

## Research of Experience of Emigration for Employment and Education Purposes of Students

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*The scale of emigration of the Lithuanian population is among the highest in the EU, the number of residents in the country, including children and youth under 15 years of age departing with adults, shows a decreasing trend, but the emigration of students of higher education institutions is especially alarming. The growing emigration flows to the countries with developed economies are associated with the disbalance of labour force between the supply and demand of labour in the countries of different economic development. Unemployment, difference in wages and the standard of living are among the most significant economic factors determining emigration and involving the increasing number of young people, in particular the students of higher education institutions, into this process.*

*Even though Lithuania attempts to solve the problem of departure of the students of higher education institutions from the country in the political context, it remains a significant and relevant topic in the context of social development of the country due to its complex and dynamic type. Furthermore, the research of emigration of the students in the domain of Lithuanian research is not sufficient with regard to the reasons and motives behind the behaviour of the youth, the attitudes or plans in terms of emigration. Therefore, the authors of the article attempt to answer the following problematic questions: What is the purpose of emigration from Lithuania among the students of higher education institutions? What factors determine the departure of the students of higher education institutions to the selected destination countries?*

Keywords: *emigration, students of higher education institutions, emigration experience, Lithuania.*

### Introduction

Statistical migration data, scientific sources and studies, empirical research of individual researchers and institutions, national and the EU legislation regulating the migration process and the youth policy consider emigration as a dynamic and ever-growing process.

The scale of emigration of Lithuanian residents is among the highest in the EU but the emigration of students<sup>1</sup> of higher education institutions is especially alarming (Virzintaite & Juceviciene, 2004; Mockaitis & Salciuviene, 2005; Kazlauskiene & Rinkevicius, 2006a; 2006b; Merkys *et al.*, 2006; Repeckiene *et al.*, 2009a; 2009b; Kvedaraite *et al.*, 2010; Ciarniene & Kumpikaite, 2011).

The issues relating to youth emigration – the reduction in youth numbers, “brain drain”, “brain waste” and the departure of the educated and qualified labour force from Lithuania – are continuously brought up in national events, such as the seminar *Contemporary Lithuanian Emigration: Losses and Victories* organised by the Civil Society Institute and the Lithuanian Emigration Institute on 12 February 2004, the conference *Emigration from Lithuania: Situation, Problems, Potential Solutions* held at the Seimas of the Republic of Lithuania on 17 March 2006, etc. Various scientific institutions, public establishments and centres also contribute to the research of emigration issues and its dissemination (Research Council of Lithuania, Lithuanian Social Research

Institute, Lithuanian Free Market Institute, Public Policy and Management Institute and Lithuanian Emigration Institute, International Organisation for Migration office in Lithuania, Civil Society Institute).

By solving the problems of emigration of residents, including the students, at the political level, the Government of Lithuania adopted the documents of long-term strategic planning (Long-Term Development Strategy of Lithuania, National Youth Policy Development Programme for 2011–2019) and cross-sector strategic documents (Economic Migration Regulation Strategy) and anticipated the medium-term measures for their implementation aiming to reduce the scope of emigration and to encourage the return of emigrants (including economic emigrants) to their homeland.

The flows of emigration of the students highlight the threat of losing the potential qualified labour force in the future, and the country is deprived of the economic as well as scientific and innovative potential. Although attempts are being made in Lithuania to solve the problem of departure of the students from the country by analysing its mechanism and identifying causal relationships, the problem nevertheless remains significant and relevant in the context of social development of the country due to its complex and dynamic nature. It leads us to consider the emigration of the students as a multi-layer problem, the solution to which requires the search for the answers to the following problematic questions:

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<sup>1</sup> Phrase “students” refer to the “students of higher education institutions”.

*What is the purpose of emigration from Lithuania among the students? What factors determine the departure of students to the selected destination countries?*

The research object is the experience of emigration for employment and education purposes of the students of Lithuania.

The research objective is to study the emigration experience of Lithuanian students in terms of employment and studies.

The research methods included analysis and meta-analysis of scientific literature, questionnaire-based survey and statistical data analysis.

### **Attitudes of the Students towards Emigration**

When analysing the process of emigration, special attention is paid to the target groups of migrating individuals. Based on migration theories, young, educated and economically active residents of the country are most mobile and prone to migrate (Castles & Miller, 2003; Thaut, 2009, Liu-Farrer, 2009). The emigration of students and graduates of higher education institutions is referred to as “brain drain”, which is determined by the inconsistency between “brain” supply and demand in the countries of origin, low purchasing power of highly qualified labour in “brain” donor countries compared to “brain” recipient countries, the differences in “brain” labour efficiency in donor and recipient countries (Kazlauskienė & Rinkevicius, 2006a; Daugeliene, 2007; Cekanavicius & Kasnauskienė, 2009). Developed countries began to study the problem of “brain drain” even before transitional economies. After the collapse of the Soviet Bloc, Central and Eastern European countries faced certain economic difficulties when transitioning from a planned economy to a market economy; the resulting emigration flows were affected by unemployment, limited opportunities to earn money, shortage of jobs, lower standard of living in home countries driving the qualified labour force, including the students, to seek employment in foreign countries (Drbohlav, 1997; Zlotnik, 1999; Iredale, 1999; Frieze *et al.*, 2004; Thaut, 2009).

The migration dynamics and the analysis of macroeconomic indicators in Lithuania imply that the impact of the push factors on emigration is not strong; however, mainly the residents of working age (20–29 years) (40,5 %) left the country in the period of 2005–2010. Also, the emigration of highly qualified specialists prevailed in the period of 2004–2007 (35 % on the average). With reference to the research carried out, researchers (Kazlauskienė & Rinkevicius, 2006a; Daugeliene, 2007; Stulgiene & Daunoriene, 2009; Ciarniene *et al.*, 2009; Thaut, 2009) point out that the emigration of highly qualified individuals is dominated by foreign country-specific pull factors rather than the differences between countries. Nevertheless, less developed countries are more susceptible to “brain drain” or “brain waste”, which inflict damage at the individual and national level; therefore, the international cooperation among countries on the issues of migration policy create possibilities for seeking common solutions to the problem of migration.

The emigration of students enrolled in the studies of certain professions varies across countries. Student “brain drain” is associated with certain areas, for instance, technologies, medicine, biology, chemistry, physics and IT.

The growth in the intentions to emigrate among medical students recorded in recent years has become a matter of great concern (Kolcic *et al.*, 2005; Hendel & Kagan, 2010; Rosales-Martinez *et al.*, 2010; Bernardini-Zambrini *et al.*, 2011; Janulyte *et al.*, 2011). The majority of students tend to seek employment abroad for professional reasons, i.e. better wage, working conditions, self-realisation. It means that the tendency to emigrate is more prevalent among the students with a higher achievement, power and work centrality motivation (Frieze *et al.*, 2004). The graduates of higher education institutions tend to resettle in the countries of stronger economies or more attractive characteristics of labour market: higher employment growth, lower unemployment, higher pay, lower housing costs (Kodrzycki, 2001). Thus, the emigration costs tend to pay back best to the students as the social group most susceptible to migration; they can sense the benefit provided by the increase in income for a longer term.

The majority of Lithuanian scientists point out economic, social, political, demographic, cultural, psychological and geographic factors affecting the emigration decision among individuals, but the impact of economic factors on individuals, including the students, prevails (Virzintaite & Juceviciene, 2004; Kazlauskienė & Rinkevicius, 2006a; Merkys *et al.*, 2006; Daugeliene, 2007; Repeckiene *et al.*, 2009a; Kvedaraite *et al.*, 2010; Ciarniene & Kumpikaite, 2011). The analysis of the attitudes of the students towards emigration led to reveal a generalised profile of an emigrating student: young, single, educated, with a previous experience of employment abroad and a low personal income, fluent in English and willing to work in English-speaking countries. Hence, the students give priority to money, prestige and promotion, whereas reverence and service to one’s homeland take the lowest positions.

The observation of emigration processes and various research enabled the distinction of the emigration strategies applied by individuals which reflect the impact of individual economic, political and cultural factors: accumulation of the seed capital, commercial emigration, emigration for employment, emigration for education, diversification of family/household income, brain drain, family reunion (Sipaviciene & Tureikyte, 2000; Virzintaite & Juceviciene, 2004; Kazlauskienė & Rinkevicius, 2006a; Merkys *et al.*, 2006; Ciarniene *et al.*, 2009; Ciarniene & Kumpikaite, 2011). The article focuses on the strategies of emigration for employment and emigration for education.

*Emigration for employment.* The individuals with a higher achievement and power motivation (higher objectives and motives) are more oriented towards employment and are willing to move abroad, according to (Boneva & Frieze, 2001). The decision to leave is also determined by a certain benefits gained by the departing individual compared to staying in the country of birth due to a different level of wages in the countries as well as the willingness to have an economic freedom, to gain experience, to rise on a career ladder, to see the world and to attain a better life.

As a rule, two interrelated problems are highlighted when analysing the situation of the Lithuanian youth in the labour market: youth unemployment and the accompanying youth emigration. The reasons behind a failure of young people to establish their positions in the labour market are associated with a low qualification and little work experience. What is

more, the majority of them are not satisfied with the wage in Lithuania, i.e. the graduates of higher education show the need for a higher wage than employers are ready to offer. Hence, most students show a positive attitude towards emigration, where emigration is driven by the purposes of gaining experience and making money, i.e. emigration is seen as a possibility rather than a necessity. Furthermore, approximately one third of students would like to depart from Lithuania for a longer or shorter term of employment in a foreign country (up to two years), even though the expected duration of departure may become longer.

Though compared to the overall Lithuanian population the emigration attitudes are more expressly stated among students, the destination countries are similar in both groups. Most students prefer English-speaking countries (Great Britain, Ireland, USA, Australia) and other EU countries (Italy, France, Germany, Spain, Sweden), whereas the countries of the former Eastern Bloc and exotic countries are least popular. Based on the cultural, political and historical affinity of a country of origin and a destination country, we may anticipate the size and directions of the youth emigration flows to the countries with developed economies (Bjarnason, 2009; Kondakci, 2011). Thus, the emigration countries preferred among Lithuanian students (Northern European countries, the United Kingdom, the USA) reflect the general attitudes towards the image and stereotypes of destination countries characteristic of the youth.

*Emigration for education.* Mobility of students, international student market and study/research exchanges are associated with the internationalisation of higher education as countries react to the challenges posed by globalisation. The ability to adjust to the changes in the labour market determines the individual's movement for education purposes in order to acquire new knowledge, linguistic skills, to get to know different cultures, as well as to develop competences required for efficient work in the internationalised labour market. The international emigration of students, mobility in the study process, in particular the year-abroad phenomenon financed by the EU, become an important part of the internationalisation of study programmes at universities / colleges, which determines the success of internationalisation of higher education among the European (and other) countries (King & Ruiz-Gelices, 2003; Findlay, 2010; Rizvi, 2011).

Having especially expanded to Eastern countries, the *Socrates/Erasmus* programme activates the mobility flows of the students in Europe. The students willing to study abroad prefer the developed countries with universally acknowledged achievements in higher education, but most arrivals occur from less developed countries. Also, the course of international student exchange is determined by the size of a country, the standard of living, distance, climate, education, and the language of the host country and the level of fluency in it (Gonzalez *et al.*, 2011; Kondakci, 2011).

The analysis of emigration of the Lithuanian youth for education purposes shows the growing tendency of the students studying in the EU member states compared to the general student numbers in the country and the EU-27 in 2000–2009. According to the data of the Education Exchanges Support Foundation, in the academic year of 2008–2009 and 2009–2010, the average number of 3,000 Lithuanian students went to study / to do internship under the

*Erasmus* programme in each academic year. Therefore, the emigration of the students of the country for education purposes highlights the added value in respect of the students themselves by developing the competences required for the global labour market.

International education is considered an important channel of employment emigration for students, which may generate ambiguous evaluations as regards the differences in credentials, interests, and motivations for migrating abroad among the individuals participating in this process (Liu-Farrer, 2009). On the one hand, life and studies abroad contribute to shaping the individual identity and remaining a trans-national mobile personality for both education and employment purposes for a longer term. According to (Rizvi, 2011), the global educational mobility is becoming an indicator of success and social status for the students. On the other hand, when evaluating the education acquired in a higher education institution, students, in particular from less-developed countries, try to use their knowledge and skills in the destination countries where they acquired education. In the meantime, the countries of origin do not only incur financial losses as regards the investment to student education that did not pay back but also face the consequences of “brain drain”.

## Research Methodology

Emigration process and emigration driving factors are traditionally covered by six major migration theories: neoclassical migration theory, new economics of migration theory, dual labour market theory, world-systems theory, migration network theory and migration systems theory (Oberg & Wils, 1992; Massey *et al.*, 1993; Zlotnik, 1999; 2006; Weiss, 2003; Richardson, 2007). High unemployment, relatively low wages, and disbalance in the labour market (neoclassical theory) usually act as the push factors and shape the attitudes in favour of emigration (Filer *et al.*, 1996; Ehrenberg *et al.*, 1997). Emigration is stimulated by the intention of a family/household to diversify risk, when its members depart to a foreign country for employment purposes (new economics of migration theory), as well as the demand for labour force meeting the labour market needs in developed countries (dual labour market theory), and the inequitable relationship between the core capitalist and poor developing countries (world-systems theory) (Thaut, 2009). Even though the dominant theoretical approach towards emigration is economic, economic models are not sufficient to explain emigration decisions, i.e. the movement of individuals is determined by a diversity of social, economic and political factors. What is more, emigration is not as much individual as it is social process (sociological approach) linking the emigrant with the family, social network or community in the country of origin by trans-national relations (Palioni *et al.*, 2001; Kazlauskienė & Rinkevicius, 2006b; Thaut, 2009; Julca, 2011).

The economic and social approaches grounded on relevant migration theories constitute a methodological basis to find out the emigration experience of individuals and to identify the motives of determination to emigrate. The said approaches correspond to complementary, interrelated positions enabling a thorough and comprehensive analysis of emigration processes and the evaluation of the phenomenon

under analysis in terms of both quantity and quality (Repeckiene & Kvedaraite, 2011).

The research of emigration experience of the students covers two diagnostic blocks: demographic characteristics and emigration experience.

The first diagnostic block – *demographic characteristics* – covers 9 criteria used to find out what students are more prone to migrate. Socio-demographic characteristics were analysed as potentially affecting the emigration decision: gender, maturity expressed in age, place of residence, housing. The role of the family (personal) income is analysed by assuming that students with low or insufficient personal or family income are more susceptible to depart abroad, hoping to earn more. Marital status, children, work and its field were studied to reveal how the household environment and personal occupation impact the emigration decision.

The second diagnostic block – *emigration experience* – encompasses 7 criteria. The first criterion covers the general characteristics of work/education abroad. To identify the impact of social relations and the “push” and “pull” factors on the person’s decision to migrate, the actions of students before departing to work/study (information search) and the motives driving to depart for work/studies to the chosen country were analysed. Work/study satisfaction in foreign countries was also analysed, by assuming that the satisfaction with the activities in a foreign country acts as an emigration driving factor.

The method of probability sampling, where the probability for each unit of the population under analysis to be selected in the sample is known, was applied in the research. The probability sampling of *random selection* was applied, where each individual (or group) has equal opportunities to get to the sample, irrespective of individual properties or differences.

The students of Lithuanian higher education institutions make up the target group. According to the data of the Lithuanian Department of Statistics, in the academic year of 2010–2011, 184,143 students were enrolled in Lithuanian higher education institutions, of which males accounted for 41 % (75,482 students) and females made up 59 % (108,661 students). The sample size – 1227 – with regard to the error  $\pm 3$  % allows us to conclude that the sample is generalisable to the general population (Dattalo, 2008).

The instrument of the research – a questionnaire-based survey for the students – was designed with reference to the previous research of the authors of the article and their published results. The survey was conducted in March – November 2011. 1227 respondents from 12 universities (70,55 % of the respondents) and 9 non-university (29,45 % of the respondents) Lithuanian higher education institutions participated in the survey.

Methods of statistical analysis – descriptive statistics and factor analysis – were applied for the analysis of the quantitative survey results. Based on the descriptive statistics, initial processing of the quantitative data was performed while calculating the expressions in per cent. Factor analysis allowed dividing the observed variables into groups, which are united by a factor that could not be observed directly. A method of principal components and *Varimax* rotation involving *Kaiser* normalisation were invoked to single out the factors. The sampling adequacy for factor analysis was based on the (p) value of *Bartlett’s* sphericity criterion, when  $p =$

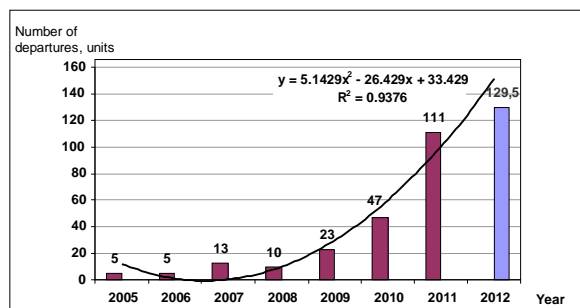
$0,000 < 0,05$ , and *Kaiser-Meyer-Olkin* (KMO) measure, when  $KMO > 0,6$  (Vaus, 2004). It was established that factor analysis should be applied to the data obtained in the course of the research. Statistical data analysis was carried out using IBM SPSS 19 data analysis software package.

## Research Results

The research of emigration experience of the Lithuanian students led to identify the factors determining emigration decisions among students, their expression, domination in individual factor groups and causal relationships.

62,65 % of the respondents indicated their previous departure to a foreign country. Of them, 32,09 % specified work as the main purpose of departure; 4,98 % went to study; 62,93 % specified other purposes of departure. Whereas the research is based on emigration for employment or education purposes, the following data analysis focuses on the answers of the respondents who indicated the emigration purposes under analysis.

*Employment-related emigration experience.* The majority of the respondents (51,63 %) specified 2011 as the most recent year of their employment in a foreign country (see Figure 1).



**Figure 1.** Distribution of the respondents by the period of the most recent employment abroad

In the afore-mentioned period, the emigration flow of the respondents exceeded the scope of the previous period by 2,36 times. By applying an autoregressive method to the statistical data of the survey, the subsequent exponential growth of the students emigration flows is extrapolated by means of a multinomial regression equation (see Figure 1). The data under analysis correspond to the general emigration situation in the country (see Figure 2).

With regard to the emigration tendencies of recent periods under analysis (SL, 2012), in the manner identical to the application of an autoregressive method in the case of the statistical research data on the basis of a multinomial regression equation (see Figure 2), the subsequent exponential growth of emigration flows is extrapolated, thus allowing us to foresee the growth in the general emigration in prospective periods.

The respondents specified 22 countries of their previous employment experience. The variety of the specified emigration destination points shows a rather broad territorial spread of emigration among the students.

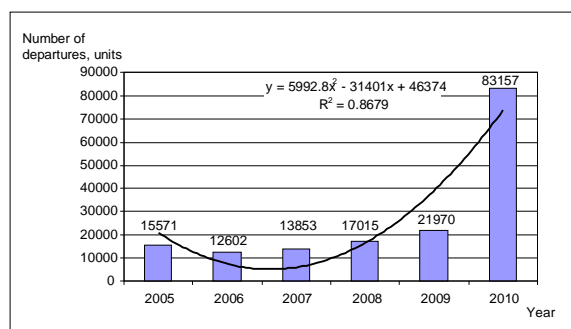


Figure 2 Distribution of the general emigration flow in 2005–2010 (SL, 2012)

However, only several destination points show a very clear concentration of emigration flows. The majority of the respondents indicated Great Britain (40,58 %) and Norway (10,14 %) as the countries of their most recent employment.

The grouping of the respondents by the field of employment activities abroad revealed that the majority of the respondents specified their experience in hotel and restaurant sector (25,46 %) and agriculture (15,74 %), whereas 20,37 % of the respondents selected the answer “other” by not specifying their field of employment. A considerably large percentage of the respondents who did not indicate a specific area of employment shows a high distribution of employment activities and leads to a conclusion that with regard to the research object – the students – the employment activities pursued in foreign countries are not related with high qualification requirements and are random.

When specifying the method of departure for employment abroad, the majority of the respondents indicated that they received assistance from their friends abroad (18,89 %), from employment agencies in Lithuania (16,13 %), family members (14,75 %) and relatives abroad (14,29 %). Most respondents specified their friends (27,19 %) as the source of information for employment abroad, whereas 25,81 % relied on the Internet search.

When examining the factors influencing the determination of the respondents to depart for employment abroad, the impact of 19 factors on the decision-making of the respondents was analysed. They indicated wage (85,25 %) and material conditions (75,12 %) as the crucial factors determining their decision to depart abroad, while colleagues and family reunion (5,99 % both) played the least role.

The analysis of the correlation matrix of the factors influencing the determination of the respondents to depart for employment revealed that the respondents associated the political-legal system of the country with the taxation policy and the social security implemented in the country. A slightly more significant correlation is observed between the political-legal system and the taxation policy implemented in the country  $r=0,60$ . The correlation between the political-legal system and the social security in the country proved to be rather weak –  $r=0,41$ . More significant statistical correlations were not identified among the remaining factors.

The factor analysis of the given answers was carried out in order to reduce a high number of variables by shifting to a lower number of general factors, to validate the scale in use by showing that the scale components fall into the same factor, to remove the components falling to several factors

and to distinguish the factors relating to work experience with a stronger in-group impact on the emigration decision.

The resulting Kaiser-Meyer-Olkin (KMO) measure – 0,797 – leads to a conclusion that the data are consistent with a factor analysis. The results obtained by means of the Varimax method of orthogonal rotation allowed us to group the factors and to form six factor groups with the impact of varying strength on the determination of the respondents to depart for employment abroad: 1 – political-socio-cultural; 2 – professional; 3 – economic; 4, 5 – personal; 6 – financial obligations (see Table 1).

Table 1

**Transformation matrix of the factors of emigration experience relating to employment**

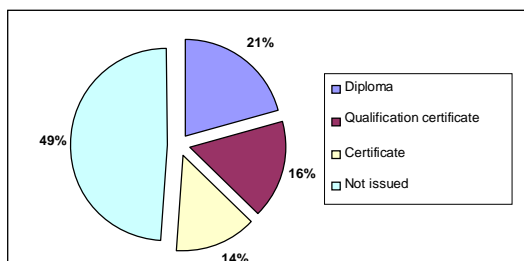
Factors	Factor groups					
	1	2	3	4	5	6
Family				0,609		
Relatives				0,615		
Friends					0,775	
Colleagues					0,587	
Family reunion				0,666		
Material conditions			0,680			
Wage			0,767			
Job loss				0,452		
Unemployment			0,678			
Employment opportunity in the future		0,809				
Loans						0,885
Cultural attraction of the country	0,417				0,556	
Security of the country	0,735					
Social security of the country	0,831					
Career prospects		0,798				
Opportunity to find employment by profession		0,558				
Taxation system in the country	0,714					
Political-legal system of the country	0,838					
Active labour market of the country	0,637					

Political-sociocultural factors make up the most numerous group of factors. This group consists of seven factors, with the factor of political-legal system of the country (factor loading  $\lambda=0,838$ ) and the social security of the country ( $\lambda=0,831$ ) making the largest impact on the determination of the respondents. In the group of professional factors, the factor of employment opportunity in the future ( $\lambda=0,809$ ) dominated in the decision-making of the respondents; in the group of economic factors, the factor of wage ( $\lambda=0,767$ ) prevailed. Personal factors fell into two groups: first – related with family; second – related with friends and colleagues. The family-related group was dominated by the factor of family reunion ( $\lambda=0,666$ ) as making the most significant impact on the determination of the respondents; friends ( $\lambda=0,775$ ) as the factor with the most considerable impact on the determination of the respondents predominated in the group of friends and colleagues.

The study of satisfaction with the work in a foreign country among the respondents revealed that 77,42 % of the respondents were satisfied with the work and 75,12 % of the respondents would like to come back to work to the country of their most recent employment, but the correlation between the two variables is rather weak – the correlation coefficient is 0,39. The absence of such a correlation may be evaluated

as the disregard of the factors of satisfaction with the work abroad in emigration decision-making.

*Study-related emigration experience.* Out of 1227 respondents, 3,50 % indicated studies as the reason of emigration; of them, 51,16 % of the respondents specified the experience of university studies; 32,56 % – college studies; 16,28 % – schools of other type. The majority of the respondents (48,84 %) indicated that they were not issued a graduation certificate (see Figure 3).



**Figure 3.** Distribution of the respondents by the graduation document received abroad

The research results revealed that 74,42 % of the respondents departed to study abroad through study exchange programmes; 57,89 % of the respondents searched for information on the studies abroad on the Internet.

The impact of 22 factors on the decisions of the respondents was analysed in the study of the factors determining the decision of the respondents to depart abroad for studying purposes. The respondents indicated cultural appeal of the country (83,72 %), career prospects (69,77 %), employment opportunities in the future (67,65 %), employment opportunities abroad (62,79 %) and the education system of the country (60,47 %) as the most important factors determining their decision to study abroad. The least influential factors were job loss (2,33 %), political-legal system of the country (5,25 %) and unemployment (6,98 %).

81,40 % of the respondents indicated their satisfaction with the studies abroad. When analysing the factors determining the satisfaction of the respondents with studies abroad, the impact of 11 factors on the satisfaction of the respondents with studies was analysed. The respondents specified learning resources (78,79 %), quality of teaching and learning promoting environment (75,76 %) and explicit communication (72,73 %) as the most influential factors for their satisfaction with the studies abroad; distance learning and the opportunity to find employment after internship (33,30 % respectively) had the least impact.

The factor analysis of the given answers was carried out in order to reduce a high number of variables by shifting to a lower number of general factors, to validate the scale in use by showing that the scale components fall into the same factor, to remove the components falling to several factors and to distinguish the factors relating to studies with a stronger in-group impact on the determination to migrate. The resulting KMO measure of the factors determining the decision to study abroad – 0,488 – leads to a conclusion that the data are not consistent with a factor analysis.

The KMO measure of the factors determining the satisfaction with the studies abroad – 0,677 – allows us to conclude that the data are applicable to a factor analysis. The results obtained by means of the Verimax method of orthogonal rotation led to group the factors and to form three

groups of factors with the impact of different strength on the determination of the respondents to study abroad: 1 – teaching; 2 – career prospects after graduation; 3 – study organisation (see Table 2).

Table 2

**Transformation matrix of the factors of emigration experience relating to studies**

Factors	Factor groups		
	1	2	3
Flexible schedule of studies			0,592
Quality of teaching	0,746		
Possibility of distance learning			0,861
Explicit communication with a lecturer	0,632		
Availability of learning resources			0,443
Learning promoting environment	0,842		
Variety of learning methods	0,733		
Relationship between theoretical knowledge and practical skills	0,740		
Opportunity of internship in a desirable enterprise		0,748	
Opportunity to find employment in a desirable enterprise after internship		0,908	
Opportunity to participate in project activities		0,685	

The most numerous group of factors constitutes of the factors relating to teaching. This group consists of five factors, with learning promoting environment ( $\lambda=0,842$ ) and quality of teaching ( $\lambda=0,746$ ) being the most influential factors determining the satisfaction of the respondents with studies. In the group of factors of career prospects, the determination of the respondents to study abroad was mostly influenced by the opportunity to find employment in a desirable enterprise after internship ( $\lambda=0,908$ ), whereas in the group of factors of study organisation, the prevailing factor was the opportunity of distance learning ( $\lambda=0,861$ ).

**Conclusions**

The findings of the conducted research showed that the Lithuanian students tend to emigrate more for employment rather than education purposes. The respondents with employment experience abroad usually worked in unskilled jobs and expressed a higher satisfaction with their departure; however, a more significant correlation between the satisfaction with work abroad and the intention to come back to the country of employment in the future could not be identified. Hence, it can be concluded that when taking emigration decisions, students do not take the future working experience abroad into consideration.

The emigration decision of the students was determined by both formal and informal social relations. Family and friends made a more significant impact on the students departing for employment purposes than the students departing for education purposes. The most influential factors determining student emigration were political (taxation system, active labour market policy, social security system in a country), professional (career prospects, opportunity to find employment by profession) and economic (wage, material living conditions, employment opportunities in the future) factors.

The impact of the factors affecting the determination of students to work and study abroad diverged. Economic factors maintain their important role in both cases under discussion, whereas a more significant impact of these factors on employment emigration could not be identified. It shows

that the emigration of the students is mostly affected by “pull” rather than “push” factors, wage being one of the most significant factors determining the emigration decision.

The analysis of the youth involvement in the intensifying emigration flows in Lithuania highlights the threat of loss of the students as the potential qualified labour force in the future, when the country is deprived of its economic, as well as scientific and innovative potential. Seeking to regulate the flows of emigration of students and young people in Lithuania in general, complex, longitudinal researches into

the emigration scope, directions, causes and trends are required that would be supported on a national level rather than by the initiatives of individual groups of scientists only. Such researches would enable ensuring consistent monitoring of the emigration phenomenon and shaping a long-term national youth emigration policy. To realise these ambitions, it is recommended to conduct the mentioned researches into the youth emigration as well as to seek consistency and integrity of the youth employment and education policies.

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