



## Pull Factors of Student Migration for Studying Abroad: A Sociological Analysis

Shukra Raj Adhikari<sup>1\*</sup>, Ambika Thapa<sup>2</sup>

<sup>1</sup>Central Department of Sociology, Tribhuvan University, Kathmandu, Nepal.

<sup>2</sup>Madan Bhandari Memorial College, Tribhuvan University, Kathmandu, Nepal

\*Corresponding Email: [shukrarajadhikari3@gmail.com](mailto:shukrarajadhikari3@gmail.com)

ORCID ID: <https://orcid.org/0000-0003-4099-1761>

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### Abstract

*Migration is a process of social transformation. It has become universal phenomenon in the contemporary society. Educational migration is rapidly increase in the world This research aims to analyze pulling factors of student migration for abroad studying from Nepal. Case study method has been applied to collect the primary data. fifteen cases were selected under the procedure of purposive sampling method. A content analysis method has been applied to analyze the collected both primary and secondary data. The students are pulling to the core country for study due to flexible study options and job prospects, numerous education choices, earning and studying at the same time leading to an economically independent life, and simplified residency opportunities at the core country. Further, the social media which has highlighted the living standard of such a country lures the people from the peripheral regions and has stimulated the earning to provide such life for themselves and their family. These facts have been analog to the theoretical concept of the world system which was explained by Wallenstein.*

**Keywords:** Education, pull factors, studying abroad, student migration, world system

### Introduction

Migration refers to the movement of people from one place to another. The recent decade has seen the sharp rise in migration which are due to several factors. Ravenstein (1885) has coined the term Push and Pull factors of migration where he talked about the push factors from origin country and the pull factors from host country. As per the World Migration Report 2024, there are 281 million international

migrants in the year 2020 globally which account to 3.6% of world population. As in 2022, there was international remittances of USD 831 billion from which USD 647 the top 10 countries of the remittance recipient.

Nepal has large number of youth population. The age group from fifteen to twenty nine in Nepal amount to more than 28% of total population which indicates the huge college-going population groups. One in five college-aged Nepali students go for abroad study. So, what the reasons students are highly motivated to study abroad and acquire a foreign degree (ICEF, 2024).

Going abroad for study isn't a new trend in Nepal. Regmi (1978) talked about emigration of people from Nepal to places like Assam, Burma and Bengal which result in economic loss of Nepal due to migration of mass economically active population.

In today's scenario lots of people are migrating for the education and mostly to the English-speaking nations. Altbach & Knight (2007) in their journal titled the internationalization of higher education: motivations and realities talked about the motivations like commercial advantage, knowledge and language acquisition, enhancing the curriculum with international content are the reasons for higher education internationalization. They further explain the international higher education are followed by almost all the countries however the major service providers are English – Speaking nations which extract the major financial benefits and control the programs. Consequently, the buying nations of these kind of services are Asian and Latin American country where most of the middle-income or poor population resides.

OECD Education at Glance (2021) states the rise of international students from Asia, Africa, Latin America have risen by 45% than in 2010. The contribution from multi-faceted sectors like economics (purchasing power of people), technology (fast rising social media networks) and cultural factors (common language – English) have made the international education much easier to access ever than before.

To fit in this global world, the youth must be equipped with the skills and knowledge that can land them a lucrative job. Shukr (2017) argued about the commodification of education due to the rise of globalization and neoliberal political, economic and cultural plan. Due to capitalism, the demand for proficient employees increases in global setting leading to design the job-oriented programs/courses by the university making education today's a consumer product and student a consumer. Plante (2015), stresses that students in this generation see education as a commodity. Commodification is the process of transfer of products into a salable object. Globalization has caused significant changes in how one views higher education. The relation between teachers and students now has become a buying and selling relation

with teacher as a producer of products and students as a consumer of the products. Kehm and Teichier (2007) states that internationalization of higher education is the reaction to globalization. Some universities are fighting to build their reputation and acquire the best talent from the world.

Pandey (2023) explains about the fundings for higher education in Nepal and questioned the Nepal incompetency in holding the student in the home country with presenting of facts of steady rise of NOC issuance. He further explains parents now a days understand the importance of education and are readily providing their assets to produce the human capital. He stresses that future generation may not stay in Nepal as long as their financial support is in their foreign education. The Nepalese currency is going abroad at the foreign universities and in 10 years more than NPR 290 billion has been spent on higher education cross boarder by 5 lakhs (five hundred thousand) plus students. He expresses that Nepal is creating an unskilled workforce for foreign land at the cost of billions of Nepalese rupees.

Ghimire and Maharjan (2014) found that returnee have a good impact on promoting positive change in workplace by creating jobs and implementing new approaches such as positive behaviors and motivation. However, the country's hardship like poor management, proper rules shortage and dysfunctional systems are making more than 15% of returnee re-thinking to return.

## **Literature review**

Skariah & Sivarenjini (2024) explain the factors behind international student migration from Kerela, India. The study further divides the factors that influence to study cross border into 8 which are educational factors, higher wages and economic advances at host countries and vice versa in host country, family and relatives' recommendation, assimilation of culture, better living standards, and personal development in the host country whereas lack of job security in home country. Most of the preferred study destinations are English speaking nations like Australia, Canada, Ireland, the UK-London, New Zealand, the USA, Singapore and Scotland. The majority of students relies on education loan for financing their study and high percentage of students want to seek employment after completing study in the same country indicating the "Brain Drain".

Bhattarai (2011) explains the role of supply-side and demand-side behind the reason for student migration. Three reasons for supply side includes rising education sectors where Tribhuvan University remains predominant, and the new Universities are growing however all are lacking to meet the global standard education. Number of high school graduates are growing; however, Nepal's education institutes are not

being able to cater quality education to these growing numbers. Secondly Global Nepalese Network the NRNA around the world is working as a supply chain for international student migration. Thirdly, poverty and growth disaster in Nepal as students taking international migration to alleviate the poverty and distribution of income. Likewise on the demand-side, Globalization leading to students from poor country a migrating opportunities and world-class job offer after graduation are pulling the students from Nepal. In addition, the population imbalance and pension crisis are another demand for international student migration. Developed countries are suffering from low fertility rate and high population of elderly leading to population imbalance and deficit on pension. All these leads to outflow of young students from Nepal to study which are majorly financed by sales of assets, savings and part-time jobs which student undertake while studying abroad.

Mazzarol and Soutar (2002) found that social and economic factors in the home country are the major reasons for international student migration. And students' prior knowledge along with the recommendation from friends and family leads them to choose the host country. They even highlight that student first choose the country then the university and program within that country. Their research is based on the push and pull model and survey were conducted on 4 countries India, Taiwan, Indonesia and China. They find that students migrate because they find the local program isn't up to the global standard, low chances of getting enrolled in the program of their desire in home country, desire to have knowledge on west and migration after graduation. Likewise, the reputation of the host country matters while choosing the destination of the study and the family decision and influence plays vital role in selecting the study decision in foreign land backed by cost of programs and environment.

Marginson (2017) explains that the background of the family can decide the student's destiny. The more powerful the background of the family, has higher chances of getting into the good universities. On the contrary to this a hardworking and bright children have less chances of success unless government or education bodies intervene with social opportunities. Further, he indicates that the higher education charm has declined among the poor because of high tuition fees, lack of ability to pay, disparity into income distribution and uncertainty about the value of the program. The global imbalance has been created as majority of focus of academic excellence are given to nations like the USA, the UK, Australia and Canada which the poor students are struggling to enroll into majorly due to visa barriers, financials and language skills. Hence, poorer nations are left with less opportunities in comparison to wealthy nations.

Hou (2019) explains that education equality seems blur as international student having the same access to opportunities or resources as domestic students are rare. Further, she adds that equality and equity in international education should be understood as well. Focusing on equality only points to offer equal access to each student, however, equity should also be understood as it provides individual circumstances which might be required for international students to adapt the new environment in the foreign land.

Levent (2016) states that studying in a foreign nation for international students is expensive. As most universities charges higher tuition fees to international students. International students are the suppliers of economic strength of the country as they are charged higher tuition fees and the cost incurred during their stay for study. Further, they also support education institutions in terms of economic stability as they spend lots of money on tuition. Moreover, international students contributed to host countries even by filling the labor shortage.

King and Raghuram (2013) stated that most of the students' migrations are to the English-Speaking nation like the USA and the UK. Further, they pointed to the push and pull theory stating its emphasis on the economics aspects like labor market while the transnational theory represents the presence of the aspirant migrant's family cross-border. So, they explain that student migration is related to knowledge so as to emerge from the confined state to open space. They suggest that students are not just students but complex subjects as they are intersection of different individuals further instead of studying about individual student multiplayer who gain from international students' migration must also be analyzed.

There are several factors that inspire students to seek foreign education in a foreign land. Due to globalization, the education has internationalized; student can seek higher education at any corner of the world that offer quality and research-based education eventually leading to expansion of personal perspective due to cultural exchange and production of global workforce. Most of the English-speaking nations have become the destination choice of students seeking higher education and the reasons are language acquisition, influence of western life, earning while learning, high living standard, personal growth and job facilities with higher pay after graduations. Globalization has also led education providers to compete among each other on appealing the talents from all around the world so as to maintain their world ranking and reputations. Henceforth, there are multiple factors that pull students to study abroad.

The literature that I have reviewed discussed the reasons for migration with focus on push and pull and how globalization has made it easy for international student

migrations. Karki (2023), Skariah & Sivarenjini (2024), Bhattarai (2011), Mazzarol and Soutar (2002), Tiwari (2023), Pokhrel, Pandey and Dahal (2024), King and Raghuram (2013) all of them have talked about the rise of student factors concerning the push and pull factors where Bhattarai (2011) has even named the supply and demand side behind the push and pull factors of student migration. Whereas Marginson (2017), Hou (2019) and Levent (2016) talked about inequality in education due to money as education is expensive for international students and poor students might be deprived of quality education due to economic lapses. However, all these researches didn't explore the student migration from peripheral region to core region. Hence, this research has focused to identify the pull factors of students' migration in abroad study.

### **Research objective and method**

This research focuses on exploring the factors that attract Nepalese students to study abroad. The philosophical assumption underlying this study is that Nepalese students are motivated to pursue higher education overseas. This assumption serves as the foundational ontology of the research. It aligns with an interpretive epistemology, which emphasizes understanding knowledge through individual experiences. Interpretivism typically requires a qualitative research methodology, which is why this study is guided by a qualitative research design. Methods such as case studies, and key informant interviews have been utilized for this qualitative approach (Adhikari, 2020). To gather insights into the feelings, motivations, and pressures influencing Nepalese students' decisions to study abroad, the case study method has applicable (Adhikari et al., 2024). So, fifteen cases were selected through purposive sampling. Additionally, key informant interviews were conducted to complement and verify the collected data. Content analysis method is more appropriate to analyze the qualitative data (Timilsina et, all, 2024) All narratives from the case studies and interviews were analyzed using content analysis method.

### **Theoretical orientation**

Wallerstein (1974) explains migration in a global context and in macro perspective where he divides the world into core, semi-periphery and periphery nation. He talked about unequal exchange between strong states and weak states. The peripheral areas of the world-economy, both the continued economic expansion of core and strength of semi-periphery has led to a further weakening of the political situation and economic position of the peripheral areas. International student migration from the world system theory can be explained as the reaction to the global inequalities where student from poor nation seeks for better opportunities at the developed and advanced nation. Further, in context of globalization, international

student migration has become a basic part of globalization. Globalization has made it possible for student migration from one nation to another. And many scholarships opportunities have opened doors for students from poor nations to study in the digitally advanced country and strengthen their portfolio and all these due to globalization. Globalization has raised competitiveness. The graduates from Nepalese industry are deemed less competitive meaning these graduates cannot compete in the global market. Consequently, leading students to choose to study abroad. Further, the jobs and pay in foreign land isn't even least comparable to what the good caliber and academic excel students get here in Nepal. Hence globalization has impacted the decision-making of students in regard to where to study.

### **Pulling factors for the student migration in abroad study**

#### **Several alternative academic programs**

The oldest University in Nepal is Tribhuban University which has nine faculties that offer various program options. Likewise, Kathmandu University has 6 faculties, Pokhara University has four faculties and Purbanchal University has 7 faculties. These are the 4 most popular Universities in Nepal. Though having different faculties, we are still not able to provide options to the students. Most of the students aren't satisfied with the options.

Case 2 talked about Co-op that international education institutes offer, along with flexibility. She can attend college 2-3 days a week. And the same matter of flexibility is explained by Case 12.

Case 6 states limited quotas are allotted for the Master in IT programs and she doesn't want to compete for those limited seats and is now studying Master of Information Systems in Australia. Adding to this, Case 9 has applied for Aviation Management which is rare program options in Nepal, Case 11 has previously studied Physiotherapy because only one University was offering the program at that time and now, she is aiming to pursue a degree with major on Emergency health service management which is not available in Nepal. Further, Case 12 is currently studying Bachelor of Cyber Security in Australia which wasn't available when he wanted to study here in Nepal.

Overall, the student choices to study abroad are influenced by the multiple programs' choice in destination countries. Nepal has limited universities and program choices. And in terms of ranking, it doesn't even come under 1000 universities in the world. With the globalization of the present world, employers are seeking candidates who can compete in the global markets. However, Nepalese education is back due to digital gaps and lack of researched based curriculums in the programs. As per NOC,

many students are issuing NOC like never before which implies the desire of students wanting to study abroad. Furthermore, Overseas Universities also offer credit transfer facilities and students can choose to major in multiple programs in a shorter period of time. All these cases have expressed their wishes to study in Australia and Canada which are core countries which offers exceptional education facilities which are flexible and offered at prestigious universities that are ranked higher in global education ranking institutes.

### **Enhanced living standards**

Kau & Sirmans (1976) have argued that current migrants due to increased income may not only desire economic advantages but also quality of life. The cost of migration may have changed over the period due to factors like improved education, spread of information through friends and relatives and better transportation systems. Overall, people tend to move towards the destination country that offers higher quality of life.

Most of the students are concerned about better and good living standards. Cases 4, 5 and 13 state that they seek foreign education so that they can seek quality of life in the near future. Case 4 being a father of a child is more concerned about providing quality life to his child and his wife that he seems to think he can get by being in Australia. Case 5 is raised by single mother, so he wants to provide fulfilling life to her mother and case 13 says working as a nurse in Nepal has not only offer her a low salary but also disrespect at the job place and she thinks Australia will provide her better quality of life in terms of jobs and economic status. Case 13 also believes Australia will offer her good living standards. All these cases are more concerned about economic advances that they will receive in foreign land in compare to Nepal.

Likewise, adding to the aforementioned statement of economic advances, Cases 7, 10 and 12 also presume foreign education will help them to secure fulfilling retirement life and benefits. Case 12 even states that foreign life is advanced due to balance lifestyle between work and leisure.

Overall, students are concerned about getting a better living standard and they suppose countries like Australia and Canada (developed nations) will offer the good standard of living along with rewarding retirement options. Core country offers greater job market leading to better job opportunities with good pay in various fields ranging from healthcare to finance and technology, so students are motivated to shift from periphery to core to gain better job opportunities for themselves and their families.



### **Individual liberty**

Lee (1966) in his demography journal “A Theory of Migration” stated 4 factors for migration from origin to destination country which are push factors, pull factors, intervening obstacle and personal factors. Pull factors include political and religious freedom as well and more importantly he finds personal factors to be an actual reason for migration which influences the perceptions of people.

Case 1 lives in a joint family where her grandfather holds the authority. Being born in a conservative family, she always desires for a freedom, and she believes it’s impossible for her to receive a complete freedom if she stays in Nepal as she always has to live under the shadow of her grandfather. She assumes she can get freedom only by being in a foreign land. Likewise, Case 15 also grew up in a joint family where his elders were always the decision makers. And he belongs to a well-off family and has lots of properties in Kathmandu. However, he emphasized how his family made him to choose the subjects he doesn’t want to study and how his life in Australia now which he has always thrived for. He is enjoying his life in Australia free from all the pressures from the family.

The cases 1 and 15 are like of Lee’s personal factors that has influenced the perception of people to migration. Both the cases are in seeking of freedom because of their upbringing and find foreign study to be the medium. Due to the social constraints in periphery country, students intend to migrate as they believe the core country offers more liberal life in terms of freedom of speech and rights.

### **Financial independency**

The world has globalized meaning you have to upgrade yourself as well. The company requires personnel who can compete in the global market. Many students want to explore the world, and they find digitally advanced countries like the USA, the UK, Canada and Australia to be better option for them. Many believe one will discover themselves while being out of one’s comfort zone and living in a different world without the physical presence of your parents.

Case 1 and 15 are concerned about freedom and seeking self-independence which they presume they will get by being in a foreign land. They are anxious that if they live in Nepal, they directly and indirectly will have to remain under the shadow of their family and they will never be able to live independently. But in Australia they can earn and at the same time can enjoy their life without any financial burdens as they will be earning themselves. However, Case 7 has different perspective to seek independence which is related to staying with her family for longer duration, and it’s already been more than 3 decades, and she wants to live independently for couple of

years and enjoy the independent life without the pressure from family and financial pressures.

Like Case 7, Case 11 and 13 also talk about financial independence. As Australia offers more financial benefits than Nepal, they believe they won't have to depend on their family for finances and get the financial independence.

Nepal believes in filial piety, and we still have tendency of living with the family where we share financial and emotional burden. It's a good thing, however, at the same time most youths find they aren't being independent and they are always seeking independence. Being able to earn for oneself and even have a saving is a great feeling for most of the youths. By being abroad, one will live apart from their families and relatives, which will increase their responsibility and make them independent as they will not have anyone to depend upon in the foreign country. Being independent is a quality most youths admire and seek for. Core nations promote individuality regardless of gender and offers better pay providing financial independency unlike periphery where nations are directly dependent on core of semi-periphery and fail to offer stable living conditions.

### **Multicultural opportunities**

English language is one of the most spoken languages in the world. And most of the companies in Nepal also prioritize the English language. Foreign land offers plethora of opportunities that can strengthen the portfolio of an individual and culture and languages are 2 of them. In today's globalized world, the person with multilingual skills is the winner. Priveswari (2021) sates multiple reasons that a person learns a language and most of them are concerned with economic advances like job opportunities, career growth, confidence, communication skills and boost in one's network. So, having a sound knowledge in foreign languages gives a career boost which is the reason many students choose to study abroad. Moreover, having some knowledge on different cultures can elevate your network

Case 9 who is planning to study in Canada finds that the multicultural setting will widen her perspectives and will help her to build network as well as she will be meeting people from different nations. She thinks being in Canada will enable her to speak English more fluently and confidently which will solidify her portfolio. Case 12 who is currently studying in Australia also said studying in multicultural environment enhances the mental horizon. And he adds that this setting has broadened his perspectives. He also said that he can speak English well now which has emerged as a global language.

Case 2 said she didn't know the culture beyond her surroundings. So, in the initial phase she received cultural shock. Further, she said English is primary language in Canada and she has difficulties catching up the native phrases in initial days and it was hard for her to adapt the lifestyle in Canada. However, she is now very much proud of what she has achieved as she can speak English fluently now.

The person with good English speaking has high demand of being hired in Nepal. Since it's a global language, one can build confidence if they can speak it well. Further knowing the culture from different nations widens one's perspective, making them less biased and understanding the people's perceptions. Core nations believe in social inclusiveness and often advocate about significant about culture and history followed by importance of English in every context urging the youths to migrate in such nations which offer broader cultural perspectives and language.

### **Employment opportunities & secure future**

With globalization, competition has been high. In this competitive age it's hard to find the qualified job that pays you well. Qualified youths are in search of better facilities and international exposure that enable them to hunt the job market at a global level.

Case 1 and 2 believe they will be offered a high paying jobs abroad unlike Nepal.

Case 3 finds Nepal has unseen indirect influence that demotivate the workers. Cases 7 and 10 state that Nepal doesn't offer better opportunities and secure future. So, they don't want to invest their productive youth in Nepal. All these students have work experience in Nepal and talk about job security and employment opportunity that Nepal fails to give and believe that they can get the better opportunities and secure jobs abroad. Students now a days want a job which offers them a deserving salary which they believe that they can get overseas. The living standard and the salary they get in overseas are far better than what they get in Nepal where their salary is just as to sustain the life. So, economic advantages and secure future are another major reason that pressures students to travel abroad.

Case 9 who plans to study Aircraft maintenance says that Canada offers high salary to the Aircraft maintenance graduates backed by multiple job options. Similarly, Case 11 also says employment opportunities for health sectors graduates are high in Australia and the salary payment is also very good in compare to Nepal. Addition to the same Case 13 also states with the fact how her RN professions relatives are earning huge salary and the respect while her salary is very minuscule in comparison to those Nurses in Australia. She is applying to Australia so that she can secure her future with the better job which pays well.

Henceforth, many students are now migrating as they are attracted towards the employment opportunities the developed countries offer. With Globalization, we can now see what the developed countries are offering to the same professions along with the benefits. With advanced technology, globalization has widely spread and these are also providing qualified students with an option to migrate for better employments offer with benefits. Many core nations offer education that are equipped with well-researched curriculum and meet the needs of market making students eligible to land a lucrative job upon graduation and further offers quality of life accompanied by secure future.

### **Work and study simultaneously**

Another major reason for students leaving to abroad study is earning and learning as well. Most of the universities offer flexible study options as you can attain 2-3 days in a week to study and other days of the week you will be free. You can get jobs that pay you well.

Case 11 who has recently got her visa for Australia is excited to pursue her Journey to Australia. She explains how her friend is earning and learning at the same time and how she manages to pay her loan back in Nepal within 3 months of time frame. She says applying with dependent will double the benefits of earning. She says everywhere is struggle and so she considers Australia as she will earn from initial phase and money does matter.

Case 12 is happy that he doesn't have to ask his parents for money after completing his 1st semester. He is now financing his own studies and even sending some money back home. He has to go to college 2-3 days a week and can earn a good amount of money working in his leisure time. Likewise, Case 15 also has a similar story; he is paying his own tuition fees as he can earn an adequate amount by working for 24 hrs. a week. He further adds that he doesn't have to send the money back home as his family is financially well and he can enjoy his life with the money he has earned and he can invest in self as well.

In Nepal, Job isn't good enough and aren't paid well as well which demotivates the students to study and work at the same time. Further we don't offer flexible study options unlike countries like Canada and Australia. We are more dependent on our parents. It seems the feeling of earning while you study gives satisfaction to the students as they don't have to depend on others for the money. Most of the core countries allow students to study and work part-time at the same time where they can earn invaluable experience and they can have their salary of their jobs at the same time. Countries like Australia and Canada offer 48hrs of work fortnight to

the students which provide financial relief, personal experience and balance of work and education in the life of the students unlike periphery country like Nepal which offers none.

### **Permanent residency**

Majeed (2023) Globalization has made the world a small global village and the main reason for the intensifying effects of globalization is information technology. People can know about more destinations through social media which urges them to travel. And the increase in tourism is due to an increase in wealth and people.

Australia and Canada offer number of schemes for skilled population from different field of work ranging from business, health, engineering to agriculture. They offer easy permanent residency options.

Case 2 who is currently studying in Canada since 2022 says her main reason to choose Canada is because of easy migration policy of Canada that leads to PR. She wants to be a part of this developed nation so that she can have desirable jobs to support her family and future generations.

Case 3 and Case 7 who are enthusiasts travelers say that they will return to Nepal after obtaining PR as they cannot travel to different countries by being a Nepalese citizenship holder. They further add that studying was an easy option for him to get a visa; what they actually want is a permanent residency for Canada. Case 4 illustrates the same, he wants to apply for PR, he will return to Nepal but to meet his friend and family only. But he adds he will stay in Australia and apply for PR so that his daughter can have better future. Case 5 also wants to apply for PR so that he can provide fulfilling life to his family and finds Canada is flexible in offering good PR schemes to foreign nationals.

Unlike these, Case 8 a recent plus 2 graduate is much concerned about how he can get PR. He said he will change his program after studying his first semester and choose the program which will lead to PR and his sister did the same. He is even willing to change the program to the one which offers easy PR.

Case 9 has different story to share. His reason is to get PR for Canada is because he had a visa refusal before from Australia which he believed is because of his nationality. Even being from a financially capable background he thinks because of his nationality his tourist visa was refused from Australia before. However, with PR from Canada he can travel to different countries easily. Similarly, Case 15 also agrees that Nursing professionals have simple process for PR and can easily grab a PR. So, even though he is currently studying for a Master of Social work, he is

thinking of changing his program to Nursing so that he can apply for PR in a short time.

Most of the students are seeking PR options. And the main reason behind this is international travel. Some are even planning to change what they had studied previously so that they can grab a PR of different developed nations. This reflects the anxiousness of the youth that is created due to low ranking of the passport which restrict their travel plan to different nations. They are in search for second citizenship which allows them to be a part of developed nations and enjoy the facilities that these nations offer. Core country offers many exceptional facilities in terms of education and health which allure students to remain permanently in foreign nations. Further, the one with PR has more travel freedom due to economic power of such country in global markets leading to passport having freedom to explore many nations without restrictions.

## **Conclusion**

The world has now become a global village, and one can seek education in any corner of the world. A large number of young folks nowadays have been pulling to study abroad. Most of the youths seek freedom and independence which they find lacking in the context of Nepal due to the complex family structure and the shadow of family in every step which deprive them of individuality. Globalization has been fueled by Technology making youth seek foreign culture and language to ensure personal growth and networking. Core countries offer jobs with handsome salaries plus offer a secure future. Many core countries offer better education and health facilities to their citizens and permanent residency holders consequently leading to the rise of PR seekers from countries like ours who lack these basic facilities to their citizens. So, for PR and international travel, many decide to study abroad as it's an easy way of getting a visa. Further, one can earn and learn at the same time while studying abroad. Most of the countries that students seek to study abroad offer flexible study time and part-time working options which leads to students being self-dependent as they earn and learn at the same time. Core nations have provided flexible study options with part-time jobs with good pay leading to financial relief and economic stability to the students during their studies.

We conclude that the students are pulling to the core country for study due to flexible study options and job prospects, numerous education choices, earning and studying at the same time leading to an economically independent life, and simplified residency opportunities at the core (high industrial) country. Further, the social media which has highlighted the living standard of such a country lures the people from the peripheral regions and has stimulated the yearning to provide such life for themselves

and their family. These facts have been analog to the theoretical concept of the world system which was explained by Wallenstein

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