

A Study on Students Opinion Towards Higher Education In Outside India

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Abstract- *Indian students are increasingly opting for higher education outside India, driven by factors such as perceived quality of education, global exposure, and better career prospects. This study investigates the perceptions of Indian students towards pursuing higher education abroad, including their motivations, expectations, and concerns. A mixed-methods approach was used to collect data from Indian students who have studied or are currently studying abroad. The findings reveal that Indian students are motivated by a desire for quality education, research opportunities, and global exposure. However, they face challenges such as financial constraints, language barriers, and cultural differences. The study provides recommendations for policymakers, educators, and institutions in India to improve the quality of higher education and develop strategies to retain Indian students in the country.*

Keywords: Indian students, motivations

I. INTRODUCTION

The growing phenomenon of Indian student mobility for higher education abroad has become a significant trend in recent years. India is now one of the largest source countries for international students, with over 1.5 million students studying abroad (UNESCO, 2020). The increasing demand for higher education abroad can be attributed to various factors, including the perceived quality of education, global exposure, and better career prospects. Despite the growing trend, there is a significant void in understanding the motivations and expectations of Indian students pursuing higher education abroad. This lack of understanding can lead to challenges for students, universities, and policymakers. Students may face difficulties adjusting to foreign cultures, academic expectations, and financial constraints, while universities and policymakers may struggle to provide effective support systems. This study aims to investigate the perceptions of Indian students towards pursuing higher education outside India, including their motivations, expectations, and concerns. The study seeks to provide insights into the decision-making process of Indian students and offer recommendations for policymakers, educators, and institutions in India to improve

the quality of higher education and develop strategies to retain Indian students in the country.

OBJECTIVES

- To find out why students want to study abroad for better education and research.
- To understand how studying abroad helps students get international exposure and career growth.
- To know the main reasons why Indian students choose to study in other countries.

STATEMENT OF PROBLEM

The increasing trend of Indian students pursuing higher education abroad has sparked interest in understanding their motivations and decision-making processes. Despite the growing number of students seeking international education, there is a lack of comprehensive understanding about why they choose to study abroad. Specifically, it is unclear how factors such as the quality of education, research opportunities, and global exposure influence their decisions. The problem lies in identifying the key drivers behind Indian students' preferences for international education, including their perceptions about academic quality, career prospects, and cultural adaptation. Without a clear understanding of these factors, educational institutions and policymakers may struggle to provide targeted support and guidance to students, potentially leading to uninformed decisions and unmet expectations. A deeper understanding of students' motivations and concerns is essential to develop effective strategies that cater to their needs and facilitate a smoother transition to international education. This study aims to explore the reasons why Indian students choose to study abroad, providing insights that can inform institutional strategies and policy decisions. By examining the complexities of students' decision-making processes, this study seeks to contribute to the development of more effective and student-centric policies and practices that support Indian students pursuing global education. Ultimately, this can enhance the overall experience of students and promote India's global engagement in higher education.

LIMITATIONS OF THE STUDY

1. The study's sample size may not represent all Indian students studying abroad.
2. The study focuses on specific countries or regions, which may not capture diverse experiences.
3. Students may provide biased or inaccurate answers.
4. The study only considers students' opinions, not other stakeholders like parents or educators.
5. The study is limited to a specific time frame, missing long-term implications.

II .REVIEW OF LITERATURE

Cross-border higher education has become a vital dimension of globalization, influencing Indian student mobility and institutional strategies.

Stella, A. and Gnanam, A. (2005) discussed the General Agreement on Trade in Services (GATS) debate, noting that while trade promoters view education as a market opportunity, academics caution against its commodification, calling for a balanced understanding.

Wadhwa, R. (2016) examined the growing trend of Indian students studying abroad, driven by push factors such as limited domestic opportunities and pull factors like better global exposure and career prospects.

Dasgupta, H. and Pawar, S. K. (2024) explored international branch campuses (IBCs) as an alternative to overseas study, finding that students value them for job prospects, symbolic prestige, and comfort.

Sondhi, G. (2015) provided a gendered view, revealing that female students abroad often come from affluent families, while males represent broader backgrounds.

Bhati, A. and Anderson, R. (2012) found that Indian students preferred Australian universities in Singapore due to quality, safety, and proximity, emphasizing the role of education agents.

III. RESEARCH METHODOLOGY

Research Design

The study adopts a descriptive research design to examine student opinions towards higher education outside India. This design is suitable as it helps in describing and analysing the existing perceptions, attitudes, and preferences of students regarding studying abroad. It allows for a

systematic collection of data to understand what factors influence students' decisions and how they perceive foreign education opportunities.

Sample size

The study was conducted among 110 respondents representing different demographic groups with the population.

Sampling Tools

Data were collected using structured questionnaires and survey forms, which enabled the researcher to gather reliable and relevant information about student opinions towards higher education outside India. The questionnaire included demographic details and open-ended questions to capture perceptions, motivations, and barriers. The collected data were analysed using Percentage analysis to interpret responses and identify significant patterns.

Area of the Study

The study was carried out among students in Tamil Nadu, a rapidly growing educational in India. Known for its numerous colleges, universities, and student-friendly environment, Tamil Nadu attracts learners from across the country. This makes it an ideal location to explore student opinions towards higher education outside India, as respondents represent diverse academic streams, cultural backgrounds, and aspirations. The research focused on students aged 18 to 26 years, currently pursuing undergraduate or postgraduate studies.

Methods of Data Collection

Primary Data

Primary data is first-hand information collected directly by the researcher using tools such as questionnaires.

Secondary Data

Secondary data is information collected previously by other sources and is available in published formats. The secondary data collected for the study from various Journals, magazines, books, newspapers, reports, and online articles.

Table – 1 Demographic Profile of the Respondents

Demographic profile		No. of Respondents	Percentage
Age	18-20	73	66.40%
	21-23	23	31.80%
	24-26	2	1.80%
Gender	Male	77	70%
	Female	33	30%
Income level	0-30000	73	66.40%
	30000-75000	34	30.90%
	Above 75000	3	2.70%
Family Members	2 to 4	56	50.90%
	4 to 6	53	48.20%
	6 to 8	1	0.90%
Family Type	Joint Family	42	38.20%
	Nuclear Family	68	61.80%
Occupation	Student	99	90%
	Part Time	7	6.40%
	Other	4	3.60%

IV. FINDINGS OF THE STUDY

- Age Majority (66.4%) are 18-20 years old. Gender (70%) male, (30%) female. Income (66.4%) have income between 0-30000. Family Members (50.9%) have 2-4 members. Family Type (61.8%) are nuclear families. Occupation (90%) are students.
- Education (75.5%) are UG, (24.5%) are PG Current Year III-Year UG has the most (29.1%). PG students are (21.8%).
- Canada is the top choice (33.6%). UK is next (26.4%). Australia (18.2%) and USA (10%) follow.
- Education fairs (34.5%) and university websites (32.7%) are the top info sources. Social media and friends/family are tied at (16%).
- (54.7%) think it's important (22% very + 32.7% somewhat). (42.7%) are neutral. Only (2.7%) think it's somewhat unimportant.
- (45.2%) agree (7% strongly + 38.2% agree). (43.6%) are neutral. (10.9%) disagree (10% disagree + 0.9% strongly)
- Location (35.5%) and course curriculum (31.8%) are top priorities. University ranking (17%) and cost (15.5%) are less important.
- (50.2%) agree (12% strongly + 38.2% agree). (41.8%) are neutral. (8.2%) disagree

- SMS (32.7%) and email (30.9%) are top preferred channels. Social media (21%) is next. Education fairs (15.5%) are less preferred.
- Nearly half (48.2%) are neutral (41.8%) think it's important (10.9% very + 30.9% somewhat). (10%) think it's not important.
- Most respondents (45.5%) say No Almost equal percentages say Yes (23.6%) and Maybe (24.5%). A small chunk (6.4%) think it depends on the individual.
- Nearly half (46.4%) think foreign is better than India, but not worth it. A quarter (25.5%) think foreign is better and worth it. (26.4%) think foreign and India are equal. Only (1.8%) think India is better.
- A slight majority (50.9%) say Yes. (39.1%) say No. (10%) are Undecided.
- Half (50%) agree (14.5% strongly+ 35.5% agree). (41.8%) are neutral. (8.2%) disagree (all somewhat, no strong disagreements).
- Nearly half (48.2%) say Yes. (40.9%) say No. 10.9% are Undecided.
- (40%) want a job abroad. (37.3) want higher education in India. (14.5%) want a job in India. Only (8.2%) want higher education abroad.
- (65.4%) think it's high (21.8% very + (43.6%) somewhat). 30% are neutral. Only (4.5%) think it's low.
- A significant majority (79.1%) say Yes. (20.9%) say No.

V. SUGGESTION

The study suggests that institutions and policymakers should conduct regular surveys to understand students' motivations, expectations, and challenges related to pursuing higher education abroad. Providing proper guidance on financial planning and information about available scholarships and educational loans can help students make informed decisions. Establishing strong support services for cultural adaptation and academic adjustments is essential to ensure a smooth transition for students in foreign environments. Furthermore, awareness programs about post-study work opportunities, visa regulations, and employment options in different countries should be promoted. Lastly, colleges and universities should enhance the dissemination of accurate and updated information about international education options, application processes, and university selection to assist students in their global academic aspirations.

VI. CONCLUSION

Students' opinions towards higher education outside India reflect a complex interplay of aspirations, motivations,

and concerns. As Indian students increasingly consider international education, understanding their perspectives is crucial for institutions and policymakers. By recognizing the factors that shape students' decisions, such as academic quality, career prospects, and cultural adaptation, universities can tailor their strategies to meet the needs of aspiring international students. Effective support services, informed guidance, and awareness about emerging destinations can empower students to make informed decisions about their academic pursuits. Moreover, fostering partnerships between Indian and international universities can create opportunities for collaboration and exchange, benefiting students and institutions alike. Ultimately, understanding students' opinions towards higher education outside India can lead to more student-centric policies, improved support services, and better outcomes for those pursuing international education. By prioritizing students' needs and concerns, institutions can enhance their reputation, attract top talent, and contribute to the global exchange of knowledge and ideas. This understanding can also inform policy decisions, enabling governments to create conducive environments for international education, and promoting India's global engagement in higher education. As the landscape of international education continues to evolve, staying attuned to students' opinions will remain essential for institutions and policymakers to navigate the complexities of global higher education. Understanding students' opinions towards higher education outside India is crucial for institutions and policymakers to provide effective support and guidance. By recognizing students' motivations, preferences, and concerns, universities can tailor their strategies to meet the needs of aspiring international students, ultimately enhancing their experience and outcomes.

APPENDIX

Appendixes, if needed, appear before the acknowledgment.

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The preferred spelling of the word acknowledgement in American English is without. Use the singular headings even if you have many acknowledgements.

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