

A Study On Student Perception Towards Higher Studies In Foreign Countries

Gowtham C¹, Dr. W. Saranya²

Department of B. Com with Professional Accounting

¹Student, Sri Ramakrishna College of Arts & Science Coimbatore

²Associate professor, Sri Ramakrishna College of Arts & Science Coimbatore

Abstract- *This research aims to examine the perceptions, motivations, challenges, and awareness levels of students regarding higher education opportunities abroad. The study seeks to comprehend the factors that drive out-migration, obstacles inhibiting participation, and student's level of awareness regarding study-abroad programs. The findings reveal a positive outlook on studying abroad, driven by economic opportunities, educational quality, and cultural experiences, despite significant challenges such as financial constraints and language barriers. The study highlights the need for comprehensive support mechanisms, including financial aid initiatives, language support programs, and streamlined administrative procedures, to address barriers effectively. Embracing these recommendations can help educational institutions better support students' aspirations for higher education abroad and foster a more inclusive and enriching international learning experience. Therefore, this study underscores the importance of comprehensive support mechanisms and proactive measures to address the challenges faced by students in accessing higher education opportunities abroad.*

Keywords: *Perceptions, challenges, opportunities abroad, support mechanisms.*

I. INTRODUCTION

In an era characterized by increasing globalization and interconnectedness, the pursuit of higher education abroad has become a prominent avenue for students seeking diverse academic experiences and expanded opportunities. This research seeks to penetrate the multifaceted perception of students studying abroad to reveal the motivations, challenges, and levels of awareness of higher education opportunities in foreign countries. By comprehensively examining factors leading to out-migration, barriers to participation, and shaping student awareness of study-abroad programs, this study seeks to provide valuable insights for educational institutions, policymakers, and stakeholders. Understanding the underlying motivations and barriers that drive students' decisions to pursue higher education abroad is essential to designing effective strategies to facilitate their educational journey. In

addition, this research seeks to identify key themes regarding student expectations and aspirations related to studying abroad, thereby enabling educational institutions to tailor their offerings and support services to better meet the diverse needs of incoming international students. In advocating the implementation of comprehensive support mechanisms and proactive measures, this study underscores the importance of fostering an inclusive and culturally sensitive environment that enables students to realize their aspirations for international education.

II. REVIEW OF LITERATURE

1. "SUBIKSHA.T" concluded that the "IMPACT OF PURSUING HIGHER EDUCATION IN ABROAD BY INDIAN STUDENTS" (2022) interpret that the study aims to uncover reasons for studying abroad, assess the positive and negative impacts of international education, examine factors influencing students' choices, and identify why Indian educational institutes may lag. International education involves a dynamic exchange across cultural and political borders, facilitated by globalization, encompassing diverse learning experiences and fostering a global perspective
2. "RENUKA SHRESTHA" analyzed "PERCEPTION OF STUDENTS TOWARDS ABROAD STUDIES" (2021) (A Sociological Study of Pokhara Metropolitan City) defines that the analysis of primary data reveals that parents in Nepalese society view overseas migration as a rite of passage for their children, driven by aspirations for a brighter future and global opportunities. Globalization perceived educational investment, and the desire for quality education contribute to a "Culture of Migration.
3. "Travis Roy" studied STUDENT PERCEPTION AND THE VALUE OF STUDYING ABROAD(2014) examines that despite the proven benefits of study abroad programs in broadening perspectives, enhancing skills, and fostering multicultural competence, many U.S. undergraduates, particularly at Michigan State University, face

barriers like financial constraints and time commitments.

4. “STEVON WALKER, JAMES O. BUKENYA, AND TERRENCE THOMAS” examined “EXAMINING STUDENTS’ PERCEPTIONS OF GLOBALIZATION AND STUDY ABROAD PROGRAMS”(2010) defines that this paper explores Historically Black Colleges and Universities (HBCUs) students' perceptions of globalization and study abroad programs, revealing low minority participation.
5. “HONGJIANG XU” did a study on “STUDENTS’ PERCEPTIONS OF UNIVERSITY EDUCATION – USA VS. CHINA”(2009)that this research addresses the critical issue of globalization in education, focusing on students' perceptions of higher education in the competitive global environment. A comparative study between the United States and China explores how cultural backgrounds influence students' educational orientations, distinguishing between learning-oriented and grade-oriented types, emphasizing intrinsic and extrinsic values.

III. SCOPE OF THE STUDY

This study aims to explore student perceptions of studying abroad migration, delve into the causal factors that drive such migration, identify barriers to participation in overseas experiences, and conduct a comprehensive examination of student migration at the individual and household levels. In addition, the research seeks to examine students' level of awareness of available study-abroad programs.

IV.STATEMENT OF PROBLEM

A comprehensive understanding of this perception can enhance global education marketing efforts, allowing countries and educational institutions to attract a more diverse and globally-minded student population. Moreover, these insights can strengthen international partnerships between educational institutions, fostering collaboration and addressing shared challenges. A comprehensive understanding of the aforementioned perception can prove instrumental in strengthening global education marketing efforts. Such insights can be especially valuable in the realm of higher education, where institutions can leverage their marketing efforts to attract a diverse student population that is well-equipped to tackle global challenges.

This study gives us an insight into the following:

1. How do students perceive their language proficiency as a barrier to effective communication and academic success in a foreign academic environment?

2. What value do students associate with study abroad participation and in what ways do these values take form?
3. To what extent are students aware of their study abroad opportunities?

V.OBJECTIVES

1. To find out students' perception of out-migration for abroad studies.
2. To find out the causal factors of out-migration of students for abroad studies.
3. To identify the obstacles inhibiting participation as relating to an experience abroad.
4. To conduct a study on student out-migration whether on an individual level or household level.
5. To explore the basic level of awareness of available programs.

VI.RESEARCH METHODOLOGY

The research will adopt a mixed-methods approach to investigate student perceptions towards pursuing higher studies in foreign countries. Quantitative data will be gathered through structured surveys distributed among a diverse sample of students. The survey will assess factors influencing their decision-making process, such as financial considerations, cultural preferences, and perceived career opportunities. Additionally, qualitative insights will be gathered through in-depth interviews with a subset of participants, allowing for a nuanced exploration of individual experiences and motivations. The combination of quantitative and qualitative data will provide a comprehensive understanding of student perceptions, contributing to informed discussions on the preferences and considerations shaping decisions about higher studies abroad.

1. SAMPLE DESIGN

The research design used for the study is descriptive statistical analysis.

2. SAMPLE SIZE

The sample size of the study is 120.

4. PERIOD OF THE STUDY

The study is conducted for 6 months.

5. DATA COLLECTION METHOD

- **Primary data**

Structured questionnaires are administered to collect primary data.

- **Secondary Data**

This study used books journals, and periodicals as its secondary data source.

VIII.LIMITATIONS

- If the study is conducted in a specific institution or city, it may not capture the views of students from other regions or backgrounds.
- It is not possible to conduct the study on students who do not choose to study abroad.

VIII.ANALYSIS AND INTERPRETATION

Table:8.1 Demographic Profile

S.No	Variables	Highly Responded Area	No. Of Respondents	Percentage
1	Age	18-20	103	85.83
2	Gender	Male	83	69.17
3	Current Education Level	Undergraduate	107	89.16
4	No. of Family Members	4	82	68.33
5	Earnings Members in the Family	2	87	72.5

INTERPRETATION

Table 8.1 represents the demographic profile of the respondents, out of 120 responses collected 103 respondents (85.83) are from the age category of 18-20 years and 83 respondents (69.17) are male and 107 respondents (89.16) are undergraduate and 82 respondents(68.33) have 4 members in their family and 87 respondents(72.5) 2 members are earning in a family.

Table 8.2 The Country Chosen And The Reason For Choosing

S No	Variables	Highly Respondent	No Of Respondents	Percentage
1	Country	USA	34	36.67
2	Reason for choosing the country	Job Opportunity	42	35

INTERPRETATION

Table 8.2 represents the perception of students choosing their country out of 120 responses collected 34 respondents(36.67) chose USA and 42 respondents(35) chose job opportunity as their reason.

Table: 8.3 Did Any Other Family Members Move With You For Educational Purpose?

Particulars	No Respondents	Percentage
Yes	46	38.33
No	54	45
maybe	20	16.67
total	120	100

INTERPRETATION

Table 8.3 represents the migration of family members abroad out of 120 responses 46 respondents will migrate abroad and 54 respondents will not migrate and 20 respondents may migrate.

Table 8.4 How Will Your Migration Affect Your Family Dynamics?

Particulars	No Respondents	Percentage
Job difficulties	8	17.40
Cultural aspects	9	19.57
Health issues	14	30.43
Difficult environment	13	28.26
*No, it will not affect	2	4.34
Total	46	100

INTERPRETATION

Table 8.4 represents the hindrance of migration out of 46 responses 14 respondents(30.43) chose health issues as their hindrance and 13 respondents(28.26) chose an environment that will be difficult for them.

Table 8.5 Are You Aware Of The Variety Of Educational Programs Available In Your Field

Particulars	No Respondents	Percentage
Yes	112	93.33
No	8	6.67
total	120	100

INTERPRETATION

Table 8.5 represents the awareness of the educational programs available in the study field out of 120 responses 112(93.33) are aware of that and 8 (6.67) are not aware of the programs.

Table6 If Yes, How Do You Come To Know About This?

Particulars	No Respondents	Percentage
Social media	25	22.32
Relatives	44	39.29
Parents	25	22.32

Others	18	16.07
total	112	100

INTERPRETATION

Table 8.6 represents how they know about the programs out of 120 responses 25 respondents(22.32)are from social media and 44 respondents(39.29) are from relatives and 25 respondents(22.32) are from parents.

Table 8.7 Have You Participated In Counselling/Workshops To Learn About Available Programs?

Particulars	No of respondents	Percentage
Yes	105	87.5
No	15	12.5
total	120	100

INTERPRETATION

Table 8.7 shows whether students participated in any counseling or workshops to learn about the available programs, out of 120 respondents 105 responses (87.5) have participated, and 15 respondents(12.5) have not participated.

Table 8.8 What Additional Resources Or Channels Do You Think Would Help Improve Awareness?

Particulars	No Of Respondents	Percentage
Social media	27	22.5
Awareness programs	26	21.66
Workshops	17	14.17
Knowledge persons	50	41.67
Total	120	100

INTERPRETATION

Table 8.8 represents how the additional resources will improve the awareness of programs available out of 120 responses 27 respondents (22.5) chose social media as useful, 26 respondents (21.66) chose awareness programs as useful and 50 respondents(41.67) chose from any knowledge persons it will be useful.

Table 8.9 What Key Themes Surrounded The Aspirations And Expectations Of Study Abroad?

Particulars	No of respondents	Percentage
Education motives	58	48.33
Economic motives	52	43.34
enjoyments	10	8.33
Total	120	100

INTERPRETATION

Table 8.9 represents what key themes will increase the expectation of studying abroad out of 120 responses 58 respondents (48.33) chose education motive as their key theme, 52 respondents(43.34) chose economic motives and 10 respondents(8.33) chose enjoyment as their key theme.

Table:8.10 What Factors Influenced Your Decision To Pursue Higher Education Abroad?

Particulars	No Of Respondents	Percentage
Economic opportunities	56	46.67
Cultural experience	15	12.5
Specialized programs	27	22.5
Explore the country	22	18.33
total	120	100

INTERPRETATION

Table 8.10 represents what factor influenced the students to choose to pursue their education abroad out of 120 responses 56 respondents (46.67) chose economic opportunities that would influence them,15 respondents(12.5) chose cultural experiences that would influence them and 27 respondents(22.5) chose to explore the country.

Table 8.11 What Challenges Do You Face To Study Abroad?

Particulars	No Of Respondents	Percentage
Procedures	27	22.5
Money	34	28.33
Language	24	20
Time duration	14	11.67
Social isolation	13	10.83
Health care	8	6.67
Total	120	100

INTERPRETATION

Table 8.11 represents the challenges faced by students to pursue higher studies abroad out of 120 responses 27 respondents (22.5) chose procedures as their challenges, 34 respondents(28.33) chose money as a challenge, 24 respondents(20) chose language as their challenge and 14 respondents(11.67)chose time duration as their challenge,13 respondents(10.83) chose social isolation as their challenge and 8 respondents(6.67) chose health care as their challenge.

CHI-SQUARE TEST

PEARSON Chi-square is a statistical tool that helps us determine if there’s a meaningful link between different categories of data. It looks at how the actual counts of data

compare to what we'd expect to see if there were no associations between the categories.

TABLE 8.12 Relationship between demographic profile and chosen country.

Chi-Square Test	X ²	Degree Of Freedom	P-Value
Value	9.052973	9	0.0432399

INTERPRETATION

The chi-square test produced a statistic of 9.052973 with 9 degrees of freedom and a p-value of 0.0432399. This indicates a statistically significant association between the categorical variables being analyzed. With the p-value below the conventional threshold of 0.05, we reject the null hypothesis, suggesting that there is indeed a meaningful relationship between the variables. Further examination is warranted to understand the nature and implications of this association.

TABLE 8.13 Relationship Between The Age Factor And Their Motives For Studying Abroad.

Chi-Square Test	X ²	Degree Of Freedom	P-Value
Value	5.905724	4	0.02063

INTERPRETATION

The chi-square test yielded a statistic of 5.905724 with 4 degrees of freedom and a p-value of 0.02063. This suggests a significant association between the categorical variables under examination. With a p-value below the common threshold of 0.05, the null hypothesis is typically rejected, indicating a meaningful relationship between the variables. This implies a discrepancy between observed and expected frequencies, warranting further investigation.

FINDINGS

- The study reveals a prevailing positive perception among students regarding higher education abroad, highlighting its potential for personal development and academic enrichment.
- Students are driven by various factors, including economic prospects, educational quality, and the allure of cultural immersion, underscoring the multifaceted nature of their motivations.
- Notwithstanding the appeal, students face significant hurdles such as financial constraints, language barriers, and administrative complexities, posing formidable challenges to their aspirations.
- Diverse migration patterns are observed, influenced by factors like familial circumstances, financial resources, and individual preferences, shaping students' decisions on individual or household-level migration.

- Despite varying challenges, students demonstrate a commendable level of awareness regarding available study-abroad opportunities, suggesting the efficacy of existing information dissemination channels.
- To address barriers effectively, it is imperative to adopt a comprehensive approach encompassing financial aid initiatives, language support programs, and streamlined administrative procedures, ensuring equitable access to international education opportunities. Additionally, targeted outreach efforts and enhanced collaboration between educational institutions can further augment awareness and support services for aspiring international students.

SUGGESTIONS

This study proposes that if we include more students from different backgrounds and academic fields, we can learn more about their perceptions. By comparing various student groups, we can find nuanced differences in their motivations and challenges. To fully understand the situation, we should also look at how students are affected emotionally and psychologically, as well as the practical obstacles they face. We need to take proactive measures to ensure students are safe and make them aware of the safety measures available. Additionally, we could provide targeted financial assistance and academic support services to students who need them. This will make it easier for students to access and succeed in their studies. We also need to teach students cultural sensitivity and cross-cultural communication skills. This will prepare them for diverse global environments and reduce difficulties related to cultural adjustment and social integration. Adopting these strategies will help educational institutions support students' aspirations for higher education abroad and promote a more inclusive and enriching international learning experience.

CONCLUSION

The present study investigates the complex landscape of student perspectives toward international higher education opportunities, revealing a predominant optimistic outlook motivated by economic prospects, educational quality, and cultural experiences. Despite the presence of significant impediments such as financial constraints and language barriers, the findings highlight the criticality of comprehensive support systems encompassing financial aid initiatives, language support programs, and streamlined administrative protocols to tackle the challenges effectively and ensure equal access to global education opportunities. The study recommends proactive measures such as safety protocols, cultural sensitivity training, and cross-cultural communication

programs to enhance students' access to support services and equip them with the necessary skills to thrive in diverse global environments. By embracing these recommendations, educational institutions can play a crucial role in promoting a more interconnected and globally competent society, empowering students to pursue their aspirations for higher education overseas, and fostering a more inclusive and enriching international learning experience.

REFERENCES

- [1] CARMEN RODRÍGUEZ SANTOS, AYLIN POROY ARSOY PÁDRAIG GALLAGHER (2021) The Study Abroad Experience, Attitude Formation and Academic Performance, ISSN 2456-4931.
- [2] ROOPA DESAI TRILOKEKAR A & SARAH RASMI(2012) Student perceptions of international education and study abroad: a pilot study at York University, Canada.
- [3] <http://dx.doi.org/10.1080/14675986.2011.644951>
- [4] ESSAM IBRAHIM, LEE WEI WANG & ABEER HASSAN(2013) Expectations and Perceptions of Overseas Students towards Service Quality of Higher Education Institutions in Scotland, ISSN 1913-9004.
- [5] CHOU, CHUING PRUDENCE(2012) A study on the international students' perception and norms in Taiwan, ISSN: 2243-7703.
- [6] RENUKA SHRESTHA(2021) Perception Of Students Towards Abroad Studies (A Sociological Study of Pokhara Metropolitan City).
- [7] PANKAJ SALHOTRA, ROHAN SHARMA(2020) Students' perception toward higher education abroad: A study with special reference to Jalandhar City Punjab, ISSN: 2349-5979.
- [8] www.allsubjectjournal.com
- [9] HONGJIANG XU Students' perceptions of university education – USA vs. China.
- [10] STEVON WALKER, JAMES O. BUKENYA, TERRENCE THOMAS Examining Students' Perceptions of Globalization and Study Abroad Programs at HBCUs, ISSN 1548-6613.
- [11] ADRIANA PEREZ-ENCINAS, JESUS RODRIGUEZ-POMEDA(2017) International Students' Perceptions of Their Needs When Going Abroad: Services on Demand.
- [12] TRAVIS ROY (2014) Student Perception and the Value of Studying Abroad.