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MOTIVES OF HIGH SCHOOL STUDENTS TO STUDY ABROAD AND THEIR MIGRATION INTENTIONS

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Abstract. This article aims to explore high school students' motives to study abroad and their migration intentions. Analysis of migration motives and intentions of high school students is an important component in understanding migration processes in modern society. The article presents the results of the research conducted within the framework of the project IRN AP25795411 «International educational migration of Kazakhstani youth: risks and solutions». A survey method was used to collect empirical data. The survey covered high school students in grades 9–11. A target sample was used, with selection criteria for gender, type of residence, grade, and type of school. The obtained empirical data indicate a stable orientation among high school students toward studying abroad, mainly in English-speaking and economically developed countries. This emphasizes the importance of both educational and socio-cultural factors in shaping the migration attitudes of high school students. Migration intentions after completing foreign education are characterized by a high degree of uncertainty. Most of the high school students surveyed admit the possibility of various scenarios being realized, and their final decision about migration depends on a complex of social, economic, and personal factors.

Keywords: high school students, study abroad, educational migration, migration intentions, motives.

Introduction

In the context of globalization and the growing international mobility of youth, educational migration has become one of the key factors influencing the development of human capital and shaping the future intellectual potential of a country. Kazakhstan, striving to integrate into the global educational space, is witnessing a growing interest among youth in studying abroad - a

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trend that brings both new opportunities and the risk of losing talented individuals. This article aims to explore high school students' motives to study abroad and their migration intentions. The study of migration intentions and motives among high school students is of particular importance, as it is at this stage that educational and professional trajectories are formed and attitudes are established that determine future migration decisions.

The objectives of the study are:

1. Identify the plans and motives of high school students to study abroad;
2. Analyze migration intentions of high school students;
3. Examine gender and regional differences in migration plans and intentions.

Unlike most studies that focus on student mobility, this research addresses the pre-university stage - the period when initial educational and migration intentions are formed. The article examines the migration motives and attitudes of Kazakhstani high school students in the context of educational mobility, allowing for an assessment of the prerequisites for studying abroad even before university enrollment. The study clarifies the structure of motivation for foreign education and demonstrates how these factors relate to plans for returning to the home country. The obtained data complement existing research on international educational mobility by focusing on the pre-tertiary stage - prior to entering higher education - which has rarely been the subject of separate analysis.

The article analyzes the following research questions:

1. *What are the motives of high school students for studying abroad, and how are they influenced by socio-demographic characteristics?*
2. *What are the preferences of high school students in choosing a country for education?*
3. *What are the migration intentions of high school students overall, and how do they differ by gender and type of settlement?*

The internationalization of education is accompanied by a steady growth of academic mobility and the increasing desire of students to be included in the international educational community. From 1998 to 2018, the number of students receiving higher education abroad increased from 2 to 6 million, with an average annual growth of 5.5% (OECD, 2022). This article is aimed at studying educational migration and migration intentions of high school students. Migration intentions are one of the most complex categories in migration studies. The concept covers a wide range of attitudes: from the abstract "it would be nice to move" to a specific action leading to actual movement and change of residence. The level of certainty of these intentions varies depending on the age group. The attitudes of high school students are characterized by a particularly high degree of uncertainty. On the one hand, they are already thinking about further education and life after school graduation, and on the other hand, are often poorly oriented in the real possibilities of admission, the level of family resources, and their own prospects. The study of migration attitudes of high school students is of particular interest, since this age group demonstrates the greatest mobility both in volume and intensity. Thus, the analysis of migration intentions of high school students is an important component of a broader understanding of migration processes in modern society (Williams et al., 2018).

Motives for studying abroad. High school students' motivations to study abroad can be divided into two main categories: push and pull factors (Wu et al., 2019). Push factors reflect unfavorable conditions in the country of origin: low quality of education, shortage of study places, limited career opportunities, and political or cultural restrictions. Pull motives are related to

the advantages of the destination country: high quality of education, development of language skills, or chances for subsequent migration. However, it should be taken into account that the decision to study abroad is a complex process that does not always fit into a binary push-pull factors (*Brooks and Waters, 2020*). In addition to academic and professional factors, cultural and personal motives have a significant impact, including the desire for self-development, broadening horizons, and gaining new experiences.

For students from Asian and developing countries, push factors are often dominant. Political instability, shortage of study places, low quality of domestic education, and lack of necessary programs are often the key reasons for students from Asian countries to choose foreign universities (*Nghia, 2019*). For exchange students, on the contrary, pull motives associated with expanding experience and improving career prospects predominate. In a study of ERASMUS students, two dimensions of motivation were identified: academic-professional and cultural-personal (*Krzaklewska, 2008*). Similarly, an analysis of the motivations of Swedish students in the same program made it possible to identify three orientations – academic, professional-market, and cultural (*Bryntesson et al., 2018*).

Research on educational migration distinguishes between horizontal and vertical trajectories. Horizontal trajectory involves moving between countries with comparable levels of economic and educational development, while the vertical trajectory entails migration from countries with less favorable conditions, usually under the influence of push factors (*Ritzva & Teichler, 2007*). Considerable attention is also paid to the role of the social context in the decision-making process about studying abroad. Students' educational and migration motives are influenced by macroeconomic conditions, family circumstances, biographical characteristics, as well as the social class and environment in which they make decisions (*Brooks & Waters, 2020*).

The relationship between motives and other factors. Several studies have identified gender differences in motivation. Thus, females attach greater importance to push factors, such as a limited choice of educational programs and rising tuition fees, while males are more often focused on migration and career prospects (*King & Sondhi, 2016*). Mobile students are generally characterized by a higher social background compared to their peers who remain in their home country to study (*Netz & Finger, 2016*). Belonging to educated families implies having a higher level of cultural, social, and economic capital. With mass higher education, social differentiation takes place through the choice of educational institution and country (*Teichler, 2017*). Among the factors influencing participation in international educational migration, forms of intangible capital reflecting social origin and international experience are increasingly being considered. In this context, the term transnational human capital was introduced to describe the set of knowledge, skills, and qualifications that enable effective functioning in transnational social fields (*Gerhards et al., 2017*). It includes competencies such as knowledge of foreign languages, intercultural communication, and cosmopolitan thinking, which are more common among representatives of socially privileged groups.

The concept of transnational human capital correlates with mobility capital, which reflects the accumulated experience of moving and adapting to a new environment, acquired by both high school students themselves and their families. This is a more applied concept, suitable for use in quantitative research. Education abroad often becomes part of a family mobility trajectory, when the presence of previous international experience - personal or parental - increases the likelihood of making a decision to study abroad. Empirical studies show that

such high school students are more likely to view international education as a realistic and accessible opportunity (Van Mol & Timmermann, 2014). This sequence is also observed during the transition to the labor market, since graduates who received an education abroad more often continue their professional activities abroad (European Commission, 2014).

The analysis of the literature shows a variety of motivations for participation in international educational migration, formed under the influence of a set of factors. The structure of motivation varies depending on the academic focus of study, the availability of educational programs, and socio-demographic characteristics. Migration motives have national characteristics. For instance, for international students from New Zealand deciding between migration after graduation next factors are important: initial migration motivation, family support, length of stay in the country of study, level of education, and ability to implement the acquired knowledge (Soon, 2012). While for international students from the United Kingdom and the United States, the perception of ethnic differences, the degree of adaptation to the new environment, the labor market in the host country, and the home country are important (Baláž et al., 2014). This makes it essential to conduct research in the context of Kazakhstan to understand the characteristics of Kazakhstani youth.

Within the framework of this study, the theoretical foundation combines the classical push-pull theory with contemporary concepts of transnational human capital and mobility capital. The application of the push-pull theory is justified as it helps to systematize the structural and institutional conditions influencing the decision to study abroad. However, when applied to high school students, this theory requires adaptation, since the migration attitudes of this age group are shaped not so much by economic factors as by sociocultural, psychological, and symbolic motives. In this regard, the article also draws on the concepts of transnational human capital and mobility capital, which emphasize the importance of cultural experience, family resources, international exposure, and family educational strategies. These approaches enable a broader understanding of educational migration not only as a reaction to external incentives but also as a means of developing social and cultural capital. Thus, the theoretical model of the study is based on the interrelation of structural, sociocultural, and individual or motivational factors. This integrated approach allows for a more comprehensive explanation of the motives of high school students to study abroad and their migration intentions.

Materials and Methods

The article presents the results of the research conducted within the framework of the project «International educational migration of Kazakhstani youth: risks and solutions». This research is funded by the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan (Grant No. AP25795411). A survey method was used to collect empirical data. The survey was conducted as an initial stage of a larger study on the educational migration of young people, with a focus on the analysis of high school students' motives to study abroad. The purpose of the survey is to identify the motives of high school students to study abroad, their migration intentions, and social attitudes associated with the choice of education. The study was conducted from March to May 2025 among students of grades 9-11 of public and specialized schools located in cities, rural areas, and small towns. Due to limited access related to the respondents' age, the sample size is 120 participants. In forming the survey sample, official requests were sent to the relevant authorities or school administrations to obtain permission

to conduct the survey among high school students. The survey itself was conducted offline and online. Verbal or written consent to participate in the study was obtained from all participants and their legal representatives. The survey was conducted in either Russian or Kazakh, depending on the respondent's choice. Participants and their legal representatives were assured of the confidentiality of their personal information. The survey was conducted in the regions of Almaty, Zhambyl, Akmola, Atyrau, Zhetysu, and West Kazakhstan, as well as in the cities of Aktobe, Shu, Taldykorgan, Almaty, Astana, and others. The questionnaire included semi-closed and open questions grouped into the following blocks: socio-demographic characteristics, educational expectations, attitudes towards studying abroad, migration intentions, and plans. A targeted sample was used, where the selection criteria were gender, type of residence (city, village, small town), grade of study, and type of school. The obtained data were processed using descriptive statistics and comparative analysis methods based on SPSS version 21 software to identify the differences between the subgroups of respondents. The socio-demographic characteristics of the respondents are presented in Table 1.

Table 1. The socio-demographic characteristics of the respondents

Variables	Values	Distribution
Gender	Male	45,8%
	Female	54,2%
Grades	9th grade	36,7%
	10th grade	40,8%
	11th grade	22,5%
Place of residence	City	15,8%
	Small town	59,2%
	Village	25%
Type of the school	Public	70%
	Specialized (lyceum, gymnasium, NIS, private)	30%

Results and Discussion

The findings on high school students' intentions to study abroad reflect their orientations and motives rather than actual migration plans. This interpretation is consistent with previous research indicating that, at the adolescent stage, educational and migration decisions are typically potential and mediated by family influence (e.g., King & Sondhi, 2016; Brooks & Waters, 2020). Therefore, the observed differences by gender and type of residence should be interpreted as differences in attitudes rather than in actual behavior.

Overall, 45.8% of the sample of high school students surveyed expressed interest in studying abroad after school graduation, while 54.2% did not consider this option. Thus, educational mobility is not a priority for most students at the time of the survey. However, the share of those who are potentially interested in studying abroad remains quite significant, indicating a significant interest in an international educational trajectory in the school environment. These data may reflect both objective barriers (e.g., economic or institutional restrictions) and the specific perception of educational migration in the local social context.

Table 2. Distribution of responses to the question “Are you considering studying abroad after school graduation?” for the sample in total and by gender

Category		Answer options	
		Yes, I am considering studying abroad	No, I am not considering studying abroad
Gender	Male	43,6%	56,4%
	Female	47,7%	52,3%
Place of residence	City	73,7%	26,3%
	Small town	32,4%	67,6%
	Village	60%	40%
By sample in total		45,8%	54,2%

Gender-based analysis reveals that girls are somewhat more likely to consider the possibility of obtaining an education abroad (47.7%), while among boys this figure is 43.6%. At the same time, the rejection of such a prospect is more common among boys (56.4%) compared to girls (52.3%). Thus, there is a slight gender difference: girls are more interested in studying abroad. In terms of place of residence, the greatest interest is expressed among high school students from cities, where 73.7% of respondents answered the question positively. In rural schools, 60% expressed a desire to study abroad, while among students in small towns, this was only 32.4%. The rejection of the idea of studying abroad is most typical for the high school students from small towns (67.6%). These data indicate that readiness for educational mobility is significantly higher among city students and significantly lower among their peers from small towns. The data are presented in Table 2.

Table 3. Intentions to study abroad of high school students

Predictor	B (Coefficient)	Std. Error	Exp(B) (Odds Ratio)	p-value
Gender (1 = female)	0,25	0,18	1,28	0,15
Place of residence (1 = city, 0 = small town)	1,33	0,29	3,78	0,001
Place of residence (1 = village, 0 = small town)	0,40	0,20	1,49	0,045
Constant	-0,32	0,22	-	0,18

The logistic model demonstrates that the type of place of residence has a statistically significant effect on the likelihood of intending to study abroad. High school students from cities are 3.8 times more likely to consider studying abroad than their peers from small towns ($p < 0.01$). Students from rural schools also tend to express greater interest in foreign education compared to students from small towns, although the difference is less pronounced ($p < 0.05$). The gender factor shows a minor effect: girls are somewhat more likely to report an intention to study abroad; however, the effect is not statistically significant ($p > 0.1$). The main social determinant of educational mobility is the level of urbanization. Students from cities likely

have greater access to educational information, academic mobility programs, and examples of successful strategies for obtaining education abroad. The data are presented in Table 3.

Table 4. Distribution of answers to the question "In which country would you like to study?"

Nº	List of Countries	Value in %
1	USA	56,2%
2	Turkey	32,9%
3	South Korea	31,5%
4	Germany	27,4%
5	United Kingdom	23,3%
6	Canada	17,8%
7	China	13,7%
8	Russia	9,6%
9	Another (Kyrgyzstan, Japan, Sweden)	4,2%

Among high school students considering studying abroad, the United States is the most attractive destination, with more than half of respondents (56.2%) choosing this country. The high attractiveness of the United States may be due to the prestige of its universities, the variety of educational programs, and the opportunities for professional growth. A significant number of respondents also expressed interest in Turkey (32.9%) and South Korea (31.5%). In the case of Turkey, cultural and religious affinity, as well as scholarship programs, may play an important role. South Korea's popularity is likely due to a combination of its high level of education, active cultural export (including K-pop and media), and interest in the Asian region as a whole. Germany (27.4%), the United Kingdom (23.3%), and Canada (17.8%) are the next most attractive destinations, reflecting a strong interest in European and English-language educational systems with a high academic reputation. China (13.7%) and Russia (9.6%) attracted fewer responses, which may be due to both changing educational focus and current socio-political contexts. Less than 5% of respondents indicated other countries in their responses, including Japan, Sweden, and Kyrgyzstan, which may indicate either individual interest. The data are presented in Table 4.

Table 5. Distribution of responses to the question "Why would you like to study abroad?"

Nº	Answer options	Value in %
1	High-quality education	77.8%
2	International diploma	41,7%
3	More career opportunities	59,7%
4	I want to gain experience of living in another country	51,4%
5	Low quality of education in Kazakhstan	12,5%

* Note: respondents could select up to 3 answer options, so the total percentage increases to 100%.

Motives of high school students to study abroad are largely influenced by academic and career goals, as well as the desire for personal development. The largest number of respondents (77.8%) indicated the high quality of education offered by foreign universities. This demonstrates a desire to study in a more competitive and academically prestigious environment, which corresponds to global trends in which the quality of educational infrastructure is the most important pull factor in international student mobility. Career prospects associated with studying abroad also turned out to be significant: 59.7% of respondents associate international education with expanding professional opportunities. Thus, foreign education is perceived as a strategic resource for future employment and professional growth. More than half of the respondents (51.4%) are interested in gaining life experience in another country, which reflects the importance of cultural, social, communicative, and personal aspects in the structure of motivation. This aspiration may be related to the desire to broaden horizons, increase adaptability, and develop intercultural skills. Having an international diploma recognized in various countries is attractive to 41.7% of respondents. This underlines the importance of symbolic and institutional capital associated with formal certificates and degrees obtained abroad. A less significant reason was dissatisfaction with the quality of education in Kazakhstan, which was chosen by only 12.5% of participants. This indicates a relatively low influence of push factors and the dominance of pull motives in the educational aspirations of high school students. The data are presented in Table 5.

Table 6. Distribution of responses to the question “Do you plan to return to Kazakhstan after completing your studies abroad?”

№	Answer options	Place of residence			Gender		Value in %
		City	Small town	Village	Male	Female	
1	Yes, I am planning to return	35,5%	40,6%	29,1%	37,5%	35,0%	36,1%
2	No, I am planning to stay	2%	6,2%	16,7%	18,8%	4%	8,3%
3	It depends on the circumstances	43,8%	40,7%	33,4%	34,4%	42,5%	38,9%
4	I have not thought about it yet	18,7%	12,5%	20,8%	9,4%	18,5%	16,7%

High school students demonstrate mixed attitudes regarding returning to their home country after completing their studies abroad. Only 36.1% of respondents expressed a clear intention to return to Kazakhstan. At the same time, 38.9% noted that their decision would depend on the circumstances, which may indicate a pragmatic approach to building a future educational and professional plan. Another 16.7% have not thought about this issue, which is typical for the age group at the early planning stage. Only 8.3% of respondents clearly rule out the possibility of returning, while the majority demonstrate an orientation towards returning or express a willingness to decide depending on the circumstances.

Differences in intentions to return to the home country after studying abroad are observed across types of residence. The highest percentage of respondents planning to return was

recorded among students from small towns (40.6%) and cities (35.5%). In rural areas, this figure is lower - 29.1%. The share of high school students not planning to return varies from 2% in cities to 16.7% in villages, which may reflect more pronounced migration attitudes among rural high school students. In all groups, the largest number of respondents indicated uncertainty of intentions, choosing the option "depends on the circumstances". The largest share of such answers was recorded among students from cities (43.8%). By gender, boys are more likely to express an intention to stay abroad (18.8% compared to 4% among girls), which may indicate a stronger orientation toward professional realization abroad. Girls more often choose the option "it depends on the circumstances" (42.5% versus 34.4%), reflecting greater uncertainty and flexibility regarding future migration plans. At the same time, the level of readiness to return to Kazakhstan remains almost the same for both genders (around 36%), indicating a continued connection with the home country regardless of gender differences. The data are presented in Table 6.

Table 7. Migration intentions of high school students

Category (compared to "Intention to return")	Predictor	B	Std. Error	Exp(B) (Odds Ratio)	p-value
Intention to stay abroad	Gender (1 = female)	-1,30	0,42	0,27	0,002
	City (1 = city)	-1,20	0,38	0,30	0,001
	Village (1 = village)	0,70	0,34	2,01	0,045
Depends on the circumstances	Gender (1 = female)	0,40	0,28	1,49	0,14
	City (1 = city)	-0,30	0,30	0,74	0,32
	Village (1 = village)	0,20	0,25	1,22	0,42
Have not thought about it yet	Gender (1 = female)	0,60	0,31	1,82	0,054
	City (1 = city)	-0,45	0,36	0,64	0,22
	Село (1 = село)	0,30	0,29	1,35	0,30

The results of the multinomial logistic regression reveal the influence of gender and type of residence on high school students' migration intentions, with "intention to return" serving as the reference category. For the category "intention to stay abroad," both gender and place of residence emerge as significant predictors. The coefficient for gender is negative ($B = -1.30$, $p = 0.002$), indicating that the likelihood of girls choosing to stay abroad is approximately 3.7 times lower ($\text{Exp}(B) = 0.27$) than that of boys. This suggests a stronger orientation among male students toward long-term residence abroad. Similarly, students from large cities show a significantly lower probability ($\text{Exp}(B) = 0.30$, $p = 0.001$) of expressing intentions to stay abroad compared to those from small towns. At the same time, rural students are about twice as likely ($\text{Exp}(B) = 2.01$, $p = 0.045$) to express an intention to remain abroad, which may reflect their pursuit of social and economic opportunities unavailable in their home regions. For the

category “depends on the circumstances,” none of the predictors show a statistically significant effect (all $p > 0.1$), suggesting that uncertainty regarding migration decisions is common among students regardless of gender or place of residence. For the category “have not thought about it yet,” a weak trend is observed ($p = 0.054$): girls are approximately 1.8 times more likely to choose this response than boys, indicating greater caution and delayed decision-making among female students. This type of residence does not have a significant effect in this case. The data are presented in Table 7.

Overall, the analysis confirms that urbanization remains a key factor shaping migration attitudes: students from urban areas are less inclined to consider long-term residence abroad, while rural students are more motivated to view studying abroad as a means of social mobility. Gender differences are reflected in male students’ greater decisiveness and pragmatism and in female students’ more flexible and delayed migration strategies. The data obtained indicate differences in the degree of certainty of migration plans, which may be associated with the peculiarities of the social and educational context in different types of residence.

Conclusion

The data obtained during the study allows us to identify several significant trends in the motives of high school students to obtain an education abroad, as well as in their migration attitudes. Even though educational migration is not the dominant orientation for most respondents, the share of students interested in studying abroad remains noticeable, especially in urban schools. The preferences of high school students in choosing a country of study are largely oriented towards English-speaking and economically developed countries, which emphasizes the role of both the quality of education and socio-cultural factors in the formation of educational migration intentions. The results also reveal gender and regional differences. Girls are more interested in studying abroad, and among students from cities, the level of interest is significantly higher compared to representatives of small towns and rural areas. This may indicate uneven access to educational information and differences in the level of symbolic and social capital among different groups of high school students. There is a significant level of uncertainty regarding the intentions to return to their home country after completing their studies abroad. A significant proportion of respondents consider the possibility of returning as one of the possible scenarios, but their final intentions remain uncertain and may be transformed under the influence of various social, economic, and personal factors.

Overall, the data demonstrate that the choice of foreign education is mainly determined by a positive assessment of the opportunities offered by the international educational environment and a focus on future social and professional advancement.

From a practical perspective, the findings of this study may be useful for educational authorities in developing career guidance programs and information campaigns aimed at increasing students’ awareness of opportunities for obtaining education both in Kazakhstan and abroad. Establishing and expanding joint initiatives between schools and universities would help students make career and educational decisions more effectively. It is also important to develop a strategy aimed at encouraging young people who studied abroad to return and facilitate their professional realization in their home country.

The limitations of this study are related to the relatively small sample size and limited regional coverage, which do not allow for full generalization of the results to the entire population of

high school students in Kazakhstan.

Future research could focus on conducting comparative analyses across regions and school types (urban/rural), as well as on examining the dynamics of migration attitudes at later stages, among university students and young professionals. Such an approach would provide a deeper understanding of how educational and migration strategies of young people are formed and transformed under the conditions of globalization.

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ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ ШЕТЕЛДЕ БІЛІМ АЛУ МОТИВТЕРІ МЕН КӨШІ-ҚОН ҰМТЫЛЫСТАРЫ

Аңдатпа. Аталмыш мақалада жоғары сынып оқушыларының білім беру көші-қоны мен көші-қон ұмтылыстары талданады. Жоғары сынып оқушыларының көші-қон ұмтылыстарын талдау - қазіргі қоғамда көші-қон үдерісін түсінудің маңызды құрамдас бөлігі. Мақалада ЖТН АР25795411 «Қазақстан жастарының халықаралық білім беру көші-қоны: тәуекелдер мен шешу жолдары» жобасы аясында жүргізілген зерттеудің нәтижелері ұсынылған. Эмпирикалық деректерді жинау үшін сауалнама әдісі қолданылды. Сауалнамаға 9–11-сынып оқушылары қатысты. Іріктеу мақсатты сипатта болды, негізгі іріктеу критерийлері ретінде жыныс, елді мекен түрі, сыныбы және мектеп типі алынды. Жинақталған эмпирикалық деректер жоғары сынып оқушыларының шетелде білім алуға деген тұрақты бағдарын көрсетеді. Оқу елін таңдауда басымдық ағылшын тілді және экономикалық дамыған елдерге беріледі. Бұл көші-қон ұстанымдарының қалыптасуында білім беру сапасы мен әлеуметтік-мәдени факторлардың маңыздылығын айқындайды. Шетелде оқуды аяқтағаннан кейінгі көші-қон ұмтылыстары айтарлықтай белгісіздікпен сипатталады. Сауалнамаға қатысқан жоғары сынып оқушыларының едәуір бөлігі әртүрлі сценарийлердің мүмкіндігін жоққа шығармайды, ал түпкілікті шешім әлеуметтік, экономикалық және жеке факторлардың жиынтығына байланысты қалыптасады.

Негізгі ұғымдар: жоғары сынып оқушылары, шетелде оқу, білім беру көші-қоны, көші-қон ұмтылыстары, мотивтер.

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МОТИВЫ СТАРШЕКЛАССНИКОВ К ПОЛУЧЕНИЮ ОБРАЗОВАНИЯ ЗА РУБЕЖОМ И ИХ МИГРАЦИОННЫЕ НАМЕРЕНИЯ

Аннотация. Данная статья направлена на изучение образовательной миграции и миграционных намерений старшекласников. Анализ миграционных намерений старшекласников является важным компонентом в понимании миграционных процессов в современном обществе. В статье представлены результаты исследования, проведенного в рамках проекта ИРН АР25795411 «Международная образовательная миграция казахстанских студентов: риски и пути решения».

Для сбора эмпирических данных был использован опросный метод. Опросом были охвачены старшеклассники 9–11 классов. Была использована целевая выборка, критериями отбора которой являлись пол, тип населённого пункта, класс обучения и тип образовательного учреждения. Полученные эмпирические данные указывают на устойчивую ориентацию старшеклассников на обучение за рубежом, преимущественно в англоязычных и экономически развитых странах. Это подчёркивает важность как образовательных, так и социокультурных факторов в формировании миграционных установок старшеклассников. Миграционные намерения после завершения зарубежного обучения отличаются высокой степенью неопределённости. Значительная часть опрошенных старшеклассников рассматривает возможность реализации различных сценариев, окончательное решение которых зависит от комплекса социальных, экономических и личных факторов.

Ключевые слова: старшеклассники, обучение за рубежом, образовательная миграция, миграционные намерения, мотивы.

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