

# Analyzing the Impact of Students Preference on Pursuing Higher Education in Abroad

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## ABSTRACT

This study investigates the impact of various factors on students' preference towards pursuing higher education abroad. The independent variables examined include cost, cultural exposure, personal and professional growth, quality of education, academic reputation, and career prospects. The research employs a quantitative approach, utilizing a snowball sampling technique to gather data from a sample size of 205 participants. Correlation and regression analyses are conducted to assess the relationships between the independent variables and the dependent variable, which is the preference towards higher education abroad. The study aims to provide insights into the complex interplay of factors that influence students' decisions to pursue international education. By understanding the relative importance and impact of each factor, stakeholders in the education sector can better cater to students' preferences and tailor their offerings accordingly. The findings of this research have potential implications for educational institutions, policymakers, and students themselves, contributing to informed decision-making processes and enhancing the overall quality of international education experiences. Ultimately, this study endeavors to shed light on the intricate dynamics that shape students' aspirations for global educational pursuits.

**Keywords:** Higher education, international education, student preferences, cost, cultural exposure, personal growth, professional growth, quality of education, academic reputation, career prospects, snowball sampling, correlation analysis, regression analysis.

## INTRODUCTION

The pursuit of higher education abroad has become an increasingly popular trend among students worldwide, driven by a multitude of factors encompassing academic excellence, cultural exposure, and personal growth opportunities. However, one crucial aspect that significantly influences a student's decision to study abroad is their personal preferences. These preferences encompass a wide range of considerations, ranging from academic aspirations and career goals that may draw them to particular institutions or programs offering specialized courses or cutting-edge research opportunities, to the reputation and ranking of universities abroad that can enhance their future prospects. Beyond academic motivations, personal preferences related to cultural experiences and lifestyle choices, such as the opportunity to immerse themselves in a new culture, learn a foreign language, broaden their horizons, explore new destinations, experience diverse cuisines, and embrace different societal norms, can be a powerful draw for those seeking adventure and personal development. Personal preferences regarding

living conditions, cost of living, and overall quality of life in the host country, including factors such as affordable tuition fees and living expenses, a high standard of living, ample opportunities for part-time employment or internships, safety, healthcare facilities, and overall political and economic stability, can also significantly influence a student's preferences and ultimate choice of study destination. In essence, the impact of students' preferences on pursuing higher education abroad reflects a complex interplay of academic ambitions, cultural curiosities, and lifestyle aspirations, shaping the unique experiences and trajectories of each individual student embarking on an international educational journey.

### OBJECTIVES OF THE STUDY

- To study the influence of cultural exposure on students' decision to study abroad.
- To examine the role of personal and professional growth opportunities in shaping students' preferences for international education.
- To investigate the effect of perceived quality of education on students' choice of studying abroad.
- To assess the impact of academic reputation of foreign institutions on students' preference for pursuing higher education abroad.
- To analyze the influence of career prospects in the host country on students' decision to study abroad.

### REVIEW OF LITERATURE

**Nafari, J., Arab, A., & Ghaffari, S. (2017).** The study aimed to investigate the reasons and process behind Iranian higher education students' decision to study overseas, utilizing Fuzzy-Delphi Method to identify 15 key factors, and employing Best-Worst Method to prioritize these factors based on experts' opinions, with "Aids and Scholarships," "Cost Issues," and "Environment of the Home Country" emerging as the most crucial considerations.

**Chen, J. (2014).** The study explored Chinese high school students' choice and decision-making process of pursuing undergraduate programs abroad, revealing that parents' cultural and social capital significantly impacted their choices, and that these students were rational education consumers with self-efficacy to make informed decisions.

**Singh, N., & Srivastava, D. K. (2018).** The study explored factors affecting Indian students' preferences for studying abroad programs, finding quality of education, safety issues, and host institution's reputation as top-ranked factors, with the USA being the most preferred country, especially for students from family businesses, while gender and specialization were not significant factors in country choice.

**Liu, Y., Kamnuansilpa, P., & Hirofumi, A. (2018).** The study explored how to better attract international students through focus groups with 75 students and interviews with 4 university administrators in China, utilizing the 7Ps marketing mix framework and thematic analysis, revealing geographical location and cost of study as key decision factors, and recommending a holistic application of the 7Ps in university recruitment practices.

**Nachatar Singh, J. K., Schapper, J., & Jack, G. (2014).** The article offered insights into the crucial role of place, specifically Malaysia, in the study destination choices of 33 international postgraduate students, highlighting key pull factors like safety, shared cultural values, financial benefits, proximity to home, and access to cultural requirements like halal food, which have implications for Malaysia's strategy to compete in the global market for international students.

### RESEARCH METHODOLOGY

**RESEARCH DESIGN:** As the study aims to observe and describe relationships between variables, determine how various demographic groups react to a certain service, gather information about sample's preferences for decision-making, we used this design on the research.

**NON-PROBABILITY METHOD:** We used this method of sampling as it can be used for quantitative research, where the population of responses are infinite.

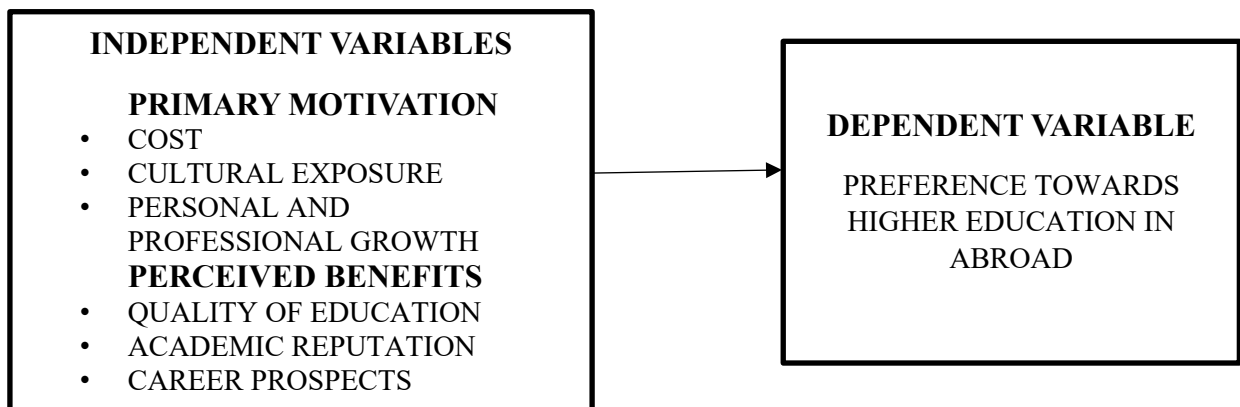
**SNOWBALL SAMPLING:** We have taken this sampling method as it can be used in quantitative research and it is a respondent driven sampling. The study is based on the sample participants and other people who are potential to participate in the research.

### DATA COLLECTION

**PRIMARY DATA:** For this study, primary data was gathered by conducting surveys with 120 individuals. The participants were asked straightforward questions centered around the company's performance metrics, and the responses were meticulously collected and recorded.

### RESEARCH MODEL

#### HYPOTHESIS



### DATA ANALYSIS AND INTERPRETATION

**Null Hypothesis (H0):** There is no significant relationship between primary motivation, perceived benefits and students preference on abroad education.

**Alternate Hypothesis (H1):** There is a significant relationship between primary motivation, perceived benefits and students preference on abroad education.

**Correlations**

		COST	CULTURALRESPENSES	PERSONALANDPROFESSIONALGROWTH	QUALITYOFEDUCATION	ACADEMICREPUTATION	CAREERPROSPECT	preferencetowardsperceivinghighereducationinabroad
COST	Pearson Correlation	1	-.096	.203**	.097	.038	.070	.071
	Sig. (2-tailed)		.170	.003	.167	.584	.320	.309
	N	205	205	205	205	205	204	205
CULTURALRESPENSES	Pearson Correlation	-.096	1	.038	.156*	.207**	.135	-.021
	Sig. (2-tailed)	.170		.591	.026	.003	.055	.770
	N	205	205	205	205	205	204	205
PERSONALANDPROFESSIONALGROWTH	Pearson Correlation	.203**	.038	1	-.003	.143*	.108	.129
	Sig. (2-tailed)	.003	.591		.960	.040	.122	.065
	N	205	205	205	205	205	204	205
QUALITYOFEDUCATION	Pearson Correlation	.097	.156*	-.003	1	.060	.085	.051
	Sig. (2-tailed)	.167	.026	.960		.395	.227	.470
	N	205	205	205	205	205	204	205
ACADEMICREPUTATION	Pearson Correlation	.038	.207**	.143*	.060	1	-.072	.046
	Sig. (2-tailed)	.584	.003	.040	.395		.304	.512
	N	205	205	205	205	205	204	205
CAREERPROSPECT	Pearson Correlation	.070	.135	.108	.085	-.072	1	-.029
	Sig. (2-tailed)	.320	.055	.122	.227	.304		.681
	N	204	204	204	204	204	204	204
preferencetowardsperceivinghighereducationinabroad	Pearson Correlation	.071	-.021	.129	.051	.046	-.029	1
	Sig. (2-tailed)	.309	.770	.065	.470	.512	.681	
	N	205	205	205	205	205	204	205

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

\* . Correlation is significant at the 0.05 level (2-tailed).

**INTERPRETATION**

As correlation value of factors of abroad education is positive, there exists a positive relationship between primary motivation and perceived benefits and students preference on abroad education.

**HYPOTHESIS**

**Null Hypothesis (H0):** There is no significant influence of primary motivation and perceived benefits on students preference on abroad education.

**Alternate Hypothesis (H1):** There is no significant influence of primary motivation and perceived benefits on students preference on abroad education.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.157 <sup>a</sup>	.025	-.005	1.68472

a. Predictors: (Constant), CAREERPROSPECT, COST, ACADEMICREPUTATION, QUALITYOFEDUCATION, PERSONALANDPROFESSIONALGROWTH, CULTURALRESPENSES

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.212	6	2.369	.835	.545 <sup>b</sup>
	Residual	559.141	197	2.838		
	Total	573.353	203			

a. Dependent Variable: preferencetowardsperceivinghighereducationinabroad

b. Predictors: (Constant), CAREERPROSPECT, COST, ACADEMICREPUTATION, QUALITYOFEDUCATION, PERSONALANDPROFESSIONALGROWTH, CULTURALRESPENSES

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.576	1.130		4.935	<.001
	COST	.032	.058	.040	.549	.583
	CULTURALRESPENSES	-.024	.059	-.030	-.411	.681
	PERSONALANDPROFES SIONALGROWTH	.090	.053	.124	1.691	.092
	QUALITYOFEDUCATION	.044	.057	.055	.770	.442
	ACADEMICREPUTATION	.019	.055	.026	.349	.728
	CAREERPROSPECT	-.035	.058	-.044	-.609	.543

a. Dependent Variable: preference towards perceiving higher education in abroad

## INTERPRETATION

As the coefficient table indicates that there is an influence of primary motivation and perceived benefits on students preference on abroad education. F- value in the anova table is .835 which is greater than 1.96 which means that influence of cost and quality education on abroad education is more. Influence of cost is 32 % stronger while influence of quality education on Organizational Performance is 44 % stronger. The above table denotes that for every unit increase in cost, personal and professional growth, quality of education and academic reputation, efficiency increases by 32%, 90%, 44% and 19% respectively. And For every unit increase cultural preferences and career prospect, students preference on abroad education decreases by 24% and 35% respectively.

## SUMMARY OF FINDINGS

1. There is a positive relationship between primary motivation, perceived benefits, and students' preference for pursuing higher education abroad. The correlation value of these factors is positive, indicating a direct relationship.
2. The F-value in the ANOVA table is 0.835, which is less than 1.96. This suggests that the influence of cost and quality of education on the preference for studying abroad is more significant.
3. The influence of cost is 32% stronger, while the influence of quality of education is 44% stronger on students' preference for studying abroad.
4. For every unit increase in cost, personal and professional growth, quality of education, and academic reputation, the preference for studying abroad increases by 32%, 90%, 44%, and 19%, respectively. However, for every unit increase in cultural preferences and career prospects, the preference for studying abroad decreases by 24% and 35%, respectively.

## CONCLUSION

The positive results of this study highlight the significant influence of factors such as cost, cultural exposure, personal and professional growth, quality of education, academic reputation, and career prospects on students' preferences towards pursuing higher education abroad. These findings underscore the multidimensional nature of the phenomenon, where financial considerations intertwine with aspirations for personal development, academic excellence, and future career advancement. By uncovering the positive relationships between these independent variables and international education preferences, the research provides valuable insights for stakeholders in the education sector to design curricula, programs, and support systems that align with students' diverse motivations. Additionally, the

findings enable students to make well-informed decisions about their educational journeys, contributing to a more enriching and rewarding global education experience.

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