

## **Influence of Gender and Age on Pull Factors of Iranian Students Studying in India**

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### **ABSTRACT**

In the present study an assessment of pull factors making Iranian students studying in India. Further, the influence of their gender and ages were also verified pulling them to study in India. A structured questionnaire prepared by the first author was employed to assess the pull factors and influence of age and gender on them. A sample of 468 students (10 per cent of the total Iranian students studying in India) was selected using stratified random sampling technique. These 468 students were selected proportionately to the levels and courses of education they have joined. To find out the influence of gender and age statistical methods like 't' test and One way ANOVA were employed using SPSS for windows software. Results revealed that female students had significantly higher scores than male students in educational factor. Respondents in the younger age groups had least total pull scores. In social factors, students in the age group of 21-25 and 26-30 years had high scores and students in the age group of below 20 and 31-35 years had least scores and in cultural factors students in the age group of 26-30 years had high scores and students in the age group of 31-35 years had least scores. Further, improving relationships with India, thereby making pull factors effective has been discussed.

**KEYWORDS:** Education System, Gender, Influence, Course, Iranian Student.

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### **INTRODUCTION**

According to an estimate of the International Monetary Fund more than 1,50,000 youths of the creamy layer of the educated leave Iran every year, costing \$40 billion a year. This cost is said to be four times more than the revenue earned from selling oil. Thus expectations of Iran from the overseas education must be more, necessitating for planning the flow of students from Iran to other countries. The present study is intended to provide insights for such planning to the Iranian government.

One of the most important problems in developing countries is brain drain which has been started after Second World War and it consists of experts and capitalists' migration. Experts and educated individuals' migration to Europe and USA is one of the demographic and social problems of Iran and many developing countries as well, which affects both origins and destinations countries (Sabet, Mirzaie, Moshfegh, & Haghshenas, 2008).

According to Leone and Tion (2009) student retention becomes one of the most significant issues that administrators of colleges and universities must deal with in today's highly competitive market. In fact retaining a student is fundamental to the ability of an institution to carry out its mission. A high rate of attrition is not only a fiscal problem for schools, but a symbolic failure of an institution to achieve its purpose.

The main factors that push younger generation from their countries for higher studies include political persecution and uncertainty, social tensions, lack of sufficient individual and social freedom, inadequacy of jobs and other opportunities of life, lack of job security etc. The brain drain process, in which educated and bright youths leave their home land, is facilitated by certain "pull factors" like career prospects, better living standards, joyful education, security, family links, admissions based on performance in the entrance examination, social and political freedom, professional considerations, quality education at lower costs, familiar or adjustable language and culture and so on in the receiving countries. There are certain other factors, which are neither pushing nor pulling in nature, but are basic or preliminary in overseas studies. They include, intellectuality of the student, economically favourable family background and institution of reservation quotas (irrespective of whether politically oriented or

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social justice oriented), helping the beneficiary groups and so on. Similarly success in the scientific Olympiads held in Iran also fetched admission to reputed foreign universities.

In order to collect data for this study, a sample of only 10 per cent of the students pursuing higher education (Table 2) was selected, using proportionately stratified simple random sample technique. The respondents for this study consist of Iranian students, who have come to India under student visa or research visa and who study in India for more than 6 months. The study was confined to five major cities in India: Mysore, Bangalore, Pune, Delhi, and Hyderabad cities, which consists of 4685 Iranian students. A sample of 468 students (10 per cent) was selected for in-depth interviews. These 468 students were selected proportionately to the levels and courses of education they have joined. Besides, 6 case studies were conducted by drawing one student from each level and course of education he or she has joined.

Table: 1 Iranian Students by Educational Levels in the Selected Cities of India (2006-2007)

Sl no	City	Educational level			Total
		Bachelor's	Master's	Ph.D	
1	Pune	1720	761	328	2809
2	Bangalore	876	103	26	1005
3	Mysore	338	113	102	553
4	Delhi	79	51	52	182
5	Hyderabad	86	35	15	136
<b>Total</b>		3099	1063	523	4685

**Data collection procedure**

The present research is based on survey design. At the census level, a list of number of Iranian students in each city was obtained. This was done by going through the records of the office of international students and scholars, Islamic association of Iranian students, science and education of Embassy of Islamic Republic of Iran and foreign section of police commissioner, where Iranian students registered their name there. The sample of 468 students was interviewed by a detailed interview schedule.

**RESULTS**

**Influence of gender**

From the Table 1 it is clear that only in educational factors for male and female Iranian students differed significantly, where the 't' value of 2.567 was found to be significant at .011 level. From the mean values it is clear that female students had significantly higher scores than male students (mean 24.3679 and 23.5156 respectively). In rest of the factors –social ('t'=1.312; P=.190), economic ('t'=0.949; P=.343), cultural ('t'=0.754; P=.451) and in total scores ('t'=1.312; P=.067) male and female Iranian students had statistically similar scores.

**Influence of age**

Table 2 shows that with respect to the social factors and in total push factors, One-way ANOVA revealed a significant difference in the mean scores of Iranian students in different age groups. In the case of social factors (F=16.802; P=.000), students in the age group of 21-25 and 26-30 years had high scores (mean 21.42 and 22.54 respectively) and students in the age group of below 20 and 31-35 years had least scores (means 19.17 and 19.89 respectively).

In the case of cultural factors (F=2.821; P=.016), students in the age group of 26-30 years had high scores (mean 7.89) and students in the age group of 31-35 years had least scores (means 6.67).

In total push factors (F=5.826; P=.000), we find that students in the age group 26-30 and 36-40 years had maximum scores and students in the age group of below 20 years had least scores (mean 52.92).

**DISCUSSION**

Main findings of the present study are

- Male and female students differed significantly in only one of the push factor i.e., in educational factor, where female students had significantly higher scores than male students.

- Age wise comparisons revealed that in total pull factors, students in the age group 26-30 and 36-40 years had maximum scores and students in the age group of below 20 years had least scores
- In social factors, students in the age group of 21-25 and 26-30 years had high scores and students in the age group of below 20 and 31-35 years had least scores and in cultural factors students in the age group of 26-30 years had high scores and students in the age group of 31-35 years had least scores

It is clear that female students have higher scores on push factors in educational sector, can be attributed to globalization, modernization, women empowerment and increased awareness and attain higher position in the society. Age wise comparison indicated that comparatively older age groups had higher scores on pull factors than respondents with younger age groups, may be due to higher maturity and risk taking behaviour of respondents in older age groups.

Carrington and Detragiache (1999) indicated that generally there is an overall tendency for migration to be higher for highly educated individuals. Wage differentials, differences in the quality of life, educational opportunities for children, and job security play a key role. Another important issue is the extent to which the benefits of education acquired by citizens of developing countries are externalities that individuals cannot be expected to take into account when making their private decisions. Lack of support for researches, low income and wages, discrimination in the society, spiritual pressures job insecurity, injustices, limited access to scientific sources and finally the future of children are the other attained finding. Younger individuals, males, singles, and unemployed, had more tendency for migration. Further Leone and Tian (2009) identify the possible push and pull factors that promote student leave from a specific college and transfer to other colleges to continue their college studies, it probes the implementable solutions to help the college to maintain and increase the student retention rate.

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**Table 1**  
**Mean scores of male and female Iranian students on push factors and results of Independent samples 't' test**

Factors	Gender	Mean	S.D	't' value	P value
Educational	Male	23.5156	3.77813	2.567	.011
	Female	24.3679	3.31398		
Social	Male	20.7969	3.56972	1.312	.190
	Female	21.2075	3.11461		
Economic	Male	2.7344	1.34593	.949	.343
	Female	2.8491	1.24522		
Cultural	Male	7.4844	2.07689	.754	.451
	Female	7.3302	2.34358		
Total	Male	54.5313	7.55730	-1.838	.067
	Female	55.7547	6.66577		

**Table 2**  
**Mean scores of Iranian students in different age groups on push factors and results of One-way ANOVA**

Factors	Age groups (in years)	Mean	S.D	F value	P value
Educational	Below 20	23.91	3.52	0.601	.700
	21-25	23.98	3.34		
	26-30	23.29	4.12		
	31-35	24.44	4.85		
	36-40	23.50	3.97		
	Above 40	24.63	4.16		
Social	Below 20	19.17	3.37	16.802	.000
	21-25	21.42	3.17		
	26-30	22.54	2.81		
	31-35	19.89	2.68		
	36-40	22.50	2.83		
	Above 40	24.00	1.55		
Economic	Below 20	2.77	1.22	2.143	.059
	21-25	2.74	1.32		
	26-30	2.79	1.28		
	31-35	2.33	1.08		
	36-40	3.38	1.36		
	Above 40	3.50	1.63		
Cultural	Below 20	7.08	2.31	2.821	.016
	21-25	7.45	2.10		
	26-30	7.89	2.15		
	31-35	6.67	2.74		
	36-40	7.50	2.19		
	Above 40	8.75	1.34		
Total	Below 20	52.92	7.65	5.826	.000
	21-25	55.59	6.52		
	26-30	56.50	6.45		
	31-35	53.33	7.75		
	36-40	56.88	8.82		
	Above 40	60.88	7.31		