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The Relationship between Rural Student Migration and Urban Settlement

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Contents

ABSTRACT.....	4
ACKNOWLEDGMENTS.....	5
INTRODUCTION.....	6
Aim of study.....	6
Significance of study.....	7
LITERATURE REVIEW.....	7
Historical Perspectives and Migration Trends.....	7
Drivers of Student Migration.....	8
Impact on Urban Settlements.....	8
Educational Infrastructure and Migration Flows.....	8
Economic Opportunities and Urban Migration.....	8
Social and Cultural Integration:.....	9
Policy and Planning Responses.....	9
Challenges and Opportunities.....	9
Known challenges faced by rural student migrants.....	9
Theoretical Framework.....	10
METHODOLOGY.....	11
Research design.....	11
Hypothesis.....	11
Ethics.....	12
Sample.....	12
Survey.....	13
Data Collection Plan.....	13
Data Analysis Plan.....	14
Budget.....	15
Conflict of Interest.....	15
Data Confidentiality.....	15
Results.....	15
Discussion.....	18
Implications for Policy and Urban Planning.....	19
Future Research.....	20
Limitations.....	20

Recommendations.....	21
Conclusion.....	23
Appendices.....	28
Appendix A.....	28
Appendix B: Questionnaire.....	28
Appendix C: IRB Approval Certificate.....	31

ABSTRACT

This study was conducted in order to: (i) assess if the correlation between different levels of satisfaction of rural migrant learners and their perceptions of urban amenities and opportunities exists, and (ii) to reveal demographic differences in their views of urban settlement dynamics. The Theory of Locality which is the theoretical framework applied in this study, points out how the local services and opportunities affect the level of migrants' integration and, consequently, their quality of life. The hypotheses of the study are as follows: H1. Urban amenities are not adequate for the rural student migrants; H2. Migrant females and those coming from poor backgrounds are less satisfied with the urban amenities. The study included 82 rural learners from Forman Christian College University (FCCU) who imparted their views on the city's lifestyle. The Rural Identity Scale was utilized in this investigation to study their perceptions towards different components of urban living such as education, healthcare, housing, public facilities, job opportunities, safety, and cultural activities, etc. The results showed that there was a common feeling of dissatisfaction among these learners, especially in the areas of accommodation, healthcare, and transportation. Notably, both male and female respondents exhibited the same amount of dissatisfaction without significant discrepancies in their experiences. These findings highlight the need for cities to focus on the improvement of services in sectors such as housing, healthcare, and transportation in order to facilitate better adaptation for the rural students moving to cities and to increase their feeling of belonging and overall satisfaction.

Keywords: *rural migration, rural students, urban settlement*

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INTRODUCTION

Urban settlement patterns show the significant impact of student flow from rural to urban areas, which has become a very important issue in contemporary society (Smith & Jones, 2020). More and more students are moving away from their rural homes to take advantage of the possibilities for better education, better career, and better quality of life (Brown, 2018). This migration is not just the students, but it also requires reshaping urban demographics, economies, and social dynamics (Johnson et al., 2019). These students are the main drivers of changing population trends, and they are also responsible for infrastructure development and the overall transformation of city life. But the journey from the countryside to the city is better said than done, it has its own issues. Issues like the affordability of housing, quality of education, job market, cultural acceptance, and urban services have a greater impact on the experiences of rural students in cities (Garcia & Patel, 2021). For policymakers, urban planners, educators, and community leaders, the relationship between student migration and urban amenities is critical in understanding this issue. This knowledge will be the basis for the design of strategies that not only make cities more livable for migrants but contribute to the sustainable development of the urban area for the broader population.

Aim of study

This research project intends to examine to what extent the daily utilities of a city would, where and how, make students who have come from rural areas feel happy as they are in Forman Christian College University (FCCU). On the one hand, the study takes into account the socio-demographic variables like gender, and social status as well, that are able to mold these students' behaviors and level of happiness in urban places.

Significance of study

The fact that urban centers gain not just a cleaner but also a larger workforce and thus, a more dynamic economic development is a valid argument for the migration of students from rural areas to the cities. Its creeping largeness, however, may hold negative and compensatory effects therein, hence neuronal societies of reasonable managers and public workers are worried. This study connects the main outcomes to the previous research that mainly informed us what the student movement means for urbanization, education, the economy, both general and specific to the city, social inclusion, and policies in the city.

LITERATURE REVIEW

The occurrence of student migration from rural to urban areas, with its far-reaching implications on urban settlement dynamics, has increasingly attracted the attention of researchers, policymakers, and practitioners. By looking into the implications brought about by the student movement on urbanization, educational opportunities, economic growth, social integration, and policy responses, this literature review gathers and condenses important outcomes and ideas from past studies.

Historical Perspectives and Migration Trends

The flow of migration trends is influenced by a number of the political, social, and economic factors that intercede making people take the decision to move from the rural areas to cities (Lee, 1966; Ravenstein, 1889). The role of the early studies in common migration was to find out the major forces, both negative (push) and positive (pull), that cause movements of people.

Drivers of Student Migration

The study done by Massey et al. (1993) and Findlay (2011) shows that students mainly want better education, career opportunities, and an improved standard of living to be motivated. Besides the economic factors like wage differences and employment opportunities, the students' decision-making is influenced by the factors as well.

Impact on Urban Settlements

Student migration presents a double-edged sword to urban areas that are both opportunities and challenges. The contribution to the economic power and the infrastructure development of the city has been cited as the advantage of the student population (Fielding et al.,

2009; Johnston et al., 2015). But, fast migration can cause social services and urban infrastructure to become overstrained thereby, honing the edge of sustainable development on the one hand and on the other, making it difficult.

Educational Infrastructure and Migration Flows

Barcus and McLeod (2008) and Bae et al. (2017) showed that educational institutions in urban areas attract a massive number of people and, hence, they are the main factor of migration. Policies that reduce the gap in education between rural and urban areas may stimulate more approximately equal settlement choices.

Economic Opportunities and Urban Migration

Migration flows are driven by the urban economic opportunities, as explained in the analysis of Sjaastad (1962) and Todaro (1969). The studies in question show the connection between migration, urban development, and economic mobility, that is, the de facto linkage between these three phenomena. The word study may imply merely looking at something, but in these studies it is understood in the sense of original

Social and Cultural Integration:

Making it in city life will mean confronting the cultural differences, building intergroup relations, and being one as a society. The problems pertaining to social and cultural integration experienced by the student migrants, which are studied by Portes & Rumbaut (2001) and Alba & Nee (1997).

Policy and Planning Responses

In response to the questions posed by student migration, policymakers have formulated ways to relieve negative effects from cities. To this end, the parties involved, the governments

and local institutions, have to work together in many instances (Ahlburg & Brown, 1998; Glick & Sahn, 2000).

Challenges and Opportunities

As for the rural and urban communities, student migration brings out the advantages as well as the challenges. Even if migration is the force behind innovation and economic growth (Docquier & Marfouk, 2006), it is also the cause of the problems in the housing and transportation areas, especially for the underprivileged (Huq-Hussain, 1996).

Known challenges faced by rural student migrants

Students relocating from rural areas to urban centers often have to deal with a lot of difficulties as they try to adapt to city life. Among the most urgent problems is the absence of both cheap and good standard housing which restrains their ability to settle down properly. Transport is another big issue because most students find it hard to get accessible and reasonably priced travel options. Based on the findings in South Asia (Khan et al., 2020; Kiran & Priyamvada, 2010), these issues are especially acute in highly populated urban areas. The students who migrate from the countryside to the cities are mainly from the rural areas and often face very serious problems when they start to adapt to life in the urban areas. One of the most urgent problems is the shortage of affordable and good quality accommodation, which is a hindrance to their settling down easily. Transportation is the third obstacle, as many scholars are high and dry when it comes to reliable and cheaper transport routes. In South Asia studies, these problems have been identified in particular in the highly populated urban areas (Khan et al., 2020; Kiran & Priyamvada, 2010).

Health disparities are another area of concern, as the rural communities of migrant workers are often found to have limited access to the healthcare services that are needed. The

barriers in transportation are proved by international research that shows even further the restrictions students encounter in reaching the healthcare facilities (Bae et al., 2017). Also, the rural guys may find it hard to get along with the public housing subsidies and the job sectors because of the systemic inefficiencies and biases in the urban areas (Ahlburg & Brown, 1998; Docquier & Marfouk, 2006). More specifically are the lower-class women and the marginalized who not only struggle with the urban difficulties but also not even by having the opportunity to access the crucial city amenities (Huq-Hussain, 1996). These difficulties that rural migrants are facing in cities serve to show the high degree of the disparities and the need for targeted interventions to reduce these inequalities is very high.

Theoretical Framework

This research employs the theory of locality, constructed by Schiller and Çağlar (2008), as a guiding framework. The theory asserts that the urban amenities mostly including housing, health, transit, and education engages a migrant to the urban life and thus contributes to his/her successful settlement.

The study examines how other aspects, such as socio-economic status and gender, affect the access to these amenities. Through the implementation of this frame on rural student migrants at FCCU, the research dives into the extent that restricted access to fundamental services affects their participation in urban society.

The results are meant to be used to demonstrate the differences in the level of satisfaction, mostly among women and students from lower income backgrounds, at the same time, providing possible solutions that could help make the transition more seamless.

By doing that, it will aim to expand the understanding of these processes. The Theory of Locality will be employed. Its supreme aim would be to shine a light on the general policy and planning implications for rural migrant communities.

METHODOLOGY

Research design

This research employed a quantitative approach, collecting numerical data through a structured survey. The data has been analyzed using statistical techniques to identify patterns, relationships, and trends related to student migration and urban settlement.

Hypothesis

The study hypotheses include:

H1. Rural student migrants are not satisfied with urban amenities (Kiran & Priyamvada, 2010)

H2. Females and lower class rural migrants have lower satisfaction with urban amenities (Huq-Hussain, 1996)

Ethics

Ethical rules and principles challenge the protection of participants' rights and privacy in this research. The procedures highlighted in Appendix A: Informed Cover Letter were used to ask for participants' informed consent. Awareness of the study's goals, their voluntary participation in the study, the different routes to think through the study, and the only purpose for data collection were made clear to all participants. In the presentation of record results or publication, the names and other representatives of all participants are kept anonymous and confidential at all times. The data processing did not involve any potential biases such as interpretation or collection processes, and no conflicts of interest were found. By following the objectives of institutional norms and ethical conduct, the design of the research was connected to the principles of respect, fairness, and transparency as well as integrity. In the study, it was

guaranteed that the anonymity of every participant, and the confidentiality of their information, was still intact.

Sample

Forman Christian College University (FCCU) 82 migrant students from rural areas were selected using a purposive sampling method. Graduate students from a variety of academic programs (Bachelor's, Master's, and Postgraduate) made up the sample. The survey's participants were students, both male and female, hailing from a wide range of academic backgrounds. In terms of ethnicity, nationality, migration history, and academic goals, the sample was representative of FCCU's student body as a whole.

Survey

Appendix B contains the three parts of the survey. Section C included questions from The Rural Identity Scale, an internally standardized instrument, whereas Sections A and B collected demographic data (Oser et al., 2022). The following factors contributed to the overall level of satisfaction with city life: educational possibilities, healthcare facilities, infrastructure, public services, housing, cultural institutions, job opportunities, and safety. On a Likert scale from 1 (strongly agree) to 5 (strongly disagree), with higher results indicating more unhappiness with urban amenities and problems, ten questions were taken from this scale.

Data Collection Plan

Forman Christian College University (FCCU) rural student migrants were surveyed online to gather data for this study. Housing, healthcare, transportation, and educational infrastructure were the primary areas of focus in the survey, which aimed to collect demographic information as well as opinions on urban amenities. We sent out the poll via email to make sure

that a lot of students could participate because of how far away they were from each other and because many of them went back to rural areas for the summer break.

Online data collection occurred in the summer of 2024. During the holiday season, students from FCCU, the majority of whom lived in rural locations, were given the structured survey form to fill out. The online medium allowed for the effective collection of data even though students were scattered in the geographical aspect. The structured survey used in this study was based on the Rural Identity Scale (Oser et al., 2022) which evaluated the satisfaction with the different urban amenities. As detailed in Appendix A, all participants gave informed consent to the study to comply with the ethical standards. The final sample of 82 students, a mixed group from FCCU's rural migrant population, was the only one that survived. This group consisted of people from different academic courses and socioeconomic backgrounds, thus, it was a broad and inclusive range of responses.

Data Analysis Plan

The survey data was analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as means, standard deviations, frequency, and percentages were used to present the demographic as well as the migration and perceptions of urban services data. This method facilitated a solid interpretation of the surveyed population's features and the general levels of their satisfaction.

Along with this, the survey's reliability was also checked out by calculating Cronbach's Alpha for the Rural Identity Scale, which was the determinant of the degree of contentment with urban amenities. The scale exhibited very good reliability, with an internal consistency score of 0.842.

The statistical analysis process included various tests also. Primarily, a One-Sample T-Test was performed which aimed to measure the average satisfaction levels of rural migrant pupils as compared to the neutral standard of 20.5. The results came out with a majorly lower satisfaction rating ($p < 0.001$), which means there is a high level of discomfort with urban amenities. In the following step, an Independent Samples T-Test was applied to compare the satisfaction levels among male and female students. The outcomes indicated no relevant disparities among the two sets ($p = 0.314$), which, in turn, demonstrated that the factor of dissatisfaction was not gender specific.

The whole evaluations were executed with the help of SPSS software, which was used to measure the accuracy and conformity of the data. The outcomes appear in tables, which show the main trends and the statistical results that support the research conclusions.

Budget

Self-funded

Conflict of Interest

None to declare

Data Confidentiality

The participant's data was kept confidential throughout the study. The data was stored securely and used only for research purposes. Participants were informed about these confidentiality measures before taking part in the study, and their consent was obtained.

Results

The results of this study provide insights into the satisfaction levels of rural student migrants with urban amenities, based on the analysis of survey data using descriptive and inferential statistical methods.

Table 1: Descriptive statistics for key variables N=82

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Age	82	1	4	1.89	0.73
Gender	82	1	2	1.66	0.47
Overall Satisfaction (Compounded variable)	82	9.00	29.00	15.37	4.08

Table 1 provides a summary of the descriptive statistics for the key variables in the study, which includes gender and overall satisfaction with urban amenities. The total sample size is 82 rural migrant students. The gender distribution shows a slight majority of males (mean = 1.66), where 1 represents females and 2 represents males. The overall satisfaction with urban amenities was summarized with a mean of 15.37 and a standard deviation of 4.08, indicating a general dissatisfaction with urban living conditions. These values are based on a Likert scale where higher scores represent greater dissatisfaction with urban amenities.

Table 2: One-Sample T-Test Results for Overall Satisfaction with Urban Amenities

Variable	Test Value	Mean	t	df	p-value	Mean Difference	95% Confidence Interval
Overall Satisfaction(Compounded variable)	20.5	15.37	-11.40	81	0.00	-5.13	[-6.03, -4.24]

A One-Sample T-Test was conducted to compare rural student migrants' satisfaction levels with the neutral test value of 20.5, representing the midpoint on the satisfaction scale. As shown in Table 2, the mean satisfaction score was 15.37 (SD = 4.08), significantly lower than the neutral value.

The test yielded a t-value of -11.401 with 81 degrees of freedom and a p-value of 0.000, indicating that the difference is statistically significant. The mean difference was -5.13, with a 95% confidence interval between -6.03 and -4.24, confirming that the satisfaction levels are well below the neutral point.

These findings suggest that rural student migrants are generally dissatisfied with urban amenities, particularly in areas such as housing, healthcare, and transportation. The statistical significance highlights the need for improvements in urban services to address their challenges.

Table 3: Independent Samples T-Test Results for Gender Differences in Satisfaction

Group	Mean	Standard Deviation	N	t	df	p-value	Mean Difference	95% CI (Upper, Lower)
Female	16.61	4.63	28	1.01	80	0.31	0.96	[-0.93, 2.85]
Male	16.33	3.76	54					

An independent sample t-test was conducted to compare the satisfaction levels with urban amenities between male and female rural student migrants. The results, as displayed in Table 3, indicate that there is no statistically significant difference in satisfaction levels between the two groups.

The mean satisfaction score for female students was 16.61 (SD = 4.63), while the mean for male students was 16.33 (SD = 3.76). The mean difference between the two groups was 0.96, with a 95% confidence interval ranging from -0.93 to 2.85, indicating that the true mean difference is likely within this range. Importantly, the confidence interval includes zero, suggesting that the difference between the groups is not statistically significant.

Levene's Test for Equality of Variances indicated that the assumption of equal variances was met ($F = 1.637$, $p = 0.204$), allowing for the use of equal variances in the t-test. The t-test result showed a t-value of 1.01 with 80 degrees of freedom and a p-value of 0.314. Since the p-value is greater than the commonly accepted threshold of 0.05, it can be concluded that the observed difference in satisfaction between males and females is not statistically significant.

These findings suggest that, regardless of gender, rural student migrants report similar levels of satisfaction with urban amenities. Therefore, gender does not appear to be a significant factor influencing satisfaction levels in this context.

Discussion

Rural student migrants in the urban amenities seem to be rather dissatisfied – this is what the statistical results say, according to this study. With an average satisfaction score of 16.43, which is much lower than the neutral benchmark, participants display a prominent level of dissatisfaction. This is in consonance with the earlier studies which evidenced that the rural migrants are urban areas' problems, particularly with housing, healthcare, and transportation (Khan et al., 2020; Massey et al., 1993). While the previous studies like Huq-Hussain (1996) assert that women generally show lower satisfaction because of safety and social support issues, this study revealed no significant differences among male and female participants. The equally low levels of dissatisfaction among both sexes indicate that these problems are systemic and affect all rural migrants alike.

The results of the study call for the immediate action of urban planners and policymakers in introducing the targeted reforms. Rural migrants should be guaranteed basic amenities such as affordable housing, accessible healthcare, and reliable transportation in order to enjoy a higher quality of life and easy adaptation in cities. These suggestions are in line with the Theory of Locality (Schiller & Çağlar, 2008), which stresses the significance of urban infrastructure in facilitating migrants' adaptation and their overall welfare. Cities could be more inclusive and resilient by addressing these gaps and consequently, this would lead to longer socio-economic benefits.

They need to explain their reliance on customer satisfaction. Besides, future research should manipulate the treated group to test their responses to different customer satisfaction levels. The establishment of the relationship between the two may utilize numerous statistical

techniques of analysis. Lastly, we can reverse the attention back to the customer demographic characteristics, which are factors that serve as predictors of satisfaction levels.

Implications for Policy and Urban Planning

According to the study, if the proper policies are made in the urban areas, then the cities will be able to help the rural areas more. Supplied housing options are very necessary because there is dissatisfaction with urban amenities. City planners should consider collaboration with private developers and initiatives of the government for the purpose of providing students with safe and accessible housing options. It is undoubtedly true that urban centers must have a more expansive healthcare system that can deal with the increased number of immigrants who come from the rural areas and easily and affordably access medical services. Few of the strategies include the provision of subsidies, better urban design, and thus creating an integrated transport network that will help low-income rural migrants who depend on cheap transit facilities. Moreover, we also have to enhance the public transport system as a whole. It is equally important for all the support programs to look at the higher needs of the rural youths, as both male and female rural migrants reveal the same levels of dissatisfaction. Besides, to facilitate the transition of the rural students to city life, colleges and politicians should implement city guides, orientations, and access to local resources programs. At last, the three parties, namely educational institutions, local governments, and urban planners, would be able to realize the betterment of the lives of these rural migrant students by meeting their most essential needs. The research finds that there is no single solution in urban design; however, cities can be friendlier and more inviting to people from all social backgrounds if they meet the distinct needs of the migrants from the rural areas.

Future Research

Although this study illustrates the case of rural student migrants who are not satisfied with city services, there exist a number of unanswered questions. Using longitudinal studies that track changes in satisfaction over time, future studies may be able to explore how rural migrants adapt to urban living in the long run. A broader perspective of the challenges that rural migrants undergo would be to analyze social integration and emotional health and how they affect the migrants' entire experiences. Lastly, if the study expands the scope to rural migrants from different educational attainment and geographical areas, it will possibly be able to give crucial information that can be utilized for urban infrastructure improvement to fit the different needs of this population.

Limitations

Despite all the shortcomings, the study reveals how happy rural student migrants are with the city amenities. It is first worth mentioning that the research was limited to one university, hence it may not necessarily illustrate the experiences of the rural migrants in other universities and educational settings. Because of the results of this cross-section study, the populations, in particular, may not be used as a representative group or the results may be restricted to the specific university involved in the research. Furthermore, self-reports may also be dubious at times as the participants may not always tell the truth about the extent of their satisfaction, which in turn might be the cause of the bias in the results. The investigation also had its downsides, one being the fact that the data was just collected at one instance (a cross-sectional design). Hence, the research is incapable to tell us whether or not satisfaction levels may progress over time as rural migrants adapt to city living. A longitudinal methodology to observe the developments in satisfaction both in time and in diverse settings would take the field forward.

Recommendations

Urban facilities, including housing, healthcare, and transportation, are highly unsatisfactory in the eyes of rural migrant college students, according to this study's results. According to the Theory of Locality (Schiller & Çaglar, 2008), which stresses the significance of easily accessible urban resources for migrant integration, these problems can be solved by focused interventions.

The following are some suggestions:

- 1. Affordable Housing Initiatives:** In order to solve the housing problems experienced by these rural migrant students, local authorities and city planners need to center the development of low-cost accommodation guaranteed to meet the needs of these students. Making this kind of policy which ensures the development of locations that are safe, accessible, and affordable to students who are studying at the educational institution can be a crucial factor for these students to successfully adapt to urban living and also to become stable in the urban area (Khan et al., 2020; Huq-Hussain, 1996).
- 2. Improved Healthcare Accessibility:** The prevailing discontent with the accessible level of health care problems brings the fact to light that now is the time for the introduction of a more comprehensive and student-friendly healthcare system. The one way of the lawmaker towards the design, construction, and campus opening of hospitals and service centers for students would be to apply supporting healthcare in the provision that meets the needs of students from the rural areas, making them affordable and accessible (Massey et al., 1993).

- 3. Efficient Transportation Options:** Among the problems these rural students face, transportation is a major one, signaling the importance of having convenient and low-cost means of transportation. Urban designers should make an initiative to formulate new public transportation networks and make sure that direct routes between homes and colleges have been constructed. Additionally, discounted travel passes should be offered to make it cheaper and simpler to travel (Kiran & Priyamvada, 2010).
- 4. Programs Supporting Cultural and Educational Integration:** In order to further facilitate integration, it is suggested that universities should work in conjunction with local governments to develop programs that would help rural students transition through cultural and educational barriers. These activities include offering city guides, social support groups, and orientation workshops that could be of paramount importance in helping these students learn how to deal with the many challenges they will face when living in the city, therefore, promoting urban living satisfaction and experience (Portes & Rumbaut, 2001; Oser et al., 2022).
- 5. Inclusive Urban Policy Development:** Urban policies should be developed by considering the different needs of the rural migrant population. Policymakers can link up with educational institutions to obtain direct feedback from students thus their voices contribute to the shaping of policies. In this way, urban planning strategies can be developed to facilitate the integration, well-being, and satisfaction of rural students in cities (Glick Schiller & Çağlar, 2008; Docquier & Marfouk, 2006).

If these recommendations were to be implemented, they would resolve the main difficulties rural migrant students face, and such an inclusive and diverse city would be more resilient and would be able to provide better support to the academic as well as personal growth of migrant populations.

Conclusion

This research discusses the specific issues that rural student migrants face in urban areas, especially the low quality of urban services they express. The results show such students are able to get good health care, for example, and transportation and housing which are necessary for them to be a part of city life. The low satisfaction the participants showed by the fact that ‘urban infrastructure’ is not operating well and does not meet their needs is evident.

Surprisingly, both the male and the female migrants were of the same level of discontent, thus these problems must be systemic and not group specific. This is a clear indication that urban development needs to take into account the specific challenges faced by rural migrants who are shifting to urban living and thus a comprehensive and inclusive approach is a must.

The results of the study provoked immediate action from politicians and urban planners on the improvement of urban infrastructure especially in the sectors of affordable housing, accessible healthcare, and reliable transportation. These are the things that would be beneficial to the rural migrants as well as to the cities that want to be accommodating to different populations. Educational institutions also have a key role to play by ensuring that they offer programs introducing services and opportunities, thus helping rural students to find their way in and adapt to urban environments. The cooperation among colleges, city administrations, and policymakers is the main element in the process of making cities more inclusive and friendly for immigrants.

Although the study reconfirms the situation, it also has some restrictions. The small sample size and cross-sectional design do not allow for conclusions about the long-term adjustment of rural migrants to urban living. Followed by later contemplations, exploring the other reasons, such as social integration and mental health, will bring about a much better accounting of the rural migrants' urban histories. Too, Longitudinal surveys would reveal what progresses with, uh, happiness and integration outcomes over the years.

To sum up, filling the gaps in the urban infrastructure and services plays a major role in the adaptation of rural student migrants to city life. Through the enhancement of prioritized services and provision of suited support, urban areas can be more welcoming and fairer, thus, they will be more readily able to meet the requirements of all users, even those who are coming from rural neighborhoods.

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Appendices

Appendix A

Informed Consent Letter:

Dear Participant,

You are invited to participate in a study titled "What is the relationship between student migration (rural to urban) and urban settlement". Your participation involves completing a survey about your experiences and opinions regarding educational opportunities, healthcare facilities, city infrastructure, safety, public services, housing, cultural institutes, career opportunities, and overall satisfaction with urban living. The attached questionnaire will take approximately 5-10 minutes to answer. There is no compensation for responding nor is there any kind of known risk. The information provided will not be released to a third party and no names will be asked, ensuring all confidentiality and anonymity. Your participation in this study is completely voluntary and you have the right to withdraw from answering the survey at any point.

Thank you! Your participation is highly appreciated.

Researcher: Syed Mujahid Abbas Rizvi

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Appendix B: Questionnaire

Section A: Demographic Information

1.	Age	18 to 20	21 to 26	27 to 32	33 to 37	38 & Above
2.	Gender	Male	Female	Other(please Specify:_____)	Prefer not to say	
3.	Educational Qualification	Matric	Intermediate	Bachelor's	Master's	Postgraduate
4.	Major Study Area	Life Sciences	Humanities	Social Sciences	Business	Other (Please specify:)
5.	Currently residing in	Off campus accommodation	On Campus	With relative/ friend	Other (Please specify:)	
6.	Monthly Income					
7.	Means of Transport	Own vehicle	Public transport			
8.	Which village/ city have you migrated from					
9.	Ethnicity	Punjabi	Sindhi	Baluch	Gilgit Baltistan	Other (Please specify:.....)
10	Religion	Muslim	Christian	Hindu	Sikh	Other (Please specify:.....)
11.	Current Residence	Rural Area	Urban Area			
12	Occupation	Just Studying	Studying and Employed			

Sr No	Questions	Yes	No
1.	My migration is only for education and not for long term urban settlement		
2.	My migration from rural to urban area was primarily influenced by educational opportunities available in urban areas compared to rural areas		

3.	List the other reasons for your migration apart from educational access	
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Section B: Reasons for Student Migration from Rural to Urban Areas

Section C: Urban Settlement (The Rural Identity Scale, by Oser and colleagues, 2022)

Sr No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Urban settlement has provided better educational opportunities compared to rural areas.					
2.	Urban settlement has better access to healthcare facilities compared to rural areas.					
3.	Urban settlement offers greater employment opportunities compared to rural areas.					
4.	Urban settlement has better infrastructure (e.g., transportation, utilities) compared to rural areas.					
5.	Urban settlement offers a wider range of cultural and recreational opportunities compared to rural areas.					
6.	Urban settlement provides a safer environment (e.g., lower crime rates) compared to rural areas.					
7.	Urban settlement offers better access to public services (e.g., sanitation, electricity) compared to rural areas.					
8.	Urban settlement offers better networking and career					

	advancement opportunities compared to rural areas.					
9.	Urban settlement provides better access to cultural and educational institutions (e.g., museums, libraries, universities) compared to rural areas.					
10	Overall I am satisfied with urban living and settlement					

Appendix C: IRB Approval Certificate



FORMAN CHRISTIAN COLLEGE
(A CHARTERED UNIVERSITY)

INSTITUTIONAL REVIEW BOARD
APPROVAL CERTIFICATE

IRB Ref: IRB-633/05-2024

Date: 04-06- 2024

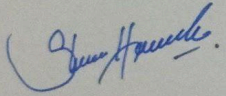
Project Title: The Relationship between Rural Student Migration and Urban Settlement.

Principal Investigator: Syed Mujahid Abbas Rizvi

Supervisor: Dr. Sara Rizvi Jafree

The Institutional Review Board has examined your project in the IRB meeting held on 04-06-2024 and has approved the proposed study. If during the conduct of your research, any changes occur related to participant risk, study design, confidentiality or consent, or any other change then IRB must be notified immediately.

Please be sure to include the IRB reference number in all correspondence.



Dr. Sharoon Hanook
Convener-IRB
Chairperson Department of Statistics
Forman Christian College
(A Chartered University)
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