

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Movement of people from one place to another is a usual phenomenon since the beginning of human civilization. Movement can be for many reasons such as food, shelter, work and study.

Millions of students from around the world (especially from the developing world) are leaving their usual place of residence to seek better educational opportunities. The urge to learn more and have a better stand in society, and get a good employment to support oneself or one's family are major reasons behind the movement of students from one place to another. These are not only characteristics of migration from poor to rich countries; the education system has also caused movement from one developing country to others where future prospects due to enrichment of knowledge seem at least better.

Globalization and advent of new communications and transportation technologies have given new impetus to migration in the form of knowledge, especially for bettering the livelihood for a massive number of people around the globe. Termed as the 'new era of mobility' (United Nations, 2006), this movement of natural persons (MNP) for trading human-services has a significant impact on and contributions to the social wellbeing and economic development of countries of destination as well as countries of origin.

For many decades, Nepali students have been moving temporarily to foreign countries for education. In recent years, there has been a drastic increase in the number of Nepali students going abroad for education. The main countries where Nepali students chose to study are: US, UK, Australia, Cyprus, Norway, Egypt, Singapore, Bangkok and India. Most of the students are going for higher education just after their high school. A huge number of Nepali students go abroad to study various subjects that may not be offered in Nepal (Nepal Migration Year Book, 2008). The knowledge they bring back to nation has great impact on the country, its people and in their own life style and

socio-economic condition. In this context, this research tries to study the reasons that make Nepali students interested to study in the United States.

The educational achievement of rural youth is promoting a kind of attitude and desire that alienates them from their village of origin because village life becomes incompatible with their education. This is also a reason that the rural youth are moving to urban areas. This shows a brain-drain tendency among the educated rural youth towards the urban areas like the labor drain tendency of the non-educated youth to migrate to cities.

Education has been identified as a likely determinant for this movement by many sociologists, but the ways in which education influences migration are unclear with disparate empirical results. An educated individual is more likely to make better decisions about their career than those who are not. David Thorsby (1999) concludes that because of improved international communications, a widening range of educational opportunities for foreign students, increased globalization of labor market and other factors, more and more students study abroad.

1.2 Significance of the study:

My basic intention was to conduct a sociological study on the concept of why most of the Nepali students move/migrate to United States to continue their future studies.

In the process of my study, my main focus was to conduct a full-fledged research, personally visiting the students and the firms promoting them, and the stepping stone I found was the USEF-Nepal, which really supported me lots in providing the most important data required. In the ongoing process I got an opportunity to meet and collect raw data from the students, and personally analyze their causes/reasons or it could be said necessity on the part of average number of students I came across to make up their minds to go abroad for studies. I also got a chance to personally meet their families and conduct a walk-in-interview, with the members, which basically supported me on to complete my fieldwork with much confidence.

1.3 Statement of the Problem

It is generally noticed that governments have targeted on gaining control of power in Kathmandu than rectifying the massive social and economic problems of the country. In such circumstance, the future seems bleak for the millions of people that will hold the reins of the country in the near future. An estimated 26,222 students left the country in the year 2010 to pursue their education abroad out of which there were 1063 students particularly for the US base on the 'no objection letter' issued by MOE (MOE Nepal,2010)

Though going abroad for education has been prevalent in Nepal, it has been largely confined to the rich upper classes of society in the earlier days. Today, this process does not continue as such because middle class families are also sending their children for higher education abroad. There also has been burgeoning growth or private agencies to facilitate student education. However, the phenomenon of student going abroad for studies and the brain drain needs to be examined at a closer level.

Several researches regarding international student movement have been carried out throughout the world. But, the literature on the subject on Nepali context is lacking. Each year, *Open doors: Report on International Educational Exchange* is published annually by Institute of International Education (IIE) with support from the US Department of State's Bureau of Educational and Cultural Affairs, and the data about the number of Nepali students in the US is made public through some newspapers. However, other than that not much research has been done to determine the reasons behind such huge surge of Nepali students in the US.

A research was done by Dong Liu and Jing Wang at Hogskolan Dalarna, Sweden in 2009, and their study focused only on the determinants of international student mobility. They figured out that tuition fees can be cheaper than studying at the host country as scholarship provided to international students as well. US federal support for education and the size of young population having the desire to get international standard education are the main determinants of international student mobility. However, in case of Nepal, other factors like political instability, family and peer

pressure, and the prospect of settling in the US are equally important factors. This research study has tried to fulfill the gap by studying all these different factors, and determine the major causes for so much student mobility towards the US.

Education can be treated as a non-diminishing asset which can support individuals even under financial crisis by generating income for their sustenance. Tuckman (1970) and Mixon (1992) describe college student movement as a form of human capital investment. This could be a reason for Nepali students to go to the United States for higher education. Also considering the fact that Nepal faces high levels of unemployment and poverty and the desire to fulfill personal and social needs, there are populations at large who have not been very fortunate enough to afford financing their education.

Therefore, the primary purpose of this research is to study the factor, both social and psychological which influences the intension or the decision of Nepali students who applied for a student VISA to the US. This study has attempted to answer the following research questions:

- I. Why do students prefer to study abroad?
- II. What are the social and economic backgrounds of the students?
- III. What are the motivational factors responsible for the students to choose the destination?
- IV. To study the factors that played a vital role to choose the destination.

1.4 Objectives of the study

The main objective of this study is to find out the social and psychological factors that determine the decision of student exodus to the United States for higher education. Other specific factors are as follows:

- I. To find out the socio-economic and regional background of the student's selected for US universities.
- II. To study the motivational factors responsible for the students to select the US universities for higher education.

- III. To examine the interested fields of study and level of education that the students intent to study in the US.

1.5 Rationale of the study

The international movement of students has been a vital issue in Nepal. Thousands of students leave the country annually to pursue their education abroad. Though movement for education was confined to the rich upper class of the society in the past, this has been increasingly taking place among the middle and the lower-middle class these days. There also has been an urge of ongoing growth or private agencies to facilitate student movement. However, the phenomenon of student movement and the brain needs to be examined at a closer level. This study is an attempt to understand the phenomenon.

The study will help in determining the factors that influence the Nepali students to choose the US universities as their destination. There may be many researches done on studying abroad, but this research is mainly focused on Nepali students who got a VISA and are leaving the country. Since the students know they are for sure going to the US for their education, it is likely that they would give a better perspective on the reasons for choosing the US as their destination.

1.6 Organization of the study

The first chapter is the introductory chapter, background of the study, the statement of the problem and the rationale of the study have been presented in this chapter. The second chapter presents a comprehensive review of the literature, includes the push and pull factors of the migrants, the study about the US as the main destination for Nepali students and the conceptual framework. The next chapter includes research methodology explaining how the survey was conducted.

The fourth chapter covers the socio-cultural and economic background of the study. The fifth chapter is about the interested fields in which the students want to enroll and the sixth chapter is about the motivational factors which influence the students to study in the United State. The final chapter is the concluding part of the research, it gives the summary and conclusion of the research.

CHAPTER II REVIEW OF LITERATURE

The process of selection of students for studies abroad is very complex. It is very difficult to show the relation between the selection process and socio-economic as well as socio-cultural variables. No certain and exact rule can be formulated about selection process. One rule or formula may be unfit for another case. The phenomenon of selection is as old as the history of mankind. It is a multi-dimensional phenomenon, just as demographic, economic, social and cultural phenomena are, and are a subject of social inquiry in social science. Selection pattern studies range from purely descriptive to statistical studies, which may deal with economic, social, technological and policy components.

Various scholars have studied the migration process in different parts of the world. Some scholars have attempted to explain “why people migrate?” at the theoretical level, whereas at the empirical level, such studies are mostly confined to identification of characteristics, pattern, causes and consequences of migration in various parts of the world. Many thinkers, researchers, writers, sociologists and geographers have tried to define the term “migration “ and developed many theories, models and perspectives.

Since education is one of the most important factors that determined an individual’s ability to get employment in order to sustain a living many scholars have taken keen interest on studying and understanding the factors influencing student behaviors. Furthermore, their need to move is yet another important matter relating to the subject, which has attracted considerable amount of attention resulting in the enrichment of the literature on migration.

Bearing in mind that a person can be a job-seeker, a refugee, a nature enthusiast, or has some other reasons for moving; with further possibility that his/her intensions may also change through time and events; it would not be possible for a single theory to be able to incorporate the intension of every single individual migrating and comprehensively give explanation for the movement process. Yet, among the many theories relating to the subject, theories of migration have been found to be most relevant.

Push factors are those in their old place which force people to move. For example, there may be civil wars or wars in general in the country, but political or religious oppression, climate changes, lack of jobs or simply poverty are all important push factors.

Pull factors are factors in the target country which encourage people to move; these include peace and safety, a chance of a better job, better education, social security, a better standard of living in general as well as political and religious freedom.

2.1 Theoretical Review

There are many studies and models related to migration, which have tried to establish patterns and orders in understanding the process of migration, decision making by individuals or their households. Theories of migration are important because they facilitate the understanding of population movements in a broader stakeholder perspective. The rapid increase in the number of migrants gives rise to theories that explain the reasons as to *why people migrate* and also *why they decide to migrate*.

Ravenstein's 'The Laws of Migration' (1889) is thought to be the earliest attempt in developing the theory of migration. This theory is based on the historical experience of West Europe. This theory mentions that the volume of migration depends upon the distance. The longer the distance the lesser will be the volume of migration. His law discusses demographic and economic conditions of migrants in relation to the distance, and set the beginning of an attempt to formulate migration theory in a systematic way.

On the other hand, Zipf (1946) has formulated. 'The principle of Last Efforts', which puts forward that the lesser the effort, the greater is the desire to migrate. According to him, the greater the distance, the greater is the effort required to overcome. As a result, the greater would be the number of migrants.

Lee (1966) has developed a general scheme into which variety of spatial movements can be placed. He divides the forces that influenced the migrant's perceptions into 'push and pull' factors. The push factors tend to force migrants from the place of origin, and the pull factors are likely to attract migrants to the place of destination. Meaning

that, push factors imply negative factors, and pull factors imply positive factors as perceived by the migrants themselves. According to Lee, the factors that affect the decision to migrate are based on association with the area of destination, the place of origin, intervening obstacles and personal matters.

Todaro (1969) has given the most significant contribution to the large volume of migration literature. According to him, migration mechanism can be explained by the difference in expected rather than actual earning between two places. Based on following four basic features, Todaro (ibid) has explained and formulated the model of migration.

- I. Migration is estimated primarily by nation income consideration of relative benefits, which are mostly financial and to some extent psychological.
- II. The decision to migrate depends upon expected rather than actual new or old real wage differentials where the expected differentiation is dominated by the interaction of two variables the actual new or old wage differential and the probability of successfully obtaining employment in new sector.
- III. The probability of obtaining employment in the new sector is inversely related to the unemployment rate in the new sector.
- IV. Migration rates of new employment opportunity growth rates are not only possible but also rational and even likely in the face of wide new ole expected income differential. High rates of employment in the new sector, therefore, inevitable outcome of the serious imbalance of the economic opportunities between new and old opportunities new and old areas of most underdeveloped countries.

Education is an important source of social change. It promotes vertical and spatial mobility and changes the worldview of those who possess it. It pushes vertical mobility by changing upward occupational status and related roles an individual is expected to perform. It pushes spatial mobility among those who want to achieve it because education opens better socio-economic opportunities for them.

The educational advancement is more meaningful if opportunities are available and the educational achievement becomes the axis of the distribution of opportunities.

Education serves as a symbol of social status and a source of white-collar jobs. It is due to such social and economic utilities of education that the desire to achieve it usually entails migration. The incentives in education create a self-motivated desire among the young people to be educated.

Piore' Labor market theory (1979) argues that first world economies are structured so as to require a certain level of immigration. This theory suggests that developed economies are dualistic: they have a primary market to secure, world remunerated work and a secondary market of low wage work. It also argues that immigrants are recruited to fill these jobs that are necessary for the overall economy to function.

In his first theory of migration Keban (2000), states that is a planned situation to migrate an individual sets his mind thoroughly with the determination to do so. This theory reveals that an individual does not just migrate for the sake of migrating, but migrate only after making a need analysis.

United Nations (2006), in one of its publications, has shown that the net flow from rural areas in developing countries is closely related to the level and rate of economic development of a country. The same study suggests that higher rates of rural natural increase and low agricultural productivity growth, and a higher initial urban proportion accelerate net migration from rural areas.

2.1.1 Mobility of International students: A Global Phenomenon

The movement of international students has increased significantly over the years. The increase in foreign students in countries such as the US, the UK and France suggests that the international 'education industry' is growing in importance. Throsby (1999) concludes that because of improved international communications, decreasing real cost of air travel, a widening range of educational opportunities for foreign students, increased globalization of labor markets, and other factors more students choose to study abroad.

Kelo. (2006) defines internationally mobile students as the students who have crossed a national border to study or to undertake other study related activities, for at least a

certain unit of a study program or a certain period of time, in the country to which they have moved. According to the study Kelo France, Germany, UK and US receive more than half of all foreign students worldwide. In absolute numbers, international students from France, Germany, Japan and Korea represent the largest numbers from the Organization for Economic Co-operation and Development (OECD) countries. Students from China and India comprise the largest numbers of international students from partner economies (OECD 2007). This research is mainly focused on international student migration with reference to Nepali students going to study in the US.

Since it is difficult to find relevant data of many host and source countries, it is easier to focus on the US as a host country.

Today's youth are tomorrow's leaders," said Ann Stock, Assistant Secretary of State for Educational and Cultural Affairs. "International education creates strong, lasting relationships between the U.S. and emerging leaders worldwide. Students return home with new perspectives and a global skill set that will allow them to build more prosperous, stable societies."

"In today's competitive international environment, the increase in enrolments noted in this year's Open Doors data claims that the US remains the premier destination for international students. US higher education is unparalleled in its vitality, quality and diversity. The US government joins the US higher education community in a commitment to welcome international students to the US. As someone who graduated from an American University as an international student, I have experienced America's welcome personally and can testify that America's universities not only accept and welcome international students warmly, but transform their lives"

Open Doors Report (2008:1)

Nowadays, several million students all over the world study outside their own country every year. In the past 20 years, education has become an industry with tremendous potential as other trade business. It can be observed in the import and export of textbooks of international examinations such as TOEFL and GRE (Liston and Reeves. 1985). According to an estimation (Bohmetal, 2000) 2.9 million students from all over

the world who were accepted by the tertiary education study abroad in 2006. It is predicted that more than seven million students will be accepted in 2025. Obviously, the increasing number of students studying abroad is unavoidable. In short, it is a great potential market, especially for the tertiary education in many developed countries.

The number of students who are enrolled outside their own countries has increase from 0.6 million in 1975 to 2.9 million in 2006. Growth in the internationalization of tertiary education has accelerated during the past eleven years, which reflects the growing globalization of economies and societies (OECD 2008:352). As a result, globalization in education leads to the growth of academic mobility (McMahon, 1988). As *Education at a Glance 2008* (OECD, 2008) has shown, Asian students become the largest group of international students who are enrolled in countries like the Australia, UK and US. The OECD and the UNESCO Institute for Statistics (2008) has reported 45.3 percent of the total in all reporting destinations, and the favorite destinations are Australia, Japan, Korea and New Zealand, where more than 73 percent of international or foreign students originate from Asia.

It is easy to find that in these hotspot countries, Asian students accounted for a substantial proportion. According to a study in 2008, students from China represent the largest group, with 15.4 percent of all international students enrolled in the OECD area (not including an additional 1.3 percent from Hong Kong, China). Their second destination of choice is the United States, followed closely by Japan with 20.7 percent. Students from China are followed by those from India (5.4%), Morocco (1.6%), and Malaysia (1.6%) and the Russian Federation (1.2%) (OECD, 2008). Due to the rapid economic development, people from many emerging countries have more economic support to afford them to study abroad. As such, the demand for internationally qualified people who have a deeper understanding of the world's languages, cultures and business methods are increasing (OECD, 2008).

There are many factors that may affect the choice of country in which to study. First of all, the language spoken are used is critical when choosing a country to study. The countries that use widely spoken and official languages (such as English and French) are very popular. Secondly, the net expense also restricts the international student's

choice. It consists of many factors like tuition fees and living costs and so on. If education quality is similar, the lower cost will attract more enrollments undoubtedly. Another important thing is current employment rate in source and host countries. The tendency of students is towards higher employment rate usually (OECD, 2013)

Finally, open migration policy is another key factor. Countries with policies encouraging temporary or permanent immigration make such countries more attractive to international students. It is also favorable to make use of their knowledge to enhance economy of destination countries. To foreign students, Australia, Canada and New Zealand are, for example, easy to stay in and to find a job after graduation. Comparing with most European countries, studying abroad in such countries may have a more substantial impact on the students future live beside the knowledge acquired (UNESCO, 2009)

In 2006, the US received the most with 20 percent of all foreign students in their country for higher education, followed by the UK (11%), Germany (9%) and France. Through the calculation, France, Germany, the UK and the US absorb nearly half of all foreign students worldwide (OECD, 2008). Among them, the US is very prominent. It is the number one destination for international students because of its quality education, choices of colleges, universities and majors, recognition of degree and flexibility in education (World Bank 2002). There are over 650,000 international students currently studying in the US which makes it the number one destination for international students (Rojer J.R.Levesque, 2011).

To absorb more international students and enhance the quality of education, the US government claims to have increased the input of education continuously. Compared with the average level of OECD countries, the investment on education of the US is much higher. The US government is inclined to pay larger percentage of GDP to keep its high quality of education. Better research environment has become a key advantage to attract worldwide students and professors. These are the lessons that explain why the US has become the topmost destination for international students.

Li and Bray (2007) write, “Internationally mobility of students not only contributes to the internationalization of education institutions but also impacts on the outlook and subsequent careers and lifestyles of the students themselves”. OECD (2008) has reported that international students make up 15 percent or even more of enrolment in tertiary education in Australia and New Zealand. They also make up more than 20 percent of enrolments in advanced research program in Belgium, Canada, New Zealand, Switzerland, the UK and the US. All of these countries and individuals are likely to involve themselves into international education because it has many positive impacts on them.

The governments of source countries as well as individuals are looking to higher education to develop their understanding of the world’s languages, cultures and business methods (OECD, 2008). Studying abroad is the best and direct way for students to expand their knowledge of other foreign societies and languages in countries rather than their mother land. It is also a good opportunity for students to receive higher level education. In addition, studying opportunities abroad could help the countries which have limited resources on education to ease the pressure bottlenecks in enrollment. It makes more students have chance to access the campus.

According to OECD (2008), in the long-term internationalization of education is likely to have an increasing impact on countries balance of payments as a result of revenue from tuition fees and domestic consumption by international students. In the short run, monetary cost and benefits are reflected in the current account balance. The rapid extension of tertiary education brings financial pressures on education system. As a result of this, more countries have greater interest in recruiting students. And more tertiary institutions and governments increasing rely on revenues, which generate from tuition fees paid by foreign students. To absorb more students, tertiary education institutions also provide some scholarships and financial support to international students in order to have some incentives. That can promote the reforming at institution level. In short, because of all the reasons discussed above, the internationalization of education has become a big part of international trade, and is worth to discuss more and deeper about it.

2.1.2 Movement for Study:

The US as the main Destination for Nepali Students International education industry is expanding. Nowadays, more and more students want to study abroad to obtain higher education. The main reasons for such student mobility are: improved international communication, range of educational opportunities for foreign students, and increased globalization of labor markets. France, Germany, the UK and the US account for more than half of the international students worldwide.

The exodus of Nepali students to foreign countries is a well-known fact. Each year, thousands of undergraduate as well as graduate level students go abroad to get higher education. The US is definitely the primary destination for a lot of these students. Nepal currently ranks number 11 in the world in terms of international student in the US (*Open Doors Report*, 2009). This is a significant position for a small country like Nepal.

There has been an increasing trend in the number of Nepali students studying in the United States. According to the *Open Doors Report* there was an increased by 29.6 percent in the academic year 2008/9 rising from 15.2 percent in 2007/08. 27.9 percent in 2006/07 and 25 percent in 2005/06. A total of 11,581 Nepali students studied in 2008/09 while 8,936 Nepali students were enrolled in 2007/08. Nepal is the eleventh leading place of origin for students going to the United States rising two steps up compared to 13th rank last year, following Saudi Arabia (12,661). India and China with 15.4 percent and 14.7 percent of the total foreign students in the US respectively stand at first and second rank. Likewise, South Korea, Canada, Japan, Taiwan, Mexico, Turkey and Vietnam remain at third to ninth ranks respectively. Although Nepal is a small underdeveloped country with low income, the number of students migrating to the US is much higher when compared to other developed countries in South Asia. The US has been the first study destination for international students due to its highly accredited and quality education system. (Choudaha and Chang, 2012)

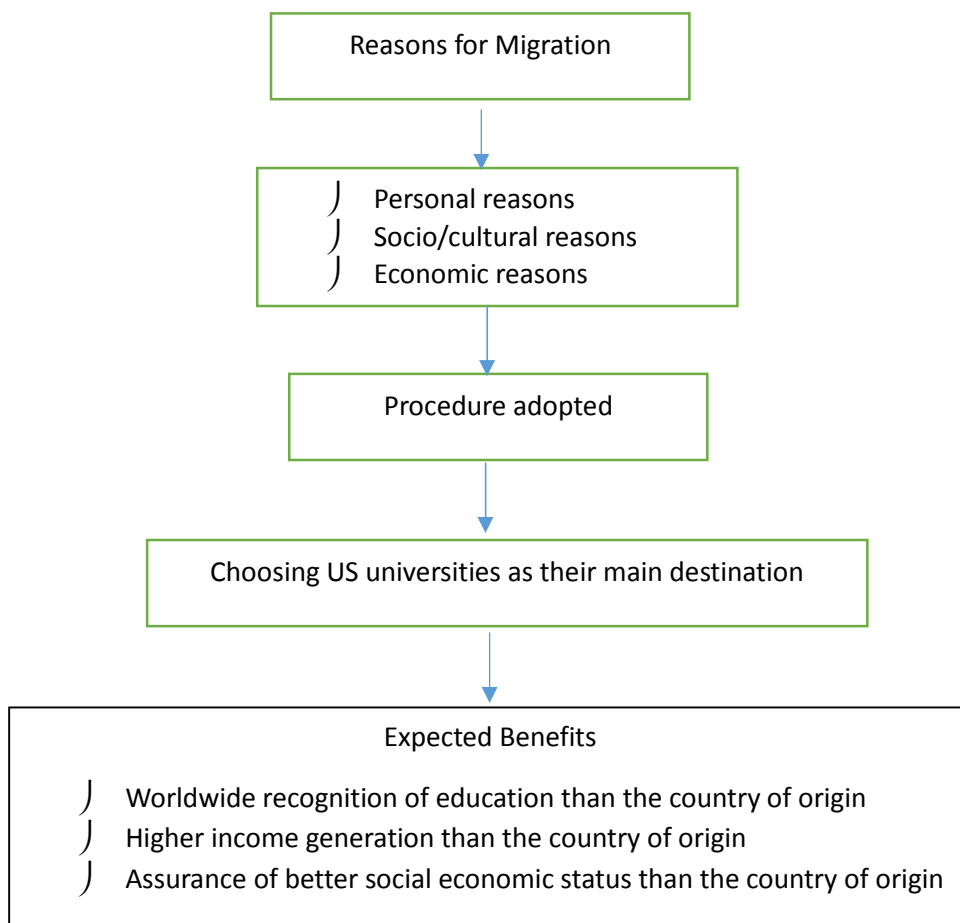
This chapter, therefore, has discussed the mobility of the students going to study abroad in general. However, the main focus is on Nepali students wanting to study in the US.

According to the data found it can be seen that there is a lot of interest about studying in the US. The literature review has been important in this study as it has helped in understanding the reasons of movement. Looking at the literature review, somehow, the reasons to migrate give the impression that students are looking for a better future. In the next chapter conceptual framework and research methodology are discussed to show how the research was conducted.

2.2 Conceptual Framework of the study

Based on the review of the theories and concepts an effort has been made to develop a conceptual framework for the analysis of the causes and factors for students selected to study mainly to the US. The conceptual framework has been presented in the form of a flow chart given below.

Figure 3.1: Conceptual Framework of the Study



As shown in the figure, migration towards the US as a student is a dependent variable, which is determined by the reasons for selection as well as the perceived benefits from the movement. These reasons can be personal like own willingness to go to the US, or it can be due to socio-cultural and economic reasons.

It can also be due to the attraction towards worldwide recognition of education, higher income generation, assurance of better socio-economic status in the country of destination. However, the reasons for selecting to the US in search of better education are not the ultimate independent variables. Thus, it is further determined by the characterizes of the student's socio-economic status, personal and family background characteristics. The social economic status of the student migrants can derive from analyzing their personal and family background like age, sex, education level and occupation of the family as well as family characteristics such as family size, type and income level.

However, this study is not making any attempt to empirically establish the relationship between the variable as mentioned in the conceptual framework. The envisaged relationship between the variables has not been formulated as hypothesis for testing. They are not empirically verified. The conceptual framework will be treated as an abstract framework to describe background characteristics, reasons for migration and the results perceived from it.

CHAPTER III RESEARCH METHODOLOGY

This study explains the concept about why most of the Nepali students choose the United States as their destination to continue their future studies. It tries to find out the students perception regarding their decision to study in the United States.

The study has collected the quantitative and qualitative data; ethnic background, age, sex, education and family income in order to analyze the students view and the prospects about studying in the US universities.

3.1 Study Area and Reasons for Selection

Kathmandu municipality of Kathmandu district is selected as the research site for this study because the United States Educational Foundation in Nepal (USEF-Nepal) is located here. USEF-Nepal is the only Education USA center, which is supported by the US government to help give information to students about higher education in the US. As a result most of the students who go to the US come in contact with USEF-Nepal. The respondents selected for the survey in this study were taken from the records of USEF-Nepal.

Reasons for the selection from the particular study area:

1. Most of the students applying for the higher education to the US are from Kathmandu
2. Students from other districts also come to Kathmandu in order to apply to the US
3. USEF-Nepal is the hub for the students from different parts of Nepal who want to study in the US

3.2 Nature and Sources of Data

The study is based on qualitative and quantitative methods. For the quantitative data, a sample survey has been conducted at USEF-Nepal. For the qualitative data, discussions have been held and case studies will be prepared. This study will depend on the primary and secondary data. The primary data have been collected with the help of interview schedule, an interview with key informants and case studies. Secondary data

have been gathered from different sources: reports from the Ministry of Education, web pages of US Higher Education Full Bright Commission website, and various literature published on migration to the US and other countries.

3.2.1 The Universe and the Sample

As per the survey conducted the universe of the proposed study comprises about 48,944 student migrants, most of them from the hilly region who visit USEF-Nepal for the purpose of knowing information on higher education to the US. The exodus of Nepali students to foreign countries is a well-known fact. Each year, thousands of undergraduate as well as graduate level students go abroad to get their higher education. The US is definitely the primary destination for a lot of these students. Nepal currently ranks number 11 in the world in terms of international student in the US. This is a significant position for a small country of like Nepal. In recent times, more than 200 students visit USEF-Nepal for the purpose of gathering information to study in the US, many of them also come for counseling and standardized tests. Out of 48,944 students, only 100 respondents selected by accidental sampling (*USEF –Nepal Registration Database, January 2011*).

Students are selected on the basis of the personal face to face interview and the case studies, as a result of which their eligibility is seen and accepted by the college/universities

3.2.2 Data Collection Technique

The following data collection tools and techniques have been used to collect the primary data.

3.2.2.1 Interview

Interview is one of the effective tools to collect primary data as it is done face to face with the respondents. A format of questionnaire was prepared. Then interviews of 100 students were taken. The technique helped to collect information such as Ethnicbackground, age, caste, economic status, social status, reasons of migration for

higher education and other information, both quantitative and qualitative data related to research was obtained.

3.2.2.2 Case Studies

To supplement the quantitative and qualitative findings, case studies have been gathered. Case studies are presented to complement the quantitative findings, capture detailed comprehensive information for higher education in the US. The respondents for the case studies are from different socio-economic status and class. There are a total of three case studies given in appendix I which reflect and highlight some of the reasons and prospects about studying in the US.

3.2.3 Reliability and Validity of Data

The data are collected from the students who have obtained a student visa and are frequent users of USEF-Nepal. Since USEF-Nepal is associated with the many aspiring students who are about to leave the country for education in the US the data collected is genuine. An analysis of age, gender and education level, and the presumed factors affecting student selection is done. This is done to distinguish the main factors responsible for the student going to study to the US. This will help to determine why so many of the Nepali students are heading towards US for their higher education.

3.2.4 Data Analysis and Presentation

To illustrate the research work, table diagrams, percentage and average are calculated and presented. Most of the information is presented in percentage and tabular form. The data are coded are processed manually and analyzed with simple statistical tool.

3.2.5 Limitations and Constraints of the Study

The above study was generally conducted to explore reasons for the Nepali students going to study to the US, for further studies. The data collected for the research are primary and based on the answers given by the respondents, so the data could be twisted or not exact reality. There are students going to various countries abroad to pursue education, but this study is confined to US education. Most of the students surveyed were in the early 20's and almost 80 percent of those surveyed were males-

thus making the research a bit disproportionate in terms of gender balance. The female respondents are less when compared to the male which is due to less number of female visitors at USEF-Nepal. Over all it was not very difficult to interview students as they did not hesitate to answer the questionnaire and were willing to help out in the research.

CHAPTER IV SOCIO-CULTURAL AND ECONOMIC BACKGROUND OF THE STUDY POPULATION

This chapter presents the social-cultural and economic characteristics of the sample population selected for the study. It reflects the socio-economic status of the students who are going to the US for study. It include the analysis of age, caste/ethnicity, occupational status of family, family size/type, and economic condition of the students and their family.

4.1 Caste/Ethnicity Composition

Social characteristics of the student selection in this study have been analyzed according to their caste/ethnicity. Particularly, in the Kathmandu Metropolitan City, movement of students has greatly affected the caste/ethnic composition of population. Among the students that were surveyed not all were residents from Kathmandu City, since more than half of them were from various districts now living in Kathmandu. The caste/ethnic composition of the respondents of this study is given in Table 4.2

Table 4.1: Distribution of the Studentsselection by Caste/Ethnicity

Caste/Ethnicity	No.of Respondents	Percentage
Bahun	33	33
Chhetri	11	11
Thakuri	1	1
Newar	38	38
Tamang	5	5
Magar	3	3
Gurung	2	2
Rai	1	1
Sherpa	1	1
Tharu	3	3
Others	2	2
Total	100	100

Source: Field Survey, 2012

Table 4.1 shows that the Newar Students are moving in most numbers to the US. Even among the Bahun Students are the majority. This shows that the students like Bahun, Chhetri Thakuri and the actual residents of Kathmandu the Newar's are found to be

more in numbers compared with the students from other castes. This is due to the reasons that, they are economically well off and because proximity of living in the capital which makes it easier for them to get information. When taking into consideration the control of mobility imposed on the different castes, it can be conducted that the pull factor is seen strongly affecting them as they are migrating for a better future. Others are seen least in number and perhaps because of their economic background.

4.2 Age Composition

The age factor plays a vital role in determining the social role and cultural pattern. It also indicated that there is no age bar to study. It is also instrumental in understanding socio-economic process.

Table 4.2: Distribution of the Students by Age at the time of selection

Group at the Time of Age Group	No. of Respondents	Percent
18-22	71	71
23-27	20	20
28-32	5	5
32+	4	4
Total	100	100

Source: Field Survey, 2012

Table 4.2 shows that among the selected students, the majority (71%) of the students belonged to 18-22 age group, whereas the minority (4%) of the students was found in the age group of 32 plus. It shows that the most common age group aiming for education is between 18-22 years of age. Students falling under this age group tend to have already completed their high school and under process of enrolling themselves in the undergraduate level. To their advantage, they are eligible to straight away apply for any subjects for their undergraduate studies in the US. The students going at this age will have more choice of subjects including the ones that are not available in Nepal. The students in this age group are mostly unmarried and therefore, they have fewer social responsibilities towards running a household or their family. Most of the students

of this age group are dependents relying on their parents for financial support including meeting their educational expenses.

4.3 Regional Distribution of the Respondents

Table 4.3: Distribution of student according to Regions

Regions	No. of Respondents	Percent
Hilly	84	84
Tarai	14	14
Mountain	2	2
Total	100	100

Source: Field Survey, 2012

The students who apply to the US for higher education come from different parts of Nepal. There is a lot of enthusiasm among students who want to pursue their education abroad. Although, it may be difficult for students living outside Kathmandu valley to attain information about studying abroad, students still manage to find information themselves through the internet. However, students initially have to come to Kathmandu to give the standardized test or apply for the visa. In table 4.3, it can be seen that the majority (84%) of the students are from Hilly region, the reason being, the facilities provided and the opportunities available to them, 14 percent from the Tarai region and the rest from the Mountain region, the reason for less number of students from the mountain region is due to scarcity of resources and minimum opportunities available to them.

The current address was asked as to find how many of them have changed their address in the process of applying to the US. As Kathmandu is the capital, and it is from here that students can apply for a visa, this brought curiosity to find out if there would be any difference in their address.

Table 4.4: Distribution of Students by Current Address

Current Address	No. of Respondents	Percent
Kathmandu	79	79
Lalitpur	16	16
Bhaktapur	5	5
Total	100	100

Source: Field Survey, 2012

In table 4.4, the respondents are grouped according to their current address. It shows that 79 percent of student migrants living in Kathmandu, followed by Lalitpur (16%) and Bhaktapur (5%). Thus the Majority of the students are from Kathmandu. Cities other than Bhaktapur and Lalitpur are located comparatively far away from the capital. Since Kathmandu is the capital and students can only apply for a visa from here, this may be one of the reason why students from outside the valley come to Kathmandu. As such, there is a 33 percent increase in the number of students residing in Kathmandu. Similarly 2 percent increase can also be seen in the number of students residing in Lalitpur and this may be because it is closer to the capital. Some had migrated to Kathmandu for better opportunities to enroll themselves into good schools and for bright future, (Appendix 1, Case Studies 1 and 2)

4.4 Family Type of the Students

Family is the most fundamental social institution. Almost everybody belongs to a family either by birth or kinship. Most of the activities of an individual revolve around his/her family. Children and elderly people of a family generally depend upon its other income generating members. The adult members take on different responsibilities including financial obligations for the family.

Table 4.5: Distribution of Students by Type of Family

Type of Family	No. of Respondents	Percent
Joint	22	22
Nuclear	78	78
Total	100	100

Source: Field Survey, 2012

Table 4.5 shows that about 78 percent of the student migrants lived in a nuclear family, and one only the remaining 22 percent in a joint family and this is due to the fact that joint families are slowly disappear giving a rise to the nuclear families.

Table 4.6: Distribution of the Students by Number of Family Members

No. of Family Members	No. of Respondents	Percent
1-2	1	1
3-4	52	52
5-6	34	34
7-8	4	4
9 +	9	9
Total	100	100

Source: Field Survey, 2012

Table 4.6 shows that, when surveyed according to the number of family members-the size of the family ranged between 1 and 9 above, the minimum members shown by the data were 1 and 2 the maximum shown were between 3 and 4 is 52 members. This indicates that the number of family members are growing lesser in number when compared to early years.

4.5 Educational Status of the Students

Education is one of the most important characteristics in determining the social and economic status of any individual in society. It also reflects the ability to get better job opportunities than the uneducated ones. The knowledge that students obtain upon the completion of the studies will determine the skilled and unskilled jobs. Academic qualification is considered as the essential indicator of a migrant's social and economic status. Table 4.7 shows the educational status of the student migrants.

Table 4.7: Distribution of Educational Status of the Students

Educational Qualification	No. of Respondents	Percent
A Levels	19	19
Higher Secondary (+2)	53	53
Bachelors	17	17
Masters	11	11
Total	100	100

Source: Field Survey, 2012

It can be seen that the majority of the students had finished their high school which enabled them to opt for their undergraduate degree in the US. This indicates that student prefer to go to the US at a younger age. The reason behind this may also be because it is easier to get into colleges and universities after high school than after three

years Bachelor's Degree like the one that is offered in most colleges in our country. With four years Bachelor's Degree, students can go directly for a Master's Degree but with three years Bachelor's Degree, students can only apply as a transfer student to colleges or universities in the US.

4.6 Sex Wise Representation of the Students

Going to study abroad takes a lot of courage, as the student is all by oneself and independent while making decisions about anything that comes up. Life abroad is a completely new and competitive environment brings whole new challenges to individuals. It can become more difficult having no family members by their side to help them tackle problems in a new country far away from home, which could make students of both genders get home sick and depressed through cultural-shock as things can get together. One can only succeed can focus properly if he or she is able to overcome such feelings of loneliness sooner.

In appendix 1, the respondent in Case Study 2 is excited to go to the US but is nervous since he lacks adequate knowledge and experience of studying and living abroad.; in Case Study 3, the respondent is able to

Productively utilize her one year gap between her studies where she has acquired information relating to studying and living in the US, which has helped her make better decisions and develop confidence. In Case Study 1, the respondent shows his ability through experiences in the past of being able to overcome depression and sadness, accept challenges, prioritize duties at the right time in a preserving manner and reach his goal. This shows a good character of a diligent student who is most likely to be successful in life.

In the earlier days, girl, were not allowed to go and live far away from their homes. In the context of Nepal, girls were discouraged to pursue even basic education and were rather forced to groom themselves to becoming good housewives. Through time and awareness, parents have now started to realize the importance of education for survival and advancement, and have therefore, been sending their daughters for a foreign

education too. Equal opportunities from parents to educate son and the daughters are seen in Appendix 1, Case Studies 1 and 3

Table 4.8: Distribution of the Students by Sex

Sex	No. of Respondents	Percent
Female	18	18
Male	82	82
Total	100	100

Source: Field Survey, 2012

The majority of the students going to the US from Nepal are male. In Nepal, traditionally, husbands are expected to be the bread basket of their family. This can also be considered one of the reasons for the gender disparity of the student mobility. Furthermore, parents expect their sons to take care of them when they are old whereas daughters are traditionally bound, in most cases, to settle with their husband and in-laws after marriage. Families tend to invest more to educate their male members. It can be considered as a form of their human capital investment, where they expect their younger generations to dutifully serve them in return when they are old.

4.7 Total Family Income Per Month

Table 4.9: Distribution of the Students by Total Family Income per Month

Family Income per Month	No. of Respondents	Percent
NRs. 1000-NRs. 50,000	53	53
NRs. 50001-NRs. 100,000	25	25
NRs. 100,001-NRs. 150,000	10	10
NRs. 150,001-NRs. 200,000	8	8
NRs. 200,001-NRs. 250,000	1	1
NRs. 250,001-NRs. 300,000	1	1
NRs. 350,001-NRs.400,000	1	1
NRs. 400,001-NRs. 450,000	0	0
NRs. 450,001-NRs. 500,000	1	1
Total	100	100

Source: Field Survey, 2012

The total family income of a person defines his/her economic background, which is one of the most important factors in determining one's educational quality. It is mainly

through the type of occupation, level of income, land ownership that individual's economic status is determined. Economic factor is directly affected by the living standard, educational qualification and opportunities of employment.

The total income per month as shown in table 4.9 varies from student to student. The table shows that majority of the student migrants, which is 53 percent, have family income within NRs.1000 – 50000, whereas there was no student respondent within NRs. 400001- 450,000 income range. However, there was 1 percent student response to income range within NRs. 450,001 – 500,000 out of the 100 students surveyed. Majority of the students migrants fall under the minimum family income earning category which range from NRs. 1000-50000 per month.

There is a vast difference between the incomes of the students surveyed, the students still want to go and study in the US. Most of the students apply for scholarships when they are applying to colleges and universities as it gets very difficult for parents to pay the fees of the students all by themselves. With the exchange rate for one US dollar equals to about NRs. 98.00, the annual income of most families cannot support the tuition fees and other living expenses of their children without the scholarships provided by colleges and universities.

4.8 Earning Members

A household is financially supported by the earning members of the family. The number of earning members can differ from one family to another.

Table 4.10: Distribution of Students by Earning Members in Family

Earning Members	No. of Respondents	Percent
1	20	20
2	48	48
3	9	9
4	10	10
5	2	2
6	2	2
7	1	1
Total	100	100

Source: Field Survey, 2012

It is through contribution of the earning members, working in different income generating occupations, which help support the living cost and other necessities including education of other dependent members in the family. This way, the earning members in a family support the non-earning members. Earning members from a middle class family supporting a daughter to fulfill her dreams for a better future, despite of bearing high cost, can be seen in Appendix 1, Case Study 3.

In table 4.10, the earning members in the families of the respondents ranged between 1 and 7. It shows that 48 percent have responded to two earning member, which is the majority of responses recorded; one percent has responded to seven earning members in the family, which is the least; and the average responses recorded is 20 percent with only one earning member in the family. Thus, it can be seen that the majority of earning members in a family is two, which may be the father and mother.

4.9 Occupation of Family Members

Table 4.11: Distribution of Students by Main Source of Income

Main Source of Income	No. of Respondents	Percent
Government Service	53	53
Business	34	34
Agriculture	7	7
Others	6	6
Total	100	100

Source: Field Survey, 2012

Occupation is one of the most important aspects of family members, which determines their ability to support their family including of their children. Parents and family members are willing to educate their children for their children for their better future. It can also be a good investment of them to spend their money on their education as they will get better jobs after they finish their education. Occupation influences people's lifestyle, behavior, standard of living and social status.

Table 4.11 shows the occupation of the family members supporting the education of the student migrate. The table shows that 53 percent of the family members are doing service either government or non-government jobs, which is the majority of the responses. The second highest job that was taken up by family members was business.

The occupations which categorized under others were shown least in number which was 6 percent per family. Although Nepal has great potentials in the agriculture and tourism industries, service sector is still more popular as the occupation is comparatively more lucrative and secure. Another reason for people in the service sector being able to send their children abroad may be because it is easier for them to get loans from their job or their banks.

CHAPTER V

INTERESTED FIELDS OF STUDY AND LEVELS OF EDUCATION THAT THE STUDENTS INTEND TO STUDY IN US

This chapter presents the interested fields and levels of education that the students intend to study in the US universities. It gives a description of level of education, type of subject chosen, total cost of college and universities and scholarship awarded to the students who are going to pursue education in US.

5.1 Levels of Education That the Students are going to Pursue

In order to study in the US, students are required to complete some part of their education as a prerequisite to be eligible to apply for the different degrees they intend to pursue. It is the level of education completed that determines which degree the student can apply for in the US. Among the hundred students surveyed, the data reveals that most of the students are going for undergraduate degrees than the graduate degrees.

Table 5.1: Distribution of Students by Levels of Education They are Going to Pursue

Level	No. of Respondents	Percent
Undergraduate	73	73
Masters	24	24
PhD	3	3
Total	100	100

Source: Field Survey, 2012

Table 5.1 shows the interest of students going for different levels of study in the US as Undergraduate 73 percent, Masters 24 percent and PhDs 3 percent. This may also be so because when students try to go for the undergraduate degree after their class 12 or 'A' Levels, it becomes easier for them to adjust and apply directly for the undergraduate program. But, when a student completes three years bachelors here in Nepal and wants to apply to the US, the student either needs to apply as a Transfer Student because the undergraduate degree is four years in the US, or apply only after completion of their master's degree for a graduate program since 16 years of schooling is required.

5.2 Type of Subject Chosen as Major

The students studying in the US have a great opportunity to choose different kinds of subjects and majors being offered by colleges and universities. The students can also do double major by taking two different subjects.

Unlike in Nepal, students studying in the US can choose any stream after their class 12 (higher secondary). Even if a student has studied business in their 11 and 12, they can still pursue their studies in the physical when entering college for their undergraduate degrees.

In Appendix 1, Case Study 3, the respondent is able to choose two majors in different fields, engineering and biology. The first subject major in which she is passionate and there is a good scope, and the second in which she wants to pursue a career later in life as professor. Therefore, students have a lot of choices in subjects to choose from when they plan to study in the US. In the case of Nepal, students usually go for subjects as different concentrations of engineering, business and the various sciences.

In table 5.2 the students are distributed according to the major they have chosen to study in the college or university they are enrolled in. this table shows that the highest interest of subjects among students in engineering. There are a total of 20 percent students who are taking the different kinds of engineering such as tow for Aerospace engineering, two for civil engineering, eight for electrical entering, three for engineering and five for mechanical engineering. The students may have shown preferences for this subject as in Nepal too there are lot of students who chose this field for higher studies. Engineering is considered a well-paid job and a profession that is highly looked upon. Another reason may be because students may have done their bachelor's degree in engineering and they want to pursue higher degree in the same field. Likewise, computer science as a major was selected by 16 percent of the student's respondents which was the highest number among them all.

Table 5.2: Distribution of the Students According to the Intended Major

Faculty	Major*	Percent
Agriculture	Agricultural Science (1)	1
Biological Sciences	Biochemistry (1), Biology (6) Biotechnology (3), Microbiology (1), Molecular Biology (1)	12
Business	Accountancy (2), Business (10), Finance (3), Hospitality Management (2)	17
Computer and information sciences	Computer science (16), Information systems (2)	17
Engineering	Aerospace engineering (2), civil engineering (2), electrical engineering(8), mechanical engineering (5)	20
English language and literature	Literature (1)	1
Health	Public health (1)	1
Humanities	Liberal arts (2)	2
Legal studies	Law (1)	1
Mathematics	Mathematics (2)	2
Mathematics/physical sciences	Mathematics and physics (1)	1
Mathematics/social science	Mathematics and economics (1)	1
Physical sciences	Astrophysics (1), geology (1), physics (8)	10
Religious studies	Theology (1)	1
Social sciences	Economics (3), geography (3), international and global studies (1), sociology (1)	8
Undecided	Undecided (3)	3
Visual and performing arts	Film studies (1)	1
	Total	100

* figures in the parentheses indicates the number of students who have chosen the subject

Source: Field Survey, 2012

Computer science is a technical subject, which has a high demand in most countries and cities around the world as technological advancement helps to make things easier,

faster and also has a major contribution towards the faster development of a nation. It is necessary in virtually every organization. There are, therefore, a lot of job opportunities for individuals that have honed their knowledge in the subject. The other subjects in which students are interested in but less inclined to were not chose are Agricultural Science, Literature, Public Health, Law, Theology and Film Study (Table 5.2). These particular fields may be chosen as the students want to specialize in these fields of study from the US.

5.3 Total Cost of Colleges and Universities in the US

Studying in the US is very expensive especially when we convert the US dollars into Nepali currency with an exchange rate ratio that is about US\$ 1: NRs 80. The cost per year can come up to be a huge amount when we think about it. It can get very difficult for an average Nepali household to send their children to study in the US. It is not easy for everyone to send their children to study abroad. Parents have to plan on their budget before they send their children to study in the US.

It can get tough and difficult for students if their parents cannot fund their education if they are not receiving a scholarship. If the students are being funded by their parents partially and if the parents fail to provide them the funding after a year or so, then the children may not be able to continue their studies in the US. It is the duty of the parents and child to choose colleges and universities according to their annual income. In appendix 1, case study 3, the respondent respects the fact that her family has been considerate and supportive to finance her expenses to go and study in the US, and therefore, shall not let them down.

Table 5.3: Distribution of the students according to the total cost of colleges/universities (per year)

Total cost (US\$)	No. of Respondents	Percent
5001-10000	7	7
10001-15000	18	18
15001-20000	15	15
20001-25000	23	23
25001-30000	13	13
30001-35000	10	10
35001-40000	4	4
40001-45000	2	2
45001-50000	0	0
50001-55000	5	5
55001-60000	3	3
Total	100	100

Source: Field Survey 2012

In table 5.3 the total cost of colleges and universities (per year) are categorized into different levels. The students have chosen colleges/universities, which range between US\$5001-60,000. Majority of students (23 percent) have chosen colleges/universities that range between US\$ 20001-25000. This amount may still be a high sum of money while converting it into Nepali Currency. However, there are two percent students who have chosen colleges/universities which range between US\$ 40001-45000. Looking at the range of the cost of colleges/universities, it is a huge sum of money. But, parents may be able to pay the college/university fee for their children as they may be receiving most of the cost payable to the college as a scholarship or parents are taking loans to educate their child. Students usually try applying to colleges/universities where they can receive scholarship which in turn reduces the costs being paid from their side.

5.4 Scholarship Awarded to the student Migrants

Since studying and living in the US is very expensive for most students from Nepal, being able to obtain scholarship will be a great financial support to them.

Table 5.4: Total Scholarships Awarded to Students (per year)

Total Scholarships Awarded	No. of Respondents	Percent
5000	18	18
5001-10000	15	15
10001-15000	28	28
15001-20000	5	5
20001-25000	11	11
25001-30000	6	6
30001-35000	7	7
35001-40000	2	2
40001-45000	1	1
45001-50000	2	2
50001-55000	5	5
total	100	100

Source: Field Survey, 2012

In table 5.4 the total scholarships awarded to students by colleges and universities (per year) are categorized into different levels. The highest amount of scholarship students has been awarded range between US\$ 50001- 55000. The table shows that there were five percent students who got scholarship which fall between this ranges. To receive such a huge sum as scholarship students have to very talented. The colleges in the US look for various facts such as academics, standardized test score, application essay, teacher's recommendation and extracurricular activities to award such kind of scholarships. The table also shows the sum of US\$ 10001 – 15000 being awarded to a total of 28 percent students, which is the highest in terms of the number of students who were awarded this sum of money as financial aid.

The financial scholarship student receive can be of huge help to students going to pursue their studies in the US. However, the table shows that the students who have received just US\$ 5000 as scholarship which is the least amount in terms of money. There are 18 percent students who availed this scholarship. The mid-range of scholarship which is US\$ 25001- 30000 has been received by six percent of the students. Through this table it can be seen that students who are applying to the US are receiving some kind of scholarship or else it may have been difficult for parents to pay the fees. Looking at the positive side of the table, it shows the capability of Nepali students to compete with students from all over the world to win such scholarships.

5.5 Distribution of Students on the Basis of Sponsors

The students who participated in this survey were asked about the people financing the studies in the US. In most cases the researcher had assumed that it would be the parents of the students and this turned out to be true according to the response from the students. Studying in the US is very expensive especially when we compare the dollar rate with Nepali currency. The colleges and universities in the US can cost US\$ 5000 – 60000 annually. But, parents from Nepal still manage to send their children to study in the US.

Students responded by stating different sponsors for their education as mentioned in Table 5.5. The table shows that parents are the sponsors for majority (55 percent) of the students. Which is the general trend. In some cases, it is also seen that students are sponsored by their relatives, such as grandparents, uncle, aunt and brother-in-law. Yet on the other hand, some students are sponsored either by only the father or mother and some sponsor themselves. In the case of self-sponsoring, the students are usually graduate level students who have worked for some years and earned money before they have decided to get a degree from the US.

Table 5.6: Distribution of the students on the basis of sponsors

Sponsors for education	No. of Respondents	Percent
Alice carson scholarship	1	1
Aunt and Uncle	1	1
College	1	1
Father	15	15
Father and Brother	1	1
Father and Brother in law	1	1
Father and Uncle	1	1
Father, aunt, uncle and brother	1	1
Mother	1	1
Parents	55	55
Parents and grand parents	1	1
Parents and uncle	1	1
Self	1	1
Self and family	1	1
University	18	18
Total	100	100

Source: Field Survey, 2012

5.6 Colleges/Universities Chosen by the Students

The table given in Appendix II represents the distribution of respondents on the basis of choice of the colleges and universities in the US. Based on table shown in Appendix 2, the state of Louisiana (LA) had the highest state-wise concentration of student respondents with 15 student respondents from six colleges/universities out of which South Eastern Louisiana University, Louisiana (LA) by itself had 8 students. Similarly, Idaho (ID) state had altogether eight student respondents out of which Idaho State University, Idaho (ID) by itself had seven students; eight students from four colleges/universities at Oklahoma (OK) , and six students from five colleges/universities at Minnesota (MN). The trend of student going to study in US differs every year. Generally it depends on the scholarship provided by the colleges.

This chapter has presented the discussion based on the social and economic factors of the student migrants. It explains various reasons as to why majority of the students have chosen a particular response. In the next chapter the attitudes and motivational factors will be discussed to find out reasons of choosing to study in the US.

CHAPTER VI

MOTIVATIONAL FACTORS INFLUENCING THE STUDENTS TO STUDY IN THE UNITED STATES

Students chose to study abroad for many reasons. In this research the researcher questioned the students to find out their views and causes behind the migration to the US for a higher education. This chapter reflects the answers to the questions asked to the students before migrating to the US for higher education.

6.1 Quality Education in the US

Undoubtedly the education provided in the colleges and universities in the US is of very high quality. The US also has two kinds of colleges, private and public, and the quality of education is of the same in both kinds of colleges. The public colleges are subsidized by the government and it is cheaper in price whereas private colleges are more expensive but provide a lot of scholarship to the students.

Table 6.1: Distribution of the Students by Their Views on the Quality of Education in the US

Scale	No. of Respondents	Percent
Not Important	1	1
Least Important	0	0
Somewhat Important	3	3
Important	29	29
Very important	67	67
Total	100	100

Source: Field Survey, 2012

Table 6.1 indicates that quality of education is really important for the students who go to study in the US. Majority that is 67 percent of the respondents have chosen the quality of US education to be 'Very Important'. Individuals with US education have better scope and chances of employment, which may be the reason behind the majority of responses recorded. Understanding the importance of US education, it can be seen from Table 6.1 that there is only one respondent who finds the quality of US education being 'not important'. This may be due to the respondent's intension being any other than to study.

6.2 Influence from Friends

Before the survey it was assumed that students could get carried away by their friends when choosing colleges. They prefer to go to the same school, college and university as their friends. This is usually the approach students have while studying in Nepal. Even while applying to the US students find out about colleges through them as it is easier for them to gather information about the college or university.

Table 6.2: Distribution of Students According to the Influence from Friends

Scale	No. of Respondents	Percent
Not Important	51	51
Least Important	26	26
Somewhat Important	16	16
Important	6	6
Very important	1	1
Total	100	100

Source: Field Survey, 2012

But, after survey it was found that the influence from friends is not very important for majority of the students as shown in Table 6.2. The survey shows 51 percent of the student respondents feel the influence from friends is 'not important'. However, there are still 16 percent of the respondents who feel the influence from friends 'Somewhat Important'. Hence we can conclude that influence from friends is not an important factor in Nepali student's decision to pursue US education.

We may think that student's decision to study in a particular college or university may be due to Nepali friends studying there. But, looking at the response by the students, it clarifies the doubts as we can see that only few students have responded as influence of friends matters to them where as the majority of the responses say it is not important. This shows that students are trying out new options for them rather than following the footsteps of their friends. Students are more aware about the highly competitive job market in Nepal and across the world, rising levels of unemployment, the amount of funds involved in their studies, and other expenses while studying abroad.

6.3 Influence of Relatives

As a layperson, a student and his/her parents may think that having a relative abroad can help when the student goes to study in the same country. But, when we think of the US, it is a very large country when compared to Nepal. Nepal is only a size of Arkansas which is one of the states in the US. Thus, having a relative can be helpful, but not as helpful as they may be living in far off states where the distance can be a barrier in meeting them often. This was an assumption made before the survey was done. But, the data revealed a different point when the survey was done.

Table 6.3: Distribution of the Students According to the Influence from Relatives

Scale	No. of Respondents	Percent
Not Important	44	44
Least Important	25	25
Somewhat Important	23	23
Important	6	6
Very important	2	2
Total	100	100

Source: Field Survey, 2012

The student's mobility in Table 6.3 have shown similar choice as compared to Table 5.8 above; by 44 percent saying 'Not Important', whereas 2 percent agreed to influence of relatives being 'Very Important'. Students may have understood the fact that living with relatives can be a hassle and people in the US like to have their independence, thus there were more responses according to which the influence of relatives being not important. Hence we can conclude that influence from relatives and from friends are not among the important factors influencing Nepali student's decision to pursue US education.

6.4 Political Instability in Nepal

The political instability in Nepal has caused many public protests and demonstrations. One of the infamous modes of protest has been *bandhs* or complete close down. During the *bandhs* schools are also closed for several days or weeks. The students are not able to finish their syllabus on time. They are required to go to school for extra classes to

complete their course before the exam. It becomes a hassle for students to go early and return late from school due to such political instability in the country.

Table 6.4: Distribution of the Students Based on their Views on Political Instability in Nepal

Scale	No. of Respondents	Percent
Not Important	4	4
Least Important	10	10
Somewhat Important	24	24
Important	26	26
Very important	36	36
Total	100	100

Source: Field Survey, 2012

In table 6.4, student respondents have put forward their views on the relationship between political instability in Nepal and their decision to study in the US. Majority 36 percent the respondents feel that the political instability is ‘Very Important’ in influencing their decision to study abroad in the US. With the numerous violent public demonstration *bandhs* and *chakkajams* in the country affecting public transportation and mobility and other day to day activities this has affected the studies of the students. The students are facing problems such as not finishing their course in time, their yearly exams being delayed, the course being prolonged and the results also being delayed. As the problem amplifies, students get more and more frustrated with insecurity, and as a result there are many instances where the students collectively participate in such immoral and unhealthy activities themselves (through student unions mostly backed by major political parties). Only four percent of the student respondents thought the political instability it be ‘Not Important which could be due their tolerance and adapting to the situation of the country. Hence, we can conclude that political instability is also motivating students to pursue US education.

6.5 Information Provided by USEF-Nepal

USEF-Nepal is the only authorized organization from where students can get accurate, reliable, unbiased and free information about studying in the US. It is an organization supported by the US government to help spread the information about studying in the US.

Table 6.5: Distribution of the Students Based on their Views on Information Provided by USEF

Scale	No. of Respondents	Percent
Not Important	13	13
Least Important	9	9
Somewhat Important	34	34
Important	19	19
Very important	25	25
Total	100	100

Source: Field Survey, 2012

Table 6.5 shows that USEF also plays a role in student's decision to go study in the US. Majority of the students, which is 34 percent have responded saying that the information provided by USEF is 'Somewhat Important'. It can also be seen that 25 percent of the students feel the information provided by USEF as 'Very Important'.

In Appendix 1, Case Studies 1, 2 and 3, the respondents have mentioned that USEF-Nepal has been helpful to them as a source from where they can acquire information relating to various colleges/universities, education systems, student life in the US, preparation of standardized tests with the help of its library, and other related matters to help them make better decisions. But, there are nine percent students who feel its 'Least Important'; this may be because students may not have used the services at USEF. Hence, we can conclude that USEF has played some role in student's decision to study in the US.

6.6 Information Provided by Consultancies

There are numerous private consultancies in the country mushrooming every year. These organizations run for profit, and it is not being regulated by the government. Mostly, such consultancies have tie-ups with few colleges and universities around the world, which they tend to promote and as such biasness is likely to prevail. Students have to pay a huge sum of money to use the services provided by them. Sometimes students even complain about getting the wrong information from private agents.

Table 6.6: Distribution of Students Views on Information Provided by Consultancies

Scale	No. of Respondents	Percent
Not Important	55	55
Least Important	22	22
Somewhat Important	17	17
Important	5	5
Very important	1	1
Total	100	100

Source: Field Survey, 2012

As shown in table 6.6, 55 percent, which is the majority of the students, have said that information provided by consultancies is 'Not Important' and there is a minority of one percent students considering that as 'Very Important'. This result might not be as valid as other results, since the data was collected at USEF. Hence the data might have been negatively skewed. This was also noted in the limitations section of Chapter III.

6.7 Choice of College, University and Subjects

When students chose the US as a destination for their higher education, they can make their decision from the many choices available to them. There are 4000 plus colleges and universities in the US, which offer various subject-majors to students. Students have to carefully choose which college is the best fit for them when making their decision.

Table 6.7: Distribution of the Students Based on Their View on the Importance of Choice of College and University

Scale	No. of Respondents	Percent
Not Important	0	0
Least Important	2	2
Somewhat Important	10	10
Important	36	36
Very important	52	52
Total	100	100

Source: Field Survey, 2012

Choosing colleges and universities according to the subject it offer was another question that was asked to students. The students who responded that choosing college/university is ‘Very Important’ were 52 percent. It is quite surprising to see that none of the student chose the ‘Not Important’ scale. Hence it can be seen that more than half of the students have chosen the US as a destination for their higher studies as choosing a subject is very important to them.

6.8 Recognition of the US Degree

A degree from the US is recognizing worldwide and this is one of the factor why students choose the US as their destination for higher studies. The education students receive helps them hone their knowledge, develop new skills in the modern day context, and makes them well rounded to face the world. It can also help them find good jobs as a US degree can sell well in the job market.

Table 6.8: Distribution of Students Based on Their Views on Recognition of US Degree

Scale	No. of Respondents	Percent
Not Important	0	0
Least Important	2	2
Somewhat Important	5	5
Important	28	28
Very important	65	65
Total	100	100

Source: Field Survey, 2012

As shown in Table6.8, majority 65 percent of the students believe that recognition of a US Degree is ‘Very Important’. There is not a single student who feels that is ‘Not

Important’. Looking at the responses, it can be seen that many of the students want to study in the US to obtain a world recognized degree as more than half of the students have responded positively.

6.9 Prospects of Settling in the US

The US is a land of opportunities, and there are many people in the world who want to settle in this country. But, with the idea of settlement, there comes many complications as well. There is a long process involved in settling in the US legally. Many a times we think of students going for their studies to the US are not going to return back as they will want to settle there after they finish their studies. When students were asked this question, they reply by giving mixed responses.

Table 6.9: Distribution of the Students Based on Their Views on Prospects of Settling in the US

Scale	No. of Respondents	Percent
Not Important	22	22
Least Important	33	33
Somewhat Important	24	24
Important	14	14
Very important	7	7
Total	100	100

Source: Field Survey, 2012

Majority of the students 33 percent responded by saying the prospects of settling in the US was ‘Least Important’ however in this regard 7 percent of them responded as ‘Very important’. Thus by looking at the responses, the highest numbers of response were under ‘Least Important’ but students may not have answered this question truthfully since they might have the impression that their responses would affect their VISA to the US as USEF-Nepal is an organization supported by the US government.

6.10 Facilities provided in US Colleges and Universities

There are numerous facilities provided to students in the US to make them feel comfortable in the college or university they are studying in. The colleges and universities take care of students' needs as much as possible. There are departments especially made for consultations where students can freely clarify or request for their need.

Table 6.10: Distribution of the Students by Their Views on Facilities Provided in US Colleges and Universities

Scale	No. of Respondents	Percent
Not Important	1	1
Least Important	1	1
Somewhat Important	1	1
Important	34	34
Very important	63	63
Total	100	100

Source: Field Survey, 2012

Another question the students were asked was the significance of the facilities provided in the colleges and universities. Majority of the students, 63 percent think the facilities provided in the colleges and universities are 'Very Important'. But, there were other answers in which one percent students responded by saying 'Somewhat Important', 'Least Important' and 'Not Important'. Hence majority of the respondents believe that facilities are important and beneficial as it plays a major role in quality education.

6.11 Opportunity to Learn from Highly Qualified Professors

The professors teaching in the US colleges and universities are highly qualified and most of them have a PhD. The professors have a long time experience teaching the students in the particular field which may be one reason that helps them lecture students easily. The facilities they have may be another reason which helps them explain the subject matter to students for them to understand.

Table 6.11: Distribution of the Students by Their Views on Opportunity to Learn from Highly Qualified Professors

Scale	No. of Respondents	Percent
Not Important	0	0
Least Important	1	1
Somewhat Important	1	1
Important	23	23
Very important	75	75
Total	100	100

Source: Field Survey, 2012

The professors teaching in the US colleges and universities are highly qualified and competent in the field they have studies and are more capable of teaching their students. Professor's qualification was another factor which influenced student's decisions for choosing the US for higher education. Table 6.11 shows that majority of the students 75 percent considered that opportunity to learn from qualified professors is 'Very Important' to them. The table also shows that there was not any student who felt it 'Not Important' to them. Thus we can conclude that qualification if professors play a vital role in the student's choice.

6.12 Opportunity to Interact with Diverse Groups

The US is diverse in its people and its geography, offering something for everyone. Since the US is a popular destination for higher education there are students from various countries all over the world attending colleges and universities in the country. The colleges and universities welcome international students' openness, generosity and warm hospitality. Some colleges also offer diversity scholarship to international students.

Table 6.12: Distribution of the Students by Their Views on opportunity to interact with Diverse Groups

Scale	No. of Respondents	Percent
Not Important	1	1
Least Important	1	1
Somewhat Important	12	12
Important	38	38
Very important	48	48
Total	100	100

Source: Field Survey, 2012

Another factor that may have influenced the students' choice of the US for higher education could be the diverse groups of students. US colleges and universities are popular in the world and there are many students who want to pursue their studies there. Table 6.12 shows that majority of the students 48 percent have responded to his question by saying 'Very Important' whereas 'Not Important' and 'Least Important' was chosen by one percent of the students' respectively.

Looking at the above responses, we can conclude that students think diversity and interaction with other international and American students is important. Foreign books and study materials can be made available in Nepal but the real exposure of the developed world can only be felt when students are physically exposed to the new environment and begin to interact with different people from all around the world. This helps, in not just obtaining a US degree, but towards a holistic development of an individual.

In sum, some factors like family pressure, influence of friends, influence of relatives and political instability which have been thought to be important factors, are not actually important in view of the students surveyed. The significant factors that are highly ranked by the students are learning from qualified instructor, quality of education, and the recognition of the degree.

CHAPTER VII SUMMARY AND CONCLUSION

7.1 SUMMARY

It is a well-known fact that the US is one of the most popular destinations for Nepali students seeking abroad studies. This research has tried to analyze the reasons for exodus of Nepali students to the US. This is a study confined to the students who visited USEF-Nepal after they got the VISA. The students had shifted to Kathmandu permanently or temporarily in the process of applying to the US for their higher education.

A questionnaire was prepared and three case studies were done to find out some motivating factors that might have responsible for the US being such a popular destination for Nepali students. Depending upon the surveyed students responses, it was possible to find the most important factors that are playing a role in the US being such a popular study destination for Nepali students.

The presence of qualified instructors in the US colleges and universities was the most important factor, and his somehow related to quality as well. Apparent, the quality of education in the US would be the important factor. As predicted, this factor ranked number two in student's preferences for selecting the US as study destinations. The third factor the students have ranked highly is the recognition of the degree they receive after completion of their studies. Facilities at US colleges and universities, and the recognition of US degree were highly ranked among the choices of student's migrants as well.

Surprisingly, the political instability in Nepal was not chosen highly out of the seventeen factors. Due to current situation in Nepal, it was assumed that this factor would rank quite high. However, students seem to prefer the pull factors like the quality and recognition of US degree instead of the push factors like the political instability. Furthermore, the influence of friends and relatives were not very important factors in motivating Nepali Students. These factors ranked really low in students preferences.

One of the most interesting results was regarding the prospect of settling in the US after degree completion. Although this factor might seem like one of the most important factors for the Nepali student's exodus to the US, it was ranked number low among the motivating factors. Although most of the students do not seem to return to Nepal after degree completion, settling in the US is definitely not the first thing in their mind when they are deciding to pursue US degree.

However, due to the relatively small sample size in this study, the ranking of motivating factors for US studies might not be as accurate as thought it to be; larger, more extensive, research is needed in order to definitely confirm the role of these factors.

7.2 Conclusion

The study was an attempt to understand the reason behind Nepali students going to the United States and to know about their hopes and perceptions. The following section discusses the conclusion of the study.

- J The research conducted clearly shows that the age group aiming for education in the US is between 18-22 years of age, as most students prefer to apply to the US straight after their school, and the student migrants were from 28 different districts of Nepal, and Kathmandu with 46 percent had the highest distribution of student migrants.
- J The research shows a mix in the caste/ethnicity of the student migrants, however higher-caste students like bahuns and the actual residents of Kathmandu the newars are found to be migrating in more numbers compared with other castes, the survey also shows that about 78 percent of the students were from nuclear family and 22 percent from joint family, and about 42 percent of the students are 4 members in the family.
- J The survey also shows that among the student migrants 72 percent had finished high school, 17% bachelors and 11 % masters and amongst them 82 percent were male and 18 percent female and the total income per month of 53 percent of the student's family was found to be NRs 1000-50000. Among the 100 students surveyed, 48 percent of them said that there were 2 earning members in

their family, and about 44 percent do service and 27 percent do business and the other practiced many different jobs.

) Among the students, it was seen that 73 percent applied for undergraduate level, 24 percent for master's level and 3 percent for PhD, the reason behind this can be less number of choice in subjects and colleges. The colleges and universities surveyed students applied have \$5000 to \$60000 fee structure per annum and public colleges are subsidized by the government and they are cheaper in price. The total amount of scholarship received by the students range from \$5000 to \$55000. The majority of 28 percent students received \$10001 to \$15000 scholarship.

) It was also seen that the students have chosen 65 different colleges or universities to study in the US. 8 percent of them applied to the same college, as the university gave a generous amount of scholarship to the students and while responding to the teaching quality and standards of teaching majority of students about 40 percent replied by saying satisfactory. According to the distribution of student migrants based on their views on recognition of US degree, 65 percent of students considered the recognition of US degree very important, so many of the students want to study in the US to obtain a world recognized degree,

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APPENDICES

APPENDIX I

In order to supplement the quantitative and qualitative findings, case studies were conducted. Case studies have been presented to complement the qualitative findings and to get a better understanding of the students. The case study has been done of three students who have a different background from each other.

Case Study I

Born on March 15, 1992 in Nuwakot, Nepal, Durlav and his family moved to Birgunj when he was just about six months old. His father was a manager at Agriculture Development Bank, and mother, a house maker. The village of Nuwakot, where he was born in, had no schools at that time, so his parents moved to the city Birgunj thinking that it would be a better place for their children to grow and have a bright future. Durlav had three sisters. After his family moved to Birgunj, Durlav and his sisters were admitted to an English medium school while his mother got the job of a teacher at a local school.

From his very childhood, Durlav was good in his academics. In all his examinations, he used to rank among the top five students of his graduating class. Often because of his good performance in academics, his parents held their expectations high. But once when he was in grade 8, for some reasons, he was not able to achieve a good score in final examination. This really embarrassed him. But at the same time, he was also determined to work harder and achieve the best possible result next time.

SLC examination, widely known as the Iron Gate, is the most important examination in any Nepali student's life. SLC, which stands for School Leaving Certificate, is a nationwide examination taken for the students of Grade 10. With days and nights of hard work, Durlav achieved 86.8 percent in SLC examination. With such a high academic performance, Durlav did not just become the valedictorian of his graduating class but also achieved the first position in the SLC examination in his district parsa. His outstanding performance greatly made his parents and his school teachers proud of him and won him several accolades.

To pursue his higher education after the SLC examination, Durlav moved to the capital city Kathmandu and joined Trinity International higher secondary School to complete his grade 11 and 12. Since, he was new to the city, he moved into the school's dormitory and lived there. The first couple of months, he tried adjusting himself to the new place and new faces. Nevertheless, academic was always the first priority for him, and he never let anything disturb his study habits. And in the very first examination of Trinity International Higher Secondary school, Durlav once again stood first among the 1200 students. Instantly he was a known figure among many students, and of course, his teachers. During his grade 11 and 12, he worked very hard and consistently scored high marks. He scored an aggregate of 82.8 percent in the +2 examination. But academic was not all that he cared about.

He was always fascinated by science and he aimed to be an engineer, more specifically aerospace engineer. During his stay at Trinity School, he joined the Trinity Art and Literature Club as well as Trinity Sci-Tech Guild.

After graduated from High School, he planned applying to colleges in the United States where he could bag full scholarships and pursue his higher education. During his preparation of the necessary standardized tests, he regularly visited the USEF-Nepal. At USEF, he attended several info sessions and also used the USEF library to prepare the standardized tests.

After months of hard work, he scored 2120 in his SAT, and thus applied early decision to Lehigh University and he got the full scholarship there. Durlav decided to do major in Mechanical Engineering with a concentration in Aerospace Engineering.

Case study 2

Prajwal Niraula was born in eastern Nepal, to be particular, Ilam. But soon after a few years of his birth, his family migrated to Kathmandu. He did schooling to Kathmandu from Occidental Public School and then joined Golden Gate International College for high schooling.

During his high school he knew he wanted to learn physics but was not sure where. One day, just before his finals, one of his cousins who is currently in US called him. Prajwal's parents had been maintaining quite a good relation with the cousin, and since his cousin called, it made him think about studying in the US. While most of his

friends planned to study medical or engineering, he mentally preparing for studying in the US.

There were several hindrances, and the greatest of all was to know where to start from. He joined Orbit International Education, a consultancy that helped him in his test preparation. But at the same time, with the help of his friends he was able to locate USEF where he got lots of helpful information. He took his tests and applied for colleges. Unfortunately in the first year of attempt he did not get the scholarship that he desired, and had to wait for a year more.

In this course, he joined a local college- Trichandra. Before joining Trichandra, his education had been a privileged one-private as is often referred in Nepali education system. Here, he found the answer why he really wanted to go to the US for his education, and he discontinued going to Trichandra and refocused for US education. Fortunately, he got a scholarship offer from Saint Peter's College for the fall session of 2012

Case study 3

Urusha Lama is a permanent resident of Dhapasi-7 Kathmandu. She was born on October 5, 1992, as a second child of her parents. She started schooling at the age of three and completed her SLC with distinction marks in 2008. Then she joined Rato Bangala School (RBS) and completed her A-levels in 2010. She remembers telling her friends that whatever happens she was not going to study A-levels. But as she grew mature and knew things in a better sense she ended up studying in RBS.

As soon as she finished with her A-levels, she sat for the IELTS examination which went really good. After that the first thing she did was she visited USEF.

She used to visit USEF on a regular basis. She had opportunities to participate in education fairs that gave her more options. She started her college search along with preparing for the standardized tests. The she applied to around 16 colleges of the US, and luckily got accepted in more than she had expected.

Urusha has chosen civil engineering technology as her intended major in college. The primary reason she says, for choosing this particular major is its popularity in today's world and secondly, it would enhance her ability to understand and perform in

Mathematics and Physics. The cost of her college is US\$16,585 per year which is a huge sum of money for a person belonging to a middle class joint family.

But, she knows what is coming up for her in the future, and that's why her parents are fully supporting her. Both her uncle will be supporting with her fees partially, and the rest will be covered by her parents.

After completing her education she wishes to work with the government of Nepal. According to her, having seen the condition of infrastructure of the country is one of the reasons that led her to choose engineering as her major. She believes that having all the hope and expectations of her family, she will not let them down at any cost.

APPENDIX III

1. Respondent's Introductory Information
 - 1.1 Permanent Address:
 - 1.2 Current address:
2. Respondent's social and family information
 - 2.1 type of family joint nuclear single
 - 2.2 number of members in household _____
 - 2.3 Number of children in household _____
 - 2.4 Number of earning members in the family _____
 - 2.5 Total income of family per month _____
 - 2.6 Main sources of income _____
3. Respondent's personal information
 - 3.1 Caste/Ethnicity:
 - 3.2 Age: 18-22 23-27 28-32 32+
 - 3.3 Gender: male Female
 - 3.4 Education completed _____
 - 3.5 Percentage or GPA _____
4. Respondent's view on the education system in Nepal

On a scale of 1-5 (1 being the least contribution and 5 being the highest contribution which means 1= unsatisfactory, 2=satisfactory, 3= good, 4=very good, 5= excellent) which of these factors contributed in your decision to pursue US education? Please circle the corresponding number

4.1 What do you consider the studying environment in Nepal?

1 2 3 4 5

4.2 How do you find the quality of education in Nepal?

1 2 3 4 5

4.3 How do you find the teaching quality and standards of teachers in Nepal?

1 2 3 4 5

4.4 Your view on quality of books and study materials available in Nepal?

1 2 3 4 5

4.5 Your view on the availability of your preferred courses in Nepal:

1 2 3 4 5

5. Respondents answers on why he/she want to study in the US

5.1 Intended Major: _____

5.2 Please describe the degree you will be studying in the US

I am seeking an undergraduate degree
(Masters/ PhD)

I am seeking a graduate degree

5.3 On a scale of 1-5 (1 being the least contribution and 5 being the highest contribution which means 1= Not Important, 2=Least Important, 3= Somewhat Important, 4=Important, 5= Very Important) which of these factors contributed in your decision to pursue US education? Please circle the corresponding number.

a) Quality of education in the US

1 2 3 4 5

b) Family Pressure:

1 2 3 4 5

c) Influence of friends who are applying to or studying in the US:

1 2 3 4 5

d) Influence of relatives living/studying in the US:

1 2 3 4 5

e) Political instability in Nepal:

1 2 3 4 5

f) Info provided by USEF :

1 2 3 4 5

g) Info provided by private educational consultancies:

1 2 3 4 5

5.4 On a scale of 1-5 (1 being the least contribution and 5 being the highest contribution which means 1= Not Important, 2=Least Important, 3= Somewhat Important, 4=Important, 5= Very Important) which of these factors contributed in your decision to pursue US education? Please circle the corresponding number.

a) Choice of colleges, universities and Majors:

1 2 3 4 5

b) Recognition of US Degree:

1 2 3 4 5

c) Prospect of settling in the US after degree completion:

1 2 3 4 5

d) Facilities in US colleges/universities (Labs, Libraries etc)

1 2 3 4 5

e) Opportunity to learn from highly qualified instructors:

1 2 3 4 5

f) Opportunity to interact with diverse group of colleagues from all over the world:

1 2 3 4 5

5.5 Name of attending college/university _____

5.6 Cost of College/university per year _____

5.7 Amount of scholarship/grant/stipend awarded per year

5.8 Sponsors for your education _____

5.9 Do you intend to work while you are a student in the US?

Yes no

If your answer is 'Yes' to question 5.9, where do you plan to work?

5.10 Do you plan to settle in the US after completing your studies?

Yes no