

Dreaming beyond home: Exploring Bangladeshi women's aspirations for overseas higher education

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Abstract:

The increasing number of Bangladeshi female students pursuing higher education abroad reflects domestic challenges, including limited educational quality, restricted employment opportunities, and socio-political conditions that encourage international academic migration. This study aims to analyze the factors influencing Bangladeshi female students' decisions to pursue higher education abroad and to examine the socio-cultural influences shaping their aspirations for international study. The study employed a quantitative approach using a cross-sectional survey design involving 200 Bangladeshi female students through questionnaires, convenience sampling, and descriptive SPSS analysis to identify motivations and the influence of socio-cultural norms. The findings reveal two key points. First, Bangladeshi female students are motivated to study abroad by push factors, including political instability, low educational quality, and limited research opportunities, alongside pull factors such as international reputation, self-development, independence, and family support. Second, cultural and social norms influence aspirations differently: Pabna University of Science and Technology students receive stronger support, while University of Dhaka students face greater family resistance despite pursuing independence and global education. This study concludes that Bangladeshi female students perceive overseas education as a strategy to overcome domestic limitations, achieve social mobility, and attain independence through the interaction of push factors, pull factors, and family cultural support. The study contributes to educational policy by emphasizing the strengthening of university roles, family support, and government collaboration in expanding access and motivation for female students to pursue international higher education.

Keywords:

Higher Education;
Female; Bangladesh,
Aspiration; Push; Pull.



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INTRODUCTION

Studying abroad has become a major trend in higher education in the era of globalization and the expansion of online media (Trelfa et al., 2024; King & Sondhi, 2018). However, female students in Bangladesh face socio-cultural constraints that limit their mobility, while studies on their aspirations remain scarce. This is problematic because unequal access can hinder gender equality in international education. Globalization drives demand for cross-border education, but in developing countries such as Bangladesh, women's mobility is often restricted by social norms. UNESCO data (2024) records more than six million international students, the majority of whom are from Asia. Fakunle (2021) identifies push factors such as educational quality and employment opportunities. In Bangladesh, Khatun et al. (2024) found that graduates place a higher value on foreign degrees, and Alamgir (2023) reported a threefold increase in students going abroad over 15 years. BANBEIS (2022) shows an increase in female participation in higher education; however, their aspirations to study abroad remain under-researched. Thus, the lack of studies on the aspirations of Bangladeshi female students creates a research gap that urgently needs to be addressed.

Numerous previous studies have examined student migration for the purpose of pursuing higher education, classifying it into three main streams. First, the migration motivations of South Asian students are influenced by educational quality, university reputation, career opportunities, economic stability, as well as aspirations for social mobility and future professional development (Tamang & Shrestha, 2021; Kharel, 2022; Aryal et al., 2024; Granato et al., 2024). Second, social and family networks reinforce aspirations to study abroad, while gender factors influence students' orientations toward careers, personal safety, and international educational mobility (Mulvaney, 2017; Kölbel, 2020; Skariah & Sivarenjini, 2024; Kabir, 2021; Rajan et al., 2024). Third, the migration of Bangladeshi students is influenced by push-pull factors, including weak governance, political instability, educational limitations, as well as the attractiveness of educational quality and global opportunities (Anthias & Siddiqui, 2008; Ullah & Azizuddin, 2018; Zaman et al., 2024; Rashid, 2024; Baral et al., 2024). Consequently, the scarcity of specific studies on the aspirations of female students in Bangladesh creates a research gap. The novelty of this study lies in exploring their motivations and the unique socio-cultural and economic considerations underlying their decisions to study abroad.

This study aims to identify and analyze the factors influencing Bangladeshi female students' decisions to pursue higher education abroad, as well as to contribute to a broader discourse on gender, education, and international mobility within the Bangladeshi context. The research is expected to encourage reforms in institutional support systems and related policy frameworks. The research questions addressed are: (1) What are the main motivations of Bangladeshi female students to study abroad? (2) How do cultural and social norms influence their aspirations? Theoretical contributions of this study enrich the literature on gender, educational mobility, and push pull migration theory in the context of Bangladeshi female students. Practically, the findings can serve as a basis for formulating higher education policies, strengthening institutional support, and developing university strategies to enhance access, equity, and preparedness for overseas study among female students.

This study is based on the argument that Bangladeshi female students' decisions to pursue higher education abroad are not solely driven by the attractiveness of global education, but are primarily shaped by systemic pressures within the home country. The data indicate that the

main push factors are structural in nature, including limited educational opportunities, social constraints, economic conditions, political instability, and highly competitive admission processes. Meanwhile, pull factors such as high-quality education, diverse study programs, international degree prestige, career opportunities, and supportive environments function as catalysts rather than root causes. Thus, the international aspirations of Bangladeshi female students represent a rational response to the failure of the domestic system to provide equitable and secure access to higher education. This argument highlights the need for policies that not only facilitate outward mobility but also address structural inequalities within the country.

METHOD

Research Approach

This study employs a quantitative cross-sectional design that measures dependent and independent variables at a single observational time point (Pérez-Guerrero et al., 2024; Connolly et al., 2024). This design is used to describe population conditions and to address two main research questions, namely the motivations of female students in Bangladesh to study abroad and the influence of cultural and social norms on their aspirations. The cross-sectional design was chosen because it efficiently captures a snapshot of aspirations at one point in time, thereby enabling the identification of relationships between socio-cultural factors and the decision to study abroad. This approach allows the researcher to simultaneously measure internal drivers (career, educational quality) and external pressures (gender norms, family expectations) that shape female students' aspirations.

Data Collection

Data were collected from both primary and secondary sources to support the identification of key motivations as well as the influence of cultural and social norms (Kelly et al., 2024; Cascini et al., 2024). Primary data were obtained through a structured questionnaire administered to 200 female students from the University of Dhaka (DU) and Pabna University of Science and Technology (PUST), specifically exploring personal reasons (e.g., career, global access) and socio-cultural barriers (e.g., stigma, family permission). Secondary data were derived from journal articles, news reports, and websites to enrich the context regarding gender dynamics in Bangladesh and international education trends. This combination ensures that findings on motivations and the influence of norms are not merely descriptive but also grounded in contextual evidence.

Sampling and Distribution

A non-probability convenience sampling technique was employed due to accessibility constraints (Ahmed, 2024). The survey link was distributed via student groups, email, and social media. Although not statistically representative, this method effectively reached active online female students with internet access, which is relevant to the population aspiring to study abroad. The two research questions can still be meaningfully answered.

Data Analysis

Data analysis was performed using IBM SPSS Statistics 20 to process findings on primary motivations (e.g., percentage citing educational quality or career opportunities) as well as the influence of cultural and social norms (e.g., the extent of barriers from family or society). Results

are presented in tables, bar charts, and pie charts to visualize the distribution of responses. According to De Pilli et al. (2024), this descriptive analysis enables researchers to identify dominant patterns: whether internal push factors are stronger than external social pressures. Visual presentation facilitates readers' understanding of the complexity of Bangladeshi female students' aspirations in a concise and systematic manner.

RESULT AND DISCUSSION

Result

Demographic and socioeconomic characteristics of respondents

The overview of the research respondents' profile reveals variations in characteristics based on university affiliation, age, educational level, and economic status. The composition of participants demonstrates a diverse distribution across respondent groups, thereby providing a clearer understanding of the research sample's background. These data are important for systematically describing the demographic context to support further analysis.

Table 1

Demographic and Socioeconomic Characteristics of Respondents

University	Frequency	Percent (%)
University of Dhaka	100	50.0
Pabna University of Science and Technology	100	50.0
Total	200	100.0
Age	Frequency	Percent (%)
18-20	10	5.0
21-23	117	58.5
24-26	73	36.5
Total	200	100.0
Educational Level	Frequency	Percent (%)
Honors 1 st Year	10	5.0
Honors 2 nd Year	43	21.5
Honors 3 rd Year	45	22.5
Honors 4 th Year	59	29.5
Masters	43	21.5
Total	200	100.0

Source: Fieldwork, 2025

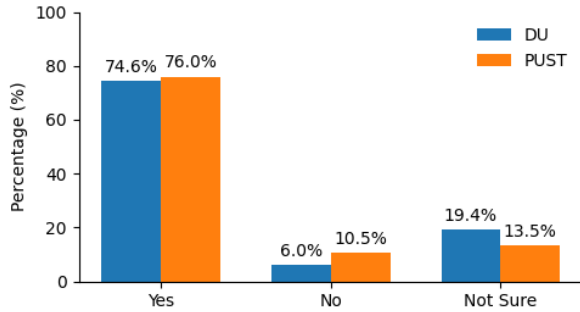
Table 1 presents the demographic characteristics of the 200 female student respondents in this study, comprising 100 students from the University of Dhaka and 100 students from Pabna University of Science and Technology. In terms of age distribution, the majority of respondents were in the 21–23 age group (58.5%), followed by those aged 24–26 years (36.5%), while the remaining 5.0% were aged 18–20 years. Regarding academic level, fourth-year undergraduate students constituted the largest proportion at 29.5%, followed by second-year and third-year students at 21.5% and 22.5%, respectively. In addition, 21.5% of the respondents were enrolled in master's programs, while only 5.0% were first-year undergraduate students.

Willingness, perceived reputation, and choice of study programs abroad

Female students' perceptions of the quality and study programs offered by foreign universities were examined. Data were collected to describe how respondents view various aspects of international education, including institutional reputation, academic quality, and the

influence of external conditions. An understanding of these perceptions is essential to provide a more in-depth explanation of the dynamics of study-abroad aspirations among female students in Bangladesh.

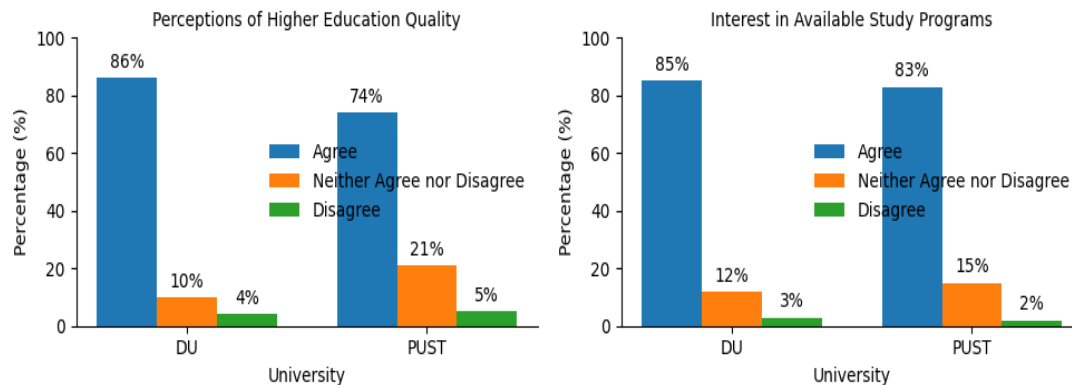
Figure 1
Intention to Pursue Higher Education Abroad



Source: Fieldwork, 2025

Figure 1 shows that students from the University of Dhaka (74.60%) and Pabna University of Science and Technology (76.00%) demonstrate very strong aspirations to pursue higher education abroad, indicating a widespread trend. The slightly higher interest among PUST students may be attributed to more limited local opportunities; however, PUST students also show a higher level of rejection (10.50%) compared to DU students (6.00%), suggesting the presence of constraints such as financial barriers. In contrast, DU students exhibit a higher level of indecision (19.4% versus 13.5%), reflecting more careful consideration due to greater exposure to information. Institutional context appears to influence students' confidence and perceptions regarding opportunities for studying abroad.

Figure 2
Female Students' Perceptions of the Quality and Study Programs at Foreign Universities



Source: Fieldwork, 2025

Figure 2 shows that Bangladeshi female students' decisions to pursue studies abroad are influenced by three main factors: the reputation of international universities, perceptions of the quality of local education, and political instability. University reputation is the most dominant factor, particularly among PUST students (90%) compared to DU students (81%), indicating that global academic image is a key consideration. The higher agreement among PUST students may be attributed to their perception of foreign degrees as a means of social mobility and career

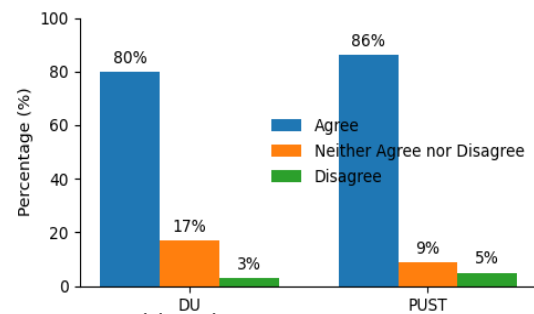
advancement. In addition, dissatisfaction with the quality of education in Bangladesh also plays a role, with a higher level of agreement among PUST students (65%) than DU students (53%). Political instability further shapes these aspirations, particularly among DU students (85%) and PUST students (78%), as a factor driving the search for a more stable learning environment. Overall, the combination of academic, professional, and socio-political factors simultaneously encourages the study-abroad aspirations of Bangladeshi female students.

Self-development motivation and limited research opportunities

The motivation of Bangladeshi female students to pursue studies abroad is not only academic in nature but also encompasses aspects of personal development and independence. In addition, perceptions of limited research opportunities within the country also shape their aspirations. These two factors reflect both internal and external drivers that need to be understood in context, considering the differences in access and experiences across higher education institutions in Bangladesh.

Figure 3

Self-development and Independence as the Main Reasons for Studying Abroad



Source: Fieldwork, 2025

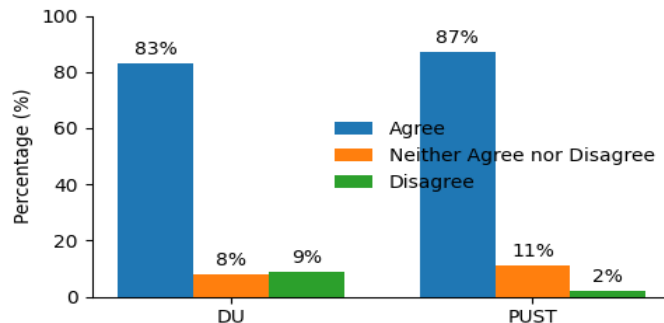
Figure 3 shows that both female students from DU (80%) and PUST (86%) strongly agree that personal development and independence are key reasons for studying abroad. PUST exhibits slightly higher agreement, reflecting aspirations to leave the local environment for transformative experiences. In contrast, DU has a higher proportion of neutral responses (17% vs. 9%), indicating that some of its students may still consider other factors or have access to similar opportunities domestically. The level of disagreement is low at both institutions (3% for DU, 5% for PUST). Thus, non-academic motivations such as independence and personal growth are universally recognized as important drivers for studying abroad, regardless of institutional context.

Based on the findings, female students from both universities demonstrated very strong agreement that personal development and independence are the primary motivations for studying abroad. Although the responses were generally similar, students from Pabna University of Science and Technology tended to exhibit slightly higher aspirations, reflecting a stronger desire to leave their local environment in pursuit of transformative experiences. In contrast, students from University of Dhaka showed a more noticeable proportion of neutral responses, indicating that some were still considering other factors or had access to comparable opportunities domestically. The level of disagreement was minimal across both institutions. Therefore, non-academic motivations, such as independence and personal growth, are

universally recognized as significant drivers of studying abroad, regardless of institutional context.

Figure 4

Limited Research Opportunities Available in Bangladesh



Source: Fieldwork, 2025

Figure 4 shows that the majority of students at both universities agree that limited research opportunities in Bangladesh encourage them to study abroad, with a slightly higher level of agreement at PUST (87%) compared to DU (83%). This indicates that PUST students may experience more directly the limitations of research facilities and supervision at their institution. Interestingly, the level of disagreement at DU (9%) is substantially higher than at PUST (2%), meaning that some DU students still consider local research opportunities to be adequate, possibly due to access to better research projects at a prestigious university. Meanwhile, the proportion of neutral responses is relatively balanced (8% at DU, 11% at PUST), reflecting that some students have insufficient research experience to make a judgment. Overall, research limitations serve as a significant driver, particularly for students from institutions outside the main academic centers.

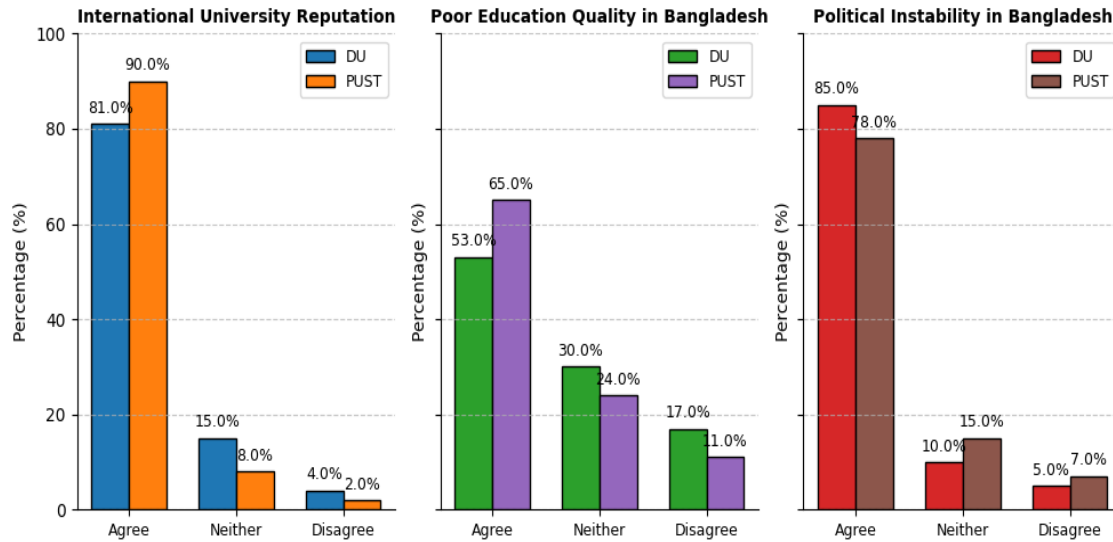
Based on the findings, limited domestic research opportunities constitute a major driving factor for studying abroad; however, the intensity of this perception varies across institutions. Female students from Pabna University of Science and Technology, which operates with more limited resources, tended to experience this pressure more strongly than those from University of Dhaka. In contrast, a higher proportion of DU students expressed disagreement, indicating that they still perceived local research opportunities as relatively adequate, possibly due to the university's reputation and greater academic access. These findings reveal structural inequalities, demonstrating that perceptions of limitation are not uniform but are strongly shaped by institutional position. Furthermore, the presence of neutral responses suggests that some students had limited research experience and were therefore unable to assess the issue comprehensively. Thus, relying solely on limited research opportunities as a push factor is problematic because it overlooks disparities in university quality as well as variations in female students' levels of awareness and academic exposure.

Factors of university reputation, politics, and local education in studying abroad

The aspirations of Bangladeshi female students to pursue studies abroad are not formed in a vacuum. Various factors interact with one another, ranging from the attractiveness of global academic reputation, evaluations of the quality of domestic education, to responses to national political conditions. A deeper understanding of the relative weight of each of these factors is

important, as the institutional and geographical backgrounds of female students can significantly shape how they perceive opportunities and barriers to international education.

Figure 5
Factors Influencing Female Students for Studying Abroad



Source: Fieldwork, 2025

Figure 5 shows that the factor of international university reputation receives the highest agreement from PUST female students (90%), exceeding DU (81%), indicating that female students from institutions with more limited resources (PUST) are more motivated by global prestige. Conversely, the factor of political instability is more dominant among DU female students (85%) compared to PUST (78%), which may reflect higher sensitivity to political dynamics in the capital. The factor of inadequacy of local education receives higher agreement from PUST (65%) than from DU (53%), consistent with limited access to quality education in regional areas. Although the level of disagreement is generally low, the highest figure is found for the education factor at DU (17%), indicating that some DU female students still consider domestic education to be adequate. Thus, institutional and geographical contexts significantly shape the prioritization of push factors for studying abroad among female students.

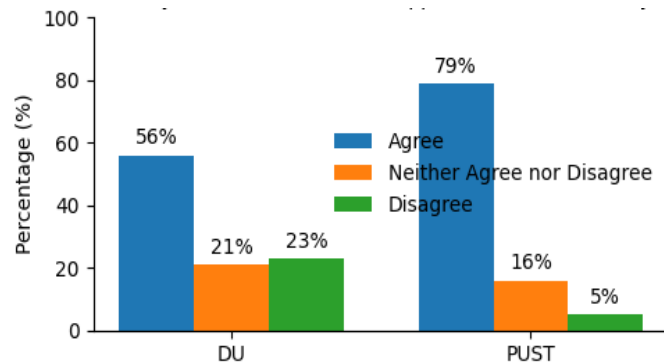
Based on the findings, the prioritization of push factors driving overseas study is strongly shaped by institutional and geographical contexts. Female students from Pabna University of Science and Technology, located in a region with limited resources, were more motivated by the global reputation of foreign universities as a symbol of prestige and an escape from the inadequacies of local education. In contrast, female students from University of Dhaka, situated in the capital city, demonstrated greater sensitivity to political instability, reflecting their direct exposure to the dynamics of national power and governance. Interestingly, some DU students still perceived domestic education as relatively adequate, a perspective that was rarely found among PUST students. These findings challenge the assumption that push factors are universal, revealing instead that geographical location and institutional status shape perceptions of threats and opportunities differently. Therefore, international education policies should not adopt a uniform approach but must be responsive to disparities in access, institutional capacity, and the geopolitical experiences of female students.

Mental and financial support from families of female students studying abroad

Family support is a determining factor in the success of female students in realizing their higher education aspirations, particularly when pursuing further studies abroad. This support can be moral or financial in nature and is strongly influenced by parents' perceptions of the value of international education. Understanding patterns of family support across institutions is important as it reflects how the immediate social environment responds to female students' plans to study abroad.

Figure 6

Family will Support Mentally and Financially to Pursue Higher Education Abroad



Source: Fieldwork, 2025

Figure 6 shows that the gap in family support between PUST and DU is quite striking. PUST students reported a much higher level of agreement (79%) compared to DU students (56%), indicating that families in PUST are more actively supportive of studying abroad, both mentally and financially. In contrast, the level of disagreement among DU students reached 23%, while among PUST students it was only 5%, suggesting that family-related barriers are more significantly experienced by DU students. The proportion of neutral responses was relatively balanced (DU 21%, PUST 16%), reflecting a group that has not yet secured definite support. The high level of support in PUST may be attributed to family perceptions that studying abroad serves as a pathway for social mobility, given the limited local opportunities. Meanwhile, DU students, who come from prestigious universities, actually face greater family resistance, possibly because parents consider domestic education sufficient or are constrained by economic factors. Thus, family support is strongly influenced by institutional background and perceptions of the added value of studying abroad.

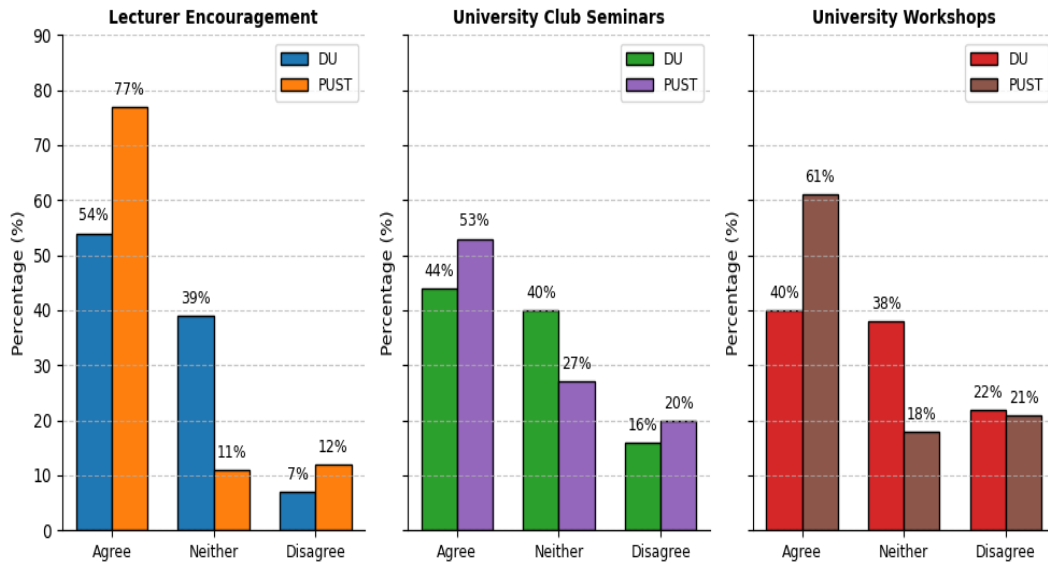
Lecturers, seminars, workshops motivate female study-abroad aspirations

Institutional support plays an important role in shaping female students' aspirations to pursue higher education abroad. This support may originate from lecturers who provide mentorship and encouragement, as well as from structured activities such as seminars, workshop programs, and information sessions about international scholarships. However, the intensity and quality of support vary considerably across universities, depending on institutional resources, administrative policies, and prevailing academic culture. Some universities offer proactive guidance, while others provide minimal assistance due to limited capacity or low priority. Understanding these patterns of support is crucial for promoting women's participation in international education, because tailored interventions can be designed to strengthen weaker

systems and replicate successful practices, thereby reducing gender-based disparities in access to global learning opportunities.

Figure 7

Motivating Factors for Female Students for Pursuing Higher Education Abroad



Source: Fieldwork, 2025

Figure 7 shows that institutional support for studying abroad follows a consistent pattern, in which PUST students perceive significantly stronger encouragement than DU students across all aspects. The most notable difference is in faculty encouragement: 77% of PUST students agreed that their lecturers encouraged them, compared to only 54% in DU. This gap indicates that lecturers at PUST may be more proactive in providing information and motivation, possibly due to the limited local academic opportunities. Regarding university seminar implementation, agreement in PUST (53%) was also higher than in DU (44%), although the moderate level suggests that seminar effectiveness has not yet reached an optimal level. Meanwhile, workshop programs again showed PUST's dominance (61%) over DU (40%), with a 21-point difference. Interestingly, DU had a higher neutral response rate for workshops (38%), indicating a lack of student participation or awareness. Thus, the institutional context strongly influences the intensity of support perceived by students, with the more resource-constrained PUST actually encouraging study abroad more vigorously as an alternative for career advancement.

Discussion

This study on Bangladeshi female students’ aspirations to pursue higher education abroad identifies two main findings. First, the primary motivations of Bangladeshi female students are shaped by push factors (political instability, low quality of education, and limited research opportunities) and pull factors (international reputation, personal development, independence, and family support). Studying abroad is viewed as a strategy for educational mobility and future advancement. Second, the influence of cultural and social norms is dynamic. At Pabna University of Science and Technology (PUST), family and institutional support encourage studying abroad as a form of social mobility. In contrast, at the University of Dhaka (DU), there is greater family resistance; however, female students continue to pursue independence and

global education as a form of social transformation. Thus, the study concludes that Bangladeshi female students' aspirations to study abroad reflect both a response to domestic constraints and an effort to achieve social mobility, women's independence, and global educational legitimacy.

These findings are highly relevant to the global issue of "brain drain" and unequal access to quality education, particularly in developing countries such as Bangladesh. In the context of frequent political instability in South Asia (Aryal et al., 2024; Baral et al., 2024), studying abroad is often perceived as the only viable pathway for women to achieve autonomy and better career prospects. This reflects strong social pressures, where families especially those from higher socioeconomic backgrounds view overseas education as a prestigious investment (Rajan et al., 2024; Kaur & Mehra, 2024). However, patriarchal norms continue to restrict female mobility, as issues of safety and family honor remain central considerations (Walton-Roberts, 2015; Raghuram & Sondhi, 2021). This situation indicates that without reforms in the domestic education system and shifts in social attitudes, structural inequalities will continue to drive academic outmigration (Singh, 2023).

Theoretically, these findings reinforce the hybrid push-pull model proposed by Chen (2017), as female students' migration decisions are influenced not only by external pull factors (global reputation) but also by strong domestic push factors (political instability) (Nikou & Luukkonen, 2023). However, this study adds critical gender and institutional dimensions. In contrast to the findings of Entrich et al. (2024), which suggested that institutional initiatives have little effect on intentions, this study shows that lecturer encouragement and workshops at PUST are perceived as stronger, indicating that the role of local institutions can moderate aspirations, particularly when the socio-economic structure is supportive. Furthermore, Wang's (2024) concept of "cosmopolitanism" applies only partially, as Bangladeshi female students are more motivated by academic survival needs and independence rather than solely by building cultural capital (Cordua & Netz, 2022; Reed & Johnson, 2023). The researchers' logic confirms that female educational migration is a complex strategy to counter structural constraints.

This study provides an understanding that the process of educational migration is not a linear journey, but rather a dynamic series of phases that include decision-making, lived experiences, and post-study transitions. As noted by McLeod and Wainwright (2009), initial pressures experienced abroad, if successfully managed, can enhance self-confidence. However, Udayanga (2024) highlights that mismatches between expectations and financial realities often disrupt students' well-being. Family and institutional support therefore function not merely as supportive factors, but as a "safety net" that determines whether female students are able to persist in their studies (Cushner & Karim, 2004; Dwyer, 2004). In addition, this study suggests that the independence gained abroad (Ghimire & Barry, 2020) can transform gender roles upon return to the home country. Thus, a holistic understanding of the three phases of migrants' lives is essential for designing appropriate interventions (Makni, 2011; Kinginger, 2011).

Compared with previous studies, this research shows both similarities and significant differences. In line with findings from India (Arokkiaraj & Rajan, 2024) and Nepal (Aryal et al., 2024), political instability and the quality of domestic education emerge as key push factors. However, unlike a study conducted in Pakistan by Hussain et al. (2020), which reports higher migration intentions among male students, this study finds that Bangladeshi female students also demonstrate strong aspirations, particularly when supported by family and institutional encouragement. Sondhi and King (2017) note that Indian female students tend to concentrate

in the social sciences, whereas the present study does not explicitly address STEM field preferences. Another distinctive finding is that institutional support at Pabna University of Science and Technology (PUST) is stronger than at the University of Dhaka (DU), a dimension that has received limited attention in the literature on Nepal (Khapangi, 2024) and Pakistan (Javed et al., 2019). Thus, this study positions itself as a bridge between the classical push-pull framework and a more contextual gender institutional analysis.

Based on the findings, the recommended concrete actions cover three levels. First, universities in Bangladesh (especially DU) should strengthen career services and regular workshops on studying abroad, as well as alumni mentorship programs. Second, families and communities need to be educated through awareness campaigns that female education is an investment, not a threat to cultural norms. The government can facilitate public dialogue to challenge traditional views that restrict women's mobility. Third, policymakers should improve the quality of domestic education and research facilities so that studying abroad becomes a choice rather than a necessity. Furthermore, partnerships with overseas universities through exchange programs and joint scholarships need to be expanded. Finally, the provision of pre-departure consultation services covering safety, financial, and psychological aspects will help female students navigate the transition more smoothly. Through these measures, structural barriers and social expectations can be gradually addressed.

CONCLUSION

This study concludes that the desire of Bangladeshi female students to pursue higher education abroad represents a complex strategy that responds to domestic limitations while simultaneously seeking social mobility and independence. Two main findings stand out. First, the decision for educational migration is driven by push factors (political instability, low education quality, limited research opportunities) and pull factors (international reputation, self-development, family support). Second, the influence of cultural norms is dynamic and non-uniform. At resource-constrained PUST, family and institutional support is actually very strong because studying abroad is perceived as a pathway to social mobility. Conversely, at prestigious DU, family resistance is higher, yet female students still pursue global education as a form of social transformation. Thus, female educational migration in Bangladesh reflects an active negotiation between social structures, institutions, and individual agency.

This study contributes to enriching the push-pull model by integrating gender and institutional dimensions that have previously been marginalized. The findings indicate that lecturer support and workshop programs can moderate migration aspirations, particularly in resource-constrained institutions an important correction to the assumption that institutional initiatives have little influence. Practically, these results encourage the need for policies that empower domestic universities as agents of information and motivation for studying abroad, especially for female students from middle-income backgrounds. Furthermore, social interventions are required to shift family perceptions in prestigious universities so that global education is not viewed as a threat but rather as an investment in legitimacy. Thus, collaboration among educational institutions, government, and communities is key.

This study has several limitations. The quantitative approach is less capable of capturing the depth of human experience, and the potential for social desirability bias may affect the data. The relatively small sample size also limits generalizability. Nevertheless, this study remains important because it provides up-to-date information on the factors influencing

Bangladeshi female students' decisions to study abroad. These findings are beneficial for government, lecturers, and educational institutions in understanding students' attitudes. This study can also serve as a foundation for further research in this area. Future studies are advised to use larger and more representative samples, as well as to conduct comparisons between private and public universities.

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AUTHOR CONTRIBUTION STATEMENT

Nishat Tabassum: Conceptualization; Data Curation; Formal Analysis; Methodology; Software; Visualization; Writing Original Draft; Validation; Writing Review & Editing. **Faria Mubashira:** Data Curation; Formal Analysis; Methodology; Software; Visualization; Writing Original Draft; Validation.

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