

Influencing Factors of Student Migration for Abroad Study

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Shukra Raj Adhikari¹ and Ambika Thapa²

ORCID: 0000-0003-4099-1761

shukrarajadhikari3@gmail.com

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Abstract

Migration refers to the process of a group of individuals moving from one location to another. One specific type of migration is student migration for studying abroad, which falls under the category of international migration. This research focuses on exploring the factors that influence student migration for education abroad. Twenty cases were selected using purposive and snowball sampling methods from a group of students interested in studying abroad. A content analysis method was employed to analyze both primary and secondary data. In Nepal, student migration has been rapidly increasing over the past decade, as many seek sustainable career opportunities. The country struggles to retain its youth due to a lack of well-paying job opportunities that offer respect and stability, compounded by political uncertainty, which leads to widespread frustration. Many students feel uncertain about their prospects if they remain in Nepal, prompting a sense of hopelessness that drives them to consider studying abroad—often seen as a more viable option. They are particularly attracted to developed nations. The data aligns with the assumptions of the theory of the mode of production and the theory of globalization.

Keywords

abroad study, education, migration, sociological analysis, student

¹Shukra Raj Adhikari serves as an Associate Professor in Sociology at Tribhuvan University, Central Department of Sociology, Kirtipur, Kathmandu 44600, Nepal.

²Ambika Thapa holds a Master's Degree in Sociology from Tribhuvan University, Madan Bhandari Memorial Campus, Kathmandu 44600, Nepal.

INTRODUCTION

From a sociological standpoint, migration represents a process of transition for human groups from one location to another. Blakemore (2019) defines migration as the relocation of individuals from one destination to another. The earliest migrants emerged from the African continent, and the initial fossils discovered in Ethiopia imply a migration history spanning 200,000 years throughout Eurasia, though this matter remains contentious. The majority of migrations during ancient times occurred due to food shortages and other environmental factors such as climatic conditions. He further elaborated on the distinctions between voluntary and forced migration, which persist in contemporary society. In the present day, a significant number of migrations continue to occur, driven by natural disasters and violations of human rights. He asserted that 3% of the global population still resides outside their country of origin as migrants. He referenced a World Bank report indicating that more than 143 million individuals may soon become climate migrants due to disasters such as droughts and floods, among others. Similarly, Mittal (2018) identifies migration as an international phenomenon that has been prevalent since primitive times. However, the migration trend today is experiencing unprecedented growth. Current migration patterns predominantly involve movements from underdeveloped to developed nations, resulting in brain drain. The majority of migrants tend to be healthy, skilled, and youthful. He further elucidates the impact of a country's socio-economic and political conditions that compel migration. According to him, both historical and contemporary migrations typically share a primary motivation rooted in economic factors. Migration primarily occurs in pursuit of improved living conditions for individuals and their families, as well as for financial gain. The consequences of migration yield both positive and negative effects for the host nation and the country of origin, influencing political, social, and economic dimensions.

Weinstein and Pillai (2001) introduced a third category of migration referred to as forced migration. Forced migration pertains to the relocation of individuals against their preferences due to influences

such as natural disasters or conflict. Varghese (2008) asserts that knowledge constitutes the foundation for economic advancement in the contemporary world. Universities have globalized their operations alongside the rise of cross-border higher education phenomena. Education providers have transformed into a collective of institutions that create and commercialize their offerings for profit. The expansion of the job market in foreign nations may account for the internationalization of education providers. Historically, the primary destinations have included the USA and the UK; however, Australia has recently experienced an influx of international students. Most developed nations serve as host countries. Asia leads in the demographics of migrants pursuing foreign education in major English-speaking countries, specifically the USA, the UK, and Australia. Determining factors influencing the choice of country comprise the cost of education, language proficiency, quality of education, employment prospects in the host nation, increasing income levels (purchasing power), and straightforward visa processes. According to IOM (2020), there were nearly 281 million international migrants as of 2020, representing 3.6% of the global population. Over the span of five decades, this figure has significantly increased. In 2020, an estimated 281 million individuals resided abroad, which marked a rise of 128 million compared to 1990 and more than triple the anticipated population in 1970.

International student migration constitutes a subtype of international migration and can simultaneously represent both brain gain and brain drain. Students, as individuals, encounter opportunities and aspirations that are often unattainable if they were to pursue education in Nepal, where we are unable to provide adequate offers to graduates. Conversely, international students who complete their studies and establish residency abroad contribute to remittances, which are a primary source of income for our nation. Through this study, I aim to explore the motivations behind students' decisions to pursue education abroad. The Report on Labor Migration in Nepal (2022) indicates that the Ministry of Education, Science and Technology (MoEST) granted 'no objection certificates' (NOCs) to 416,364 Nepalis for

international study from 2008/09 to 2020/21. Additionally, according to the No Objection Certificate Report (2022) released by the Ministry of Education, 82,409 certificates were issued between January 1 and July 4, 2022, with over 80,000 certificates further issued from July 17, 2022, to April 5, 2023, to students intending to study abroad. For a nation to progress, youth are essential, regarded as the cornerstone of success. Nonetheless, a significant portion of our country's skilled workforce perceives studying and working abroad as preferable to facing unemployment in Nepal and obtaining a degree that fails to align with international standards.

Consequently, international student migration represents one of the most significant migratory patterns globally. The previous decade has witnessed a substantial transformation in student migration, influenced by various factors that carry accompanying repercussions. In general, cross-border migration in Nepal has risen markedly in recent years, with developed nations serving as the primary destination for Nepalese students. In this regard, this study aims to investigate the determinants influencing student migration for overseas education.

STATEMENT OF THE PROBLEM

Silwal (2019) posits that education constitutes the principal impetus for individuals to depart from the country, with brain drain being linked to insufficient educational policies. Contemporary youth tend to evaluate their decisions based on the perceived returns, suggesting that they will remain abroad as long as they experience personal advancement, reflected in enhanced employment opportunities and skill acquisition. Similarly, Shrestha (2021) asserts that family members migrate due to political instability, conflict, and unrest. Within Nepalese society, migration is often regarded by parents as a rite of passage and a duty for their offspring. Such phenomena could engender a "Culture of Migration" (Bidesh Janne Lahar). It has been observed that each social transformation is a result of globalization, which has afforded Nepalese students studying abroad numerous options. Many parents view education as a significant investment and recognize the necessity for high-quality educational offerings to satisfy the demands of the

global economy. They further underscore the importance of adapting Nepal's educational framework to the requisites of the international community (Kau, amp; and Sirmans 1976; Lee 1966).

Facilitating comprehensive development through public policies that enhance the functionality of social, legal, economic, and political institutions is imperative for enabling ordinary citizens to access essential goods and services and rebuild public trust in governmental structures. Such measures are critical for encouraging greater numbers of migrants to return to their home nations or to invest therein (De Haas, Castles, amp, and Miller 2020). Discussions in policy circles and academic environments that extol migration, remittances, and transnational engagement as forms of grassroots development "from below" divert attention from the genuine yet limited capacity of individuals to surmount structural obstacles. This underscores the essential role that states continue to play in fostering broadly supportive environments conducive to human development (De Haas 2010).

According to Rana (2019), physicians financed by the Ministry of Education (MOE) are mandated to serve for a duration of two years in governmental hospitals. However, research indicates that there is no significant distinction in the self-assessed likelihood of pursuing overseas opportunities between MOE scholars and students who finance their studies privately (through self-funding or parental support). Numerous students choose to depart even after fulfilling their two-year governmental obligation, indicating that the MOE program serves merely as a temporary solution to the brain drain issue. Furthermore, the combination of a rural service requirement, along with post-graduation preferences and increased remuneration in rural healthcare facilities, has enhanced access to healthcare for rural residents. Nevertheless, migration through specialized pathways post-graduation has perpetuated the brain drain phenomenon.

As articulated by Aryal (2016), remittance inflows have been allocated for both consumption and nonproductive ventures, such

as purchasing gold or investing in real estate, among other activities. Remittances provide significant advantages in the realms of health and education. They are a primary factor motivating youth to opt for private educational institutions over public ones, thereby contributing to the enhancement of future human capital. Nevertheless, remittances also stimulate internal migration from mountainous regions to urban centers, which in turn bolsters the real estate sector and exacerbates inflation. Should the current circumstances persist, a forthcoming challenge for the government will be addressing the brain drain attributed to unemployment.

Tamang and Shrestha (2021) further identified that economic expansion and higher education have surfaced as pivotal elements in the increasing count of students seeking education abroad. The migration of students has consequently become a principal issue influencing the nation's social and economic progress due to the superior quality of education and internationally acknowledged qualifications. In a related manner, they noted that the primary motivators for students pursuing studies overseas include the perceived value of foreign degrees and the persistent political turmoil. These perceptions invigorate students' enthusiasm for their educational pursuits. However, amidst this fervor, they must navigate numerous socioeconomic challenges and language barriers to embark on their overseas journeys in pursuit of a promising future. Correspondingly, McGill (2013) posits that the intricate interplay of individual aspirations, economic prospects, geopolitical factors, and cultural transformations contribute to the complexity of international migration. The phenomenon of international student migration warrants further investigation due to its ramifications for both host and home nations, as well as the personal experiences of the migrants.

The aforementioned literature primarily addresses the conceptualization of migration. Silwal (2019), Shrestha (2021), Tamang and Shrestha (2021), De Haas (2010), Rana (2019), Aryal (2016), and McGill (2013) have predominantly focused on the correlations between educational migration and remittance flows. They have not

adequately examined the sociocultural factors influencing student migration. Thus, this research is centered on exploring the factors that influence student migration for overseas study from a sociological standpoint.

Migration, especially among youth in Nepal, is driven by various factors, including education and political instability. This summary outlines the key reasons for migration, the impact of remittances, and the ongoing issue of brain drain. The migration of students significantly affects Nepal's social and economic landscape due to the pursuit of higher education and improved conditions abroad. Addressing brain drain while recognizing the complexities of migration is critical for the country's development.

OBJECTIVE AND RESEARCH METHOD

This research aims to investigate the factors influencing student migration for overseas study through a sociological lens. This objective is intimately connected to the subjectivity of the students involved. To delve into individuals' subjectivities, a qualitative research design is deemed suitable (Adhikari 2020; Adhikari 2024). The case study method is especially relevant for data collection within the qualitative research paradigm (Adhikari, Adhikari, and Acharya 2024). In this context, twenty cases have been selected using purposive and snowball sampling techniques from a cohort of students interested in studying abroad. The content analysis approach is particularly appropriate for analyzing the narratives collected from these cases within the qualitative research framework (Adhikari et al. 2024). Consequently, the content analysis method has been employed to examine both primary and secondary data.

THEORETICAL UNDERPINNING

Marx and Engels (1848) delineate how individuals within a capitalist society arrange their economic endeavors. Numerous students are departing Nepal for advanced education, with the predominant aspiration being the accumulation of wealth and a secured future. They are disinclined to remain in a nation that fails to provide them

with competitive remuneration while succumbing to the influence of financial power. Likewise, Giddens (1990) elucidated that the principal centers of authority within the global economy are capitalist states where capitalist economic enterprises (along with the associated class relations) dominate production. The domestic and international economic strategies of these states encompass numerous forms of economic regulation, yet, as emphasized, their institutional structure preserves an “insulation” between the economic and the political spheres. This enables a broad spectrum of global undertakings by multinational corporations, which typically maintain their headquarters in a single nation while simultaneously operating across various regions. Globalization has not only commercialized education but also facilitated easier travel options. Students are now able to pursue their studies in any country of their choosing. Furthermore, technological advancements have accelerated the growth of globalization. Consequently, there is a rising trend in student migration attributable to globalization. Similarly, Holger (2002) posits that “the extent of connection between the state/society and the educational system may differ from one nation to another and across different epochs.” According to Castles and Stephen (2003), international migration constitutes a crucial element of globalization. Essentially, students are venturing abroad to capitalize on opportunities within this interconnected world, and this phenomenon is on the rise. Globalization has fostered a variety of opportunities for students.

INFLUENCING FACTORS FOR INTERNATIONAL STUDY

Deficiency of Proficient Education

Presently, Nepal has 11 universities, with Tribhuvan University (TU) being one of the oldest institutions. TU is even ranked among the top 10 largest universities by student enrollment, as indicated by The CEOWORLD Magazine (2024). This is followed by Kathmandu University, which currently provides over 200 programs across various faculties. Purbanchal University and Pokhara University are also recognized as prominent universities in Nepal. While universities

in Nepal offer numerous programs, a significant number of students appear to pursue education abroad due to the lack of quality educational institutions and program options.

Case 5 illustrates how his seniors were disillusioned with the university system in Nepal, citing reasons such as delayed result publications and administrative inefficiencies. He further points out that the educational framework in Nepal has numerous drawbacks, primarily highlighting the emphasis placed on marks achieved rather than the knowledge and skills of individual students.

Case 6 echoed similar sentiments, expressing how her academic progress was hindered by late results. She additionally noted that there are limited quotas for master's programs in IT, which are not only outdated but also devoid of the necessary resources for quality education.

Case 7 reported dissatisfaction with completing her three-year course in five and a half years, without any backlogs. Case 7 also conveyed frustration regarding the inadequacy of the course syllabus, leading to a sense of discontent.

Case 8 remarked on the scarcity of program options in Nepal. He sought an Aviation Technician program that is unavailable in the country. He further asserts that even if this program were offered in Nepal, it would fail to provide quality education.

Case 11 pursued her bachelor's degree in India due to the limited availability of programs in Nepal and is now headed to Australia for her master's degree.

Case 12 expressed that he finds program availability in Nepal lacking, with only a few colleges offering his desired program. Given that his focus was on Cyber Security, he is reluctant to study in Nepal due to the nation's digital divide.

Many students are apprehensive about the quality of education provided in Nepal, concerned that the educational system will stifle their future and does not align with global standards. They point out that the educational framework in Nepal is not sufficiently qualified and that graduates struggle to compete in the international arena. Quality education is essential for any nation's growth, with educated youth being its primary assets. A robust educational system is a critical tool for sustainable development. Due to the digital divide and the absence of cutting-edge technology, the country falls short as a provider of quality education.

The availability of programs is also insufficient and fails to meet modern standards. These factors contribute to the trend of Nepalese students pursuing foreign education rather than remaining within the confines of the Nepalese educational system.

Despite the many programs available in the Universities of Nepal, many students seek education abroad due to the lack of quality institutions and options. Students express their frustration with the university system in Nepal. Delayed result publications and administrative inefficiencies are significant concerns. The focus on marks rather than actual knowledge and skills is seen as a drawback. Some students face challenges like late results and limited master's program quotas in outdated fields like IT. Others report extended course durations and inadequate syllabi. Students also struggle with the limited availability of desirable programs. For example, one student couldn't find an Aviation Technician program in Nepal and doubts any such program would be of quality if offered. Many students seek education outside the country due to concerns over the quality of education in Nepal, feeling it does not meet global standards. This situation leads to a growing trend of pursuing education abroad rather than within Nepal.

Insufficiency of Employment and Job Security

Unemployment has become a significant societal concern in Nepal. The World Bank reports the unemployment rate in Nepal at 10.7%.

This figure highlights the nation's inability to create employment opportunities for its expanding youth demographic.

Case 1 a Bachelor of Science graduate in Environmental Studies, states that there is an exceedingly limited availability of job opportunities in Nepal, with some individuals facing complete unemployment. She mentions that her friends and even more experienced individuals have struggled to secure satisfactory employment. The majority of her peers are considering pursuing studies abroad, with some already in the application process. She elaborates on her current situation, working in an unrelated management position.

Cases 2, 5, and 15 express their concerns regarding the scarcity of lucrative job openings within Nepal. Case 8 mentions that his mother is anxious about the lack of job prospects in the country and questions him about his plans once he completes his bachelor's degree if he chooses to remain in Nepal.

Job security is another factor prompting students to study abroad and leave their homeland. Companies in Nepal, particularly in the private sector, often do not provide stable job security. In this capitalist environment, where private ownership of production means prevails, many workers encounter inequitable treatment at workplaces and an unjust compensation system. Nepal's failure to guarantee job security is a primary reason for the preference among youth to seek education abroad as a straightforward route for migration.

Cases 10 and 15 identified the lack of job security as a primary motivator for their decision to study overseas. Case 10 notes that employment in a private firm does not ensure permanent positions. Given that the political climate in Nepal can sometimes be unfavorable for business, leading to employee layoffs, job security is questionable, according to Case 10.

Contemporary students are increasingly worried about the difficulty of finding positions that offer job stability. In Nepal, the minimum salary is

17,300; however, many individuals earn below this average. Moreover, numerous obstacles to employment exist, resulting in a stark contrast between one's field of study and the available job opportunities, which fosters frustration among the youth. Additionally, shifts in policies and regulations have led to layoffs. Private enterprises generally do not provide employment benefits. Collectively, these factors contribute to a growing interest in studying abroad, compelling a significant number of young people to leave Nepal.

As unemployment is found to be a major issue in Nepal, there are very few job openings, and many individuals face complete unemployment. Many of the peers are considering studying abroad, with some already applying. Others are also concerned about the limited lucrative job options available. A case mentions that his mother worries about job prospects and asks about his plans after graduation if he stays in Nepal. Job security is another reason students want to study abroad. Companies in the private sector often lack stability, leading to poor treatment and inadequate pay for workers. The uncertain political climate can also result in layoffs. Rising frustrations and changing regulations further drive young people to seek education and opportunities outside of Nepal.

Political Instability

Mandal (2022), in his academic article titled "Impact of Political Instability on Economic Growth of Nepal," asserts that political imbalance results in frequent policy changes, thereby increasing volatility and negatively impacting the macroeconomic performance of the nation.

Le Monde (2024), in the news piece titled "Nepal, the World Champion of Political Instability," satirizes how Nepal has seen 14 different Prime Ministers in just 15 years. The country's dire political circumstances are a major reason why many young individuals feel compelled to emigrate due to the absence of adequate employment prospects.

Cases 11, 14, and 4 express their dissatisfaction with the political

difficulties currently plaguing the nation, which may adversely affect future generations. Case 10 indicates that if she returns after completing her education in Australia and government regulations change frequently, similar to the political shifts occurring in Nepal, she will be unable to conduct business. Therefore, she believes it would be more advantageous to obtain permanent residency and establish herself abroad. Case 10 also raises concerns regarding political instability, which results in policy alterations that could lead to employee dismissals. Case 8's mother is similarly apprehensive about her son's future due to the prevailing political turmoil.

Cases 1 and 7 are disheartened by the frequent strikes that seem to take place weekly, often motivated by various agendas. Working near New Baneshwor, they have witnessed numerous protests and are genuinely worried about the negative trajectory of the country.

Political instability stands as the primary catalyst that has compelled the youth to emigrate. This phenomenon is widely recognized, with international observers also criticizing and acknowledging that this unrest has fostered discontent among young people, prompting their migration in search of improved opportunities and a secure future. Nepal has experienced the appointment of 14 Prime Ministers within a 15-year span, which is indeed a source of embarrassment to acknowledge. Following the dissolution of the monarchy in 2007 and the establishment of a Federal Democratic Republic, there have been notable irregularities in the formation and dissolution of political parties. The Democracy Research Center Nepal reports that this instability has severely impacted governmental functions in Nepal, leading to frustration among the general populace. Such conditions have undermined good governance, democracy, and public trust, calling into question the political culture in Nepal.

Political instability in Nepal causes frequent policy changes, leading to economic volatility and poor macroeconomic performance. The unstable government found liable for many young people to emigrate abroad due to a lack of job opportunity in Nepal. Overall,

political instability is a key reason youth are leaving Nepal for better opportunities and stability.

Influence of Parents

It is commonly accepted that parents are the most dependable and trusted figures and play a direct role in the decision-making process. They bear the primary financial responsibility for any student aspiring to study abroad. Consequently, parents are significantly involved in the student's decision to pursue education overseas and act as key decision-makers.

In nearly all instances, parents serve as the financial supporters. They provide essential financial backing, covering all costs associated with the student's education abroad. The two main sources utilized for funding international education are personal savings and education loans. Therefore, parents are effectively the decision-makers for the vast majority of students.

Additionally, Case 3 illustrates how his mother impacted his choice to study abroad. He reports that his mother determined that it would be more favorable to send him abroad for education rather than allowing him to study in Nepal. Having graduated from Nepal herself, she remains reluctant for her children to experience the same academic environment she did.

Case 8, who has recently completed his +2, is uncertain about what to pursue academically, but his mother is urging him to study abroad. He additionally mentions that his sister is already residing in Australia, which is why his mother is arranging his documentation for Australia as well. A similar situation exists with Case 14; her sister is already established in Canada, which is why both her mother and sister are encouraging her to study in Canada.

Case 13, a nurse by profession, also expresses that her parents are eager to send her overseas, particularly to Australia, since they do not perceive a future for her as a nurse in Nepal. Particularly among

students applying for undergraduate studies, parental influence is a significant factor. They tend to adhere to their parents' guidance. In contrast, graduate students, being more mature and experienced, have lower chances of parental involvement. She further notes that while some students are profoundly influenced by their parents, others are not.

Nevertheless, all cases indicate that it is an undeniable reality that in Nepal, nearly all parents serve as the financial supporters for students at any educational level.

Parents are seen as the most trusted figures in students' decision-making, especially regarding studying abroad. They mainly handle the financial responsibilities, making them key players in the process. Parents typically support their children's education costs through personal savings or loans, which shows their important role as decision-makers for most students. Overall, parental influence is clear, particularly for undergraduate students, although graduate students may experience less involvement.

Lack of Accredited Programs

Kumar, Shukla, and Passey (2021) elaborate on the effects of accreditation on the quality and excellence of higher education institutions. Accreditation guarantees the quality of education, promotes transparency within the educational system, fosters continuous enhancement of both academic and non-academic services, and holds academic levels accountable. Accreditation offers numerous advantages, such as the ease of applying for credit transfers and studying at another university without forfeiting any academic year; it enhances the academic reputation through global rankings by various accrediting bodies and encourages research and innovation. Consequently, they assert that most students opt for accredited programs.

Case 2 is presently enrolled in a Bachelor of Commerce program in Canada. She is captivated by the vastness of the educational system

compared to that of Nepal. In Nepal, there are no case studies or regular assignments to develop students' skills. The ability for credit transfer is also unavailable, unlike in Canada, where one can transfer credits and switch subjects without losing an academic year or incurring additional expenses. Additionally, the education system is flexible, allowing students to choose 2-3 subjects per semester based on their convenience, which is not the case in Nepal.

Cases 9 and 11 similarly assert that the absence of accredited programs is a key factor in their decision to study abroad. Accreditation serves as a recognized entity that determines the credibility of any degree and educational institution; however, Nepal lacks in providing accredited programs. This results in challenges regarding credit transfer and the global recognition of one's studies. Degrees carry substantial value and enhance competitiveness in the global job market.

Accreditation impacts the quality of higher education. It ensures educational quality, promotes transparency, encourages continuous improvement, and makes institutions accountable. Benefits of accreditation include easier credit transfers and studying at other universities without losing academic years, enhancing global rankings, and promoting research. Most students prefer accredited programs. But the absence of accredited programs in Nepal limits credit transfer and global recognition of their degrees, which affects job market competitiveness.

Uncertainty of Future

This has instigated apprehension among the youth, who are anxious regarding their future. The increasing phenomenon of international migration is supported by the uncertainty that young individuals feel about what lies ahead for them if they remain in Nepal. Unlike the majority of European countries, we are unable to provide free education and healthcare to our citizens due to our economic limitations. A significant number of young people are not receiving appropriate salaries and job positions commensurate with their education, while the political instability has compelled them to seek migration.

Case 1 expresses concern that Nepal's circumstances do not bode well for the future of the youth. Currently employed in Baneshwor, a hub of protests and rallies organized by various groups, she is particularly apprehensive about her future if she chooses to remain in Nepal.

Cases 2, 3, and 4 are worried about their own futures as well as that of the next generation. They aspire to provide the best opportunities for their offspring but find that Nepal does not present the optimal environment for themselves or their future progeny.

Cases 8 and 9's parents are increasingly anxious regarding their children's futures. Parents of Case 9 perceive limited prospects for their child as a nurse in Nepal.

Hass (2010) indicates that rural youth's exposure to the wealth and success narratives of migrants leads to a decline in their interest in local employment and an increase in out-migration, creating what is termed a culture of migration. The youth primarily foresee their futures in migration, which subsequently fosters a disheartening attitude toward working and contributing to their local communities.

Dissatisfaction with the current work environment and compensation is prevalent. The minimum wage in Nepal stands at NPR 17,300, and some private companies offer even lower wages. When compared to living expenses, this amount is insufficient to meet the basic needs of a single family. The inability to earn a salary that permits a fulfilling lifestyle is causing significant stress for the populace in Nepal. A majority are pursuing migration opportunities, whether for educational purposes or employment.

Case 1 an environmental science student, is currently employed at a firm that shows no concern for environmental issues and offers a very low salary, prompting her to occasionally feel compelled to conceal her earnings from friends, which she finds distasteful.

Case 3 discusses the direct and indirect competition in the workplace, which necessitates engagement with the international arena and connections with higher authorities within companies for career advancement. This environment intensifies his desire to study abroad.

Case 7 expresses frustration with the compensation offered by private firms. While it is feasible to sustain a living, it does not guarantee personal development. She notes that only the employers are accumulating wealth. She remarks that even if she returns after her studies, she will not seek employment in Nepal, knowing she will likely face underpayment once more. Moreover, she is hesitant to invest in or establish her own business, as she has doubts about whether government policies will ever be conducive to entrepreneurs in Nepal. Consequently, she concludes that Nepal lacks favorable working conditions and provides meager wages.

Cases 9, 10, and 11 also address the issue of inadequate compensation that employees receive in Nepal, which is insufficient even for an individual. Case 13 involves a 22-year-old female currently employed as a Nurse in Nepal. She has been in this profession for three years. At times, she must work excessive hours, yet she feels she is undervalued considering the effort she exerts.

Nepal fails to provide qualified and deserving positions for graduates. While some individuals manage to secure employment related to their studies, the working conditions are often unsatisfactory. Insufficient remuneration has persistently been a concern among employees in Nepal, particularly for those in the private sector, who face the highest likelihood of job termination and lack access to social security. Many young people have lost their motivation to remain in Nepal and are exploring migration opportunities. Workplace disrespect is another significant challenge experienced by employees in Nepal, and promotions based on unethical practices have further disillusioned the youth.

Many young people are worried of their uncertain future in Nepal. Many are considering international migration due to the lack of free education and healthcare, unlike most European countries. Young individuals often struggle with low wages and unsuitable job positions, while ongoing political instability drives them to look for opportunities abroad. Many rural youths are dissatisfied with their work and compensation. The minimum wage in Nepal is very low, which is highly insufficient for a family's basic needs, pushing many to consider migration for education or jobs. Overall, graduates struggle to find suitable jobs, and many young people are losing motivation to stay in Nepal due to poor working conditions and lack of respect in the workplace.

CONCLUSION

As individuals strive for improved opportunities for themselves, their families, and future generations, student migration from Nepal has surged over the past decade in pursuit of sustainable careers. Nepal is unable to retain its potential youth due to insufficient job opportunities that provide deserved respect and salary, compounded by political instability that leads to frustration. Students find themselves uncertain about their prospects if they remain in Nepal, and these factors contribute to a sense of hopelessness, prompting them to seek study opportunities abroad, which many perceive as a more accessible option. They are drawn to developed nations. In this era of globalization, youth armed with basic technical knowledge have utilized the internet to explore what developed countries offer, often influenced by relatives already residing abroad. They have succumbed to the misconception that life abroad would be easier compared to life in Nepal, as they witness their friends and relatives enjoying prosperous lives in foreign lands through social media.

Corruption is escalating in Nepal, coupled with political instability, leaving students unable to envision their future in this conflicted environment. In a capitalist society, power resides with wealth, prompting students to seek modes of production that can deliver the highest returns. However, Nepal fails to provide attractive

compensation and a conducive environment for starting businesses, resulting in discontent among the youth regarding staying in the country. Consequently, student migration presents a challenge that must be addressed in light of the current circumstances and globalization.

To conclude, student migration from Nepal is increasing due to inadequate job opportunities, political instability, and a lack of quality education, compelling youth to seek better prospects abroad. The perception of improved living conditions in developed countries further fuels this trend amidst rising corruption and unfavorable business environments at home.

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