

MINISTRY OF EDUCATION AND SCIENCE OF
THE REPUBLIC OF KAZAKHSTAN

SULEYMAN DEMIREL UNIVERSITY
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_____ 2019

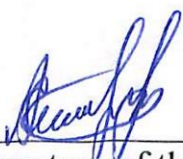
THESIS WORK

Theme: « International students' motivation for studying in
Kazakhstani Higher Education; case of SDU»

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Speciality «Management – 6M050700»

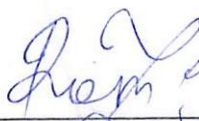
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ABSTRACT

Abstract: The aim of this study is to explore and understand the factors that may impact the decision -making process of international students that motivate them to study as well as the choice of country and university in which they want to get education. It represents a 'push-pull' model that drives students to search education abroad and impacting the decision process in selecting of a final study destination. Drawing on the findings from research papers undertaken in multi-countries current paper examines the factors influencing choice of host country. Based on these findings this study argues that economic and social factors within the home country 'push' students to seek education abroad. Nevertheless, the decision as to which country to choose depends on diversity of 'pull' factors.

АНДАТПА

Зерттеудің мақсаты –оқуға ынталандыратын шетелдік студенттердің шешім қабылдау үдерісіне әсер етуі мүмкін факторларды зерттеу және түсіну, сондай-ақ білім алуды қалайтын ел мен университетті таңдау. Бұл оқушыларды шетелде оқуға шақыратын және зерттеудің соңғы нүктесін таңдаған кезде шешім қабылдау үдерісіне ықпал ететін «итергіш» үлгі. Әртүрлі елдерде жүргізілген зерттеулер нәтижелеріне сүйене отырып, бұл құжат қабылдаушы елдің таңдауына әсер ететін факторларды қарастырады. Осы зерттеулердің негізінде осы зерттеу шыққан елдегі экономикалық және әлеуметтік факторлардың студенттерді шетелде білім алуына «итермелейтінін» көрсетеді. Дегенмен, қай елдің таңдауы туралы шешім «тартылу» факторларының алуандығына байланысты.

АННОТАЦИЯ

Целью данного исследования является изучение и понимание факторов, которые могут повлиять на процесс принятия решений иностранными студентами, которые мотивируют их учиться, а также выбор страны и университета, в котором они хотят получить образование. Он представляет собой модель «push-pull», которая побуждает студентов искать образование за рубежом и влияет на процесс принятия решений при выборе конечного пункта обучения. Опираясь на результаты исследований, проведенных в разных странах, в настоящем документе рассматриваются факторы, влияющие на выбор принимающей страны. Основываясь на этих выводах, в этом исследовании утверждается, что экономические и социальные факторы в стране происхождения «подталкивают» учащихся к поиску образования за рубежом. Тем не менее решение о том, какую страну выбрать, зависит от разнообразия факторов «притяжения».

LIST OF ABBREVIATIONS

HE – Higher Education

OECD – Organization for Economic Co-operation and Development

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1. Introduction

1.1 Background of information

Global demand for the international higher education have led many students across the countries to seek international education. Nowadays, more and more students seek studies overseas than ever and there has been a strong competition for international students. Foreign students provide with a huge profit to the national economies of countries that are improving higher education industry; for instance, Australia produced revenue of 4.2 billion Australian dollars from supplying a higher education for international students of (JSC center of international programs, 2018). Competition amongst the host countries is strengthen year by year to get an international students' attention. The number of students who selected to leave their home country and to study abroad had increased from 1.3 million in 1993 to 4.3 million in 2011, this rise shows that young generation is ready and willing to broaden their knowledge and experience (UNESCO 2013). From 2011 international students who choose to study abroad had risen till 4.6 million in 2016.

The Kazakhstani government is actively engaged in reforming its higher education system by introducing several initiatives. Recruitment of foreign students mobility programs, educational exchange programs, individual exchange mobility, faculty exchange, support for international accreditation of universities, taking part in Bologna Process impact the internalization of higher education in Kazakhstan. Kazakhstan has no definite national strategy for internationalization compared to another countries like UK and governmental initiatives are not always consistent with institutional initiatives. According to Kazakhstani policymaker the goal of internationalization is "improving the efficiency of the educational and research activities, the expansion of the mobility of faculty and students, [and] compliance with international standards of quality educational services" (Omirbayev, 2016, Slide 5). This implies improving the nature of training is an essential point of internationalization in Kazakhstan and it focuses on scholarly versatility. In spite of

the fact that distinctive approach papers, the administration of Republic of Kazakhstan underlines the significance of internationalization of advanced education, for example, 'Technique for Academic Mobility in the Republic of Kazakhstan for 2012-2020 and the State Program on Educational Developments', them two built up a specific go for internationalization (Ministry of Education and Science of the Republic of Kazakhstan, 2012).

1.2 Problem statement

In the world students that come from Asia represent 53% of the whole international students. Nevertheless, significant proportion of students who search for opportunities to study in English speaking countries like the United States of America, United Kingdom, Australia and Canada (OECD, 2015), for the last decade most of the Asian students simply began to stay and receive an education within the Asia. improvement in its higher education system after achieving its aim to be among the top 50 (Strategy Kazakhstan 2050, 2012). Foreign students are essential part of Kazakhstani higher education system. The number of international students who choose to study in Kazakhstani higher institutions has changed over the period of 2008 accounting 10458 and 2014 accounting 9077 international students (Committee on Statistics of the MNE RK, 2014-2015). Foreign student mobility has been consistently rising; for example, in 2014 the percentage of foreign students from total number of students was 1.9%. It has been noticed that in 2015 there was a sharp increase and the percentage had risen to 2.4%. Since 2015 it has been gradually increasing till 2017, and in 2017 it was a harsh increase in 2018 and the percentage of foreign students was 4%. Strategy for exchange in the Republic of Kazakhstan for 2012-2020 claims the significance of balanced mobility, nowadays only 21727 foreign students receive education in Kazakhstan (Ministry of National Economy of the Republic of Kazakhstan, 2019) while about 48 875 students from Kazakhstan are receiving education abroad (UNESCO, n.d.). However according to the one source nowadays Kazakhstani students studying abroad increased twice that is number of

Kazakhstani students studying abroad comprise 85505 (UNESCO , so there is an imbalanced student mobility between inbound and outbound students. vast majority of international students come from one of the Commonwealth of Independent States (CIS) nations, India, Pakistan, China, and Afghanistan (UNESCO, n.d.). In 2004 large number of students studying in Kazakhstani universities were coming from India (1003) and Pakistan (489) (Ministry of National Economy of the Republic of Kazakhstan 2015). Unfortunately, recent years number of students from CIS countries and Pakistan has decreased. For example, since 2008 it has been noticed a steadily decrease in Pakistani students studying in Kazakhstan, nowadays number of international students coming from Pakistan is (n=18) which accounts about 0.08 % of all foreign students in Kazakhstan (UNESCO, n.d.). Comparatively to Kazakhstan number of Pakistani students studying in Kyrgyzstan is (n=392) and number of Indian students is 4745 while in Kazakhstan 3290. For indian and pakistani students Kyrgyzstan is more favorable place to study abroad might be due to the currency issue, that is Kyrgyzstani currency (som) is almost the same as the Indian currency (rupee). According to 'push and pull' model one of the decreasing number of international students might be cost issue

Kazakhstan aims to increase the number of international students till 50 thousand which is 10% out of the total number of students. Therefore, for Kazakhstan it is very important to understand and explore 'push' and 'pull' factors that impact the decision-making process of international students in choosing to study abroad.

1.3 Purpose of the study

The aim of this research paper is to explore and understand the factors that may influence the motivation and decision-making process of international students when they choose to study in SDU.

1.4 Significance of the study

Very limited research studies have examined the factors that impact the international students' motivation to study in Kazakhstan, not considering existing

data at the statistical level of increasing flow of international students. This research study may benefit international relations department, educational faculty and staff, administration as one of the most related public to better enrollment process of international students. Policy makers and ministry of education can take obtained information as it attracts attention to the relatively low number of international students that select Kazakhstan as their choice of overseas studies. Understanding “push and pull factors” that impact international students’ choice to receive education abroad might help policy makers in better managing its realization of various strategies related to the attraction of international students. Moreover, this paper contributes to the existing gap in research related to the foreign students in Kazakhstan.

1.5 Research question

My research questions is as following:

What are the push and pull factors that motivate international students to choose the Kazakhstani HE, SDU?

2. Literature Review

The internationalization of higher education throughout ongoing years has been a significant improvement industry extensively (Kubler and Lennon, 2008). Since 1995, the hard and fast number of overall understudies has almost duplicated to 2.7 million globally. The International Development Program (IDP). Education Pty Ltd, Australia's enrolment organization, assesses that the amount of understudies picking overall examination will augmentation to 7.2 million by 2025 (Organization for Economic Co-undertaking and Development, 2006). The worldwide market for advanced education has numerous factors that influence global understudy portability. There are methodologies utilized by home governments to compose this progression of understudies looking to examine outside their home country (Bourke, 2000). A portion of these methodologies incorporate subsidizing plans, accreditation and new instructive contributions. Since certain countries do not have the limit with respect to certain advanced education openings, governments may choose to subsidize understudies to think about in a particular nation. Accreditation is another significant part of global advanced education, since the acknowledgment of the host nation's qualifications is an indispensably significant factor when choosing to examine abroad. Accreditation is an instrument utilized by home governments to have an impact on understudy streams. Accreditation and the acknowledgment of instruction degrees from abroad foundations are obscured by political conditions and can essentially affect the progression of understudies starting with one nation then onto the next (Bourke, 2000). The activity of higher education as a worldwide or neighborhood political on-screen character has evidently made progress in the latest decade. The motivations for internationalization shift among countries and even establishments. They can fuse achieving business advantage, updating the widespread, worldwide and intercultural estimations of training and learning, research and data and language verifying (Altbach, 2004; Knight, 2006). The voyage to internationalize has similarly incited the improvement of 'transnational preparing' programs. Initiated by Australia and the UK, transnational guidance incorporates the offering of ventures to understudies who are

arranged in a country one of a kind in connection to that of the conceding foundation (Altbach, 2004). Such activities are delivered through different mixes of on area and detachment advancements. For example, 'a understudy can win an Australian degree in Malaysia or Vietnam while never setting foot in Australia' (Altbach, 2004: 8). Transnational guidance has moreover watched a development in the headway of branch grounds and cross-edge network situated plans including the offering of twofold degrees and joint institutional distinctions (Middlehurst, 2006). Key alliances, institutional consortiums, neighborhood co-movement understandings and staff and understudy adaptability programs in the field of advanced education training are today typical features of internationalization approach and practice. For example, Erasmus Mundus in the European Union advances understudy flexibility and improved propelled instruction learning, while in the meantime pushing the idea of European propelled training by empowering cooperation with assistant countries. As a result of the push toward internationalizing grounds, universities around the world are searching for quality overall understudies to improve their reputation, advance their grounds and ventures with social, social and academic duties, and add to the coun-endeavor's and foundation's investigation and improvement profiles (Middlehurst, 2003). The continuous expansion of Erasmus Mundus through the External Cooperation Window (European Commission, 2008) to incorporate Asian accessories is extra confirmation of the advancement of overall associations on a wide scale. Student's decisions making process on studying abroad is influenced by complex dynamics between home and host countries. In order to better understand this dynamic, prior literature has used the push-pull model that gives valuable data related to the flow of international students (Altbach, 2004) and choice of foreign students on their study destinations (Mazzarol & Soutar, 2002).

In 1966 Lee first introduced "push-pull" model to explore factors that affects migration. From that moment, researchers in education have utilized its structure to comprehend the factors impacting overseas students' choice of educational practice abroad. The 'pull factors' are the educational anticipations of a recipient country that

have attractive social and economic factors which help them to enroll international students. Mentioned “factors” comprise recipient country’s knowledge and awareness, friends’ and close people’s recommendations, cost issues, “academic environment concerns”, “social relations and geographic proximity” (Altbach, 2004; Altbach et al., 2009; Mazzarol & Soutar, 2002). The “push factors” are students’ overall low level of satisfaction with their home country’s educational prospects which force them to leave their country and search for more other opportunities abroad. Dissatisfaction may comprise factors such as more attractive courses in host countries, difficulty to enter home university, lack of access to courses at home, student’s willingness to better understand the West, and pursuit of migration (Altbach, 2004; Mazzarol & Soutar, 2002).

For instance Taiwan students select UK as their final destination because of these universities might be “internationally acceptable” and recognizable. UK higher education might be perceived as a huge advantage to their long-term investment. In contrast, European Union students select UK higher education institutions not only because of language learning opportunity but also due to the opportunity to learn their cultural traditions (Davey, 2005). In contrast in the study undertaken by McCarthy et.al (2012) language ability, was an important factor that could explain why there was high a lot of foreign students from different regions, especially in North America and Western Europe. International students tend to perceive academic supremacy of the university of the recipient country as a important factor because usually international students come from less developed countries to better developed countries for their education. Most of the students consider the obtaining foreign language and understanding culture as a significant factor in their process of selection universities abroad. In a comparative field of study, Eder, Smith, and Pitts (2010) investigated the push and force factors in impacting the choice of universal understudies from “Austria, Germany, Japan, Brazil, Spain, Poland, Thailand and the Republic of Slovakia” to ponder in the USA. The outcomes demonstrated that self-awareness, language and future profession developed as the essential “push factors”. Considering overseas

allowed the universal understudies a chance to be increasingly free and to pick up involvement in a remote nation (Eder, Smith, & Pitts 2010). These abilities and encounters may make an aggressive edge and increase the value of their resumes. Then again, three essential force factors – by and large picture and notoriety of the establishment, physical and learning condition and the American culture and atmosphere – were distinguished as pulling in worldwide understudy enrolments. The creators asserted that these three fundamental draw components are interrelated. The organization is significant in light of the fact that it gives understudies both their scholarly and social situations. The physical topography outlines the living condition and open doors for other travel encounters while concentrating in another nation. At last, the atmosphere and culture are noteworthy, as they shape the activities of the general population with whom the understudies collaborate, including teachers, heads and partners. The creators at that point presumed that an establishment that needed to pull in increasingly universal understudies needs to create compelling and explicit advertising programs and broad limited time systems in focusing on the enlistment of potential understudies. Rudd, Djafarova, and Waring (2012) investigated the procedure and elements affecting worldwide understudies learning at a Business School in the UK and offered some helpful experiences into why Chinese understudies pick the UK as their examination goal. The exploration discoveries uncovered the noteworthy impact of the UK and its notoriety concerning instruction, the need to pick up a comprehension of the Western culture to help profession desires, the intrigue of the foundation, the school picture and picture of the city as push-pull variables affecting understudy choice decision. This is harmonious with the exploration led by Mazzarol and Soutar (2002), and Cubillo, Sanchez, and Cervino (2006). In view of the little example measure from just a single business school, it may not be conceivable to sum up the discoveries of Rudd, Djafarova, Waring (2012) to different business colleges; be that as it may, it could be stretched out over a wide scope of colleges to make it progressively generalisable.

The investigation by Zheng (2014) who dissected a huge board informational index of the progression of global understudies from 42 nations to the UK for advanced education offers fascinating outcomes. The discoveries uncovered that the nation of origin's financial condition and socioeconomics, relative swapping scale, UK send out execution to the nations of origin, noteworthy/etymological connection and the particular arrangements of the UK government are the significant viewpoints that draw in the progression of universal understudies to the UK. Be that as it may, these forerunners are differed between the two home nation gatherings. A wide assortment of monetary, social and political variables are exceedingly imperative to worldwide understudies from creating nations, while home nation financial riches and populace, and exchange connections could easily compare to different elements for understudies from created nations. Notwithstanding the new discoveries with respect to the push-pull models of understudy goal decision, the investigation of total information at the nation level is unfit to distinguish how the elements identifying with the individual or college (for example college quality and scholastic notoriety, course structure and educational cost expenses) impact the individual choices of the UK global understudies. The writing audited above investigates the examination on the goal decision of universal understudies toward the Western or English-language talking nations, for example, the United Kingdom, the USA and Australia. In looking at universal understudies who concentrated in developing economies, for example, Hong Kong, Malaysia and Singapore, Kell and Vogl (2012) recognized the draw push factors, for example, less expensive option in contrast to the American, European and Australian colleges, well-being and security, solid notoriety of these countries and nations and areas in which English is generally spoken and utilized just as where there are open doors for work, settlement and relocation as explanations behind their examination goal. Another investigation demonstrated that phonetic, geological vicinity and social associations can clarify the strength after some time in the expanded number of worldwide understudies who concentrated in Malaysia, numerous of whom originate from Indonesia, China and the Arab nations (Singh, Schapper,& Jack 2014).

It is intriguing to take note of that despite the fact that the push–pull model has regularly been connected as the hypothetical structure of numerous examinations and has demonstrated to be a powerful model for studies inspecting the development of universal understudies, it dismisses the idea of the portability procedure on the miniaturized scale level and the individual attributes of understudies are to a great extent overlooked (Lee 2014; Wilkins, Balakrishnan, and Huisman 2012; Li and Bray 2007). Singular worldwide understudies may react to various push–pull factors in different ways (Hemsley-Brown 2001). The choice criteria and selection of understudies to contemplate abroad may differ among the national or ethnic gatherings and the financial status, which prompts a special arrangement of impacts and contemplations that influence their decision of study goal and foundation. In a near investigation of understudies from Taiwan and the European Union (EU), Davey (2005) found that Taiwanese understudies examined abroad on the grounds that they thought about the global agreeableness and acknowledgment of the nature of training in the United Kingdom to be a gigantic advantage for their future venture. Then again, understudies from the EU went to a comparative goal basically in light of the fact that it gave them a chance to learn and improve their English and the British social conventions. The result of choice settling on is a decision and both gone under the impact of an assortment of angles incorporating the expansive setting in which the choice is made, the ecological, authoritative and singular inclination, which imprint the person's inward esteem frameworks and discernments (Maringe and Carter 2007). The investigation whereupon this paper is based is roused by the ongoing progression of universal understudies to non-English-speaking nations, especially in the UAE, another developing goal for contemplating abroad. These persuasive divergences have significant ramifications for key worldwide understudy advertising, enlistment and maintenance. Albeit almost no is expounded on the development of universal understudies to non-Western nations, it is evident that a more prominent number of understudies have begun concentrating abroad in the Middle-East district and in light

of the fact that this pattern keeps on rising every year (Lane-Toomey and Lane 2013), research around there is basic.

Mazzaroul and Soutar (2002) came to solution in their examination about push and force variables affecting global understudies that Chinese understudies consider 'better comprehension of West' as the most significant factor in contemplating abroad, while Indonesian and Taiwanese understudies apparent abroad courses as preferred rather over nearby ones as most significant factor in choosing to get nation abroad. Maringe and Carter (2007) have contemplated the push and force factors that impacted African understudies in picking the UK higher instructive organizations. As per the discoveries of the examination push factors that understudies consider as vital in their basic leadership procedure incorporate shaky monetary conditions, political issues and lack of nearby limit inside the root nations. Creators guarantee that African understudies select to contemplate abroad eagerly or reluctantly in view of deficient supply for advanced education in African nations. From the opposite side, a definitive force factors that understudies think about when settling on the UK for advanced education are acknowledgment, simple application forms, superb instructing and learning condition and chance to have low maintenance work. Alongside these discoveries the creators expressed that the essential obstructions and empowering elements are costs, visa limitation, dread of not having the option to discover low maintenance work, not having the option to meet course targets, negative sides of natural impacts. As per research paper exploring Mainland Chinese understudies' inspiration for considering in Hong Kong and Macau Li and Bray (2007) used push-pull model. As expressed by the creators those understudies are considered as neighborhood and remote in the meantime for the reason that Hong Kong and Macau are sovereign managerial districts with its self-sufficient advanced education frameworks inside the People's Republic of China. This prospect has driven Li and Bray to concentrate not just on the 'push' factors that make them leave their nation of origin yet on the positive draw factors also that lead them to remain close to home. "The draw powers at home incorporate a craving to remain with one's family,

consciousness of the importance of household training and expanding disguise of local establishments" (Li and Bray 2007, p. 795). OECD's (2014) report recommended valuable data with respect to the components that impact worldwide understudies to travel to another country.

The exploration discoveries uncovered that regardless of institutional notoriety and scholastic thoroughness, talented visitor laborer openings greatly affect understudies' decisions of goal. Nations with generally free visa and movement strategies are bound to draw in global understudy applications (Chen, 2007). The OECD gives affirmation that understudies from Mainland China are for the most part seeking after their advanced education in Australia, Canada, France, Germany, Japan, Korea, New Zealand, UK, and the USA, and that the majority of these famous goals have frameworks that appreciated universal understudies as long haul inhabitants (OECD, 2014). An investigation led in China by To et al. (2014) affirmed that among the characteristics esteemed by understudies in choosing advanced education abroad are high caliber of instruction, cost of study, potential to work, and the likelihood of future movement openings after graduation.

The three-class model separates the predecessors of de-mand for global instruction into social, financial and political classifications. Naidoo (2007) noticed that social elements incorporate the dimension of proclivity between the host and home nations; the instructive and scholarly notoriety of instructive foundations in the host coun-attempt; geographic/social nearness between the host and home coun-attempts and potential movement openings in the host nation. Financial variables allude to trade rates, educational cost expenses and the per-ceived average cost for basic items in the host nation. Political elements incorporate the advancement of global training through the host nation's for-eign arrangement, and the job of instruction being developed guide programs.

Utilizing a period arrangement dataset, Naidoo (2007) investigates universal understudy versatility in UK HEIs more than 1985–2003 by considering five financial factors and finds that the most noteworthy forerunners are access to household training

openings in the nations of origin; the dimension of combination of the nations of origin inside the worldwide economy; and the dimension of educational cost charges in the host nation. Be that as it may, contended by Baltagi (2005) and Hsiao (2003), the outcomes produced from a period arrangement or a cross-area dataset may risk inclination emerging from an absence of level of opportunity and effectiveness of the estimators.

Understanding the 'push'- pull' model of remote understudies may contribute not just encourage the better enlistment forms that draw in remarkable global understudies however immediate as organization in advanced education too to improve administrations, better comprehend and address the issues of outside understudies who are as of now joined up with higher foundation of the host nation. Understanding this model may help advanced education organization fathom and acknowledge the unique difficulties and fulfillments of those remote understudies (Arambewela et al.,2006; Memon, Salleh, Baharom, and Harun, 2014). Scot (1997) contends that accepting training abroad is like 'bouncing into virus water'. Understudies experience various difficulties in scholastics as well as in their day by day schedule life (Perrucci and Hu, 1995). Unfortunately, the vast majority of these difficulties in a large portion of the cases result in less fulfilling college experience (Zhao, Kuh, and Carini, 2005), which thus sway understudies' maintenance in a negative manner and their last graduation. In addition, considering number of fulfilled understudies can influence in a positive manner other conceivable universal understudies from their very own nation (Kotler and Fox, 1995), the greater part of the higher establishments are attempting to improve their aggressive capacity inside the outside training market by focusing on satisfying the necessities and prerequisites of worldwide understudies'. The literature studies about this extension in Korea regulate that the cordiality of Koreans, propelled information in Korean language, and satisfactory associations with personnel and Koreans decidedly affected Chinese understudies' institutional change (Cho and Jon,2009). Most investigations in Korea, by the by, focuses on either Chinese understudies' living adjustment or the current circumstance of internationalization in

Korean tertiary instruction (Rhee, 2006). Notwithstanding the way that examination has restrictions, understudies will in general be increasingly happy with their experience concentrating abroad if their unique choice and necessities are met (Arambewela and Hall, 2009; Arambewela et al., 2006). However, the association between 'push-pull' model factors and fulfillment has not been altogether analyzed in these recently developing nations. At the beginning of this examination, no exploration had yet researched understudies' fulfillment with their underlying selection of schools in Asian nations, which is the main impetus to think about abroad in any case. Given that understudy fulfillment increments when seen decisions and desires line up with understanding, it is basic to inspect not just the elements affecting understudies' examination abroad choices yet additionally the connection of those components to contemplate abroad fulfillment. Along these lines, to improve our comprehension of the new patterns in global understudy versatility, this examination has utilized the push-dismantle model to examine the elements influencing Chinese understudies' choices and how these components are connected as per the general inclination of understudies concentrating in Korea. There are also a lot of work done related to international students adaptation and challenges that they face during their studies. Since the choice to drop out or endure is an aftereffect of a longitudinal intelligent procedure between an individual and the organization, look into in understudy maintenance should address the difficulties understudies face when altering themselves to the institutional social and scholarly frameworks. Likewise, the way where the organization tends to understudies' needs ought to be investigated. As a one of a kind gathering of understudies on grounds, the institutional encounters of worldwide understudies merit a more intensive look since they may have various mentalities, societies, and learning propensities contrasted and their local partners (Salvarajah, 2006). Studies have recorded that global understudies face a larger number of difficulties on grounds than residential understudies (Kuo and Roysircar, 2004; Zheng and Berry, 1991). Various examinations have researched worldwide understudies' alteration or adjustment to North American grounds life (Dillon and Swann, 1997;

Yang, Noels and Saumure, 2006) just as their commitment in instructive practices (Zhao, Kuh and Carini, 2005). As often as possible referred to challenges that universal understudies face incorporate English language capacity, social distinction, and forlornness (Berry, 1997; Kim and Abreu, 2001).

For those understudies from nations where English isn't the essential language, English capability is one huge test. Zhang and Zhou (2010) discovered that restricted English language capability impacts numerous parts of their lives, incorporating making companions with local English speakers, understanding the course materials, discovering gathering work accomplices, and so forth. They announced a factually noteworthy connection between's their English language competency and trust in effectively completing their projects. Yang, Noels, and Saumure (2006) discovered that language self-assurance is related with mental modification as well as with sociocultural trouble. Kwon (2009) affirmed that the dimension of English capability strongly affects the sentiments of separation. The better global understudies see their English capability, the better they become familiar with English classes without encountering sentiments of separation or terrorizing. Another investigation of specific importance concentrated on high-accomplishing college understudies in Tsinghua University, Beijing (Zheng 2003). It demonstrated (p. 200) that among 241 respondents, 51.5% expected to proceed with their investigations abroad, 38.5% had no aim to do as such, and 10.0% were uncertain. The creator watched (p. 227) that the current push-pull model chiefly centered around the instructive, monetary and political elements of the sending and host nations, and that it underplayed social and social variables. Home nations and establishments not just have negative powers which push a few understudies abroad, yet in addition have positive powers to keep understudies at home. Additionally, potential host nations and foundations not just have positive powers which pull in worldwide understudies yet in addition negative powers which repulse them. The choices that understudies at long last make depend halfway on the interaction of the push and force factors at home and the push and draws outside, and furthermore on the understudies' close to home qualities and discernments.

In the investigation of global training, social contrasts have drawn researchers' consideration too. It has been guaranteed that there exist socio-social contrasts between various pieces of the world, and the United States and China were regularly referred to for instance of most extreme social separation (Hofstede, 1997; Samovar and Porter, 1991; Zhang and Xu, 2007). Such social contrasts for the most part influence the connections among educators and understudies, and among understudies. For instance, the examinations on Chinese worldwide understudies in the United States discovered that the diverse social qualities among China and the U.S. driven some Chinese understudies to see U.S. study halls as lacking structures and legitimate practices from the two instructors and understudies as opposed to being intelligent, adaptable, casual, and inventive (Wan, 2001). Humbleness and unobtrusiveness are focused over and again in the Chinese lifestyle. Endeavors to accomplish singular objectives are regularly viewed as improper and endeavors to hotshot an individual's capacities are ordinarily seen as pompous or egotistical (Greer, 2005; Li, 1993). Notwithstanding, when they were in the U.S., understudies announced that their routine humbleness and humility in some cases brought them bothersome results and that they were looked downward on (Yan and Berliner 2013). Universal understudies with various social foundations may see a learning domain in an unexpected way (Koul and Fisher, 2005). For instance, Asian understudies could be adversely influenced by educators who set up close physical closeness while instructing. Additionally, Yan and Berliner (2013) detailed that Chinese universal understudies' absence of learning about their host's way of life intensified their language insufficiencies since they don't have the foundation information to comprehend the exchange. Ward (1996) inferred that there is a powerful connection between the level of social separation and the level of psychosocial trouble experienced in culturally diverse change.

3. Methodology

The previous chapter provided a critical review of the existing literature regarding push and pull factors that drive international students to study abroad. This part introduces methodology utilized to explore international students' motivation for studying in one of the private universities in South Kazakhstan region. Particularly, this chapter justifies the selection of qualitative research method and the choice of research design, procedures, data collection and analyses as well as the ethical issues are presented at the end of the section.

3.1 Research design

My research project is a qualitative design approach. Mixed research methods " Quantitative approach lacks analyzing gathered data deeply; therefore using this method is not the most appropriate and effective one for the research topic. In contrast, qualitative research approach enables in-depth understanding of people's views and prospects. A qualitative method is about deep meaning making, inclined to be interrelated with interpretive epistemology, and consequently gives an in-depth understanding of context. Moreover, qualitative research is first of all concentrated on investigating experiences, views and thoughts of the participants. For above mentioned reasons a qualitative method best fits the aim of the current research paper. Qualitative research gives the researcher opportunity to develop a detailed understanding of international students' motivation for studying in Kazakhstani Higher Education.

In order to receive detailed responses to the research question this research paper selected a case-study design within a mixed method approach. According to Creswell (2014), case might imply an individual, event or process which comprises range of events. Case study concentrates on contemporary events, and postulates answering question 'how' and 'why' (Yin, 2014). Therefore, the researcher utilized a single unique case study since the research was conducted in one particular university in South Kazakhstan region, which enroll 150 international students.

3.2 Sample

Convenience sampling strategy within purposeful sampling for choosing the site was used due to the accessibility and proximity (Creswell, 2014). Furthermore, purposeful sampling approach is used in researches, when participants are selected intentionally and should be able to provide better insight and clear understandings of the central phenomenon (Creswell, 2012). The participants of the study were 6 students from different courses and different faculties. The representatives are from India, Afghanistan, Tajikistan, China, Somali and Kyrgyzstan. The rationale for choosing those countries is because majority of the foreign students come from India, China, Tajikistan. For example as I mentioned before the Indian students comprise 2400 in our country currently. In SDU representors from Tajikistan is 15 students and from Somali is 18 students.

3.2 Data collection tools

Researchers (Bryman, 2008; Fontana & Frey, 2000) argue that an interview is more suitable instrument tool to gather data in social science. According to Creswell (2014) focus groups might be employed when researcher wants to collect common understanding from several people and to receive viewpoints from specific individuals. Semi structured interviews allow researchers to get in-depth perspectives of the participants, since it comprises open-ended questions.

Since semi structured interviews are unconstrained it will produce opportunities to establish relations with the respondents (Bernard, 1988).

3.3 Data collection procedure

Before actual interview I once piloted my interview questions to other international students to detect questions that were vague or not clear enough and to add some details. As Newby (2010) posits that piloting questionnaire is helpful to investigate leading or participant impacting questions, to identify the questions that fail clarity or questions where participants could add some details. Next step was an

explanation to the gatekeeper why this is undertaken as well as possible benefits and risks. All of the respondents were sent through the gate keeper a consent form, where all information on the aim of the study, possible benefits will be available. The interview was conducted when classes and mid-term exams will be finished to ensure comfortable atmosphere for the participants. The interview took place in one of the secure and quiet classrooms at university at time convenient for both interviewee and interviewers. All the respondents were audio taped.

4. Findings

In the focus group, the students were asked to find out the reasons of their decision to abandon their home country to receive education in Kazakhstan. Most of the students answered about the hard education system in their home country, as well as the fierce competition among the students. Chinese students mentioned:

“In China we have very sharp competition; no matter student or workers. I prepared whole year, and totally they selected 70 students but over 600 students go to the exam, just in one faculty.

India's education system is really hard, but it is only theoretical. no practical skill, knowledge.”

Other's noted about of local labor market tendencies which seemed to favor those with Kazakhstani qualifications at the expense of those with local qualifications.

“There are many not so good universities in India, where you can get your diploma, but If you get your diploma from there, other further job opportunities are nearly not good for you.

Student who graduated internal universities in Afghanistan, for them it is very hard to find job. Companies want something new, something unique, but when you finish university in Afghanistan, there are less opportunities of job.”

Education plays a key role for the administration of the Republic of Kazakhstan, as was identified in the "Kazakhstan 2030" system, and this is reflected in various distinctive program. The general objective of changes in Kazakhstan is to adjust the instructive framework to another socio-economic condition, accomplishing the objective of putting the nation among the 50 most aggressive economies on the planet. Kazakhstan is actively involved in international cooperation in education sphere. The Bolashak program, which was set up in 2005 and is directed by the Centre for International Program of the Ministry of Education and Science, has given grants to take care of expenses of considering abroad for around 3,000 understudies. Exchanges with foreign universities are broad, impressively surpassing dimensions saw in Russia

and Belarus. Learning age expansion, there are in excess of 10,000 remote nationals concentrating in Kazakhstan, and plans are set up to build the engaging quality of advanced education organizations for international students. In particular, the Nazarbayev University has been established as an international university.

Pull factors

Interviewees were asked why the Kazakhstan was attractive country to get the higher education. Most of the international students were attracted by Kazakhstan because of the following reasons; host country's reputation of quality as well as the recognition of these qualifications in the student's own country

“There are more opportunities to learn from here, than in Kyrgyzstan or Uzbekistan, or some other nearby countries because of it is developing country and it's going get a really good speed.”

Cost issue comprising the cost of tuition, living expenditures, travel expenses and social costs. Good universities like American university in Afghanistan too much expensive for students.

“Specifically, Kazakhstan was first place I wanted to go out of India, I thought about many countries, for example UK, it is really expensive.” Another student from China responded:

“I also had dreams about America, UK, these kind of countries, but after I failed exam, I thought that I don't have too much coins to follow them”.

Next factor degree of recommendations that prospect student of host country receives from parents, relatives, friends and other people prior to make the final decision. Most of the students replied that they received recommendations from their professors, parents or even particular organizations. Also almost all of the Chinese students came to Kazakhstan because of ‘one road one belt initiative’ program.

“My father attracted me to come here, he suggested me to go to Kazakhstan. My father also introduce me the program : "One road, one way".

Another pull factor was social links, which was related whether international students have a family or relatives who live in Kazakhstan by some kind of reasons. One thing was common between foreign students. Almost all of interviewed students' came to Kazakhstan because of their parent doing business in this country and they came to Kazakhstan with hope they will get their higher education diploma and probably follow their parents and do business here, in Kazakhstan.

“My father also doing business and may be will be opportunity for doing business between two countries”

Also students mentioned about scholarships and discount that Kazakhstani universities provided for them. They argue that the amount of scholarship given to foreign students was the most appealing factor to come and study in Kazakhstan. For example, according to afghan student Al Farabi Kazakh National university provided for Afghan students 160 scholarships.

5. Discussion and conclusion

This study was an exploratory research paper based on a small sample of students from Kazakhstani institution, private university. In comparison with the factors impacting the decision to receive education abroad, students select specific foreign country as their final destination on the basis of the reputation and profile of the country in which foreign student is expecting to study (Kinnell, 1989). The better picture a student has about the specific country of their choice, the higher possibility that they will choose it as a final destination of their education. This is not something unexpected since most of the students from particular countries select to study where they want to.

The decision to get education overseas is often a family decision that engages several people who make the final decision. When students choose to study abroad parental involvement and impact is considered as strong among undergraduates' decision. In a focus group interview students from Afghanistan and China showed the significance of parental impact in the decision making process. Chinese students highlighted that parents considered Kazakhstan as 'safe'. Among the students from Afghanistan and Central Asia countries parents and relative played a huge role as influencers due to the reason that one of the parents or relatives have lived in Kazakhstan before or have often business trips here. Key influencers also play important role in attracting students like word-of-mouth and recommendations received from parents, friends. Furthermore, recommendations received by the family or friends are considered as important for international students when they choose to study in other countries. The "social links" that appear when a students has a friend or family/relative who have studied or have some work issues in host country plays an important role in decision making as well. For the international students that come from Central Asia "geographical proximity" plays an important role. However this factor is considered as less significant factor, so that it explains a substantial flows from Kyrgyzstan and Tajikistan.

This aim of this study was to explore and understand the factors that may influence the motivation and decision-making process of international students when they choose to study in SDU. This study is aimed to answer the following research question: What are the push and pull factors that motivate international students to choose the Kazakhstani HE, SDU?

These findings from different multi-country studies may propose that governments and higher education institutions need to consider the importance of 'push-pull; factors that affect students' choice of their final destination. The ability of recipient country to attract foreigner students depend on the pull -factors as was mentioned in this paper. Host country's reputation as well as the cost issues are likely to be critical. Governments need to heavily invest into education to maintain its quality and reputation as well as higher education institutions need to ensure that marketing and promotion. During the interviews most of the students left the university after first or second year of study and as a number of international students grow to retain remaining students and attract new ones. Institutions have to understand the market for which they serve, in that way so the serviced and HE that they provide both will be important and relevant.

6. Limitation and future recommendations

The limitation of this study is use of convenience sampling employed during data collection. The data collection was limited to one private university located in Almaty and this study was performed at individual level. It is known that there are plenty of universities with more international students enrolled, in Kazakhstan, therefore it is hard to generalize the results obtained. Future research, therefore should be conducted at country level. Since the factors may change from time to time due to the changed characteristics like implementing new policies, different agreements of home and host countries, it would be interesting to research time trend and changes over long period when data is available.

7. Ethical issues

Ethical issues are the most important factor during conducting a research project. Therefore first, the rector of university was provided with an official letter to the request permission to conduct research at university. Informed consent form for students provided and signed by the respondents. I checked if participants really understand the implications of research, not thoughtlessly signed the consent. According to Hammersley and Traianou (2012) all research studies, as everyday life comprises risk of harm, and that it cannot be eliminated fully so the researcher's objective is to minimize it (p.57). All participants were assured that for the sake of anonymity and minimization of harm about no names and identities reveal. The audio tapes from the recorder and computer deleted after researcher will finish the study. Participants were informed that this study may be published somewhere, and used in possible conferences. Sikes (2006, p 112) have quoted the words of Lather (1986) when author described 'rape research' as 'research in where the researcher receives all information that they want and then gets rid off, providing nothing in return and even bringing damage'. There is no guarantee that research participants will benefit from the study, however in order to avoid such unethical behavior as being ungrateful to the participants, they received small gifts for their devoted time and effort.

APPENDIX

SULEYMAN DEMIREL UNIVERSITY BUSINESS SCHOOL

INTERVIEW PROTOCOL

Aim of the interview

General Research Question of the Interview :

SECTION A: INTERVIEW BACKGROUND (NOTES TO INTERVIEWEE)

This section is about the general information about the process up to the start of the interview process. For example, the researcher might want to explain the process of how the interview has been arranged or how the respondent was informed about the general framework of the interview, evidence about whether the interview has really been conducted or not (maybe an audio recording), how the researcher ensured ethical standards of the interview is written.

SECTION B GENERAL INTERVIEW INFORMATION

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Walid Razaqi,
Interviewee Title	international students
Interviewee Contact Details (email or mobile)	walidrazaqi@gmail.com
Other Demographic Information about the interviewee	Afghanistan
Date of the Interview	12.11.18
Place of the Interview taken	Meeting Room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

SECTION C INTERVIEW QUESTIONS

Part 1: Initiation "Warm up question"

- 1) Question 1: telling about myself (interviewer), discussing latest news
- 2) Question 2: Asked to tell about themselves

Part 2: Main Questions

- 1) Question 1: What is the reason of leaving your home country?
- 2) Question 2: What motivated you to come to study in Kazakhstan?

Part 3: Closing Questions

- 1) Question 1: What appeals to you the most in choosing the country?
- 2) Question 2: What are your impressions about Kazakhstan in general?

**SULEYMAN DEMIREL UNIVERSITY
BUSINESS SCHOOL**

INTERVIEW PROTOCOL

Aim of the interview

General Research Question of the Interview :

SECTION A: INTERVIEW BACKGROUND (NOTES TO INTERVIEWEE)

This section is about the general information about the process up to the start of the interview process. For example, the researcher might want to explain the process of how the interview has been arranged or how the respondent was informed about the general framework of the interview, evidence about whether the interview has really been conducted or not (maybe an audio recording), how the researcher ensured ethical standards of the interview is written.

SECTION B GENERAL INTERVIEW INFORMATION

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Firdous Wani Qaswa
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	170203024@stu.sdu.edu.kz
Other Demographic Information about the interviewee	India
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

SECTION C INTERVIEW QUESTIONS

Part 1:Initiation “Warm up question”

- 3) Question 1: telling about myself (interviewer), discussing latest news
- 4) Question 2: Asked to tell about themselves

Part 2: Main Questions

- 3) Question 1: What is the reason of leaving your home country?
- 4) Question 2: What motivated you to come to study in Kazakhstan?

Part 3: Closing Questions

- 3) Question 1: What appeals to you the most in choosing the country?
- 4) Question 2: What are your impressions about Kazakhstan in general?

**SULEYMAN DEMIREL UNIVERSITY
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INTERVIEW PROTOCOL

Aim of the interview

General Research Question of the Interview :

SECTION A: INTERVIEW BACKGROUND (NOTES TO INTERVIEWEE)

This section is about the general information about the process up to the start of the interview process. For example, the researcher might want to explain the process of how the interview has been arranged or how the respondent was informed about the general framework of the interview, evidence about whether the interview has really been conducted or not (maybe an audio recording), how the researcher ensured ethical standards of the interview is written.

SECTION B GENERAL INTERVIEW INFORMATION

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Ishanova Aynur,
Interviewee Title	international students
Interviewee Contact Details (email or mobile)	ishanovaaynur@gmail.com
Other Demographic Information about the interviewee	Turkmenistan
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

SECTION C INTERVIEW QUESTIONS

Part 1:Initiation “Warm up question”

- 5) Question 1: telling about myself (interviewer), discussing latest news
- 6) Question 2: Asked to tell about themselves

Part 2: Main Questions

- 5) Question 1: What is the reason of leaving your home country?
- 6) Question 2: What motivated you to come to study in Kazakhstan?

Part 3: Closing Questions

- 5) Question 1: What appeals to you the most in choosing the country?
- 6) Question 2: What are your impressions about Kazakhstan in general

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INTERVIEW PROTOCOL

Aim of the interview

General Research Question of the Interview :

SECTION A: INTERVIEW BACKGROUND (NOTES TO INTERVIEWEE)

This section is about the general information about the process up to the start of the interview process. For example, the researcher might want to explain the process of how the interview has been arranged or how the respondent was informed about the general framework of the interview, evidence about whether the interview has really been conducted or not (maybe an audio recording), how the researcher ensured ethical standards of the interview is written.

SECTION B GENERAL INTERVIEW INFORMATION

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Huang He Zi
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	170203021@stu.sdu.edu.kz,
Other Demographic Information about the interviewee	China
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

SECTION C INTERVIEW QUESTIONS

Part 1: Initiation "Warm up question"

- 7) Question 1: telling about myself (interviewer), discussing latest news
- 8) Question 2: Asked to tell about themselves

Part 2: Main Questions

- 7) Question 1: What is the reason of leaving your home country?
- 8) Question 2: What motivated you to come to study in Kazakhstan?

Part 3: Closing Questions

- 7) Question 1: What appeals to you the most in choosing the country?
- 8) Question 2: What are your impressions about Kazakhstan in general?

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INTERVIEW PROTOCOL

Aim of the interview

General Research Question of the Interview :

SECTION A: INTERVIEW BACKGROUND (NOTES TO INTERVIEWEE)

This section is about the general information about the process up to the start of the interview process. For example, the researcher might want to explain the process of how the interview has been arranged or how the respondent was informed about the general framework of the interview, evidence about whether the interview has really been conducted or not (maybe an audio recording), how the researcher ensured ethical standards of the interview is written.

SECTION B GENERAL INTERVIEW INFORMATION

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Mohamed Ali
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	
Other Demographic Information about the interviewee	Somali
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

SECTION C INTERVIEW QUESTIONS

Part 1: Initiation "Warm up question"

- 9) Question 1: telling about myself (interviewer), discussing latest news
- 10) Question 2: Asked to tell about themselves

Part 2: Main Questions

- 9) Question 1: What is the reason of leaving your home country?
- 10) Question 2: What motivated you to come to study in Kazakhstan?

Part 3: Closing Questions

- 9) Question 1: What appeals to you the most in choosing the country?
- 10) Question 2: What are your impressions about Kazakhstan in general?

**SULEYMAN DEMIREL UNIVERSITY
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INTERVIEW PROTOCOL

Aim of the interview

General Research Question of the Interview :

SECTION A: INTERVIEW BACKGROUND (NOTES TO INTERVIEWEE)

This section is about the general information about the process up to the start of the interview process. For example, the researcher might want to explain the process of how the interview has been arranged or how the respondent was informed about the general framework of the interview, evidence about whether the interview has really been conducted or not (maybe an audio recording), how the researcher ensured ethical standards of the interview is written.

SECTION B GENERAL INTERVIEW INFORMATION

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Akhunova Marjona
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	marjona.akhunova@gmail.com,
Other Demographic Information about the interviewee	Tajikistan
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

SECTION C INTERVIEW QUESTIONS

Part 1: Initiation “Warm up question”

- 11) Question 1: telling about myself (interviewer), discussing latest news
- 12) Question 2: Asked to tell about themselves

Part 2: Main Questions

- 11) Question 1: What is the reason of leaving your home country?
- 12) Question 2: What motivated you to come to study in Kazakhstan?

Part 3: Closing Questions

- 11) Question 1: What appeals to you the most in choosing the country?
- 12) Question 2: What are your impressions about Kazakhstan in general?

**SULEYMAN DEMIREL UNIVERSITY
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TRANSCRIBED INTERVIEW QUESTIONS

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Walid Razaqi
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	walidrazaqi@gmail.com
Other Demographic Information about the interviewee	Afghanistan
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

Question #1 : What is the reason of leaving your home country?

Answer #1 : Student who graduated internal universities in Afghanistan, for them it is very hard to find job. Companies want something new, something unique, but when you finish university in Afghanistan, there are less opportunities of job

Question #2 : What motivated you to come to study in Kazakhstan?

Answer #2 : Kazakhstan is cheaper than other countries and My father also doing business and may be will be opportunity for doing business between two countries”

Question #3 : Why did you particularly choose SDU?

Answer #3 : My friend is studying here and he suggested to me to come to this university

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BUSINESS SCHOOL**

TRANSCRIBED INTERVIEW QUESTIONS

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Firdous Wani Qaswa
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	<u>170203024@stu.sdu.edu.kz</u>
Other Demographic Information about the interviewee	India
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

Question #1 : What is the reason of leaving your home country?

Answer #1 : There are many not so good universities in India, where you can get your diploma, but If you get your diploma from there, other further job opportunities are nearly not good for you.

Question #2 : What motivated you to come to study in Kazakhstan?

Answer #2 : Specifically, Kazakhstan was first place I wanted to go out of India, I thought about many countries, for example UK, it is really expensive.”

Question #3 : Why did you particularly choose SDU?

Answer #3 : My professors suggested me to come to study at SDU

**SULEYMAN DEMIREL UNIVERSITY
BUSINESS SCHOOL**

TRANSCRIBED INTERVIEW QUESTIONS

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Ishanova Aynur,
Interviewee Title	international students
Interviewee Contact Details (email or mobile)	<u>ishanovaaynur@gmail.com</u>
Other Demographic Information about the interviewee	Turkmenistan
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

Question #1 : What is the reason of leaving your home country?

Answer #1 : There are limited opportunities for well paid employemnt following a degree obtained in Turkmenistan, also, there not so many competetive universities in my country.

Question #2 : What motivated you to come to study in Kazakhstan?

Answer #2 : I travelled already to Almaty before and it seemed to be that all in Almaty suits to me including cost of living, climate, weather and the geographical proximity to my country.

Question #3 : Why did you particularly choose SDU?

Answer #3 : Since SDU has been established as Turkish-Kazakh university, I decided to come to study here because some of my friends were already enrolled in this university, because I have graduated from TTL (Turkmen-Turkish liceyum)

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TRANSCRIBED INTERVIEW QUESTIONS

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Huang He Zi
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	170203021@stu.sdu.edu.kz,
Other Demographic Information about the interviewee	China
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

Question #1 : What is the reason of leaving your home country?

Answer #1 In China we have very sharp competition; no matter student or workers. I prepared whole year, and totally they selected 70 students but over 600 students go to the exam, just in one faculty. : I also had dreams about America, UK, but after I failed exam, I thought that I don't have enough money to follow these countries”.

Question #2 : What motivated you to come to study in Kazakhstan?

Answer #2 : “There are more opportunities to learn from here, than in Kyrgyzstan or Uzbekistan, or some other nearby countries because of it is developing country and it's going get a really good speed.”

Question #3 : Why did you particularly choose SDU?

Answer #3 : We came under “one belt one road” initiative program and the coordinator advised us to apply for this university

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TRANSCRIBED INTERVIEW QUESTIONS

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Mohamed Ali
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	
Other Demographic Information about the interviewee	Somali
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

Question #1 : What is the reason of leaving your home country?

Answer #1 : My country is in political turmoil and since there is a strong political instability including poverty, low level of education quality made me to leave my country

Question #2 : What motivated you to come to study in Kazakhstan?

Answer #2 : Kazakhstan is cheaper than other European countries, but university' quality is on the good level. Furthermore, Kazakhstan has very good and comfortable condition for life.

Question #3 : Why did you particularly choose SDU?

Answer #3 : Since I have graduated English Turkish university I thought that this university is more or less will be suitable for me.

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BUSINESS SCHOOL**

TRANSCRIBED INTERVIEW QUESTIONS

Interviewer (Name and Surname)	Sultanova Aigerim
Interviewee (Name and Surname)	Akhunova Marjona
Interviewee Title	international student
Interviewee Contact Details (email or mobile)	marjona.akhunova@gmail.com,
Other Demographic Information about the interviewee	Tajikistan
Date of the Interview	12.11.18
Place of the Interview taken	Meeting room
Time of the Interview	From 17.00 to 18.30
Duration (in minutes)	90 minutes

Question #1 : What is the reason of leaving your home country?

Answer #1 : I didn't want to study in Tajikistan, I really want to go abroad. Tajikistan became uninteresting for me. It is not about not enough good universities, it is just about broadening my horizon.

Question #2 : What motivated you to come to study in Kazakhstan?

Answer #2 : I already visited Kazakhstan before several times and I really liked Almaty particularly. So the reason for choosing Kazakhstan is recommendation received by my sister that studied in Kazakhstan and she loved this country since it has a good reputation

Question #3 : Why did you particularly choose SDU?

Answer #3 : because of recommendations received by friends and relatives including my parents.

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