

# A Study on the Factors Influencing NRC Student Perception to Study Abroad

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## Abstract

Studying abroad has become an increasingly popular choice for many students, but the factors influencing their interest in pursuing overseas education have not been extensively studied. This research aims to explore the perception of Norbuling Rigter College (NRC) Students on what social and economic factors mostly influence undergraduates' decisions abroad and the study investigates socio-economic factors that shape their decision-making process. An online survey target sample of 252 was selected for the study. The 19-item questionnaire consists of items measuring student awareness of study abroad offerings factors that influence students to study abroad, financial ability, and socio-economic status. The analysis includes person correlation tests, descriptive statistics, and crosstab analysis. The result revealed that student's study to prefer abroad in European countries and in countries that speak English, Result revealed a high awareness of study abroad offered at the university, Economic factors were the most important factor influencing student decision to study abroad at NRC. Economic factors such as part-time job opportunities and career prospects play a crucial role in the study decision-making process.

**Keywords:** Studying abroad, Travel Motivation, Socio-Economic Status, Decision-making process.

## CHAPTER ONE- INTRODUCTION

### 1.1 Background

As a result of increase in globalization, the number of students studying outside of their home country has rapidly increased since the mid -1990s. According to OECD (2008), there were about 2.9 million students studying abroad in 1975 and today it is almost 6.3 million international students studying overseas (UIS, 2022). International student motive for travelling is becoming one of the most important aspects of higher education and overseas expansion (Moskal, 2018).

The trend of moving abroad to study in Nepal has been growing rapidly over the past ten years. According to Sudney Morning herald report (2021), there were about 122,515 Nepalese students in Australia, which show there was 124 percent increases in five years.

According to Thinley (2023), a huge number of Bhutanese have been going to Australia over the years for study and work, A study found out there were about 32,258 Bhutanese in 113 countries. Australia has the highest number of Bhutanese migrants with about 10,911(Thinley,2023).

The decision to study abroad is influenced by various factors. According to Young (2016), claims that improved access to better healthcare and educational opportunities is a significant driver for studying abroad. Bean (2014), further highlights that factors such as the area of origin, destination area, intervening obstacles, and personal circumstances play a role in the decision to study abroad.

Additionally, Charsely (2006), emphasizes that the reunification of family members is a key motivating factor for pursuing education overseas. Moreover, Zoelle (2011), points out that economic factors, including employment opportunities and higher living standards, serve as strong attractions for students to study abroad.

Similarly, an increasing number of graduates in Bhutan are choosing to study and work abroad (Tshering, 2020). Numerous people have claimed that Bhutan only offers undergraduate programs and has few masters or higher degree options. Since there are fewer postgraduate programs available within the country, Scholars from Bhutan continue to study abroad, for many years (Tshering, 2020).

The interest of a student to study abroad has been influenced by a variety of social and economic factors. As per Namgyal (2016), most of the students left the college in the middle of a semester at Gedu College of Business Studies for their interest in abroad. According to Tshering (2020), about 105 students left college to pursue their studies abroad.

There are three important questions that people have been raising in light of the large number of Bhutanese moving to Australia at this moment. Is there something influencing risks or challenges for people going abroad now and in the near future? What are the factors that influence people to leave, and what motivate them to go abroad (Tshering, 2020).

### **1.2 Problem Statement**

Over the past years, a significant number of qualified youths from developing countries have been pursuing higher education and lucrative careers in developed countries such as Australia, Canada, Norway, United Kingdom, United States of America, and New Zealand (Konduah, 2018). Concerns over brain drain, financial effects on local institutions, loss of cultural identity, economic consequences, dependence on foreign educational systems, and affected innovation and development have been brought up by students leaving to study abroad.

In recent years, the number of Bhutanese student's curiosity about going abroad has been rapidly increasing. Bhutanese students are moving across various countries with 32,258 Bhutanese students registered with different Bhutanese embassies in 113 countries (Lamsang,2023). The reasons and influencing factor for moving abroad has not been studied so far. Therefore, the purpose of this study is to explore the student opinions and factors that influence their interest towards studying abroad.

### **1.3 Objectives**

1. To explore the perception of Norbuling Rigter College students towards studying abroad.
2. To examine social and economic factors that influence Norbuling Rigter College student's interest in studying abroad.

### **1.4 Research Questions**

1. What are the attitudes of Norbuling Rigter College students towards studying abroad and what factors influence these attitudes?
2. How do social and economic factors influence the decision-making process of Norbuling Rigter College students when considering studying abroad?

### 1.5 Significance

The purpose of this research is to explore the factors influencing the motivation and excitement of NRC students towards studying abroad. By exploring these factors, this study aims to provide insights into the current trends in overseas education and shed light on the specific social and economic factors that influence individuals' decision-making process regarding studying abroad. The findings of this research will contribute to the existing knowledge by uncovering areas that have not been thoroughly explored, thereby filling gaps in the literature.

Moreover, the outcomes of this study will provide valuable information for educational institutions, policymakers, and stakeholders in understanding the influencing factors behind the increasing trend of overseas education. The study will also help in discovering the areas in the sector that many researchers have been unable to explore about the trend.

### 1.6 Limitations

The limitation of this proposed research is that it focus only on Norbuling Rigter College students, which may limit findings to other student populations. The factors influencing NRC students' perception to study abroad may be unique due to educational institution, cultural background, and socio-economic context. The research focused on identifying factors that influence students' attitudes and decision-making processes but may not fully explore the outcomes or consequences of studying abroad. Further, the research relies primarily on quantitative data, which may not fully capture the richness and depth of the factors influencing NRC students' perception to study abroad.

## CHAPTER TWO- LITERATURE REVIEW

### 2.1 Social factors

There are four categories of factors that influence a person's decision, according to Bean (2014), factors such as areas of origin, destination area, intervening obstacles, and personal factors, many people are pushed to leave their homes by external forces like the economy, social environment, political and culture factors. Furthermore, push force influenced people due to such lack of well-established healthcare and educational opportunities (Zoelle, 2011). And many people are influenced due to social factors like support from friends and family, access to better healthcare, and educational opportunities (Young, 2016).

Reunification of the family is another key factor in living abroad (Charsley, 2006). According to Bodycott and Lai (2012), many are being influenced by the opinions of family and friends, which have been bringing big impact on students' decisions to pursue higher education abroad. International study destinations provide opportunities for social connections, such as large populations of other international students and alumni networks, are also attractive to international students which result in many choosing abroad (Litten, 2018). Social factors were discovered to be important in promoting circular migration in the case of Poland (Urbanski, 2021).

According to Lee (1984), the demand for higher education among individuals from less developed countries is also driven by expectations of its ability to raise their social status. Social links, such as having family or friends living in the destination country or having graduated from a particular institution, also influence the decision. Alumni networks are also essential in promoting international education. Students also receive socialization of the international language, which is valuable in the labor market, as mentioned by (Varghese, 2007).

As per Cebello (2018), International students' decisions to study abroad are also influenced by the standing of a nation, city, or institution Based on factors like general quality of living, university environment, facilities, chances of getting a visa and immigration, social activities, and international experience, students decide to study in a particular nation or city.

For instance, Canada is recognized for its hospitable and inclusive social culture, whereas the United States is well-known for its outstanding school system and innovative spirit similarly, students might be drawn to institutions because of their track record for academic excellence (Maringe and Carter, 2007).

A student's decision-making process for higher education may also largely depend on recommendations from family, friends, and professors. To provide their children with an advantage in the international job market, parents might advise them to pursue higher education abroad. Friends who have studied abroad can share fascinating details about the experience, including the advantages of living abroad and share economic prospects of higher wages, improving living standards and labor demand and in accordance with a student's academic interests and career goals, professors can also suggest courses or colleges which influence many students abroad (Maringe and Carter, 2007).

## 2.2 Economic factors

Economic factors, such as the availability of better employment opportunities and higher living standards, act as attraction factors that draw students to more developed countries for higher education (Zoelle, 2011). According to Suh (2013), economic and social forces are identified as push factors that encourage students to pursue studies abroad. Another key driver of immigrants is the availability of better welfare benefits (Schulzek, 2012). International education is viewed as a chance for financial gain and professional advancement for Chinese students studying abroad (Cebolla, 2018).

Additionally significant factors influencing Chinese students' decision to study abroad in Australia include employment and future career prospects (Hou ,2012). Returnees from Australia have reported positive employment outcomes and career development had been promotions that influence others abroad (Qiu and Nie, 2016).

Australia has become an attractive option for Chinese students looking for higher education, because of policies to support education that aim to admit more than 100 million international students by 2025 (Ma and Abbott, 2006). Many say that Australia's immigration laws and openness to global talent make it easy for students to obtain study visas, which has a significant impact on many people (Guo, 2010).

According to Lee and Tan (1984), individuals from less developed countries have a higher demand for higher education due to expectations that it will improve their financial situation. The per capita income, the cost of education, the rate of GNP growth in the home country, and the importance given to education by the government of the developing country are all factors that influence the decision of where to study. According to Sharma (2015), a lack of employment opportunities, disappointment with traditional educational systems and rising tensions are some of the reasons which push many Nepalese students to pursue their education abroad.

For international students, economic support is an important factor while studying abroad, students might run into financial difficulties with the cost of tuition fees, living costs, and travel expenses. To enable students to pursue their academic goals, economic assistance in the form of scholarships, grants, and student loans may be crucial for many students choosing abroad. A student's decision to study abroad may also be influenced by expectations from family and society as Studying abroad is seen as a status and symbol in some cultures, and parents may expect their children to choose the best colleges abroad (Pimpa, 2003).

According to migrants and migrant's parents from Chandragiri, Nepal, they mentioned that people choose to go abroad due to social and economic challenges, lack of quality of life, and limited opportunities. In a survey, two participants highlighted these reasons. A 37-year-old man stated that the government doesn't create a favorable society. A 22-year-old woman, who is currently studying, intends to apply for opportunities abroad after finishing her education, as many of her friends have already been abroad. She believes that Nepal offers limited prospects for good jobs and a satisfying lifestyle, which is why more educated young people are leaving the country.

### **2.3 International Perception**

According to a Sydney Herald report, the value of Australia's in Nepal market increased from \$1.6 billion the previous year to \$2.6 billion in 2018 to 2019. Nepal is Australia's third largest source of international students, accounting for 7% of all of them. According to Salvatore Babones of the University of Sydney's, most Nepalese students in Australia are likely there to work and earn enough money to repay their tuition loans and support their families back home in Nepal. Countries such as Australia, Canada, and Japan increasingly have adopted the strategy of issuing student visas opening their strict immigration policies in order to address their temporary labor shortage. One of the factors pushing Nepalese students to study abroad is the opportunity to earn money by working limited hours per week due to the host country's laws. Furthermore, young Nepali women also choose to study abroad to avoid family pressure (Awale, 2022).

According to Bhandari (2011), many Nepalese students are drawn to the idea of studying and earning money in foreign countries such as the United States, United Kingdom, and Australia. Bhandari observes that this migration influencing trend is solutions for the betterment of educated youth's lives and job search. Furthermore, in according to Bhandari (2011), the societal pressure and prestige associated with sending one's children abroad for study and work is a significant factor in the current influencing migration trend abroad.

According to Zhukova (2013), Russia is considered as a host country for many international students where many choose Russia due to the high standard of education and attraction of living abroad, international students usually select Russia as their destination for higher education. Russian universities offer excellent education in a variety of fields, including science, engineering, mathematics, and medicine, which may explain why foreign students consider Russian education as highly prestigious, according to a study conducted in the Republic of Tatars Interest in staying in another country (39.7%), cost of education (39.5%), and other factors are among the most important decisions for choosing education in Russia. As some students might consider the opportunity to study abroad in Russia to expand their worldview and learn about socialization. As students tend to depend on recommendations from reliable sources when making crucial decisions, having friends who are studying in Russia (14.8%) and getting advice from family members (22.9%) are also important factor that influences students looking for affordable study options, the Russian Federation's low education cost (13.7%) can be a significant consideration. With 20.8% of international students willing to study in Russia because of family and friends saying its convenient, the cost of education is another important the cost of living in Russia can be lower than in many other countries, making it an consideration. In addition, several scholarships and grants are available at Russian universities that can help students in paying the cost of tuition and other expenses which is usually influence students to study in Russia (Zhukova, 2013).

In the case of Nepal, it is often believed that to send children abroad, parents frequently spend a lot of money, taking out loans or selling land. The fact that even Nepalese loan providers prefer to provide loans for higher education and better earning opportunities abroad adds to the social pressure to go abroad for higher education and better earning opportunities (Bhandari, 2011).

Furthermore, most colleges in Nepal offer the same old subjects in arts, commerce, and education, with only a few updated courses in information technology and 21st-century concepts. As a result, Nepalese students often believe that securing a degree in Nepal is simply accumulation of degree without meaningful results so many choose abroad (Bhandari, 2011). However, according to Bhandari (2011), peer pressure and peer support from friends and relatives who have made the move abroad has been influencing many into foreign countries.

#### **2.4 Bhutanese perception for Abroad**

A huge number of Bhutanese have been going to Australia over the years for study and work there are several factors influencing people from Bhutan to leave (Wangmo). Many point out economic reason that is ease of finding part time jobs, especially during the covid-19 pandemic where the restriction on working hours has been lifted for student visas. Additionally, the impression of making "big money" as soon as they land in Australia and success stories from friends and relatives who have been to Australia are also attractive influencing factor. On the other hand, many state that the push factor that is pushing people out of Bhutan is bureaucracy, hierarchy, and a huge gap between bosses and subordinates in the workplace. Moreover, the wait time in service delivery everywhere, including hospitals, is long. Access to finance is also a significant issue in Bhutan also influencing many Bhutanese abroad (Lamsang, The growing risks of the australian rush).

According to Tenzin (2023), Such as seeking better livelihoods, higher education, a business-friendly environment, and better job opportunities factors influence to study abroad. Many people blame poor policies, low pay, red tape, lack of importance given to the private sector, unemployment, favoritism, hierarchy, and other factors as the immediate causes for their motivation to emigrate (Tenzin) . However, there are also other significant factors outside of Bhutan's control which is a general reason, such as the global demographic shift, which affects the developed countries' labor market. For example, developed countries with lower birth rates and aging populations needed temporary foreign workers for the lower end jobs. These countries started coming up with generous and attractive propositions for foreign students, including the ability to work while studying, bringing over dependents, and providing a work visa for a few years after graduation (Tenzin).

As per Lamsang (2023), there are more people who had already left Bhutan, for theme funds become available for buying land in country and building house, which increases pressure for more people in country even a young graduate's face pressure to leave abroad.

In addition, a shocking trend has emerged at Gedu College of Business Studies (GCBS) where 85 students have withdrawn from the college in the middle of the semester. According to Dawala, the Dean of Student Affairs at GCBS, believed that the trend could be based on the lack of learning and earning opportunities in the country, prompting students to seek opportunities abroad (Wangmo).

According to Wangmo (2023), the quality of education in Bhutan remains like the country's developing status, making students like Sonam Wangchuk, a former GCBS student, opting for countries like Australia with much better education systems. While Sherubtse College has recorded nine students who

left the college last year opting to study abroad, Tshering Wangdi, the college president, said this trend indicates a lack of opportunities and economic development in the country, forcing students to seek better prospects overseas.

As per Chhundu (2021), the cost of living in abroad is generally lower than in homeland such as Sydney, Melbourne, and Brisbane which means that expenses for accommodation, transportation, and food are comparatively low, making it easier for Bhutanese students to study and work in Australia.

Additionally, Australia offers a more relaxed lifestyle which can reduce work stress and allow students to enjoy a slower pace of life. Studying in Australia can provide an advantage when applying for permanent residency there, as students who study and live in these areas for a minimum of 2 years are given 5 extra points towards their skilled permanent residency visa.

Overall, choosing to study and work abroad can provide Bhutanese students with financial benefits and a more relaxed lifestyle, while still offering equal opportunities for education and career advancement abroad and Bhutanese migrants in Australia receive help from friends and relatives who are already there, making migration easier for them which is believed to be one of the influencing factors for many Bhutanese opting abroad (Chhundu, 2021)

## CHAPTER THREE - METHODS

### 3.1 Research Design

The research has used quantitative methods. Using quantitative methods can give researchers a full view of how different factors influence NRC student's perception abroad in Norbuling Rigter College under Doteng Gewog. The researcher had conducted a survey through an online approach for data collection in accordance with the question that the researcher framed. The questionnaires were designed to gather enough information related to the objective of the study. Therefore, the questionnaire was divided into three parts. Part 1 asks about demographic information. Part 2 was designed to know about the social influencing factors of the respondent, Part 3 was designed to know about the economic factors that influence abroad and furthermore two open ended question was designed to know about the respondent opinion and country they will choose for abroad. Data was collected using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

### 3.2 Study Area

This study was conducted at Norbuling Rigter College, involving students from various programs such as Development Studies, BCom Accounting, BCom Finance, Common Foundation, BA in Dzongkha and English, Political Science and Sociology, and BA in English in Doteng Gewog under Paro Dzongkhag.

### 3.3 Sampling Design

#### 3.3.1 Sampling Method

The target population and the specific research objectives should serve as the foundation for the sampling strategy for research. So, for this study stratified random sampling was done. As sampling method will ensure that every student of the NRC adequately represent the whole sample population of the study.

#### 3.3.2 Sampling Size

For the calculation of the sample size, the Yamane formula (Israel, 1992) was used.

$n = \frac{N}{1 + (e)^2}$  n= sample size N= total population e= sampling error, which is 5% or 0.05.

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Variable	Categories	N	%
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Norbuling Rigter College has 685 students in total and 252 samples have been selected using Yamane formula for the study.

### **3.4 Data Collection**

#### **3.4.1 Primary data collection**

Primary data was collected through an online survey using semi structured questionnaires. The questionnaires were circulated online using Google Forms to the students.

#### **3.4.2 Secondary data collection**

This research had refer to relevant documents such as reports, literature, journals, books, and others relevant resources related to the objective of the study.

### **3.5 Data analysis**

Each questionnaire's information was entered into the Excel database after the quantitative data has been gathered from the field, followed by a data cleaning procedure to prepare the data for data analysis. Excel was used to examine quantitative data. Descriptive statistics were used in quantitative analysis such as pie charts, graphs, tables, and histograms were used to display the data. With the help of excel descriptive statistics was used to describe the factors that has influenced NRC student perception for opting abroad.

### **3.6 Expected Outcome**

The research aims to achieve the following outcomes. Firstly, it seeks to gain a full understanding of the perception of Norbuling Rigter College students towards studying abroad, while determining the factors that influence their perceptions. Secondly, it aims to examine the social and economic factors that influence student interest in studying abroad at Norbuling Rigter College. Lastly, the research aims to explore how socio-economic factors contribute to the decision-making process of Norbuling Rigter College students when considering studying abroad.

## **CHAPTER FOUR – RESULTS AND DISCUSSIONS**

### **4.1 Demographic information**



Gender	Female	129	51%
	Male	123	49%
Age	18-20	79	31%
	21-23	168	67%
	24 -26	5	2%
Program	Dev.studies	48	19%
	BCom Acc	45	18%
	BCom FIN	44	17%
	C.F	5	2%
	Dzo and Eng	26	10%
	Pol.Soc	42	17%
	BA.Eng	41	16%
Plan to Study Abroad	Yes	208	83%
	No	44	17%

Table 1: Demographic profile of respondents

There were 129 female respondents and 123 male respondents which constitutes of 252 respondents in total. Age of the survey respondents ranges from 18 to 26, where the highest age respondents are between 21-23 constitutes of 67% and age of 24 to 26 constitutes of 2% with lowest respondents. In terms of program respondents, Development studies program students were highest respondents whereas Common Foundation was the lowest student respondents. It was discovered that out of the 252 respondents, 208 indicated "yes" (83%) and 44(17%) indicated "No" when asked about their plans to study abroad. In the case of Nepal, it shows that there is a growth in student planning to go abroad by 3.4 percent, from 1,043,839 in the 2015 to 1,078,822 in 2016. The number of international students from Nepal, had climbed by 21.1% percent, from 9,662 to 11,607 which shows that many Nepalese students has been panning to go abroad (Bhandari,2011).

4.2 Responded family member living abroad.

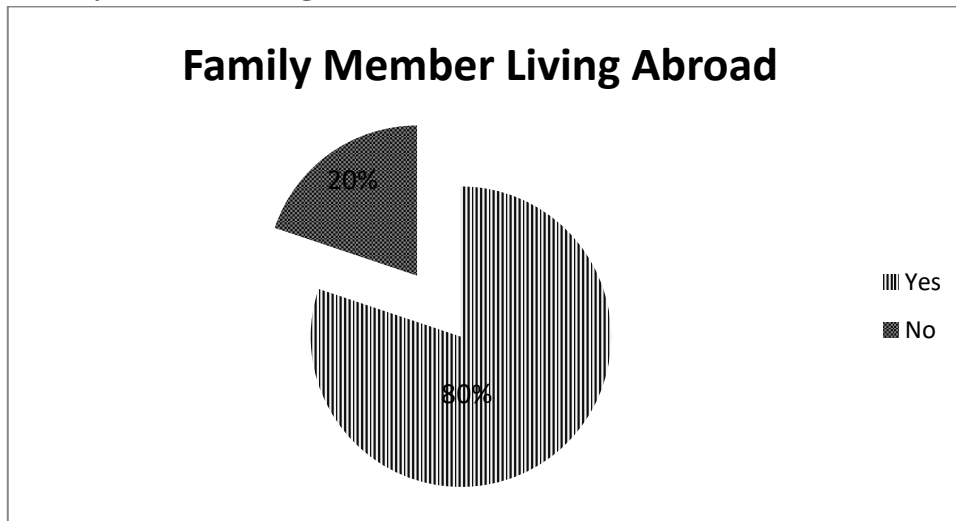


Figure 1: Respondents family member living abroad.

Out of 252 respondents, 202 (80%) said they have family members living abroad, while 50 (20%) said they do not have. Individuals considering going abroad can benefit significantly from having family members already living abroad. Social networks, including family ties, can play an important role in decision making and facilitate ones influence abroad (Mulder and Wagner, 1993). During the transition period in a new country, the presence of family members can provide practical assistance, guidance, and emotional support (Ryan and Mulholland, 1995). When people have family members living abroad, they often have access to a built-in support system with people who share their cultural background and experiences. This familiarity can aid in cultural adaptation and integration into a new society (Brettell and Hollifield, 2014). As per Ahmad (2017), such as parents, family, peers, teachers, alumni, higher education agents and have influences many on study abroad about 52% of Chinese students choose Australia based on recommendations from family and relatives (Mazzarol, 2002).

Table 2: Influenced due to other experiences.

Influence Level	Respondent	Percentage
Not influential at all	27	11%
Somewhat influential	172	68%
Very influential	53	21%

The majority of respondents, 68% in total, indicated that the thoughts and experiences of others who had studied abroad played a role in their decision-making process. This highlights the importance of peer influence in the decision to study abroad. The study by Chieffo (2004), emphasizes the significance of peer influence and social networks in influencing students' decisions to study abroad. This supports the idea that individuals consider the experiences and opinions of others as they make their decision. Additionally, Mazzarol (2007), suggests that hearing about other people's experiences studying abroad can provide valuable knowledge and understanding. This further supports the idea that individuals consider the experiences of others when deciding to study abroad. Furthermore Smith (2012), states that impact of social factors on decision-making processes related to studying abroad which suggests that individuals are influenced by social connections, common experiences, and peer recommendations from

Friends who studied abroad before, Current, or past teachers’ university lecturer or Higher education agents. Around 52% of Chinese students pick Australia based on family and other recommendations (Mazzarol, 2002). And Chinese parents and students commonly use media marketing, educational fairs, and school career counselors to direct their decisions (Bodycott, 2009).

Therefore, the data suggests that the experiences and opinions of others who have studied abroad have a significant influence on individuals' decisions to study abroad. This indicates that peer recommendations and shared experiences, when deciding to pursue an education abroad a notion that is based on the premise that social relations have potential to facilitate the accumulation of economic or non-economic benefits to the individuals (Massey et al, 1993).

#### 4.3 Social status as factors for opting abroad.

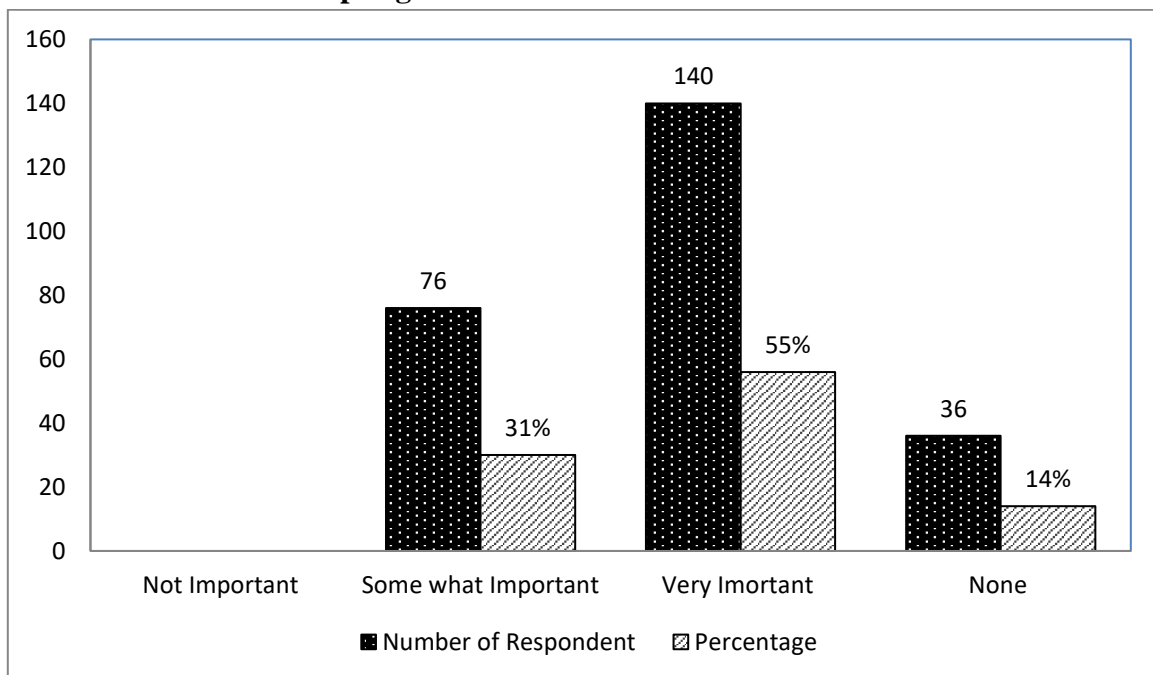


Figure 2: Influence due to Social Status

Many respondents, 56%, indicated that social status is extremely significant in their decision-making. This suggests that social standing and reputation play a crucial role in shaping their choices. This finding highlights the importance of social status as a determining factor in decision-making processes. The study by Hwang and Lee (2016), supports the idea that social status has an impact on individuals' self-perception, social comparison, and aspirations for upward mobility. As per Dhungel (2013), what he found out was that everyone in society takes pride in talking about their prosperity of their son academic achievements. When other people hear about its others believe that kids are studying and making a lot of money abroad which creates a good social status in a society. it is often believed that people do the same as society says or expects.

So, one of the major driving forces behind the decision to move of overseas students is pressure from the society in the form of Nepal. Furthermore Burroughs (2013), states that the importance of social status in decision-making can vary depending on cultural values, individual aspirations for decision.

This suggests that individuals' perceptions and decisions are influenced by their social status. The data strongly indicates that social status is highly influential in decision-making processes.

Many respondents identified it as extremely significant, highlighting its importance in shaping their choices. The research by Hwang and Lee (2016), further supports the impact of social status on decision-making, providing valuable insights for understanding this social status for opting abroad.

#### 4.5 Influenced due to Network.

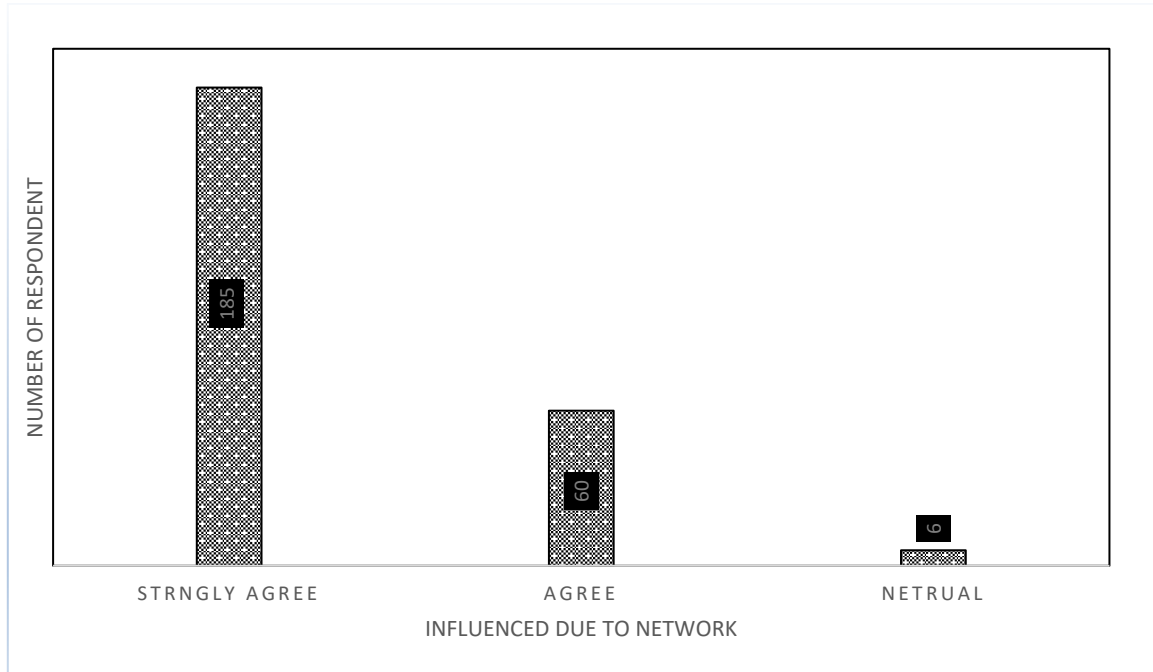


Figure 3: Showing respondents Influenced due to network.

Most respondents, 73%, expressed a strong belief that studying abroad would enable them to broaden their network and help them to gain important professional connections. This indicates a widespread recognition of the potential networking benefits associated with studying abroad.

As per Zahra (2014), supports this viewpoint, which highlights that studying abroad provides students with a unique opportunity to create global networks and form connections with individuals from diverse cultural backgrounds. These connections can significantly enhance their prospects for success in the future workplace.

Additionally, Boekhorst (2015), states that importance of participating in academic, cultural, and social activities while studying abroad such activities facilitates networking with local and foreign peers, professors, and professionals, which expanding one's professional network. The networking opportunities open to Chinese students influence their decision to study abroad it is often believed that Chinese students who study abroad are able to expand their social and professional networks outside their country, engage with students from other cultures, and develop a global worldview, Furthermore, they may develop valuable connections with internationally peers, providing them with a network of contacts and resources. These relationships can help them develop in their careers and offer doors to opportunities both in China and overseas. Furthermore, studying overseas allows Chinese students to work together and conduct research with experts and scholars in their fields of interest and in general, possibilities for networking abroad have significant effects on Chinese decisions. Furthermore, the connections made during study abroad experiences can open doors to global employment opportunities,

partnerships, and knowledge networks, leading to long-term professional success (Galen 2013). Considering these points, the data strongly suggests that studying abroad offers significant networking advantages. Most respondents believe in the potential for broadening their network and building important professional connections through this experience.

#### 4.5 Economic factors that Influence Abroad

Table 3: Showing Response Category

Response Category	Part Time Work	Better Employment	Financial and Investment
Strongly Agree	87	101	61
Agree	121	102	146
Neutral	44	49	45

1. Part-Time Work: A significant number of respondents strongly agreed (87) and agreed (121) that studying abroad provides opportunities for part time work. This aligns with research that highlights the value of part-time work in gaining practical experience and supplementing finances (Arkoudis, 2013).

2. Better Employment: The data shows that a considerable number of respondents strongly agreed (101) and agreed (102) that studying abroad leads to better employment prospects. As per Wilkins (2015), studying abroad enhances employability by developing a global perspective, intercultural competencies, and adaptability.

3. Financial and Investment: Many respondents strongly agreed (61) and agreed (146) that studying abroad is a worthwhile financial investment. This corresponds with research indicating that studying abroad can offer financial benefits such as expanded career opportunities and higher earning potential (British Council, 2017).

According to Cheung (2015), a significant factor for Chinese students studying abroad is the opportunity to work after their studies and find employment overseas, which constitutes 19.19% of their motivation. The economic benefits of securing more financially rewarding employment in the host country serve as the primary driver for their decision to pursue education, residency, and work opportunities abroad.

The data shows that studying abroad has numerous benefits it provides opportunities for part-time work, enhances employment prospects, and is seen as a worthwhile financial investment. These advantages contribute to personal, professional, and financial growth, making studying abroad an attractive choice for individuals seeking diverse experiences and valuable opportunities.

#### 4.6 Part Time Work

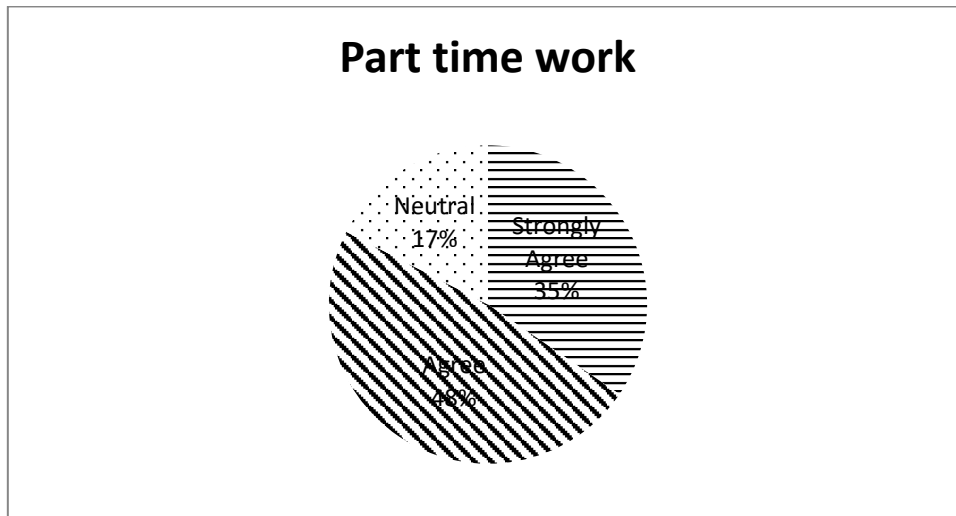


Figure 4: Number of respondents of part time workers

The data shows that many of respondents strongly agreed (35%) and agreed (48%) that studying abroad provides opportunities for part-time work. This indicates a widespread belief among students that they can engage in part-time work while pursuing their education abroad.

Part-time work during study abroad has the potential to provide various benefits, such as gaining practical experience, supplementing finances, and enriching the overall experience (Smith, 2011). The trend of Nepalese students relocating from Nepal to other countries is on the rise. Similarly, the decision to leave one's home country can be driven by factors such as maintaining social status, improving career prospects, and financial considerations (Abdullaeva, 2020). Engaging in part-time work enables students to acquire valuable skills, alleviate the financial burdens associated with studying abroad, and immerse themselves in the host country's culture. Australia has become an attractive destination for students due to the current relaxation of restrictions on working hour limits for student visas, which are now unlimited compared to the previous limit of around 20 hours per week. This change, combined with Australia's temporary labor shortage, has further motivated students to seek part-time employment opportunities in the country. These findings highlight the numerous opportunities for part-time work that studying abroad presents, contributing to students' personal, professional, and cultural development.

#### 4.7 Better Employment than Home Country

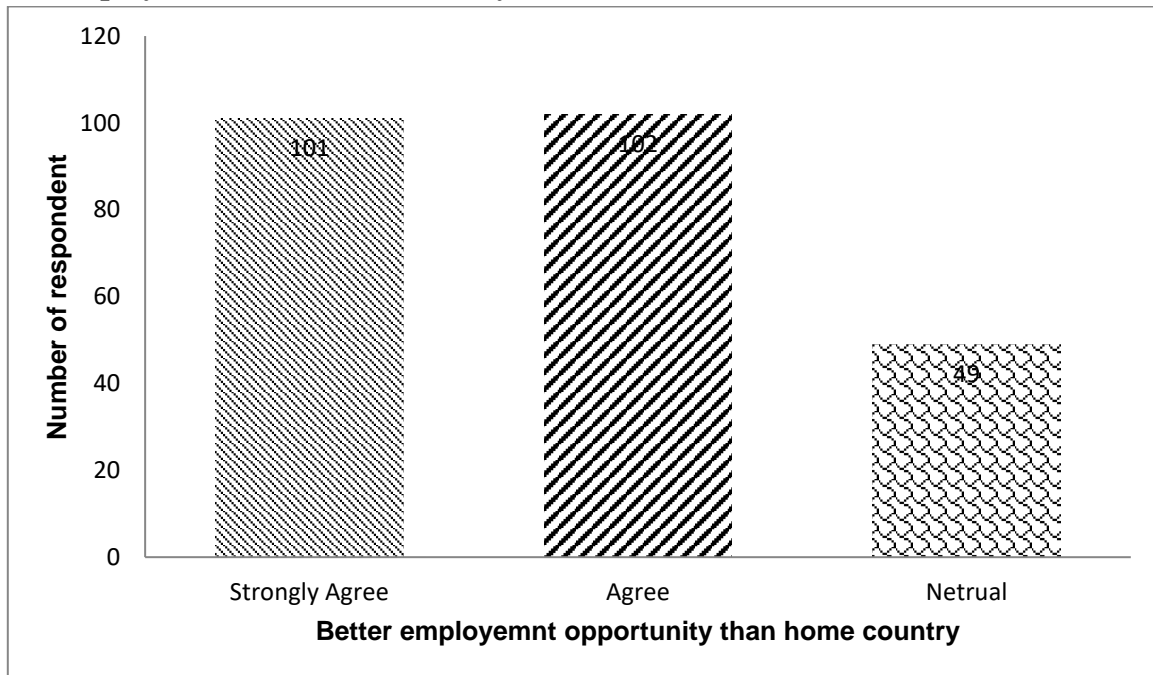


Figure 5: Respondents to better employment than home

Most respondents (101) strongly agreed or agreed that studying abroad can lead to better employment prospects compared to their home country. This indicates a positive perception among the participants regarding the potential for enhanced career opportunities and professional growth through studying abroad.

Studying abroad offers Nepalese students the opportunity to immerse themselves in a diverse and global job market, providing them with valuable exposure to international job opportunities and insights into different industries and work cultures. Additionally, studying abroad equips Nepalese students with a wide range of skills highly sought after by employers, including cross-cultural communication, adaptability, independence, and problem-solving skills (Marginson, 2013). These skills enhance their competitiveness in the job market and improve their prospects for employability. Similarly, Chinese students choose to pursue their education overseas, and when selecting an international study destination like Australia, they prioritize future employment prospects (Xu, 2018).

The analysis of various publications reveals that a significant proportion of individuals who have returned from studying in Australia experience favorable work outcomes and enjoy positive career progression. Regardless of the institution from which they obtained their higher education degrees in Australia, these individuals have access to better employment opportunities and increased chances of promotion. This suggests that studying abroad is widely regarded as a pathway to improved employment prospects for students. The exposure to the global job market, development of enhanced employability skills, expansion of professional networks, and exposure to diverse work environments all contribute to the belief that studying abroad offers enhanced career opportunities that surpass what may be available in their home country.

#### 4.8 Finance for Investment

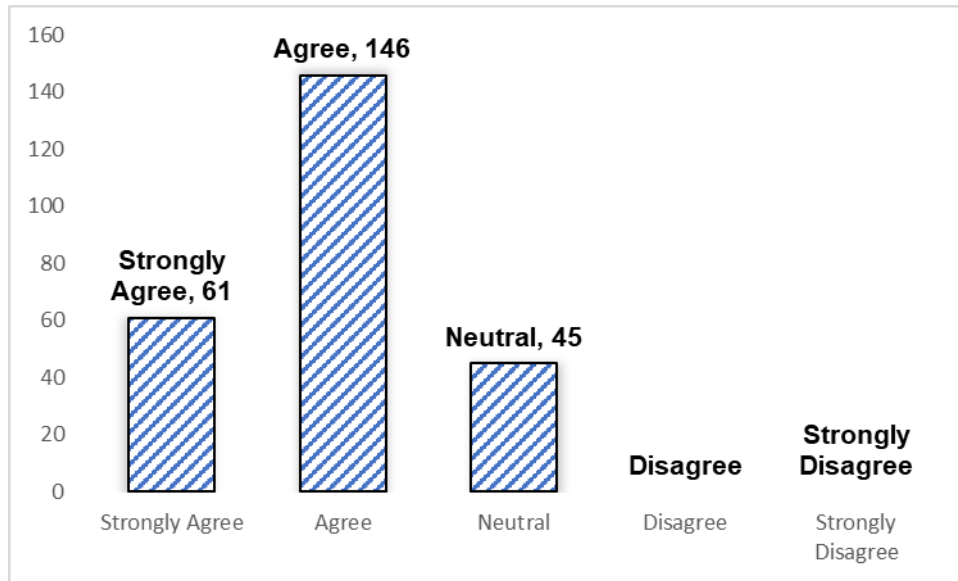


Figure 6: Showing Respondents influence for financial Investment.

Many respondents (82%) either strongly agreed or agreed that studying abroad provides financial and investment benefits. This suggests that many students believe that studying abroad can have a positive impact on their financial situation and potentially lead to long term investment opportunities. One of the factors influencing this perception could be the influence of individuals who are already abroad and investing in their home country.

Many students observe their peers, friends, or family members who have studied abroad and are now engaging in activities such as buying land, building houses, or starting businesses in their home country. This serves as a compelling example for other students considering studying abroad.

Moreover, the expansion of multinational companies, global markets, and the demand for professionals with international exposure create favorable conditions for students who have studied abroad. These individuals possess a unique skill set, cross-cultural competency, and a global perspective, making them attractive to employers and increasing their chances of securing better-paying jobs (Kapoor, 2016).

Additionally, studying abroad can also provide access to networks and connections that can be valuable for future investment opportunities. Building relationships with international peers, professors, and professionals during study abroad programs can open doors to global partnerships, knowledge networks, and potential investors, further enhancing students' prospects for financial and investment success (Galen, 2013).

As per Singh and Joshi (2018), they have stated that international education can provide access to better paying jobs and higher income potential, allowing individuals to recover their investment in education. They also emphasize that some countries offer post-study work opportunities and pathways to permanent residency, enabling students to recollect their financial investment through employment abroad. Additionally, education loans and scholarships available for students studying abroad can ease the financial burden and make international education more affordable, further influencing students' decision to pursue studies abroad. The data suggests that a significant number of respondents perceive studying abroad as a pathway to financial and investment benefits. This perception is influenced by



witnessing individuals who have studied abroad and are now investing in their home country. Furthermore, the global demand for professionals with international exposure and the networking opportunities provided during study abroad contribute to the positive perception of financial advantages associated with studying abroad.

#### 4.9 Earn more money.

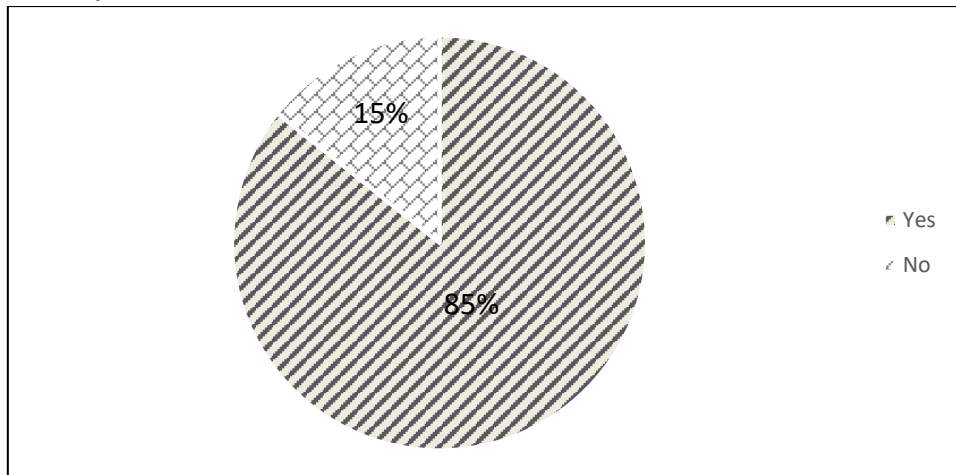


Figure 7: Showing no. of respondents on studying abroad and to earn money.

Many respondents (85%) stated that the prospect of a higher income played a role in their decision to pursue to study abroad. This suggests that financial considerations, specifically the desire to earn more money, strongly influenced their decision-making process.

When it comes to studying abroad to earn money, there are several key factors to consider:

1. Higher Earning Potential: Studying abroad often opens opportunities for higher earning potential. By acquiring an international degree and gaining exposure to different markets and industries, individuals can position themselves for better-paying job opportunities (Li, 2018).
2. Enhanced Skill Set: Studying abroad can equip students with valuable skills that are in demand in the global job market. The experience of living and studying in a different country fosters cultural intelligence, adaptability, language proficiency, and cross-cultural communication skills, all of which are highly valued by employers (ICEF, 2020).
3. Networking Opportunities: Studying abroad allows students to build a global network of contacts, which can be instrumental in securing job opportunities and establishing business connections in the future. Networking with international peers, professors, and professionals expands one's professional connections and increases the likelihood of finding lucrative employment prospects (Han et al., 2019).

Studying abroad can lead to improved earning potential. For instance, Many Indian students opted for Australia as a study location because of the prospects for earnings while studying. Because Australia's regulations allow international students to work part-time, Indian students may support themselves financially while studying Part-time jobs in Australia also gives Indian students practical work experience, exposure to Australian work culture, and the chance to learn valuable skills Furthermore, earning money through part-time job improves Indian students' personal and professional development while also allowing them to travel about Australia and its nearby regions. Overall, the possibility to make money while studying in Australia influences many Indian students to choose Australia as their

study location. A study by Conway (2018), found that graduates who studied abroad reported higher salaries and better job prospects compared to their counterparts who did not have international study experience. Furthermore, the Institute of International Education (2019), states that students who study abroad have higher employment rates and earn higher salaries after graduation. The data indicates that the desire to earn a higher income significantly influences the decision to study abroad. The potential for higher earning potential, access to a global job factor that attracts individuals seeking financial growth through studying abroad.

**4.10 Respondent potential for job and earning opportunities.**

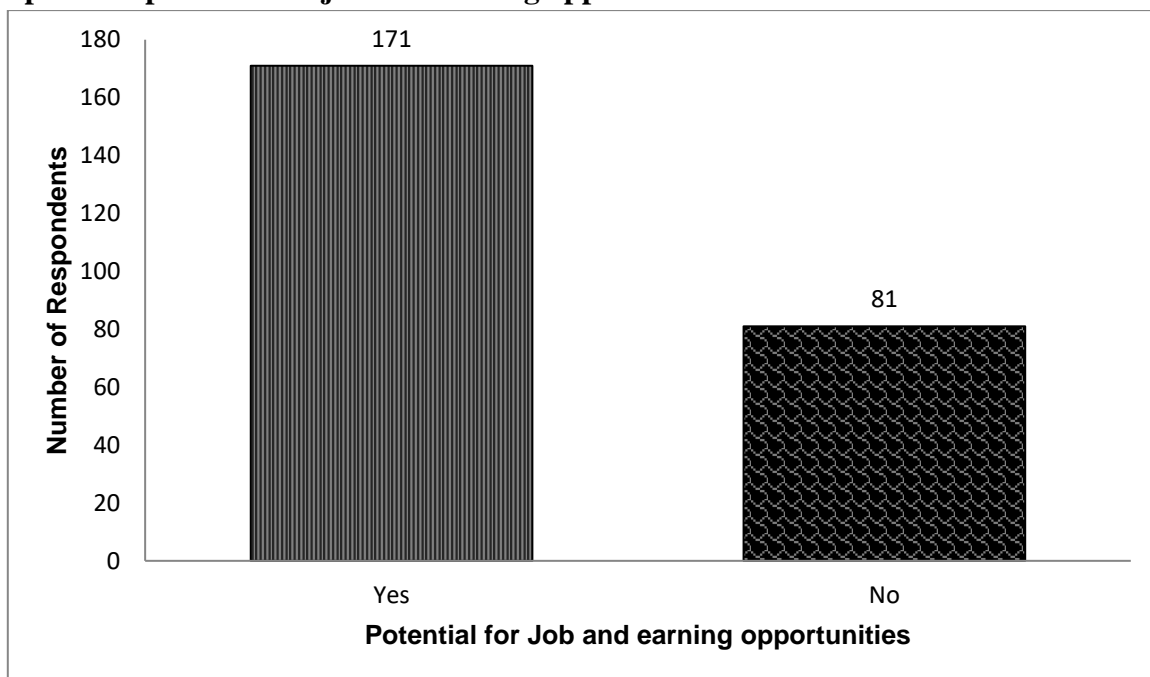


Figure 8: Showing respondents influenced by potential of job opportunities.

According to the data, a significant number of respondents 81 explored the potential salaries and employment opportunities in their study destination before deciding to go abroad. This suggests that students are positive in learning about the employment opportunities abroad and regard it as a crucial factor when making their study abroad decisions. Sharma (2009) stated that with more job opportunities, higher pay, better education, and other benefits One is encouraged to move to a developed area. According to the Nepal Migration Yearbook (2008), the availability of better prospects in terms of education, work, money, and quality of life draws students abroad.

With most students 171 citing, it as a deciding factor, the potential for a higher income is a significant consideration for students choosing to study abroad. Before making their choice, a sizeable percentage of students (68%) considered the potential earning potential and job market in the country where they planned to pursue their studies. This shows a positive approach to learning about economic prospects abroad.

The findings highlight the importance of economic aspects, like income potential and employment prospects, in determining students' choices to study abroad. It implies that students see studying abroad to improve their financial situation and open more lucrative employment opportunities.

Economic factors influencing the decision to study abroad, and the research conducted on the potential earnings and job market abroad Economic Factors Influencing the Decision to Study. The possibility of earning a better income is a significant factor in students' decision to study abroad. As per Kim (2019), students from developing countries, such as Nepal and India, often prioritize the potential for higher future income as a primary motivation for studying abroad. International education is perceived as a pathway to improved earning potential and career opportunities.

According to a study by Zhang (2017), studying abroad can enhance graduates' employability and lead to higher salaries compared to those who complete their education in their home countries. Economic factors play a crucial role in student decision for choosing to study abroad. As per Ramachandran (2015), states that economic considerations, including the potential for better income and job prospects, are key drivers for students from countries like India in their decision to study abroad.

Researching the job market abroad is an essential aspect of the decision-making process. In a study by Maqsudova (2016), it was found that students from India actively explore the job market and potential earning opportunities before finalizing their decision to study abroad. Knowledge of the potential earning and job market abroad influences students study destination choices. A research article by Thakur (2017), states that students often select study destinations based on their perception of higher income potential and better job market prospects, as they view it as a crucial factor in their career development.

#### **4.11 Perception Influencing Abroad**

##### **Economic Benefits and Career Opportunities**

Many respondents expressed a desire for better job opportunities, higher earning potential, and a better future. Studying abroad is seen as a pathway to access advanced research facilities, specialized academic programs, and exposure to diverse industries and markets. Students anticipate enhanced employment prospects, access to scholarships and financial aid, and the potential for career networking.

There is a perception that studying abroad can lead to a higher quality of education, exposure to new teaching methods, and learning from renowned professors.

A study by Arkoudis (2018), found that students often choose to study abroad to gain a competitive edge in the job market, access better career opportunities, and enhance their earning potential. International students are motivated by the prospect of a better future, improved employability, and the desire to develop cross cultural communication skills.

##### **Social Experiences and Exploration**

Students express a strong interest in exploring new Society, traditions, and languages, as well as developing an appreciation for diversity. They value the opportunity to engage in international community service, experience different work cultures, and participate in global advocacy and activism. Exposure to diverse art, music, cuisine, and sports is also seen as a significant motivation. According to Byram (2018), emphasizes the importance of social experiences and exploration for students studying abroad, including exposure to different art forms, cuisine, and cultural heritage. According to a study by Pike and Selby (2018), students seek opportunities for personal and social transformation through engaging with diverse cultures, participating in international volunteer work, and developing cross-cultural communication skills.

#### **4.12 Country being influenced.**

Studying abroad offers numerous advantages, and countries like Australia, the United Kingdom, and Canada are popular destinations for international students. These countries provide excellent educational opportunities, cultural diversity, and a welcoming environment for students from around the world.

Australia is known for its high-quality education system, offering a wide range of courses and programs across various disciplines. Studying in Australia exposes students to a multicultural society, providing opportunities to interact with people from diverse backgrounds and gain a broader perspective. Additionally, the country's job opportunities for part-time work while studying can support students financially and provide valuable practical experience.

The United Kingdom boasts prestigious universities renowned for their academic excellence and research contributions. Studying in the UK not only offers a top-notch education but also exposes students to a rich cultural heritage and vibrant arts scene. The country's global connectivity provides networking opportunities and exposure to various industries, enhancing career prospects.

Canada, too, has an exceptional education system with internationally recognized universities and colleges. It offers a safe and welcoming society, consistently ranking as one of the safest countries in the world. Studying in Canada provides opportunities for personal growth, exposure to diverse cultures, and access to breathtaking natural landscapes. Moreover, the country's post-study work opportunities allow students to gain valuable work experience and potentially transition to permanent residence.

When deciding where to study abroad, it's important to consider personal preferences, academic goals, financial considerations, and career aspirations. Each country offers unique advantages that can enrich the educational experience and contribute to personal and professional growth.

#### **5.1 Conclusion**

To conclude, this study focused on understanding the factors that influence NRC students' perceptions of studying abroad, particularly in terms of social and economic factors. The research revealed that these Economical factors play a significant role in shaping how NRC students view studying abroad. Socially, the study found that NRC students' perceptions are influenced by their peers, cultural norms, and societal expectations. Exposure to different cultures and the potential for personal growth were also important factors that influenced their positive views on studying abroad. Economically, the cost of education, availability of scholarships, part time job, career prospects, and return on investment were key considerations for NRC students. Affordability and financial stability were important factors that affected their decision-making process. By understanding and addressing these factors, educational institutions and policymakers can create an environment that encourages NRC students to pursue their dreams of studying abroad. This will not only benefit the students personally but also contribute to their growth and the development of society.

#### **Recommendation**

This study provided an understanding of the factors that influence Norbuling Rigter College (NRC) students' perception of studying abroad, particularly in terms of social and economic factors. However, there are various areas that future scholars could explore to increase the understanding of this problem. For example, studying about an ongoing research project would provide useful insights into how NRC students' perspectives of studying abroad change over time. Researchers can identify changes or trends in their perceptions and examine the factors that contribute to these changes by describing their

perception and experiences over time. This study provided an understanding of the factors that influence Norbuling Rigter College (NRC) students' perception a comparison study with students from different colleges or locations would provide a more comprehensive understanding of the factors influencing their perceptions of studying abroad.

Based on the findings of this study, several recommendations and solutions can be recommended to address the concerns raised by students influenced to study abroad. Firstly, it is crucial to strengthen local educational institutions by investing in resources, improving infrastructure, and developing relationships with international institutions to enhance the quality of education and opportunities. This will help ease the brain drain and minimize the financial impacts on local institutions. Secondly, creating economic opportunities within Bhutan is essential to reduce the economic consequences of studying abroad. This can be achieved by promoting entrepreneurship, attracting foreign investment, and providing incentives for skilled individuals to contribute to the local economy upon their return. Additionally, strengthening local education systems by training and retaining qualified educators, updating curricula, and supporting research and innovation will help reduce dependence on foreign education systems. Furthermore, establishing full support programs for returnees, including job placement assistance, mentorship programs, and opportunities for career advancement, can encourage students to return and contribute to the development of the country. Lastly, policymakers should develop long-term strategies and policies that address the concerns raised by students influenced to leave to study abroad, including motivations for students to return.

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