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Motives and Obstacles of International Students Studying In Indian University

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ABSTRACT:- The objective of this study is to explore the factor motives and obstacles of international students studying in Indian universities. One university is of a central university in Delhi, while the second university is of a state university in Pune, Maharashtra, India. To answer seven research questions is: What are the motives and obstacles of international students? Do international students male and female differences in his or her motives and obstacles? Do international students in city and capital different in their motives and obstacles? Do scholarship, family support, government grant and private found of international students' payment different in their motives and obstacles? And How do international students overcome these obstacles? Survey method was administered to 100 international students from the Delhi University and Pune University. Results found that the international students were motive in applying academic knowledge, English environment to India higher education and the obstacles of international students were international student fee carried from the university students and safety in India. As well as academic knowledge and English environment also were two significant keys to help international students overcome these obstacles.

Keywords:- study abroad, international students, Indian university, motives, and obstacles.

I.   INTRODUCTION:

As the world around us becomes increasingly globalized, colleges and universities are challenged with the task of preparing graduates for work and life in an environment that is more interconnected than ever before, Lisa (2012). The world, it also is getting smaller by borderless of education by navigating across various cultures, communicate by same language but a different nation, and interact with a variety of people, culture, religion, politics, tradition carrying people around the world come together nearer than ever. Over the next 70 years, participation in study abroad programs were seen to be moderately inconsistent due to the two World Wars, the Vietnam War and the Cold War, Travis Roy (2014).

Hence, improving the international competencies of university students is becoming an important goal for both nations and universities, Manyu Li (2013). On the country level, national security and globalization trends are "driving nations to place more importance on developing and recruiting human capital or brain power through international education initiatives" (Knight, 2004). Currently, going to study abroad is seen as a trend most of developing countries student who is not only to show the borderless education for the purpose of enjoying a better- quality training but also become the main source that generates revenue for the university. Absolutely, student 'll find out that exact immersing in the host education system of oversea countries is a nice way to have real experiences of student time.

According to Indian Students Mobility Report (2016), there was a 12% rise in the flow of students from India to the US and Canada in 2014, which grew to 17.8% in 2015- WES(2017). Ministry Of External Affairs (2018), the number of Indian students studying abroad is growing at a faster pace than ever before, eleven top and emerging destination countries – including the United States, Canada, Australia, Saudi Arabia, United Ara Emirates, New Zealand, Bahrain, China, United Kingdom and Germany. Beside Indian students are going to studying abroad, India has also warmly welcome numeral international students from a different country in the world to study in because it, a country, has been a major position of studying base on thousands of years until to now where is definitely a destination country of student choice to study oversea.

According to MHRD Final report (2018), there are approximately 20,000 colleges, 42 central universities, 275 State universities, 130 Deemed Universities and 93 Institutes of National importance in the Indian higher education system. Undoubtedly, India is a destination of students on studying abroad making the decision. In nearby eight years, but the number of international students comes to study in India has increased

from 27531 to 46144

No. Foreign students study in India from 2010- 2018
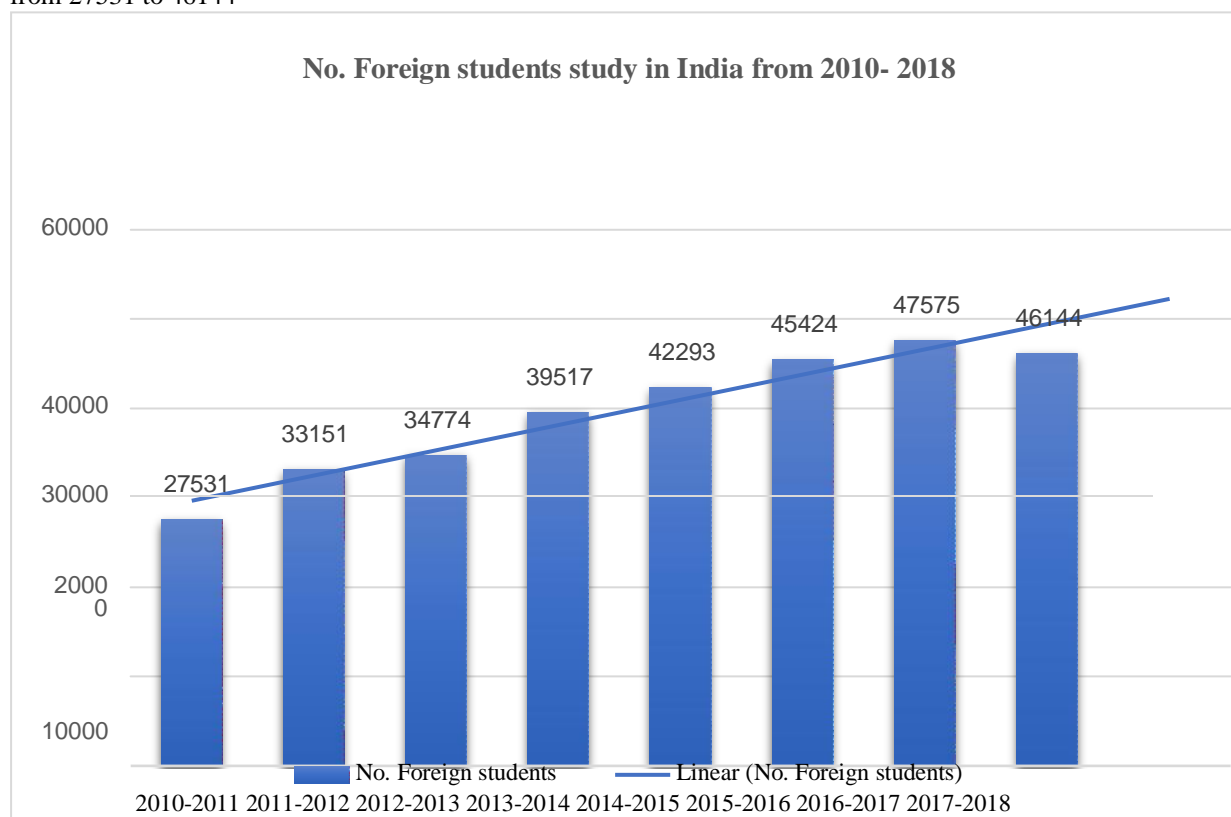
Source : AISHE-MHRD Final Report from 2010-2018

Addition, in this study, aimed at investigating motivation factors that influence on a choice of a foreign university which leads international students to choose Indian university as an education destination as well as their obstacles when studying here.

Theoretical Background:-

Importantly, push and pull theory Mazzarol and Soutar (2002) examine three distinct stages of international students' decision-making process when selecting a final study destination. In the first stage, students must decide to study internationally, rather than locally. This can be influenced by push factors within the home country. After a student has decided to study abroad, the second stage is to choose a host country. At this point, pull factors of country destination become important to make one host country relatively more attractive than others. Then, the third stage is the selection of a host institution. A variety of additional pull factors make a particular institution more attractive than its competitors. These findings also were concerned and reviewed by Laddawan Jianvittayakit (2012).

Statement Of Research Problem:-

To find out the problem of all international student of graduated or post graduated in SPPU and Delhi University who are studying different departments for different courses about motives and obstacles of studying at Indian University.

➢ **Objective Of The Research**
- To know motives and obstacles of international students studying in an Indian university.
- To find out international students male and female differences in his or her motives and obstacles.
- To find out international students in city and capital different in their motives and obstacles.
- To find out scholarship, family support, government grant and private found of international students having different in their motives and obstacles.
- To know international students studying in Indian university how they overcome these obstacles.

➢ **Research Question:-**

The study was guided by the following research questions:

- What are motives and obstacles of international students?
- Do international students male and female different in his or her motives and obstacles?
- Do international students in city and capital different in their motives and obstacles?
- Do scholarship, family support, government grant and private found of international students payment different in their motives and obstacles?
- How do international students overcome these obstacles?

II.   RESEARCH REVIEW:-

➢ **Current higher education in India:-**

According to the India Country Summary of Higher Education (World Bank), India's higher education system is the third largest in the world, after China and the United States. Current, the number of universities and similar institutions listed on the AISHE portal has increased from 723 in 2013-2014 to 903 in 2017-2018 by almost 24.9 % in India. Whereas the number of colleges has increased from 36634 in 2013-2014 to 39,050 in 2017-2018 by about 6.6%. The student enrolment has grown considerably during the last 5 years, which has increased from 3,23,36,234 in 2013-2014 to 3,66,42,378 in 2017-2018, the overall growth is 13.3%.

➢ **Empirical Framework Of Study Abroad Research Overview:-**

A global perspective should be a part of every university student's education (Lunn, 2008), and study abroad is "one of the instruments that can be deployed as part of a strategy for internationalization of the curriculum" (Beelen 2012, p. 14). Therefore, many researches were conducted by hug scholars and researchers about study abroad topic. This is some review about study abroad had done before.

Nyaupane, Gyan P., Paris, Cody Morris and Teye, Victor (2010), were to examines the role of motivations, travel experience, social ties and destination in the pre-trip attitude of study abroad students. The sample for this study was a group of University of international students participated in programs at the South Pacific or Europe. The results revealed that Social motivation emerged as the most important factor that influences attitude toward the destinations before the trip while academic motivations and social ties also influenced students' destination selection for the study aboard program.

Buesing, Wendy M (2004). Two hypotheses were tested: 1) American students are more likely motivated to study abroad by cultural motives such as sightseeing and gaining awareness about a different culture, and 2) International students are more likely motivated to study abroad by academic motives such as taking classes that are not offered in his or her country. Seventy students completed a questionnaire survey. The result was reported American students rated adventure seeking another culture as the most motivating factors for studying abroad and family of origin were rated least motivating to them. Likewise, international students ranked a desire to develop a sense of identity and to gain or achieve a greater sense of independence as the most motivating factor to study as well as a family of origin were significant motivating of them. It was also found that American students were more satisfied with the overall experience of studying abroad than international students.

Travis Roy(2014), with research topic: Student Perception and the Value of Studying Abroad, to explore benefits of study abroad and to identify students' (a) level of available programs; (b) value of the program; and (c) its obstacles. Case study and cross-sectional design are produced by interview and questionnaires. The findings were reported that students are seen to get more value on the personal and cultural benefits acquired through study abroad than academic needs, and financial concern was a significant obstacle on each of individual student. Anderson, Philip H. and Lawton, Leigh (2015). The goal of their study was to assess the relationship between why students chose to study abroad, their choice of a program, and their intercultural competence by employed a pre-post assessment of international students participating. The result showed that students with higher levels of cultural competence tended to have higher motivation scores than other world enlightenment, personal growth and career development factors.

Lisa Loberg (2012), exploring factors that lead to participation in study abroad, the study purposed was to address between high levels of student interest and low levels of participation by exploring factors that lead to student participation by using a mixed methods triangulation design. Findings indicated that faculty support and curriculum/academic integration are the important factors that lead to IS participation in study abroad.

III.   RESEARCH METHODOLOGY:

The exploratory study was conducted by Survey Method on international students in academic year 2018-2019.

➢   **Population:-**

With the good conditions for the study of two regions above, Savitribai Phule Pune University And Delhi University are two universities, with five college student sampling, for taking population. The proposed study comprised a target population of international students studying in Savitribai Phule Pune University, and Delhi University, India.

➢   **Sampling:-**

To questionnaire, each of them taking 10 respondents, plus the international students study in Delhi University included Delhi University North campus and 4 colleges belong to it, one will take 10 respondents, total this survey for international students is making 100 respondents (see table 1).

Sr. No	SAVITRIBAI PHULE PUNE UNIVERSITY (Maharashtra State)	DELHI UNIVERSITY (Haryana State)	Sample of Questionnaires	Sample of interview
1	*Savitribai Phule Pune University* Campus, Aundh, Pune, Maharashtra 411007	*Delhi University* North Campus, Faculty of Art, Delhi, 110007	20 IS 10 TU	**4 InS**
2	*Fergusson College* FC Rd, Shivajinagar, Pune, Maharashtra 411004	*Hindu college* Sudhir Bose Marg, Hindu College, University Enclave, Delhi, 110007	20 IS 10TU	**4 InS**
3	*MES Abasaheb Garware College* Karve Road, Colony, Pune, Maharashtra 411004	*Ramjas college* Ramjas College, University Enclave, Delhi 110007	20IS 10TU	**4 InS**
Sr. No	SAVITRIBAI PHULE PUNE UNIVERSITY (Maharashtra State)	DELHI UNIVERSITY (Haryana State)	Sample of Questionnaires	Sample of interview
4	*Ness Wadia College of Commerce* 19, Bund Garden Rd, Sangamvadi, Pune, Maharashtra 411001	*St. Stephen's College* Sudhir Bose Marg, University Enclave, New Delhi, Delhi 110007	20IS 10TU	**4 InS**
5	*Nowrosjee Wadia College* **19, Late Prin. V. K. Joag Path, Pune – 411001**	*Shri Ram College of Commerce* **Guru Tegh Bahadur Rd, Maurice Nagar, New Delhi, Delhi 110007**	**20 IS 10TU**	**4 InS**

Table 1: Sampling:-

The IS participant characteristics detail will show below (see table 2):

Category	Response(n=100)
Gender	Female (n=62; 62%)
	Male (n=38; 38%)
Age	18-30 (n=55; 85.9%)
	30-40 (n=8; 12.5%)
	More than 40 (n=1; 1.6%)
Region	City (n= 32; 50%)
	Capital (n= 32; 50%)
Major	Business/ Economics (n =25; 39.1%)
	Humanities (n= 9; 14.1%)
	Social Sciences (n = 7; 10.9%)
	Engineering (n= 2; 3.1%)
	Health Sciences (n= 2; 3.1%)

	Sciences (n= 9; 14.1%) Fine Arts(n=4;6.3%) Education (n=5;7.8%) Others(n=1;1.6%)
Course enrolling	Certificate/ Diploma (n=3; 4.7%) BA/BSc (n=23; 35.9%) MA/M.Sc(n=20;31.3%) Ph.D(n=9;14.1%) Others(n=7;10.9%)
Payment	Scholarships(n=29;45.3%) Self-finance (n=35;54.7%)
Country	Nepal(n=7; 10.9%) Afghanistan(n=11; 17.3%) Gambia(n= 6; 9.4%) Thailand(n=6; 9.4%) Myanmar(n=5; 7.8%) Vietnam(n=4;6.3%) Bangladesh(n=3;4.6%) Other(n=22;34.3%)

Data Collection Tool:-

The questionnaire was used to measure the range of motives and obstacles among the participants. The questionnaire is comprised of three parts. The first part lists ten main possible factors which motive an international student would study in India; each factor has a various reason, total 33 motive questions. The participants are used Linear Scale with a ranging from 1 ("none") to 5 ("very significant") to identify the degree to which each reason corresponds to their personal motives for studying in DU or SPPU. Part two of the questionnaire requires the participants to rank from difference reasons effected to obstacles of international students for studying in DU or SPPU. The participants are used Linear Scale with a ranging from 1 ("none") to 5 ("very much") to identify the degree to which each reason corresponds. Multiple choices (question 1-10 part I), Linear Scale (question 11-57, part II & III), and Checkboxes (question 58, part IV), total 68 questions for international students were analyzed that helped answer the research questions.

Table 3: Cronbach's Alpha of Motive Questions

Motive Questions	Items (n=36)	Cronbatch's alpha
1.Social experiences	7	0.901
2.Program options	5	0.908
3.Academic knowledge	5	0.826
4.Low cost living	5	0.883
Motive Questions	**Items (n=36)**	**Cronbatch's alpha**
5.Culture and religion	3	0.853
6.English environment	4	0.862
7.Offer course, marketing	5	0.908

Table 5: Cronbatch's Alpha of Obstacle Questions:

Obstacle questions	Items (n=25)	Cronbach's alpha
1.Financed concern	5	0.896
2.Language barriers	4	0.785
3.Personal safe	6	0.826
4.Emotional adjustment	6	0.872
5.Program quality	4	0.892

Data Analysis Statistical Techniques:-

The data were analyzed using the Statistical Program for the Social Sciences (SPSS) version 20. The data for each of the questions were put into the SPSS version 20 where descriptive, one sample test, independent t-tests for questionnaires.

Descriptive statistics were determined for the independent and dependent variables in the conceptual model, as well as the study participants. These statistics provide an overall characterization and distribution of the data. These statistics include frequencies, means, standard deviations and ranges for the data, to know which factor more effected than others.

One sample test was used to which variable of motives and obstacles effected to international students.

An independent t-test was used to determine whether males and females, city and capital, scholarship and self- finance students differ in their motives and obstacles.

Multiple analyses is calculated for check box question, to know the percentage of each of variable for how international students overcome the obstacles.

IV.   FINDINGS:

Analysis and interpretation of data objective 1.
The first research question was "What is motives and obstacles of international students?"

Descriptive statistics Motives variables:-
To contains the seven variable categories with mean for each of categories is social experiences(M=3.67, SD=.620), Program options(M=3.66, SD=.623), Academic knowledge(M=3.93, SD=.326), Low cost living(M=3.74, SD=.661), Culture and religion(M=3.40, SD=.651), English environment(M=3.90, SD=.628), Offer course, marketing(M=3.66, SD=.728) (see table 4.1).

Sr. No.	Motives Questions	N	Mean	Median	Mode	Std. Deviation
1	Social experiences	100	3.67	4.00	4	**0.620**
2	Program options	100	3.66	4.00	4	**0.623**
3	Academic knowledge	100	3.93	4.00	4	**0.326**
4	Low cost living	100	3.74	4.00	4	**0.661**
5	Indian culture	100	3.40	3.00	4	**0.651**
Sr. No.	**Motives Questions**	**N**	**Mean**	**Median**	**Mode**	Std. Deviation
6	English environment	100	3.90	4.00	4	**0.628**
7	**Offer course, marketing**	**100**	**3.66**	**4.00**	**4**	0.728

Table 4.1: Descriptive Statistics For The Seven Overall Categories Of Motives Variables

Observation:-
Based on the descriptive statistics, the mean for academic knowledge factor (M = 3.93, SD = .326) and English environment factor (M=3.90, SD=.628) were the highest and the mean for culture and religion factor was the lowest (M = 3.40, SD = .651).

Interpretation:-
The IS believed the academic knowledge and English environment factors as most important by the motives, the culture and religion factor as the least important.

➢   **Descriptive statistics for the detail items of each of motives variables:**

Item 1: Social Experiences				
Subject	**Mean**	**Median**	**Mode**	SD
1.Adapt with a new environment	3.64	4.00	4	**.628**
2.Learn to live with different types of people	3.62	4.00	4	**.616**
3.Opportunities for travel around India	3.62	4.00	4	**.693**
4.Push myself socially and academically	3.62	4.00	4	**.708**
5.Enhance my ability	3.64	4.00	4	**.718**
6.Be more Independent	**3.48**	4.00	4	**.810**
7.Gain self- confidence	3.70	**4.00**	**4**	**.732**

Table 4.2: Descriptive Statistics for Seven Variables of Social Experiences

Observation:-

Within the seven variables for the factor Social Experiences, the mean scores for gain self- confidence (M = 3.70, SD = .732) was highest and the mean scores for Be more Independent (M = 3.48, SD = .810) was lowest. The means for others were similar.

Interpretation:-

Participants believed gain self- confidence as most important. The factor gains self-confided motivated the international students to come studying in Indian University.
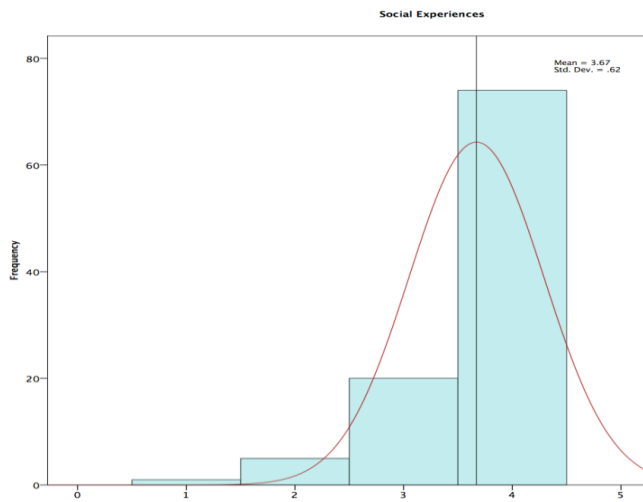

Figure 4.1: Frequency of Social Experiences Variable:-

Descriptive statistics of frequency for the social experiences variables classified as none(1%), very little(5%), average(20%) and significant(74%), to show that number of IS believed that social experiences have significant to motive them (see Figure).

Item 2: Programme option:-

Subject	Mean	Median	Mode	SD
1.Quality higher education	3.93	4.00	4	**.326**
2.Reputation of professor	3.92	4.00	4	**.339**
3.Prefer long, short course available	3.90	4.00	4	**.362**
4. Available different major	3.94	4.00	4	**.312**
5.Campus size	**3.85**	**4.00**	**4**	.458

Table 4.3: Descriptive Statistics for Five Variables Of Program Option

Observation:-

Within the five variables for the factor Program Option, the mean scores for Available different major (M = 3.94, SD = .312) was highest and the mean scores for Campus (M = 3.85, SD = .458) was lowest. The means for others were also high from 3.90- 3.93.

Interpretation:-

IS believed available different major as most important to affect their decided.

Figure show the descriptive statistics of frequency for the program option variables classified as none (0%), very little(0%), average(9%), significant(89%), and very significant (2%). The program option was taken 98% significant to IS for making choices
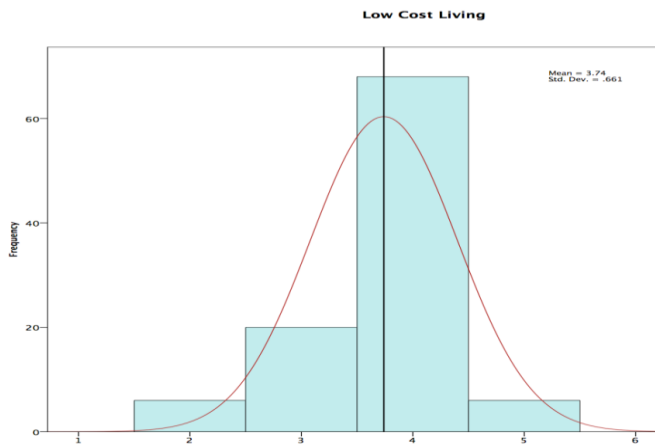
Figure 4.2 : Histogram Of Program Option Variable

Item 3: Academic Knowledge

Subject	Mean	Median	Mode	SD
1. Getting a different perspective	3.32	3.00	4	**.695**
2. Increase my critical thinking skills	3.16	3.00	3	**.631**
3.Have specific knowledge of the various programs	3.25	3.00	3	**.592**
4.Be easy to fit into my academic plans	3.29	3.00	3	**.518**
5.Fulfil major requirements	**3.47**	**3.00**	**3**	**.521**

Table 4.4: Descriptive Statistics for Five Variables of Academic Knowledge

Observation:-

Within the five variables for the factor Academic Knowledge, the mean scores for Fulfil major requirements (M = 3.47, SD = .521) was highest and the mean scores for Increase my critical thinking skills (M = 3.16, SD = .613) was lowest.

Interpretation:-

IS believed available Fulfill major requirements factor as most important of academic knowledge subject their decided.
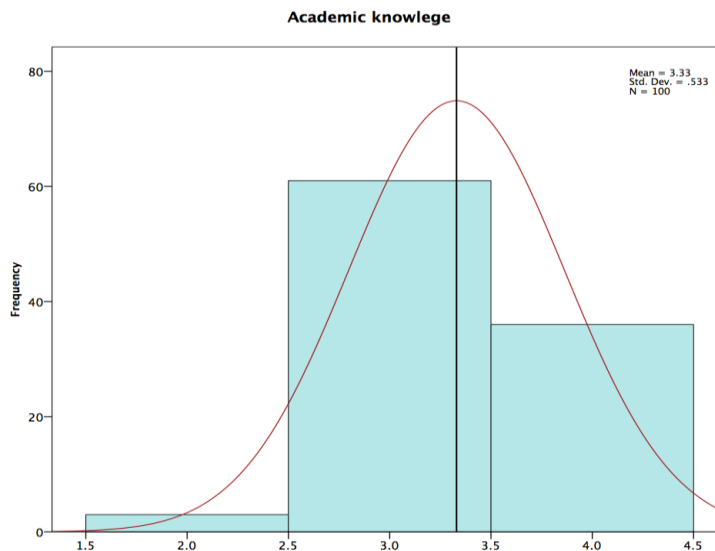

Figure 4.3: Histogram of Academic Knowledge Variable:-

Figure show the descriptive statistics of frequency for the academic knowledge variables classified as none (0%), very little (3%), average (61%), significant(36%), and very significant (0%). To IS academic knowledge is not much important factor to be strong effected of them.

Item 4: Low Cost Living

Subject	Mean	Median	Mode	SD
1. Outside accommodation	**3.46**	3.00	3	**.744**
2.Hostel for international Students	3.69	4.00	4	**.677**
3.Food	**3.80**	4.00	4	**.620**
4.Others change	3.77	4.00	4	**.601**
5.Transport	**3.63**	**4.00**	**4**	**.720**

Table 4.5: Descriptive Statistics for Five Variables Of Low Cost Living

Observation:-
Within the five variables for the factor Low Cost Living, the mean scores for Food (M = 3.80, SD = .620) was highest and the mean scores for Outside accommodation (M = 3.46, SD = .744) was lowest.

Interpretation:-
IS believed variable Food as most important condition of low-cost living when studying in India. To transport condition, they are not concern so much.
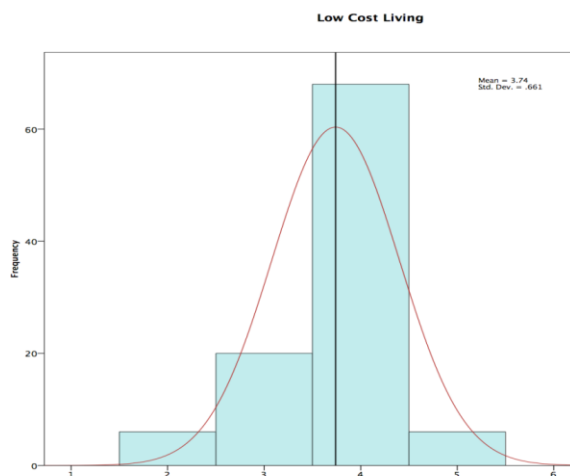

Figure 4.4: Histogram of Low-Cost Living Variable:-

Figure show the descriptive statistics of frequency for the low cost living factor classified as very little(6%), average(20%), significant(68%), and very significant (6%). IS believed that low cost living also a important condition to choose when living in India.

Item 5: Indian Culture				
Subject	**Mean**	**Median**	**Mode**	**SD**
1.To know about Indian custom	**3.39**	**3.00**	**3**	**.764**
2.To appreciate multiple Indian religions	**3.30**	**3.00**	**3**	**.628**
3.To know about Indian arts	**3.49**	**4.00**	**4**	**.718**

Table 4.6: Descriptive Statistics for Five Variables Of Culture And Religion:-

Observation:-
Within three variables for the factor Indian Culture, the mean scores for to know about Indian arts (M = 3.49, SD = .718) was highest and the mean scores for. To appreciate multiple Indian religions (M = 3.30, SD = .628) was lowest.

Interpretation:
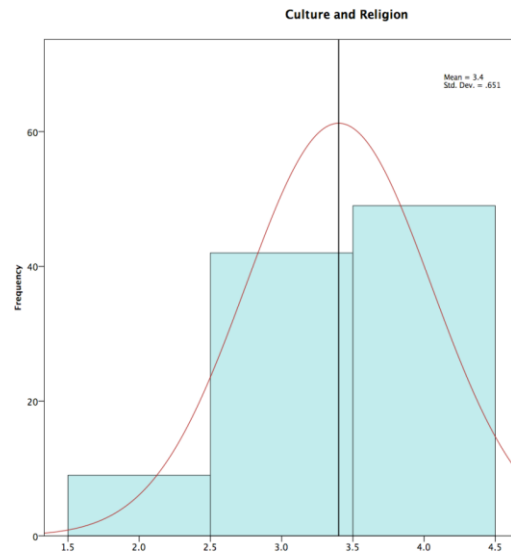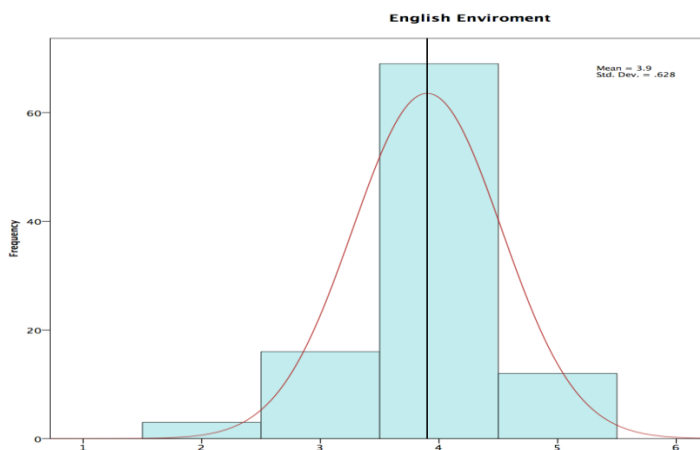Almost factor Indian cultures are not much influenced factor to IS.

Figure 4.5: Histogram Of Culture And Religion Variable

Figure show the descriptive statistics of frequency for the culture and religion factor classified as very little (9%), average(42%), significant(49%). IS believed that culture and religion is affected to them but not much.

Item 6: English Environment				
Subject	**Mean**	**Median**	**Mode**	SD
1.Using English conversation	3.81	4.00	4	**.581**
2.English teaching condition	3.88	4.00	4	**.742**
3.English learning condition	3.86	4.00	4	**.652**
4.No change to use mother language	**3.64**	**4.00**	**4**	.732

Table 4.7: Descriptive Statistics for Five Variables Of English Environment

Observation:-
Within four variables for the factor English Environment, the mean scores for English teaching (M = 3.88, SD = .742) was highest and the mean scores for No change to use mother language (M = 3.64, SD = .732) was lowest.

Interpretation:-
Factor English environment are important motive factor to IS.

Figure4.6: Histogram Of Culture And Religion Variable
Figure show the descriptive statistics of frequency for the English environment factor classified as very little (3%), average (16%), significant (69%) and very significant (12%). IS believed that English environment in India has motived them to study here.

Item 7: course offering, marketing

Subject	Mean	Median	Mode	SD
1.University websites	**3.68**	4.00	4	.777
2. Embassy web advertise	3.65	4.00	4	.809
3.Given scholarship from India government	**3.69**	4.00	4	.787
4. Student review advises websites	**3.55**	4.00	4	.880
5. Promotional materials/ videos	3.58	4.00	4	.831

Table 4.8: Descriptive Statistics for Five Variables Of Course Offering and Marketing:-

Observation:-
Within five variables for the factor Course Offering and Marketing , the mean scores for Given scholarship from India government (M = 3.69, SD = .787) and University websites (M=3.68, SD=.777) were highest and the mean scores for Student review advises (M = 3.55, SD = .880) was lowest.

Interpretation:
Given scholarship from India government are important motive factor to attack IS to study in India.
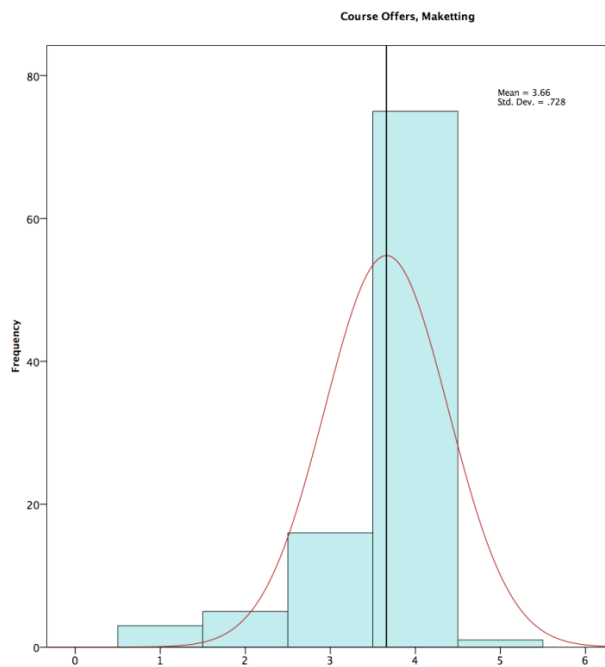

Figure 4.7: Histogram Of Course Offering, Marketing Variable

Figure show the descriptive statistics of frequency for the course offering, marketing factor classified as none (3%), very little(5%), average(16%), significant(75%) and very significant (1%). IS believed that course offering, marketing in India University and Indian Government are motived them coming India.

Descriptive Statistics Obstacle Variables:
        To contains five variable categories with mean for each of categories is financed concern (M=3.78, SD=.579), language barriers (M=3.76, SD=.558), personal safe(M=3.56, SD=.671), emotional adjustment(M=3.50, SD=.732), program quality(M=3.72, SD=.604) (see table)

Series no.	Obstacle questions	N	Mean	Median	Mode	Std. Deviation
1	Financed concern	100	3.78	4.00	4	**0.579**
2	Language barriers	100	3.76	4.00	4	**0.588**
3	Personal safe	100	3.56	4.00	4	**0.671**
4	Emotional adjustment	100	3.50	3.50	4	**0.732**
5	**Program quality**	**100**	**3.72**	**4.00**	**4**	0.604

Table 4.9: Descriptive Statistics for Five Overall Categories Of Obstacle Variables:-

Observation:-
Based on the descriptive statistics, the mean for Financed concern factor (M = 3.78, SD = .579) and Language barriers factor (M=3.76, SD=.588) were the highest and the mean for Emotional adjustment factor was the lowest (M = 3.50, SD = .732).

Interpretation:-
The IS believed Financed concern factor and Language barriers factors as most significant obstacle factors to them when studying in India, and Emotional adjustment factor was the less significant obstacle than others.

➢   **Descriptive statistics for the detail items of each of obstacle**
Item 1: Financed concern

Subject	Mean	Median	Mode	SD
1.Tuition fee program cost	3.80	4.00	4	**.682**
2.International student fee	4.00	4.00	4	**.752**
Subject	**Mean**	**Median**	**Mode**	SD
3.Possibility of non-transferable credits	3.77	4.00	4	**.601**
4.Health services costs	3.85	4.00	4	**.845**
5.Living condition	**3.59**	**4.00**	**4**	**.740**

Table 4.10: Descriptive Statistics for Five Variables Of Financed Concern

Observation:-
Within five variables for the factor Financed Concern, the mean scores for International student fee (M = 4.00, SD = .752) was highest and the mean scores for Cost Conditions (M = 3.59, SD = .740) was lowest.

Interpretation:-
Factor International student fee is important obstacle factor which IS believed that it is their almost obstacle.
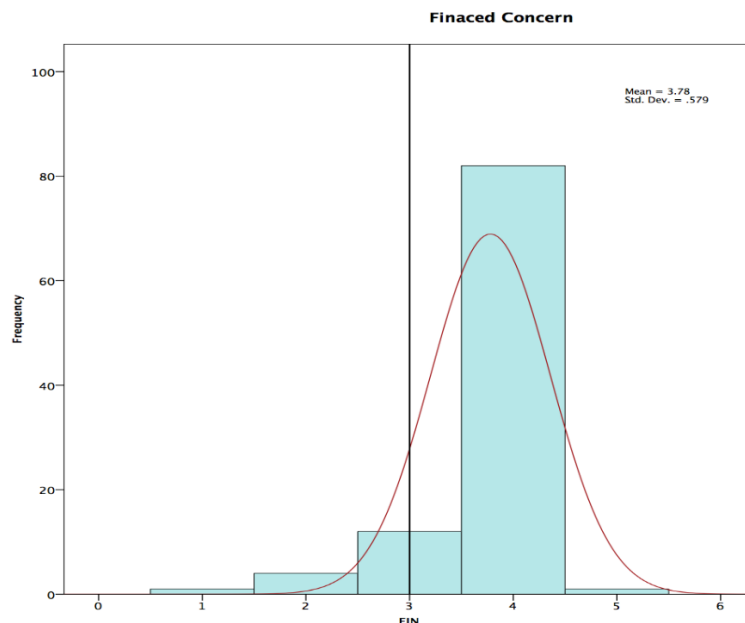

Figure 4.8: Histogram Of Financed Concern Variable

Figure show the descriptive statistics of frequency for the financed concern factor classified as none (1%), very little (4%), average(12%), significant(82%) and very significant (1%). IS believed that financed concern also an important obstacle of then when coming to India.

Subject	Mean	Median	Mode	SD
1.Not confident with English conversation	3.63	4.00	4	**.720**
2.Limited English study	3.62	4.00	4	**.648**
3.Teachers do not use English in lectures	3.66	4.00	4	**.607**
4.Almost people speaking in Hindi, Marathi	**3.63**	**4.00**	**4**	**.720**

Table 4.11: Descriptive Statistics for Five Variables of Language Barriers

Observation:-
Within four variables for the factor Language Barriers, the mean scores for Teachers do not using English in lectures (M = 3.66, SD = .607) was highest and the mean scores for Limited English study (M = 3.62, SD = .648) was lowest. Two other factors are same mean scores(M=3.63).

Interpretation:-
IS believed that factor Teachers do not using English in lectures is important obstacle factor when they attend the class.
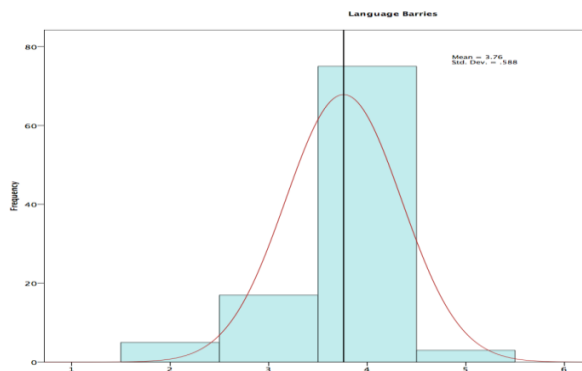

Figure 4.9: Histogram of Language Barriers Factor

Figure show the descriptive statistics of frequency for the Language Barriers factor classified as very little (5%), average (17%), significant (75%) and very significant (3%). IS believed that Language Barriers was taken 75% significant obstacle when coming to India.

Item 3: Personal Safe				
Subject	**Mean**	**Median**	**Mode**	SD
1. Feeling unsafe when using public transport	3.43	4.00	4	**.782**
2.Security issues outside campus	3.34	3.00	4	**.794**
3. Feeling unsafe when travelling	3.58	4.00	4	**.901**
4.Feeling unconfident living alone in apartment	3.41	4.00	4	**.830**
5. Feeling unconfident living in hostel	3.33	3.00	4	**.753**
6. Security issues in the university campus	**3.54**	**4.00**	**4**	**.688**

Table 4.12: Descriptive Statistics for Five Variables of Personal Safe

Observation:-
Within six variables for the factor Personal Safe, the mean scores for Feeling unsafe when travelling (M = 3.66, SD = .607) was highest and the mean scores for Feeling unconfident living in hostel (M = 3.62, SD = .648) was lowest. Mean scores of other factors are from 3.54 to 3.34.

Interpretation:-
IS belived that one safe factor obstacle of them is travelling outside their region.
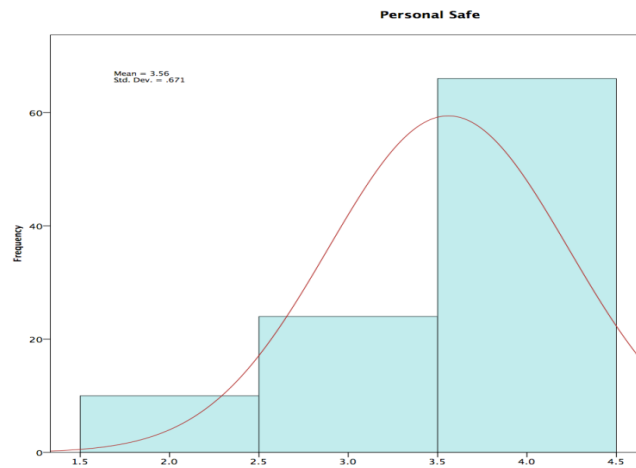
Figure 4.10: Histogram of Personal Safe

Figure show the descriptive statistics of frequency for the Personal Safe factor classified as very little (10%), average (24%), significant(66%). IS believed that Personal Safe was one thing they are concern when coming in India.

Item 4: Emotional Adjustment				
Subject	**Mean**	**Median**	**Mode**	SD
1.Difficult to live away from the family	3.27	3.00	4	**.827**
2.Difficult to live away crush	**3.51**	4.00	4	**.772**
3. Adapted Indian time	3.44	4.00	4	**.756**
4. Cuisine	3.46	4.00	4	**.717**
5.Hostel/university facilities problem	3.33	3.00	4	**.726**
6.Different culture	3.23	**3.00**	**3**	**.679**

Table 4.13: Descriptive Statistics for Five Variables Of Emotional Adjustment (Crush = Boyfriend/ Girlfriend)

Observation:-
        Within six variables for the factor Emotional Adjustment, the mean scores for Difficult to leave crush (M = 3.51, SD = .772) and Indian time (M = 3.44, SD = .756) were highest and the mean scores for Different culture (M = 3.23, SD = .679) was lowest.

Interpretation:-
        Difficult to leave boyfriend/ girlfriend and Indian Time styles were two variables according to IS be their obstacles belong to emotional adjustment.
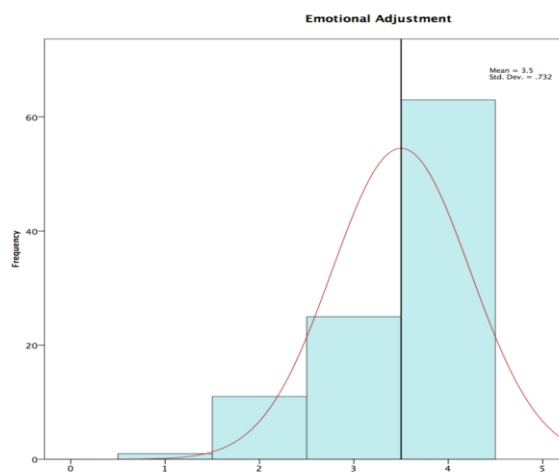

Figure 4.11: Histogram of Emotional Adjustment

Figure show the descriptive statistics of frequency for the Emotional Adjustment factor classified as none (1%), very little (11%), average (25%), significant (63%). Living far away the crush was one significant obstacle factor of IS, and adapt to time delay styles also was one their obstacle of the time living in India.

Item: Program Quality Concern:-

Subject	Mean	Median	Mode	SD
1.Quality curriculum	3.65	4.00	4	**.626**
2.Timetable problem	**3.55**	4.00	3	**.730**
3.Teaching styles	3.62	4.00	4	**.599**
4.Syllabus concern	3.66	**4.00**	**4**	**.623**

Table 4.14: Descriptive Statistics For Five Variables Of Program Quality

Observation:-
Within four variables for the factor Program Quality, the mean scores for Syllabus (M = 3.66, SD = .623) was highest and the mean scores for Timetable problem (M = 3.55, SD = .730) was lowest.

Interpretation:-
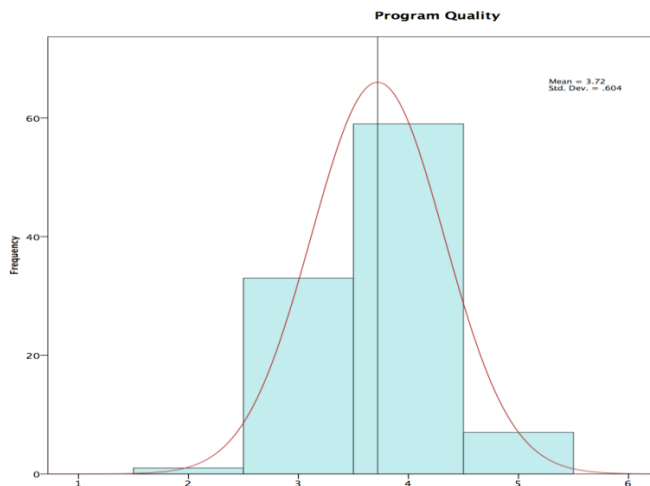Subject syllabus quality concern was a thing which IS mentioned about their obstacles.

Figure 4.12: Histogram of Program Quality Concern

Figure show the descriptive statistics of frequency for the Emotional Adjustment factor classified as none(1%), very little(33%), average(59%), significant(7%). Program Quality Concern was not so much a factor of IS when studying in India University.

Analysis and Interpretation of Data Objective 2:
The second research question was "Do international students males and females different in his or her motives and obstacles ?"
An independent-samples t-test was conducted to compare the motives and obstacles levels for males and females of IS. First, the scores for seven items of motives are examined, then five items of obstacles. All analyses passed the assumption of homogeneity of variance, as measured by Levene's Test.

The subject area of motives analysis
In theme of social experiences, there was no significant difference in scores for males (M = 3.59, SD = .682) and females (M = 3.75, SD =.534 conditions: t (98) = -1.284, p = .202, two-tailed).

In theme of program options, there was no significant difference in scores for males (M = 3.95, SD = .353) and females (M = 3.91, SD =.291 conditions: t (98) = .567, p = .572, two-tailed).

In theme of academic knowledge, there was no significant difference in scores for males (M = 3.29, SD = .563) and females (M = 3.39, SD = .493 conditions: t (98) = -9.37, p = .351, two-tailed).

In theme of low-cost living, there was no significant difference in scores males (M = 3.71, SD = .731) and females (M = 3.77, SD = .565 conditions; t (98) = -.437, p = .663, two-tailed).

In theme of Indian culture, there was significant difference in scores males (M = 3.41, SD = .708) and

females (M = 3.39, SD = .579 conditions: t (98) = 1.85, p = .024, two-tailed).

In theme of English environment, there was no significant difference in scores males (M = 3.91, SD = .668) and females (M = 3.89, SD =.579 conditions: t (98) = .192, p = .848, two-tailed).

In theme of course offering and marketing, there was no significant difference in scores males (M = 3.70, SD = .737) and females (M = 3.73, SD = .758 conditions: t (98) = -.205, p = .838, two-tailed). See Table 3 for the mean and standard deviation in subject areas for male and females in motive variables.

Table 4.15: The Mean and Standard Deviation For Gender In Motives Subject.

Motives	Gender	N	M	SD
1.Social experiences	M	56	3.59	**0.68**
	F	44	3.75.	**0.53**
2.Program options	M	56	**3.95.**	**0.35**
	F	44	**3.91**	**0.29**
3.Academic knowledge	M	56	**3.29**	**0.56**
	F	44	**3.39**	**0.49**
4.Low cost living	M	56	3.71	**0.73**
	F	44	3.77	**0.56**
Motives	**Gender**	**N**	**M**	SD
5.Indian Culture	M	56	3.41	**0.71**
	F	44	3.39	**0.57**
6.English environment	M	56	3.91	**0.67**
	F	44	3.89	**0.58**
7.Offer course, marketing	M	56	3.70	**0.74**
	F	**44**	**3.73**	**0.76**

Interpretation:-
In brief, the factor of motives, there was only significant difference in scores males and female in Indian culture variable.

The Subject Area of Obstacles Analysis
In theme of financed concern, there was no significant difference in scores for males (M = 3.84, SD = .496) and females (M = 3.70, SD = .668 conditions: t (98) = 1.158, p = .250, two-tailed).

In theme of language barriers, there was no significant difference in scores males (M = 3.84, SD = .532) and females (M = 3.66, SD = .645 conditions: t (98) = 1.531, p = .129, two-tailed).

In theme of personal safe, there was no significant difference in scores males (M = 3.61, SD = .593) and females (M = 3.50, SD = .762 conditions: t (98) = .791, p = .431, two-tailed).

In theme of emotional adjustment, there was no significant difference in scores males (M = 3.57, SD = .628) and females (M = 3.43, SD = .846 conditions: t (98) = 947, p = .346, two-tailed).

In theme of program quality concern, there was no significant difference in scores males (M = 3.75, SD = .548) and females (M = 3.68, SD = .674 conditions: t (98) = .558, p = .578, two-tailed). See Table 3 for the mean and standard deviation in subject areas for male and females in obstacles variables.

Table 4.16: The Mean And Standard Deviation For Gender Obstacle Variables.

Obstacles	Gender	N	M	SD
1.Financed concern	M	56	3.83	**0.49**
	F	44	**3.70**	**0.67**
2.Language barriers	M	56	**3.84**	**0.71**
	F	44	3.66	**0.64**
3.Personal safe	M	56	3.61	**0.59**
	F	44	3.50	**0.76**
4.Emotional adjustment	M	56	**3.57**	**0.62**
	F	44	**3.43**	**0.84**
5.Program quality	M	56	3.75	**0.54**
	F	**44**	**3.68**	**0.67**

Interpretation:-
In the factor of obstacles, there was no significant difference in scores males and female.

Analysis and interpretation of data objective 3:
The second research question was "Do international students in city and capital different in his or her motives and obstacles?".

An independent-samples t-test was conducted to compare the motives and obstacles for region city and capital of IS. First, the scores for seven items of motives are examined, then five items of obstacles. All analyses passed the assumption of homogeneity of variance, as measured by Levene's Test.

The subject area of motives analysis
In theme of social experiences, there was no significant difference in scores for city (M = 3.56, SD = .705) and capital (M = 3.76, SD = .517 conditions; t (98) = -1.618, p = .109, two-tailed).

In theme of program options, there was no significant difference in scores for city (M = 3.94, SD = .373) and females (M = 3.92, SD = .274 conditions; t (98) = .306, p = .761, two-tailed).

In theme of academic knowledge, there was no significant difference in scores for city (M = 3.28, SD = .536) and capital (M = 3.38, SD = .530 conditions; t (98) = -9.38, p = .351, two-tailed).

In theme of low cost living, there was no significant difference in scores for city (M = 3.70, SD = .707) and capital (M = 3.78, SD = .616 conditions; t (98) = -.603, p = .548, two-tailed).

In theme of culture and religion, there was no significant difference in scores for city (M = 3.50, SD = .678) and capital (M = 3.30, SD = .614 conditions; t (98) = 1.546, p = .125, two-tailed).

In theme of English environment, there was no significant difference in scores for city (M = 3.88, SD = .718) and capital (M = 3.92, SD = .528 conditions; t (98) = -.317, p = .752, two-tailed).

In theme of course offering and marketing, there was no significant difference in scores for city (M = 3.70, SD = .763) and capital (M= 3.72, SD = .730 conditions; t (98) = -.134, p = .894, two-tailed). See Table 3 for the mean and standard deviation in subject areas for city and capital in motive variables.

Table 4.17: The Mean And Standard Deviation For Region In Motives Subject.

Motives	Region	N	M	SD
1.Social experiences	city	50	3.56	**.705**
	Capital	50	3.76	**.517**
Motives	**Region**	**N**	**M**	SD
2.Program options	city	50	3.94	**.3.73**
	Capital	50	3.92	**.274**
3.Academic knowledge	city	50	3.28	**.536**
	Capital	50	3.38	**.530**
4.Low cost living	city	50	3.70	**.707**
	Capital	50	3.78	**.616**
5.Culture and religion	city	50	3.50	**.678**
	Capital	50	3.30	**.614**
6.English environment	City	50	3.88	**.718**
	Capital	50	3.92	**.528**
7.Offer course, marketing	City	50	3.70	**.763**
	Capital	**50**	**3.72**	**.730**

Interpretation:-
In brief, the factor of motives, there was no significant difference in scores city and capital.

➢ **The subject area of obstacles analysis:-**
In theme of financed concern, there was no significant difference in scores for city (M = 3.88, SD = .435) and capital (M = 3 .68, SD = .683 conditions: t (83.133) = 1.746, p = .085, two-tailed).

In theme of language barriers, there was no significant difference in scores for city (M = 3.72, SD = .607) and capital (M = 3.80, SD = .571 conditions: t (98) = -.678, p = .499, two-tailed).

In theme of personal safe, there was no significant difference in scores for city (M = 3.64, SD = .563) and capital (M = 3.48, SD =.762 conditions: t (98) = 1.194, p = .235, two-tailed).

In theme of emotional adjustment, there was significant difference in scores for city (M = 3.66, SD = .593) and capital (M = 3.36, SD = .827 conditions: t (88.833) = 2.085, p = .040, two-tailed).

In theme of program quality concern, there was no significant difference in scores for city (M = 3.74, SD = .487) and capital (M = 3.70, SD = .707 conditions: t (96.945) = .329, p = .743, two-tailed). See Table 3 for the mean and standard deviation in subject areas for city and capital in obstacle variables.

Table 4.18:The Mean and Standard Deviation for Gender In Obstacle Subject.

Motives		Region	N	M	SD
1.	**Fancied concern**	City	50	3.88	**.435**
		Capital	50	3.68	**.683**
2.	**Language barriers**	City	50	3.72	**.607**
		Capital	50	3.80	**.571**
3.	**Personal safe**	City	50	3.64	**.563**
		Capital	50	3.48	**.762**
4.	**Emotional adjustment**	City	50	3.66	**.593**
		Capital	50	3.36	**.827**
5.	**Program quality**	City	50	3.74	**.487**
		Capital	**50**	**3.70**	**.707**

Observation:

In the factor of obstacles, there was one significant difference in scores city and capital of emotional adjustment variable.

Interpretation:
IS living in city had different significant emotional adjustment with IS living in capital.

Analysis and Interpretation of Data Objective 4:
The fourth -research question was "Do scholarship, family support, government grant and private found of international students' payment different in their motives and obstacles?"

To know if there was same or difference in the motives and obstacles between different payment conditions of IS when studying in IU, a one- way between four groups analysis of variance (ANOVA) was used to examine the data in two subject areas(motives and obstacles), for each item of these subjects was examined and reported data separately. The researcher runs SPSS using Levene's test, which tests the hypothesis that the variances of each group are equal. If the homogeneity of variance assumption is broken, then SPSS offers us two alternative versions of the F-ratio: Welch's F (1951)- according to Andy Field (2009).

The subject area of motives analysis;-
Social experiences: Participants were divided into four groups according to their payment conditions (Group 1: scholarship; Group 2: family support; Group 3: government grant; Group 4: private found). There was not a statistically significant difference in the social experiences scores for the four payment conditions group as determined by one-way ANOVA : $F (3, 96) = .778$, $p = .509 > .05$. Group means and standard deviations are presented in Table 2.

Program option: Participants were divided into four groups according to their payment conditions (Group 1: scholarship; Group 2: family support; Group 3: government grant; Group 4: private found).
There was not a statistically significant difference in the Program option scores for the four payment conditions group as determined by one-way ANOVA: $F (3, 96) = 1.533$, $p = .211 > .05$. Group means and standard deviations are presented in Table 2.

Academic knowledge: Participants were divided into four groups according to their payment conditions (Group 1: scholarship; Group 2: family support; Group 3: government grant; Group 4: private found). It cannot calculate in the academic knowledge scores for the four payment conditions group as determined by one-way ANOVA: $p = .000 < 0.5$ (Levene Statistic), Robust tests of equality of means cannot be performed. Group means and standard deviations are presented in Table 2.

Low cost living: Participants were divided into four groups according to their payment conditions (Group 1: scholarship; Group 2: family support; Group 3: government grant; Group 4: private found). There was not a statistically significant difference in the low cost living scores for the four payment conditions group as determined by one-way ANOVA : $p = .003 < .05$ (Levene's Test), $F(3, 25.76) = 1.511$, $p = .235 > .05$ (Robust Test). Group means and standard deviations are presented in Table 2.

Indian Culture: Participants were divided into four groups according to their payment conditions (Group 1: scholarship; Group 2: family support; Group 3: government grant; Group 4: private found). There was a statistically significant difference in the social experiences scores for the four payment conditions group as determined by one-way ANOVA : $p = .001 < .05$ (Levene's Test), $F(3, 24.157) = 3.939$, $p = .02 < .05$ (Robust Test) . Group means and standard deviations are presented in Table 2.

English environment: Participants were divided into four groups according to their payment conditions (Group 1: scholarship; Group 2: family support; Group 3: government grant; Group 4: private found). There was a statistically significant difference in the social experiences scores for the four payment conditions group as determined by one-way ANOVA : $F (3, 96) = 4.389$, $p = .006 < .05$. Group means and standard deviations are presented in Table 2.

Course offering and marketing: Participants were divided into four groups according to their payment conditions (Group 1: scholarship; Group 2: family support; Group 3: government grant; Group 4: private found). There was not a statistically significant difference in the social experiences scores for the four payment conditions group as determined by: $p = .000 < .05$ (Levene's Test), $F (3, 20.748) = 1.627$, $p = .214 > .05$ (Robust Test). Group means and standard deviations are presented in Table 4.19.

Table 4.19: The Mean and Standard Deviation for Gender In Obstacle Subject.

Subject	Payment	N	M	SD
1.Social experiences	Scholarship	38	3.71	**.654**
	Family support	43	3.56	**.666**
	Government grants	7	3.86	**.378**
	Private found	12	3.75	**.452**
2.Program options	Scholarship	38	3.84	**.370**
	Family support	43	3.98	**.344**
	Government grants	7	4.00	**.000**
	Private found	12	4.00	**.000**
3.Academic knowledge	Scholarship	38	3.42	**.599**
	Family support	43	3.33	**.522**
	Government grants	7	3.00	**.000**
	Private found	12	3.25	**.452**
4.Low cost living	Scholarship	38	3.74	**.601**
	Family support	43	3.65	**.783**
	Government grants	7	3.86	**.378**
	Private found	12	4.00	**.426**
5.Culture and religion	Scholarship	38	3.58	**.552**
	Family support	43	3.40	**.728**
	Government grants	7	3.14	**.378**
	Private found	12	3.00	**.603**
6.English environment	Scholarship	38	3.97	**.636**
	Family support	43	4.02	**.511**
	Government grants	7	3.29	**.756**
	Private found	12	3.58	**.669**
7.Offer course, marketing	Scholarship	38	3.45	**.976**
	Family support	43	3.81	**.546**
	Government grants	7	3.57	**.787**
	Private found	**12**	**3.83**	**.389**

Table 4.20: Group Means and Standard Deviations.

Subject	Payment	N	M	SD
1.Financed concern	Scholarship	38	3.74	**.601**
	Family support	43	3.84	**.531**
	Government grants	7	3.71	**.756**
	Private found	12	3.75	**.622**
2.Language barriers	Scholarship	38	3.82	**.512**
	Family support	43	3.77	**.571**
	Government grants	7	3.57	**1.13**
	Private found	12	3.67	**.492**
3.Personal safe	Scholarship	38	3.39	**.718**
	Family support	43	3.77	**.527**
	Government grants	7	3.57	**.787**
	Private found	12	3.33	**.778**

Subject	Payment	N	M	SD
4.Emotional adjustment	Scholarship	38	3.61	**.679**
	Family support	43	3.49	**.703**
	Government grants	7	3.71	**.756**
	Private found	12	3.17	**.937**
5.Program quality	Scholarship	38	3.79	**.538**
	Family support	43	3.72	**.630**
	Government grants	7	3.43	.787
	Private found	**12**	**3.67**	**.651**

Observation:

In obstacle factors, five variables were presented be not statistically significant different in four groups of payment.

Interpretation:

IS in group payment had not difference significant obstacles when studying in IU.

Analysis and interpretation of data objective 5.

Frequencies statistic multiple responds. The last research question was "How do international students overcome these obstacles?" The SPSS of frequencies was conducted by multiple respond statistic to find out percent and percent of case of motive factors which IS believed that it had strong influenced factors of 7 themes motives to help them overcoming the obstacles (see table 4.34).

Frequencies

Subject		Responses		Percent of Cases
		N	**Percent**	
Motives	Social experiences	22	9.7%	**22.0%**
	Optional courses	24	10.6%	**24.0%**
	Academic knowledge	**44**	**19.4**%	44.0%
	Low cost living	32	14.1%	**32.0%**
	Culture and religion	27	11.9%	**27.0%**
	English environment	**43**	**18.9**%	43.0%
	Scholarship and marketing	**35**	**15.4**%	35.0%
Total		**227**	**100.0%**	**227.0%**

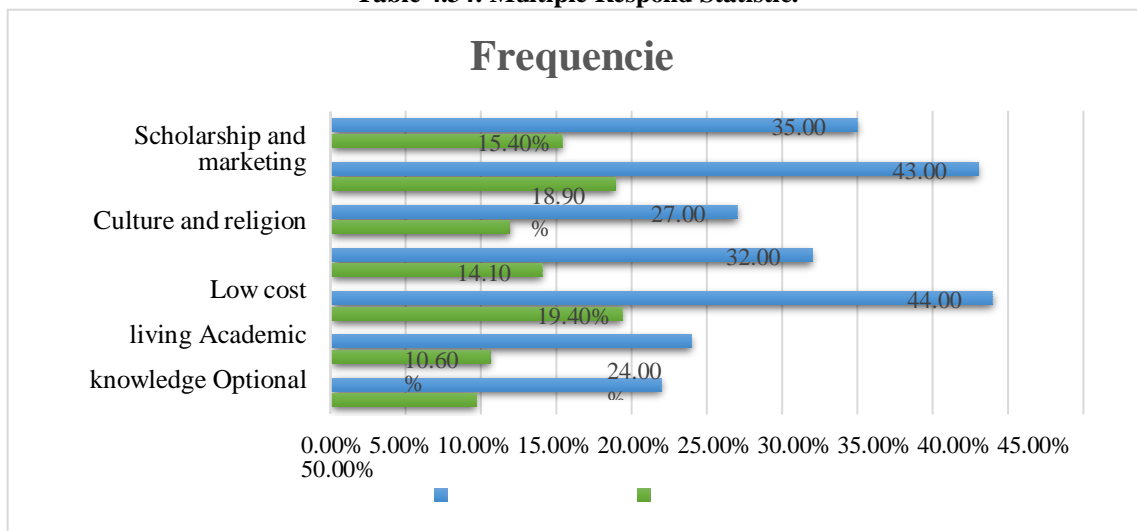**Table 4.34: Multiple Respond Statistic.**

Figure 4.13: Multiple Respond Statistics

Observation:-
The table show seven variable categories motives factor with percentage for each of categories is social experiences(n=22, 9.7% and 22% case), Program options(n=24, 10.6% and 24% case), Academic knowledge(n=44, 19.4% and 44% case), Low cost living(n=32, 14.1% and 32% case), Culture and religion(n=27, 11.9% and 27% case), English environment(n=43, 19.9% and 43% case), Offer course, marketing(n=35, 15.4% and 35% case).Total percent is 100% and percent case is 227%.

Interpretation:-
Scholarship and marketing (15.4%), English environment (18.9%), academic knowledge (19.4%) are three factor more effected to motive IS overcoming these obstacle when studying in Indian University (see figure).

CONCLUSION:-

Objective wise Findings:-
The objective to each research question is answered individually.

      The first objective of the research was: *To know motives and obstacles of international students studying in Indian university*. The data from the motive factors descriptive statistic was conducted that the mean for academic knowledge factor (M = 3.93, SD = .326) and English environment factor (M=3.90, SD=.628) were the highest. It means The IS believed the academic knowledge and English environment factors as most important by the motives. In detail each of variable of seven motive items, it showed that Gain self-confidence, Available different major, fulfil major requirements, Food, To know about Indian arts, English teaching, and Given scholarship from India government were significant detail motive factors of international students. The data from the obstacle factors descriptive statistic was conducted that, the mean for Financed concern factor (M = 3.78, SD = .579) and Language barriers factor (M=3.76, SD=.588) were the highest. It means The IS believed Financed concern factor and Language barriers factors as most significant obstacle factors to them. In detail each of variable of five obstacle items, it showed that International student fee, Teachers do not use English in lectures, feeling unsafe when travelling, Difficult to live away crush, and Syllabus concern were significant detail obstacle factors of international students.

      The second objective of the research was: *To find out international students male and female different in his or her motives and obstacles*. An independent-samples t-test was conducted to compare the motives and obstacles levels for males and females of IS. The subject area of motives analysis, in theme of culture and religion, there was significant difference in scores males (M = 3.41, SD = .708) and females (M = 3.39, SD = .579 conditions; t (98) = 1.85, p = .024, two-tailed). Additionally, there was no significant difference in scores males and female in other motive factors. The subject area of obstacles analysis, The subject area of obstacles analysis.

      The third objective of the research was: *To find out international students in city and capital different in their motives and obstacles*. An independent-samples t-test was conducted to compare the motives and obstacles for region city and capital of IS. The factor of motives, there was no significant difference in scores city and capital. In the factor of obstacles, in theme of emotional adjustment, there was significant difference in scores for city (M = 3.66, SD = .593) and capital (M = 3.36, SD = .827 conditions; t (88.833) = 2.085, p = .040, two-tailed). Other obstacle factors were no significant difference in scores city and capital.

      The fourth objective of the research was: *To find out scholarship, family support, government grant and private found of international students having different in their motives and obstacles*. One-way between four groups analysis of variance (ANOVA) was used to examined. In motive factors, IS in group payment had difference significant motives in Indian culture; English environment factors. In obstacle factors, it were presented be not statistically significant different in four groups of payment.

      The seven and last objective of the research was: *To know international students studying in Indian university how they overcome these obstacles*.The SPSS of frequencies was conducted by multiple respond statistic was produced Scholarship and marketing(15.4%), English environment (18.9%),academic knowledge (19.4%) are three factor more effected to motive IS overcoming these obstacle when studying in Indian University.

MAJOR FINDINGS:-

[1]. The international students believed the factor of academic knowledge and English environment were most important by their motives.

[2]. The factor of gain self-confided motivated the international students to come studying in Indian University.

[3]. The international students believed different course levels were important factor of their motives.

[4]. The international students believed major requirements were significant factor of academic knowledge.

[5]. The international students believed factor low cost of food prizes is important condition when studying in India.

[6]. Factor English environment were the key motive factor to the international students.

[7]. Given scholarship from India government were important motive factor to attack the international students to study in India.

[8]. The international students believed financed concern factor and language barriers factors were most significant obstacle of them.

[9]. Factor of international student fee is important obstacle factor.

[10]. Factor of teachers do not use English in lectures is important obstacle.

[11]. Factor of safety was an obstacle.

[12]. Both factors of difficult to leave boyfriend/ girlfriend and Indian time styles were obstacles.

[13]. Subject syllabus quality concern was obstacles.

[14]. There was significant difference motive between males and female about Indian culture.

[15]. There were no significant difference obstacles between males and female.

[16]. There were no significant difference motives between student living in city and capital.

[17]. There was one significant difference obstacle between students living in city and capital about emotional adjustment.

[18]. It had difference significant motives in Indian culture factor; English environment factor between family support, private found, government grant and scholarship students.

[19]. It had not difference significant obstacle between family support, private found, government grant and scholarship students.

Suggestions for Future Research:-

Similar further study is recommended, taking into consideration international students from a number of difference university at difference city in different path in India with increased sample size preferably focusing on the most international students in three hug cities as Mumbai, Kolkata, and Bangalore.

Recommendations:-

International students is when living in India, teacher should see and touch variety amazing things in students life, although it also has some difficult to adapt, any case it is a chance for you to treat for study and try to solve to be more growth. Someone said that: "If you can live in India, it means you can live in any country and anywhere in the world". It is a fun quote, just keep going and don't waste your time as well as your youth.

Contribution Knowledge:-

In contribution, the present study identified several important motive factors affecting international students' intentions as academic knowledge and English environment as well as some obstacles of them were safe and quality of courses. Specifically, it also offered some ideas and significant keys leading how institutions, universities may improve and promote the Indian university programs.

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