



A Study on Internationalisation of Higher Education Among Youth

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Abstract

This study explores the internationalization of higher education among youth focusing on the motivations, perceptions, and trends that influence students' decisions to pursue education abroad. Objectives include examining the reasons behind the choice for overseas education, identifying factors that attract students to foreign institutions, assessing the awareness levels regarding international education opportunities, and offering suggestions to retain talent within national institutions. Data were collected from 80 participants through questionnaires, revealing that factors like quality of life, advanced technology, and global exposure are primary motivators for studying abroad. Although international education is perceived as a promising opportunity, challenges such as high living costs and cultural adaptation were highlighted. The findings offer insights for policymakers and educational institutions to develop strategies that enhance local educational opportunities and support students' aspirations for global competency.

Keywords: Internationalization, Higher Education, Youth Perception, Global Education.

1. Introduction

The globalisation of education has led to an increasing number of Indian students pursuing higher studies abroad in countries like the USA, UK, Australia, and Canada. This trend reflects the growing internationalisation of education, where students and scholars exchange knowledge, ideas, and research practices across borders. Countries like Canada actively encourage immigration and higher education partnerships as a tool for economic growth. For Indian students, studying abroad provides access to better research infrastructure, diverse experiences, and global opportunities. The National Education Policy (NEP) 2020 encourages international collaboration and student/faculty exchanges to enhance India's education system. As funding for domestic education decreases, international students and collaborations offer new avenues for growth and diversity in higher education.

1.1. Significance of the study

Migration of the youth triggers from the need for quality education or forced, due to domestic, political and social unrest. About 4.6 million students globally study away from their home countries, of which 53%

are from Asia. Therefore, it is very important to analyse and study the reasons for the migration of students from their home countries to another. The main need to study in detail about the reasons for migration is to analyse the reasons and all those benefits offered from other countries to attract the students. So that a nation can undertake necessary actions to reduce the rate of migration of people from their home countries. It is important to analyse the reasons because about 1.09 million Indians migrate from India in a year. So, it is very important to study the reasons or why the students migrate to other countries to complete their education process. The study and analysis about the internationalisation of education among the youth helps in identifying the various offers and attractive benefits offered by those countries and to make the government aware about such facilities and offers.

1.2. Statement of problem

Indian migrants had moved to developed nations searching for job opportunities, education & healthcare benefits, a better standard of living, and even political stability. In the decade following

independence, millions of Indians have migrated overseas to avoid poverty, inequality, and unemployment. USA, UK, Canada, Australia, New Zealand, EU Countries, and Gulf Countries were the safe harbours for the stimulating wave of migrating Indians. Youth Migration in Emerging India focuses on this challenging and neglected aspect of Indian society. Youth constitute a valuable human capital resource base for India, and migration of young people has become more frequent as a result of neoliberal policies, coupled with social, political, economic and demographic conditions. Migration would not necessarily be by a choice or willingness, but rather forced out of situations. The causes for migration can be classified as “economic migration, social migration, political migration, and environmental migration” and the factors for migration can be summed up or called summation of various “Push (reason to leave the area)” and “Pull (reasons to move to the area)” factors.

1.3. Objectives

- To analyze the reasons for the internationalisation of higher education among youth.
- To understand the perception of youth towards the internationalisation of education.
- To determine the various factors that attracts youth to move abroad.

1.4. Findings

As per the study of the respondents would like to move to Canada than Australia and UK. According to the study of respondents have chosen for streams like social sciences, hospitality and tourism, information technology, etc. than medicine, engineering and accounting.

1.5. Review of Literature

1.5.1.Topic: Internationalisation of Higher Education

[Authors: Hans De Wit, Fiona Hunter, Laura Howard, Eva Egron-Polak]. Internationalization as a concept and strategic agenda is a relatively new, broad, and varied phenomenon in tertiary education. During the past half-century, internationalization has evolved from a marginal activity to a key aspect of the reform agenda. The research discusses the historical developments of internationalization, the

meaning of it, key factors that impact it, initiatives and policies to enhance it, and data, trends, and challenges that are crucial for the future of internationalization, in light of recent developments such as nationalist-populist movements, climate change, and the COVID-19 pandemic [1].

1.5.2.Topic: Journal of Studies in International Education

[Authors: Barbara M Kehm and Ulrich Techler]. This contribution provides an overview of research on international higher education since the mid-1990s. Research in this field has been characterized by an increase in theoretically and methodologically ambitious studies without a dominant disciplinary, conceptual, or methodological "home." The main topics of research include mobility, mutual influence of higher education systems, internationalisation of teaching and learning, institutional strategies, knowledge transfer, cooperation and competition, and national and supranational policies. The modes of inquiry are varied but have not changed much over time. The article concludes by highlighting the continuity in the field but also the broadening of it with an increasing number of ambitious studies and provides a few proposals for future research.

1.5.3.Topic: Journal of Further and Higher Education

[Author: Xiaoping Jiang]. This article discusses the concept and rationales for the internationalization of higher education, specifically focusing on the impacts of globalization and the knowledge economy on internationalization. It suggests that the internationalization of higher education is becoming increasingly driven by economic imperatives related to exporting education and generating income from international students, and that the focus on internationalization beyond national borders is overlooking internationalization happening within national borders. The article proposes a practice model for higher education institutions to use to analyze the internationalization of higher education from four rationales and develop more inclusive policies and strategies.

1.5.4.Topic: Policy and Practices in Higher Education

[Authors: Miri Yemini & Netta Sagle]. This study

aims to provide an overview of research on internationalisation in higher education between 1980 and 2014. The research was done by undertaking an explorative, systematic literature screening and analysis of over 7000 scholarly articles published in pre-reviewed journals during that period. A novel methodology was developed for collecting, screening, coding, and analyzing the data. The study identified and quantified specific trends in research on internationalization within regions, countries, disciplines, years, and subjects of study. The findings revealed several patterns, reflecting changing trends in research on internationalization in education, regarding differences over time and different areas of the world. The study provides a glimpse into the changing directions research on internationalization in higher education has taken and may spark discussion of future directions and transformations.

1.5.5. Topic: Approaches to Internationalisation and their Implications for Strategic Management and Institutional Practice

[Author: Fabrice Hénard, Leslie Diamond, Deborah Roseveare]. This study examines various topics related to the internationalization of higher education, such as internationalization ethics and values, intellectual property, and actions that governments and institutions can take to promote and support internationalization. The study concludes that internationalization offers numerous possibilities for higher education institutions and can yield a range of benefits when managed well. However, institutions also face challenges in managing internationalization, including costs and benefits that must be carefully considered. The study suggests that institutions can effectively manage internationalization by understanding the environment, developing a strategic approach, optimizing implementation, monitoring and evaluating.

1.6. Limitations of Study

- **Limited Sample Size:** The study may have been conducted on a limited sample size which may not be representative of the entire

population. This may reduce the generalizability of the study's findings.

- **Time Limitations:** The study have been limited by time constraints, which may have prevented from collecting a more comprehensive set of data or exploring certain areas in greater depth.
- **Lack of Generalizability:** The study may have been limited by its focus on a specific geographic region or type of higher education institution, which may limit its generalizability to other regions or types of institutions.
- **Single Methodology:** The study may have used a single methodology, which may limit the scope and depth of the data collected and may not provide a comprehensive picture of the topic being studied.

2. Method

The data collected are analyzed with the help of both mathematical and statistical tools. The major techniques used in the study include graphs and tables, and the analysis and interpretations were done by using bar diagrams, doughnut charts and pie charts [2].

2.1. Tools for Analysis

The data collected through questionnaire were analyzed using percentage analysis. Percentages were obtained when ratios are multiplied by 100. In the calculation of percentages, figure is taken as base and is represented by 100.

2.2. Tools for Presentation

The data collected through questionnaire were presented using pie charts, doughnut charts, histograms and bar diagrams and is represented in percentage values.

2.3. Collection of data

2.3.1. Primary Data

The primary data was collected with the help of self-developed questionnaire to make a study of the perception of youth about internationalisation of higher education.

2.3.2. Secondary Data

As per requirement and availability of data, secondary data has been used in study but to a limit extent. These are collected from the magazines,

journals, newspapers and internet. Various libraries have been visited to collect significant data.

2.4. Tables

Table 1 Countries Preferred for Higher Education

Country	No. of Respondents	Percentage
Canada	26	33
Australia	19	24
United Kingdom	15	19
Others	20	25
Grand Total	80	100

Table 2 Preferred Streams

Streams	No. of Respondents	Percentage
Medicine	11	14
Engineering	10	13
Accounting	23	29
Others	36	45
TOTAL	80	100

Table 3 Main Attraction for Studying Abroad

Facility	No. of Respondents	Percentage
Technology	6	8
Standard of living	20	25
Part time job	4	4
All of these	50	63
Grand Total	80	100

Figure 2 shows that out of 80 respondents the 33% students preferred to do higher education in Canada, 24% students preferred to do higher education in Australia, 19% students preferred to do higher education in United Kingdom and While 25% in other countries [3]. From the Table 1 to 3, it is clear that streams selected by students for abroad education is 14% for Medical, 13% in Engineering, 29% in Accounting and remaining 45% opt for another streams, shown in Figure 1 & Figure 2.

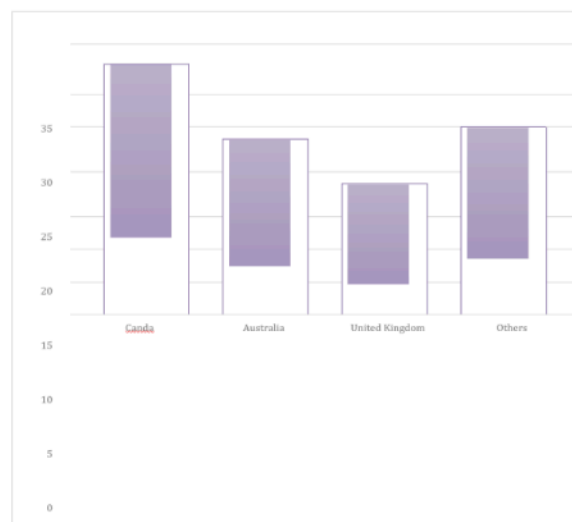


Figure 1 Countries Preferred for Higher Education

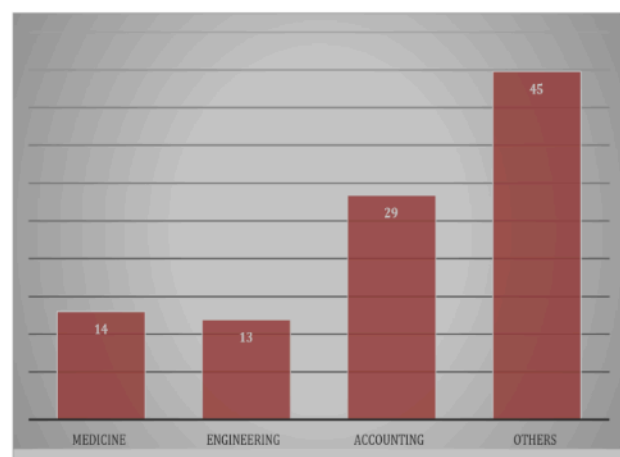


Figure 2 Streams Chose for Abroad Education

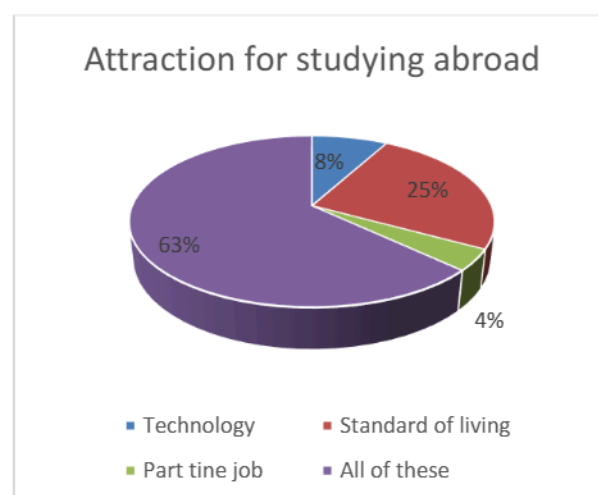


Figure 3 Attraction for Studying Abroad

The data shows that out of 80 respondents it is clear that 8% of students prefer to do higher education in abroad for the facility of technology, 25% of students likes the standard of living, 4% of students wants to do part time job, and while remaining 63% considers all of these as the attracting factor for studying abroad, shown in Figure 3.

3. Results and Discussions

3.1. Results

- **For Education purposes:** Studying abroad has gained tremendous interest among youngsters. Some opt for it to have better quality education while some for exploring new places and living.
- **For Career Enhancement:** Willing to work abroad for a long time has been considered elite in the Indian context. Irrespective of the professions, people are willing to migrate abroad, be it to explore new places, better employment opportunities, for stability in life (economic gains), etc.
- **Poverty:** Poverty is one of the major factors badly affecting the Indian economy. It is a condition where an individual household is not even able to meet basic living requirements. It can be a result of various reasons like low wages, constant increases in prices, unemployment, lack of awareness, etc.

3.2. Discussion

International education promotes global citizenship and innovation while university collaborations boost research, though challenges like socioeconomic disparities and regulatory complexities in cross-border education persist [4].

Conclusion

Internationalisation of higher education is a complex and multifaceted phenomenon that offers both benefits and challenges. By embracing internationalisation in a thoughtful and strategic manner, institutions can create more inclusive and globally engaged learning environments that benefit students, faculty, and society as a whole. The study shows that there is a significant minority who is unaware of this phenomenon. This suggests that there is still a need for greater awareness-raising efforts and

education about the benefits and challenges of internationalisation in education. Based on the information analyzed, it can be concluded that a significant proportion of the respondents are interested in pursuing higher education abroad. The results suggest that there is a high level of interest among students in pursuing higher education abroad, with Canada, Australia, and the United Kingdom being among the most popular destinations. Additionally, it appears that there is a diverse range of streams that students are interested in studying, with Accounting being the most commonly chosen field. Based on the information collected and analyzed in the survey, it can be concluded that the reasons for pursuing higher education abroad vary among the respondents which suggests a diverse range of motivations. These results highlight that individuals pursue higher education abroad for a variety of reasons, thus, institutions and governments should strive to understand and cater to these motivations in order to attract and retain international students. The institutions should focus on enhancing the student experience and addressing the concerns of students who are not satisfied with their student life. This could include improving the quality of academic programs, providing better support services, creating a more inclusive and diverse campus environment, and offering more extracurricular activities and opportunities for personal and professional growth. This will help to attract and retain more students. This, in turn, can lead to improved recruitment and retention rates, as well as better academic outcomes. Enhancing the student experience can also lead to improved employability and career prospects for students. IN general, this helps in building those graduates who are better prepared for the workforce and have a competitive advantage in the job market.

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