

**A PROJECT REPORT**

**ON**

**Determinants of Student's**

**Motivation to Study Abroad**

**Submitted By:**

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**Roll No: 2009**

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**2021-2022**

## DECLARATION

I, the student of M.B.A. Part II of Goa Business School, Goa University, hereby declare that the project entitled “**Determinants of Student’s Motivation to Study Abroad**” has been prepared by me towards partial fulfillment of the degree of Master of Business Administration under the guidance of my faculty guide Ms. Priyanka U. Naik. This project is neither in full nor in part has previously formed the basis for the award of any other degree of either this University or any other University.

Date: 9<sup>th</sup> May 2022

Place: Goa University

Name: Sai Anusha Chimata

Roll No.:200

# CERTIFICATE



30<sup>th</sup> April 2022

## CERTIFICATE OF INTERNSHIP

This is to certify that Ms. Sai Anusha Chimata, a student of Goa Business School - Goa University has successfully completed her internship from 07<sup>th</sup> January 2022 – 30<sup>th</sup> April 2022

During her internship she worked on a project titled – “**Determinants of Student’s Motivation to Study Abroad**”

She demonstrated good analytical skills with self – motivated attitude.

Apart from this, she assisted in the day to day functioning of the Marketing department as the Brand Communication Executive.

This letter has been issued at her request to submit in the college as a part of her project. Maxxcell Institute of Professional Studies Private Limited, permits her to present her research findings to the public & on camera.

We wish her all the best for her future endeavours.

**Mr. Shyam Manavat**  
**Founder & CEO**



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## ACKNOWLEDGEMENT

First I would like to thank **Mr. Shyam Manavat**, Founder and CEO of Maxxcell Institute of Professional Studies Pvt Ltd and **Ms. Haloise Fernandes**, Centre Manager, Maxxcell Institute of Professional Studies Pvt Ltd, Panjim for allowing me to do an internship within the organization.

I also would like to thank all the people who worked along with me at Maxxcell Institute of Professional Studies Pvt Ltd, Panjim. With their patience and openness, they created an enjoyable working environment.

It is indeed with a great sense of pleasure and immense sense of gratitude that I acknowledge the help of these individuals.

I am highly indebted to my course coordinator **Prof. Nilesh Borde** for the facilities provided to accomplish this internship.

I would like to thank **Ms. Priyanka Naik**, College internship mentor for her support and advice to get and complete an internship in the above-said organization.

I am extremely grateful to my department staff members and friends who helped me complete this internship.

I extend my gratitude to **Goa Business School** for giving me this opportunity.

Name: Sai Anusha Chimata

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### **1. A brief note on the company**

Maxxcell Overseas Education Services is an overseas education consulting company based in Panaji and Margao. They offer IELTS/GRE/GMAT/SAT/TOEFL/PTE coaching and study abroad services such as course and university selection, LOR/SOP support, scholarship support, financial support, VISA support, and pre-departure information. The specialization is to support international students throughout their study abroad experience, from answering IELTS to university applications and from scholarships to the VISA process to cover everything. Maxxcell advises students and their parents at every stage of their international educational journey.

The company's main goal is to help candidates achieve their desired goals and focus mainly on matching the student's profile with the right universities and destinations such that quality education is affordable.

## **2. A brief note on strategic analysis**

### **2.1 VRIN Analysis:**

<b>Resource or Capability</b>	<b>Valuable</b>	<b>Rare</b>	<b>Inimitable</b>	<b>Non-Substitutable</b>	<b>Competitive advantage</b>
<b>Positive Market Reputation</b>	Yes	Yes	No	Yes	<b>Sustained Advantage</b>
<b>Brand Loyalty</b>	Yes	Yes	No	Yes	<b>Sustained Advantage</b>
<b>Awareness of the brand</b>	Yes	Yes	Yes	Yes	<b>Parity Advantage</b>
<b>High Customer Rating</b>	Yes	Yes	Yes	Yes	<b>Temporary Advantage</b>

### **2.2 SWOT Analysis**

#### **STRENGTH:**

1. The team consists of experienced marketers with extensive marketing knowledge.
2. The brand is well established and has 9 years of experience in the Goa market.
3. Incredible word of mouth ensures that most of the target audience is reached.
4. High brand loyalty and positive brand image among consumers who become brand advocates.
5. The audience is unlikely to go through the admissions process for study abroad alone and need a study abroad consultant to guide them and assist students in the smooth or easy processing of the application or documents.

#### **WEAKNESS:**

1. Small team size.

2. There is not enough promotional activity to reach the audience and the potential audience
3. The challenge of collecting digital fingerprints.
4. The promotional tool is not unique in Goa and can be easily reproduced.
5. Lack of knowledge among parents and students about the possibilities of studying abroad.

#### **OPPORTUNITY:**

1. Increased demand for the role of Overseas Education Consultants due to the increase in the number of candidates and therefore to entering a new market.
2. Expansion of presence on the Internet and in the media.
3. Increasing demand for social media marketing and offline marketing.

#### **THREATS:**

1. New competitors in the market can undermine existing business.
2. Competitors can quickly follow and copy the strategy in a transparent digital marketing mode, thus capturing the target audience.
3. Changes in the new iOS 14 update that give Apple users the option to opt-out of sharing data may affect social media marketing.
4. Negative feedback

### **2.3 Porter's five force analysis**

#### **1. Competitive rivalry – high**

The level of competitive rivalry is high as the market is dominated by many big players such as Leap Scholar, GeeBee Education, Edugo Abroad, etc. There is a lot of competition in the field of Overseas education consulting as it is growing rapidly and companies have many opportunities to promote their products/services.

#### **2. Availability of substitutes – Low**

There is no substitute for Overseas Education consultancy requests, moreover, the prices offered by this company are lower and the quality is higher. But there are many options available to the company when it comes to advertising.

#### **3. Bargaining power of Suppliers - Moderate**



Supplier's bargaining power is limited because few content or publications are promoted digitally, regular fees are charged, and laptop and Internet connection fees are lower. However, offline advertising is subject to regular fees and service fees are high. In this situation, there is not much room for negotiation.

#### **4. Bargaining Power of Buyers - Moderate**

Any client who wants to pursue education abroad is a potential buyer. Because there are multiple competitors, there is a lot of room for price negotiation. Consequently, consumers can bargain.

#### **5. Threat of new entry – High**

The threat of new entrants into the overseas education consulting industry is high as the demand for overseas educational consulting is growing and the initial investment or cost required to open a new consulting agency is not very high.

### **2.4 PESTLE Analysis**

#### **Political**

The company must take into account the stability of the government and be aware of the associated risks, that affect the day to day daily operations due to various changes in many policies related to the Post-pandemic era, isolation, and closing up across different borders around the world such as New Zealand, immigration policy, etc.

The actions of state government almost always have an impact on the economic environment. The company must pay special attention to the scholarships awarded by the local government and increase marketing on that basis, as this will increase the targeted audience since the main concern of studying abroad is the budget.

#### **Economical**

Students care about price, Maxxcell needs to make sure there is a course that can fit into all kinds of budgetary structures and therefore must set prices for its products accordingly.

It is important to keep up to date with changes in inflation, consumer income levels, the rate of economic growth the rate of currency fluctuations, immigration policies, etc.

Many students are forced to take out student loans, which is a large sum in the countries like the United Kingdom. This is a negative point, as it forces many students to start their studies. With setbacks. Many students cannot pay their debts and therefore receiving Higher education becomes a less attractive option.

There is a high unemployment rate. Furthermore, it discourages students from pursuing higher education. People are willing to get a good education to get a well-paying job. for fault. Jobs in business sometimes require a diploma holder to work in a lower-paying job

### **Social**

Location changes help the population increase or decrease the number of students as many choose to study abroad.

Colleges that award scholarships and apply on social media are helping attract students from all over the world

Parental preference also influenced the choice of schools or educational institutions by Students. Convincing parents that a student is safe in a foreign country is a difficult task altogether.

### **Technological**

There is a huge field to use e-commerce as a marketing platform.

With the help of social networks, Maxxcell is trying to penetrate different segments. and raise awareness of their products through various campaigns, webinars, and virtual overseas educational fairs.

### **Legal**

Since admission is based solely on merit and other similar criteria, overseas education consultants do not guarantee admission as the final decision is made by the university.

Maxxcell should formulate some strict rules depending on the policies of the overseas industry depending on the various criteria.

### **Environmental**

Maxxcell believes in creating shared value and strives for zero environmental impact via its operations.

The organization as a whole uses waste paper and minimizes the carbon footprint to the least.

### **3. Project Questions**

What are the factors that motivate students to study abroad?

What are the obstacles that affect students' decision to study abroad?

### **4. Theoretical Framework**

Overseas education consultancies are experts or counsellors who assist, guide, and direct students in planning their higher education abroad. The rise of overseas education can be seen in India and the number of students going abroad has increased ever since.

Acting as the mediator between the students and the overseas education process, the overseas education consultancy has made its presence known in India. According to the GMAC (Graduate management admission council), the number of students from India is the second-highest pursuing overseas education after China. According to the report by consulting firm RedSeer estimates, the number of Indian students opting for higher education abroad grew from 440,000 in 2016 to 770,000 in 2019 and is set to grow further to roughly 1.8 million by 2024. Data from the MEA reveals that over 10.9 lakh Indians are studying in around 85 countries, as of January 2021. This indicates that students are increasingly moving abroad in search of better educational opportunities.

By understanding how the students decide on studying abroad, we can fill in the gap in the market and identify the services that are needed and the services that are obsolete. Understanding the motives of the students to study abroad is the key secret to reaching and engaging students, and converting them to avail services from Overseas Education Consultants. The study on Determinants of Student's Motivation to Study Abroad should reveal: what motives the students to pursue education abroad. What are the factors that motivate students to study abroad? What are the obstacles that affect students' decision to study abroad? These factors will be a key to measure to influence students in pursuing education abroad.

By understanding the influence of different factors. Marketers can study the purchase patterns and figure out buyer trends of students aspiring to study abroad.

## **5. Literature Review**

**Dahari and Abduh (2011)** The study focused on students' decision-making to pursue postgraduate studies overseas. They looked at factors like programs and combined it with prominence because they perceived that if a university is offering unique programs that are most preferred by most students, other universities tend to copy that and start offering the same programs. That's when prominence comes in. Prominence of the lecturers of that particular university makes it more competitive. Other factors include environment, facilities, scholarship, convenience and price. The demand for higher education has been driven by expectations of its capability to raise the economic and social status of the graduates.

**(Mazzarol and Soutar, 2002)** For students in developing countries, limited access to higher education in their home country accelerated the number of students studying abroad. The "push and pull" factors that encourage students to study abroad explain the global pattern of international students flow. Their findings supported the findings of **McMahon (1992)** In their finding, that movement of international students can be explained by a combination of push and pull factors. The push factors operate within a source country to initiate the student's decision to study overseas, while the pull factors operate in the host country to make that country relatively attractive and desirable than others as a place for study. This paper will focus on these push and pull factors along with scholarship (Soutar and Turner, 2002), since the increase in the number of scholarships available contributes to the increase in numbers of Indian students going abroad for higher studies.

**(Ramani, 2015)** The increase in the number of scholarships available contributes to the increase in the number of Indian students going abroad for higher studies. Scholarship plays a great role in influencing the students' choice of study destination. Scholarship simply refers to where students' education funding is from (it can be the family or the government of that particular student's home country sponsoring the education) or students sponsoring themselves (self-sponsorship) According to **Ajzen (1991, p.181)** intention is defined as "how hard a person is willing to try and how much effort they are willing to put forth in order to perform a given behaviour." He further asserted that a person's attitude or behaviour could affect an individual's action or decision. Many studies have identified various factors that affect students' intention to study abroad. **Toncar et al. (2006)** According to a study conducted by Toncar et al. (2006), the students felt financial aid was important to them while studying abroad. In addition, the students considered increasing job opportunities and chance to work abroad to gain experience are some of the important reasons to study abroad. **Chen and Zimitat (2006)** conducted a study among the Taiwanese

students and found that the most important factor shaping Taiwanese intention to study in USA was family and peers. The main reason for Indian students to study overseas was to gain an international experience by interacting with students from other nationalities, countries and cultures. **(Bhatia and Anderson, 2012)** They also found that the students from India recognise Australian courses and delivery methods to be more effective compared to the pedagogy followed in Indian institutions. **(Wagner and Fard, 2009)** Researches also suggest that individuals will select a particular higher education institution abroad if the benefits of attending that institution outweigh the perceived benefits of attending other higher education institutions in the home country. **Pimpa (2003)** found that family financial sponsorship was not only their major factor, but also a key factor to their selection of academic programs and university since they (sponsors) were the ones to cater to their (students) cost. **Shanka et al. (2005)** University reputation includes university ranking, qualification quality, quality of teaching, quality of programs offered and the availability of good learning facilities to support students, etc. University reputation has a great impact on students' choice of study destination. **Dahari and Abduh (2011)** The argued to that saying that other students preferred universities which have good learning facilities to make their studying easy and fun. Therefore, university reputation does not really have an impact on such students.

## **6. Project Objectives**

1. To find out the factors that motivate students to study abroad.
2. To understand the obstacles that affect students' decision to study abroad.

## **7. Project Methodology**

### **Sample unit**

Out of the total students of 28 states in India, only students from Goa who are aspiring study abroad are taken in for the study

### **Sample size**

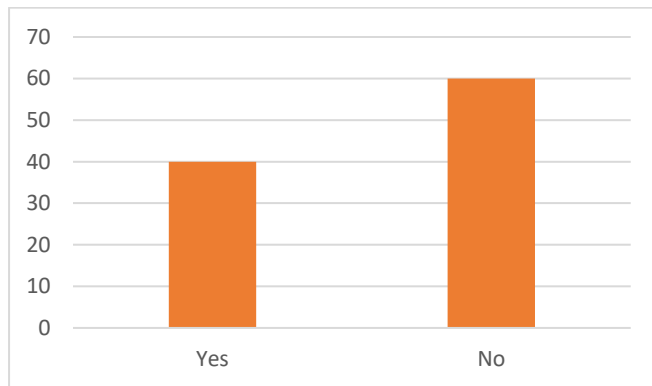
A total of 100 students were approached for the study, out of which 40 were aspiring to study abroad. The study uses a sample size of 40 students from education institutes across Goa who are aspiring to study abroad.

### **Data collection**

For the purpose of the present study, data is collected from primary sources. The use of a Structured questionnaire is made to collect data, which was developed according to the objectives of this study.

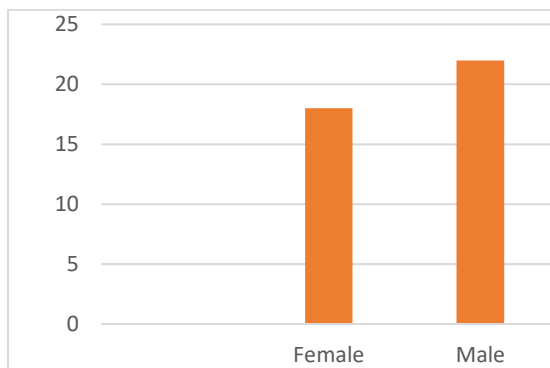
## **8. Project Data Analysis**

**Fig 1. 1 Are you planning to study in abroad ?**



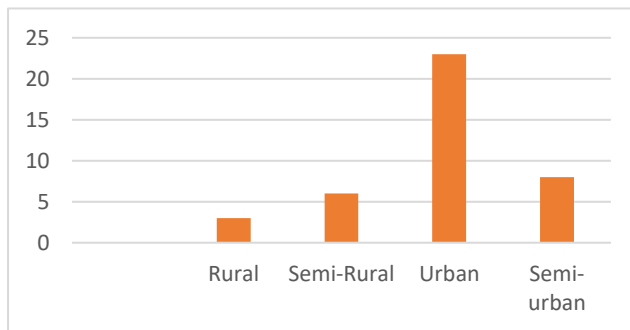
The collected data from students across Goa is presented in the form of bar graphs and is analyzed at an aggregate level. Along with information on motivational factors, I have collected other data about the geographical area they studied, household composition, source of income, etc. A total of 100 students responded to the survey. 40 respondents are planning to study abroad while the rest 60 respondents are not planning to study abroad.

**Fig 1.2 Please select the appropriate gender?**



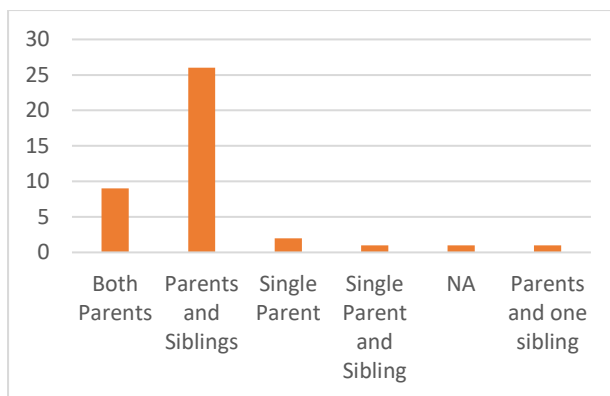
Total respondents were 100, out of which 40 positively responded to planning to study abroad. Out of these 40, 22 were males and 18 were females.

**Fig 1.3 Please select the geographical area you studied**



In the geographical area the student studies, the majority of 23 respondents studied in an urban area while 8 studied in a Semi-urban area, followed by 6 in semi-rural. A minority of 3 respondents have studied in rural areas.

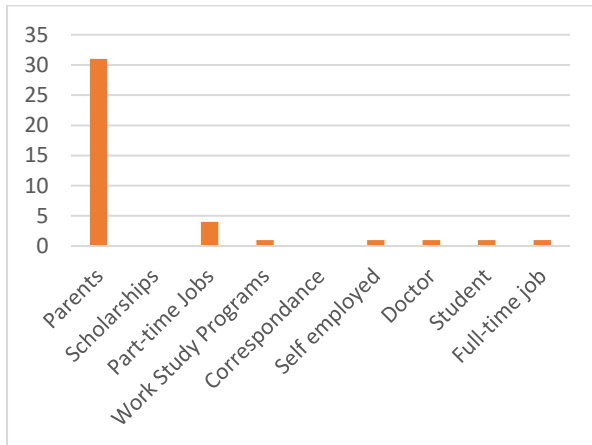
**Fig 1.4 Please select your household composition**



26 respondents constituted the majority part whose household composition is parents and siblings while 9 respondents live with both parents. 2 respondents live with single parents and siblings. An equal number of 1 respondents selected they live with parents and one sibling and the remaining answered NA.

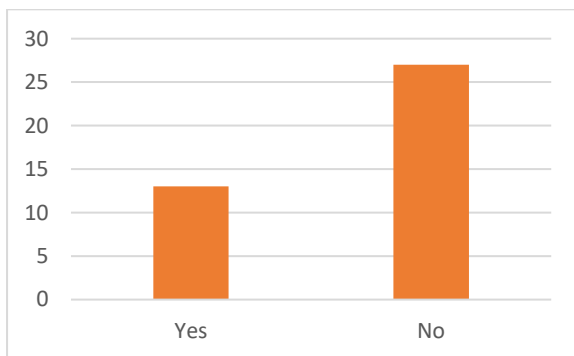


**Fig 1.5 Please select your source of income**



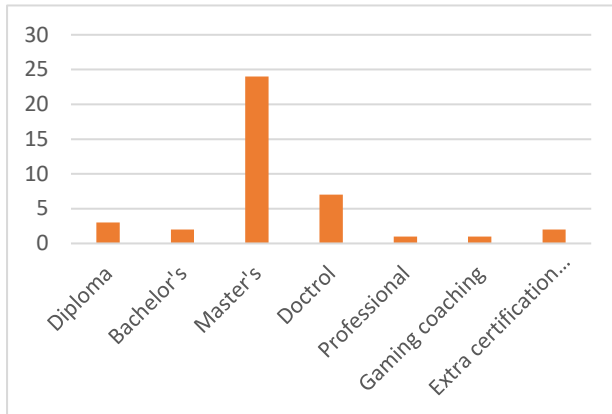
With regards to income sources, 31 of the respondents indicated that they received their source of income support from their Parents. 4 reported that their main earnings were from part-time jobs. Work-Study Programs, Self-employed, Doctor, Student, and Full-time job constitute an equal number of respondents 1 as the source of income

**Fig 1.6 Have you been abroad before?**



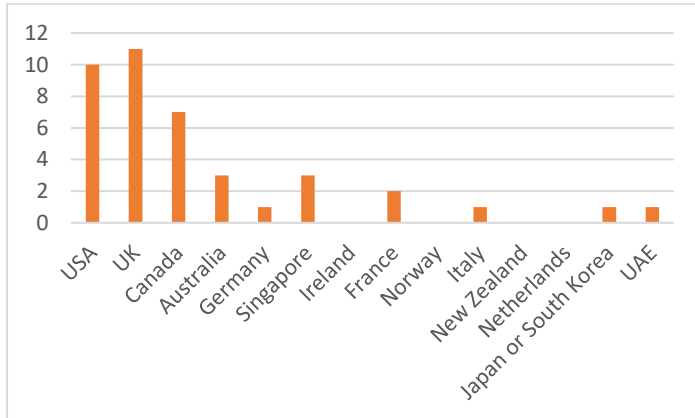
The majority of 27 respondents haven't visited abroad while the remaining 13 responses showed that they visited abroad before.

**Fig 1.7 Which educational qualification do you want to pursue in abroad?**



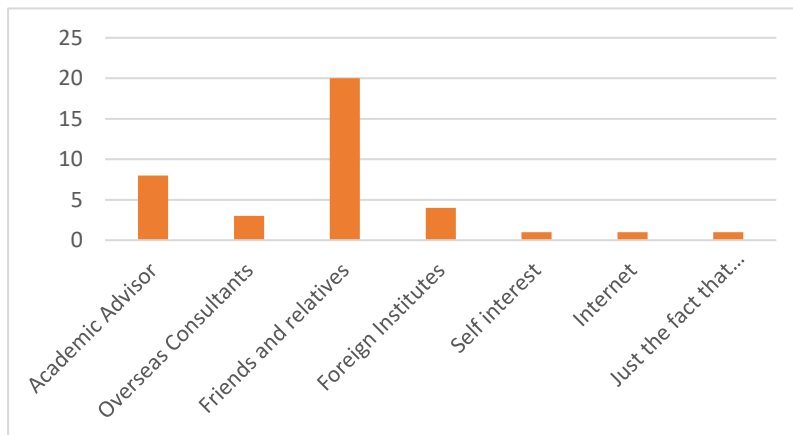
According to the survey results, the majority 24 of the respondents want to pursue a master's abroad, followed by 7 of the respondents wanting to pursue a Doctoral. 3 wish to pursue Diploma. While 2 want to pursue a bachelor's Abroad. 2 respondents wish to do an extra certification course. An equal number of 1 respondent chose the Extra certification course, Professional and Gaming coaching.

**Fig 1.8 Please select a country you wish to study**



UK constituted a major number of 11 respondents as the preferred country to study abroad. Followed by 10 respondents who selected the US. 7 respondents chose Canada. Singapore constituted 2 respondents. And an equal 1 respondent selected Germany, Italy, Japan, or South Korea and UAE, as a country they wish to study.

**Fig 1.9 Who influenced you to decide to study abroad?**

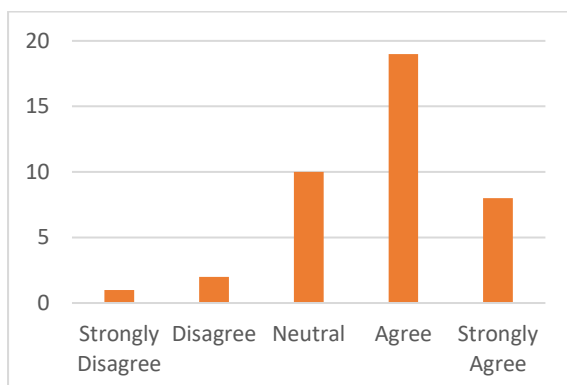


The majority of 20 respondents are influenced by friends and relatives. Followed by 8 respondents who selected Academic Advisor. And 4 respondents selected Foreign Institutes. 3 respondents were influenced by Overseas Consultants. And an equal number of 1 respondent selected the Self-interest, the Internet, and Just the fact that studying abroad has more scope in terms of opportunities were the information sources of information about study abroad programs.

**Please rate the following based on what motivates you to Study Abroad**

The respondents were asked to evaluate the importance of seven factors that might influence their study abroad decision.

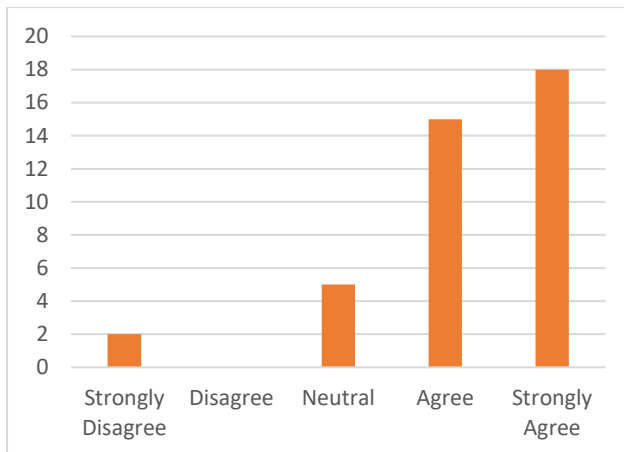
**Fig 2.1 Good Social contacts Abroad**



19 of the participants agreed that Good Social contacts Abroad motivate them to study abroad.

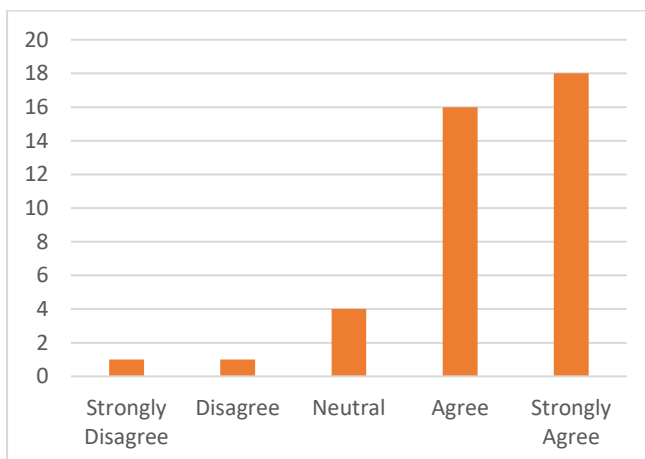
10 selected neutral, 8 Strongly Agreed with this statement, 2 disagree and 1 Strongly Disagrees with Good Social contacts Abroad as a factor for choosing an overseas study.

**Fig 2.2 Language of the program**



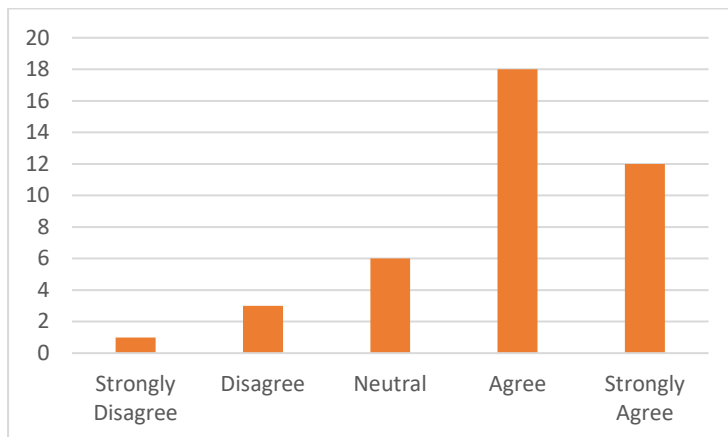
About 18 respondents Strongly Agree that the Language in which the program is delivered should be understandable. 15 of the students Agree with the statement. While 5 chose neutral and 2 Strongly Disagree with Language in which the program is delivered should be understood as a factor of motivation to Study Abroad

**Fig 2.3 Quality of education by Institute**



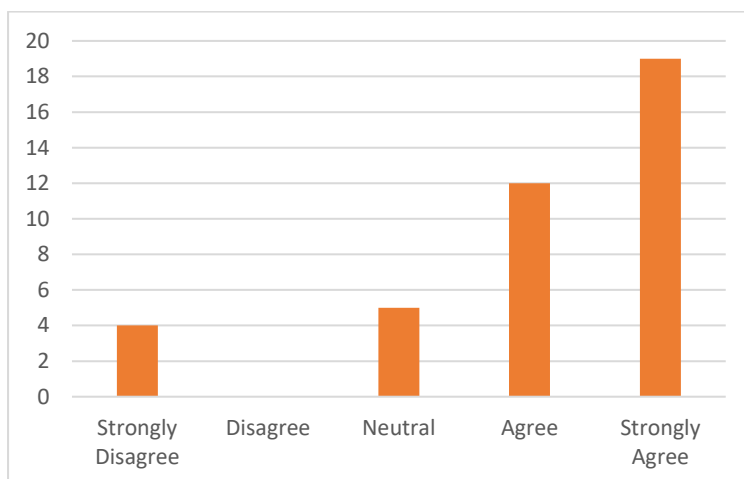
A majority of 18 respondents strongly agree that the Best quality of education the institute offers motivates them to study abroad. Followed by 16 respondents who agree. 4 respondents select neutral and 1 equal respondent chose to disagree and strongly disagree as a motivational factor for choosing an overseas study.

**Fig 2.4 The ranking of the Institute should be high**



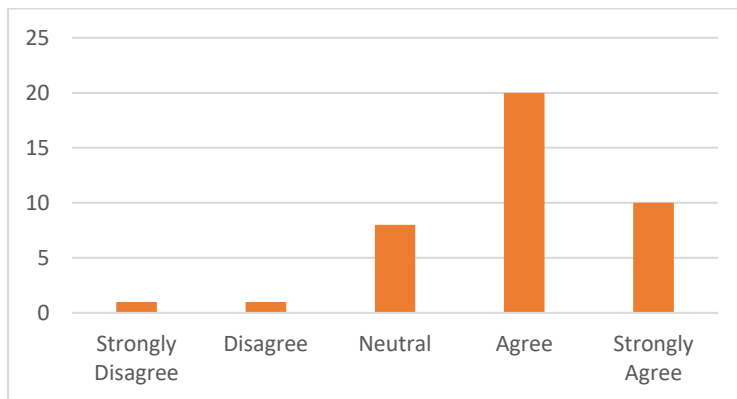
18 of the participants Agreed that the Ranking of the Institute should be high. 12 strongly agree, 6 remain neutral to this statement, 3 disagree and 1 Strongly Disagrees to Ranking of the Institute should be high as a factor for choosing an overseas study.

**Fig 2.5 The cost of the program should be affordable**



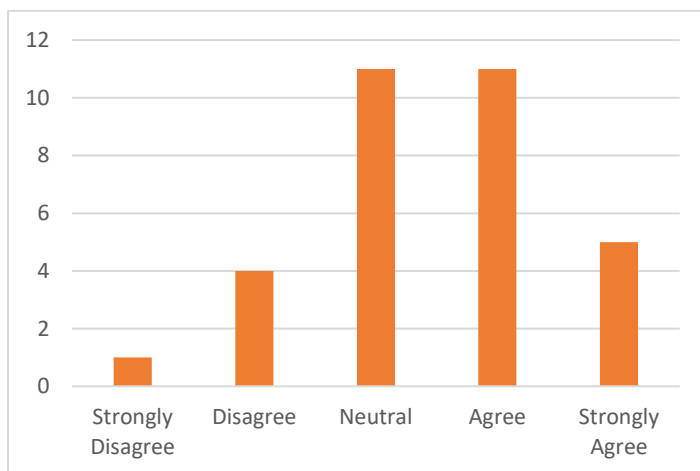
About 19 of the respondents Strongly Agree that the Cost of the program should be affordable. 12 of the students Agree with on the statement. While 5 chose Neutral and 4 Strongly Disagree Cost of the program should be affordable as a factor of motivation to Study Abroad.

**Fig 2.6 Work experience abroad**



A majority of 20 respondents Agree that Work experience abroad motivates them to study abroad. Followed by 10 respondents who Strongly Agree. 8 respondents select neutral and 1 equal respondent chose to disagree and strongly disagree Work experience abroad as a factor for choosing an overseas study.

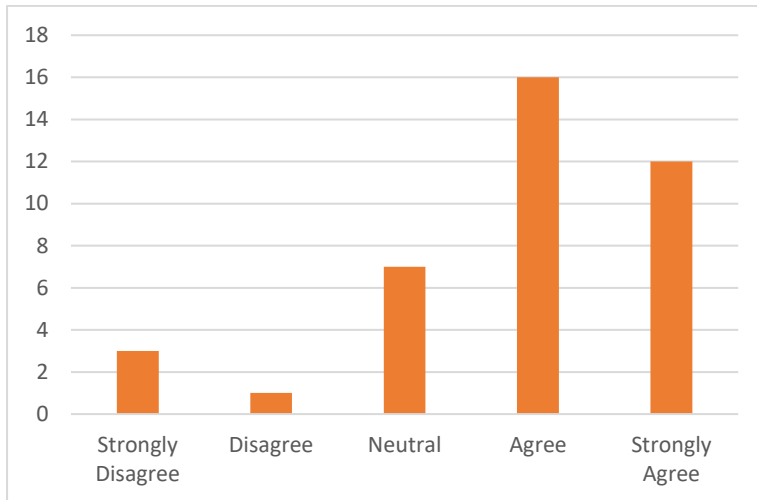
**Fig 2.7 Application for permanent residency**



An equal number of 11 respondents Agreed and selected Neutral that Application for permanent residency motivates them to study abroad. 5 strongly agree, 4 disagree with this statement, and 1 Strongly Disagree with the Application for permanent residency as a factor for choosing an overseas study.

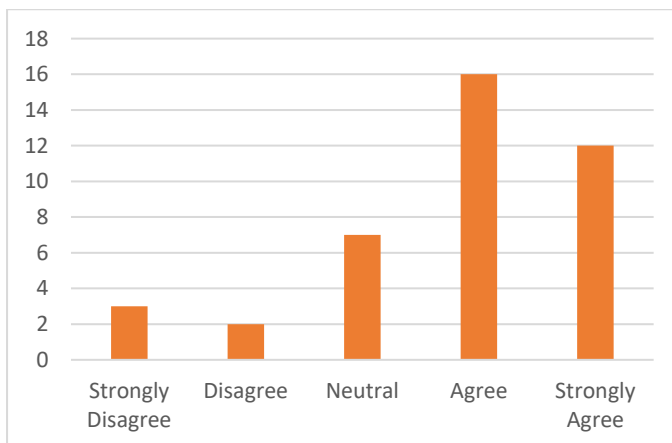
## Psychological and socio-cultural factors

**Fig. 3.1 Personal growth through new experiences**



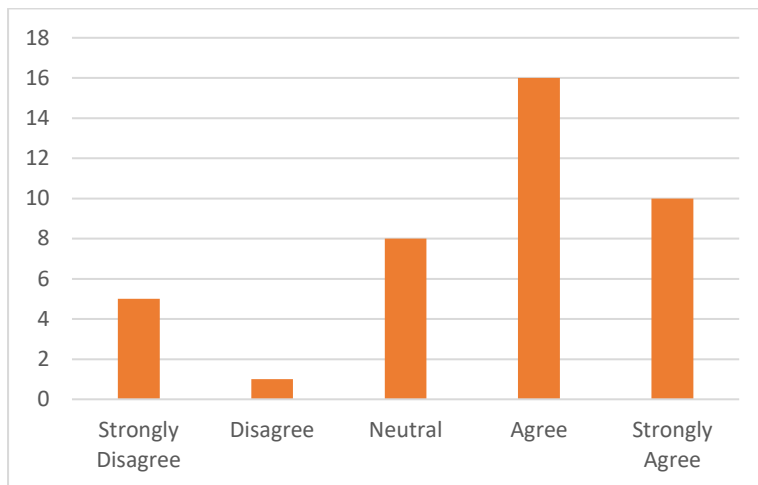
Approximately 16 of the respondents Agree that they want to have personal growth through new experiences. 12 respondents Strongly Agree to wanting a personal growth through new experiences. While 7 chose Neutral. 3 Strongly Disagree and 2 Disagree with Personal growth through new experiences.

**Fig 3.2 Ability to adapt to new surroundings and environment**



16 respondents Agree that they have the ability to adapt to new surroundings and environments. 12 strongly Agree with this statement. Meanwhile, 7 stand Neutral. 3 respondents Strongly Disagree and 2 respondents Disagree with having the Ability to adapt to new surroundings and environment.

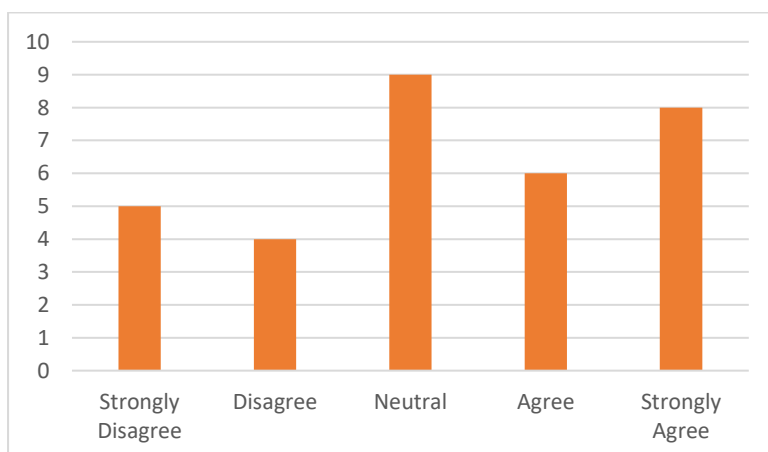
**Fig 3.3 Possession of self-determination and independence**



About 16 respondents Agree that Possession of self-determination and independence affects their decision to study abroad. Followed by 10 respondents who Strongly Agree. 8 respondents chose Neutral. 5 respondents Strongly Disagree and 1 participant Disagree that Possession of self-determination and independence affects their decision to study abroad.

### **Obstacles in deciding to study abroad**

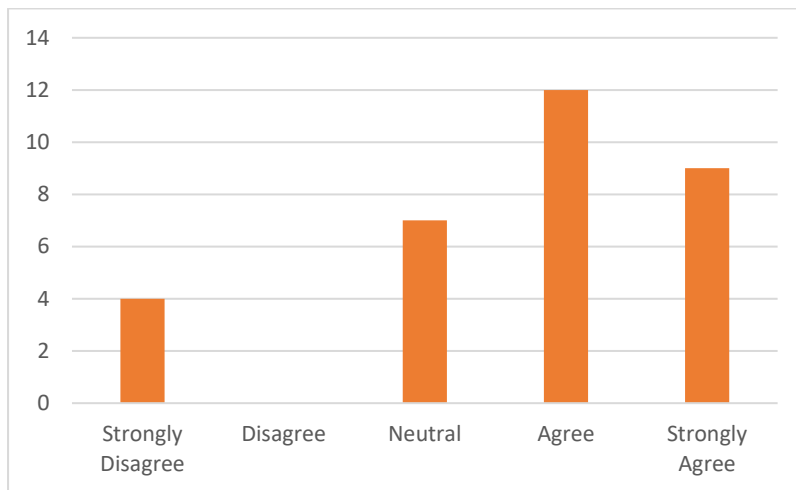
**Fig. 4.1 Complications with test preparation such as IELTS, GRE, GMAT**



The majority of the 9 respondents gave their answers as Neutral which shows neither positive nor negative obstacles. About 8 Strongly Agree that Complications with test preparation such as IELTS, GRE, and GMAT as an Obstacles in deciding to study abroad. 6 Agree with this statement. While 5 Strongly Disagree and 4 Disagree it as an obstacle.

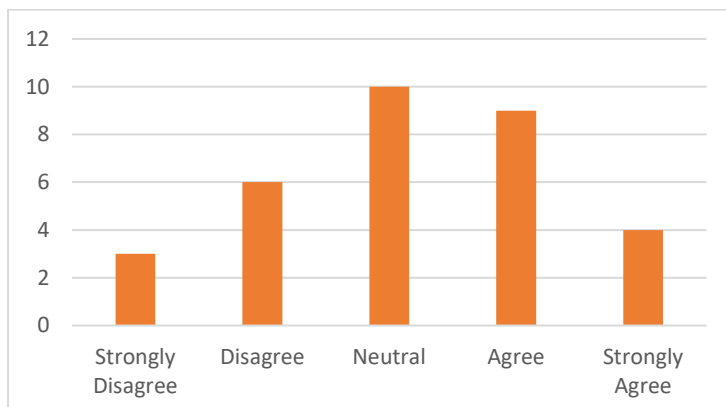


**Fig 4.2 Lack of financial assistance for study abroad**



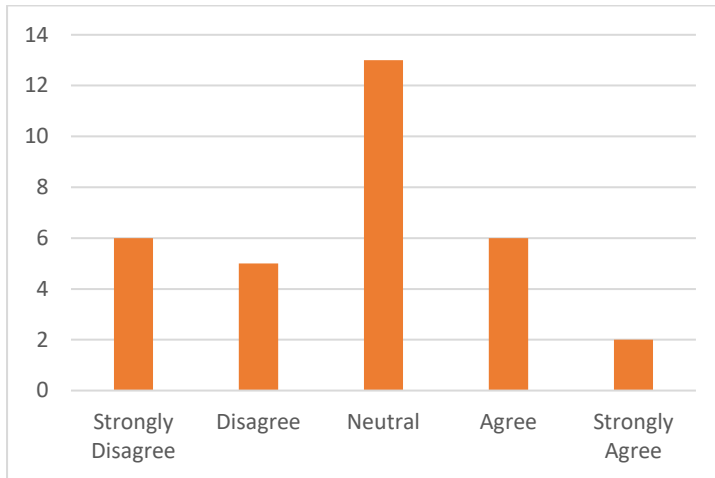
12 of the respondents Agree that there is a lack of financial assistance for studying abroad. 9 Strongly Agree, 7 remain Neutral to this statement, and 1 Strong Disagrees Lack of financial assistance for study abroad as an Obstacles in the deciding to study abroad.

**Fig. 4.2 Difficult to meet visa requirements**



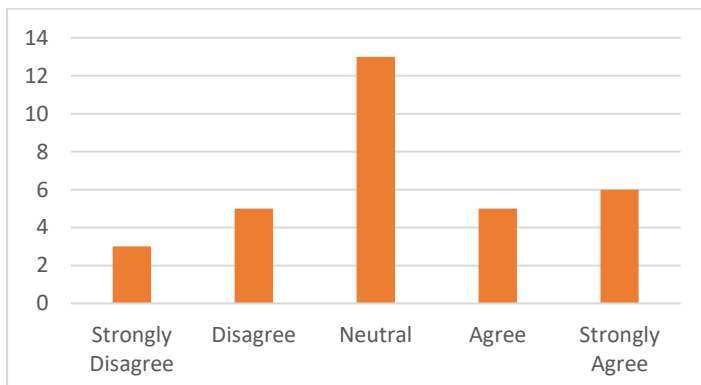
Approximately 10 of the respondents stand Neutral about the Difficult to meet visa requirements. 9 respondents Agree on Difficult to meet visa requirements. While 6 chose to Disagree. 4 Strongly Agree and 3 Strongly Disagree.

**Fig 4.3 Lack of family support**



13 of the participants chose Neutral as Lack of family support as an obstacle to studying abroad. An equal of 6 respondents Strongly Disagree and Agree, 5 disagreed with this statement, and 2 strongly agree with the Lack of family support as Obstacles in deciding to study abroad.

**Fig 4.4 Lack of knowledge of the foreign language**



About 13 respondents selected Neutral that Lack of knowledge of a foreign language affects their decision to study abroad. Followed by 6 participants who Strongly Agree. 5 equal respondents chose to Disagree and Agree. And 3 respondents strongly disagree that a Lack of knowledge of a foreign language causes Obstacles in deciding to study abroad.

## **9. Project Data Findings**

In the data collected and analyzed in the earlier heading I found the following findings:

40 respondents are planning to study abroad. The majority of males are planning to study abroad. Those students who have studied in an urban geographical area are more motivated to study abroad. Household composition of parents and siblings has constituted the highest to plan for overseas education. With regards to income sources, the highest source of income was from their parents.

A majority of respondents who are planning to study abroad haven't been to abroad. According to the survey results, the majority of the respondents want to pursue a master's abroad. The country most preferred to study in is the UK. These respondents were more influenced by their friends and relatives to study abroad.

Most of the respondents agree that Good Social contacts in Abroad motivate them to study abroad. The respondents strongly agree that the Language in which the program is delivered should be understandable. The best quality of education the institute offers is strongly agreed by most of the respondents as motivation to study abroad. A majority of respondents agreed that the Ranking of the Institute should be high. Most of the respondents, strongly agreed that the Cost of the program should be affordable. A majority of them agree that Work experience abroad motivates them to study abroad. An equal number of respondents agreed and selected neutral that Application for permanent residency motivates them to study abroad.

Also, consistent with previous research, we found that students agree on wanting to have personal growth through new experiences having the ability to adapt to new surroundings and environments and that the Possession of self-determination and independence affects their decision to study abroad.

In addition to these variables, the survey also indicates that students gave their answers as Neutral which shows neither positive nor negative that Complications with test preparation such as IELTS, GRE, and GMAT is an Obstacles in deciding to study abroad. Many of the respondents agree that there is a lack of financial assistance for studying abroad. And a majority

of the respondents stand Neutral about the Difficult to meet visa requirements and the Lack of knowledge of a foreign language that affects their decision to study abroad.

### **10. Project Conclusion**

After studying all the above parameters, I would like to conclude here that a fewer number of students are planning to study abroad across Goa. Most students who are motivated to study abroad have studied in an urban background and these respondents are mostly influenced by their friends and relatives to pursue an education abroad.

Having no previous experience abroad did not affect their decision to study abroad. The language in which the program is delivered, the best quality of education the institute offers, the Ranking of the Institute, Work experience abroad, And Application for permanent residency play an important role in motivating students to study abroad.

Considering the psychological and socio-cultural factors, many of these students want to gain personal growth through new experiences as they have the ability to adapt to new surroundings and environments and the Possession of self-determination and independence affects their decision to study abroad.

The above analysis shows Obstacles the students face during their decision to study abroad, Complications with test preparation such as IELTS, GRE, and GMAT, Difficult meeting visa requirements, and Lack of knowledge of a foreign language are not considered major issues. However, a major issue is a lack of financial assistance for studying abroad.

### **11. Recommendations to the Company**

1. Create awareness through digital platforms and during events/seminars/webinars of the available funding options such as scholarships, education loans etc to pick the one that matches their needs and goals.
2. Educate students about programs in those languages which are understandable and affordable so that they are encouraged to pursue these programs abroad.
3. Set up a dedicated Business Development team and Marketing teams in terms of reaching maximum students.
4. Conduct events/seminars/webinars that include students and their parents to inform the parents about the career opportunities abroad in order to gain family support.

5. Maintain and update the blog and help prospective students, and current students on understanding and keep them in the loop about various trends in education.

### **12. Learnings Derived**

1. Part of the Digital Marketing Team, Coordinating and collaborating with the Content writer, Graphic designers, and all departments.
2. Creation and implementation of an organic content strategy.
3. Have assisted in market analysis and research on the competition.
4. Helped to create media mentions.
5. Worked on optimizing the company website.
6. Researched SEO keywords to use throughout the company's website and YouTube.
7. Conducted daily activities on social media sites to boost the company's online presence.
8. Measured the performance of all digital marketing campaigns by assessing KPIs.
9. Helped in engaging and creating testimonials to increase brand trust.
10. Used Canva to create designs

As an Executive - brand communication, I had to coordinate with all the stakeholders. Content writers and graphic designers made up the majority of my crew. As an executive brand communicator, I was also responsible for developing and implementing organic and paid digital marketing strategies. I assisted with market analysis and competitor research to better grasp the market in neighbouring states. I assisted in the creation of media mentions in order to build backlinks and boost domain authority. I also worked on keyword optimization for the company's website and YouTube channels. My daily task was to improve the company's online presence and track the KPIs of several social media accounts, including LinkedIn, Instagram, Facebook, and WhatsApp. I assisted in engaging and creating testimonials of students to boost brand trust. I also learned how to create posts and reels for various social media networks using Canva.

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#### **14. Annexure**

##### **Questionnaire framed for conducting this study**

1. Are you planning to study in abroad?
  - Yes
  - No
2. What is your Age?
  - Below 18
  - 18 – 20
  - 20 – 22
  - Above 22
3. Please select the appropriate gender?
  - Male
  - Female
  - Prefer not to say
4. Please select your education qualification?
  - SSC
  - HSSC

- ☐ Bachelors
  - ☐ Masters
  - ☐ PhD
  - ☐ Other
5. Please select the geographical area you studied
- ☐ Rural
  - ☐ Semi-rural
  - ☐ Urban
  - ☐ Semi-urban
6. Please select your household composition
- ☐ Both Parents
  - ☐ Parents and Siblings
  - ☐ Single Parent
  - ☐ Single Parent and Sibling
  - ☐ NA
  - ☐ Other
7. Please select your source of income
- ☐ Parents
  - ☐ Scholarships
  - ☐ Part-time Jobs
  - ☐ Work Study Programs
  - ☐ Correspondance
  - ☐ Other
8. Have you been abroad before?
- ☐ Yes
  - ☐ No



9. Which educational qualification do you want to pursue in abroad?

- ☐ Diploma
- ☐ Bachelor's
- ☐ Master's
- ☐ Doctoral
- ☐ Other

10. Please select a country you wish to study

- ☐ USA
- ☐ UK
- ☐ Canada
- ☐ Australia
- ☐ Germany
- ☐ Singapore
- ☐ Ireland
- ☐ France
- ☐ Norway
- ☐ Italy
- ☐ New Zealand
- ☐ Netherlands
- ☐ Other

11. Who influenced you to decide to study abroad?

- ☐ Academic Advisor
- ☐ Overseas Consultants
- ☐ Friends and relatives
- ☐ Foreign Institutes
- ☐ Other

12. Please rate the following based on what motivates you to Study Abroad

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Good Social contacts in Abroad					
Language in which the program is delivered should be understandable					
Best quality of education the institute offers					
Ranking of the Institute should be high					
Cost of the program should be affordable					
Work experience in abroad					
Application for permanent residency					

13. Please rate the following psychological and socio cultural factors that affects your  
decision to study abroad

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Personal growth through new experiences					
Ability to adapt to new surrounding and environment					

Possession of self-determination and independence					
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14. Obstacles in taking decision to study abroad

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Complications with test preparation such as IELTS, GRE, GMAT					
Lack of financial assistance for study abroad					
Difficult to meet visa requirements					
Lack of family support					
Lack of knowledge of foreign language					

15. Which other factors influences you to 'Study Abroad'?