

STUDY ABROAD TREND AND ITS IMPACT ON ACADEMIC INSTITUTIONS IN NEPAL: A SYSTEMATIC REVIEW

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Abstract

There have been significant effects on the academic and economic structures of Nepal as a result of the exodus of students choosing to pursue higher education overseas. This systematic assessment aims to examine the underlying causes of Nepalese students' propensity to study overseas and assess the impact of that decision on the country's educational authority, particularly about acceptance and competition rates at universities. Using the PRISMA approach, the study collated qualitative and quantitative literature published between 2017 and 2023 based on the migration of international students, push and pull forces, and their effects on domestic education systems. One of the main incentives for Nepalese students to travel abroad for further education is the availability of top-notch international degrees, better career possibilities, and improved educational standards. Outmigration has resulted in a substantial decline in enrolment in public universities, a decline in academic achievement, and a worsening of the brain drain, particularly in the fields of teaching, information technology, and healthcare. The report also identifies systemic issues that are present in local institutions and that contribute to this mass departure, such as a lack of funding or academic infrastructure. Despite significant efforts to reform, the Nepalese academic system continues to confront obstacles because of the country's strong interest in international studies, which limits innovation in higher education and impedes development initiatives.

Keywords: Brain Drain, Nepali Student Migration, Push-Pull Factors, Higher Education in Nepal, International Student Mobility

Introduction

Nepalese students are choosing to pursue higher education abroad more and more frequently these days. The growing number of NOCs granted to students pursuing higher education abroad serves as strong evidence for this. According to a Ministry of Education report, between 2010 to the present, 416,000 students departed Nepal to pursue their education abroad (Ministry of Education, 2022). Australia, Japan, the USA, and the UK are among the most preferred destinations for these students, as noted by Upadhyay (2023).

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There are multiple reasons for this pattern. For instance, because of issues with Nepal's higher education institutions, many students constantly search for better opportunities far from home, despite the country's outdated course materials and limited infrastructure.

Pull factors also urge students to go above and above and enroll in colleges abroad (Thieme, 2017; Rai, 2022). These could be things like having access to internationally recognized credentials, having access to cutting edge facilities, and having better working and learning environments. They are also motivated by a desire to relocate to wealthier nations with higher standards of living (Timsina, 2022).

There are some ramifications for local educational institutions, like those in Nepal, from the increased desire in studying away from home. Local public universities like Tribhuvan University find it challenging to compete with international universities since they offer more sophisticated services and resources. When it is discovered that a large number of brilliant and motivating academics have departed Nepal's higher education system, the issue gets worse (Chalise, 2019; Khatri, 2021). This also contributes to "brain drain," another human capital flight. Here's where educated people who may have gone back to Nepal fear returning because there aren't many jobs that will use their degree of training (Maharjan, 2022).

Nepal's academic institutions are closing as a result, and policymakers and educators need to address the push and pull factors that are causing this trend to cease. Reduce the impact of student outmigration on the local education system by strengthening local institutions through curriculum modernization, infrastructure renovations, and the provision of internationally competitive programs, as advised by (Bhattarai, 2021; Upadhyay-Dhungel et al., 2013).

Objectives

1. To examine the main factors that influence Nepali students' decision to pursue higher education overseas and evaluate the impact they have on the country's educational institutions.
2. To evaluate how student movement affects Nepal's higher education institutions' general expansion and viability, paying particular attention to how competitive these colleges are regarding academic achievement and admissions overload.

Research Questions

1. What motivates Nepali students to pursue international education abroad, and what obstacles stand?
2. How much has the practice of studying abroad affected Nepal's higher education institutions' enrolment and academic performance?
3. How much do Nepali academic institutions encourage students to continue their education abroad, and how much do they oppose this behavior?

4. What proportion of the brain drain is brought on by overseas students, and how does this affect the nation's educational and economic growth in the long run?

Methods

Using the PRISMA approach, the current study will analyze the literature on the trend of studying abroad and how it has affected Nepalese academic institutions. PRISMA, the well-defined process for reporting systematic reviews and meta-analyses, enables systematic reviews to be conducted in an open, thorough, and repeatable manner.

The majority of the data is derived from academic articles published between 2017 and 2023. Students who are traveling abroad and those enrolled in study programs with Nepalese students are eligible to apply for inclusion. However, ten references from each list must be in the final references list.

Examine subjects that center on the pull and push of students, the effects on domestic educational institutions, and social and economic concerns.

We will consider studies that combine qualitative and quantitative methods.

Exclusion

1. Pieces unrelated to the migration of students.
2. Research concentrating on foreign students from nations other than Nepal. non-English books.
3. Repeated research.

Search Strategy

1. Items unconnected to the student migration.
2. Studies focused on international students from countries other than Nepal. non-English literature.
3. Consistent investigation.

The Kathmandu University e-Library, Academia.edu, their official portals, Google Scholar, ResearchGate, JSTOR, and other databases will also be included in the search. Furthermore, the following expressions and terms were used: "global student mobility," "brain drain from Nepal," "push pull factors," "student migration from Nepal," "Pakistan's viewpoint on studying overseas," and "effects of foreign education in Nepal." Two terms will then be accommodated for a specific expected result set by applying AND and OR. For instance, "Push-pull factors AND Nepali students" and "Nepali students migration OR brain drain."

Data Extraction

To obtain important data from every included study, a standardized data extraction form was created. Included in the extracted data were the study authors, the year of publication, and the title. Research questions and study objectives, Methodology (mixed-

method, qualitative, quantitative). The pull-out factor's key conclusions could be viewed as the most significant issues facing education. But university-based reasons that draw them back are also evident, and the impact is not limited to those studying overseas. A further important push and pull aspect is the impact of the student population on educational quality. However, further innovations are being brought about by the change in IT education in addition to

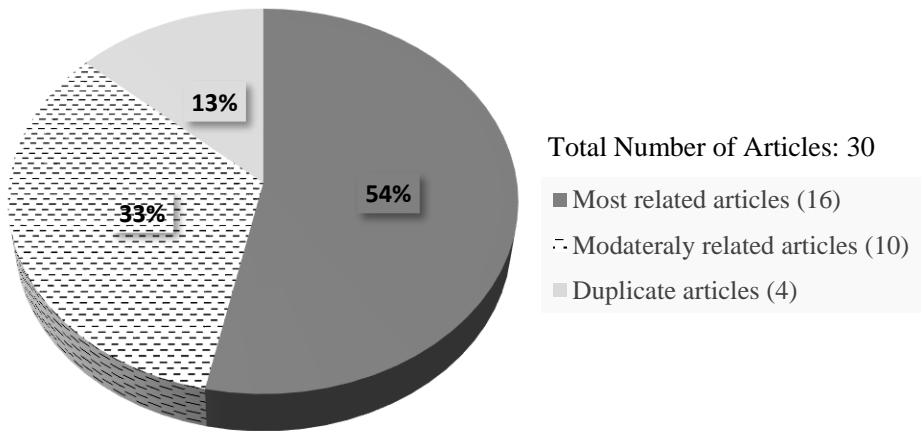
Information Fusion

It will use a theme analysis to integrate the data from qualitative research; the main themes of motivation will be looking into why people choose to study abroad and how student mobility affects local educational institutions. Research data types use quantitative data sets to provide information on things like the number of worldwide migrations, the nations where students end up, and the financial impact on nearby educational institutions. In addition to evaluating the impact of student migration trends on Nepal's educational system through enrolment rates and brain drain statistics, meta-analysis will be conducted wherever possible.

Reporting

The PRISMA flow diagram will display the research selection process, including the number of articles that were located, filtered, reviewed, and eventually included in the final analysis. To make informed judgments, the PRISMA guidelines, primary result, training, and review will, at the very least, wear the results of the systematic analysis in an understandable and organized manner. This will offer a concise justification of the study's shortcomings along with suggestions for more investigation.

Figure 1
Presentation of screenings of the articles in Pie-chart



Results

What motivates Nepali students to pursue international education abroad, and what obstacles stand?

The study highlighted several push factors that contributed to students choosing to study overseas, including limited access to postsecondary education in Nepal, perceived low quality of education, a lack of research facilities, and slim employment prospects following graduation (Bhatta, 2019; Chalise, 2019). Better educational resources, more diverse professional opportunities, and exposure to other countries are pull factors (Tamang & Shrestha, 2021; Joshi, 2017). Economic incentives like as scholarships and the potential for post-study employment abroad serve to motivate more students (Kandel, 2019; Kharel, 2020).

Disincentives Major deterrents cited by the writers included high living expenses, stringent immigration laws, and the psychological toll of being away from one's family and home (Joshi, 2017; Rai, 2022). This study emphasized the need for higher academic standards and the importance of exposure to knowledge on a global scale (Bista, 2018; Sharma, 2020). Students think that degrees from other countries are more marketable and recognized in Nepal's employment market than degrees from home (Dahal, 2018; Maharjan, 2022). In addition, there's no denying the importance of professional and personal development in a cutting-edge setting (Ghimire, 2018; Poudel, 2019). However, societal pressures and cultural differences across borders can demotivate people (Regmi, 2017; Upadhyay, 2023). Furthermore, students worry about potential difficulties adjusting to new living and educational environments abroad (Thapa, 2022; Tamang, 2020).

In their research, Bhatta (2019) Bhatta highlights how the inadequate and outdated nature of Nepal's existing higher education system is caused by a lack of specialized subject options, an antiquated curriculum, and inadequate finance. Due to the irregular postgraduate programs, many Nepali students are compelled to pursue their studies overseas. This is a result of their desire to receive an education that meets worldwide standards and makes them employable anywhere (Adhikari, 2021; Baral, 2018).

Though strongly motivated to leave their home country, these students face both financial challenges while studying abroad (Adhikari, 2021; Baral, 2018).

and uncertainty about future employment prospects. Furthermore, a major concern for these would-be immigrants is that the intense rivalry for jobs upon their return from overseas would make it impossible for them to find employment domestically. Joshi claims that attractive modern educational institutions, the possibility of high income overseas, or the promise of greater employment prospects following the acquisition of an international degree are all important motivators. Motivation is also provided by the social prestige associated with obtaining an education abroad.

However, hazards include the high expense of living overseas, the potential for underemployment following graduation, and issues integrating into the labor market of

the host nation (Karki, 2019; Tamang & Shrestha, 2021). When skilled labor is in demand, many students have brought up the issue of brain drain when they leave Nepal (Kandel, 2019; Khatri, 2021).

Tamang and Shrestha (2021) point to the pull forces of aspiration as the main causes of student exodus from their nation. According to their publications, students are pursuing independence and freedom, which are uncommon in Nepalese society, and occasionally their parents' connections lead them astray. The main motivator is the high ambitions for employment prospects and permanent residence overseas. Even yet, there are several administrative obstacles, such as the protracted visa application procedure, which can take nine to twelve months, and the significant social and emotional costs associated with being away from one's family for an extended period (Thieme, 2017; Khatri, 2021).

These studies reveal several recurring themes about the factors that encourage and discourage. One of the main drivers is the desire for better educational standards and access to specialized fields of study that are unavailable in Nepal (Maharjan, 2022; Poudel, 2019). Students think that having an international degree will greatly increase their earning potential and employability, both inside and outside of Nepal (Joshi, 2017; Ghimire, 2018). Studying abroad offers cultural awareness, personal development, and international networking opportunities, which draw in a lot of students (Thapa, 2022; Sharma, 2020).

In Nepali society, receiving an education from abroad is frequently seen as more prestigious and elevates one's social status (Regmi, 2017; Rai, 2022). A student's possible debt, living expenses, and the high cost of tuition can deter some from going overseas for their education (Bhatta, 2019; Timsina, 2022). Getting visas and fulfilling the requirements of international universities can be very difficult (Thieme, 2017; Tamang & Shrestha, 2021). The main deterrents are being cut off from family and community and worrying about adjusting to a new culture (Joshi, 2017; Upadhyay, 2023). Although a lot of students aspire to work overseas in better jobs, job insecurity. It is generally accepted that studying abroad provides an opportunity for better education, career development (Bista, 2018; Chalise, 2019), and personal growth for which reason students in Nepal are highly encouraged to do so (Shrestha, 2020; Pokharel, 2020). Nonetheless, these options have been limited by financial restrictions, bureaucratic barriers, and emotional costs (Kharel, 2020; Maharjan, 2022). Decisions regarding foreign education for students depend primarily on balancing such encouraging and discouraging factors (Karki, 2019; Poudel, 2019).

How much has the practice of studying abroad affected Nepal's higher education institutions' enrolment and academic performance?

Sharma's (2020) case study of Kathmandu University indicates that enrolment rates have dropped significantly, primarily as a result of the growing tendency of Nepali students to travel abroad to further their education. Many students have chosen to attend universities abroad instead of higher education institutions in Nepal because they believe

the degrees from these institutions are more prestigious and of higher quality than those from local universities. This study found that academic performance at Kathmandu University had decreased as a result of academically competitive students choosing to study overseas. The university struggles to keep up high standards in its academic programs since the brightest minds are moving abroad to further their education (Sharma, 2020). Ghimire's (2021) analysis indicates that student enrolment has significantly decreased in Nepal, particularly in private and public universities. Formerly residents of domestic universities, students from the middle and higher classes are now emigrating in pursuit of better possibilities. Universities now have more financial strain because tuition, which was once their main source of funding, is no longer as high. Universities in the United States are finding it harder to come up with innovative ways to maintain their competitive academic programs as a result of student migration abroad. Many scholarship recipients also bemoaned the underfunding of research facilities and high-quality educational resources, which they claimed was the reason for their lower productivity and performance levels when compared to their international counterparts (Himire, 2018).

Chalise (2019) explained how simple access to study abroad for students has contributed to a decline in public university enrolment over the past ten years, particularly at Tribhuvan University. As a result, many seats in public institutions are unoccupied and more Nepali students are leaving for other nations including Australia, the United States, and the United Kingdom. Due to declining enrolment, many colleges are receiving fewer resources, which has resulted in subpar facilities and lower-than-expected educational standards. The issue of not being able to keep exceptional performers on staff is made worse by the fact that the majority of gifted faculty members choose to leave public colleges, the majority of which are pricey and struggling financially. The issue of not being able to keep exceptional performers on staff is made worse by the fact that the majority of gifted faculty members choose to leave public colleges, the majority of which are pricey and struggling financially.

Adhikari (2021) notes that the state of public universities in Nepal is declining and that study abroad programs are becoming more extensive. According to this survey, enrolment percentages at universities like Tribhuvan University and Pokhara University have drastically decreased because study abroad programs are now viewed as a preferable alternative. Fewer students at public universities indicate that the government and commercial sectors are investing less in these institutions, which lowers the quality of education there. He contends that well-known public colleges compete significantly less to draw bright minds, deserving students, and foreign collaborators—factors that ultimately lower academic standards. Research by Kharel (2020) examined the macro-level aspects of Nepal's education system, including the contributions and effects of Nepalese students migrating abroad to pursue higher education, particularly university enrolment. Private universities are especially impacted since they must dismantle the allure of international colleges and rely more heavily on student fees.

Kharel (2020) has observed that even though a small number of domestic colleges have made an effort to modify their operating procedures to boost student retention rates, the tendency has a detrimental effect on educational outcomes. Such losses of staff and students are harmful because they weaken the school's intellectual foundation and lead to lower-quality research and other forms of output. One thing that is evident from all of the research is that enrolment in Nepal's private and public universities has been impacted by the trend of studying abroad. Being a public university with a significant number of open seats and a consistent annual decline in enrolment, Tribhuvan University experiences the issue most acutely. But because they served as a source of revenue for local colleges through fees, it has been felt most acutely by middle-class and upper-class students who have been moving abroad to further their education. After these students graduate, other domestic universities face financial difficulties.

The practice of expanding by sending exceptional students abroad has persisted in harming local institutions' academic performance. The brightest minds within the institution are now leaving for other colleges, while the remaining students remain less competitive. The university now receives less financing for faculty, research, and academic programs offered by TA as a result of this decline. Particularly in terms of academic and research quality, public universities have struggled because of decreased funding and government support. Due to their lack of professional growth in Nepal and their desire to pursue employment prospects abroad, faculty personnel are also victims of brain drain in addition to students. Additionally, this has led to a drop in research and education levels across the nation's universities.

The enrolment of Nepalese higher education institutions as well as the academic performance of students in these institutions have been severely impacted by the circumstance where the number of Nepali students attending universities abroad has increased dramatically. The country's academic integrity and quality education are decreasing as a result of declining student enrolments and brain drain; state universities are the worst affected by general financial instability and declining enrolment. These ramifications lead to the conclusion that, in the absence of significant reforms to Nepal's higher education system, the trend of studying abroad will continue to deteriorate home academic institutions.

How much do Nepali academic institutions encourage students to continue their education abroad, and how much do they oppose this behavior?

As a result, Thieme's (2017) research shows an increase in educational advisors recommending studying overseas to Nepali students. These consultants, who are connected to potential international colleges, offer placement services, help with visa applications, and scholarships, and help with standardized test preparation, such as for the TOEFL and IELTS. They also promote studying overseas as a way to travel the world and obtain better professions. The study also shows that even if there are a tonne of established techniques that are full of information about choices for studying abroad,

learners may be discouraged by things like high expenses and cultural adaptation. However, they frequently focus more on the advantages, which makes studying abroad more alluring than it is. According to Shrestha's (2020) study, several Nepalese HEIs unintentionally encourage student migration by providing inadequate resources, opportunities for independent study, and curricula that are current. Students seek out better opportunities abroad due to a lack of competitive postgraduate programs and specialization. Additionally, universities without international collaborations or student exchange programs encourage their students to seek out experiences and possibilities outside of Nepal. Nonetheless, only a small number of colleges in Nepal have started putting retention techniques into practice. These include improving academic connections and infrastructure, developing more competitive programs, and creating opportunities for research and internships in Nepal. All of these steps are taken to guarantee that the number of students traveling abroad to pursue higher education is kept to a minimum.

The research done by Dahal identifies a few key problems with Nepal's higher education system that unintentionally encourage students to pursue studies elsewhere. Lack of government financing, the employment of antiquated teaching methods, a lack of research facilities, and subpar career placement services are just a few of the reasons why students are expelled. Furthermore, because colleges do not adhere to worldwide quality and innovation norms, it encourages students to search for better educational opportunities outside. Dahal (2018) outlines changes being done by a few Nepali universities to buck this trend, including bettering the use of instructional technologies, enhancing faculty qualifications, and forming joint degree program partnerships with international universities. By aligning with international norms, these institutions hope to make Nepal's education more appealing and competitive on a worldwide scale, hence preventing students from emigrating.

According to Tamang's (2020) analysis, Nepal's socioeconomic climate makes it typical for students to pursue their education elsewhere. Due to the perceived shortcomings of Nepal's higher education system and the scarcity of post-graduation job possibilities, students are choosing to further their studies abroad. Additionally, students are encouraged to study abroad by their families' and communities' expectations since they view degrees from foreign countries as prestigious. To buck the trend and deter students who might otherwise drop out due to financial hardship, some universities are expanding their financial assistance and merit-based scholarship offerings. Government initiatives aimed at reducing the economic push factors that drive people to study abroad are also having an effect by creating more opportunities for graduates.

One of the main factors influencing student mobility in Nepal is the professionalization of educational consulting services. Consultants actively support foreign education by offering all-encompassing assistance and emphasizing the advantages of studying abroad, including increased exposure to other cultures, improved employment opportunities, and academic status. Systemic Problems with Domestic Institutions: Nepal's universities frequently lack the resources—financial, academic, and

infrastructure—needed to compete with international universities. Students are compelled by these shortcomings to look overseas for better educational possibilities. Limited Specialisation Options: Due to the lack of a broad choice of advanced or specialised degree programs offered by many Nepali universities, students are forced to look outside of their country for more extensive educational opportunities. Perceived Prestige of Foreign Degrees: Students are under pressure to pursue education overseas since society views foreign degrees as more important and respectable.

Nepal's educational establishments have the power to directly and indirectly influence students' decisions to pursue international studies abroad. However, systemic issues in the local universities and educational consultants generally anticipate that students will shift to studying abroad; however, new developments, improved curricula, and financial incentives are gradually being implemented to protect the locals and lessen their losses. The social standing of foreign education and the prospect of international prospects, however, continue to inspire a lot of students.

What proportion of the brain drain is brought on by overseas students, and how does this affect the nation's educational and economic growth in the long run?

Kandel (2019) identifies one of the main reasons for Nepal's brain drain as student mobility. More and more students who study overseas choose to stay in their host countries since they have greater career chances there. As a result, many competent and experienced experts have left the field, particularly in IT, engineering, and health services. The study notes that Nepal's academic climate is weakened by the exodus of gifted pupils. Local universities struggle to retain the brightest faculty and students, which hurts research output and innovation. Additionally, because Nepalese schools lack established, competitive academic programs, it is difficult for them to meet global standards. The loss of competent graduates has left a gap in the economy, particularly in disciplines linked to research, technology, and engineering. Nepal's economic progress is impeded in the absence of highly skilled specialists in various industries due to a shortage of human resources necessary for industrialization and technological advancement. According to Rai's (2022) qualitative research, a lot of students are motivated to study abroad by expectations from society, better education, and employment prospects overseas. This is a result of the fact that most students never plan to return to Nepal after completing their education, which adds to the brain drain. Academic institutions in Nepal are seeing a decline in intellectual energy and innovation due to the departure of aspirational and accomplished students. Higher education is stagnating as a result of the lack of changes in research, instructional strategies, or cooperation with foreign scholars.

Rai (2022) claims that because brain drain occurs mostly from wealthy families, leaving behind a workforce with lower skill levels, Nepal's economic disparity is exacerbated. Long-term effects include a greater reliance on remittances rather than the growth of regional enterprises. Regmi (2017) asserts that studying abroad helps Nepali students grow both personally and professionally, but it also frequently leads to permanent

migration. Many of the experiences and skills that students gain while studying abroad go unused since there aren't enough opportunities in Nepal, which contributes to brain drain. The migration of skilled personnel has created an unaffordable gap that negatively impacts both research production and teaching capacity in Nepalese universities. According to Regmi (2017), if these students decide to return home after finishing their studies, they could play a significant role in establishing connections between domestic and international academic institutions and halting some of the effects of the so-called brain drain. This study shows that most graduates who opt to reside outside of Nepal do not return home with an abroad degree, even though doing so can aid promote economic growth among other things. It affects not just the generation of jobs but also the growth of entrepreneurship and the country's general competitiveness in global markets.

In his research, Maharjan (2022) explores the subject of reverse migration. Many Nepali students studying overseas wish to stay there, while others return home with more advanced degrees and globally marketable talents. The former to latter ratio is still biased in favor of out-migration, though. This essay demonstrates how returnees could revolutionize Nepal's educational system by introducing cutting-edge teaching strategies and global information sharing. Once more, there are continuities in the form of brain drain because most deserving students migrate and do not return to fill the void in the country's educational foundation due to distance. Returned migrants bring several advantages to their home nations, whether they work in the high-tech industries of banking, agriculture, or the economy as a whole. However, there are so few returns that it is unable to even begin to make up for the loss of the additional students who would have been studying overseas.

According to Pandey's (2016) empirical analysis, the quality of higher education, especially in other countries, is one of the main reasons people are urged to leave Nepal. People who travel abroad tend to have higher living standards and more employment options, which deters them from returning home and increases the likelihood of brain drain in the nation. Based on the results, it is evident that international institutions have outperformed Nepalese institutions in terms of infrastructure, academic expertise, and research. As a result, there exists a vicious loop whereby the majority of talented kids receive an education, but those who stay in the nation are unable to acquire the skills required to bring about constructive changes to the educational system. Sadly, a substantial portion of Nepal's educated population departs the nation in quest of greater returns on their educational investments, which impedes the country's economic progress.

According to Poudel (2019), globalization has increased Nepali students' access to overseas education while also contributing to brain drain. Students who travel in quest of international job prospects will never set foot in their hometown again. Students who travel abroad are to blame for the national education systems in their native countries being undermined. There will be fewer possible professors in Nepal as a result of the concentration of these students in other nations, which will lower the amount of intellectual capital required for academic research, innovation, and university expansion.

Poudel contends that migration brought on by globalization lessens Nepal's dependence on initiatives for self-sustaining economic growth and instead favors remittances, or payments received from overseas. Industrialization and economic progress are hindered by a lack of skilled workers, particularly in industries like science and technology.

According to Bhattarai's (2021) research, a significant contributing cause to Nepal's brain drain is student movement abroad. The removal of competent people resources from Nepal results in a knowledge deficit that impedes the country's growth. Bhattarai claims that as a result, there is a loss of talent and a deterioration of academic excellence in Nepalese institutions. As a result, there are fewer inventions, which lowers academic competitiveness worldwide. Economically, brain drain causes a shortage of qualified workers, which hinders the nation's development, particularly in technology, education, and healthcare. Because of this, Nepal is forced to rely on foreign workers or import trained labor, which raises costs and decreases the effectiveness of economic development. Among other things, social pressure, greater employment prospects, and academic chances all play a big role in the decision to study abroad. Because most students never return to Nepal after studying overseas, this has caused a severe brain drain. The majority of industries, including IT, healthcare, and education, are greatly impacted when highly educated students decide to settle in Nepal due to a shortage of skilled labor (Kandel, 2019; Maharjan, 2022).

Reduced academic advancement in Nepal is partly ascribed to the exodus of students seeking education abroad (Rai, 2022). Domestic institutions will stagnate if they are unable to sustain both foreign research cooperation and high levels of instruction. Indeed, this is among the factors that contribute to Nepalese universities having fewer resources at their disposal, receiving less funding as a result, and having faculty members of lower caliber than those on other campuses across the world, making it difficult for these universities to compete globally or draw talent home. Better academic opportunities, potential employment opportunities, and prevailing social standards all play a role in the decision to study abroad. Regretfully, this has resulted in a significant population decline, as the majority of young people choose not to return home after pursuing their studies abroad. Numerous industries, including technology, healthcare, and education, are severely suffering from the fact that these organizations typically select competent workers who live outside of Nepal rather than there, which results in a shortage of these services (Tamang & Shrestha, 2021; Pokharel, 2020).

The small number of students who pursue higher education abroad hinders domestic academic advancement. National institutions will eventually stagnate if they are unable to maintain high standards of instruction other than by collaborating with foreign institutions on research projects. Some of its symptoms include inadequate funding for Nepalese universities along with subpar faculty compared to other international institutions, which makes it challenging for these organizations to participate internationally or retain staff domestically (Ghimire, 2018; Bista, 2018).

Long-term effects of brain drain on the economy include the exodus of knowledgeable and qualified workers, which slows development in vital industries like technology, healthcare, and education for Nepal. Remittances from citizens working outside are increasingly dependent upon by Nepal, leading to economic volatility and a lack of sustainable growth, rather than the development of industries at home. Lack of trained professionals impedes the creation of high-value enterprises, which over time reduces Nepal's potential for economic innovation and growth because you are not the ones who develop high-value industries. It is impossible to overstate the long-term detrimental impact of brain drain—students leaving Nepal to pursue education overseas—on the country's academic and economic progress. While studying abroad, students often pick up valuable skills, but many of them stay put permanently, depleting the pool of available human resources. This has a detrimental effect on Nepal's schools' competitiveness and quality, which impedes the development of several businesses.

Discussion

Both the academic community and the national economy have been significantly impacted by the outflow of Nepali students who are studying abroad. The research papers that are cited provide a thorough analysis of the several push and pull variables that affect student migration, the challenges that Nepal's higher education institutions face, and the ramifications for the country's economy as a whole.

The aforementioned studies have determined the primary drivers of students' study abroad decisions. Some of the most frequent motivations for such actions include the desire for higher academic standards and future employment chances, access to specialized fields not available in Nepal, and the social status that comes with foreign qualifications (Upadhyay, 2023; Joshi, 2017; Tamang & Shrestha 2021). According to Upadhyay's analysis, Nonetheless, there are considerable disincentives within the realms of finance, administration, and emotions that counteract these motivation factors (Thieme 2017; Bhatta 2019). According to Bhatta (2019) and Thieme (2017), studying abroad is too expensive for many students. The bureaucratic setbacks involve acquiring visas or fulfilling requirements imposed by foreign universities. Some students are also hampered from following their dreams of international education due to emotional variables including feeling lonely after leaving one's family and having to adjust oneself in a different cultural environment. According to Dhungel et al. (2013), educational advisors actively encourage student migration by offering comprehensive services and emphasizing the advantages of international experience and improved career opportunities.

Nepali students are increasingly choosing to pursue higher education overseas, a trend that is having a significant impact on domestic universities, particularly public ones like Tribhuvan University. Research has usually concluded that our local schools would struggle to draw in new students in the event of such a student exodus, especially those

from wealthy families who provided financial support (Ghimire, 2018; Chalise, 2019). According to Sharma (2020) and Adhikari (2021), migration is mostly to blame for the reduction in funding for professors, infrastructure, and educational programs, which lowers academic quality in Nepalese institutions.

Brain drain further restricts academic advancement in those universities. Bhatta (2019) and Kharel (2020) claim that the movement of our top students abroad creates a shortage of talented academics for the local universities, which lowers academic performance both in the classroom and in research output. Due to this, domestic institutions are stuck in a vicious loop where they can't improve their academic program or raise the bar at all, which encourages students to leave the nation in search of better opportunities elsewhere.

Student migration has a significant, long-term negative impact on Nepal's academic industry. Regmi (2017) and Maharjan (2022) note that academic stagnation and a lack of international collaboration are caused by the departure of the best students. Academically gifted Nepalese students frequently never return to their home country and live abroad for the rest of their lives, negatively impacting the academic environment.

Economically, this brain drain phenomenon has led to talent shortages in the most important fields, including education, health care, and technology advancement (Kandel, 2019; Rai, 2022). According to this data, a large number of international students never go back home, which results in a major loss of human resources for Nepal. As a result, the Nepali economy lacks trained personnel, particularly in high-value sectors that are essential for the advancement of technology and industrial growth (Pandey, 2017; Poudel, 2019). Bhattarai (2021) claims that this circumstance has increased dependency on remittances from other nations, which only provide short-term funding and do not support long-term economic development.

In reaction to the student exodus, some local institutions and legislators implemented policies aimed at retaining students. They consist of scholarships, combined degree programs with foreign universities, and infrastructure development, according to Dahal (2018) and Shrestha (2020). However, it's possible that these initiatives won't be able to reverse the circumstances that have forced students to leave their home countries. Many students continue to believe that degrees from other countries are more prestigious than those from home, which makes them more likely to pursue them (Tamang, 2020; Rai, 2022).

This massive student migration out of Nepal is being driven by people who have access to better educational options. Such widespread migrations still have a significant impact on Nepal's economy and educational system. Consequently, there has been a rise in the number of undergraduates leaving university early, a decline in the caliber of higher education, and a flight of professionals from the nation. As a result, these institutions' expansion as well as economic progress have been impeded. But even with the recent government initiatives to keep students in their home countries, the exodus of students

continues. This means that Nepal must prioritize improving its educational system to attract more graduates and prevent brain drain in the future.

Conclusion

The academic and economic landscape of Nepal has been profoundly impacted by the exodus of Nepali students who choose to pursue their studies elsewhere. The local higher education system has faced numerous challenges as a result of students migrating abroad in quest of better educational possibilities, employment prospects, and the prestige that comes with earning a degree from a foreign university. Public university enrolment has significantly decreased, academic standards have declined, and there has been a brain drain as brilliant staff and students have left for other countries. Therefore, development rates necessary to preserve or enhance Nepal's academic innovation potential have been hampered by lower levels of academic creativity and invention, especially in high-value sectors like technology, education, and health care. Once more, despite reform initiatives such as offering incentives to deter others from leaving, these individuals are unable to stop "studying abroad."

Implication

There are numerous ramifications for this trend. Nepal's Public universities face threats to their long-term existence in the academic field due to a drop in student enrollment and teacher retention. Because of this, Nepal may never be able to compete on a global scale or provide high-quality education for its future generations due to its declining research and educational standards. However, from an economic standpoint, brain drain hinders the growth of primary industries by restricting access to trained workers and increasing reliance on remittances. This drain has the potential to perpetuate cycles of economic underdevelopment in the country and weaken the education system if it is not addressed by significant policy and institutional adjustments. These results highlight the need for officials and others in charge of education to raise the standard of instruction in Nepal to prevent pupils from dropping out of school. Improving infrastructure, offering a greater variety of specialized academic programs, and forming partnerships with foreign universities to boost competitiveness are a few recommendations for necessary government improvements. If the brain drain is to be stopped and economic sustainability is to be encouraged, there also have to be financial incentives designed to entice people to remain in Nepal.

Recommendations for Further Study

Future studies can focus on the following topics to close current knowledge gaps and advance understanding:

The Role of Return Migration: Research on the experiences of Nepali students who return home after studying abroad and how they impact the country's educational

systems, professional fields, and economy should be conducted to determine how return migration contributes to reducing brain drain.

Comparative Analysis of Reforms: Additional research can examine how well Nepal's higher education reforms work with other developing countries that have gone through similar student exodus situations. This will help identify successful strategies for retaining students and enhancing regional educational systems.

Long-term Socioeconomic Impact: More thorough research is needed to determine the long-term effects of brain drain on several important industries, including education, technology, and health care. This will assist decision-makers in gaining a comprehensive understanding of the issue so they can develop clever solutions. The Function of Industry and Private Sector Cooperation: To create academic programs that would meet Nepal's industrial needs and both retain students in the nation and fill the skills gap, future studies might be conducted on the collaboration between private industry and domestic colleges.

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