

Factors Influencing Students Moving Abroad for Higher Studies: A Case of Nepal

Madhuri Kushwaha*

Abstract

This study examines the factors influencing students moving abroad for higher studies: A case of Nepal. Decision to study abroad is the dependable variable. The independent variables are quality of education, societal pressure, quality of life, financial security and peer group. The primary source of data is used to assess the opinions of the respondents regarding the factors influencing students moving abroad for higher studies: A case of Nepal. The study is based on primary data of 141 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation coefficients and regression models are estimated to test the different factors influencing students moving abroad for higher studies in case of Nepal.

The result shows that quality of education is positively correlated to decision to study abroad. It means that increase in quality of education leads to increase in decision to study abroad. Similarly, there is a positive relationship between societal pressure and decision to study abroad. It means that increase in societal pressure leads to increase in decision to study abroad. Likewise, quality of life has a positive relationship with decision to study abroad. It shows that increase in quality of life leads to increase in decision to study abroad. Furthermore, there is a positive relationship between financial security and decision to study abroad. It indicates that increase in financial security leads to increase in decision to study abroad. Moreover, peer group has a positive relationship with decision to study abroad. It indicates that increase in positive peer group influence leads to increase in decision to study abroad.

Keywords: decision to study abroad, quality of education, societal pressure, quality of life, financial security, peer group

1. Introduction

Students moving abroad for higher studies refers to individuals who choose to pursue their post-secondary or postgraduate education in a foreign country, away from their home nation. This decision is typically motivated by the desire for better educational opportunities, exposure to different cultures, enhanced career prospects, and access to specialized programs or institutions not available locally. Globalization is driving the increasing internationalization of higher education. Kehm (2016) stated that the primary drivers for students seeking higher education abroad is the superior quality of education offered by international institutions. Renowned universities in countries like the United States, the United Kingdom, and Canada often provide cutting-edge research opportunities, advanced academic curricula, and world-class faculty. Similarly, Findlay *et al.* (2012) concluded that the students moving abroad for higher studies can significantly enhance a student's career prospects. Students gain access to global networks, acquire cross-cultural communication skills, and benefit from exposure to international job markets. Anderson (2013) stated that studying abroad offers a rich cultural experience that contributes to a student's personal development. It promotes cross-cultural understanding, adaptability, and independence. By interacting with peers from different backgrounds, students develop global citizenship, which has become increasingly important in the interconnected world of the 21st century.

Chen (2007) analyzed that the East-Asian students' choice of Canadian graduate schools. The study stated that the financial challenges are one of the most significant barriers to studying abroad. The study also found that tuition fees, cost of living, and travel expenses

* Ms. Kushwaha is a Freelance Researcher, Kathmandu, Nepal.

can place a heavy financial burden on students and their families and many international students seek scholarships, grants, or student loans to mitigate these costs. Similarly, Sullivan (2013) studied that the immigration and international students: A comparative analysis. The study argued that countries that offer favorable immigration policies, such as post-study work opportunities or pathways to permanent residency, are more attractive to students. Likewise, Mazzarello and Soutar (2002) examined that the push-pull in international student destination choice. The study revealed that the political and economic stability of a country plays a critical role in determining the attractiveness of that country to potential international students. The study also showed that students tend to choose countries with stable governments, low crime rates, and strong economies, as these factors ensure a safer, more predictable living environment during their studies. Further, Olson and Green (2011) evaluated that the family decision-making in international student mobility. The study found that the family influence plays a significant role in the decision to study abroad, as families often provide financial and emotional support. The study also showed that the decision may also be influenced by the desire for students to achieve international qualifications, gain global exposure, and secure better career opportunities. Moreover, Cummings and Choi (2020) ascertained that the technological advancements in global education. The study demonstrated that the rise of online education has allowed students to access courses from prestigious international institutions without leaving their home countries. However, the study also showed that the immersive experience of physically studying abroad offers social interactions, networking opportunities, and hands-on learning that cannot be fully replicated online. Additionally, Carter and North (2019) evaluated that the global student identity: Understanding the psychological drivers of study abroad decisions. The study originated that international education is often seen as a means of shaping a global identity, one that aligns with students' aspirations for personal and professional development.

Soutar and Turner (2002) investigated that the students' preferences for university: A conjoint analysis. The study argued that the studying in well-established global institutions often leads to internationally recognized qualifications, making it easier for students to pursue careers in both their home country and abroad. Similarly, Findlay (2012) studied that the ever reluctant Europeans? The changing geography of student migration within Europe. The study stated that the countries like the U.S., Canada, and Australia offer students the opportunity to work after graduation through special visas or post-study work permits. Likewise, Anderson (2013) analyzed that the cultural and intercultural dimensions of international education. The study found that the students who study abroad are exposed to different worldviews, lifestyles, and attitudes, helping them develop a more holistic perspective on global issues. Further, Chen and Barnett (2017) examined that the role of education in enhancing the career opportunities of international students. The study revealed that many countries and universities offer financial assistance or scholarships to international students, which can significantly reduce the overall cost of studying abroad. For instance, countries like Canada, Germany, and Australia offer various scholarship opportunities to attract international talent. Moreover, Mazzarello and Soutar (2002) assessed that the international market for students: The role of marketing in attracting students. The study showed that the economically stable countries are not only attractive for education but also for potential career opportunities. The study also found that students may choose countries with robust economies as they are more likely to offer post-graduation job opportunities in high-demand sectors. Additionally, Johnson and Hall (2021) ascertained that the international student support services and their impact on student success abroad. The study revealed that students who have access to

such support are more likely to have a positive study abroad experience and perform better academically.

Kealey (2001) studied that sociocultural adaptation and the international student experience. The study demonstrated that many students report a boost in self-confidence after studying abroad. The study also showed that the challenges of adapting to a new environment, overcoming obstacles, and achieving academic success in a foreign country help students build resilience and confidence in their abilities. Similarly, Findlay (2002) evaluated that the international migration of students: What we know and what we need to know? The study revealed that the countries with political unrest or limited academic freedom may push students to seek education in more stable and democratic nations. Likewise, Jackson (2008) investigated that the globalization and the internationalization of education. The study found that the many students view studying abroad as an opportunity to build life skills such as resilience, critical thinking, and time management. Further, Ying (2020) examined that the impact of social media on student decision-making for studying abroad. The study argued that the rise of Instagram influencers and student bloggers has also contributed to the growing trend of study abroad, as students trust their peers' experiences and perspectives over official institutional materials. Moreover, Börner *et al.* (2021) studied that the social mobility and higher education: The role of international study. The study highlighted that international education can offer individuals from lower socio-economic backgrounds a better chance at entering higher-paying and more prestigious professions. However, Li *et al.* (2019) examined that the role of government scholarships in Chinese students' decision to study abroad. The study showed that educational reforms in both sending and host countries have influenced student decisions by making studying abroad a more viable and attractive option. Additionally, Jiang *et al.* (2021) assessed that the regional diversification in international student mobility: Emerging trends in Asia. The study found that students from developing countries are increasingly looking to study in neighboring regions due to affordability, proximity, and the ability to stay within culturally familiar settings.

In the context of Nepal, Poudel (2015) analyzed that the impact of higher education abroad on students from Nepal: Motivations and challenges. The study stated that the Nepalese students often choose to study abroad to pursue specialized programs not available in Nepal. For instance, programs in niche fields such as biotechnology, environmental sciences, or artificial intelligence are more readily accessible in developed countries, offering Nepalese student greater academic opportunities. Similarly, Dhungana (2018) examined that the challenges and opportunities of Nepali students studying abroad: An economic perspective. The study showed that the biggest hurdles for Nepalese students studying abroad is the high cost of tuition and living expenses. Despite this, many students and their families are willing to make financial sacrifices for the perceived better future prospects. Likewise, Sharma (2016) investigated that the career prospects and international education in Nepal: A case study of Nepalese students in Australia. The study revealed that the many countries, such as Canada and the U.K., offer post-graduation work permits, which provide international students with opportunities to gain work experience abroad after completing their studies. This experience is highly valued both internationally and in Nepal. Further, Ghimire (2015) assessed that the political instability and its impact on student migration: The Nepal case. The study demonstrated that the immigration policies of the host countries, including visa regulations and work permits, can either encourage or deter Nepalese students. Countries with flexible visa policies, such as Canada and Australia, are popular choices for Nepalese

students. A strict immigration policy may discourage some from considering a particular country. Moreover, Bhandari (2019) studied that the mental health and well-being of Nepalese students studying abroad: Challenges and solutions. The study indicated that the stresses of living in a new country can impact students' mental health, and institutions that offer robust support systems for mental health are more appealing to international students. Additionally, Neupane (2017) ascertained that the social and cultural dimensions of studying abroad: A study of Nepalese students. The study found that the Nepalese students often seek international exposure to experience different cultures and lifestyles, which broadens their worldview. Many students also see studying abroad as a way to gain better social status and increase their global awareness.

The above discussion shows that the empirical evidences vary greatly across the studies concerning the factors influencing student moving abroad for higher studies. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The main objective of the study is to analyze the factors influencing students moving abroad for higher studies: A case of Nepal. Specifically, it examines the effect of quality of education, societal pressure, quality of life, financial security and peer group on students' decision to study abroad in Nepal.

The remainder of this study is organized as follows. Section two describes the sample, data and methodology. Section three presents the empirical results and the final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data. The data were gathered from 141 respondents through questionnaire. The respondents' views were collected on quality of education, societal pressure, quality of life, financial security, peer group and decision to study abroad. This study is based on descriptive as well as casual comparative research designs.

The model

The model used in this study assumes that decision to study abroad depends upon the various influencing factors. The dependent variable selected for the study is decision to study abroad. Similarly, the independent variables are quality of education, societal pressure, quality of life, financial security and peer group. Therefore, the model estimated in this study is stated as follows:

$$DSA = \beta_0 + \beta_1 QE + \beta_2 SP + \beta_3 QL + \beta_4 FS + \beta_5 PG + e$$

Where

DSA = Decision to study abroad

QE= Quality of education

SP = societal pressure

QL= Quality of life

FS= financial security

PG=Peer group

Decision to study abroad was measured using a 5-point Likert scale where respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “I am seriously considering studying abroad for my higher education”, “I have made a decision to pursue my higher studies abroad in the near future” and so on. The reliability of the feature was measured by computing the Cronbach’s alpha ($\alpha = 0.914$).

Quality of education was measured using a 5-point Likert scale where respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “I believe that universities abroad offer a better quality of education compared to those in Nepal”, “Foreign universities provide more specialized and advanced academic programs than those available in Nepal” and so on. The reliability of the feature was measured by computing the Cronbach’s alpha ($\alpha = 0.891$).

Societal pressure was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “My family expects me to study abroad to have a successful career”, “Society often views students who study abroad as more successful and accomplished” and so on. The reliability of the feature was measured by computing the Cronbach’s alpha ($\alpha = 0.916$).

Quality of life were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “I believe the quality of life in foreign countries (e.g., healthcare, safety, living standards) is much better than in Nepal”, “Studying abroad would provide me with better personal and professional development opportunities due to the higher quality of life” and so on. The reliability of the feature was measured by computing the Cronbach’s alpha ($\alpha = 0.911$).

Financial security was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “I believe that scholarships and financial aid make studying abroad financially feasible for me”, “The cost of living abroad is a significant factor in my decision to study abroad” and so on. The reliability of the feature was measured by computing the Cronbach’s alpha ($\alpha = 0.905$).

Peer group was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Many of my friends or peers have studied abroad, which has influenced my decision to consider studying abroad”, “I feel motivated to study abroad because I want to be part of the international student community that my peers belong to” and so on. The reliability of the feature was measured by computing the Cronbach’s alpha ($\alpha = 0.916$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Quality of education

The quality of education refers to the effectiveness and overall value of the educational

experience in helping students achieve meaningful learning outcomes. The quality of education has several positive aspects that contribute to personal, societal, and global development. Maringa and Carter (2007) pointed that the Quality education abroad often translates to better career prospects. Graduates from reputable universities abroad benefit from global networks, internship opportunities, and connections with industry leaders. Similarly, Tremblay (2005) found that high-quality education abroad includes strong social and cultural support for international students. Such systems help students adapt to the new academic and cultural environment, thus improving their overall educational experience. Likewise, Teicher (2004) revealed quality education abroad provides access to research funding, advanced laboratories, and opportunities to collaborate with global experts, making it a compelling factor for students in fields like science, technology, engineering, and mathematics (STEM). Moreover, Findlay *et al.* (2006) found that financial factors are critical in the decision to study abroad, and the quality of education plays a significant role in making it affordable. Based on it, this study develops following hypothesis:

H₁: There is a positive relationship between quality of education and decision to study abroad.

Societal pressure

Societal pressure refers to the influence or expectations that society places on individuals to conform to certain behaviors, values, or norms. This pressure can come from various sources, including family, peers, media, institutions, and cultural traditions. Riazi *et al.* (2019) found that as peer networks increasingly include students who have studied abroad, the pressure to follow suit intensifies. Students often feel that they will be left behind if they do not follow the trend, leading them to pursue international education, even if they have other options. Similarly, Chen (2016) showed that social prestige is a key driver for many students in non-Western countries to pursue education abroad. Likewise, Souto-Otero *et al.* (2017) argued that parental expectations often prioritize international education as a pathway to upward social and economic mobility. This pressure is deeply embedded in the family structure and cultural expectations, reinforcing the belief that a foreign education guarantees greater success. Moreover, Kinsella (2019) highlighted that students who pursue international education under societal pressure often experience heightened stress and anxiety due to the pressure to perform and conform to external expectations.

Based on it, this study develops following hypothesis:

H₂: There is a positive relationship between societal pressure and decision to study abroad.

Quality of life

Quality of life refers to the general well-being of individuals and societies, encompassing various aspects of life that contribute to happiness, health, and fulfillment. The quality of life (QOL) in a host country is one of the key factors influencing students' decisions to study abroad. QOL includes various aspects such as living standards, safety, healthcare, cultural environment, economic opportunities, and overall well-being. Mazzarello and Soutar (2002) found that students from developing nations often perceive studying abroad as a pathway to a better standard of living and identified that the availability of better economic opportunities abroad, including higher wages and career prospects, plays a critical role in motivating students to study abroad. Similarly, Chen (2016) emphasized that the perceived quality of healthcare and safety in foreign countries is one of the significant factors that influence international students' decisions. Furthermore, Jiang *et al.* (2021) revealed that

students from developing countries are increasingly looking to study in neighboring regions due to affordability, proximity, and the ability to stay within culturally familiar settings. Based on it, this study develops following hypothesis:

H₃: There is a positive relationship between quality of life and decision to study abroad.

Financial security

Financial security refers to a state in which an individual or household has sufficient income, savings, and resources to meet their financial needs and goals both now and in the future. It means having a stable financial foundation that provides peace of mind and reduces stress related to money. Sallis and Boyles (2022) found that financial security is one of the primary barriers to international education. Many students may desire to study abroad but are constrained by their financial situation. Without financial security, students might not even consider studying abroad, especially given the rising costs of education. Similarly, Mazzarello and Soutar (2002) pointed that financial security directly influences the choice of destination. Countries like the United States, the United Kingdom, Australia, and Canada are popular study destinations, but they also have some of the highest tuition fees and living expenses. Additionally, financial security allows students to choose destinations based on academic programs and personal preference rather than cost constraints. Likewise, Brooks and Waters (2010) pointed that Students with financial security often have the ability to plan their finances long-term, enabling them to choose study programs that fit their academic and professional goals without being limited by cost. Based on it, this study develops following hypothesis:

H₄: There is a positive relationship between financial security and decision to study abroad.

Peer Group

A peer group refers to a social group consisting of individuals who share similar characteristics, interests, age, or social status. Peer groups are often important during different stages of life, especially during childhood, adolescence, and young adulthood. Mazzarello (2002) pointed that peer groups are powerful social influencers, particularly in contexts where students may be uncertain about venturing abroad. Similarly, Perkins and Neumayer (2014) found that when peers highlight the benefits of studying abroad, such as personal growth, academic development, or enhanced career prospects, this can positively influence others in the group to consider similar paths. Peer experiences act as a reference point, making the idea of studying abroad more tangible and less intimidating. Likewise, Liu (2020) demonstrated that when students know that others in their circle are also considering or already studying abroad, they may feel more comfortable taking the leap themselves. Peer groups provide a sense of security and reassurance, reducing anxiety associated with moving to a foreign country. Based on it, this study develops following hypothesis:

H₅: There is a positive relationship between peer group and decision to study abroad.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with means and standard deviations have been computed, and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent and independent variables. The correlation coefficients are based on 141 observations. The dependent variable is DSA (Decision to study abroad). The independent variables are QE (Quality of education), SP (Societal pressure), QL (Quality of life), FS (Financial security) and PG (Peer group).

Variables	Mean	SD	QE	SP	QL	FS	PG	DSA
QE	3.569	1.2060	1.000					
SP	3.243	1.3027	0.488**	1.000				
QL	3.3961	1.27105	0.576**	0.568**	1.000			
FS	3.363	1.2578	0.579**	0.617**	0.613**	1.000		
PG	3.350	1.2731	0.511**	0.543**	0.572**	0.652**	1.000	
DSA	3.349	1.2987	0.521**	0.561**	0.598**	0.615**	0.747**	1.000

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows the Kendall's Tau correlation coefficients of dependent and independent variables. The study shows that quality of education is positively correlated to decision to study abroad. It means that better quality of education leads to increase in decision to study abroad. Similarly, there is a positive relationship between societal pressure and decision to study abroad. It means that increase in societal pressure leads to increase in decision to study abroad. Likewise, quality of life has a positive relationship with decision to study abroad. It shows that increase in quality of life leads to increase in decision to study abroad. Furthermore, there is a positive relationship between financial security and decision to study abroad. It indicates that increase in financial security leads to increase in decision to study abroad. Moreover, peer group has a positive relationship with decision to study abroad. It indicates that increase in positive peer group influence leads to increase in decision to study abroad.

Regression analysis

Having indicated the Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it presents the regression results of quality of education, societal pressure, quality of life, financial security and peer group on students' decision to study abroad in Nepal.

Table 2

Estimated regression results of quality of education, societal pressure, quality of life, financials security and Peer group for moving abroad for higher studies

The results are based on 141 observations using linear regression model. The model is $DSA = \beta_0 + \beta_1 (QE) + \beta_2 (SP) + \beta_3 (QL) + \beta_4 (FS) + \beta_5 (PG) + e$, where the dependent variable is DSA (Decision to study abroad). The independent variables are QE (Quality of education), SP (Societal pressure), QL (Quality of life), FS (Financial security) and PG (Peer group).

Models	Intercepts	Regression coefficients of					Adj. R_bar ²	SEE	F-value
		QE	SE	QL	FS	PG			
1	0.819 (3.141) **	0.658 (10.275) **					0.429	0.9781	105.580
2	0.916 (4.699) **		0.754 (13.501) **				0.566	0.8530	182.288
3	0.589 (3.191) **			0.801 (15.732) **			0.639	0.7775	247.491
4	0.547 (2.944) **				0.809 (16.150) **		0.651	0.7647	260.499
5	0.547 (2.944) **					0.809 (16.140) **	0.651	0.7647	260.499
6	0.412 (1.865)	0.311 (4.136) **	0.564 (8.101) **				0.611	0.8072	110.331
7	0.263 (1.322)	0.110 (1.455)	0.316 (4.221) **	0.494 (5.945) **			0.689	0.7218	103.770
8	0.192 (0.101)	0.010 (0.136)	0.170 (2.189) *	0.371 (4.490) **	0.390 (4.409) **		0.726	0.6773	93.239
9	0.017 (0.111)	0.001 (0.010)	0.085 (0.085)	0.233 (3.479) **	0.052 (0.654)	0.626 (9.135) **	0.830	0.5337	136.833

Notes:

- i. Figures in parenthesis are t-values
- ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- iii. Decision to study abroad is the dependent variable.

Table 2 shows that the beta coefficients for quality of education are positive with decision to study abroad. It indicates that quality of education has a positive impact on decision to study abroad. This finding is consistent with the findings of Tremblay (2005). Similarly, the beta coefficients for societal pressure are positive with decision to study abroad. It shows that societal pressure has a positive impact on decision to study abroad. This finding is consistent with the findings of Chen (2016). Likewise, the beta coefficients for quality of life are positive with decision to study abroad. It indicates that quality of life has a positive impact on decision to study abroad. This finding is similar to the findings of Mazzarello and Soutar (2002). Further, the beta for financial security are positive with decision to study abroad. It indicates that the financial security has a positive impact on decision to study abroad. This finding is similar to the findings of Sallis and Boyles (2022). Moreover, the beta coefficients for peer group are positive with student decision to study abroad. It indicates that peer group has a positive impact on decision to study abroad. This finding is similar to the findings of Liu (2020).

4. Summary and conclusion

Students moving abroad for higher studies refers to the decision of individuals to pursue their post-secondary education (such as undergraduate, graduate, or doctoral studies) in a country other than their own. This process typically involves students leaving their home country to attend educational institutions in foreign countries in order to obtain degrees, diplomas, or certifications in various fields of study. The decision to move abroad for higher studies in Nepal is influenced by a complex combination of academic ambitions, economic considerations, social pressures, and personal goals. While financial factors like scholarships and job prospects are crucial, the desire for a higher quality of education, a better career path,

and greater cultural experiences also play a significant role in shaping the choices of students. Furthermore, the broader political and social environment, along with the increasing influence of globalization, continues to encourage Nepalese students to seek educational opportunities in countries with more advanced systems and better career prospects.

This study provides insightful information regarding the factors influencing students moving abroad for higher studies: A case of Nepal. The study analyzes various significant variables that could impact decision to study abroad. These variables include how quality of education, societal pressure, quality of life, financial security and peer group students' decision to study abroad.

This study attempts to examine the factors influencing students moving abroad for higher studies. The study is based on primary data with 141 observations.

The major conclusion of the study is that quality of education, societal pressure, quality of life, financial security and peer group have a positive impact on decision to study abroad. The study also concludes that financial security is the most significant factor followed by peer group and quality of life that influence student moving abroad for higher studies in Nepal.

References

- Anderson, M. L. 2013. Cultural and intercultural dimensions of international education. *International Journal of Intercultural Relations* 37(3), 153-163.
- Bhandari, R. 2019. Mental health and well-being of Nepalese students studying abroad: Challenges and solutions. *Journal of Health and Education Research* 6(4), 75-90.
- Börner, S., L. Zhang, and M. Kim, 2021. Social mobility and higher education: The role of international study. *Journal of Educational Sociology* 21(4), 255-268.
- Brooks, R., and J. Waters, 2010. Student mobilities, migration and the internationalization of higher education. *Palgrave Macmillan* 11, 1-12.
- Carter, S., and D. North, 2019. The global student identity: Understanding the psychological drivers of study abroad decisions. *International Journal of Educational Psychology* 12(1), 70-84.
- Chen, L. H. 2007. East-Asian students' choice of Canadian graduate schools. *International Journal of Educational Advancement* 7(4), 271-300.
- Chen, L. H. 2016. Social Prestige and Education Abroad: The influence of societal norms on Chinese students. *Journal of International Education* 10(2), 45-60.
- Chen, X., and G. A. Barnett, 2017. The role of education in enhancing the career opportunities of international students. *Higher Education Quarterly* 71(3), 265-281.
- Cummings, M. L., and D. Choi, 2020. Technological advancements in global education. *Educational Technology Research and Development* 68(2), 311-325.
- Dhungana, R. 2018. Challenges and opportunities of Nepali students studying abroad: An economic perspective. *Nepalese Journal of Economics* 10(3), 45-56.
- Findlay, A. M. 2002. The international migration of students: What we know and what we need to know. *The International Migration Review* 36(3), 1064-1083.
- Findlay, A. M., R. King, A. Stam, E. Ruiz-Galises, and M. Ruiz, 2012. Ever younger, ever further? The changing geography of student mobility in the United Kingdom. *International Migration* 50(1), 22-45.

- Findlay, A. M., R. King, A. Stam, E. Ruiz-gel ices, and R. Tiemoko, 2012. Ever reluctant Europeans? The changing geography of student migration within Europe. *International Journal of Population Geography* 18(5), 548-565.
- Findlay, A., R. King, and A. Stam, 2006. The changing geography of international student migration: A global overview. *Population, Space and Place* 12(4), 299-318.
- Ghimire, A. 2015. Political instability and its impact on student migration: The Nepal case. *Political Science Review* 9(3), 54-68.
- Jackson, J. 2008. Globalization and the internationalization of education. *Higher Education Policy* 21(1), 57-72.
- Jiang, S., X. Yang, and C. Lee, 2021. Regional diversification in international student mobility: Emerging trends in Asia. *Journal of International Education* 39(4), 114-132.
- Johnson, L., and S. Hall, 2021. International student support services and their impact on student success abroad. *Journal of International Student Support* 10(3), 140-156.
- Kealey, D. J. 2001. Sociocultural adaptation and the international student experience. *International Journal of Intercultural Relations* 25(4), 333-348.
- Kehm, B. M. 2016. Internationalization of higher education. *International Higher Education* 89(3), 48-52.
- Kinsella, C. 2019. Mental health consequences of societal pressure to study abroad: A psychological perspective. *Journal of Student Well-Being* 14(2), 54-69.
- Li, J., J. Li, and L. Zhang, 2019. The role of government scholarships in Chinese students' decision to study abroad. *Higher Education Policy* 32(2), 123-139.
- Liu, L. 2020. Emotional support in study abroad: Peer networks and well-being of international students. *Journal of International Students* 10(3), 759-776.
- Maringa, F., and S. Carter, 2007. International students' choices of UK universities: An exploration of the impact of the international student experience on student choice. *Journal of Marketing for Higher Education* 17(2), 55-73.
- Mazzarello, T., and G. N. Soutar, 2002. Push-pull in international student destination choice. *International Journal of Educational Management* 16(2), 82-90.
- Mazzarello, T., and G. N. Soutar, 2002. The international market for students: The role of marketing in attracting students. *International Journal of Educational Management* 16(2), 82-90.
- Neupane, R. 2017. Social and cultural dimensions of studying abroad: A study of Nepalese students. *Journal of Sociocultural Studies* 6(2), 15-29.
- Olson, D., and M. F. Green, 2011. Family decision-making in international student mobility. *Journal of Higher Education* 82(5), 508-526.
- Perkins, R., and E. Neumayer, 2014. Geographies of educational mobilities: Exploring the uneven flow of international students. *Geof Rum* 51, 185- 189.
- Poudel, S. 2015. The impact of higher education abroad on students from Nepal: Motivations and challenges. *Journal of Education and Practice* 6(18), 88-96.
- Riazi, A. M., M. Sadeghi, and E. Abbasi, 2019. Peer influence and decision to study abroad: A study of Southeast Asian students. *International Journal of Higher Education* 8(4), 99-111.
- Sallis, P., and G. Boyles, 2022. The economic barriers to study abroad: How students overcome financial challenges. *International Journal of Higher Education* 11(4), 123-136.

- Sharma, R. 2016. Career prospects and international education in Nepal: A case study of Nepalese students in Australia. *South Asian Journal of Education* 13(1), 112-125.
- Soutar, G. N., and J. P. Turner, 2002. Students' preferences for university: A conjoint analysis. *International Journal of Educational Management* 16(1), 40-45.
- Souto-Otero, M., T. Luescher, and M. Findlay, 2017. The role of parental expectations in student migration: The case of Latin America. *Higher Education Policy* 30(4), 537-553.
- Sullivan, T. A. 2013. Immigration and international students: A comparative analysis. *International Migration Review* 47(4), 720-749.
- Teicher, U. 2004. The changing debate on internationalization of higher education. *Higher Education* 48(1), 5-26.
- Tremblay, K. 2005. Academic mobility and immigration. *Canadian Journal of Higher Education* 35(2), 115-133.
- Ying, J. 2020. The impact of social media on student decision-making for studying abroad. *International Journal of Educational Technology* 17(2), 80-98.