

# The Determining Factors for Indian Students' Overseas Study Experiences

Dr. S.S. Chauhan, Dr. Anuj Goel, Dr. Neha Vashistha

Shobhit Institute of Engineering and Technology (Deemed to be University), Meerut

Email Id- [sschauhan@shobhituniversity.ac.in](mailto:sschauhan@shobhituniversity.ac.in), [anuj.goel@shobhituniversity.ac.in](mailto:anuj.goel@shobhituniversity.ac.in),

[nehavashistha@shobhituniversity.ac.in](mailto:nehavashistha@shobhituniversity.ac.in)

**Abstract:** *The number of Indian students at Australian institutions has grown. The number of these students in Australia dropped at the same period. The research attempts to explain why Australia's current student population chooses study in Singapore instead than on campuses in Australia. A comparison method has also been used in focus group interviews and an online poll. There has been a substantial decrease in the number of Indian students seeking for study visas in Australia and an increase in concern about the \$180 million global education sector. Recent immigration data indicate that student visa requirements in India decreased by 48 percent from the same period in 2009, during the time period from July to 30 November 2010. The findings include a range of causes and concerns for students from Indian and foreign institutions to influence their participation in educational choices. The study emphasizes possible university recommendations to attract and draw students worldwide and includes an outline of texts.*

**Keywords:** *Indian Students, Institution, International Student Migration (ISM), Survey, University.*

## 1. INTRODUCTION

The number of Indian students studying in Singapore has increased significantly in recent years. During the same period, the number of Indian students studying in Australia decreased in a similar manner. The purpose of this thesis is to get an understanding of why many Indian students from an Australian university in Singapore have chosen to study in Singapore rather than on a campus in their home country. The number of Indian students who seek for a study visa in Australia has decreased considerably, and there has been an increase in concern over the country's \$180 million global education sector, according to recent data.

According to recent data from the Immigration Department, demand for student visas from India decreased by 48 percent between July and November 30, 2010, as compared to the same time period in 2009. Brutal attacks on Indian students studying in Australia during this time period may have influenced Indian students' choices to study in other countries, such as Singapore, in the quest of comparable training facilities in Australia. Furthermore, the Indian student assaults in Australia have gotten a lot of publicity in India, which may lead to students and their agents looking for other nations to live in inside the country.

While Dr Glenn Withers, Chief Executive Officer of Universities Australia, stated that the resilience of the Australian dollar and the tightening of the application process for student visas may be influenced by other considerations for Indian students who wish to study in countries other than Australia, he did not elaborate. While it is possible that this action is a result of the Australian dollar's depreciation, the tightening of visa requirements, or the recent issue for Indian students in Australia, it is also possible that it is a result of the popularity of Singapore's global school project, in which Australian universities advertisements in India are unwavering in leading institutions throughout the country. Consequently, the thesis seeks to explain why a growing number of Indian students are choosing to study at an Australian institution in Singapore rather than on campus in Australia, rather than on the Australian mainland.

International student migration (ISM) has experienced a significant rise in recent years, and there is now a large body of literature on the subject, including numerous books and edited

collections, to document this phenomenon. In contrast, very little of the existing research involves explicit comparison, except on a statistical level when comparing the numbers and trends of internationally mobile students; the case-studies that are presented alongside one another in edited collections are rarely examined in any depth when compared to one another in any way.

Researchers emphasize the potential for comparative studies to show the interaction between variables at sites of migrant origin and destination, which in turn may assist to explain divergence and convergence among a variety of processes and outcomes in his comparative manifesto for migration research. Whilst the manifesto of FitzGerald is framed within a critique of assimilation theory and what has been dubbed 'methodological nationalism' in migration studies, our approach to comparatives explicitly acknowledges the power geometries that shape relations between countries, including international flows of people (migrants and students among others), trade, media and culture – what researchers have dubbed 'the invisible hand'.

These power dynamics tend to create a dichotomy between countries in the Global North that serve as destinations for students and countries in the Global South that serve as origins for students within the global system of ISM. The fact that there are significant ISM flows between countries in the Global North, as well as between countries in the Global South, is an oversimplification that reflects the obvious global geography of inequalities in opportunities for higher education, built upon histories of colonialism and underdevelopment and ongoing post-imperial economic and geopolitical networks of power.

The most important thing to keep in mind is that what appears to be a straightforward or "equal" comparison, in reality reflects inherent geometries of power in which the "assumed referent" is "the West" or, to put it another way, the "correct template" is naturally read as the Global North as the historically default location of theory and knowledge.

Until recently, international student migration (ISM) was a relatively understudied component of global migration patterns and trends, with little research being done on it. However, the ISM phenomena has experienced a significant rise in recent years, and there is now a large body of literature on the subject, including numerous books and edited collections, to support it. Except at the statistical level, very little of the current research includes explicit comparison, with the exception of examining the numbers and trends of globally mobile students.

Comparative analysis of case studies that are presented alongside one another in edited collections is uncommon and seldom comprehensive. Using two national groups of study-abroad students – from India and the United Kingdom – as case studies, we examine their origins, motivations, and experiences while studying abroad.

There are significant differences between the two ISM flows, which are derived from extremely distinct geographical and developmental positions within the global system of ISM. India is the world's second-largest source nation for ISM (after China), and it is a fast growing and changing, but still undeveloped in certain ways, former colonial power that is still in the process of transitioning. Although the United Kingdom is the world's second-largest receiving nation for ISM (after the United States) and a highly developed former colonial metropole, it also "exports" students to other countries, particularly the United States.

### *1.1 Method:*

A qualitative focus group comprising Indian students studying at Australian institutions in Singapore is used as part of the mixed approach. The qualitative method was utilized to take into account the diversity and resources of participants in Singapore. The results from the focus

group were utilized to develop an online survey, which was then used to further explore why Indian students opted to study in Singapore at an Australian institution rather than their own country. Students from India who were studying in Singapore were polled at Australian universities and educational establishments. This poll was conducted in order to gather information. Before the research could begin, the University of Sydney obtained approval from the Australian Research Council.

A comparison focus group of Indian students from the University of Australia in Singapore is included as part of the mixed-methods approach. In Singapore, the qualitative technique was utilized to assess the depth and complexity of the participants' experiences. The findings were utilized in an online poll to determine why Indian students opted to study in Singapore at an Australian institution rather than their own country. Students from India who studied on Australian campuses and at Singaporean universities were polled for their opinions.

The results of the survey have been finalized. The ethical approval from the University of Sydney was obtained prior to the project's start. The second part of the Focus Group session discussed the function of education officials in India, as well as the type of the guidance they provide. The 45-minute focus group session was recorded and transcribed once it was completed. The transcript was shared with analysts who were present during the interview, as well as with two members of the focus group, for the sake of consistency and verification. An online questionnaire was utilized to analyze a larger number of Indian students studying at Australian universities in Singapore, based on the results of the focus group discussion and the results of the web questionnaire.

The online interview was constructed in response to an interpretation of the discussion with the focus group to explain why students from India selected an Australian institution and why they chose an Australian university in Singapore. A total of seventeen open-ended and closed-ended questions were included in the poll. When asked to evaluate the importance of 27 issues on a 7-point Likert scale, respondents are requested to do so in Question 16. Specifically, the questions are split into three main areas, each of which seeks to gain information about the respondents' demographic features, the reasons for why they selected their study location, and the role of education agents in India.

A total of 700 students participated in the survey and completed it. The survey was completed by Indian students who were selected at random and submitted it to the relevant institutions' records. 246 comments were received online from students over the course of four months, suggesting that 40% of those who participated did so. There were a total of 160 responders that answered all of the questions. Although each question had a 75 percent response rate, not all questions were addressed by multiple responders, as was the case with the previous question. In order to do analysis, the data from the online survey was exported in an Excel format. It is shown in the next section what happened as a consequence[1]–[3].

### *1.2 Limitations of Recruitment:*

The students that participated in the survey were from institutions where they were easy to meet. So the thesis was not descriptive of all Indian students who studied at the Australian University of Singapore, instead focusing on students enrolled at Australian institutions across the country of Singapore. Although just 135 people (or 48 percent of the answers) were available from a single organization, this may have been a potentially biased element of the response. In a similar vein, 135 (48 percent) of participants took part in postgraduate (master's) courses. On average, 40% of the learners were not categorized by their educational institution or by the level of education they were pursuing.

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### *1.3 Features of The Student Profile:*

According to the responses, Indian students account for the smallest number of respondents, while the largest proportion of respondents is represented by southern Indian states, which corresponds to the region with the greatest population density. The proportions of male and female respondents are 64 percent for male respondents and 40 percent for female respondents, respectively. The majority of the 146 respondents in the 19-34-year-old young adult class were between the ages of 19 and 34. (96 percent of the sample).

As a result, the majority of participants are between the ages of 20 and 26 years old, which accounts for a significant proportion (60 percent) of postgraduate students in Singapore. The responses reflect the importance of postgraduate courses offered to young Indian adults in Singapore, as indicated by the fact that 84 percent of participants completed their postgraduate courses in Singapore. It also implies that Australian institutions with campuses in Singapore are the primary destination for Indian students seeking post-graduate study in other countries, given the age range of the respondents and the predominance of students doing post-graduate research in other countries.

The majority of Indian students enrolled in business courses at an Australian institution in Singapore, with 87 percent choosing their preferred course. Information technology was the second most popular choice, although its share of the vote was just 11 percent. Tourism, hospitality, mass media, and education are some of the additional fields that students choose to study in Singapore in addition to the ones listed above[4], [5].

### *1.4 Factors While Choosing On a Study Abroad Location:*

Obtaining international recognition via interaction with students from different ethnicities, nations, and cultures was the main motivation for Indian students studying abroad in the first place. One of the most compelling reasons for students to study in Singapore was the possibility of living in Singapore after finishing their studies or completing an Australian degree. According to the results of the study, the quality of education is still a significant factor in the selection of students, and as a result, Australian universities are regarded as high-quality institutions. Because of the effectiveness of Australian institutions, 48.6 percent of students choose them over other universities.

According to the focus group, students from India believe that Australian courses and implementation techniques are more successful than those in their own countries. Training programmes at Australian universities in Singapore have a reputation for providing students with in-demand skills that they can use in the industry. As a result, higher education institutions should strive to provide students with more hands-on experience in order to attract more Indian students to their campuses in Australia and Singapore[6].

The protectionist stance taken by Singapore is the most important factor in the choice to choose Australia as a destination. According to the results of the study, 72.4 percent of Singaporean students are in better health. Singapore's advantage in terms of location was evident as a consequence of the closeness of 59.4 percent of respondents to the poll conducted in Singapore. The results are consistent with Singapore's goal to become a regional hub of learning for international students in South-East Asian nations in the future. It was also taken into consideration by 25.4 percent of students in Singapore because of the significant indigenous population in the country. Singapore, as well as many students, showed the importance of families and friends in Singapore in order to make cultural comparisons with Singapore's

foreign students. The cheaper cost of living in Singapore, as compared to Australia, was the third most often cited reason for Indian students choosing Singapore as their school location.

Singapore, according to the Singapore Tourism Board (STB), is a strategic priority of the Singaporean government, with the city-state serving as an educational center. Government policies such as the establishment of private education institutes in collaboration with local institutions, government funding for international universities, and the government's drive to revive the Higher Education Institute have all contributed to the establishment of new institutions, with more than 150 foreign institutions now offering courses in Singapore[7], [8].

As a result, institutions from Asia-Pacific countries, Europe, and North America have established themselves in Singapore. As a result, Australian universities in Singapore must compete with other schools on a global scale to remain competitive. In order to remain successful, educational institutions must be well informed about the goals of both students and employers. Due to the fact that India is a significant exporter of Singaporean students, these schools must take the wants and requirements of Indian students into consideration.

Only a small percentage of respondents agreed with the honesty component of the survey. Instead, the fast-track route followed by most Australian schools in Singapore was the reason for the highest number of Indian students choosing Australian colleges in Singapore (53.8 percent): it was the most popular option among Indian students (for example, the trimester system compared with the conventional six-year system).

When asked why Australia was not chosen as a study location, 75 percent (156) of the respondents could not provide a convincing explanation for their decision. The remaining 28% ascribed their choice not to study in Australia to a variety of factors, the most of which were related to protection and security concerns as well as rising exam expenses. More open-ended reaction studies have revealed that 48 percent of Australia's participants were concerned about safety and security and thus preferred not to study in Australia, while 28 percent of respondents cited the rising cost of living and study costs as a reason for not choosing Australia as their study destination.

There were a variety of factors that contributed to the results of a single questionnaire that influenced students' choice of location. The most important variables are student access, cross-cultural experience, instruction, and preparation, among other things. They were closely followed by the availability of courses, tuition costs, cost of living and reputation of the institution as well as the amount of time required to complete them. Other important considerations were safety and security, employment opportunities, and government support for global talent and entrepreneurial initiatives.

The presence of educational service agents, as well as the presence of family or family friends, were not deemed to be important factors in the study. There was something refreshing about the amount of care and importance paid to the destination's environmental circumstances and conditions.

#### *1.5 Education Services Agents Duties:*

the role performed by agents in India as instructors and pupils was the subject of the second section of the study. It was found that 78 percent of respondents in Germany sought help from a training agency in India when deciding where to study and what country they wanted to visit as a part of their decision-making process. The discovery emphasizes the importance of Indian organizations in giving guidance, support, and counselling to students across the world.

A more in-depth examination of the reasons for seeking assistance from Indian education services revealed that students were contacting these workers in order to obtain information on the layout of Singapore universities' programmes, fee structures, schools, and courses, as well as the availability of scholarships. Students inquired of agents about well-known international study locations and why they are popular or not in the countries where they are located. Students have reached out to the police in order to make the application procedure and related paperwork easier. However, even if agents are not regarded important, Indian students who wish to study abroad have played a part in the decision-making process, with 29 percent of students relying on the choice of course, institution, and location for studying abroad while making their decisions[9][10].

## 2. DISCUSSION

In recent years, there has been a rise in the number of Indian students studying in Singapore. At the same time, the number of Indian students studying in Australia has fallen in line with this trend as well. The thesis seeks to explain why a large number of Indian students from an Australian university in Singapore have chosen to study in Singapore rather than at the institution's campus in Australia. The number of Indian students seeking for a visa to study in Australia has dropped significantly in recent years, raising concerns about the country's \$180 million worldwide educational sector.

According to the most recent data from the Immigration and Naturalization Service, student visa petitions from India decreased by 48 percent between July and November 30, 2010, as compared to the same period in 2009. Violent assaults on Indian students studying in Australia during this time period may have had an impact on Indian students' choices to study in other countries, such as Singapore, in pursuit of training options that were comparable. In addition, Indian student assaults in Australia have gotten significant publicity in India, which is likely to have resulted in students and their agents exploring other countries in India as a result of the attacks.

In spite of this, Dr. Glenn Withers, the chief executive officer of Universities Australia, stated that Indian students who chose to study in countries other than Australia may have their choices influenced by the strength of the Australian dollar and the tightening of the student visa application system. The strength of the Australian dollar, tightening visa requirements, and recent difficulties for Indian students in Australia are all factors that may have contributed to this action.

However, the success of Singapore's global school project, in which leading institutions around the world are unwavering in their support for Australian universities in India, may also have contributed to it. Thus, the purpose of this investigation is to determine why an increasing number of Indian students are choosing to study at an Australian institution in Singapore rather than on campus in their home country of India.

## 3. CONCLUSION

This is the first study to take into account the requirements of Indian students who want to study abroad in a foreign country. Also included is a report on the selection of students for Singapore from Australian educational institutions, as well as their decision on where to pursue their studies. It also emphasizes the importance of education service providers in influencing future student decision-making processes, as well as the importance of education service providers themselves. Australian tertiary education providers, government organizations, and politicians were able to use the results to not only improve their perceptions of Indian students,

but also to provide a platform for the execution of policies for recruiting international Indian students. Prospective Indian students interested in studying abroad can take use of the results of this research to learn more about the function and methods of educational service agents while giving information on foreign study locations.

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