PERCEPTION OF STUDENTS TOWARDS ABROAD STUDIES
(A Sociological Study of Pokhara Metropolitan City)

A Thesis Submitted to Tribhuvan University, Faculty of Humanities
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LETTER OF RECOMMENDATION

This is certify that Ms. Renuka Shrestha has completed this thesis entitled **PERCEPTION OF STUDENTS TOWARDS ABROAD STUDIES (A Sociology Study of Pokhara Metropolitan City)** under my supervision and guidance. I, therefore, recommend and forward this thesis for final Approval and acceptance by the thesis committee.

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LETTER OF APPROVAL

We hereby certify that the thesis entitled **PERCEPTION OF STUDENTS TOWARDS ABROAD STUDIES (A Sociology Study of Pokhara Metropolitan City) Ms. Renuka Shrestha** to the Department of the Sociology, Prithvi Narayan Campus, Pokhara, in the partial fulfillment of the Requirement for the Degree of Master of Arts in Sociology has been found satisfactory in scope and quality. Therefore, we accept this thesis as a part of the mentioned degree.

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TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURES

LIST OF ABBREVIATIONS

ECS	Educational Consultancies
HE	Higher Education
IELTS	International English Language Testing System
MoE	Ministry of Education
OECD	Organization for Economic Co-operation and Development
PR	Permanent Residence
PSMs	Potential Students Migrants
SAT	Scholastic Aptitude Test
SLC	School Leaving Certificate
TOEFL	Test of English as a Foreign Language
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
USA	United States America

CHAPTER I

INTRODUCTION

1.1   Background of the Study

The most important question pertaining to the sociology of migration research in general is why migration occurs and how it is sustained over time. This study is about student out-migration and is based on individual level, and household level analysis. The main emphasis is given in the role of social networks and social capital in migration theory. This study is based on student migrants for higher education to foreign countries. It is important to realize that all the movements have common roots, and that they are closely interrelated. The movements require regular and sustained social contacts over time across space. It involves individuals, their networks of social relations, their communities, and broader institutionalized structures such as local and national governments. For thousands of years, people have migrated in search for food, survive, conquer frontiers, and colonize new territories, escape from war zones or political turmoil and look for new and more rewarding and exciting opportunities. In a broad sense, the history of the world is the history of human migration and settlement. The founding fathers of sociology captures the major trends of social change the transition from a traditional to a modern society, there is also a story of migration (Castle & Miller 2003).

Due to increase in rural to urban, migration may be transformed by the society from what Durkheim called as mechanical solidarity to organic solidarity. Likewise, migration is also dealt with in some Karl Marx's writing. For example, Marx wrote, "in the sphere of agriculture, modern industry has a more revolutionary effect than elsewhere, for this reason, it annihilates the peasant that bulwark of the old society, and replaces him by the wage labourer". The wage labourers in England that Marx was referring to them were migrants from rural areas (Shlomo, 1989).

Castle & Miller (2003) stress on the need to understand migration as a social process part of active livelihoods strategies, a phenomena determined by social contexts and social norms and structures. Migration is the physical movement of people within and

between social systems. It was strategies, a phenomena determined by social contexts and social norms and structure. Migration is the physical movement of people within and between social systems. It was started when earl civilization began and developed. The contemporary international migration is part of a transnational revolution that is reshaping societies and politics around the globe. New forms of global migration is related to fundamental transformations in economic, social and political structures in the post-modern and post-cold war epoch.

Recently, sociology has discussed migration as a core element of globalization. Castles & Miller (2003) also are of the view that international population movement constitute a key dynamic with in globalization. They further put their views that it is not a invention of late 20th century, not even of modernity in its twin guises of capitalism and colonialism. Migrations have been part of human history from the earliest times. Migration is likely to further develop in the coming decades as a part of the world globalization process.

No one knows how many international migrants there are worldwide. According to the United Nations (2002), the number of international migrants increased from 154 million to 175 million between 1999 and 2000 A.D. According to Project Atlas: Trends and Global Data (2013) published by IIE Centre for Academic Mobility Research there are 4.3 million students studying abroad. During the colonial period, the majority of students flow came from colonies to the World Capital. Imperial governments provided pathways formational to pursue higher education. The Cold War era had a significant impact on foreign aid and the funding of overseas student. The Cold War rivals funded study programmes and were in competition to attract students from the developing world (Varghese, 2008).

Migration of students from one country to another for education purpose is known as education migration (Brooke & Waters, 2011). The flow of residents between states for the purpose of attending college" is known as the student migration. International student mobility refers to students studying in a foreign country (Guruz, 2008). By the last 1980's, there were 66000 foreign students in the USA, of whom nearly half came from Asia. There was considerable among developed countries to market education to Asia with a trend towards joint ventures with Asian universities to provide courses to fee-payment students (Castle & Miller, 2003).

Migration is one of the earliest Nepali links with the outside world. From the historical perspective, the origins of labour migration lie in the trans Himalayan Trade between Nepal, Tibet China, and the India in ancient and medieval times (Thieme, 2006). Apart from trade, in the early 19th century, the first Nepalese men migrated to Lahore to joint the army of the Sikh ruler, Ranjit Singh, as Lahure". Beside this, the mitigation phenomena of Nepalese soldiers as "Gurkhas" I British and Indian regiments and workers in tees states of Sikkim and Darjeeling and forest of Assam has been highlighted by various texts. After 1950 the Nepalese began to move to industrializing areas like Delhi, Mumbai, or Bangalore, where employment ere easier to find (Upreti, 2002). After the democratic movement of Nepal in 1990, it became easier to obtain travel documents and democratic movements of Nepal in 1990, it became easier to obtain travel documents and passports. The economic emergence of the South East Asian and Gulf states, combined with increased information flow and trade liberalization in Nepal caused a rapid increased in labour migration and diversification of destinations (Thieme, 2006).

The history of the Nepalese student migration to foreign countries, the trend of going to Indian for education dates back hundreds of years. Many students did go to India (mostly in Varanasi) for higher studies. "Sasstraharaaye Kasashi Jaanu" (If you lose knowledge/learning go to Varanasi) is the old Nepalese proverb (Acharya, 2012).

Varanasi is the centre of learning in India. That student, who needed certificate, went to Varanasi to appear at the examination with the recommendation, of the teacher. Later on, Nepalese students started going to India under the Colombo Plan of which Nepal became the member in 1952 stated that Nepalese students were compelled to go to India for higher education before the establishment of Tribhuvan University.

1.2   Statement of the Problem

International migration is not an invention of late 20th century, or even of modernity in its twin guises of capitalism and colonialism. Migrations have been part of human history from the earliest times. However, student migration has grown in volume and significance since 1950 and most particularly since the mid-1989s. The perspective of 1990s and the early parts of next century are the students migration will continue to grow, and that it is likely to be one of the most important factors in global change.

Student migrates to America, Europe, Oceania, Asia and Africa for higher education. New emerging countries like Malaysia and Singapore also host international students. Thousands of Nepalese students annually go to foreign countries to pursue higher education. For example, a total number of 16499 and 28090 Nepalese students took No Objection Letter in order to migrate to study abroad in Fiscal year 2012/2013 and 2013/14 respectively (MOE, 2014). Where as in Fiscal Year 2009/10 and 2010/11; 1183 and 1303 foreign students were issued visa to study and research at different universities and educational institution in Nepal. The data shows that the very few foreign students come to Nepal to Study higher education as a result of which outflow of foreign currencies to fund higher education abroad has resulted in an unfavorable trade in higher education services. So, out-migration process adds a brick on Nepalese foreign trade deficit with other countries including India.

Emigration may be considered as a response of the people to the existing socio-economic and political condition of a country. It is observed that generally most creative brain has a tendency to emigrate and thus even in the short term emigration may relieve the unemployment problem to some extent. It further intensifies the problem in the long run causing a shortage of necessary manpower for the development activities of a nation (Gautam, 1999). Since there are no official records of returned students, majority of students mostly talent and bright don't return to Nepal leading to brain drain. It is estimated that only about of foreign student return home at the conclusion of their studies (Goldin & Reinsert, 2007). When a college student migrates, he is less likely to return to his native state upon his graduation. Even if a college student's migrant dose return to his native state following college graduation, he is more likely to migrate again (Smith, 2006).

Every year 250000 youth are reported to leave Nepal for various reasons. They seek opportunities in its various manifestation- higher living standards, employments, better income, education, a luring western lifestyle, stability and security. Hence, it comes as no surprise that 556 youth level the country to go oversea in the given day. The inflow number is almost negligible and the inflow and outflow ratio of youth in Nepal is very discouraging (ILO, 2014)

Several studies have been conducted in migration by different research institution and scholars. But most of this concerned with internal Hill to Terai, rural to urban and

labor migration. Few studies has been conducted in student migration in Nepal. The first doctoral dissertation on international student migration in Nepal has provided only the perpetuation of student migration basically focused on push pull theory. These studies do not portray the initiation of student's migration; class structure of potential students and differences between the potential student's dreams and return migrant's experience from sociological perspectives. So, there is a gap in the literature on student out-migration in the Nepalese perspective (Acharya, 2012).

So, the very main reason to carry out this research are not only because of potential migrant student numbers but also because of today's potential migrants will be tomorrows skilled manpower, rapid growth in student demand for educational restructuring, and its contribution on National Foreign Trade deficit.

The following Research Questions have been set for this study.
- How household is mobilizing their social network and resources in student out-migration?
- How do the student portray their education aspirations and expectation of going abroad for higher education?

1.3   Objectives of the Study

The general objectives of this study is to find out the overall perceptions and purpose of out-migration of students for abroad studies. The specific objectives of the study are as follows:

- To find out the casual factors of out-migration of students for abroad studies.
- To find out the perception of students towards out-migration for abroad studies.

1.4   Importance of the Study

The very main reason for selecting this topic is due to the interest of researcher. This study will raise the level of understanding about ongoing trend of Nepalese student migration and it should be concerned to the country. Student migration has become a common phenomenon in the Nepalese society and a number of students going abroad is one rise.

Globalization has influence internationalization of higher education so the number of students migration from South to North and East to West has increased tremendously as a result of which the number of students going abroad is on the rise (Acharya, 2012). Migration, trade in goods and services and private cross-border investment are three economic features of globalization. Student Out-migration is a new and unexplored area of study not only in Nepal but also in other countries (Brooks & Waters, 2011).

For instance, Nepal has become the 16th students-sending country to the USA for higher studies in 2013/14. Although various studies has been made on general migrations in Nepal, only a few have been done on the field of student out-migration. This study will fill up the gap of knowledge about various aspects of causes, impact and volume of student migration. Further, it will be useful for the researchers, students and for those who want to have further research in area. Similarly, the information and findings of the proposed study will expect to be useful to policy makers, social workers, educational consultancies and other concerned organizational migration in Nepal (Acharya, 2012).

1.6   Limitation of the Study

This study has following limitations:

Due to different reasons it is not possible to survey on current student migrants. Similarly, it is not possible to survey on a large scale. Therefore it is decided to conduct a survey in some educational consultancies in Pokhara valley only. The study is based on sample survey. In order to choose ECs, convenience type of purposive sampling method has been applied. The size of the sample has been 80 respondents. Use of descriptive design is another limitation of the study. The study also includes

limited statistical tools and techniques like figures, percentage, average and ratio. This study is done in order to complete the partial fulfillment of masters Degree in Sociology. It cannot be sufficient in detail study due to the limitation and constraint of timeframe.

CHAPTER II

REVIEW OF LITERATURE

Globalization has influence internationalization of higher education so the number of student out-migration from south to North and East to West has increased tremendously. According to Velde (2005), migration is one of the three economic features of globalization. There are so many literature related to migration, student migration and globalization were reviewed in Nepal. The review of literature has been arranged and presented in the following sequence such as (a) concept and definition of migration (b) student migration (c) relevant theoretical models (d) related researchers on educational migration (e) student migration in the Nepalese perspective.

2.1   Concept and Definition of Migration

The word 'migration' derives from the Latin verb 'migrate' meaning to move from one place to another. Human migration is the movement of people from one place in the world to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary (Acharya, 2012). In this definition, migration is defined as a permanent, semi-permanent or temporary change of residence. Previously there was a group migration. As the time passed, the trend of migration also changes.

(Lee, 1995) has defined migration broadly as a permanent or semi-permanent change of residence. The forces exerting an influence on migrant's perception into push and pull factor and no distinction is made between external and internal migration. Migration likely to occur when the countries of origin cannot match the benefits offered by the countries of destination. According to him, the factor which affect the decision of migrants and the process of migration are influenced by four sets of factor i.e. the areas of destination, the area of origin, intervening factors and personal factors. So, human migration is the movement of people from one place to another place in order to get better living condition and educational opportunities. It is clear that migration takes place for educational purpose as well. Migration may be internal or international. A change of usual place of residence with in a nation state i.e. in case

of internal migration in Nepal, most people are recently migrating from Hill to Terai, from Rural to Urban is referred to as internal migration. In case of international migration, people either skilled as well as unskilled across national boundaries.

Todara (1969), gives the most significant contribution to the large volume of migration literature. According to him, migration mechanism can be explained by the differences in "expected" rather than "actual" earning between two places. He formulated migration model which has four basic features: (i) migration is stimulated primarily by rational economic considerations of relative benefits which are mostly financial and also psychological (ii) the decision to migrate depends on expected rather than actual wage differentials, (iii) the probability of obtaining employment rate in the new sector and (iv) migration rate in excess of new employment opportunity are not only possible but rational and even likely in the face of wide, new, or old expected income difference eventually.

Giddens (2011) has talked about migration which opinions, is a process of global integration. It is a reflection of economic, political and cultural ties between countries. It links countries of origin and countries destinations. Scholar have identified four model of migration to describe the main global population movement since 1945 such as the classic model (Canada, USA, and Australia), the colonial model (France and United Kingdom), the guest workers model (Germany Switzerland and Belgium) and illegal model.

From the literature, it seems clear that migration is influence by economic and non-economic factors. There are generally three types of migrant's namely labour migrants (economic migration), skilled/educated migrants (for higher income/brain drain) and student migrants (for higher education/ brain drain if they did not return upon completion of their studies.

2.1.1 Student Migration

Education and employment are generally considered to be the main factor that motivates people to move the city (Ong, 1991). Many researches show that, when people migrate for employment, a large number also migrate for further education. So the policy makers should have addressed the issue of both labour migration and student migration in both developed and developing country.

Educational migration stated globally during the 1960's. International migration for higher education speeded up with the process of globalization for example, highly educated and skilled person like doctor, engineer of the developing countries migrated to developed countries with a view to earning money and increasing further education. Researcher categorized basically in five education related migrations. Firstly educated person most likely to migrate than uneducated people (brain drain). Secondly, student migrate for educational opportunities either internally or externally. Thirdly, father/young people/ elder brother girls migrate to support their sibling's education or parental migrations can also broaden the opportunities for educating the children remaining at home. Fourthly, student/children migrate for an income to continue their education. Finally, some children migrate because they are disappointed that their parents will not send them to school. Educational migration attaches importance these days. The linkages between migration and education are significant and occupy second position after work/poverty migration. Hence, education opportunities are the motivational factor of migration. (Acharya, 2012).

2.2   Theoretical Review

Theories of migration have tended to stick around the problem of structure and agency, despite its importance. Some approaches lean towards to take account of the role of broader social structure in shaping migration patterns. Some theories of migration rest on the assumption that the migrants or potential migrant have a significant level of choice over their decisions to move. Even though they may be working within the confines of the family or broader social institutions, studies will generally make a distinction between forced and voluntary migration. Ravenstein's "laws of migration" is also known as "push-pull" factor of migration. While some other head for the middle ground, recognizing the importance of finding the balance between structure and agency.

Peet (1978) uses the underlying development model as the means of classification of migration theories, there by distinguishing classical-associated with functionalism, conflict-associated with Marxism and systems-associated with general system theory. The most comprehensive surgery is provided by Massey et al. (1998). Who observe an important divide between theories that attempt to explain: (i) the initiation of migration-neoclassical, new economics, dual labour market and world system theory;

and (ii) the perpetuation of migration once started-network, institutional, cumulative causation and migration system theory. The relevant theoretical models that like directly or indirectly to the student migration are discussed below:

2.2.1 Theory of Globalization

Globalization became a buzzword in the 1990s, as 'interdependence' did in the 1970s. Globalism is a state of the world involving network of interdependence at multi continental distance. These networks can be linked through flows and influence of capital and goods, information and ideas, people and force, as well as environmentally and biologically relevant substance. Every country is connected to outer world which has been borderless economy in trade, finance, people, ideas, information and communications. It is also called global village. It increasingly makes education an international commodity, with services provided by new competitions (UNESCO, 2003).

According to Robertson (2004), Globalization is the process by which people and communities come to experience and increasingly common economic, social cultural environment; but globalization as a theory deals with the compression of the world and the intensification of consciousness or the world as whole". Globalization was initially discussed from economic perspectives but soon after it became a topic for discussions among intellectuals from cultural perspectives as well.

Goldin and Reinest (2007) view that there are five dimensions of globalizations such as; trade (exchange of goods and services among countries), finance (exchange of assets or financial instruments), aid (transfer of loans and grants among countries as well as technical assistance for capacity building), migration (migration as the temporary or permanent movement of persons between countries to pursue employment or education or both, and ideas are the broadest globalization phenomenon.

Fiske (2011), the importance of diversity- given the changing nature of the global workplace, students are seeking educational environments in which they will have opportunities to work elbow to elbow with persons from very different backgrounds, including those from other countries and cultures. Study abroad opportunities-putting

student in a situation where they can peel away at least a layer or two of another culture and come to appreciate and respect the fact that persons from other countries think differently than we do and have very different values.

The upsurge in migration is due to rapid process of economic, demographic, social, political, cultural and environmental change which arise from globalization in general and decolonisation, modernisation and uneven development in particular. These processes seem set to accelerate in the future, leading to even greater dislocations and changes in societies and hence to even larger migrations (Castle & Miller, 2003).

Globalization increases integration of the whole areas into the world economy and into global systems of international relations and cultural interchange. So, large- scale movements of people arise from the accelerating process of global integration. Migrations are not an isolated phenomenon: movements of commodities and capital almost always give rise to movements of people (Castle & Miller, 2003).

Castles (2003) observes that international migration is an essential part of globalization. Basically students go to foreign countries in order to grab the opportunities in this globalized world so the number is arising. Globalization has provided different opportunities to students. In this proposed study the analysis will be made by three theoretical conceptualizations of globalization: neo- liberalism, critical perspectives (e.g., World- System, Neo - Marxism), and world culture theory. The three broad theoretical perspectives make competing claims about globalization and its implications for student flows. This classification is not exhaustive; there is some overlap across the theories and considerable diversity of views within them. However, it will offer clear and distinct criteria for analysis.

International migration is associated with globalization. It is the result of globalization. The integration of the world economy erosion of sovereignty, and de- territoriality of the state have eased the migration in the world. However, immigration policy of any country can control international migration observes that international migration is an essential part of globalization. Students go to foreign countries in order to grab the opportunities in this globalized world. It means globalization has provided different opportunities in this globalized world (Acharya, 2012).

Holger (2002) includes an extensive review of the theoretical perspectives relating to globalization and education. He first sets out a range of theoretical perspectives on globalization and provides an overview of the current areas of discourse and then discusses economic dimensions of globalization, changes affecting the nation-state, and cultural convergence and divergence; finally he introduces a variety of contradictory demands on education. He recognizes that "the degree of coupling between the state/ society and the education system may vary from one country to another and from time to time".

The globalization of higher education is often interpreted from a neo- liberal perspective, which emphasizes increased global competition through the global and regional laissez-fair trade regimes. "The choice of a host establishment by foreign students and their families may be viewed as the outcome of an assessment of the monetary and non-monetary costs of studying abroad, and the monetary and non-monetary benefits that students (and their families) hope to reap it" (TOM, 2008).

World culture theory accounts for globalization as a propagation of "cultural and associational process". Essentially, the theory posits that increased isomorphism and convergence in social and political domains can be explained through the spread of cultural values that are embodied in international organizations. Its proponents claim that these values, which include "individualism, voluntaristic authority, rational progress, and world citizenship" (Meyer, 1997).

World culture theory differs from its alternatives in several important respects. First, it views the nation-state as a strong rational actor that is essential to globalization, as sovereign nation-states constitute the membership of international organizations and are responsible for "translating" their universal declaration into national policies. Second world culture theory rejects functionalist rationalization of social behavior, for example, the orthodoxy that mass education "is necessary and beneficial for economic growth, citizen loyalty and democratic institution" (Meyer, 1997). Instead, it locales the origin of such behaviors in world culture values, which are not rationalized themselves.

Meyer (1997) apply the World culture perspectives to the expansion of higher education, looking at national factor explaining the global rise in higher education

enrolment in 20th century. Consistent with world culture theory, they find that the functional variables (e.g., industrialization and economic growth) hold less explanatory power than cultural and institutional factors, particularly membership in international organizations.

2.3 Review of Related Studies

There is a very negligible literature on the Nepalese student migration to foreign countries.

Very few has been written on this subject. Peet's (1978) thesis is related to a case study from rural Nepal. It is an internal migration which has touches an investment in human capital, employment and social status for sending their sons to higher education in Kathmandu. So, decision to migrate completely rested on parents not students.

Subedi (1991), analysis the migration based on the framework of Weiner who has studies about the international migration, immigration and implication of those components in social and political affair of Nepal. In his study, he suggest four clusters of variables shaping international migration in Nepal. These includes differential variables, access variables, affinity variables and variables. Being in a related framework, he makes an analytical article and tries to elaborate in geographical discipline.

Adhikari (2012), assessed the factors influencing the migration decision of Nepalese to the US. The main purpose of his study was to explore the major "push" and "pull" factors influencing the migration of Nepalese professional and non-professional to the US. Using quantitative method, he examined economic, social, political and personal factor to assess the major push and pull factors. Analyzing many push factors, each factor showed a positive impact on migration decision. Similarly, every push factor emerged as important indicators discouraging Nepalese in US to return back home.

Sharma (2009), in his research on the cause of educational migration in Nepal use qualitative research methods to explore the cause of education migration. The main purpose of his study was to analysis the reason for educational migration of students from rural area to the urban areas. The major findings include lack of educational opportunity and opportunity in origin, unfavorable political situation, influences of

peer groups and network factors (social capital). He discussed push-pull, social capital, human capital and rational choice theory.

Acharya (2012), in his research on Nepalese student migration to foreign countries for higher education in globalized context used both qualitative and quantitative research methods to identify the trends and cause of Nepalese student migration and to explore their expectations and aspirations from the stand point of push-pull factors. In his study data are collected from current student enrollment at different universities and colleges of US, Australia and The UK. The major findings included limited employment opportunity, low quality education, limited career opportunities and unavailable of choice of subject, lack of modern lab, library and research facilities, political instability and Babdha/Hartal were main push factor whereas education and earning opportunities, quality education, availability of choice of subject, career opportunities, support from relative and friends, independence and quality of life were pull factors. He included that personal factor and student's expectations and aspirations also influenced student mobility.

Rosenzweig (2017) found that flows of students are from low-wage to high-wage countries because students are motivated by the wish to exploit the opportunity to acquire employment in the country wherein they acquired their education. Around 33 percent potential students wanted to go abroad for higher education because there is no career in Nepal. There is not any empirical data which empirical data which explained the statistic of education unemployment in Nepal. In Nepal, 2.5 million people of working age are completely unemployed or semi-employer.

Zheng, (2018) found that economic factor (29 percent) was the most important determinant of student's intention to study abroad. Unemployment as main push factor. Majority of the potential students aspire to go to USA and Australia because of globally accepted degree along with employment opportunities during studies and post studies. There is a direct relation between education and employment. Around 53 percent of potential students were linked with education as well as earnings. Yes their first choice is related to obtain quality education with world-wide renowned degree. However, an employment opportunity that potential students will get during and post study in the destination country has been at the backdrop of education.

2.4 Conceptual Framework

Student out-migration is the outcome of globalization. Globalization determines of both demand side and supply side factor of education. The demand side factor refer to such factors that motivate potential students to seek higher education outside their home countries and supply-side factor refer to such factors that motivates host countries to invite international student to study their institutions. Emigration policy causes students to. go abroad or stay in country of motherland. Nepal as a national-state as a strong rational actor that is essential to globalization, as sovereign nation-state constitute the membership of international organizations and are responsible for "translating" their universal declarations into national policies.
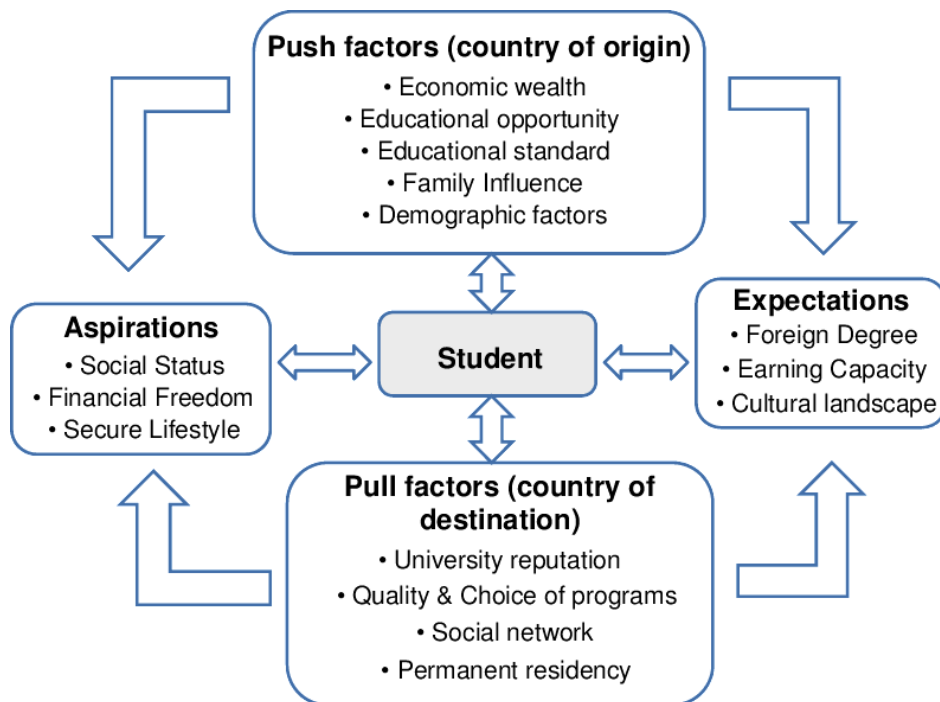
Source: https://www.researchgate.net/figure/Conceptual-framework-of-students-aspirations-and-expectations-from-international-HE_fig3_263448646

CHAPTER-III

RESEARCH METHODOLOGY

3.1 Study Area and Rationale of Site Selection

Pokhara is a place where field survey has been conducted. Pokhara, the capital city of Gandaki Province itself is an example of place of destination for internal student migration (from villages and sub-urbs area). Those students of this area who would like to go abroad for higher education mainly choose Pokhara for necessary preparation and processing. There are number of educational consultancies involving in overseas study in Pokhara.

3.2 Research Design

The present study basically was followed descriptive type of research design. However, it was some explanatory characteristics too. The analysis was both qualitative and quantitative in nature.

3.3 Nature and Source of Data

Primary and secondary source of information was used in this study. However, the main part of this research was based on primary data which is collected through the field survey. This study includes both primary and secondary sources of information. And both source of information are qualitative and quantitative.

In order to collect detailed information on student out-migration, a field survey was employed so that educational perception, expectations, aspirations and determinants of out-migration could be analyzed.

Secondary source includes published and unpublished materials, published books, journals, reports, mimeographs and documents was used in this study. This study was also used unpublished articles, report, books, thesis and google scholar (internet). In course of the literature review, the secondary source is extracted from the, book, materials and research paper from the libraries.

3.4 Universe and Sampling

The universe of this study is the aspiring students for abroad studies appearing in IELTS tests through the educational consultancies in Pokhara valley. In Kaski district, there are altogether 43 educational consultancies registered in ECAN (Educational Counseling Agencies of Nepal) Kaski. Among them 10 educational consultancies are selected purposively. The total number of students registered for IELTS test in September 2019 in these educational consultancies is found to be 130. This is the universe or population for this study. Among them 80 students were selected through simple random sampling where 8 students was selected from each educational consultancy. Therefore the sample size of this study is 80.

For qualitative information 10 students are purposively selected on convenience basis 1 from each consultancy and among the total students, 4 students (2 male and 2 female student) are selected for case study.

3.5 Data Collection Techniques

Quantitative data are collected through a field survey with structured questionnaire. Qualitative data are collected by using different methods like semi-structured and unstructured interviews for the respondents the tools were developed on the basis of the situation and suggestion of the informants and case studies.

3.5.1 Questionnaire

Structured questionnaires are administered for purpose of collecting quantitative primary data. The questionnaire is delivered to the respondents by the researcher and collected back after three days.

3.5.2 Case Studies

Case study method is another method of generating qualitative data, which is used in this study. It is fairly exhaustive method of studying a person or a group of persons. P.V. Young says, "A case study seeks to determine social process; it reveals the complexity of factors and indicates their sequence and their inter-relationship. It can enable the researcher to intensively study a unit from all aspects and thus to have deep

probing, which is very essential for this study. For this research, four students (2 males and 2 females) has studied in depth as a case.

3.5.3 Key Informant Interview

Key informants like educational consultants, language teachers etc. are unstructured interviewed to collect the necessary information regarding to the student's perception towards abroad studies and the counseling services provided by them.

3.6 Data Analysis and Interpretation

Analysis means the categorizing, ordering, manipulating and summarizing the data to obtain answer to research questions. It is the process of making complicated things understandable by showing how their component parts on the one hand, and making complicated things understandable by showing how their component parts fit together according to some rules on the other.

All the data has been analyzed and interpreted to fulfill the objectives; this study has followed both qualitative and quantitative approaches of data collection. In the case of quantitative, the questionnaires survey has been used whereas in qualitative approach; interview and case studies has used to generate data.

The collected data has been presented and analysed through tables, pie charts and bar diagrams.

3.7 Operational Definition

Emigration: Leaving one country to another country for different purposes. For example, Nepalese student immigrated to the USA for higher education. The flow of student out of Nepal.

Out-Migration: It means the movement of students abroad for studies.

Student: Those students who have passed at least plus 2 and equivalent and are motivated to migrate to abroad for studies through education consultancies.

Student Out-migration: Migration of student from one country to another for study purpose.

CHAPTER-IV

SOCIO DEMOGRAPHIC PROFILE OF RESPONDENTS

4.1 Demographic Profile of Student Migrants

Demographic (sex and age) and personal characteristics also influence migration process of students. Male students are more likely to migrate then female students. Similarly, age also is an important variable for student migration. Higher the age lowers the migratory behavior and vice versa. Student from medium income family are more likely to migrate then lower income family. The demographic information of students is presented in table 1.

4.1.1 Distribution of Respondents by Gender

Gender is one of the important aspects as it determines the gender role in the society. Students in this survey were selected as per the proportion of males and females in the sampling frame. So, there is different proportion of males and females. Therefore, the study inquired gender character of respondent which is given in the table below:

Table 4.1: Distribution of Students by Gender

Gender	Total	Percentage
Male	48	60.00
Female	32	40.00
Total	80	100.00

Source: Field Survey 2019
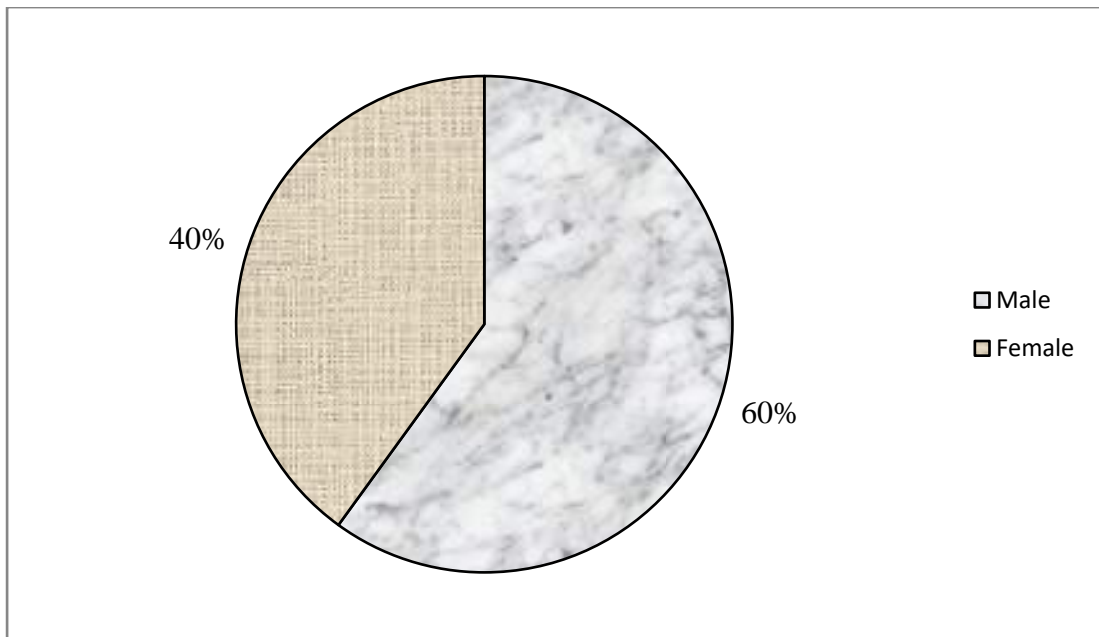
Figure 4.1: Distribution of Students by Gender

The classification of the respondents by gender is presented in the figure 4.1. The figure shows that majority of the respondents are male (60.00 percent) followed by female respondents (40.00 percent).

Table 4.2: Distribution of Students by Age and Sex

Age	Total	Percentage
15-19	26	32.5
20-24	43	53.75
25-29	10	12.5
30-34	1	1.25
Total	80	100

Source: Field Survey 2019.
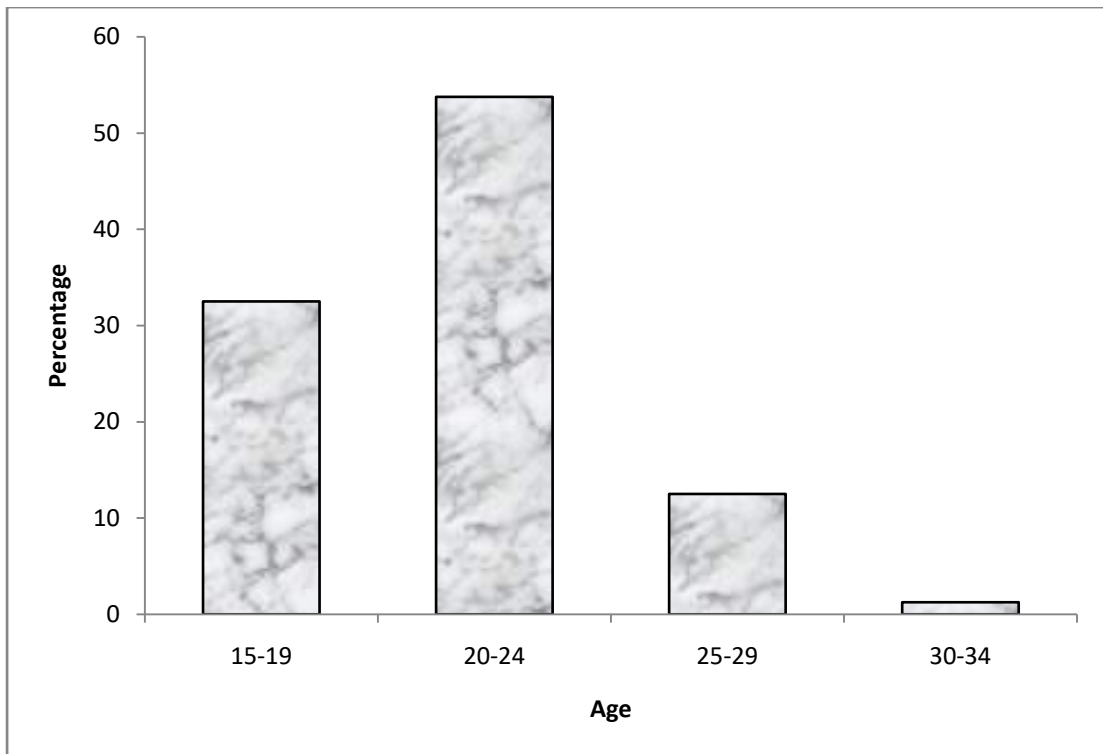
Figure 4.2: Distribution of Students by Age and Sex

The age group of the respondents is categorized into four groups i.e. 15-19 years, 20-24 year, 25-29 years, and 30-34 years. The classification of the respondents by age category is presented in figure 4.2. The majority of the respondents belongs to age group of 20-24 years (53.75 percent) followed by age 15-19 years (32.5 percent), 25-29 years (12.5 percent), 30-34 years (1.25 percent).

4.1.2   Socio-Economic profile of Student Migrants

Socio- economic profile is one of the determinants of student out-migration. Ethnicity, type of school, family size, geography educational performance etc. can influence student's out-migration. Data presented in Table 2, reveal socio-economic profile of migrants.

Table 4.3: Ethnicity of Respondents

S.N.	Ethnicity	USA	UK	Aus.	Jpn.	NZ.	Others	Total	Percent
1	Brahmin/Chettri	8	0	10	5	1	2	26	32.5
2.	Aadibasi/Janjati	21	2	20	2	1	7	53	66.25
3.	Dalit	0	0	1	0	0	0	1	1.25
	Total	29	2	29	5	2	9	80	100

Source: Field Survey, 2019 (Note: Aus., Jpn. and Nz., refer to Australia, Japan and New Zealand)
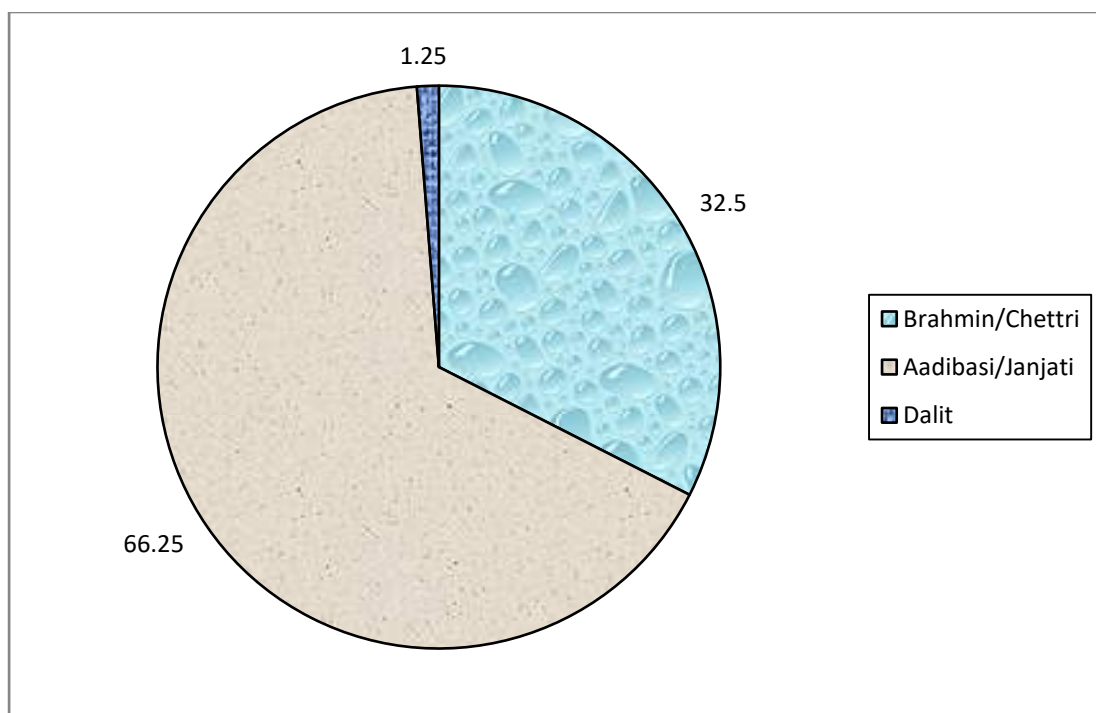
Figure 4.3: Ethnicity of Respondents

Table 4.3 shows that the distribution of perception of students toward abroad studies in terms of ethnicity, major proportion lied from Aadibasi/Janjati group (66.25) followed by Brahmin/Chhetri (33.5%) and Dalit (7%).

Table 4.4: Parental Annual Income

In thousand

Parental Annual Income	USA	UK	Aus.	Jpn.	NZ.	Others	Total	Percent
50	2	1	1	0	0	0	3	3.75
50-100	10	1	3	0	0	0	14	17.5
100-150	8	0	0	5	0	4	17	21.25
150-200	2	0	8	0	0	4	14	17.5
200-250	3	0	4	0	0	0	7	8.75
Rs.250 and above	3	1	7	0	1	2	14	17.5
No Response	2	0	6	2	1	0	11	13.75
Total	29	2	29	5	2	9	80	100

Source: Field Survey, 2019 (Note: Aus., Jpn. and Nz., refer to Australia, Japan and New Zealand)
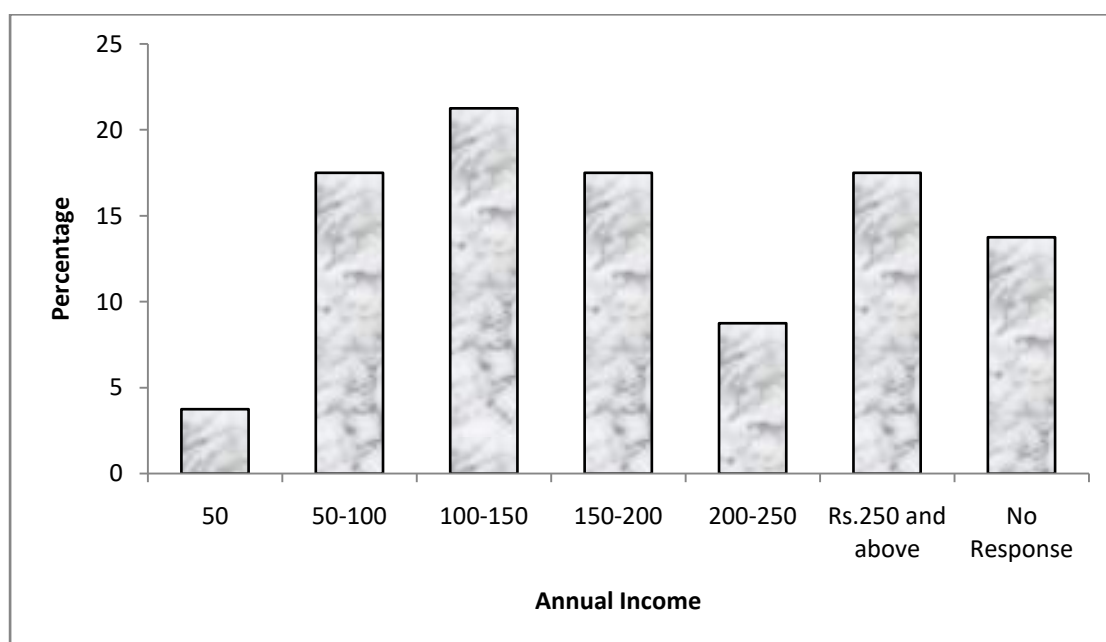
Figure 4.4 : Parental Annual Income

The annual income of family is also one which determines the student out-migration. An increase in family income should increase migration. As Table 2 shows that students from the lower to the higher family income showed their intention to out-migration. According to the study about 3.75 percent were Rs. 50 thousand from

parental annual income, 17.5 percent were 50-10 thousand, 21.25 percent were 100-150 thousand, 17.5 percent were 150-200 thousand, 8.75 percent were 200-250 thousand and 13.76 percent were Rs. 250 and above respectively.

Table 4.5 : Parent's Occupation

Parent's Occupation	USA	UK	Aus.	Jpn.	NZ.	Others	Total	Percent
Gov. Service	5	0	6	1	1	3	16	20
Doctor	0	0	1	0	0	0	1	1.25
Engineer	0	0	0	0	1	0	1	1.25
Teacher	2	0	3	0	0	1	6	7.5
Business	12	1	11	3	0	3	30	37.5
Agriculture	4	1	2	2	0	3	12	15
Others	6	0	5	1	0	1	13	16.25
No Response	0	0	1	0	0	0	1	1.25
Total	29	2	29	5	2	9	80	100

Source: Field Survey, 2019 (Note: Aus., Jpn. and Nz., refer to Australia, Japan and New Zealand)

Table 4.5 shows that the highest percentage of student was from business community. However, student from government service, doctor, engineer, teacher, business, agriculture and other were 20 percent, 1.25 percent, 1.25 percent, 7.5 percent, 37.5percent, 15 percent, 16.25 percent and 1.25 percent respectively. But the number of students from doctor and engineer profession was very negligible.

Table 4.6: **Funding for Education**

Funding for Education	USA	UK	Aus.	Jpn.	NZ.	Others	Total	Percent
Parents	11	2	16	8	0	5	42	52.5
Relatives	3	0	3	0	0	0	6	7.5
Bank/Fi.Co.	0	0	3	0	0	0	3	3.75
Scholarship	10	0	2	0	0	2	14	17.5
Earning	4	0	6	1	1	2	14	17.5
Other	0	0	0	0	1	0	1	1.25
Total	28	2	29	5	2	9	80	100

Source: Field Survey, 2019 (Note: Aus., Jpn. and Nz., refer to Australia, Japan and New Zealand)

Table shows that the funding for education. The highest percentage of funding for education was 52.5 percent from parents. Similarly funding for education is 7.5 percent from relatives, 3.75 percent from Bank/Finance company, 17.5 percent from scholarship and earning and 1.25 percent from others.

Table 4.7: Family Size

Country Variable		USA	UK	Aus.	Jpn.	NZ.	Others	Total	Percent
Family Size	1–4	12	1	13	5	2	3	37	46.25
	5–8	14	2	14	6	0	5	41	51.25
	8 and above	1	0	0	0	0	1	2	2.5
	Total	27	2	27	4	2	9	80	100

Source: Field Survey, 2019 (Note: Aus., Jpn. and Nz., refer to Australia, Japan and New Zealand)

Table 4.7 shows that the 46.25 percent student migrants from family size 1-4. Similarly 51.25 percent students are from family with 5-8 family size. However, 2.5 percent students are from family with 8 and above.

Table 4.8: Types of School

Country Variable		USA	UK	Aus.	Jpn.	NZ.	Others	Total	Percent
Type of School	Government	4	1	5	2	0	3	15	18.75
	Community	1	0	1	0	0	0	2	2.5
	Private	23	1	22	6	4	6	56	77.5
	Other	1	0	0	0	0	0	1	1.25
	Total	29	2	28	4	2	9	80	100

Source: Field Survey, 2019 (Note: Aus., Jpn. and Nz., refer to Australia, Japan and New Zealand)
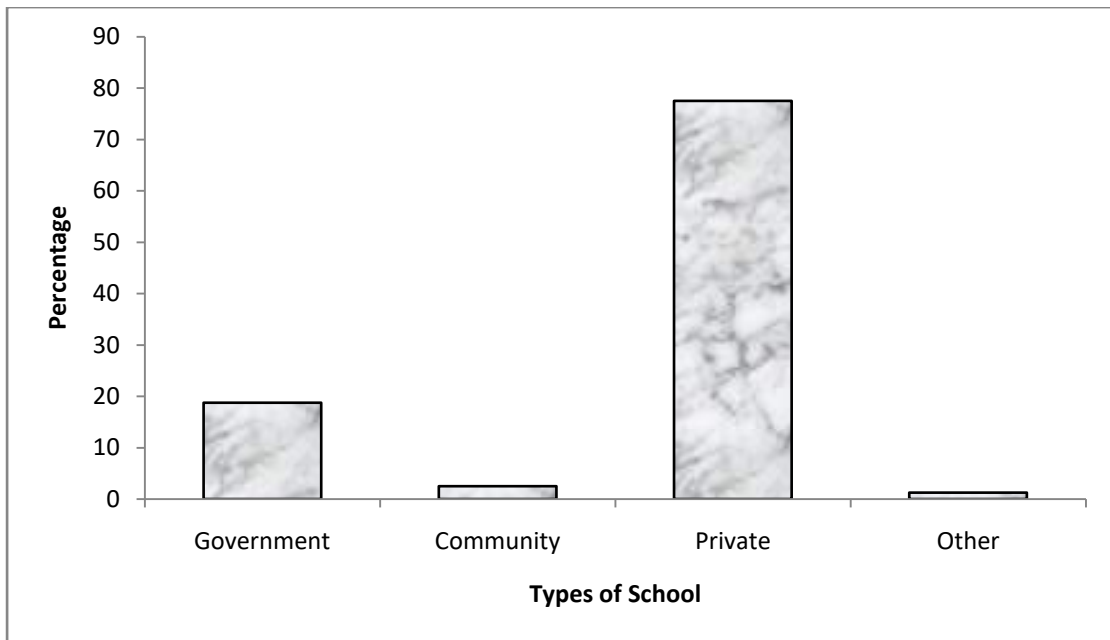
Figure 4.5 : Types of School

Table 4.8 shows that students enrolled at private schools are more likely to migrate whereas students enrolled at government and community schools. About 77.5 percent students were from private boarding school and 18.75 percent students were government school, 2.5 percent student were community school and 1.25 percent student were others school.

4.2 Social Network of Student Migrants

Migrant networks are defined in the literatures as recurrent sets of interpersonal ties that bind migrants and non-migrants together within a web of reciprocal obligations that can be drawn upon to facilitate entry, adjustment and employment at points of destination (Massey, 1978; Portes, 1995). Social network facilitate migration. The social forces involved in the migration, refocuses the analysis of international movement. "Thus, studying networks, particularly those linked to family and households permits understanding migration as a social product- not as the sole result of economic or political parameters, but rather as an outcome of all these factored in interaction" (Boyd, 1989). The primary data support this statement. The social network variable of student migrants is presented in table 3.

Table 4.7: Social Network Variables of Student Migrants.

Variables		Total	Percent
Migration history	Yes	48	60
	No	32	40
	Total	80	100
Source of Information about study abroad	Parents	22	27.5
	Kins/Relative	27	33.75
	Friends	16	20
	Newspaper	3	3.75
	Electronic Media	12	15
	Total	80	100
Advice Given by	Parents	24	30
	Myself	33	41.25
	My Friends	8	10
	My Relatives	14	17.5
	My Teachers	1	1.25
	Total	80	100
Connection with foreign lived Relatives/kins/Friends	Daily	19	23.75
	Twice a week	8	10
	Once a week	20	25
	Occasionally	29	36.25
	Never	4	5
	Total	80	100

Source: Field Survey 2019

The table shows that the social network variables of student migrates from family migration history of respondents were 60 percent says that yes, 40 percent says that no. The source of information about study abroad 27.5 percent students were came to know about study abroad program through parents, 33.75 percent is kins/relatives, 20 percent is friends, 3.75 percent is newspaper and 15 percent is electronic media. Student's were got advice to go abroad from parents is 30 percent, myself is 41.25 percent, my friend is 10 percent, my relatives is 17.5 percent and my teacher is 1.25 percent respectively. Table shows that 2.3.75, 10, 25, 36.25 and 5 percent migrant student's family connect their foreign lived relatives/kins/friends daily, twice a week, once a week and occasionally respectively.

CHAPTER- V
TRENDS AND CAUSES OF STUDENT OUT-MIGRATION

This chapter analyze the situation of world student migration, Nepalese students out-migration pattern and answers the causes behind their migration intention. The study identified overview of global student migration and the situation of the Nepalese student out-migration. For this purpose, the secondary data were used. The main sources of secondary data were basically taken from the ministry of education, data published by UNESCOOECD, world migration report, Global Education Digest, Open Doors and different research articles in the Google on student out-migration. In order to answers the causes behind their migration intention of student migrants both social network and local global models were examined on the basis of primary data that were collected from 80 respondents by using open and close ended questionnaires.

5.1 Causes of Student Migration

5.1.1 Social Network Factor

There are several conceptual models that can be employed to explain how social networks operate. The first is the social capital model which assumes that actors migrate to maximize returns on their investments in human capital and, in doing so, draw upon the social capital embedded in their interpersonal networks. With the use of social capital the costs and risks associated with the act of migrating are reduced, i.e. access to safe transportation, housing, feeding, fees, information, employment and social interaction and thus the probability of migrating is increased. Social capital theory assumes that access to social connections, in the form of migrant network, reduces the cost of movement and favours the act of migration to places where there exists a social tie (Massey and Palloni, 1992).

Table 5.1: Causes of Students Out-Migration by Social Variables.

Variables		Total	Percent
Migration history	Yes	46	57.5
	No	34	42.5
	Total	80	100
Social Network	Relatives Support	48	60
	Friends/Peers support	32	40
Kinds of support by Relatives	Lodging/Feeding	16	33.33
	Financial Assist	2	4.16
	Information	2	4.16
	Above All	28	58.33
Kinds of support by Friends/Peers	Lodging/Feeding	4	12.5
	Financial Assist	0	
	Information	26	81.25
	Above All	2	6.25

Source: Field Survey 2019. Notes: The above information based on "Yes" "No" question

* Migration history both includes past and current migration.

Table 4.8 shows that the 57.5 percent of students have migration history. It is found that have relatives living in destination areas, or that have members with experience in those areas, are more likely to send migrants than those who do not. More than 60 percent of the students (48 out of 80) agreed that their relatives have been living abroad and they would support them upon arrival at the destination. 48 out of 80 students i.e. 33.33, 4.16, 58.33 percent agreed that their relatives would support the following kinds, i.e. lodging/feeding, fees, information. Social network is considered to be strong pull forces in destination. And such support played an important role in the student put-migration and 32 out of 80 respondents i.e.12.5, 81.25 and 6.25 percent were agreed that their friends/peer would support them when they arrived at the destination. Relatives and friends abroad help migrant in the from of information in the origin and food, shelter, job and financial assistance in the destination thereby lowering the costs of migration.

Table 5.2: Household Level Connection with Foreign Lived Relatives/ Kin/Friends.

Type of Connection	Number	Percent
Daily	16	21.1
Twice a Week	6	7.9
Once a Week	19	25.0
Occasionally	29	38.2
Never	6	7.9
Total	80	100

Source: Field Survey, 2019
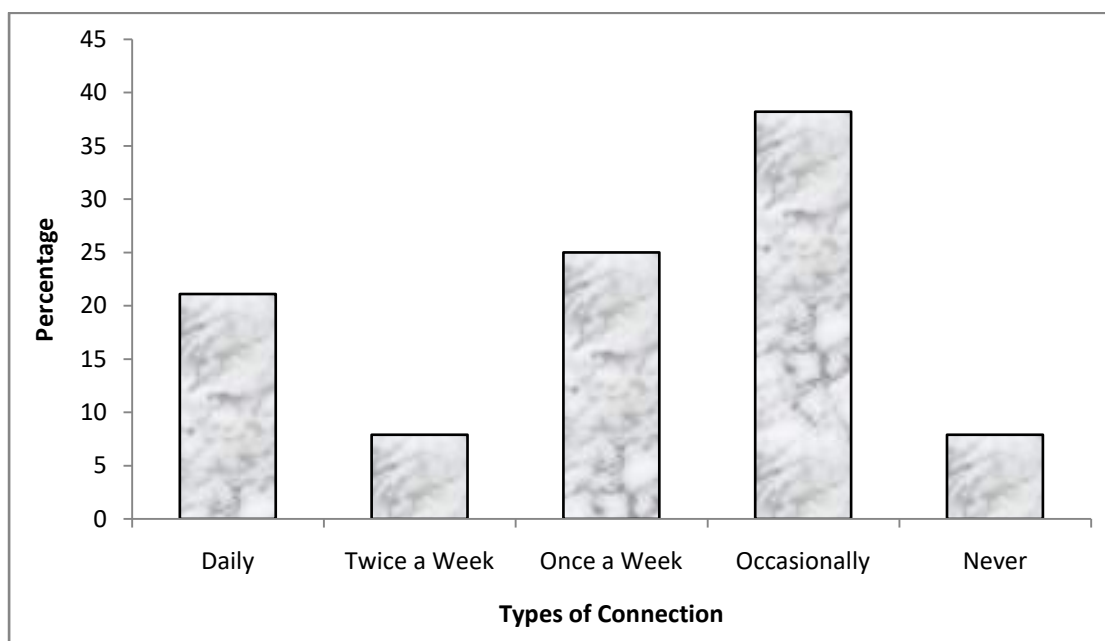
Figure 5.1: Household Level Connection with Foreign Lived Relatives/ Kin/Friends.

Table 5.2 and figure 5.1 shows that the household connected by different means of communication to their foreign lived relatives/kins/friends in order to accumulate or mobilize their network in terms of risk diversification. Table shows that 21.1, 7.9, 25.0, 38.2 and 7.9 percent household level connection with foreign lived relatives/ kin/friends daily, twice a week, once a week and occasionally respectively.

5.5.2 Local-Global Determinants

The push-pull factors used in economic could also be applied to explain student out-migration. The following analysis is based on questionnaire in which students were instructed to tick the dominant force behind their decision to choose one country of destination over another for higher education. The information obtained from 76 student migrants, was understood that local factors are quite responsible for emigration. Basically local factors exert pressure on migrants. Table 13 denotes local and preferred destinations.

Table 5.3: Causes of Student Migrants Out-Migration by Local Forces.

Variable	Total	Percent
No Career Prospects	25	32.9
Personal Factors	23	30.3
Lack of Subjects	7	9.2
Low Quality Education	8	10.5
Parents Encouragement	5	6.6
Political Instability	3	3.9
Friends/Relatives Abroad	3	3.9
No Response	2	2.6
Total	80	100

Source: Field survey 2019.
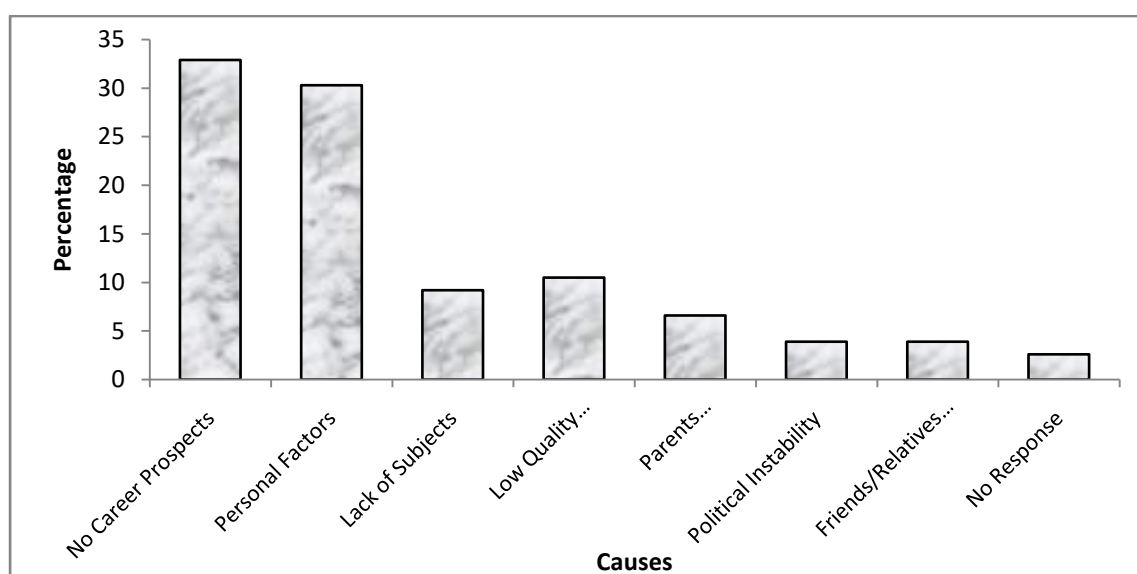
Figure 5.2: Causes of Student Migrants Out-Migration by Local Forces.

Data presented in table 5.3 and figure 5.2 reveal push factors. Students are pushed by many forces about 32.9 percent students wanted to go abroad for higher education followed by 30.3 percent due to personal factors. About 4 percent of the students supported political instability, around 7 percent student's parents encouraged them to study abroad whereas 4 percent students selected destination countries their relatives and friends have already left Nepal and living abroad.

Migration as a social product- not as the sole result of individual decisions made by individuals actors-rather it is an outcome of social, political, economic and personal factors so, political instability as also a motive for migration In Nepal, some major issues like one decade insurgency, the restoration of democracy in April, 2006 but the dissolution of the Constituent Assembly in May, 2012, and the second election of Constituent Assembly in November, 2013 but was again entrusted to drafting constitution in January 2015. That has further aggravated the political instability. There were 31 political parties represented in the parliament but no party gained majority. Political instability frequently caused strike thereby students have faced unscheduled educational calendar. Around 4 percent students took political instability as a major local force in order to study abroad.

Push factors exert pressure on migrants but pull factors play a role of magnet for student's out-migration. Table 5.4 denotes external (push) factors and preferred destination.

Table 5.4: Causes of Student Migrants Out-migration by External Forces

Variable	Total	Percent
Earning and Learning	28	23.7
Quality Education	15	19.7
Friends/Relatives Abroad	6	7.9
Choices of Subject	3	3.9
Multiple Factors	16	21.1
Other Factors	16	21.1
No Response	2	2.6
Total	80	100

Source: Field Survey 2019.
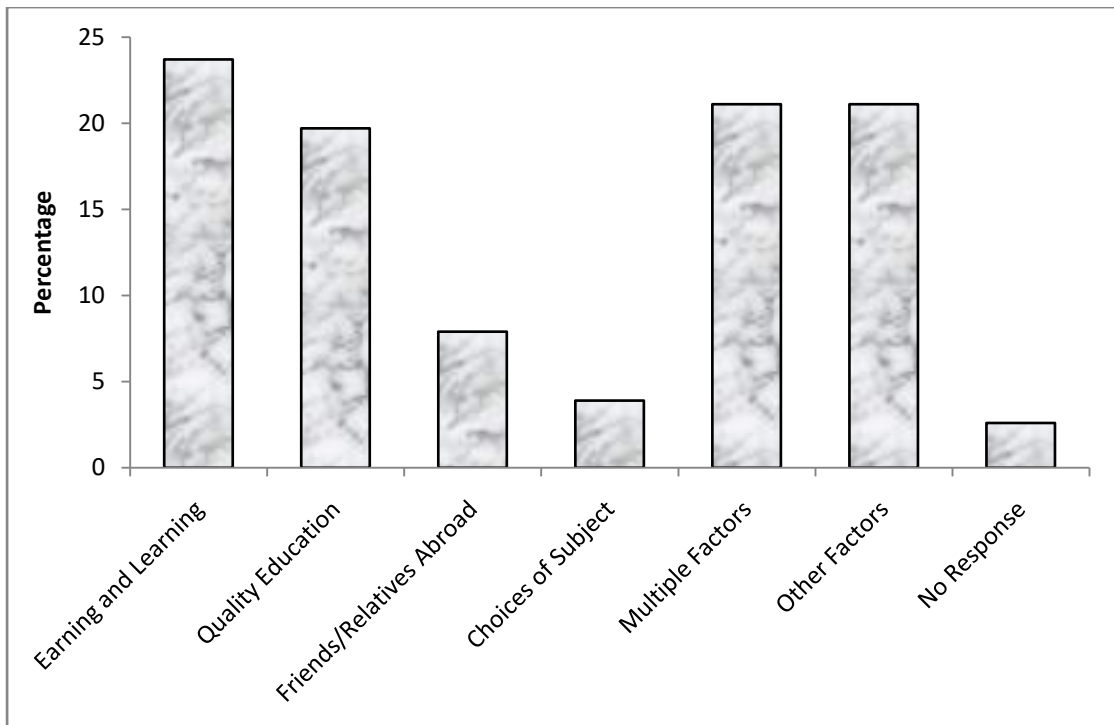
Figure 5.3: Causes of Student Migrants Out-migration by External Forces

Other Factors: Chances of getting Green Card or PR, quality of life, meeting multinational classmates, expansion of horizon, and free tuition fees.

Multiple Factors: Students were ticked two or more than two dominant reason as a pull factor i.e. learning along with earning with quality education, career opportunity and job opportunity.

Table 5.4 shows the dominant causes of student's intention to go abroad were learning along with earning. Around 24 percent of students are agreed to choose this intention as a magnet. Similarly, more than 21 percent of students preferred multiple factor as a main pull factor in order to go abroad for higher education. In multiple factors students were ticked two or more than two dominant forces which made their intention to go abroad. Learning along with earning was common for them, so the percentage further goes up if scores of multiple factors are added to it.

The previous literature on student migration has focused on two subjects in total dichotomy. The first is that quality of higher education, and not wages affects the probability of migration. The second main result is that not only does high education quality … not wages…affect migration. Around 45 percent of the students were

agreed to go abroad in order to get earning as well as learning in the destination country. So earning along with learning was a main pull factor to go abroad for higher education. The primary data supported the second main result.

Student migration is also stimulated by quality education provided in the destination countries. Table 5.4 shows that more than 19 percent student's intention to go abroad was quality education. Every parent and student had desire to have best quality education. USA, UK, Australia and other OECD countries have world renowned universities and they provided recognized degrees. However, it is difficult to measure what actually is quality education but in Nepalese perspective to get a globally recognized degree has been a pride for the Nepalese society. Many of students understood quality education as effective and help to make success his/her aim or career. In this section, the findings from quantitative data would be elaborated but the qualitative data are discussed in the next chapter.

Table 5.4shows that more than 21 percents students cited other factors as main intention to go abroad. Among other factors, career opportunity, job opportunities are primary one. So students are pulled by the availability of career opportunities in destination countries. Many literatures mentioned that the motive to study abroad was the desire to improve career opportunities in the developed countries. Migration is also stimulated by economic factors, The job opportunity means chances of employment. The main predication of the Todarian model is that higher wages gap between home and destination countries should increase the migration rate. Few of the students are motivated by earning not learning as a determinant factor of out-migration

In the field survey, it was found that about 4 percent students decided to migrate to study due to non-availability of their choices of subjects in origin country. Many literatures based on research conducted in the Europe countries found that many students attracted towards foreign country to study because they wanted to take a course that was not available in their home country.

Students have variety of reasons to go abroad. Some of few students preferred to go to foreign countries for independent and freedom. Some of few preferred to go to foreign countries in order to get Green Card or PR. This statement was supported by, a 2006 survey, undertaken by Australia's Monash University, procedure statistics which showed 75 percent of Indian students who completed university education in Australia applied for and were granted residency.

CHAPTER -VI

PERCEPTION OF STUDENTS TOWARD OUT MIGRATION FOR ABROAD STUDIES

This study aims to determine what college students believe is essential on studying abroad and investigates which programs they prefer for outbound study. The trend of globalization and expansion of higher education have resulted in changes for studying abroad programs. This chapter mainly based on qualitative research. For this, data were generated by the survey research (open ended questionnaire)

6.1 Aspirations and Expectations of Student Migrants

In this chapter, both expectations and aspirations are used interchangeably. Table 6.1 shows the number of student migrants and their themes of aspirations.

Table 6.1: Student Migrants' Themes of Aspirations and Expectations

Themes	Frequency	Percent
Twin Motives (Learning & Earning)	18	22.5
Educational Motives	19	23.75
Economic Motives	13	16.25
Social Motives	11	13.75
New themes	6	7.5
Other	10	12.5
No Response	3	3.75
Total	80	100

Source: Field Survey 2019
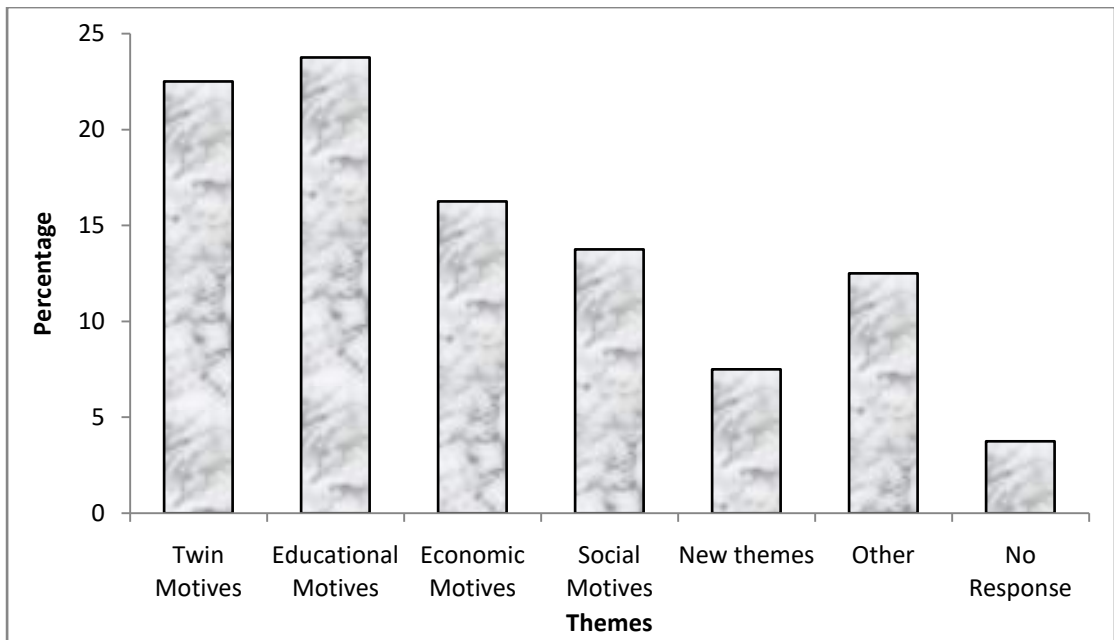
Figure 6.1: Student Migrants' Themes of Aspirations and Expectations

Table and figure 6.1 shows the aspirations of students who expressed in the open-ended and mixed types of questionnaire of the survey. Aspiration moved around in between education- related and economic related themes. The data that the students expressed on quality education and twin motives supported the quantitative data. Table 6.1 shows that many themes emerged. Some new themes emerged from the qualitative open-ended answers. Some of the unique themes expressed by students are: copying the recent trends, craze for going abroad, fulfill parent's dream, do something for Nepal. Some common themes are like social, educational, political economical etc. student migrants showed their intention to go abroad. Some of the themes are common in both aspirations and expectations such as earning and learning, quality education and employment opportunities. student migrants have expectations and aspirations in the context of going abroad. They prefer to go to foreign countries in the hope of gaining quality education along with career opportunities, gaining such as globally accepted degrees etc. social network also perpetuate student migration.

6.2   Case Study

21 years, female, a nursing student said:

"My expectations and aspirations, to some extent pressured by my family, are to get the world reliable qualification and good job" She viewed that she was influenced by her parents to get a foreign degree. Although she was influenced by her parents her optimistic future plan to getting a degree from foreign country also clearly reflects the educational expectations and aspirations. Through her statement it can be concluded that in Nepal, getting foreign degree is a matter of pride, as a good entry point to get a sound job, as a social prestige and as a saleable object not for only in individual level but also in household level as well as broader social structure.

19 years, female said: *"My aspiration for going abroad for higher education is it will help me earn reputed degree and help me in my course of life. And my expectation is that I would earn a degree and get better opportunities of employment."Her aspiration is also to get academic qualification from foreign university expecting better job opportunity. The above mentioned participants expected and inspired to go to foreign country for educational degree and would get opportunities of employment after study.*

20 years, male said: *"My aspiration for going abroad for higher education is quality of education along with job opportunity". His view is very common for many student migrants. His aspiration is stimulated by the twin objectives of studying and earning. During the interview, he distinguished between expectations and aspiration. He accorded first priority to earning which is very common for many Nepalese students. He further said that for him education is a ticket to go abroad and real purpose is earning. His statement is somehow very similar to Nepalese context.*

Student's motivation to go to foreign countries is also because of their kins/relatives/friends are been residing in foreign country and will support them and they reach there. For example,

23 years, male said: *My aspiration is that I just completed my Bachelor degree in Hotel Management and I would be involved in a hotel. My brother who already got PR in Australia and involved in world class Hotel. He advised me to come there. Due to presence of my brother I can easily boost up my career in Australia. My friends from Australia provide me different information about benefits of abroad study. So far, my expectation is concerned; they will continually help different kinds of support so that it would be easier to boost up my career.*

The aforementioned expressions of some of the prospective students on aspiration and expectations have given some reflections of the essences of motivation. Hence, the qualitative data support the social network and internal-external factor model.

The total themes that the students expressed their aspirations are more than thirty which was thematically divided into six groups. Half of the student's migrate to study in foreign countries for the sake of quality education along with job opportunity. It seemed that globally recognized degree at the reputed universities, job opportunity during study, their relatives/kins/friends, scholarship led to high aspiration of the motivated students.

One of the participants said, "my educational aspiration is to study and complete prestigious subject and have good name and fame in future". She linked quality education with prestigious subject which is saleable. Now a day's best company demands candidate with an overseas qualification and such best company provides name and fame in terms of money and power.

The PSMs expressed the similar views on educational expectations as that of aspirations. Expectations and aspirations are not clearly demarcated. It was found that PSMs equally expressed expectations and aspirations. They expressed education-related, economic- related, social- related and twin motive related aspiration and expectation respectively.

6.3 Perception of Students

How do they perceive their migratory behavior? What are the factors that made them able to take migration decision? So the above questions are the main agenda. In this connection, students were taken in-depth interviews and some case studies developed.

The main issue in this section in to explain through qualitatively. In order to explain the cause of student migration, five students were separately interviewed. Among of interviewees some were motivated to go abroad in order to learn and earn. Some were lured to go to foreign countries in order to get opportunities and some were motivated because their relatives/ kins have been residing there.

18 years male from Brahmin family belongs to central hill of Nepal. He passed Plus-2 with distinction in Science stream. Currently he is pursuing SAT and TOEFL at an educational consultancy. In an interview, he expressed the words of being of sadness and said "there are no avenues in Nepal but in terms of USA there are ample of opportunities". He further stated that the political environment of Nepal is highly polluted and no career prospects here. For him the very main reasons for migration are weak educational system, many of his relatives /friends/ seniors have been residing there. He further said that there are more opportunities in the destination, which included twin motives i.e. learning along with earning. He was fully motivated to go to foreign countries.

Yes, my parents are unable to bear the costs of education in foreign countries. So I am doing SAT in order to get some scholarship. If I will not get some scholarship I will be dedicated to studying by working there. But at any cost, I have to go. Some of my friends, seniors have already left the country, some have been issued visa. Can't I ? My relatives in the USA would help me if I am in need of money, shelter or any other support. My parents are also trying to accumulate social network. Therefore, vividly explains social network factors, internal-external determinants of student out-migration. Besides internal-external factors of out-migration social network factor is another one which perpetuates student out-migration. He has raised four themes regarding the out-migration. Firstly, low employment opportunities, political instability, career prospects in destination country and his relatives residing abroad.

Many students were of the opinion that low quality education is the main cause of out migration. 19 years. Male stated that; *I preferred USA because I went to study Mechanical Engineering is not so good in Nepal and the quality of education doesn't satisfy me.*

19 years male said: "While I was child my cousins and my sisters went to USA for study. After completed their degree now they got good job. They have both name and fame. She further stated that how to get reputed USA degree is my main motivation. If we completed degree from Nepal, it will be difficult to get job even in India. But if we received degree from USA, it will create more opportunities in every part of the globe."

For her weak education system political instability and better opportunity in USA played internal and factors for out-migrations. She further explained that if she got USA degree and then returned back to Nepal, the lens of looking at her by society will be entirely different. She further generalized that all have same motivation besides learning i.e. earning. She chooses USA because her mother's brother has been residing there and she hoped her relatives will support by any kinds.

The Himalayan Times (14 September 2011) carried interviews of six potential students about their attraction to studying abroad. All the students emphasized on quality education, job opportunities and secured future. Expressing his views, "Going to other countries for higher education is good for one's career. Once your complete your Bachelors and Masters from universities or colleges in other countries, you will get a number of job opportunities. In case of Nepal, even those who hold Masters' degree hardly find a job. In addition, our education system is affected by polities because of which students are forced to go to other countries to pursue their education" (as cited in the Himalayan Times).

21 years female said that committed to going abroad because of career opportunities and guarantee of job and lack of quality education and politicization of education system as a result of which students are compelled to studying abroad. Her statement somehow clearly gives the real picture of the parents. In Nepal, parents pressurize their sons/daughters to go abroad as a form of psycho-effect which means they want social status in the society by sending their youths to foreign countries.

The responses expressed by six students in Himalayan Times are similar to those potential students of the survey. However, social network is also another responsible factor of out-migration. So beside network factor, it can be concluded that the data from the survey have been supported by the qualitative data collected by the media.

6.4 Parent's Perception

Parental view plays an important role for their involvement in the out-migration process. 48 years, male fully supported his daughter's intention to go abroad. He replied;

"I supported because of lack of quality education in the origin and the availability of quality education in the destination"

He was of the view that there was no globally accepted degree in Nepal. However, quality is being improved. Another reason to support his daughter was she completed Bachelors degree in Nepal. He was of the view that it was a completely wrong choice of the parents to send their youths to foreign countries before graduation. He cited some institutions which provided quality education in Nepal then the third grade college of the USA. Similar view has been expressed: *"Why the degrees awarded by many universities in Nepal are not globally recognized? And there is no work and system in Nepal". So his statement refers to students' choice for foreign countries to study is linked with quality education with globally accepted degrees.*

42 year, female viewed from another perspective. she stated; *"Those days sons/daughters learn from the horizontal source i.e. peer group. They follow their friends more than their parents".*

50 years, male, viewed *from other perspectives, for him one is globally recognized issued by foreign universities and another one is all their relatives have been residing in foreign countries. Further he stated; "I have two sons, one is already got PR in Australia and now my younger son is planning to go where his brother is already settled".*

During an interview he said that they will be missed their children. However, they managed to adjust to the situation easily in the name of their youths progress and

prosperity. From his statement, however, non-economic cost is difficult to measure but it matters. They frequently chat with their elder son on laptop in order to lessen the psychological costs. But can this psychological cost i.e. missing the family member be offset with physical amenities.

During an interview there was the common perception among three potential migrant's parents. Once they decided their sons/daughters study abroad process then they started to connect their relatives/kins/ friends more often than previously had in order to maintain their social ties. They basically connect to those who have been living where their sons/daughters intention to go to. The above statement can be explained in terms of cost-minimization and risk diversification model of social network.

Basically, quality education, globally accepted degree, tendency of going abroad, social network, social prestige and somehow sound remittances in short period of time sent by his/her youngsters are major reasons that potential migrant's parents expressed during an interview.

6.6 Particular Social Issues

According to Wagle (2011), the trends of student mobility shows that the home of migrated students has become a place for 'Briddhashram' (home for the elderly people). Nepal, i.e. least developed countries and we people do not have social security measures. Elderly peoples becoming helpless and they are feeling loneliness. Isolation, frustration, depression and monotonous among the parents would be emerged if there is no one to take care of them during the old age.

During an interview some parents told me that they visited foreign country two times. They have modern technological gadgets i.e. Rado's watch, Iphone, Apple's laptop and several others. But these physical amenities can offset their psychological cost i.e. missing the family. Some families have taken student out-migration as matter of pride, while some has taken it as a fast track to sent sound remittance in very short period of time.

CHAPTER VI

SUMMARY AND CONCLUSION

In the Nepalese context, student out-migration has not yet been examined thoroughly. This study is concerned with a student out-migration from globalization and social network perspective in particular and other different perspectives in general.

6.1 Summary

This present study began with migration in general, followed by student out-migration. The statement of problems were identifies and to address the problems and objectives, research questions were developed. The main purpose of this study is to analyze and describe Nepalese student out-migration for higher education. But this study also attempted to identify the trends and causes of student out-migration and explore student's perceptions, aspirations and expectations from the standpoint of social-network factors along with local-global factors of student out-migration. I developed three research questions according to application of social network theory. They are; (1) How do parents of the student migrants perceive the reasons behind the migration of their family members? What are the particular social issues that they highlight with this perception? (2) How do students portray their educational aspirations and expectations of going abroad for higher education? Basically the research questions were related to primary data, however, secondary data were also used to answer it. The research questions guided the whole analysis of this study.

In chapter 2, knowledge was enhanced by the review of literature. The social network, theory, internal-external factor model (Origin/destination factors) were discussed. Higher education, student migration and globalization were also discussed.

In chapter 3, methodology part was discussed of this study. I followed mixed methodologies in order to cross validate the data. Data were collected through primary and secondary sources. Primary sources of data was obtained through

questionnaire survey, in-depth interviews, case studies and observations whereas secondary sources of data used were published articles, research papers, books, journals, newspaper and the Google search.

Research tools consist of 26 questionnaires based on the field survey by simple random sampling, 80 sampled students in Kaski districts were distributed questionnaires in order to collect primary data. For an in-depth interview, purposive sampling for students and student's parents were used for generating qualitative primary data.

Chapter four through six are the analysis part of this study. In chapter four Demographic, Socio-economic and Social-network profile of student migrants was analyzed. The chapter five analyzed the trend of the global student migration followed by the trend of the Nepalese student out-migration. And forces behind the student out-migration were also analyzed in chapter five. To analyze the data in chapter four and five descriptive statistical tools was employed. In chapter six aspirations, expectations and perception of students on out-migration was discussed. In this chapter student's parents has also expressed their views on student out-migration.

All findings were based on research questions. Social network factors have influence on the student out-migration process. There is no difference between male and female student migrant's perceptions towards student out-migration. There is a difference between age and migration behavior. There is no difference in the perceptions of ethnic students towards student out-migration. However, the number of ethnic students was high in comparison to Brahmin/Chhetri. The findings from quantitative data were cross checked by the findings of qualitative data. In the same way, findings were supported by previous researches.

6.2 Conclusion

The following conclusion was drawn from the analysis of primary data it was found that safety and security for their sons/daughters are guaranteed in the destination. Some parents were fully confident that their son'/daughters' future would be bright in the destination. Conflict, insurgency and political transition were the reasons behind the migration of their family members. For parents' in Nepalese society migration becomes the rite of passage and the things to do for young people. And such phenomenon may create of a "Culture of Migration" (i.e. Bidesh Janne Lahar). It was found that every changes in the society was brought in by the globalization process which has created the opportunities for Nepalese outgoing students. It was found that many parents were took education as an investment and quality education is required according to the needs of the global market. Furthermore, they highlighted that Nepal's education system should be changed in tune with the global demand. It was found that many parents managed to adjust their psychological cost in the name of their youths' progress and prosperity or career opportunities. It was found that many parents' choice to their son/daughters for overseas study was linked with quality education with globally accepted degrees, so that their sons/ daughters would convert their human capital into economic capital. It was found that family members were also encouraged by the family to migrate for a certain period of time.

It was found that educational aspirations and expectations of student migrants were associated with migration plans. The student migrants had a strong desire to migrate to study in foreign country. It was found that those young people who are not willing to leave are often considered with no great future in Nepalese society. So this sense of culture of migration stimulates younger people/students to think about out-migration. It was found that earning along with learning opportunity were main factors of student out-migration. It was found that students were also motivated to go abroad by copying the recent trends and craze for going abroad. It was also found that social network factors support in the process of migration. It was found that 60 percent and 40 percent of the students' relatives and friends/peers live in the foreign countries respectively. It was found that 60.5 percent of students have migration history in their

household level. It was found that those who have close relatives abroad are more likely to wish to emigrate and at the same time more likely to succeed.

It was found that the students had high expectations and aspirations. Their ultimate objective was to earn a degree followed by career opportunities. So, opportunities were also one which act as driving force of students out-migration. The student migrants' expectations and desires were very high and positive. It was hope or dreams for the future. In other words, they achieved the success which they had expected before migrating abroad. It was found that all had higher expectations and aspirations.

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Appendix I

Questionnaire for Students
(Part I)

1. Name (Optional):

2. Gender: Male ( )   Female ( )

3. Age: 15-19 ( )   20-24 ( )   25-29 ( )   30-34 ( )   35+ ( )

4. Caste/Ethnicity: Chhetri ( )   Brahmin ( )   Magar ( )   Tharu ( )

        Tamang ( )   Bewar ( )   Other (Please Specify) ………….

5. Family Size/Composition (In Number):

6. Permanent Address:

District	Municipality/VDC	Ward

7. Mention the type of school where you studied.

Government-funded ( )   Community ( )   Private ( )   Other ( )

8. What is your division and percentage (%) in the different education level?

Level	Distinction (%)	First (%)	Second (%)	Pass (%)
SLC				
+2 & Equivalent				
Bachelor				
Master				

9. What is your area of study (faculty) in the different education level?

Level	Science	Management	Education	Social Sciences	Tourism	Nursing	Other
+2 & Equivalent							
Bachelor							
Master							

10. Mention your family migration history.

Units	In Which Country	For What Purpose	Length of time leaved
Grand Father			
Grand Mother			
Father			
Mother			
Brother			
Sister			
Other			

11. Which of the following best captures the annual income of your family?

<Rs. 50,000 (   )   Between Rs. 50,000-1,00,000 (   ) Between Rs. 1,00,000-

1,50,000 (   ) Between Rs. 1,50,000-2,00,000 (   ) Between Rs. 2,00,000-2,50,000

(   )>2,50,000 (   )

12. What is the occupation of your parents?

	Father	Mother
a) Government Service	( )	( )
b) Professor	( )	( )
c) Doctor	( )	( )
d) Engineer	( )	( )
e) Teacher	( )	( )
f) Business	( )	( )
g) Agriculture	( )	( )
h) Household Chores	( )	( )
i) Other	( )	( )

13. What is the education of your parents?

	Father	Mother
a) Illiterate	( )	( )
b) Primary	( )	( )
c) Secondary	( )	( )
d) SLC	( )	( )

e) Intermediate   ( )   ( )

f) Bachelor   ( )   ( )

g) Master   ( )   ( )

h) PHD and above   ( )   ( )

14. How did you come to know about study abroad programme?

a) Professor   ( )

b) Parents   ( )

c) Kins/Relatives   ( )

d) Friends   ( )

e) Newspaper   ( )

f) Electronic Media   ( )

g) Other   ( )

15. Who will bear the costs of your education when you go abroad?

a) Parents   ( )

b) My relatives in foreign country   ( )

c) Scholarships   ( )

d) Earning abroad   ( )

e) Other   ( )

16. Which country are you planning to go to?

a) USA   ( )

b) UK   ( )

c) Australia   ( )

d) Japan   ( )

e) New Zealand   ( )

f) China   ( )

g) Others (Please Specify) ……………….

17. Why? ……………………………………………………….

18. Who advised you to go abroad for higher studies?

a) My parents   ( )

b) Myself   ( )

c) My professor   ( )

d) My friends   ( )

e) My relatives   ( )

f) My teachers   ( )

g) Other   ( )

19. How often do you connect your relatives/kins/friends those who have been living in foreign country?

Daily ( )   Twice a week ( )   Once a week ( )

Occasionally ( )

Never ( )

23. Do your relatives live in foreign countries?

Yes ( )   No ( )

If Yes do they support you when you reach there: Yes ( )   No ( )

24. If 'Yes' what kinds of supports (lodging/food/fees/information) will they offer to you? ....

25. Do your friend live in foreign countries?

Yes ( )   No ( )

If Yes do they support you when you reach there: Yes ( )   No ( )

26. What are the themes about aspirations and expectations of abroad studies?

Twin Motives   ( )

Educational Motives   ( )

Economic Motives   ( )

Social Motives   ( )

New themes   ( )

Other   ( )

No Response   ( )

Thanking you for your Cooperation