# Discussion

Analysing local and international students' experiences at IBS provides crucial insights into the institution's strategy for building an inclusive and supportive academic environment. These findings are consistent with research on student satisfaction, financial constraints, and the importance of support services in higher education, with far-reaching implications for institutional policy and student outcomes.

There are no significant variations in perceptions of the overall academic experience and the availability of mental health supports between local and international students, indicating a promising level of parity. Research done by Wanti et al (2022) shows that equitable access to quality education and mental health services is critical for student well-being and success. Therefore, we can say that IBS’s ability to maintain consistency in these areas indicates a strong institutional foundation. However, disparities in satisfaction with university services and financial issues highlight potential gaps in how IBS serves the different requirements of its students. International students' better satisfaction with support services is consistent with research showing that tailored support mechanisms, such as counseling and career advice, are critical for their transition and performance in foreign academic systems (Zeltner, 2018). In contrast, the larger financial constraints faced by local students match findings from national surveys indicating that domestic students frequently balance considerable financial responsibilities, such as part-time work and loan repayments (OpenAI, 2024).

These findings have a significant impact on IBS policies and practices. The large discrepancy in satisfaction with support services implies that local pupils may feel underserved or disconnected from these resources. Institutions should explore adapting services to address the specific issues of domestic students better, such as offering more flexible advising hours or promoting accessible resources, often via Outlook or any other means of communication that the school uses.  Addressing the financial needs of local students is equally important. Hence, IBS could target financial aid packages, on-campus employment possibilities, and financial literacy classes which could help to reduce some of the constraints that this group faces. International students' somewhat fewer financial issues may be due to pre-arranged sponsorships or scholarships, another reason could be that international students must prove they can afford tuition and living expenses for at least their first year to obtain a visa, ensuring greater financial stability upon arrival. These ideas could serve as a model for increasing support for local students.

**Critical Assessment of the Survey**

While the study gives useful information, it is not without limits. First, relying on self-reported data raises the possibility of bias. Respondents may exaggerate or underestimate their experiences due to social desirability or memory recall difficulties. To address this problem, future research could use triangulation approaches like interviews or focus groups to validate survey results. (OpenAI, 2024). The second weakness is the study's cross-sectional design. Student experiences are dynamic and can alter over time, impacted by variables such as institutional policy changes or external economic conditions. A longitudinal approach would yield a more sophisticated picture of how these events unfold.

Finally, cultural, and environmental factors can influence how the findings are interpreted. For example, international students' contentment with support services may reflect reduced expectations due to cultural norms, rather than a genuine sense of superior quality. Local students' financial difficulties may be worsened by environmental variables such as regional economic differences.

**Future Directions**

To have a better understanding of student experiences, future Survey’s/research should look at how demographic factors like gender, field of study, and employment status interact. Expanding the scope to include comparisons to other institutions may also provide benchmarks for IBS's success. Furthermore, analyzing the long-term effects of service satisfaction and financial problems on student retention and success may provide useful insights for institutional planning.

Lastly, our Survey emphasized the significance of nuanced, focused interventions to meet the various requirements of both local and international students. IBS can improve its institutional diversity and support systems by utilizing its academic and mental health services, as well as addressing discrepancies in service satisfaction and financial problems. The findings are a call to action for IBS management, administrators, and teachers to constantly examine and change their practices to promote equity and opportunity for all its students.

# References

OpenAI (2024). *ChatGPT*. [online] Openai.com. Available at: <https://openai.com/chatgpt/overview/>.

Wanti, M., Wesselink, R., Biemans, H. and Brok, P. den (2022). Determining Factors of Access and Equity in Higher education:A Systematic Review. *Equity in Education & Society*, [online] 1(2), p.275264612210924. doi:https://doi.org/10.1177/27526461221092429.

Zeltner, E. (2018). Career services for international students: comparison of case studies of higher education institutions in Europe. *Journal of the National Institute for Career Education and Counselling*, 40(1), pp.33–39. doi:https://doi.org/10.20856/jnicec.4006.