

# AN INVESTIGATION INTO THE FACTORS RESPONSIBLE FOR HIGHER EDUCATION ABROAD AMONG STUDENTS OF PUNJAB

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## ABSTRACT

*Punjab is the land of Gurus and Saints. When we read the history of Punjab, we find that due to its fertile land, no shortage of water and due to the availability of suitable environment and fodder for the animals, the Aryas settled here and wrote their literature. Those Aryans made this land their permanent native land which did not belong to their ancestors. Now in the 21st century, when we have made tremendous progress in every field like arts, science, technology, medicine, education, etc., then why do modern young Punjabis migrate to the USA, Canada, Australia or any other foreign country to find a better future. To find out a better future in foreign, the majority of youth from Punjab want to move abroad by any means. Punjabis can move abroad through different ways. For instance they can move through study visa, work permit, tourist visa etc. But in most of the cases Punjabis want to move through study visa. For this, they have to go to IELTS institutes and qualify the IELTS exam. Punjabis think this is the best way to move abroad- Qualify IELTS with suitable bands, study in Canada, US or Australia and later on get permanent citizenship. The researcher collected the data from different IELTS institutes to find out the factors responsible for higher education abroad.*

**Keywords:** Higher education, Abroad, Students of Punjab

As we all know, so many factors are responsible for movement of students abroad, some are- Socio Economic Status, Social connections and interactions, Social factors such as community interaction, merry making and drinking culture, as well as peer influence can affect student decisions to study abroad., Cultural aspects, and other Personal Factors. Besides all these, some other issues which motivate the students to move to foreign countries are:

To See the World, to get higher education, to adopt a new Culture, to get some Career Opportunities, to find New Interests, To make Lifelong Friends, For personal Development, for other life experiences and to get higher and better education.

Conclusion regarding the factors responsible for movement from Punjab to other countries. As explained above, so many factors are responsible for the movement of Punjabi students to other countries like Canada, USA, Australia etc. Reasons may be any, but more than 90% Punjabees move from India for higher education outside India. So, the main aim of our study is to find out and investigate the factors responsible for higher education abroad

among students of Punjab.

Mpinganjira (2009) conducted a study at University of Johannesburg, Department of Marketing Management 'Comparative analysis of factors influencing the decision to study abroad' 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 for opportunities to enhance their career prospects through acquiring high quality education with qualifications that are recognised worldwide. The experience of studying abroad and its associated benefits is also important for most students.

Schnusenberg, De-Jong and Goel (2012) in their study 'Predicting Study Abroad Intentions Based on the Theory of Planned Behavior' found that financial ability affects student decisions to study abroad.

Paige and Magpuri-Lavell (2014) conducted various interviews with many students and found to have more personal skills and a higher acceptance of ambiguity which is associated with traveling to a new place and learning a new language.

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Nundy (2016) conducted a study on medical students. She has tried to find out the factors responsible for the movement of medical students to abroad specially China. She said in her paper that in 2014, about 300,000 Indian students travelled to other countries for higher education. There are several push and pull factors that determine the outbound flow of students. Push factors are mostly due to inadequate number of seats and facilities in the desired programme, poor quality of teaching, lack of diversity in the programmes available and so on. The pull factors could be several – wider pool of options to select from, scholarship opportunities, better facilities for research and so on. The wider factors are manifold that would include better social status and future prospects.

Babatunde (2018) conducted a study on propensity to consume higher education abroad by Nigerian students within the context of the General Agreement on Trade and Services. This was carried out to understand the extent to which different factors under certain rationale influence the decision of students to study abroad. Employing the factor analysis technique, the empirical analysis revealed that the underlying factors that drives the consumption of higher education abroad cut across personal, price, domestic educational issues, parental influence and academic reasons. Prospective candidates mostly decided to study abroad because of the available opportunities that enhance their career prospects through acquiring high quality education with qualifications that are globally recognized given the current challenges being witnessed in the Nigerian educational sector.

### **Objectives of the Study**

- To study all the factors responsible for the students to study abroad.
- To find most important factors (social, cultural or personal) responsible for students considering studying abroad.
- To study the economic status of parents of students going abroad for higher education.
- To find out the relationship between scores of various factors responsible for students to think about higher education abroad.
- To find the percentage of students willing to

complete higher education in different countries.

- To study destination choices of students for higher education abroad.
- To find significant difference in the mean scores of Factors with regard to gender.
- To find significant difference in the mean scores of Factors with regard to locality.
- To find significant difference in the mean scores of Factors with regard to religion.
- To find significant difference in the mean scores of Factors with regard to economic status.

### **Hypotheses of the Study**

- There exists no significant relationship between mean scores of Factors responsible for study abroad among male and female students.
- There exists no significant relationship between mean scores of Factors responsible for study abroad among rural and urban students.
- There exists no significant difference in the mean scores of Factors responsible for study abroad among male and female students.
- There exists no significant difference in the mean scores of Factors responsible to study abroad among rural and urban students

### **Delimitations of The Study**

1. The present study will be restricted to 200 students of Ludhiana district.
2. The students who are studying in government or private schools affiliated to PSEB or CBSE will be selected.

Only those students preparing for their higher study in Abroad will be selected for sampling.

### **Method**

The design of the study is descriptive. This study is qualitative as well as quantitative in nature as there will be open choice to describe the other factors which are responsible for the students to think for their higher education from abroad. Sample was collected randomly from students of district Ludhiana. Questionnaires were prepared by the investigator. Investigators have tried to find various factors responsible. A Self-Constructed tool was used to collect the data.

## Sample

The present study is restricted to 200 students of Ludhiana district, who are studying in government or private schools affiliated to PSEB, ICSE or CBSE and preparing for IELTS and planning their higher study from foreign country. Data was collected from Ludhiana district of Punjab state. Only those students were selected for sampling who are preparing for IELTS for their higher study in Abroad. Sample Includes male and female students. Further the sample is divided into students from rural background and from urban, as shown below in the figure. Data was collected from the four IELTS institutions

- Oxford institute, Pakhowal, Ludhiana
- Greatway institute, Raikot, Ludhiana
- Oxford institute, Mandi Ahmedgarh, Ludhiana
- AR Global, IELTS Centre, Mullanpur, Ludhiana

## Results and Discussions

This study is qualitative as well as quantitative in nature as there will be open choice to describe the other factors which are responsible for the students to think for their higher education from abroad. Sample was collected randomly from four different IELTS institutions of district Ludhiana. All boys and girls studying in these institutions were from different castes, social and economic backgrounds, different schools and colleges. Their aims in life may also be different. Thus, so many factors are there in the students like age, gender, economic background, castes etc. According to that, researchers explained the results in the form of tables, pie diagrams and graphs.

### Representation of interest to go abroad with respect to age

When the researcher went to the IELTS institutes, he found that although the students were of different age groups but majority of those were approximately 18 years of age.

**Table 1 Showing the representation of interest to go abroad with respect to age**

Age (in years)	Percentage
18	40
19	30
20-23	10
24-26	10
28+	10

### Representation of interest to go abroad with respect to gender

When the researcher went to the IELTS institutes, he found that boys and girls were interested to go abroad but majority of those were male students.

**Table 2 Showing the representation of interest to go abroad with respect to gender**

Total students 200	Percentage
140 BOYS	70
60 GIRLS	30

### Representation of interest to go abroad with respect to school boards (PSEB or CBSE)

When the researcher went to the IELTS institutes, he found that although the students were from different schools like government schools affiliated to Punjab School Education Board (PSEB) and private schools affiliated to Central Board of Secondary Education (CBSE) but majority of those were from government schools affiliated to Punjab School Education Board (PSEB). Data was collected from more than students but no one was found to study in that school which is affiliated to ICSE board.

**Table 3 Showing the representation of interest to go abroad with respect to School Boards**

Nature of School	Percentage of Students
Government School Affiliated to PSEB	40
Private School Affiliated to CBSE	30

70% students who are from Punjab School Education Board prefer to go abroad as compared

to the 30% of students of Central Board of Secondary Education in connection with higher education pursuits.

### Representation of interest to go abroad with respect to social background (rural and urban)

When the researcher went to the IELTS institutes, he found that although the students were of different social backgrounds i.e. from rural area and urban area.

**Table 4 Showing The Representation of Interest to go Abroad with Respect to Social Background (Rural And Urban)**

Social Background (Rural and Urban)	Percentage
Rural	80
Urban	20

### Representation of interest to go abroad with respect to caste

When the researcher went to the IELTS institutes, he found that although the students were of different castes i.e., General (GEN), Scheduled Caste (SC) and Scheduled Tribes (ST) and Other Backward classes (OBC), but majority of those were from SC category as shown below.

**Table 5 Showing the representation of interest to go abroad with respect to age**

Category	Percentage
GEN	20
SC/ST	50
OBC	20

### Representation of interest to go abroad with respect to agricultural land

When the researcher went to the IELTS institutes, he found that the students were of different economic conditions. Some were from landlord families and others were not. It is found that 90% of students responded affirmative of not having agricultural land and desirous for better educational opportunities outside the country. Same type of result is shown in the figure and table.

**Table 6 Showing The Representation of Interest to go Abroad with Respect to Agricultural Land**

Possess Agricultural land or not	Percentage
Possess Agricultural land	90
Do not possess Agricultural land	10

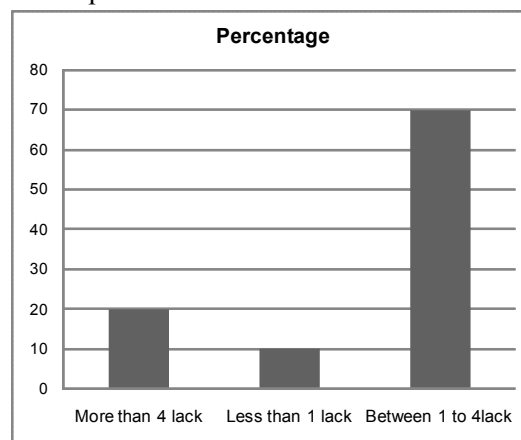
### Representation of interest to go abroad with respect to economy

When the researcher went to the IELTS institutes, he found that all the students were of different economic conditions. Some were from land lord families and others were not. It is found that who are financially weak and financially high, they were having less interest to go abroad for higher education. The students who are financially in between, they showed high interest to go abroad for higher education.

**Table 7 Showing The Representation of Interest to go Abroad with Respect to Economy**

Average income (financially)	Percentage
More than 4 lack	10
Less than 1 lack	20
Between 1 to 4 lack	70

The graphical representation clearly represents the same picture



**Figure 1 Showing The Representation of Interest to go Abroad with Respect to Economy**

In light of their preference for a destination for higher education, Canada seems much better than other countries and 50% of respondents preferred to have this choice.

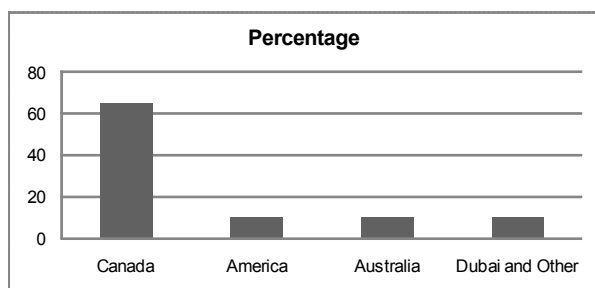
### Representation of interest to go abroad with respect to country

When the researcher went to the IELTS institutes, he found that majority of students want to go Canada (70%)

**Table 8 Showing the representation of interest to go abroad with respect to Country**

Country	Percentage
CANADA	70
AMERICA	10
AUSTRALIA	10
DUBAI AND OTHERS	10

The following figure clearly represents that the majority of students want to go to Canada (70%). Some other students want to go to USA, America, Dubai and other countries (10% ech)



**Figure 2 Showing the representation of interest to go abroad with respect to Country**

### Representation of interest to go abroad with respect to main factor (out of four), responsible for movement from India to abroad

The researcher visited various IELTS institutes and got different responses to the questions regarding the chief factor responsible for the movement of students from India to abroad.

**Table 9 Showing The Representation of Interest to go Abroad with Respect to Main Factor (out of Four), Responsible for Movement from India to Abroad**

Main Factor, Responsible For Movement From India To Abroad	Percentage
Socio Economic Status (Outside India, you feel that you will get good socio-economic status)	60
Social Motivating Factors (Outside India, you feel that society is better than India)	0
Cultural Motivating Factors (You feel that other countries are culturally strong than India)	10
Personal Motivating Factors (You have some personal factors that motivate you to move abroad)	30

### Representation of interest to go abroad with respect to other factor (out of ten viz. to see the world, education, take in a new culture, hone language skills, career opportunities, find new interests, make lifelong friends, personal development, life experience, higher education), responsible for movement from India to abroad

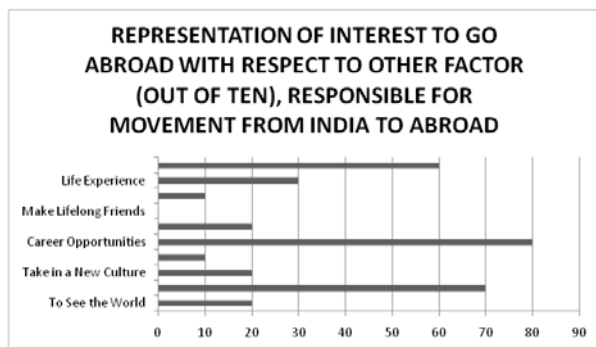
The researcher visited various IELTS institutes and got different responses of the questions regarding other factors out of ten e.g., to see the world, education, take in a new culture, hone language skills, career opportunities, find new interests, make lifelong friends, personal development, life experience, higher education responsible for the movement of students from India to abroad. In this question, the students were permitted to opt for more than one option.

**Table 10 Representing Interest to go Abroad with Respect to other Factor (out of Ten Viz. to see The World, Education, Take in A New Culture, Hone Language Skills, Career Opportunities, Find New Interests, Make Lifelong Friends, Personal Development, Life Experience, Higher Education), Responsible for Movement from India to Abroad**

Representation Of Interest To Go Abroad With Respect To Other Factor (Out Of Ten), Responsible For Movement From India To Abroad	Percentage
a) To See the World	20
b) Education	70
c) Take in a New Culture	20
d) Home Language Skills	10
e) Career Opportunities	80
f) Find New Interests	20
g) Make Lifelong Friends	0
h) Personal Development	10
i) Life Experience	30
j) Higher Education	60

Besides, some other genuine issues which lead to mass exodus of students to foreign countries are reflected in graph...70% of students project their interests for education purposes, 80% for enhancing career opportunities, 60% for higher education, 30% for taking life experiences, 10% for making personal development, 20% for taking new culture and again 20% desirous for seeing new world. 10% of students lunge for home language skills. Those who want to make lifetime friends have 0%. So it is clear that students who are crazy to go outside of the country

are only those who feels that they can get better carrier options and educational services and facilities abroad.



**Figure 10 Representing Interest to go Abroad with Respect to other Factor**

### Educational Implications

Internationalization of higher education through mass movement of students from one country to another in this globalized world has become the order of the day presently. Needless to say, this has been on rise since the mid 1990's. Millions of students are going abroad in pursuit of higher education and career advancement. No doubt, this fine interaction with international counterparts socially, culturally, economically, politically and academically has altogether enriched the educational experiences of students and academic faculties in the light of making skilled human resources. So, at this juncture, some of educational implications of this present study in hand are as follows:

- There is utmost need to ensure social justice and equity for providing upward mobility and access to higher levels of economic and social activities for backward and weaker sections of population by the stakeholders.
- Improvement in the quality of life by making a higher level of knowledge available to a wider base of population.
- Adoption of state specific strategies in enhancing the relevance of higher education through curriculum reform.
- Vocationalization of higher education emphasis on digitalization and information technology, life-skill education and distance mode of education must include the main policy and pre-

requisite of the Indian higher education system.

- Emphasis on seeking and cultivating new knowledge base in the light of new innovations in the modern world will go a long way to instill leadership qualities among youths and thereby, develop their full potential.
- The structural body of higher education in Punjab must follow the pattern to create general and professional degrees, employment opportunities and better life-oriented objectives for the Punjabi youths who are looking for abroad.
- More focus should be there in opening private institutions of higher education in the rural areas of Punjab where there is more concentration of young population.

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