

Causes of International Migration of Educated Youths from Peri-Urban City of Kathmandu

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Abstract

This research was conducted in Chandragiri Municipality-13 to explore the following objectives; to describe the factors and forces that lead educated youths from developing countries to leave their countries and go abroad, to examine the consequences of such migrations in the study area of Chandragiri particularly. In-depth interviews was used to collect primary information from migrant students and their family members in the study area. It was Purposive sampling methods to select my participants for the study. Fourteen respondents were selected for an interview by using saturation method. There was seven migrants and seven migrant's parents among the respondents.

This paper includes the findings that lack of better opportunity, social structure, and networking with peer's migrants are major forces that influence the educated youths to go abroad for study. The study area has more negative consequences than positive from youth's migration to developed countries like low chances of remittance, return of migrants, and investment to sending society. Findings indicate that the research area is the exporter of educated youths to developed countries. When we compare the whole nation it can be concluded that Nepal appear as the periphery in the world economy that exports educated youths to Core Countries like Australia, USA, Japan and many European Countristo fulfill labor shortage in majour areas.

Keywords: Chandragiri, abroad study, sending society, educated youths, migrants

Introduction

Bhende and Karnitkar (1998) define the migration as a term that encompasses a wide variety of movements and situations involving people of all walks of life and backgrounds. He argues that it is a form of geographical or spatial mobility, which involves a change of usual residence of a person between clearly defined geographical units. A person who crosses the boundary of their own country or places of country is called a migrant. Emigration refers to the movement out of a particular territory in connection with international migration (Bhende and Karnitkar, 1998, as cited in Gautam, 2006). Similarly other researchers like Wickramasinghe and Wimalaratana define the term International migration as a practice, has a long history with some turning points which can be explained in the following ways, disintegration of Middle Age societies and accompanied changes such as renaissance, commercial revolution, colonization, agricultural revolutions, the industrial revolution, emergence of free-market societies, modern education, and technological advancement are some prominent factors that have contributed to the growth of international migration.

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They also argues that in the recent past, globalization has further enhanced migration, mainly through revolutionary changes in information technology (Wickramasinghe and Wimalaratana, 2016). There are many international organizations that study on migration among them International Organization for Migration Report (2018) pointed out that international migration is a complex phenomenon that touches on a multiplicity of economic, social, and security aspects affecting our daily lives in an increasingly interconnected world. The report suggests that more than ever before, migration touches all States and people in an era of deepening globalization. It also suggests that migration is intertwined with geopolitics, trade, and cultural exchanges, and provides opportunities for States, businesses, and communities to benefit enormously. Migration has helped improve people's lives in both origin and destination country and has offered opportunities for millions of people worldwide (Organization for Migration Report, 2018).

UN reports on migration suggested that the total number of migrants in the world is 244 million; which is 3.3 percent of the total world population. Europe, East, and West Asia stood on top as the most popular migrant destinations. In 2015, the total migrant population in Europe was estimated at 76 million, and in Asia, it was 75 million. This report also suggests that United States of America hosted international migrants totalling 47 million, which was the largest number hosted by an individual country. Northern America became the country hosting the third-largest number of international migrants, which amounted to 54 million (UN, 2016b). This report also suggests that when examining the countries of origin of international migrants, it may be observed that Asia accounted for the highest number amounting to 104 million, which was 43 percent of the total international migrant population in 2015. Europe was in second place having 62 million migrant origins, while Latin America and the Caribbean were in third place having 37 million migrant origins in 2015. India accounted for the largest diaspora in the world amounting to 16 million, and Mexico accounted for 12 million migrant origins (UN, 2016b).

The above information presents the overall scenario of world migration for different purposes. There are many reasons and purposes to migrate from one country to another like for study, business, employment, etc. Among these purposes in this paper, I am trying to explore the causes and consequences of the international migration of the youths for purpose of the study rather than other purposes. There are many purposes to migrate from one place to other but among the purposes abroad study has become burning issues in contemporary society. Many reports suggest that every year the trend of migration of youths from developing countries to developed countries for the purpose of study is increasing for example OECD (2019) report pointed out that the number of international students enrolled in tertiary education across the OECD area increased by 7%, from 3.3 million to over 3.5 million between 2015 and 2016. In 2017, around 1,450,000 visas were granted to tertiary-level students, 1% more than in the previous year. This report concludes that there has been an almost continuous rise over the past decade, driven most recently by increasing flows to European and Asian destination countries.

This report suggest that almost 2 million of the total 3.5 million international tertiary-level students across the OECD area come from Asia, with Chinese students representing almost a fifth of all enrolments. Other major Asian source countries of international students are India and Korea. European students represent a fourth of all international students enrolled in OECD countries. Although only less than one in ten international students originate from Africa and Latin America and the Caribbean, these regions experienced some of the fastest growth rates in the emigration of tertiary-level students between 2013 and 2016. The enrolment of students from Africa and Latin America and the Caribbean in OECD countries increased by approximately 17% in the last three years, compared with a growth of just 5% in international students from North America (OECD, 2019, as cited in Rana, 2019).

Comparing to the World, Nepal is becoming one of the fastest growing country to export youths to developed countries for the purpose of abroad study. Many reports suggest that there is increasing trend of migration of Nepalese youths to developed countries for their study, for example UNICEF(2013) presents that in the case of Nepal, many Educated Nepali youths choose to go abroad to study. The report pointed out over the past decade, the trend of moving abroad to study is increasing day by day. The number of Nepalese students in the US grew to about 10,104 in the 2013 academic year, similarly 6,397 for Australia, 5,044 for India, 1826 for Japan and 1,498 for the United Kingdom (Unicef, 2013, as cited in Rana, 2019).

Government reports suggest that due to the flexible policy applied by Japan, Australia, Canada, and other European countries for foreign students, it directly impacts on undeveloped countries like Nepal for chances of studying abroad(Rana, 2019). According to UNICEF statistics, approximately 25,000 Nepalese students went abroad to study in 2013, mainly in the USA, India, Australia, Japan, United Kingdom, Canada, and other European Countries (UNICEF, 2013). According to MOE Report (2017)the total no of objection letters issued to students increased from 26,222 to 67226 between 2010 and 2017. Among them, 33,241 for Australia, 15259 for Japan, 2418 for the USA, 192 for the UK, and 1052 for Canada objection letters were issued to students in 2017 (Rana, 2019).

The mentioned comments work in the research area too that there is a massive outflow of youths from study area to the rest of the world. Such trend of outflow of youths for the purpose of abroad study from the study area has been increasing since the last decade. Migration is one for the burning issues in Nepal. Many research have been conducted in such issues by different scholars. But most of issues are concerned with the international migration of foreign employment. There is less study on the movement of educated youths to developed countries to study. Often previous studies have been conducted only on the trends of emigration and the relation of Push-Pullfactors. These studies don't illustrate the causes and consequences of such migration in detail from a sociological perspective.

There are many causes and consequences of international migration to origin and host country. Many researchers conducted a study on these issues. For an example, Wickramasinghe and Wimalaratana pointed out some causes of migration, they are economic-political factors, family reunification, and natural disasters sometimes lead to migration to happen. Similarly poverty and lack of decent jobs are major causes to leave countries, they are considered to economic migration. This happen often seen in inter countries migration, especially in migration from developing countries to developed countries (Wickramasinghe and Wimalaratana, 2016).

On the other hand, UN report explains that international migration has become a global issues at present where it's complexity and impacts are largely felt everywhere. When migration is analyzed from different perspective, international migration has both merits and demerits. It is argued that migration is a positive force for development since it facilitates development for the receiving country, as the country can obtain the required knowledge, expertise, and services of skilled and unskilled labor. On the other hand, the origin country may be impacted by brain drain due to the bulky outflow of skilled people, despite they receive remittances (UN, 2016b). In this paper I am going to portray the factors and forces that lead educated youths from developing countries to leave their countries and go abroad and to examine the consequences of such migrations in the study area of Chandragiri particularly in detail from sociological perspective.

Method

In-depth interview was used to collect primary information from migrant students and their family members of Chandragiri Municipality-13 (the Peri Urban city of Kathmandu) fourteen respondents were interviewed to portray the facts and information about migrants and their parent's views on the migration of youths for the purpose of abroad study to the developed countries. Also two key informant person were interviewed to know about migration history in Chandragiri Municipality because there is lack of documents on migration history of Chandragiri. Migrants and their parents as a respondent were used to gather concrete real-life experiences on the issues of migration of youths to developed countries for the purpose of abroad study. The qualitative method was used and purposive sampling methods were implemented to select the participants of the study. Migrant students and their parents were interviewed to reach in with adequate information with the help of the saturation method.

Theoretical perspective on International Migration:

Many researchers have classified the migration theories on different perspective. In this theoretical review I am trying to introduce the migration theories on two perspective: first, Migration theories from Modernization perspective and second, Dependency/World system perspective.

Migration Theories on Modernization Perspective:

Migration theories on the basis of Modernization perspective which is highly influenced by Functionalist theory that tends to see society as a system, a collection

of interdependent parts (individuals, actors), somehow analogous to the functioning of an organism, in which an inherent tendency towards equilibrium exists. Modernization migration theories generally see migration as a positive phenomenon contributing to productivity, prosperity and, eventually, greater equality in origin and destination societies through bidirectional flows of resources such as money, goods and knowledge. Essentially, they interpret migration as an optimization strategy, in which individuals (and sometimes families or households) use migration to access higher and more-secure sources of income and other livelihood opportunities (De Hass, 2021, p. 5). Generally, Push-Pull approach, Segmented Labour Market theory, Human Capital approach, Social network approach etc. are major theories that are highly influenced by modernization perspective.

Firstly, Push-Pull approach is one of the highly influenced migration theory by modernization perspective which focus on demand and supply of labor on the basis of push-pull factors. According to the Morawska the push-pull approach views international population flows as generated by macro-level disequilibria between regions or countries in the supply of and demand for labour and the resulting wage differences create these imbalances. The "push" forces operate in the economical un(der) developed areas affected by an insufficient supply of labour and low wages, sending people out in search of livelihoods. The "pull" forces operate in the economically developed areas where the labour demand and wages are higher, attracting migrants pushed out of their economically depressed regions or countries (Morawska, 2007). Second, the segmented labour market theory is more developed concept in migration theory which slightly differs from the push-pull approach in two ways. According to Morawska, first, it does not assume the relocation of people from less to more developed regions to balance out world economic disequilibria and second, it views international labour migration as primary demand responding to the structural needs of contemporary highly developed economies in the world (Morawska, 2007).

Third, social network approach that focus on social network which influence people to migrate from origin to host nation. It focus on inter link between migrant and non migrant people where those remain at home has highly interpersonal connection with migrants. De Hass point out that social network approach does concern primarily the mechanisms that sustain rather than trigger off transnational population flows. He suggests that migration networks are understood in two ways. First and foremost they denote transnational interpersonal connections that link those at home with migrants who are in destination countries through ties of kinship, friendship, and mutual obligations stemming from the shared community of origin. In the second meaning, the term refers to formal or institutional networks of information and assistance that emerge in the already established immigrant communities abroad to serve the needs of its members, as well as their kin and acquaintances in places of origin who contemplate migration (De Hass, 2007). And fourth, the human capital theory that more concern on human efficiency and their abilities. De Hass explain that the human capital theory assumes that personal assets such as skills, education, and physical abilities are fundamental "capitals" that boost

economic production. The human capital theory also enables to theoretically explain the selectivity of migration beyond explanations focusing only on costs. (De Hass, 2007). Migration theory based on modernization perspective have been criticized for being historical and more Eurocentric, supposing that migration fulfills the same facilitating role in the 'modernization' of currently developing countries as it did in the nineteenth and twentieth-century of Europe (Skeldon, 1997 and De Hass, 2007). It portray the consequences of migration in origin society from the Modernization point of view but ignore thepoint of view from origin society.

Dependency and World Syetem Perspective

A radically different interpretation of migration was provided as in the 1960s by the historical-structural paradigm on development, which has its intellectual roots in Marxist political economy and world-systems theory. According to De Hass, World System Perspective statethat economic and political power is unequally distributed among developed and underdeveloped countries, that people have unequal access to resources, and that capitalist expansion has the tendency to reinforce these inequalities. Instead of modernizing and gradually progressing towards economic development, underdeveloped countries are trapped by their disadvantaged position within the global geopolitical structure (De Hass, 2007).Morawska also views on The world-system theory of international migration that argues transnational relocations of people as generated by the structure of the global capitalist economy conceived as the interrelated whole composed of the unequal parts referred to by the already-introduced terms of core and periphery (Morawska, 2007).

According to the dependency perspective, migration not just as detrimental to the economies of underdeveloped countries but also as one of the very causes of underdevelopment, rather than as a path towards development. According to this view, migration ruins stable peasant societies, undermines their economies and uproots their populations (De Hass, 2007 and Rana, 2019). Generally, there are two types of perspectives in sociology to understand international migration, modernization perspective and the world system/Dependency perspective.

First argues that traditional society will develop as they adopt the cultural-social values, technology, economic model, etc of developed society and it takes migration as a key part to develop the traditional society and explains migration as the social process and social mobility that transforms the traditional society to modern society. The second perspective is more critical than the first. This perspective opposes what modernization theory has argued about consequences of the international migration on origin society (Rana, 2019, p. 6). In this paper, I have explored causes and consequences of migration of youth from Peri Urban city of Kathmandu to developed countries for the purpose of abroad study from the Dependency / the World system perspective.

Causes of International migration to Study Area:

From the interview of migrant students and their parents, educated youths seem to immigrate to developed countries to study influenced by various factors and forces. They are categorized into three broader themes for the analytical purpose. They are lack of better opportunity, the social structure of Nepal, and networking with peer migrants.

1. Lack of Opportunity

The information obtained from migrants and their parent indicate that lack of better opportunities is quite responsible for emigration from this Municipality. Lack of opportunity push them to leave the study area to hunt the betterment life in abroad. The trend of migration of educated youths from the study area is increasing day by day. Some common problems for students lead them to leave their home country to abroad to hunt better life. They blame lack of stable politics, poor governance, less industrialization, and low economic growth in the home country making them fail to get jobs, quality education, and many other opportunities for educated youths; which motivates educated youths to leave their home country in the study area.

The CBOS Report (2018) explore that there was approximately 20.7 million active people for work and of which only 7.1 million had job while 908 thousand were jobless. This report also suggests that among the job seekers 69.1 percent of job seekers in Nepal were young people aged from 15 to 34 years. Where 38.1 percent were young people age from 15 to 24 years which was the largest age group of unemployed, followed by 31.1 percent of aged group from 25 and 34 years (CBOS, 2018). Among the youth category of unemployed young, educated youth often go abroad for further study in developed countries due to the lack of better opportunities in Nepal. To support the above statement, information gathered from study areas explores that lack of proper opportunities is the major driving force that influences educated youths to leave their home country for abroad study.

For example, 22 years old BBA graduate in Nepal, who was highly frustrated with the system of Nepal, less opportunity and less salary in work caused her to move. According to her, at first, she never thought about studying abroad, but she did not get an option to build her career in Nepal thus she went to Australia. She stated that in Nepal, there was a lack of better opportunities for educated people that they can not get a (well-paid corresponding to their qualification) proper job but in Australia, there are opportunities for quality education, better opportunities avenue to build a career, she stresses that if you have world-class education you shall have an opportunity to get an opportunity for a better paying job. During the interview with the 22 years old BBA graduate, she revealed that she was very frustrated with the system in Nepal, less opportunity and menial salaries in Nepal motivated her to move to Australia for better opportunities and a career.

On the other hand, parents points out that job scarcity, low wages, crime, conflicts, political repression, less opportunity, and poor educational systems were a key factor

for driving migrants to leave their country. Parents argued that lack of future for their children in their country and abroad is the only option for youths to make their future bright which led them to leave. For example, a 55 years old respondent argued that he had given good education to both children. They studied in private from the school level to college. Even if they were educated, they both left in search of a job, betterment of life, and quality education because there is a lack of opportunity for them to build a career. He said his elder son never worked in Nepal, he tried to get a job but he did not find it. But his younger (graduated in BHM) son had worked in Hotel for a year. But he left this job later because of less salary and no limited time in a job. After leaving his first job, he applied to different companies for a job but every time he was rejected because of a lack of references. Such an example indicates that there are fewer chances to get a better opportunity for them.

2. Social values

Nepal is diverse in the context of socio-cultural aspects. There are multiple cultures, caste, religions, and social values that exist in our society which have a huge influence on individuals and society. What types of society exists that play important roles to shape individual and their perception. These all things can influence the decision of the individual. The majority of people in the research area are from Chettri and Brahmin Communities, they have been highly influenced by the Hindu religion. The importance of social values, social status, and prestige are major characteristics of Hindus. In the study area, Social values are also majorly responsible to influence the educated youths to migrate abroad for study. The study reveals that there are high prestige and social values (associated) for a migrant who go to study abroad (Australia, USA, UK, etc) and for their parents

For an example, 33 years old respondent went to Australia to study for a master's degree with her husband (on a dependent visa). One interesting thing about them was they both returned from London. She had graduated from the London University, whereas his Husband was there for 4 years. They met there and got married, later they returned to Nepal, but now both are in Australia with PR for 5 years. They went to Australia with the idea of developing themselves professionally and gaining social prestige in society as well as seeking international educational experience which is valuable in Nepali society; as stated her, she was motivated by the social value of foreign education in the research area which gives social prestige to her family.

Similarly, one of my parents' respondents argued that lack of opportunity is the major factor that influences students to leave their home country, but in his view, social structure and values also play an important role in this. He stated that social prestige is also responsible for migration. He was from a Brahman family and had shifted from Argakhanchi to Kathmandu. He said, in Kathmandu, often local people discriminate against migrants. When my elder son got a US visa, I gained high prestige in society because at that time youth often go to Dubai or Qatar to work, but my son went to the USA to study. In my case, I can't suggest to my son to go to Dubai, Qatar, etc. for

employment because I am from a brahmin family, and in Nepal Brahman has huge prestige. Thus I also suggest to my younger son to go to the USA instead to work in Nepal.

3. Networking with peer migrants

Reviews of research on migration theories have concluded that migrant networks are sets of interpersonal ties that connect migrants, former migrants, and non-migrants in origin and destination areas through ties of kinship, friendship, and shared community origin. The network connections constitute a form of social capital that people can draw upon to gain access to foreign employment and once the number of migrants reaches a critical threshold the expansion of networks reduces the costs and risks of movement, which causes the probability of migration to rise, which causes additional movement, which further expands the networks, and so on (Hugo, 1981; Taylor 1986; Massey and Garcia Espafia, 1987; Massey, 1990a, 1990b; Gurak and Cases, 1992; Massey, Arango, Hugo, Kouaouci, Pelligrino, and Taylor, 1993). Often poor economic condition, lack of opportunity, lack of employment, lack of quality education, poor politics are the major factors in the study area that influence students to decide to study abroad, whereas in the study area, migrants had strong networking with predecessors also responsible to students to leave their home for study abroad.

For an example, 27 years old respondent lives in Australia with her husband for two years, even though she and her husband have good jobs in Nepal with good income. She said the reason behind coming to Australia was her friends. According to her, many factors influenced her to come to Australia, among these networking with her friends was a major factor. Many friends of her were abroad for a long time and, they often tell her to come there. Similarly, 49 years old parent respondent, said a major factor to influence her daughter to go abroad was a strong network with her friends. He said during her study in BBA, she never expressed about abroad study and always used to say that "She doesn't want to go abroad to study, I will do a job here in the banking sector". When she completed her BBA she got a job in a private firm and served there for 1 year before going abroad. But later she said that her school/college friends went to Australia and they told her to come to Australia. She tried to convince them to permit her to go abroad. At that time he was against her decision. But later she decided to go and they are meaningless in her stubborn behavior.

The study area points out that employment opportunities, political stability, quality educational facilities etc may create enough evidence for individuals to stay home and not use foreign education as a comparison to leave, but all these factors do not exist in the home country which makes frustrate to educated youths that led them to decide to leave. It is, however, noteworthy to state that generally my research found the following three driving forces; first lack of opportunity (employment opportunities, quality of education, relatively better educational facilities, political stability, Scholarship opportunities, and professional development), secondly social values (social ties/constraints, the value of international education in society, for prestige and social status) and thirdly, networking

with peers (most of the migrants had a strong network with their friends who moved out abroad before they move) that encourage them to move out.

Consequences of such migration to society and family

The study area has more negative consequences than positive from the migration of educated youths. Generally, Modernization theory and other perspectives that are highly influenced by the modernization perspective advocate there are no negative consequences of such migration on sending society because negative consequences produced by such migration are rewarded by migrant's remittance and use of their knowledge in sending society after a return. However my research findings contradict these assertions based on the modernization perspective but rather suggests that there are fewer chances of remittance from migrant students and fewer chances of their return and investment to research area.

In the research area, it was found that generally parents had to invest big amount of money to children for study in abroad. They often manage it by lending money or selling their land. The information shows most of the families had to support financially to their children to pay university fees during their studies time in abroad except some cases like dependent visa. This study revealed that there was approximately 13.5 millions Nepali currency exported to abroad from seven students (respondents) in the study area to pay University fees. It is a minute example of a small study area. It can be stipulated from these findings that numbers would wind up to be humongous if we deem figures at a national level. According to national official data, these trend can lead to substantial economic loss for the State.

Research shows that migrants do not remit to their family when they study because they have to pay expensive living cost and University fees. Even they got PR or work permit, they do not remit to a family because they have to use most of their income to pay taxes, rent, loan installment (home, auto), mobile bills, accommodation cost, etc and often they try to settle in host countries rather to return (Rana, 2019). Findings state that after their graduation, they often decide to settle in the host nation rather than to return their home country to utilize their learned skills and knowledge. For an example, 22 years old young female respondent says that due to the restriction on a full-time job during the study time, they could not earn money to pay their tuition fees, thus they must need financial support from family. She said she needs financial support from her parents because she could not manage her all tuition fees while doing a part-time job. All income goes (is spent) on accommodation and food. She needed around 5-6 lakhs every semester. She could not send money to Nepal during her study.

Now, she has already got Australian citizenship and as she has settled there, she has planned to stay a bit longer and if possible will be coming to Nepal. Still, there are few chances to come to Nepal. Rana argues that generally student movement toward developed countries is highly motivated to return after graduation at abroad and making some money which they can use at home. The research area does not get rid of this concept. Often students from research areas went to developed countries with the

mindset of returning home after graduation in abroad and also parents have hoped their return after learning and earning (Rana, 2019, p. 10). But our research proved it wrong. Our study found that things developing opposite to their expectation and revealed that most of the students did not remit and often they requested financial support from their parents, as well they decided to stayback in their foreign residence instead of returning home(country). This scenario of such migration in the research area affects the migrant's family and society. Most of the parents said there is a rare chance of their children coming back to Nepal. They argued that they lost their young children and the state lost skilled and educated human resources which is harmful to the State. All have the common experience that they have to live alone (wife and husband) at home, as opposed to Nepalese traditional value and practice that parents and children are supposed to live together under one roof especially during the old age of the parents.

Most of the parents said it is not only their problems it is becoming a social problem. One of my respondents said personally that it hurts him much that he and his wife have to live alone here at this age. He said he has lost his son and daughter. The state lost skilled and qualified manpower as well as money. We (state and him) had to invest a lot to make them qualified (from infant to skilled young.....) but we are unable to retain them here. Developed countries gained skilled human resources without investing. He is now 58 years old, he expresses that he can't stay(adjust life) abroad because he has family property and pension in Nepal. It's hard to say that we can't stay with our children together. In his case, all his children are abroad and it's hard to bring them back to Nepal. He is thinking after his death, there is a chance of his lineage disappearing from Nepal."

Conclusion

The study was conducted in Chandragiri Municipality-13 to explore on the following objectives; to describe the factors and forces that lead educated youths from developing countries to leave their countries and go abroad, to examine the consequences of such migrations in the study area of Chandragiri particularly. For the first objective, the findings reveal that the major influencing factors for the migration of educated youths to developed countries are lack of opportunity, social values, and networking with peers. Lack of opportunity: Based on information gathered from the respondents, lack of opportunity in sending society is the key factor that forced students to leave their home town for further study abroad and betterment of life. Among the parents and students, all respondents said lack of opportunities like employment, less salary, lack of security, political instability, difficulty to get a job based on their qualification, etc. causes the students to move out from their home country.

Social Values: Information shows that three out of seven migrant respondents and three out of seven migrant parents told that social values also play a huge influence on a student's decision to leave the home country to study abroad. All respondents in the research area are from the Hindu community. These societies give more value to social status. According to respondents, there is a huge reputation and social status for those

families, whose family members have gone to developed countries like the UK, the USA, Australia, Canada, Japan, etc. Thus Family members also force their children to go to developed countries to earn prestige in society and students are also influenced by this social value to go abroad.

Network with peers: Information from the respondents shows networks with peer groups also play an important role to influence students to move out from home town to abroad for study. Most of the migrant's friends (School/ College) live abroad to study. They often contact their friends in Nepal. Three out of seven migrants argued that their friends who live abroad for study influenced them to go abroad. Similarly, three out of seven parents argued that their children were highly influenced by friends to go abroad.

For the second objective, the study reveals that often migrants were unable to remit during study even if they do not remit after getting permanent residents of their respective host countries. Most of the migrants decided to settle permanently in their respective host countries. Some migrants showed positive feelings to return home country after their graduation but some factors like lack of opportunity, political stability; the betterment of life and some social value system in sending society causes them to less possibility to come back home. Such trend of migration from the study area may impact both family and society. On one hand, old parents have to live alone at home in their old ages. They face difficult times during their illness. On the other hand, this trend of migration may have more impacts on the development of society. The study revealed that migrants neither send remittance to family nor they return to sending society, which leads to no chances of using their knowledge and investment in the sending society. Increasing in such migration on society causes the disappearance of educated youths and may cause demographic imbalance in the study area. Based on these results, the research area serve as the periphery of the world economy. They have to depend on the core countries to get jobs, better education and quality life for youths. The research area exports educated youths to the core countries to fulfill labor shortage in major areas of the host nation.

On one hand, host nations take maximum gain as the core country. From students they collect revenue from tuition fees and they utilize their maximum labor of students during the study. After graduation of student, host nation keep them as a secondary citizens, which can be a huge contribution to their national GDP (Rana, 2019). On the other hand, origin countries have a maximum loss, they invested a lot of property and social assets to make them skilled and educated. They also invest to send their youths to the core countries. But after graduation migrants decide to remain in the host countries rather to return, which causes them lose of active (educated) population. Overall compared to the whole country, such trend of migration may bring problem of brain drain to sending society.

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