

A STUDY ON THE FACTORS INFLUENCING STUDENTS' CHOICE DECISIONS TO STUDY ABROAD IN RANCHI AND JAMSHEDPUR

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Abstract

The higher education trend underwent with major advancement over the years, mainly in terms of student enrollment 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. This research paper investigates the factors influencing students' choice decision on studying abroad with discussion on what benefits are associated with an international education. This study also explores the barriers that students observed while making a decision related studying abroad. The data related to the study has been collected with the help of a structured questionnaire from IELTS/TOEFL coaching centers, overseas admission consultancies located in Ranchi, and Jamshedpur. Qualitative as well as quantitative research methodology was applied. The paper identifies motivational as well as restricting factors that influence students' choice decision. The conclusion resulted from this research is expected to benefits global universities in understanding to re-design their marketing and recruitment strategies in order to attract foreign students.

Keywords: International Education, Benefits, Barriers, IELTS, TOEFL, Challenging Environment.

Introduction

The tendency for students to study outside of their native country has been on a very rapid increase since the mid 1990's as a result of the worldwide trend to globalization. Statistics show that there were a total of 2.9 million students studying abroad in 2006 compared to 1.3 million in 1995 and 0.6 million in 1975 (OECD, 2008). On an average, the 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; Svenskt Näringsliv, 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 2014, about 300,000 Indian students travelled to different countries for higher education (Khosla 2015).

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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 et al. 2007). Forbes reported, July 2012 the total numbers of Indian student studying abroad were 189,500 whereas, according to the data from the National Center of Education Statistics, in 2014/15, the number of Indian students studying in US were 132,888.

International Student Mobility and Study Destinations

The number of students who choose to study at a university overseas has grown dramatically in recent decades, nearly quadrupling from 1.3 million in 1990 to 5 million in 2014 which is also more than double of the 2.1 million internationally mobile students in 2000 – with an annual increase of 10% OECD has proposed that, with demographic changes, international student mobility is likely to reach 8 million students per year by 2025. This suggests that there is steadily increasing number of international students each year. The renowned destinations of study for international students are the United States, United Kingdom, Australia, Germany, France and Canada, etc.. However these preferred study destinations are now coming under pressure from education hubs in Asia such as China, Singapore and Malaysia. Globally, recent data show that international student enrolment increased by 7.1 percent (from 974,926 to 1,043,839) during the school year of 2015 to 2016 (Open Doors fact sheet, 2016). The figure improved during the academic year 2016 to 2017 with a total of 290,836 new enrollees. The top places of origin of international students in the United States are China, India, South Korea, Saudi Arabia, and Canada (see table below).

TOP PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

		2015/16	2016/17	% of total	% change
	World TOTAL	1,043,839	1,078,822	100.0	3.4
1	China	328,547	350,755	32.5	6.8
2	India	165,918	186,267	17.3	12.3
3	South Korea	61,007	58,663	5.4	-3.8
4	Saudi Arabia	61,287	52,611	4.9	-14.2
5	Canada	26,973	27,065	2.5	0.3
6	Vietnam	21,403	22,438	2.1	4.8
7	Taiwan	21,127	21,516	2.0	1.8
8	Japan	19,060	18,780	1.7	-1.5
9	Mexico	16,733	16,835	1.6	0.6
10	Brazil	19,370	13,089	1.2	-32.4
11	Iran	12,269	12,643	1.2	3.0
12	Nigeria	10,674	11,710	1.1	9.7
13	Nepal	9,662	11,607	1.1	20.1
14	United Kingdom	11,599	11,489	1.1	-0.9
15	Turkey	10,691	10,586	1.0	-1.0
16	Germany	10,145	10,169	0.9	0.2
17	Kuwait	9,772	9,825	0.9	0.5
18	France	8,764	8,814	0.8	0.6
19	Indonesia	8,727	8,776	0.8	0.6
20	Venezuela	8,267	8,540	0.8	3.3
21	Malaysia	7,834	8,247	0.8	5.3
22	Colombia	7,815	7,982	0.7	2.1
23	Hong Kong	7,923	7,547	0.7	-4.7
24	Spain	6,640	7,164	0.7	7.9
25	Bangladesh	6,513	7,143	0.7	9.7

Source: Institute of International Education (2017).

The figure above shows that China and India are the biggest suppliers of international students to the United States with a total number of 350,755 and 186,267 mobile students, respectively. In terms of the total number of international students in the world, the number increased by 3.4 percent, from 1,043,839 in academic year 2015-2016 to 1,078,822 in AY 2016-2017. On the other hand, the total number of international students from Nepal increased by 20.1 percent, from 9,662 to 11,607. This shows that the Nepal is sending more international students to the United States for the past few years.

Thus, with the growing trend of international education, the competition within education industry has become strong, which indicates that countries as well as foreign institutions need to have a good strategy regarding how to draw attention of foreign students. To become able to develop the strategy and to be successful in attracting international students' governments, foreign institutions need to analyze the primary reasons behind a student's decision to study abroad, factors motivating student's decision to study abroad, what sources of information are accessible to them and what other factors these students ponder while taking a decision to study abroad.

Objectives of the Study

The objective of this article is to investigate the criteria used by students to select a country and institution for higher education, to identify the factors influencing the choice decision to study abroad of the Indian student based in Ranchi & Jamshedpur and to obtain an understanding of the marketing strategies and identify the needs of improvement in the practices used by overseas consultancies and foreign universities. In order to meet the above research aims it is necessary to accomplish the following research objectives:

- To analyze the factors influencing (positively and negatively) the choice decision of the Indian student based in Ranchi & Jamshedpur to study abroad
- To find out whether factors identified choice decision varying with gender of the students.
- To examine benefits that students' aspire while taking decisions to study abroad.
- To analyze the obstacles that disturbs the students while taking decisions to study abroad.

Hypothesis

- H₁:** Motivation by the parents does not influence the choice decision to study abroad of the Indian student based in Ranchi & Jamshedpur.
- H₂:** Financial position of the family does not influences the choice decision to study abroad of the Indian student based in Ranchi & Jamshedpur.
- H₃:** There exist no relationship between gender and importance given to various factors while making choice decision to study abroad.

Scope of the Study

The Study was confined towards identifying the factors influencing Indian students based at Ranchi and Jamshedpur moving abroad for higher education. The findings of this

study were of interest to the target audience such as: foreign universities, overseas education consultancies (Foreign Universities Marketing Practitioners), coaching centers, as well as domestic universities and colleges. Also researchers to do more research on the factors influencing decision-making processes of students to study abroad, especially with regard to their attitudes, beliefs and opinions on international higher education. The conclusion resulted from this research is expected to benefit global universities in understanding as to how to re-design their marketing strategies in attracting students from India general as well as from Ranchi and Jamshedpur, in particular.

Limitations of the Study

The selection of the geographic location and the size of the sample becomes a limitation in the study.

Literature Review

The higher education of the new era is facing great challenges. The numerous investigations into the process of influencing international student's decision for higher education in abroad has increased due to globalization and a rising competition in the higher education sector (Soutar & Turner, 2002; Petruzzellis & Romanazzi, 2010). With rising international competition among countries for international students, it has become increasingly important to gain a better understanding of the factors that are driving international students' mobility to study abroad. Suh Li Phang (2013) said that the 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. There are three groups of factors have been identified to influence international students' decision on study destination. These include communication (quality: digital, internet, Google), location (study destination's attractiveness: brand, course, facilities,) and social factors (social network: family, friends, etc.)

Usually, the studying abroad decision is made by the students themselves however is also influenced by their immediate family members (Bodycott & Lai, 2012; Bodycott, 2009). The researchers (Shank, Quintal and Taylor 2005; Mazzarol and Soutar 2002; Pimpa 2003) identified that family influence is a major factor in overseas study decisions. Students pay more attention to the opinions of their parents, family members, relatives and friends, and the role of parents is especially important (Mazzarol & Soutar, 2002; Bodycott, 2009). Recommendations from parents, relatives, friends and other "gatekeepers" were also significant factors before making a final decision (Mazzarol & Soutar, 2002). The views from family members may employ different types of influence on one's behavior (Bearden and Etzel 1982). Family opinion and recommendation influence students' options of their host institutions (Bourke 2000; Moogan, Baron and Harris 1999). This is largely because the nuclear family is small, parents themselves have to fund the education of their children hence both the cost as well as psychological separation play an important role.

Similarly, friends are another major influence of student choices (Kellaris and Kellaris 1998, Licata and Maxham 1998). Researches over the last decade have regularly determined the importance of the friends' opinions when international students select host institutions to study at (Bourke 2000). A study by Shanka, Ali-Knight and Pope (2002) pointed out that 37% of

international undergraduate students rated parents and friends as their key sources of information for the Australia and UK. There are numerous reasons for this. These include the chances of having friends already studying at the same institutions, personal experiences of friends and their family members. The family and friends influence are related to the importance of word-of mouth communication which is seen as objective, reliable and not commercially oriented.

One of the most important factors that significantly impact international students' decision-making process is financial aspect, which includes the cost of course study as well as the cost of living, cost of foreign admission formalities, and studying abroad cost. This marks decision-making a goal-oriented, purposive that demands the decision-makers attention or caution, groundwork, efforts and initiatives. These efforts cover doing broad research, filling out different forms (both printed and online), taking tests and exams, travelling, and so on. Previous studies have pointed out that students' choice decision to study abroad is greatly affected by financial conditions (Paulsen & St. John, 2002; Kurlaender, 2006). In Bodycott and Lai (2009), Chinese families totally consider the factors that provide funds for tuition and living expenses. Among 89.5% students surveyed in their study, one or both parents remained the major supporter(s) of finance for the cross-border study. Elliott and Soo (2013) describes that higher fees reduce the number of applicants. The higher the number of applicants in the previous year, the higher the tuition fees will be fortified. One of the best ways to encourage and attract more international students is to decrease tuition fees (Trilokekar & Kizilbash, 2003; Hemsley Brown & Oplatka, 2006). Financial demand plays a significant role, but it could have a negative impact on students' choices (S. Wilkins et al., 2013).

When families make decisions related to studying abroad, funding for tuitions is an important factor. Bodycott (2009) focused in the research that the cost of education overseas produced a heavy burden on family. Parents hope Universities to provide high-quality education, with high supported services and scholarships, and other financial support opportunities. Financial support, such as scholarships, is important when facing high cost of living. For example, students from Asian countries with poor backgrounds (Ng & Tang, 2008). Although the Swedish Government has increased the amount of scholarships, it provides more than 250 million Kronors a year for international students (ICEF Monitor, 2017). On the contrary, Alexander (2012) revealed that there are various financial aid options such as grants, loans, and scholarships for students interested in study abroad. The question becomes whether or not students know and take advantage of the financial aid opportunities provided by their university. According to EduPASS (2013), an online resource site that delivers relevant knowledge to international students interested to study abroad, especially in the United States, there are different sources of financial aid that may be availed by international students. Some of the sources of financial aid include from the home country of international students; aid from the host Government; aid from international organizations; aid from private sponsors; and aid from the University (Edupass; 2013).

Fundamental to effectual marketing is the selection of mode of communication to

reach the focused audience. International students have access to a range of information sources that helps them in decision-making. Some of them include the Internet, word of mouth, newspapers, admission consultants and other sources. Despite this extensive diversity in probable information sources, James et al. (1999) signified that international students had very limited knowledge and information to decide which courses to study and career prospects on completion a specific program. Some researchers have indicated internet as a critical source of information also pointed out that e-business strategies might build a trust relationship to overwhelmed the geographic as well as culture distance between the host and the students' home country (Hoffman et al 1999). Similarly other Scholars have recommended a more holistic approach of directing the students' networks such as universities, schools, alumni etc. (Litten, 1982).

Research Methodology

A survey-based methodology was followed. This involved developing a questionnaire and also conduct structural interview with students, located in Ranchi, and Jamshedpur.

Sample Size

Looking into the population nature, the researchers, in the study initially planned for a sample size of 400 students (approx. 200 students from both cities) from the students taking IELTS/ TOEFL preparation classes and those students who are making queries for overseas study at admission consultancies based at Ranchi & Jamshedpur. For obtaining the required sample units, the help of admission consultancies, and IELTS/TOEFL coaching centers had been taken. After obtaining the database from overseas consultancies, and coaching centers by way of judgmental sampling, we settled with 200 units of sample.

Data Collection and Measuring Instrument

The study was an empirical one based on the primary data to be collected from IELTS/ TOEFL coaching centers, overseas consultancies located in Ranchi, and Jamshedpur. Qualitative as well as quantitative research methodology was applied. The qualitative part includes personal interviews with students at coaching center and at admission consultancies to gain insight of currently which factors influencing most towards the students' choice decision. The initial qualitative approach was utilized in preparing structured questionnaire. The variables once defined were integrated with questionnaire, interview insight and also with secondary sources of data. Statistical tool was applied to test the significance at various levels.

A survey questionnaire was designed that include mostly Likert scale questions, as well as some demographic and open-ended questions. The questionnaire is divided into five major sections i.e. Section A to Section E. The sections are tailored to collect data related to decision making in terms of demographics about the international student; choice decision influencing factor; general influencing factor used and recommendations for influencing factor use by universities. Before final survey, the pilot test was conducted among 30 students. However, only 13 respondents have answered the questionnaire. The result of this pilot-test was analyzed with purpose to draw conclusions concerning the design of the questions and if the questionnaire could give useful result. By using Cronbach's alpha reliability test, it is

found that the factors and their constructs were reliable to go for further analysis. Responses were solicited through visiting overseas consultancies and coaching centers where students are taking preparation classes. Results were tabulated and analyzed using SPSS statistical software. Various statistical tools were used to analyze the test- frequency distribution method, and t-test. The data was presented by means of bar charts and tables.

Data Analysis

For the current article the scholar has taken students from Ranchi and Jamshedpur who aim to go abroad for higher education. These applicants include both, males and females.

Table 1: Composition of Respondents

	No. of student	Percent
Male	154	62%
Female	93	38%
Total	247	100%

In the present article the aspirants comprises both, boy and girl students from the Ranchi and Jamshedpur. Out of these 247 students, 154 respondents are males and 93 are females.

Table 2: Monthly Income

	No. of student	Percent
Rs. 2,50,000 or less	38	15%
Rs. 2,50,000 to Rs. 5,00,000	103	42%
Rs. 5,00,000 to Rs. 7,50,000	48	19%
Rs. 7,50,000 to Rs. 10,00,000	36	15%
Above Rs. 10,00,000	22	9%

In the current study, the scholar has also given attention on the annual family income as a demographic variable in order to support the article. In the above-given table out of the total respondents under article, only 15 percent of respondents' annual family income is below two lakh fifty thousand and 42 percent i.e. near about of the respondents show their annual family income between 2,50,000-5,00,000. And rest of the respondent's annual family income is above 5,00,000. This suggests that most of the students who aspire to study abroad are from the background whose annual family income is in the range of Rs. 2,50,000 to Rs.5, 00,000 and above Rs.5, 00,000.

Table 3: Response to if any Family Members Previously Studied Abroad

	No. of Student	Percent
Yes	101	41%
No	146	59%

Further, respondents were examined whether any of their family members previously have studied abroad. The finding demonstrates that out of total respondents, 41 percent said they have family members who have previously studied abroad and 59 percent of the respondents said that none of their family members previously went overseas for higher education. This observation confirms the supposition that respondents' decision to pursue higher education in abroad is not really influenced by having family members who are previously studied abroad.

Table 4: Response to if any of Friends Previously Studied Abroad

	No. of Student	Percent
Yes	167	68%
No	80	32%

Out of the total respondents, an overwhelming 68 percent of the respondents said they have friends who have previously studied abroad. Only 32 percent of respondents did not have any friends who went abroad previously for higher education. The above statistics exemplify that this division of market, to a certain extent gets influenced to go abroad for higher education as they have friends who previously have done the same.

Table 6: Source of Information to Decide on Study Abroad

Source	Gender					
	Male		Female		Total	
	Count	%	Count	%	Count	%
Friends already studying in abroad	33	21	16	17	49	20
Academic Advisor	29	19	19	20	48	19
Study Abroad Advisor	14	9	5	5	19	8
Study Abroad Website	17	11	12	13	29	12
Study Abroad Fair	14	9	11	12	25	10
Former Participants	5	3	2	2	7	3
Family Members	41	27	27	29	68	28
Others	1	1	1	1	2	1
Total	154	100	93	100	247	100

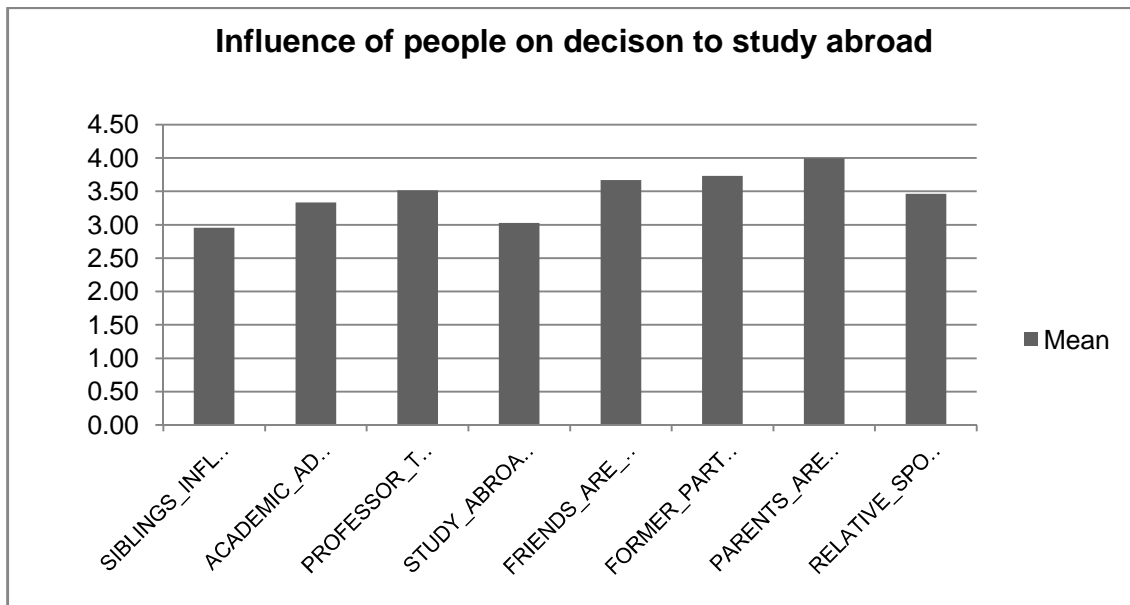
The analysis of the results under the article reveals that 28 percent of the respondents specify that family members are an important source of information in making decisions regarding studying abroad, followed by family members and friends already studying in abroad with 20 percent on whom the respondents depends upon to gather information related to study abroad. Only 3 percent of the respondents depend on former participants as a source of information to encourage their decision to study abroad. Thus, the analysis of outcomes under study helps the scholar to strongly support the belief that family members act as an principal tool and resource to communicate and give knowledge on matters related to study abroad to this segment.

Also an added observation was made regarding that there is very less gender disparity in the reply of students makes to the question on most reliable base for collecting information. This is underlined by their responses, which indicates that 27 percent of male and 29 percent of female respondents rely on information regarding abroad education they get from family members. On the whole, it can be believed that family members are the most trustworthy and reliable source to collect information on overseas education. Thus, foreign universities and colleges should understand that they should market and advertising such a way that the information regarding programs and courses available, curriculum and other information easily reaches to the parents of the target market.

Table 7: Level of Influence the following Persons have on Students’ Decision to Study Abroad

	N	Mean	Std. Deviation
SIBLINGS_INFLUENTIAL	247	2.96	1.170
ACADEMIC_ADVISER_ARE_INFLUENTIAL	247	3.34	1.022
PROFESSOR_TEACHERS_ARE_INFLUENTIAL	247	3.52	1.085
STUDY_ABROAD_ADVISER_ARE_INFLUENTIAL	247	3.03	1.336
FRIENDS_ARE_INFLUENTIAL	247	3.67	1.131
FORMER_PARTICIPANTS_ARE_INFLUENTIAL	247	3.73	1.041
PARENTS_ARE_INFLUENTIAL	247	4.00	1.026
RELATIVE_SPONSORING_ARE_INFLUENTIAL	247	3.47	1.265
Valid N (listwise)	247		

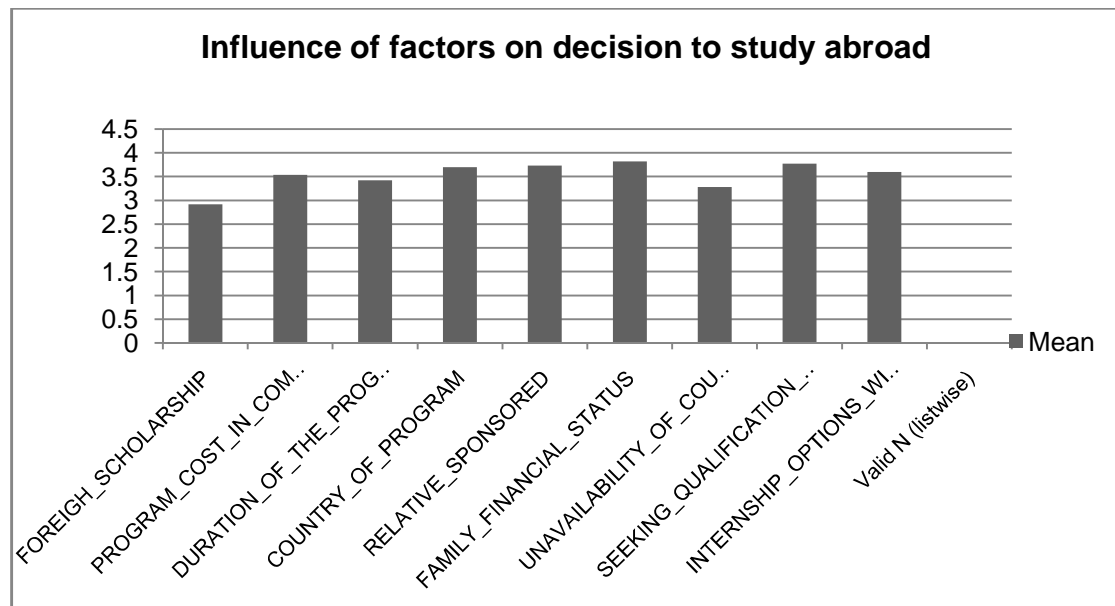
Chart 7



In the above table, a mean score with greater than 3 indicates strongest influencer to students for taking decision to study abroad. The above table reveals that out of the total respondents under study, while taking decision to study abroad, the major influencers are the parents with a highest mean score of 4 followed by former participants and friends studying abroad with a mean score of 3.73 and 3.67 respectively. Siblings with a mean score are least influencers on this market to take decisions about studying abroad. This helps the scholars support the review of literature that parents have the greatest influence on the student while making decisions about overseas studies. Thus, in the above table, the null hypothesis is rejected, helping the research to prove actual hypothesis that Motivation from parents influences most the choice decision to study abroad of the Indian student based in Ranchi and Jamshedpur.

Table 8: Level of influence the following factors have on students' decision to study abroad

	N	Mean	Std. Deviation
FOREIGH_SCHOLARSHIP	247	2.92	1.274
PROGRAM_COST_IN_COMPARISON_TO_HOME_COUNTRY	247	3.54	1.023
DURATION_OF_THE_PROGRAM	247	3.42	1.093
COUNTRY_OF_PROGRAM	247	3.70	1.086
RELATIVE_SPONSORED	247	3.73	1.057
FAMILY_FINANCIAL_STATUS	247	3.82	1.004
UNAVAILABILITY_OF_COURSE_IN_HOME_COUNTRY_	247	3.28	1.284
SEEKING_QUALIFICATION_WITH_WORLDWIDE_RECOGNITION	247	3.77	1.048
INTERNSHIP_OPTIONS_WITH_PROGRAM	247	3.60	1.095
Valid N (listwise)	247		

Chart 8

In the above table, a mean score with greater than 3 indicates strongest influencing factor to students for taking decision to study abroad. The above table reveals that out of the total respondents under study, while taking decision to study abroad, the major influencing factor is family financial status with a highest mean score of 3.82 followed by seeking qualification with worldwide recognition and relative sponsored with a mean score of 3.77 and 3.73 respectively. Foreign Scholarship with a mean score 2.92 is least influencing factor on this market for students to take decisions about studying abroad. This helps the scholars support the review of literature that family financial status is one of the most influencing factors to the student while making decisions about overseas studies. Thus, in the above table, the null hypothesis is rejected, helping the research to prove actual hypothesis that financial position of the family influences the choice decision to study abroad of the Indian student based in Ranchi and Jamshedpur.

Table 9: Level of Importance of Various Factors in Students’ Decision to Study Abroad T-Test Group Statistics

	Gender	N	Mean	Std. Dev	Std. Error
Important of the following factors in students decision to study abroad - foreign Scholarship	Male	154	2.83	1.323	0.107
	Female	93	3.08	1.182	0.123
	Total	247	2.92	1.274	0.081
Program cost in comparison to home country	Male	154	3.39	1.080	0.087
	Female	93	3.80	0.867	0.090
	Total	247	3.54	1.023	0.065
Duration of program	Male	154	3.32	1.090	0.088
	Female	93	3.59	1.096	0.114
	Total	247	3.43	1.098	0.070
Country of program	Male	154	3.65	1.180	0.095
	Female	93	4.12	0.832	0.086
	Total	247	3.83	1.085	0.069
Relative Sponsored	Male	154	3.53	1.110	0.089
	Female	93	4.06	0.870	0.090
	Total	247	3.73	1.057	0.067
Family financial status	Male	153	3.70	1.058	0.086
	Female	93	4.02	0.884	0.092
	Total	247	3.82	1.004	0.064
Unavailability of course in home country	Male	153	3.19	1.260	0.102
	Female	93	3.44	1.298	0.135
	Total	247	3.28	1.284	0.082
Seeking qualification with worldwide recognition	Male	153	3.61	1.114	0.090
	Female	93	4.03	0.878	0.091
	Total	247	3.77	1.048	0.067
Internship option with program	Male	153	3.41	1.097	0.089
	Female	93	3.91	1.028	0.107
	Total	247	3.60	1.095	0.070

On a five point likert scale where 5 is strongly agree and 1 is strongly disagree. A mean score with greater than 3 indicates the most important factor considered while taking decision to study abroad decision. With the highest mean score between total respondent is the country of program, family financial status and seeking qualification with worldwide recognition are the factors given importance while taking decision to study abroad.

Table 10: A Level of Importance of Various Factors in Students Decision to Study Abroad

H₁: There is a significant difference between males and females in the importance given to various factors while taking decision to study abroad.

Independent Samples Test

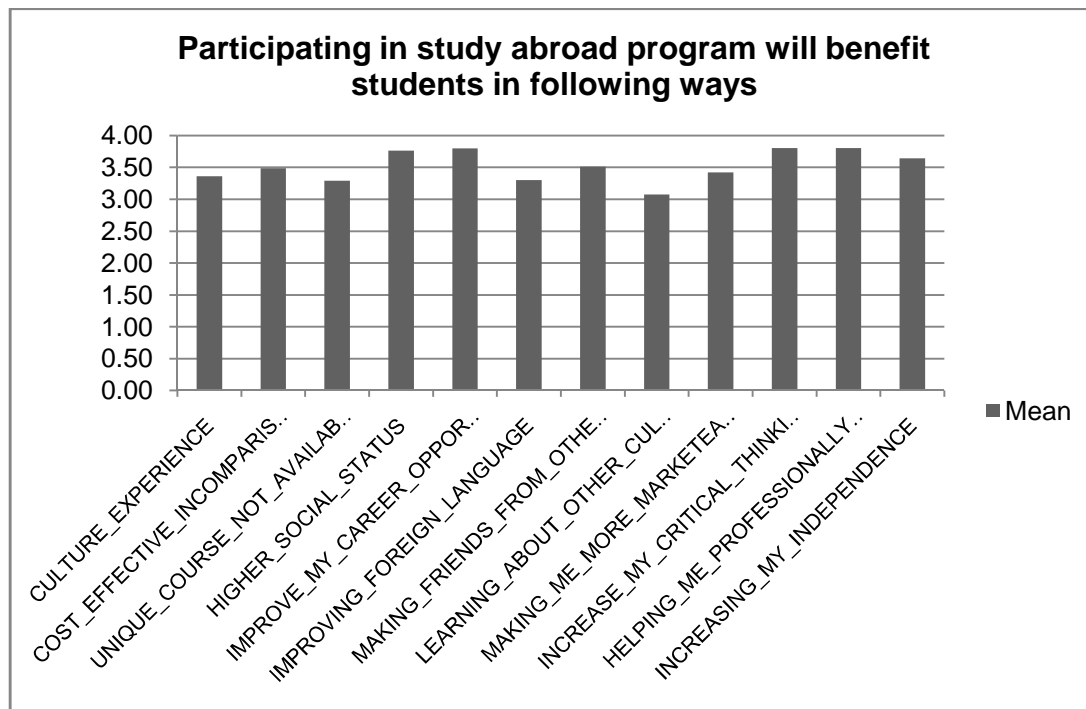
	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
How important were the following factors in your decision to study abroad - foreign Scholarship	-1.462	245	0.145
Program cost in comparison to home country	-3.075	245	0.002
Duration of program	-1.860	245	0.064
Country of program	-3.360	245	0.001
Relative Sponsored	-3.996	245	0.000
Family financial status	-2.452	245	0.015
Unavailability of course in home country	-1.580	245	0.115
Seeking qualification with worldwide recognition	-3.168	245	0.002
Internship option with program	-3.545	245	0.000

To test the hypothesis t-test was applied and observed that since $P=0.001$ which is < 0.05 , Hence, the null hypothesis is accepted. Helping the researcher to accept that there is a significant difference between males and females in the importance given to various factors while taking decision to study abroad.

Table 11: Participating in the Study Abroad Program will Benefit Students in the Following Ways

	N	Mean	Std. Dev.
Culture experience	247	3.36	1.267
Cost effective in comparison to home country	247	3.49	1.031
Access to unique courses which are not available in home country	247	3.29	1.163
A higher social status	247	3.77	0.984
Improve my career opportunities for me after finishing my studies	247	3.80	1.249
Learning/improving a foreign language	247	3.30	1.137
Making friends from other countries	247	3.51	1.107
Learning about other culture	247	3.08	1.236
Making me more marketable to future employers	247	3.42	1.036
Increase my critical thinking skills	247	3.80	1.143
Helping me professionally in a globalized world	247	3.81	1.045
Increasing my independence	246	3.64	1.108

Chart 11



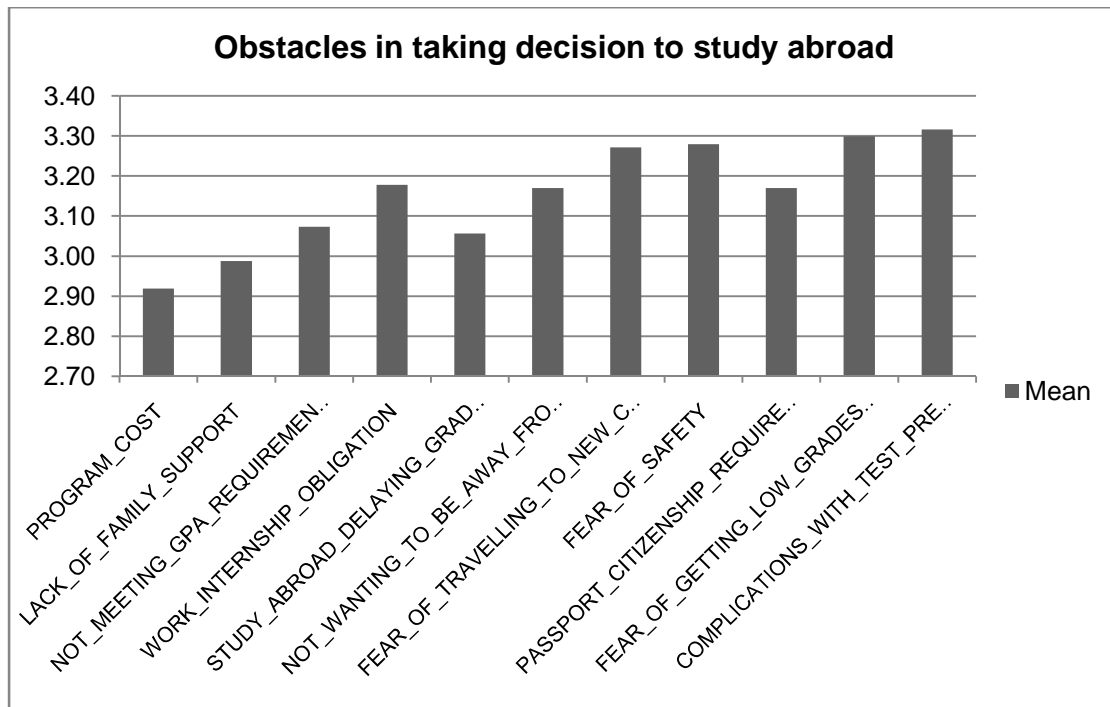
The above table demonstrate about the benefits students looking forward to while making a decision to study abroad. On a five point likert scale where 5 is strongly agree and 1 is strongly disagree. A mean score with greater than 3 indicates the most important benefit

respondents derive from studying abroad. The table indicates that one of the benefits which the respondents experience for study abroad is helping them professionally in a globalized world. This is projected by the highest mean score of 3.81. Followed by that is the mean score of 3.80 which shows that respondents believe that studying abroad will improve career opportunities for me after finishing their studies and also Increase their critical thinking skills. The least advantage that respondents show interested in is the learning about others culture by studying abroad. In light of the last objective under this study, data was collected tabulate analysed and summarised as follows:

Table 12: Obstacles in taking Decision to Study Abroad

Obstacles in taking decision to study abroad			
	N	Mean	Std. Dev.
Program cost	247	2.92	1.155
Lack of family support	247	2.99	1.205
Not meeting GPA requirements for the program	247	3.07	1.191
Work/internship obligations	247	3.18	1.19
Study abroad delaying graduation	247	3.06	1.222
Not wanting to be away from home (home sickness)	247	3.17	1.204
Fear of travelling to a new country	247	3.27	1.156
Fear of safety in other countries	247	3.28	1.151
Citizenship/Passport requirements	247	3.17	1.204
Fear of getting low grades while abroad	247	3.30	1.325
Complications with test preparation such as GRE, MCAT, LSAT, GMAT. Etc.	247	3.32	1.239

Chart 12



The result of the survey speaks that the biggest obstacle while taking decisions about studying abroad is complications with test preparation such as GRE, MCAT, LSAT, GMAT, etc. and fear of getting low grade while abroad study. On a five point likert scales where 5 is strongly agree and 1 is strongly disagree. A mean score with greater than 3 indicates the strongest constraint students face to study abroad. This is indicated in the above table with the highest mean score of 3.32 and 3.30 respectively. With a mean score of 3.28 fear of safety in other country is also one of the constraints which students face while taking a decision about studying abroad. Followed by fear of safety other factors which obstruct students' decision to study abroad is fear of travelling to new country, internship obligations, home sickness, passport requirement, not meeting GPA requirement for the program, delaying graduation, lack of family support and program cost.

Conclusion

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

The results generated from the survey showed that this market (Ranchi & Jamshedpur) under study, considers family /parents as the most trust worthy source of information for any matter related to their higher education in foreign universities. The survey helped the scholars to discover the most dominant influencers to this market segment. The benefit that this market looks for while taking decision to study abroad is also been derived. The major hurdles which students' face, while making choice decision to study overseas are also derived from the survey.

Suggestions

Based on the results derived from this study, the following recommendations are given to various foreign universities and institution to enable them to devise better marketing and communication strategies. They are as follows:

- In order to grab this market in the right time, foreign institutions should ensure that a well-known brand name of the university is built. A successful brand name and good education in university help them to develop professionally in a globalized world. It acts as one of the most important factors that potential students consider while making choice decisions to study abroad.
- The survey suggests that one of the major constraints that this market faces is complications with test preparation such as GRE, MCAT, LSAT, GMAT. Etc. The complexity of these exams and the consequential fear of scores hamper students from admitting themselves in popular and renowned universities. The institutions should try to recruit students should encourage them by providing some training programs to enable them to overcome these hurdles.
- One of the benefits students desire by studying abroad is to obtain better and higher quality education, which helps them improving their career opportunities after finishing their studies, and also increase their critical and analytical thinking skills and makes them more employable in the market. This has led the researcher to suggest that foreign universities should structure their programs in a way that match industry demands and help students to sharpen their thinking skills and become more creative.
- The study indicated that factors like fear of travelling to other country, fear of safety in other country, fear of staying away alone from home country are not the factors which deter students from studying abroad. However, this market looks for availing supplemented services and courses that various institutions should provide to attract and recruit students.
- The study indicated that factors like program cost as well as lack of family support are obstacles for student while making abroad education decision. Hence, Global universities should design their program for students in such a way that it is cost-effective and does not stretch for a long period. The course completion time frame should be reasonable for the students.

Thus, for marketing of foreign universities offering higher education, all these factors have to be considered policy formulation and designing marketing strategies to delight and win a real time customer.

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