

EMERGING PATTERNS OF YOUTH MIGRATION FOR HIGHER STUDIES: PROBLEMS AND PROSPECTS



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Emerging Patterns of Youth Migration For Higher Studies: Problems And Prospects

Thesis submitted to St. Teresa's College (Autonomous), Ernakulam in fulfillment of the requirements for the award of the degree of **Master of Arts in Sociology**

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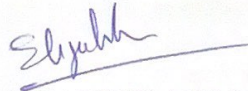
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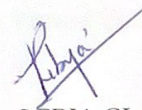
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CERTIFICATE

I certify that the thesis entitled “Emerging patterns of youth migration for Higher studies: Problems and Prospects” is a record of bonafide research work carried out by Irine Benedict, under my guidance and supervision. The thesis is worth submitting in fulfillment of the requirements for the award of the degree of Master of Arts in Sociology.



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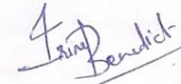
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DECLARATION

I, Irine Benedict, hereby declare that the thesis entitled "Emerging patterns of youth migration for Higher studies: Problems and Prospects" is a bonafide record of independent research work carried out by me under the supervision and guidance of Ms. Elizabeth Abraham I further declare that this thesis has not been previously submitted for the award of any degree, diploma, associate ship or other similar title.

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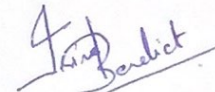
In this endeavor, I have received a great deal of support and guidance from different quarters.

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CONTENT

SL.NO	TITLE	PAGE NO.
1	INTRODUCTION	1
2	REVIEW OF LITERATURE	12
3	METHODOLOGY	19
4	DATA ANALYSIS AND INTERPRETATION	25
5	FINDINGS AND CONCLUSION	60
6	BIBLIOGRAPHY	64
7	APPENDIX	66

LIST OF FIGURES

FIGURE NO.	TITLE OF THE FIGURE	PAGE NO.
Figure 4.1	Age of the respondents	25
Figure 4.3	Religion of the respondents	26
Figure 4.5	Current of Course studying in UK/Canada	28
Figure 4.7	Factors led to leave homeland	30
Figure 4.8	Decision to study abroad	31
Figure 4.9	Family members or friends in migrated country	31
Figure 4.10	Financial aid to study abroad	32
Figure 4.11	Financial support in UK/Canada	33
Figure 4.15	Current status of the respondents	35
Figure 4.17	Period of stay in UK/Canada	37
Figure 4.19	Subject studying	38
Figure 4.20	Studying type	39
Figure 4.22	Challenges face after migration	40
Figure 4.24	Frequency of communication with parents back home	41
Figure 4.26	Means of communication with parents	43
Figure 4.28	Who support the parents back home in case of Emergency	44
Figure 4.30	Availability of Support service	45
Figure 4.32	Feel of Lack of security in UK/Canada	47
Figure 4.34	Migration phenomenon	48
Figure 4.36	Comparison education system	50
Figure 4.39	Women enjoy more freedom	51
Figure 4.43	Activities during Leisure time	54
Figure 4.44	Future plans	55
Figure 4.46	Ideal age to marriage	56
Figure 4.48	Participation in organizations	57
Figure 4.50	To see a doctor	59

INTRODUCTION

CHAPTER 1

INTRODUCTION

Migration has become a global phenomenon all around the world and we can see an increase in number of international migration to both developing and developed countries. Migration is not a problem, it is a process that led to the development of individual. Studies based on migration has shown that the international migrants before the pre-pandemic period were about 272 million, now we can see a considerable increase in it. Due to the extensive emigration flows at the time of 1990s became a leading factor of migrants toward more developed countries in search for high standard of living now a days. There is also changes in the structure of the migrating population and now more youngsters and young families became the part of migrants. Most of the migrant are leaving behind a most familiar life for a better quality of life in abroad through several adjustments. The lack of access to quality education is consider as the cause of poverty and economic backwardness that led people to choose migrations as a better option for job opportunities and improving their standard of living. We can see a rapid growth in the flow of students to abroad for education in these last decades. Most of the student migration from India is mostly concentrated in five countries such as United States, Canada, UK, Germany and Australia. We can ninety percentage of students from India located in these countries.

The vast majority of migrants, across all migration patterns, are working-age economic migrants who do not identify education as a major determinant. The majority of those affected by educational challenges are young people and parents. According to the literature, young people between the ages of 15 and 25 are the group who are most likely to strongly consider moving abroad for their education. This is consistent with their top priorities of obtaining high-quality education that will lead to a good job. Going to school offers a chance to escape poverty and raise their family's standard of living. But for most young people, moving is not their main motive for doing so. Young people typically migrate both domestically and internationally because their families are looking for employment with better salary and benefits.

EDUCATION A DRIVING FACTOR OF MIGRATION

Now a days European countries became the destination for students to their higher studies from all over around the world. European countries see foreign students and skilled migrants as an advantages to their innovation and contribution to social integrity and meet their labor demand. International education as a building blocks of intercultural learning and network development. According to the migrated related studies, international education will be beneficial only when the host country accept the foreign students in their labor market. The tendency of Indian student choosing abroad universities for their higher studies has increased since few years. The destination of higher education is based on some factors such as university they want to study, may depend on University's ranking, course position and also affordable tuition fees and living expenses and it also may include their personal reasons, their dream university and country. In addition to this UK and Canada universities appreciate the worth of the experience of cross-cultural students and the global influence of education and research. Thereby students through various partnerships and exchange program are very much significant about this. The host country's campus society and culture will predominantly influences the international students, as well as the development of research and innovation were influenced.

There is various reasons behind of rapid increase in the Indian students going abroad for higher education. First and main reason were Indian universities are unable to enroll all applicants particularly for masters and doctoral studies. And admission to these universities in India is mainly competitive and the seats available for admission are also limited .IITs (Indian Institute of Technology), AIIMS (all India Institute of Medical Sciences) and IIMs (Indian Institute of Management) these are the dream universities of Indian students. Moreover, students must goes through stress when they taking entrance exams for higher education, for instance JEE mains (joint entrance examination) for admission into engineering colleges and NEET (the national qualification and entrance test) for enroll into medical colleges. The studies has shown that less than 50% students have chance of being enrolled into highly professional IIT.

Another factor is the quality of education that Indian universities offers is also the reason to migration. There is only few educational institutions that offers international education standards. It is a huge competition, and the education system in Indian is based on theoretical approach so that students study on the sense on score high marks on exam it. Since they doesn't know the practical application of these theories. Another reason is there we can see huge work load on students. There is lack of funding in the Indian education institutions over decades. In Indian universities, there are noticeable shortage of teaching staff in these educational institutions. They provide 24 students per teacher. The state government provide 80% for the cost of public education. The reputation of educational institution determines the cost of education in universities. Moreover a degree from foreign universities is considered as reputed and prestigious than the degree from Indian institutions and which has high value on the labor market.

According to the literature, education influences migration mostly for middle-class, middle-income, aspirational young people. Education and employment prospects are intricately linked and difficult to separate. Individuals who cite education as a justification for moving abroad typically link it to the possibility of one day finding a respectable profession. Education of children is frequently viewed as a future investment for the family (Bakewell & Bonfiglio, 2013). So, when people mention economic factors for moving or choosing a specific location, this may also be seen to include indirectly the provision of educational services for children who would later be able to obtain better employment. One of the few areas of consensus is that those with higher education are more likely to migrate in low-income situations due to a combination of having more financial resources, better goals, and a lack of suitable work back home. Education therefore has a variety of effects on migration.

INTERNATIONAL STUDENTS

Migrating for the purpose of education is not a new knowledge for us and it has happening all these centuries. In the last decades there is an increase in the International student's enrollment for higher education in the US. International students undertake the transition to the foreign countries for various reasons such as for personal growth, achievement in academic, better standard of living

or to experience a new culture in an abroad. There is a notable increase in the migration of students all around the world, especially from developing to developed countries. In India there is also peoples migration from the rural to urban areas has been increased all these years. India became is the world's second largest student sending country after China .The number of Indian students in the foreign countries has increased four times in the last 14 years.

The International Organization for Migration (IOM) defines a migrant as any person who is moving or has moved across an international border, or within a country, away from their habitual place of residence, regardless of the person's legal status, the movement is voluntary or involuntary, the causes of the movement or the length of the stay. A migrant student can therefore defined as a student who has moved from his/her place of origin to another place to fulfill their educational goal. The definition of international student varies in every country according to their education system. Different scholars define International students differently in varying contexts. In Canada, an international student is defined as a temporary resident who is residing by gaining or obtaining permission from an immigration officer to study a course for the duration of longer than six months. In the United Kingdom (UK) international students are those who distinguished by their private address. For instance, a British passport holder is considered as an international student if he/she live in any country outside the European Union.

An international student, according to the Institute of International Education, is defined as an individual who has moved from one country to another country for the purpose of study. International students also referred as 'foreign students' who left their home land in order to experience international knowledge, life style and qualification. Most the countries attracts international students by offering more benefits than the developing countries. For instance higher income, better labor market participation and economic growth. For most of the students, when they think about study abroad led to the its associating features such as experience new cultures, people , educational and job opportunities. Moreover, the exploring is not just joyful but also goes through different challenges and they have to encounter the unexpected things and situation on their way of experiencing.

PULL AND PUSH FACTORS

Most of the studies on migration shown it primarily occurred due to economic factors. When considering developing countries factors such as low income, underdevelopment, unemployment and underemployment are considered pushing the people to migrate to developed countries with intention of better and high job opportunities and high quality of living. So, most of the studies on migration had agreed that almost all the migrants have moved in search of better economic opportunity. The basic economic factors that motivate people to migrate can be again classified as Push Factors and Pull Factors.

The push factors are those factors that force an individual to leave their home land and move to other place due to some reasons. Most common push factors are poor economic conditions, lack of job opportunities, lack of innovations, natural calamities, family issues, low quality of education, family influence etc. Students migrate due to the push factors such as poor quality of education, unemployment and family issues. When people didn't find means of livelihood in their own home land, they like to push out to the place that satisfy their needs. The Pull Factors are those factors which make a particular country attractive for immigration. For instance better job opportunities and high wages, better facilities, better economic conditions, high quality of living, freedom and individual right are those pull factors. It act as modem facilities for life. So pull factors represent as 'magnets' for the migrant people and it attract other population outside their place. For instance cities that pull people from other areas to their place.

FACTORS THAT LED TO STUDENT MIGRATION

Marriage: Marriage can consider as an important factor that make most students from India to migrate. Girls has to live in their husband's place of residence after marriage and follow their spouse order. Especially in India, girls are married at early ages and after marriage few girls get the opportunity to study and to do work outside. Now a days students consider study abroad as an excuse to free from social institution called marriage.

Employment: In search of employment People migrate from rural to urban areas. Lack of employment are considered as the basic factors push the people to migrate towards developed places with better employment opportunities.

Education: To pursue higher-quality education, students must leave the comfort of their homes and travel to new locations. There are many areas in India, including many areas in states like Bihar and UP, that lack access to high-quality education, which is one of the reasons why these states have a difficult time getting things done. Most often, rural communities lack educational facilities, particularly those for higher education, and for this reason, rural residents must go to urban centers. Most often, rural communities lack educational facilities, particularly those for higher education, and for this reason, rural residents must go to urban centers. Following completion of their studies, a large portion of them relocate to urban areas in order to make a living.

Absence of infrastructure: Students sometimes move from one Indian location to another due to a lack of infrastructure there. As previously noted, students from the majority of the North Indian states relocate to Karnataka and other locations since these states may offer them greater facilities and an improved educational environment.

Opportunities for research: For Indians who travel overseas, research is an important professional route. With a degree from a prestigious international university, research prospects are greatly expanded for Indian students. First of all, the top research institutions in the world will be delighted to accept them. They will also have the opportunity to work in research at prestigious firms like Microsoft, Google, or Apple as a result of their study abroad experience.

Financial obstacles: Due to the rising costs of education in their hometowns, many students leave their hometowns and go to other cities. These students typically attempt to compromise on their education by relocating to areas with lower living and educational costs than their hometowns. They create new techniques for dealing with challenges. This occurs as a result of the family's poor financial situation.

KERALA ON STUDENT MIGRATION

Student migration refers to the movement of students from one place to another, usually for the purpose of pursuing higher education or specialized training. In the Indian state of Kerala, student migration has become a significant trend in recent years, with increasing numbers of students moving from rural areas to cities in search of better educational opportunities. There are several

factors driving this trend, including limited educational opportunities in rural areas, a high level of competition for admission to top schools and colleges, and a desire to access more specialized courses and training programs. Additionally, many students are drawn to cities like Thiruvananthapuram, Kochi, and Kozhikode by the availability of quality higher education institutions and the prospect of better job opportunities after graduation.

Student migration can have both positive and negative effects on the students themselves, as well as on their families and communities. On the one hand, it can provide students with access to higher quality education and better career opportunities, leading to greater economic mobility and improved quality of life. On the other hand, student migration can be stressful for students and their families, leading to financial strain and social isolation, and it can also contribute to the brain drain of talent from rural areas. To mitigate the negative impacts of student migration, it is important for policymakers to invest in improving educational opportunities in rural areas and addressing the underlying social and economic factors that drive students to migrate. This can include initiatives to improve access to quality education, provide financial support for students and families, and support programs to help students transition to city life and succeed in their studies. The attitude of students towards migration for higher studies varies from person to person. Some students see it as an opportunity to gain exposure to new cultures, improve language skills, and receive a high-quality education that may not be available in their home country. They may also see it as an opportunity to expand their professional network and increase their job prospects upon graduation. On the other hand, some students may view migration for higher studies as a daunting and stressful experience. They may worry about adjusting to a new environment, making new friends, and navigating cultural differences. Additionally, some students may feel homesick and miss the support of their family and friends. Ultimately, the attitude of students towards migration for higher studies depends on a variety of factors, including their personal circumstances, cultural background, and previous experiences with travel or living abroad. Some students may see it as an once-in-a-lifetime opportunity, while others may view it as a necessary step towards their academic or career goals.

There are several factors that contribute to student migration in the Indian state of Kerala. Some of the key factors include:

Limited educational opportunities in rural areas: Many students from rural areas are motivated to migrate to cities in search of better educational opportunities, as they may not have access to quality schools or specialized courses in their home regions.

High level of competition for admission to top schools and colleges: There is a high level of competition for admission to top schools and colleges in Kerala, especially in cities like Thiruvananthapuram, Kochi, and Kozhikode, which are home to some of the state's best higher education institutions.

Desire for specialized courses and training programs: Some students are drawn to cities by the availability of specialized courses and training programs that may not be offered in their home regions.

Better job opportunities after graduation: Cities in Kerala offer better job opportunities and higher salaries compared to rural areas, making them a more attractive destination for students who are seeking employment after graduation.

Financial strain: For many families, the cost of educating a child in a city can be a significant financial burden, leading to student migration as a means of reducing the financial strain.

Social and cultural factors: Some students may also be motivated to migrate by social and cultural factors, such as a desire to live in a more cosmopolitan environment or access to better cultural and recreational opportunities.

It is important to note that student migration in Kerala can have both positive and negative impacts on students and their families, as well as on the broader society. To minimize the negative effects of student migration and support students as they pursue their education, it is crucial for policymakers to address the underlying social, economic, and cultural factors that drive students to migrate.

THEORETICAL FRAMEWORK

Theories of migration can be applied to international migration of students in a number of ways. One of the most commonly used theories is the push-pull theory, which suggests that individuals are pushed to migrate by negative factors in their home country, such as lack of economic opportunities or political instability, and pulled to migrate by positive factors in the host country, such as better job prospects or higher standards of living. This theory can be applied to international student migration, as students may be pushed to study abroad due to limited educational opportunities or political instability in their home country, while also being pulled by the chance to receive a higher quality education or better career prospects in the host country.

Another theory that can be applied to international student migration is the network theory, which suggests that individuals are more likely to migrate if they have social networks or connections in the host country. This theory can be applied to international student migration, as students may be more likely to choose a particular country or university if they have friends or family members who have already studied there or who are currently living in the host country.

The human capital theory, which emphasizes the role of education and skills in determining an individual's economic success, can also be applied to international student migration. This theory suggests that students may be motivated to study abroad in order to acquire knowledge and skills that will enhance their future job prospects, particularly in a globalized economy where employers value individuals with international experience.

Overall, theories of migration can provide useful frameworks for understanding the motivations and experiences of international students, and can help policymakers and educators develop strategies to support the needs and goals of this important group. develop solutions that will make it easier for them to settle in a new host nation.

SIGNIFICANCE OF THE STUDY

The significance of this study is the growing number of international students enrolling in foreign universities each year. This report sheds light on Kerala's student mobility. It is useful to determine what drives students to relocate for higher education. Study on migrant students emphasizes the negative effects of being in a new setting. The findings of this study could therefore be used to better understand the issues faced by Indian foreign students and to establish or alter support measures for these students.

The international student population has grown recently and now makes up a greater portion of the global student population. Currently, it's normal to see a lot of international students at different universities in the UK and Canada. According to statistics on the movement of foreign students in higher education around the world, there were 2.1 million foreign students in 2001, 2.7 million in 2005, more than three million in 2010, and 8.5 million in 2021. Hence, the ongoing rise in the number of foreign students globally highlights the need for more research to pinpoint their problems and develop solutions that will make it easier for them to settle in a new host nation.

REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

The following chapter provides review of literature that is used to understand about the study on the lived experiences of international students through various literature. It also help us to understand various perspectives, knowledge about the study. The review of literature includes a general overview of migration, related issues, and effects of migration, perspectives and experiences of international migrant students.

According to Nye (2004) Education is a source of soft power. To him, education can strengthen soft power and help people understand the nature of power better. Although though Nye included education under the "cultural" heading for soft power sources in his study, education—especially higher education—has recently come into its own as a stand-alone and potent soft power characteristic. This is due to the fact that encouraging student exchanges or recruiting international students both function as effective public diplomacy tools. According to them, the ability of education to create a flourishing society is another factor that increases its importance on a global scale. An entire nation can increase its political legitimacy by utilizing education as a soft power. They view education as a means of enhancing a nation's future potential. [1]

(Rahmah, Permatasari, and Tandiyuk, 2021) They explains that social adjustment is the process by which students establish social bonds while attending college, including their efforts to participate in extracurricular activities, meet new people, and make new friends. The achievement of students in overcoming social and interpersonal difficulties of college life is sometimes referred to as the social adjustment. Two factors are reflected in the personal-emotional adjustment: a feeling of psychological and physical well-being. The degree to which students' levels of stress, anxiety, and bodily responses to the pressures of college life are reflected in their own emotional adjustment. The term "institutional attachment" describes a student's capacity to recognize and form an emotional bond with the neighborhood or academic setting [3].

(Crede & Niehorster, 2012) They offer that some fundamental categories, such as demographic traits, can have an impact on students' adjustment to higher education by demonstrating how students who typically come from the neighborhood or are not residents of the city where the institution is located fare. The term "demographic characteristics" refers to minority students who face particular difficulties. Students from minority groups or international students typically have a different ethnicity, gender, level of disability, or nationality. The difficulties in transitioning to college life are greater for migrant students. Minority students typically have inferior social experiences and are more likely to encounter bias and discrimination than non-minority pupils [2].

(Ahmed, Shik, Vanza, Cheung, George, and Stewart 2004) According to them Immigration is a life change that is typically made to enhance one's overall quality of life and well-being, but it comes with significant difficulties that may result in compromised mental health, particularly when personal demands outweigh resources. Studies have shown that acculturative stress can cause serious psychological disturbances, like clinical depression and crippling anxiety, when changes in the cultural context outweigh an individual's ability or resources to cope. After immigration, women's deteriorating mental health became a significant health concern. The women's verbal and symptomatic manifestations, such as stress, tension, loneliness, despair, and inaction, indicated this concern [7].

(Mori, 2000; Wang & Mallinckrodt, 2006) International students are significantly impacted by navigating cultural barriers. Familiar roles, established relationships, and social support are disrupted during cross-cultural shifts. Also, being exposed to new lifestyles might cause a lot of cognitive dissonance. "Following the migration, many international students may become minorities for the first time in their life or endure an aggravation of their minority status. Many international students begin to question aspects of both the native and host cultures at this time for a variety of reasons, including exposure to opposing value systems, which can exacerbate their ambiguity. For instance, a female Asian Indian student can feel liberated by displaying her independence while still experiencing stress as a result of being [4.]

(Diengupta, 1986) This study focus on the mythology and philosophy of their nation of origin have impacted the beliefs and values of the South Asian culture regarding human beings, giving rise to distinct ideals and behavioral expectations that arise from these values. As a result, South Asian women who are reared in South Asia often possess a wide range of taught behaviors and values that are acceptable for the circumstances experienced within their own culture. Yet, they are faced with new attitude alternatives as well as new values and lifestyles as they come into contact with influences from American mainstream culture (Dona & Berry, 1994). Based on the level of accommodation, Berry argued that the acculturation process would be unpleasant and contentious [8].

Hsieh (2007) According to him International students must learn culturally appropriate ways of engaging with classmates, teachers, coworkers, and neighbors in addition to meeting academic requirements. He says that acculturation-related processes can raise the risk for maladjustment among Asian pupils due to the large cultural disparities. The personalities of the people the overseas students interact with, as well as racism and discrimination, are other interpersonal variables that have an impact on adjustment. The forms of interaction present in more individualistic cultures may be perplexing to international students from collectivist countries. A person's personality, coping mechanisms, social support, and length of stay are among factors that influence how they adjust as international students [6].

(House, 1981) In this study it focus on, Social support can be thought of as a tool that serves as a stress-relieving resource. Four categories of social support have been established: instrumental, informational, emotional, and appraisal. Instrumental support, which entails the giving of material assistance, is the first category of social support. For a student from abroad, this can take the shape of financial assistance or assistance with a task. Informational assistance is the second type of social support, and it entails direction or advice with relation to a problematic issue, like community resources or healthcare. The third sort of social support is emotional support, which is creating relationships with people you can trust and care about so that you feel comfortable expressing your emotions. Appraisal assistance is the final sort of social support [5].

(Harvey, 1989) He Says that Most moden civilizations have become hybridized as a result of borrowing one another's values, beliefs, and behaviors to varied degrees. "Globalization lies at the center of modern culture; cultural practices are at the heart of globalization," writes reciprocal relationship between globalization and culture. The ability to envision oneself in novel circumstances and places has increased with the development of media and travel. People can now easily access information that was previously unavailable or difficult to obtain thanks to the Internet's accessibility. Also, movies help to put globalization into context while the Internet provides access to a wealth of cultural material. Viewers can watch videos to learn about life abroad or to gaze back at the past depending on their geographic area [10].

(Bourhis, Moise, Perreault, and Senecal, 1997) The racial and cultural disparities between the immigrants and the residents of the host nation, as well as the rapid recognition of these differences, may increase the stress that immigrants face as they adapt to their new environment. Keep in mind that while the most of sending countries are primarily collectivist and developing, the majority of receiving countries are individualistic and developed. Also, a large portion of the migrants are not white, which makes it challenging for them to fit in. Because of this, even after learning the language and assimilating some features of the host culture, many migrants are still clearly visible as minority in the host countries on both a physical and cultural level [9].

(Smith and Khawaja, 2011) Smith and Khawaja explains the primary difficulties experienced by international students are financial, particularly for those who do not get financial aid and must cover their own tuition and living costs. According to Smith and Khawaja, research has indicated that the majority of overseas students struggle financially. Exchange rates, a lack of parental assistance, and spending habits that are excessive are all reasons why students have financial issues. Most institutions charge foreign students more in tuition than domestic students. Numerous international students come from developing nations where there is a high rate of exchange, making what is a little sum for a local or domestic student a sizeable sum to an international student. Financial issues involve the possibility of student employment on the side and the

availability of financial aid for international students. This makes it more difficult for them to pay their financial obligations because they frequently have extremely limited resources [11].

(Singh, 2013) International students are frequently the targets of discrimination based more on their nationality, skin color, ethnicity, and cultural differences than on their outward appearances, which is harmful to their psychological health and well-being. Most interviewees said they frequently experience unfair treatment, racial prejudice, social exclusion, being called names, and being the object of stereotypes and unfavorable opinions. Discrimination against immigrants in the country of origin or destination is an ongoing issue that has existed for a long time. There is prejudice present in this instance, specifically towards international students. In addition to feeling uncomfortable, many international students occasionally hear disparaging remarks about their home country, particularly those from developing countries who are perceived to lack basic resources. Due to their language accents, international students also experience reactions of anger and contempt from classmates as well as administrators, and some of their peers are hesitant to make friends with them. Many international students, especially those from developing nations, who are thought to lack basic resources, experience occurrences of disparaging comments and remarks about their home country in addition to feeling unwelcome [12].

(Smith and Khawaja, 2011) It focuses on the primary difficulties experienced by international students are financial, particularly for those who do not get financial aid and must cover their own tuition and living costs. According to Smith and Khawaja, research has indicated that the majority of overseas students struggle financially. Exchange rates, a lack of parental assistance, and spending habits that are excessive are all reasons why students have financial issues. Most institutions charge foreign students more in tuition than domestic students. Numerous international students come from developing nations where there is a high rate of exchange, making what is a little sum for a local or domestic student a sizeable sum to an international student. Financial issues involve the possibility of student employment on the side and the availability of financial aid for international students. This makes it more difficult for them to pay their financial obligations because they frequently have extremely limited resources.

(Moore and Popadiuk, 2011) According to them, International students may have both positive and negative experiences related to studying abroad, the aforementioned difficulties inspiring them to be strong, equipping them with the resilience and coping skills they will need to succeed in the future, and allowing them to feel a sense of belonging." The international students mentioned that during their transition they personally developed, their perspective changed, they observed academic growth, had a supportive living environment, and support from the international environment. This was in reference to the study by Moore and Popadiuk, which explored the positive learning aspects, experiences, and resources. Taking part in general culture learning allowed them to obtain academic and personal assistance from academics and staff, who also acknowledged their academic differences and provided them with cultural guidance. International students experience transitional difficulties upon arriving in their host country, which inspires them to create problem-solving techniques and transforms them into independent learners as Employment: Individuals move from rural to urban areas in pursuit of work. Lack of employment is seen as one of the primary factors driving people to relocate to developed regions with higher employment prospects [13].

METHODOLOGY

CHAPTER 3

METHODOLOGY

Over the years, more Indian students have made the decision to study overseas. Despite a sharp drop in enrollment during the epidemic and lockdowns during 2021, a sizable number of students are once more preparing to study abroad. Many factors contribute to the rapidly rising number of young people from Kerala who study abroad. The Ministry of Foreign Affairs reports that 71,769 Indian students left last year, and 2, 61,406 left in 2021.

Individuals are now well informed about the programs and employment prospects offered in other nations, such as the UK, Canada, etc. They also received advice from a variety of education professionals, which made things simpler. The students might choose to work part-time employment in addition to their studies overseas. When moving abroad, however, international students still have to deal with obstacles and opportunities.

General Objective

- The general objective of this research is to study the Emerging patterns of youth migration for higher studies in UK and Canada and problems and prospects associated with it.

The objectives of the study are:

- To examine the push and pull factors behind the student migration for higher studies in UK and Canada.
- To understand the emotional problems and mental health issues faced by students.
- To understand the perspectives and experiences of international migrant students

Clarification of concepts

- Push And Pull Factor

Push factors are the factors that motivate persons to migrate away from their country of residence.

This study focus on push factors that force students to move away from their homeland.

Pull factors are factors that attract people to another place or country.

The factors that motivate students to migrate to another country is emphasised in this study.

- Migrants

A person who moves from one place to another, in order to find better opportunities and high standard of living.

In this study migrants are the students who move from their home land to another country.

- Problems

Problems are a task, situation which is difficult to deal with or control.

In this study problems refers to the issues faced by students in a foreign environment.

Variables

Anything that has significant influence on the study is called variable. There are two types of variables dependent and independent variables. Dependent variables are those depends on other variables and independent are those antecedent to dependent variable.

Independent variables:

- Age
- Gender
- Religion
- Income
- Migrating countries

Dependent variables are:

- Level of Satisfaction in the foreign country

Universe and Sample

Universe

The universe of the study consists of international students in UK and Canada who have migrated from Kerala.

Sample

Sample size is of students who are studying at different universities of UK and Canada. The sample consist of 50 international students in UK and 50 students in Canada from Kerala.

Sampling method

The technique of snowball sampling is used here.

Pilot Study

A pilot study was conducted on the topic emerging patterns of youth migration for higher studies to check the feasibility of the study in the month of September, 2022. 3 respondents were interviewed on the topic for the pilot study.

Tool of Data Collection

In this study questionnaire method is used as the tool of data collection. Questionnaire focused on the opinion of students on experience of being an international student in UK and Canada. All the questions are based on fulfilling the objectives of the study.

Pre Test

In this conducted interview with four students in UK and Canada. Through that gathered the data about the patterns of youth migration for higher studies and its problems and prospects through their own experience. Analyzed the data to identify the patterns of youth migration for higher studies and its problems and prospects.

LIMITATIONS OF THE STUDY

The limitations of this study were that the sample size was small to represent the whole population. Which may not be representative of the entire population. This may result in biased results and limit generalizability of the findings

Geographically, as this study has been conducted in UK and Canada, the observations may not be applicable to the whole community of international students universally, which also may include Indian international students studying in other countries.

There is a lack of comprehensive and up-to –date on student migration in India. The available data is often incomplete and inconsistent, making it difficult to draw accurate conclusions.

The participants of this study come from heterogeneous backgrounds such as males/ females in different age groups, pursuing different levels of study in UK and Canada universities, and coming from different linguistic and religious groups in India. Hence, there are risks in treating an individual experience or perception as applicable in general to all the international students.

DATA ANALYSIS AND INTERPRETATION

The collected data is tabulated and analyzed using excel.

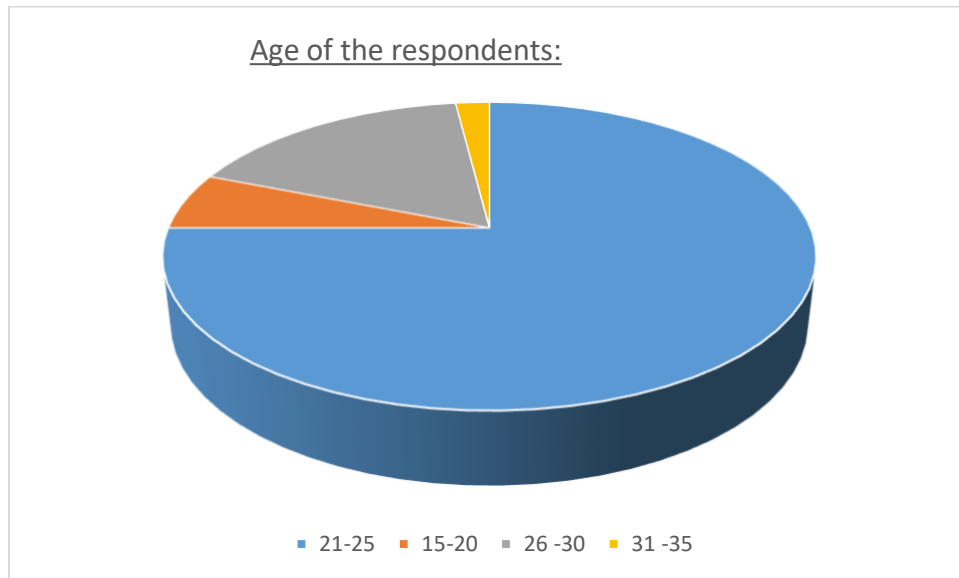
Data Analysis and interpretation

Chapter 4

Data Analysis and interpretation

Age of the respondents:

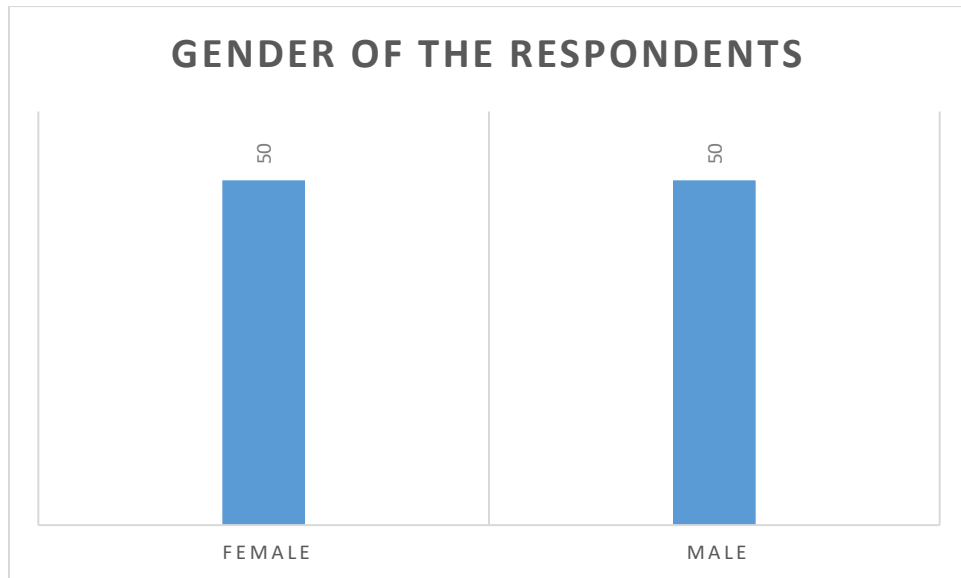
Figure 4.1



75% of the respondents are aged between 21 - 25years of age. About 17% of respondents are aged between 26-30years of age. The 6% of the respondents aged between 15 - 20 and the 2% by the 31-35years of age.

Gender of the respondents

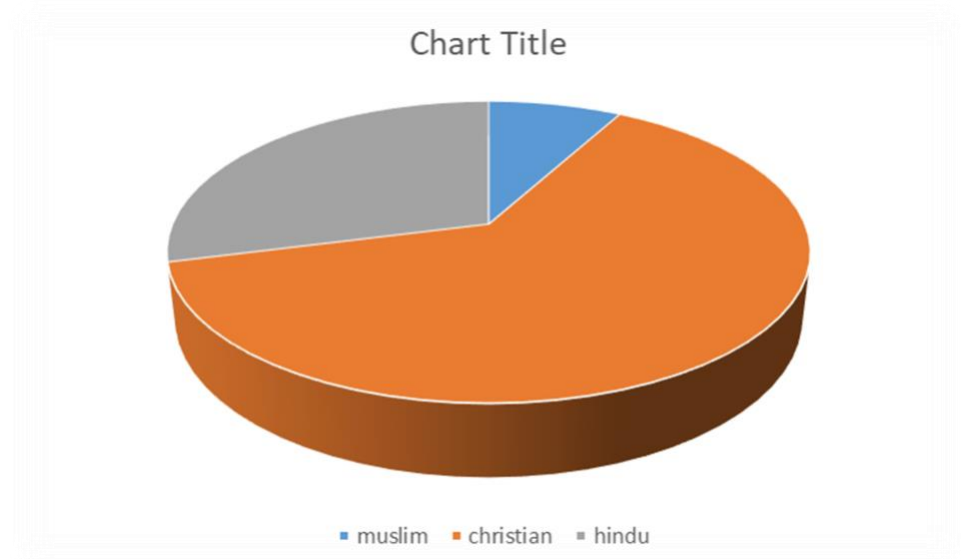
Figure 4.2



The graph shows the gender ratio of the respondents. 50% of the respondents are females and 50% are males.

Religion of the respondents

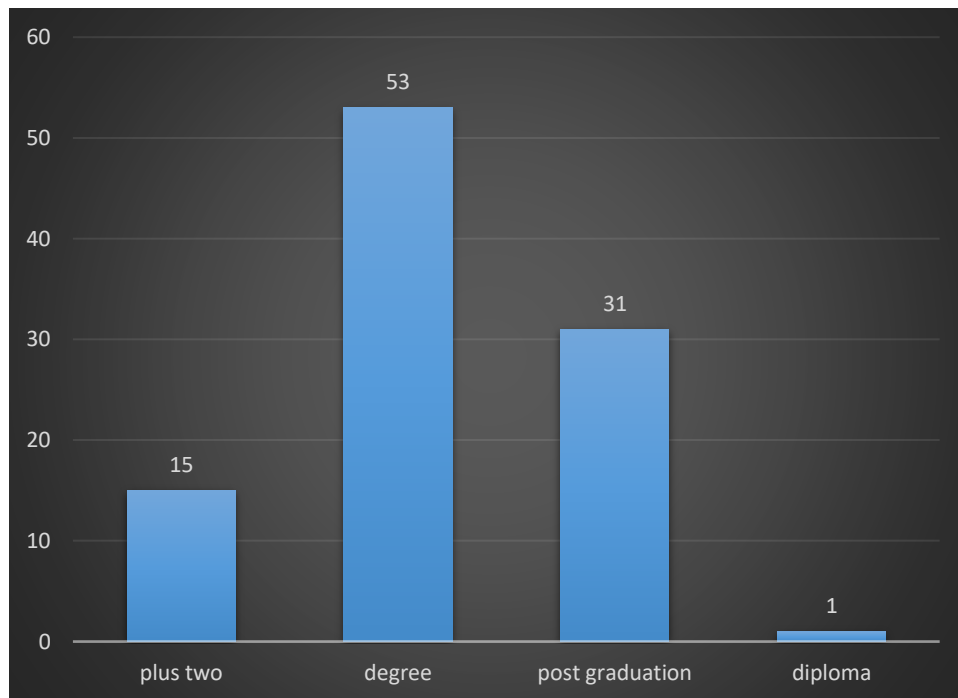
Figure 4.3



63% of the respondents are Christians and 29% are Hindus. The number of Muslims who studying abroad are 8%.So Most of the respondents are Christians.

Education Qualification of the respondents before Migration

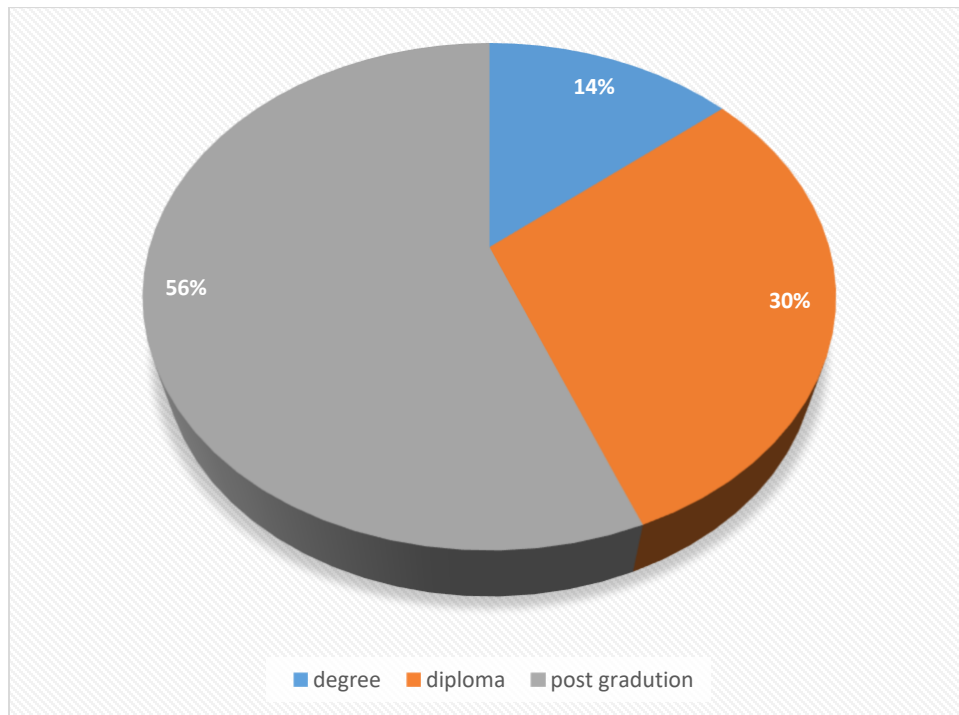
Figure 4.4



53% of the respondents are graduates and 31% are post graduates. The number of graduates are higher. 15% of the respondents belonged to plus two and 1 % respondents are diploma as their education qualification.

Current of Course study in UK/Canada

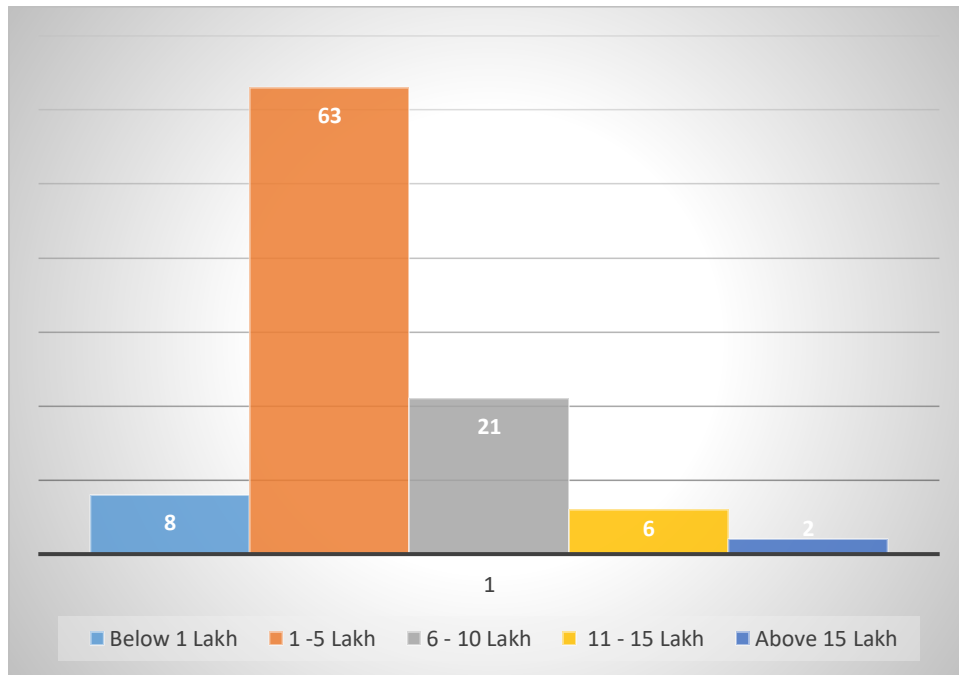
Figure 4.5



53% of the respondents are graduates and 31% are post graduates. The number of graduates are higher. 15% of the respondents belonged to plus two and 1 % respondents are diploma as their education qualification.

Family income

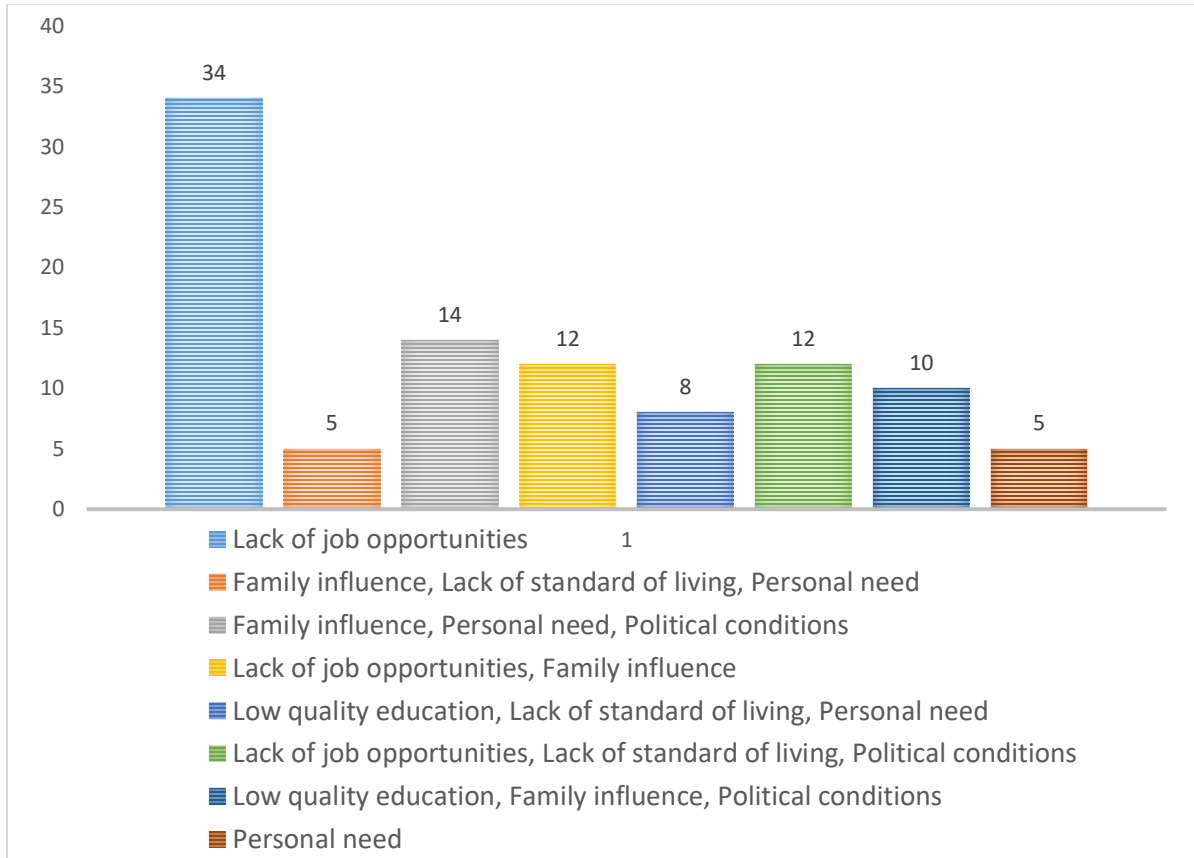
Figure 4.6



63% of the respondents have family income between 1-5 Lakh. 21% of the respondents have family income between 6 -10 Lakh. 8% of the respondents have income below 1 Lakh. 6% of the respondents have income between 11 -15 Lakh and 2% have above 15 Lakh.

Factors led to leave homeland

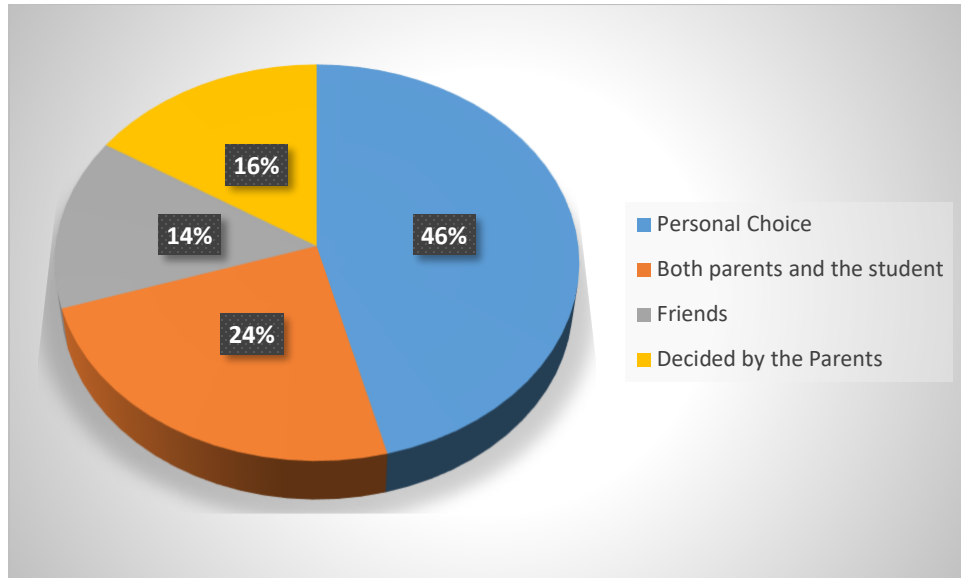
Figure 4.7



34% of the respondents leave their homeland due to Lack of job opportunities. 14% of the respondent leave due to their Family influence, Personal need, Political conditions. 12% of the respondents said that they leave due to Lack of job opportunities, Family influence. 10% due to Low quality education, Family influence, and Political conditions. 8% of the students leave due to their Low quality education, Lack of standard of living, Personal need. 5% were due to the Personal need. 5% due to Family influence, Lack of standard of living, Personal need.

Decision to study abroad

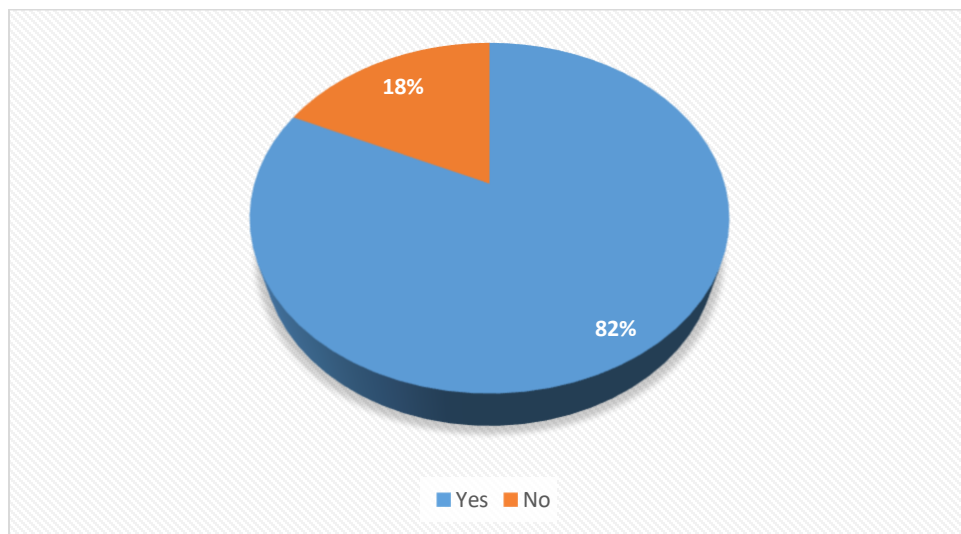
Figure 4.8



46% of the respondents had taken their decision to study abroad. 24% of the respondents said that decision to study abroad was taken by influence of their friends. 14% respondents said that their decision to study abroad were both parents and them. 16% of respondent's decision to study abroad were due to their parents.

Family members or friends in migrated country

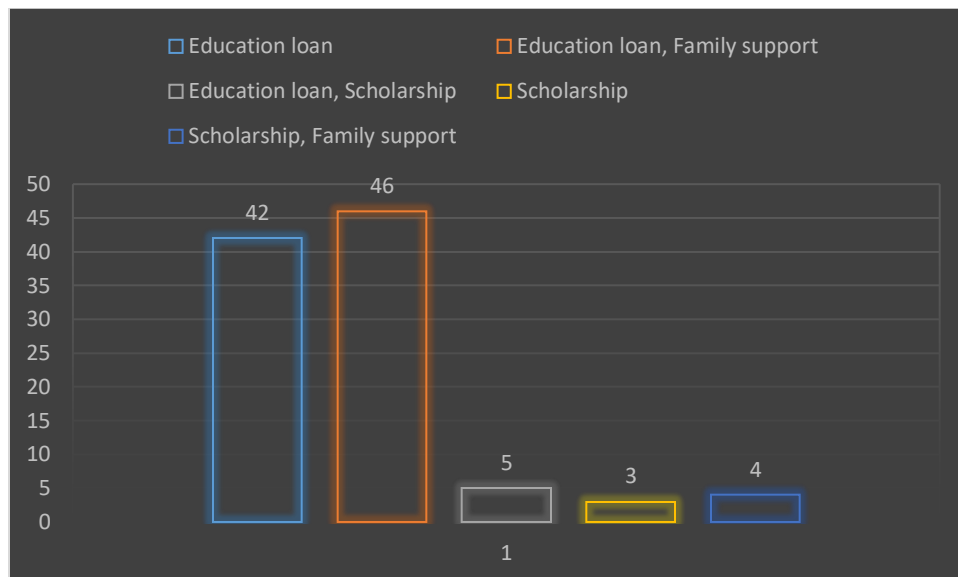
Figure 4.9



82% of the respondents have members of their family or friends migrate to the country they live in. 18% of the respondents doesn't have any friends or family members in the country they live.

Financial aid to study abroad

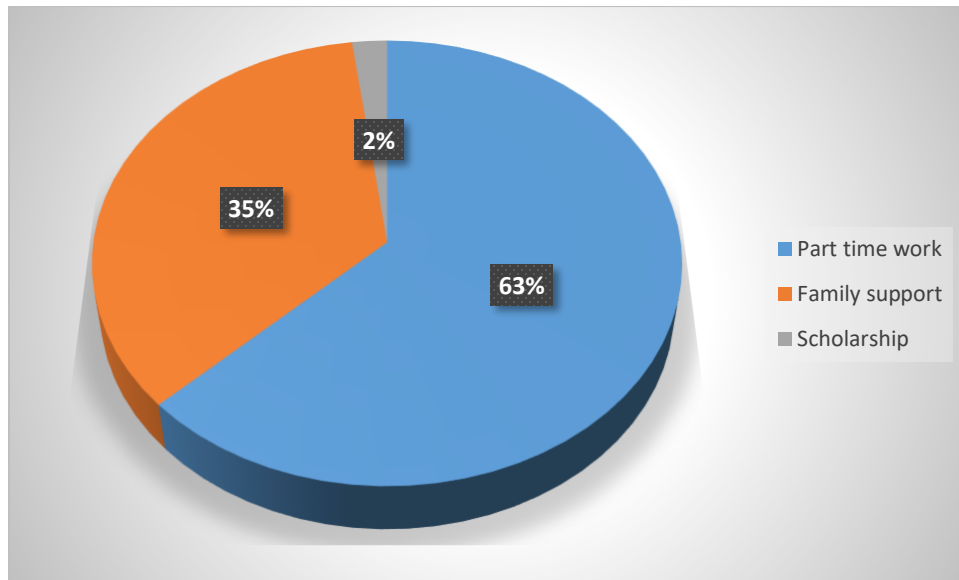
Figure 4.10



42% of the respondent's source of financial aid to study abroad were educational loan. 46% of the respondent's financial aid to study abroad were Education loan, Family support and only 3% of the respondents have the scholarship to study abroad.

Financial support in UK/Canada

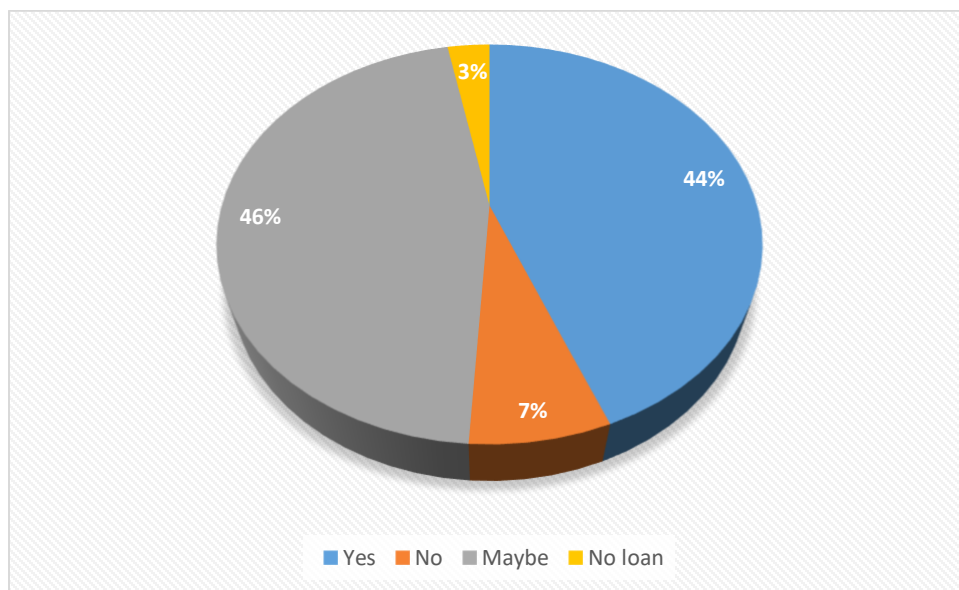
Figure 4.11



63% of the respondents said that their financial support is their part-time job. 35% of the respondent's financial support is their family support and only 2% has scholarship for their financial support.

Repayment of the educational loan

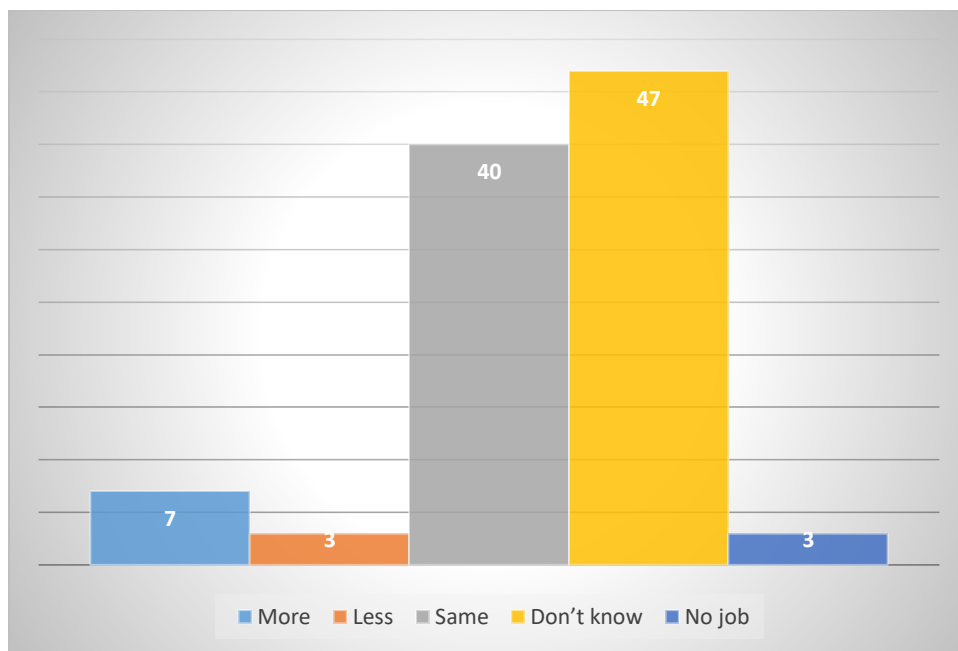
Figure 4.12



46% of the respondents said that maybe they will repay their educational loan with the income. 44% of the respondents able to repay their educational loan with the income. 7% of the respondents doesn't able to their educational loan. 3% of the respondents had doesn't take any loan.

Difference in the Payment pattern of Native students and migrated students in the work place

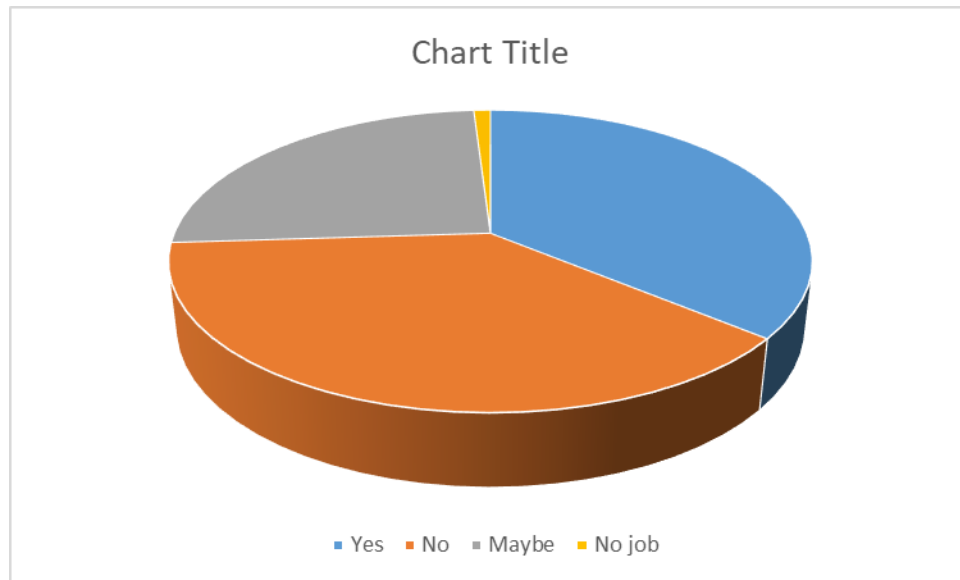
Figure 4.13



40% of the respondents said that employer of their work space pay same as that of the people from country they live in. 47% of the respondents said that they doesn't know about how much other employees receive. 3% of the respondents said that the employer pay less than people from the country now they live and 3% of the respondents doesn't have any job.

Difficulty in getting job

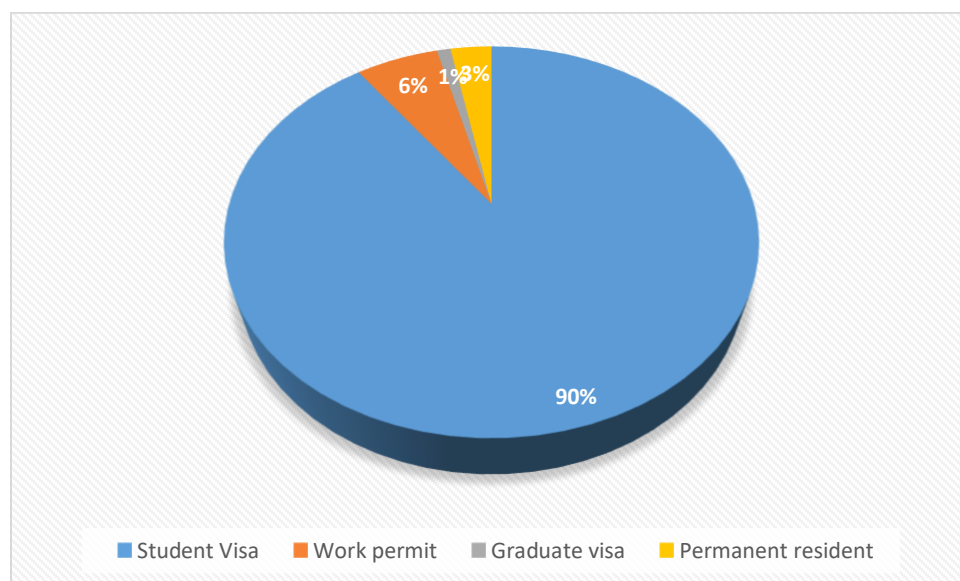
Figure 4.14



37% of the respondents said that there is no difficulty to getting a job but 36% of the respondents said that it is difficult to get a job. 24% of the respondents doesn't know much about the difficulty in getting job and 3% of the respondents doesn't have job.

Current status of the respondents

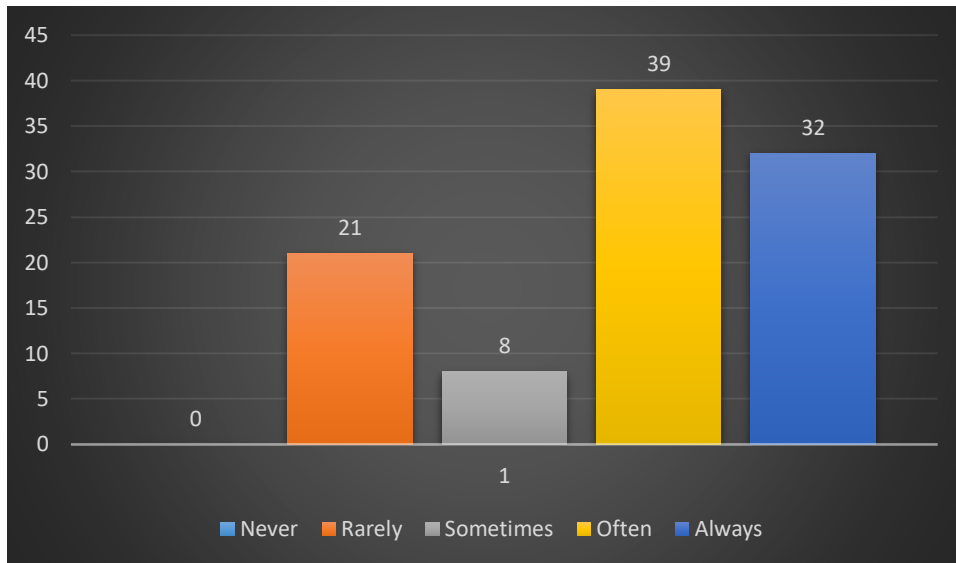
Figure 4.15



90% of the respondents are on student visa. 6% of the respondents have work permit. 3% of the respondents have permanent residence and only 1% of the respondent have graduate visa.

Do the students have enough money to meets their expenses

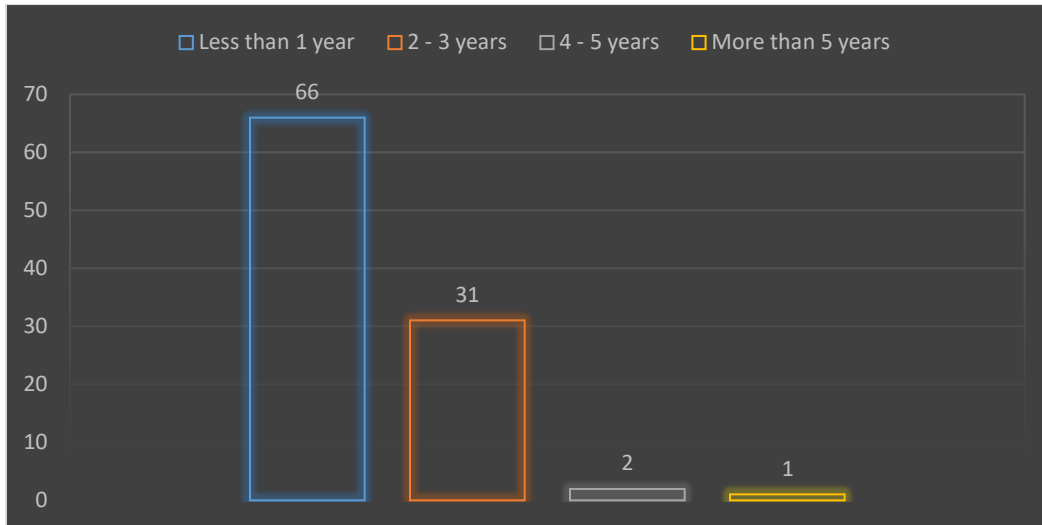
Figure 4.16



39% of the respondent often able to meet their expenses with their income. 32% of the respondents said that they were always able to meet their expenses with their income. 21% of the respondent said that they were rarely able to meet their expenses with their income and 8% of the respondent said that they were sometimes able to meet their expenses with their income.

Period of Stay in UK/Canada

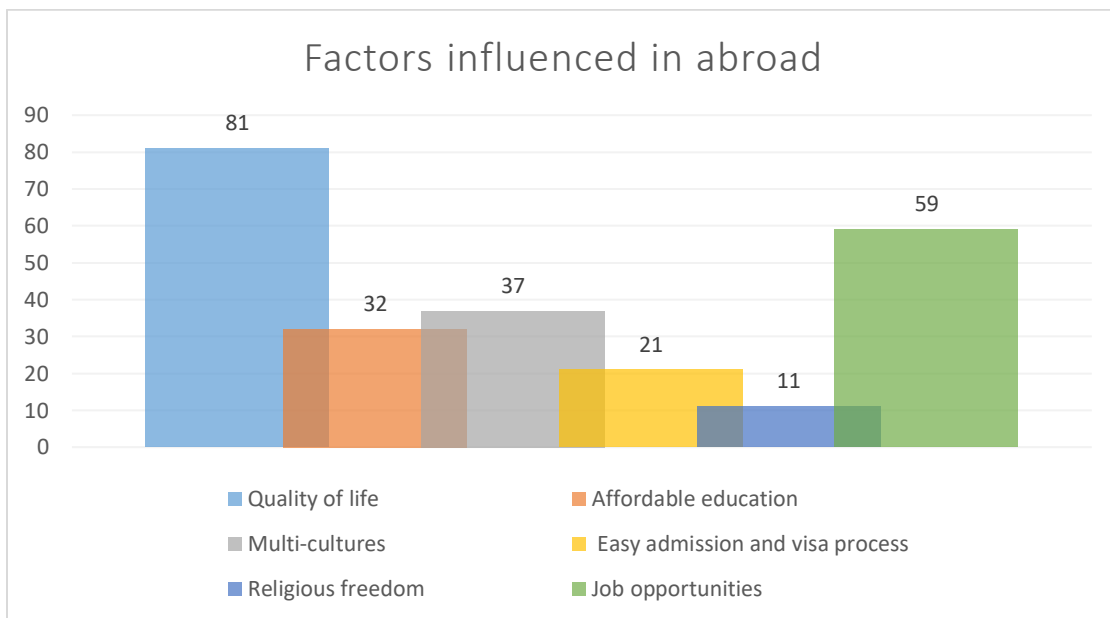
Figure 4.17



Among the respondents 66% of the respondents have stayed in UK/Canada less than 1 year. 31% of the respondents staying in abroad about 2 -3 years. 2% of the respondents staying in abroad for 4 -5 years and only 1% of the respondents have stayed more than 5 years.

Factors influenced to Migrate to

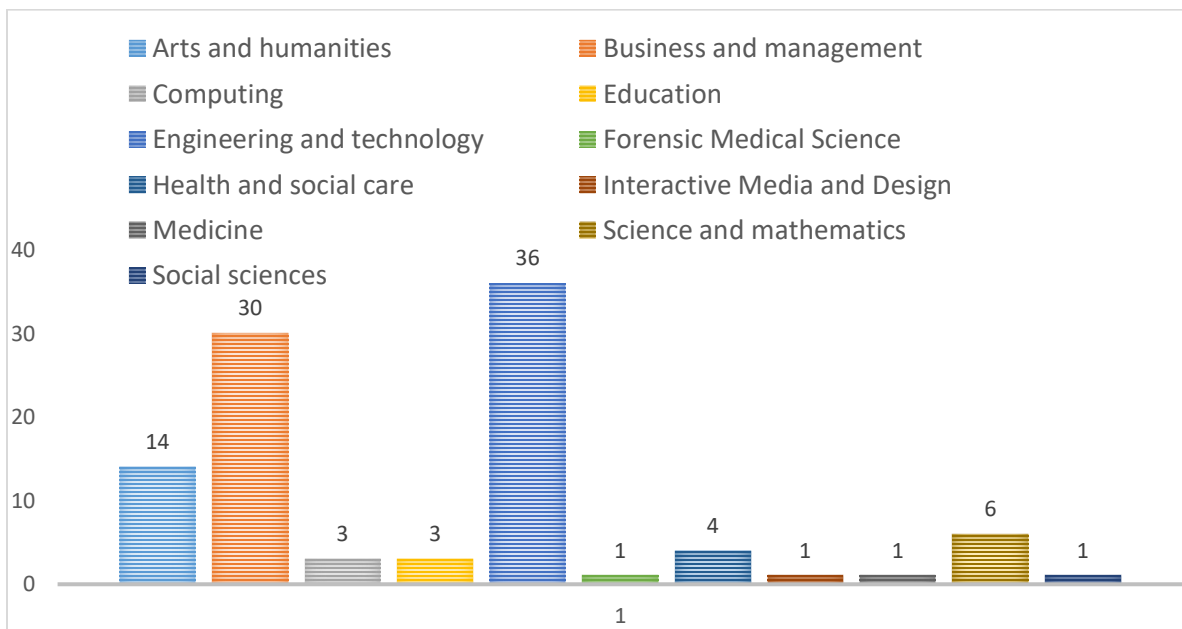
Table 4.18



34% of the respondents made them want to come and live in UK/Canada instead of another country is quality of life. 24% of the respondents said that job opportunities in the country they now live. 15% respondents made them want to come and live in UK/Canada instead of another is due to multicultures. 13% of the respondents said that due to affordable education in the country they now live. 9% of the respondents said that due to easy admission and visa process in the country they now live and 5% due to religious freedom.

Subject studying

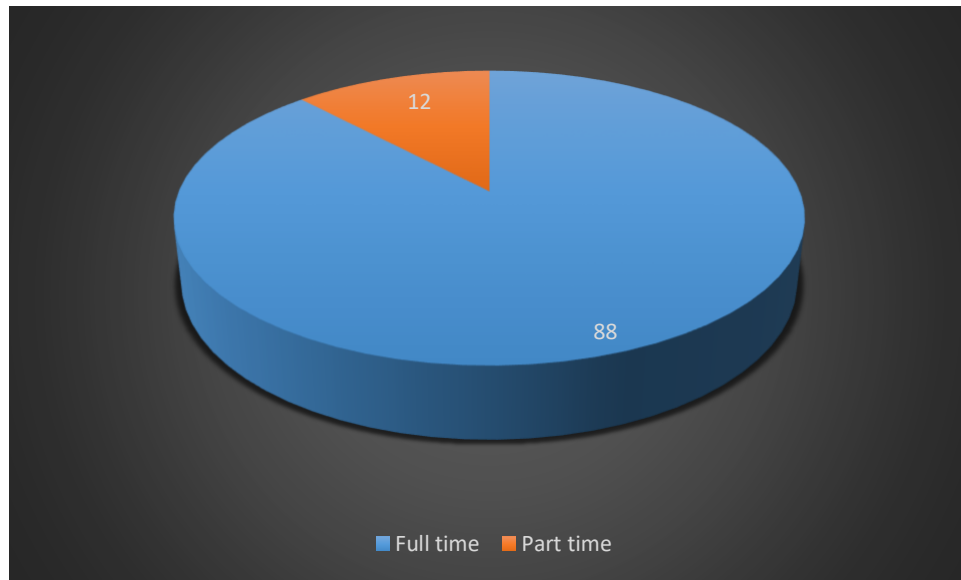
Figure 4.19



36% of the respondents are studying Engineering and technology. 14% of the respondents are studying Arts and humanities. 30% of the respondents are studying Business and management. 3% studying computing. 3% studying education. 4% of the respondents are studying Health and social care. 6% of the respondents are studying Science and mathematics. Only 1% of the respondents are studying Interactive Media and Design, Medicine, Social sciences and Forensic Medical Science.

Studying type

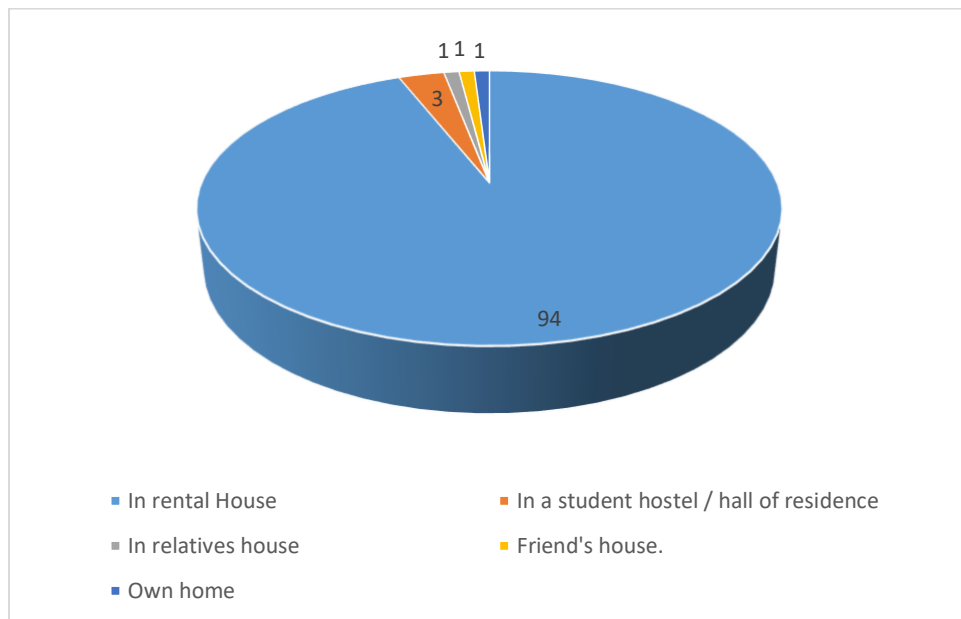
Figure 4.20



88% of the respondents of this study are full time scholars. Only 12% of the respondents of this study are part time scholars.

Current Accommodation

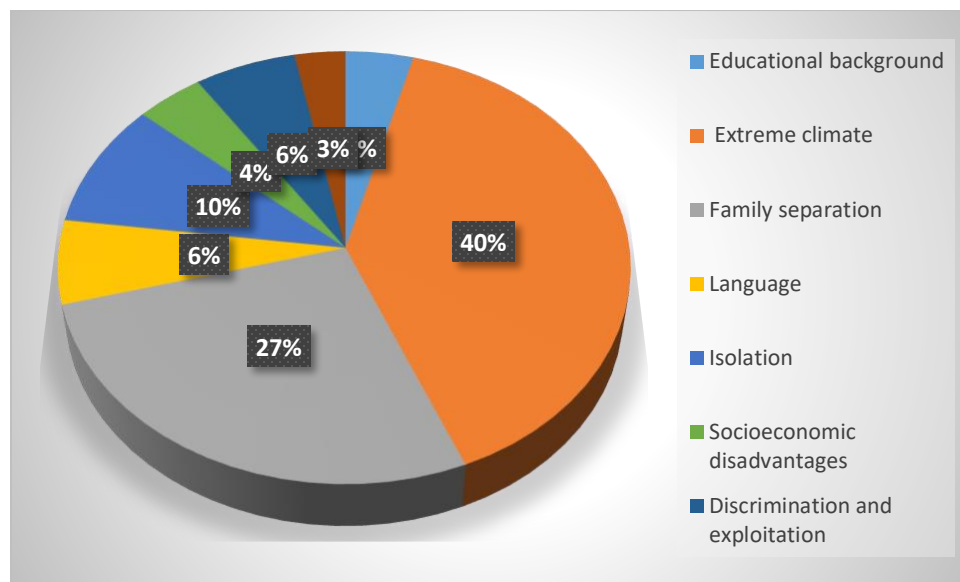
Figure 4.21



94% of the respondents are currently living in rental house. 3% of the respondents are currently living in a student hostel / hall of residence. 1% of the respondents are currently living in relative's house and Friend's house .Only 1% of the respondents have own home.

Challenges Face after migration

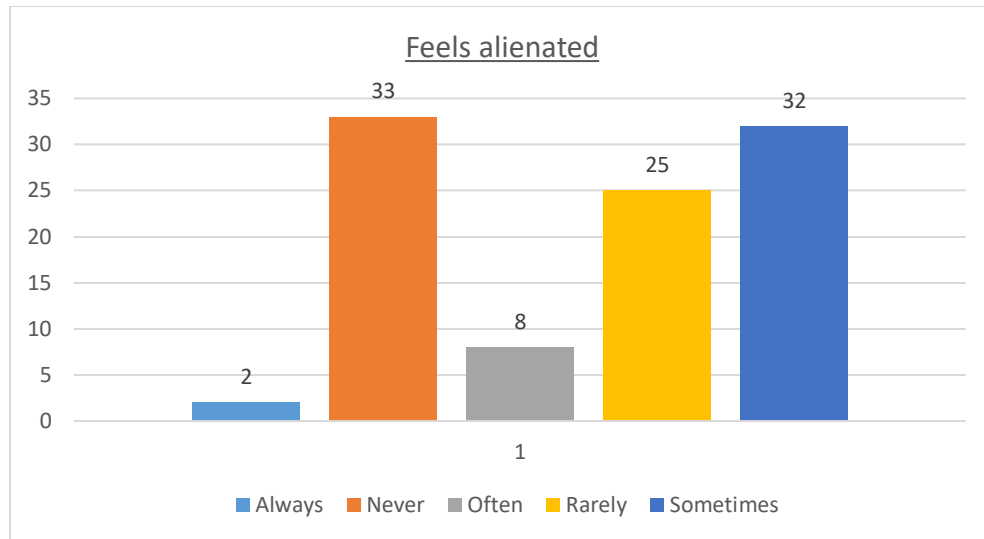
Figure 4.22



39% of the respondents said that extreme climate is the most challenge they faced after migration. 26% of the respondents said that family separation is challenging on that faced after migration. 9% of the respondents feel isolated after migration. 7% faced language barrier after migration. 6% of the respondents said that they faced Discrimination and exploitation. 5% of the respondents said that they faced socioeconomic disadvantages after migration. 4% of the respondents faced unsafe living/working conditions and Educational background difficulty after migration.

Feeling of alienation

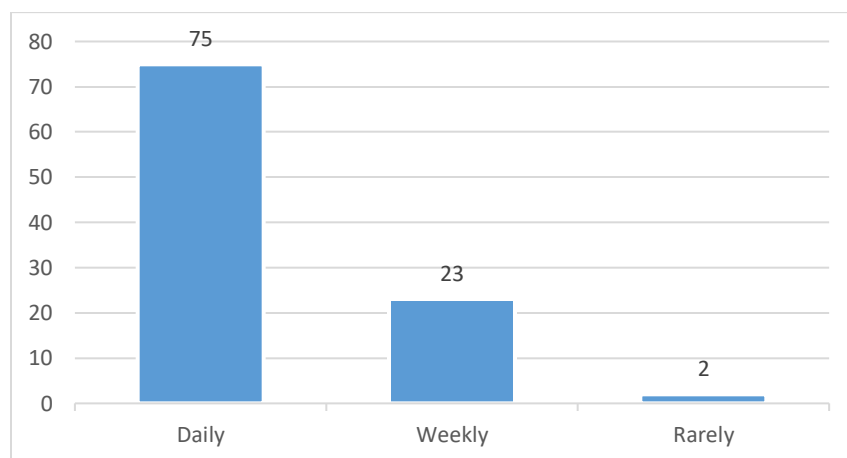
Figure 4.23



33% of the respondents never feels like they are alienated or cutoff from their family as a result study abroad. 32% of the respondents sometimes feels like they are alienated or cutoff from their family as a result study abroad. 25% of the respondents rarely feels loneliness. 8% of the respondents said that they often feels like alienated. 2% of the respondents always feels like they are alienated from their family.

Frequency of communication with Parents back home

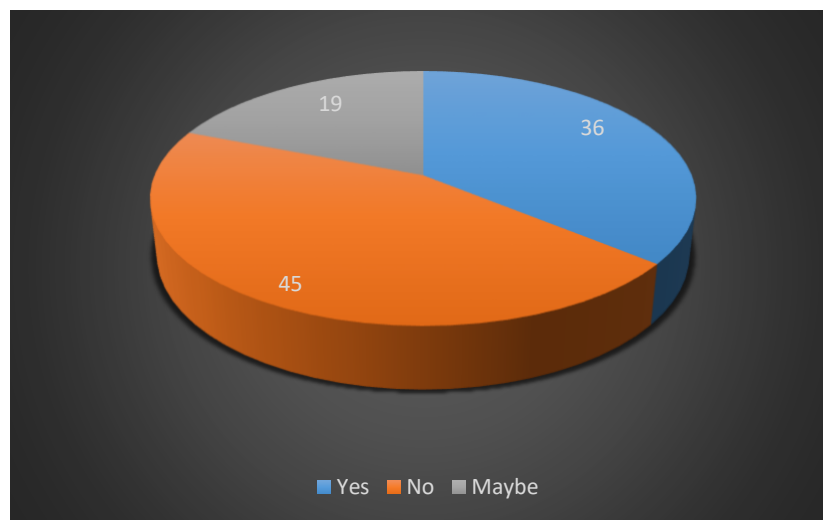
Figure 4.24



75% of the respondents communicate with their family daily. 23% of the respondents communicate with their family weekly and 2% of the respondents communicate with their family monthly.

Change in Relationship with parents

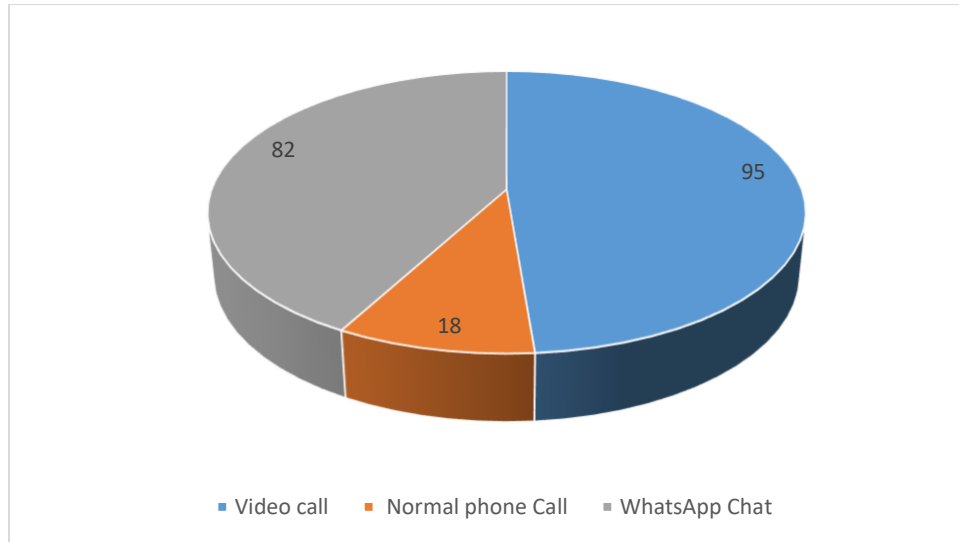
Figure 4.25



45% of the respondents said that their frequency of communication with all the family members are equal after their migration towards abroad. 36% of the respondents said that their frequency of communication with all the family members are not equal after their migration towards abroad. 19% of the respondents said that their frequency of communication with all the family members are maybe equal after their migration.

Means of communication with parents

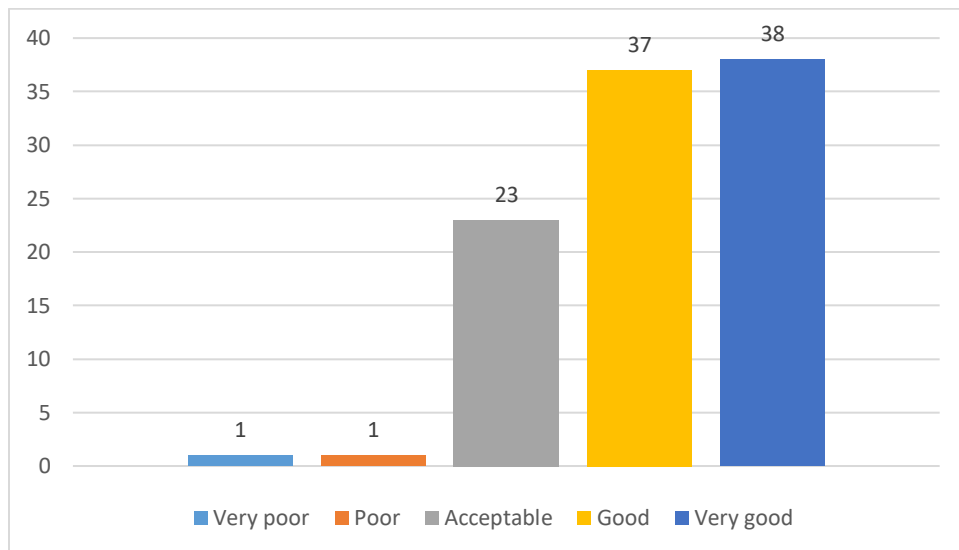
Figure 4.26



49% of the respondents communicates with family through video calls. 42% of the respondents communicate through whatsapp chat. Only 9% of the participants use normal phone calls to communicate with family.

Rating of the relation with family

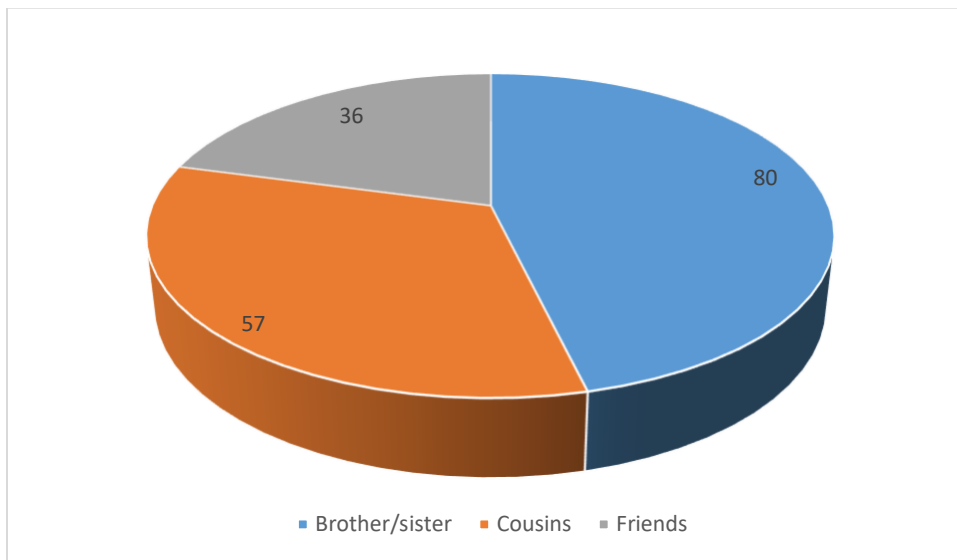
Figure 4.27



In the figure 38% of the respondents said that their relation with family after migration is very good. Among these 37% age of the respondents have good relation with their family. 23% of the respondents said that their relation with family after migration is acceptable. 1% of the respondents said that their relation with family after migration is very poor and poor.

Who support the Parents back home in case of Emergency

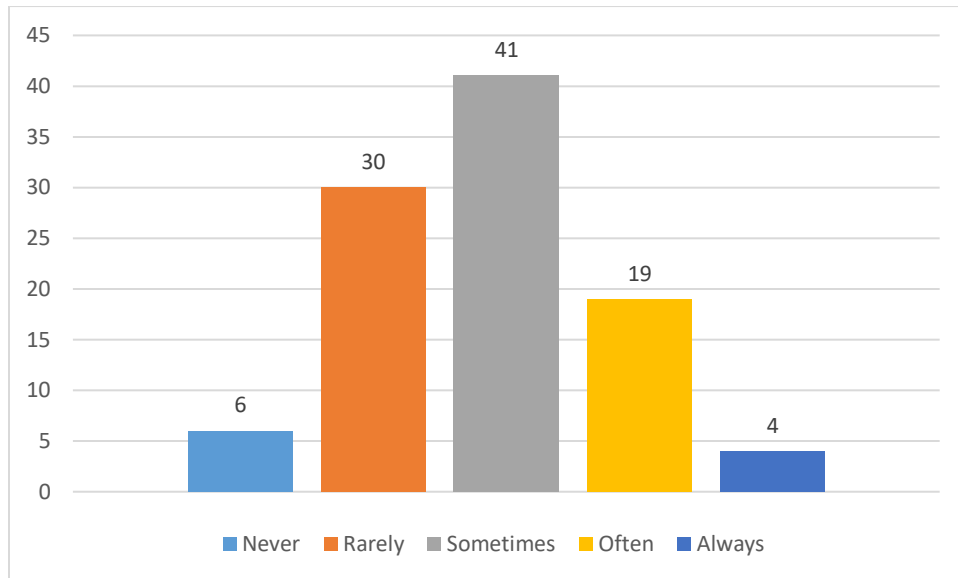
Figure 4.28



In the figure 46% of the respondents said that in their absence, if there is some medical emergency or some kind of need back home who brother/sister will assist their parents. 33% of the respondents said that in their absence cousins will take care of their parents. 21% of the respondents said that in their absence, If there is some medical emergency or some kind of need back home who friends will assist their parents.

Financial problem of respondents

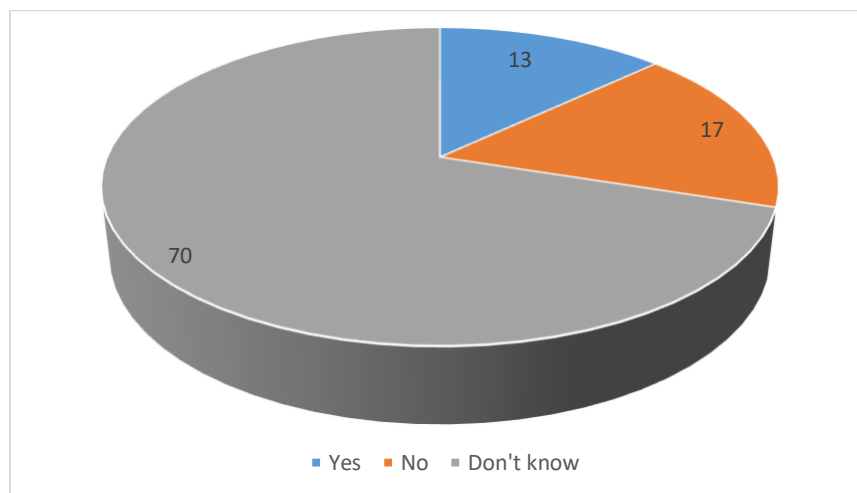
Figure 4.29



41% of the respondents sometimes experienced financial problem after migration. 30% of the respondents rarely experienced financial problem after migration. Among the respondents 19 % often experienced financial problem after migration. 6% of the respondents never experienced financial problem after migration. 4% of the respondents always experienced financial problem after migration.

Availability of Support Services

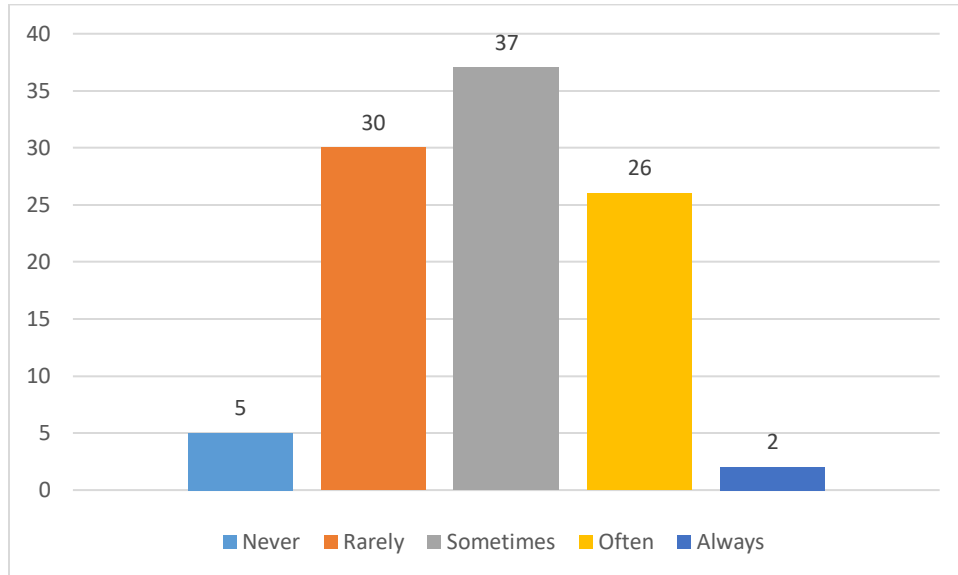
Figure 4.30



In figure 70% of the respondents don't know any support services that can help international students to adjust and succeed in new environment in abroad. 17% of the respondents said that there is no support services that can help international students to adjust and succeed in new environment in abroad. 13% of the respondents know about support services that can help international students to adjust and succeed in new environment in abroad.

Feel like outsider

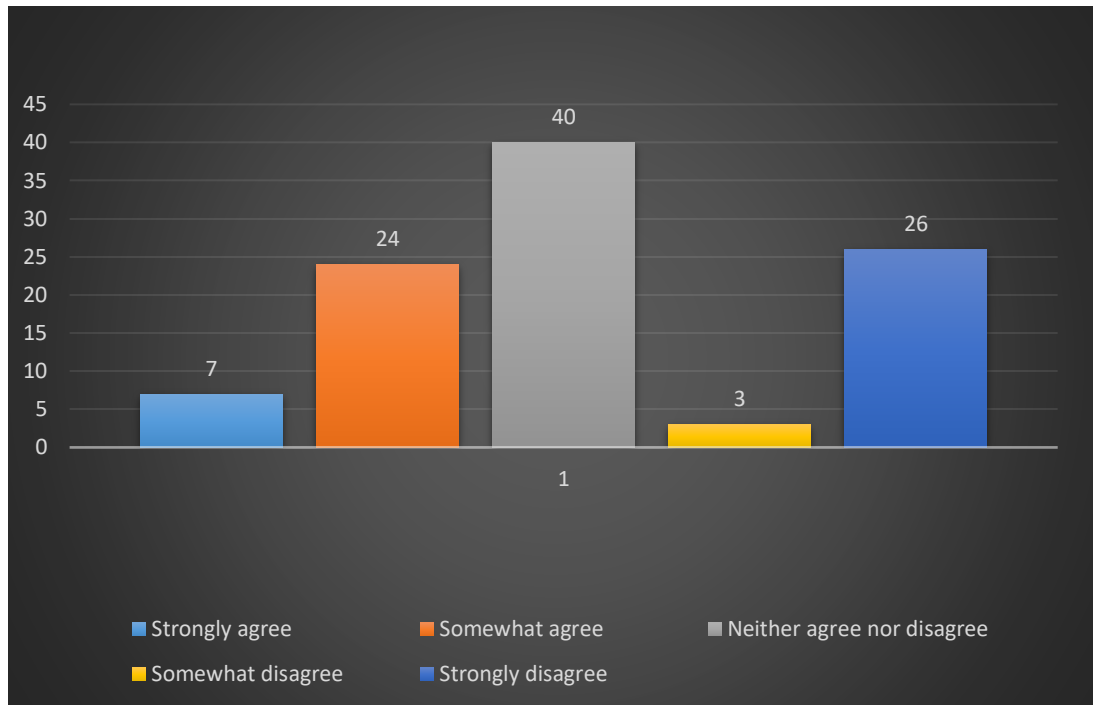
Figure 4.31



37% of the respondents sometimes feel like an outsider in the UK/Canada. 30% of the respondents rarely feel like an outsider in the UK/Canada. 26% of the respondents often feel like an outsider in the UK/Canada. Among the respondents 5% never feel like an outsider in the UK/Canada. 2% of the respondents always feel like an outsider in the UK/Canada.

Feeling of Lack of security in UK/Canada

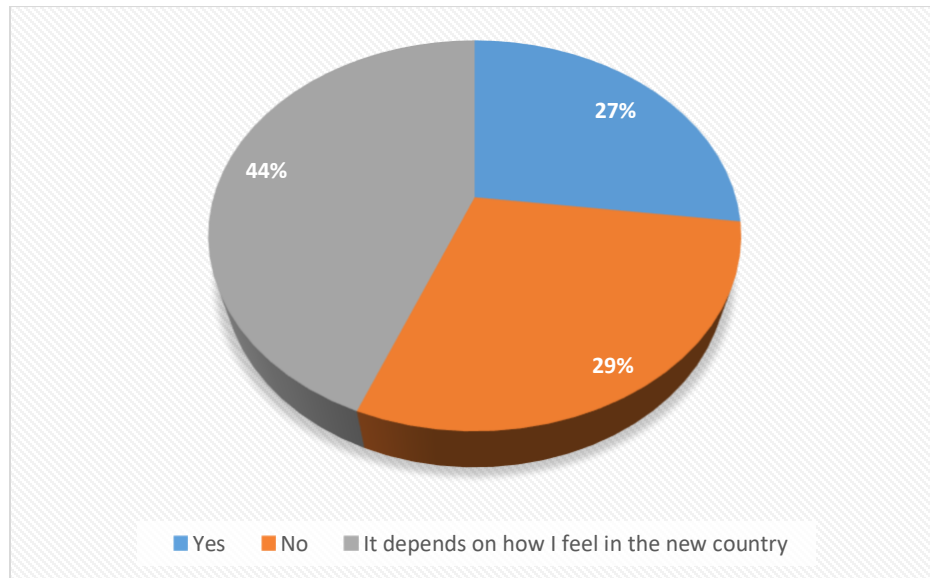
Figure 4.32



In the figure 40% of the respondents neither agree nor disagree with the statement migrated student's faces lack of security in UK/Canada. 26% of the respondents strongly agree with the statement migrated student's faces lack of security in UK/Canada. 24% of the respondents disagree with the statement migrated student's faces lack of security in UK/Canada. 7% of the respondents strongly disagree with the statement migrated student's faces lack of security in UK/Canada. 3% of the respondents agree with the statement migrated student's faces lack of security in UK/Canada.

Return to homeland

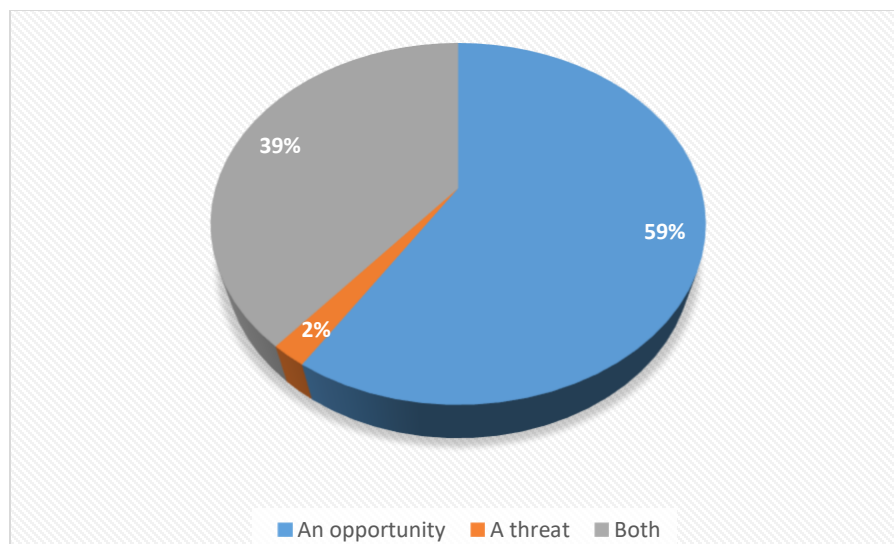
Figure 4.33



In the figure 44% of the respondents will return to their home country is depends on how they fell in the new country. 29% of the respondents will not return to their home country once solved the problems which took they abroad. 27% of the respondents will return to their home country once solved the problems which took they abroad.

Migration phenomenon

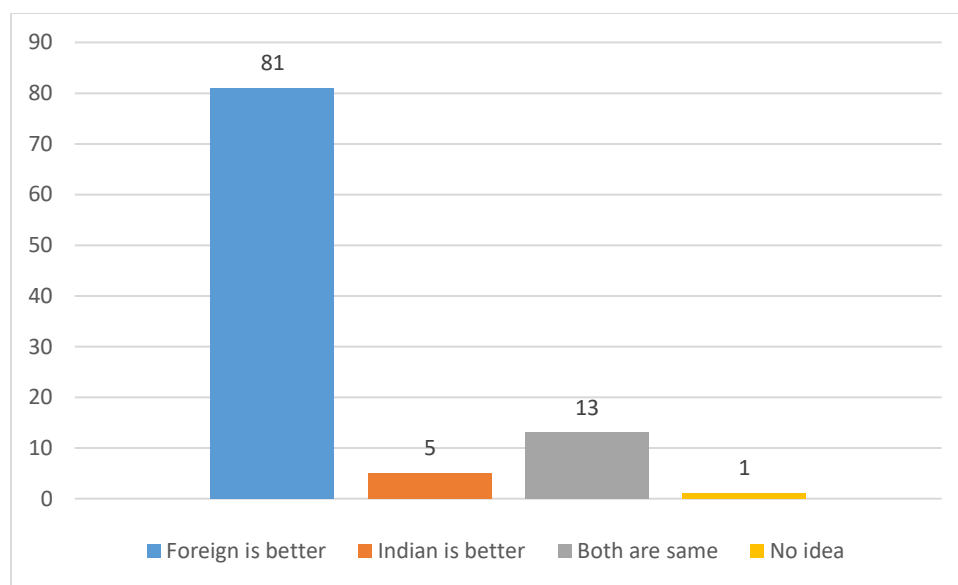
Figure 4.34



In the figure 59% of the respondents perceive the migration phenomenon as an opportunity. 39% of the respondents perceive the migration phenomenon as both an opportunity and a threat. 2% of the respondents perceive the migration phenomenon as a threat.

Opinion regarding the Quality of Education when Comparing India and UK/Canada

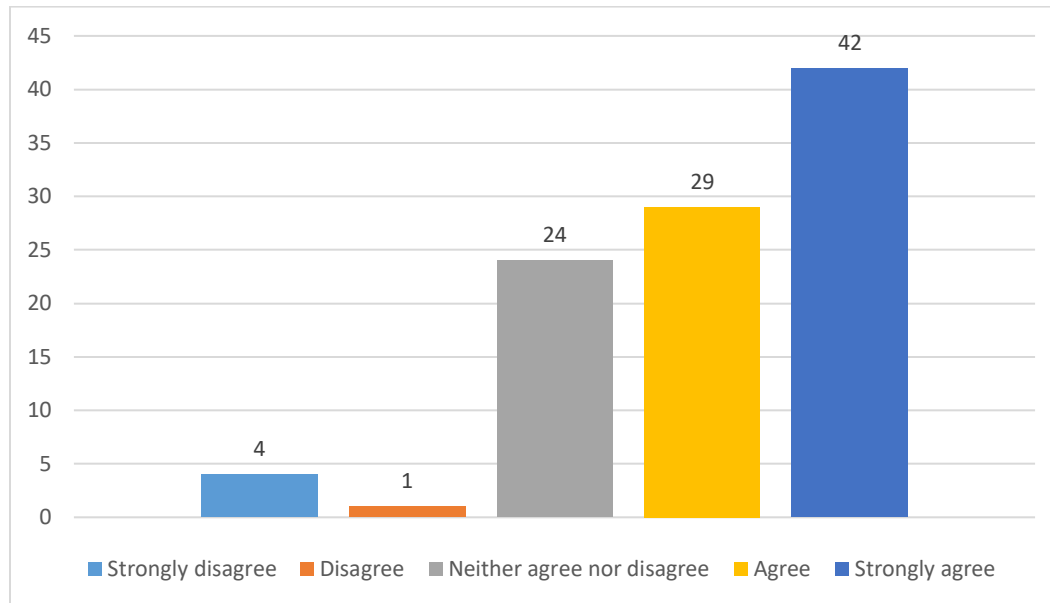
Figure 4.35



81% of the respondents said that foreign education is better than Indian education. 13% of the said that both the foreign and Indian education are same. 5% of the respondents said that both the education are same. Only 1% have no idea about differences of education.

Comparison education system

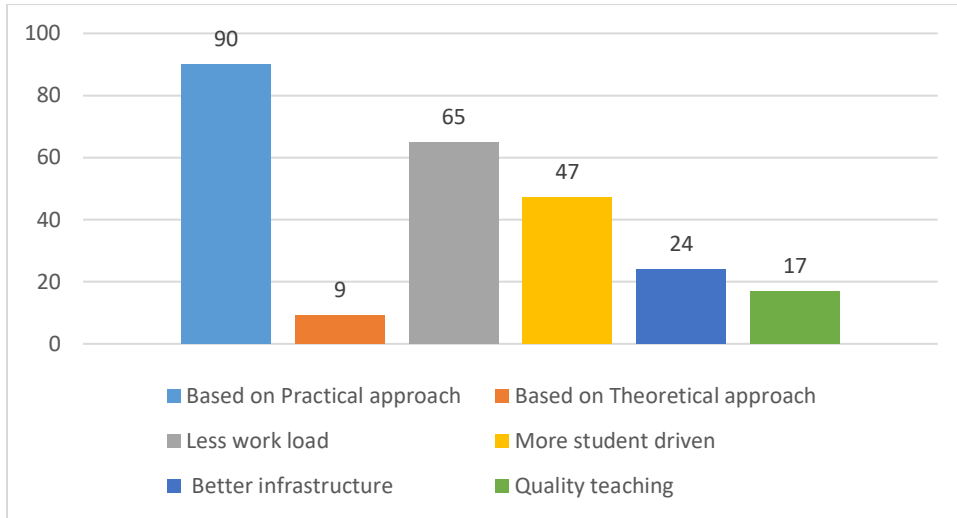
Figure 4.36



In the figure 42% of respondents said that they strongly agree with that there is change in the education pattern of UK/Canada as it compared to education system in their home land. 29% of respondents said that they agree with that there is change in the education pattern of UK/Canada as it compared to education system in their home land. 24% of the respondents neither agree nor disagree with this statement. 4% of the respondents strongly disagree with the statement. 1% disagree with there is change in the education pattern of UK/Canada as it compared to education system in their home land.

Education system in abroad

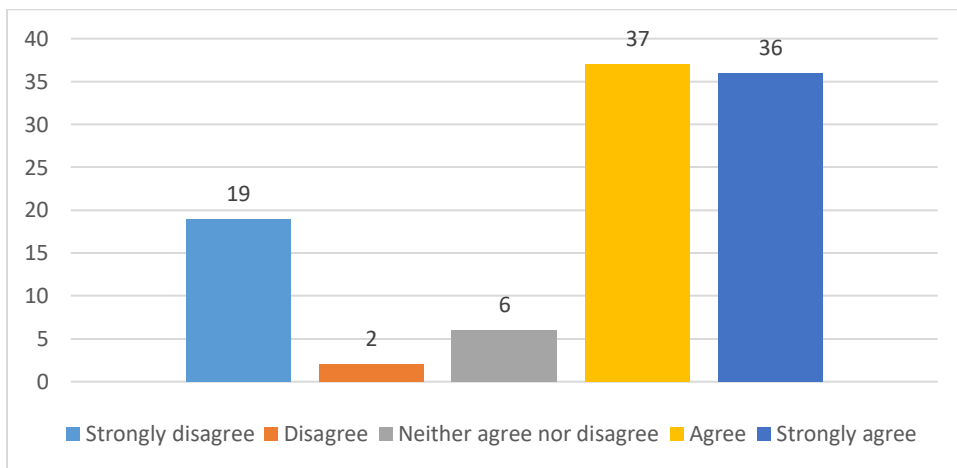
Figure 4.37



In the figure 36% of the respondents said that the education system in abroad is based on practical approach. 26% of the respondents agree that abroad education system is less work load. 19% of the respondents said that abroad education system is more student driven. 9% of the respondents agree abroad education system have better infrastructure. Among the 7% of the respondents said that they offers quality teaching. Only 3% of the respondents said that it is based on theoretical approach.

Women enjoy more freedom

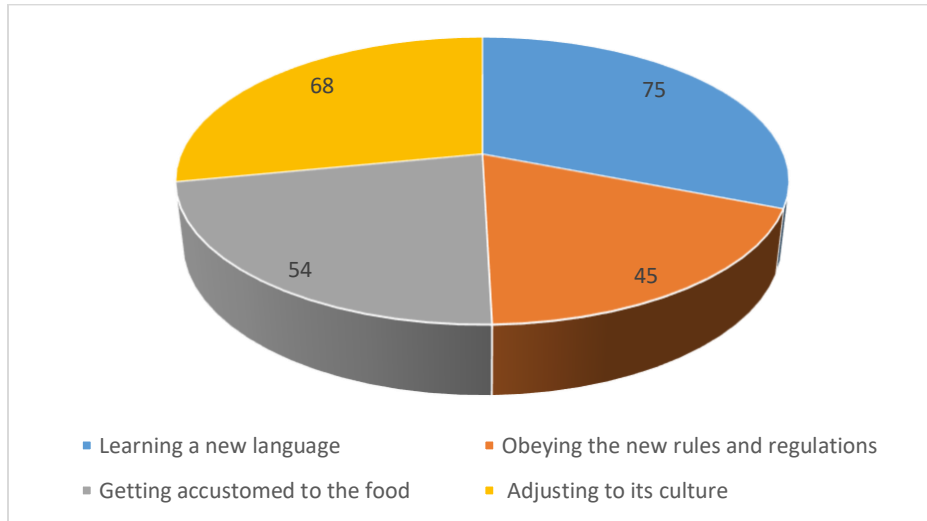
Figure 4.38



37% of the respondents of the study agree that women enjoy more equality as compared to their homeland. Among the 36% of the respondents strongly agree that women enjoy more equality as compared to their homeland. 19% of the respondents strongly disagree with the statement. 6% of the respondents neither agree nor disagree with the statement. Only 2% disagree with the statement.

Skills required for adapting to new environment

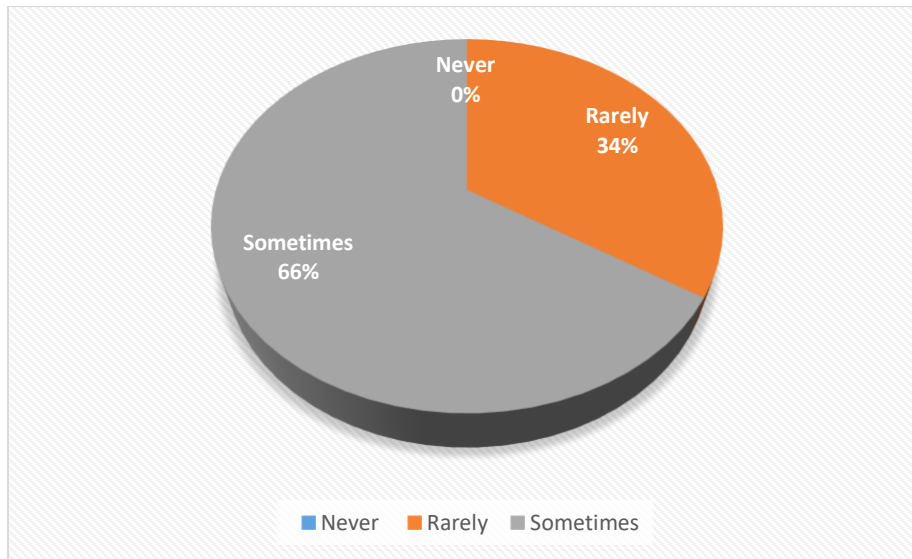
Figure 4.39



In the figure 31% of the respondents said that adjusting to culture is the most important thing required for adapting to new environment. Among the respondents 28% said that learning a new language is the most important thing needed. 19% of the respondents said that obeying the new rules and regulation is the most important thing required for adapting to new environment. 22% were said that getting accustomed to the food is the most required need.

Independent person

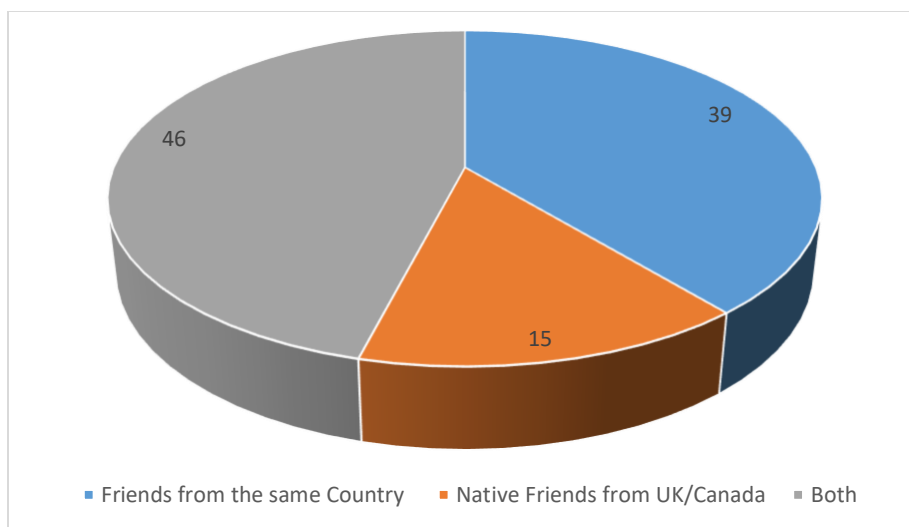
Figure 4.40



The figure shows that 66% of the respondents sometimes feel like after migration it helps them to become more independent person. 34% of the respondents said that they rarely feel like independent person after migration. No one said that they feel like after migration it helps you more independent person.

Nationality of the Current Friends of the Respondents

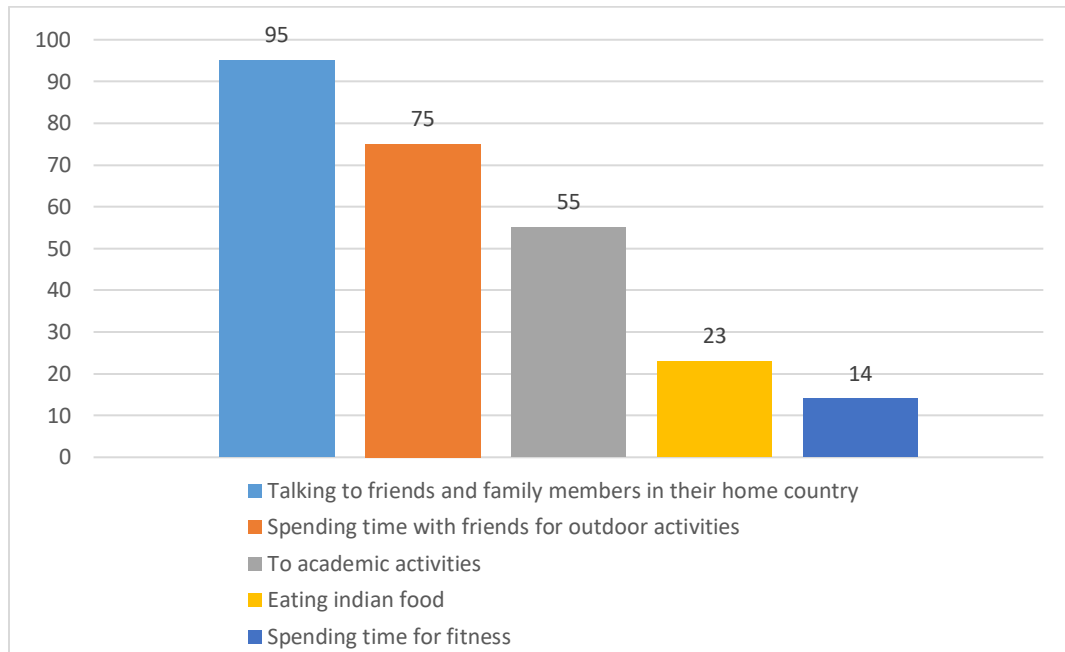
Figure 4.41



The figure shows that 46% of the respondents said that got more friends both with the same migration background and from the country they live. 39% of the respondents said that they got more friends with the same migration background. Among these 15% said that they got friends from the country they now live.

Activities during Leisure time

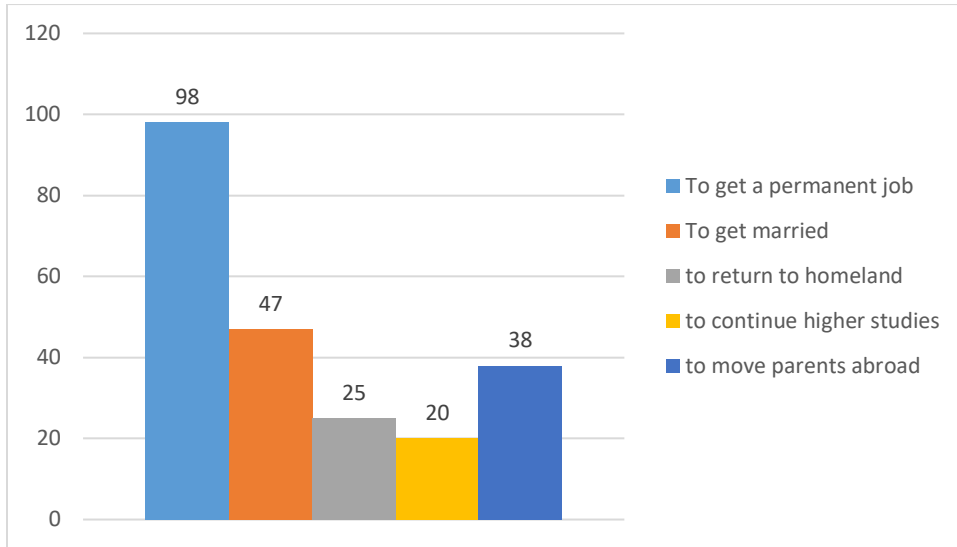
Figure 4.42



The figure shows that 36% of the respondents said that the activities they were involved in during the leisure time is Talking to friends and family members in their home country. 29% of the respondents said that they spending time with friends for outdoor activities during leisure time. Among the respondents 21% said that they do academic activities during leisure time. 9% of the respondents said that they spend time to eat Indian food during leisure time. Only 5% of the respondents spend time for fitness during leisure time.

Future plans

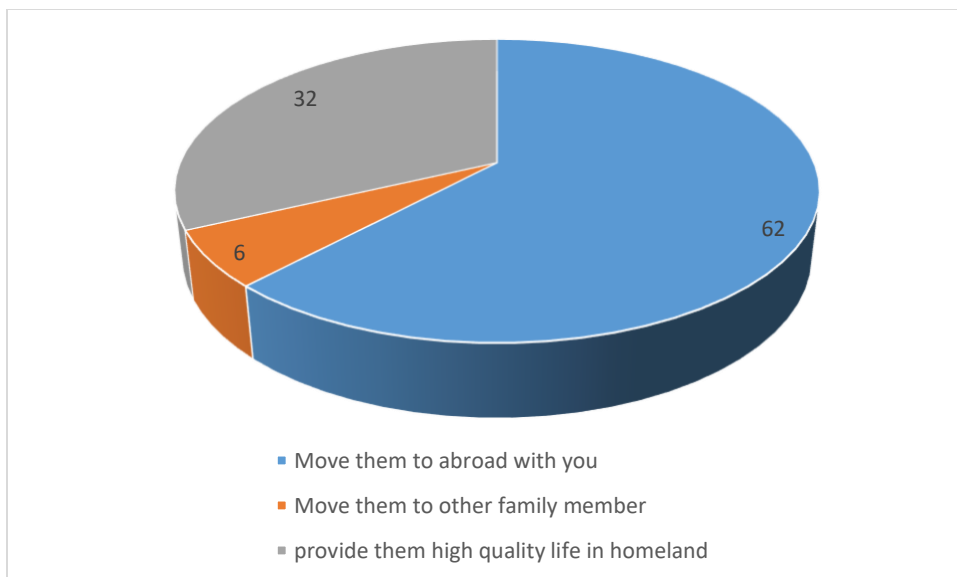
Figure 4.43



From the figure we can understand that 43% of the respondent's future plan to get a permanent job. 20% of the respondents want to get marriage in the future. 19% of the respondents want to move their parents to abroad in the future. Among these only 17% of the respondents want to return to their homeland in the future. 9% of the respondents want to continue their higher studies.

Plans for the Parents

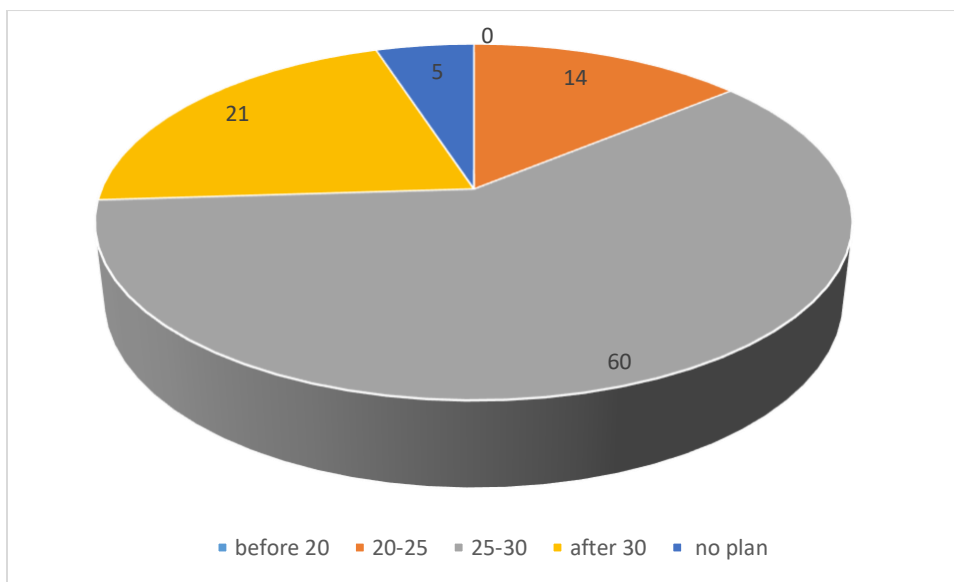
Figure 4.44



In figure 62% of the respondents want to move their parents with them in the future.32% of the respondents want to provide them high quality of life in the homeland. 6% of the respondents want to move their parents to other family members

Ideal of Age of Marriage

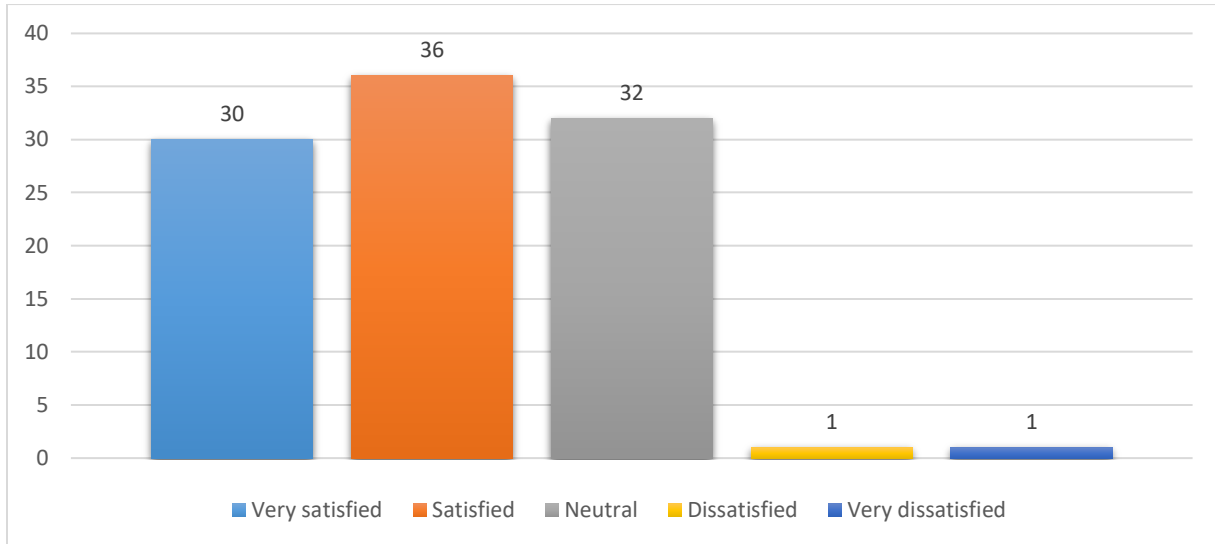
Figure 4.45



In the figure 60% of respondent said that ideal age to get married is between 25 – 30 years. 21% of the respondents said that the ideal age to get married is after 30 years. 14% of the respondents Said that the ideal age to get married between 20 – 25 years. Among these 5% of the respondents said that they have no plan to get married.

Level of Satisfaction in the current place

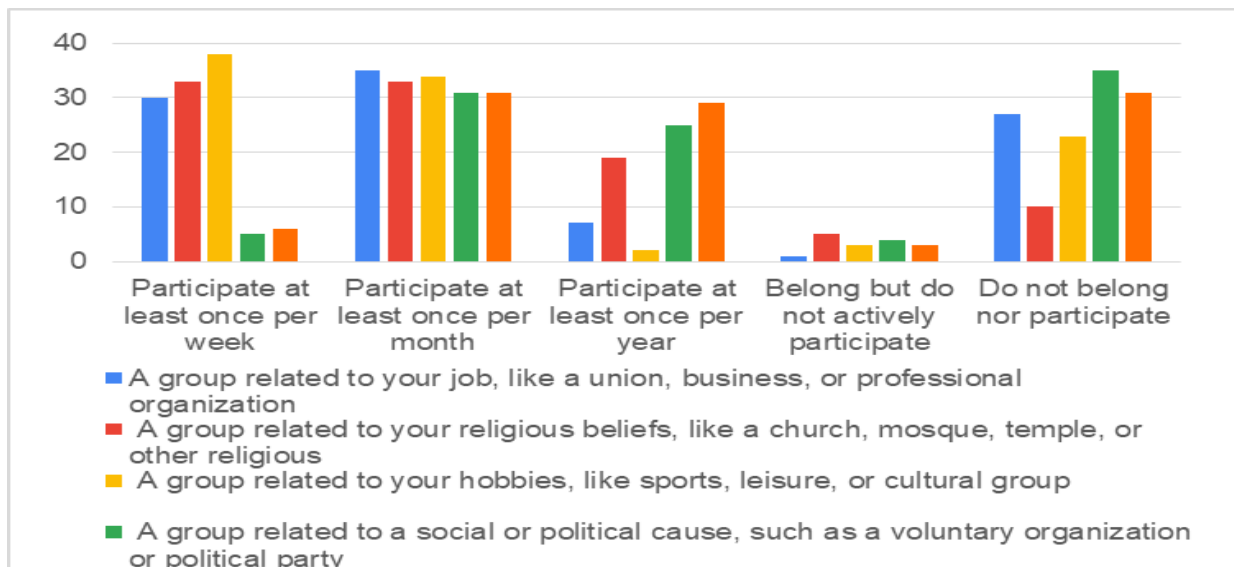
Figure 4.46



The figure shows that 36% of the respondents are satisfied with their life in UK/Canada. 32% have a neutral satisfaction to their life in abroad. 30% of the respondents are very satisfied with their life. Among 1% of the respondents, some dissatisfied or very dissatisfied with their life in UK/Canada.

Participation in organizations

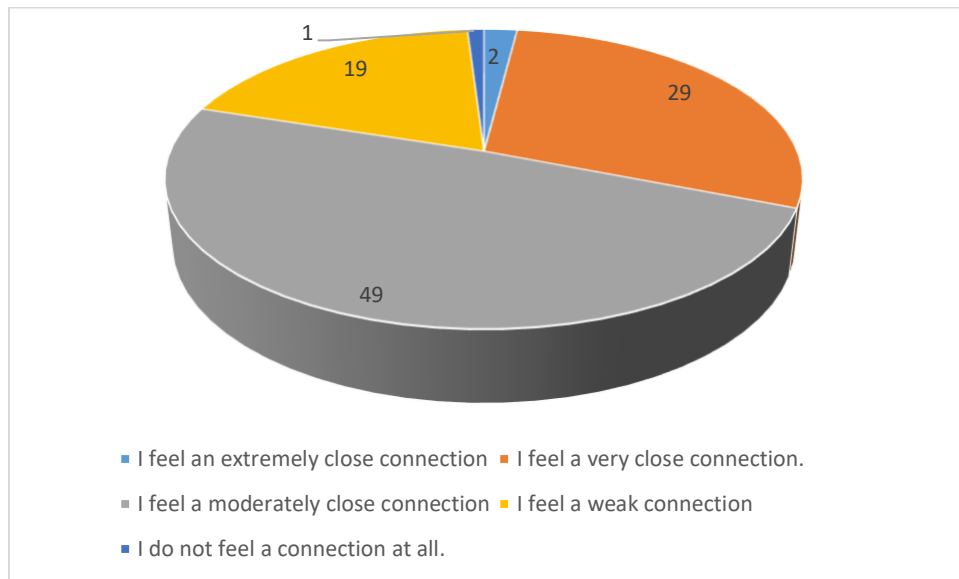
Figure 4.47



The figure shows that most of the student are participate in many type of organization. They participate in the organization at least a week or a month. The respondents who belong to few organization but do not actively participate is few in number.

Feel about UK/Canada

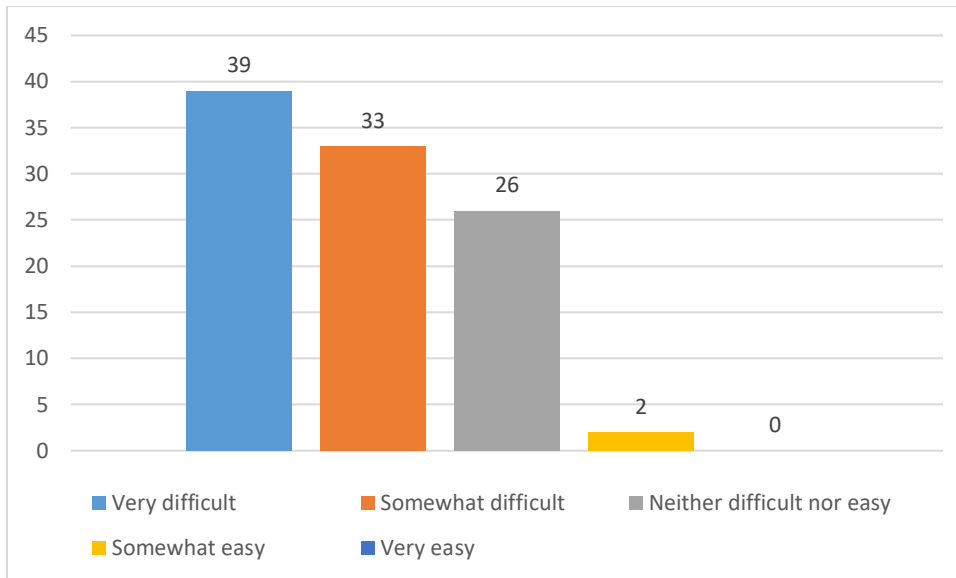
Figure 4.49



In the figure it shows that 49% of the respondents feel like a moderately close connection with the UK or Canada. 29% of the respondents feels A very close connection with the country they live in. 19% of the respondents have a weak connection with the country. 2% of the respondents fields and extremely close connection with the country they are living. Only 1% of the respondents does not feel a connection at all.

To see a doctor

Figure 4.50



In the figure 39% of the respondents said that it is very difficult to see a doctor. 33% of the respondents said that it is somewhat difficult to see a doctor. 26% of the respondents said that neither difficult nor easy to see a doctor. Among the respondents 2% of said that it is somewhat easy to see a doctor.

FINDINGS AND CONCLUSION

CHAPTER 5

FINDINGS AND CONCLUSION

An examination of the available data on the experiences of overseas students in the UK and Canada, notably those from Kerala, provided several significant details regarding the factors motivating the youth to migrate to a foreign country. The present study was highly relevant because it is necessary to understand the viewpoints and experiences of these students as they adjusted to the social and academic climates of the UK and Canada. In addition, this study sought to determine how much the students are assimilated into their host nation.

Most of the students are migrating after their graduation in homeland and to take their post-graduation in abroad. Most of the respondents have family income between 1-5 lakh. Majority of the students took educational loan and family support to study abroad, only few has got scholarship. 90% of the students think that they can repay their educational loan. 90% of the student's current status is student visa. Among students 66% of them have staying in abroad less than 1 year.

It was discovered that three variables affected their decision to select the UK or Canada approximately equally. First of all, the perception of excellent professors, courses, and educational quality was a big draw for the Indian students, as it was for many other international students. Yet, it wasn't the only reason they travelled to the UK or Canada. The second crucial factor that influenced their decision to choose the UK or Canada was the peaceful and secure environment of the nation. In addition, several of them were encouraged to study in the UK or Canada due to financial issues. These factors could have included receiving a scholarship or paying less for their classes. In addition, these students were impacted by personal hobbies, acquaintances, and family members who resided in the UK or Canada. With a few exceptions, the students were only interested in studying abroad in nations that spoke English. Although it is likely that these Indian students chose the UK or Canada because it is an English-speaking nation, this was not mentioned as a significant deciding factor. Their results showed that neither in academic nor extracurricular contexts, the majority of these children experienced any serious language difficulties. Yet, the difficulties were only present for the first few days or weeks as they became used to those elements.

This condition sets apart the Indian pupils from the findings of earlier studies, where it was widely noted that Asian students had linguistic challenges.

They were also unaware of any specialized programmes targeted for them or of the support they might have had at their colleges due to a lack of information. Furthermore, the results showed that the majority of Indian students were content with their lives in the UK/Canada because they kept in touch with their friends and families there via social networking and online resources. A few students from Kerala still felt isolated and lonely. Most of the students are well aware of their future plan.

Almost 90% of the students were discovered to be residing in private housing, according to the accommodations facilities. Some of them voiced their displeasure with the pricey housing options offered by their institutions. This study also made a significant discovery on the availability of part-time employment. The findings of this study will be useful in helping them to understand their particular adjustment problems based on their own perspectives and experiences. The study has shown that it is difficult to see a doctor in abroad as compare to their homeland.

According to research, international students frequently experience difficulties adjusting to their time studying abroad. The students go through more adjustments than the native students do as they adjust to college life. One of the most common feelings experienced by international students when they first arrive in the UK/Canada is culture shock and lineless. The international student must adapt to the cultural shifts and the ensuing culture shock, whether the adjustment is beneficial or bad. Moreover most of the students are satisfied with their life in UK/Canada.

Conclusion

The decision to migrate as a student is a significant one that can have a profound impact on one's life. It offers several advantages, including exposure to diverse cultures, higher-quality education, improved career prospects, and personal growth opportunities. However, it also comes with its fair share of challenges, such as cultural shock, financial constraints, language barriers, and homesickness.

Ultimately, whether or not to migrate as a student depends on an individual's personal circumstances, goals, and preferences. It is essential to weigh the pros and cons and make an informed decision that aligns with one's long-term aspirations. Additionally, seeking advice from

professionals, researching the destination country's policies, and preparing adequately can help make the transition smoother and more successful.

In conclusion, student migration is a complex and multifaceted issue that requires careful consideration and preparation. It can provide numerous benefits, but it also entails challenges that should not be overlooked. By making an informed decision and taking the necessary steps to prepare, students can have a positive and rewarding migration experience.

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APPENDIX

I am student of sociology St.Teresa's college Ernakulam. As a part of my P.G final project

1. Name:

2. Age:

- 15-20
- 21-25
- 26-30
- 31-35

3. Gender:

- Male
- Female
- Others

4. Religion:

- Christian
- Hindu
- Muslim
- Others

5. Education Qualification:

- Tenth
- Plus two
- Degree
- Post-Graduation
- Diploma

6. Type of Academic now studying:

- Bachelors
- Masters

- Diploma course

7. Family Income:

- Below 1 Lakh
- 1 - 5 Lakh
- 6 - 10 Lakh
- 11 - 15 Lakh
- Above 15 Lakh

8. Among these which you are cause you to leave your homeland?

- Lack of job opportunities
- Low quality education
- Family influence
- Lack of standard of living
- Personal need
- Political conditions
- Lack of innovations
- Others

9. Whose decision is to study abroad?

- Mine
- Parents
- Friends
- Others

10. Did any members of your family or friends migrate to the country you live in?

- Yes
- No

11. What were the source of financial aid to study abroad?

- Education loan
- Scholarship
- Family support
- Others

12. Among these which is your means of financial support in UK/Canada

- Scholarship
- Part time work
- Family support
- Others

13. Do you able to repay your educational loan with the income

- Yes
- No
- Somewhat

14. Does your employer pay you more or less than people from the UK, or about the same?

- More
- Less
- Same
- Don't know

15. Did you face any difficulty in getting a job?

- Yes
- No

16. What is your current status in UK/Canada?

- Student Visa
- Work permit
- Permanent
- resident
- Citizen
- Graduate visa

17. Are you able to meet your expenses with your income?

- Never
- Rarely
- Sometimes
- Often

- Always

18. How many years have you stayed in UK/Canada?

- Less than 1 year
- 2 - 3 years
- 4 - 5 years
- More than 5 years

19. What in particular made you want to come and live in the UK/Canada instead of another country?

- Quality of life
- Affordable education
- Multi-cultures
- Easy admission and visa process
- Religious freedom
- Job opportunities
- Others

20. Among these which subject you are studying

- Arts and humanities
- Business and management
- Computing
- Education
- Engineering and technology
- Health and social care
- Languages
- Law
- Medicine
- Science and mathematics
- Social sciences
- Other

21. Are you studying _____

- Part time
- Full time

22. Where are you currently living?

- In a student hostel / hall of residence
- In rental accommodation
- In your own home
- In relatives house
- Others

23. What are the challenges faced by the students after migration?

- Isolation
- Family separation
- Educational background
- Unsafe living/working conditions
- Language
- Discrimination and exploitation
- Socioeconomic disadvantages
- Others

23. Do you feels like you are alienated or cut off from your family as a result of studying abroad

- Never
- Rarely
- Sometimes
- Always

24. How is your communication with family after migration?

- Daily
- Weekly
- Monthly

25. Is your frequency of communication with all the family members are equal after migration?

- Yes
- No
- Maybe

26. Is your frequency of communication with all the family members are equal after migration?

- Yes
- No
- Maybe

27. By which means do you communication

- Chat
- Video call
- Call

28. How you rate your relation with family after migration?

- Very poor
- Poor
- Acceptable
- Good
- Very good

29. After migration if there is some kind of medical emergencies or something who will assist your parents

- Brother/sister
- Cousins
- Friends
- Others

30. Do you experienced any financial problem after migration?

- Never
- Rarely
- Sometimes
- Always

31. Is there any support services that can help international students to adjust and succeed in new environment in abroad.

- Yes
- No
- Don't know

32. How often do you feel like an outsider in the UK/Canada?

- Never
- Rarely
- Sometimes
- Often
- Always

33. How do you agree or disagree with the statement "migrated student's faces lack of security in UK/Canada"

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

34. Would you return to your home country once solved the problems which took you abroad?

- Yes
- No
- It depends on how I feel in the new country

35. How do you perceive the migration phenomenon?

- A threat
- An opportunity
- Both
- Others

36. How do you compare Indian education with foreign education?

- Indian is better
- Foreign is better
- Both are same
- No idea

37. Do you agree with that there is change in the education pattern of UK/Canada as it compared to education system in your home land?

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

38. How is the education system in abroad?

- Based on Practical approach
- Based on Theoretical approach
- More student driven
- Less work load
- Better infrastructure
- Quality teaching

39. Do you agree that women enjoy more equality as compared to your homeland?

- Strongly disagree
- Disagree
- Neither agree nor
- disagree
- Agree
- Strongly agree

40. What is the most important thing required for adapting to new environment?

- Learning a new language
- Obeying the new rules and regulations
- Getting accustomed to the food
- Adjusting to its culture
- Others

41. Do you feel like after migration it helps you more independent person?

- Never
- Rarely
- Sometimes
- Always

42. Have you got more friends with the same migration background or from the country you live in?

- Friends with the same migration background
- Friends from the country I live in
- Both

43. What were the activities you were involved in during the leisure time?

- Talking to friends and family members in their home country
- To academic activities
- Spending time with friends for outdoor activities
- Eating Indian food
- Listening to Indian music
- Spending time for fitness

44. What is your future plans?

- To get a permanent job
- To continue higher education
- To move parents to your place
- To get married

- To move to another country
- To return to homeland

45. If your future plan to settle down in abroad what is your plan about your parents?

- Move them to abroad with me
- Move them to other family member
- Make things comfortable

46. In your opinion which is the ideal age to get married?

- Before 20
- 20 -25
- 25 -30
- After 30

47. How will you evaluate your homeland with respect to UK/Canada?

- Very good
- Good
- Poor
- Very poor
- Don't know

48. How satisfied with your life in the UK/Canada?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied

49. **People sometimes participate in different kinds of groups or associations.**

How often do you participate in a group activity for each group listed below?

Statements are:

- A group related to your job, like a union, business, or professional organization

- A group related to your religious beliefs, like a church, mosque, synagogue, or other religious organization
- A group related to your hobbies, like sports, leisure, or cultural group
- A group related to a social or political cause, such as a voluntary organization or political party
- Another voluntary organization

Answer options are:

- Participate at least once per week
- Participate at least once per month
- Participate at least once per year
- Belong but do not actively participate
- Do not belong nor participate

50. How connected do you feel with UK/Canada?

- I feel an extremely close connection
- I feel a very close connection.
- I feel a moderately close connection
- I feel a weak connection
- I do not feel a connection at all.

51. In this country, how difficult or easy would it be for you to see a doctor?

- Very difficult
- Somewhat difficult
- Neither difficult nor
- easy
- Somewhat easy
- Very easy