

PROJECT REPORT
ON
**“EXPLORE THE OVERALL SATISFACTION OF THE
STUDENTS STUDYING ABROAD”**

Submitted by
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*In partial fulfillment of the requirements for the award of degree of
Master of commerce at Calicut University*



MES ASMABI COLLEGE
P. VEMBALLUR- 680671
2022-2024

CERTIFICATE

This is to certify that the project report entitled "**EXPLORE THE OVERALL SATISFACTION OF THE STUDENTS STUDYING ABROAD**" is a bonafide record of work done by **SANDRA K G**, submitted in partial fulfillment of requirements for the award of the degree of "Master of Commerce".

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CERTIFICATE

This is to certify that the nature of the project report entitled “**EXPLORE THE OVERALL SATISFACTION OF THE STUDENTS STUDYING ABROAD**” is a bona fide record of the work done by **SANDRA K G** and submitted in partial fulfillment of the requirement for the award of the degree of Master of Commerce at the University of Calicut. This independent project report was completed under my supervision and guidance.

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DECLARATION

I hereby declare that this report entitled **“EXPLORE THE OVERALL SATISFACTION OF THE STUDENTS STUDYING ABROAD”** has been prepared under the guidance of **REEBA O B**, Assistant Professor, PG Department of Commerce & Management Studies, M.E.S Asmabi College, P. Vemballur in partial fulfillment of the requirement of the M.com degree. The information and data given in the report are authentic to the best of my knowledge.

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Date:

ACKNOWLEDGEMENT

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CERTIFICATE ON PLAGIARISM CHECK
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INTRODUCTION

Studying abroad offers students the opportunity to experience education in a foreign country, exposing them to different cultures, languages, and perspectives. This experience can enrich personal growth, enhance academic and professional opportunities, and develop a global mindset. Students can immerse themselves in new environments, build international networks, and gain unique insights that can set them apart in a competitive job market. Additionally, studying abroad fosters independence, adaptability, and a deeper appreciation for cultural diversity, making it a transformative experience both academically and personally.

Exploring the overall satisfaction of students studying abroad involves examining various factors that contribute to their experiences and perceptions. This includes academic quality, cultural immersion, social integration, and personal growth. Satisfaction levels are influenced by the support services provided by host institutions, the ease of adjusting to new environments, and the opportunities for travel and exploration. Understanding student satisfaction is crucial for educational institutions aiming to improve their programs and support systems. By analyzing feedback and experiences, we can gain insights into what enhances or detracts from the abroad study experience, ultimately helping future students to make informed decisions and maximizing the benefits of their international education journey

The purpose of this study is to comprehensively explore and understand the various factors that contribute to the overall satisfaction of students studying abroad. This investigation aims to identify and analyze the academic, social, cultural, personal, and environmental elements that influence students' experiences and satisfaction levels during their time in a foreign educational setting.

STATEMENT OF THE PROBLEM

The purpose of this research is to investigate and analyze the overall satisfaction of students who are studying abroad, examining various factors such as academic experiences, cultural integration, social life, and personal development. The study aims to identify the key determinants of student satisfaction in international education settings and provide insights into how educational institutions and policymakers can enhance the experiences of students studying abroad. This research will explore how different variables, such as country of study, duration of stay, language proficiency, and support services, impact student satisfaction.

OBJECTIVES OF THE STUDY

1. Determine the overall satisfaction levels of students studying abroad.
2. To find the influence of academic experience on academic satisfaction
3. To find the relationship between satisfaction with support services and cultural & social integration experience.

HYPOTHESIS OF THE STUDY

1. H01: There is no significant influence of academic experience on academic satisfaction.
2. H02: There is no significant association between satisfaction with support services and cultural integration.
3. H03: There is no significant association between satisfaction with support services and social integration.
4. H04: The satisfaction level of students studying abroad is not significantly different from average.

SIGNIFICANCE OF THE STUDY

Exploring the overall satisfaction of students studying abroad is a significant research topic as it provides crucial insights into the educational and personal experiences of international students, influencing both individual and institutional outcomes. Understanding student satisfaction helps universities improve their support services, academic programs, and cultural integration initiatives, which are vital for attracting and retaining international students. Additionally, high levels of satisfaction among students studying abroad contribute to positive word-of-mouth and institutional reputation, fostering global partnerships and enhancing cultural exchange. This research can also guide policy makers in creating more effective educational policies and support systems, ultimately leading to a more inclusive and enriching educational environment worldwide.

SCOPE OF THE STUDY

The study is conducted among the students studying abroad from Thrissur (Dt). The purpose of this study is to comprehensively explore and understand the various factors that contribute to the overall satisfaction of students studying abroad. The study on the overall satisfaction of students studying abroad will look at several important areas. It will examine how happy students are with their classes, teaching quality, and academic support. It will also explore their social experiences, including making friends and participating in activities. Additionally, the study will consider how well students adapt to new cultures and the help they receive in adjusting. Practical aspects like housing, healthcare, and financial support will also be reviewed. The research will involve students from various countries and backgrounds to get a broad understanding of their experiences and satisfaction.

RESEARCH METHODOLOGY

A scientific approach to the research methodology is very much essential to evaluating the research problem systematically.

RESEARCH DESIGN

Descriptive research design is followed for conducting the study.

SOURCES OF DATA

Both primary and secondary data have been used for the study.

PRIMARY DATA

The primary data were collected from students of Thrissur (Dt) studying abroad through a well framed questionnaire.

SECONDARY DATA

The secondary data were collected from thesis work, related articles, books, journals and websites.

SAMPLE SIZE

The sample size is 60.

TOOLS OF DATA COLLECTION

The tool used to collect data from the respondents is a structured questionnaire.

SAMPLING TECHNIQUES

The sampling design used for this study is convenience sampling.

TOOLS OF DATA ANALYSIS

The collected data were analyzed with the help of regression, correlation, one sample t test and simple percentage analysis. The data were presented through certain tables, chart and graph.

LIMITATIONS OF THE STUDY

1. The sample size is limited to 60
2. The time period of the study was limited
3. Some of the respondents was reluctant to share the information

REVIEW OF LITERATURE

A literature review or narrative review is a type of review article. A literature review is a scholarly paper that summarizes the current knowledge on a specific topic, encompassing substantive findings as well as theoretical and methodological contributions. The literature review is crucial because it outlines how the proposed research connects to previous studies, highlighting the originality and relevance of your research problem. Specifically, your research is different from other statisticians.

Peter P. Kiriakidis & Joseph Chris moos (2010) Their study is “student satisfaction in studying abroad internationalized courses”. They examined the relationship between gender of non-traditional students and satisfaction in studying abroad. The courses are designed to internationalize the students and provide intercultural experiential learning. The finding of this study indicate that the satisfaction of students studying abroad is not affected by their gender.

Ross H Taplin & Alistair Brown (2011): This paper employs social learning theory to evaluate the satisfaction of mainland Chinese students with the Chinese Curtin Student Accounting Academic Program. A survey was conducted among these students, revealing that preparation for studying in Australia and understanding cultural and technical teaching differences are crucial for their success. The study finds that well-prepared students report higher satisfaction. This underscores the importance of preparation for study abroad programs and offers practical insights for administrators to improve these programs by emphasizing the need for thorough preparation.

Matthias Hennings & Shine tanabe (2018) Many Japanese universities have developed short-term study abroad programs designed to provide international students with a fulfilling experience. This paper analyzes the objectives and satisfaction levels of 131 international students based on survey data. The results indicate that many students prioritize their experience of living in Japan over their academic goals. Additionally, students with prior knowledge of Japanese are more satisfied when they improve their language skills, whereas students who do not speak the language find achieving cross-cultural skills to be a key factor in their overall satisfaction.

Erila Haska & Anisa kume (2021) The paper explores students' aspirations to pursue careers abroad, their life satisfaction, and analyzes how these attitudes vary with factors such as age,

gender, field of study, and country. The study surveyed 1,382 students from 12 universities across Albania, Bulgaria, Poland, Romania, Russia, and Serbia, with the responses analyzed using descriptive statistics. The findings indicate that female students, older students, and those studying business are more inclined to become entrepreneurs than their peers. However, there is no significant difference in the desire to pursue a career abroad based on age, gender, or field of study. The study also reveals a statistically significant positive relationship between students' entrepreneurial attitudes and their life satisfaction. Furthermore, it shows that students from different countries exhibit varying levels of entrepreneurial attitudes, life satisfaction, and desire to develop a career abroad.

Santiago Castiello & Xiaojie Li (2016) This study examines the impact of studying abroad in various countries on student satisfaction. It surveyed nearly 2,000 Mexican undergraduate students who participated in summer or semester programs abroad in 2015. The findings indicate that, overall, students are more satisfied with their experiences when they study in developed countries. However, there are notable differences in satisfaction levels among these developed countries, particularly the top destinations for Mexican students.

Yumei Zi (2024) China has seen a significant rise in international students, but current evaluations of its higher education quality often overlook their satisfaction. This study aims to assess education quality in China from the perspective of international students to provide insights for improving university development. Five indicators—hardware, teacher qualifications, application achievements, management services, and learning outcomes—were used to construct a theoretical framework for international student satisfaction. A satisfaction scale was developed to survey and analyze the current satisfaction levels and influencing factors. The study found that international students in China are generally highly satisfied with the education and scholarships, with Chinese language proficiency significantly impacting their satisfaction.

Hsiao-Chi Chang & Dian-Fu Chang (2023) Studying abroad has become a transformative experience for young adults in higher education, with many countries viewing international academic mobility and educational exchanges as vital for sharing knowledge, building intellectual capital, and maintaining global competitiveness. While higher education institutions have consistently addressed the recruitment and retention of international students, there is limited research on female international students. This study, grounded in Total Quality Management (TQM) theory, considers student satisfaction as a key factor in retaining female

international students. Analyzing data from 215 cases in Taiwanese higher education through ANOVA and regression analysis, the study finds that female international students in undergraduate programs are less satisfied than those in graduate programs. Overall satisfaction emerged as the most critical factor in the learning experience of female international students in Taiwan, suggesting that student satisfaction could serve as a valuable indicator of program quality.

Aysen Bakir, Nesrin Bakir, Jeffrey G. Blodgett (2020) Globalization has made cross-cultural skills essential for employees. To help students develop these skills, business schools offer popular study abroad programs. To boost participation, it's important to assess these programs' effectiveness and participants' satisfaction. This study explored why students joined a faculty-led program to Peru and their subsequent experiences. Using qualitative methods, it examined their pre-program expectations and post-program outcomes. Interviews revealed significant personal and professional growth, increased intercultural skills, and high satisfaction with the program.

Dongjin Hwang (2021) Studying abroad encompasses various aspects of life, including school, economy, social relationships, and culture, resulting in differing satisfaction levels among individuals. This study analyzed life satisfaction of studying abroad from a multidimensional perspective using latent class analysis to identify subgroups and multinomial logistic regression to determine influencing factors. The findings revealed subgroups with distinct satisfaction levels across housing, economy, social relationships, studies, and culture. Group classifications were influenced by academic, psychological/emotional, and environmental factors, each affecting sub-factors differently. These insights aim to offer practical and policy recommendations to enhance international students' overall satisfaction with studying abroad.

Ying Yang, Yixin Zhang, Kennon M. Sheldon (2018) Study abroad programs are increasingly popular but can be stressful for students living in a abroad country. This study explored whether self-determined motivation can reduce culture shock and enhance subjective well-being among 131 international students in the United States. After accounting for demographic factors, personality traits, length of stay, and external difficulties (e.g., language), the results showed that self-determined motivation was linked to lower culture shock and higher well-being. This relationship was fully mediated by the satisfaction of basic psychological needs. The study highlights how motivation impacts students' acculturation by

assisting them meet their needs in a new environment, with theoretical and practical implications discussed.

David lackland Sam (2001) A study on 304 international students at the University of Bergen, Norway, examined their self-reported life satisfaction and the factors influencing it. The students, on average, had lived in Norway for 2.34 years. Overall, they reported good life satisfaction, but students from Europe and North America were generally more satisfied than those from Africa and Asia. Key factors affecting life satisfaction included the number of friends, financial satisfaction, perceived discrimination, and the information received before arriving in Norway. The significance of these factors varied between students from developed and developing countries, leading to some unexpected findings, possibly due to the unique Norwegian context. Interestingly, language proficiency and having a local friend did not significantly impact life satisfaction.

Victor Savicki (2013) Study abroad students often face significant challenges, including acculturative stress from adapting to different cultural assumptions, values, and expectations. The added difficulty of communicating in a new language can also be stressful. Despite these challenges, exposure to different cultures can foster openness, intercultural competence, and a more ethnorelative perspective. Bennett (2008) suggests that cultural disequilibrium doesn't necessarily lead to dissatisfaction and can promote new ways of thinking. However, it is important to consider the impact of negative emotions, such as culture shock, anxiety, and inter-group contact anxiety, which can strain students' coping abilities, especially when they lack their usual emotional support. While overcoming these hardships can be transformative, this study explores the consequences when these challenges result in prolonged negative feelings.

Josek Mikulas & Svobodova Jitka (2019) This study looks at responses from 5,321 international students, mainly in the Erasmus program, to understand their experiences studying abroad. It focuses on three main areas: campus discrimination (a type of stress they face), academic support (help they get with their studies), and academic satisfaction (how happy they are with their academic experience). These areas are identified through principal component analysis and are used to compare student experiences in five European countries: France, Germany, Italy, Spain, and Portugal. The results show that students generally have the best experiences in Germany.

Ashley Frost (2017) This thesis is divided into two parts: a scientific study on how students change after studying abroad, and a memoir of the author's own experiences abroad. Studying abroad can make students more open-minded and confident. This study aimed to see what changes university students go through during their time abroad. Forty-one students filled out surveys on personality, life satisfaction, and adaptability before and after a five-week study abroad program. Results showed that life satisfaction increased, though not significantly, while adaptability significantly improved. These results are valuable for universities, students thinking about studying abroad, and psychologists studying culture and identity.

Blake Hendrickson, Devan Rosen, R. Kell Aune (2011) The number of international students is growing worldwide, leading researchers to find ways to improve their study abroad experiences. One key area of research is friendship formation, which plays a crucial role in how students adjust abroad. International students make friends with people from their own country, other countries, and the host country. Studies show that students often have more friends from their home country. However, having more friends from the host country is linked to higher satisfaction, less homesickness, and better social connectedness. This study uses a social network approach to look at these friendships, examining the ratio, strength, and variety of these relationships. A friendship network grid was utilized to assess the origins of students' friends and the strength of these friendships. Eighty-four international students completed a survey regarding their friendship networks, social connectedness, homesickness, contentment, and satisfaction. The study found that international students did not have more friends from their home country. Those with more friends from the host country reported higher satisfaction, greater contentment, and less homesickness. Additionally, students with a diverse range of friends from the host country felt more socially connected.

RESEARCH GAP

Most research on the satisfaction of students studying abroad looks at specific regions and doesn't track changes over time. It also tends to lump different support services together and doesn't consider how students' various identities affect their experiences. There's little research on online support services, personal stories, host institution policies, or comparisons between different countries. Filling these gaps can help us better understand what affects student satisfaction and how to improve support for international students.

INTRODUCTION

Studying abroad offers students the opportunity to experience education in an abroad country, exposing them to different cultures, languages, and perspectives. This experience can enrich personal growth, enhance academic and professional opportunities, and develop a global mindset. Students can immerse themselves in new environments, build international networks, and gain unique insights that can set them apart in a competitive job market. Additionally, studying abroad fosters independence, adaptability, and a deeper appreciation for cultural diversity, making it a transformative experience both academically and personally.

Studying abroad offers a transformative experience that extends beyond academic enrichment, providing students with the opportunity to engage themselves in different cultures and perspectives. This exposure broadens their global awareness, enhancing their understanding of international issues and fostering a sense of global citizenship. Living and studying in a foreign country challenges students to adapt to new environments, boosting their resilience and problem-solving skills. The experience also often involves learning a new language, which can significantly enhance communication abilities and open up further career opportunities. Additionally, the connections made with peers from around the world can form a valuable global network, enriching both personal and professional lives. Ultimately, study abroad programs cultivate a unique blend of independence, cultural sensitivity, and academic growth, preparing students to thrive in an increasingly interconnected world.

Overall student satisfaction is a crucial indicator of the quality and effectiveness of educational institutions, reflecting how well they meet the needs and expectations of their students. High levels of satisfaction are typically associated with a combination of academic rigor, supportive faculty, comprehensive resources, and a vibrant campus life. Academically, satisfied students often experience engaging coursework, accessible and knowledgeable professors, and ample opportunities for research and practical application of their studies. Beyond academics, a supportive campus environment that promotes mental health, inclusivity, and extracurricular engagement significantly contributes to student well-being. Facilities such as libraries, study spaces, and recreational areas, along with services like career counseling and academic advising, play a pivotal role in enhancing the overall student experience. Moreover, clear communication from administration, transparent policies, and opportunities for student feedback are essential in fostering a sense of community and belonging. Ultimately, overall

student satisfaction is not only a measure of immediate contentment but also a predictor of student retention, academic success, and long-term loyalty to the institution.

Overall satisfaction with studying abroad encompasses a range of factors that contribute to a positive and enriching experience for students. Academically, students often appreciate the opportunity to engage with different educational systems, which can offer unique perspectives and innovative teaching methods that broaden their intellectual horizons. The exposure to diverse cultural environments is another significant factor, as it allows students to develop a deeper understanding and appreciation of global diversity, fostering intercultural competence and personal growth. Practical aspects such as housing, safety, and the cost of living also play crucial roles in determining satisfaction. Effective support services, including orientation programs, language courses, and counseling, help students adjust to their new surroundings and overcome potential challenges. Socially, the ability to form friendships with both local and international peers enhances the overall experience, providing a sense of community and belonging. Furthermore, opportunities for travel and exploration during the study abroad period enrich the experience, allowing students to create lasting memories and broaden their worldview. Ultimately, the overall satisfaction with studying abroad is shaped by a combination of academic, cultural, practical, and social experiences, making it a highly rewarding endeavor for many students.

IMPORTANCE OF ABROAD EDUCATION

- 1. Cultural Exposure:** Experiencing different cultures firsthand broadens perspectives and enhances cross-cultural understanding.
- 2. Academic Excellence:** Many renowned universities worldwide offer cutting-edge programs, fostering academic growth and innovation.
- 3. Language Skills:** Immersion in a foreign language environment improves language proficiency.
- 4. Networking Opportunities:** Building connections with peers, professors, and professionals from diverse backgrounds can open doors to global career opportunities.
- 5. Personal Growth:** Adapting to new environments fosters independence, resilience, and self-confidence.
- 6. Global Citizenship:** Understanding global issues and perspectives equips students to become responsible global citizens.

- 7. Career Advancement:** Employers often value the international experience, cultural competence, and adaptability gained from studying abroad.
- 8. Specialized Programs:** Certain countries excel in specific fields, offering unique programs and resources not available elsewhere, providing an opportunity for specialized education.
- 9. Research Opportunities:** Access to cutting-edge research facilities and collaboration with top researchers can enhance academic and professional development.
- 10. Experiential Learning:** Some programs integrate internships, fieldwork, or practical experiences relevant to the student's field of study, providing valuable hands-on learning.
- 11. Personalized Education:** Smaller class sizes or individualized attention from professors can lead to a more personalized learning experience tailored to the student's needs.
- 12. Enhanced Resume/CV:** A study abroad experience stands out on a resume/CV, demonstrating adaptability, cultural awareness, and a global perspective to potential employers or graduate schools.
- 13. Financial Aid/Scholarships:** Many institutions offer scholarships or financial aid specifically for international students, making studying abroad more accessible.
- 14. Travel Opportunities:** Studying abroad often facilitates travel to nearby countries, allowing students to explore new destinations and enrich their experiences further.
- 15. Global Perspective:** Exposure to diverse perspectives and approaches fosters critical thinking and creativity, enriching academic discourse and problem-solving skills.
- 16. Life-long Connections:** Building friendships and professional relationships with peers and mentors from around the world can lead to life-long connections and collaborations.

Studying abroad offers numerous benefits that extend beyond academic achievements, providing a holistic enhancement of personal and professional development. Academically, students gain exposure to diverse educational systems and teaching methodologies, often gaining insights and knowledge that differ from those in their home countries. This experience can foster critical thinking, adaptability, and a broader understanding of their field of study.

Culturally, living in a abroad country immerses students in a new environment, promoting cultural awareness and sensitivity. This exposure helps them understand and appreciate different perspectives and traditions, which is invaluable in an increasingly globalized world.

Language skills also improve significantly, whether through formal instruction or daily interactions, enhancing communication abilities and opening up additional career opportunities.

On a personal level, studying abroad encourages independence, self-reliance, and problem-solving skills as students navigate unfamiliar settings and challenges. It also provides the chance to establish an international circle of friends and professional contacts, which can be beneficial throughout their careers.

Moreover, employers often value the international experience and the soft skills acquired during a study abroad program, such as adaptability, resilience, and cross-cultural communication. These qualities can make candidates stand out in the job market.

Finally, the opportunity to travel and explore new places enriches the overall experience, offering personal growth, unforgettable memories, and a broader worldview. Overall, studying abroad is a transformative journey that equips students with essential skills and experiences for both personal and professional success.

FEATURES OF ABROAD EDUCATION

- ❖ **Diverse Academic Programs:** Access to a wide range of academic disciplines and specialized programs tailored to various interests and career paths.
- ❖ **International Faculty:** Learning from professors and experts from diverse cultural backgrounds brings different perspectives and experiences into the classroom.
- ❖ **State-of-the-Art Facilities:** Many universities abroad boast modern facilities, advanced laboratories, and cutting-edge technology to support research and academic endeavors.
- ❖ **Experiential Learning:** Opportunities for internships, co-op programs, fieldwork, and research projects provide hands-on learning experiences and practical skills development.
- ❖ **Cultural Immersion:** Living in a foreign country enables students to fully engage with a new culture, language, and lifestyle, fostering personal growth and intercultural understanding.

- ❖ **Global Networking:** Building connections with classmates, professors, and professionals from around the world creates a valuable global network for future collaborations and career opportunities.
- ❖ **Support Services:** Universities typically offer comprehensive support services for international students, including academic advising, counseling, language assistance, and cultural integration programs.
- ❖ **Study Abroad Opportunities:** Many programs include opportunities for short-term or semester-long study abroad experiences, allowing students to further broaden their horizons and explore different academic environments.
- ❖ **Flexibility:** Some programs offer flexible scheduling, allowing students to customize their course load and balance academics with other interests or commitments.
- ❖ **Career Services:** Access to career development resources, job fairs, and internship placements help students prepare for post-graduation employment, both locally and globally.
- ❖ **Cultural Activities:** Universities often organize cultural events, festivals, and excursions to help students engage with the local community and make the most of their international experience.
- ❖ **Language Learning Support:** For programs conducted in a language other than the student's native language, language courses and support services are often available to help improve proficiency.

CHALLENGES OF ABROAD EDUCATION

- **Cultural Adjustment:** Adapting to a new culture, language, and societal norms can be challenging and may lead to feelings of culture shock or homesickness.
- **Language Barrier:** For non-native speakers, language barriers can pose communication challenges both inside and outside the classroom.
- **Academic Differences:** Academic systems, teaching styles, and expectations may differ from what students are accustomed to, requiring adjustment and potentially impacting academic performance.
- **Financial Constraints:** The cost of tuition, living expenses, travel, and healthcare abroad can be significant, and financial aid or scholarships may not fully cover these expenses.

- **Housing Issues:** Finding suitable accommodation in a foreign country, dealing with rental agreements, and adjusting to different living conditions can be stressful for some students.
- **Social Integration:** Building a social network and making friends in a new environment can take time and effort, especially if there are language or cultural barriers.
- **Healthcare Access:** Navigating a foreign healthcare system and dealing with medical emergencies or illnesses can be daunting for international students.
- **Visa and Immigration Regulations:** Understanding and complying with visa requirements, immigration regulations, and residency permits can be complex and time-consuming.
- **Isolation:** Some students may experience feelings of isolation or loneliness, especially if they are far from family and friends back home.
- **Discrimination or Bias:** International students may encounter discrimination or bias based on their nationality, ethnicity, or cultural background, which can affect their sense of belonging and well-being.
- **Home Country Readjustment:** Returning home after studying abroad can present its own set of challenges, including reverse culture shock and readjustment to familiar surroundings.
- **Legal Issues:** Understanding and complying with local laws and regulations, including those related to work permits, taxes, and residency requirements, can be complex and unfamiliar.
- **Distance from Support Systems:** Being far from family, friends, and familiar support networks can make it difficult to cope with stress, homesickness, or personal emergencies.
- **Food and Dietary Challenges:** Adapting to different cuisines, dietary preferences, and food availability can be challenging for some students, especially those with specific dietary restrictions or allergies.
- **Transportation Issues:** Navigating public transportation systems, obtaining driver's licenses, and adjusting to different traffic rules and customs can be daunting, particularly in urban areas with complex transportation networks.
- **Cultural Misunderstandings:** Differences in communication styles, social etiquette, and cultural norms may lead to misunderstandings or conflicts with peers, professors, or local residents.

- **Weather Adaptation:** Adjusting to different climates and weather conditions, especially extreme temperatures or seasonal variations, can impact students' health, well-being, and daily activities.
- **Technology and Connectivity:** Access to reliable internet, technology resources, and support services may vary depending on the host country's infrastructure and resources.
- **Identity Exploration:** Being in a new environment may prompt students to question their identity, values, and beliefs, leading to personal growth but also potential challenges in reconciling conflicting cultural or social influences.
- **Career Concerns:** Some students may worry about how their international education will be perceived by employers in their home country or abroad, particularly if there are differences in accreditation or recognition of qualifications.

Studying abroad presents numerous challenges that can significantly impact the experience if not adequately managed. One of the primary challenges is cultural adjustment, as students must adapt to different social norms, values, and practices, which can lead to culture shock and feelings of isolation. Language barriers also pose a significant obstacle, especially in countries where the native language is different from the student's own, potentially hindering communication both academically and socially.

Financial strain is another considerable challenge, as studying abroad often involves high tuition fees, living expenses, and travel costs. Securing adequate funding through scholarships, grants, or part-time work can be stressful and may not always cover all expenses.

Academically, students might struggle with different educational systems and expectations, which can affect their performance and confidence. The pressure to succeed in a new academic environment, coupled with the need to maintain good grades, can be overwhelming.

Additionally, logistical issues such as securing visas, finding suitable accommodation, and navigating a new city can be daunting. Healthcare access and understanding local medical practices and insurance requirements also pose challenges.

Socially, building a new support network away from family and friends requires effort and time. The lack of familiar social support can exacerbate feelings of loneliness and homesickness.

Finally, balancing the desire to explore and experience the new culture with academic responsibilities can be difficult. Students must learn to manage their time effectively to ensure they can enjoy the benefits of their surroundings while fulfilling their academic obligations.

Overall, while studying abroad is a rewarding experience, it requires resilience, adaptability, and proactive planning to overcome these challenges.

Here are four steps to ensure international student satisfaction.

“Studying abroad is one of the best ways for undergraduate and graduate students to gain the international experience essential for success in today’s global workforce. It also prepares students to contribute effectively to addressing key global issues by fostering cross-border collaboration”.

1. International atmosphere

An international atmosphere involves more than just having a large international student body; it also means encouraging interactions between international and local students. Students value the chance to explore their host country, immerse themselves in their surroundings, and engage in travel and new sports to enrich their cultural understanding. Simple ways to enhance the international atmosphere at universities worldwide include promoting interactions between students and local communities, offering volunteer opportunities, organizing cultural events in English or students' native languages, and encouraging students to create their own interest-based groups and communities

2. City atmosphere

When reflecting on their international study experience, the city atmosphere significantly influences positive reviews. Students primarily assess a city's ambiance, aesthetics, and size as crucial factors in their academic journey. Some students also emphasize their interactions with the local community, gauging whether they felt embraced and the overall sense of acceptance, openness, and helpfulness. Transitioning to life in a new country often entails challenges like 'culture shock' as students acclimate to their new surroundings. Universities can use various strategies to help students adjust to life in the host country. These include organizing social gatherings to connect local and international students, fostering intercultural connections, and

promoting a deeper understanding of cultural differences among diverse nationalities and cultural groups. Additionally, some universities offer support systems such as buddy programs to facilitate connections with locals or provide coaches or advisors to assist students with navigating legal and social regulations, like obtaining recognition for their driving license, registering with local government authorities, or opening a local bank account. Such support systems contribute to a more relaxed atmosphere, reduce stress associated with relocating abroad, and facilitate the rapid adjustment of international students to life in a new country.

3. Interesting and challenging study subjects

A significant aspect of an international education is undoubtedly the study program itself. When evaluating their overseas academic experience, the study program's quality greatly influences whether students report satisfaction with their overall journey. Students favor programs characterized by clear structure, effective organization, and flexibility. Satisfaction with their academic pursuit, coupled with a sense of progress, learning, and career development, contributes significantly to the self-fulfillment and happiness of international students. Academics featured prominently in over 25% of positive student reviews, with the choice of study subject being among the most crucial academic aspects highlighted by students in their evaluations.

4. Good teachers

A strong curriculum needs to be complemented by excellent teachers who guide, inspire, and support students on their educational journey. Students expect teachers who recognize their unique qualities, appreciate the diverse perspectives each student brings to classroom discussions, and invest time in building rapport and mutual respect. Such teachers are crucial in ensuring student satisfaction.

The overall satisfaction of students studying abroad is influenced by several key factors:

1. **Cultural Experience:** Immersion in a new culture is often a major source of satisfaction. Students appreciate the opportunity to experience different traditions, foods, and social norms, which broadens their understanding and appreciation of the world.
2. **Academic Quality:** The reputation and quality of the host institution play a significant role. Students are more satisfied when they perceive the academic programs as rigorous, engaging, and offering unique courses not available in their home country.
3. **Social Integration:** Forming friendships and building a social network is crucial. Students who successfully integrate into the local community and establish meaningful relationships tend to report higher satisfaction levels.
4. **Support Services:** The availability of support services, such as academic advising, mental health counseling, and orientation programs, greatly influences satisfaction. Effective support helps students navigate the challenges of residing and studying in a abroad country.
5. **Living Conditions:** Adequate housing, safety, and overall living conditions impact students' comfort and well-being, directly affecting their satisfaction.
6. **Language Acquisition:** For many students, learning or improving their proficiency in a foreign language is a major benefit. Satisfaction is higher when students feel they are making significant progress in language skills.
7. **Career Opportunities:** The potential for improved career prospects post-graduation due to international experience and global networking opportunities is a strong motivator and source of satisfaction.
8. **Personal Growth:** The experience of overcoming challenges and gaining independence boosts confidence and personal growth, contributing positively to overall satisfaction.
9. **Financial Considerations:** While financial pressure can be a source of stress, students who find manageable ways to fund their studies abroad, such as scholarships or part-time work, tend to be more satisfied.

ANALYSIS ON THE OVERALL SATISFACTION OF THE STUDENTS STUDYING ABROAD

Profile of the sample

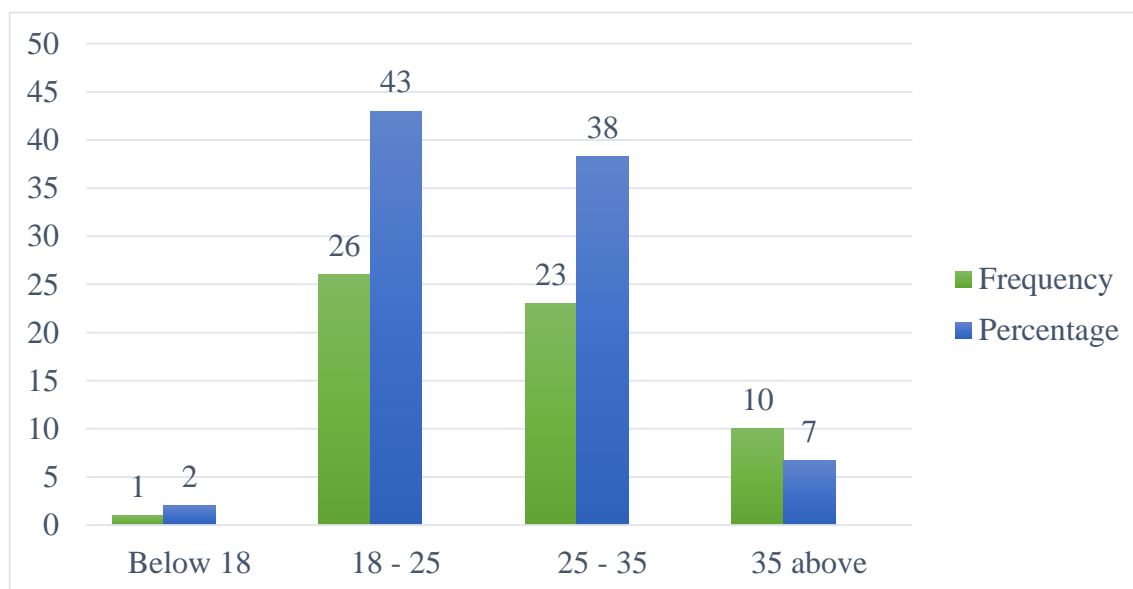
The sample for the purpose of the study has been collected from 60 abroad students at Thrissur district. The profile of the sample is explained through the following tables.

Table 4.1
Age wise classification

Age	Frequency	Percentage
Below 18	1	2
18 - 25	26	43
25 – 35	23	38
35 above	10	17
Total	60	100

(Source: Primary data)

Chart 4.1
Age wise classification



Interpretation

From the above table, 43% of respondents are in the age group of 18-25 and 2% of respondents are in the age group 18 below.

Table 4.2

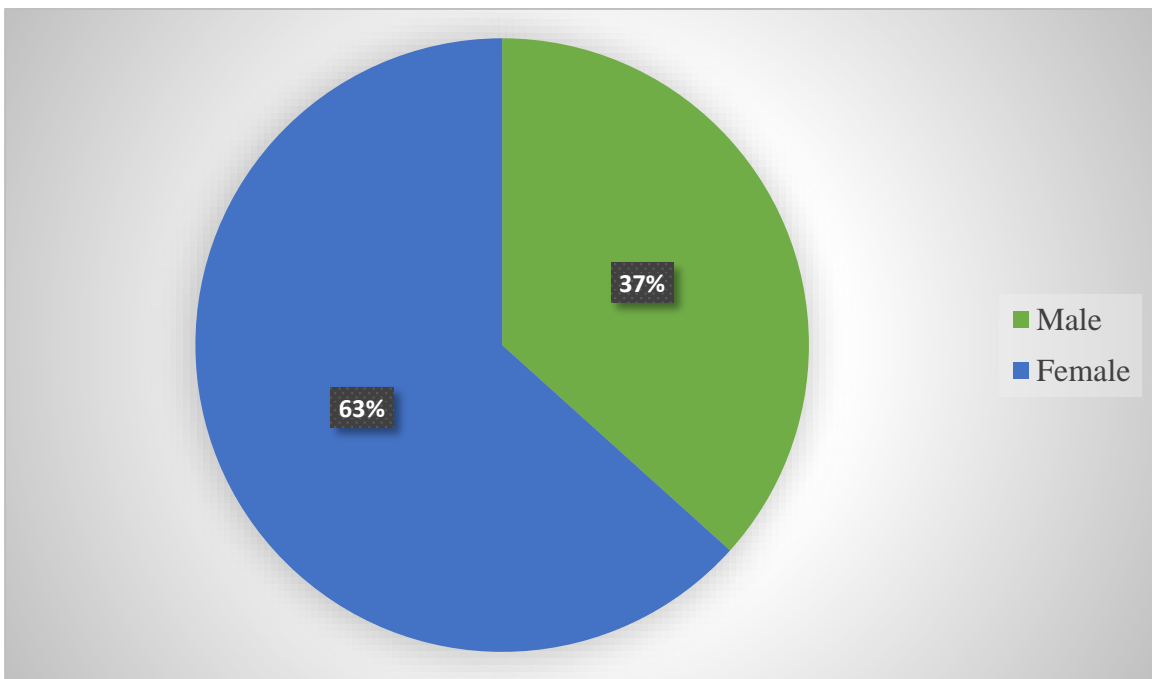
Gender wise classification

Gender	Frequency	Percentage
Male	22	37
Female	38	63
Others	0	0
Total	60	100

(source: Primary data)

Chart 4.2

Gender wise classification



Interpretation

From the above figure 4.2, 63% of respondents are female and 37% of respondents are male.

Table 4.3

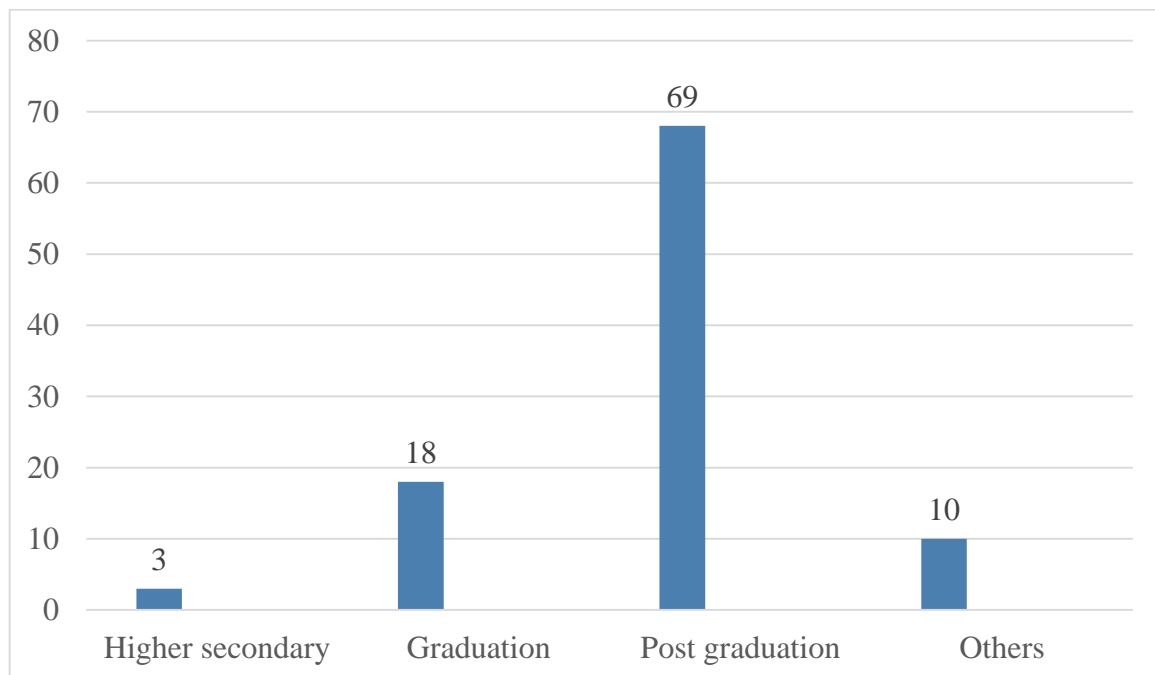
Educational qualification of the respondents

Educational qualification	Frequency	Percentage
Higher secondary	2	3
Graduation	11	18
Post graduation	41	69
Others	6	10
Total	60	100

(source: Primary data)

Chart 4.3

Educational qualification of respondents



Interpretation

From the above table, 69% of respondents are post graduates, 18% of respondents are graduates, 10% have other educational qualification and 3% of respondents are higher secondary qualified.

Table 4.4

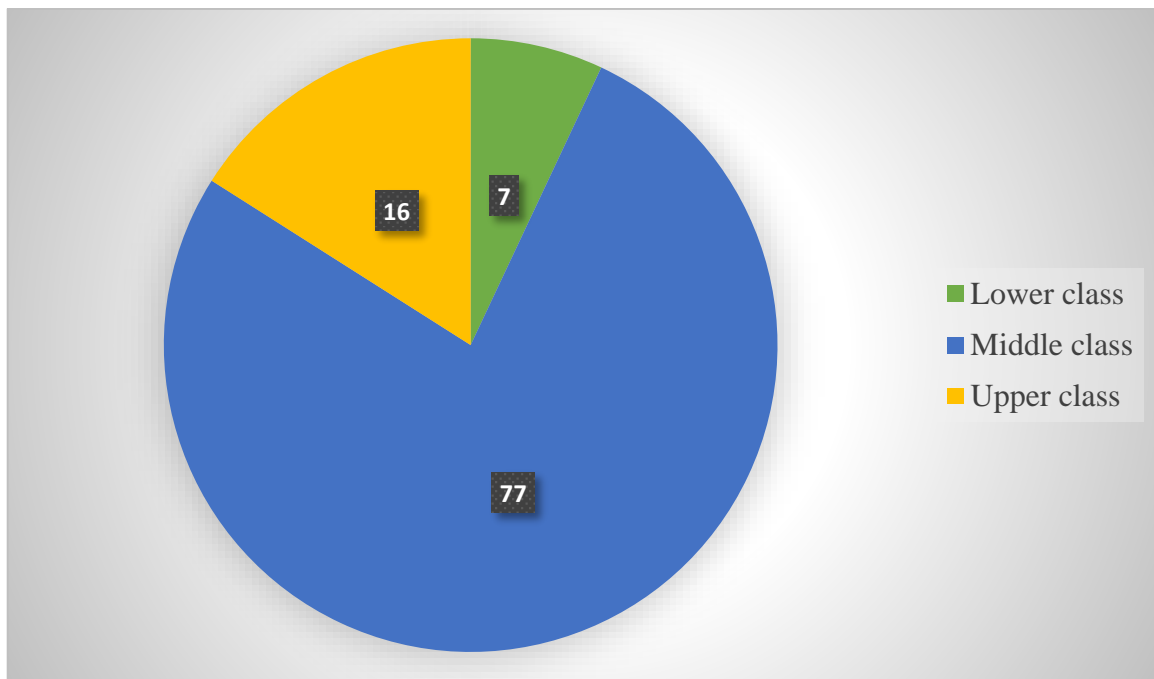
Family class wise classification

Family class	Frequency	Percentage
Lower class	4	7
Middle class	46	77
Upper class	10	16
Total	60	100

(source: Primary data)

Chart 4.4

Family class wise classification



Interpretation

From the above diagram, 77% of respondents are from middle class, 16% of respondents are from upper class and remaining 7% of the respondents are from lower class.

Table 4.5

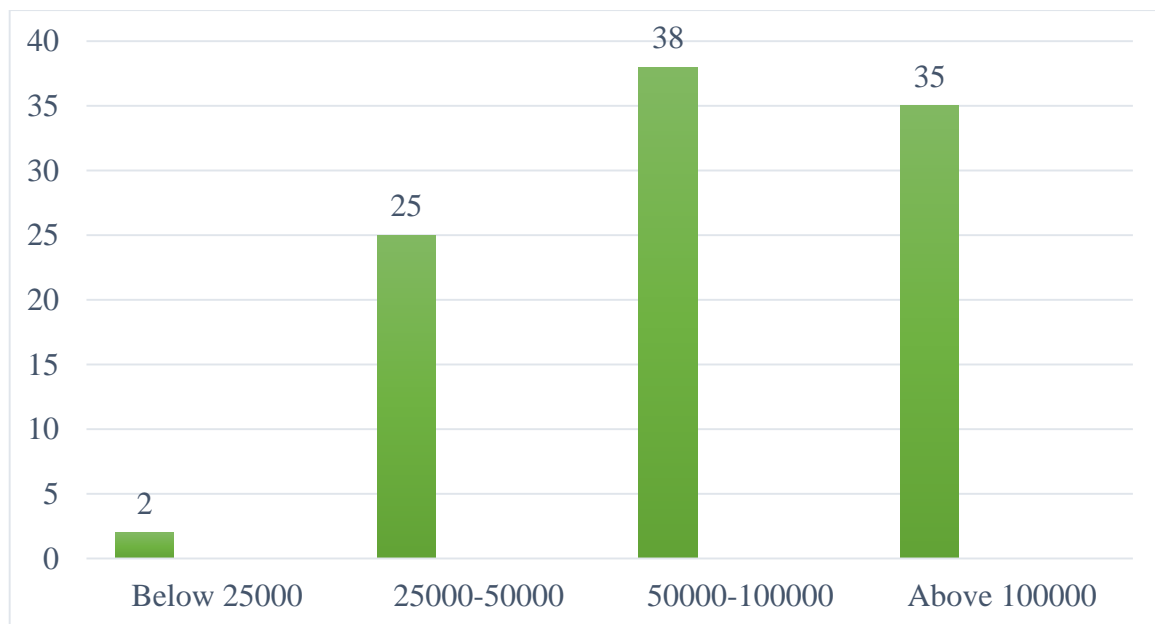
Monthly income of the respondents

Monthly income	Frequency	Percentage
Below 25000	1	2
25000 – 50000	15	25
50000 – 00000	23	38
Above 00000	21	35
Total	60	100

(Source: Primary data)

Chart 4.5

Monthly income of the respondents



Interpretation

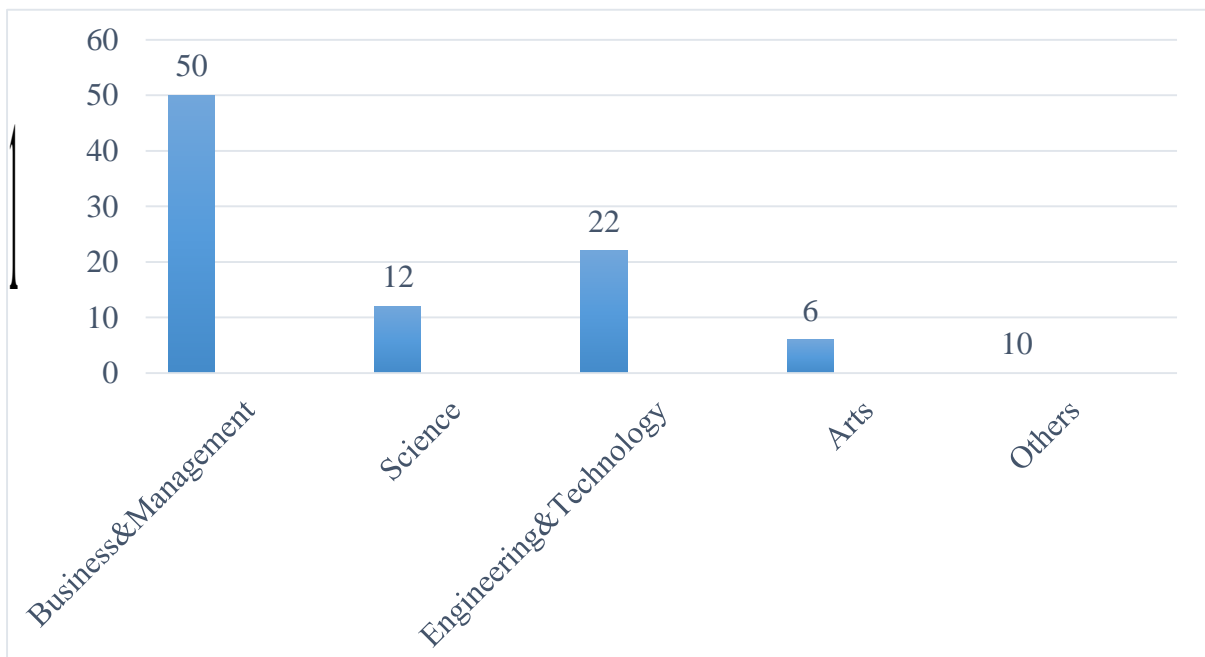
From the above graph 4.5, it is clear that 38% of the respondent's monthly income are in the range between 50000-100000, 35% of the respondents have above 1 lakh monthly income, 25% of respondent's monthly income are in the range between 25000-50000 and only 2% of respondents have below 25000 monthly income.

Table 4.6
Field of study of the respondents

Field of study	Frequency	Percentage
Business & Management	30	50
Science	7	12
Engineering & Technology	13	22
Arts	4	6
Others	6	10
Total	60	100

(source: Primary data)

Chart 4.6
Field of study of respondents



Interpretation:

From the above figure 4.6, 50% of respondents are in the field of business and management, 22% of respondents are in the field of engineering and technology, 12% of respondents are in the field of science, 10% of respondents are from other field and 6% of respondents are from arts field.

Table 4.7

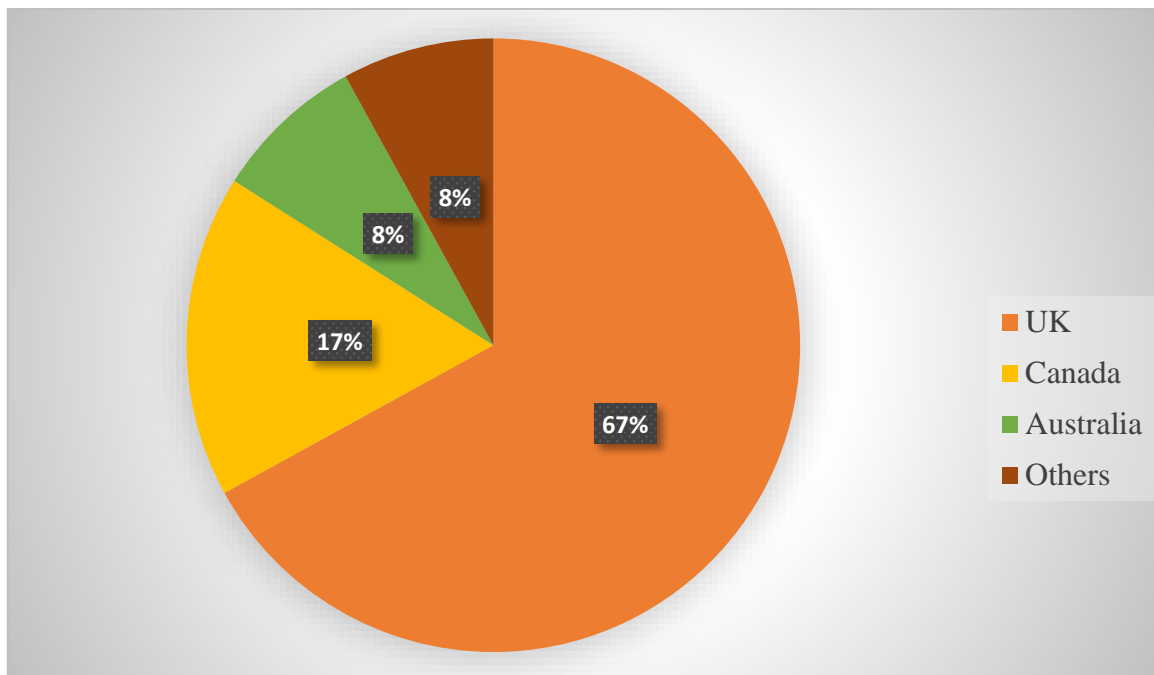
The table showing in which country the respondents are currently in

Country	Frequency	Percentage
UK	40	67
USA	0	0
Canada	10	17
Australia	5	8
Others	5	8
Total	60	100

(source: Primary data)

Chart 4.7

The chart showing in which country the respondents are currently in



Interpretation:

From the above diagram, 67% of respondents are from UK, 17% of respondents are from Canada and 8% of respondents are from Australia & other country.

Chart 4.8

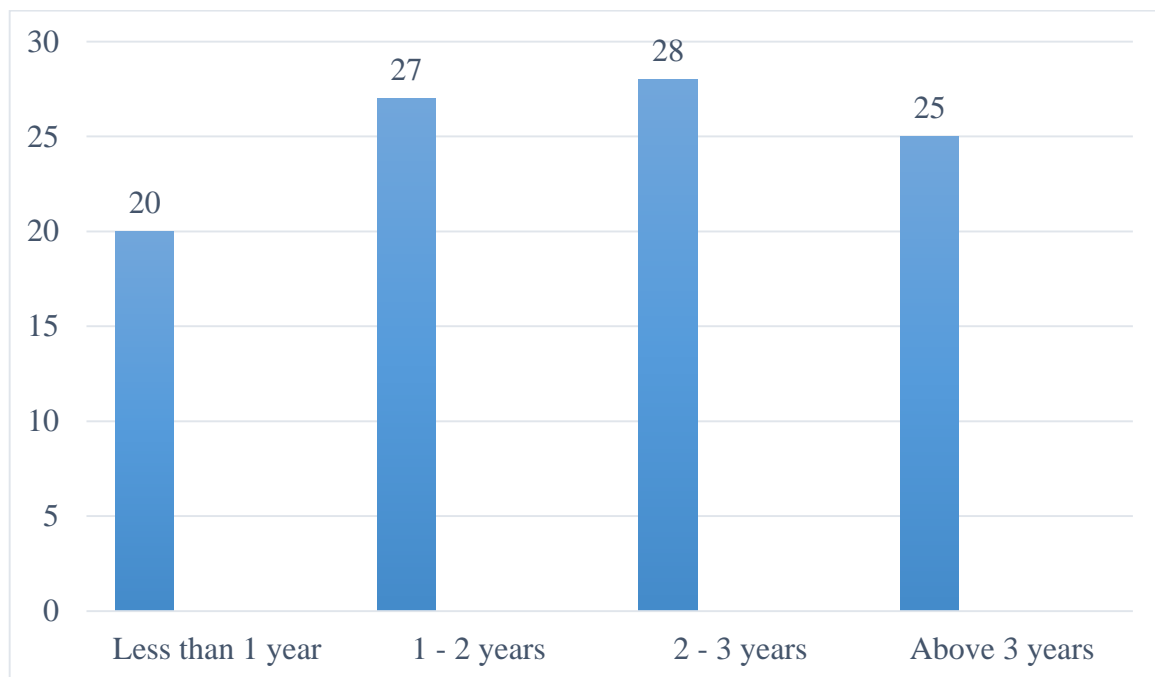
Table showing that how long the respondents have been in abroad

Years	Frequency	Percentage
Less than 1 year	12	20
1 – 2 years	16	27
2 – 3 years	17	28
Above 3 years	15	25
Total	60	100

(source: Primary data)

Chart 4.8

Chart showing that how long the respondents have been in abroad



Interpretation:

From the above figure 4.8, 28% of respondents have been in abroad for 2-3 years, 27% of respondents have been in abroad for 1-2 years, 25% of respondents have been in abroad more than 3 years and 20% of respondents have been in abroad is less than 1 year.

Table 4.9

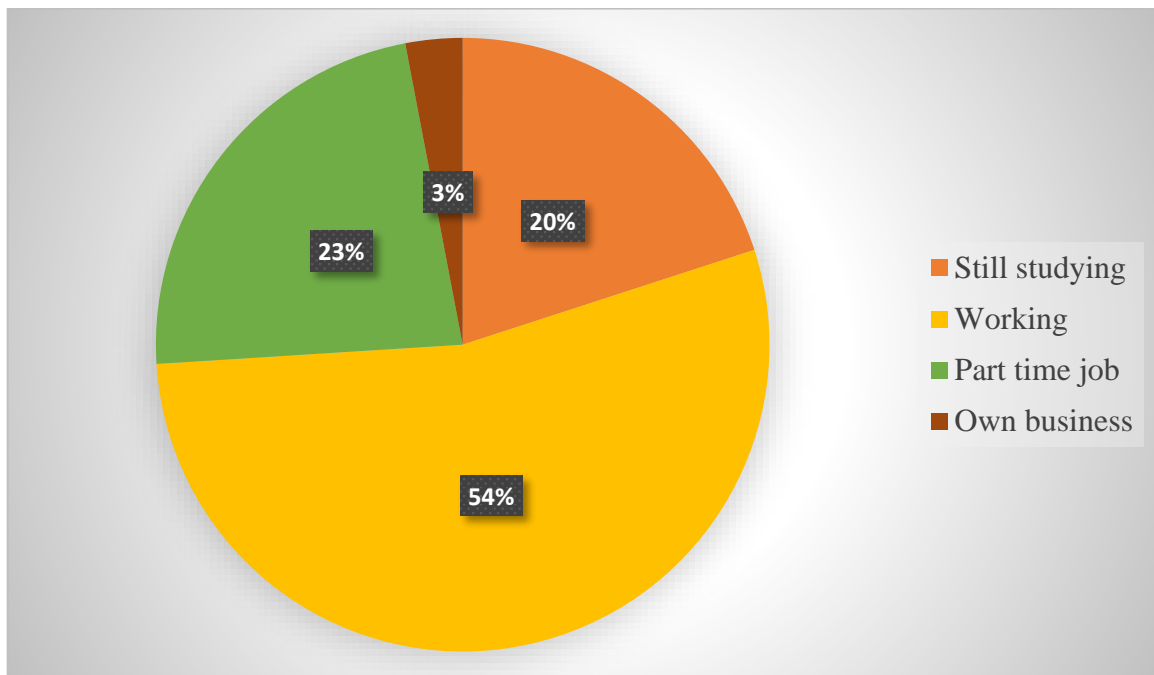
Table showing the current status of the respondents

Status	Frequency	Percentage
Still studying	12	20
Working	32	54
Part time job	14	23
Own business	2	3
Total	60	100

(source: Primary data)

Table 4.9

Chart showing the current status of the respondents



Interpretation:

From the above diagram, 54% of respondents are currently working in abroad, 23% of respondents are doing part time job and 20% of respondents are still studying in abroad and the remaining 3% of respondents have their own business in abroad.

Table 4.10

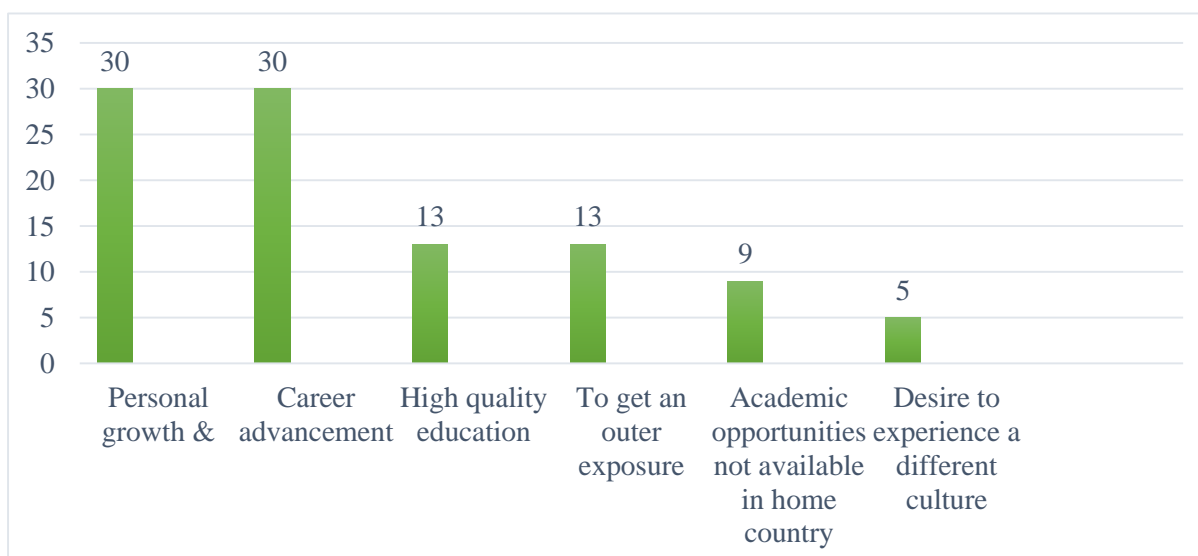
Table showing the factors that influence the respondents to study abroad

Factors	Frequency	Percentage
Personal growth & Development	18	30
Career advancement	18	30
High quality education	8	13
To get an outer exposure	8	13
Academic opportunities not available in home country	5	9
Desire to experience a different culture	3	5
Total	60	100

(source: Primary data)

Chart 4.10

Chart showing the factors that influence the respondents to study abroad



Interpretation:

The above diagram 4.10 shows that, 30% of respondents cited both personal growth and development and career advancement as key motivations, making them the most prevalent factors. Additionally, 13% of respondents each highlighted the pursuit of high-quality education and the desire for outer exposure as influential factors. 9% of respondents cited the absence of academic opportunities in their home country, while a smaller percentage (5%) expressed a desire to experience a different culture.

Table 4.11

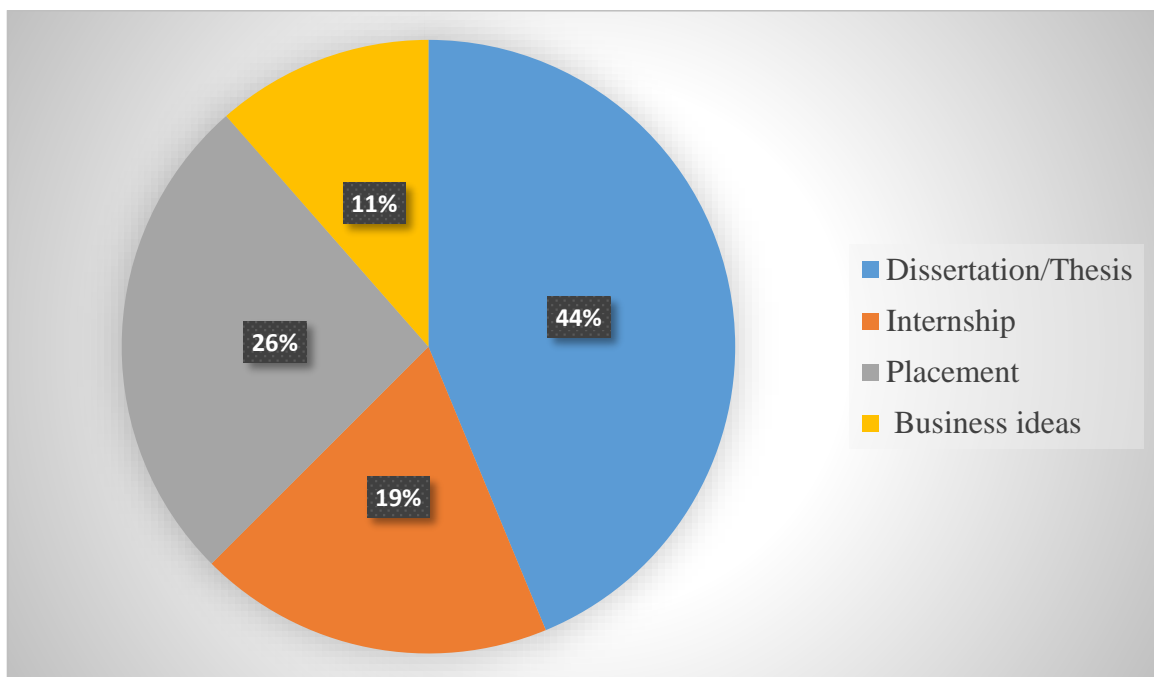
Table showing the academic program chosen by the respondents

Academic program	Frequency	Percentage
Dissertation/Thesis	25	42
Internship	11	18
Placement	15	25
Business ideas	9	15
Total	60	100

(source: Primary data)

Chart 4.11

Chart showing the academic program chosen by the respondents



Interpretation:

The table 4.11 presents data on respondents' choices of academic programs, revealing that dissertation/thesis is the most favored option, selected by 42% of respondents, followed by placement (25%), internship (18%), and business ideas (15%).

Table 4.12

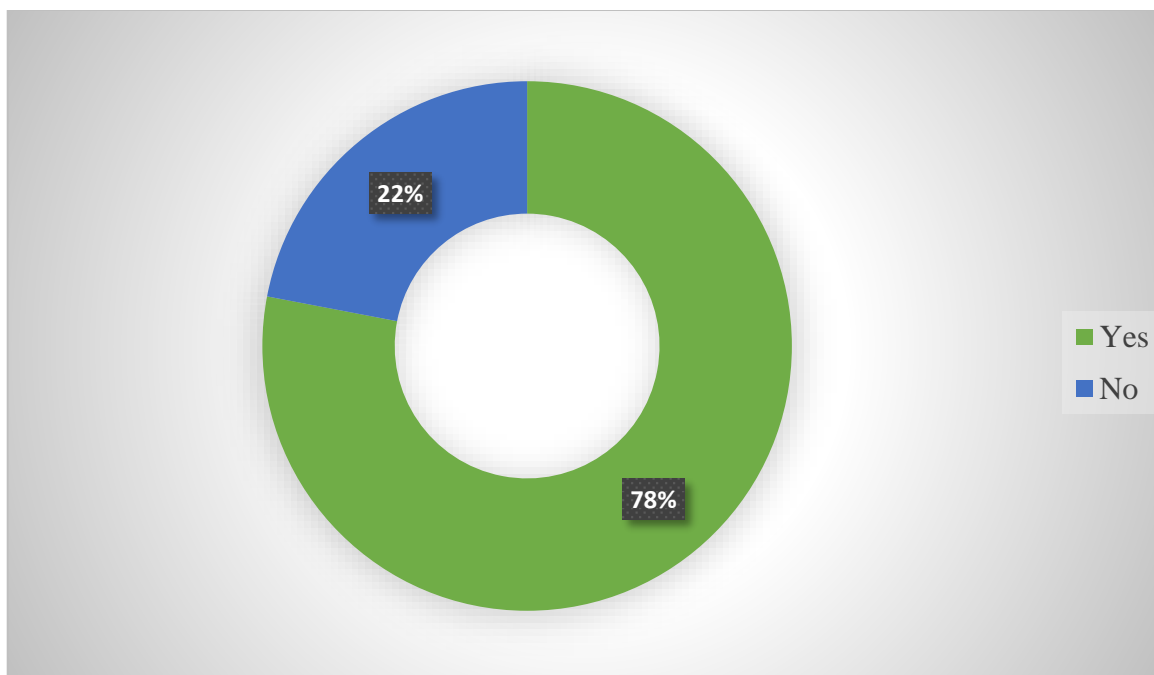
Table showing whether foreign academic system have more advantages than home country academic system

Particulars	Frequency	Percentage
Yes	47	78
No	13	22
Total	60	100

(source: Primary data)

Chart 4.12

Chart showing whether foreign academic system have more advantages than home country academic system



Interpretation:

The figure 4.12 shows that, 78% of respondents agree that foreign academic system have more advantages than home country academic system while 22% of respondents disagree with this statement.

Table 4.13

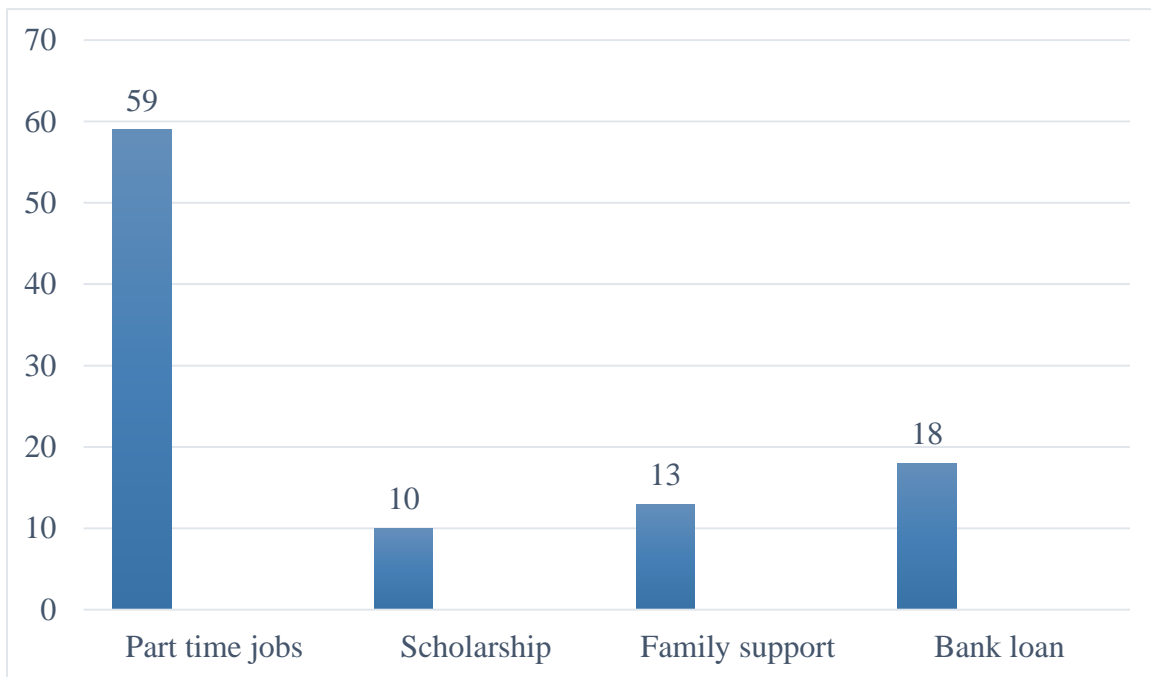
Table showing the main sources of income to meet the expenses during the studies

Sources	Frequency	Percentage
Part time jobs	35	59
Scholarship	6	10
Family support	8	13
Bank loan	11	18
Total	60	100

(Source: Primary data)

Chart 4.13

Chart showing the main sources of income to meet the expenses during the studies



Interpretation:

From the above table 4.13, 59% of respondents says that part time jobs are the main sources of income to meet the expenses during the studies. 18% of respondents says that bank loan is the main source of income to meet the expenses. 13% of respondents says that family support is the main sources of income to meet the expenses during the studies. 10% of respondents says that scholarship is the main sources of income to meet the expenses during the studies.

Table 4.14

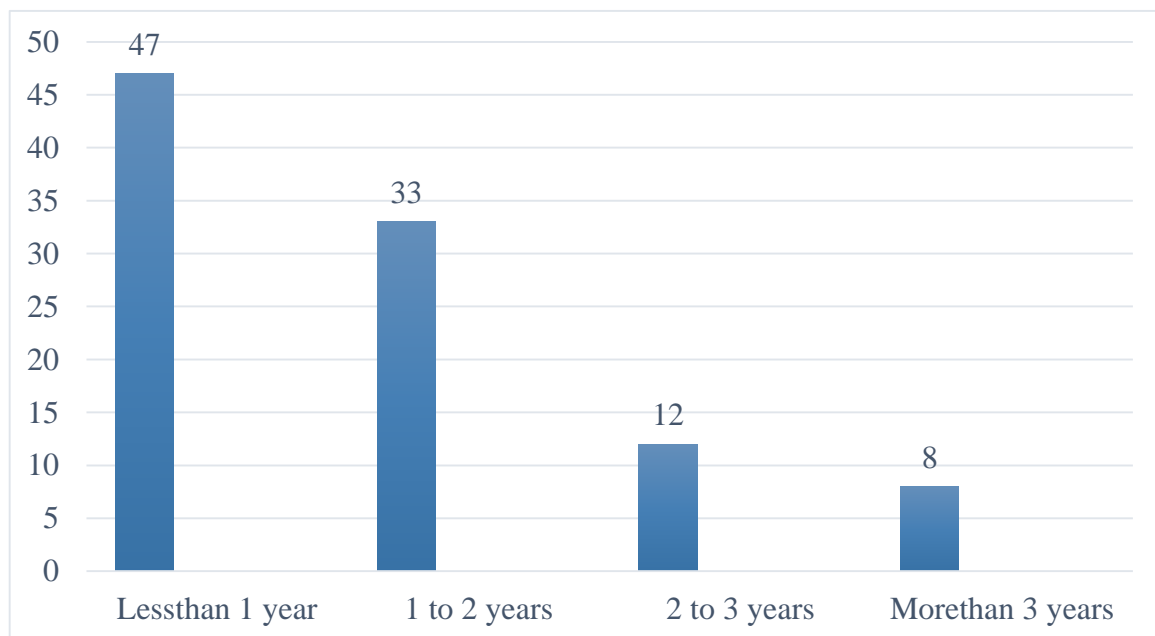
Table showing that how long the respondents did take to get job in an abroad country based on their academic qualification

Particulars	Frequency	Percentage
Less than 1 year	28	47
1 to 2 years	20	33
2 to 3 years	7	12
More than 3 years	5	8
Total	60	100

(Source: Primary data)

Chart 4.14

Chart showing that how long the respondents did take to get job in an abroad country based on their academic qualification



Interpretation:

The table 4.14 shows that, 47% of respondents did take less than 1 year to get job in an abroad country based on their academic qualification. 33% of respondents did take 1-2 years to get a job there. 12% of respondents take 2-3 years to get a job and 8% of respondents take more than 3 years to get a job in abroad based on their academic qualification.

Table 4.15

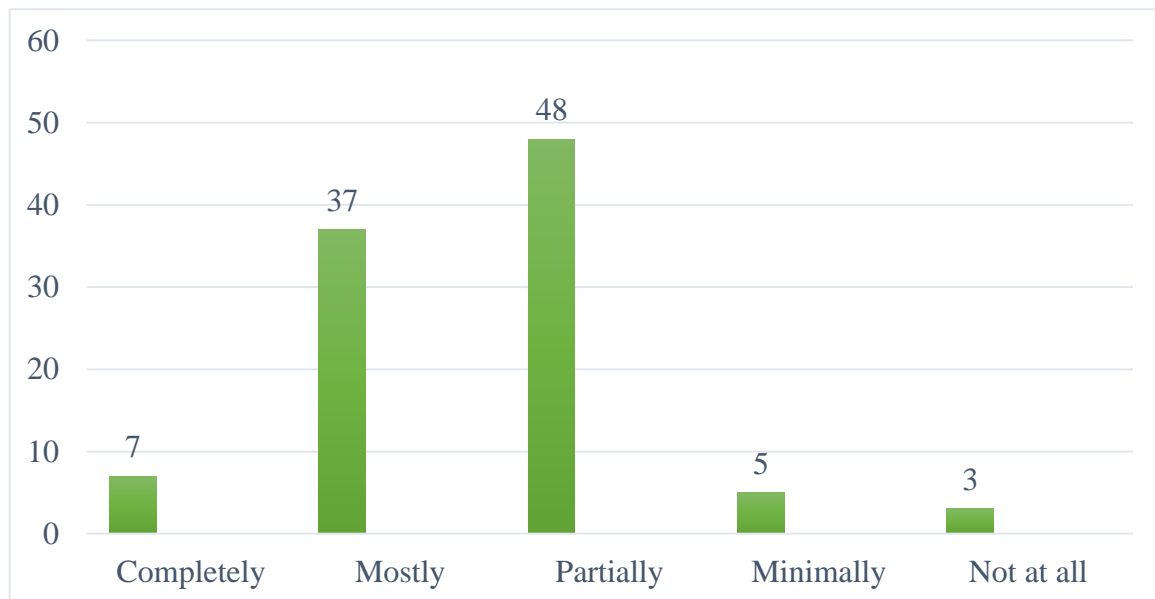
Table showing whether the respondents have been able to immerse yourself in the local culture

Particulars	Frequency	Percentage
Completely	4	7
Mostly	22	37
Partially	29	48
Minimally	3	5
Not at all	2	3
Total	60	100

(Source: Primary data)

Chart 4.15

Chart showing whether the respondents have been able to immerse yourself in the local culture



Interpretation:

From the above figure 4.15, 48% of respondents partially able to immerse their self in the local culture in abroad ,37% of respondents are mostly connected to the local culture, 7% of respondents are completely connected, 5% of respondents are minimally connected and 3% of respondents not yet connected to the local culture in abroad.

Table 4.16

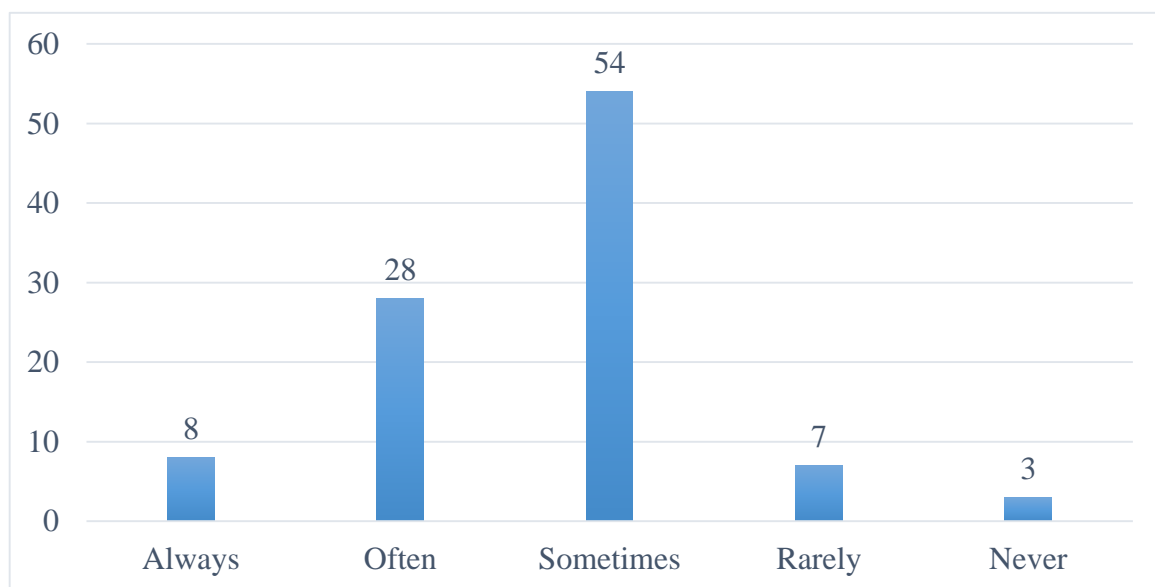
Table showing the respondents whether engage in the social activities

Particulars	Frequency	Percentage
Always	5	8
Often	17	28
Sometimes	32	54
Rarely	4	7
Never	2	3
Total	60	100

(Source: Primary data)

Chart 4.16

Chart showing the respondents whether engage in the social activities



Interpretation:

From the above chart, 54% engage in social activities occasionally, indicating a moderate level of participation. A significant portion, 28%, often engage in social activities, reflecting frequent involvement but not as regular as those who always participate. Only 8% of respondents are highly engaged, participating consistently. On the other hand, 7% of respondents rarely engage in social activities, showing minimal involvement, while a small minority, 3%, never engage, indicating complete disengagement.

Table 4.17

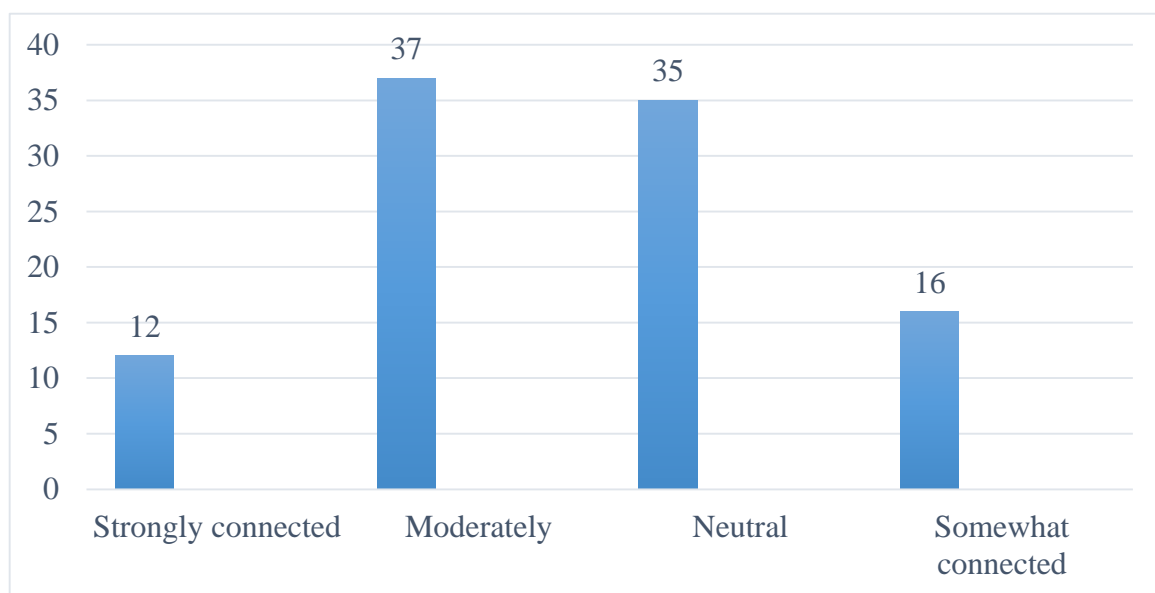
Table showing the social integration and connection of respondents with the local and international students

Particulars	Frequency	Percentage
Strongly connected	7	12
Moderately	22	37
Neutral	21	35
Somewhat connected	10	16
Completely disconnected	0	0
Total	60	100

(Source: Primary data)

Chart 4.17

Chart showing the social integration and connection of respondents with the local and international students



Interpretation:

From the above table 4.17, it indicates that a significant portion of respondents (37%) feel moderately connected, followed by 35% feeling neutral. A smaller percentage (16%) feel somewhat connected, and only 12% feel strongly connected. Notably, there are no respondents who feel completely disconnected from either group

Table 4.18

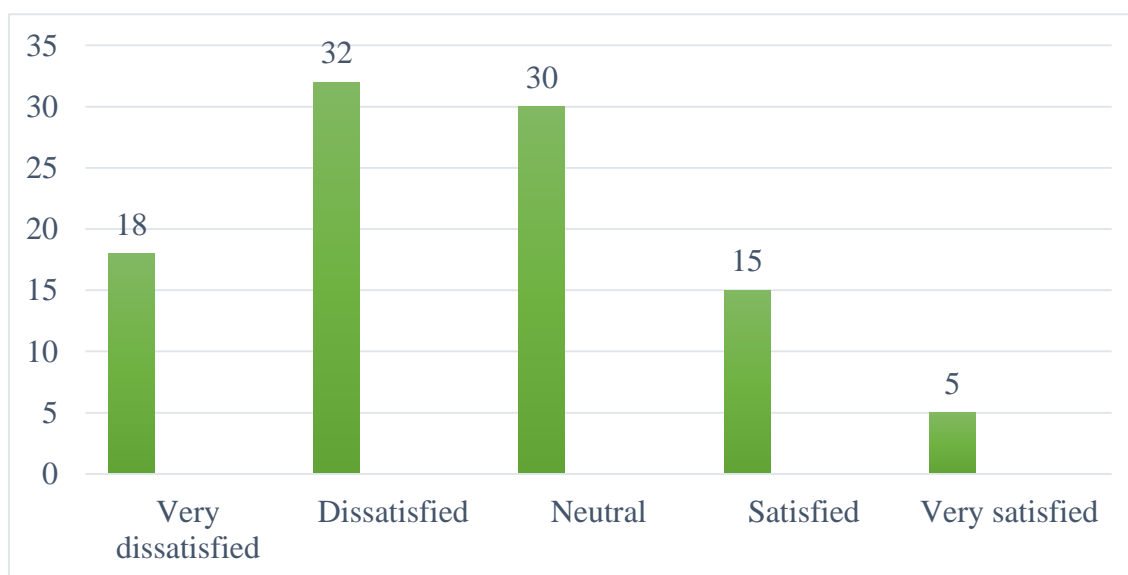
Table showing that whether the respondents are satisfied with the healthcare services provided by the abroad countries

Particulars	Frequency	Percentage
Very dissatisfied	11	18
Dissatisfied	19	32
Neutral	18	30
Satisfied	9	15
Very satisfied	3	5
Total	60	100

(Source: Primary data)

Chart 4.18

Chart showing that whether the respondents are satisfied with the healthcare services provided by the abroad countries



Interpretation:

From the above chart shows that, 32% of respondents dissatisfied with healthcare services in abroad, 18% of respondents are very dissatisfied with the healthcare services, 15% of respondents are satisfied with the healthcare services and 5% of respondents are very satisfied.

Table 4.19

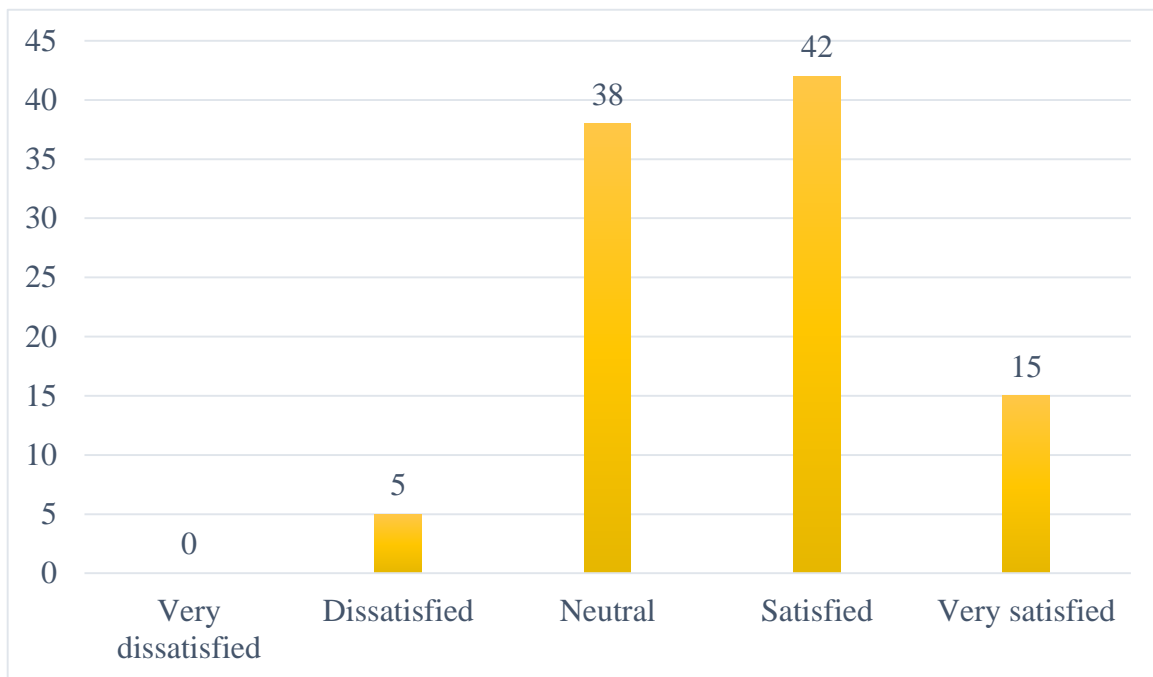
Table showing that whether the respondents are satisfied with their accommodation

Particulars	Frequency	Percentage
Very dissatisfied	0	0
Dissatisfied	3	5
Neutral	23	38
Satisfied	25	42
Very satisfied	9	15
Total	60	100

(Source: Primary data)

Chart 4.19

Chart showing that whether the respondents are satisfied with their accommodation



Interpretation:

From the above table, 42% of respondents are satisfied with their accommodation, 38% of respondents are neutral with their accommodation, 15% of respondents are very satisfied with their accommodation and 5% of respondents are dissatisfied with their accommodation.

Table 4.20

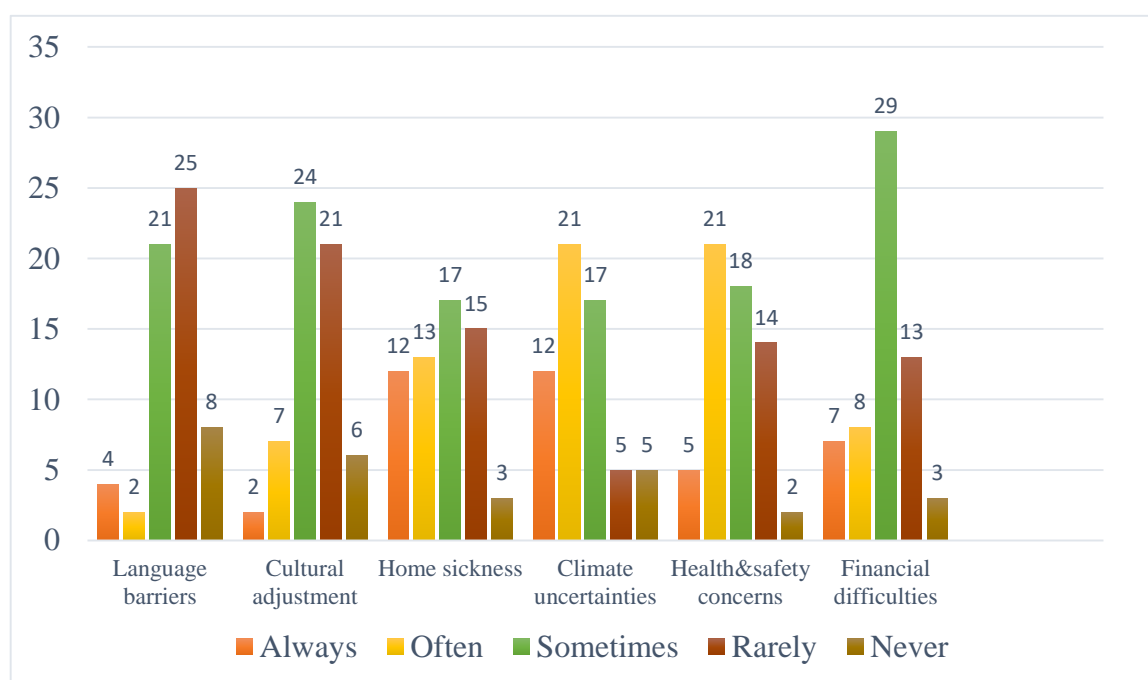
Table showing that the challenges faced by the respondents while studying abroad

Particulars	Always	Often	Sometimes	Rarely	Never	Mean score
Language barriers	4	2	21	25	8	2.5
Cultural adjustment	2	7	24	21	6	2.6
Home sickness	12	13	17	15	3	3.3
Climate uncertainties	12	21	17	5	5	3.5
Health & safety concerns	5	21	18	14	2	3.2
Financial difficulties	7	8	29	13	3	3.1

(Source: Primary data)

Chart 4.20

Table showing that the challenges faced by the respondents while studying abroad



Interpretation:

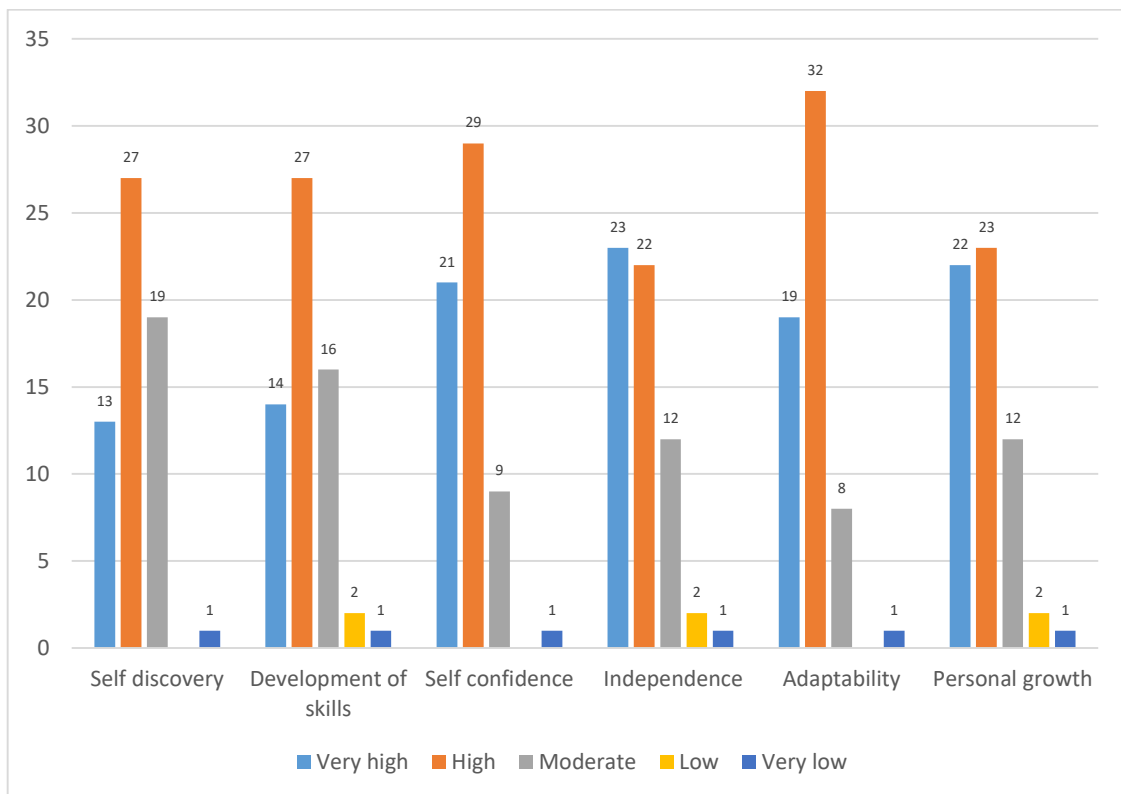
The above table explains the challenges faced by the respondents while studying abroad. From the analysis it is clear that climate uncertainties (mean score 3.5), home sickness (mean score 3.3) are the most challenges faced by the respondents while studying abroad. The least challenges faced while studying abroad is language barriers (mean score 2.5) and cultural adjustment (mean score 2.6).

Table 4.21
Table showing the personal growth achieved through international experiences

Particulars	Very high	High	Moderate	Low	Very low	Mean score
Self discovery	13	27	19		1	3.9
Development of skills	14	27	16	2	1	3.9
Self confidence	21	29	9		1	4.2
Independence	23	22	12	2	1	4.1
Adaptability	19	32	8		1	4.1
Personal growth	22	23	12	2	1	4.1

(Source: Primary data)

Chart 4.21
Chart showing the personal growth achieved through international experiences



Interpretation:

The above table explains, the most important personal growth achieved through international experiences is self-confidence (mean score 4.2), followed by independence, adaptability and personal growth (mean score 4.1). The least variables are self discovery and development of skills (mean score 3.9).

Table 4.22

Analyzing the influence of academic experience on academic satisfaction(Regression)

H01: There is no significant influence of academic experience on academic satisfaction

Model Fit Measures

Overall Model Test

Model	R	R²	F	df1	df2	p
1	0.596	0.355	31.9	1	58	< .001

Omnibus ANOVA Test

	Sum of Squares	df	Mean Square	F	P
academic experience	15.1	1	15.111	31.9	< .001
Residuals	27.5	58	0.474		

Note. Type 3 sum of squares

Omnibus ANOVA test, where the sum of squares for academic experience is 15.1 with a mean square of 15.111 and an F-statistic of 31.9, again with a p-value of less than 0.001. These results lead us to reject the null hypothesis (H01) and conclude that academic experience has a significant impact on academic satisfaction.

Model Coefficients - satisfaction

Predictor	Estimate	SE	t	p
Intercept	1.677	0.3489	4.81	< .001
academic experience	0.518	0.0917	5.65	< .001

Interpretation: The model shows that academic experience significantly influences academic satisfaction. The intercept is 1.677, indicating baseline satisfaction, and the coefficient for academic experience is 0.518, meaning each unit increase in academic experience raises satisfaction by 0.518 units. With a t-value of 5.65 and a p-value less than 0.001, the results confirm that academic experience strongly predicts higher academic satisfaction

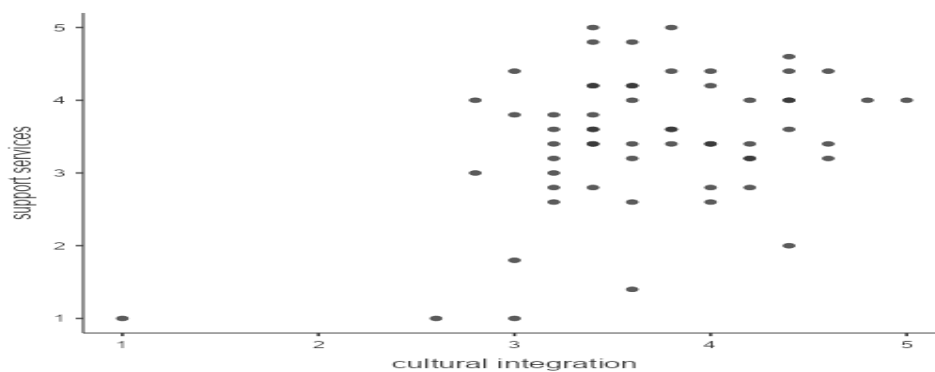
Table 4.23

Correlation between satisfaction with support services and cultural integration

H02: There is no significant association between satisfaction with support services and cultural integration

Correlation Matrix

		cultural integration	support services
cultural integration	Pearson's r	—	
	df	—	
	p-value	—	
Satisfaction with support services	Pearson's r	0.391	—
	df	58	—
	p-value	0.002	—



Interpretation:

The correlation analysis reveals a statistically significant moderate positive correlation ($r = 0.391$, $p = 0.002$) between satisfaction with support services and cultural integration. This indicates that as satisfaction with support services increases, so does cultural integration, suggesting a meaningful relationship between the two variables and rejecting the null hypothesis of no significant association

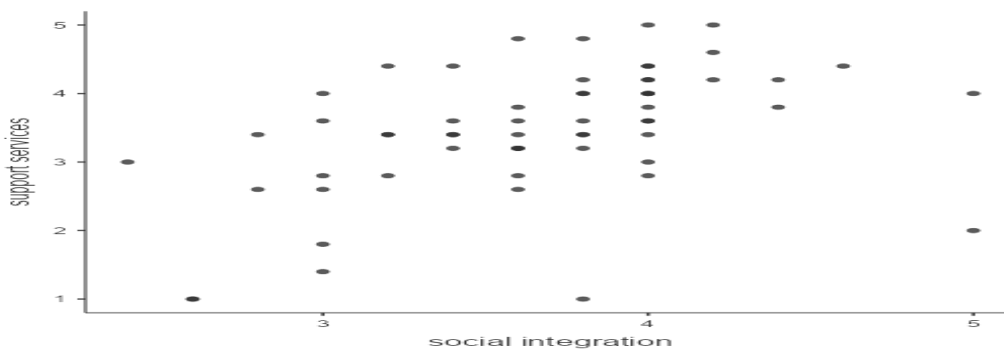
Table 4.24

Correlation between satisfaction with support services and social integration

H03: There is no significant association between satisfaction with support services and social integration

Correlation Matrix

		social integration	support services
social integration	Pearson's r	—	
	df	—	
	p-value	—	
Satisfaction with support services	Pearson's r	0.461	—
	df	58	—
	p-value	< .001	—



Interpretation:

The correlation analysis conducted between satisfaction with support services and social integration yields a Pearson's correlation coefficient of 0.461, with a p-value of less than 0.001. This indicates a statistically significant moderate positive correlation between satisfaction with support services and social integration among the sample. The findings suggest that as satisfaction with support services increases, so does social integration, and vice versa. Therefore, the null hypothesis (H03) of no significant association between satisfaction with support services and social integration is rejected, underscoring the presence of a meaningful relationship between these variables.

Table 4.25

One sample T-Test to examine the satisfaction level of students studying abroad

H04: the satisfaction level of students studying abroad is not significantly different from average

Descriptives

	N	Mean	Median	SD	SE
support services	60	3.47	3.60	0.933	0.120

The sample consists of 60 students studying abroad. On a scale where the average satisfaction level is 3, their average satisfaction with support services is 3.47, with a median of 3.60. This suggests they generally have a slightly positive perception of support services. The standard deviation of 0.933 indicates some variation in responses, and the standard error of 0.120 suggests the sample mean is a reliable estimate of the population mean.

One Sample T-Test

		Statistic	df	p
support services	Student's t	3.88	59.0	< .001

Note. $H_a \mu \neq 3$

From these results, we can reject the null hypothesis (H04) that the satisfaction level of students studying abroad is not significantly different from the average satisfaction level of 3. The very low p-value indicates that there is a statistically significant difference between the observed mean satisfaction level (3.47) and the hypothesized average (3). This means students studying abroad are significantly more satisfied with the support services than the average level of 3.

FINDINGS OF THE STUDY

This chapter deals with the principal outcomes of the study. The primary data were collected among the students studying abroad from Thrissur (Dt). Following are the important findings of the study.

- Almost half (43%) of the respondents are between the age group of 18 – 25.
- 63% of respondents are female.
- 69% of respondents have post graduation as their educational qualification.
- Almost (77%) of the respondents are from middle class.
- 38% of respondent's monthly income in the range between 50000-100000.
- Half (50%) of the respondents are in the field of business & management.
- More than half (67%) of the respondents are from UK.
- 28% of respondents have been in abroad for 2-3 years.
- More than half (54%) of the respondents are currently working in abroad.
- 30% of respondents are influenced by the factor personal growth & development and career advancement.
- 42% of respondents choose dissertation/thesis after the completion of their academic module.
- 78% of respondents agree that foreign academic system have more advantages when compared to home country academic system.
- 59% of respondents says that part time jobs are the main sources of income to meet the expenses during the studies.
- 47% of respondents did take less than 1 year to get job in abroad based on their qualification.
- 48% of respondents partially immerse in the local culture.
- 54% of respondents sometimes engage in the local culture.
- 37% of respondents are moderately connected with the local and international students
- 32% of respondents dissatisfied with the healthcare services in abroad.
- 42% of respondents are satisfied with their accommodation in abroad.
- The most challenges faced by the respondents while studying abroad is climate uncertainties (mean score 3.5), home sickness (mean score 3.3), health & safety concerns (mean score 3.2)

- The most important personal growth achieved through international experiences is self-confidence (mean score 4.2), followed by independence, adaptability and personal growth (mean score 4.1)
- It conclude that academic experience significantly influences academic satisfaction.
- The correlation analysis reveals a statistically significant moderate positive correlation between satisfaction with support services and cultural integration.
- The correlation analysis reveals a statistically significant moderate positive correlation between satisfaction with support services and social integration
- students studying abroad are significantly more satisfied with the support services than the average level

SUGGESTIONS

1. From this study it is found that the students are dissatisfied with the healthcare services provided by the home country so improve the health care services in there
2. From this study most of students says that foreign academic system provides more advantages than home country academic system, so improve academic systems of home country like foreign systems

CONCLUSION

The overall satisfaction of students studying abroad is influenced by a variety of factors, including academic experiences, social integration, cultural adjustment, and personal development. Research consistently shows that, despite initial challenges, the majority of students report high levels of satisfaction with their study abroad experience.

Students often feel that studying abroad enhances their academic experience by exposing them to different teaching styles, diverse perspectives, and unique courses unavailable at their home institutions.

Many students report significant personal development, including increased independence, self-confidence, and improved problem-solving skills. The experience of living in a new country and navigating different cultural contexts contributes to this growth.

While some students initially struggle with cultural adjustment and homesickness, those who engage actively with the local culture and build social networks tend to report higher satisfaction levels. Participation in social activities and forming friendships with both locals and other international students play crucial roles in their overall positive experience.

The international experience gained through studying abroad is often seen as a valuable asset in the job market. Students frequently perceive that their time abroad has enhanced their employability by developing global competencies and cross-cultural communication skills.

In summary, despite some challenges related to cultural adjustment and homesickness, students generally express high satisfaction with their study abroad experiences, citing significant academic, personal, and professional benefits. This overall positive impact underscores the value of study abroad programs in higher education.

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Questionnaire

Explore The Overall Satisfaction of The Students Studying Abroad

1. Age
 - Below 18
 - 18 – 25
 - 25 – 35
 - 35 above
2. Gender
 - Male
 - Female
 - Others
3. Educational qualification
 - Higher secondary
 - Graduation
 - Post graduation
 - Others
4. Family class
 - Lower class
 - Middle class
 - Upper class
5. Monthly income
 - Below 25000
 - 25000 – 50000
 - 50000 – 100000
 - Above 100000
6. Field of study
 - Business & management
 - Science
 - Engineering & technology
 - Arts
 - Others
7. Which country are you currently in?
 - UK
 - USA
 - Canada
 - Australia
 - Others

8. How long have you been in abroad?
- Less than 1 year
 - 1 – 2 years
 - 2 – 3 years
 - Above 3 years
9. What is your current status there?
- Still studying
 - Working
 - Part time job
 - Own business
10. Among these what are the factors influenced your decision to study abroad?
- Personal growth & development
 - Career development
 - High quality education
 - To get an outer exposure
 - Academic opportunities not available in home country
 - Desire to experience a different culture
11. Give your opinion regarding the overall academic experience in abroad

	Highly dissatisfied	Dissatisfied	Neutral	Satisfied	Highly satisfied
Quality of education					
Academic support services					
Course offered					
Flexible class time facilities					
Research opportunities					
Extra curricular activities					

12. Which program did you choose after completion of your academic module?
- Dissertation/Thesis
 - Internship
 - Placement
 - Business idea
13. How satisfied are you with the academic program offered?
- Very dissatisfied
 - Dissatisfied
 - Neutral

- Satisfied
 - Very satisfied
14. Do you believe foreign academic system offers more advantages when compared to home country academic system?
- Yes
 - No
15. What are the main source of income to meet the expenses during the studies?
- Part time jobs
 - Scholarship
 - Family support
 - Bank loan
16. How long did you take to get job in abroad country based on your academic qualification?
- Less than 1 year
 - 1 to 2 years
 - 2 to 3 years
 - More than 3 years
17. To what extend have you been able to immerse your-self in the local culture
- Completely
 - Mostly
 - Partially
 - Minimally
 - Not at all
18. How often do you engage in the cultural activities?
- Always
 - Often
 - Sometimes
 - Rarely
 - Never
19. How would you rate your overall cultural integration experience in the host country?

	Very poor	Poor	Neutral	Good	Very good
Exposure to new culture					
Interaction with local communities					
Opportunities for cultural immersion					
Language learning opportunities					
Participation in cultural event					

20. Rate your social integration and connection with local and international students

- Strongly connected
- Moderately
- Neutral
- Somewhat connected
- Completely disconnected

21. Give your opinion about social life/ integration of the host country

	Very poor	Poor	Fair	Good	Excellent
Opportunities to make friends					
Integration into student community					
Feeling of belonging					
Support for social integration					
Social activities					

22. Rate your satisfaction with the health care services provided by the abroad countries

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

23. How satisfied are you with your accommodation facilities?

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

24. How would you rate your satisfaction with the support services provided by the host country

	Highly dis satisfied	Dissatisfied	Neutral	Satisfied	Highly satisfied
Health care services					
Transportation services					
Academic services					
Security/safety services					
Infrastructure services					

25. What challenges did you face while studying abroad?

	Always	Often	Sometimes	Rarely	Never
Language barriers					
Cultural adjustment					
Home sickness					
Climate uncertainties					
Health & safety concerns					
Financial difficulties					

26. What all personal growth have you been achieved going to abroad

	Very low	Low	Moderate	High	Very high
Self discovery					
Development of skill					
Self confidence					
Independence					
Adaptability					
Personal development					