

SYNOPSIS OF THE THESIS

**Factors Influencing Aspirants Decision to Study
Abroad**

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1. Introduction

Developing countries and developed ones have primary objective of rapid economic development. Human beings play an important role in this development. Gerald M, Meir has appropriately remarked: "The key to development is human being and his (her) abilities, attitudes, and values must be changed in order to accelerate the development process" (Meir, G.M., 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, and based on them various factors that complement and supplement the production process. This investment in human capital, especially through the medium of education has attracted the more attention of economists across the world. A well-planned education system contributes significantly to the growth and economic development of a country (Agrawal, P., 1982).

Education influences economic development of a country directly as well as indirectly. The direct impact is through improving productivity, employment, living standard, division of labour, mobility of labour, and other factors. Similarly, the indirect impact is through savings, limiting family size, coaching right attitudes and skills, and by eliminating obstacles in social change and progress (Goel S.C. 1975).

The higher education trend underwent with major advancement over the years, mainly in terms of student enrolment and growing of number of educational institutions. Presently, aligning with this advancement and with upgrading fashion, higher education institutions are facing more competitive and challenging environment. To cope up with trend, educational institutions must have understanding about the target market to attract, keep, and increase student's enrolment. Institutions require effective marketing strategies which helps them in

providing universally accepted education with high service quality, and make students capable enough to shape their career with enhancing capability to sell their skills.

Globalization and Higher Education

Abroad education has become an important industry with growing concept of international education. As per the results of a 'Higher Education special survey: Higher education in abroad is already become a global business in many countries such as U.S., Canada and Australia international students contribute with huge sums to the country's economy and generate a substantive amount of work as well as employment for the country's people.

On the average, participation of student in overseas education is increasing at about two percent per year, (International Finance Corporation (IFC)). More than two million students around the world study outside their home country and this number is predicted to rise to around eight million by 2025 (Altbach, 2004; SvensktNäringsliv, 2007). The Institute of International Education (IIE) in 2014 reported that the growth rate of abroad education has increased to three percent in the most recent year. In other words: international education is an industry that is important to take into consideration.

Since international education has become an important industry it is vital to treat it as such. International students do not only contribute with tuition fees they also live in the foreign country and spend money there on accommodation, food and others (Mazzarol, 1998). There are of course other reasons than foreign students being an income source for countries and universities to be interested in being a part of the international education industry.

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 in abroad to teach their courses under their brand name without getting in direct business involvement.

Since abroad education has become an important industry to boost nation's economy, it is essential to treat it as such. Countries as well as institutions must have to think about education industry in the same way as they think about other industries. With that concept comes marketing at prime. Governments and universities need to understand and work on activities to attract international students. They must offer international students exactly what they are looking for and also communicate and market it. Students involve in international higher education in searching of certain benefits, but what are those benefits? With growing demand of abroad higher education, the competition within the education industry has also becoming intense. Therefore, the institutions need to classify and maintain their competitive advantages with working on positioning themselves. International education is an interesting research field not only because it is contributing huge to the institution and national economy but also because relatively very little has been written on the marketing perspectives of education within international markets (Mazzarol, 1998).

India Students Studying Abroad

As per data of the year 2012, more than 189 thousand Indian students were enrolled in higher education institutions abroad. This population accounts for 4.7% of the total internationally mobile students worldwide and which is the world's second largest source of foreign students after China (17.3%).

Indian foreign students are dispersed over 50 countries of the world. Out of the 189, 472 Indian foreign students in 2012, more than 85% students were concentrated in six countries: the United States (51%), United Kingdom (16%), Australia (6%), Canada (4%), United Arab

Emirates (4%) and New Zealand (4%).

Similarly in 2014, over 181 thousand Indian students were enrolled in higher education institutions abroad. However, as per the Indian Student mobility report 2016, the growth of Indian students studying abroad went up faster than China's last year. In 2015, the number of students from India going abroad came up to 360,000, recording a growth of 17.8 percent. In 2017, China and India, lead the way of students heading overseas. According to data reported by UNESCO, the total number of Chinese students headed overseas in 2017 was 928,000, while Indian students headed out 332,000. 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.

This surge was attributed to the fact that the trend of overseas higher education among the Indian students is increasing day by day. Nearly 85 percent of internationally mobile Indian students head for the U.S., U.K., Australia, Canada and New Zealand, and student numbers to these countries have generally seen an increase, except in the U.K. The U.K. is the only top study destination that has seen a downturn, due to its tightening immigration policies, which has made it more difficult for overseas students to secure visas, particularly those from India. The number of Indian students choosing the U.S. as their study destination saw a growth of nearly 30 percent.

2. Research Relevance and Motivation

The dominant flow of international students is from developing countries to Western developed countries. In particular, out of every ten tertiary students studying overseas, four are Asians (*Wang, 2007*), and India is among the second largest sourcing countries for international students, this trend will become more significant in the near future (*Liu, Rhoads,*

& Wang, 2007).

Many of the studies have examined to identify benefits and challenges of overseas education and defines that those students who have studied abroad to be more attractive because these students already have an exposure towards international cultures and can effectively communicate with people from other countries because of their elevated cultural awareness (*Laggett, 2011*).

Though, there are huge opportunities of 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 Jharkhand students' choice decision towards abroad study, it is necessary to explore all the factors which may exert influence on Indian students' choice decision of studying abroad. By understanding the 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. Scope of the 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 global universities in understanding about how to re-design their marketing policies in attracting Indian students in general as well as from selected cities of Jharkhand, in particular.

4. Review of Literature

The first section of the literature review highlights the concepts internationalization and globalization in higher education. The next section expresses the theoretical literature in regard to the complexity in students' decisions pertaining to overseas study. Additionally various popular choices and decision-making models related to international education will be discussed. 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 to the conceptualisation of the model for this study in the final section of this chapter.

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
<p>1. Title: Factors influencing international students' study destination decision abroad</p> <p>Source: University of Gothenburg Department of Applied Information Technology Gothenburg, Sweden,</p>	<p>Master in Communication Thesis Report No. 2012:087 ISSN: 1651-4769</p>	<p>Suh Li Phang, Jan 2013</p>	<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), location (study destination's attractiveness: brand, course, facilities,)</i> 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, 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.	
<p>3. Title:</p> <p>Comparative analysis of factors influencing the decision to study abroad</p> <p>Source:</p> <p>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.</p>	<p>Research Paper</p>	<p>Mercy Mpinganjira, 14 Jul 2009</p>	<p>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.</p> <p>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</p>	<p>A comparative study helped to understand the perception of students towards abroad studies at domestic level as well as at international level.</p> <p>The study will help to understand the true psychology of the students.</p>

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>	<p>Journal</p>	<p>AndrianiKusumawati 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>

<p>Administrative Science, University of Brawijaya, Malang of Indonesia</p>			<p>criteria such as : cost, reputation, proximity, job prospect and parents for selecting an Indonesian public university.</p> <p>The other common criteria indicated are job prospect, parents and quality.</p>	
<p>6. Title: Study Abroad Decisions: Determinants & Perceived Consequences</p> <p>Source: Journal of Higher Education Theory and Practice vol. 14(1) 2014</p>	<p>Journal</p>	<p>HormozMovassagh i & FahriUnsal (Ithaca College) KenanGöçerBeyke nt University 2014</p>	<p>Job markets/employers in many countries recognize study abroad as a differentiating factor in the recruitment process.</p> <p>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</p> <p>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</p>	<p>The study helped to understand the opportunities and challenges of overseas education</p>

			<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>	
<p>7. Title: Factors influencing international students’ decisions in choosing a Cyprus Higher Education Institution: Implications for recruitment and marketing</p>	<p>Ph.D. Theses</p>	<p>Adonis Americanos 2011</p>	<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>

<p>Source: Middlesex University Research Repository An open access repository of Middlesex University research</p>			<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>	
<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</p>		<p>Xuemei Liu¹, Frank Elston², and Peng Zhou³ 20 November, 2013,</p>	<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 employ 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

<p>Looking for?</p> <p>Source:Kristianstad University College</p>			<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>
<p>11. Factors Influencing the Decision to Study Abroad for Students of Color: Moving Beyond the Barriers</p> <p>Source: UNIVERSITY OF MINNESOTA</p>	<p>Thesis</p>	<p>JinousKasravi</p> <p>Aug,2009</p>	<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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5. 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 availability of desired course in India**. There has not been much research covering seat availability of desired course. so the availability of seats in desired course factor needs to be paid attention. Hence, this study tries to cover seat availability factor too.

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.

6. Research Objective

The research objectives solidify the relationships between the research problem, questions and goals. To fulfil 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

7. Research Hypothesis

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 influences the Jharkhand students' choice decision to study abroad.

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

H₁5e: 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.

These hypotheses may be verified or disproved by empirical evidence or by the results and findings of this study.

8. Research Methodology

The present study is based on the survey data collected for the study. The following statistical analysis is implemented in order to draw conclusion on the basis of empirical research findings. Descriptive as well as inferential statistics were used for the study purpose. Descriptive statistics were implemented in assessing the composition of the sample and inferential statistics were employed to make the inferences about the population.

The target population for the study is as follows:

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

For getting diversified sample, the students were contacted at NEET Exam centre, JEE Mains exam 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.

Table 3.10.1.1 Population and Sample size

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

TOTAL	55000
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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 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 aboard are maximum

concentrated in the above mentioned four cities (Ranchi, Jamshedpur, Dhanbadh and Bokaro) of Jharkhand.

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.

Pilot test is conducted among 40 students. However, only 32 respondents have answered the questionnaire. The result of this pilot-test is analyzed with purpose to draw conclusions concerning the design of the questions and if the questionnaire could give useful result. The questionnaire completion time per respondent is approximately 22 minutes.

Reliability test was done to find out the internal consistency and all the reliability coefficients was found out to be 0.7 or more which is considered to be good.

9. Research Data Analysis

Research hypothesis were tested using suitable statistical analysis tools with the help of SPSS (version 16). Different statistical tools used in this research study are - cronbach alpha, factor analysis, mean, standard deviation, pearson's correlation analysis, regression analysis, independent sample t-test, one way anova, and multicollinearity.

Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy help to access the factorability of the data. We obtained KMO value as 0.919.

Factor analysis was used to identify the variables that were related to one another. The main functions of factor analysis were: (1) To reduce the number of variables and (2) To identify relationships among variables, that was to categorize variables.

The Chi-squared test was carried out to determine whether an association (or relationship) between two categorical variables. Pearson's product correlation was performed in order to identify whether there is any significant correlation between different independent variable and dependent variable of Indian student to study abroad. Regression analysis was done to determine impact of other factors. Analysis of variance or ANOVA is a statistical tool which assesses potential differences among means of two or more independent samples.

10. Conclusions& 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 completion, 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 students to enhance their critical thinking and be more 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 in order to improve its market coverage in right time. A successful brand name of institution helps 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.

14.Limitations of the Research

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.

15.Recommendations for future work

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 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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