Perspective Of Indian Immigrant Students Going Abroad

Ms Jyoti Malhotra[1]*, Prof. (Dr.) Mamta Gaur[2]

[1]*(Phd Research Scholar) School Of Business, Galgotias University
[2](Phd Supervisor) School Of Business, Galgotias University

*Corresponding Author: - Ms Jyoti Malhotra
[1]*(Phd Research Scholar) School Of Business, Galgotias University

Abstract
It is undoubtedly not a simple and easy decision to leave one's comfort zone in your home country and move to a completely new host country, in search of better education and more career prospects. Also, globalization has created a kind of scenario across the world that the experience and exposure fascinate the students to take this tough decision of leaving their home country. In Indian context, there is a significant transformation in the education industry during the last decade as a large number of Indian students are moving to foreign destinations every year not only for earning international degrees but also building careers in diverse fields. Present study describes about the challenges faced by Indian students when they travel to the host countries USA, Australia, and Canada through an empirical mode. The primary data is collected from a sample of four hundred Indian Immigrant students of USA, Australia and Canada based on questionnaire through snowball sampling method of data collection. The objectives included to analyse perception of Indian immigrant students regarding issues and challenges on gender basis and to analyse perception of Indian immigrant students regarding issues and challenges on the basis of country. The findings indicated host country language, inconvenient travelling, unpleasant behaviour of people as more challenging for females as compared to males in the host countries. Also, understanding of host country language, costly medical facilities, missing the country food crazily are more challenging for Indian immigrant students in Canada.

Keywords- International students, Indian immigrant student**,** challenges, host country, home country.

Introduction

It is undoubtedly not a simple and easy decision to leave one's comfort zone and move to a completely new country, in search of better education and more career prospects. Also, globalization has created a kind of scenario across the world that the experience and exposure fascinate the students to take this tough decision of leaving their home country. As the students invest time studying and working abroad, they definitely get an edge over other candidates, when it comes to job market and career planning. The reason for students to take this big decision and get attracted is also the better quality of education in developed countries like the US, the UK, Australia, Canada etc. The reason for pursuing higher studies in foreign countries provides the student not only with a wider range of course choices but a huge option of different streams, campus facilities, better infrastructure, and chances for greater number of extra-curricular activities and the exposure to diverse cultures and nationalities, in form of fellow students or teachers is also initially a different experience. The international students when move from their home countries to a host country, tend to face a number of challenges, including language and communication barriers, exclusion and adaptation to new culture and environment. They also experience altogether a completely different lifestyle. The different experiences faced by immigrants can be challenging and traumatic depending upon the socio-economic, political and value system of the concerned culture which may be different. Also, there are different factors that impact the success of foreign students in the host country like language proficiency (Eze & Inegbedion, 2015), financial support (Bennett, 2003), travelling experiences (Tay,

Westerman, & Chia, 2008), duration of stay (Sawir, Marginson, Deumert, Nyland & Ramia, 2008), social relationships (Shaffer & Harrison, 2001), cultural intelligence (Thomas, 2006), cross-cultural adjustment (Nasir, 2012) and decision- making ability.

In Indian context, there is a significant transformation in the education industry during the last decade as a large number of Indian students are moving to foreign destinations every year not only for earning international degrees but also building careers in diverse fields. As per the statistic, released by the Indian Ministry of External Affairs the number of Indian students studying overseas in 2019 were around 7,53,000 and it was around 66,000 just a decade ago. The push factors that encourage Indian students to explore options of higher education abroad include low ranks of Indian universities, less chances of opportunities in research and development and low quality of education. The pull factors like highly ranked universities, enhanced quality of higher educational institutions, excellent exposure and better research funding and employment opportunities. The current preference of Indian students pursuing higher education abroad includes the United States of America, Australia, Canada, and United Kingdom as the most favourite countries.

Review of Literature
The behaviour of immigrant depends on his background, value systems, cultural heritage, and host country characteristics. It is a belief that immigrants have to undergo intense emotional and physical stress in the process of adjustment and adaptation to a new culture in the host country. They face multiple challenges like language and communication barrier, favouritism, exclusion, and adaptation to a new environment and many more.

Ewa L. Urban et al. (2013) examined the perceptions of undergraduate and graduate students enrolled in a public university in the Midwest, USA regarding their perception as being cultural resources and the value they receive from U.S. higher education. It was identified that international students were given preference to engage actively as cultural resources at the highest level among South and Central American students and lowest among European students. It was also concluded that many opportunities given to the students for multiple choice of courses opens the avenues for international students for higher education and to fulfil the strategic goal of globalization and internationalization for the university.

Roli Tiwari et al. (2017) reviewed the association between acculturative stress and the strategies used to cope up with the foreign students. Based on empirical study including participants from different countries it was examined that there was no acceptance regarding the effectiveness of different coping strategies. No studies regarding the research on acculturative stress and coping strategies of foreign students in India was notified.

Sam Van Horne (2018) examined the responses of two groups U.S students and international students to identify the variations of these two groups through a survey performed at nine U.S research universities. Findings were concluded as both the US and international students had same opinion regarding the faculty members. Financial insecurity and academic engagement reported little difference in both the groups. Greater level of difference was observed in social integration and belonging and a marked difference was observed in being respected on campus.

Noel L. Shadowen (2019) examines the challenges faced by international students and the occurrence and correlation of depressing indications in a sample of mid-size university students of US. The findings concluded the reasons for higher level of depression due to poor fluency in English, acculturative stress, and discrimination. Social support was perceived as lower level of depression. The Hierarchical multiple regression model was the research tool applied for the analysis.

Jeevan Khanal (2019) discussed in the article the challenges experienced by international students staying in host country compared with home country during pre-departure, post- departure, and post-study. The literature

was secondary data based since the year 2000 and the findings were segregated for pre-departure as to get the relevant information, to understand the admission procedure, the preparation of the documents for visa. When the students reach host countries the challenges were termed as post departure challenges included language barrier, financial issues, uncertainty regarding future and cultural adjustment. The suggestions included some valid points for the stakeholders as the government personnel, administrators of educational institutions.

Research Gap

The previous studies have described about the different issues and challenges of international students when they move from home country to host country through conceptual perspective. Present study describes about the challenges faced by Indian students when they travel to the host countries USA, Australia, and Canada through an empirical mode.

There is a dearth of study including challenges of more than one host country. Present study has included Indian immigrants moving from home country to three different destinations as sample countries.

Research Objectives

The following objectives were formulated for the present study-
1. To analyse perception of Indian immigrant student regarding issues and challenges on gender basis.
2. To analyse perception of Indian immigrant students regarding issues and challenges on the basis of country.

Research Methodology

Population: The research was aimed to find out the challenges faced by Indian immigrant students going abroad for pursuing higher education during the period 2017-2021.

Sample unit: Sample unit was Indian student pursuing higher studies either UG or PG outside India irrespective of the stream.

Sampling technique: - This study considered judgemental and snowball sampling technique for data collection.

Sample size: - The 400-sample size was selected to perform survey through Questionnaire approach.

Name of Sample Countries: USA, Australia, Canada.

Sources of Primary data: Responses obtained from Indian students pursuing higher studies residing in USA, Australia, Canada through filling Questionnaires and online google forms.

Tools and Techniques of Analysis: The information gleaned from surveys is meticulously displayed and analysed with the use of SPSS 24.0 software.
The techniques performed for analysis of data included-
- Independent T- test
- One way ANOVA

Data Analysis and Interpretation
1 Issues and Challenges vs. Gender (Independent T Test)

The Indian student going to host countries (USA, Australia & Canada) come across various challenges and issues. Researcher has compared the issues and challenges based on gender. For this independent t-test is applied. The following hypothesis is examined with the help of independent t-test.

Hypothesis (H_0) *There is no significant difference in the perception of Indian immigrants with respect to issues and challenges on gender basis.*

The above hypothesis is also bifurcated into following sub hypothesis:

H_{01} - *There is no significant difference in "understanding the host country language" on gender basis.*

H_{02}- *There is no significant difference in "Inconvenient travelling and commutation facilities" on gender basis.*

H$_{o3}$ - *There is no significant difference in "Unpleasant behaviour of people" on gender basis.*

H$_{o4}$ -*There is no significant difference in "Lack of accommodation facility" on gender basis.*

H$_{o5}$ -*There is no significant difference in "costly medical facilities" on gender basis.*

H$_{o6}$ - *There is no significant difference in "Understanding law and rules of host country" on gender basis.*

H$_{o7}$ - *There is no significant difference in "Missing the country food crazily" on gender basis.*

Table 1 Descriptive Analysis of the Issues and Challenges faced by Indian Immigrants

Challenges	Gender	N	Mean	Std. Deviation	Std. Error Mean
Lack of understanding the host country language	Female	164	5.74	1.444	.113
	Male	236	4.93	1.559	.101
Inconvenient travelling and commutation facilities.	Female	164	5.59	1.585	.124
	Male	236	4.62	1.652	.108
Unpleasant behaviour of people.	Female	164	5.44	1.559	.122
	Male	236	4.86	1.686	.110
Lack of accommodation facilities.	Female	164	4.13	1.988	.155
	Male	236	4.46	1.591	.104
Costly medical facilities.	Female	164	4.69	1.936	.151
	Male	236	4.89	1.031	.067
Difficulty in understanding the laws and rules of host country.	Female	164	4.95	1.77	.138
	Male	236	4.82	1.677	.109
Missing the country food crazily/ Managing with local food	Female	164	3.21	1.767	.138
	Male	236	4.20	1.415	.092

Table 2- Independent T Test (Gender wise)

Variables of issues and challenges		F	Sig.	T	df	Sig. (2 tail)	mean diff.
Lack of understanding the host country language	Equal variances assumed	3.822	.051	5.239	398	.000	.806
	Equal variances not assumed			5.312	366.995	.000	.806
Inconvenient travelling and commutation facilities.	Equal variances assumed	2.019	.156	5.863	398	.000	.969
	Equal variances not assumed			5.907	359.758	.000	.969
Unpleasant behaviour of people.	Equal variances assumed	2.014	.157	3.481	398	.001	.579
	Equal variances not assumed			3.531	367.327	.000	.579
Lack of accommodation facilities.	Equal variances assumed	29.422	.000	-1.861	398	.063	-.334
	Equal variances not assumed			-1.789	299.210	.075	-.334
Costly medical facilities.	Equal variances assumed	109.306	.000	-1.315	398	.189	-.197
	Equal variances not assumed			-1.188	227.459	.236	-.197
Difficulty in understanding the laws and rules of host country.	Equal variances assumed	2.963	.086	.730	398	.466	.127
	Equal variances not assumed			.723	338.524	.470	.127
Missing the country	Equal variances	14.597	.000	-6.247	398	.000	-.996

food crazily/ Managing with local food	assumed					
	Equal variances not assumed			-6.005	299.331	.000	-.996

Table 3 Hypothesis Testing with t-Test Result

S No.	Hypothesis	Sig.	Result
1	H_{01}- There is no significant difference in "understanding the host country language" on gender basis.	**.000**	Not Supported
2	H_{02} - There is no significant difference in "Inconvenient travelling and commutation facilities" on gender basis.	**.000**	Not Supported
3	H_{03}-There is no significant difference in "Unpleasant behaviour of people "on gender basis.	**.001**	Not Supported
4	H_{04} -There is no significant difference in "Lack of accommodation facility" on gender basis.	**.075**	Supported
5	H_{05}-There is no significant difference in "costly medical facilities" on gender basis.	**.236**	Supported
6	H_{06} - There is no significant difference in "Understanding law and rules of host country" on gender basis.	**.466**	Supported
7	H_{07} - There is no significant difference in "Missing the country food crazily" on gender basis.	**.000**	Not Supported

In the following section analysis of the data collected on various issues and challenges faced by Indian immigrants (students going abroad is done on gender basis).

Table-1 & 2 depicts descriptive statistics and Table-3 compiles results of t-test. It is being observed that the challenges namely "lack of accommodation facility," "costly medical facilities, "and "understanding of laws and rules," there is no significant difference on basis of gender. It implies that null hypothesis is accepted. In the remaining challenges significant difference is found in the perception of students on gender basis being p value less than five percent level of significance.

It is further analysed by researcher that significant difference is found in the following challenges:

- For understanding the "host country language" p value being less than five percent level of significance. The mean score of females is found to be 5.74 whereas males mean score is 4.93.
- On the dimension of "Inconvenient Travelling" significant difference is found. The mean score of females is 5.59 whereas males are 4.62.
- The data collected related with challenge towards "Unpleasant behaviour of people,"

the mean score of females is 5.44 whereas males are 4.86.

- For the challenge lack of availability of country food, the difference is found. The female score is 3.21 whereas male score is 4.20.

2- Issues and Challenges vs. Country (ANOVA)
To have in-depth analysis of the issues and challenges based on sample country namely USA, Canada, and Australia researcher applied ANOVA. The following hypothesis is examined with the help of ANOVA-

Hypothesis (H_1)-_There is no significant difference in the perception of Indian immigrants with respect to issues and challenges based on host country._
The above hypothesis is bifurcated into following sub hypothesis:
H_{1a}-_There is no significant difference in the perception of Indian immigrants in lack of understanding the host country language._
H_{1b}-_There is no significant difference in the perception of Indian immigrants in travelling and commutation in the host country._

H1c-_There is no significant difference in the perception of Indian immigrants in behaviour of people in the host country._

H1d-_There is no significant difference in the perception of Indian immigrants in accommodation facilities in the host country._

H1e-_There is no significant difference in the perception of Indian immigrants in_

expense of medical facilities in the host country

H1f-_There is no significant difference in the perception of Indian immigrants in understanding laws and rules in the host country._

H1g-_There is no significant difference in the perception of Indian immigrants in managing with local food in the host country._

Table 4 Issues and Challenges faced by Indian Immigrants based on Host Country ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Lack of understanding the host country language	Between Groups	46.532	2	23.266	9.965	.000
	Within Groups	926.906	397	2.335		
	Total	973.437	399			
Inconvenient travelling and commutation facilities.	Between Groups	91.230	2	45.615	17.237	.000
	Within Groups	1050.610	397	2.646		
	Total	1141.840	399			
Unpleasant behaviour of people.	Between Groups	47.881	2	23.941	9.058	.000
	Within Groups	1049.316	397	2.643		
	Total	1097.198	399			
Lack of accommodation facilities.	Between Groups	368.568	2	184.284	83.026	.000
	Within Groups	881.182	397	2.220		
	Total	1249.750	399			
Costly medical facilities.	Between Groups	142.812	2	71.406	39.264	.000
	Within Groups	721.978	397	1.819		
	Total	864.790	399			
Difficulty in understanding the laws and rules of host country.	Between Groups	534.625	2	267.312	166.177	.000
	Within Groups	638.615	397	1.609		
	Total	1173.240	399			
Missing the country food crazily/ Managing with local food	Between Groups	440.945	2	220.473	138.003	.000
	Within Groups	634.245	397	1.598		
	Total	1075.190	399			

Table 5 Lack of understanding the host country language based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	5.01	
AUSTRALIA	133	5.04	
CANADA	130		5.75

Fig-1 Lack of understanding the host country language
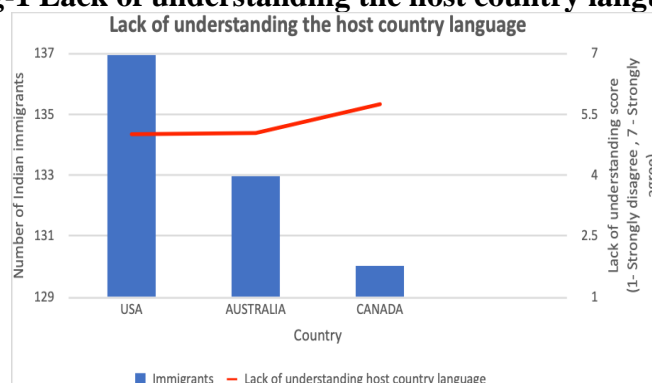
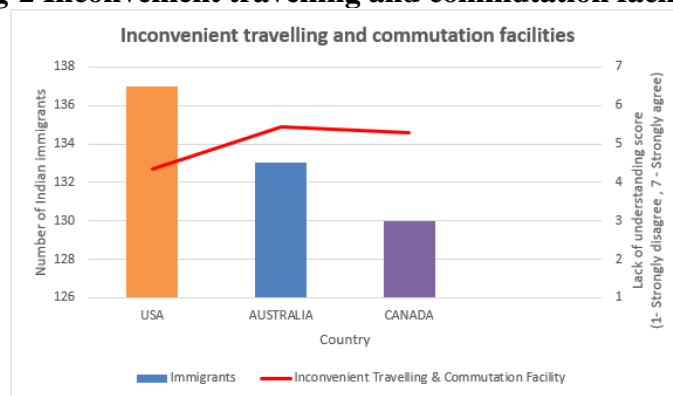Means for groups in homogeneous subsets are displayed.
Harmonic Mean Sample Size = 133.272

Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that Lack of understanding the host country language was significant in Canada (5.75) followed by Australia (5.04) and USA (5.01).

Table 6 Inconvenient travelling and commutation facilities based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	4.36	
CANADA	130		5.28
AUSTRALIA	133		5.44

Fig-2 Inconvenient travelling and commutation facilities
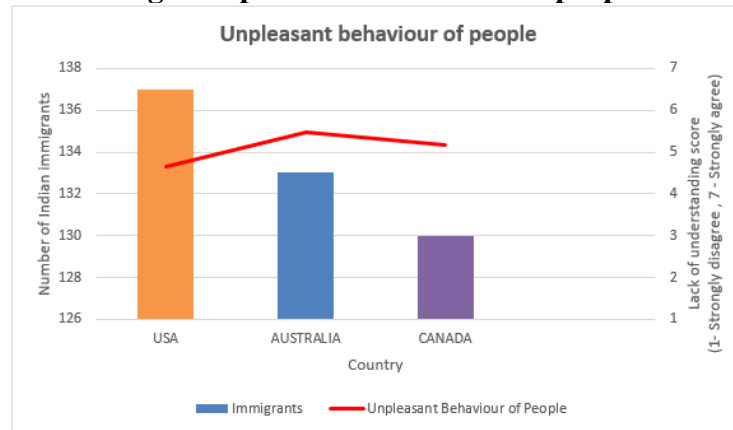

Harmonic Mean Sample Size = 133.272.

Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that inconvenient travelling and commutation facilities faced in the host country were significant in Australia (5.44) followed by Canada (5.28) and USA (4.36).

Table 7 Unpleasant behaviours of people based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	4.65	
CANADA	130		5.18
AUSTRALIA	133		5.48

Fig-3 Unpleasant behaviours of people

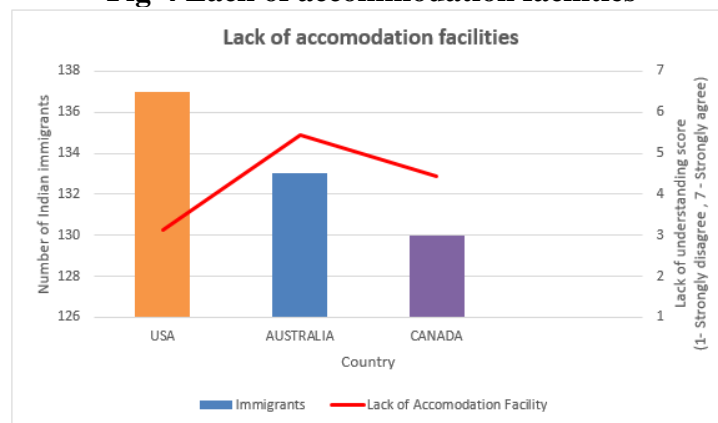Harmonic Mean Sample Size = 133.272.

Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that Unpleasant behaviours of people faced in the host country was significant in Australia (5.48) followed by Canada (5.18) and USA (4.6).

Table 8 Lack of accommodation facilities based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
USA	137	3.12		
CANADA	130		4.45	
AUSTRALIA	133			5.44

Fig-4 Lack of accommodation facilities
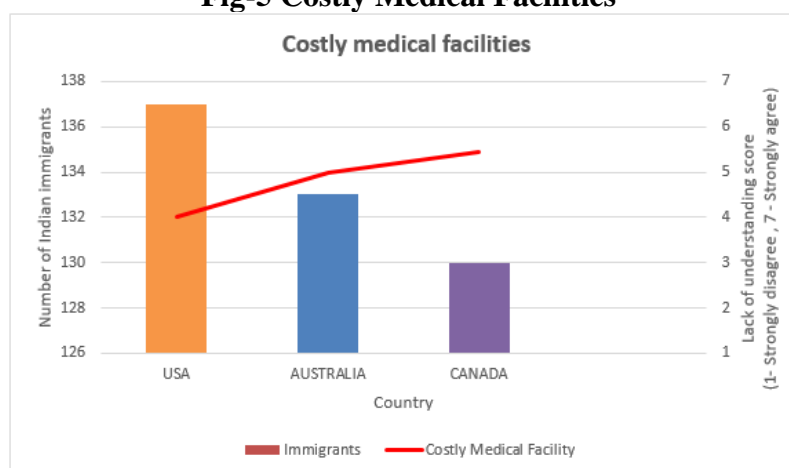

Harmonic Mean Sample Size = 133.272.

Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that Lack of accommodation facilities faced in the host country was significant in Australia (5.44) and Canada (4.45) but not significant in USA (3.12).

Table 9 Costly medical facilities based on Tukey B[a,b]

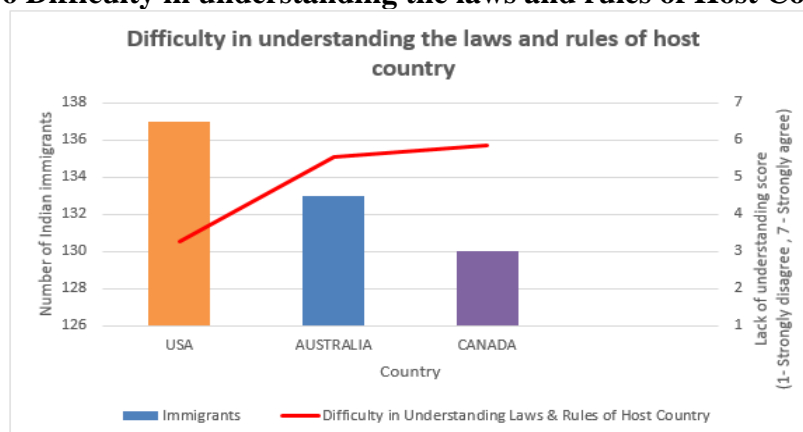| Countries	N	Subset for alpha = 0.05		
		1	2	3
USA	137	4.01		
AUSTRALIA	133		5.00	
CANADA	130			5.44

Fig-5 Costly Medical Facilities

The Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that Costly Medical Facilities faced in the host country was most significant in Canada (5.44) then Australia (5.00) and for USA (4.01).

Table 10 Difficulty in understanding the laws and rules of host country based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	3.28	
AUSTRALIA	133		5.55
CANADA	130		5.85

Fig-6 Difficulty in understanding the laws and rules of Host Country

The Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that difficulty in understanding the laws and rules of host country was significant in Canada (5.85) followed by Australia (5.55) and USA (3.28).

Table 11 Missing the country food crazily/ Managing with local food based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
AUSTRALIA	133	2.49		
USA	137		3.85	
CANADA	130			5.08

Fig-7 Managing with Local Food

The Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that missing the country food crazily/ Managing with local food faced in the host country was significant in Canada (5.08) and USA (3.85) and not significant in Australia (2.49).

Analysis based on ANOVA applied to the Indian Immigrants facing Issues and Challenges on basis of Host Country

Hypothesis H₅ *There is no significant difference in the perception of Indian immigrants with respect to issues and challenges based on country*

Hypothesis	Status	Remarks
H₅ₐ	**Rejected**	Significant difference in "understanding the host country language" among host countries.
H₅ᵦ	**Rejected**	Significant difference in "Inconvenient travelling" among host countries
H₅c	**Rejected**	Significant difference in "Unpleasant behaviour of people" among host countries.
H₅d	**Rejected**	Significant difference in "Lack of accommodation facility" among host countries
H₅e	**Rejected**	Significant difference in "Lack of safety and security" among host countries.
H₅f	**Rejected**	Significant difference in "costly medical facilities" among host countries.
H₅k	**Rejected**	Significant difference in "Lack of availability of country food" among host countries.

Conclusion Based on Responses by the Indian Immigrants Facing Issues and Challenges Based on Host Country
ANOVA applied on host countries to have understanding about issues and challenges, the following points are analysed-
On the issues and challenges the difference exists among sample countries. The following are the highlights-
i) On the dimension of lack of understanding the host country language Canada is significantly different from USA and Australia.

ii) The challenge of inconvenient travelling and commutation facilities, the perception of Indian immigrants is significantly different in USA in comparison to Canada and Australia. The mean score in USA (4.36) implying student immigrants in USA are facing less difficulty in travelling and commutation as compared to Canada and Australia.
iii) Same perception in case of unpleasant behaviour is being analysed. Students studying in USA are denying the unpleasant behaviour they faced in

comparison to Canada and Australia where the immigrants are finding this more challenging facing unpleasant behaviour.

iv) Lack of accommodation facilities dimension is significantly different in the host countries. It is being analysed on technique of one-way ANOVA that Indian immigrants are facing more challenge in Australia followed by Canada and USA. The accommodation facilities are adequately available in USA, thus not facing any difficulty.

v) The challenge of safety and security is significantly different among host countries, the issue is found to be more challenging in Australia by Indian students whereas it is found to be least challenging in USA by Indian immigrants.

vi) The challenge of medical facilities is found to be more in Canada being costly medical expenses. It is followed by Australia and USA.

vii) The country food craze and managing of local food challenge is significantly different in the host countries. The challenge being more perceived in Canada followed by USA and Australia.

Findings

The following inferences can be drawn based on the above-mentioned analysis-

i) Host country language, inconvenient travelling, unpleasant behaviour of people is more challenging for females as compared to males.

ii) Lack of accommodation facilities, lack of safety and security, availability of medical facilities, lack of availability of country food is more challenging for males as compared to females in the host countries.

iii) Understanding of host country language, costly medical facilities, missing the country food crazily are more challenging for Indian immigrant students in Canada as compared to Australia and USA.

iv) Inconvenient travelling, unpleasant behaviour of people, lack of accommodation facilities, lack of safety and security are more challenging for

Indian immigrant students in Australia as compared to Canada and USA.

References

1. Abrahao Andre de Araujo (2011) Adjustment Issues of International Students Enrolled in American Colleges and Universities: A Review of the Literature, College of Education, Nursing, and Health Professions, University of Hartford 200 Bloomfield Avenue, West Hartford, CT 06117, USA.

2. Bailey, S. (2017). Academic writing: A handbook for international students. Routledge

3. Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. Applied psychology, 55(3), 303-332.

4. Bency Joy & Baiju Gopal (2017)" A review on Acculturation and Adaptation strategies of migrants" International Research Journal of Commerce Arts and Science, Volume 8 Issue 11, ISSN 2319 – 9202

5. Ewa L. Urban1 and Louann Bierlein Palmer1(2014) "International Students as a Resource for Internationalization of Higher Education" Journal of Studies in International Education 2014, Vol. 18(4) 305 –324

6. Enrique Ramirez R (2016). Impact on Intercultural Competence When Studying Abroad and the Moderating Role of Personality. JOURNAL OF TEACHING IN INTERNATIONAL BUSINESS 2016, VOL. 27, NOS. 2–3, 88–105

7. Freeman, K., & Li, M. (2019). We are a ghost in the class": First year international students' experiences in the Global Contact Zone. Journal of International Students, 9(1), 19-38.

8. Forbes-Mewett, H., & Sawyer, A. M. (2019). International students and mental health. Journal of International Students, 6(3), 661-677.

9. Khanal, J., & Gaulee, U. (2019). Challenges of international students from pre-departure to post-study: A literature review. Journal of International Students, 9(2), 560-581.

10. Kosala N. Marambe • Jan D. Vermunt • Henny P. A. Boshuizen(2012), "A cross-cultural comparison of student learning patterns in higher education" High Educ (2012) 64:299–316 DOI 10.1007/s10734-011-9494-z

11. NEHARIKA VOHRA Indian Institute of Management, Ahmedabad JOHN ADAIR University of Manitoba, Canada (2000) "Life Satisfaction of Indian Immigrants in Canada*"

12. Roli Tiwari, Bansh Gopal Singh, Basheer Hasan (2017)," Acculturative stress and coping strategies of foreign students: A systematic review" Indian Journal of Health and Wellbeing 2017, 8(7), 683-687 http://www.iahrw.com/index.php/home/journal_detail/19#list.

13. Van Horne, S., Lin, S., Anson, M., & Jacobson, W. (2018). Engagement, satisfaction, and belonging of international undergraduates at US research universities. Journal of International Students, 8(1), 351-374.

14. Yuefang Zhou (2008)," Theoretical models of culture shock and adaptation in international students in higher education" Studies in Higher Education Vol. 33, No1, February 2008,63– 75