



# Determinants of international students' migration intentions for higher education abroad

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# Abstract

This study examines the determinants of Bangladeshi students' migration intentions for pursuing higher education abroad, with a particular focus on the mediating roles of higher education and job adaptation. The research also explores the moderating influence of socioeconomic status. A quantitative approach was used, involving an online survey of 500 Bangladeshi students, with 325 valid responses analyzed through PLS-SEM and SPSS. Key findings indicate that research opportunities and societal expectations are significant motivators for migration, while socioeconomic status influences migration intentions but does not significantly alter the relationship between higher education and migration. Political instability increases the importance of job adaptation, further enhancing students' intentions to migrate. The study highlights the need for universities, especially in developing countries, to improve research facilities and address social pressures faced by students. Additionally, policymakers are encouraged to mitigate political instability and provide pathways for international students to successfully integrate into foreign job markets post-graduation. This research offers novel insights by incorporating political instability and job adaptation as mediators, contributing to a broader understanding of the academic, social, political, and economic factors influencing migration intentions.

**Keywords:** Bangladesh, higher education, job adaptation, political instability, push-pull factors, research opportunities, socioeconomic status, student migration.

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# **1. Introduction**

A student migrant who moves overseas to study represents an international student according to Baas [1]. Globalization specifically impacts every sector of human life, with international migration serving as one of the most affected domains. The world has experienced a significant upward trend in the quantity of foreign migration, increasing from 93 million individuals in 1960 to 241 million individuals in 2015 [2]. According to Martin [3], the world's population contained 258 million foreign migrants, who made up 3.4% of the total population in 2017, while most immigrants resided in high-income countries. Statistics show that the migrating population in low- and middle-income countries has maintained stationary levels at 1.5%. The intake of the migrant population during the 2000s was higher in countries classified as developed nations, reaching 10% in 2017 and 14% in 2017 [4].

There are generally pull and push factors that define migration decisions. In migration, the push factors refer to factors compelling individuals to want to leave their nation of origin while pull factors refer to things that attract people to given locations [5]. Migration of international students has become one of the biggest trends and concerns in the recent past decades [5]. A higher education has seen itself play a great role in international migration especially to the developed countries by students from the developing countries [6]. According to UNESCO, there has been global mobility of students from 2 million in 2000 to 6.3 million in 2020 [7]. Candidates who desire to obtain post-secondary education from the Global South countries have to migrating to the Global North countries in order to have access to higher education and research.

The five major English-speaking countries that take half of the international students are United States, Canada, New Zealand, Australia and United Kingdom. Among all international students, Asians were found to be in the majority; 53% of all the international students were studying in higher education institutions [8]. Over 2.5 million Bangladeshi people travel abroad every year in search of opportunities for higher studies, employment or for better living conditions on permanent or temporary basis [9]. The students of Bangladesh often think of studying in other countries to earn better employment, social status and quality of life. Students are pulled by the desire to access developed educational programs, modem research facilities and employment opportunities elsewhere in the world. According to the UNESCO report, 24000 Bangladeshis were abroad for study in 2014, 33000 in 2015 and 60390 in 2017 [10]. Bangladesh students most likely to pursue higher education in Canada, Germany, Malaysia, USA, India, Saudi Arabia, Australia, UK, Japan and UAE.

In the most recent study performed by UNESCO it was found out that between 70000 and 90000 Bangladeshi students go to foreign countries for higher studies every year [10]. People expectations of current local education system, political risks, learned expectations of society, and economic costs pressure on families affect the migration process for students to continue with their higher education [11]. To most of the students, going abroad is an opportunity to further education and thus employment for a better, safer and more developed country [12]. This leads to a form of tension exhibited through push and pull factors where by local problems push students to migrate while the lure of better opportunities in the different country pulls them in [13]. Students have been found to pursue educational opportunities abroad despite possible negative results because of work and personal related reasons.

Bangladeshi students are now migrating overseas for higher education in large numbers, the specific relationships between key variables that shapes up students' migratory behavior are still not well researched. Most of the prior work has focused on the issue of brain drain as well as the overall patterns of migration [14]. Very limited research has specifically focused on how the decision-making of Bangladeshi students is particularly affected by the availability of tertiary education, political uncertainty, perceived social pressure, and income level [15].

Though the general concepts of overseas education migration phenomenon have been explored very widely, there is dearth of literature that is particularly focused on the push and pull factors of Bangladeshi students [10]. Prior studies often focus solely on quantitative information leaving out the qualitative information from the context that may provide another angle to the study on Bangladeshi students' preferences, challenges and perception towards migration [16]. It might help explain the phenomena and point out directions for further research by presenting researched-based policies and targeted actions that are supposed to consider Bangladeshi students' needs and their desire to succeed. This research may therefore contribute to better understanding of these phenomena and also to inform the formulation of policies as well as programs that would effectively address the needs and goals of both Bangladeshi students and the countries by identifying factors that sinful student migration. The following objectives were determined to identify the research objectives.

ROI 1: To identify the fundamental motives behind Bangladeshi students to pursue higher education and migration abroad.

ROI 2: To examine the push and pull forces that prompt Bangladeshi students to move and seek out higher education abroad.

## 2. Literature Review

Scientists conducted multiple studies to determine which elements influence student migration patterns alongside their educational intentions across the globe [17]. Economic requirements become the most influential factor in influencing decisions about migration [18]. Unemployment serves as a factor in this migration decision because students should forego tertiary education and gamble with the job market whose "availability of jobs and economic disparities within countries affect this system" results in advanced nations preferring higher skilled employees [19]. Students act on migrating for work opportunities because their obtained academic credentials frequently prove incompatible with job positions in particular countries [20]. The opportunity to apply such degrees outside the country becomes appealing for people whose job opportunities are scarce or who possess qualifications that fail to match current market demands [21].

The intention to migrate overseas is significantly shaped by socioeconomic status, which also affects the variability and motivation of such decisions [22]. Higher socioeconomic status individuals frequently see migration as a calculated move to

improve their lifestyle, educational opportunities, or employment prospects [23]. Individuals with selective immigration rules find them more appealing as visa applicants due to their frequently higher levels of education and professional abilities [20]. For lower socioeconomic status individuals, the intention to migrate abroad is often driven by the need to escape economic hardship, unemployment, or limited opportunities in their home country [24].

The literature also emphasized the distinctiveness of educational migrations from other type of student migration and general migratory experiences [18]. A variety of different collaborator factors makes each form of migration what it is. Student migration is affected by social aspects, political agendas and economic conditions as well-known personal considerations by career opportunities, educational potential [20]. And fit between job expectation/qualifications... but this demography serves to underline the shrinking pool available in Northern Senegal. Also, lots of social and personal backgrounds (such as a pull to make more money or the society that expects perfect work) is powerful incentives for students' migration preferences [18].

# 3. Hypothesis Development

# 3.1. Research Opportunity (RO)

Research capacity is defined as the presence and accessibility of institutions, resources, equipment and systems that support research in a particular field [25]. Research opportunities are key to innovative academic growth in higher education [26]. It enables academics to work with students on signification research projects that advance knowledge and solve problems across a range of disciplines. Access to research funding, advanced laboratories, and collaboration with international institution enhances the quality of research [27]. These opportunities also attract talented students and scholars, potentially influencing their decisions regarding migration for better academic prospects. Research opportunities in higher education help in developing critical thinking, analytical skills, and expertise in specific areas, preparing students for future challenges in their careers [20]. Student decision to pursue higher education abroad can be greatly influenced by the accessibility and quality of research opportunities. Based on the above information, the hypothesis stated that:

H<sup>1</sup>: Research opportunity (RO) has a positive influence on higher education (HE).

## 3.2. Subjective Norms (SN)

Subjective norms reflect the individual's perceived social pressures or expectations to behave in specific ways by important individuals or groups [28]. These norms are an idea that some others believe they should or should not do something [26]. Subjective norms in higher education relate to the perceived social influence on academic and career decisions for a student [29]. These norms are constructed and propagated through the expectations, perceptions of peers, family values, teacher practices as well school climate that surrounds these students [17]. The discipline and closure that surrounds the fact a student is studying may cause momentous levels of pressure or demand from his/her family, colleagues [25]. These can greatly differ across cultures; in some societies, more value is put on a certain educational field or career pathway [20]. Subjective norms tend to perpetuate traditional academic hierarchies making it difficult for those dreaming to tread ways extraordinary [30]. And, they can have salutary effects such as driving students to aim for success in college and outside interests that indeed fulfill professional objectives. From the above literature, the researcher stated that:

 $H^{2:}$  Subjective norms (SN) has a positive influence on higher education (HE).

#### 3.3. Socioeconomic Status (SS)

Socioeconomic status is a metric that incorporate the economic and social position of an individual or group in comparison to others, based on a variety of factors [31]. Socioeconomic status significantly influences access to and success in higher education [32]. More access to high-quality education, extracurricular activities, and networking opportunities is generally available to students from higher socioeconomic backgrounds, which can improve their academic performance and chances for the future [25]. Those from lower socioeconomic backgrounds may face financial barriers, limited access to educational resources, and additional stressors that can hinder their academic success. Inequalities in socioeconomic status can result in differential access to research, internships, and employment prospects, which may reinforce the cycle of disparity in higher education elsewhere [25]. These people may migrate under less secure circumstances, rely on unofficial networks, take our high interest loans, or migrate under dubious circumstances, leaving them open to exploitation or poor leaving conditions in the destination country [25]. Following the information, hypothesis would be stated that:

H<sup>3</sup>: Socioeconomic status (SS) moderates between higher education (HE) and migration intention (MI).

## 3.4. Political Instability (PI) Mediates to Migration Intention (MI) By Job Adaptation (JA)

#### *3.4.1. Political instability (PI)*

A state in which there is political instability, unrest, or transition as defined by conflict situations, leadership problems, or changes in leadership [33]. Some reasons that cause political instability are violent warfare, frequent of leadership, dissolution of governments, systemic corruption, and civil unrest, among others [34]. Political instability will to a large extent, influence job adaptation among people. In the uncertainty in the political environment, the organizational environment also becomes uncertain, virtually posing challenges to employment security, career growth, and stability at the workplace. Candidates may experience complications when they are seeking work permits and visas because of the instabilities in the legal systems, problems in their workplace, or the scarcity of long-term employment [35]. Organizations operating in such regions may feel pressured not to invest their money in their employees with specialized skills in their field run for better and

more stable opportunities in other countries, which leads to brain drain [36]. From the above discussions on previous relevant studies, the hypothesis stated that:

 $H_{4(a)}$ : Political instability has a significant influence on job adaptation.

# 3.4.2. Job Adaptation (JA)

Job adaptation is a state of affluence involving the capacity of one's aptitude to fit the available job opportunities and requisites in an organization fit for the individual [37]. Learning to adapt to the organizational norms, policies, and beliefs is as crucial as acquiring the skills and knowledge to perform tasks effectively [38]. Effective adaptation within organizations can lead to extended career development, organizational improvement, and higher satisfaction in one's profession. The likelihood of migration depends on the expectations of better living standards and jobs [39]. Reasons for job change stress can be because of language, unfamiliar work culture, new country, and changes in expectations concerning language and work ethic. The perceived ease of moving between another county and adapting to another work environment may be used to encourage or discourage migration prospects [40]. Based on the preceding information, the hypothesis claimed that:

 $H_{4(b):}$  Job adaptation has a significant influence on migration intention.

# 3.4.3. Higher Education (HE)

The level of education that follows secondary or high school graduation in known as higher education, and it is usually offered by colleges, universities, and other establishments [6]. A person's desire to study, live, or work overseas is largely shaped by their higher education, which also acts as a pathway for those who wish to migrate there [21]. Many students aspire to pursue higher education abroad to access world-class academic institutions, specialized programs, and diverse cultures [26].

Higher education abroad is seen as stepping stone to long-term migration [41]. Studying abroad is a desirable choice for people who want to eventually stay in a new country because many nations provide post-study work visas or routes to permanent residency [25]. Individuals from regions with limited educational resources may view migration for higher education as essential for achieving their career goals [42]. Significant elements influencing this propensity to migrate include the standard of education, the availability of scholarships, and access to cutting-edge technology and research facilities in foreign schools [20]. From the aforementioned discussion on these relevant studies, the hypothesis states that:

*H*<sub>5:</sub> *Higher education (HE) has a positive influence on migration intention (MI)* 

## 3.4.4. Conceptual Framework Development

Socio-political factors capture the push and pull impacts on migration intentions [43]. Better socio-political conditions, limited opportunities and social connections in host countries are the reasons that students switch from their home country of residence [21]. The post-graduation mobility intentions of students are influenced by the motives, ideologies and perspectives inherent in their worldviews [18]. Once they graduate, students are very motivated to go to countries with highly competitive cultures of personal independence and professional accomplishment [25]. It is also well recognized that trade liberalization has repercussions on financial organizations, which in turn affect international migration [44]. If their political structures are weaker there as well, they may leave for greener pastures even further afield to countries that function better economically [45].

The purpose of migration can be broken down into categories of push and pull factors, intervening obstacles, placerelated observations, and personal aptitude [18]. The pull factors, conversely, are the advantageous conditions inside the destination country attributable to which attract immigrants such as better job gainful circumstances, educational prospects and way of living in Figure 1 [21]. An important reason for using this model is that it has been used in several studies involving student migration [43] and as such can adequately describe the multitude of arguments with which students decide to engage or decide not study abroad at their own country [23]. Appropriateness towards researching the migration intentions of Bangladeshi students [19]. The importance of this model for understanding why some groups want to migrate more than other lies in its ability to combine personal and contextual factors [46] that makes it an exhaustive tool of equipment which can help us unravel the riddles surrounding student-migration in Figure 1 [29]. The researcher developed the proposed research model by discussing the relevant previous research, where research gaps were identified to fulfill the research objectives.



# 4. Methodology

# 4.1. Method Selection

The current study engaged a quantitative method of data collection to ensure a large sample size was obtained. The quantitative method was used in the study through the administration of an online questionnaire survey for data collection [47]. Qualitative research aims at neutrality and is most appropriate in cases where data on some variables can be obtained through surveys, conclusions being made on samples of a large population [48]. The responses that are relevant to the objectives of the study are well captured by the questionnaire [49]. This approach established the purpose to explore the main antecedents of Bangladeshi students' intention to study and work in foreign countries.

## 4.2. Instrumental Development

The items for measurement were developed based on prior research and subsequently tested with a sample of 40 individuals to confirm their validity in the context of higher education and migration intention [50]. The final structured questionnaire was developed in accordance with the findings from the pilot testing and the expert recommendations pertinent to the study area. The questionnaire was initially developed in English and subsequently translated into Bangla to facilitate the respondents' understanding and to ensure the accurate collection of their genuine comments and opinions [51]. The questionnaire was structured into three distinct segments: Section A, which gathered demographic information from respondents, and Section B, which comprised measurement items pertaining to the variables under investigation. The study utilized a 5-point Likert scale to collect responses from participants, where a score of 1 represented strongly disagree and a score of 5 indicated strongly agree [52].

# 4.3. Research Design

Based on the models and frameworks utilized in the current study, an online survey was conducted in order to assess them and analyze the results accordingly. This design is made to provide a broad and balanced view of the study problem in order to achieve its effective resolution [53]. Qualitative data provides a better understanding of the motives and other factors impacting the intention of migration, and the use of research methodologies to identify relations between key variables [54].

## 4.4. Survey and Sampling Techniques

The research was conducted with a sample of Bangladeshi individuals who expressed interest in migrating abroad and had intentions related to migration [54]. The proposed study employed a random sampling technique, contrary to the purposive sampling method, because the former provides a more qualitative assessment of the study characteristics [55]. In this survey, all the general students of Bangladesh universities, colleges, and schools are considered to be the population size of the study, who were really interested in studying and settling abroad.

A non-probability purposive sampling technique was utilized to distribute a total of 500 questionnaires to individuals with an interest in studying and migrating [56]. The surveys were distributed using a combination of online platforms and in-

person interactions, focusing on individuals who are potentially considering migration for educational reasons [57]. Prior to participation, it was verified by the researchers that the individuals involved either had existing intentions to pursue studies abroad or were contemplating migration for educational purposes [58]. The research was carried out in the Dhaka, Rangpur, and Chittagong divisions of Bangladesh, selected for their significant population of students engaged in the pursuit of overseas educational opportunities. A total of 500 questionnaires were distributed, with 350 successfully collected for analysis.

Following the process of data cleaning to address incomplete or invalid responses, a total of 325 usable questionnaires were included in the analysis section. The calculated response rate for the survey was determined to be 70%, while the rate of usable data was found to be 65%. The dataset, consisting of 325 respondents, serves as the foundation for the analysis in this study, offering a substantial sample size to investigate the migration intentions of students. Roscoe [59] suggests that in the context of multivariate research, it is advisable to maintain a sample size that is a minimum of ten times greater than the number of variables being analyzed. Given this recommendation, the sample of 325 respondents comfortably exceeds this threshold, ensuring sufficient data for reliable statistical techniques, such as regression analysis, factor analysis, or structural equation modeling regarding study and migration intentions [60].

# 4.5. Data Analysis Method

The data collected through the distributed questionnaire survey were analyzed using statistical tools for the purpose of depiction in a simple form that would arrive at a reliable conclusion. The assessments made were both on the nominal and ordinal scales in order to get the data [61]. The data collected was evaluated using SmartPLS 4. 0 and SPSS 25 [62]. Structural equation modelling (SEM) was conducted using the partial least squares (PLS) method in Figure 1, while the descriptive statistics were conducted using SPSS V. 25 [63]. The appropriateness of PLS-SEM in the context of exploratory research, especially where the research framework entails mediating or moderating variables, as the framework turns out to be more complex [64].

# 5. Results

The correlation tests conducted on the items, with a Kaiser-Meyer-Olkin (KMO) index of 0.916, surpass the threshold of 0.5 and approach the ideal value of 1. Additionally, Bartlett's test yielded a significant result (p < 0.05), confirming the data's appropriateness for factor analysis [64-66]. Table 1 illustrates the data's suitability for factor analysis through the KMO and Bartlett's tests.

## Table 1.

Table 1.		
Suitability of data for factor analysis.		
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampl	ing Adequacy.	0.916
Bartlett's Test of Sphericity	Approx. Chi-Square	4823.569
	df	351
	Sig.	0.000

# 5.1. Validation of the Structural Model

# 5.1.1. Convergent Validity and Internal Consistency Reliability Analysis

This study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) to validate the measurement model, as the proposed hypotheses are exploratory and lack strong theoretical foundations [67]. Internal consistency, reliability, and convergent validity were evaluated using factor loadings, average variance extracted (AVE), composite reliability, and Cronbach's alpha, following established guidelines [68]. The results in Table 2 show that all values exceeded the thresholds of 0.70 for factor loadings [64], composite reliability [69], and Cronbach's alpha [70] and 0.50 for AVE [71], indicating excellent internal consistency reliability and convergent validity. However, indicators RO3, RO4, JA3, JA4, and HE4 were excluded due to their failure to meet these criteria in Table 2.

Construct	Indictors	Convergent V	alidity	Internal Consistency Reliability			
		Factor Lading	AVE	Composite Reliability	Cronbach's Alpha		
RO	RO1	0.899	0.81	0.895	0.766		
	RO2	0.902					
SN	SN1	0.804	0.623	0.868			
	SN2	0.809			0.798		
	SN3	0.755					
	SN4	0.788					
SS	SS1	0.82	0.673	0.891	0.839		
	SS2	0.861	-				
	SS3	0.766					
	SS4	0.832					
PI	PI1	0.847	0.718	0.91	0.869		
	PI2	0.862					
	PI3	0.815					
	PI4	0.864					
JA	JA1	0.894	0.81	0.895	0.766		
	JA2	0.906					
HE	HE1	0.884	0.737	0.894	0.823		
	HE2	0.82					
	HE3	0.871					
MI	MI1	0.804	0.764	0.928	0.896		
	MI2	0.887					
	MI3	0.906					
	MI4	0.894					



Convergent validity and internal consistency reliability analysis.

**Figure 1.** Result of SmartPLS.

# 5.2. Discriminant Validity

Assessing discriminant validity is essential for understanding the relationships among reflectively measured constructs [72]. Common methods include the Fornell-Larcker criterion, analysis of cross-loadings, and the Heterotrait-Monotrait (HTMT) ratio [73-75]. Discriminant validity in this study was assessed using the Fornell-Larcker criterion [71] and the HTMT ratio [76]. The Fornell-Larcker criterion requires that the square root of the AVE of a construct exceed the correlations between that construct and others. Table 3 shows that all values met this criterion, indicating good discriminant validity [77].

	HE	JA	MI	PI	RO	SS	SN
HE	0.859						
JA	0.672	0.9					
MI	0.608	0.62	0.874				
PI	0.556	0.408	0.47	0.847			
RO	0.47	0.333	0.392	0.389	0.9		
SS	0.492	0.574	0.555	0.338	0.322	0.82	
SN	0.542	0.563	0.565	0.415	0.431	0.519	0.789

 Table 3.

 Discriminant validity through the Fornell-Larcker criterion

Table 4 presented the HTMT values close to 1 suggest a deficiency in discriminant validity, typically with a threshold of 0.90 [76, 78, 79] or 0.85 [74, 80]. Table 4 shows that all threshold values are within the acceptable range, ensuring excellent discriminant validity.

#### Table 4.

Discriminant V	Validity	Hetertrait-monotrait ratio	(HTMT	) – Matrix
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č	HE	JA	MI	PI	RO	SS	SN	SS x HE
HE								
JA	0.838							
MI	0.698	0.747						
PI	0.643	0.497	0.53					
RO	0.587	0.434	0.473	0.475				
SS	0.56	0.701	0.629	0.385	0.386			
SN	0.661	0.712	0.665	0.497	0.55	0.622		
SS x HE	0.624	0.581	0.495	0.501	0.45	0.411	0.531	

## 5.3. Test of Hypotheses

Structural Equation Modeling (SEM) was employed to analyze the measurement model, estimate the structural model, and test the proposed research hypotheses [81]. The results indicate that the structural model meets the minimum requirements for acceptable values, signifying a good fit between the conceptual model and the empirical data.

Table 5 presents the hypothesis test results for the research model. The results indicate that hypotheses H1, H2, H3(a), H4(a), and H4(b) are accepted, while H3(b) is rejected. Hypothesis H1 is accepted because RO has a positive ( $\beta = 0.29$ ) and significant (p < 0.001) effect on HE, suggesting a positive and significant impact of RO on HE. Similarly, SN shows a positive ( $\beta = 0.416$ ) and significant (p < 0.001) effect on HE, indicating a strong and positive relationship between SS and MI, thus accepting H2. The findings represented that SS has a positive ( $\beta = 0.242$ ) and significant (p < 0.001) impact on MI, leading to the acceptance of H3.

The moderating test H3(a) reveals that SS x HE does not significantly (p = 0.074) and positively ( $\beta = -0.056$ ) affect MI, indicating that the influence of SS x HE on MI is statistically negligible, resulting in the rejection of H3(a). Both H4 and H4(a) are accepted, showing a positive effect on JA ( $\beta = 0.408$ ) and MI ( $\beta = 0.257$ ), with both having significant (p < 0.001) impacts, as shown in Table 5. The mediator test of PI, JA, and MI shows a significant (p = 0.002) and positive ( $\beta = 0.099$ ) effect, making JA a significant mediator, thereby accepting H4(b). Similarly, H5 is also accepted, as HE shows a significant (p < 0.01) and positive ( $\beta = 0.263$ ) impact on MI. Table 5 provides a visual representation of the proposed hypotheses of the study.

		Original sample (O)-	Sample	Standard deviation	T statistics	Р	
Serial	Path	Beta	mean (M)	(STDEV)	( O/STDEV )	values	Decision
H1	RO -> HE	0.29	0.289	0.059	4.91	0	Accepted
H2	SN -> HE	0.416	0.419	0.059	7.084	0	Accepted
H3	SS -> MI	0.242	0.246	0.056	4.311	0	Accepted
H3(a)	SS x HE -> MI (moderator)	-0.057	-0.056	0.032	1.786	0.074	Rejected
H4	PI -> JA	0.408	0.41	0.065	6.295	0	Accepted
H4(a)	JA -> MI	0.257	0.256	0.068	3.768	0	Accepted
H4(b)	PI->JA->MI (mediator)	0.099	0.101	0.032	3.112	0.002	Accepted
H5	HE-> MI	0.263	0.261	0.074	3.551	0	Accepted

# Table 5.Hypothesis Test Results

Note: \*p<0.05 (Not Acceptable)

## 6. Discussion

This study examines the reasons students want to move to another country for education. This research focuses on a few key aspects: research opportunities, social norms, economic status, political issues, and higher education [82]. The findings contribute to expanding the understanding of why students choose to study abroad. It shows how important academic and economic factors really are.

The results show that having research opportunities (RE) plays a big role in students' choices to study overseas. This backs up the first hypothesis (H1). Previous studies also talk about how important things like academic resources, research money, & school partnerships motivate students to go abroad [20, 27]. The strong beta score ( $\beta = 0.29$ , p < 0.001) really highlights that good research facilities can attract students to schools with amazing opportunities available. This is part of a larger trend where universities that focus on research don't just pull in local students but also draw in scholars from around the globe, which makes a competitive learning environment [27].

Subjective norms (SN) have a big impact, too. This confirms the second hypothesis (H2). Social influences, especially from family and friends, greatly shape what students aim for. The significant effect size ( $\beta = 0.416$ , p < 0.001) shows how strong social pressures are in making educational choices. This is especially true in cultures where family and society matter a lot [29]. These results match with what other studies say, that wanting to meet family or community expectations can be just as motivating as personal academic goals [25]. It also hints that universities should think about using family-focused marketing when hoping to attract international students. The choice to study abroad often feels like a family decision, not just an individual one.

Socioeconomic status (SS). In Here are some mixed results. H3 accepted, which says higher socioeconomic status helps with migration intentions ( $\beta = 0.242$ , p < 0.001) we rejected (a). This shows that even though having money can help with moving by providing resources, it doesn't really change the relationship between wanting higher education & wanting to migrate. It challenges earlier ideas that having more money would boost the effect of education on migration plans [23]. Interestingly, even those with less money might still feel motivated to move if they see strong benefits like better career paths or more political stability ahead of them. Future studies could look into other factors at play like government help or scholarship programs, affecting these decisions.

Political instability (PI) turned out to be important, too. It plays a strong part in job adaptation (JA) & migration intentions, confirming H4 & H4(b). Uncertainty back home pushes students towards job markets in safer areas. The data ( $\beta = 0.408$ , p < 0.001) clearly shows that political problems can not only drive migration but also make it vital for students to adapt their jobs in new countries since they want a secure future in local job markets. This fits well with many other studies that point out political instability as a key reason that drives people to migrate [45]. How job adaptation steps in between political issues & migration plans too ( $\beta = 0.099$ , p = 0.002), showing how students work hard to ensure to stay long-term in new places, especially where there's work waiting after graduation. Policymakers could think about making clearer paths from studying to working for international students.

Higher education also has a huge role when it comes to migration intentions, which supports the fifth hypothesis (H5). The beta coefficient here is interesting too ( $\beta = 0.263$ , p < 0.01). It suggests studying abroad is more than just an academic, often it's part of a larger strategy tied directly to long-term migration goals. A lot of students view foreign education as a ticket to getting permanent residency or good jobs in those countries, especially when immigration policies are friendly [83]. This reinforces the idea that international educational markets go hand-in-hand with immigration rules; countries looking for talent should align with education systems & migration policies better so that authorities can offer great options after studying.

## 7. Implications

## 7.1. Theoretical Implications

The research advances theoretical understanding of student migration in tensions by incorporating various factors, research opportunities, subjective norms, socioeconomic status, political instability, and job adaptation [24]. The integration of these elements contributes to existing migration theories by offering a more holistic perspective on the motivations behind student migration. The model developed in this study demonstrates the indicated relationship between educational, social, and political drivers of migration [22]. It also introduces novel insight by exploring the mediating effect of political instability on job adaptation and migration. These theoretical contributions pave the way for further empirical research, particularly by

encouraging scholars to explore additional variables such as cultural factors and migration policies that might impact student migration decisions [83].

## 7.2. Practical Implications

From a practical standpoint, the findings emphasize the importance of enhancing research opportunities and institutional support for students considering international education [84]. Universities, especially in developing countries, should focus on building robust resource environments and fostering international collaborations to make higher education more attractive to potential migrant students [85]. Additionally, understanding the influence of subjective norms such as family and social expectations can guide universities in developing support systems that are sensitive to students' cultural contexts. Personalized guidance and counseling services should be provided to have students navigate the complex social pressures surrounding migration [86].

## 7.3. Managerial Implications

For higher education leaders and policymakers, the study highlights the critical need to address sociopolitical influence on migration decisions. Universities should prioritize expanding global resource opportunities and enhancing institutional reputations to attract international students [87]. In regions affected by political instability, universities must offer targeted career development programs and support services that facilitate job adaptation for students. Collaborating with international institutions can help create more stable and secure career pathways for a student migrating the adverse effects of politics on their migration intentions [88].

# 8. Conclusions

This study offers significant insight into the determinants of student migration intentions, particularly within the context of higher education. By exploring key factors: research opportunities, subjective norms, socioeconomic status, political instability, and job adaptation, the research demonstrates how these variables collaboratively influence student decisions to study abroad [89]. The findings indicate that higher education exerts a substantial impact on migration intentions, with research opportunities and subjective norms serving as strong predictors. Additionally, the moderating role of socioeconomic status and the mediating effect of political instability underscore the critical importance of the socio-political context in shaping migration choices.

# 9. Limitations of the Study

There were some limitations for conducting this research paper, which were presented below. First, the research focuses on a relatively small sample of 325 students, which may not fully represent the broader population of Bangladeshi students seeking higher education abroad. Secondly, the study is centered on students from certain divisions of Bangladesh (Dhaka, Rangpur, and Chittagong), which may lead to geographic bias, limiting the generalizability of the findings to other regions of Bangladesh or other countries [56]. Next, the data collected is cross-sectional, offering a snapshot in time and potentially missing out on the evolving nature of students' migration intentions, which could change over time due to personal or global circumstances [53]. Finally, some cultural and subjective norms are considered, but the research does not deeply investigate the broader cultural influences that could also affect migration decisions, potentially limiting the understanding of students' behavior in different cultural settings.

# 9.1. Future Directions

Expanding the research to include students from different regions of Bangladesh and comparing findings with students from other countries could provide more comprehensive insights. Future studies could employ longitudinal data to track how migration intentions evolve over time, providing a dynamic understanding of the factors that influence students' decisions [51]. Investigating the impact of government support programs, such as scholarships and visa policies, on student migration intentions would offer practical insights for both sending and receiving countries [90]. Future research could explore the effects of other factors like cultural influences, migration policies, and post-graduation work opportunities, offering a more nuanced understanding of the student migration phenomenon.

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