

A Multiple Regression Analysis of Students' Perceived Satisfaction with Travelling, Studying, and Relocating Overseas

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Abstract

Students who take part in international educational courses have better global mindsets, increased sensitivity, and higher cross-cultural competencies. Studying abroad enables students to increase their academic output, develop their global abilities, and obtain real-world experience in a different setting & social structure. This study aims to determine the elements that impact the students' decisions to study abroad and measures the degree of perceived pleasure among Punjabi (Indian) students who aspire to travel abroad. Five hundred and ninety-three student surveys who want to study abroad have been taken into consideration. To accomplish the goals of this study, descriptives, factor analysis, and multiple regression analytic approaches have been employed. The component analysis identifies five factors: financial concerns, reliable thinking & advice, perceived satisfaction from travelling abroad, attractions at foreign countries, and barriers to travelling abroad. For the sake of conducting a regression analysis, four of these factors—attractions at foreign countries, obstacles to travelling abroad, trustworthy advice and thinking, and financial concerns—are regarded as independent, while perceived satisfaction from travelling abroad is considered a dependent factor. The R^2 value of 69.5% suggests that 69.5% of the variances in students' subjective contentment from studying abroad can be attributed to foreign attractions, travel-related challenges, reliable counsel and thinking, and financial concerns.

Introduction

Learners can gain knowledge using exposure, observation, and discussion (Houser and Bornais, 2023). Studying overseas helps students gain practical experience in a foreign environment & social structure, and build their competencies worldwide (Clark, 1996). According to Kramsch, 1993; Lewis & Niesenbaum (2005); Clarke et al. (2009); Hamad & Lee, (2013); Lemmons (2015); Chwialkowska, (2020) learners who participate in overseas educational programmes have enhanced cross-cultural competencies, improved sensitivity to societal variation, and global mindset. Learners have become increasingly mobile worldwide; there is now a genuinely international

marketplace for educators and learners (Altbach, Reisberg, and Rumbley, 2009). The count of learners enrolling in service sector educational courses in nations other than a home country has nearly tripled globally, from 1.3 million in 1990 to approximately 5 million by 2015 (Organization of Economic Co-operation and Development (OECD), 2015). Mentees have been moving to foreign countries to acquire education in the tertiary sector and to earn credits for some study tenure and then move their gained credits back to their homeland in the course in which they are studying (De Wit, 2012).

Newly graduated learners lack the competencies necessary for advancement in the worldwide marketplaces (Fischer, 2007); overseas educational courses potentially improve the issue by increasing mentees' chances of finding employment (Stuart, 2007). Mentees who are in their final years of studies focus on getting work-related skills so that they can stand on their feet and start earning (Whatley, 2017; Tillapaugh & McAuliffe, 2019; Netz et al., 2020; Houser & Bornais, 2023) while mentees in earlier years focus on boosting their self-esteem to broaden their perspectives (Clarke et al., 2009; Cisneros-Donahue et al., 2012; Houser & Bornais, 2023). Studying overseas also improves the resume of mentees (Stroud, 2010). Employers are demanding employees who have knowledge about global market conditions (Bipartisan Commission, 2005).

Insufficient funds (Curry, 1999; Brustein, 2007; Gordon, Patterson & Cherry, 2014), insecurity (Szekely & Krane, 1997; Gordon, Patterson & Cherry, 2014), individual impediments & commitments (Dooley, Dooley & Carranza, 2008; Hackney, Boggs & Borozan, 2012; Gordon, Patterson & Cherry, 2014), and unawareness about possibilities for studying overseas & the significance of the programmes offered overseas and restricted financial assistance (Naffziger, Bott & Mueller, 2008; Trilokekar & Rasmi, 2011); spending too much time far from home, family (Hackney, Boggs & Borozan, 2012); job, and educational institutions (Albers-Miller, Prenshaw & Staughan, 1999; Kim & Goldstein, 2005; Vernon, Moos & Loncarich, 2017); delay in completing programme and cost of the educational course (Walker, 2015; Sanchez et al., 2006); delay in getting a degree (Spiering and Erickson,

2006); lack of co-operation (Trilokekar & Rasmi, 2011; Taylor, & Rivera Jr, 2011) and not feeling good within the education programme (Doyle et al., 2010) prevent students from participating in overseas educational programmes. But if the mentees do not bother about these impediments, they will be able to get those skills which would help them to stand on their feet early. Scholarships should be offered and other funds should be arranged for mentees so that funds should not act as impediments to their learning abroad (Houser & Bornais, 2023).

Review of Literature

Attractions to foreign nations

Students had experienced positive changes by going abroad for higher education i.e. improvement in self-image, better relationship with others, greater serenity, and stronger psychological well-being (Nash, 1976). Their anxiety levels, stress and trepidation had reduced and mentees had experienced heightened curiosity about literary works, culture, and visual arts as well as introspective thoughts (Kauffmann & Kuh, 1984). Studying abroad had been linked to improvement in enthusiasm, pursuits, worldwide views, intercultural competency and social & individual competency (Carlson and Widaman, 1988; McCabe, 1994; Kitsantas and Meyers, 2001 and Kitsantas, 2004) as well as possibly improving one's chances of finding jobs etc. (Dwyer and Peters, 2004) & Mpinganjira, 2009). Students after going abroad, had been looking for guidance, introductory sessions, advisory services, student support clubs and groups, lodging facilities, availability of facilities like libraries, eating outlets, health care centres, recreational spaces, etc., so, foreign institutions must integrate these aspects into their overall strategic goals (Knight and De Wit, 1995). Opportunity to pick up an unfamiliar tongue was what pushed learners to enroll in overseas educational programmes (Allen and Herron, 2003; Mendelson 2004; Hernández, 2010; University of Maryland, 2013). Mentees who took part in short-term educational courses might not avail of the same advantages as mentees engaged in a semester-long programme because mentees engaged in a semester-long programme could grasp inter-cultural knowledge as well as also learn the language of that host country (Roy (2014; Sutton et al.,

2017). Learners' who had a keen fascination with linguistics while exhibiting low levels of racial prejudice and discrimination had more positive prospects of pursuing education overseas (Goldstein and Kim, 2006). The various pull factors for brain drain to developed countries had been well-equipped hospitals, opportunity for professional development (Ahmed, 2020), likelihood of prosperity (Souto-Otero et al., 2013; Salhotra and Sharma, 2020), earning & learning, quality education, choices of subjects, relatives, and friends abroad, better career opportunities, and globally acceptable degrees (Shrestha, 2021) and various push factors i.e. demotivating working conditions, low salaries, no likelihood of prosperity (Bhabra and Sandhu, 2020), lack of leadership, and incentives, no career prospects, lack of subjects, low-quality education, political instability (Shrestha, 2021). Reasons for the non-return from abroad after completing their education had been inadequate resources for research, lack of facilities, restricted career guidance, deficient cognitive incite, danger of brutality, and insufficiency of decent education for youngsters (Dodani and LaPorte, 2005), and students thought that overseas education would be of great use and benefit (Spiering and Erikson, 2006).

Universities around the globe had launched international educational programmes to allow learners to become global citizens and to get ready for issues that face the world and they might not gain the best grades because their educational experience had occurred in less academically structured environments, so there had been a dire need to create tools to assess mentees' overall development comprehensively (Grudzinski-Hall, 2007). Willingness to take risks had been a major determinant of a learner's probability of studying overseas but if the learner did not think that learning overseas would be highly valuable for his career, he would not take the risk; so, potential hazards must be presented as controllable (Relyea et al., 2008). Learners, were desirous of pursuing education overseas (Chang, 2012) but having low family income and other obligations were not able to pursue their careers overseas and broad-minded pupils were having strong urge to learn about other cultures (Stroud, 2010); and their learnings had changed their way of thinking and acting (Green, 2012). Learners had been looking for facilities and amenities,

relating to teaching and learning and for other background services dealing with conditions of existence and environment (natural, physical, technological, social, safety, lodging, visa, entry rules, and regulations, etc.) at host nation (Bianchi, 2013; Escrivá Muñoz et al., 2015). Governments of host nations had been providing better amenities to mentees of other nations and host country institutes offered programme-related facilities (mentor support, fair evaluation procedure, improved teaching and learning methodology, etc.) and organization facilities (supportive mentors, providing meals and residential facilities to mentees in hostels at reasonable prices, etc.) and some host countries students had been provided with scholarships and host countries' universities had been organizing cultural and social programmes to make students aware of the social and cultural values of the host countries (KÜÇÜKÇENE & AKBAŞLI, 2021) to attract students for studying at their nations (Perez-Encinas & Rodriguez-Pomeda, 2018). Students had been considering the culture of host countries as relaxing, cool, nice, affectionate as well as simple and they had been appreciating as well as accepting foreign cultures (Maharaja. 2018) and due to a favourable environment in the host country people migrate to foreign nations (Portes et al., 2020) & migrants had earned more income due to their productivity in destination countries (Koczan et al., 2021). During the COVID-19 Pandemic, students highly appreciated their emergency remote learning experience and were thankful to their mentors but they were also frustrated, as they had to study in isolation (Dong and Ishige, 2022). Some students had experienced health issues, however, these issues might had arisen due to disregarding standard medical procedures, altering one's eating habits, and drinking less water (Carsello and Creaser, 1976).

But the after-effects of the migration of Punjabis have been the squandering of brilliance, dexterity, and adroitness to Punjab. It has also resulted in cultural destruction due to social pressure on Punjabis to pursue their dreams and emigrate (Bhabra and Sandhu, 2020)

Hindrances in going abroad

Baty and Dold (1977) conducted two studies of male and female students' one before going abroad and the other after having their overseas learning experience. The study revealed that before going abroad females had emotional concerns in comparison to males (Martin and Rohrllich, 1991; Hood and Jackson, 1997a) i.e. masculine gender often reported greater trust in them in comparison to the feminine gender, during the validation process of Emerging Skill Assets (Hood and Jackson, 1997b); while after studying overseas females expressed lesser psychological and emotional concerns in comparison to males. Women showed less despair about themselves, and their surroundings and instead displayed a greater sense of security while men expressed greater feelings of isolation and melancholy. Female desire to pursue education overseas might be hampered in some way by the atmosphere at community colleges and regional universities (Salisbury et al., 2010). Bakalis and Joiner (2004) highlighted disadvantages related to studying abroad were the absence of monetary assistance and administrative challenges such as obtaining a visa and locating comparable courses to pursue. Dearth of knowledge about different cultures, discomfort while traveling, linguistic barriers (Williams, 2005); misconceptions, preconceived notions (Loberg, 2012); interpersonal, mental, economic (Salisbury et al., 2009), and family-related obstacles (Sánchez et al., 2006); excessively distant from loved ones (Doyle et al., 2010); involvement in important tasks in their home country, delayed graduation (Walker, 2015), whether credits earned abroad would add to their profile or not (Roy, 2014) made learning internationally extremely difficult (Sánchez et al., 2006; Tamas, 2014; KÜÇÜKÇENE & AKBAŞLI, 2021). Lack of fascination, unawareness about prospects, and educational specifications about current educational programmes were the deemed obstacles faced by mentees who had not pursued educational courses abroad (Jenny et al., 2017). Students were concerned about the place where they would reside after going abroad and about assistance with academic issues after going abroad (Kelo et al., 2010). Migrants had faced unfair treatment and hatred, a reduction

in the value of their credentials, skills, expertise, and qualifications as well as gender disparities (Qureshi et al., 2012) to keep them away from having good positions in jobs (Baran et al., 2018 & Jamil et al., 2016). Students overseas had been doing part-time jobs to make both ends meet (Kaur, 2019).

Perceived satisfaction from going abroad

Involvement with distinct communities and cultures, language proficiency, and global readiness in graduates were important not only for the profitability & worldwide competitiveness of their enterprises (Adelman, 1994) but also for the benefit of society as a whole and to help mentees in a wide range of social situations and difficulties (Bikson and Law, 1994). Overseas learning experiences had made mentees more creative (Lee et al., 2012); confident, happier, secure, independent (DÖRFER, 2017); mindful (Sutton and Rubin, 2004); self-decision makers, personally developed and one step closer to reaching their full potential (Dukes et al., 1994; Inglis et al., 1998; Amuzie & Winke, 2009) and improved their knowledge of other cultures, their capacity for cross-cultural communication, their trust in themselves and their capacity for original and innovative thoughts (Cushner & Karim, 2004; Dwyer, 2004; Kitsantas, 2004; Lee et al., 2012; Mohajeri Norris & Gillespie, 2008; Williams, 2005; Robalik, 2006; Rexeisen et al., 2008; Dunkley, 2009); their knowledge about foreign teaching techniques, foreign issues, foreign insights (Walker et al., 2011; American Institute for Foreign Study, 2012); improved their global awareness and global perspectives (Grigorescu, 2015; Tamas, 2014); their foreign language communication ability (Hadis, 2005; Engle & Engle, 2008; Cubillos and Llvento, 2012); overall academic performance (Lindsey, 2005; Holoviak et al., 2011; Vidal & Juan-Garau, 2009); listening proficiency in other tongues (Cubillos et al., 2008); intellectual growth (Ingraham and Peterson, 2004; Jenny et al., 2017; Twombly et al., 2012; Luo & Jamieson-Drake, 2015); and they had initiated introspection and self-evaluation (Dolby, 2004; Stroud, 2010; & Mills et al., 2010; Maharaja, 2018). Learning overseas had opened up new opportunities for learners, to develop their career skills by undertaking experiential learning and enhancing their professional

abilities (Houser et al., 2023); enhanced their versatility, intellectual curiosity, enlightened their future prospects (Roy, 2014); and increased worldwide and cultural consciousness (Chieffo & Griffiths, 2008); they had been participating in civic and charitable endeavors (Paige et al., 2009); and students considered foreign study tours as safe, expensive, exciting, educational, and worthwhile (Evans et al., 2008) and they were advising others to learn foreign languages so that they should not face language difficulties (KÜÇÜKÇENE & AKBAŞLI, 2021).

Overseas educational programmes at institutions of higher learning were running successfully due to the desire among learners to acquire abilities, capabilities, and skills (Salisbury et al., 2009; Hackney et al., 2012) and due to the requirements of the modern world (Gibson et al., 2006; Mullen, 2006); Hobbs and Chernotsky, 2007; Braskamp, 2008; Gibson et al., 2008; Danaher, 2011; Kutner, 2010). These overseas courses had been running successfully due to host country environment, calibre and demeanour of the professors teaching in host countries' educational institutes, and accessibility & amiability of the inhabitants of host countries (Van der Beek & Van Aart, 2014).

Reliable thinking & guidance

International education participation was more common among people who had a greater appreciation of uncertainty and open-mindedness (Bakalis and Joiner, 2004) and these attitudes could be shaped by a lifetime's worth of unconsciously accumulated influences and experiences from the past (Otero, McCoshan & Ecotec Research and Consulting, 2006. Deemed facilitators that motivated mentees to go abroad for higher education were individual growth & advancement, a chance to live in another nation, the assistance of mentors, and overall life experience (Jenny et al., 2017). Inward-controlled drives like academia, overseas travel, and dissipation played a role in the development of attitude towards going aboard and attitude was more dependent on outward-controlled motivations when confronted with novel situations like studying abroad because these drives and motivations increased cognitive ability and were dependent on the observations of other individuals (Nyaupane et al., 2011). Students' primary considerations when deciding to study

abroad were budget, assistance availability and they gave careful consideration to what their parents & potential employers would think (Presley et al., 2010) and prospects in foreign nations, etc., (Souto-Otero et al., 2013). Teachers and mentors did not encourage mentees to go overseas for higher education (Mansour, 2018); while foreign-settled relatives of the students assisted them by providing lodging, financial, and informational facilities in host countries (Shrestha, 2021); some migrants relied on digital sources (Caidi et al., 2014; Khoir, 2016; Suh and Hsieh, 2019); other media sources like TV, radio, newspaper, relatives, parents, peers, and other close associates (Ingraham, 2003; Hakim Silvio, 2006; Mason & Lamain, 2007; Hamir, 2011; Komito & Bates, 2011; Lingel, 2011; Machet & Govender, 2012; Koo, 2013); and Citizenship & Immigration office (Allard, 2022); social networking sites (Quirke, 2014); own connections, expert buddies for getting professional jobs in host countries (Rayes et al., 2016); and immigration advisors (Esses et al., 2013a; Esses et al., 2013b); for their informational needs. Some adult immigrants who were above the age of sixty years sought information about going abroad from their children (Caidi et al., 2020).

Students came to know about student exchange programmes from various online sources, social media apps, and billboards, from their faculty and peers who had already participated in these programmes and desired to go abroad to become academically and socially strong and they had faced many problems while applying for study abroad, but the coordinators had co-operated with them (KÜÇÜKÇENE & AKBAŞLI, 2021). Students after visiting abroad had faced many challenges and said that if the reality would have been disclosed to them, they would never have decided about immigration (Shuva, 2023). The factors like safety, apprehension about completion of studies in a foreign country and financial strain of loans if they had to return without completing their education were the hindrances which prevented the students from going abroad (Srivastava & Dhamija, 2023).

Refugees required guidance regarding jobs availability; lodging facilities; medical care, & education and counselors were assigned the responsibility of satisfying

their informational requirements. Refugees did not trust the official websites of the government and ethnic communities due to poor & ineffective interaction, rapid modification of policies, and haphazard policy execution (Hassan and Wolfram, 2020; Shuva, 2021). Due to these reasons, asylum seekers aggressively fulfilled their informational needs from unofficial sources, traffickers & risky sources which were mostly hearsay (Carlson et al., 2018).

Financial concerns

Private and public sector enterprises had been financing for overseas educational programmes (American Council on Education, 2002; Green et al., 2008; McKeown 2003 & 2009, & Siaya & Hayward 2003). Financial assistance in the form of grants, loans & advances, fellowships, scholarships, etc., could minimize the monetary obstacle of going abroad and learners could do part-time jobs while studying abroad to finance their educational expenditure and elongate their studies (NAFSA, 2003); schools & colleges should provide financial help in the form of scholarship to mentees who want to study abroad (Evans et al., 2008; Houser et al., 2023). Students were required to refund the scholarship amount with interest after their settlement abroad and they were required to work in military services and government universities if they would have availed of government scholarships while pursuing education abroad (Tansel & DemetGüngör, 2003). Mentees who had studied abroad pointed out lack of financial support, foreign language (Jenny et al., 2017); curricular limitations as major impediments in studying abroad (Trilokekar & Rasmi, 2011). Traveling consultants had been charging heavy amounts for their services and had been enrolling mentees in less prestigious universities; so, there had been a dire need on the part of policymakers to make appropriate policies for the benefit of mentees (Qureshi et al., 2012) and they should be offered employment opportunities overseas (Mabi et al., 2023).

Immigrants had contributed towards the fiscal balance of the host country i.e. by paying more taxes and receiving fewer benefits in the form of health, education, and social security; added to the economic development by creating demand for housing, urban development, and other

amenities and also played an important role in the development of culture, art, sports and science (Hirschman, 2014; OECD, 2014). Castelli (2018) revealed macro factors i.e. political (conflict, insecurity, discrimination, persecution), environmental (exposure to hazards, food/water security, energy security, land productivity), social (seeking education and family obligations), economic (job opportunities, income, producer/consumer prices), demographic variables (population density, population structure, diseases prevalence) and micro factors i.e. individual characteristics (age, sex, ethnicity, education, wealth, marital status, religion, and language) as well as meso factors i.e. obstacles and facilitators (political and legal framework, social networks/diasporic links, cost of moving and technology) as the major influencers of the decision to stay or migrate.

Migrants who had gone through illegal means, did not have jobs and commit crimes. Due to migration, there had been a loss of human capital to countries of origin while migrants had contributed in the form of remittances as well as enhanced collaborations at the international level by way of foreign direct investment and technological transfers (Koczan et al., 2021).

Research Gap

Various studies conducted to date have revealed numerous push factors that impel an individual to move out of the home country due to shortage of employment opportunities; lack of economic activities; differentiation based on race, caste, creed; political parochialism; oppression; victimization; disputes and clashes; dry spell; food shortage; floods and other devout reasons as well as pull factors that attract individuals to destination countries. These factors include superior employment opportunities, a better standard of living, high earnings, and favourable economic conditions.

¹As per the World Migration Report, in 2020 40% of the international migrants were born in Asia. India stands at the forefront as a country of origin followed by China, Bangladesh, Pakistan, and Afghanistan in Asia. India has witnessed unrivaled gush in the count of students endeavouring to build their fates in overseas educational institutes. Shri V. Muraleedharan MOS for external affairs

has highlighted in the year 2020 that more than ten lakh Indian students have been studying abroad and Rs. 37,500 crores have been sent by Indian parents to their children abroad in the year 2019-20 for their educational needs². This amount could have been in India and might have helped in the economic development of India. There has been a shift in migration from graduates, to 10+2 level students, to school level students migrating with their families from India on permanent residence status to fill the job vacancies abroad. Moreover, it is beneficial for host countries because the host country's economic development is ensured. Immigrants will work hard and contribute in the form of taxes. They also bring in their knowledge, experience, and expertise. In addition, they also enrich the culture of the host country by bringing in cultural diversity. Migration has benefitted the home country as well because migrants send remittances from abroad³. Numerous researchers have pointed out various attractions for students who have gone abroad for higher education i.e. improvement in self-image, better relationship with others, greater serenity, and stronger & psychological well-being (Carsello and Creaser, 1976; Nash, 1976 & Kauffmann & Kuh (1984); enthusiasm, pursuits, worldwide views, intercultural competency and social as well as individual competency (Kitsantas and Meyers, 2001 and Kitsantas, 2004); knowledge and understanding of different cultures, expand one's horizons, honing one's international language speaking and writing skills, broadening one's learning opportunities, possibly improving one's chances of finding jobs (Dwyer and Peters, 1999 & Mpinganjira, 2009); improved standard of living, quality life, good job opportunities and good pay packages abroad (Koczan, Peri, Pinat, and Razhkov, 2021). In addition to this hindrances in going abroad for higher education have been highlighted by Allen and Herron, 2003; Bakalis and Joiner, 2004; Williams, 2005; Sánchez, Fornerino & Zhang, 2006; Salisbury, Umbach, Paulsen and Pascarella, 2009 etc. Thus to the best of the researcher's knowledge, it has been observed through the existing literature that much of the work related to this topic has been conducted in foreign countries. Therefore, it becomes

necessary to identify the factors that influence the decision of Punjabi (Indian) students aspiring to go overseas and to measure the extent of perceived satisfaction among Punjabi (Indian) students aspiring to go abroad.

Hypothesis Development and data collection

To achieve the objectives of the study, a well-structured questionnaire has been created with the aid of reviewed literature and its copies have been filled by Punjab's students having an aspiration of going abroad. Students from various colleges and universities in Punjab have been randomly selected. Almost one thousand questionnaires have been distributed and seven hundred and fifty-six questionnaires have been received back. One hundred and sixty three questionnaires have been found incomplete and have been discarded. So the remaining five hundred and ninety-three questionnaires belonging to students aspiring to go overseas have been considered for further analysis. Descriptives, factor analysis, and multiple regression analysis techniques have been used to achieve the objectives of this study.

To assist the study in achieving its objective, the following hypotheses have been proposed:

H1a: There exists a significant impact of attractions in foreign nations on the perceived satisfaction of students aspiring to go abroad.

H2a: There exists a significant impact of hindrances in going abroad on the perceived satisfaction of students aspiring to go overseas.

H3a: There exists a significant impact of reliable thinking and guidance on the perceived satisfaction of students aspiring to go abroad.

H4a: There exists a significant impact of financial concerns on the perceived satisfaction of students aspiring to go abroad.

Demographics of students aspiring to go abroad have been shown in Table 1.

Table 1- Demographic Profile of Respondents

Demographic Variable	Category	Frequency	Percentage
Gender	Male	305	51.4
	Female	287	48.4
	Transgender	1	0.2
	Total	593	100
Age in years	Below 18	113	19.1
	18-22	269	45.4
	22-25	159	26.8
	25 and above	52	8.8
	Total	593	100
Educational Qualification at the time of going abroad	Secondary	11	1.9
	Senior Secondary	346	19.6
	Undergraduate	116	58.3
	Postgraduate	120	20.2
	Total	593	100
Educational Qualification to be pursued by going abroad	Bachelors'	288	48.6
	Masters'	79	13.3
	Ph. D	71	12.0
	Diploma	155	26.1
	Total	593	100
Marital Status	Single	532	89.7
	Married	51	8.6
	Others	10	1.7
	Total	593	100
Social Background	Urban	350	59.0
	Rural	243	41.0
	Total	593	100

Data Analysis

Respondents have been given a list of thirty-four statements which influence the decision of student respondents to go abroad and have been asked to rate these statements on a five-point Likert Scale ranging from five to one, where five stands for 'Strongly Agree', four stands for 'Agree', three stands for 'Neither Agree nor Disagree', two stands for 'Disagree' and five stands for 'Strongly Disagree'. The students' evaluations on all these thirty-four statements in terms of numbers and percentages of students, as well as mean scores, have been provided in Table 2.

In terms of the number and percentage of total respondents as well as the mean score of the statements, table 2

demonstrates the importance of these statements influencing the decision of the respondents to go abroad. The statement, while studying overseas, I may easily find part-time work and make a good living has the highest mean score (4.6610), followed by I am drawn to friends and family who live better lives overseas (4.6324), studying abroad is preferable because Punjab has little job chances (4.5901).

Furthermore, factor analysis has been applied to these thirty-four statements to find out the factors influencing the decision of the students to go abroad.

Table 2 - Students Ratings on Various Statements Considered by Them While Going Abroad

Sr. No.	Statements	SA	A	NAND	D	SD	N	Mean
1	Many of my relatives and friends live and study overseas, therefore I would like to do the same.	270 (45.5)	275 (46.4)	41 (6.9)	6 (1.0)	1 (0.2)	593	4.3609
2	Studying abroad is suggested to me by my mom and dad, friends, and relatives.	233 (39.3)	91 (15.3)	217 (36.6)	21 (3.5)	31 (5.2)	593	3.7993
3	Finding employment after studying abroad is simpler.	101 (17.0)	392 (66.1)	72 (12.1)	15 (2.5)	13 (2.2)	593	3.9325
4	Studying abroad is preferable because Punjab has little job chances.	420 (70.8)	126 (21.2)	32 (5.4)	7 (1.2)	8 (1.3)	593	4.5902
5	I find it fascinating that there are many job options and higher salaries in foreign countries.	230 (38.8)	244 (41.4)	98 (16.5)	8 (1.3)	13 (2.2)	593	4.1298
6	While studying overseas, I may easily find part-time work and make a good living.	396 (66.8)	193 (32.5)	4 (0.7)	-	-	593	4.6610
7	I have to study overseas since there are no seats available in Punjab and there is a lot of rivalry.	233 (39.3)	243 (41.0)	52 (8.8)	28 (4.7)	37 (6.2)	593	4.0236
8	I am drawn to friends and family who live better lives overseas.	381 (64.2)	206 (34.7)	6 (1.0)	-	-	593	4.6324
9	In the situation that the foreign university offers me enough funding, I will travel overseas.	182 (30.7)	72 (12.1)	270 (45.5)	26 (4.4)	43 (7.3)	593	3.5464
10	Studying overseas guarantees exposure to other cultures.	245 (41.3)	308 (51.9)	29 (4.9)	6 (1.0)	5 (0.8)	593	4.3187
11	My likelihood of studying overseas will be lowered if there are insufficient scholarships.	285 (48.1)	287 (48.4)	21 (3.5)	-	-	593	4.4452
12	The safe atmosphere and high standard of living in other countries have drawn me.	284 (47.9)	147 (24.8)	95 (16.0)	25 (4.2)	42 (7.1)	593	4.0219
13	Addiction to drugs and criminality are major concerns in Punjab.	207 (34.9)	139 (23.4)	107 (18.0)	112 (18.9)	28 (4.7)	593	3.6492
14	Studying at a reputable university in my native nation is more expensive than studying abroad.	182 (30.7)	355 (59.9)	53 (8.9)	1(0.2)	2 (0.3)	593	4.2040
15	Higher educational qualifications from abroad will accelerate my development.	328 (55.3)	241 (40.6)	15 (2.5)	6 (1.0)	3 (0.5)	593	4.4924
16	My decision to contemplate studying overseas has been inspired by the expensive tuition fees of private educational institutions in India.	240 (40.5)	288 (48.6)	54 (9.1)	5 (0.8)	6 (1.0)	593	4.2664

Sr. No.	Statements	SA	A	NAND	D	SD	N	Mean
17	I can quickly make money overseas even in the face of uncertainty.	237 (40.0)	293 (49.4)	50 (8.4)	9 (1.5)	4 (0.7)	593	4.2648
18	My likelihood of traveling overseas is hampered by the expensive courses there.	269 (45.4)	273 (46.0)	45 (7.6)	3 (0.5)	3 (0.5)	593	4.3524
19	Studying overseas is prompted by Punjab's poor educational system.	128 (21.6)	49 (8.3)	101 (17.0)	196 (33.1)	119 (20.1)	593	2.7825
20	I am drawn to pursue international education by the success tales of those who have already left their own country.	355 (59.9)	226 (38.1)	12 (2.0)	-	-	593	4.5784
21	Comparatively speaking to India, interpersonal relationships are more freely pursued overseas.	180 (30.4)	67 (11.3)	89 (15.0)	72 (12.1)	185 (31.2)	593	2.9747
22	I choose to study overseas because I want to avoid taking the extremely difficult university entrance exam in India.	236 (39.8)	116 (19.6)	101 (17.0)	112 (18.9)	28 (4.7)	593	3.7083
23	A foreign degree offers greater work opportunities.	360 (60.7)	222 (37.4)	11 (1.9)	-	-	593	4.5885
24	Living and earning potential are significantly better overseas.	176 (29.7)	261 (44.0)	89 (15.0)	25 (4.2)	42 (7.1)	593	3.8499
25	Having a degree from abroad makes it simpler to obtain a Permanent Residency (PR).	335 (56.5)	248 (41.8)	10 (1.7)	-	-	593	4.5481
26	My decision to move overseas is prompted by Punjab's inadequate salary scale despite my higher educational qualifications.	294 (49.6)	267 (45.0)	18 (3.0)	7 (1.2)	7 (1.2)	593	4.4064
27	When considering a study abroad programme, I believe that a consultant's advice is more trustworthy and genuine than that of friends or family.	259 (43.7)	302 (50.9)	18 (3.0)	7 (1.2)	7 (1.2)	593	4.3474
28	With my education overseas, I hope to obtain permanent residence in another country.	157 (26.5)	85 (14.3)	268 (45.2)	40 (6.7)	43 (7.3)	593	3.4604
29	I lack the necessary cash to submit a visa application.	244 (41.1)	345 (58.2)	4 (0.7)	-	-	593	4.4047
30	Insufficient cash could prevent me from traveling overseas.	257 (43.3)	319 (53.3)	18 (3.0)	2 (0.3)	-	593	4.3963
31	The educational institution's rating will have a beneficial influence on my decision to study overseas.	186 (31.4)	251 (42.3)	89 (15.0)	25 (4.2)	42 (7.1)	593	3.8668

Sr. No.	Statements	SA	A	NAND	D	SD	N	Mean
32	It could be necessary to sell or mortgage my parents' assets to raise the money needed to travel overseas.	308 (51.9)	281 (47.4)	4 (0.7)	-	-	593	4.5126
33	To realize my desire to study abroad, a financing option will be needed.	293 (49.4)	296 (49.9)	4 (0.7)	-	-	593	4.4874
34	Getting a visa for a place one wants to travel is not easy.	303 (51.1)	286 (48.2)	3 (0.5)	1 (0.2)	-	593	4.5025

Note: Figures in parentheses indicate percentages

Reliability analysis is used to modify the scale by eliminating unnecessary and irrelevant statements. This is the first step in establishing whether or not students have agreed on selected features. The statements that have affected students' decision to move abroad have been subjected to a reliability study. Table 3 displays the data, including adjusted item-to-total correlation, Cronbach's alpha if the relevant statement is eliminated from the scale, average score if the relevant statement is eliminated, and

variance if the relevant statement is eliminated from the scale. Columns two and three of the table display the average score and variance, respectively, if the relevant statement is eliminated from the scale. The fourth column displays the Pearson's correlation coefficient between a single item's score and the total of the scores on the remaining items. It is known as an item-to-total correlation that has been modified. Table 3's fifth column displays the alpha value if the relevant item is eliminated.

Table 3 - Descriptives, Item-Total Correlation, and Cronbach's Alpha

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Many of my relatives and friends live and study overseas, therefore I would like to do the same	136.7454	69.248	.046	.643
Studying abroad is suggested to me by my mom and dad, friends, and relatives	137.3069	63.618	.286	.623
Finding employment after studying abroad is simpler	137.1737	66.654	.238	.630
Studying abroad is preferable because Punjab has little job chances	136.5160	68.078	.123	.638
I find it fascinating that there are many job options and higher salaries in foreign countries	136.9764	63.800	.396	.615
While studying overseas, I may easily find part-time work and make a good living	136.4452	68.102	.233	.633
I have to study overseas since there are no seats available in Punjab and there is a lot of rivalry	137.0826	60.762	.475	.602
I am drawn to friends and family who live better lives overseas	136.4739	67.827	.257	.632
If the university offers me enough funding, I will travel overseas	137.5599	59.291	.526	.594

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Studying overseas guarantees exposure to other cultures	136.7875	68.468	.111	.639
My likelihood of studying overseas will be lowered if there are insufficient scholarships	136.6610	68.778	.119	.638
The safe atmosphere and high standard of living in other countries have drawn me	137.0843	58.966	.530	.592
Addiction to drugs and criminality are major concerns in Punjab	137.4570	74.755	-.281	.687
Studying at a reputable university in my native nation is more expensive than studying abroad	136.9022	67.984	.178	.635
Higher educational qualifications from abroad will accelerate my development	136.6138	67.531	.211	.633
My decision to contemplate studying overseas is inspired by the expensive tuition fees of private educational institutions in India	136.8398	67.662	.164	.635
I can quickly make money overseas even in the face of uncertainty	136.8415	68.759	.076	.641
My likelihood of travelling overseas is hampered by the expensive courses there	136.7538	67.794	.172	.635
Studying overseas is prompted by Punjab's poor educational system	138.3238	75.686	-.302	.697
I am drawn to pursue international education by the success tales of those who have already left their own country	136.5278	67.723	.251	.632
Comparatively speaking to India, interpersonal relationships are more freely pursued overseas	138.1315	60.466	.276	.625
I choose to study overseas because I want to avoid taking the extremely difficult university entrance exam in India	137.3980	74.801	-.280	.688
A foreign degree offers greater work opportunities	136.5177	67.612	.267	.631
Living and earning potential are significantly better overseas	137.2563	58.971	.587	.589
Having a degree from abroad makes it simpler to obtain Permanent Residency (PR)	136.5582	67.909	.231	.633
My decision to move overseas is prompted by Punjab's inadequate salary scale despite my higher educational qualifications	136.6998	68.308	.117	.638
When considering a study abroad programme , I believe that a consultant's advice is more trustworthy and genuine than that of friends or family	136.7589	67.497	.191	.633
With my education overseas, I hope to obtain permanent residence in another country	137.6459	62.618	.340	.616

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
I lack the necessary cash to submit a visa application	136.7015	69.081	.105	.639
Insufficient cash could prevent me from traveling overseas	136.7099	69.379	.054	.642
The educational institution's rating will have a beneficial influence on my decision to study overseas	137.2395	59.044	.576	.590
It could be necessary to sell or mortgage my parents' assets to raise the money needed to travel overseas	136.5936	68.704	.146	.637
To realize my desire to study abroad, a financing option will be needed	136.6189	68.719	.144	.637
Getting a visa for a place one wants to travel is not easy	136.6037	68.767	.136	.637

Overall Cronbach's Alpha 0.813

The total dependability coefficient is displayed below Table 3. Cronbach alpha for the scale is determined to be 0.813. The alpha values of each item have values less than the total alpha value of 0.813.

Table 4 demonstrates that the sample utilized for factor

analysis is statistically significant, with a KMO value of 0.894 (Malhotra, Nunan, & Birks, 2020). Bartlett's test of sphericity has test result of 25117.759, as indicated in Table 4, is highly significant at 1% significance level, indicating that the data is appropriate for factor analysis.

Table 4 - KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
Bartlett's Test of Sphericity	Approx. Chi-Square	25117.759
	Df	561
	Sig.	.000

The findings of the Factor Analysis are presented in Table 5, five factors are identified by the factor analysis, specifically: Attractions at foreign nations, Perceived satisfaction from going abroad, Hindrances in going abroad, Reliable thinking & guidance, and Financial

concerns. Seventy-three point one five nine percent (73.159%) of the variance in the data is described by the five factors collectively, as shown by the cumulative percentage of variation explained. The following is a brief synopsis of the factors derived:

Table 5 - Percentage of Variance Explained and Eigenvalues of Extraction Factors

Sr. No.	Factor Wise Dimensions	Factor Loading	Eigen Values	Percentage of Variance Explained	Cumulative Percentage of Variance Explained
A	Attractions at foreign nations		11.096	21.824	21.824
1	Living and earning potential are significantly better overseas	.972			
2	The educational institution's rating will have a beneficial influence on my decision to study overseas	.965			

Sr. No.	Factor Wise Dimensions	Factor Loading	Eigen Values	Percentage of Variance Explained	Cumulative Percentage of Variance Explained
A	Attractions at foreign nations		11.096	21.824	21.824
3	If the university offers me enough funding, I will travel overseas	.912			
4	The safe atmosphere and high standard of living in other countries have drawn me	.907			
5	I have to study overseas since there are no seats available in Punjab and there is a lot of rivalry	.801			
6	With my education overseas, I hope to obtain permanent residence in another country	.775			
7	I find it fascinating that there are many job options and higher salaries in foreign countries	.722			
8	Comparatively speaking to India, interpersonal relationships are more freely pursued overseas	.638			
9	Addiction to drugs and criminality are major concerns in Punjab	.617			
10	I choose to study overseas because I want to avoid taking the extremely difficult university entrance exam in India	.604			
11	Studying overseas is prompted by Punjab's poor educational system	.593	11.096		
B	Hindrances in going abroad		6.052	17.295	39.119
1	To realize my desire to study abroad, a financing option will be needed	.905			
2	Getting a visa for a place one wants to travel is not easy	.881			
3	It could be necessary to sell or mortgage my parents' assets to raise the money needed to travel overseas	.876			
4	My likelihood of studying overseas will be lowered if there are insufficient scholarships	.847			
5	I lack the necessary cash to submit a visa application	.838			
6	Insufficient cash could prevent me from traveling overseas	.673			
C	Perceived satisfaction from going abroad		3.476	13.435	52.554
1	A foreign degree offers greater work opportunities	.924			
2	I am drawn to pursue international education by the success tales of those who have already left their own country	.920			
3	Studying overseas guarantees exposure to other cultures	.868			
4	Having a degree from abroad makes it simpler to obtain Permanent Residency (PR)	.862			
5	I am drawn to friends and family who live better lives overseas	.763			
6	While studying overseas, I may easily find part-time work and make a good living	.762			
7	Higher educational qualifications from abroad will accelerate my development	.729			

Sr. No.	Factor Wise Dimensions	Factor Loading	Eigen Values	Percentage of Variance Explained	Cumulative Percentage of Variance Explained
D	Reliable thinking & guidance		2.682	10.771	63.325
1	My decision to move overseas is prompted by Punjab's inadequate salary scale despite my higher educational qualifications	.892			
2	Many of my relatives and friends live and study overseas, therefore I would like to do the same	.824			
3	When considering a study abroad programme, I believe that a consultant's advice is more trustworthy and genuine than that of friends or family	.741			
4	Studying abroad is suggested to me by my mom and dad, friends, and relatives	.632			
5	Studying abroad is preferable because Punjab has little job chances	.569			
E	Financial concerns		1.569	9.835	73.159
1	My likelihood of travelling overseas is hampered by the expensive courses there	.822			
2	Studying at a reputable university in my native nation is more expensive than studying abroad	.696			
3	My decision to contemplate studying overseas is inspired by the expensive tuition fees of private educational institutions in India	.683			
4	I can quickly make money overseas even in the face of uncertainty	.663			
5	Finding employment after studying abroad is simpler	.631			

F1: Attractions at foreign nations:- This is the most important factor revealed by factor analysis, with an eigenvalue of 11.096 and a variance explanation of 21.824 percent. This has eleven statements loaded on it and the largest loading is represented by living and earning potential are significantly better overseas (0.972), followed by the educational institution's rating will have a beneficial influence on my decision to study overseas (0.965) if the university offers me enough funding, I will travel overseas (0.912), the safe atmosphere and high standard of living in other countries are what draw me in (0.907), I have to study overseas since there are no seats available in Punjab and there is a lot of rivalries (0.801), with my education overseas, I hope to obtain permanent residence in another

country (0.775), I find it fascinating that there are many job options and higher salaries in foreign countries (0.722), comparatively speaking to India, interpersonal relationships are more freely pursued overseas (0.638), addiction to drugs and criminality are major concerns in Punjab (0.617), I choose to study overseas because I want to avoid taking the extremely difficult university entrance exam in India (0.604) and studying overseas is prompted by Punjab's poor educational system (0.593).

F2: Hindrances in going abroad:- This is the second critical factor. It has been loaded with six statements. It accounts for 17.295 percent of the variance with an eigenvalue of 6.052. These six statements are to realize my desire to study abroad, a financing option will be needed (0.905), getting a

visa for a place one wants to travel is not easy (0.881), it could be necessary to sell or mortgage my parents' assets to raise the money needed to travel overseas (0.876), my likelihood of studying overseas will be lowered if there are insufficient scholarships (0.847), I lack the necessary cash to submit a visa application (0.838) and insufficient cash could prevent me from traveling overseas (0.673).

F3: Perceived satisfaction from going abroad:- This factor has seven statements, namely a foreign degree offers greater work opportunities (0.924), I am drawn to pursue international education by the success tales of those who have already left their own country (0.920), studying overseas guarantees exposure to other cultures (0.868), having a degree from abroad makes it simpler to obtain Permanent Residency (PR) (0.862), I am drawn to friends and family who live better lives overseas (0.763), while studying overseas, I may easily find part-time work and make a good living (0.762) and higher educational qualifications from abroad will accelerate my development (0.729) loaded on it. This factor is the third most critical factor. It has an eigenvalue of 3.476 and has explained 13.435 percent of the variance.

F4: Reliable thinking & guidance:- This factor has five statements loaded on it, namely my decision to move overseas is prompted by Punjab's inadequate salary scale despite my higher educational qualifications (0.892), many of my relatives and friends live and study overseas, therefore I would like to do the same (0.824), when considering a study abroad programme, I believe that a consultant's advice is more trustworthy and genuine than that of friends or family (0.741), studying abroad is suggested to me by my mom and dad, friends, and relatives (0.632) and studying abroad is preferable because Punjab has little job chances (0.569). This is the fourth most important factor, accounting for 10.771 percent of variance, and has an eigenvalue of 2.682.

F5: Financial concerns:- This is the fifth critical factor. It has been loaded with five statements. It accounts for 9.835 percent of the variance with an eigenvalue of 1.569. The

five statements are my likelihood of traveling overseas is hampered by the expensive courses there (0.822), studying at a reputable university in my native nation is more expensive than studying abroad (0.696), my decision to contemplate studying overseas is inspired by the expensive tuition fees of private educational institutions in India (0.683), I can quickly make money overseas even in the face of uncertainty (0.663), finding employment after studying abroad is simpler (0.631).

Students' perceptions of their satisfaction from going abroad have been gathered for the study. Their perceived satisfaction from going abroad has been dependent on four factors. These four elements are Attractions at foreign nations, Hindrances in going abroad, Reliable thinking & guidance, and Financial concerns. These elements are considered independent and continuous while Perceived satisfaction from going abroad is the dependent element and its nature is continuous as well. The multiple regression analysis is done to study the impact of individual components on the perceived satisfaction of students from going abroad. The Multi Regression Analysis is done assuming the overall score of perceived satisfaction of students from going abroad as a dependent variable and its different components as independent variables. Mathematically the Multiple Regression Model can be expressed as:

$$Y = \alpha + \beta_1 * X_1 + \beta_2 * X_2 + \beta_3 * X_3 + \beta_4 * X_4$$

Y= Perceived satisfaction from going abroad

X1 = Attractions at foreign nations

X2= Hindrances in going abroad

X3= Reliable thinking & guidance

X4= Financial concerns

The results of the Multiple Regression Model are shown below:

Table 6- Multiple Regression Analysis

Dependent Variable	Independent Variable	Regression		t- statistics (P-Value)	f- statistic (P- Value)	R ²
		Unstandardized Coefficients	Standardized Coefficients			
<i>Perceived Satisfaction from Going Abroad</i>	Construct (α)	112.653		13.441 (.000)	59.127 (.000)	69.5%
	Attractions at foreign nations	7.224	.697	.768 (.003)		
	Hindrances in going abroad	-2.173	-.375	-4.215(.000)		
	Reliable thinking & guidance	.154	.174	.621 (.006)		
	Financial concerns	.198	.229	5.214(.000)		

The results indicate that the probability value of t-statistics for the components Attractions at foreign nations, Hindrances in going abroad, Reliable thinking & guidance, and Financial concerns are found to be significant at less than 1 percent level of significance. Hence with a 99% confidence level, the null hypothesis of no impact of these components on the overall score of Perceived Satisfaction from Going Abroad cannot be accepted. The null hypothesis is rejected. Hence it can be concluded that these components have a significant impact on Perceived Satisfaction from Going Abroad.

The R² of 69.5% percent indicates that 69.5% percent of the variance of the overall score of Perceived Satisfaction from Going Abroad can be explained by the regression model. The f statistics of 59.127 with a P value of .000 indicates that the model is statically fit as shown in table 6. The regression equation in terms of standard β can be expressed as:

Perceived Satisfaction from Going Abroad= 7.224x attractions at foreign nations+ (-2.173)x hindrances in going abroad+ 0.154x reliable thinking & guidance + 0.198x financial concerns

The estimated regression equation as obtained from Table 6 may be written as:

$$Y = 112.653 + 7.224 * X_1 + (-2.173) * X_2 + 0.154 * X_3 + 0.198 * X_4$$

p value (0.000) (0.003) (0.000) (0.006) (0.000)

The above-estimated regression equation indicates that attraction at foreign nations is positively related to perceived satisfaction from going abroad as is evident from the positive value of its coefficient (7.224). The variable, hindrances in going abroad, is negatively related to the perceived satisfaction from going abroad as the coefficient for this variable is negative (-2.173). Similarly, reliable thinking & guidance and financial concerns are positively related to perceived satisfaction from going abroad as indicated by the positive values of their coefficients i.e. 0.154 and 0.198 respectively.

The results indicate that if the attractions at foreign nations would go up by one unit, the perceived satisfaction from going abroad will go up by 7.224 units while keeping all other variables constant. If the hindrances in going abroad would go up by one unit, the perceived satisfaction from going abroad would go down by 2.173 units while keeping the other variables constant. If reliable thinking & guidance would go up by one unit, the perceived satisfaction from going abroad would go up by 0.154 units while keeping the other variables constant. Similarly, if financial concerns

would go up by one unit, the perceived satisfaction from going abroad will go up by 0.198 units. The results indicate that the attractions at foreign nations, hindrances in going abroad, reliable thinking & guidance, and financial concerns significantly influence perceived satisfaction from going abroad. This is evident from the p-value of attractions at foreign nations (0.003), hindrances in going abroad (0.000), reliable thinking & guidance (0.006), and financial concerns (0.000).

The relative importance of the independent variables is obtained by the absolute value of the standardized regression coefficients as given in table 6. In this case, the factor, of attractions at foreign nations is relatively more important than other factors in explaining the perceived satisfaction from going abroad. This is because the absolute values of the standardized coefficients for attractions at foreign nations, hindrances in going abroad, reliable thinking & guidance, and financial concerns are 0.697, -0.375, 0.174, and 0.229 respectively.

Research Findings

In this article, respondents have assessed the significance of different statements influencing their decision to travel overseas. These thirty-four statements that influence students' decision to study abroad are whittled down to five categories using factor analysis. The factor analysis identifies five factors: financial concerns, reliable thinking & advice, perceived contentment from traveling and studying abroad, attractions at foreign countries, and barriers to traveling overseas. Together, these five factors account for seventy-three point one five nine percent (73.159%) of the variance in the data.

The dependent variable in this regression study is perceived satisfaction with traveling overseas, whereas the other four factors—attractions at foreign countries, obstacles to traveling abroad, trustworthy advice and reasoning, and financial concerns—are regarded as independent variables. With the aid of multiple regression analysis, it has been discovered that attractions at foreign nations, hindrances in going abroad, reliable thinking & guidance, and financial concerns have a considerable impact on perceived satisfaction from going and studying abroad. The R² value of 69.5% indicates that the attractions at foreign countries,

travel obstacles, trustworthy advice & thinking, and financial worries account for 69.5% of the variations in students' subjective happiness from studying abroad. The p-value of attractions at foreign nations (0.003), hindrances in going abroad (0.000), reliable thinking & guidance (0.006), and financial concerns (0.000) indicate that these are significant at less than 1 percent level of significance. Hence with 99% confidence, it can be concluded that these components have a significant impact on Perceived Satisfaction from Going Abroad.

Implications of the Study

Practical Implications

Mentees who go abroad can focus on getting work-related skills so that they can stand on their feet and start earning. They can focus on boosting their self-esteem to broaden their perspectives and studying overseas also improves their resume. Financial constraints and the price of programme pursued abroad act as impediments among students who want to get an education overseas but if the mentees do not bother about these impediments, they will be able to get those skills that help them to stand on their feet early. Scholarships should be offered and other funds should be arranged for mentees so that funds should not act as impediments to their learning abroad.

Social Implications

This research will be of great use to the economy as it will reveal factors influencing the international migration of Punjab students as well as their perceived satisfaction from going, studying, and settling overseas. So, the government can take suitable steps to minimize brain drain and create an ecosystem to reduce migration. As well as it will also enable the government to chalk out plans for envisaging brain gain.

Limitations and Future Research Directions

Following are some ideas for further research based on the researcher's findings.

1. A study could be conducted to highlight the state-wise trends of International migration in India.
2. It might be conceivable to study the decision-making process and related socio-economic and gender-specific factors influencing the International migration

of the Punjab Population dreaming of going abroad.

3. It could be possible to elucidate the demographic shift in Punjabi Population due to International migration.
4. A study could be conducted to reveal the factors influencing the mindset of Punjabis settled abroad.
5. It could be possible to study the factors leading to the return migration of Punjabis settled abroad.
6. The current study may be expanded to cover the entire nation because it is only at the state level currently.
7. To suggest suitable steps to create an ecosystem to reduce migration and stop the brain drain of the Punjab Population.

Conclusion

Studying abroad is hardly a novel idea for Indian mentees. Since the world is expanding, so more and more Indian mentees desire to go, study, and work overseas by joining international courses (Srivastava & Dhamija, 2023). There has been an eminent increase in the number of mentees moving overseas to pursue educational courses (Organization for Economic Co-operation and Development (OECD, 2015) because it is possible to transfer credits earned abroad by pursuing education in the host country to home country (De Wit, 2012).

A good atmosphere (cooperative staff & faculty), good teaching practices, low-cost food, and lesser accommodation charges attract mentees to study abroad and educational institutes should also request local authorities to provide improved amenities and city offerings to mentees who come overseas. This will induce mentees to go abroad without any constraints in their minds (Perez-Encinas & Rodriguez-Pomeda, 2018). Overseas education enhances prospects of professional success and international language speaking, writing, and understanding abilities (Wu, 2014; Dwyer, 2004; Kim & Lawrence, 2021). It develops international competency, worldwide wisdom, and cross-cultural understanding among mentees (Braskamp et al., 2009). Moreover, businesses and corporate houses desire to have employees with international competencies (Hunter et al., 2006).

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