

**A STUDY ON STUDENT PERCEPTION TOWARDS ENTREPRENEURSHIP**

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**INTRODUCTION**

The higher education system in India is facing an unparalleled transformation in the coming decade. An increasing awareness of studying in overseas towards a more culturally diverse and international mind-set can be seen through different indicators, and the growing number of students choosing to participate to study overseas. The recent trend shows a change in the number of Indian students flying abroad for higher education. In keeping up with the purpose of the study was to better understand student's interest and perception to study in abroad towards their destinations. Education plays a vital role in the development of stable society, individuals in grooming their personal knowledge and skilfulness. Studying abroad academic performance and career development, it would appear strange that there remains such variance between students choosing to study abroad and those foregoing the experience. A better understanding of student motives and program influences should provide international business educators with information to build more successful programs and to increase student participation in cross-border educational experiences. It's a chance to experience different styles of education. Study abroad will find incredible new foods, customs, traditions, and social atmospheres.

**STATEMENT OF THE PROBLEM**

In recent years, there has been a noticeable surge in the number of students opting to pursue higher education abroad. This trend raises questions about the underlying factors influencing this preference and the specific dynamics driving students' decisions. Understanding these factors is crucial for educational institutions, policymakers, and stakeholders involved in shaping the future of higher education. Students and families are concerned about the cost of higher education in overseas universities. Factors such as students career opportunities and awareness level of programs are seen to influence these perceptions to select their courses. The study will help to list down various factors that influence the students to make choices on institutions for studying overseas. In this context, the present study is undertaken to seek the answers for the following questions.

- What are the primary motivations driving students to seek higher education opportunities abroad? Are they primarily driven by academic considerations, career prospects, cultural exposure, or other factors?
- What factors significantly influence students' decision-making process when selecting a foreign institution for higher education? How do they navigate through various options and make informed choices?
- What are the prevailing trends and patterns regarding student preferences towards higher education abroad? Are there any demographic, economic, or geopolitical factors influencing these trends?
- How are the students having awareness level towards study abroad opportunities among the final year students who prefer to study overseas? What are the perceived benefits that students associate with pursuing higher education abroad?

**OBJECTIVES OF THE STUDY**

- To study the awareness level towards study abroad opportunities among the final year students who prefer to study overseas .
- To analyse the students preference about higher education abroad.
- To identify the overseas universities preferred by the final year students.
- To find out the factors influencing the students to choose overseas universities.

**METHODOLOGY OF STUDY**

In this study, student's preference towards higher education in overseas university has been analyzed and data have been obtained from the every final year students in Coimbatore.

The study has been undertaken in Coimbatore .The data has been collected by both primary and secondary sources. .A Convenient Sampling technique has been used to select sample respondents for the study. The size of the sample selected for the study is 200 student respondents.The following statistical tools have been used to analysis the primary data collected:

- Simple percentage analysis
- Chi-square analysis
- One-way Anova
- Weighted Average Method

**REVIEW OF LITERATURE**

**ABID HOSSAIN (2022)** has examined An empirical study on student's preference of foreign universities: In the Context of Bangladesh” This study is undertaken to investigate the key factors influencing and motivating the students to prefer foreign education over local education. 200 respondents were chosen and studied under four dimensions. ANOVA test has done to better understand the reliability of variables. He found that cultural acceptancy, cost and campus facility as the most influencing factor.

**JAWAD ABBAS (2021)** has studied “Factors affecting students in the selection of country for higher education: a comparative analysis of international students in Germany and the UK”. The main objective of, this study provides valuable insights to the academic policymakers in the host and home countries concerning factors. The author conducted interviews of 57 International students and has the mixed-method study on qualitative and quantitative techniques. The finding of the study is intrigues information regarding factors affecting students' decisions in the selection of country for higher education.

**NGUYEN TAN HUNG (2020)** has investigated the study on “The role of motivation and career planning in students' Decision-Making Process for Studying Abroad: A Mixed-Methods Study”. To objective is to clarify the impact of career planning on the decision making process in overseas studying; and the data collected from more than 500 participants, the responses were used for quantitative analysis. This study identified a direct interaction between motivation to study abroad and career planning as well as the effect of the students' decision-making process.

**MUHAMMAD AHSAN UL HAQ (2016)** has examined the study on “Students' opinion regarding higher education in developed countries”. The objective is to explore any gender differences regarding study abroad. A sample of 397 was collected determined using T. Yamane's formula. It was analysed that most of the foreign institutes provide opportunities for the student to explore their talent and material provided in an international institution for education is of a high standard.

**ALI CAGLAR GULLUCE (2016)** has conducted a research on “Factors affecting the university preferences of students: a case of karkas university”

and the objective is, what factors that the students considered while making decision were investigated within the study. The surveys obtained from 309 students. And analysed with Mann-Whitney U test. He concluded that a stronger participation was maintained in prestige, campus, and opportunity factors by the students.

**MARCIA TAYLOR (2016)** has conducted a study on “Understanding student interest and barriers to study abroad: an exploratory study”. And the objective is to find the demographic profile of students that wish to engage in study abroad programs. The study was conducted over 21,000 students. And analysed with Holm’s Sequential Bonferroni Method. The finding of this study is better to understand students interest and perception of study abroad and their preference of destinations.

**ANALYSIS AND INTERPRETATION**

**GENDER OF THE RESPONDENTS**

S.NO	GENDER	FREQUENCY	PERCENTAGE(%)
1	Male	130	65.0
2	female	70	35.0
TOTAL		200	100

Source: Primary data

The table reveals that the gender distribution of respondents of the total 200 respondents, 65% are male and 35% are female. 65% of the respondents are male.

**TYPE OF FAMILY OF THE RESPONDENTS**

S.NO	TYPE OF FAMILY	FREQUENCY	PERCENTAGE(%)
1	Joint family	70	35
2	Nuclear family	130	65
TOTAL		200	100

Source: Primary data

The table shows that 35% of the respondents are from a joint family and 65% of the respondents are from the nuclear family. 65% of the respondents are from nuclear family.

**FATHER OCCUPATION**

S.NO	FATHER OCCUPATION	FREQUENCY	PERCENTAGE(%)
1	Government Services	29	15.2
2	Agriculture	26	13.6
3	Professor	19	9.9
4	Business	93	48.7
5	Household	4	2.1
6	Others	20	10.5
TOTAL		200	100

Source: Primary data

The above table indicates that 14.5% of the respondents father occupation is Government services,13% of the respondents are agriculture, 9.5% of the respondents are Professor, 46.5% of the respondents are business, 2% of the respondents are Household, and reminding 10% of the respondents are others.Most 46.5% of the respondents' father's occupation is Business.

**PRIMARY REASON FOR CONSIDERING HIGHER EDUCATION IN ABROAD**

S.NO	PRIMARY REASON	FREQUENCY	PERCENTAGE(%)
1	Quality education	68	34
2	Career of education	65	32.5
3	Exposure to diverse nature	46	23
4	Availability of specialized programs	21	10.5
TOTAL		200	100

Source: Primary data

The above table shows that the 34% of the respondents primary reason is quality education,32.5% of the respondents primary reason is career of education, 23% of the respondents primary reason is to get exposure to diverse nature and 10.5% of the respondents primary reason is availability of specialized programs.Most 34% of the respondents' primary reason for considering higher education abroad is Quality education.

**DECISION INFLUENCED TO STUDY IN OVERSEAS UNIVERSITY**

S.NO	INFLUENCED TO DECIDE	FREQUENCY	PERCENTAGE(%)
1	Mentor/professor	37	18.5
2	Parent/Guardian	81	40.5
3	Friends/family	64	32
4	Social media	18	9
TOTAL		200	100

Source: Primary data

The above table displays that 18.5% of the respondents were influenced by Mentor/professor, 40.5% of the respondents were influenced by parents/guardians, 32% of the respondents were influenced by Friends/family and 9% of the respondents were influenced by Social media. Most 40.5% of the respondents were influenced by Parent/Guardian.

**PREFERING COUNTRY FOR STUDYING ABROAD**

S.NO	COUNTRY	FREQUENCY	PERCENTAGE(%)
1	UK/US	42	21.5
2	Canada	44	22
3	Singapore	36	18
4	Australia	32	16
5	Germany	19	9.5
6	London	22	11
7	Others	5	2.5
TOTAL		200	100

Source: Primary data

The above table indicates 21.5% of the respondents planned to go to UK/US, 22% of the respondents are planned to go to Canada, 18% of the respondents planned to go to Singapore, 16% of the respondents planned to go to Australia, 9.5% of the respondents planned to go to London, 2.5% of the respondents planned to go to other countries. Most 22% of the respondents prefer to go to Canada for higher education.

**SOURCE OF INFORMATION ABOUT STUDYING ABROAD**

S.NO	SOURCE OF INFORMATION	FREQUENCY	PERCENTAGE(%)
1	University website	49	24.5
2	Educational fairs	42	21
3	Social media	64	32
4	Friends or Family	22	11
5	Educational consultants	23	11.5
TOTAL		200	100

Source: Primary data

The table shows that the 24.5% of the respondents seek information through university website, 21% of the respondents get information through educational fairs, 32% of the respondents seek information through Social media, 11% of the respondents seek information through friends and family and 11.5% of the respondents seek information through Educational consultants. Most 32% of the respondents seek information about studying abroad on Social media.

**PREFERENCE TOWARDS TYPE OF UNIVERSITY**

S.NO	TYPE OF UNIVERSITY	FREQUENCY	PERCENTAGE
1	Private University	139	69.5
2	Government University	61	30.5
TOTAL		200	100

Source: Primary data

From the above table It is found that 69.5% of the respondents prefer to join a private university and 30.5% of the respondents prefer to join a Government university. 69.5% of the respondents prefer to join a private university.

**INFLUENCED THE DECISION TO STUDY IN OVERSEAS**

**NULL HYPOTHESIS**

There is no significant difference among respondents who influenced the decision to study overseas.

**ALTERNATIVE HYPOTHESIS**

There is no significant difference among respondents who influenced the decision to study overseas.

S.NO	PERSONAL FACTORS	P VALUE	S/NS
1.	Fathers occupation	24.448	NS
2.	Age	5.500	NS
3.	Gender	15.910	NS
4.	Place of residence	16.250	NS
5.	Monthly family income	18.949	NS

Source: Calculated value

The calculated value is less than the tabulated value, hence we accept alternate hypotheses and there is a significant difference among respondents who influenced the decision to study overseas.

**CHI SQUARE TEST FOR PRIMARILY SEEK INFORMATION ABOUT STUDYING ABROAD**

**NULL HYPOTHESIS**

There is no significant difference among respondents for where they primarily seek information about studying abroad.

**ALTERNATIVE HYPOTHESIS**

S.NO	PERSONAL FACTORS	P Value	S/NS
1.	FATHERS OCCUPATION	22.641	NS
2.	AGE	16.053	NS
3.	GENDER	12.552	NS
4.	PLACE OF RESIDENCE	15.344	NS
5.	MONTHLY FAMILY INCOME	20.963	NS

There is no significant difference among respondents for where they primarily seek information about studying abroad.

The calculated value is less than the tabulated value, hence we accept alternate hypotheses and there is a significant difference among respondents for where they primarily seek information about studying abroad.

**ASSOCIATION BETWEEN COURSE AND NO OF FAMILY MEMBERS**

**H0** There is no significant association between course and no of family members

**H1** There is a significant association between course and no of family members

	Sum of Squares	df	Mean Square	F	Sig
Between groups	7.511	3	2.504	2.297	0.079
Within groups	213.669	196	1.090		
Total	221.180	199			

Result Shows that the data for constructs were subjected to independent sample t-test. The levene's test for equality of variance was applied. The f.statistics value has corresponding significance (or p-value) greater than 0.05. This means that for these constructs null hypothesis gets to be rejected as "There is a significant association between course and no of family members".

**ASSOCIATION BETWEEN COUNTRY AND PLACE OF RESIDENCE**

**H0** There is no significant association between country and place of residence

**H1** There is a significant association between country and place of residence

	Sum of Squares	df	Mean Square	F	Sig
Between groups	.770	2	.385	.128	.880
Within groups	593.310	197	3.012		
Total	594.080	199			

Calculated value

Result Shows that the data for constructs were subjected to independent sample t-test. The levene’s test for equality of variance was applied. The f.statistics value has corresponding significance (or p-value) greater than 0.05.This means that for these constructs null hypothesis gets to be rejected as “There is a significant association between country and place of residence”.

**ASSOCIATION BETWEEN PRIMARY REASON FOR CONSIDERING HIGHER EDUCATION AND MONTHLY FAMILY INCOME**

**H0** There is no significant association between primary reason for considering higher education and monthly family income

**H1** There is a significant association between primary reason for considering higher education and monthly family income

	Sum of Squares	df	Mean Square	F	Sig
Between groups	11.365	3	3.788	4.022	0.008
Within groups	184.635	197	0.942		
Total	196.000	199			

Result Shows that the data for constructs were subjected to independent sample t-test. The levene’s test for equality of variance was applied. The f.statistics value has corresponding significance (or p-value) greater than 0.05.This means that for these constructs null hypothesis gets to be rejected as “There is no significant association between primary reason for considering higher education and monthly family income”.

**ASSOCIATION BETWEEN UNIVERSITY AND MONTHLY FAMILY INCOME**

**H0** There is no significant association between university and monthly family income

**H1** There is a significant association between university and monthly family income

	Sum of Squares	df	Mean Square	F	Sig
Between groups	3.605	3	1.202	6.071	<.001
Within groups	38.790	196	0.942		
Total	42.395	199			

Result Shows that the data for constructs were subjected to independent sample t-test. The levene’s test for equality of variance was applied. The f.statistics value has corresponding significance (or p-value) greater than 0.05.This means that for these constructs null hypothesis gets to be rejected as “There is no significant association between university and monthly family income”.

Important of choosing country	Level	Ran5k 1 (1)	Rank 2 (2)	Rank 3 (3)	Rank4 (4)	Rank (5)	Total	Average score	Average rank
Quality of Education	No Score	149	14	9	9	19	200	1.68	5
		149	28	27	36	95	335		
Job opportunities after graduation	No Score	11	134	19	29	7	200	2.38	4
		11	268	57	116	35	476		
Language Spoken	No Score	11	18	150	12	9	200	2.95	3
		11	36	450	48	45	590		
Cultural fit.	No Score	12	21	17	136	15	200	3.62	2
		12	42	51	544	75	724		
Cost of Living	No Score	20	11	3	13	154	200	4.37	1
		20	22	9	52	770	873		

hypothesis gets to be rejected as “There is no significant association between university and monthly family income”.

**TABLE SHOWING IMPORTANCE OF CHOOSING COUNTRY FOR HIGHER EDUCATION**

From the above shows the rank for importance for choosing country for higher education in abroad we found Quality of education with the average score of 1.68 and ranks as 5, Job opportunities after graduation with the average score of 2.38 and ranks as 4, Language Spoken with the average score of 2.95 and ranks as 3, Cultural fit.with the average score of 3.62 and ranks as 2, Cost of Living with the average score of 4.37 and ranks as 1.

**FINDINGS**

The study found that 65% of the respondents are male . 61% of the respondents are from Urban areas. 65% of the respondents are from nuclear families. Most 46.5% of the respondents father's occupation is Business. Most 34% of the respondents' primary reason for considering higher education abroad is Quality education. Most 40.5% of the respondents were influenced by Parent/Guardian. Most 22% of the respondents prefer to go to Canada for Higher education. Most (32% )of the respondents seek information about studying abroad on Social media. Most 40.5% of the respondents' cost of education will be borne by parents.Most 45% of the respondents major course abroad is Human Resource Management. 69.5% of the respondents prefer to join a private university. 66% of the respondents' relatives live in foreign countries. Most 38.5% of the respondents are highly aware about their university abroad. 79.5% of the respondents are aware about the scholarship provided for higher education abroad.

The study found that there is a significant difference among respondents who influenced the decision to study overseas and also there is a significant difference among respondents for where they primarily seek information about studying abroad.By Using ANOVA, the study found that there is no significant association between primary reason for considering higher education and monthly family income”.It is also found that the rank for importance for choosing country for higher education in abroad The study found that Quality of education ranked as 5, Job opportunities after graduation with the average score of 2.38 and ranks as 4, Language Spoken with the average score of 2.95 and ranks as 3, Cultural fit.with the average score of 3.62 and ranks as 2, Cost of Living with the average score of 4.37 and ranks as 1.

## SUGGESTIONS

- Stringent policies lower the chances of students for gaining quality education and have finally resulted in brain drain.
- In order to expand the Indian education capacity, foreign universities must be encouraged to establish their partnership and offer collaborative programs with Indian universities.
- Additional universities can be set up at par with IIMs and IITs to restrict students from going abroad to seek higher education. Students perceive that a foreign degree is equivalent to better employment.
- The courses should be revamped and restructured with the guidance of industrial experts to impart employability-based skills.
- Apart from investing in tangibles, the universities must focus in developing academic excellence.
- Students who have gone abroad especially to seek education in science and technology should be encouraged to return to their home country to eradicate poverty and to improve employment prospects.

## CONCLUSION

Indian students' decisions to study abroad were found to be mainly influenced by social media. Cost did not have a direct influence on students' choice; however, when moderated with scholarship, cost influenced students' decision to study abroad. The other variables also significantly influenced their decision. The findings of this research can be useful to other higher education institutions in designing strategies to attract and satisfy students in the current era, which is highly competitive. International student recruitment plays a key role in shaping and challenging the higher education sector in countries around the world.

The findings not only lead to better understanding on Indian students, but also help the policy makers to understand the needs of Indian students. The findings of this research can be useful to other higher education institutions in designing strategies to attract and satisfy students in the current era, which is highly competitive. It also suggests the factors that the host countries and their education institutions need to consider for attracting Indian students. The findings have added to a better understanding of Indian students and the reasons for choosing overseas study destinations.

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