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Assessing the Viability of Private Universities in Gujarat for Attracting and Increasing the Foreign Students Admissions in the Higher Education Programs: Market Potential Analysis and Factors Impacting Admissions

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Abstract

The number of international students looking for higher education possibilities has increased due to the expansion of the global higher education market. Private universities in Gujarat, India, have recognized this trend and are looking for ways to attract prospective international students to their higher education programs. This literature review examines the viability of private universities in Gujarat for attracting international students to higher education programs. This article discusses the growth of the Indian higher education sector and the increasing interest of international students in studying in India. The paper emphasizes how crucial it is to carry out a market potential study for higher education programs in private universities, with a focus on potential admissions of international students. The analysis should consider the opportunities and challenges associated with the internationalization of higher education in India, as well as the marketing mix for higher education services. The research had set hypotheses to evaluate the parameters such as Programmes desired by International/Foreign students, influences driving prospect international/foreign students towards their desired field of study, Programme decision making by students, international students desire on Internship program and employment opportunities overseas. Statistical analysis such as reliability and normality test, descriptive statistics, inferential statistics, construct validity determination using Barlett test and Kaiser Meyer Olkin test, correlations analysis were instruments of the research findings. This research had recommended that international students have a desire to pursue higher education in Private Universities, Gujarat. Institutions in Private Universities can therefore help the expansion and development of the Indian higher education system by enrolling and retaining foreign students.

Originality/value: The article provides information that will be valuable to most of the Private institutions who are contemplating the idea of admitting more international students into their specific programs.

Keywords: *Higher Education, Foreign Students, Private Universities, Internships, Overseas employment, Opportunities for Private Universities, Challenges for private universities*



Introduction

The Indian higher education sector has witnessed significant growth in recent years. According to the All-India Survey on Higher Education (AISHE) report for 2019-20 by the Department of Higher Education, Government of India, there were 1,043 universities and 42,343 colleges in the country, with a total enrolment of 3.85 crore students (Department of Higher Education, 2020). The National Education Policy (NEP) 2020, launched by the Ministry of Education, Government of India, aims to further improve the quality of higher education in the country and make it more accessible to all (Ministry of Education, 2020). According to the Ministry of Education's All India Survey on Higher Education (AISHE) 2020-21, Gujarat had a total of 12,758 international students enrolled in higher education institutions.

According to the Ministry of education, India (2020) data which has been divided by state, it is clear that Karnataka has the highest number of foreign students, with a total of 10,231 enrolled. It is evident that Karnataka boasts the greatest quantity of foreign students, with a total of 10231. Other states with notable numbers include Uttar Pradesh (5089), Punjab (4966), Maharashtra (4599), Tamil Nadu (4461), Delhi (2345), Haryana (2321), Telangana (2261), Gujarat (2227), and Andhra Pradesh (2094), each with more than 2000 foreign students. It is also worth noting that there are a total of 168 different countries represented among the foreign students in India. This indicates the diverse student population that India attracts from all over the world.

One of the key factors contributing to the growth of higher education in India is the increasing number of international students choosing to study in the country. Ahmedabad, the largest city in Gujarat, has emerged as a hub for education, with several top-ranked business schools, including the Indian Institute of Management (IIM) Ahmedabad, Gujarat Technological University, and Institute of Management, Nirma University.

According to a report by the Institute of International Education (Bhandari, 2019), India is the second-largest source of international students in the world, after China. The report also states that there has been a steady increase in the number of international students coming to India for higher education over the past few years. Private Universities in the city of Gujarat,



is home to several higher education institutions that offer a wide range of programs in various disciplines.

Given the growing demand for higher education in India and the increasing interest of international students in studying in the country, it is important to conduct a market potential analysis for higher education programs in Private Universities with special reference to prospective international student admissions.

Background to the Problem

Maringe (2006) argues that universities in developing countries are facing an increasingly competitive environment for recruiting students, and understanding how prospective applicants make decisions is essential to compete effectively. Research has identified several factors influencing college choice, such as the availability of Programmes matching students' interests, the institution's reputation and quality, affordability, location, campus resources, student support services, and career opportunities after graduation (Coccarri & Javalgi, 1995; Holdsworth & Nind, 2006; Kallio, 1995; Shanka et al., 2006). Therefore, comprehending the decision-making process of prospective students is crucial for the; private universities to succeed in recruitment markets.

Relevance of Research

The aim of the study was twofold: to identify the factors that affect the admission of International/Foreign students and increase the number of International/Foreign students admitted, thereby increasing income for private institutions, as well as to identify ways to enhance the development and learning of all students during their time at university.

Vision of the Indian Government

Indian Government has set out a clear vision for the future of higher education in India. One of the key initiatives in this vision is the "Study in India" program, which seeks to position India as a desirable destination for international students. "Study in India" program was launched in 2018 by the Indian government, The program offers a range of scholarships and incentives to attract students from around the world, and it is supported by a comprehensive marketing campaign that showcases India's rich cultural heritage and vibrant academic community.



To enhance the quality of higher education in the country, the Indian government has taken several steps, including the establishment of new universities and colleges, the introduction of new Programmes and programs, and the modernization of existing infrastructure. The government has also introduced measures to improve the quality of teaching, including the use of technology-enabled learning and the promotion of research and innovation. Indian Government has emphasized the need to create a strong ecosystem for higher education in India can produce world-class graduates and researchers. The government has launched several initiatives aimed at promoting collaboration between industry and academia, including the creation of research parks and incubation centres, as well as the establishment of industry-academia partnerships.

Overall, the Indian government's vision for higher education and international student recruitment aims to create a world-class education system that is accessible to all. By attracting top talent from around the world, improving the quality of education, and fostering collaboration between industry and academia, the government hopes to prepare graduates to drive India's economic growth and development.

However, the implementation of these initiatives has faced several challenges. In their article, "Educational Reforms in India: A Review of Recent Initiatives and Implementation," Kumar and Kumar (2020) argue that despite the government's efforts, many challenges persist in the education system, including a lack of funding, inadequate infrastructure, and a shortage of qualified teachers. These challenges could hinder the implementation of the government's higher education initiatives, including the Study in India program.

Singh (2021) also highlights the challenges faced by the Study in India program. In their article, "The Study in India Programme: Opportunities and Challenges," they argue that the program faces stiff competition from other countries that have well-established education systems and a reputation for high-quality education. Nevertheless, the Indian government's commitment to improving the quality of higher education and attracting international students remains strong. Kothari (2021) notes in their article, 'Study in India' Initiative: A New Avenue for Education Diplomacy," that the Study in India program is an integral part of the government's larger agenda to position India as a global leader in education and enhance its soft power.



However, there are also several challenges that need to be addressed to attract more international students to Indian higher education institutions (Anand & Srivastava, 2016; Kaur & Gupta, 2017; Rajagopalan & Pandey, 2016).

These include the lack of infrastructure and resources, limited research opportunities, Innovative Teaching Techniques and the need for reforms in the regulatory framework.

In conclusion, the Indian government's initiatives to improve the quality of higher education and attract international students through the Study in India program are critical to the country's economic growth and development. While there are challenges that need to be addressed, the government's vision and commitment to building a world-class education system are commendable.

Literature Research

Market Potential Analysis

To conduct an effective market potential analysis for higher education programs in Private Universities (Business Schools) with special reference to prospective international student admissions, it is important to consider the marketing mix for higher education services (Chavan & Sankpal, 2019). This includes the product (the programs and Programmes offered), price (the cost of education), promotion (the methods used to attract and retain students), and place (the location and accessibility of the institution).

The market potential analysis should consider the opportunities and challenges associated with the internationalization of higher education in India. Several studies have identified the opportunities for Indian higher education institutions to attract more international students (Akbar & Parvez, 2017; Krishnamurthy & Muralidharan, 2018; Nayak & Das, 2019).

These include the availability of high-quality education at a lower cost compared to other countries, the diversity of programs and disciplines offered, and the cultural richness and heritage of the country. It is crucial to consider the elements like the nation's economic growth, governmental policies on higher education, and the availability of resources for foreign students when evaluating the market potential of private universities in Gujarat.



According to a study by Singh and Kumar (2019), Gujarat's economic expansion has increased the number of students pursuing higher education. Additionally, the state now has new institutions and colleges thanks to the government's emphasis on higher education.

These variables imply that Gujarat's demand for higher education is rising, which offers a chance for private colleges to draw in foreign students. As a result of more foreign students opting to study in India, the country's higher education sector has experienced tremendous expansion in recent years. It is crucial to undertake a market potential study for higher education programs in Private Universities with special reference to possible international student admissions given the opportunities and challenges connected with the globalization of higher education in India. Private Universities can attract and retain more international students and contribute to the expansion and development of the Indian higher education industry by considering the marketing mix for higher education services.

Factors Impacting Admissions of International Students

The admission of international students to Gujarat's private universities is influenced by a number of variables. These include the university's standing, the caliber of the curriculum, the price of tuition, and the accessibility of financial assistance and scholarships. International students are more likely to pick universities with a decent reputation and high-quality education, according to a study by Patel and Sharma (2020). International students frequently encounter financial obstacles to studying abroad, the availability of scholarships and financial aid is a crucial consideration.

In their studies, TWatjjakul (2014) and Raza et al. (2021) have noted that many tertiary institutions have a goal of increasing their student intake as a means of generating more income. This strategy, however, can result in enrollment and financial issues if the institutions are unable to meet the satisfaction of their students, who are viewed as customers.

As stated by Taylor (2017), these institutions prioritize the development of new programs and the elimination of obsolete ones to meet the needs of society. On the other hand, Dickenson (2010) and Berube & Ruth (2015) argue that these institutions must also adapt quickly to the market by offering popular programs to attract students. Ryan et al. (2010) assert that tertiary level institutions share many traits with the service industry, highlighting the "people-based"



nature of education and the importance of relationships with students, who are seen as customers or clients. As a result, these institutions heavily market themselves based on this customer-centric approach. In this field, research has identified various aspects that affect students' Programme preferences.

According to Maringe (2006), Programme of study decisions is closely related to institutional choice decisions. Moreover, Wiswall and Zafar (2014) argue that understanding the determinants of occupational decisions is a major social issue. Social factors such as parents, peers, and role models, as well as prestige and job lucrativeness, have been found to influence individual perceptions toward college Programme choices (Theresa, 2015; Rababah, 2016).

Alanezi et al. (2016) conducted a survey of higher education students and found that aptitude for a certain Programme greatly influenced student choices in Higher education. Rababah (2016) also identified personal interests, gender, career opportunities, and job availability as additional factors that affect Programme choices. However, for this study, only two theories will be considered. These theories are the social cognitive career theory (SCCT) and the theory of planned behavior (TPB).

SCCT and TPB Theories

The SCCT posits that career decision-making is a process that involves the interplay between individual factors (e.g., interests, abilities, and goals), contextual factors (e.g., social support and barriers), and learning experiences (e.g., observational, and experiential learning) (Lent, Brown, & Hackett, 1994).

The TPB suggests that an individual's behavior is influenced by their attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). In the context of Programme choice, this theory implies that students' perceptions of the benefits and drawbacks of different Programmes, the expectations of significant others, and the perceived ability to enroll and succeed in a particular Programme are crucial in their decision-making process.

The Social Cognitive Career Theory (SCCT) and the Theory of Planned Behavior (TPB) are two psychological theories that help explain how students make decisions about their Programmes and future careers. The SCCT theory proposes that students' career decisions are influenced by a combination of individual, contextual, and learning experience factors.



Therefore, according to the SCCT, career choices are not solely determined by the individual's personal characteristics, but also influenced by the surrounding environment.

In contrast, the TPB theory suggests that students' behavior is influenced by their attitudes, subjective norms, and perceived behavioral control. Attitudes refer to the student's beliefs and evaluations of different Programmes, while subjective norms refer to the student's perceptions of what others, such as parents or peers, think about their Programme choices. Perceived behavioral control refers to the student's perceived ability to enroll and succeed in a particular Programme. Hence, the TPB theory implies that a student's decision to pursue a particular Programme is influenced by their beliefs, what others think about their choices, and their perceived ability to succeed in that Programme (Ajzen, 1991).

Both the SCCT and TPB theories highlight the importance of individual and contextual factors in shaping student Programme choices. In conclusion according to the two theories mentioned above, to invite more international students, the higher education institutions must understand the factors that influence their Programme choices.

Recent research has highlighted the importance of incorporating emotions and affective experiences into career decision-making, as evidenced by work on Social Cognitive Career Theory (SCCT) and the Theory of Planned Behavior (TPB) (Krieshok, Blacksmith, & McKay, 2019). SCCT emphasizes the role of cognitive processes and social factors in shaping career-related behaviors, while TPB posits that attitudes, subjective norms, and perceived behavioral control all influence decision-making (Lent, Brown, & Hackett, 2000). However, recent work has expanded both theories to incorporate the impact of emotions, such as anxiety and optimism, on career exploration and decision-making. This suggests that understanding and addressing individuals' emotional experiences may be a crucial aspect of effective career counseling and guidance.

Research Questions

- What are the factors that influence the International/Foreign students' academic decisions for the admission in Private Universities of Gujarat?
- What are the new Programmes that should be added to better serve international/foreign students and boost enrolment in Gujarat's private universities?



- What are the preferences of International/Foreign students regarding mode of learning in Private Universities of Gujarat?
- What should Private Universities in Gujarat consider as factors to increase the admissions and make the experience of international/Foreign students more effective?

Research Methodology

Hypothesis

In this study, evidence that the researcher expected to be instances if the hypotheses were true was tested using positive hypotheses, and evidence that the researcher expected to be non-examples was tested using negative hypotheses.

Hypothesis 1:

The purpose of the hypothesis below was to ascertain whether business school met the needs of prospective international students.

H₀₁: There is no significant connection between the Programmes required by the International/foreign students and the programmes on offer at Private universities in Gujarat.

H₁₁: There is significant connection between the Programmes required by the International/foreign students and the programmes on offer at Private universities in Gujarat.

Hypothesis 2:

The purpose of the following hypothesis is to investigate the relationship between the factors that motivate prospective international students and the academic area they want to pursue.

H₀₂: There is no significant association between International Student's/Foreign Student's preferred field of study and the influences that drive these students to join private universities in Gujarat

H₁₂: There is a significant association between International Student's/Foreign Student's preferred field of study and the influences that drive these students to join private universities in Gujarat.



Hypothesis 3:

The aim of the following hypothesis was to relate the proportion of International/Foreign students having desire for Internship with that of International/foreign students who would seek employment after studies.

H₀₃: The number of International/Foreign students having desire for Internship does not correlate with the number of International/Foreign students who wish to get employed overseas after their studies.

H₁₃: The number of International/Foreign students having desire for Internship correlates with the number of International/Foreign students who wish to get employed overseas after their studies.

Hypothesis 4:

The below hypothesis aims to find out the correlation between Programme decision and the desire for employment overseas by International/Foreign students enrolled in private universities in Gujarat.

H₀₄: There is no relationship between Programme decision taken by International/Foreign students and their willingness for overseas employment.

H₁₄: There is relationship between Programme decision taken by International/Foreign students and their willingness for overseas employment.

Profile of Participants

Instrument for carrying out the research was survey questionnaire. The determination of sample size based on population was calculated using Slovin's formula. With the use of the empirical model and a quantitative, stratified sampling approach followed by a snow ball sampling, the researcher was successful in finding the most prevalent of the obtained responses and draw observations and conclusions.

The empirical model was found suitable because it gave a sufficient description of observable occurrences and is based on observed and measured phenomena. The survey approach was used in the research under consideration since it was the most practical way to gather information about potential students.



To achieve optimum results for this study, the participants were divided into four age groups: 18 to 24 years, 25 to 30 years, 31 to 35 years, and 36 years and over. Students typically begin their postsecondary education at the age of 19, with students aged 21 and over making up a significant percentage in the higher education sector.

Although students from the age of 25 and up share many of the same problems and worries as their younger peers, additional factors, such as dependents, financial obligations, paid employment, the relatively long time since they last used their academic skills, their lack of familiarity with ICT, and their unfamiliarity with the modern style of assessment, can have an impact on their overall university adjustment and success (Dawborn-Gundlach & Margetts, (2018)).

Ethical Consideration

Ethical considerations towards handling the data as per Data Protect Act 2017 were observed. This survey was conducted with the utmost respect with ethics and morals. As a result, this study has abided by the following fundamental ethical principles: obtaining participants' informed consent; protecting their anonymity and confidentiality; and reducing the risk of damage to study participants. (Williams and Pigeot, 2016). To protect participant anonymity and confidentiality and lessen the risk of harm to study participants, the names, addresses, and other personal information of the individuals were kept confidential.

Journals Referred

The authors undertook a thorough evaluation of academic materials, including peer-reviewed journal articles, conference papers, dissertations, and research reports that had a higher education focus to accomplish the goals of their study.

Data Measurement

After gathering and organizing the data, the researcher started measuring and evaluating it in accordance with the hypotheses put forth, employing non-parametric testing as well as normality. Additionally, the results of the respondents' preferences for internships were discussed to assist the University in developing the best internship programs. Several descriptive statistics, such as frequency finding and cross-tabulation, were used to decide which Programmes should be introduced to the private universities in Gujarat.



Non-parametric Testing

A normality analysis of the results from every questionnaire item revealed that the data was not distributed normally. As a result, non-parametric testing was required to determine the data's validity.

Results and Discussion

Data Analysis and Findings

Tool	IBM Statistical Package for Social Sciences (SPSS) Software Version 28
Step	Statistical Analysis
1	Reliability test - Determination of Cronbach Alpha Value
2	Descriptive Statistics-Demographic Analysis
3	Determination of Construct Validity
4	Inferential Analysis
	Test of Normality
	Correlations
	Summary of Results and Acceptance/Rejection of Hypothesis
5	Cross-sectional Analysis- Demographics and desire for study overseas

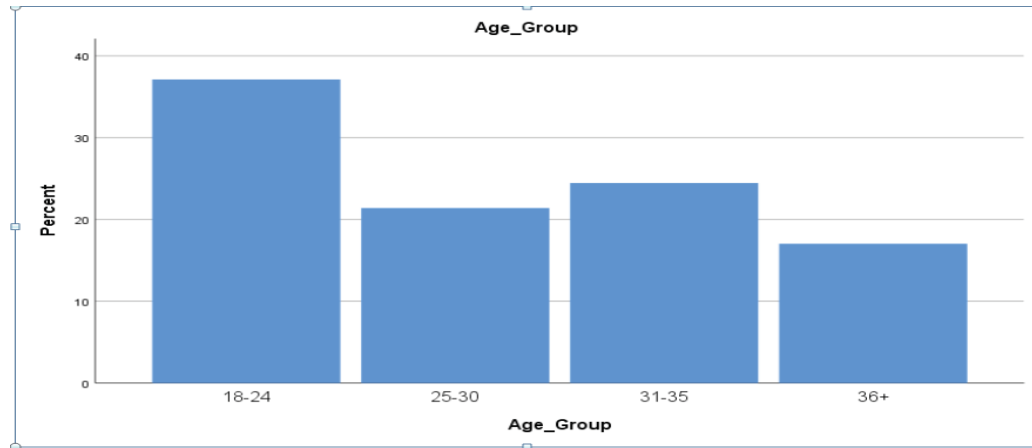
Table 1: Steps in Statistical Analysis

Demographic profile of Respondents

350 questionnaires were sent to prospective participants out of which 220 responded. As stratified sampling was used in this study, there was not a uniform distribution of responders between the age categories. As a result, respondents between the ages of 18 and 24 made up the largest age group, significantly outnumbering all other age groups. This is particularly advantageous because, the average age of a first-year undergraduate student in universities is 19 years old, whereas many postgraduate students are 31 years old or older.



Figure 1: Respondents' Age Grouping



Number of Cases	Valid	100%
Gender	Male	58.9%
	Female	41.1%
Age Group	18-24 years	37.5%
	25-30 years	21.2%
	31-35 years	24.1%
	>36 years	17.2%
Category of Study	Business & Management	32.7%
	Technology	25.4%
	Engineering	13.3%
	Hospitality & Arts	17.2%
	Health	11.4%

Table 2: Demographics Frequency Analysis



Data Analysis

Hypothesis 1:

The 11 areas into which the participants' suggested Programmes were grouped included engineering, information technology, business and management, hospitality, health, the arts, social sciences, other sciences, trade skills, functional skills, and languages. An expanded version of the suggestions made by the responders is shown in the table below.

Figure 2: Response of International/foreign students on their desired programmes.

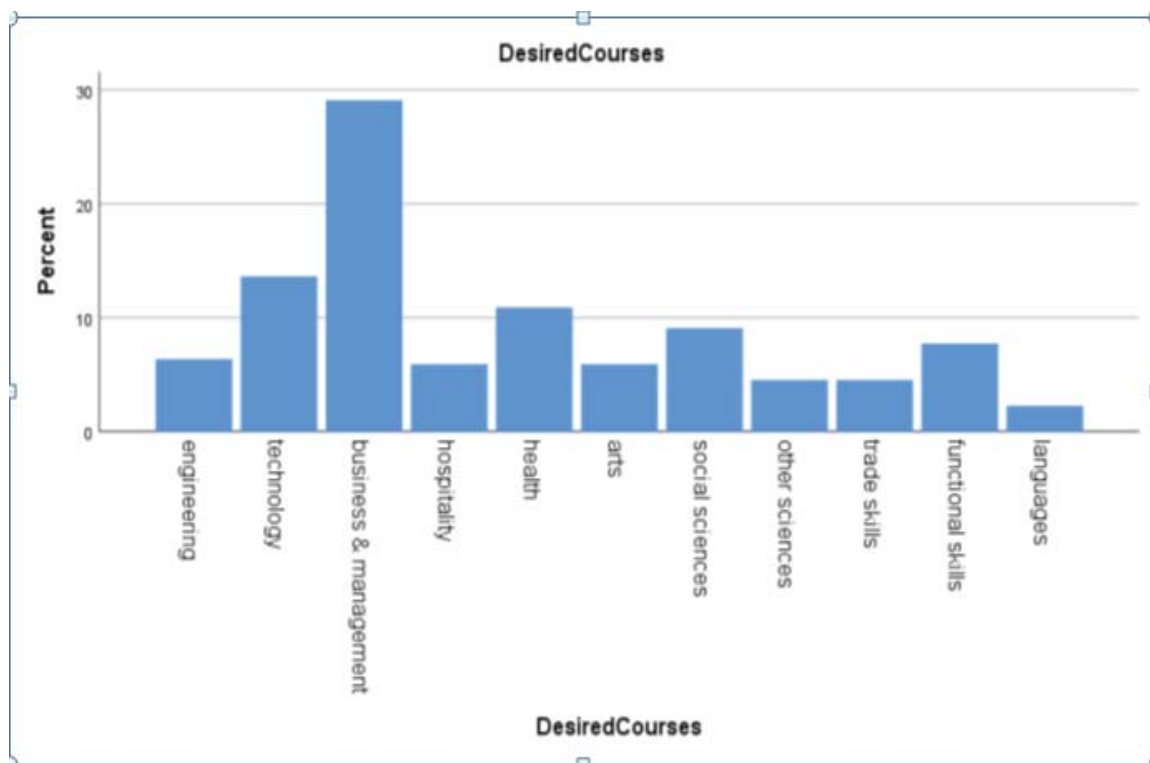


Figure 3: Desired Programmes of the Respondents – A detailed view:



Engineering	Technology	Business & Management	Hospitality	Health	Arts	Social Sciences	Other Sciences	Trade Skills	Functional Skills	Languages
Engineering	ICT	Business Management	Food & Beverage	Pharmacy	Journalism & Mass Communication	Psychology	Landscaping	Hair dressing & Beauty	Communication Skills	English
Electrical Engineering	Computer Science	Operations Management	Hospitality & Tourism Management	Pharmacology	Photography	Law	Architecture	Cosmetology	Stress Management	Swedish
Mechanical Engineering	Computer Programming and Software Development	Supply Chain Management	Culinary Arts	Clinical Medicine	Music & Music Theory	History Education	Geography Construction	Tailoring Carpentry	Presentation Skills Productivity Training	Spanish
Aeronautical Engineering	CCPLS	Risk Management		Medicine/Surgery	English Literature	Criminology	Environmental Science		Compliance Training	
	Cyber Security	Business Administration		Nursing		Public Relations	Chemical Engineering		Ethics Training	
	AutoCAD	HR Management		Health & Safety			Analytical Chemistry		Mindset Training	
	Records Management & IT	Retain Management		Health & Fitness			Science		Culture	
	Computer Engineering	Manufacturing		Adult Education			Mathematics		ISO	
		Sales & Marketing		Physiotherapy					Sis sigma/kanban/kaizen	
		Market Research		Physiology						
		Finance								
		Business English								
		Quality Management								
		Customer Service								
		Economics								
		Entrepreneurship								
		Auditing								

According to 29% of respondents, the most popular Programmes were in the business & management category. The biggest percentage of respondents in this category were in the 18–24 age group (36%), followed by those in the 31–35 (28%), 25–30 (22%), and 36–plus (12%) which are from undergraduate BBA, as well as MBA and the executive programs. Business and management were followed by technology, which accounted for 13.6% of all respondents. In this area as well, respondents between the ages of 18 and 24 made up the majority of respondents (55.6%), followed by those between the ages of 31 and 35 (19.4%), 25 to 30, and above (5.6%). Similar to the business and management category, the majority of the entries in the technology category can be found in the Bachelor of IT undergraduate program.

Following the literature review, the CPA (2020) found that engineering had the highest recruitment rates at 11.1%, followed by engineering and business and economic studies at 46.7%, medical studies at 8.9%, natural sciences and ICT at each 6.7%, and art and design at



4.4%. Business and management ranked first among respondents, with technology coming in second instead of engineering in fifth.

The health category, which accounted for 10.9% of all respondents, was the third most popular category. However, this time, respondents in the 18–24 age group made up the least proportion of this group, totaling to 16%, followed by 25–30 (20%), 36+ (28%), and then 25–30 (20%). With 9% of all responders, social sciences were the fourth most popular category. The digital economy, green economy, and healthcare are all expanding industries on a global scale. (ILO, 2020).

Results of Hypothesis 1:

- Based on the research outcome the alternate hypothesis is accepted.
- Thus, the Programmes which international students look forward are already being offered at higher education Level in Private Universities in Gujarat.

As the fourth most popular category, social sciences should offer psychology. Picking an engineering Programme is not suggested because there was no agreement among participants who were for engineering as to what kind of engineering to pursue. As a result, each engineering program had a small number of respondents. It is advised that Higher Education Institutions offer ISO and six sigma for functional skills since these two Programmes were recommended by 50% of respondents who were interested in functional skills. Remaining categories cannot be considered for a recommendation, as the percentage of responses are low.

Recommendations based on Hypothesis 1:

Based on the outcome of the analysis Management & Engineering programmes are mostly preferred and hence the Private Universities can increase the Programmes offered in such fields which could include use of Innovative technologies for Business Management & Sustainable practices in Business as one of the important learning outcomes.



Hypothesis 2:

Figure 4: Spearman's Correlation (Programmes Desired by International/foreign students and the Influence behind their Programme Decisions)

				Desired Courses	Influence behind Course decision
Spearman's rho	Desired Courses	Correlation Coefficient		1.000	.012
		Sig. (2-tailed)		.	.854
		N		220	220
	Influence behind Course decision	Correlation Coefficient		.012	1.000
		Sig. (2-tailed)		.854	.
		N		220	228

Results of Hypothesis 2:

Concerning null hypothesis 2, the variables among the International/Foreign students' desired Programmes were analysed in a bivariate correlations test with the variables in the International/Foreign students' influences behind Programme decisions. Considering that the significance level of both was significantly greater than 0.05, it was determined that there was no association between International/Foreign students' desired Programmes and the students' influence behind their Programme decisions. Thus, the research accepted the null hypothesis.

Recommendations based on Hypothesis 2:

- Based on the outcome of the analysis, it is found that there no relationship between International/Foreign students' desired Programmes and their influence behind their Programme decisions.
- Thus, Private Universities can embark on International/Foreign students' admissions by implementing various digital marketing tools.



Hypothesis 3:

Figure 5: Spearman's Correlation (Internship desired by the International/foreign students and their Desire for overseas Employment opportunities)

		Internship_Plan	Desire_for_Employment_Overseas
Spearman's rho	Internship_Plan	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	221
Desire_for_Employment_Overseas	Desire_for_Employment_Overseas	Correlation Coefficient	.164*
		Sig. (2-tailed)	.017
		N	212

*. Correlation is significant at the 0.05 level (2-tailed).

Results of Hypothesis 3:

The Spearman correlation between the two variables was 0.164, indicating a positive correlation. As a result, the alternative hypothesis was supported, and the null hypothesis was rejected with relation to International/Foreign students' who wanted to find employment overseas and having an internship. Therefore, the International/Foreign students' who intend to have desired Internship are seeking overseas employment.

Recommendations based on Hypothesis 3:

The Internship should be an integral part of the curriculum leading to overseas employment opportunities.



Hypothesis 4:

Figure 6: Crosstabs between International/Foreign students' Programme Decisions and Desire for Overseas Employment

		Desire for Employment Overseas		Total
		yes	no	
Influence behind Course decision	family	22	5	27
	peers	19	3	22
	role models	21	12	33
	income	40	13	53
	personal interests	56	11	67
	job availability	14	3	17
Total		172	47	219

Results of Hypothesis 4:

The Influencers behind Programme decision and desire for employment overseas are as listed below:

- personal interests – 32.02%
- Income – 23.25%
- role models – 14.47%
- Family – 11.84%
- Peers – 10.09%
- job - 8.33%

The most popular factor influencing Programme selection and desire for overseas employment has been investigated using cross tabulation.

Out of influencers such as family, peers, role models, income, personal interests and job availability, the research infers that factor 'personal interests' (56 respondents) and factor 'income' (40 respondents) ranks as first two influencers of student's desire for Overseas Employment and Programme decisions. On an overview, 172 of the respondents preferred employment abroad in other countries.



Recommendations based on Hypothesis 4:

Private Universities can embark on Social Media Advertising, Paid Internship and guidance for job placements, Student referral scheme and Training on employability skills (usage of innovative tools and techniques in the field of study should be part of the curriculum to get the student employed overseas).

Construct Validity Test:

Validity is a crucial aspect of research, which refers to the degree to which the measures used are appropriate, the accuracy of the analysis of the results, and the generalizability of the findings (Thornhill, Lewis, & Saunders, 2015). In the context of evaluating construct validity, factor analysis was employed, and the researchers utilized the Bartlett Test and KMO Statistics test to assess the validity of the findings (Thornhill et al., 2015).

Construct	Bartlett test	KMO statistics	p-value
Participants desired Programmes (PC)	275.900	0.500	<0.001
Influencers behind Programme decision (IC)	1627.664	0.736	<0.001
Desired Internship & Desire for Employment overseas (DI)	871.512	0.751	<0.001

Findings of Construct Validity Test:

As far as Bartlett test is concerned, since the significance level (<0.001) is less than the cut off values observed in the test (0.01), we reject the null hypothesis. This test was used to determine whether intrinsic motivation or extrinsic motivation occurred. Additionally, the above table shows that the KMO statistics are > 0.5 to 0.8, indicating that there is a relationship or correlation between constructs like participants' desired programs (PC), influences behind program decision (IC), desired internship, and desire for employment abroad (DI), as determined by the KMO test.



Limitations of the Study

The research lacked Geographical segmentation of respondents in its demographic analysis, and the questionnaire should have asked respondents to indicate their preference for a degree, diploma, or certificate. Managements dimension can be included in the future research. In future research a comparative study on the number of Indian students taking admissions abroad comparing to number of foreign students enrolling in India will be analysed.

Challenges faced by Private Universities in Gujrat

The literature suggests that Gujarat Universities are becoming increasingly attractive to international students due to their reputation for academic excellence and affordability (Mishra & Khuntia, 2019).

These institutions offer a variety of programs, including MBA, BBA, and executive education programs. To further raise the standard of education and draw in more international students, a number of challenges need to be addressed. One of the significant challenges faced by Gujarat business schools is the lack of diversity, particularly in terms of the percentage of female students and faculty members (Dubey & Rana, 2020). This lack of diversity can impact negatively on the enrollment of International/foreign students in these institutions.

Another significant challenge is ensuring the quality of education provided by these institutions. While Gujarat business schools are known for their academic rigor, there can be significant variations in the quality of education between different institutions (Gupta & Sharma, 2019). Improving quality assurance practices is an important factor for providing high quality education to the international/Foreign students.

Employability of graduates is another significant concern. Employers have indicated that graduates lack necessary skills (Joshi & Jha, 2018). E-learning has opened up new avenues for learning, but it requires significant investment in technology and infrastructure (Kamble & Shinde, 2019). The privatization of higher education has led to the growth of several private institutions, but it has also created challenges related to quality and affordability.

Innovations in teaching and learning have the potential to transform higher education, but the adoption of these innovations has been slow (Gupta & Sharma, 2019). Finally, student



satisfaction is a critical issue, with students reporting dissatisfaction with the quality of education and infrastructure (Dubey & Rana, 2020).

Conclusion:

In conclusion, with the Study in India program and other government efforts to raise the standard of higher education and draw foreign students are essential to the development and growth of the Indian economy. Even though there are challenges to be overcome, the government's goal and dedication to creating a top-notch educational system are commendable. By addressing the issues and continuing to engage in higher education, India can attract students looking for a top-notch education and produce a pool of graduates with advanced degrees who can advance the nation.

In conclusion from the overall research, private universities in Gujarat have the potential to attract more international students to their higher education programs. However, factors such as reputation, quality of education, more choices of Programmes, availability of scholarships and financial aid need to be considered to attract international students (Mishra & Khuntia, 2019). Based on the outcome of the analysis Management & Engineering programmes are mostly preferred and hence the Private Universities can increase the Programmes offered in such fields which could include Innovative technologies. The Internship should be an integral part of the curriculum leading to overseas employment opportunities. Training on employability skills and usage of innovative tools and techniques in the field of study should be part of the curriculum to get the student employed overseas.

Success in the internship program primarily serves as a means of enhancing the institution's reputation to draw in more students. Hence there is a need for the Private universities of Gujarat to devise an appropriate Internship Plan for the programmes on offer. Additionally, diversity inclusion, quality assurance practices, and the employability of graduates are crucial to ensure that Gujarat business schools provide high-quality education and continue to attract international students.

Therefore, overcoming the challenges and by continuous investment in higher education, India can become a global education hub and a top destination for the international students seeking high-quality education.



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