

A Study on Preferential Factors Influencing Women Students for Higher Education Abroad with Special Reference to Bengaluru, Karnataka

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Abstract

Women empowerment can be possible only through educating women. A country like India needs such an empowerment leading to the economic development of the society. Many people in India especially from rural areas still believe that marriage is important than educating women. Currently, the trend is changing. The rate of women students in schools and colleges has tremendously increased. Even the parents of rural areas are ready to send their girl children to schools. It shows the change in the mindset of the people and the society. Pinnacle to this change is that many women students are going abroad to pursue their higher studies. Countries like Canada, UK, USA, New Zealand, etc. are offering attractive scholarships for students. This has increased the ratio of women students obtaining their Master's degree from foreign countries. This study mainly aims to identify the increasing trend of pursuing higher education abroad by women students.

Keywords: Economic Development, Education, Higher Studies and Scholarships

1. Introduction

People in India usually spend large amount of their income for the marriage of their daughters and less on their education. In rural areas, male domination is more. It is necessary to create a positive awareness among rural community, which will help them to understand the importance of educating their girl child. Recently, Government of India has taken major decision to improve the life style of women in the rural society. As a part of this, many schemes were introduced. Government of India has launched many programmes to empower the community of women. It includes BBBP Scheme (Beti Bachao Beti Padhao) which is mainly trying to create awareness about the decreasing sex ratio in India, Women helpline schemes (launched on 1 April 2015) etc. Study abroad has become the dream of student community. Attractive scholarships, part time job and education loan attract many students to do their higher studies in foreign universities. Hence, it is affordable for even a middle-income family to send their children abroad to pursue higher education. Recent trend shows that there is an increase in the number of women students seeking their higher studies abroad. In particular, students

are desirous of enrolling in the courses like Masters in Business Administration, Engineering, and Biotechnology etc. Therefore, an attempt is made to analyze the increasing rate of women students seeking their higher studies abroad.

2. Review of Literature

Sundaram et al.,¹ stated that education has a major role on the empowerment of women as it improves the job opportunities and the level of income for women. **Bhat**² asserted that education is the most powerful tool to change the position of a society, dilution of gender bias, and for participation in the government, panchayats and public matters to eliminate gender discrimination. **Shettar**³ exposed that education helps in women empowerment yielding growth in their family, society and in the country. **Pckianathan et al.**,⁴ pointed out that women are capable of doing many things like men and education helps women to improve their skills and level of knowledge to find a decent means of income, financial freedom and better status in the society. **Ghara**⁵ revealed that the number of women entering into the area of higher education is increasing, leading to a holistic development of women.

3. Objectives of the Study

- To examine the preferential factors influencing the female students to study abroad
- To know the difficulties faced by them while studying abroad

4. Methodology

Primary data was used in the study with the help of a well-structured questionnaire. Secondary data was also used taken from relevant journals and websites. The areas covered in the Bengaluru City included Nelamangala, Devanahalli and Hoskote. Totally 140 female students who pursued their studies overseas were involved in this study based on Convenience Sampling Method.

5. Results and Discussion

The source of awareness for studying abroad is analyzed by using Henry Garret Ranking Technique and the details are shown in Table 1.

It is understood from Table 1 that ‘Friends/Relatives’ was ranked as a first source of awareness with a score of 54.50 Garrett points. ‘Parents’ was ranked as a second source with a score of 52.60 Garrett points. ‘Academic mentors’ was ranked as a third source with a score of 52.48 Garrett points. ‘Siblings’ was ranked as a fourth source with a score of 51.57 Garrett points. ‘Others like websites of educational institutions’ was ranked as a fifth source with a score of 51.43 Garrett points.

Table 2 shows the most important factors influencing the women students to study abroad which are considered in the study. These factors are examined and grouped into significant factors by employing Factor Analysis.

Table 1. Source of Awareness for Studying Abroad

S.No.	Source	Total Score	Average	Rank
1	Academic mentors	59038	52.48	III
2	Friends/ Relatives	61309	54.50	I
3	Siblings	58016	51.57	IV
4	Parents	59174	52.60	II
5	Others	57861	51.43	V

Source: Primary Data

Table 2. Factors Influencing Women Students to Study Abroad

S.No.	Factors
1	I wish to get the exposure at international level in the field of education (EIL)
2	I like to experience a new culture in the host country (ENC)
3	I try to make myself more marketable to future employment (MFE)
4	I think I can improve my communication skills (ICS)
5	I like to enjoy the proud moment when others call me foreign return (EPF)
6	I can meet diverse range of people to develop the network around the world (DNW)
7	I wish to enjoy a better life style (BLS)
8	Peers’ influence made me to go abroad (PIA)
9	I can earn and learn simultaneously in a better manner (ELS)
10	Financial assistance in the form of scholarship attracted me to study abroad (FAS)
11	The type of program which I want to enroll for is available only abroad (TPA)
12	I go abroad to get social exposure (GSE)
13	I can also learn to speak foreign language (LFL)
14	I prefer abroad just to have an experience of living in a host country (ELH)
15	I prefer to seek my qualification from universities of worldwide recognition (QWR)

S.No.	Factors
16	Confidence level can be increased while going alone to study abroad (CLI)
17	I will take utmost care in deciding the course and the university (UCC)
18	I wish as to be independent and self-reliant (ISR)
19	My parents have enough money to send me abroad for higher studies (PMH)
20	Some kind of local contacts in the host country can give the feel of security (LFS)

Source: Primary Data

Table 2 exposes the various possible factors influencing women students to study abroad.

Table 3 reveals the results of KMO and Bartlett's Test which explains the suitability of factor analysis in the present study.

Table 3 shows the KMO test value at 0.760 and hence the correlation is satisfactory and therefore, the factor analysis is suitable for the present study.

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.760
Bartlett's Test of Sphericity	Approx. chi-square	2.497
	DF	946
	Sig.	.000

Communalities

The communalities of all the 20 variables are shown in Table 4.

Table 4. Communalities

	Initial	Extraction
VAR00001	1.000	.652
VAR00002	1.000	.676
VAR00003	1.000	.610
VAR00004	1.000	.757
VAR00005	1.000	.716
VAR00006	1.000	.655
VAR00007	1.000	.700
VAR00008	1.000	.673
VAR00009	1.000	.553
VAR00010	1.000	.690
VAR00011	1.000	.809
VAR00012	1.000	.758
VAR00013	1.000	.756
VAR00014	1.000	.679
VAR00015	1.000	.656

	Initial	Extraction
VAR00016	1.000	.749
VAR00017	1.000	.764
VAR00018	1.000	.698
VAR00019	1.000	.702
VAR00020	1.000	.718

Table 4 displays the communalities of all the 20 variables which measure the quantum of variance a variable shares with all other variables. The Principal Component Analysis is used to extract the factors. The variances extracted by the factors are called Eigen values. The total variance by successive factors is shown in Table 5.

Table 5 shows that though there are 20 variables, only 5 factors can be extracted. It can be inferred that 20.795 percentage of variance is explained by factor 1, 8.839 percentage of variance is explained by factor 2, 6.451 percentage of variance is explained by factor 3, 5.701 percentage of variance is explained by factor 4 and 5.337 percentage of variance is explained by factor 5. Hence, all the 5 and variables put together explain the variance to the extent of 47.123 per cent.

In order to identify the factors that meaningfully summarize the sets of closely related variables, the rotation of the matrix is done by using Varimax with Kaiser Normalization.

The common factors are determined and the factor score coefficient is calculated for all variables. The 20 variables are thus reduced to 5 factors. The details are shown in Table 6.

Factor- 1 comprises variables like 'I will take utmost care in deciding the course and the university', 'I wish to be independent and self-reliant' and 'I can earn and learn simultaneously in a better manner'. Hence, these variables can be termed as '**Career Oriented Education**'.

Factor- 2 includes variables like 'I wish to get the exposure at international level in the field of education', 'I like to experience a new culture in the host country', 'I try

Table 5. Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.150	20.795	20.795	9.150	20.795	20.795	5.554	12.623	12.623
2	3.889	8.839	29.634	3.889	8.839	29.634	3.359	7.635	20.257
3	2.838	6.451	36.085	2.838	6.451	36.085	3.095	7.035	27.292
4	2.509	5.701	41.786	2.509	5.701	41.786	2.645	6.011	33.303
5	2.348	5.337	47.123	2.348	5.337	47.123	2.376	5.401	38.704
6	1.782	4.050	51.174						
7	1.542	3.504	54.677						
8	1.487	3.380	58.058						
9	1.381	3.140	61.197						
10	1.279	2.907	64.104						
11	1.171	2.661	66.765						
12	1.065	2.421	69.186						
13	.978	2.224	71.410						
14	.955	2.171	73.581						
15	.913	2.075	75.655						
16	.819	1.862	77.517						
17	.778	1.768	79.285						
18	.693	1.575	80.860						
19	.674	1.532	82.392						
20	.605	1.375	83.768						

Extraction Method: Principal Component Analysis

Table 6. Factor Definition

Variables	Factor Name
I will take utmost care in deciding the course and the university (UCC)	Factor – 1 Career Oriented Education
I wish to be independent and self-reliant(ISR)	
I can earn and learn simultaneously in a better manner (ELS)	
I wish to get the exposure at international level in the field of education(EIL)	Factor – 2 Better Life Style
I like to experience a new culture in the host country(ENC)	
I try to make myself more marketable to future employment (MFE)	
I think I can improve my communication skills (ICS)	
I like to enjoy the proud moment when others call me foreign return (EPF)	Factor – 3 Multiple Benefits
Financial assistance in the form of scholarship attracted me to study abroad(FAS)	
The type of program which I want to enroll for is available only abroad (TPA)	
I go abroad to Get Social Exposure (GSE)	
I can also learn to speak foreign language (LFL)	
I prefer to seek my qualification from universities of worldwide recognition (QWR)	Factor – 4 Personality Enhancement
Confidence level can be increased while going alone to study abroad (CLI)	

Variables	Factor Name
I can meet diverse range of people to develop the network around the world (DNW)	Factor – 5 Economic and Social Reasons
I wish to enjoy a Better Life Style (BLS)	
Peers' influence made me to go abroad (PIA)	
My parents have enough money to send me abroad for higher studies (PMH)	
Some kind of local contacts in the host country can give the feel of security (LFS)	
I prefer abroad just to have an experience of living in a host country (ELH)	

Table 7. Difficulties Faced by the Women Students Studying Abroad

S.No.	Factors	Total Score	Average	Rank
1	Cultural shock	25774	51.55	III
2	Homesickness	28370	56.74	I
3	Not so easy to adjust with food habits	23923	47.85	VII
4	Language barriers	25326	50.65	IV
5	Fear of safety	27363	54.73	II
6	Financial constraints	25261	50.52	V
7	Adopting the new educational methods	24004	48.01	VI

Source: Primary Data

to make myself more marketable to future employment', 'I think I can improve my communication skills' and 'I like to enjoy the proud moment when others call me foreign return'. Therefore, these can be termed as **'Better Life Style'**.

Factor- 3 includes variables like 'Financial assistance in the form of scholarship attracted me to study abroad', 'The type of program which I want to enroll for is available only abroad', 'I go abroad to get social exposure' and 'I can also learn to speak foreign language'. Therefore, these can be termed as **'Multiple Benefits'**.

Factor- 4 includes variables like 'I prefer to seek my qualification from universities of worldwide recognition' and 'Confidence level can be increased while going alone to study abroad'. Therefore, these can be termed as **'Personality Enhancement'**.

Factor- 5 includes variables like 'I can meet diverse range of people to develop the network around the world', 'I wish to enjoy a better life style', 'Peers' influence made me to go abroad', 'My parents have enough money to send me abroad for higher studies', 'Some kind of local contacts in the host country can give the feel of security' and 'I prefer abroad just to have an experience of living in a host country'. Therefore, these can be termed as **'Economic and Social Reasons'**.

The difficulties faced by the women students while studying abroad is ranked and analysed through Henry Garret ranking Technique and are shown in Table 7.

Table 7 reveals that 'Homesickness' was ranked as the first and foremost of all difficulties faced by women students studying abroad with a score of 56.74 Garrett points. 'Fear of safety' was ranked as a second difficulty faced with a score of 54.73 Garrett points. 'Cultural shock' was ranked as a third difficulty faced with a score of 51.55 Garrett points. 'Language barriers' was ranked as a fourth difficulty faced with a score of 50.65 Garrett points. 'Financial constraints' was ranked as a fifth difficulty faced with a score of 50.52 Garrett points. 'Adopting the new educational methods' was ranked as a sixth difficulty faced with a score of 48.01 Garrett points. 'Not so easy to adjust with food habits' was ranked as a seventh difficulty faced with a score of 47.85 Garrett points.

6. Conclusion

Education has become the most important part of everyone's life. It is a life enhancer as it brings a great respect for the society. The study has indicated that women students were positively influenced when they were given the opportunity to study overseas with scholarships, to grow in their career and experience better life style. At the same time, women students studying abroad have faced difficulties too in terms of homesickness, cultural shock, financial constraints and language barriers. However, the educational system is on the right path improving women's education to yield better status in the society in many ways.

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