

# Globalizing Higher Education and its Impact on Indian Expat Students (A Case Study of Indian Expat Students Living in UAE)

Ansari Ebrahim

Research Scholar, Department of Commerce and Management, Banasthali Vidyapith, Rajasthan, INDIA

Corresponding Author: [ansariebrahim.phd@gmail.com](mailto:ansariebrahim.phd@gmail.com)

## ABSTRACT

Education is the backbone of a progressive society as it is clear from the statement of Thomas Jefferson “educate the masses” as he believed that in order to make changes in a society, the whole masses should be educated. The term ‘education’ is a popular and common term used by everybody but understood by very few in its right perspective. In educational text books it is defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process that brings about development of the individual to fullest extent and also the maximum development of society in such a way that both enjoy happiness and prosperity. Despite the existence of infrastructural facilities, economic status and availability of various educational courses, the attitude towards higher education and learning is not found to be positive among the Indian expat students.

The ultimate objective of this study is to find out the factors that influence the attitude of the students towards higher education and recommend sufficient measures to improve it.

**Keywords--** Higher Family Education, Progressive Society, Infrastructural Facilities, Indian Expat Student

purposeful goals, work with people having different perspectives, find untapped opportunities and develop multiple feasible solutions to uncertain and risky problems so generations becomes capable of confronting uncertain changes and thereby become active, responsible and engaged citizens (Peter, 2017). The true sense of education is very well reflected in the definition of education provided by ancient Rig Veda in India which states that “education is something, which makes a man self-reliant and self-less” (Sneha, 2018). But one of the most apt definitions of education is provided by Swami Vivekananda (1863 – 1902), by stating that it is the manifestation of the divine perfection that already exists in a human being and the word manifestation implies that something that already exists and is waiting to be expressed. From the above descriptions, we can come a comprehensive and integrative definition of education which can be summarized as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, that contributes to the development of the individual to the optimum extent and also the optimize the progress of society in such a way that the individuals as well the society enjoys maximum happiness and prosperity (Chakraborty, 2003).

## I. INTRODUCTION

The term “education” has been derived from the Latin term “Educatum” which means the act of teaching or training (Brubatcher, 1939). The word has been used to imply different conceptions as there are some experts who believe that the word is derived from the Latin term “Educare” which implies “to bring up” or “to rise” (Peters, 1975). Certain other experts are of the opinion that the terminology got originated from the Latin word “Educere” which means “to lead forth” (Kneller, 1964). All these terminologies directly signify that the concept of education is primarily intend to seeks to enhance the good and fair qualities in a human being and to draw out the best in every human being by utilizing the inner capabilities of individuals. By imparting education, an attempt is made to provide certain desirable knowledge, understanding, attitudes, skills and critical thinking abilities (Dewey, 1977). Thus education has got a vital role to play in promoting the knowledge, skills, abilities, values and attitudes which can contribute towards the development of inclusive and sustainable future (OECD, 2019). Education through logical practice and enhanced awareness can enable people to form clear and

## II. BACKGROUND OF THE STUDY

The trend towards globalization has created strong networking relationship between countries and people around the world and it has brought certain level of unification across the world until it slowed down since 2008 recession in the US (Varghese, 2010). But still the globalization continues uninterruptedly and the trend of globalization has revamped certain business sectors across the world. Education, communication, transportation and healthcare are few such sectors which got strong revamping during the course of globalization (DFID, 2007). The emergence of knowledge economy, knowledge management and technological development have supported the globalization strongly and knowledge based production has become a distinguishing feature of the modern economies and the content of knowledge embedded in the goods produced and traded globally has increased after 1990s (World Bank, 2019). The educational institutions have been able to cross the borders of their geographical limitations and can expand to global market easily. The students and aspirants of higher knowledge find it easy to access to global

educational providers across the world now. Many of the world reputed educational programs are accessible to common people due to the availability of financial aid and loans from financial organizations and this factor has permitted students from developing countries to join world reputed universities to get higher education in those fields in which they want to excel (World Bank, 2019). The multiplicity of world class universities and colleges offer better opportunities for students to achieve world class degrees, certification programs and research opportunities in all the countries of the world and the same trend is visible in the Middle East, especially, in the United Arab Emirates which is treated as a hug of education in the entire Middle East now (Kevin, 2018). The students from various parts of Middle East and Africa have been enrolling in the universities and colleges for higher education in the UAE. This unprecedented growth of demand for education and educational products have prompted the government to take up focused effort to promote this sector, which is obvious from the educational targets set by the UAE government and the budget of Dhs.61.35 billion for educational progress during 2020(Ebrahim and Chauhan, 2021).

### III. RELEVANCE OF COUNTRY SELECTION

UAE is the confederation of seven autonomous emirates (states) which got established as a country in the year 1971 under the leadership of Sh. Zayed Al Nahyan, who was the first president of the country, with Abu Dhabi as its capital and emirate retains autonomy over its oil resources, debit issuance and fiscal policy measures. UAE is one of the members of the GCC (Gulf Cooperation Council) which comprises of political and economic consortium of countries such as KSA, Qatar, Bahrain, Kuwait and Sultanate of Oman. UAE is one of the fastest growing economies among the GCC as well as the entire Middle East. Among the seven emirates, Dubai is the most popular location which is renowned for its modern infrastructure, multi-cultural demographic presence and the most attractive destination for job seekers around the world. The UAE is ranked as the one among the top 10 countries of the world in terms of the quality of its education system (WEF, 2016). The focus on education is reiterated by the fact that the UAE cabinet approved a federal budget of Dhs.48.7 billion for social development for the year 2017, out of which 20.5 percent is allocated to the development of education in the country ([www.uae.gov.ae](http://www.uae.gov.ae)).

### IV. RELEVANCE OF TOPIC SELECTION

The migration of population to UAE is quite high as it is one of the most lucrative destinations for all the job seekers around the world, especially from

countries such as India, Pakistan, Sri Lanka and Philippines. The figure 1 shows the percentage of population from various nationalities that comprises the total population of UAE. The foreign expat workers and business people got attracted to the country, especially after 2000s which gave attractive impetus to the hiring of vast number of foreign workers from everywhere in the world. The rapid economic drive generated by oil boom has tempted the economy to diversify into various areas of activities. All emirates are coordinated together by the Federal Ministry to chart out a master plan for future development by motivating various types of business men, both nationals as well as expats, to venture into manifold business activities in the country. The liberal approach of the country towards foreign participation, foreign direct investment, modernization and infrastructure building has enabled the country to cement extensive diplomatic and commercial relations with all countries of the world. With its crucial geographical location at the crossroads of the major Western and Eastern economies, it has established air and sea routes for the movement of people and logistics across the world.

### V. RESEARCH OBJECTIVES

Based on the research problem and research questions, the following objectives are set for the entire research work.

#### *Primary Objectives*

1. To explore the causes for lack of incentive on the part of Indian expat students in opting for higher education in various colleges and universities in the country, with special focus on Dubai.
2. To investigate the factors that affect the motivation of the Indian expat students either to enter directly the job market after their school education or to drop-out from universities and colleges during the course of their study.

### VI. SIGNIFICANCE OF THE STUDY

The study on learning attitude and skills of expat Indian students towards higher education is important due to the following factors:

1. Many expat families enter the country to lay a strong financial foundation for their families in India as they intend to go back after a particular period of service here. Many Indian families are middle income groups and they bestow complete faith on the success of their children by providing higher education. But many students fails to enter into the stream of higher education as they are found to have less interest in pursuing higher education in UAE. Hence, the study will provide ample information on the basic reason for the hesitation on the part of the

expat Indian families to pursue higher education here.

2. The UAE Govt., has been giving high priority to higher education which is obvious from the establishment of academic zones purely focusing on educational industry. Huge budget has been allocated for the provision of education to both locals as well as expats. Since the locals are less in relation to the requirements in the job market, there exists ample opportunities for expats to get proper job assignments in private as well as public organizations. Since the government has been offering various facilities, the students should use those opportunities to use for their future career progress by getting suitable degrees.

## VII. LIMITATIONS OF THE STUDY

Major limitation is the lack of focused prior research study in the field. In Dubai, such a study is not conducted by anybody sharply focusing on the academic attitude and performance of Indian expat students. If similar studies are available, it may provide a basis for comparison to confirm the reliability of this study.

## VIII. FINDINGS

1. Majority of the parents of the female children intend to send back their children to the home land which is India after the completion of 10<sup>th</sup> standard or maximum to the schooling level of 12<sup>th</sup> standard. They prefer to pursue higher education in home-land.
2. Majority of the parents belonging to middle class Indian families intend to get their daughter married at an early age by following customs and practices in India. This tendency is found to be very high among children belonging to the families from the Northern part of Kerala. From the study, it is found that more than 50% of the families prefer to get their daughters educated in India only.
3. One of the major reasons for the drop-out of students after 12<sup>th</sup> standard among male children belonging to expat Indian families is to avoid the possibilities of going back to India as male children cannot be sponsored by the non-resident parents after the age of 18 years. This can be one of the prime-reasons for the discontinuance of studies by Indian expat students who have completed 12<sup>th</sup> standard or who drops out of degree programs, irrespective of the fact that their score in the exam has been very high. This issue is one of the major issues faced by many average income Indian expat families. Since, it is the policy of the government, the expat needs to find out an

alternative to stay back in the country, which is resolved by obtaining a job in the country and getting the resident visa status. If the student can get a job in any companies, they are able to get job visa which permits them to stay back in the country.

## IX. CONCLUSION

The educational sector is one of the fastest growing sectors of the service industry in the United Arab Emirates for the last two decades or more. Earlier the educational sector was dominated by Indian education system right from schooling to higher educational levels. This can be found from the existence of numerous schools that impart education on Indian curriculum. As Indian's dominate the major segment of nationality, it is natural that the education system also should be based on the requirement of that nationality. But during the last two decades and more, UAE has been witnessing the surge of entry of many reputed universities and colleges from the Western World, USA as well as Australia. Even many educational institutions have sprung up that gives priority to education based on Arabic mode of teaching which has been prevalent in Islamic countries such as Egypt, Sudan etc. But it is an anomaly that irrespective of provision of world class educational facilities in the country by the sincere efforts of the government and the rulers, the children belonging to the major nationality group fails to participate and involve in the educational mainstream.

## REFERENCES

- [1] Brubacher, J. S. (1939). *Modern philosophies of education*. New York, London: McGraw-Hill Book Co.
- [2] Chakraborty A. K. (2003). *Principles and practices of education*. Meerut, India: Lal Book Depot.
- [3] Dewey, J. (1977). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- [4] DFID. (2007). Globalisation, education and development: Ideas, actors and dynamics. *Department for International Development: Educational Papers*.
- [5] Ebrahim, A. & Chauhan, R. (2021). A study on the impact of physical and economic environmental factors on motivation of Indian expat students in pursuing higher education in the UAE. *International Journal of Management (IJM)*, 12(4), 283-296.
- [6] Kevin, K. (2018). *Education in the United Arab Emirates, world education news and reviews*. Available at: <https://wenr.wes.org/2018/08/education-in-the-united-arab-emirates>.
- [7] Kneller, George. F. (1964). *Introduction to philosophy of education*. New York: John Wiley and Sons, Inc.

- [8] Peter Serdyukov. (2017). *Innovation in education: what works, what doesn't, and what to do about it?*. Emerald Insight.
- [9] Peters, R.S. (ed), (1975). *The Philosophy of education*. London: Oxford University Press.
- [10] Sneha Santra. (2018). The fusion of modern and ancient education system for holistic growth of students. *Franchise India Education*, 28<sup>th</sup> September, 2018.
- [11] Varghese, N. V. (2010). *Running to stand still: Higher education in a period of global economic crisis*. IIEP Research Papers. Paris: IIEP/UNESCO.
- [12] WEF. (2016). Global competitiveness report 2016. *World Economic Forum*. Available at: [www.weforum.org](http://www.weforum.org).
- [13] World Bank. (2019). *Changing nature of work, world bank group flagship report*. Available at: <https://interminproject.org/wp-content/uploads/1-2019-WDR-Report.pdf>.
- [14] [https://www.oecd-ilibrary.org/education/education-at-a-glance-2019\\_f8d7880d-en](https://www.oecd-ilibrary.org/education/education-at-a-glance-2019_f8d7880d-en).