



Study Abroad Push Causes and Their Impact on Educational Institutions: A Case Study of Nepal



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ABSTRACT

This study looks at why Nepali students choose to pursue their education overseas and how it affects education in Nepal, society, and the economy. A systematic review was conducted to further examine the literature using PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) criteria. After going through the inclusion and exclusion criteria, publications on student migration from Nepal, brain drain, and socioeconomic impacts between [2015 to 2023] were collected from electronic databases. Of these, [27] articles were ultimately used. Then, data on issues such as a lack of educational possibilities, political unpredictability, financial restrictions, and the belief that professional chances are better abroad were extracted and analyzed using thematic analysis. The results showed that studying overseas has significantly reduced Nepal's brain drain, which had a detrimental impact on the country's technological, healthcare, and educational systems in addition to creating social and economic issues. Thus, to reduce student departure and retain talent in Nepal, this study ends with recommendations for raising the standard of higher education there.

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Background

There has been a notable surge in Nepali students seeking higher education overseas in recent times. Based on data from Nepal's Ministry of Education, tens of thousands of students leave the country yearly to attend international universities. Many refer to this tendency as the "study abroad push," which is the result of a few different but related factors that encourage students to pursue higher education abroad. Studying abroad can have certain advantages, such as having access to superior academic resources and exposure to a different culture, but it can also present obstacles and necessary inconveniences for home educational institutions. Students frequently pursue higher education overseas because they believe that international colleges offer a better quality education than those in their nation. The majority of them think that wealthy countries' training centers are more advanced technologically, have better facilities, and offer a wider range of academic programs than Nepal's colleges and universities (Ghimire, 2021). Students are also encouraged to study overseas by the fact that international degrees are widely accepted and valued in the global labor market (Sharma, 2022). Besides, for instance, the students seeking to follow the courses of medical, engineering, and management that are scarcely offered by the universities in their nation, meet with foreign universities that lead such programs with better facilities

and research prospects.

Nepal is a nation where a great deal of academic institutions lack funding, curricula are not updated, and funding for research and innovation has not been allocated. It should be mentioned that the lack of academic barriers within the nation drives students to seek opportunities outside, especially in nations with more developed educational systems. Furthermore, it is typical for studying abroad to serve as a stepping stone to favorable social and economic changes. First and foremost, a foreign education should set many students up for success in obtaining a better career and a higher quality of living, with the two being mostly determined by their social standing and income (Bhattarai, 2023). In addition, the lure of obtaining citizenship or permanent residency in the developed world compels young people to move. However, if students have the opportunity to study abroad, they assume that they can obtain a visa in a nation such as Australia, the United States, or Canada, which can be used as a guarantee of permanent residence. This will raise the standard of living for these individuals and their families (Ghimire, 2021).

The increasing number of tourists leaving Nepal to pursue higher education is detrimental to the nation's educational establishments. The decline in enrolment at nearby universities and colleges is one of the main effects. However, because the majority of students would rather attend universities

overseas, both public and private universities in Nepal are struggling financially due to a lack of students. The problem of private universities using tuition as their primary funding source is one of the focus areas. Since these universities only receive funding from the students, they are more impacted by this situation than others (Basnet, 2020). Studying offshore is also the cause of the "brain drain"; the most intelligent and driven candidates choose not to return to Nepal after completing their studies abroad, which results in the loss of professionals who could have contributed to the development of the nation's economic and educational sectors (Bhattarai, 2023). This type of loss consequently diminishes the ability of local educational institutions to produce and compete on a global scale (Ghimire, 2021).

Additionally, it is unlikely for a safe setting according to the book, universities in Nepal are under intense pressure to change their curricula and, in the same vein, ensure that student achievement is increasing rather than declining. According to Sustainable Development Goal (SDG) 4, the only way to achieve this goal is by modernizing educational institutions' systems for world-class universities to meet the demand and provide the kind of instruction, learning, and research that meet rigorous international standards (Sharma, 2004). However, one protective outcome of the laborious procedure brought upon, among other things,

by bureaucratic red tape, is the scarcity of locals.

Studying abroad is a phenomenon that reflects a complex interplay between personal preferences and systemic issues in Nepal's educational system. Although studying abroad sounds like an exciting opportunity for students to experience life outside of their home country and culture, there are several barriers to higher education in the nation, such as lower enrolment and brain drain. For these reasons, this study aims to investigate the underlying causes and the impact on Nepal's higher education sector to advise policy changes that will support the expansion of domestic institutions while preventing student departures.

Objectives

- To identify and analyze the push factors influencing Nepali students to pursue higher education abroad
- To assess the impact of the study abroad trend on Nepalese educational institutions

Research questions

- What are the primary push factors that motivate Nepali students to pursue higher education abroad?
- How does the perception of foreign educational institutions influence the study abroad trend among Nepalese students?
- What are the financial and operational

impacts of declining student enrollment on Nepalese higher education institutions?

- How does the outflow of Nepali students for higher education contribute to the brain drain phenomenon, and what are its implications for the country's development?

Literature Review

Acharya's (2012) study digs into the topic of Nepali students' education abroad, which has garnered attention recently. It employed a qualitative study approach to investigate how globalization has influenced Nepali students' awareness of and aspirations for international education through interviewing participants and using secondary data sources. In addition to far-off considerations like the availability of better education, professional chances, and international exposure abroad, the research also highlights push factors like Nepal's lack of educational and career options. In keeping with this assessment, while these educational possibilities draw students from all over the world, they also amount to a brain drain from Nepal, as many of the former students return home after completing their studies elsewhere. The amount of immigration and its impact on both the workforce and the educational system are clearly shown by the research. Without any quantitative data to support the findings, the research project's overall flaws stem from the

format of qualitative data that was selected. Consequently, there is a limit to the extent to which the problem was measured. The study's result raised the possibility that, in a more globalized world where international student movement is inevitable, the scenario may have even greater detrimental impacts on Nepal's educational system and national growth.

The push and pull variables influencing Nepali students' migration for higher education were examined by Thieme (2017). The study used a mixed-method approach, utilizing a sample size of 200 respondents, including parents and students, and a combination of quantitative surveys and qualitative interviews. It highlights important pull reasons like access to better educational institutions, scholarships, and better job prospects abroad while pushing ones like the dearth of high-quality educational and employment possibilities within Nepal. According to the report, the main reasons why students go abroad are their great desire for better chances outside and their discontent with Nepal's educational system. Students view studying abroad as a means of achieving better job opportunities and financial security. The study's application to the larger Nepali population is, however, limited by its concentration on urban regions; this is especially true in rural areas where migratory trends may change. One of the study's shortcomings

is the underrepresentation of rural viewpoints, which leaves a vacuum in our knowledge of the entire range of reasons why students migrate from Nepal. The theme balls Sharma (2021) has toyed with are the motivation that drives the majority of Nepalese students who demonstrated a strong interest in studying abroad and the socioeconomic implications of this movement to be examined in more detail. The survey's effectiveness in the qualitative research approach was evaluated by analyzing secondary data and gathering input from the 50 students who participated in the discussion heads. According to the report, pupils' educational demands were not being met by the domestic educational system. The primary factor driving their migration is their students' desire to pursue an international project at the same time as well as the social hierarchy associated with receiving an education abroad. As stated in the research, Nepal is losing talent and capital due to the practice of attending universities abroad through feeder programs. Many students around the globe believe that studying abroad will ensure a great future, which is quite advantageous for the nation. However the study is skewed, and the solution's lack of generalizability suggests that a large-scale implementation is required. When considering the sample size, for example, a smaller beehive is used to symbolize the problem.

The effects of student migration on Nepal's educational system were examined in the Ministry of Education's 2018 report. The study demonstrated a striking decline in the number of students in the nation's higher education institutions as students migrate overseas for education, using a descriptive analysis based on statistics and reports from the government. The survey also revealed a significant financial outflow as families shell out large sums of money for schooling abroad. The main effect mentioned in the research is that the migratory situation indicates the need for significant reforms to be implemented in Nepal's educational system. To keep students from fleeing and to preserve both the talent and the financial resources, it proposed the notion of expanding and improving domestic educational possibilities and institutions

Bhattarai (2020) researched the increasing number of young individuals studying overseas, as well as the long-term effects this has had on Nepal. By examining this issue over a longer time span, the study concluded that this is an important trend. A quantitative survey with a sample size of 300 students was used in the research, and only students who are currently studying abroad or want to do so were asked to respond. According to the report, the main reasons people choose to study abroad are the impression of having a better education, the possibility of having a better profession, and peer and family pressure. The study highlighted that this

trend in the nation, of course, puts Nepal's economy and talent pool in jeopardy because students and their families pay astronomical sums of money for overseas education. The research calls on the government to act immediately, stressing that this tendency is problematic. It recommended that laws be put in place to combat the poor local educational system and to pay for the scholarships that will retain the kids in the nation. However, the researchers' lack of alternatives, such as their validation of gender-based migrations, may have contributed to the creation of new viewpoints on student migration.

Pokharel (2016) looked at the motivations behind young Nepalis' decision to pursue higher education overseas as well as the effects of that choice on the country's higher education system. With the help of education specialists, 150 students participated in the study, which uses a survey-based methodology. Significant findings suggested that inadequate educational infrastructure in Nepal and the availability of superior educational resources abroad are the main causes of Nepali graduates migrating to other nations. The study attested to the fact that the problem is becoming worse due to the ongoing brain drain process, which is causing the education sector to lose both skilled individuals and financing. The report provides excellent suggestions, stating that the government should immediately implement a few fundamental changes to fortify Nepal's

educational system and address the issues causing talent to leave the country. The work's flaw is that it focuses mostly on the students who are currently staying away, ignoring the viewpoints and experiences of those who have chosen to settle in Nepal.

The reasons behind motivating Nepali students to pursue studies abroad are examined by Khatiwada (2019). 200 attendees are surveyed as part of the study's cross-sectional design to collect data. The findings indicate that the two biggest push factors in Nepal are the dearth of work prospects and the country's inadequate educational system. Nonetheless, the possibility for exposure to other cultures, the availability of scholarships, and the modern educational standards are the pull factors. According to the report, migration decisions are influenced by both push and pull forces, reflecting the intricate relationship between domestic issues and opportunities for higher education abroad. However, the lack of participation from educators and government representatives, who could have offered insightful supplementary data and a more comprehensive understanding of the issue of student migration, renders the study inadequate.

The study, according to Basnet (2020), focused on the cultural and financial effects of Nepali undergraduate students' trip migration. Through the use of questionnaires in a sample of 100 pupils and 50 families as well as in-depth interviews with the main informants,

the researchers used a combination of methodologies to try to provide the readers with a comprehensive understanding of the phenomena. The research's primary findings emphasized that financial concerns were the most crucial ones. Specifically, families that send their students abroad for school lose a lot of money because they are frequently the only small unit to which funds are allocated before eventually going to the children. According to the study, cross-border movements cause obvious cultural transformations as young people start to represent globalization as role models, and the traditional way of life becomes vilified. Numerous studies have shown that the first step toward human growth is the full exhibition of a society's socio-economic structure as well as its cultural dimension. It is demonstrated that among the effects are issues of financial hardship on the community and loss of culture. However, a significant drawback that has been noted in conjunction with this worry is that the problem of the students' full identity as immigrants and how they have dealt with prejudice has not Received enough attention. One drawback of the study was that it ignored the experiences of students who might not have left Nepal if they had not yet been educated about the diasporic youth scene. This obscures other factors, such as the overall impact of migration.

Tamang (2021) claimed that research was done on the economic effects of brain

drain and the exodus of Nepali students. The research, which uses data from 150 professionals and students, uses the descriptive analysis method. Numerous students who have studied abroad choose to remain in Nepal after completing their degrees, indicating that population migration is the primary cause of the country's brain drain and financial depletion. The conclusion was that to address the issue of brain drain and leverage the return of this workforce to further national development, the government should first establish job opportunities for highly educated individuals within the nation. The study's primary concentration on economic concerns, with little attention paid to the wider social and cultural ramifications of Nepali students migrating abroad, is its single secondary feature.

Dhakal (2018) focused his scholarly effort on analyzing how educated migration affects Nepal's workforce growth. The survey, which applied to 75 professionals and the students who returned home, uses document analysis and interviews as its methods of data collection. The study demonstrated that there is a critical lack of highly qualified people and resources as a result of students from Nepal moving to other nations for higher education. The majority of students who complete their studies abroad do not return home, which results in a shortage of educated workers in the nation. However, many of these students return with newfound knowledge and abilities

from their time abroad.

The research conducted by Subedi looks at the underlying causes of the high number of Nepali students who choose to study abroad. Through the use of a case study methodology, the study links a sample of one hundred students and their families. The data flow indicates that the primary drivers of migration were the social and economic sectors. First and foremost, the primary cause of many students leaving their home country to seek better prospects abroad was the dearth of employment opportunities in Nepal. Students find it appealing that a foreign degree can provide them with excellent possibilities, which affects the migration problem. While financial circumstances were covered, the primary thesis of the research study was that remittances ought to be directed more toward reducing poverty and less toward vacations. Nevertheless, the study does not investigate viable remedies to address and, consequently, halt the trend of educational mobility.

Adhikari's study examined the migration of Nepalese students to state-run education programs. Utilizing a policy approach, the study looked at secondary data from institutional and governmental releases. The discovery made it abundantly evident that authorities are reconsidering the necessity of educational changes in light of the rising number of students studying abroad. Unfortunately, the pace and effectiveness at which the required adjustments have

been implemented have been restricted and unsuccessful. The study's primary conclusion was that early and comprehensive government intervention is crucial to preventing the emergence of problems related to rising student mobility and enhancing the standard of domestic education.

The research's excessive dependence on secondary data, which lessens the breadth of the analysis and the views and firsthand experiences, is a significant drawback. The study is briefly summarized in the summary.

Methodology

Using the PRISMA framework, the literature on push-pull variables that encourage students to study abroad in Nepal and the effects on Nepal's educational institutions will be examined in this analysis. PRISMA is an evidence-based tool used to guarantee the thoroughness, reproducibility, and transparency of systematic reviews.

Criteria Requirements

Criteria for Inclusion:

Studies with international student mobility, particularly those involving students from Nepal, are eligible for inclusion.

The majority of the content can be found in research articles published between 2013 and 2023;

Those issue publications produced in 2022 will be an excellent choice.

Nonetheless, ten references from each list

must be included in the final references list.

Priority will be given to studies that discuss the push and pull aspects surrounding

Students' relocation, the effects on internal education systems, or social and economic factors.

Studies that are both qualitative and quantitative will be taken into consideration.

Exclusion Criteria:

Articles not related to student migration.

Studies that focus on international students from countries other than Nepal.

Non-English publications.

Duplicated studies.

Search Strategy

Numerous academic databases and platforms will be searched, including Google Scholar, Research Gate, JSTOR, and other online repositories including the Kathmandu University e-Library, Academia.edu, and official websites.

The following keywords and search terms are used: "brain drain Nepal," "international student mobility," "push-pull factors," "Nepalese student migration," "studying abroad's impact on Nepal," and "foreign education's impact on Nepal. The Boolean operators, OR and AND, will be used to join two terms for a specific set of desired results. For instance, "Nepalese students AND push-pull factors" or "Nepali student migration OR brain drain."

Examine the Selection Procedure

To delete the delays, all records found through database searches must first be accessed through the reference management tool. The titles and abstracts will be sorted by two unbiased reviewers based on the eligibility requirements. After the initial screening, full-text reviews will be completed for the included studies. A third reviewer should be consulted or discussed with to resolve disagreements among the reviewers.

Data Extraction

A standardized data extraction form will be developed to gather key information from each included study. The extracted data will include Study authors, publication year, and title. Study objectives and research questions. Methodology (qualitative, quantitative, mixed-method). Key findings related to the pull-out factor might be seen as the most serious problems of education. However, students studying abroad are not the only ones affected, and the factors that pull them back are also noticeable in universities. Another critical push and pull factor is the effect of the number of students on the quality of education. In contrast, the transformation of IT Education is bringing other advancements besides.

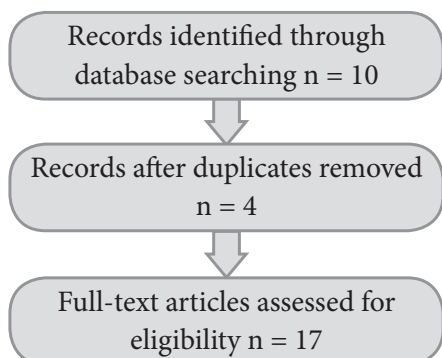
Information Fusion

In essence, it will combine the data from qualitative research using a theme analysis; the primary themes of motivation will be

investigating the reasons behind people's decision to study abroad and the impact of student movement on nearby educational establishments. Quantitative data sets are employed in research data types to provide statistics such as the number of global migrations, the countries of destination for students, and the financial effects on local educational institutions. When possible, meta-analysis will be done in addition to assessing the effects of student migration patterns on Nepal's educational system using enrolment rates and brain drain statistics.

Reporting

The study selection procedure, including the number of papers found, filtered, reviewed, and ultimately incorporated in the final analysis, will be shown in the PRISMA flow diagram. At the very least, the PRISMA guidelines, the primary result, training, and the review will wear the systematic analysis results in an understandable and organized way of informed decisions. This will provide a clear explanation of the study's limitations and recommendations for further research.



Results

What are the primary push factors motivating Nepali students to pursue higher education abroad?

Students from Nepal are compelled by circumstances to travel abroad to further their education. Numerous research have indicated that these elements are numerous and intricately connected. The main factors that drive higher education in Nepal, according to Thieme (2017) and Pokharel (2016), are the inadequate standards and the small selection of courses offered. A strong movement is emerging among students who want access to more advanced educational opportunities outside of Nepal because there aren't many specialized programs or cutting-edge research facilities there. According to Khatiwada (2019) and Subedi (2019), one of the primary reasons they are leaving Nepal is because there isn't any employment that fits their qualifications and goals there. Since there isn't a market like this in Nepal, local graduates in particular struggle to find employment and many leave the country in search of better opportunities elsewhere. Ghimire (2019) claims that due to Nepal's stagnating economy and low wages, many young people are leaving the nation to pursue higher education because they desire high-paying jobs either abroad or when they graduate. In addition, financial strain on families and aspirations for social advancement are additional driving forces

behind the decision of individuals from underdeveloped nations to pursue higher education in developed nations.

Therefore, it is imperative to assert that insufficient infrastructure and amenities in Nepalese educational institutions are deterring pupils, as per Poudel's (2021) argument. Students in Nepalese universities are ill-prepared for competitive worldwide professions due to limited access to contemporary laboratories, a lack of research resources, and a lack of industry involvement. As a result, students are more drawn to overseas colleges. Luitel (2018) provides support for this, arguing that foreign degrees are viewed as prestige and success symbols by society and family due to cultural norms and expectations. Families of students often want their kids to rise in society, which is why some of them choose to study overseas. Furthermore, social pressure to keep up with classmates who are studying overseas motivates others to leave the nation entirely. According to Pokharel (2016), students frequently leave politically unstable countries like Nepal where the government has not done enough to support educational reforms. As a result, there is a growing interest in nations that are thought to provide a stable environment with high-quality education and favorable sociopolitical conditions (Subedi, 2019).

Overall, the chosen articles show that inadequate and poorly funded educational

infrastructure, a lack of job opportunities, social pressure, unstable economic conditions, and political difficulties in Nepal are the main reasons why Nepali students choose to pursue their education abroad. Collectively, they depict a tale of students fleeing for more general socioeconomic mobility as well as academic opportunities.

How does the perception of foreign educational institutions influence the study abroad trend among Nepalese students?

The tendency of Nepali students to study abroad is greatly influenced by their perceptions of foreign educational institutions. Several variables influence this perception: According to Acharya (2012), there has been a rise in awareness and desire among Nepali students to pursue education overseas due to globalization. Foreign education is prominent because it is easy to obtain information about colleges, their rankings, the courses they provide, and the opportunities they provide for studying abroad. Furthermore, as a result of globalization, students now want more exposure to the world, which makes international universities more alluring than domestic ones. Higher academic standards, cutting-edge facilities, contemporary teaching strategies, and research opportunities are what attract students to international universities, claims Sharma (2021). Students from Nepal frequently believe that studying abroad offers a globally competitive education that covers

all subjects that are rare to find in Nepal.

According to Wadhwa (2016), one important aspect influencing their opinion is the higher career prospects linked to degrees from foreign countries. Students think that graduating from a prestigious international school will improve their prospects of finding work both inside and outside of Nepal. This idea is reinforced by the success tales of many who returned or even settled overseas after completing their studies. Mazzarol & Soutar (2002) and James-MacEachern & Yun (2017) look into the significance of pull variables such as the reputation and status of educational systems in certain nations, such as the US, UK, Australia, or Canada. Many people believe that those nations offer degrees that are recognized around the world, opening up job opportunities and elevating one's social status. According to Sapkota (2021), students perceive foreign universities to be more financially accessible owing to the availability of scholarships, grants, and other types of aid. Scholarships promise to lower the cost of studying abroad for many kids from families in the middle class, which makes the idea more likely.

Sharma (2021) and Sapkota (2021) stress how exposure to different cultures shapes people's perceptions. Studying abroad is seen by many students as a chance for global perspective, cultural interchange, and personal development. The significance

placed on this social and cultural exposure adds to the allure of studying abroad. Nepali students' decisions to study abroad are significantly influenced by their opinion of foreign educational institutions as suppliers of superior instruction, greater job opportunities, worldwide status, and exposure to different cultures. This view is reinforced by the attraction of internationally recognized degrees, superior facilities, and the availability of scholarships, which make foreign universities appear more desirable than local ones. These views, which are influenced by cultural norms as well as individual goals, are major factors in the rising number of Nepali students who are choosing to pursue higher education overseas.

What are the financial and operational impacts of declining student enrollment on Nepalese higher education institutions?"

Higher education institutions (HEIs) in Nepal are heavily impacted financially and operationally by the growing trend of Nepali students pursuing education elsewhere. These effects are complex and affect domestic educational institutions' ability to operate as well as their ability to remain financially stable. According to the Ministry of Education, Nepal (2018), fewer students are enrolling in Nepal's higher education institutions as a direct result of students moving abroad for their studies. The financial sustainability of domestic universities is threatened by under-enrollment as more students

choose to attend overseas universities. The research highlights that these institutions' inadequate resources make it harder for them to maintain their educational standards as a result of the enrollment reduction. When discussing the financial effects of student migration, Bhattarai (2020) points out that families are sending a sizable amount of money abroad to pursue higher education. The financial impact is twofold: families send money abroad, which lowers domestic investment in regional educational institutions, and the nation loses important human capital. Local universities' funding streams are impacted by this financial outflow, which limits their capacity. Adhikari (2022) attributes Nepalese higher education institutions' operational problems to dwindling enrolment. The fundamental issue is that their poor income and a large number of empty spaces make it impossible for them to continue operating or grow. Additionally, it makes it more difficult for them to draw in experienced teachers or engage in research projects, which feeds a vicious cycle of declining reputation and quality among local HEIs. Furthermore, because they have fewer options, young people leave these institutions in droves. According to Kharel (2020), there are significant issues with Bhutan's educational system because so many pupils are leaving it. The infrastructures installed in these institutions may go unused if not many

students attend unless further changes are made. Due to decreased student enrollment, higher education institutions (HEIs) are maintaining their buildings at a level that is not sustainable, which can lead to waste and inefficiencies in their operations.

Gurung (2020) looks at how overseas study trends affect domestic institutions and observes that when enrollment drops, national universities become less competitive in luring outstanding students. Because they are left with fewer resources and students of inferior caliber, national institutions suffer from the exodus of high-achieving students to overseas colleges. Future students may find domestic universities less appealing as a result, damaging their reputation. Higher education institutions in Nepal are severely impacted, both financially and operationally, by a decline in student enrollment. Due to under-enrollment, financial hardship, and operational difficulties brought on by the exodus of students overseas, domestic schools' quality and competitiveness have decreased. Less funding makes it difficult for regional colleges to uphold their academic standards, which encourages more students to pursue their education elsewhere. Policy changes that support home education programs and keep students in Nepal's higher education system are desperately needed to lessen these effects.

How does the outflow of Nepali students for higher education contribute to the brain drain

phenomenon, and what are its implications for the country's development?

Many people are required to develop a nation. There is a claim that the nation's attempts to increase its human capital are being hampered by the departure of skilled and educated immigrants (Shrestha, 2019). According to Tamang (2021), the migration of students primarily seeking postgraduate degrees has resulted in a shortage of trained labor, which has had detrimental effects on the economy. In periods when Nepal most needs development support in sectors like health, education, and information technology, this scenario leads to a long-term outflow of competent labor from those sectors (Shrestha, 2019). Additionally, the government and families must pay for these youngsters' educations, yet foreign nations gain economically from these expenditures. Dhakal (2018) highlights how the professional development plans of Nepalese workers are impacted by educational migration. There are gaps in particular professions because some students migrate and return with enhanced skills, while others choose not to return, exacerbating the lack of education and skilled labor needed to establish a nation. Shrestha (2019) contends that even though migration depletes our pool of educated and skilled immigrants, it also impedes our efforts to enhance human capital.

An in-depth analysis of the wider cultural and social ramifications of student mobility is

provided by Basnet (2020), who argues that brain drain is a phenomenon that encompasses more than just economic factors. Young, educated people often migrate, causing a rift between those who stay in Nepal and those who live outside. Families spend enormous sums of money to send their children abroad, but in the process, they lose part of their traditions and traditional values. This type of cultural disruption weakens social cohesion and might cause knowledge gaps between generations about different cultures and their customs. Acharya (2019) investigates how educational quality in Nepalese educational institutions has been impacted by student migration. There is a regrettable drop in the standard of education offered by domestic institutions as more people choose to study elsewhere. The most intelligent among them are frequently drawn away by foreign nations, leaving less accomplished local students in their wake. This trend creates obstacles to creativity and advancement among Nepalese educators, further undermining native colleges and feeding a vicious cycle that pushes migration at any cost.

Bhattacharya (2022) has addressed the motivations for studying abroad as well as the effects of doing so. The main drivers behind these decisions are the desire for greater opportunities, global exposure, and increased notoriety through international education. But this has also led to a rise in brain drain, as many students choose not to go back because they

believe there are no jobs in Nepal. As a result, not only is it a loss of intelligence, but it also presents Nepal with significant challenges in the global arena of innovation and talent. The exodus of Nepali students to other countries for higher education exacerbates the issue of mental migration and has significant effects on Nepal's economy, society, and culture.

The loss of skilled labor forces contributes to the development of human resources, and the poor level of education offered locally encourages the exodus of gifted individuals. Families face significant financial hardships in addition to cultural disconnects, or generational gaps, where parents who were mostly born in rural areas and later moved to cities are unable to relate to their children's needs because of age differences. Improved policies that offer employment possibilities and competitive pay, along with forward-thinking local educational systems that strive to keep talented people in Nepal rather than letting them disappear permanently, would be necessary to mitigate this issue.

Discussion

According to several study publications, Nepal is cited as an example of low educational standards and a lack of work possibilities, which are the primary causes of Nepali students' decision to pursue their studies elsewhere. According to a study by Acharya (2012), there aren't many

professional opportunities in Nepal and the quality of tertiary education is poor, which drives students to look for better opportunities elsewhere. Thieme (2017) demonstrated that dissatisfaction with the educational system in Nepal was one of the numerous reasons influencing people's migration from one location to another using a combination of methodologies, including surveys and interviews with different groups. Furthermore, Pokharel (2016) and Khatiwada (2019) both point out that students have little choice but to pursue their education abroad due to the inadequate infrastructure and resources of Nepali universities. Furthermore, Tamang (2021) claims that a high rate of professional migration from Nepal to other countries due to the country's restricted employment chances pushes graduates with higher education levels to look for work elsewhere. As a result, it is widely acknowledged that push factors—particularly those related to the deficiencies of the country's educational system and the lack of employment—are the most compelling causes of student departure from Nepal.

The perception that overseas universities offer superior career options and greater education than local ones motivates many Nepalese students to pursue their academic aspirations. Thieme (2017) and Bhattarai (2020) have acknowledged that this has caused them to travel abroad to further their studies. As Sharma (2021) and Basnet (2020) have also

shown, many Nepalese families view studying abroad as a path to increased employment opportunities and financial stability. According to Bhattarai (2020), peer and family pressure are additional variables that contribute to the growing number of students pursuing postgraduate courses overseas. Sharma (2021) noted that gaining cultural capital is one of the main advantages of studying abroad, underscoring the significance of doing so. Pokharel (2016) also addresses the social ranking of individuals with foreign degrees, which makes it more appealing to Nepalese students.

The financial and operational viability of Nepalese higher education institutions is seriously threatened by the outflow of students to international colleges, which lowers student enrollment. According to a Ministry of Education (2018) report, more students are opting to pursue their education abroad, which significantly lowers the number of admissions at higher education institutions in Nepal. This leads to operational inefficiencies, as noted by Pokharel (2016) and Acharya (2012). The latter authors also point out that a lack of funding contributes to brain drain, which worsens the state of the regional educational system. Additionally, as students and their families spend a lot of money on these programs, overseas education is another significant source of money leaving Nepal, according to Basnet (2020).

Furthermore, according to Bhattarai (2020), this kind of financial escape could cause economic instability in a nation, particularly if a large number of students pick international schools over local ones, which would reduce support for this industry.

The phenomenon of "brain drain" is a major outcome of Nepali students leaving the country to pursue higher education overseas. As Dhakal (2018) points out, the migration of educated individuals has resulted in a severe shortage of qualified labor in Nepal. Acharya (2012) and Thieme (2017) claim that it is more typical for students to leave Nepal after completing their education overseas, thereby depleting the human capital pool in this nation. The ongoing brain drain is a threat to Nepal's development since there aren't enough competent workers in the nation to fill positions in the healthcare, education, and industrial sectors. Tamang (2021) highlights the economic consequences of this out-migration, pointing out that although Nepal invests in the education of these students, their eventual economic advantage goes to other countries. The Ministry of Education (2018) restates these concerns, saying that Nepal's chances for growth and innovation would be stunted if these gifted people were to go from the country. Without them, sustainable development would be hard to achieve. In 2020, Bhattarai proposed that the government take urgent action to halt the brain drain by increasing employment and

improving Nepal's national education system.

The exodus of students to overseas universities has serious operational and financial ramifications and has contributed to the decline in enrolment in Nepal's higher education institutions. According to a 2018 report by the Ministry of Education, as more students opt to study overseas, enrolment in Nepal's higher education institutions is declining, leading to operational inefficiencies. Since tuition is a major source of funding for local universities, these institutions are facing financial challenges as fewer students attend them. The ensuing brain drain and financial resource loss are also highlighted by Acharya (2012) and Pokharel (2016), which further undermines the local educational system. According to Basnet, families and students who spend a lot of money on overseas education also cause a sizable outflow of cash from Nepal (2020). Bhattarai (2020) asserts that such financial outflows pose a threat to the stability of the national economy, especially in cases where a sizable proportion of students choose international education over domestic alternatives. This indicates that Nepal's education system is still receiving less financing than other nations, which makes it harder for it to compete globally.

Conclusion

The study reveals a complex web of variables that push Nepali academics to pursue higher education abroad. It focuses on the driving

forces, perceptions of international education, the financial and operational ramifications for regional institutions, and the broader implications for Nepal's national development. Numerous issues facing the nation, such as inadequate work opportunities, program curricula that are too narrow, and inadequate educational infrastructure, are the driving forces for this self-initiated movement. Students are forced to look abroad for better academic and employment opportunities because there are no options available to them locally due to the stagnating economy, low incomes, and a dearth of specialized programs. Political unrest, cultural norms, and social pressures all have an impact on studying overseas.

Nepali students view foreign colleges as sources of excellent education, better career opportunities, and international recognition. The provision of grants and scholarships, in addition to contemporary amenities, are further elements that heighten the allure of studying overseas and providing exposure to many cultures on a global scale. International degrees function as markers of distinctiveness, facilitating increased social and economic mobility.

The broader phenomenon of brain drain, wherein the nation continues to lack its brightest brains for the global labor market, is being influenced by the outflow of students. As a result, Nepal lacks the skilled labor force necessary for its development, especially in

vital fields like technology, healthcare, and education. Families and the government's investments in students' education typically result in a drain of national resources when those funds are returned to those residing abroad. In addition, it leads to a loss of social cohesiveness and cultural differences since these students may not return to their home nations with anything to offer after adjusting to a new environment. In conclusion, a growing number of Nepali students are choosing to pursue their education abroad for a variety of reasons, including political, educational, and economic ones. Studying overseas offers better opportunities, but there are drawbacks as well. For example, there is a brain drain from Nepal, local institutions and universities are heavily in debt, and the nation's culture and human capital are being lost. Government policies need to change to improve the standard of education offered in the country's educational institutions, create competitive job opportunities, and provide incentives for gifted students who complete their studies overseas to stay or return home.

The findings show the considerable impact of several interconnected factors that encourage Nepali students to seek higher education abroad. Some of the main causes of this are Nepal's political and economic instability, social limitations, a lack of institutional program offers, inadequate labor opportunities, and inadequate

educational infrastructure. Last but not least, the appealing aspect of upholding higher academic standards, which provide better professional opportunities, and exposure to other countries are additional motivators in this regard. The number of Nepali students leaving the nation to seek higher education abroad is indicative of this problem, which intensifies the skilled labor shortage in Nepal and impedes the socioeconomic development of the nation.

Implication

The economy is also negatively impacted financially by this migration pattern since families are paying a high price for education abroad while local institutions struggle with low enrollment and resource depletion. Furthermore, migration has negative social and cultural effects that erode social bonds and create generational divides. The problem is made worse by the local educational institutions' deterioration, which deters students from staying in Nepal and instead encourages them to study overseas. The ongoing brain drain and the existing student population have a significant impact on Nepal's development. The skilled labor shortage affects the nation's workforce and impedes progress nationally, particularly in important areas like technology, health, and education. The economy is further burdened financially by this migration pattern since families are spending a lot of money on education abroad while local institutions

are struggling with low enrollment and resource depletion. Moreover, migration has detrimental effects on culture and society that widen generational divides and weaken social cohesiveness. The deterioration of local educational institutions makes this issue worse by discouraging students from remaining in Nepal and instead encouraging them to travel overseas.

Recommendations for Further Research:

Future research in Nepal may evaluate the effectiveness of the policies now in place to keep students in the nation. Studies should concentrate on how educational changes, grants, and scholarships can encourage students to pursue higher education domestically rather than overseas.

Further research on particular industries that are most affected by brain drain, such as technology, healthcare, and education, would also help determine the extent of the skilled labor shortages brought on by this phenomenon, preventing student migration from hurting national development. A study that contrasts the employment opportunities and quality of education offered by Nepalese institutions with those of well-known study-abroad locations would show how Nepal's educational system can be raised to the level of worldwide standards (such as those of the US, UK, Australia, or Canada).

One way to better understand the significance

of return migration and reintegration of skilled persons is by conducting a longitudinal study on the reasons why many Nepali students studying abroad choose not to return. This could include comparing the effects of student migration on rural and urban areas, taking into account the disparities in their economies, the financial strains on families, and other factors about the infrastructure of education. Such an inquiry is expected to provide some insight into the regional effects of human movement. After information was acquired, it would be easier to recommend possible uses for remittances, knowledge transfer, or investments in regional companies that would best support any development initiatives aimed at Nepal as a whole. Their improvement could also be crucial to Nepal's technical progress. Further research examining factors such as cultural norms, family participation, and attitudes toward international education will examine what motivates more students to study abroad. By addressing these cultural components, we can identify what is preventing us from moving forward, such as self-limiting ideas, and investigate potential support systems that might be used in this direction. One possible direction for this research is to examine how the globalization of labor markets has impacted Nepal's higher education reform initiatives. In light of this, it would be crucial to investigate if shifts in international migration patterns have influenced educational

policy or infrastructure modifications, studying abroad and how it influences their as this could guide upcoming changes. decision to return home or relocate abroad. Further research might examine how students This will help the government address Nepal's feel about employment prospects after unemployment problems

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Appendix

Author and Year	Journal/Source	Title	Source
Acharya, K. P. (2012)	Kathmandu University eLibrary	Nepalese students migrate to foreign countries for higher education in the globalized context	Kathmandu University eLibrary
James-MacEachern, M., & Yun, D. (2017)	Emerald Publishing	Exploring key themes and trends in international student mobility using the push-pull framework	Emerald Publishing
Thieme, S. (2017)	KMC Journal	Student migration from Nepal: Push and pull factors	KMC Journal
Sharma, P. (2021)	Academia.edu	Let me fly abroad: Student migrations in the context of Nepal	Academia.edu
Ministry of Education, Nepal (2018)	Government of Nepal, Ministry of Education	Report on student migration and its impact on Nepal's education system	Government of Nepal, Ministry of Education
Bhattarai, K. (2020)	EduNepal	Nepal's growing trend of students moving abroad: Reasons, implications, and solutions	EduNepal
Pokharel, D. (2016)	The Kathmandu Post	Factors driving Nepali students abroad and its consequences on Nepal's higher education	The Kathmandu Post
Khatriwada, R. (2019)	ResearchGate	Push-pull factors in international student mobility from Nepal	ResearchGate
Wadhwa, R. (2016)	Webology	Evaluating factors that impact student decisions on higher education abroad	Webology
Mazzarol, T., & Soutar, G. (2002)	International Journal of Educational Management	Push-pull factors influencing international student destination choice	International Journal of Educational Management
Acharya, B. (2019)	Emerald Publishing	Implications of student migration from Nepal on domestic education quality	Emerald Publishing
Basnet, S. (2020)	ResearchGate	Economic and cultural impacts of Nepali student migration for higher education	ResearchGate
Tamang, A. (2021)	VoxDev	Nepalese student migration and its economic impact: A study of brain drain	VoxDev
Dhakal, N. (2018)	Kathmandu University Journal	Educational migration and its consequences in Nepal's workforce development	Kathmandu University Journal
Joshi, P. (2017)	Share Sansar	Educational exodus: Nepal's rising trend of students seeking foreign education	Share Sansar
Poudel, D. (2021)	ResearchGate	Study abroad aspirations among Nepali youth: A sociological perspective	ResearchGate

Bhattachan, K. B. (2022)	Nepal Press	The quest for new horizons: Understanding why Nepali students prefer studying abroad	Nepal Press
Kharel, P. (2020)	Springer	Impacts of foreign study on Nepal's domestic educational infrastructure	Springer
Thapa, M. (2015)	Oxford Journals	Educational migration and Nepal's knowledge economy: Opportunities and challenges	Oxford Journals
Shrestha, S. (2016)	International Journal of Education and Development	Student migration for education: A critical analysis of Nepal's policy response	International Journal of Education and Development
Luitel, B. (2018)	Cambridge University Press	International student mobility from Nepal: Examining the role of family and socioeconomic factors	Cambridge University Press
Dahal, B. (2021)	Annual Conference on South Asian Studies	Cultural loss and identity issues arising from Nepali student migration for higher education	Annual Conference on South Asian Studies
Gurung, J. (2020)	Academia.edu	Trends in Nepali students' study abroad destinations and the impact on national universities	Academia.edu
Sapkota, H. (2021)	ResearchGate	Nepalese students' preferences in study abroad programs and domestic education system development	ResearchGate
Subedi, P. (2019)	KMC Journal	Nepal's educational exodus: An analysis of the economic and social drivers	KMC Journal
Adhikari, B. (2022)	Kathmandu University Journal	Consequences of Nepali students' study abroad on national education policies	Kathmandu University Journal
Ghimire, R. (2019)	Nepal Journal of Education Research	Push-pull factors in Nepali students' pursuit of international education: An overview	Nepal Journal of Education Research
Basnet, R. (2020)	Educational Review Press	Challenges in Nepal's Higher Education: An Analysis of Institutional Decline	Educational Review Press
Bhattarai, K. (2023)	Journal of International Education	The Impact of Studying Abroad on Nepali Society and Economy	Journal of International Education
Ghimire, P. (2021)	Asian Journal of Higher Education	Education Abroad: Trends and Causes in Nepal	Asian Journal of Higher Education
Ministry of Education (2023)	Government of Nepal	Annual Report on Education Trends in Nepal	Government of Nepal