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# A STUDY ON THE FACTORS INFLUENCING STUDENTS' DECISION TO STUDY ABROAD

**Dr. Poonam Kakkad, Assistant Professor**

Nirmala Memorial Foundation College of Commerce and Science, Mumbai

Email:poonamkakkad0803@gmail.com

**Dr. T.P. Madhu Nair, Principal**

Nirmala Memorial Foundation College of Commerce and Science, Mumbai

## Abstract

*Higher education has become an increasingly competitive sector. The number of countries that are actively involved in international student recruitment has grown considerably. Given the growing international competition among countries for attracting international students, it has become increasingly important to gain a better understanding of the factors that influence students' decision to study abroad.*

*This research paper investigates the factors that influence students' decision on studying abroad with a focus on what benefits are associated with an international education that are important for students. The study also investigates the barriers that students perceive while making a decision about studying overseas. Relevant data pertaining to it has been collected with the help of a structured questionnaire from under / post graduate students of Mumbai University, Mumbai, India.*

*This study employs quantitative design to gain an insight into the factors that are influencing students' decision to study abroad. The paper identifies motivational and constraining factors that influence students' decision with regards to the same. The conclusion derived from the study is expected to benefit global universities in understanding how to re-design their marketing and recruitment strategies in attracting foreign students.*

*The study will help list down various push factors and pull factors that influence the choice of country and institution for overseas studies. The findings are expected to be of theoretical and practical implications.*

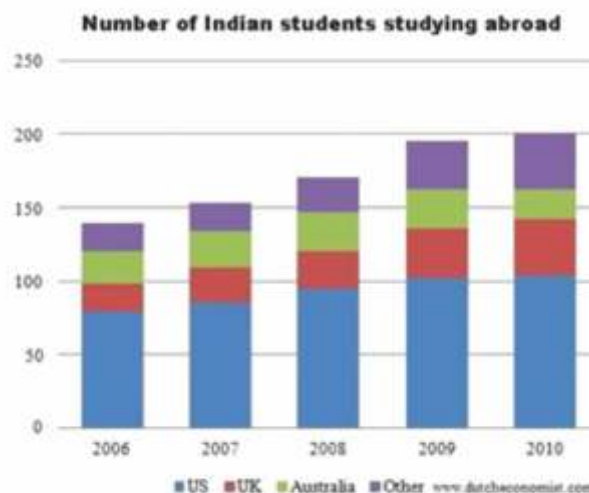
**Keywords:** international education, benefits, barriers.

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## 1. Introduction

Education has widened its horizon from local schools to Global Universities. Strengthening the roots of global education has become the trend with most developing nations. Today the general trend is that students are no more reluctant to cross boundaries and travel to different places for achieving better education. Higher education is no longer provided solely in the confines of national borders. The world in which we live today demands global education for students. The geopolitical environment and economic fates/ fortunes are getting increasingly inter-connected.

Statistics over the years show that students from India are heading abroad in large numbers. It has been consistently on the rise for a few years. However, the recent trend shows a change in the number of Indian students flying abroad for higher education.



(In the above chart Y axis represents number of students in thousands.)

In 2010 the number of Indian students studying abroad at universities surpassed the 200. It has been observed that

most students apply for technical or engineering education, closely followed by business and management studies in foreign universities. As the graph shows, in 2010, more than half of the Indian students are enrolled in USA

According to the OECD, from 2006 to 2010, the number of Indian students in North America rose from 79.219 to 103.968, which indicates an increase of 31 percent in five years. However, preliminary data for 2011 suggests that the total number of Indian students in North America dropped to 100.720 in 2011. In contrast, the UK saw a balanced growth of incoming Indian students between 2006 and 2011. The number of students aspiring to study in the UK more than doubled within five years. In 2006, 19.204 students were enrolled in the UK. By 2011, preliminary data shows that 39.090 Indian students were studying in the UK.

Thus, the competition within the education industry has become intense, which means that countries and institutions need to have a good strategy concerning how to attract foreign students. To be able to develop this strategy and to be successful in attracting international students' governments, institutions need to understand the underlying reasons behind a student's decision to go abroad to study, factors influencing their decision to study abroad, what sources of information are available to them and what other factors these students consider while taking a decision to study overseas. When answers to these questions are found, it is bound to enable educational institutions too develop a good strategy, work with positioning and attract students of India, specifically from the metropolitan city Mumbai.

## **2. OBJECTIVES OF THE STUDY**

1. To study the motives of students to pursue education in abroad
2. To study the determinants that influence their decision to study abroad
3. To examine the benefits that students' desire while taking decisions about studying abroad.
4. To analyse the barriers that hamper taking decisions about studying abroad.

## **3. HYPOTHESES OF THE STUDY**

1. There exists no relationship between gender and importance given to various factors while taking decision to study abroad.
2. Relatives are more influential for male students to take decision to study abroad.
3. Parents have the most important influence on students' decision to study abroad.

## **4. SIGNIFICANCE OF THE STUDY**

The study will help list down various factors which influence the choice of country and institution students make for studying abroad. The findings are expected to be of theoretical and practical implications.

## **5. SCOPE OF THE STUDY**

The conclusion derived from the study is expected to benefit global universities in understanding as to how to re-design their marketing and recruitment strategies in attracting students from India in general and University of Mumbai, in particular.

## **6. LIMITATIONS OF THE STUDY**

The selection of the area / geographic location and the size of the sample becomes a limitation in the study in terms of generalization of the results to other regions. The study employed a non probability (Snow Ball Technique of Sampling) method to select the respondents since it was difficult to obtain a sample frame of aspiring students to study abroad. Therefore, one should be careful when generalizing the results of this study over the entire population.

## **7. LITERATURE REVIEW**

Subsequent studies relating to international education have two discrete research approaches.

One approach has been to study the macro-environmental variables that influence the outflow of students from source countries. Another approach is to identify reasons of choice at an individual level by examining the perceptions of students (Duan 1997).

The studies on individual level focus on the influence factors have on students' decision making. The researchers (Shank, Quintal and Taylor 2005; Mazzarol

and Soutar 2002; Pimpa 2003) found that family influence is a major factor that determines overseas study decisions. The opinions of family members may exert different types of influences on one's behaviour (Bearden and Etzel 1982). Family recommendation and opinion influence students' options of their host institutions (Bourke 2000; Moogan, Baron and Harris 1999). Friends figure as another major influence of student choices (Kellaris and Kellaris 1998, Licata and Maxham 1998). Studies over the last decade have consistently demonstrated the importance of the opinions of friends when international students chose host institutions to study at (Bourke 2000). A study by Shanka, Ali-Knight and Pope (2002) showed that 37% of international under-graduate students rated parents and friends as their major sources of information for the UK and Australia. There are several reasons for this. These include the possibility of having friends studying at the same institutions, personal experiences of friends and their family members. The influence of family and friends are all related to the importance of word-of-mouth communication which is seen as objective, reliable and not commercially oriented. These sources are much easier to trust as they are seen as not motivated by profit. The financial situation of students was also seen as an important influence in choosing the host country and specific university (Shank et.al. 2005; Reed, Lahey and Downey 1984). Gorman (1974) indicated that financial consideration is one of the most important choice criteria. The other researchers (Vaugh, Pitlik and Hansotia 1978) ranked the basic cost of attending a university at the tenth position in the list of the most important factors.

However, more recent studies suggest cost is a major consideration (Bourke 2000, Conard and Conard 2000) students take into account while taking a decision about studying abroad. Generally, this is because under-graduate studies are funded by families. The situation is rather different for post-graduate studies since these are often funded by the government or some other form of scholarship.

Fundamental to effective marketing is the choice of communication to reach the target audience. International students have access to a variety of information sources to aid decision-making. These include the internet, newspapers, word of mouth,

education agents and government sources. Despite this wide diversity in potential information sources, James et al. (1999) indicated that overseas students had limited knowledge to decide what courses to study and career prospects on completing a specific program.

Even more surprising is the observation that there is very limited knowledge about teaching quality of various universities. Thus, there is a significant search for information to inform decision making (Grooms and Murphy, 2003). Some scholars have focused on the internet as a critical source of information and point out that e-business strategies might nurture a trusting relationship to overcome the geographic and culture distance between the host country and the students' home country (Hoffman et al 1999). Other researchers have suggested a more holistic approach of targeting the students' networks such as schools, universities, alumni etc. (Litten, 1982).

## 8. RESEARCH METHODOLOGY

### Sample unit

Out of the total universe of students in India, only students from Mumbai who are aspiring to study abroad are taken in for the study.

### Sample size

The researchers, in the study used a sample size of 400 students from University of Mumbai who are aspiring to study abroad. These included 200 boys and 200 girls. Care was taken to ensure that the demographics of the sample are quite similar to the general population.

### Data collection and measuring instrument

The search for answers to the research questions calls for collection of data. For the purpose of the present study, data was collected from both primary as well as secondary sources. The researchers used a self-administered survey to conduct the study. Use of structured questionnaire to collect data was made, which was developed according to the objectives and variables of this study.

### Statistical analysis

The following statistical analysis was used in the study in order to draw conclusions based on the empirical research findings. Descriptive and inferential statistics were used for the study. Descriptive statistics were used in assessing the composition of the sample and inferential statistics were employed in order to make inferences about the population. The data was analysed using the Statistical Package for Social Sciences (SPSS) software. Various statistical tools were used to analyse the test- frequency distribution method, cross tabulation, chi square test and t-test. The data is presented by means of bar charts and tables.

### Data Analysis

For the current study the researcher has taken students from University of Mumbai who aim to go abroad for higher education. These aspirants include both, boys and girls.

**Table 1. Composition of respondents**

		No. of Students	Percent
	Male	200	50.0
	Female	200	50.0
	Total	400	100.0

In the current study the respondents comprise both, boy and girl students from the University of Mumbai. Out of these 400 students, 200 respondents are boys and 200 are girls.

**Table 2. Monthly family income**

		No. of Students	Percent
	<= Rs. 25,000 pm	53	13.3
	2,5001 - 50,000	100	25.0
	50,001 - 1 Lakh	122	30.5
	> 1 Lakh	125	31.3
	Total	400	100.0

In the present study, the researcher has also focused on the family monthly income as a demographic variable to support the study. In the above table out of the total respondents under study, 31.3 percent of respondents' family income is above one lakh and only 13.3 percent of the respondents show their monthly income as below 25,000. This indicates that most of the students who aspire to study abroad are from the background whose monthly family income is in the range of Rs. 50,000 to Rs.1, 00,000 and above Rs.1, 00,000.

**Table 3: Response to if any family members previously studied abroad**

		No. of Students	Percent
	Yes	175	43.8
	No	182	45.5
	Don't Know	43	10.8
	Total	400	100.0

Further, respondents were asked whether any of their family members have studied abroad. The finding demonstrates a marginal difference in their reply. Out of total respondents, 43.8 percent said they have family members who have studied abroad and 45.5 percent said none of their family members went overseas for education. This observation confirms the supposition that respondents' decision to pursue education abroad is not really influenced by having family members who are educated abroad.

**Table 4: Comparison of Percentage of Respondents' Friends having Overseas Education**

		No. of Students	Percent
	Yes	271	67.8
	No	97	24.3
	Don't Know	32	8.0
	Total	400	100.0

Out of the total respondents, an overwhelming 67.8 percent said they have friends who have studied abroad. Only 24.3 percent did not have any friends who went abroad for education. The above statistics illustrate that this segment of market, to a certain extent gets influenced to study abroad as they have friends who have done the same.

**Table 5: Percentage of Respondents having Friends Participating in the Same Study Abroad Program**

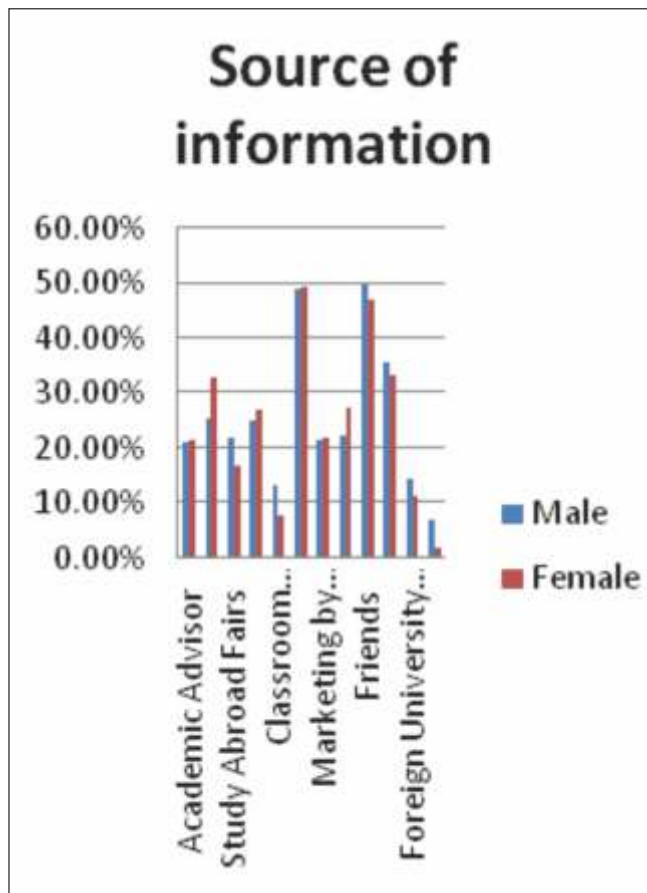
The above table depicts the findings that that 41.0 percent of respondents said they don't have friends

studying abroad who are participating in the same study program. Out of the total respondents only 30.0 percent agreed that they have their friends studying in the same program which they plan to pursue. The findings are of help to the researchers in evaluating the fact that this market does not get affected in their decision to study abroad if their friends have not being pursuing the same program in which they plan to study.

**Table 6. Source of Information to decide on study abroad**

Source	Gender					
	Male		Female		Total	
	Count	Column N %	Count	Column N %	Count	Column N %
Academic Advisor	42	21.0%	43	21.5%	85	21.2%
Professor	51	25.5%	66	33.0%	117	29.2%
Study Abroad Fairs	44	22.0%	34	17.0%	78	19.5%
Study Abroad Advisor	50	25.0%	54	27.0%	104	26.0%
Classroom Presentation	27	13.5%	16	8.0%	43	10.8%
Family Member	98	49.0%	99	49.5%	197	49.2%
Marketing by Foreign Universities	43	21.5%	44	22.0%	87	21.8%
Study Abroad Websites	45	22.5%	55	27.5%	100	25.0%
Friends	100	50.0%	94	47.0%	194	48.5%
Students Studying Abroad	71	35.5%	67	33.5%	138	34.5%
Foreign University Bulletins	29	14.5%	23	11.5%	52	13.0%
Other Sources	14	7.0%	4	2.0%	18	4.5%
Total	200	100.0%	200	100.0%	400	100.0%



**Chart 6.**

The analysis of the results under the study reveals that 49.2 percent of the respondents indicate that family members are an important source of information while making decisions about studying abroad, followed by family members and friends with 48.5 percent on whom the respondents depend upon to collect information on matters related to study abroad. Only 10.8 percent of the respondents depend on classroom presentation made by foreign universities as a source of information to support their decision to study abroad. Thus, the analysis of results under study helps the researcher to strongly support the supposition that family members act an important tool and resource to communicate and give knowledge on matters related to study abroad to this segment.

An added observation was made that there is hardly any gender disparity in the reply students make to the question on most reliable base for collecting information about studying abroad. This is highlighted by their responses, which indicates that 49.00 percent of male

and 49.5 percent of female respondents rely on family members for getting information on higher studies in foreign countries. 21.0 percent of male respondents and 21.5 percent of female respondents depend on academic advisors for getting information about studying overseas.

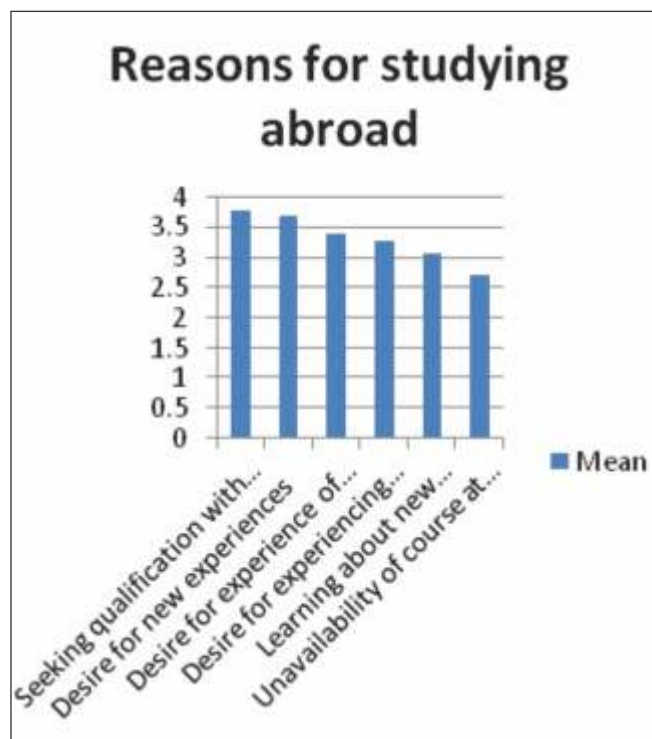
On the whole, it can be said that family members are the most reliable and dependable source to gather information on overseas education. Thus, foreign universities should understand that the diffusion of information regarding programs and courses available, curriculum and other information should be marketed and advertised in such a way that it reaches the parents of the target market.

**Table 7. Reasons to study abroad**

In the light of the first objective of the study the data was analysed

Reasons for Studying Abroad	N	Mean	Standard. Deviation
Seeking qualification with worldwide recognition	400	3.78	1.165
Desire for new Experiences	398	3.71	1.182
Desire for experience of living in a foreign country	400	3.39	1.291
Desire for experiencing living in a country more developed country than the home	400	3.29	1.339
Learning about new cultures	399	3.07	1.298
Unavailability of course at home	398	2.71	1.246

The above table highlights the motives for students to study abroad. On a five point likert scale where 1 is strongly agree and 5 is strongly disagree. A mean score with greater than 3 indicates strongest desire for studying abroad. With the highest mean score of 3.78, the table indicates that students of the University of Mumbai desire to go abroad for studies as they seek qualification with worldwide recognition. Followed by that is the want

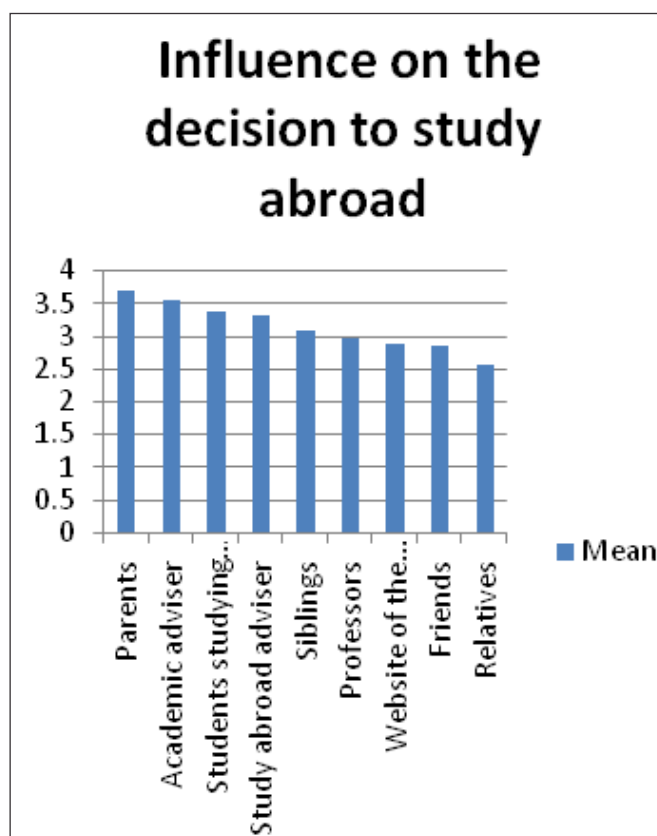


to have new experiences, crave for experience of living in a foreign country, desire to have experience of living in a foreign country, interest in getting experience of living in a country more developed than the home country, interest in learning about new cultures and unavailability of courses at home. This is reflected in the total mean score of 3.78, 3.71, 3.39, 3.29, 3.07 and 2.71 respectively. The results indicate that students from the University of Mumbai who are aspiring to study abroad are rational in their motive to study abroad. Thus, one of the attributes that universities should add to augment their services should be building brand image of their institutions, which earns them worldwide recognition so as to attract and recruit students.

**Table 8. Level of influence the following persons have on students decision to study abroad**

	N	Mean	Standard Deviation
Parents	397	3.68	1.206
Academic Adviser	400	3.54	1.203

Students Studying Abroad	400	3.35	1.253
Study Abroad Adviser	400	3.29	1.313
Siblings	396	3.07	1.383
Professors	400	2.96	1.130
Website of the Educational Institutions	400	2.86	1.192
Friends	400	2.85	1.156
Relatives	400	2.54	1.197



On a five point likert scale where 1 is strongly agree and 5 is strongly disagree. A mean score with greater than 3 indicates strongest influencer to students for studying abroad. The above table reveals that out of the total respondents under study, while taking decision to study abroad, the major influencers are the parents with a highest mean score of 3.68 followed by academic advisors and other students studying abroad with a mean

score of 3.54 and 3.35 respectively. Relatives with a mean score are least influencers on this market to take decisions about studying abroad. This helps the researchers support the review of literature that parents have the greatest influence on this market while making decisions about overseas studies.

### Gender perspective

**Table 9. Influencers and gender perspective**

**H1** = Relatives are more influential for male students to take decisions about studying abroad.

### t-Test

#### Group Statistics

	Gender	N	Mean	Standard Deviation	Standard Error Mean
Level of influence the following persons have on students decision to study abroad – Friends	Male	200	2.88	1.150	.081
	Female	200	2.82	1.164	.082
Parents	Male	198	3.72	1.184	.084
	Female	199	3.65	1.230	.087
Siblings	Male	199	3.15	1.373	.097
	Female	197	2.99	1.392	.099
Relatives	Male	200	2.68	1.186	.084
	Female	200	2.41	1.195	.085
Professors	Male	200	2.92	1.138	.080
	Female	200	3.01	1.123	.079
Academic Adviser	Male	200	3.49	1.215	.086
	Female	200	3.61	1.190	.084
Study Abroad Adviser	Male	200	3.35	1.279	.090
	Female	200	3.23	1.348	.095
Students Studying Abroad	Male	200	3.44	1.193	.084
	Female	200	3.26	1.307	.092
Website of the Educational Institutions	Male	200	2.90	1.173	.083
	Female	200	2.83	1.212	.086

**Table 9. a Influencers and gender perspective**  
**Independent Samples Test**

Independent Samples Test			
	t-test for Equality of Means		
	T	Df	Sig. (2-tailed)
Level of influence the following persons have on students decision to study abroad – Friends	.519	398	.604
Parents	.569	395	.570
Siblings	1.158	394	.248
Relatives	2.226	398	.027
Professors	-.796	398	.426
Academic Adviser	-.998	398	.319
Study Abroad Adviser	.913	398	.362
Students Studying Abroad	1.478	398	.140
Website of the Educational Institutions	.587	398	.558

To test the hypothesis t-test was applied and observed that since  $P=0.027$  which is  $< 0.05$ , the null hypothesis is rejected, helping the researcher to prove the actual hypothesis that there is a significant difference in the influence of relatives between males and females student respondents. On a five point likert scale where 1 is strongly agree and 5 is strongly disagree. A mean score with greater than 3 indicates strongest influencer on students decision to study abroad. Relatives are more influential for males as reflected by a mean score of males at 2.68 and 2.41 for females.



**Table 10. Level of importance of various factors in students decision to study abroad****T-Test****Group Statistics**

	Gender	N	Mean	Standard Deviation	Standard Error Mean
Important of the following factors in students decision to study abroad - Program Cost	Male	200	2.99	1.615	.114
	Female	200	3.04	1.556	.110
Duration of the program	Male	200	4.24	.689	.049
	Female	200	4.29	.653	.046
Language of study	Male	200	4.49	.783	.055
	Female	200	4.52	.802	.057
Parents / family influence	Male	200	3.18	1.111	.079
	Female	200	3.11	1.106	.078
Being able to transfer credits	Male	200	3.39	.991	.070
	Female	200	3.29	1.045	.074
Interest in course work available	Male	200	3.52	.885	.063
	Female	200	3.44	1.005	.071
Stay arrangements abroad	Male	200	3.34	1.347	.095
	Female	200	3.54	1.303	.092
Internship/ volunteer work options with program	Male	200	3.31	1.122	.079
	Female	200	3.32	1.138	.080
Possibility of earning money	Male	200	3.18	1.522	.108
	Female	200	3.30	1.550	.110
Level of integration into host culture	Male	200	2.97	.994	.070
	Female	200	3.01	1.020	.072
Brand name of the country / city	Male	200	4.31	.733	.052
	Female	200	4.36	.801	.057

On a five point likert scale where 1 is strongly agree and 5 is strongly disagree. A mean score with greater than 3 indicates the most important factor considered while taking study abroad decision. With the highest

mean score between the group is language of study , duration of program and brand name of the country/ city are the factors given importance while taking decision to study abroad.

**Table 10. a Level of importance of various factors in students decision to study abroad**

H1 = There is a significant difference between males and females in the importance given to various factors while taking decision to study abroad.

**Independent Samples Test**

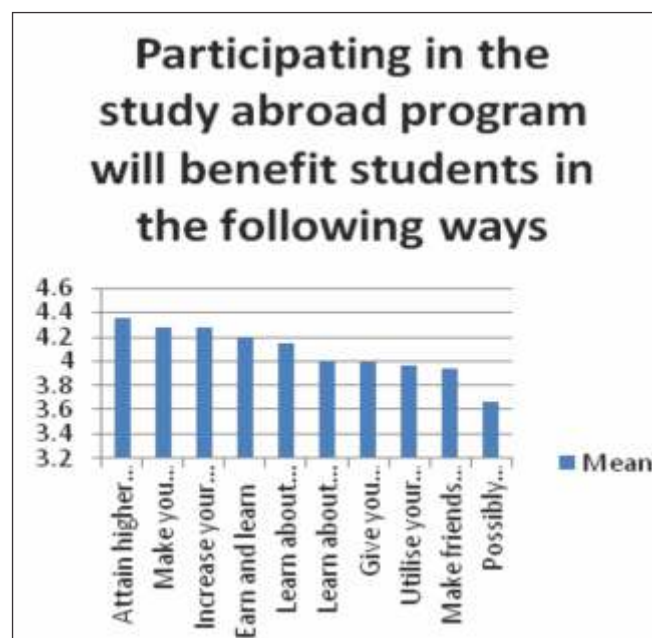
	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
How important were the following factors in your decision to study abroad - Program Cost	-.347	398	.729
Duration of the program	-.671	398	.503
Language of study	-.379	398	.705
Parents / family influence	.631	398	.528
Being able to transfer credits	.933	398	.351
Interest in course work available	.845	398	.399
Stay arrangements abroad	-1.510	398	.132
Internship/ volunteer work options with program	-.133	398	.894
Possibility of earning money	-.814	398	.416
Level of integration into host culture	-.397	398	.691
Brand name of the country / city	-.586	398	.558

On a five point likert scale where 1 is strongly agree and 5 is strongly disagree. A mean score with greater than 3 indicates the most important factor considered while taking study abroad decision. With the highest mean

score between the group is language of study , duration of program and brand name of the country/ city are the factors given importance while taking decision to study abroad.

**Table 11.**

Participating in the study abroad program will benefit students in the following ways			
	N	Mean	Standard Deviation
Attain higher quality of education	400	4.36	.829
Make you more marketable to future employers	398	4.28	.796
Increase your critical thinking skills	400	4.27	.810
Earn and learn	400	4.20	.931
Learn about your potentials	400	4.14	.834
Learn about another culture	400	4.01	.991
Give you status and prestige	399	3.99	.986
Utilise your knowledge of foreign language	399	3.96	.907
Make friends from other countries	400	3.94	1.013
Possibly migrate to another country	400	3.67	1.130

**Chart 11.**

The above table speaks about the benefits students look forward to while deciding to study abroad. On a five point likert scale where 1 is strongly agree and 5 is strongly disagree. A mean score with greater than 3 indicates the most important benefit they derive from studying abroad. The table indicates that one of the benefits which the respondents experience for study abroad is attainment of quality education from a foreign university. This is projected by the highest mean score of 4.36. Followed by that is the mean score of 4.28 which shows that respondents believe that studying abroad makes them more marketable to future employers. The least advantage that respondents show interested in is the possibility to migrate to another country by studying abroad.

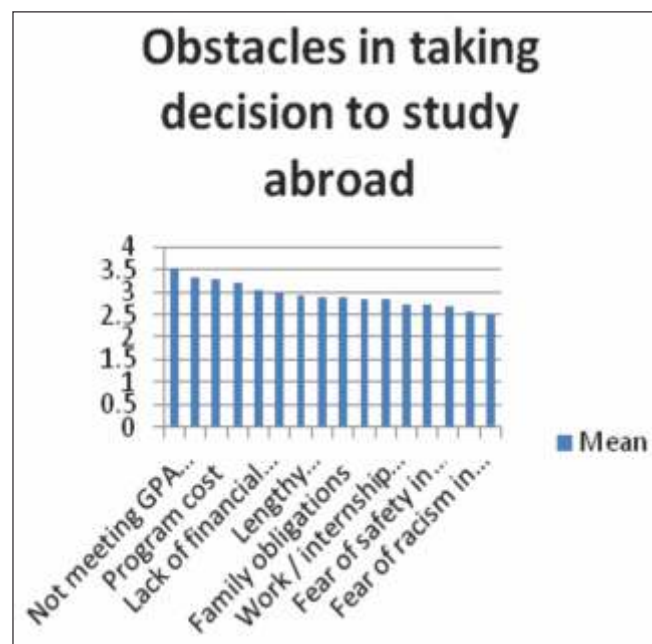
In light of the last objective under study, data was collected tabulated analysed and summarised as follows:

**Table 12. Obstacles in taking decision to study abroad**

Obstacles in taking decision to study abroad	N	Mean	Standard Deviation
Not meeting GPA requirement for the program	400	3.53	1.276
Complications with test preparation such as GRE, GMAT, MCAT etc.	399	3.32	1.275
Program cost	400	3.26	1.273
Lack of knowledge of foreign language	393	3.19	1.138
Lack of financial assistance for study abroad	400	3.06	1.228
Difficult to meet visa requirements	400	3	1.251
Lengthy educational programs abroad	400	2.92	1.178

Lack of family support	400	2.9	1.265
Family obligations	399	2.88	1.179
Extra-curricular obligations in foreign universities	400	2.85	1.144
Work / internship obligations	400	2.84	1.13
Study abroad courses not fitting into academic program	399	2.72	1.096
Fear of safety in other countries	399	2.71	1.273
Fear of getting low grades in foreign education programs	399	2.68	1.162
Fear of racism in other countries	399	2.58	1.264
Not wanting to be away from home	400	2.52	1.212

Chart 12.



The result of the survey demonstrates that the biggest obstacle while taking decisions about studying abroad is not meeting the GPA requirement for the program. The complications with preparation for tests such as GRE, GMAT, MCAT etc. are regarding students taking a positive decision about studying abroad. On a five point likert scale where 1 is strongly agree and 5 is strongly disagree. A mean score with greater than 3 indicates the strongest constraint students face to study abroad. This is indicated in the above table with the highest mean score of 3.53 and 3.32 respectively. With a mean score of 3.26 program cost is also one of the constraints which students face while taking a decision about studying abroad. This helped the researcher support the literature review of (Vaugh, Pitlik and Hansotia 1978) ranked the basic cost of attending a university at the tenth place in the list of the most important factors. However, more recent studies suggest cost is a major consideration (Bourke 2000, Conard and Conard 2000). Followed by program cost the other factors which obstruct students' decision to study abroad is lack of knowledge of foreign language, lack of financial assistance for studying abroad, difficulty in meeting visa requirements, lengthy educational programs abroad, lack of family support, family obligations, extra-curricular obligations in foreign universities, work / internship obligations, study abroad courses not fitting into my academic program, fear of safety in other countries, fear of getting low grades in foreign education programs, fear of racism in other countries, not wanting to be away from home, difficulty in meeting passport requirements, and fear of travelling to a new country.

## 9. CONCLUSIONS

International education has become an important industry, and in many countries such as U.S., Canada and Australia, international students contribute huge sums to the economy and generate a substantive amount of work for the country's people. The marketplace for learning is becoming global.

Since international education has become an important activity it is vital to treat it as an industry. Countries and institutions have to think about education in the same way they think about other industries. With that comes marketing, for the endeavour. Governments and universities need to offer international (India, precisely

Mumbai) students what they are looking for and also communicate and market it. The competition within the education industry is intense, hence the countries and institutions need to identify and maintain their competitive advantages and work with positioning themselves. The results of the survey showed that this market under study, considers family members as the most trustworthy source of information for any matter related to higher education in foreign universities. The survey helped the researchers to find out the most dominant influencers to this market segment. The benefits that this market looks for while taking decision to study abroad is also been derived. The major hurdles that students face, while taking decision to study overseas are derived from the survey.

## 10. SUGGESTIONS

Based on the results of this study, the following recommendations are offered to various foreign universities to enable them to make better decisions while devising marketing and communication strategies. They are as follows:

1. In order to tap this market in the right manner at the right time, foreign universities should ensure that a successful brand name of the university is built. A successful brand name it acts as one of the most important factors that potential students consider while taking decisions about the country and university to enrol in abroad.
2. Global universities should design their program for students in such a way that it is cost-effective and does not stretch for a long period. The time frame for completion of the program should be reasonable for the students.
3. The survey suggests that one of the major constraints that this market faces is scoring in tests like GMAT, GRE etc. The complexity of these exams and the consequential low scores hamper students from admitting themselves in popular and renowned universities. The institutions trying to recruit students should encourage them by providing some training programs to enable them to overcome such hurdles.
4. One of the benefits students desire by studying abroad is to obtain better and higher quality education which helps them improve their analytical skills and makes them more employable in the market. This has led the researcher to suggest that foreign universities should structure their programs in a way that match industry demands and help students sharpen their thinking skills and become more creative.
5. The study indicated that factors like fear of racism, fear of safety or staying away and alone from home country are not the factors which deter students from studying abroad. Rather, this market looks forward to availing augmented services and courses that various institutions should provide to attract and recruit them.

Thus, for promotion of foreign universities offering higher education, all these factors have to be embedded in the policy formulation to delight and win a real time customer.

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