

27.0 Attitude of College Students Of District Anantnag (Kashmir) Towards International Education

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Abstract

The present study examined the attitude of college students of district Anantnag (Kashmir) towards international education with reference to sex, age, and type of college. A sample of 200 students, comprising 100 boys and 100 girls drawn from selected colleges, was selected through random sampling. The study employed a self-constructed attitude scale based on the Likert method, consisting of 34 items covering various dimensions of international education. The collected data were analyzed using a 2×3 factorial design of analysis of variance (ANOVA) along with critical ratio techniques. The findings of the study revealed that there were no significant differences in students' attitudes towards international education on the basis of sex and age. Furthermore, the interaction effect of sex and age was also found to be statistically non-significant. Similarly, no meaningful differences were observed among students belonging to different colleges. These results indicate that college students, irrespective of demographic variations, tend to share a common and relatively uniform outlook towards international education. The study highlights that awareness and perception of global educational opportunities are becoming widespread among students. It also emphasizes the importance of strengthening institutional initiatives to further enhance students' engagement with international education.

Keywords: attitude, international education, college students, ANOVA, India

Introduction

Attitude represents an individual's inner feelings and beliefs that predispose one to respond favorably or unfavorably toward a given phenomenon. Although attitudes are not directly observable, they are inferred from individuals' verbal expressions and overt behavior. Allport (1935) defined attitude as a mental and neural state of readiness, organized through experience, exerting a directive influence upon an individual's response to related objects and situations. Similarly, Krech and Crutchfield (1948) viewed attitude as an enduring organization of motivational, emotional, perceptual, and cognitive processes. Thurstone (1967) conceptualized attitude as the degree of positive or negative affect associated with a psychological object.

In the contemporary globalized world, education has increasingly acquired an international dimension. International education involves the intentional preparation of learners to function effectively in an interconnected world through knowledge of cultures, global issues, multilingual competence, and respect for diversity. International education not only enhances academic and vocational opportunities but also contributes to personality development, autonomy, and international understanding.

Given the growing relevance of international education, it becomes essential to understand

students' attitudes toward it, as attitudes significantly influence educational aspirations and participation. The present study attempts to examine the attitude of college students towards international education with specific reference to sex, age, and college.

Statement Of The Problem

The problem of the present study was stated as:

“Attitude of College Students of district Anantnag (Kashmir) Towards International Education.”

Objectives Of The Study

- To study the significance of difference in the attitudes of college boys and girls towards international education.
- To study the significance of difference in the attitudes of college students on the basis of age towards international education.
- To study the interactional effect of sex and age on students' attitudes towards international education.

Hypotheses

- There is no significant difference in the attitude of college boys and girls towards international education.
- There is no significant difference in the attitude of college students on the basis of age towards international education.
- There is no significant interactional effect of sex and age on students' attitudes towards international education.

Review Of Related Literature

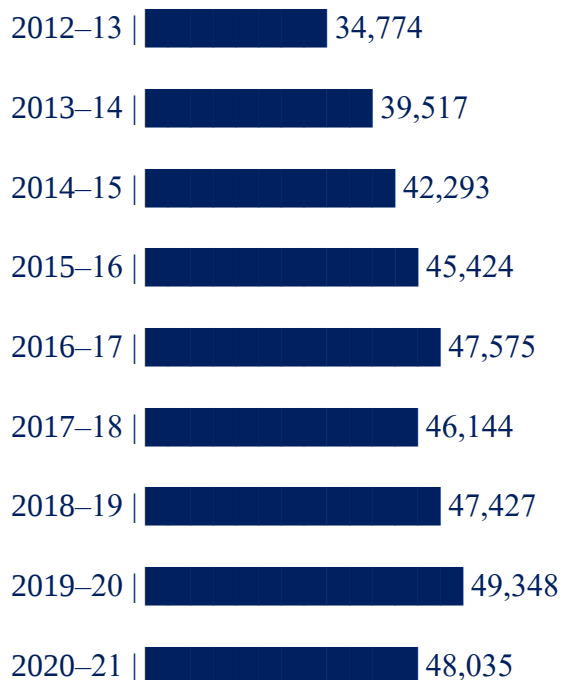
A review of related literature provides theoretical background and methodological guidance for the present investigation. Previous studies emphasize that international education contributes to academic achievement, cross-cultural competence, and employability. Initiatives by bodies such as the Association of Indian Universities (AIU) and the University Grants Commission (UGC) highlight India's growing engagement with internationalization of higher education. Prior research also suggests that attitudes towards international education are shaped by socio-cultural context, institutional exposure, and perceived benefits.

Related Studies In India

The Association of Indian Universities (AIU) plays a key role in promoting the internationalization of Indian higher education. Its initiatives include organizing foreign visits for vice chancellors, signing MOUs with international academic bodies, and collaborating with global organizations such as UNESCO, ACU, IAU, and the World Bank. AIU has also conducted international round-table conferences to strengthen academic cooperation. AIU recommended that the Government of India finalize clear policies to promote Indian education abroad, amend existing education laws to allow offshore campuses and distance education, regulate foreign institutions, and simplify admission and visa procedures for international students.

To further internationalization, the UGC constituted the PIHEAD Committee (2001), which proposed strategies for exporting Indian higher education through degree and non-degree programs, short-term courses, distance education, education fairs, and global promotion of Indian institutions.

International Students in India (2012–2020)



Methodology

Research design

The study adopted a descriptive survey method.

Sample

The sample comprised 200 college students (100 boys and 100 girls) selected randomly from four colleges of Jammu.

Table 1

Distribution of the Sample

College	Boys	Girls	Total
Govt. College for Women, Anantnag	–	45	45
Govt. Degree College, Bijbehara	–	40	40
Govt. Degree College Dooru (Shahabad)	55	–	55
Govt. degree College Qazigund	45	15	60
Total	100	100	200

Variables

- **Independent Variables:** Sex (boys, girls),
Age (19 years, 20 years, 21 years and above)
- **Dependent Variable:** Attitude towards international education

Tool Used

A self-developed attitude scale consisting of 34 statements based on the Likert summated rating method was used. Responses ranged from Strongly Agree to Strongly Disagree. The scale included both favorable and unfavorable statements.

Statistical Techniques

Two-way ANOVA (2×3 factorial design) was employed for data analysis.

Analysis And Interpretation Of Data

Two-Way ANOVA (Sex $\times$ Age)

Table 2

Summary of Two-Way ANOVA for Attitude Scores

Source of Variance	SS	df	MS	F	Significance
Sex (A)	528	1	528	2.21	Not significant
Age (B)	852	2	426	1.78	Not significant
A $\times$ B	464	2	232	0.97	Not significant
Within	15750	66	239	—	—

RESULTS AND FINDINGS

- No significant difference was found between boys and girls in their attitude towards international education.
- No significant difference was found among students of different age groups.
- The interaction of sex and age had no significant effect on students' attitudes.

Discussion

The purpose of the present study was to examine the attitude of college students towards international education in relation to sex, age, and college. The findings revealed a generally uniform attitude among college students, irrespective of these demographic variables. The absence of significant differences suggests that international education is perceived in a broadly similar manner by students across different groups.

Discussion with Reference to Sex

The finding that boys and girls do not differ significantly in their attitude towards international education indicates a shift towards gender-neutral educational aspirations. In contemporary society, access to global information, digital media, and educational opportunities has reduced traditional gender-based disparities. Both male and female students appear equally aware of the academic, cultural, and career-related benefits of international education.

Discussion with Reference to Age

The non-significant differences across age groups suggest that students between 19 and 21 years and above share comparable perceptions of international education. This may be attributed to similar exposure to higher education curricula, peer influence, and career-related

concerns. At the college level, students tend to develop relatively stable attitudes, which are less influenced by minor age variations.

Interaction of Sex and Age

The interactional effect of sex and age was also found to be non-significant. This indicates that the combined influence of gender and age does not shape students' attitudes differently. The finding implies that attitudes towards international education are influenced more by broader socio-educational factors than by personal demographic characteristics

Conclusions

The present study provides meaningful insights into the attitude of college students towards international education in the context of district Anantnag. The findings clearly indicate that students, regardless of their sex, age, or institutional background, exhibit a broadly similar and uniform attitude towards international education. This homogeneity suggests that the concept of international education has gained widespread acceptance and recognition among young learners.

The absence of significant differences across demographic variables reflects the growing influence of globalization, digital connectivity, and access to information, which have collectively minimized traditional barriers such as gender and age in shaping educational aspirations. Students today appear equally aware of the academic, cultural, and professional advantages associated with international education, including exposure to diverse perspectives, enhanced employability, and global competence.

Moreover, the findings imply that attitudes towards international education are influenced more by common socio-educational environments than by individual demographic characteristics. This highlights the role of higher education institutions, media, and policy initiatives in creating a shared understanding among students.

In conclusion, the study underscores the need for educational institutions and policymakers to build upon this positive and uniform attitude by providing greater opportunities such as exchange programs, scholarships, collaborations, and international exposure. Strengthening such initiatives will not only enhance students' participation in global education but also contribute to the overall development of a globally competent and culturally aware youth population.

Educational Implications

The findings suggest the need to strengthen awareness and opportunities related to international education. Educational institutions should organize seminars, exchange programs, and counseling sessions to promote informed and positive attitudes. Scholarships and institutional support may further enhance student participation in international education.

Limitations of The Study

The study was limited to colleges of District Anantnag only.

The sample size was restricted to 200 students.

Only selected variables were considered.

Suggestions for Further Research

Similar studies may be conducted on a larger and more diverse sample.

Teachers' attitudes towards international education may be explored.
Comparative studies involving school and university students may be undertaken.

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