economically, academically and psychologically.

Similarly, while interviewing centre head (manager) at different admission consultancies and coaching centre in Ranchi and Jamshedpur, Majority of the managers explained that they got maximum of the queries for abroad education in Jharkhand from Ranchi, Jamshedpur, Bokaro and Dhanbad. Hence, Assuming these four cities as major cities of sources of students as interested for international education.

Therefore, an analysis is conducted to get an understanding of the student decision process while selecting country and an institutions for their higher education. An analysis is focused among Jharkhand student based in Ranchi, Jamshedpur, Bokaro and Dhanbadon to identify the influencing factors of student choice decision to study abroad. Soutar and Turner (2002) in their study sorted the factors of university choice process into two categories: university-related and personal factors. The university-related factors are as follows: type of course, academic reputation of the institution, campus, quality of the teaching staff, and type of university and the personal factors are as follows: distance from home, family opinion, and university choices of friends. Mazzarol and Soutar (2002) identified six broader categories:

institution characteristics, knowledge and awareness of the host country, recommendations from friends and relatives, environment, cost, social links, and geographic proximity.

The focus of this research is on the positive part of perceived value and on what benefits as well as factors that is important for students when they think about international education.

3.3 Relevance of the Study

It is crucial for the overseas consultancies as well as foreign universities to understand the factors that influence Jharkhand (Indian) students' choice decision to study abroad. The main focus of this study is to understand that what the Indian students or even more precisely Jharkhand's students are thinking of or perceiving for when they look upon abroad education. By understanding those factors influencing student's decision, as well as benefits students looking for. It is possible to work on supplying just those factors with highlighting benefits mostly on same aspects in the marketing campaigns. The knowledge regarding the same topic will make them able to formulate improved marketing strategies in order to attract Indian (Jharkhand) students.

3.4 Research Questions

The complete purpose or direction of a study is articulated by its research questions (Flick, 2009). The research questions must support the objectives or goals of the study. In light of the statement of the problem, these studies addresses the following research questions:

1. Does the choice decision factors influence students' choice decision to study abroad?
2. Does demographic attributes like age, gender, family income and educational qualifications affect students' choice decision to study abroad?

3. Does the identified factors have any relationship with students' choice decision to study abroad?

3.5 Research Objectives

The research objectives solidify the relationships between the research problem, questions and goals. To fulfill the research goals, it is essential to achieve the following research objectives:

1. To identify the factors influencing the students' choice decision to study abroad
2. To study the benefits that students look for while taking decisions to study abroad
3. To analyze the obstacles that disturb the students while taking decisions to study abroad
4. To investigate the relationship between influencing factors and Jharkhand students' choice decision to study abroad
5. To study the impact of influencing factors on students' choice decision to study abroad
6. To find out whether factors identified as influencing choice decision vary with demographic profile of the students

3.6 Research Hypotheses

The following hypotheses were formulated in the present study (hypotheses were formulated only for objectives 4,5 and 6):

Objective 4: To investigate the relationship between influencing factors and Jharkhand students' choice decision to study abroad

H₀4: There is no relationship between the influencing factors (seat unavailability, cost benefit and personal development, career advancement, high social status, worldwide recognition) and Jharkhand students' choice decision to study abroad.

H₁4: There is relationship between the influencing factors (seat unavailability, cost benefit and personal development, career advancement, high social status, worldwide recognition) and Jharkhand students' choice decision to study abroad.

Objective 5: To study the impact of influencing factors on Jharkhand students' choice decision to study abroad

H₀5a: Seat unavailability does not impact the Jharkhand students' choice decision to study abroad.

H₁5a: Seat unavailability impact the Jharkhand students' choice decision to study abroad.

H₀5b: Cost benefit and personal development does not influence Jharkhand students' choice decision to study abroad.

H₁5b: Cost benefit and personal development influence Jharkhand students' choice decision to study abroad.

H₀5c: Career Advancement does not impact Jharkhand students' choice decision to study abroad.

H₁5c: Career Advancement impact Jharkhand students' choice decision to study abroad.

H₀5d: High Social Status does not influence the Jharkhand students' choice decision to study abroad.

H₁5d: High Social Status influence the Jharkhand students' choice decision to study abroad.

H₀5e: World Wide Recognition does not impact the Jharkhand students' choice decision to study abroad.

H_{15e}: World Wide Recognition impact the Jharkhand students' choice decision to study abroad.

Objective 6: To find out whether factors identified as influencing choice decision vary with demographic profile of the students.

H₀₆: There is no significant difference in the perception among Jharkhand students' on influencing factors (seat unavailability, cost benefit and personal development, career advancement, high social status, worldwide recognition) of choice decision to study abroad based on gender.

H₁₆: There is significant difference in the perception among Jharkhand students' on influencing factors (seat unavailability, cost benefit and personal development, career advancement, high social status, worldwide recognition) of choice decision to study abroad based on gender.

3.7 Research Design

Research design is the framework or blue print for conducting the research project. It specifies all the necessary steps for obtaining the information required to structure or solve the research problems (Malhotra & Dash, 2011). A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari & Garg, 2014).

Descriptive research is that type of conclusive research which is concerned with describing the characteristics of particular individual or a group (Kothari and Garg, 2014). A descriptive design entails a clear specification of the who, what, where, why, way and how (the six Ws) of the research (Malhotra and Dash, 2011). For example, descriptive research is typically used

to explain the variables' characteristics, such as gender, education level, and household income (Buddhichiwin, 2013).

The purpose of this research is to analyze the influencing factors of choice decision among Jharkhand students to study abroad. Therefore, descriptive research along with analytical approach design using correlation and regression have been adopted for this study. This design is also helpful in describing the perception of students of Jharkhand regarding international education. Secondly, it also helps in analysing the interrelationships among different factors.

3.7.1 Study Area

This study is conducted in the Jharkhand state of India. Particularly in the Ranchi, West Singhbhum(Jamshedpur), Bokaro, and Dhanbad district of Jharkhand state. These are the major cities of Jharkhand state where most of the coaching centres, abroad education consultancies, and language classes are available. Additionally , while interviewing centre head (manager) at different admission consultancies and coaching centre, majority of the managers explained that they got maximum of the queries for abroad education in Jharkhand from Ranchi, Jamshedpur, Bokaro and Dhanbad. Hence, Assuming these four cities as major cities of sources of students as interested for international education, the population of the study comprises selected educational sectors in Ranchi, Jamshedpur, Bokaro and Dhanbad districts of Jharkhand.

3.7.2 Profile of Study Area

Jharkhand is located in the Eastern part of India, sharing its border with Bihar in the North, Uttar Pradesh to the Northwest, Odisha to the South, and West Bengal to the East. The General Profile of Jharkhand is presented below.

Jharkhand is located between 83°-22' - 87°-57' Latitude and 21°-58' - 25°-18' Longitude. The tropic of CANCER at 23½° north passes through RANCHI district. The State is situated at an average height of 1000 ft. above Sea level. The temperature varies between 15°C to 32°C, however with Global Warming; average temperature goes as high as 45°C and at times going as low as 2°C. The Geographical area of the state 79,714 sq.km. comprising of twenty four districts. These districts of Jharkhand are grouped into 5 divisions. These divisions are:

- Palamu division –Includes three districts: Garhwa, Latehar, and Palamu
- North Chotanagpur division –Includes seven districts: Hazaribagh, Giridih, Ramgarh, Bokaro, Dhanbad, Chatra, and Koderma
- South Chotanagpur division –Includes five districts: Ranchi, Khunti, Lohardaga, Gumla, and Simdega
- Kolhan division - includes three districts: Saraikela, West Singhbhum, and Kharsawan
- East Singhbhum Santhal Pargana division (Jamshedpur) –includes 6 districts: Jamtara, Deoghar, Dumka, Pakur, Godda, and Sahebganj

The Capital of this state located in the Ranchi. It is the 15th largest state by area and 14th largest state by population. Jharkhand occupies a significant position even in World Map because of its vast reserve of Minerals, Mica deposits and also a vast reserve of precious Gems & Stones. The dense Forest of the State abounds many a good quality and quantity of

forest produce including herbs and herbal plants. However, these resources have not been put to ‘commercial exploitation’.

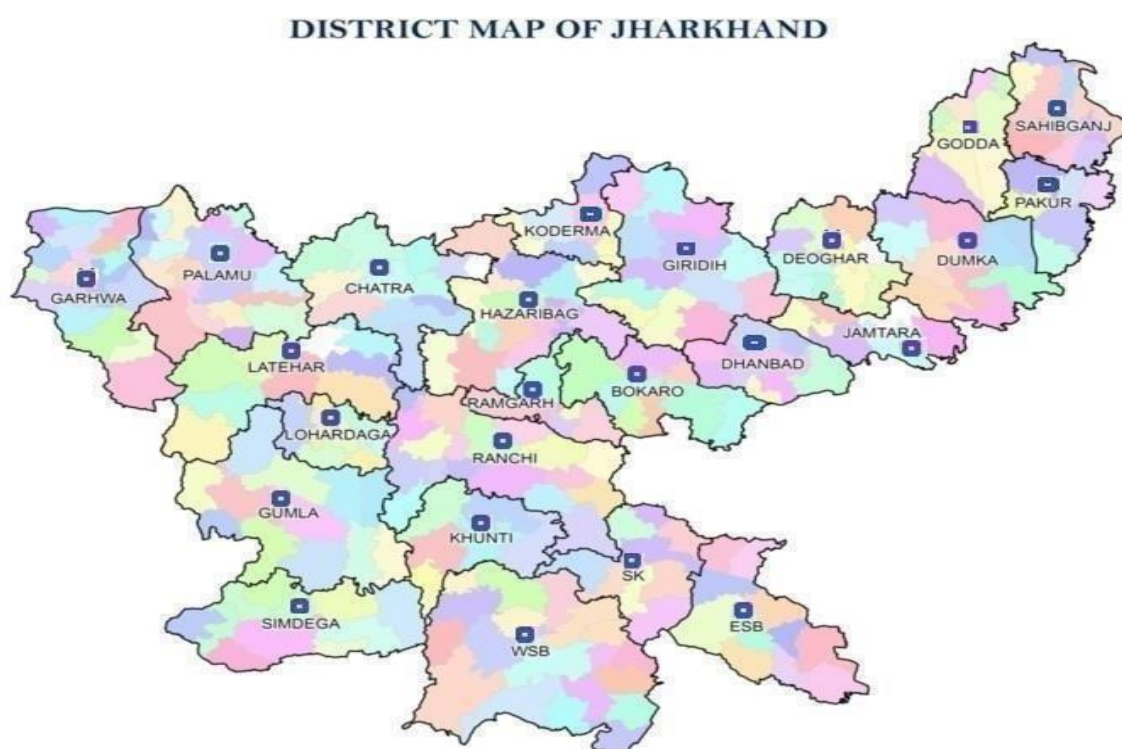


Figure 3.7.2.1 District Map of Jharkhand

Source: <https://ranchi.nic.in/map-of-district/>

The literacy rate of Jharkhand according to the 2011 population census is 66.41 percent in which the male literacy rate is 76.84 percent and female literacy rate is 55.42 percent (Jharkhand Literacy, 2016). Education in Jharkhand starts at the age of 5 years and children are admitted to schools which are affiliated by either state boards or CBSE or ICSE. The government has launched SarvaSikshaAbhiyan with the aim to provide education to everyone until the age of 14 years. The government of Jharkhand is working towards improving and strengthening the education scenario in the state. Jharkhand Academic

Council (JAC), Jharkhand Education Project Council (JEPC), and State Board of Technical Education (SBTE) are the prominent bodies working towards boosting education in Jharkhand. Universities and institutions run by central and state governments and private bodies are offering management and other higher education course in Jharkhand.

3.7.3 Why Jharkhand Students Preferred to Study Abroad?

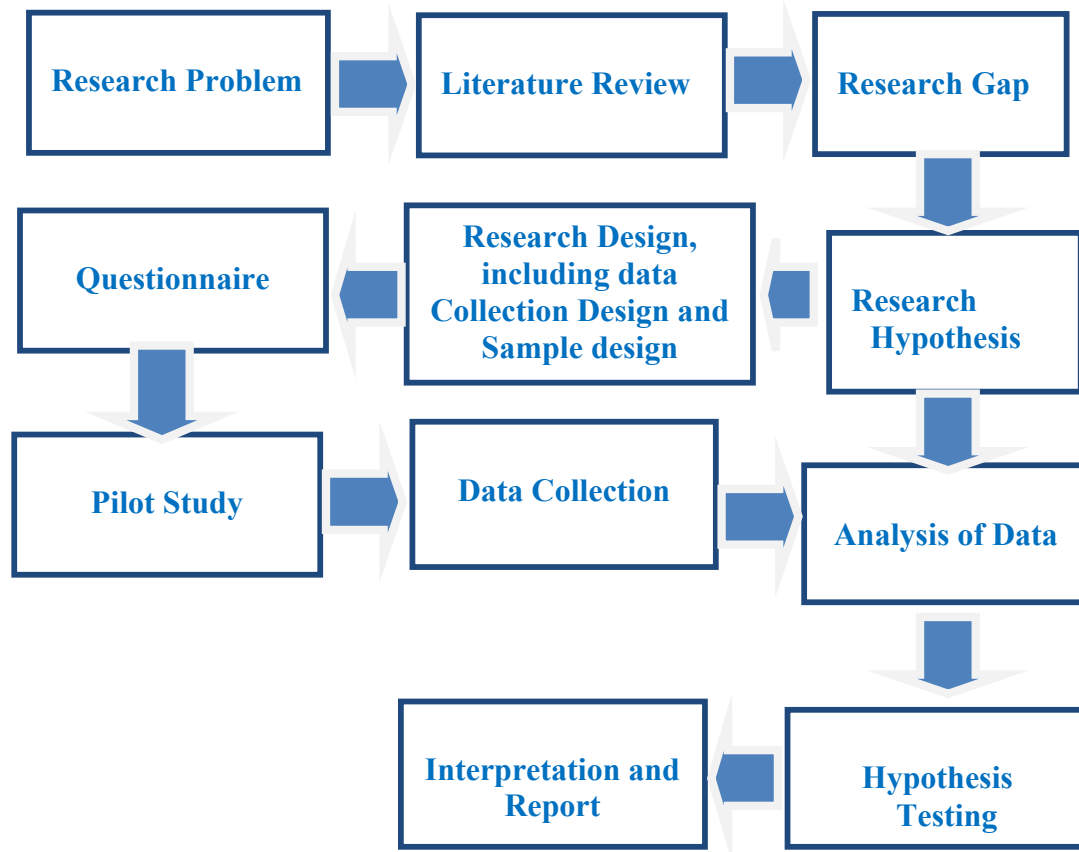
Though in India, there are best universities and educational institutions available at par level with international standards. Either it is the Jawaharlal Nehru University, Delhi University, IIT, IIM, AIIMS—or any top listed the pioneering educational institutions in the country. These top ranked universities have created a legacy and heritage in education and turned students into world class professionals over the years. However, a fact that most students aspiring for higher education in these premier institutions can't get admission due to limited number of seats available. Hence, thousands of students from India go abroad every year for their higher study. Key factor driving this trend is that it is easier to get an admission in abroad as compare to home country where there is intense competition for limited seats. There are certainly far more students than there are seats available in India. The simplicity in getting admission in abroad has a positive effect on attracting Indian students to a country. Indian students aspiring for quality education in premier institutions are restricted by the opportunities available in India. Another fact is that studying in abroad is cheaper than home country.

The reason behind students go abroad from Jharkhand are the shortage of seats availability in India. Another reason is complexity in admission procedure in India. Students need to deal with stress of entrance exams like NEET & JEE MAINS along with the unrealistic admission requirements in Indian Universities which make it difficult even for those students who

scored a 90% in the board exams. Similarly, another reason coupled with the relatively affordable fees in other countries when compared with private colleges in India.

3.8 Research Process

Figure 3.8.1: Flow chart of research process (Source: Kothari &Garg, 2014)



Research process involves various steps required to accomplish the research effectively (Kothari and Garg, 2014), such as understanding the research problem, reviewing the previous literature to gain insights about the topic and to find the research gap, formulating a proper research design, collecting data, analyzing the responses from the collected data, and finally interpreting and report the results.

3.9 Research Approach

The research approach can be classified into two basic types – Quantitative approach and Qualitative approach (Kothari and Garg, 2014). Quantitative research approach is used to examine clearly defined variables. A quantitative research approach will need quantitative research design (Grover, 2015). Qualitative research is used to study and understand how people experience in a given research problem. It is applicable when the researcher needs to classify intangible factors, such as gender roles, social influence, socioeconomic status, city, and religion (Mack et al., 2005). Mixed method is a new research approach advanced by (Creswell, 2009) which involves enquiry, involving collecting of both qualitative and quantitative data.

Quantitative research is a strategy focuses on gathering data which can be quantified or expressed in terms of numbers (Goundar, 2012). According to Creswell, quantitative research first demands a literature review to arrive at the research problem and to develop a theory or hypotheses. Survey is one of the major tool used in quantitative research to obtain data (Creswell, 2014; Goundar, 2012).

In this study, respondents are drawn from a large population, that is, students of Jharkhand who are interested to study abroad. The analytical part is quantitative in nature as it was found more appropriate for the present study. Literature review was done to arrive at the variables for this study. Survey method was adopted to gather primary data using the paper – based questionnaire. All data were analysed using statistical test.

3.10 Research Method

Research method is often misinterpreted as research methodology. Rather, it is part of research methodology that deals with different procedures by which research is executed into a subject or a topic (Goundar, 2012). Research methods consists of three things. Such as: methods by which data is collected, statistical techniques used to analyze the data, and methods to evaluate the accuracy of the results (Kothari and Garg, 2014). Majority of research uses surveys, interviews, experiments and case studies as the primary research methods (Choudhrie and Dwivedi, 2005), whereby most of the used method is survey followed by case studies. This study also used survey as the research method.

Survey – Survey is one of the most important methods used in descriptive research. It is defined as the process of obtaining information from the sample population through a well structured questionnaire (Malhotra and Dash, 2011). Survey method is used in both types of research approaches Quantitative as well as Qualitative. Survey data is tends to be reliable as the responses are usually constrained to the alternatives stated. Survey can be collected through numerous methods such as face to face interview, telephone interview, mail interview, and electronic interview. Many researchers such as (Mpinganjira M. , 2009), (Bhati & Anderson, 2012), (Shuai & Lang, 2017),etc. have opted survey method to obtain the data. This study also has used questionnaire as the survey tool to collect the data for pilot and main study.

3.11 Sampling Plan & Data Collection

Sampling plan advises which group is to be surveyed, what should be the sample size and how the respondents should be chosen out of the population.

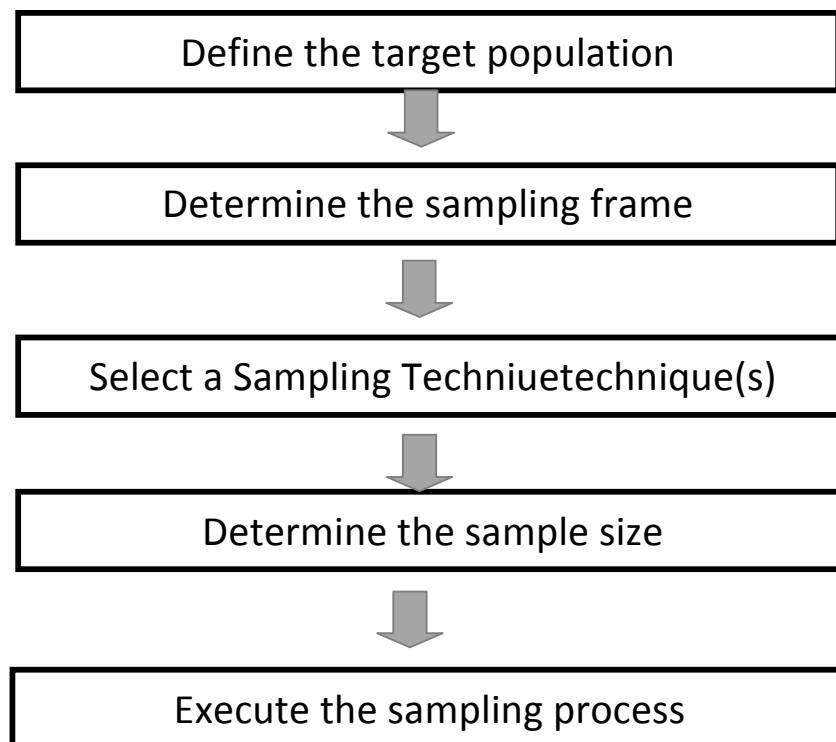
3.11.1 Population

Population refers to the entire group of people; events or things of interest that the researcher wishes to investigate and wants to make inferences based on sample statistics (Sekaran & Bougie, 2010). Population of the study comprises students who passed out their higher secondary education and also students who completed their undergraduation. Students who are doing undergraduate studies are also considered for data collection purpose.

3.11.2 Sampling Design

Sample design is a definite plan determined by researcher before any data are actually collected to obtain a sample from the selected population for the study (Kothari and Garg, 2014).

Figure 3.11.2.1: Flow chart of sampling design (Source: Kothari and Garg, 2014)



The target population for the study is as follows:

1. Higher secondary passed students
2. Under graduation passed students

3.11.3 Sampling Unit or Frame

Sampling frame is a representation of the element of the target population (Malhotra and Dash, 2011).

1. Higher secondary passed students taking NEET, and JEE Mains examinations for Medical & Engineering admission respectively.
2. Under graduation passed students who taking TOEFL / IELTS preparation classes.
3. Students making queries at admission consultancies for overseas study based at selected cities of Jharkhand.

3.11.4 Sampling Technique

For getting diversified sample, the students were contacted at NEET coaching centre, JEE Mains coaching centre, at the IELTS/TOEFL coaching centres and overseas admission consultancies of some of the major cities of Jharkhand such as: Ranchi, Jamshedpur, Dhanbad & Bokaro. For obtaining the required sample units for survey purpose, the help of higher secondary schools, overseas admission consultancies, and IELTS/TOEFL coaching centre has been taken. Further, random sampling technique was used for collecting the samples from the population. The respondents were randomized through lottery method to ensure that every respondent had an equal opportunity of getting included in the sample. Moreover, the normality check was performed to establish the worthiness of the data

collected for doing parametric tests and the data was found to be normally distributed.

3.11.5 Sample Size

Table 3.11.5.1 Population and Sample size

CITY	TARGETED POPULATION SIZE
RANCHI	20000
JAMSHEDPUR	15000
BOKARO	10000
DHANBAD	10000
TOTAL	55000

Source: Compiled from database of colleges, coaching centres, and admission consultancies.

Total sample size considered for this study is 400, with 100 respondents from each of the selected cities of Jharkhand.

To calculate our sample size, we have used Slovin's formula. The formula is described as
$$n = N / \{1 + N(e)^2\}$$

Here, n= sample size

N= total population

e= margin of error

The targeted population of Ranchi, Jamshedpur, Dhanbad&Bokaro is 20,000, 15000, 10,000, and 10,000 respectively. So total population (N)= 55,000 and we have taken 5% as margin of

error (e).

$$n = 55000 / (1 + 55000 * 0.05^2)$$

$$n = 55000 / 138.5$$

$$n = 397.11$$

So, we get sample size (n) as 400 after rounding off.

Looking into the population nature, it has been decided to go for 400 samples for the research purpose and settled with 400 samples. The primary data was collected from the selected 400 students from the selected cities of Jharkhand (Ranchi, Jamshedpur, Dhanbad&Bokaro) who were interested to go abroad for higher education. These four cities in Jharkhand were selected because 90-95% of the queries regarding higher education abroad were coming from there. It is evident that aspirants for higher education abroad are maximum concentrated in the above mentioned four cities (Ranchi, Jamshedpur, Dhanbadh and Bokaro) of Jharkhand.

3.12 Data Collection

3.12.1 Data Collection Method and Technique

For any research purpose, data is either collected afresh or previously acquired information is used to gain a new insight out of it. In this research both primary and secondary data is used for the accomplishment of the research objectives. Firstly, secondary data was used in form of existing online publications like research papers, articles, reports, research thesis etc. to gain the insight over the topic. Deeper knowledge was gained on the factors influencing choice decision, methodology used and analysis techniques adopted. Then primary data was

used to get the necessary information to test the research hypothesis. Primary data can be collected through – observation method, interviews, and questionnaire. Data for this research was collected through survey method from respondents. Questionnaire was selected as the research data instrument to gather the information from the respondents.

For the purpose of the study, survey questionnaires were used in this research. As the questionnaires were handed over to students in person, it allowed the researcher to answer the queries of respondents' on the spot. According to (Hair et al., 2006), personal contact and direct dealing between respondents and interviewer may enhance communication, which helps to boost the response rate for a study. The total length of time consumed in data collection was 18 months dated from July, 2017 to January 2019.

3.12.2 Research Instrument

Questionnaire being the vital part of research design is treated as the heart of the survey method (Kothari &Garg, 2015). Questionnaire was preferred for this research as it is most organized instrument to get the responses out of respondents. The research instrument used to collect primary data in this study was a structured questionnaire. The survey questionnaire used in this study was adapted from questionnaires used in a previous study of **Kasravi, 2009** and personally administered to respondents for proper responses. Questionnaire was used as it is economical, structured and appropriate to capture primary data to test the hypotheses formed and to answer the research questions. Questionnaire in English language was formulated with easy understandable words.

3.12.3 Survey Question Types

The question types used in this study are the demographic questions; dichotomous questions; multiple choice questions; ranking & rating scale questions and open-ended questions. Five point Likert scale was used in the questionnaire on a scale of 1-5 ranging from strongly disagree to strongly agree. The logic of each of these types of questions is described in the Table below:

Table 3.12.3.1 Analysis of Survey Question Type

Survey Question Type	Description
Demographic	Demographic questions are an integral part of any questionnaire. They are used to identify characteristics such as age, gender, race, geographic place of residence, etc. Demographic data helps to establish a more accurate picture of the group of persons you are trying to understand.
Dichotomous	This is generally a “Yes/No” question. They are screening questions with the option to branch out to relevant subsequent questions.
Multiple Choice	Consist of three or more exhaustive, mutually exclusive categories. Multiple choice questions can ask for respondents to select anywhere from one or more answers. This type of question may include an “other” category.

Likert Rating Scale	Requires a person to rate a particular attribute along a well-defined continuum. They are often used to measure the direction and intensity of attitudes.
Open-Ended	The open-ended question seeks to explore the qualitative, in-depth aspect of a particular topic or issue. It gives the respondent an opportunity to respond in more detail and to validate the relevant responses.

Source: QuestionPro(<http://www.questionpro.com>)

Fisher et al. (2004) also suggest that the questionnaire design must be appealing. This was considered that the arrangement of questions in an order that made it easy for the respondents to follow the transition from one section to another. Finally, it is important that the structure of the questionnaire begins with the easiest to respond-to-questions (*Fisher et al.*, 2004).

3.12.3.2 Survey Section and Question

The questionnaire is distributed in five main sections where sections are designed for data collection related with choice decision making of Indian students.

Section A: General Information about Respondent. This was the first section of the questionnaire and it dealt with collection of demographic data e.g. Name, gender, family income, level of study, program of study, and when students first looked for university course information. Demographic attributes were found to affect decision-making strategies among prospective students in various studies (*Govan et al.*, 2006). Therefore, it was necessary to investigate whether this was applicable in the context of the current study. Data collected

through this section was useful in determining whether variation in these attributes affected the impact on Indian students' decision making.

Section B: Sources of information about choice decision. Most of the answer options in this section were drawn from the study conducted by researchers. The first question in this section sought to find out the means (opinion) through which the students first heard about the abroad education. It is based on the multiple-choice single select choice. Questions 7 and 10 adopted the multiple-choice type and question 11 the ranking (ordinal) type. Question 8 & 9 dealt with the dichotomous questions in which students are asked whether any of their family members or any friend previously studies abroad. Question 10 advances to seek how the respondents proceeded to seek more information about abroad education after learning about it.

Question 11 asked the respondents about the influence of information sources through which they make choice decision to study abroad. The response options to this question included parents, siblings, academic advisor, teachers, family members, friends, recruitment agents and others. The question created an effective link between how students first heard about abroad education, their preference information mode and whose advice they rely on to actually do the selection.

This question seeks to establish the initial interaction that students had with source of information before making abroad education decision. The response options provided make it possible for the researcher to compare how and which source of information is influencing choice decision among the students to join overseas education.

Section C: Factors influencing choice decision. This section of the questionnaire was the most extensive as it was central to the research objective. The section comprises of nine factors. Question 12 enquired about the consideration for while making choice decision to

study abroad. It is based on the multiple-choice or single select choice. These factors were identified based on literature review.

Question 13 sought to identify and rank the factors that student considered the most important based on their selection in the earlier question. The respondents have to give ranking to all the factors which they consider while making choice decision for abroad education.

Section D–Benefits and obstacles from abroad education. This section of the questionnaire predominantly addresses and collects the respondents' views on the various benefits they expect from abroad education. The various benefits are measured on a five point Likert scale with the following details (1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neither Agree Nor Disagree (NAD), 4 = Agree (A), 5 = Strongly Agree (SA))

Question 14 & 15 sought to identify which benefits respondent consider while making decision to study abroad. Similarly, Question 16 inquired about what obstacles respondents face in making their decision to study abroad. Question 16 is also based on a five point Likert scale with the following details (1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neither Agree Nor Disagree (NAND), 4 = Agree (A), 5 = Strongly Agree (SA)).

Section E – Factors solicited from Respondents. This section is also based on research objectives. Question 17 & 18 solicited inputs from the respondents. For this purpose in question 17, respondent asked to list the top three factors that affected their decision to study abroad. And in question 18, respondents asked their point of view regarding any important factors that is not included in the above-mentioned factors which can be very important for respondent.

Questions in this section allowed the student respondents to offer suggestions on how foreign universities or abroad education consultancies should use these factors and sources of

information in designing their marketing strategies in order to motivate students for international education.

All items used in this questionnaire (Section A to Section E) were accepted from past studies in similar fields (Americanos, 2013; Bianchi, 2013; Buddhichiwin, 2013; Cheng et al., 2013; Kitsawad, 2013; Cao, 2014; Chia, 2014; & Wu Q. , 2014). Wherever possible, preliminary scale items were accepted directly from these studies as the items had already been validated. The objective was to make the constructs more discernible and measurable for theory testing (Malhotra, 2008). Several items were reformatted to suit the context of this study.

3.12.3.3 Measures

In this study, interval scales were used to discover respondents' decision-making processes for studying abroad. 5-point Likert scale was used in the questionnaire for computing students' responses. Respondents were asked to rate statements under Section A to Section E, in which a value of 1 indicated 'strongly disagree', 2 'disagree', 3 'neither agree nor disagree', 4 'agree', and 5 'strongly agree'. The Likert scale measures in this study were adopted from (Vagias & Wade, 2006).

Table 3.12.3.3.1 Likert Scale

Scale	Description
1	Strongly Disagree
2	Disagree
3	Neither Agree Nor Disagree
4	Agree
5	Strongly Agree

3.13 Pilot Tests

After designing of the questionnaire, it is pilot tested to make sure that the instrument would work properly in the field. Pilot testing is a medium to capture feedback from probable participants to make sure that the questions as well as the instructions operate well; the respondents understand the content correctly and also the questionnaire flows well (*Bryman, 2004; Veal, 2005*). Pilot-testing means that a questionnaire is tested on a sample of respondents to be able to identify and eliminate potential problems with the questionnaire before the main study is conducted (*Saunders, 2007*). *Altinay & Paraskevas*(2008) recommended that a questionnaire should be experienced with a small number of participants on a basis of convenience sampling.

Based on the recommendations from these researchers, a pilot test is carried out one week prior to the starting of the official data collection process. The pilot test aimed to determine the structural validity and clarity of the questionnaire, ensuring the reliability and appropriateness of the variables adopted from previous studies. A similar approach has been used in numerous studies (*Joseph & Joseph, 2000; Brown & Mazzarol, 2009*).

The questionnaire for this study is relatively extensive and tries to capture a lot of aspects. It is therefore important to spend a lot of time in designing the questionnaire to avoid misunderstandings and make the questionnaire as easy as possible to answer and to reduce response errors. Pilot-testing therefore got an important role for the study.

The survey questionnaire used is a structured questionnaire prepared by the researcher. To check the layout, presentation and understanding of questionnaire, it is piloted among nine Indian students. The respondents have similar background and can be assumed to be equally

familiar with the topic as are the respondents in the main study and can therefore be said to be a good sample for the pilot-test. Students were requested to comment on general features of the questionnaire, such as layout, order of the questions, number of questions, wording and instructions of the questionnaire. No major concern is raised from the respondents in terms of difficulty in understanding the questions and instructions.

The pilot test has been carried out among 40 students. Though, among them only 32 respondents have given their response towards the questionnaire. The pilot-test result is investigated to draw conclusion regarding the design of the questionnaire that whether it gives useful result or not. The questionnaire completion time per respondent is approximately 22 minutes.

3.13.1 Reliability Analysis

In order to check the reliability of the set of questions asked in the questionnaire, reliability test were done. The factors that emerged in the questionnaire for collection of responses were tested for internal reliability using Cronbach's alpha which indicates the average inter-item correlation within each of the factors. Those factors resulting in a Cronbach's alpha of 0.7 or greater are generally considered to be reliable and therefore useful for further analysis as part of a specific variable. The Cronbach's alpha results were shown in the below mentioned table. Since all the scores are above the basic requirement of 0.7, which indicates good internal consistency among the constructs of the variables. Therefore the factors as well as construct were reliable for further analysis.

Table 3.13.1. 1 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.875	0.881	32

Table 3.13.1.2 Reliability Statistics

ITEMS	Cronbach's Alpha if Item Deleted
Foreign_Scholarship_Factor	.874
Program_Cost_In_Comparison_To_Home_Country_Factor	.868
Duration_Of_The_Program_Factor	.866
Country_Of_Program	.868
Relative_Sponsored	.867
Family_Financial_Status_Factor	.868
Unavailability_Of_Seat_In_Home_Country_Factor	.880

Seeking_Qualification_With_Worldwide_Recognition	.866
Internship_Options_With_Program_Factor	.871
Culture_Experience	.871
Cost_Effective_Incomparison_To_Home_Country	.871
Unique_Course_Not_Available_In_Home_Country	.867
Higher_Social_Status	.874
Improve_My_Career_Opportunities	.865
Improving_Foreign_Language	.869
Making_Friends_From_Other_Countries	.869
Learning_About_Other_Cultures	.873
Making_Me_More_Marketeable	.868
Increase_My_Critical_Thinking_Skill	.870
Helping_Me_Professionally	.869
Increasing_My_Independence	.868
Program_Cost	.864
Lack_Of_Family_Support	.874
Not_Meeting_Gpa_Requirement_For_Program	.873
Work_Internship_Obligation	.876

Study_Abroad_Delaying_Graduation	.876
Not_Wanting_To_Be_Away_From_Home	.875
Fear_Of_Travelling_To_New_Country	.875
Fear_Of_Safety	.874
Passport_Citizenship_Requirements	.878
Fear_Of_Getting_Low_Grades_In_Abroad	.873
Complications_With_Test_Preparation_Like_Gmat_Gre	.870

Source: SPSS Output

3.13.2 Final Survey Questionnaire

Questionnaire for the final study were distributed to students personally and they were made to fill in front of the researcher so that in case of any query researcher could assist the respondents. While majority of respondents faced no difficulty in filling the responses, there were some students for whom the researcher had to brief the questions and then they filled their responses. Also, there were few students who due to lack of time insisted the researcher to fill the questionnaire for them as per the responses given by them.

3.14 Analysis of the Results

For the analysis of the data the SPSS statistical tool is used in the present study. The various analysis used to attain the objectives of this study are presented in the following pages (3.14.1- 3.14.5).

3.14.1 Descriptive Analysis

Data analysis starts with descriptive analyses. In SPSS, descriptive analysis of the dataset symbolizes the Mean value of the different variables. This method is used to study and analyse, the mean and the variance among the different questions and also to draw the conclusion associated to the response from the respondents.

Mean

It is one of the most commonly used central tendency measures. It is generally calculated by dividing the total sum of scores by number of observations. The concept of mean has been used in the study to make the meaningful interpretation of the factors influencing choice decision to study abroad.

Standard Deviation

It is frequently used to compare the deviation of individual scores. It is calculated as the square root of the variance and is widely used to measure the dispersion or scores.

3.14.2 Inferential Statistics

Inferential statistics is a way of making assumption about population based on samples. It is used to generalise the findings from samples to populations. Hypothesis testing is an important part of inferential statistics and other inferential statistics tests are applied after this

to generalize the result further. In relation to the present study following inferential statistical measures has been extensively used.

- Coefficient of Correlation
- Regression Analysis

Coefficient of Correlation

The correlation coefficient is used examines the degree of relationship between two variables. It describes the extent to which two things are correlated (Guilford and Fruchter, 1983). It can also be described as the extent to which the variation would be caused in another variable resulting of variation in one variable. The correlation of coefficient vibrates from + 1 to – 1. - 1 denoted perfectly negative correlation, whereas 0 highlights no correlation amongst the variables and correlation of +1 represents a perfect positive correlation. The concept of correlation has extensively been used in the current study. In this study, Karl Pearson's coefficient of correlation was used to study correlations between factors influencing choice decision and students' choice decision.

Regression Analysis

Regression analysis is a statistical technique used to study the variance proportion in the dependent variable as caused by the independent variable. It is also used to study the combined effect of the independent variables taken together on independent variables. It helps in identifying the shared common variance between predictor and criterion variable and in this case the dependent variable is treated as the criterion variable and independent variable is treated as predictor variable. In this study, linear regression analysis was used to analyse the impact of influencing factors on student choice decision.

3.14.3 Testing for Factorability

Factor analysis is used to study the data collected in the survey. Before conducting any factor analysis, the data must be checked and tested for its suitability for developing a set of factors. There are two measures that inform this decision; they were The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity.

The KMO examines the degree of inter correlations between the variables and, therefore, recognize if the data is suitable for factor analysis (Hair, Black, Babin, Anderson, & Tatham, 2006). The KMO evaluate ranges from 0 to 1. In order to help in interpreting the outcome, the following guiding principles are recommended (Kaiser, 1970 as cited (*Hair et al.*, 2006), as shown in Table below:

Table 3.14.3.1 Range of Testing for Factorability

KMO	Interpretation
.9 and above	Marvelous
.8 - .9	Meritorious
.7 - .8	Middling
.6 - .7	Mediocre
.5 - .6	Miserable
Under .5	unacceptable

The Bartlett Test of Sphericity provides the chances that the correlation matrix has significant correlations among at least some of the variables as suggested by (Hair, Black, Babin,

Anderson, & Tatham, 2006). Both these tests were carried out to ensure that the items within the survey questionnaire are worthy for factor analysis.

3.14.4 Exploratory Factor Analysis

Factor analysis is a technique used to identify the variables that are related to one another. It is considered as a powerful statistical tool and used when many variables are needed to be reduced to a smaller set describing the most of the variance of the original variables. In this test similar sounding variables are group together into a “Factor”. In later stages, the percentage of communalities are compared with the factor loading value against each variable. As a rule of thumb, variables against which both of the above values (communalities and factor loading value) are more than 0.5 are considered for further analysis (**Hair and Anderson, 2014**). The main functions of factor analysis are as follows: (1) To reduce the number of variables and (2) To identify relationships among variables, that is to categorize variables. Hence, factor analysis is used as a process of data reduction or structure finding method.

3.14.5 ANOVA

Analysis of variance or ANOVA is a statistical tool which assesses potential differences among means of two or more independent samples. In order to know the mean differences, F values were computed by using multivariate ANOVA tests. ANOVA has been used in this study to check the difference in the perception about factors of choice decision with demographic profile of Indian students who aspire to study abroad while making choice decision to study abroad.

Use of SPSS (Ver. 21)

Advanced statistical techniques were applied with help of IBM - SPSS (ver 21.) to the collect data to make meaningful interpretation intended to the topic and objective under study.

3.15 Summary

This chapter presented the methodology of the research used in the present study. This chapter also made an effort to provide an overall outlook on the need as well as relevance of the study with respect to present perception of students of Jharkhand for abroad study. Research problem statement and identification of the research objectives are also presented in this chapter. Moreover, India is the second largest country to source student to abroad for higher education, there is currently very less number of research of a similar topic have been done in India, which concentrates on understanding students perceptions, their needs regarding higher education, factors that influencing student decision to go abroad positively or negatively. Hence, there is a need to investigate what factors that influences Indian students' decisions to study abroad. Encouraged with this thought, this study has been initiated. In this chapter, the statement of the problem was elaborated with the gaps prevalent followed by the research questions, objectives and hypotheses formulation. The choice of data collection methods and sampling techniques are also discussed. Furthermore, this chapter discloses the ethical considerations as well as limitations associated with the research methodology adopted for this research.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 Overview

In the previous chapter, that is, Chapter 3, the methodology of the research adopted was presented. This chapter presents the research outcomes based on the survey data collected for the study. The following statistical analysis is used in order to draw conclusion on the basis of empirical research findings. Descriptive, correlation, regression and other inferential statistics are used for the study purpose. Descriptive statistics were implemented in assessing the composition of the sample, inferential statistics were employed to make the inferences about the population. Regression analysis were implemented to check the impact. All data analyses in this study were performed with SPSS software. Numerous statistical tools were implemented to analyse test frequencies distribution method, cross tabulations and t-tests. With the use of charts and table data is explained.

4.2 Demographic Profile of Respondents:

For the current research the researcher has taken students from Ranchi, Jamshedpur, Bokaro & Dhanbad cities of Jharkhand aimed to go abroad for their higher education. These respondent In the above-given table out of the total respondents only 11%ts include both, males and females.

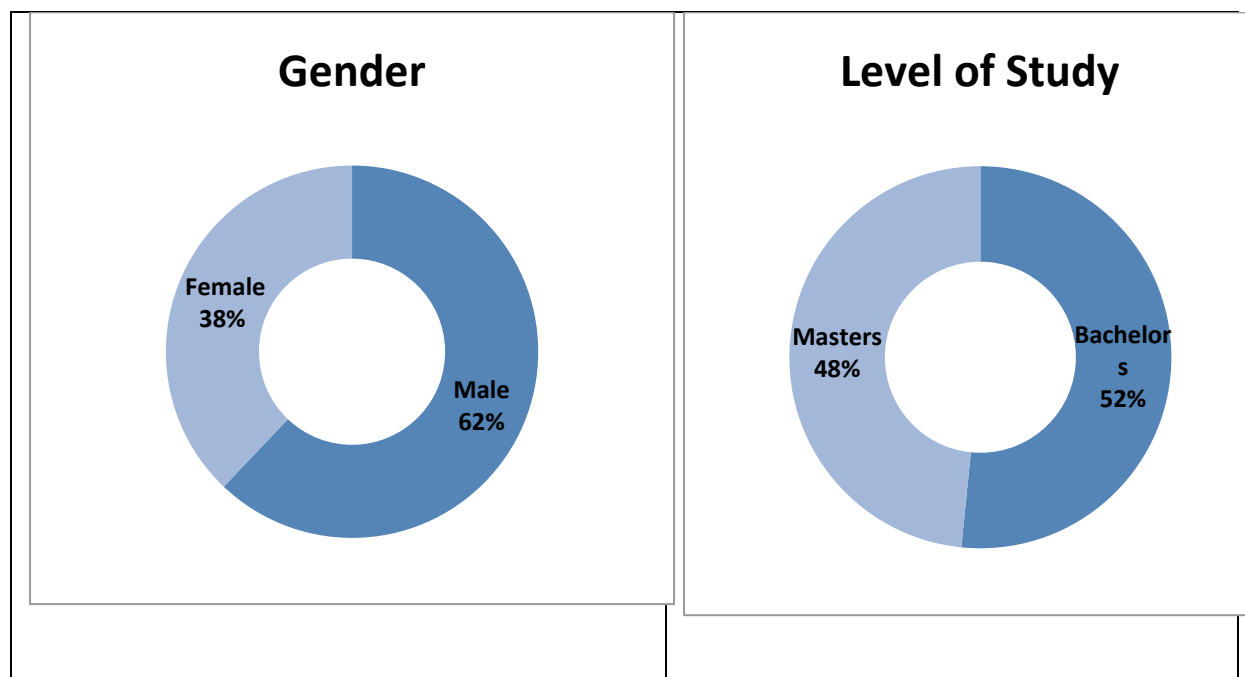
Table 4.2.1: Demographic Analysis of Respondents

		Count	Column %
Gender	Male	250	62%

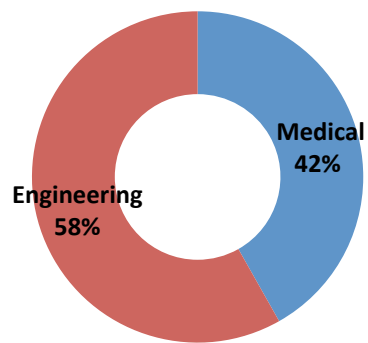
	Female	150	38%
Level of Study	Bachelors	208	52%
	Masters	192	48%
Program of Study	Medical	168	42%
	Engineering	232	58%
Level of Monthly Family Income	Rs. 2,50,000 or less	44	11%
	Rs. 2,50,000 to Rs. 5,00,000	120	30%
	Rs. 5,00,000 to Rs. 7,50,000	92	23%
	Rs. 7,50,000 to Rs. 10,00,000	48	12%
	Above 10,00,000	96	24%

Graphical Representation of the Demographic Profile

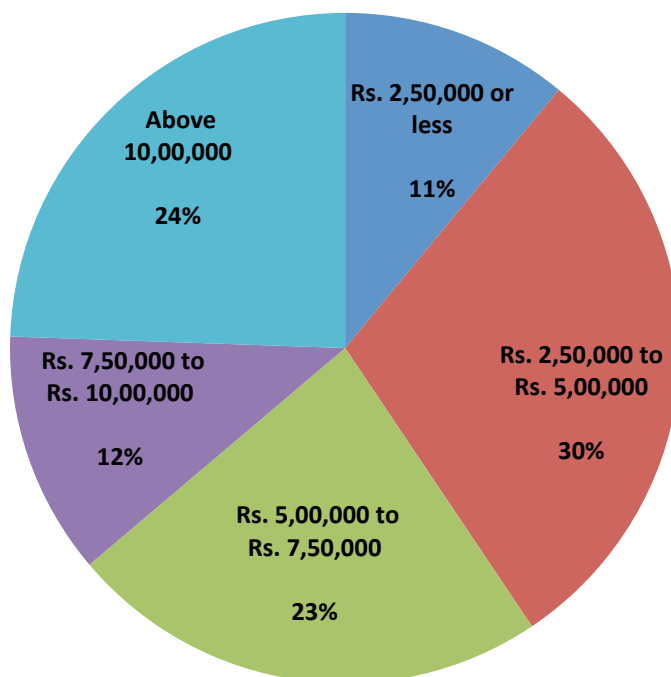
Figure 4.2.1 Demographic Profile



Program of Study



Level of Family Income



Interpretation:

62% percent of the respondents were male, and 38% percent of the respondents were female.

Concerning the level of study wise classification, 52% of the respondents were from the bachelors level and 48% of respondents were from masters level. 42% of respondents were from medical program and 58% of respondents from engineering program. Concerning level of family income, Among the total respondents only 11% respondents' annual income offamily is below 2,50,000. and 30% of the respondents confirm their annual family income in between 2,50,000-5,00,000. Rest of the respondent's family income is above 5,00,000 annually. This recommends that most of the students aspire to study abroad are from the those background whose annual family income is in the slab of Rs. 2,50,000 to Rs.5, 00,000 and above Rs.5,00,000.

4.3 Sources of Information About Choice Decision

The analysis in this section sought to find out the means through which the students first heard about the overseas education. This analysis explains about the influence of information sources through which the respondents make their choice decision to study abroad. This analysis creates an effective link between how students hear about abroad education, their preference information mode and whose advice they rely on to actually do the selection.

Table 4.3.1: Sources of Information About Choice Decision

		No. Of Student	Percent
Response to if any family members previously studied abroad	Yes	177	43%
	No	232	57%

Response to if any of friends previously studied abroad	Yes	248	60%
	No	161	40%
Third Party Source of Information to Decide on Study Abroad	Friends already studying in abroad	81	20%
	Family Members	86	21%
	Academic Advisor	79	19%
	Study Abroad Advisor	36	9%
	Study Abroad Website	30	7%
	Study Abroad Fair	35	9%
	Former Participants	60	15%
	Others	2	0%

Interpretation:

To check whether any of the respondent's family members have previously studied abroad, they were examined. The result demonstrated that 43% of respondents said having family members who already have studied in abroad previously where as 57% respondents answered that no one of their family members studied abroad previously. This explanation supports that the decision of respondent to pursue his/her higher education in abroad is not impacted by having a family member who previously studied abroad. Likewise, 60% of respondents explained that they are having friends who previously have studied abroad and 40% respondents were not having any friend who went to abroad previously for his higher

education. The above statistics represented that this market gets influenced by the friends who previously have done same.

The analysis discloses that 21% of respondents describes family members as an important source of information in making study abroad decisions, followed by 20% of respondents explains that friend who already studying in abroad. Only 7% of respondents considers and depends on the study abroad website for any information related study abroad decisions. hence, the analysis advocates that family members work as a prime tool as well as resources to give informations related with study abroad to this segment.

4.4 Level of Influence of Factors on Choice Decision

By means of descriptive analysis i.e. Mean and Standard Deviation, level of influence of different factors has been identified.

Table 4.4.1: Level of Influence of the third party on student's decision to study Abroad

Rank	Third Party	Mean	Std. Deviation
1	Parents	3.98	.970
2	Former Participants	3.80	.955
3	Friends	3.75	1.063
4	Professor Teachers	3.66	1.069
5	Relative Sponsoring	3.65	1.136

6	Academic Adviser	3.38	1.003
7	Study Abroad Adviser	3.30	1.223
8	Siblings	2.87	1.175

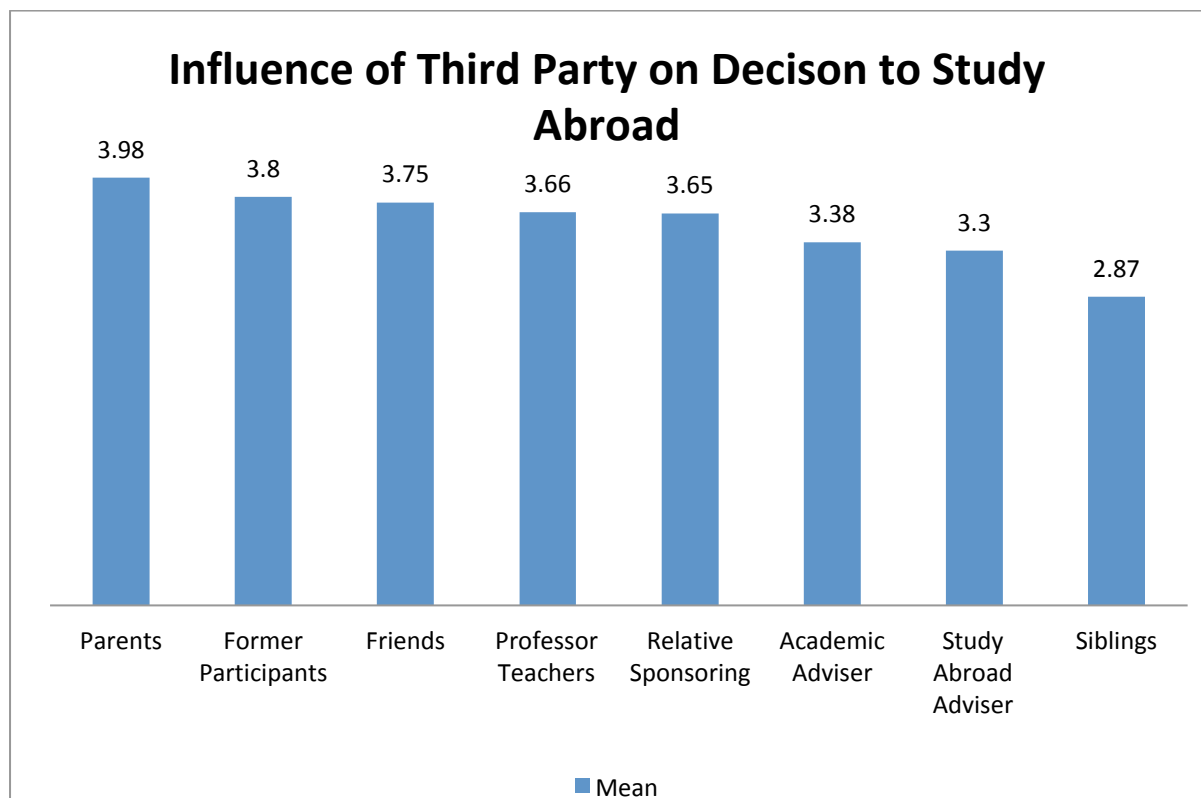


Figure 4. 4.1 : Influence of Third Parties on Decision to Study Abroad

Interpretations:

The above table details that in making decision to study abroad, the major influencers are the parents with ($M = 3.98$, $S. D = 0.970$) a highest mean value followed by former participants ($M = 3.80$, $S. D = 0.955$) and friends ($M = 3.75$, $S. D = 1.063$) who studying abroad respectively. Siblings with a mean value ($M = 2.87$, $S. D = 1.175$) are least influencers to this market while taking decisions about studying abroad. This helps researcher to strengthen the review of

literature explaining parents have greatest influence on this market while making decisions to study abroad.

Table 4.4.2: Level of influence of the variables on students' decision to study abroad

Rank	Variables	Mean	Std. Deviation
1	Family Financial Status	3.85	.921
2	Worldwide Recognition Qualification	3.84	.932
3	Relative Sponsored	3.77	.959
4	Country Of Program	3.75	1.031
5	Internship Options With Program	3.74	.981
6	Unavailability Of Seat In Home Country	3.49	1.155
7	Duration Of The Program	3.49	1.076
8	Program Cost In Comparison To Home Country	3.43	1.031
9	Foreign Scholarship	2.78	1.265

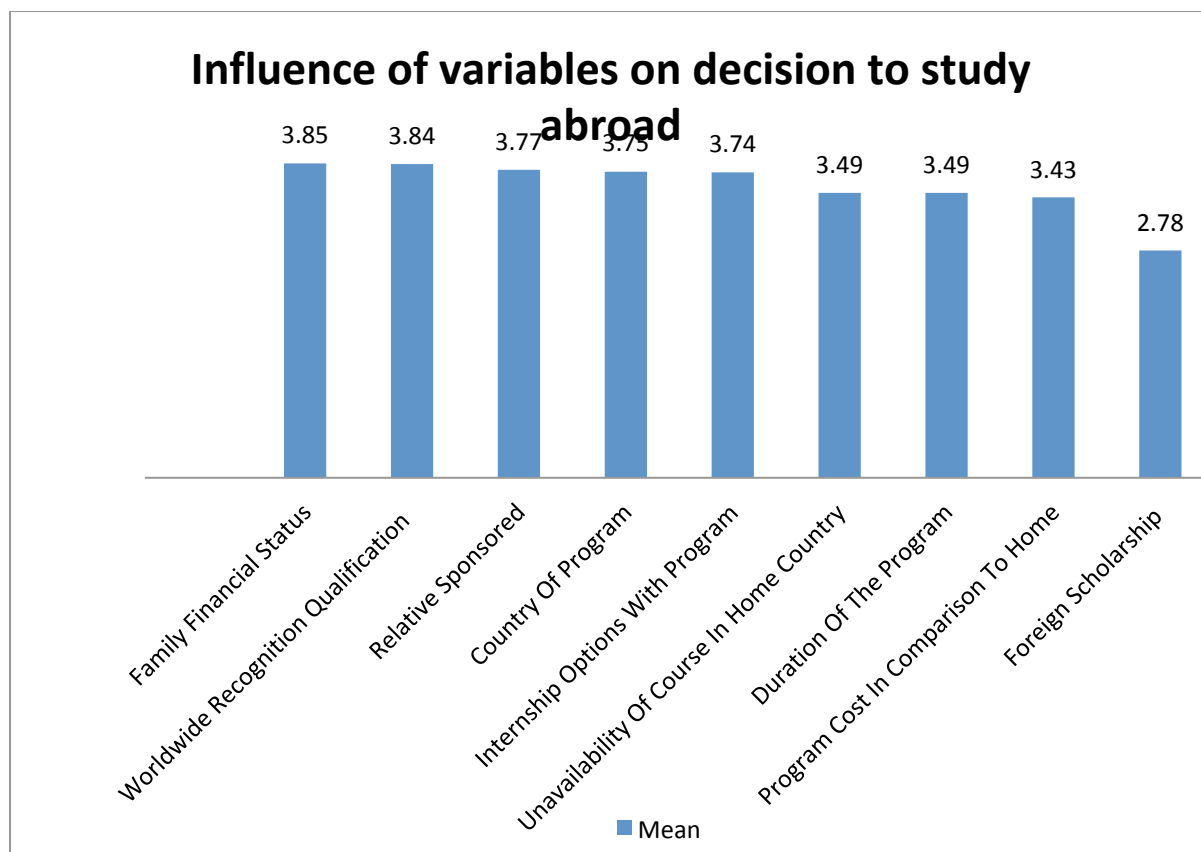


Figure 4.4.2: Influence of Variables on Choice Decision to Study Abroad

Interpretations:

The above table explains that among the respondents, **family financial status** is the main influencing factor with a highest mean score ($M = 3.85$, $S. D = 0.921$) followed by seeking qualifications with worldwide recognition having mean score ($M = 3.84$, $S. D = 0.932$) and relative sponsored ($M = 3.77$, $S. D = 0.959$) respectively. Foreign Scholarship ($M = 2.78$, $S. D = 1.265$) with a lowest mean value was least influencing factor to this market students while taking decisions related to study abroad. This help the researcher to strengthen the existing literature review that family financial status is the most influencing factors to the student of this market while making decisions to study abroad.

4.5 Benefits and Obstacles in Taking Decision to Study Abroad

Mean and Standard Deviation is applied to find the benefits as well as obstacles students considering while making decision to study abroad. On a five point likertscale, where 5 is represented as strongly agree and 1 represented as is strongly disagree. A mean value with greater than 3 indicated the most important benefit respondents obtain from studying abroad.

Table 4.5.1: Level of Perception Regarding Benefits of Participating Study Abroad

Program

Variables	N	Mean	Std. Dev.
Culture experience	400	3.37	1.116
Cost effective in comparison to home country	400	3.67	.981
Access to unique courses which are not available in home country	400	3.48	1.073
A higher social status	400	3.81	.897
Improve my career opportunities for me after finishing my studies	400	3.92	1.097
Learning/improving a foreign language	400	3.22	1.047
Making friends from other countries	400	3.64	1.023
Learning about other culture	400	2.91	1.319
Making me more marketable to future employers	400	3.36	1.032

Increase my critical thinking skills	400	3.75	1.069
Helping me professionally in a globalized world	400	3.72	1.026
Increasing my independence	400	3.77	1.032

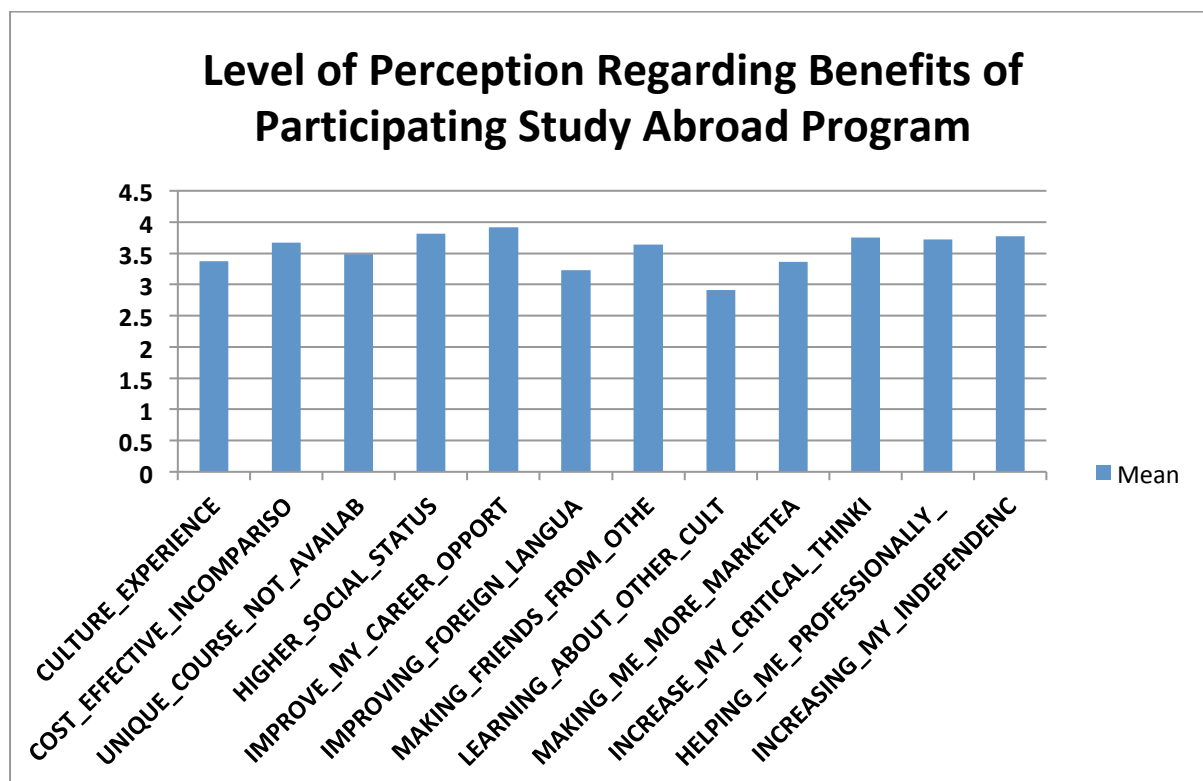


Figure 4.5.1: Level of Perception Regarding Benefits of Participating Study Abroad Program

Interpretation:

The table reveals improved their career opportunities after finishing their studies in globalized world with the highest mean score of 3.92. Followed by the mean score of 3.81, 3.77, & 3.75 respectively, representing that respondents suppose that studying abroad will enhance their social status high after completing their studies, make more independent and also enhance their critical thinking skill. The least advantage respondents shown is interested

in learning and knowing others culture.

Table 4.5.2: Level of Perception Regarding Obstacles in making decision to study abroad

Variables	N	Mean	Std. Dev.
Program cost	400	3.04	1.086
Lack of family support	400	3.24	1.138
Not meeting GPA requirements for the program	400	3.37	1.157
Work/internship obligations	400	3.43	1.116
Study abroad delaying graduation	400	3.32	1.145
Not wanting to be away from home (home sickness)	400	3.48	1.140
Fear of travelling to a new country	400	3.56	1.127
Fear of safety in other countries	400	3.57	1.090
Citizenship/Passport & visa requirements	400	3.43	1.138
Fear of getting low grades while abroad	400	3.58	1.186
Complications with test preparation such as GRE, MCAT, LSAT, GMAT. Etc.	400	3.68	1.181

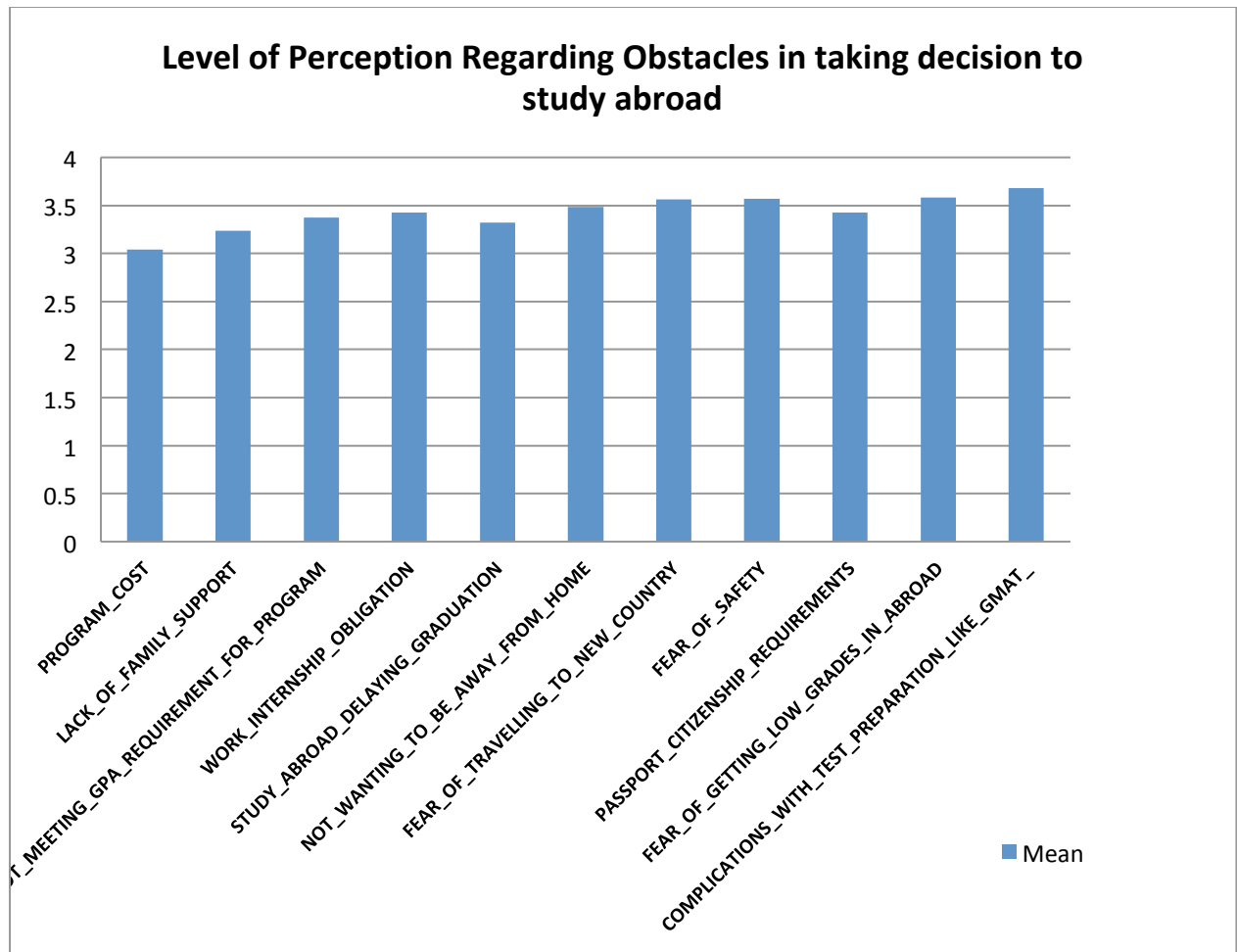


Figure 4.5.2: Obstacles in Taking Decision to Study Abroad Program

Interpretation:

The result of the survey explains that the biggest obstacle is complications with test preparations such as GRE, GMAT, MCAT, LSAT, Etc while taking decisions to study abroad followed by fear of getting low grades while studying in abroad with the highest mean value of 3.68 and 3.58 respectively. With mean value of 3.57 fear of safety in other country is another one of the important constraints while taking a decision about studying abroad. Along with fear of safety other factors that obstructs are fear of travelling to new country, internship obligations, passport requirement home sickness, delaying graduation, not meeting GPA requirement for the program, lack of family support and program costs.

4.6 Result of Factor Analysis

Factor analysis is considered as a powerful statistical technique when many variables are needed to be reduced to a smaller set describing the most of the variance of the original variables.

4.6.1 Testing for Factorability

The first stage in factor analysis is to test for factorability. KMO is a well known test applied to test proportion of variance among variables. In this case before applying factor analysis to the collected data KMO test was applied to check sampling adequacy for each variable in the model. As reported the value of KMO lies between 0 to 1. The results of these tests are shown in Table 4.6.1.1

Table 4.6.1.1: KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.9197
Bartlett's Test of Sphericity	Approx. Chi-Square	6017.6214
	Df	496
	Sig.	.000

It is evident from the above table that the value of KMO is 0.9197. Furthermore in Bartlett's test of sphericity table the value of sig is less than 0.05, it signifies that the variables under consideration are significantly correlated and could be treated as adequate and factor analysis could further be applied to the collected data

Table-4.6.1.2-Communalities (Factors)

	Initial	Extraction
V1	1	0.662
V2	1	0.655
V3	1	0.552
V4	1	0.547
V5	1	0.505
V6	1	0.461
V7	1	0.458
V8	1	0.591
V9	1	0.610
V10	1	0.623
V11	1	0.584
V12	1	0.401
V13	1	0.600
V14	1	0.583
V15	1	0.643

V16	1	0.529
V17	1	0.582
V18	1	0.570
V19	1	0.495
V20	1	0.455
V21	1	0.535
V22	1	0.641
V23	1	0.635
V24	1	0.537
V25	1	0.494
V26	1	0.550
V27	1	0.581
V28	1	0.549
V29	1	0.558
V30	1	0.530
V31	1	0.519
V32	1	0.555
Extraction Method: Principal Component		

Analysis.

The above table of communalities explains how much of the variance in the variables has been accounted for, by the extracted factors. For instance, over 66.2% of the variance in variable V1 has been accounted for, by the extracted factors. Variables/ Statements against which the factor loading is more than 0.5 are considered for further analysis and values less than 0.5 were dropped from the analysis (Hair and Anderson, 2014). The items against which the loading value is less than 0.5 were further removed from the analysis.

Table 4.6.1.3: Total Variance Explained (Factors)

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.552	29.850	29.850	6.028	18.839	18.839
2	4.594	14.355	44.205	5.397	16.865	35.704
3	1.442	4.507	48.712	2.698	8.431	44.134
4	1.170	3.657	52.369	1.915	5.985	50.119
5	1.032	3.226	55.595	1.752	5.476	55.595
6	0.986	3.081	58.676			
7	0.908	2.839	61.515			
8	0.886	2.770	64.285			
9	0.811	2.534	66.819			

10	0.754	2.355	69.175			
11	0.712	2.224	71.399			
12	0.670	2.094	73.493			
13	0.620	1.939	75.432			
14	0.606	1.893	77.324			
15	0.581	1.815	79.139			
16	0.553	1.727	80.867			
17	0.539	1.683	82.550			
18	0.528	1.651	84.200			
19	0.501	1.567	85.767			
20	0.480	1.501	87.268			
21	0.472	1.473	88.742			
22	0.428	1.337	90.078			
23	0.414	1.295	91.374			
24	0.374	1.169	92.543			
25	0.368	1.149	93.692			
26	0.348	1.086	94.778			
27	0.336	1.050	95.828			
28	0.307	0.959	96.787			
29	0.292	0.912	97.699			
30	0.266	0.831	98.530			
31	0.258	0.806	99.336			
32	0.213	0.664	100.000			

Extraction Method: Principal Component Analysis.

It is clearly evident from the above analysis, eight major components were extracted from 32 variables with Eigen values of at least 1 explaining 55.60% variance and incorporating all the 41 items, while 44.40% of information content is lost. Only items with loadings of 0.5 were included in each component as those with loadings of less than 0.5 are considered of not much practical significance (Hair, Black, Babin, Anderson, & Tatham, 2006).

The first factor component as shown in the Table above explains 18.84% of the variance.

And altogether, the five factor components explained 55.60% of the variance.

Each of the five factor components is given a name depending on the general characteristics of the factors that fall within it and new composite variable values were computed for each case using summated average of all variables loading on a factor.

Table 4.6.1.4: Rotated Component Matrix (Factors)

	Component				
	1	2	3	4	5
V23	0.740	0.275	-0.096	0.038	-0.002
V27	0.722	-0.047	0.019	0.207	0.122
V32	0.716	0.033	0.153	-0.034	0.130
V28	0.713	0.126	0.095	-0.009	0.127
V29	0.697	0.045	0.059	0.237	-0.102
V26	0.697	-0.079	0.191	-0.117	0.086
V24	0.693	0.079	0.087	0.136	0.155
V24	0.689	0.072	0.078	0.073	0.055
V30	0.673	0.010	-0.005	-0.133	0.243

V31	0.670	-0.165	0.124	0.155	0.063
V7	0.488	0.135	0.389	0.125	-0.188
V12	0.468	0.232	0.185	0.279	0.126
V1	0.104	0.803	-0.041	-0.067	0.010
V2	-0.047	0.744	0.220	0.183	0.134
V15	-0.076	0.706	0.193	0.315	0.047
V18	0.089	0.696	0.194	0.066	0.188
V17	-0.132	0.690	0.275	0.047	0.104
V22	0.424	0.635	-0.137	0.146	0.133
V4	0.057	0.585	0.201	-0.065	0.396
V10	0.026	0.560	0.225	0.506	0.035
V20	0.036	0.509	0.336	0.246	0.146
V16	0.134	0.483	0.472	0.236	0.010
V6	0.099	0.423	0.163	0.339	0.361
V14	0.054	0.158	0.675	0.309	0.061
V9	0.276	0.097	0.564	0.030	0.454
V5	0.169	0.326	0.562	0.030	0.231
V19	0.130	0.450	0.524	0.005	0.023
V3	0.242	0.466	0.505	0.036	0.144
V13	0.159	0.100	0.270	0.696	0.089
V11	0.268	0.285	-0.048	0.582	0.299

V8	0.212	0.291	0.161	0.163	0.640
V21	0.267	0.243	0.093	0.188	0.600

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

- a. Rotation converged in 6 iterations.

The above table helps in identifying which variable is loaded to which factor and whether it is statically significant or not. In this analysis varimax rotation is applied and the above matrix is used to find variables which have high loading on one factor, but low loading on other factors. The table further helps in grouping of variables to specific factor.

According to Table 4.6.1.4, the first component **Seat unavailability in home country** is made up of 10 items all of which were closely related to the **reason due to which students didn't get an opportunity to get admission in home country. Hence, make decision to study abroad.** The new factor resulting from these items is renamed as 'Seat unavailability in home country reasons'. Together, they account for 18.84% of the variance.

The second component **Cost Benefits & Personal Development** is made up of nine items most of which related to **more affordable tuition cost as well as living cost in comparison to home country and opportunity to discover self-capability as well as tests capability to adjust to varied situations while being able to solve problem independently.** The top motivations that inspired the students' decision include 'program cost incomparison to home country as well as better career prospects in the future. Together, they account for 16.87% of the variance.

The third component **Career Advancement** consisted of five items all refers to **career opportunities to upward progression with enhancing critical thinking skill, boost**

engagement and productivity. The new factor resulting from these items is renamed as ‘career oriented reasons’. Together, they account for 8.43% of the variance.

The fourth component **Higher Social Status** consisted of three items **refers to the honor or prestige gained after completion of international degree from reputed International university.** Together, they account for 5.99% of the variance.

The fifth component **Worldwide Recognition** consisted of two items all **refers the value of earned degree globally accepted.** The two variables in the factor are seeking qualification with worldwide recognition, Increase my independence. Together, they account for 5.48% of the variance.

Out of 32 variables only five factors have extracted which are statistically significant and will account for further analysis. The analysis of data is expressed below:

Table 4.6.1.5 Choice Decision Factor and Variables

Factors	Factor 1- Seat Unavailability in Home Country (SUIHC)	Factor 2- Cost Benefit & Personal Development (CBPD)	Factor 3- Career Advancement (CA)	Factor 4- High Social Status (HSS)	Factor 5- worldwide Recognition (WR)
Variables	V7	V1	V3	V10	V8
	V12	V2	V5	V11	V21
	V23	V4	V9	V13	
	V24	V10	V14		
	V25	V15	V19		

	V26	V16			
	V27	V17			
	V28	V18			
	V29	V20			
	V30				
	V31				
	V32				

Table-4.6.1.6-Dimension wise descriptive statistics (Choice Decision)

Factor-1			
	Mean	Std. Deviation	Varianc e
Unavailability of seat in home country (V7)	3.49	1.15	1.33
Unique course not available in home country (V12)	3.48	1.07	1.15
Lack of family supports (V23)	3.24	1.14	1.29
Not meeting GPA requirements for program in home country (V24)	3.37	1.16	1.34
Work internship obligations (V25)	3.43	1.12	1.25
Study abroad delaying graduations (V26)	3.32	1.15	1.31
Not wanting to be away from home (V27)	3.48	1.14	1.30
Fear of travelling to new country (V28)	3.56	1.13	1.27
Fear of safety (V29)	3.57	1.09	1.19
Passport citizenship requirements (V30)	3.43	1.14	1.29

Fear of getting low grades in abroad (V31)	3.58	1.19	1.41
Complications with test preparation like GMAT, GRE (V32)	3.68	1.18	1.39
Factor-2			
Foreigh Scholarship (V1)	2.78	1.27	1.60
Program Cost in Comparison to Home Country (V2)	3.43	1.03	1.06
Country of Program (V4)	3.75	1.03	1.06
Culture Experience (V10)	3.37	1.12	1.24
Improving Foreign Language (V15)	3.22	1.05	1.10
Making Friends From Other Countries (V16)	3.64	1.02	1.05
Learning About Other Cultures (V17)	2.91	1.32	1.74
Making Me More Marketeable (V18)	3.36	1.03	1.07
Helping Me Professionally (V20)	3.72	1.03	1.05
Factor-3			
Duration of the Program (V3)	3.49	1.08	1.16
Relative Sponsored (V5)	3.77	0.96	0.92
Internship Options with Program (V9)	3.74	0.98	0.96
Improve My Career Opportunities (V14)	3.92	1.10	1.20
Increase My Critical Thinking Skill (V19)	3.75	1.07	1.14
Factor-4			
Culture Experience (V10)	3.37	1.12	1.24
Cost Effective Incomparision to Home Country (V11)	3.67	0.98	0.96
Higher Social Status (V13)	3.81	0.90	0.81

Factor-5			
Seeking Qualification with Worldwide Recognition (V8)	3.84	0.93	0.87
Increasing My Independence (V21)	3.77	1.03	1.06

Testing of Hypothesis

4.7 Analysis of the Relationship Between Influencing Factors and Jharkhand Students' Choice Decision to Study Abroad

Objective 4: To investigate the relationship between influencing factors and Jharkhand students' choice decision to study abroad

H₀4: There is no relationship between the influencing factors (seat unavailability, cost benefit and personal development, career advancement, high social status, world wide recognition) and Jharkhand students' choice decision to study abroad.

To test the above hypothesis, Pearson's product correlation (r) was performed; the intention was to find out whether there is any correlation between influencing factors mentioned above and students' choice decision to study abroad. The results are summarised in Table 4.7.1

Table 4.7.1: Correlations: Influencing Factors (seat unavailability, cost benefit and personal development, career advancement, high social status, world wide recognition) and Choice Decision

	Seat Unavailability	Cost Benefit & Personal Development	Career Advancement	High Social Status	Worldwide Recognition	Choice Decision
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Seat Unavailability	Pearson Correlation	1	.180**	.368**	.352**	.403**	.632**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	400	400	400	400	400	400
Cost Benefit & Personal Development	Pearson Correlation	.180**	1	.638**	.452**	.503**	.748**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	400	400	400	400	400	400
Career Advancement	Pearson Correlation	.368**	.638**	1	.440**	.505**	.792**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	400	400	400	400	400	400
High Social Status	Pearson Correlation	.352**	.452**	.440**	1	.463**	.731**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	400	400	400	400	400	400
Worldwide Recognition	Pearson Correlation	.403**	.503**	.505**	.463**	1	.785**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	400	400	400	400	400	400
Choice Decision	Pearson Correlation	.632**	.748**	.792**	.731**	.785**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	400	400	400	400	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.7.1 shows the correlation test for the all five factors (seat unavailability, cost benefit & personal development, career advancement, high social status and worldwide recognition) and choice decision. The result shows the positive direction of relationship between these

variables. The results demonstrate that the significance (p) value is 0.000 which is less than 0.01 hence the two tailed test is significantly positive. Thus it can be concluded that there is significant relationship (0.01 level) between the influencing factors and students' choice decision to study abroad. **Hence null hypothesis is rejected and the alternative hypothesis (H₁₄) accepted.**

4.8 To study the impact of influencing factors on Jharkhand students' choice decision to study abroad

Objective 5: To study the impact of influencing factors on Jharkhand students' choice decision to study abroad

H_{05a}: Seat unavailability does not impact the Jharkhand students' choice decision to study abroad.

Table 4.8.1: Correlations: Seat Unavailability and Choice Decision

		Seat Unavailability	Choice Decision
Seat Unavailability	Pearson Correlation	1	.632**
	Sig. (2-tailed)		.000
	N	400	400
Choice Decision	Pearson Correlation	.632**	1
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.8.1 shows the correlation test for the Seat Unavailability in home country and choice decision. The result shows the positive direction of relationship between seat unavailability and choice decision. The results demonstrate that the significance (p) value is 0.000 which is less than 0.01 hence the two tailed test is significantly positive. This means that the more seat unavailability in home country students face the more it impact on their choice decision to study abroad. The Spearman's correlation coefficient (r) equals to 0.632 which shows that a strong positive correlation exists between "Seat Unavailability in Home Country " and "Choice Decision".

Table 4.8.2 - Regression R, R sq, Adjusted R2, and F Value Table

R, R2 Adjusted R2 and F-value of Seat Unavailability in Home Country on Jharkhand Students' Choice Design.					
Model	R	R Square	Adjusted R Square	F	Sig.
1	0.632	0.399	0.398	270.475	.000

The model summary above infers that R representing the correlation coefficient as 0.632 which means there is good correlation between dependent and independent variable, and the R-square representing the variation between seat unavailability and Jharkhand Students' choice decision as 0.399. It was found that the F- value is 270.475, which is significant at a 5% level of significance representing that, there is no linear relationship between seat unavailability and students' choice decision. The seat unavailability account for 40 percent of the variance with the choice decision. Also, the significant (P) value obtained is <0.05 for Seat Unavailability. Hence, the significant Seat Unavailability (independent variable) have

influence on the students' choice decision (dependent variable). Hence null hypothesis is rejected and the alternative hypothesis (H_{15a}) accepted.

H_{05b}:Cost benefit and personal development does not influence Jharkhand students' choice decision to study abroad.

Table 4.8.3 Correlations: Cost Benefit & Personal Development and Choice Decision

		Cost Benefit & Personal Development	Choice Decision
Cost Benefit & Personal Development	Pearson	1	.748**
	Correlation		
	Sig. (2-tailed)		.000
	N	400	400
Choice Decision	Pearson	.748**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.8.3 shows the correlation test for the cost benefit & personal development and students's'choice decision. The result shows the positive direction of relationship between cost benefit & personal development and choice decision. The results demonstrate that the significance (p) value is 0.000 which is less than 0.01 hence the two tailed test is significantly positive. This means that the more cost benefit & personal development students

face the more it impact on their choice decision to study abroad. The Spearman's correlation coefficient (r) equals to 0.748 which shows that a strong positive correlation exists between "Cost Benefit & Personal Development" and "Choice Decision".

Table 4.8.4 - Regression R, R sq, Adjusted R2, and F Value Table

R, R2 Adjusted R2 and F-value of Cost Benefit & Personal Development on Jharkhand Students' Choice Desion.					
Model	R	R Square	Adjusted R Square	F	Sig.
1	0.748	0.560	0.559	517.927	0.000

The model summary above infers that R representing the correlation coefficient as 0.748 which means there is good correlation between dependent and independent variable, and the R-square representing the variation between cost benefit & personal development and Jharkhand Students' choice decision as 0.560. It was found that the F- value is 517.927, which is significant at a 5% level of significance representing that, there is no linear relationship between cost benefit & personal development and students' choice decision. The cost benefit & personal development account for 56 percent of the variance with the Jharkhands' choice decision. Also, the significant (p) value obtained is <0.05 for Cost Benefit & Personal Development. Hence, the significant Cost Benefit & Personal Development (independent variable) have influence on the students' choice decision (dependent variable).

Hence null hypothesis is rejected and the alternative hypothesis (H_{15b}) accepted.

H₀5c: Career Advancement does not impact Jharkhand students' choice decision to study abroad.

Table 4.8.5:Correlations: Career Advancement and Choice Decision

		Career Advancement	Choice Decision
Career Advancement	Pearson Correlation	1	.792**
	Sig. (2-tailed)		.000
	N	400	400
Choice Decision	Pearson Correlation	.792**	1
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.8.5 shows the correlation test for the career advancement and students's'choice decision. The result shows the positive direction of relationship between career advancement and choice decision. The results demonstrate that the significance (p) value is 0.000 which is less than 0.01 hence the two tailed test is significantly positive. This means that the higher student value career advancement the higher it impact on their choice decision to study abroad. The Spearman's correlation coefficient (r) equals to 0.792 which shows that a strong positive correlation exists between "Career Advancement" and "Choice Decision".

Table 4.8.6 - Regression R, R sq, Adjusted R2, and F Value Table

R, R2 Adjusted R2 and F-value of Career Advancement on Jharkhand Students' Choice Desion.					
Model	R	R Square	Adjusted R Square	F	Sig.
1	0.792	0.628	0.627	685.664	0.000

The model summary above infers that R representing the correlation coefficient as 0.792 which means there is good correlation between dependent and independent variable, and the R-square representing the variation between career advancement and Jharkhand Students' choice decision as 0.628. It was found that the F- value is 685.664, which is significant at a 5% level of significance representing that, there is no linear relationship between career advancement and students' choice decision. The career advancement account for 63 percent of the variance with the Jharkhands' choice decision. Also, the significant (p) value obtained is <0.05 for Career Advancement. Hence, the significant Career Advancement (independent variable) have influence on the students'choice decision (dependent variable). **Hence null hypothesis is rejected and the alternative hypothesis (H_{15c}) accepted.**

H₀5d: High Social Status does not influence the Jharkhand students' choice decision to study abroad.

Table 4.8.7: Correlations: High Social Status and Choice decision

		High Social status	Choice Decision
High Social status	Pearson Correlation	1	.731**
	Sig. (2-tailed)		.000
	N	400	400
Choice Decision	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.8.7 shows the correlation test for the high social status and students's choice decision. The result shows the positive direction of relationship between high social status and choice decision. The results demonstrate that the significance (p) value is 0.000 which is less than 0.01 hence the two tailed test is significantly positive. This means that higher the student value high social status the higher it impact on their choice decision to study abroad. The Spearman's correlation coefficient (r) equals to 0.731 which shows that a strong positive correlation exists between "High Social Status" and "Choice Decision".

Table 4.8.8- Regression R, R sq,Adjusted R2, and F Value Table

R, R2 Adjusted R2 and F-value of High Social Status on Jharkhand Students' Choice Desion.					
Model	R	R Square	Adjusted R Square	F	Sig.
1	0.731	0.535	0.534	467.963	0.000

The model summary above infers that R representing the correlation coefficient as 0.731 which means there is good correlation between dependent and independent variable, and the R-square representing the variation between high social status and Jharkhand Students' choice decision as 0.535. It was found that the F- value is 467.963, which is significant at a 5% level of significance representing that, there is no linear relationship between high social status and students' choice decision. The high social status account for 54 percent of the variance with the Jharkhands' choice decision. Also, the significant (p) value obtained is <0.05 for High Social Status. Hence, the significant High Social Status (independent variable) have influence on the students'choice decision (dependent variable). **Hence null hypothesis is rejected and the alternative hypothesis (H_{15d}) accepted.**

H_{05e}: World Wide Recognition does not impact the Jharkhand students' choice decision to study abroad.

Table 4.8.9: Correlations: Worldwide recognition and Choice decision

	Worldwide Recognition	Choice Decision
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Worldwide Recognition	Pearson Correlation	1	.785**
	Sig. (2-tailed)		.000
	N	400	400
Choice Decision	Pearson Correlation	.785**	1
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.8.9 shows the correlation test for the worldwide recognition and students's'choice decision. The result shows the positive direction of relationship betweenworldwide recognition and choice decision. The results demonstrate that the significance (p) value is 0.000 which is less than 0.01 hence the two tailed test is significantly positive. This means that the more student value worldwide recognised qualification the more it impact on their choice decision to study abroad. The Spearman's correlation coefficient (r) equals to 0.785 which shows that a strong positive correlation exists between “Worldwide Recognition” and “Choice Decision.

Table 4.8.10 - Regression R, R sq,Adjusted R2, and F Value Table

R, R2 Adjusted R2 and F-value of Worldwide Recognition on Jharkhand Students' Choice Desion.					
Model	R	R Square	Adjusted R Square	F	Sig.
1	0.785	0.616	0.615	653.155	0.000

The model summary above infers that R representing the correlation coefficient as 0.785 which means there is good correlation between dependent and independent variable, and the R-square representing the variation between worldwide recognition and Jharkhand Students' choice decision as 0.616. It was found that the F- value is 653.155, which is significant at a 5% level of significance representing that, there is no linear relationship between worldwide recognition and students' choice decision. The worldwide recognition account for 62 percent of the variance with the Jharkhands' choice decision. Also, the significant (p) value obtained is <0.05 for Worldwide Recognition. Hence, the significant worldwide recognition (independent variable) have influence on the students' choice decision (dependent variable). Hence null hypothesis is rejected and the alternative hypothesis (H_{15e}) accepted.

4.9 Analysis of the Difference Between Perception Among Jharkhand Students' on Factors Influencing Choice Decision and Demographic Variable.

Objective 6: To find out whether factors identified as influencing choice decision vary with demographic profile of the students.

H₀₆: There is no significant difference in the perception among Jharkhand students' on influencing factors (Seat Unavailability, cost benefit and personal development, career advancement, high social status, worldwide recognition) of choice decision to study abroad based on gender.

Table 4.9.1 – One Way ANNOVA Test

	Gender	N	Mean	Std. Deviation	F	Sig.
Seat	MALE	254	3.434	0.846	.835	.361

Unavailability	FEMALE	155	3.518	0.778		
	Total	400	3.466	0.821		
Cost Benefit & Personal Development	MALE	254	3.185	0.839	6.735	.010
	FEMALE	155	3.457	0.689		
	Total	400	3.288	0.796		
Career Advancement	MALE	254	3.669	0.773	4.274	0.039
	FEMALE	155	3.839	0.681		
	Total	400	3.733	0.744		
High Social Status	MALE	254	3.709	0.794	0.766	0.382
	FEMALE	155	3.794	0.751		
	Total	400	3.741	0.778		
Worldwide Recognition	MALE	254	3.687	0.867	10.381	0.001
	FEMALE	155	3.994	0.705		
	Total	400	3.803	0.822		
Overall choice Decision	MALE	254	3.537	0.614	5.974	0.015
	FEMALE	155	3.720	0.512		
	Total	400	3.606	0.583		

Interpretation: The Analysis of Variance table was used in an objective to find whether there exists a significant difference in the perception among Jharkhand student on the factors influencing choice decision based on gender. It was revealed from the results that overall choice decision scores (Male: $M = 3.54$, $S. D = 0.614$, Female: $M = 3.72$, $S. D = 0.512$) and among factors except for seat unavailability ($p = 0.361$) and high social status ($p = 0.382$), all three factors have significant difference in the perception among Indian students at a 5% level

of significance as the p values of cost benefit & personal development, career advancement, and worldwide recognition constructs were less than 0.05. The result suggested female respondents tend to pay more attention towards seat unavailability, cost benefit & personal development, career advancement, high social status, and worldwide recognition. The mean ranks for female respondents were comparatively higher than the male counterparts on all five the constructs.

In conclusion, the results in Table 4.9.1 showed cost benefit & personal development, career advancement, and worldwide recognition were significant. **Hence, there is sufficient evidence to reject null hypothesis and support alternative hypotheses (H_1). There is significant difference in the perception among Jharkhand students' on influencing factors (seat unavailability, cost benefit and personal development, career advancement, high social status, worldwide recognition) of choice decision to study abroad based on gender.**

4.10 Summary of Hypotheses

Table 4.10.1 Summary Table of Hypotheses

Null Hypothesis	Status
H ₀ 4: There is no relationship between the influencing factors (seat unavailability, cost benefit and personal development, career advancement, high social status, worldwide recognition) and Jharkhand students' choice decision to study abroad.	Rejected
H ₀ 5a: Seat Unavailability does not impact the Jharkhand students' choice decision to study abroad.	Rejected
H ₀ 5b: Cost benefit and personal development does not influence Jharkhand students' choice decision to study abroad.	Rejected
H ₀ 5c: Career Advancement does not impact Jharkhand students' choice decision to study abroad.	Rejected

H ₀ 5d: High Social Status does not influence the Jharkhand students' choice decision to study abroad.	Rejected
H ₀ 5e: World Wide Recognition does not impact the Jharkhand students' choice decision to study abroad.	Rejected
H ₀ 6: There is no significant difference in the perception among Jharkhand students' on influencing factors (seat unavailability, cost benefit and personal development, career advancement, high social status, worldwide recognition) of choice decision to study abroad based on gender.	Rejected

4.11 Summary of the Chapter

In this chapter the data collected from 400 students taking preparation classes, foreign language classes, NEET, and JEE Mains examinations from four selected cities of Jharkhand. Such as : Ranchi, Jamshedpur, Dhanbad, Bokaro and data was analyzed to arrive at a result. Different statistical tools like mean, ANOVA, factor analysis KMO and Bartlett's test of sphericity etc was applied to the collected data. To analyse the relationship between the variables, correlation test was used. To analyse impact of independent variable (Sources of Information) on dependent variable (student choice decision), regression analysis was used. Hypothesis was also tested. The chapter has presented statistical results on the basis of which the findings and conclusions were drafted and interpreted. With the help of analysis and interpretation of data the correlation between constructs are established and interpreted.

CHAPTER 5: RESULT, DISCUSSIONS, CONCLUSIONS

CHAPTER 5: RESULT, DISCUSSIONS & CONCLUSIONS

5.1 Introduction

The chapter summarized the findings of the research that was discussed in the previous chapter. The summarization is based on data analysis. Result, discussion and conclusion are the presentation of the findings of the research in compact form. The findings of the chapter could effectively be related with the objectives of the study. It presents a complete frame regarding impact of factors on Indian student choice decision to study abroad. This chapter started with introduction of the chapter and then summary of research findings was presented to give a clear picture of research findings. The chapter also presents the managerial implications of the stated topic which will further help the foreign institutions, policy makers, overseas admission consultancies and government to identify the key areas where the research findings could be implemented effectively and efficiently. The limitations of the research is also mentioned in the chapter followed by scope for further research. The thesis ends with a concluding note from the author.

5.2 Result & Discussion of Findings

- **Demographics**

This study is composed from a sample of 400 respondents from Ranchi, Jamshedpur, Dhanbad and Bokaro. There were 62% male students whereas 38% were female students participated in this study. Among the total respondents, only 11% respondents' annual family income is below 2,50,000 and 30% respondents explains their annual family income in between 2,50,000 to 5,00,000. And remaining respondent's explained above 5,00,000 of their annual family income. This details that most of the students whodesires to study abroad are

from those family background who have annual family income is in range between Rs. 2,50,000 to Rs.5,00,000 and also above Rs.5,00,000. Most of the interviewed students were just completed their Intermediate and wanted to get admission for Bachelor Degree. 52% respondents were from Bachelors level of study and 48% were from Masters level of study. Out of the total respondents, 42% respondents were from Medical background whereas 58% were from engineering background.

- **Sources of Information (People and Factors)**

The sources of information include parents, family members, friends, recruitment agents, teachers, academic advisors, siblings, and others. To understand the role and the importance of these sources of information, discussions and implications are made based on the test results reported in an earlier chapter. This analysis creates an effective link between how students hear about abroad education, their preference information mode and whose advice they rely on to actually do the selection.

The finding exhibits that 43% respondents having family members who previously studied in broad and 57% respondents said no one from their family previously studied abroad. The analysis confirms that the decision of respondents to study abroad is not really influenced by family members who previously studied abroad.

However, in another analysis it is found that 60% of respondents replied they have friends who previously studied abroad. And 40% of respondents confirms of not having any friends who studied abroad previously. The analysis recommends that this market to a certain level gets influenced by their friends who previously have studies in abroad.

Parents are the key influencers with a highest mean value of 3.98 followed by former participants and also friends who studying in abroad with a mean value of 3.80 and 3.75 respectively. Sibling seen as less influencers to this market while taking decisions to

study abroad. This analysis support the review of literature explaining parents have greatest influences on this market while making decisions to study abroad.

Family financial status is another most important influencing factor with highest mean value of 3.85 followed by worldwide recognized qualification and relative sponsors with a mean value of 3.84 and 3.77 respectively. On the other side, **Foreign Scholarship with a mean value of 2.78 is least influencing factor to this market for students while taking decisions to study abroad.** This help the researcher to support the existing literature review stating that family financial status is one of the most influencing factors to this market students while making decisions to study abroad.

It is believe that parents and family members are the most truthful and reliable information provider on overseas education. Majority of the respondents were financially maintained by their parents. Therefore, foreign institutions should realize that they should advertise in this market in such a way that the programs and courses available information easily reaches and accessible to the parents.

5.2.1 Summary of Objectives Ananlysis

Objective 1: To identify factors & sources of information influencing the choice decision to study abroad

The international education decision-making is found to be mainly self-motivated. However, it seems that students might not be the sole decision makers due to the complex nature of the decisions and choices involved. In support of this, survey findings revealed that decision-making process also involved **their parents and other sources of informations**. The choices and decisions that students made in regard to their higher education in Jharkhand could be under the influence of **parents**.

After parents, respondents rated **former participants** as the next most important influencers. The influence was predominantly strong especially when there is **family or friends living in the destination country and/or when family and friends have previously studied there**. **Friends** figured out as another major influencer of student choice decisions. The information received from family and friends those are related to abroad education are treated as **the important source of information which is taken as most reliable and not commercially oriented**. These sources are much easier to trust as they are seen as not motivated by profit.

Similarly, recommendations from the **academicians such as professors and teachers** can also change the students' decision in choosing study destination abroad. **The academicians' suggestions are often seen with a high value and able to boost students' confidence towards the chosen university**. The view of academicians is considered to have a high credibility and reliable information. The research findings from this study explain **professors, teachers as an important influencer while making decision to study abroad**.

Siblings who studied previously can explain the application system, the available alternatives, and provide insights into the topics that they study. Information reduces uncertainty. A **sibling** in the same college could help out with housing and class assignments; provide literature and a social network. **However, the research findings from this study explain siblings as least influencer while making decision to study abroad**.

The study suggested **that education agents** are also influencing factor in choice decision made by international students for overseas education. The recommendations by them influencers are prevalent in the choice of study destination, institution and/or program and course.

The research findings from this study also explains that for Jharkhand students **foreign scholarship** is least influencing factor while making decision to study abroad.

The research findings from this study explains that for Jharkhand students **program cost** is an important influencing factor while making decision to study abroad.

The research findings from this study explains that for Jharkhand students **duration of program** is an important influencing factor while making decision to study abroad.

The research findings from this study explains that for Jharkhand students **duration of program** is an important influencing factor while making decision to study abroad. **Country image** consists of the symbols and associations that people envision when thinking about a particular country. These associations influence judgments in relation to particular foreign countries.

The research findings from this study explains that for Jharkhand students **family financial status** is most important influencing factor while making decision to study abroad.

Desired course availability is important for students while selecting an institution. The research findings from this study explains that for Jharkhand students **availability of desired course in host country or we can say unavailability of desired course in home country** is important influencing factor while making decision to study.

Lack of seat availability is the most important factor for student while making decision to study abroad. The research findings from this study explains that for Jharkhand students **seat unavailability in home country** is important influencing factor while making decision to study abroad.

The research findings from this study explains that for Jharkhand students internship option is one of the most important influencing factor while making decision to study abroad. The internship option with programs focus entirely on gaining career experience, run during the

summer, and are ideal when you're working with a modest budget. These unpaid, pre-professional opportunities are great for developing workplace skills, learning about a career, giving you workplace experience for your resume, maintaining a healthy work/life balance, and helping you build a professional network.

Objective 2: To study the benefits that students' desire while taking decision to study abroad

The research objective concerning the benefits associated to an international education is not only answered based on theory but also further researched by a survey. The research findings demonstrate that learning about others culture got a least mean score value that explain the issue of migration is of less importance for the Jharkhand students.

The remaining benefits were viewed as being important and related to international education. A difference in importance between these benefits could also be identified. The top four benefits were: the respondents experience for study abroad will **improve their career opportunities**. Followed by respondents believe that studying abroad will have **higher social status** and prestige after finishing their studies, make them **more independent**, and also **increase their critical thinking skills**.

To sum up, the main benefits connected to international education are **improved English, culture experience, personal development, critical thinking skill, make more marketable, enhance professionalism , and cost effectiveness in comparison to home country**. It is also a benefit that you **get access to an education with unique course which are not available in home country, higher quality education and unique knowledge**, that your studies abroad leads to better carrier opportunities. That study abroad gives a certain **status and prestige, give an opportunities to make friends from other countries**, and that the learning about others culture is viewed as being neither important nor unimportant.

Objective 3: To examine the obstacles that disturb students while taking decision to study abroad

The perceived barriers were viewed as being important to think upon for motivating student for international education. A difference in importance between these obstacles could also be identified. **The top four obstacles were the complications with test preparation for getting admission in abroad such as GMAT, GRE, MCAT, etc., respondents perceived fear of getting low grades while studying abroad, fear of safety in other country, and fear of travelling to a new country.**

To sum up, the main obstacles associated to international education were lack of family support, work internship obligations, not meeting admission requirements, complications with pre-admission test preparation, homesickness, fear of getting low grades in abroad, and delaying graduation in comparison to home country. Additionally, Passport, visa requirement, travelling fear to new country, fear of safety in new country is also important obstacles that disturb students' decision and that the program cost is viewed as being neither important nor unimportant obstacle that disturb students while making decision to study abroad.

Objective 4: To investigate the relationship between factors influencing and student choice decision to study abroad.

The study discovered that Indian student's choice decision to study abroad was influenced by five broad factors. They were: seat unavailability reason, Cost Benefit & Personal Development, Career Advancement, High Social Status, and Worldwide Recognition. The study measured the relationship between each of the factors with choice decision.

- **Seat Unavailability:** The test shows the positive direction of relationship between seat unavailability and Choice Decision as the p-value is significant positive. This means that

the more seat unavailability in home country students face the more it impact on their choice decision to study abroad.

- **Cost Benefit & Personal Development** of the student is one of the broad significant factors in the literature that was observed to have an impact on the student choice decision to study abroad. Personal development is believed to be a very strong factor that contributes to the motivation. The top motivations that encouraged the students' decision take into account of the pursuit of international experience as well as better career prospects in the future. The test shows the positive direction of relationship between Cost Benefit & Personal Development and Choice Decision as the p-value is significant positive. This means that the higher student value cost benefit & personal development the higher it impact on their choice decision to study abroad.
- **Career Advancement** was one of the broad factors implicated in the literature. Student perceives that their career will unfold through international studies or a degree obtained abroad and enhances their career opportunities. The test shows the strong positive direction of relationship between Career Advancement and Choice Decision as the p-value is significant positive. This means that the higher student value career advancement the higher it impact on their choice decision to study abroad.
- **High Social Status** is one of the broad significant factors in the literature that was observed to have an impact on the student choice decision to study abroad. international firms believes that those students who perviously studied abroad are more attractive and attentive as these candidates are already having exposure towards international cultures and are able to communicate effectively with people from any other countries. The test shows the strong positive direction of relationship between High Social Status and Choice Decision as the p-value is significant positive. This means that the higher student value high social status the higher it impact on their choice decision to study abroad.

- **Worldwide Recognition** is also one of the broad crucial factors that were believed to have greater impact on the student choice decision to study abroad. Seeking qualification with worldwide recognition pushes and motivates the students to pursue their study from abroad. The test shows the strong positive direction of relationship between Worldwide Recognition and Choice Decision as the p-value is significant positive. This means that the more student value worldwide recognised qualification the more it impact on their choice decision to study abroad.

Hence, this study upholds the view that there is very strong positive relationship between all five factors (seat unavailability, cost benefit & personal development, career advancement, high social status, & worldwide recognition) and choice decision.

Objective 5: To study the impact of influencing factors on Jharkhand students' choice decision to study abroad

This objective is aimed to exhibit the impact of influencing factors on Jharkhand students' choice decision to study abroad. The model summary in the regression analysis infers good correlation between dependent (Choice Decision) and independent variable (seat unavailability reason, Cost Benefit & Personal Development, Career Advancement, High Social Status, and Worldwide Recognition). Thus the overall choice decision is strongly impacted by all the independent variables. Among the significant Independent variables, based on the standardized beta value, career advancement factor had the biggest influence on the dependent variable i.e Jharkhand students' choice decision, followed by worldwide recognitions, cost benefit & personal development, high social status, seat unavailability in home country.

Objective 6: To analyse whether factors identified choice decision varying with the demographic profile of the student.

This objective is aimed to exhibit the significant influences of demographic variables on the factors influencing choice decision to study abroad. These demographic variables, which were considered here, are gender, family income level, level of study, and program of study. Firstly, gender was examined as a demographic factor. To state the decision varying between gender, T- test were performed. According to the statistics, **There is a significant difference in the perception among Indian student on the factors of choice decision based on gender.** The result also suggested that female respondents tend to pay more attention towards seat unavailability in home country, cost benefit & personal development, career advancement, high social status, and worldwide recognition. The mean ranks for female respondents were comparatively higher than the male counterparts on all five the constructs.

Secondly, level of study was examined and found that **there is a significant difference in the perception among Indian student on the factors of choice decision based on level of study.** It was revealed from the results that overall choice decision and factors except for high social status and worldwide recognition, all three factors (seat unavailability, cost benefit & personal development, and career advancement) have significant difference in the perception among Indian students. The result suggested bachelors level respondents tend to pay more attention towards seat unavailability, cost benefit & personal development, career advancement, high social status, and worldwide recognition. The mean score for bachelors level respondents were comparatively higher than the masters level counterparts on all five the constructs.

Thirdly, Program of study was examined. According to the findings, **there is a no significant difference in the perception among Indian student on the factors of choice decision based on program of study.** It was revealed from the results that overall choice decision and factors except seat unavailability and career advancement, all three factors (cost benefit & personal development, high social status, and worldwide recognition) do not have significant

difference in the perception among Indian students. The result suggested engineering students tend to pay more attention towards seat unavailability, cost benefit & personal development, career advancement, high social status, and worldwide recognition. The mean score for engineering students were comparatively higher than the medical counterparts on all five the constructs.

Fourthly, level of income was examined. According to the findings, **There is a no significant difference in the perception among Indian student on the factors of choice decision based on level of family income.** It was revealed from the results that except seat unavailability and cost benefit & personal development, all three factors (career advancement, high social status, and worldwide recognition) do not have any significant difference in the perception among Indian students. Respondents with the family income level between 2,50,001 to 5,00,000 had the highest mean score, and respondents with the family income level between 500001 to 750000 had the lowest mean score.

5.3 Contributions of the Study

The study examines the various demographic factors and the key factors that influence student's choice decision to study abroad. As per literature survey findings, such study and survey on identifying factors influencing choice decision of Indian student to study abroad have not been fully conducted till date. Thus, this research paves the way to understand the student's perception regarding benefits as well as barriers while making choice decision to study abroad.

5.3.1 Theoretical Implications

Survey findings revealed that decision-making process also involved their parents and other sources of information. From the research findings it could be concluded that the students from Jharkhand believe information received from their parents are the most trusted sources of information for any matter related to abroad higher education. This study discovers that parents were the main financial funding providers of most of the respondents' overseas education. Previous studies also agreed on the parents' role in sponsoring students' overseas education (Pimpa, 2004; Lee, 2015). Some respondents revealed that the decision to study abroad is made by their parents. This finding is agreed by other researchers that parents often play a role in helping students decide for their future (Pimpa, 2004; Sullivan, 2006; Sojkin et al., 2012).

After parents, respondents rated former participants, friends, relatives, siblings, academic advisor as the next most important influencers. Studies by (Mazzarol & Soutar, 2002; Pimpa, 2003; UKCOSA, 2006; Padlee et al., 2010; Morrish & Lee, 2011; Cheng et al., 2013; Singh et al., 2014;) found strong evidence of the influence of various external parties on the role of information sharing and/or providing personal recommendations in regard to students' overseas education. In (Mazzarol & Soutar, 2002) study, the authors explained that in addition to parental influence, personal recommendations from relatives, friends and other influencers might also impact on students' choice decision of host country. Similarly (Cheng et al., 2013) also agreed that recommendations by friends and relatives are the most predominant source of information and persuasion in particular on the choice of institution. Similarly, in a survey jointly collaborated by The Council of International Education (UKCOSA, 2006) and British Council in the UK, the choice of institution was most frequently driven by personal recommendations (UKCOSA, 2006).

Studies over the decades have demonstrated the importance opinions of friends while international students choosing foreign institutions (Bourke, 2000). Shanka (2005) in his study showed that 37% of international students of under-graduate level marked parents and their friends as major sources of information for the UK and Australia. As there are several reasons for this. for example: having a friend who studying in the same university in abroad, one's experience of immediate family members and friend. The information received from family and friends are allied with the importance of word-of mouth communication which is believed as most reliable as well as not commercially treated. These sources are much easier to trust as they are seen as not motivated by profit.

Siblings who studied previously can explain the application system, the available alternatives, and provide insights into the topics that they study. A sibling in the same college could help out with housing and class assignments; provide literature and a social network. The relevance of older siblings is also confirmed by (Ceja, 2006; & Elías McAllister, 2012), who study Mexican American families with children applying to college. (Ceja, 2006) Further emphasizes that when parents are absent or uninformed, siblings play an even more important role. However, the research findings from this study explain siblings as least influencer while making decision to study abroad.

On a similar note, (Pimpa, 2003) also suggested that peers and agents as the most important on-familial sources of influence. According to the author, while friends tend to provide general information, education agents on the other hand deliver more in-depth and academic-related information. Education agents usually provide extensive assistance to prospective students: from academic-related advice (pertaining to university, programs and courses) to non-academic arrangements on travel and accommodation (Pimpa, 2003). In view of the above, the study takes a similar notion in supporting the above studies that education agents are also influencing factor in choice decision made by international students for overseas

education. The recommendations by them are prevalent in the choice of study destination, institution and/or program and course.

Another factor that influences the decision making process is the impact of financial aid in students' university choice. Financial aid reduces the costs borne by students. Financial aid-scholarship, loans or grants are very important for students (Hoyt & Brown, 2003). Foskett et al., (2006) say that availability of financial aid exerts a significant influence on students' choice of a higher education institution. The European Union identifies financial issues as a key factor determining an Indian student's choice of destination and has therefore made several scholarships available over time. However, the research findings from this study explains that for Jharkhand students foreign scholarship is least influencing factor while making decision to study abroad.

Sidin, Hussin, & Soon (2003) advocated that the level of family income of students is probably affecting their college choice decision in terms of public-private institutions. Lower the average family income, there less likely students would choose for a private institution. *Obermeit* (2012) talked about that the choice process which is influenced by the financial resources of the family. Similarly, (*Kusumawati, Yanamandram, & Perera*) revealed that parents play key role as the source of funding in their choice. A related with this study, in the study conducted by (*Sojkin et al., 2012*) the results reveal that there are no significant differences among the participants' views in terms of family income level.

A study conducted by *Bodycott and Lai* in 2009, which defines that family wholly considered as factor who offers fund for tuition fee and cost of living. In their study, 89.5% of students responded that one or both of the parents remains the major fund providers for their cross-border studies. (*Elliott & Soo, 2013*) pointed out that higher fees reduce the number of applicants. The research findings from this study explains that for Jharkhand students program cost is an important influencing factor while making decision to study abroad.

There are several types of study abroad programs that cover different models and varying course of durations. Year-long programs conclude after the student spends an academic or calendar year in the host country (Farrugia et al., 2013). Short-term programs have grown in popularity, with 59% of students in 2011 – 2012 participating in this type of program. This growth represents an 11% increase during the past decade. The research findings from this study explains that for Jharkhand students duration of program is an important influencing factor while making decision to study abroad.

This factor refers to where a university is located geographically, and close proximity to home or city center. *Veloutsou et al.*, (2004) say that the location of the university and the geography of its surroundings are characteristics that are of pivotal importance for students. *Lindong* (2007) emphasizes that if the location of any university is close to a housing area, it will be a considerable advantage for this institution. *Hafazlolu & Ozdemir* (2010), a half of the participants stated that the location of a university affected their decision on their place of study. Country image consists of the symbols and associations that people envision when thinking about a particular country. These associations influence judgments in relation to particular foreign countries. The research findings from this study explains that for Jharkhand students duration of program is an important influencing factor while making decision to study abroad.

Financial aspect is another an important aspect while making decision-making process which includes several costs. Such as: program costs, living cost and studying abroad cost. This treats decision-making as purposive processes which needcautions of decision-maker, efforts and initiatives. Evidence is mixed regarding the relationship between household income and intent to study abroad. *Salisbury et al.*, (2009) found that lower income students are less likely to study abroad than higher income students. Yet (Stroud, 2010) found no significant correlation between household income and the intent to study abroad. In a later study,

(Salisbury et al., 2010) found that low-income women are less inclined to study abroad, but among men, income level was not significant. The cost of study abroad might be mitigated by access to more financial resources, so we argue that the greater the student's household income, the more likely he or she is to seek a study abroad experience. Because results of prior studies are mixed, we attempt to study the effect of household income on the relationship between desire for individual growth and intent to study abroad. Students listed cost issues as the most important factor affecting their decision to study abroad in a study conducted by (Lee, 2014). The research findings from this study explains that for Jharkhand students family financial status is most important influencing factor while making decision to study abroad.

The study identified top four benefits. They are: the respondents experience for study abroad will improve their career opportunities, studying abroad will have higher social status and prestige after finishing their studies, make them more independent, and also increase their critical thinking skills.

The top four obstacles were the complications with test preparation for getting admission in abroad such as GMAT, GRE, MCAT, etc., respondents perceived fear of getting low grades while studying abroad, fear of safety in other country, and fear of travelling to a new country. However, the cited obstacles included lack of confidence, problems in meeting GPA requirements for admission (Brux& Fry, 2009; Doyle, et al., 2009; Sánchez et al., 2006). Lack of knowledge was reported as a barrier to participation by (Matthews et al., 1998; Doyle et al., 2009).

5.3.2 Practical Implications

The terms globalization, global citizen, global culture, global workforce, and global economy are becoming more common around the world. When we discuss “global” or “international,”

education is often associated with achieving the global knowledge and skills. International education has become an important industry in many countries like U.S., Australia, and Canada. International students contribute massive sum of money to the economy and generate substantive amounts of work for the country's people.

Since abroad education has become an important section it is essential to treat it as an industry. Country, institutions and other involved stakeholders all should think upon education sector in similar way as they think upon other business sector. This study has concluded that a number of benefits are considered important by students when they think upon engaging in an international education. The understanding of these benefits is important and has useful implications for stakeholders such as admission consultancies, universities and governments. If the government and university have knowledge regarding what kind of benefits international students are looking for when they make a choice decision to take part in an international education the related stakeholders can focus on those benefits in their work to attract more Indian students.

The study concluded that parents **considered as most trusted informations source for matter related to abroad education**. In addition to the parents, this market **also considers former participants and friends studying abroad as reliable source of informations related to overseas education**. The study help researcher to find out the most dominating influencers to this market segment.

Apart from most influencing factors as person, the study also **demonstrated that family financial status, along with seeking worldwide recognized qualification and relative sponsors** as also most important factors to this market for students while taking decisions related to international higher education.

The results of the survey showed also that among other things, **personal development, career development and opportunities, culture understanding, unavailability of seat in**

home country, cost effectiveness, unavailability of desired course in home country, higher social status, more independent, increased critical thinking skills, higher quality, and improved english constitutes important benefits connected to international education. When stakeholders have this understanding then only it is possible to work on delivering the above considered benefits and to emphasize these aspects in marketing campaigns.

This study has also concluded that among other things, barriers related to difficulties with preparation of test like GRE, GMAT, MCAT, LSAT, Etc. and low grade fear in abroad are the biggest perceived obstacle/ barriers while taking decisions about international higher education. Additionally, fear of safety, fear of travelling to new country, internship obligations, are another factors which obstruct students' decision international higher education.

5.4 Conclusion and Recommendations

The study reveals the key factors influencing choice decision to study abroad. The survey suggests key factors driving for abroad education are, it is easier to get an admission in abroad as compare to home country where there is intense competition for limited seats in India. There are certainly far more students than there are seats available in India. The simplicity in getting admission in abroad has a positive effect on attracting Indian students to a country. Indian students aspiring for quality education in premier institutions are restricted by the opportunities available in India. Another fact is that studying in abroad is cheaper than home country. Another, students' decision to study abroad usually derives from their perception that abroad education is better than the home country educations. International

experiences, while motivating to meet educational goals, are another common driving forces for students to opt for abroad education.

The study contributes to understand the complex nature of Indian students' college choice decision. Researchers have identified a relatively consistent set of factors that affects students' choice decision, namely: Seat unavailability in home country, cost benefits and personal development, career advancement, culture understanding, and worldwide recognition. Based on the review of literature on internationalization, university choice and decision making models, consumer behaviour and buyer decision process, as well as by conducting an empirical study at four major cities of Jharkhand. This study intended to offer additional insights into the information gathering for the choice decision process of Indian students. The study derives that student choice decision has strong and positive relationship with seat unavailability in home country, cost benefit and personal development, career advancement, high social status, worldwide recognized qualification. The findings also suggest that factors identified choice decision has been varying with demographic profile of the student in most of the cases.

During the search for a potential study destination as well as institution choice, students may acquire important information from a third party, such as their parents, relatives, friends, overseas institutions representatives, educational agents, as well as internet searches. Similarly the study discovers the strong influence of parents, former participants, and friends studying abroad in affecting international students' decision-making. When it comes to deciding to study abroad, family income, worldwide recognized qualification, sponsorships, career opportunities, personal development, positive image and a safety at study destination are key attractions for international students. And also at the same time they want the experience associated international education as it helps to broaden the experiences as individuals.

On the basis of results derived from the study, following recommendations are given:

1. The survey suggests unavailability of seats in home country as major factor which pushes students to abroad. So creating more government colleges will be beneficial for the country as well as related stake holders.
2. This study contributed to identify the factors due to which students take decision to move towards abroad for their higher education. Hence, this study will help the Government and related stakeholders to understand the need of seat increment of desired course among Indian students within country.
3. As the new National Education Policy of India aims to switch the country from being a 'sender', to becoming a destination country for students in the region.(Ministry of Human Resource Development, Government of India, 2020). This study would help Governments and higher education institutions to re-design marketing strategies as well as to develop more diverse admission procedure with trimming down the admission formalities.
4. This study has contributed to identify the perceived benefits and barriers that Jharkhand students consider while making decision to study abroad. This would help in the formulation of marketing strategies to the local universities and colleges, as well as to the foreign universities.
5. The study directed that factors such as seeking qualification with worldwide recognition pushes and motivates the students to pursue their study from abroad. Hence, Indian Institutions and colleges should be accredited internationally and should recognized all over the world and can open many doors for student around the globe.
6. The study demonstrated that factors like fear of safety in host country, fear of travelling to new country. Interest in international education is related to concern for safety among students as well as their parents. In the current situation, addressing these need are more important in order to avert students from refraining from abroad study due to safety concerns. Hence, addressing these concerns for student safety is important for the

students and their parents. This can be attained by maintaining open communication and transparency between students and education agents who are responsible for their admission in abroad and proactively addressing as well as educating students and their parents about safety concerns while studying abroad.

7. The study directed that factors such as program cost, lack of family support are the obstacles for student in making overseas education decision. Hence, International institutions should re-design their programs in such a way that it should be cost-effective and do not lengthen course for a long period. The time frame of course completion should be reasonable for students. Additionally, it is suggested that Global universities could often be worked out through scholarships, financial aid packaging in order to attract Indian students through advertising the availability of scholarships to prospective students abroad as per their nationality.
8. obtaining better and high quality education is one of the important benefit that students wishes to grab, because a sit helps them enhancing their career opportunities after their studies complition, and also helps to improve critical and analytical thinking skill.Hence, This led the researcher to give commendation that foreign institutions must re-structure their program that match with industry demand also help studenst to enhance their critical thinking and bemore creative. International institutions must involve in systematic communication program that designed to aware students regarding the benefits of studying abroad with pointing-out the benefit of new career opportunities, as well as anexposure towards fun and interesting experiences.
9. A well-known brand name of an institution should be established inorder to improve its market coverage in right time. Asuccessful brand name of institution help to develop professionally in competitive world. It act as most important factor that possible students consider in making decision for their higher education.

10. Collaboration with active alumni is one of the effective ways to connect with international students. (Choudaha R. , 2013) noted that prominent international alumni can serve as an effective resource for student marketing and recruitment activities. International alumni can also serve as excellent and reliable advisor to prospective international students. With some means of social media, institutions can re-establish contact with their alumni and encourage them to participate in their international student recruitment process and activities.

11. Early outreach and marketing in high school and during college fairs and exhibitions in home country is another suggestion that could be given to the global institutions. Global universities should increase their participation in a number of educational fairs, which take place in the countries. Present the image that study abroad is an attainable and valuable experience for students of all academic disciplines. When students attend these college fairs in addition to have information related to admissions on the university or college, it is imperative that some information about study abroad be presented so that those students put once their thought towards abroad education also while deciding for admissions.

Additionally, global universities should contact Indian schools, colleges and universities in order to visit and give presentations about their higher education institution, and its programs of study. During these visits, institutions can also distribute its promotional leaflets and posters. Also, they could arrange meetings with the Directors and/or careers counsellors and describe the advantages of their students studying in their institutions.

It should also set up transfer agreements with some of these home country's college and universities where their students would be transferred to the second or third year at foreign institution to gain international exposure.

12. Although recruiting agent in home country are biggest strength for foreign institutions to get international students. Many students have serious complaints about agents/representatives and express their dissatisfaction with the quality of the services they receive. The foreign institutions admissions department should verify the agent's credentials before authorising him/her to represent and recruit for their college.
13. As the ultimate objective of any marketing effort is to meet the needs and desire of customers, all players in the international higher education industry have a task to perform in guarantying that not only good promises are made to potential students but also that the country and its institutions are able to always deliver on those promises. Players in the industry, be it governments, individual institutions and staff working under them, need to understand that they are operating in the global market and their competitors are from all parts of the world. Provision of quality education need to be based on internationally accepted quality standards. Therefore, it is essential that factors that help supply to high reputation in terms of quality of education provided are investigated and addressed.

5.5 Limitations

There are numerous challenges that might come up during the study. Some of these will be known and understood or might be a result of intuitions.

- Data collection for the study went through several and difficult processes. Researchers faced lot of difficulties in collecting data. Firstly, making initial contact with students, and giving information for gaining access to the student data is quite difficult.
- Another possible limitation of this research is that data gathered in this research also includes data of those students who have already enrolled for an international

education in abroad. The sample in this case is not limited to international students during their initial or first year of studies.

- Most of the respondents avoided giving any comments and suggestions of the open-ended question which is the last part of the questionnaire. Therefore, it was difficult to get in-depth information of what their preferences and needs.
- Additionally, it is difficult to get an access to information, sources regarding current marketing practices used by overseas consultancies and foreign universities to encourage and attract Indian students to study abroad. Many consultancies, coaching centres, colleges, and schools are not willing to share the information about current marketing practices they are using which is required to carry out research.
- The research study is limited to only four cities of Jharkhand. Such as: Ranchi, Jamshedpur, Dhanbad, and Bokaro. Others cities of Jharkhand are not being studied. The findings of this study might not be applicable to Indian students in other geographical areas.
- The study consisted of respondents are quite homogenous. All respondents were students who are taking preparation class which lead to that only few differences could be found among the respondents.
- It was hard to get permission from the Directors of preparation classes to collect data from their centres, as some of the information extracted would reveal information that they would not like to share with anyone.
- The research study is limited to data collection over a period from July 2017 to December 2019.
- Impact of COVID-19 is not included in the study as data collection and analysis has already been done.

- Impact of Ukraine crisis not included in the study as data collection and analysis has already been done.

However, all sorts of precautions will be taken and along with interview method, a participatory and non-participatory observation method are to be used to study the behaviour, and factors that influencing students choice decision in an optimum possible effective manner.

5.6 Recommendations for Future Research

The reason behind this study is the decision to engage in an international education and is focused identifying factors influencing Indian student's decision to study abroad. For future research, the study puts forward a proposal for expansion of research scope, longitudinal study, and larger group sample sizes for comparative study as follows:

A proposal for future research to expand the area of study to include respondents from other areas outside Jharkhand state. A wider geographical area of investigation may be useful in evaluating the impact of different state characteristics on Indian students' choices and decision-making.

Factors identified in the study such as ease of admission, personal safety, etc. It would be interesting to conduct a study considering these factors as well.

Factors identified is introduced in this study were from the homogenous population as planned. The population consisted of students who are taking preparation which lead to that only few differences could be found among the respondents. It would be interesting to conduct a similar study on a more heterogeneous population where probably more differences can be found among the respondents.

Future research may consider repeating this study by conducting longitudinal research to track the different stages of the decision-making of international students, particularly to track pre and post decision. Higher education usually takes place over a long period of time

and international students' attitudes and experiences might change based on the different encounters they experience. The key benefit of a longitudinal study is the ability to examine the changing patterns (changes in behaviour) of students over time. It allows researchers to probe the underlying relationship between factors over a long period of time, thus making longitudinal research more accurate in exhibiting the causal effect of the relationship between variables.

The decision process that leads to the decision to take part in an international education is complex and extensive. This study only focuses on a few parts of that process and other interesting fields are left to study such as the effect of different external stimuli and the influence of different people involved in the process has on the actual decision. Theoretical Frame of Reference: Consumer Behaviour and the Buyer Decision Process, identifies many such interesting fields to study.

As after the completion of data collection and analysis, the COVID-19 has emerged. Though survey data had been already collected, it was not possible to include impact of COVID -19 on student decision to study abroad in this study. Hence, the study puts forward a proposal to study the impact of COVID-19 on student decision to study abroad.

As after the completion of data collection, analysis, and pre thesis presentation Ukraine crisis has emerged. Though survey data had been already collected, it was not possible to include impact of Ukraine Crisis on student decision to study abroad in this study. Hence, the study puts forward a proposal to study the impact of Ukraine Crisis on student decision to study abroad.

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APPENDICES

7. APPENDICES

7.1 Appendix – A

QUESTIONNAIRE

Survey for Factors Influencing the Student's Decision to Study Abroad

*This questionnaire is a part of a research conducted in selected cities of Jharkhand to analyze the factors influencing student's choice decision to study abroad. The purpose is to find out your thoughts and feelings concerning international education and studies abroad among the students who want to take admission in **Engineering and Medical in Bachelor and Masters level**.*

Your answers are anonymous which means that no one can link your answers to you. Please answer the questions as honestly as possible.

The questionnaire takes around 10 minutes to complete. Please read the instructions above the questions carefully.

Thank you very much for participating in the research.

These are general questions for your background information that will assist us with our research.

Name:.....

1. What is your gender?

Male ☐

Female ☐

2. What is your annual family income?

Rs.2, 50, 000 or less ☐

Rs.2, 50, 001 to Rs.5, 00, 000 ☐

Rs.7, 50, 001 to Rs.10, 00, 000 ☐

Rs.5, 00, 001 to Rs.7, 50, 000 ☐

Above Rs. 10,00,000 ☐

3. Are you planning to study abroad? If yes, which country?(Please fill in city and country, if more than one please list)

Country:.....

4. Which level of study are you participating in Abroad?

Bachelors: ☐

Masters: ☐

5. In which program are you participating in Abroad?

Medical ☐

Engineering ☐

6. How do you compare Indian Education with Foreign Education?

1. Indian Education is Better. ☐

2. Foreign Education is Better. ☐

3. Both are almost same. ☐

4. None ☐

7. How have you first learnt about studying abroad? (Please tick all that apply)

Friends already studying in abroad ☐

Academic adviser ☐

Study abroad adviser ☐ Study

abroad website ☐

Study abroad fair ☐

Former participant ☐

Family member ☐

Other (please state): _____

8. Besides you, have anyone in your family previously studied abroad?

Yes ☐

No ☐

9. Have any of your friends previously studied abroad?

Yes ☐

No ☐

10. What do you think symbolizes a good study? (You can only choose one option)

That the study develops me as a person ☐

That the study makes me able to earn a lot of money ☐

That the study gives me power ☐

That the study is fun and enjoyable ☐

11. How influential were the following people in your decision to study abroad?

Please check the column for Very Influential, Influential, Neutral, Somewhat Influential, or Not Influential

	Not Influential	Somewhat Influential	Neutral	Influential	Very Influential
Siblings					
Academic adviser					
Professor /Teacher					
Study abroad adviser					
Friend(s)					
Former participant					
Parent(s)					
Relative Sponsored					

12. What is your consideration for choosing this particular country?

1. Foreign Scholarship ☐
2. Program cost in comparison to home country ☐
3. Duration of the program ☐
4. Country of program ☐
5. Parents/ family financial status ☐
6. Unavailability of the course in home country ☐
7. Relative sponsored ☐
8. Seeking qualification with worldwide recognition ☐
9. Internship work options with program ☐
10. Unavailability of seats in desired course in home country ☐

11. Ease of Getting Admission in Abroad



13. How important were the following factors in your decision to choose your particular study abroad program? (Please tick the column corresponding to the row)

	Not Important	Somewhat Important	Neutral	Important	Very Important
Foreign scholarship					
Program cost in comparison to home country					
Duration of the program					
Country of program					
Relative Sponsored					
Family financial status					
Unavailability of the seat in home country					
Seeking qualification with worldwide recognition					
Internship options with program					
Unavailability of seats in desired course in home country					
Ease of Getting Admission in Abroad					

14. Study abroad would give me the followings:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agrees
Culture experience					
Cost effective in comparison to home country					
Access to unique courses which are not available in home country					
A higher social status					
Improve my career opportunities for me after finishing my studies					

15. To what extent do you agree or disagree with the following statements? Please check one column for Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree.

Participating in this study abroad program will help me:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning/improving a foreign language					
Making friends from other countries					
Learning about other culture					

Making me more marketable to future employers					
Increase my critical thinking skills					
Helping me professionally in aglobalized world					
Increasing my independence					

16. To what extent do you agree or disagree with the following statements?

I faced the following obstacles in my decision to study abroad:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Program cost					
Lack of family support					
Not meeting GPA requirements for the program					
Work/internship obligations					
Study abroad delaying graduation					
Not wanting to be away from home (home sickness)					
Fear of travelling to a new country					

Fear of safety in other countries					
Citizenship/Passport requirements					
Fear of getting low grades while abroad					
Complications with test preparation such as GRE, MCAT, LSAT, GMAT. Etc.					

17. Please list the top three factors that affected your decision to not study abroad?

(rank _____ in
order) _____

18. Any important factors not included in the above question which can be very important for you. Please Suggest.

- _____
- _____
- _____
- _____
- _____
- _____

Thanks for filling up the format

Signature..... (Optional)

7.2 Appendix – B

Details of statements in Questionnaire

Factors (V1 to V32)		
1	V1	Foreign Scholarship
2	V2	Program Cost in Comparison to Home Country
3	V3	Duration of the Program
4	V4	Country of Program
5	V5	Relative Sponsored
6	V6	Family Financial Status
7	V7	Unavailability of seat in home country
8	V8	Seeking Qualification with Worldwide Recognition
9	V9	Internship Options with Program
10	V10	Culture Experience
11	V11	Cost Effective Incomparison to Home Country
12	V12	Unique course not available in home country
13	V13	Higher Social Status
14	V14	Improve My Career Opportunities
15	V15	Improving Foreign Language
16	V16	Making Friends From Other Countries
17	V17	Learning About Other Cultures
18	V18	Making Me More Marketeable
19	V19	Increase My Critical Thinking Skill
20	V20	Helping Me Professionally

21	V21	Increasing My Independence
22	V22	Program Cost
23	V23	Lack of family support
24	V24	Not meeting GPA requirement for program
25	V25	Work internship obligation
26	V26	Study abroad delaying graduation
27	V27	Not wanting to be away from home
28	V28	Fear of travelling to new country
29	V29	Fear of safety
30	V30	Passport citizenship requirements
31	V31	Fear of getting low grades in abroad
32	V32	Complications with test preparation like GMAT, GRE

PUBLICATIONS AND PRESENTATIONS









List of Publications

1. Agarwal Khushbu, Bhattacharya Rumna (2017).Employee Resistance : Failure to Change Program. *IUJ Journal of Management*, 5(2), 42-46.
2. Agarwal Khushbu, Bhattacharya Rumna, Banerjee P. K. (2018). Comparative Analysis of Factors Influencing the decision to Study Abroad. Current journal: Journal for all Research. 5(17), 106-115
3. Agarwal Khushbu, Bhattacharya Rumna, Banerjee P. K. (2019). A Study on the Factors Influencing Student's Choice Decisions to Study Abroad in Ranchi & Jamshedpur. International Journal of Advance Research in Commerce Management & Social Science (IJARCMSS), 2(2), 65-80.

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