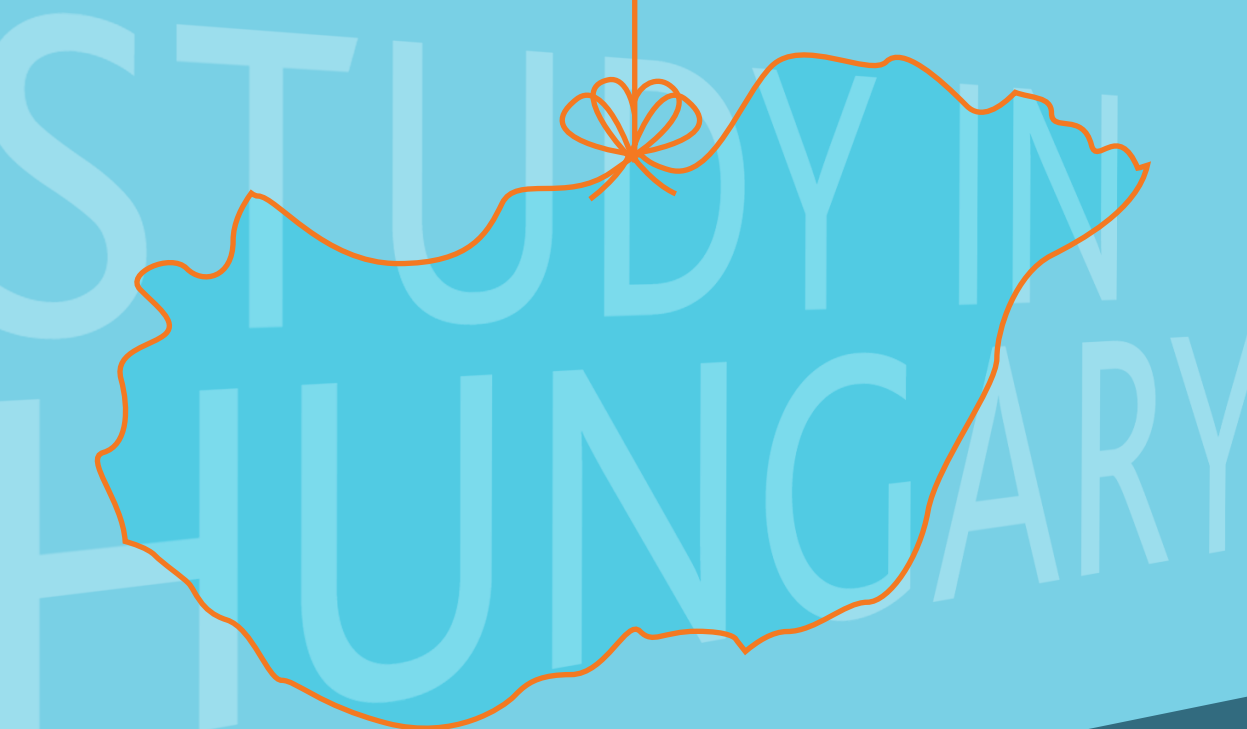


CAMPUS MUNDI



STUDENT SATISFACTION SURVEY 2016

HUNGARY AND HUNGARIAN HIGHER EDUCATION
ACCORDING TO INTERNATIONAL STUDENTS

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EXECUTIVE SUMMARY

On behalf of Tempus Public Foundation (in the framework of EFOP-3.4.2-VEKOP-15-2015-00001 project) a study was conducted to reveal the opinions of *full-time and part-time* international students studying in Hungary, analysing their perceptions and attitudes towards Hungary, its educational services and mobility.

In addition to 10 qualitative in-depth interviews, a quantitative survey with a large sample size was conducted: *1566 international students from 72 countries and studying at 27 Hungarian higher education institutions* constitute the dataset. The majority of respondents in the sample (81 percent) are Stipendium Hungaricum students, while 12 percent are Erasmus students.

Firstly, the general perceptions of Hungary and Hungarian people were measured with open-ended questions. Respondents had to mention *three positive and three negative expressions* that come into their minds about Hungary and Hungarian people. The resulting image is quite favourable. As a positive aspect, the majority associated them with beauty, kindness, and friendliness. The most frequent negative answer to the question was that there is no negative expression that characterizes Hungary.

Based on the *culture personality* scale that measures the construct with twenty personality traits – international students consider Hungarians mostly honest (similar to the results from 2013). Peaceful, polite, moral, and calm qualifiers also have high mean values. Students gave the lowest mean values to optimistic, selfless, and unique. According to our respondents, Hungary is an ideal *touristic destination* on a 7-point scale, with a mean of 5.79, and approximately similarly is an ideal educational destination with a mean of 5.45, and is a bit more than moderately ideal *business destination* with a mean of 4.62.

The three most frequently mentioned reasons behind the decision to study at a Hungarian higher education institution are high quality education (46%), the desire to get to know another culture (46%), and affordable prices (43%). *The most predominant information sources* for this decision are scholarships portals on the internet (with a mention of 35%), and information received from friends (26%).

International students gave a value of 4 on a 5-point Likert scale measuring their satisfaction of *shopping, sport, entertainment, transport, and accommodation facilities*.

Behaviours experienced in *university administration* have the most favourable evaluation among *the listed 14 informal and formal situations*. In the case of university administration, 63% of the respondents encountered positive and helpful behaviour, one fourth of the respondents met indifferent behaviour, and only 8 percent perceived any negative attitude. As regards other situations, opinions are the most

positive concerning restaurants and shops, but in most of the formal situations indifferent or helpful behaviour was typical. Hostile, negative behaviour was experienced mostly at the Office of Immigration and Nationality, and in the healthcare system (11 and 14% respectively).

Education quality and infrastructure of higher education institutions have mean values of 3.74 and 3.66 respectively. Among the variables measuring *help in general orientation*, the helpfulness of the administrative staff (3.89) and the service quality of the international office (3.84) have the highest mean values. Students are only a little bit more than moderately satisfied with the *amount of their grant/scholarship* (3.19).

Stipendium Hungaricum students are the most satisfied with education quality, infrastructure, and help in general orientation. *Erasmus* students are a little bit more dissatisfied regarding every factor, whereas *self-financed* students are much more dissatisfied with these factors.

Based on the results of the in-depth interviews and the quantitative survey it turns out that an improvement in the *mentor/tandem programme* is needed, more events should be organized with Hungarian students, and it would be important to integrate foreign and Hungarian students into English language studies.

The evaluation of the *mobility programme* has not changed much among Erasmus students since 2013. In the questions related to it, the opinions of *Stipendium Hungaricum* students are the most positive, and the opinions of self-financed students are the least positive.

70 percent of the respondents would choose Hungary again to study in if they had to choose again, 26 percent believe that *maybe* they would come to study in Hungary again, and only 4 percent think that their choice would *not* be Hungary again.

In many cases, there is a *significant relationship among the satisfaction with services*, the evaluation of Hungary as an *ideal educational destination*, and the attitude towards *choosing Hungary again*.

Students perceive Hungary as an ideal educational destination by a higher probability if they are satisfied with the following: academic programme, teaching methods, use of online tools on the courses, scientific prestige, relationship with other students, helpfulness of the tandem/buddy/mentor student, sport facilities (at the university), computer facilities (at the university), satisfaction with rented flat, accommodation facilities (in the city), regularity of the payment of the scholarship.

The evaluation of the ideal educational destination is in relation to the more positive assessment of the *culture personality* traits, especially in the case of the following traits: trustworthy, industrious, exciting, ambitious, moral, honest, well-organized, and unique. As regards all of the *42 questions related to satisfaction*, the relationship is clear between higher satisfaction and the choice whether to choose Hungary again.

The choice of the student is strongly influenced by the *experienced helpful or hostile attitude in certain informal and formal situations*, too. *Opinions about mobility also* affect whether students would come to study in Hungary again. The more the respondent agrees with the related statements, the more likely he/she is to choose Hungary again.

Based on the above-mentioned remarks and the content of the study, our suggestions can be summarised as follows:

Orientation:

- increase in the quantity and quality of preliminary information (before students come to Hungary)
 - e.g. sending information packages about the country and about the institution

- online presence of institutions to be more informative and the information in English to be regularly updated (similarly to that in Hungarian)
- involvement of tandem/buddy/mentor student partner before arrival in Hungary
- involvement of mentor programme participants in administration issues related to getting help
- increase in the quantity and quality of orientation and intercultural programmes upon arrival

Integration:

- organization of more non-academic programmes during the semester
- increase in the supply of basic Hungarian language classes to mitigate language problems
- integrated education through the involvement of Hungarian students
- more academic and non-academic programmes with Hungarian students

Infrastructure:

- further improvement in sport and computer facilities at universities
- more effective help in finding accommodation in the Stipendium Hungaricum programme
- assistance to avoid possible overcharging
- amendment of scholarships to the ideal level marked by the students (if there are enough financial resources available)

Communication:

- emphasis on the three main decision factors (high quality education, the possibility to get to know another culture, affordable prices) in communication materials
- increased reach to certain target groups, based on the regional differences already defined
- intensive use of the two main information sources – scholarship portals on the internet, students who returned home
- organization of opportunities to meet with students who returned home for students who are interested in studying in Hungary
- establishment and management of alumni networks
- increase of presence on scholarship portals aimed at target groups defined in the study
- maintenance of relationships with students who have studied in Hungary and returned home (as the main decision influencers) through newsletters and social media platforms
- emphasis on the identified positive culture personality traits that influence the choice of students in the communications campaigns aimed at international students
- use of the positive words mentioned in answers to open-ended questions in the communications campaigns aimed at international students

Satisfaction:

- concentration on satisfaction factors related to the students' choice to choose Hungary again
- targeting of the less than averagely satisfied groups according to the satisfaction indicators

2.

RESEARCH BACKGROUND

‘Main research objectives: positive and negative perceptions about Hungary, and satisfaction with education and related services’

2.1. Antecedents of the research; aim

Among the antecedents of this research are several qualitative and quantitative studies that were conducted with the purpose of assessing the opinions of international students about Hungary. The image of Hungary and Hungarian higher education among international students was first measured in 2003 on a sample size of 500 people within the framework of an OTKA research project (Berács–Malota, 2004), and the study’s conclusions were later interpreted from an education-tourism perspective, too (Berács–Malota, 2007).

Between 2003 and 2014, in both semesters in every academic year, qualitative studies were conducted of foreign exchange students’ experience in Hungary (Gyulavári–Malota, 2016). Based on these studies, the main factors behind international students’ opinions about Hungary were formulated, and that presented a comprehensive background for constructing a standardized questionnaire. The country-wide analysis in 2010 was conducted on behalf of Tempus Public Foundation, and its results were published in the Bologna booklet series (Berács–Malota–Zsótér, 2011).

Then Tempus Public Foundation, within the framework of the TÁMOP 4.2.4.B/2 project, hired ISC Foundation in 2013 to conduct a study to get to know the opinions of students studying in Hungary between 2010 and 2013. The results of this research are available in the studies published by Tempus Public Foundation (Malota, 2014). In addition, the study of Balassi Institute in 2013 about international students’ opinions on mobility inspired the development and amendment of the questionnaire (Balassi Intézet, 2013).

The questionnaire for the present study was prepared through several consultations, with the guidance and help of the experts in Tempus Public Foundation.

The aim of this research is to reveal the opinions of foreign full-time and part-time students studying in Hungary regarding the following topics:

- positive and negative perceptions of Hungary,
- experienced attitude and behaviour towards foreigners,
- image of Hungarian culture,
- attitude and satisfaction concerning different conditions and facilities (accommodation, leisure, transport, sports, and shopping facilities),
- analysis of the decision to choose the educational institution, and analysis of the information sources used to make the decision,
- evaluation of the educational standard of the higher education institution, and satisfaction with student services,
- opinions related to mobility.

In addition, in the case of full-time and part-time students who have a Stipendium Hungaricum scholarship the following topics were studied:

- satisfaction with the assistance related to the payment of the scholarship, assistance in finding accommodation, and with health insurance,
- satisfaction with the information provided by the institutions, and with the services provided to students,
- satisfaction with student counselling, and with mentoring services.

2.2. Results of in-depth interviews conducted with international students¹

“Close the big gap” between Hungarian and foreign students, let the education be integrated, and provide more leisure activities’

Within the framework of the qualitative research, ten foreign exchange students were interviewed in the form of semi-structured in-depth interviews. They were studying in various Hungarian higher education institution with Erasmus, CEEPUS, Stipendium Hungaricum or Science without Borders grants, or in a self-financed programme. The students came from different countries (see Appendix), and their cultures, values, motivations, and educational backgrounds are different. During the interviews, the intention was to find out what they think about Hungary, its culture, the people, and the way of life, and questions were asked to get to know better what they think about Hungarian higher education and about their host institution.

¹ Names of in-depth interview respondents have been changed. In the conducting and analysis of the interviews Dóra Takács, a university student, took part.

MAIN TOPICS OF THE IN-DEPTH INTERVIEWS

Personal information

- name, age, country of origin
- field of study, host institution, mobility programme, spent time (semesters)
- main motivations for and aims of traveling abroad
- previous foreign studies

General opinion about Hungary

- previous experiences, preliminary information, information sources
- former image, change of image about the country and their city of study after experience
- extremely good and bad experiences
- Hungarian culture, characteristics of Hungarian people
- possible problems (with authorities, public services, people, acquisition of information, accommodation)
- quality of services, way of life

Host institution

- factors influencing the decision, preferences, reasons for choosing an institution
- expectations towards the institution, and the factual opinions (standard of education, professors, classes, services, administration, coordinators, international office)
- Hungarian students, mentor (tandem partner)
- the best and the worst experiences regarding the university
- characteristics of the host institution

The respondents were students from bachelor's, master's, and doctoral programmes. Many of the students were spending more than one semester in Hungary. Concerning their motivations, very different reasons motivated them to apply to a mobility programme. There were some who did not have a choice: one semester in a foreign country is part of their study programme, or certain attributes of the country fit their field of study. Others chose Hungary in order to benefit from the opportunities: *"Because I heard about Hungary, that it is good to study there, and Hungary is a country in the middle of Europe, and so I can travel to other countries..." (Tamir, 21).*

OPINIONS ABOUT HUNGARY

Among the respondents, only one student had been to Hungary before his/her first university semester, on a school trip. The majority of the students had not heard much about the country before their arrival, and information was gathered from their friends studying here, or from the internet (they emphasized Wikipedia as the website they looked at the most). In connection with the country, goulash soup, Hungarian history, and information concerning their field of study were mentioned as the object of their preliminary search. *"I know about the common Turkish-Hungarian history, I read about it" (Reza, 30).* As an expectation prior to their arrival, most of them believed that more people speak English in the country. *"I expected that more people speak English as a second language..." (Manuela, 30).*

Students were asked if they had had any extremely good or bad experiences in Hungary. As a bad experience, one of them mentioned that *"we went to Siklós with my friends and they believed that we are migrants and they started to yell, and they called the police..."* (Yousef, 19). Two of them raised the quality of accommodation as a bad experience: *"Accommodation was terrible, I changed it after two days"* (Fabian, 21).

As for good experiences, very different stories were told: *"I tried to help an old lady in the street, although I do not speak Hungarian, and she offered me hand-made chocolate"* (Manuela, 30). *"I was at a Hungarian wedding, I got to know many Hungarians"* (Isabella, 21). *"I was in some museums, and I visited the country as well, for example on the Hortobágy, in Kecskemét, I saw the puszta, horse-shows, and these have a great effect on the music, for example on Bartók, and Kodály. After these, I could understand this kind of music"* (Kosei, 29).

The responses are quite unanimous about Hungarians being open-minded, respectful, helpful, simple, and beautiful people, but very pessimistic. *"In my opinion, there are many good people, everyone loved me where I worked"* (Tamir, 21). A typical remark is that Hungarians are cold at the first meeting and do not smile, but later become more friendly. *"They think and behave differently than Brazilians, I realized that they are not impolite, only different"* (Isabella, 21). Some contradictory thoughts were mentioned as well, mostly in connection with the attitude of the population to work. According to the German student Hungarians are lazy, whereas the student from Ecuador believes that they work hard. It was also mentioned that Hungarians do not like foreigners if they cannot speak Hungarian, although this was said to be more common among older people. One of the students had a quite unpleasant experience in this regard: an old man started to yell at him and his friends because they were not speaking in Hungarian on the tram. The Iranian student highlighted that in the past few years he had not had any problems, but since the migrant crisis *"they do not like to see foreign people in the city, they look oddly at me"* (Reza, 30).

In the interviews, the students were asked what kind of inconveniences occurred during their stay, particularly regarding authorities, people, public services, and the acquisition of information. They are all satisfied with public transport, and they find it well-organised. It occurred on more than one occasion that in shops, the post office, and in offices the staff were not kind to them. For example, when purchasing train tickets and meeting ticket inspectors on buses there was a lack of language knowledge and unpleasant behaviour occurred: *"Ticket clerks are rude"* (David, 22), *"The ticket inspector yelled at me on the bus, because I did not know that I was traveling over the section border"* (Naraya, 21). In connection with banking services, one of the interview subjects mentioned that administration is slow. *"They spoke English at only one place, so I had to wait 4 hours. Since then, messages are coming in Hungarian from the bank"* (Manuela, 30). They had not had any problems with the police or with healthcare so far. One of them faced problems when shopping when he/she could not get sufficient information because the list of ingredients was not marked or it was not clear what the food product was precisely (for example, what kind of meat). In addition, students mentioned that information in English on some websites was not up-to-date, and did not correspond to the information in Hungarian.

Relating service quality to the general cost of living, they believe that the provided services in Hungary are of high quality and are good value for money. For the German student on an Erasmus programme, everything seemed cheap during his/her stay here. As for students on Stipendium Hungaricum programmes, there were some who thought that the cost of living is not expensive, and there were some who believed that while food is cheap, clothing and other non-food products are perceived as expensive. One student mentioned that there are different prices for international students and for Hungarians regarding accommodation: *"they overcharge foreigners"* (Reza, 30).

Overall, they have a good opinion about Hungary. They like the country, and some consider it to be their second home country. "For me, everything is natural, like a home country. When I return to Tokyo it is uncomfortable, there are too many people, too much information, too many subways" (Kosei, 29).

OPINIONS ABOUT THE HOST INSTITUTION

We were curious as to why the students who came here chose their particular institutions, and what their experiences of education, professors, university services and the courses were compared to their expectations. One of the important factors behind the choice of a university was that the particular university or country has a partnership with other countries and universities. Another important aspect was the reputation and the ranking of institutions, and the courses and study opportunities offered by them: "*I came here because of the Nobel-prize winners of Budapest University of Technology and Economics, and because of the opportunities of taking part in projects*" (Isabella, 21). "*I came here because of the programme, Eötvös Loránd University offered a very complex programme, with research*" (Manuela, 30). "*It was important, where can I get enough knowledge about agriculture*" (George, 20). According to every student, the quality of teaching is better than they had expected, because it is practical and professors are well-trained. "*I am satisfied with the quality of teaching, it is good, of high quality, academic...*" (Fernando, 34). As regards the professors, they have a better experience than expected. Most of them mentioned that the teachers are helpful, it is possible to communicate with them by email, they are very qualified, and they try to involve the students in the classes.

In the case of the self-financed student, it was revealed that students are left alone outside the classes. Even if they fail an exam there is no extra-curricular help, and having a mentor who helps students prepare for specific exams would be good. Concerning the courses it was mentioned that there are not too many English courses and more should be offered. Moreover, one student brought up the point that as teaching is organised in small groups, he/she does not know many of his/her fellow students, only those few students who take the same course. Positive aspects were mentioned, too. For example, high quality education and the possibility to construct their own timetable. They lack a wide range of English books, and the opportunity to do sports after the classes. "*I waited for sport activities after the classes, but I only have physical education classes*" (Yousef, 19). The international office was evaluated with mixed emotions, too. They brought up helpfulness and information provision, but slow paperwork came up as a negative aspect. Those who are helped by a coordinator are all very satisfied with him/her, and they say they can come to him/her at any time.

Foreign students do not really know the Hungarian students – they meet just 10-20 students altogether. They said that everyone they met was kind, smart, and helpful. At the university, not many common activities are organised with Hungarian students, and this is what they miss. They would like to establish relationships with them. "*It would be good if the people from Stipendium Hungaricum organised programmes, too*" (George, 20). "*Close the big gap, let the education be integrated*" (Reza, 30). Sport activities, joint seminars, leisure events, and excursions are mentioned as possible programmes where they could meet their Hungarian fellow students. "*More team-building, games, quiz shows would be good*" (David, 22).

The tandem/mentor programme offers them help at their arrival, but not every student is supported by a Hungarian student. The respondents explained that they receive a lot of help from their partner, but when it comes to administrative processes their tandem partner should be more informed about what kind of documents are needed and how these can be found, as well as about the process itself, so that things can move faster. It occurred in one case that the partner did not help the student – the Erasmus student reported that the partner did not meet him/her upon arrival, so he/she did not know where to find anything, not even the dormitory.

3.

QUANTITATIVE RESEARCH METHODOLOGY

‘June 2016, foreign students, online survey’

During the quantitative research an online questionnaire was used. It was sent to the email addresses of international students studying in Hungary, with the aid of Tempus Public Foundation and the contribution of the institutions' international coordinators. The survey was conducted in June 2016, and it was sent out several times. It took 15-20 minutes to fill out the questionnaire. The final sample size was 1566². The data was analysed with the help of IBM's SPSS Statistics V22.0 statistical software.

During the analysis, comparisons are made with the sample from 2013 on several occasions. It is recognised that there are numerous limitations to this, primarily because of the discrepancies between the two samples. These differences are summarised in the table below.

For the above-mentioned reasons – primarily because of the very differing categories of economic development – in some cases Erasmus exchange students will be compared in the samples of 2013 and 2016, as the distribution of Erasmus students in 2016 is approximately similar to in the sample of 2013.

² The study is not representative, because the exact population of foreign students is not definable. However, a large proportion of Stipendium Hungaricum students responded, so valid conclusions are able to be drawn related to them (the questionnaire was sent to 1598 Stipendium Hungaricum students, and 1269 responded before the closure of the database).

Table 1: Differences between the sample from 2013 and 2016

sample	2013	2016
sample size	404	1566
duration of studies	was an exchange student in Hungary between 2010-2013	was an exchange or full-time student in Hungary in the academic year 2015/2016
study programme (type of scholarship)	only exchange students (mostly Erasmus)	exchange students (mainly Erasmus) and full-time students (mostly Stipendium Hungaricum)
BA-MA-PhD programme	51%-40%-5%	45%-37%-13%
number of countries	49	72
country of origin of respondents by categories of economic development	developing 33%, middle income developed 22%, high income developed 45%	least developed 43%, developing 41%, middle income developed 9%, high income developed 7%; in the case of Erasmus students: developing (+least developed) 36%, middle income developed 27%, high income developed 37%
number of universities	28	27
Budapest-countryside	66% Budapest, 34% countryside	44% Budapest, 56% countryside
motivation of respondents for filling out the questionnaire	voluntary	voluntary in the case of exchange students, compulsory in the case of SH students (for the subsequent payment of scholarship)

DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE

'1566 students from 72 countries'

4.1. Country of origin of respondents

The respondents came from 72 different countries to Hungary to study. Among the respondents, most of the students came from one of the following ten countries: China (11%), Jordan (9%), Vietnam (6%), Tunisia, Japan, Nigeria, Algeria, Turkey (all 5%), Mongolia and India (both 4%). Students from these 10 countries constitute 60 percent of the whole sample. In the further detailed analyses, because of their satisfactory sample size, these ten countries can be also taken into account separately.

Table 2: Country of origin of respondents

Country	frequency N=1566	% 100
China	177	11,3%
Jordan	144	9,2%
Vietnam	101	6,4%
Tunisia	76	4,9%
Japan	75	4,8%
Nigeria	72	4,6%
Algeria	71	4,5%
Turkey	70	4,5%
Mongolia	67	4,3%
India	66	4,2%
Kazakhstan	54	3,4%
Iraq	47	3,0%

Germany	44	2,8%
Azerbaijan	43	2,7%
Ecuador	41	2,6%
Georgia	36	2,3%
Palestine	21	1,3%
between 11-20 respondents: Brazil, Columbia, Costa Rica, France, Italy, Laos, Macedonia, Moldova, Morocco, Norway, Portugal, Romania, Spain, Yemen	206	13,2%
less than 10 respondents: Angola, Argentina, Austria, Australia, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Cambodia, Canada, Croatia, Cyprus, Czechia, Egypt, Estonia, Finland, Ghana, Greece, Iran, Ireland, Israel, Kurdistan, Kuwait, Lebanon, Latvia, Lithuania, Mexico, Namibia, Poland, Republic of Korea, Russian Federation, Serbia, Slovakia, Switzerland, Taiwan, The Netherlands, The Philippines, Ukraine, United Kingdom, Uruguay, USA	155	9,9%

55 countries are represented by less than 20 respondents in the sample, so countries are grouped together according to two criteria for the further analyses.

The 72 countries were ranked into four categories by economic development, based on GDP (nominal) per capita (International Monetary Fund: IMF data, 2015). Using these categories 7 percent of the students are from high income developed countries, 9 percent are from middle income developed countries, 41 percent are from developing countries, and 43 percent are from the least developed countries.

Figure 1: Country of origin of respondents by categories of economic development (%)

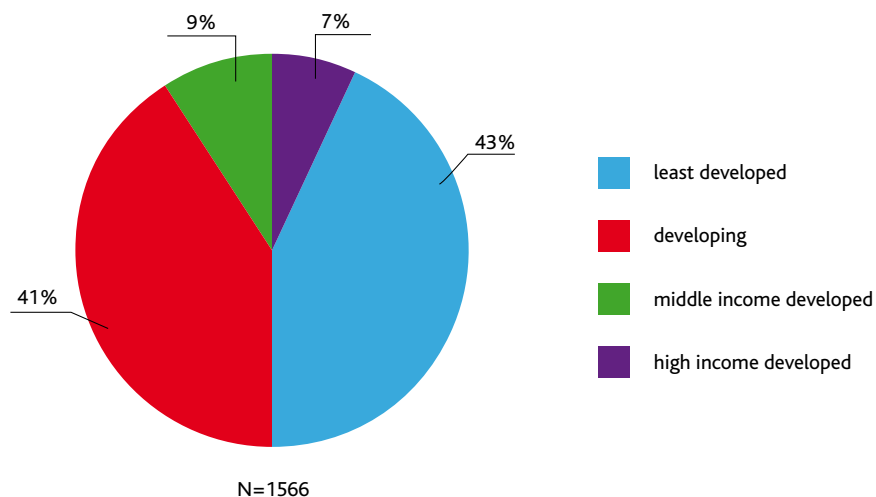


Table 3: Country of origin of respondents by categories of economic development

least developed (GDP/capita < 5000 US dollars) N=674 43%	developing (GDP/capita 5000-15,000 US dollars) N=638 41%	middle income developed (GDP/capita 15,001- 35,000 US dollars) N=137 9%	high income developed (GDP/capita > 35,000 US dollars) N=117 7%
Algeria, Angola, Bosnia and Herzegovina, Cambodia, Egypt, Georgia, Ghana, India, Iran, Iraq, Kurdistan, Laos, Macedonia, Moldova, Mongolia, Morocco, Nigeria, Palestine, The Philippines, Tunisia, Ukraine, Vietnam, Yemen	Argentina, Azerbaijan, Belarus, Brazil, Bulgaria, China, Columbia, Costa Rica, Croatia, Ecuador, Jordan, Kazakhstan, Latvia, Lebanon, Lithuania, Mexico, Namibia, Poland, Romania, Russian Federation, Serbia, Turkey	Cyprus, Czechia, Estonia, Greece, Italy, Japan, Kuwait, Portugal, Republic of Korea, Slovakia, Spain, Taiwan, Uruguay	Australia, Austria, Belgium, Canada, Finland, France, Germany, Ireland, Israel, Norway, Switzerland, The Netherlands, United Kingdom, USA

Looking at the whole sample, the proportion of men is significantly higher (62% men vs. 38% women) among the students from the least developed countries, whereas the proportion of women is higher (65% women vs. 35% men) among the students from middle and high income developed countries. There were more women from Japan, Mongolia and China among the respondents, and there were more men from Nigeria, Tunisia and Jordan than the distribution of men and women in the total sample.

The second way the countries were grouped together was by classifying the countries into regions according to the categorization of Stipendium Hungaricum partner countries – as applied by Tempus Public Foundation. One fifth of the respondents arrived from East Asia, and 16% arrived from the Middle East, while more than 10% of the students came from the EU (European Union), and a further 10% came from North Africa. Canada, USA, and Australia are put into the “other” category because their small sample sizes do not enable them to generate relevant groups for further analysis.

Table 4: Country of origin of respondents by regions

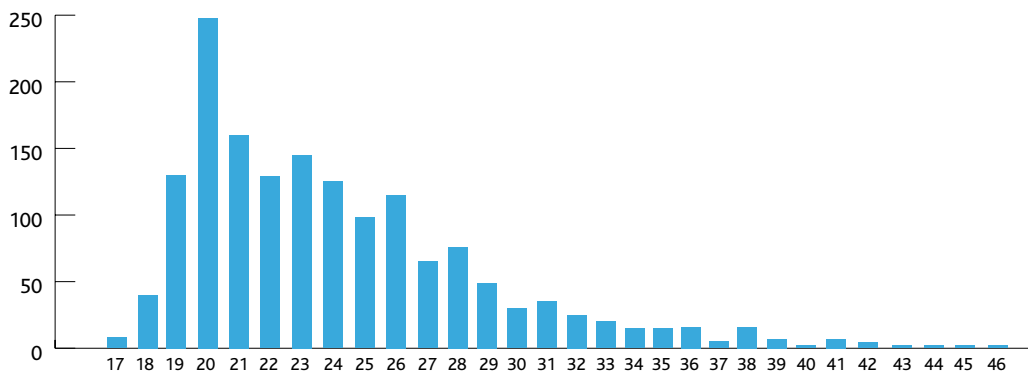
region	frequency N=1566	% 100
East Asia	321	20,5%
Middle East	251	16,0%
EU	164	10,5%
North Africa	161	10,3%
Southeast Asia	125	8,0%
Eastern Europe	106	6,8%

Western Balkans	98	6,3%
Africa	89	5,7%
South and Central America	70	4,5%
South Asia	66	4,2%
Other	61	3,9%
Central Asia	54	3,4%

4.2. Sex and age of respondents

54 percent of the sample are men, 46 percent are women. The average age of the respondents is 24.1 years (standard deviation: 4.79, range: 17-54 years, mode: 20 years). Almost three quarters of the respondents (73 percent) are between 19 and 25 years old.

Figure 2: Age of respondents (frequency)



N=1566

The average age of the men in the study is 24.5 years, and that of the women is 23.6 years. The average age of bachelor's students is 21 years, and of master's students 26 years. The average age of one-tier master's students is 24 years, of students in the preparatory programme it is 22 years, of students in the specialization programme it is 26 years, and of PhD students it is 30 years. The average age is 24.3 years in full-time programmes (primarily Stipendium Hungaricum students), and 23.3 years in part-time programmes (primarily Erasmus students). The average age of Stipendium Hungaricum students is 24.2 years in the sample, and the same of Erasmus students is 22.8 years.

4.3. Financial situation of respondents compared to other international students studying in Hungary, and compared to other students in their own country

51% of the respondents perceive their own financial situation as average compared to their fellow students at home. When students had to compare their financial circumstances to the other international students studying in Hungary, the two lower income categories were more represented: 40% perceive their financial situation a little or much worse (this value is 20% in comparison with the students from their own countries). So the two lower categories vs. average financial situation vs. the two higher categories rate of 20%-50%-30% turned into 40%-40%-20%. The proportion in the sample of students who are from developing or from the least developed countries is very high, so this tendency is represented in the results, too.

Table 5: Financial situation of respondents compared to other students in their own country, and to other students in Hungary

"How do you evaluate your financial situation?"	compared to other students in your country N=1566 100%	compared to other students here N=1566 100%
much worse than the average	4,3%	14,4%
a little worse than the average	15,4%	25,2%
average	51,4%	42,3%
a little better than the average	21,8%	13,2%
much better than the average	7,1%	4,9%

The answers given by the students about their own financial situations are in accordance with the country categories by economic development: the relationship is significant ($p=0.0001$). Thus, students from the more developed countries perceive their own financial state above the average, compared to other international students studying in Hungary (47% of them marked the categories "much better than the average", and "a little better than the average", whereas only 15% of students who came from the least developed countries evaluate the situation similarly).

Students who study in the countryside perceive their financial situation less or much worse in higher proportions than those who study in Budapest. Applying the so-called layer test (controlling the effect of the 3rd variable), this result can be explained by the fact that at institutions in the countryside there is a higher proportion of students who came from the least developed and from developing countries (primarily Stipendium Hungaricum students) than at institutions in Budapest.

4.4. Grants or scholarships of students, besides their Stipendium Hungaricum/ Erasmus/Erasmus Mundus/CEEPUS/EEA Grants Scholarship/Bilateral grant

67 percent of the respondents do not receive any other financial grant besides their Stipendium Hungaricum/Erasmus/Erasmus Mundus/CEEPUS/EEA Grants Scholarship/Bilateral grant. Those who receive grants mentioned scholarships provided by primarily a foreign government, or from the Hungarian government (17% and 12% respectively). The other categories (financial help from either Hungarian or foreign foundations or organizations or companies) gained only 3% each.

Table 6: Grants or scholarships of students besides their Stipendium Hungaricum/Erasmus/Erasmus Mundus/CEEPUS/EEA Grants Scholarship/Bilateral grant (several options are possible, N=1566)

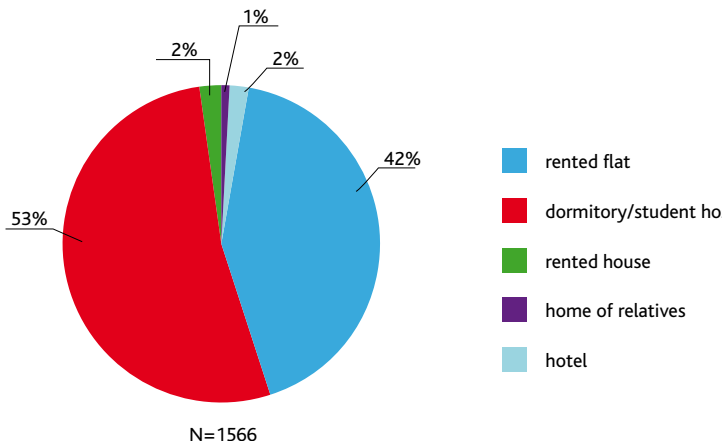
"Do you get a grant or scholarship supporting your studies besides the Stipendium Hungaricum/Erasmus/Erasmus Mundus/CEEPUS/EEA Grants Scholarship/Bilateral grant?"	mentions %
no, I don't get any	66,8%
yes, provided by a foreign government	17,2%
yes, provided by the Hungarian government	11,9%
yes, provided by a Hungarian foundation or organization or company	2,7%
yes, provided by a foreign foundation or organization or company	2,6%

Among students who study agricultural and engineering sciences the proportion of extra grants provided by a foreign government are significantly higher than the average. We find students supported by the Hungarian government in a greater amount among students who study law and business sciences, and among students who study at institutions in the countryside, and among undergraduates.

4.5. Place of residence in Hungary of respondents

53% of the respondents live/lived in dormitories/student hostels, 42% live/lived in rented flats, and the remaining 5% are hosted in rented houses, the homes of relatives, or in hotels.

Figure 3: Place of residence in Hungary of respondents (%)



Students who study at an institution in Budapest live in significantly higher proportion in rented flats than students in the countryside (52% vs. 35%). Students in the countryside typically live in dormitories (61% vs. 42% of students who study in Budapest). The explanation behind this is that 60 percent of Stipendium Hungaricum (SH) respondents, and only 40 percent of Erasmus respondents study at institutions in the countryside, and SH students avail themselves of dormitories/students hostels in higher proportion.

Definitely, students who have a better financial situation rent flats in higher proportion. If we control this relationship to Budapest-countryside, and Erasmus-SH programme variables, we can see that this relationship is only significant in Budapest.

EDUCATIONAL DEMOGRAPHICS OF THE SAMPLE

'The sample consists of students from 27 higher education institutions; 81% of them are Stipendium Hungaricum students'

5.1. Higher education institution of respondents

Responses of students from 27 Hungarian higher education institutions are present in the database. Half of the sample (54%) is represented by students from 5 institutions (University of Pécs, University of Debrecen, University of Szeged, Budapest Business School, Szent István University). 85 percent of the sample is represented by students from 10 universities: in addition to the above, Eötvös Loránd University, Corvinus University of Budapest, Budapest University of Technology and Economics, University of Miskolc, and Óbuda University. These 10 institutions represent between 5 and 15 percent of the sample each, so in the following detailed analyses, these institutions can be taken into account separately, by reason of their appropriate (more than 70 people each) sample sizes.

Table 7: Proportion of respondents by higher education institution

"Which University/College are you attending now in Hungary?"	frequency N=1566	% 100
University of Pécs	231	14.8%
University of Debrecen	189	12.1%
University of Szeged	158	10.1%
Budapest Business School	139	8.9%
Szent István University, Gödöllő	129	8.2%
Eötvös Loránd University	123	7.9%
Corvinus University of Budapest	113	7.2%
Budapest University of Technology and Economics	101	6.4%
University of Miskolc	74	4.8%

Óbuda University	72	4.6%
Liszt Ferenc Academy of Music	44	2.8%
Semmelweis University	36	2.3%
Eszterházy Károly University of Applied Sciences (including Károly Róbert University College), Eger	25	1.6%
Kaposvár University	24	1.5%
Pázmány Péter Catholic University	22	1.4%
Széchenyi István University, Győr	16	1.0%
Balassi Institute (offers preparatory programmes)	16	1.0%
Kodolányi János University of Applied Sciences, Székesfehérvár	11	0.7%
National University of Public Service	11	0.7%
University of West Hungary, Sopron	9	0.6%
University of Dunaújváros	8	0.5%
King Sigismund Business School	5	0.3%
Moholy-Nagy University of Art and Design	3	0.2%
Debrecen Reformed Theological University	2	0.1%
Andrássy Universität Budapest	2	0.1%
Hungarian Dance Academy	2	0.1%
Hungarian University of Fine Arts	1	0.1%

44 percent of the respondents study at universities in the capital, 56 percent of them study at institutions in the countryside. In the sample, 12 institutions are in the countryside, and 15 are in Budapest. 30 percent of students in the sample are students of universities titled "university of national excellence", and 54 percent attend an institution with a "research university" title.

The rate of men and women among students is similar in most of the higher education institutions. The exceptions are that women are overrepresented at Corvinus University of Budapest, Budapest Business School and Eötvös Loránd University, while men are overrepresented at Szent István University and University of Miskolc.

Significant differences are found among institutions with large sample sizes concerning the development categories of countries. Compared to the whole sample, students coming from the least developed countries are in significantly large numbers at Budapest Business School, University of Miskolc and Szent István University; students coming from developing countries are in significantly large numbers at University of Pécs; students coming from middle income developed countries are in significantly large numbers at University of Debrecen; students coming from middle and high income developed countries are in significantly large numbers at University of Szeged.

In summary, it can be concluded that at institutions in the countryside – compared to sample proportions – students who come from less developed countries are in higher proportion, and at institutions in the capital, students who come from wealthier countries are in higher proportion. Taking into account all the three variables, it can be seen that Erasmus students coming from more developed countries are in higher proportion in the capital, the ones who come from the least developed and developing countries are in higher proportion in the countryside.

Table 8: Rate of respondents in higher education institutions by categories of country development

University	least developed N=674 43%	developing N=638 41%	middle income developed N=137 9%	high income developed N=117 7%
University of Pécs	24.2%	65.8%	6.9%	3.0%
University of Debrecen	46.6%	42.9%	10.6%	0.0%
University of Szeged	42.4%	33.5%	11.4%	12.7%
Budapest Business School	55.1%	35.5%	0.0%	9.4%
Szent István University, Gödöllő	70.5%	27.9%	0.0%	1.6%
Eötvös Loránd University	44.7%	42.3%	6.5%	6.5%
Corvinus University Budapest	28.3%	56.6%	6.2%	8.8%
Budapest University of Technology and Economics	54.5%	42.6%	2.0%	1.0%
University of Miskolc	76.7%	23.3%	0.0%	0.0%
Óbuda University	47.2%	38.9%	4.2%	9.7%

The next table presents the universities that are in large numbers in the sample by regions and countries, highlighting the overrepresented cases.

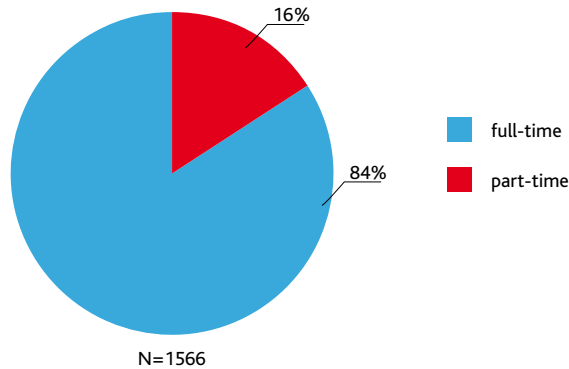
Table 9: Overrepresented respondents in higher education institutions by regions and countries

University	overrepresented regions	overrepresented countries (among the 10 countries with large sample sizes)
University of Pécs	East Asia, Middle East	Jordan, China
University of Debrecen	Africa, East Asia, Middle East	Japan, Jordan, Nigeria
University of Szeged	South Asia	India, Japan
Budapest Business School	Eastern Europe, Central Asia, North Africa	Mongolia, Tunisia
Szent István University, Gödöllő	Western Balkans, Africa	Nigeria
Eötvös Loránd University	Central Asia, North Africa, South and Central America, EU	Algeria, Turkey, Tunisia
Corvinus University Budapest	South and Central America, Eastern Europe, EU, Western Balkans	China, Turkey
Budapest University of Technology and Economics	Southeast Asia	Vietnam
University of Miskolc	Africa, North Africa, South Asia	Algeria, India, Nigeria
Óbuda University	EU	Algeria, Vietnam

5.2. Study programme of respondents

84 percent of the respondents are full-time students. 16 percent of the students are part-time students.

Figure 4: Percentage of respondents enrolled part-time and full-time (%)

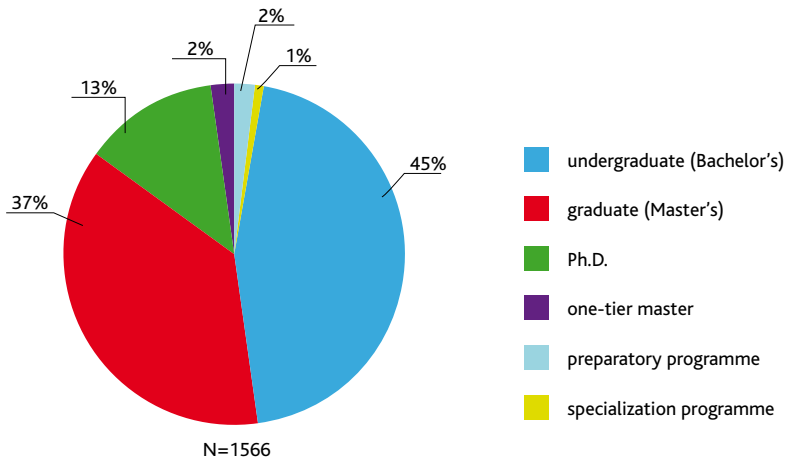


A large proportion of Stipendium Hungaricum students are full-time students, and a large proportion of Erasmus students are part-time students.

5.3. Higher education level of respondents

45 percent of respondents study in Bachelor's programmes, 37 percent study in Master's programmes, 13 percent study in PhD programmes. In addition, 2% are students of a one-tier Master's programmes, 2% study in preparatory programmes (e.g. for Hungarian education), 1% take part in specialization programmes.

Figure 5: Higher education level of respondents (%)



In the case of institutions of larger sample sizes, the ratio of undergraduate-graduate-PhD students (45-37-13 percent) in the total sample differs in the following way. A shift can be experienced to master's students at Corvinus University of Budapest, Eötvös Loránd University and University of Miskolc (54%, 58%, and 71%). Undergraduates represent the sample more at Óbuda University, University of Debrecen and University of Pécs (60%, 59%, and 64%). The ratio of PhD students is significantly higher at Szent István University and University of Szeged, compared to the whole sample (29-29%).

Among the 10 countries that are represented by more students in the sample, Chinese and Jordanian students' proportions are remarkably different from students coming from other countries. In the case of these countries, there are more undergraduate students (57% and 84% vs. 45% in the total sample). The number of master's students is overrepresented in regards to the following countries (37% in the total sample): Algeria (86%), Nigeria (49%), Tunisia (58%), Turkey (64%). The proportion of PhD students is 13% in the whole sample, but it is much higher among the students of Vietnam (26%) and India (60%).

5.4. Type of grant/scholarship programme of respondents; comparison of Stipendium Hungaricum and Erasmus students

The total numbers of international students in Hungary were the following³:

Foreign students altogether: 2015/16 autumn = 26,155 students, 2015/16 spring = 24,398 students

- Stipendium Hungaricum programme: 2015/16 autumn = 1270 students, 2015/16 spring = 1339 students
- Science without Borders programme: 2015/16 autumn = 294 students, 2015/16 spring = 309 students
- Erasmus programme: (according to the most up-to-date data available) in 2013 = 4764 incoming students⁴
- CEEPUS programme: in 2015/2016 academic year = 295 incoming students⁵

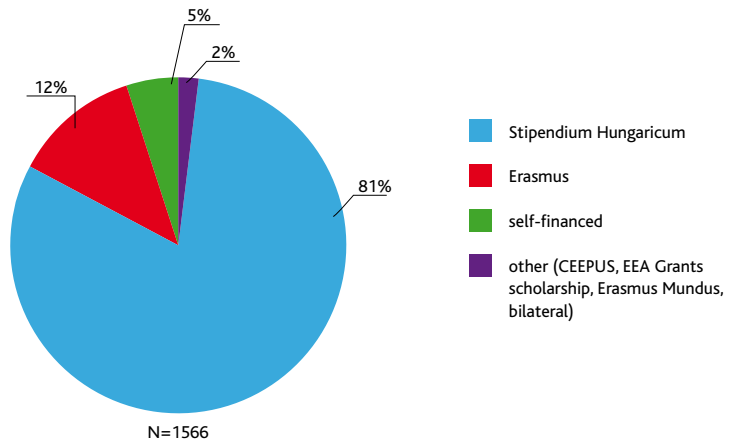
The majority of respondents in the sample (81 percent, 1269 students) are Stipendium Hungaricum students (a condition for the payment of their subsequent scholarship – September 2016 – was to fill out the questionnaire). The further part of the database is made up as follows: 12% (189 students) are Erasmus students, 5% (71 students) are self-financed students. In addition to that, some students (in total 2% of the whole sample) study in Hungary in the framework of CEEPUS, Erasmus Mundus, EEA Grants Scholarship programme, bilateral programme, or Science without Borders programme.

³ Source: database of Oktatási Hivatal Felsőoktatási Információs Rendszer [Educational Authority, Higher Education Information System]

⁴ Source: <http://tka.hu/palyazatok/1016/statisztikak>

⁵ Source: Tempus Public Foundation

Figure 6: Grant/scholarship type of respondents (%)



Given the nature of Stipendium Hungaricum scholarships (students can only apply if they come from a country on the partner list, which does not include EU countries), the regional proportions in the table below are not a surprise.

Table 10: Rate of Stipendium Hungaricum vs. Erasmus vs. self-financed students by regions (the remaining percent to 100% are from students from other programmes)

region	rate of SH students N=1269	rate of Erasmus students N=189	rate of self-financed students N=71
South Asia	100%	0%	0%
Southeast Asia	98%	0%	0%
Central Asia	98%	0%	0%
North Africa	98%	0%	0%
South and Central America	97%	0%	0%
Middle East	96%	0%	3%
East Asia	95%	0%	2%
Africa	92%	0%	5%
Eastern Europe	85%	11%	1%
Western Balkans	75%	21%	2%
EU	0%	85%	12%
other	0%	15%	51%

Grouping the countries by categories of economic development, the following distributions could be found in the case of scholarship types:

Table 11: Rate of Stipendium Hungaricum vs. Erasmus vs. self-financed students by level of economic development in their countries of origin (the remaining percent to 100% are from students from other programmes)

level of economic development of countries of origin	rate of SH students N=1269	rate of Erasmus students N=189	rate of self-financed students N=71
least developed	96%	2%	2%
developing	87%	9%	1%
middle income developed	37%	52%	9%
high income developed	0%	59%	34%

The rate of women among Erasmus programme students is higher (73% vs. 46% in the total sample), the rate of men among Stipendium Hungaricum students is higher (58% vs. 54% in the total sample). This reflects the country of origin, since there are more students who come from less developed countries among SH students, from where more men came to study to Hungary. Master's students (39% vs. 37% in the total sample) and PhD students (14% vs. 13% in the total sample) are significantly overrepresented in the SH programme.⁶ In the Erasmus Programme, undergraduate students are overrepresented (67% vs. 45% in the whole sample).

In the following table, the distribution of the sample regarding Stipendium Hungaricum students, Erasmus students and self-financed students is presented among the institutions that are represented in large numbers in the sample.

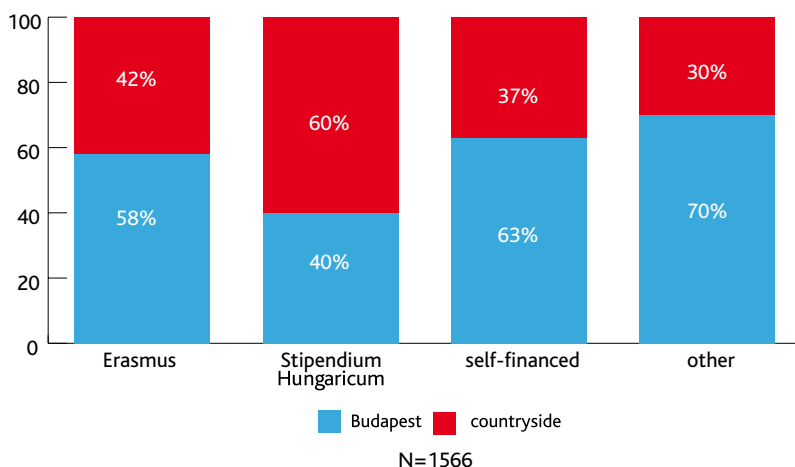
Table 12: Rate of Stipendium Hungaricum vs. Erasmus vs. self-financed students by institutions (the remaining percent to 100% are from students from other programmes)

"Which University/College are you attending now in Hungary?"	rate of SH students N=1269	rate of Erasmus students N=189	rate of self-financed students N=71
Szent István University, Gödöllő	98%	2%	0%
University of Pécs	94%	1%	4%
University of Miskolc	93%	7%	0%
University of Debrecen	92%	6%	0%
Budapest Business School	87%	10%	0%
Óbuda University	81%	19%	0%
Eötvös Loránd University	80%	19%	1%
Corvinus University of Budapest	80%	18%	1%
University of Szeged	73%	13%	10%
Budapest University of Technology and Economics	72%	1%	13%

SH students are more likely to study in the countryside, Erasmus students are more likely to study in Budapest, which is shown in the following figure:

⁶ Note: since a large proportion of the sample are SH students, this 1-2 percent discrepancy is indeed significant.

Figure 7: Distribution of institutions in the capital and in the countryside by types of scholarship/grant (%)



5.5. Duration of studies in a foreign and in a Hungarian institution of respondents

65 percent of the respondents do not attend a higher education institution in the country where they come from, because they study full-time in Hungary. A further 20 percent study at home in the 2nd, 4th, and 6th semesters (the survey was conducted at the end of the spring semester). The number of those (1-2%) who are in different semesters to their home studies is marginal.

Table 13: Respondents' duration of studies in a foreign institution

"Which semester of your studies are you at now in your home country?"	frequency N=1566	% 100
none, full time in Hungary	1020	65.1%
1st semester	16	1.0%
2nd semester	137	8.7%
3rd semester	39	2.5%
4th semester	102	6.5%
5th semester	25	1.6%
6th semester	73	4.7%
7th semester	25	1.6%
8th semester	40	2.6%
9th semester	10	0.6%
10th semester	35	2.2%
11th semester	1	0.1%
12th semester	10	0.6%
13th or more semester	33	2.1%

92 percent of our respondents spend one or more of their first to fourth semesters in Hungary, and only 8 percent study in Hungary during the later stages of their studies. 47 percent have spent two semesters so far in Hungary, 24 percent have spent four (the survey was conducted at the end of the 2015/16 academic year, in the second semester).

Table 14: Time spent studying in Hungary so far

"Altogether how many semesters have you spent in Hungary up to now?"	frequency N=1566	% 100
1 semester	188	12.0%
2 semesters	739	47.2%
3 semesters	130	8.3%
4 semesters	377	24.1%
5 or more semesters	132	8.4%
<i>5 or more semesters, detailed:</i>		
5 semesters	14	0.9%
6 semesters	54	3.4%
7 semesters	8	0.5%
8 semesters	24	1.5%
9 semesters	5	0.3%
10 semesters	8	0.5%
11 semesters	0	0.0%
12 semesters	10	0.6%
13 or more semesters	9	0.6%

5.6. Main fields of study of respondents

Students from economic science and engineering science are in proportionally higher numbers in the sample (19% and 15% respectively). Students from medical and health science, and from computer science represent 9-9 percent in the sample.

Table 15: Respondents' fields of study

"What is your field of study?"	frequency N=1566	% 100
economic science	296	18.9%
engineering science	233	14.9%
computer science	141	9.0%
medical and health science	137	8.7%
law and administration	118	7.5%
agriculture	88	5.6%
arts and humanities	81	5.2%

natural science	62	4.0%
art	58	3.7%
social science	26	1.7%
teacher training	14	0.9%
sport science	3	0.2%
theology	2	0.1%
other	307	19.6%

Compared to the general distribution of the sample, more men are represented in computer science and engineering science. More women are represented in arts and humanities, economic science, natural science, social science, and in teacher training.

Compared to the average, there are more PhD students in arts and humanities, law and administration, medical and health science in the sample. Undergraduates are overrepresented in teacher training. Graduates are overrepresented in natural science.

Analysing the countries of large sample size and different regions, the following fields of study seem to stand out with their higher sample numbers.

Table 16: Overrepresented respondents in different fields of studies by regions, countries and by economic development categories

field of study	overrepresented regions	overrepresented countries (among the 10 countries with large sample sizes)	overrepresented economic development categories
economic science	East Asia, Eastern Europe	Mongolia	developing countries
engineering science	Middle East, Africa	Algeria, Mongolia, Nigeria	least developed countries
computer science	Africa, Southeast Asia, East Africa	Nigeria, Tunisia, Vietnam	least developed countries
medical and health science	South Asia, EU	India	high income developed countries
law and administration	Middle East, East Asia	Japan, Jordan	middle income developed countries
agriculture	Southeast Asia, Africa, Western Balkans	China, Nigeria, Turkey, Vietnam	least developed countries
arts and humanities	Western Balkans, EU	Algeria, China, Turkey	-
natural science	Southeast Asia	Turkey	-
art	East Asia	Japan	middle income developed countries
social science	EU	-	high income developed countries
teacher training	low number of respondents		
sport science			
theology			

Stipendium Hungaricum students are overrepresented in engineering sciences, computer science, agriculture, and natural science. Erasmus students are overrepresented in social sciences and arts and humanities. Self-financed students are overrepresented in medical and health science.

5.7. Hungarian and English language skills, academic performance, and self-esteem of respondents

A high proportion of the respondents (63%) know only a few words in Hungarian, whereas 4 percent have no difficulties with it or speak it like a mother tongue.

Table 17: Hungarian language skills of respondents

"Do you speak Hungarian?"	frequency N=1566	% 100
I speak it like it was my mother tongue	23	1.5%
I read/write/speak without difficulties	36	2.3%
I read/write/speak with some difficulties	203	13.0%
I read/write/speak with lots of difficulties	323	20.6%
I only know a few words	981	62.6%

English language knowledge is naturally much higher in the sample: 20% speak it like it was their mother tongue, 55% have high-level language skills (writes/reads/speaks without any difficulties). Altogether 2 percent admitted that they know only a few words, or communicate with many difficulties in English.

Table 18: English language skills of respondents

"How do you evaluate your English knowledge?"	frequency N=1566	% 100
I speak it like it was my mother tongue	307	19.6%
I read/write/speak without difficulties	858	54.8%
I read/write/speak with some difficulties	367	23.4%
I read/write/speak with lots of difficulties	22	1.4%
I only know a few words	12	0.8%

The proportion of those students who speak English like it was their mother tongue is extremely high among Nigerian, Indian, and Jordanian students, and that of those who communicate without difficulties among Tunisian and Turkish students.

Foreign students evaluate their own academic performance higher compared to other international students in very high proportion. 57% described themselves a little higher or much higher than the average in this matter, 35% described themselves as average, and only 7% evaluate themselves (their grades) a little or much lower than the other students. The results could be interpreted as better students being more motivated to fill out the questionnaires. However, Stipendium Hungaricum students (i.e. the majority of the respondents) were obliged to fill out the questionnaire, meaning that perhaps overvaluation of their own performance is the reason behind the results.

Table 19: Academic performance of respondents

"How do you evaluate your academic achievement (your grades) compared to other international students here?"	frequency N=1566	% 100
much lower than the average	26	1.7%
a little lower than the average	89	5.7%
average	553	35.3%
a little higher than the average	579	37.0%
much higher than the average	319	20.4%

Academic performance and English language knowledge are naturally related to each other. A significant, positive, but weak correlation was found (Pearson correlation coefficient: 0.23, $p < 0.00001$).

Based on the data, the (perceived) academic achievements of full-time students is higher than those of part-time students (most marked in the category of 'much higher than the average': 22% vs. 12%). Students who are in the highest and the lowest income category evaluated their academic achievements the highest (26% and 30% vs. 20% in the total sample).

Students from the least developed countries evaluate their academic performance much higher than the average, compared to the whole sample (24% vs. 20%). Primarily Indian and Nigerian students stated likewise. Japanese describe their skills modestly, typically marking the answer categories 'much lower' or 'a little lower'.

Concordant with the previous remarks, as regards self-esteem the proportions are similar to those concerning academic achievements. 52% perceive themselves with a little higher, or much higher self-esteem than the average, 38% evaluate themselves as average, and 10% as lower than the average.

Table 20: Self-esteem of respondents

"How do you evaluate your self-esteem (self-confidence) compared to others?"	frequency N=1566	% 100
much lower than the average	32	2.0%
a little lower than the average	127	8.1%
average	589	37.6%
a little higher than the average	511	32.6%
much higher than the average	307	19.6%

Self-esteem of men and of graduate students is higher than the sample average. Analysing the 10 countries of high sample sizes, Indian, Algerian and Nigerian students perceive themselves with much higher self-esteem than the average, whereas Japanese evaluate themselves with much lower self-esteem than the average.

THE IMAGE OF HUNGARY, IN THE OPINION OF INTERNATIONAL STUDENTS

'The most frequently mentioned negative word about Hungary is that there is no negative word'

6.1. The image of Hungary, based on spontaneous positive and negative words

The general image of Hungary was measured with open-ended questions. The respondents had to answer the question: what are the first 3 positive and the first 3 negative words that come into their minds when they think about Hungary, the Hungarians.

Regarding positive aspects, the majority associated Hungary and Hungarians with beauty, kindness, and friendliness. The other most frequently listed positive words were: peaceful, helpful, cheap/affordable, Budapest, culture, safe, and calm. Some funny words also occurred sometimes in Hungarian, in the English questionnaire: e.g. palacsinta (crepe), Laci bácsi (Uncle Laci), erős tanulás (hard study), köszönöm (thank you), mangalica (mangalitsa pig), and "Cubik-Rubik" (Rubik's cube).

Table 21: The first three positive words about Hungary and Hungarians

"What are the first 3 positive words that come to your mind when you hear the words 'Hungary' and 'Hungarians'?"	number of mentions N=4698	% N= 4698 = 100%
beauty, beautiful	427	9.1%
kind, nice	367	7.8%
friendly	309	6.6%
peace, peaceful	190	4.0%
helpful	174	3.7%
cheap, affordable	114	2.4%
Budapest	100	2.1%
culture	79	1.7%
safe, safety	65	1.4%
calm	59	1.2%

It is promising that the most frequent mention to the question asking for the three negative words that come into the respondents' minds about Hungary and the Hungarians was "no negative". It occurred in many cases that after two words, the third was "no more". (When asked to give 3 positive words, there were only 9 respondents who could not give 3 answers to the question. This implies that students did not ignore that question because of "laziness"; they really could not or did not want to list negative words.) The next most common negative words in order were: language problems, homeless people, small country, unfriendly, poor, smoking, expensive, racist, cold, slow, rude, lazy, and pessimistic.

Table 22: The first three negative words about Hungary and Hungarians

"What are the first 3 negative words that come to your mind when you hear the words 'Hungary' and 'Hungarians'?"	number of mentions N=4698	% N= 4698 = 100%
no negative, nothing, none	309	6.6%
language problems (difficult language, no English knowledge)	248	5.3%
homeless people	122	2.6%
small, small country	120	2.6%
unfriendly	86	1.8%
poor, poverty	79	1.7%
smoking	77	1.6%
expensive	76	1.6%
racist	74	1.6%
cold	73	1.5%
slow	71	1.5%
rude	65	1.4%
lazy	63	1.3%
pessimistic	53	1.1%

It is remarkable that agreement in positive words is higher, as mention percentages are higher (7-9% in the first three cases), whereas rates are lower in the case of negative expressions (3-7% for the first three), although more kinds of words appear there.

Figure 8: Spontaneous mentions about Hungary and Hungarians (the first three positive, and the first three negative words)



N=4698

6.2. Evaluation of the personality traits of Hungarian culture

In the survey, respondents had to evaluate Hungarian culture as a personality. For this, the developed (Malota–Gyulavári 2013, Malota–Mitev 2013) and validated, 7-point semantic differential culture personality scale was applied.

Foreign students consider Hungarians mostly honest (mean of 5.23 on the 7-point scale). Peaceful, polite, moral, and calm qualifiers have a relatively high (somewhat higher than 5) mean value. Students consider Hungarians optimistic, selfless, and unique the least (standard deviation values are not marked in the table to aid transparency; values are between 1.31-1.69).

Table 23: Evaluation of the culture personality traits of Hungary

culture personality traits (in brackets, the negative opposite is shown)	total sample mean 2016 N=1566	Erasmus sample mean 2016 N=189	Erasmus sample mean 2013 N=404
honest (liar)	5.23	4.86	5.01
peaceful (aggressive)	5.13	4.51	4.80
polite (impolite)	5.08	4.34	4.81
moral (immoral)	5.05	4.71	4.89
calm (restless)	5.02	4.61	4.47
trustworthy (swindler)	4.97	4.66	4.69
sexy (not sexy)	4.82	4.05	4.63
straightforward (flattering)	4.79	4.44	4.47
exciting (boring)	4.78	4.87	5.08
well-organized (disorganized)	4.69	3.99	4.06
ambitious (aimless)	4.66	4.23	4.39
industrious (lazy)	4.59	4.37	4.59
tolerant (intolerant)	4.52	3.86	4.32
humorous (humourless)	4.51	4.38	4.77
emotionally stable (unstable)	4.50	4.44	4.41
perfectionist (negligent)	4.43	4.03	4.06
carefree (anxious)	4.29	4.10	4.03
optimistic (pessimistic)	4.25	3.82	3.61
selfless (selfish)	4.25	3.96	4.42
unique (average)	4.13	4.68	4.73

In comparison with the research in 2013 (when exchange students were asked, who studied in Hungary between 2010 and 2013), every mean value of personality traits improved, except for humorous, unique, exciting, and selfless. A significantly high level of improvement was experienced for the qualifiers calm, well-organized, and optimistic.

These results seem promising for Hungary, since the evaluation of Hungarians is more favourable in a given respondent group. In certain cases, however, the reasons behind that can be found in the

differences of the samples, and not definitely in the fact that the image of Hungary has become more positive during the period.

It can be seen in the summary table in chapter 3 that the sample from 2016 is remarkably different from the one from 2013. Due to the differences, the samples of Erasmus students from 2013 and 2016 are compared separately in Figure 10, because these two segments are similar the most in the two samples, in several aspects (e.g. categories of country of origin in economic development, voluntary fill, part-time study for a short time).

Analysing these two samples, it can be seen that all the mean values decreased a bit in regards to every factor compared to 2013. Improvement is only visible for the qualifiers calm and optimistic – this shows that it is not only Stipendium Hungaricum students who evaluate Hungarians better regarding these two characteristics in 2016, but also exchange students compared to 2013. Erasmus exchange students gave lower averages for every qualifier – except for “unique”, and “exciting” – than Stipendium Hungaricum students.

First, the polarity profile of the total sample from 2016, then the comparison of the results from the 2013 and 2016 exchange student sample are presented.

Figure 9: Culture personality traits of Hungary, according to the respondents (Mean of the total sample of 2016)

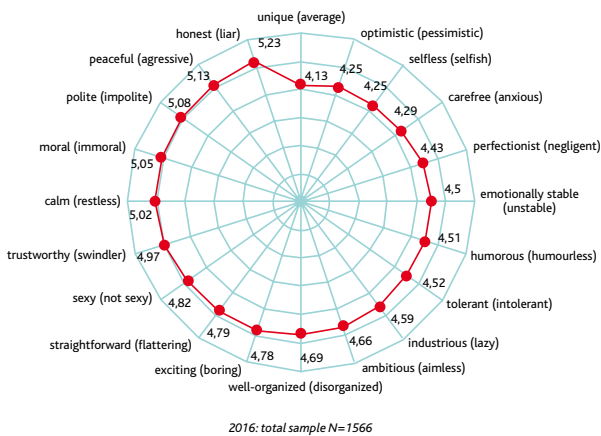
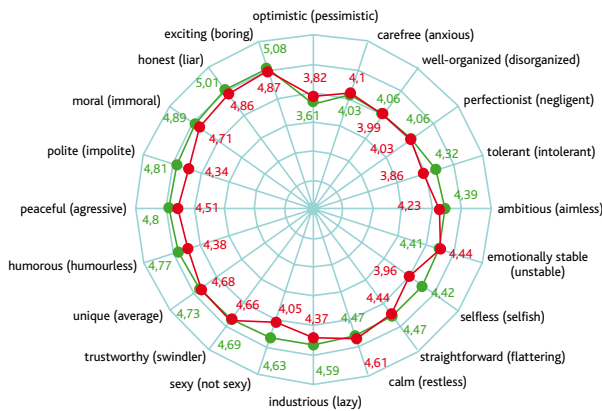


Figure 10: Culture personality traits of Hungary, according to the Erasmus respondents (Sample mean of Erasmus students from 2013 and 2016)



Women evaluate Hungarian culture personality as more aggressive, intolerant, lazy, and disorganized than men. Concerning other characteristics, there were no other differences between the averages of the two genders.

Several characteristics are in direct proportion with the economic development of the country of origin. The less developed country the respondent is from, the more ambitious, humorous, tolerant, honest, calm, and reliable he/she perceives Hungarians to be.

As regards the personality trait "tolerant", the differences are very noteworthy in averages: the mean value given by students from the least developed countries is 4.81, for those from developing countries it is 4.65, for those from middle income developed countries it is 3.86, and for those from high income developed countries it is 2.85.

Two significant differences are observable among those who would come back, maybe would come back, and would not come back to study in Hungary (analysis about this can be seen in detail in the last, summarizing chapter). The evaluation of morality and honesty influences whether the student wanted to come back to study in Hungary. The more moral and honest the student considers Hungary, the more likely it is that he/she would choose Hungary as the place of his/her studies.

Then, the respondents were asked to evaluate Hungary on a 1-7 point scale from the aspect of whether they consider it as an ideal touristic, educational, and business/investment destination (these three variables have moderately strong correlation: Pearson correlation coefficients are between 0.43 and 0.52, significance level: $p < 0.0001$). According to our respondents, Hungary is an ideal touristic destination on a 7-point scale, with a mean of 5.79 (5.94 in 2013), approximately similarly it is an ideal educational destination with a mean of 5.45 (5.40 in 2013), and a bit more than moderately ideal business destination with a mean of 4.62 (4.11 in 2013).

The evaluation of Hungary as a touristic destination is in connection with the perceived culture personality, wherein the regression analysis shows correlation with 7 variables ($R^2 = 0.25$). The more reliable, exciting, moral, sexy, unique, ambitious, and calm the student perceives Hungarian culture to be, the more he/she considers Hungary an ideal touristic destination.

From an educational perspective, the relationship is somewhat stronger ($R^2 = 0.28$). The more positive evaluation of the following characteristics correspond to the respondents perceiving Hungary as ideal as a place for education: reliable, industrious, ambitious, moral, honest, well-organized, unique.

Concerning business destination, similar characteristics are related to the ideal evaluation ($R^2 = 0.27$), wherein new linkages besides the above-mentioned characteristics are humour, and selflessness.

In line with our expectations, naturally a high correlation is observable (Pearson correlation coefficient: 0.39, $p < 0.0001$) between whether a student perceives Hungary as an ideal educational destination or not, and whether he/she would select Hungary again as a place of his/her place of study. Those who would come back to study here gave a mean of 5.87, those who would probably come back gave a mean of 4.70, and those who would not come back gave a mean of 2.89 on the seven-point scale to the question of whether Hungary can be considered as an ideal educational destination or not.



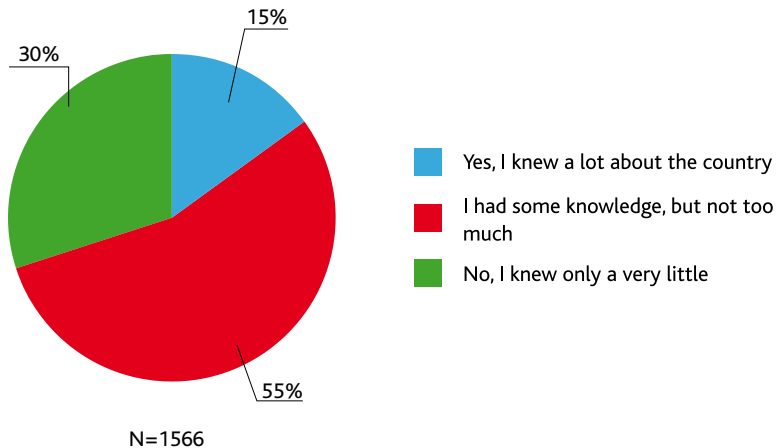
THE SELECTION OF THE HUNGARIAN EDUCATIONAL INSTITUTION

'Main decision factors: high quality education, getting to know another culture, affordable prices'

7.1. Prior knowledge of Hungary among international students

85 percent of the students knew only very little (55%), or had some knowledge but not too much (30%) about Hungary, before they started their studies in Hungary.

Figure 11: Prior knowledge of Hungary among respondents



The proportions are approximately the same in the studies from 2010 and 2013. From the countries that were represented in the greatest numbers, the Turkish students had more preliminary knowledge about Hungary: 36 percent marked the option "yes, I knew a lot about the country" (compared to 15%

in the total sample). The Nigerians, the Japanese, and the Algerians knew proportionally significantly only a very little.

Analysing regional proportions we can see that Eastern European and Western Balkan students had more prior knowledge than students from the other regions. The same cannot be concluded from the respondents from the EU, among whom no significant difference was found.

7.2. Reasons behind the decision to study in Hungary

The three most frequently mentioned reasons concerning the decision to study at a Hungarian higher education institution are high quality education (46%), the desire to get to know another culture (46%), and affordable prices (43%). These three arguments are very prominent in the list; after these, only mentions under 25% occur. The three most frequently indicated arguments were highlighted in bold in every sub-sample.

Besides the top three reasons mentioned above, students often chose (15-25%) from the options that they came to study in Hungary because it has a good reputation, because their acquaintances who studied here suggested the country for them, because it was easy to get accepted by the institution, because there is a partnership between the two universities, because there is a low level of discrimination in Hungary, because the student wanted to live in Hungary, and because the institution offers a unique programme.

Among the other reasons (5% mentioned) were such special interests as the student likes the music of Liszt Ferenc and Bartók, or he/she could study nuclear electronics, or perhaps he/she wanted to study from a given professor, or at a laboratory with a good reputation.

Table 24: Reasons behind the decision to study in Hungary (more options are available)

"Why did you decide to come to study in Hungary?"	number of mentions N=1566	total sample mentions % 2016	Erasmus sample mentions % 2013	Erasmus sample mentions % 2016	SH sample mentions % 2016
the quality of the education is high	724	46%	16%	15%	51%
I wanted to know another culture	723	46%	68%	53%	46%
it is a financially affordable country	678	43%	63%	68%	38%
the country has a good reputation	388	25%	21%	24%	26%
I know people who studied here before and they recommended it	367	23%	33%	36%	20%
it was easy to get accepted to the University/College	318	20%	21%	22%	18%
there is a partnership with my home University/College	276	18%	61%	66%	10%
low level of discrimination against foreigners	269	17%	5%	9%	19%
I wanted to live in Hungary	267	17%	30%	27%	16%

the University/College here offers a unique programme	253	16%	15%	7%	17%
it is the country where I would like to develop my future career	224	14%	7%	8%	16%
I had friends here	169	11%	11%	24%	10%
it is close to my home country	149	9%	18%	25%	7%
I visited Hungary as a tourist and I really liked it here	119	8%	18%	20%	6%
no special reason	87	6%	4%	3%	6%
other	82	5%	8%	3%	6%
I had relatives here	66	4%	5%	5%	4%
I had my partner here	26	2%	2%	3%	1%

The same conclusions can be drawn from the sample of Stipendium Hungaricum students of 2016 in terms of the proportions and the most frequently chosen reasons.

Compared to the data from 2013, affordable prices, the desire to get to know another culture, and the partnerships between the institutions were much less mentioned by the total sample. (These differences can be explained by sample discrepancies, given the predominance of Stipendium Hungaricum students in the 2016 study and because in 2013 Erasmus students were asked, where e.g. partnership was a primary aspect.) When comparing just the Erasmus samples of 2016 and 2013, the connection can be confirmed, since these reasons were the three most frequently marked by Erasmus students in both studies. Regarding the decision factors of Erasmus students in 2013 and 2016, no significant differences can be found, except for the desire to get to know another culture, which was chosen significantly less as a reason to study in Hungary in 2016 (68% vs. 53%).

High quality education as a decision factor is present with 46 percent (it was only 16 percent in 2013 in the Erasmus sample, and in 2016 among SH students it was 51%, but only 15% among Erasmus students). The reason for this is also the different sample structure: students from the least developed and developing countries marked this option in significantly high proportion.

Among Stipendium Hungaricum students, it was present in a higher proportion that the Hungarian institution provides a unique programme (17%), than in the case of Erasmus students (7%). Future career reasons (16% vs. 8%) and the low level of discrimination (19% vs. 9%) were also significantly higher reasons why SH students chose Hungary than among Erasmus students.

In the study of 2016, there were some reasons that Erasmus students gave more mentions to than SH students: because their acquaintances who previously studied here advised it (36% vs. 20%), their friends live here (24% vs. 10%), it is close to their home (25% vs. 7%), they visited Hungary before as tourists (20% vs. 6%), and that they wanted to live in Hungary (27% vs. 16%).

Among the main decision factors (selected by more than 20 percent of the respondents) the significantly overrepresented groups were analysed. These are the following:

- *I wanted to know another culture*: Southeast Asia, China, Vietnam, Erasmus students, students of an institution in Budapest, students who spend only one semester here, students of Budapest Business School
- *the quality of the education is high*: PhD students, students from the least developed and from developing countries, Vietnam, Jordan, Middle East, South Asia, Southeast Asia, East Asia, students of engineering science, law and administration, men, Stipendium Hungaricum students, students

who spend two semesters here, students from Budapest University of Technology and Economics and University of Debrecen

- *it is a financially affordable country*: students from high income developed countries, Turkey, India, Eastern Europe, Western Balkan, EU, students of economic science, medical and health science, women, Erasmus students, self-financed students, students who spend one semester here, students of an institution in Budapest, students from Budapest Business School, Corvinus University of Budapest
- *the country has a good reputation*: students from the least developed countries, Nigeria, Tunisia, India, Southern Asia, Eastern Europe, men
- *I knew people who studied here before and they recommended it*: students from middle income developed and from high income developed countries, undergraduates, Japan, Tunisia, Vietnam, Southeast Asia, EU, students of arts, Erasmus students, self-financed students, students who spend one semester here, students of an institution in Budapest
- *it was easy to get accepted to the University/College*: students from middle income developed and from high income developed countries, Japan, EU, South and Central America, students of health and medical science, self-financed students.

It must be taken into account that among certain groups there are significant relationships (mentioned in the demographics chapter). (For example, among Erasmus students there are more women and the majority of students who spend one semester here are Erasmus students; Stipendium Hungaricum is overrepresented at institutions in the countryside; there are more men in engineering science, etc.).

7.3. Information sources for the decision to choose a Hungarian institution

The most influential information sources are scholarships portals on the internet (with a mention of 35%). Next, a quarter of the respondents marked that he/she received information about the selected university from friends (26%). Family, the website "Study in Hungary", and embassies/cultural institutes have a similarly primary function concerning information gathering, with 15-15-14 percent.

From the information sources published by the selected university, online advertisements are the most mentioned (10%), while the effect of offline material decreased (31% marked it in 2013, only 4% in 2016). The proportion of students who received information from professors from host universities and faculties is 11 percent. All the other information sources got a much lower number of mentions among the responses (1-7% marked these options).

Table 25: Information sources for the decision to choose a Hungarian institution
(more options are available, answer options deleted in 2013 are not in the survey)

"From who did you first hear about your University/College in Hungary?"	number of mentions N=1566	total sample mentions % 2016	Erasmus sample mentions % 2013
scholarship portal on the internet	552	35%	-
friends	414	26%	24%
family members	235	15%	3%
"Study in Hungary" website	227	15%	-
embassy or cultural institute	217	14%	-
faculty on home campus	177	11%	40%
the University's online advertisement	154	10%	-
a student on home campus	112	7%	25%
staff from host University	112	7%	4%
a student from host University	87	6%	6%
an agency	80	5%	0%
the University's offline information material	60	4%	31%
student's guide	71	4%	6%
newspaper or magazine ad	66	4%	1%
other	67	4%	-
open day at the University in Hungary	15	1%	2%
student fair	15	1%	1%
internet (in 2013 it was not divided into categories as in 2016)	-	-	22%

The sample of 2013 consisted of exchange students, meaning that they were informed by their host campus faculties or students in a higher proportion.

Concerning the two most frequently mentioned information sources (over a frequency of 20 per cent), we can define those segments who marked a certain source in a significantly higher proportion.

- *scholarship portal on the internet*: graduates, PhD students, students from the least developed countries, Nigeria, India, Vietnam, Central and South America, Africa, Southeast Asia, South Asia, students of agriculture, engineering, economic, and natural science, men, students with high self-esteem, Stipendium Hungaricum students, students from Budapest University of Technology and Economics, Szent István University
- *friends*: students from the least developed countries, Tunisia, Vietnam, Southeast Asia, Eastern Europe.

SATISFACTION WITH THE QUALITY OF HUNGARIAN SERVICES

'Foreign students gave a value of four (five was the maximum value) to shopping, sport, entertainment, transport, and accommodation facilities'

Students can be considered somewhat satisfied with the quality of the services they were asked about in the cities where they study. A mean of around 4 (between 3.61 and 4.26) was measured on a five-point scale (standard deviations linked to variable averages are between 1.01 and 1.23).

Foreign students are mostly satisfied with transport facilities (a mean of 4.26 on a five-point scale): 82 percent gave 4 or 5 for the quality of this service. 69 percent of the respondents are very or moderately satisfied with shopping facilities, but 13 percent gave the answer that they are less than moderately satisfied. The satisfaction index of entertainment facilities shows that 63% are more than moderately satisfied (they marked value 4 or 5), while 22% are moderately satisfied (they gave a mark of 3 to this factor).

Accommodation and sport facilities are the most problematic among the listed items. Concerning sport facilities, 28 percent of the respondents gave only a value of 3, while 57 percent gave a value of 4 or 5, and 15 percent gave a value of 1 or 2. One fifth of the respondents evaluated accommodation facilities to a value of 1 or 2, and a further 17 percent are only moderately satisfied.

Table 26: Satisfaction with some city-related services and facilities

"How much are you satisfied with the following?" 1: very dissatisfied 5: very satisfied	total sample mean 2016 N=1566	Erasmus sample mean 2013 N=404	Erasmus sample mean 2016 N=189	SH sample mean 2016 N=1269	Budapest sample mean 2016 N=690	countryside sample mean 2016 N=876
transport facilities (in the city where you are studying)	4.26	4.41	4.39	4.24	4.56	4.03
shopping facilities (in the city where you are studying)	3.85	4.03	3.98	3.84	4.17	3.60
entertainment facilities (in the city where you are studying)	3.78	4.29	4.22	3.71	4.20	3.45

sport facilities (in the city where you are studying)	3.62	3.67	3.72	3.63	3.74	3.54
accommodation facilities (in the city where you are studying)	3.61	4.04	3.88	3.54	3.39	3.79

Comparing the Erasmus sample to the results from 2013, approximately similar averages were received for every factor. Averages given by Erasmus students are higher than those given by Stipendium Hungaricum students, meaning they are more satisfied with these facilities.

Analysing sample averages of Budapest vs. countryside it can be recognised that students studying in the capital are more satisfied with everything except accommodation facilities. It was controlled that in the sample Erasmus students were overrepresented in Budapest and SH students were overrepresented in the countryside, but this does not affect the results: Erasmus students are more satisfied with every factor, both in the countryside and in Budapest.

Based on the multivariate analysis of variance it can be said that the combined effect of the variables "countryside-Budapest" and "programme type" (SH vs. Erasmus) do not have a significant effect on averages, and that the "countryside-Budapest" variable has generally twice the effect (nevertheless weak) on the average than programme type (R2 values under 0.12). Accommodation facilities is the only exception from among the previous factors: programme type has a significant effect, while the effect of "countryside-Budapest" variable is not significant. This is because Stipendium Hungaricum students' accommodation facilities are better (for the reason of their dormitory placement), and this is shown in the results.

Further analysis of demographic and educational demographic categories reveals the following: men and women, and undergraduates, graduates, and PhD students are nearly equally satisfied with every factor. According to economic development, students from high income developed countries evaluate entertainment facilities better (with a mean of 4.10) than students from middle income developed, developing, and the least developed countries (3.76 is the mean of every group). Concerning transport facilities, the most satisfied are students from high income developed and the least developed countries (4.44 and 4.33), while the mean of students from middle income developed and developing countries are lower (4.12 and 4.19).

Analysing countries with large sample sizes, two significant results are observable. Turkish people are more than averagely satisfied with entertainment facilities (4.23 vs. 3.78 in the total sample). Jordanian, Chinese, and Japanese students are much more dissatisfied (means of 3.38-4.40). Students from Nigeria, Turkey, India, and Algeria consider transport facilities better than average (mean around 4.5 vs. 4.26 in the total sample).

There is no difference in the opinion of students about accommodation facilities between students who live in a dormitory (a mean of 3.59), and who live in a rented flat (a mean of 3.63). However, students who live in a rented flat perceive more positively the transport facilities than those who live in a dormitory. (Presumably this is because they could take transport into account when selecting their flat, whereas the dormitory locations were fixed.)

Concerning the duration of studies it can be said that the longer time a student has been studying in Hungary, the less satisfied he/she is with shopping facilities: the mean of those who spend one semester in Hungary is 4.05, the same of those who spend more than 5 semesters in Hungary is 3.72.

A connection was found between the above-mentioned variables and the decision whether the student would chose Hungary again or not. The detailed explanation of this is shown in the final chapter, in the conclusions.



EXPERIENCES IN INFORMAL AND FORMAL SITUATIONS

'Among the listed 14 informal and formal situations, opinions concerning administration at the university are the most positive'

Students were asked for their opinions on numerous informal and formal situations, too. They had to choose if they encountered mostly helpful, hostile, or rather indifferent behaviour.

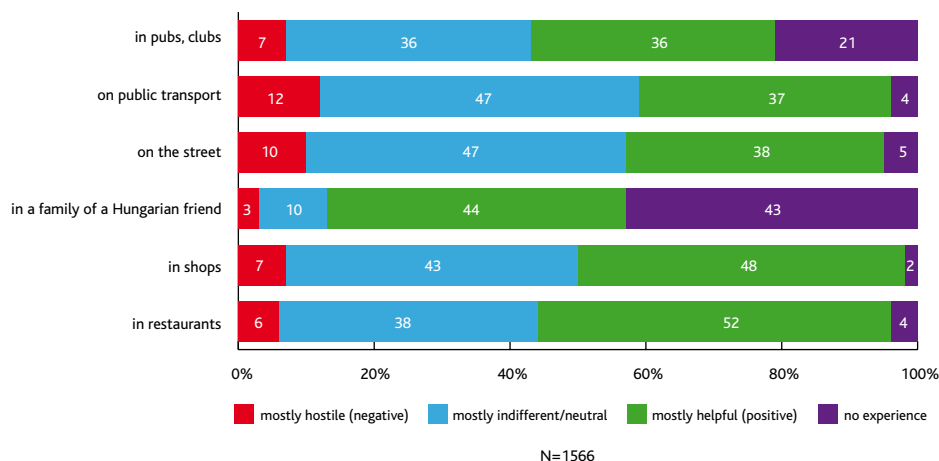
9.1. Experiences in informal situations

Opinions are the most positive concerning restaurants and shops, in which approximately half of the respondents (52 and 48 percent) perceived primarily helpful behaviour in these situations, and only 6-7 percent perceived any hostile behaviour. The respondents encountered similarly helpful (37-38%), and indifferent behaviour (47-48%) on public transport and on the street, although 10-12% experienced negative behaviour.

Concerning bars and pubs, the students indicated positive and indifferent behaviour (36-36 percent). 43 percent of international students do not have any experience of situations with the family members of their Hungarian friends.

Behaviours perceived in casual situations are summarized in the following figure:

Figure 12: Experienced behaviour in certain informal situations (%)



Casual situations were also asked about in 2013, when distributions were broadly similar to the present one, except for differences in two cases. There was less positive (62% in 2013 vs. 52% in 2016) and a bit more indifferent behaviour (38% in 2016 instead of 32% in 2013) experienced in restaurants. No decrease was experienced in the sample of Erasmus students in 2016 on this matter as they perceive positive behaviour similarly in high proportion (59%), so this more negative perception can be explained by the sample distributions of Stipendium Hungaricum students.

The situation became more favourable in the case of transport, where 37% experienced helpful behaviour, compared to 29% in 2013. There are less indifferent behaviours (47% instead of 51%), and hostile situations (12% now instead of 17%). Regarding transport, the sample of Erasmus students underpins the upward trend.

In the following table those groups are highlighted who indicated negative, indifferent, or positive behaviour with higher percentages than the total sample.

Table 27: Experienced behaviour in certain informal situations by demographic and educational demographic categories, overrepresented groups compared to the total sample

“In general, did you experience helpful, indifferent or hostile behaviour in the following situations?”	overrepresented groups perceiving hostile behaviour	overrepresented groups perceiving indifferent behaviour	overrepresented groups perceiving helpful behaviour	overrepresented groups with no experience
in restaurants	students from Southeast Asia	students from Japan, Mongolia, South and Central America	students from Tunisia, India, North Africa, South Asia	students from Nigeria, Africa

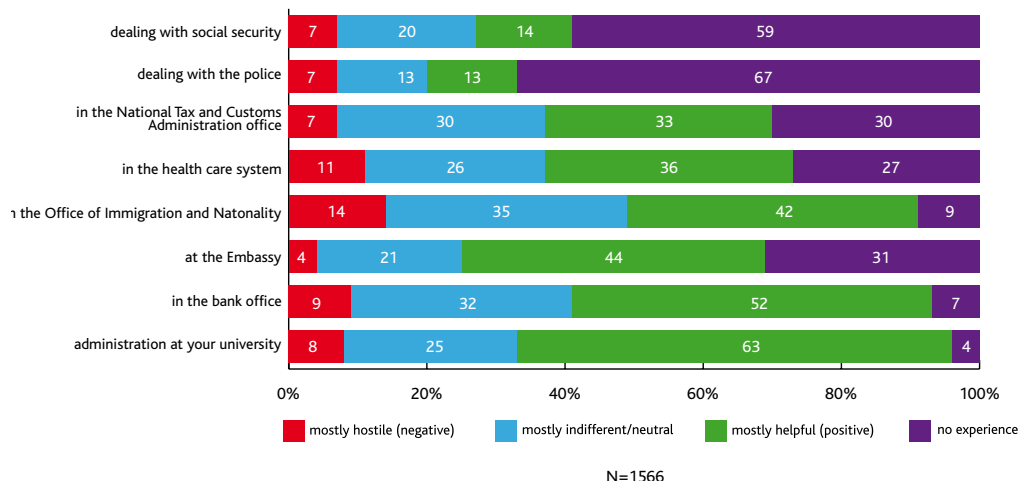
in shops	self-financed students, students who study in Budapest	students from Japan, South and Central America, East Asia	students from Algeria, India, North Africa, South Asia, students with higher self-esteem	
in the family of a Hungarian friend	students from East Asia	students from Middle East, East Asia, Stipendium Hungaricum students	students from Turkey, India, South Asia, South and Central America, Western Balkans	students from Africa, Central Asia, EU, Erasmus students
on the street	students from middle income developed countries, Japan, East Asia	students from high income developed countries, Japan, Jordan, Middle East, self-financed students, undergraduates	students from high income developed countries, Tunisia, Turkey, India, South Asia, Western Balkans, Central Asia, graduates	
on public transport	students from middle and high income developed countries., Japan, EU, self-financed students	students from Nigeria, Jordan	students from high income developed countries, China, India, South Asia, Eastern Europe	
in pubs, clubs	students from high income developed countries, undergraduates, men, students with lower self-esteem	students from Japan, Vietnam, Mongolia, South and Central America, East Asia, Southeast Asia, Stipendium Hungaricum students	students from Tunisia, Turkey, India, EU, Eastern Europe, North Africa, students who study in Budapest, Erasmus students, self-financed students, students with good English knowledge	students from the least developed countries, Nigeria, Algeria, Middle East, Africa, Ph.D. students

9.2. Experiences in formal situations

Behaviours experienced in university administration have the most favourable evaluation among formal situations. 63% encountered positive, helpful behaviour, one fourth of the respondents met indifferent behaviour. Conversely, 8% perceived that he/she was treated in a negative way.

In most of the formal situations, indifferent or helpful behaviour was typical. Hostile, negative behaviour was experienced by 4-14%, the least at the Embassy (4%), the most in the healthcare system and at the Office of Immigration and Nationality (11 and 14%).

Figure 13: Experienced behaviour in certain formal situations (%)



Concerning the evaluation of university administration, there is no significant difference among undergraduate, graduate, and PhD students. SH students consider the situation more positively, whereas self-financed students consider it more negatively.

In 2013, 74 percent perceived helpful, 21 percent indifferent, and 3 percent hostile behaviour when dealing with university administration. The big picture was more positive than in the present study (even if we look at the average of Erasmus students in 2016). Notwithstanding that, similarly to the results of the two earlier studies, from among the outlined situations in the survey the most favourable opinions were received for this specific situation. (In the earlier study, the situation was not broken down further: it was measured with a general question, the “dealing with authorities” variable. At that time 17% perceived helpful, 34% indifferent, 15% hostile behaviour, and 34 percent did not have any experience with the authorities.)

The following table collects together those groups who indicated negative, indifferent, or positive behaviour with higher percentages than the total sample.

Table 28: Experienced attitudes in certain formal situations by demographic and educational demographic categories, overrepresented groups compared to the total sample

“In general, did you experience helpful, indifferent or hostile behaviour in the following situations?”	overrepresented groups perceiving hostile behaviour	overrepresented groups perceiving indifferent behaviour	overrepresented groups perceiving helpful behaviour	overrepresented groups with no experience
during administration at your university	students from high income developed countries, Mongolia, students from Budapest Business School and Corvinus, self-financed students	students from middle and high income developed countries, Japan, Jordan, Middle East, South Asia, East Asia, students from Budapest Business School and University of Pécs, students who study in Budapest, self-financed students	students from the least developed countries, Tunisia, Nigeria, India, South Asia, North Africa, South and Central America, Africa, students from Eötvös Loránd University and Szent István University, students with higher self-esteem, students who study in the countryside, Stipendium Hungaricum students	

in the bank office	students from middle and high income developed countries, Japan	students from middle income developed countries, Japan, Jordan, self-financed students	students from the least developed countries, Algeria, India, South Asia, North Africa, South and Central America, men, students with higher self-esteem, graduates, PhD students, Stipendium Hungaricum students	students from EU countries, undergraduates, Erasmus students
at the Embassy	students from Middle East	students from the least developed countries, Turkey, Mongolia, Middle East, Western Balkans, men	students from the least developed countries, Tunisia, Algeria, China, India, South Asia, Africa, North Africa, Eastern Europe, students with higher self-esteem, PhD students	students from Japan, Jordan, EU countries, Erasmus students, self-financed students, undergraduates
in the health care system	students from Middle East	students from Japan, China, Middle East, East Asia	students from the least developed countries, Nigeria, Algeria, China, India, South Asia, North Africa, Africa, Stipendium Hungaricum students	students from middle and high income developed countries, EU countries, Eastern Europe, Erasmus students
dealing with the police	-	-	students from the least developed countries, South Asia, students with higher self-esteem	women
in the Office of Immigration and Nationality	students from middle and high income developed countries, Japan, Turkey, Jordan, Middle East, self-financed students	students from Japan, Mongolia, South and Central America	students from the least developed countries, China, India, South Asia, North Africa, Eastern Europe, students with higher self-esteem, PhD students, Stipendium Hungaricum students	students from middle and high income developed countries, EU, undergraduates, Erasmus students
dealing with social security	students from middle and high income developed countries, self-financed students	students from Southeast Asia, undergraduates	students from the least developed countries, India, Africa, South Asia, students with higher self-esteem, PhD students, Stipendium Hungaricum students	students from Japan, EU countries, Erasmus students
in the National Tax and Customs Administration office	students with lower English knowledge, self-financed students	students from the least developed countries, Japan, South and Central America, East Asia, Southeast Asia	students from the least developed countries, China, India, South Asia, North Africa, students with higher self-esteem, men, Stipendium Hungaricum students, PhD students, graduates	students from middle and high income developed countries, Jordan, EU, undergraduates, women, self-financed students, Erasmus students

The experiences met in the above-mentioned situations (similarly to the results from 2010 and 2013) affect whether the given student would like to come to Hungary to study again or not. The more favourable behaviour the respondents encountered, the more probable it is they would choose the country again. Results related to this are presented in the conclusions chapter.

EVALUATION OF EDUCATION AND SERVICES RELATED TO EDUCATION QUALITY

'The quality of institutions and education, infrastructure, and help in general orientation has a mark of four (five was the maximum value), according to foreign students'

10.1. Satisfaction with certain university facilities and services

Factor analysis was applied to the relating variables in order to find the main factors and the connected variables that correlate with the aspect of satisfaction, and are applicable for further analysis. Principal component analysis with Varimax rotation gave a 3 factor result; statistical indices of factor analysis are appropriate (KMO value that shows the goodness of fit is 0.955, standard deviation interpreted by the factors is 62%).

The main explanatory factor concerning satisfaction is the quality of institutions and education; the second is the satisfaction with the infrastructure; and the third is the help in general orientation. Satisfaction with scholarships was analysed separately; it was not applied in the factor analysis.

Certain variables were organised in the table according to the factor structure. Standard deviation of mean values are around 1; these were not indicated in the table to aid transparency. Similarly to former considerations, the values from 2013 were marked to control changes. In addition, the opinions of Erasmus students, Stipendium Hungaricum participants, and self-financed students were analysed separately.

Table 29: Satisfaction with certain university facilities and services (answer options that were not in the survey in 2013 are deleted)

"How much are you satisfied with the following?" 1: very dissatisfied 5: very satisfied	total sample mean 2016 N=1566	Erasmus sample mean 2013 N=404	Erasmus sample mean 2016 N=189	SH sample mean 2016 N=1269	self-financed sample mean 2016 N=71
<i>quality of institution and education</i>	3.74	3.59	3.61	3.80	3.16
usage of internet and online tools in courses	3.81	3.38	3.41	3.92	3.14
academic programme at your University/College	3.80	3.65	3.68	3.84	3.44
scientific prestige of your University/College	3.79	3.48	3.51	3.86	3.48
quality of lectures and seminars at your University/College	3.75	3.58	3.67	3.81	3.04
English knowledge of your teachers	3.72	3.74	3.76	3.76	3.20
variety of courses at your University/College	3.70	3.65	3.65	3.74	3.14
teaching methods your professors use in your courses	3.68	3.69	3.67	3.74	2.96
quality of lecture notes, teaching materials	3.67	-	3.56	3.75	2.87
<i>infrastructure</i>	3.66	3.44	3.44	3.74	2.96
campus security	4.01	3.89	3.71	4.09	3.58
library facilities of your University/College	3.87	3.58	3.60	3.96	3.04
computer facilities at your University/College	3.63	3.28	3.28	3.74	2.87
non-academic (leisure) programmes at your University/College	3.40	3.43	3.41	3.45	2.55
sporting facilities of your University/College	3.40	3.01	3.22	3.47	2.76
<i>help in general orientation</i>	3.73	3.67	3.73	3.77	3.13
helpfulness of University/College staff in administrative issues	3.89	-	3.78	3.97	3.08
services of the International Office	3.84	3.82	3.79	3.89	3.25
orientation programme at the beginning of your studies	3.64	3.47	3.71	3.67	3.08
information provided on the website of the University/College	3.62	3.33	3.40	3.68	3.14
helpfulness of the tandem/buddy/mentor student partner	3.61	3.48	3.66	3.62	3.17
helpfulness of Hungarian students	3.59	3.73	3.72	3.62	2.70
organized intercultural programmes	3.56	-	3.63	3.59	2.96
information received prior to arrival	3.54	3.46	3.56	3.57	3.06
bureaucracy level of your University/College	3.48	3.40	3.39	3.56	2.52
your relationship with your fellow students	4.16	4.20	4.14	4.17	4.13
your relationship with your teachers	4.14	4.14	4.21	4.19	3.25
<i>amount of grant/scholarship</i>	3.19	3.37	3.60	3.12	not relevant

Concerning general traits (academic programme, course variety, scientific prestige) among higher education institutions, satisfaction has a value of around 4: the mean values are between 3.70 and 3.80 to the relating variables; the average of variables is 3.74 on the five point scale. The proportion of the moderately satisfied in these questions is between 33-50%. The proportion of the dissatisfied respondents (value 1 and 2) is between 10-17%.

As regards education quality, satisfaction is similar to in 2013. A greater improvement was seen in the use of online tools (a mean of 3.81 instead of 3.38). Distributions are somewhat similar in the questions concerning education quality: the proportion of those who gave four or five to the given factors is 64-67%, the same value of those who are moderately satisfied is around 20%, and the proportion of those who gave an evaluation of one or two is 13-16%.

The opinions about infrastructure have improved since 2013: a higher mean was received for four of the five factors, with non-academic programmes suffering a slight decline. The averages for computer and sport facilities indicated the greatest improvement. 12-20% is the proportion of dissatisfied respondents to the related questions, while 20-30% is the proportion of moderately satisfied respondents. In the case of campus security, the rate of satisfied respondents is the highest (72% gave a mark of 4 or 5). The rate of satisfied respondents is the lowest for non-academic programmes, and for sporting facilities (where 47% and 48% gave a mark of 4 or 5).

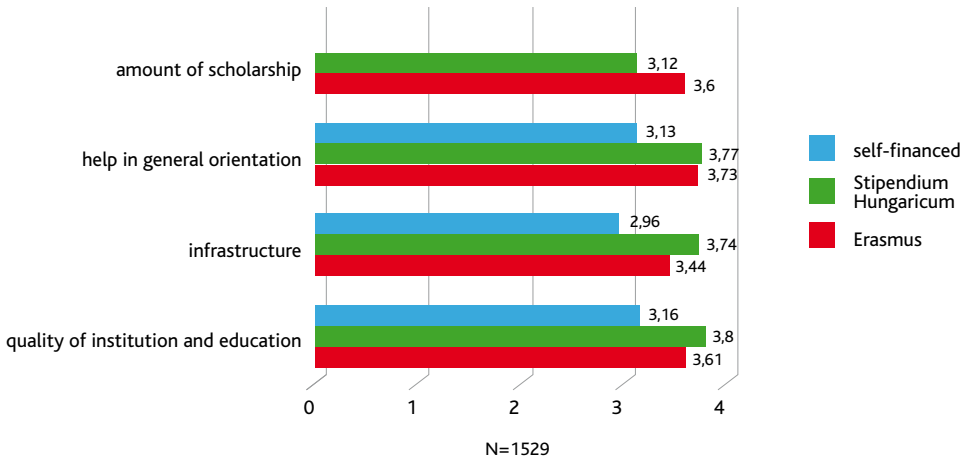
Among the questions measuring help in general orientation, the service quality of the international office, and the helpfulness of administrative staff has the highest value, with means of 3.84 and 3.89 respectively. Only 14-14% evaluated this question with a mark of one or two. Helpfulness of Hungarian students and mentor student partners is evaluated to a value of 3.6, and the same mark was awarded to orientation and intercultural programmes. The appropriateness of information provided on the website of the university has a mean of 3.62. Respondents are satisfied with information received prior to arrival on a level of 3.5. 17-19% were very or considerably dissatisfied with the above-mentioned factors. The majority gave a value of 3 or higher.

Students favourably evaluate their relationship with their fellow students and professors. Means of 4.14 and 4.16 were received for these questions. Students are only a little bit more than moderately satisfied with the amount of their grant/scholarship (3.19): 11% are very dissatisfied, 22% gave a mark of two on satisfaction, 18% are moderately satisfied, 29% are rather satisfied, and 17% are very satisfied, while 3% indicated that the question is irrelevant because they do not receive a scholarship.

Comparing the Erasmus samples of 2013 and 2016 (which are similar in sample structure) it can be concluded that the evaluation of campus security deteriorated a bit, whereas satisfaction with the sport facilities, orientation programmes, helpfulness of tandem/mentor student partners, and amount of grant/scholarship ameliorated a bit. There is no change for the other variables, or the change in the measured average is minimal.

Indicators created for the given factors (the means of satisfaction variables tied to the factors were averaged) are shown in the following figure. It can be observed that Stipendium Hungaricum students are the most satisfied with education quality, infrastructure, and help in general orientation. Erasmus students are a little bit more dissatisfied with every factor, whereas self-financed students are much more dissatisfied with these factors. Erasmus students evaluate the amount of their scholarship as more appropriate than SH students.

Figure 14: Indicators of satisfaction with certain university facilities and services by scholarship type



Concerning the above-mentioned questions, the averages of certain demographic and educational demographic groups were also analysed. Significant differences are summarised in the following table. (From the countries and institutions represented in the study, only those ten were observed where the number of respondents was high enough in the sample.)

Table 30: Satisfaction with university facilities and service by demographic and educational demographic categories, under- and overrepresented groups compared to the total sample

"How much are you satisfied with the following?"	less satisfied than average	more satisfied than average
quality of the institution and education	self-financed students, undergraduates, students who have worse academic performance, students from EU countries	Stipendium Hungaricum students, PhD students, students who have better academic performance, students from South Asia, Africa, students from the least developed countries
infrastructure	students from high income developed countries, undergraduates	students from the least developed countries, PhD students
help in general orientation	self-financed students, students who have worse academic performance, students from Mongolia, students of Budapest Business School	Stipendium Hungaricum students, students who have better academic performance, students from Nigeria, India, Algeria, China, students from the University of Miskolc, Szent István University
amount of scholarship	men, students of Eötvös Loránd University, Corvinus and Budapest Business School	women, students from the University of Szeged, University of Debrecen, students of art

10.2. The ideal amount of grants/scholarships

Regarding the amount of grant/scholarship, the respondents were asked for their opinion on how much the ideal amount of grant or scholarship per month would be, in Hungarian forints. The most popular answer (17%) was 100,000 forints per month. 10-10% said around 60-65 thousand or 130-150 thousand forints would be the ideal. 8 percent suggested 190-210 thousand forint scholarships, while 7-7 percent of the respondents feel that around 80-85 thousand or 110-125 thousand would be appropriate for their living costs.

Table 31: The ideal amount of grants/scholarships (Ft/month)

"In your opinion what amount of grant/scholarship would cover your expenses in your host city / month?"	frequency N=1566	% 100
amount not indicated by respondent	233	14.9%
50,000-55,000FT	68	4.3%
60,000-65,000FT	151	9.6%
70,000-75,000FT	86	5.5%
80,000-85,000FT	106	6.8%
90,000-95,000FT	68	4.3%
100,000FT	273	17.4%
110,000-125,000FT	115	7.3%
130,000-150,000FT	144	9.2%
160,000-180,000FT	44	2.8%
190,000-210,000FT	124	7.9%
220,000-240,000FT	14	0.9%
250,000-270,000FT	24	1.5%
280,000-310,000FT	46	2.9%
above 320,000FT	70	4.5%

10.3. Satisfaction with certain facilities and services related to Stipendium Hungaricum scholarships

Besides general and education-related satisfaction – mentioned in the first part of the chapter – Stipendium Hungaricum students were asked about their satisfaction with scholarship-related services and facilities. The measured variables can be divided into three main categories: services of the institution, accommodation quality, and questions concerning the grant/scholarship. The received means are shown in the following table. Standard deviations are between 0.95 and 1.39.

Table 32: Satisfaction with certain facilities and services related to Stipendium Hungaricum scholarships

"How much are you satisfied with the following?" 1: very dissatisfied 5: very satisfied	SH sample mean N=1269
<i>SH services of the institution</i>	3.71
assistance with visa and residence permit	3.98
assistance with taxpayer registration (VAT identification number)	3.77
assistance with student identification card	3.72
student counselling services	3.73
assistance with application for a social security (TAJ) card	3.69
assistance with health care services (reimbursement)	3.66
student mentoring services	3.64
assistance of the institution in finding accommodation	3.50
<i>accommodation</i>	
dormitory (N=1130)	3.35
rented flat (N=907)	3.35
<i>grant/scholarship</i>	
timing and regularity of the payment of the scholarship	3.69
payment of the accommodation allowance (N=1129)	3.43

As regards factors requiring assistance provided by the institutions, means between 3.5 and 3.98 were measured: students were the most satisfied with the assistance concerning visas and residence permits, and the least satisfied with the assistance in finding accommodation.

The opinions about the quality of dormitories and rented flats are similar. (756 Stipendium Hungaricum students live in dormitories and 476 in rented flats at the moment, but many have lived in both types, so averages reflect the satisfaction with their former accommodation, too.) The payment of scholarship and accommodation allowance have means of 3.69 and 3.43.

Looking at the above-mentioned results, and taking into account the demographic and educational demographic factors, a significant difference was observable in only one case. Assistance of the institution was evaluated higher by students from the least developed and developing countries than students from high income developed and middle income developed countries.

Satisfaction indicators of Stipendium Hungaricum students by institution are summarized in the following table. A separate average value was calculated for the three main factors of the factor analysis and for the institution services related to SH scholarship. For several universities the results represent the opinions of only a few students, so this limitation has to be taken into account during evaluation.

Table 33: Satisfaction of Stipendium Hungaricum students in certain institutions, indicators

"Which University/College are you attending now in Hungary?"	SH sample frequency N=1269	quality of institution and education	infrastructure	help in general orientation	SH services of the institution
		SH sample mean 3.80	SH sample mean 3.74	SH sample mean 3.78	SH sample mean 3.71
University of Pécs	217	3.62	3.57	3.63	3.51
University of Debrecen	174	3.84	3.92	3.88	3.92
Szent István University, Gödöllő	127	3.91	3.77	4.04	4.08
Budapest Business School	121	3.41	3.44	3.39	3.20
University of Szeged	116	3.87	3.79	3.83	3.78
Eötvös Loránd University	98	3.97	3.90	3.83	3.85
Corvinus University of Budapest	90	4.03	3.86	3.67	3.47
Budapest University of Technology and Economics	73	3.81	3.92	3.69	3.67
University of Miskolc	69	3.89	3.89	3.98	3.97
Óbuda University	58	3.75	3.66	3.78	3.69
Liszt Ferenc Academy of Music	39	4.22	3.57	4.05	3.82
Kaposvár University	24	3.81	3.78	3.88	3.81
Eszterházy Károly University of Applied Sciences (including Károly Róbert University College), Eger	17	3.80	3.41	3.84	3.72
Balassi Institute (offers preparatory programmes)	16	3.70	3.54	3.84	3.88
National University of Public Service	11	3.66	4.20	3.46	3.36
Széchenyi István University, Győr	9	3.74	3.84	3.86	3.85
University of Dunaújváros	6	4.13	3.87	4.45	4.21
Semmelweis University	4	4.03	3.30	3.80	3.25

OPINIONS REGARDING MOBILITY

'Evaluation of mobility among Erasmus students has not changed since 2013. The opinions of Stipendium students are the most positive, and the opinions of self-financed students are the least positive'

13 statements about mobility were evaluated by the respondents at the end of the questionnaire. A five-point Likert scale was applied for the measurement, where value 5 covered the option "strongly agree". Means of the related statements were between a bit more than moderate and good (3.36 and 4.04) in the total sample. (Standard deviations of means were not indicated in the table to aid transparency; the values are between 0.8 and 1.1.)

The most relevant aspect of the analysis is the comparison of Erasmus, Stipendium Hungaricum, and self-financed students' means, and the comparison of the Erasmus samples of 2013 and 2016. These results are detailed in the following table.

Table 34: Opinions related to mobility

"How much do you agree with the statements below?" 1: strongly disagree 5: strongly agree	total sample mean 2016 N=1566	Erasmus sample mean 2013 N=404	Erasmus sample mean 2016 N=189	SH sample mean 2016 N=1269	self- financed sample mean 2016 N=71
Students have enough information to choose where to study abroad.	3.49	3.27	3.22	3.57	2.97
My exchange experience culturally is excellent.	3.96	4.39	4.28	3.95	3.39
My exchange experience academically is excellent.	3.81	3.78	3.73	3.86	3.23

Education in Hungary has a good reputation among employers.	3.66	3.14	3.21	3.76	3.44
The education system in Hungary improves my practical skills.	3.89	3.53	3.68	3.97	3.25
Students choose where to study abroad on the basis of the quality/reputation of the institution.	3.75	3.03	3.25	3.87	3.34
Doing at least one semester at a foreign University/College provides me with a competitive advantage in my studies.	4.04	4.16	4.17	4.05	3.52
It was easy to go abroad for studying.	3.36	3.97	3.83	3.31	3.17
Without grants/scholarships I would have not been able to finance my studies abroad.	4.04	3.74	3.72	4.16	2.70
I believe the credit system is fair, in terms of a fair distribution in relation to the workload.	3.62	3.33	3.38	3.70	2.99
During my studies in Hungary I feel there is healthy competition among students at our courses.	3.67	3.20	3.26	3.77	3.23
The teaching staff at my home University/College encourage mobility. (only Erasmus students)	-	3.67	3.99	-	-
Courses abroad are in most cases fully recognized by the home University/College upon return. (only Erasmus students)	-	3.63	3.73	-	-

Analysing the table it can be concluded that Erasmus students' opinions from 2016 are somewhat the same for every question as in 2013. Only minimal differences can be observed in means. It can be highlighted that the support of mobility in home universities is evaluated better than three years ago (3.99 vs. 3.67).

Total sample means of 2016 ameliorated primarily because Stipendium Hungaricum students marked a higher value for almost every statement (8 out of 11) than Erasmus students. There are significantly disparate results in the case of two statements: Erasmus students agree more with the statement "My exchange experience culturally is excellent" (4.28 vs. 3.95), and with the statement "It was easy to go abroad for studying" (3.83 vs. 3.31).

The lowest mean values were given by the group of self-financed students, except for the two statements related to the reputation of Hungarian education, where their average value is a bit higher than that of Erasmus students.

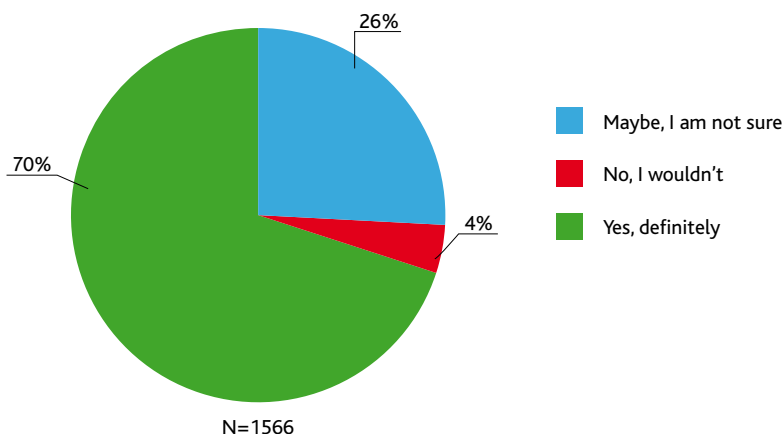
As regards the opinions of undergraduates, graduates, and PhD students, a significant difference is found only in two questions: PhD students agree more than average with the statement that the reputation of Hungarian education is good among employers, and with the statement that students have enough information to decide where to study abroad. There is no difference in the opinions of undergraduates and graduates concerning these statements.

WOULD THE STUDENTS CHOOSE HUNGARY AGAIN? CONCLUSIONS, PROPOSALS

'70 percent of the students would come back to Hungary to study if they had to choose

At the end of the questionnaire, before the demographic questions, the synthesizing question was asked as to whether the student would choose Hungary again if he/she had the chance to choose again. More than two thirds of the respondents (70 percent) would choose Hungary again (this proportion was 73% in the survey of 2013). 26 percent believe that maybe they would come to study in Hungary again (22% in 2013), and only 4 percent think that their choice would not be Hungary again (5% in 2013). It can be said that – compared to the 2013 data – there is a minimal (a few percent) shift from the option “yes, definitely” towards the option “maybe”.

Figure 15: Would the students choose Hungary again if they could choose again? (%)



Analysing demographic and educational demographic variables, the following results are observed. The proportion of students coming from the least developed countries is higher among the respondents who would choose Hungary again than in the total sample (73% vs. 70%). The proportion of the uncertain (36% vs. 26%) is higher among students coming from middle income developed countries, whereas the proportion of students coming from high income developed countries is higher among respondents who gave negative answers (19% vs. 4%).

Analysing the ten countries that have large sample sizes it can be concluded that respondents who would come to study in Hungary again are overrepresented among Jordanian and Tunisian students, while those who would not come again are overrepresented among Turkish students. Moreover, Japanese and Mongolian students are more uncertain than the total sample.

Analysing the data by regions, it turns out that students from EU countries are less likely to come back (8% vs. total sample 4%), East Asians are more unsure, and South Asians are more likely to choose Hungary again than the average.

By field of study it can be seen that 82% of law students would come back (vs. 70% in the total sample), students from medical and health science are proportionally more uncertain than the total sample (34%), or more likely would not choose Hungary again (15%). Self-financed students are overrepresented among students from medical and health science, and this may affect results, but the relationship is nevertheless significant, and is not influenced by programme type. Results are affected by the fact that there are more students coming from high income developed countries among them.

Among those who evaluate their academic performance much or a bit lower than the average, uncertain students form the largest group (46% and 37% vs. 26% in the total sample). Among those who speak English as if it was their mother tongue, there are twice as many students who would not choose Hungary again than in the other groups (9% vs. 4%). (They are overrepresented from high income developed countries, but controlling the variable of country development the relationship is significant, and not only a pseudo-relationship.)

Men would come back (74% of them), while the proportion of those who are uncertain (28%) is higher among women compared to the total sample. Among Stipendium Hungaricum students, more respondents answered a definite yes (72%); among self-financed students, more respondents answered a definite no (27%), or a maybe option (35%). Analysing the ten universities with large sample sizes it can be observed that the proportion of students who would choose Hungary again is significantly higher (85%) at Óbuda University.

Summarizing the research results it can be said that (similarly to data from 2010 and 2013) there is a significant (and positive from many aspects) relationship among the satisfaction with services, and the evaluation of Hungary as an ideal educational destination, and the attitude to choose Hungary again. (Naturally, there is a close connection between the latter two variables. Those who would come back to study in Hungary gave a mean of 5.87, those who would perhaps come back gave a mean of 4.70, and those who would not come back to the country gave a mean of 2.89 on the seven point scale to the question whether Hungary can be perceived as an ideal educational destination.)

12.1 An ideal educational destination

As a consequence of satisfaction with the following factors, students perceive Hungary as an ideal educational destination by a higher probability (the R2 indicator of regression analysis is 0.29):

- academic programme
- teaching methods
- use of online tools on the courses
- scientific prestige
- relationship with other students
- helpfulness of the tandem/buddy/mentor student
- sport facilities (at the university)
- computer facilities (at the university)
- satisfaction with rented flat
- accommodation facilities (in the city)
- regularity of the payment of the scholarship

As mentioned earlier, the evaluation of the ideal educational destination ($R^2=0.28$) is supported by the more positive assessment of the following culture personality traits: trustworthy, industrious, exciting, ambitious, moral, honest, well-organized, unique.

12.2 The idea to choose Hungary again

For all the 42 questions related to satisfaction (see tables 26, 29, and 32), the relationship is clear between higher satisfaction and the choice whether the respondents would choose Hungary again. There is a connection with the evaluation of culture personality for this question, too. The more moral and honest a student perceives Hungary, the more likely he/she is to choose Hungary again as a place for his/her studies.

The choice of the student is strongly influenced by the experienced helpful or hostile attitude in certain informal and formal situations, too. Except for the situations experienced with the family of the Hungarian friend, or with the police, significant connections were found in every listed situation. Those who perceived positive attitudes in the different 12 informal and formal situations listed (see Figures 12 and 13) would like to come back in significantly higher proportion. At the same time, those who perceived negative behaviour or attitudes would like to come back in lower proportion.

Opinions about mobility also affect whether students would come to study in Hungary again. The more the respondent agrees with the statements (see Table 34), the more likely he/she is to choose Hungary again.

12.3 Suggestions

Based on the above-mentioned remarks and the content of the study, our suggestions can be summarised as follows:

Orientation:

- increase in the quantity and quality of preliminary information (before students come to Hungary) – e.g. sending information packages about the country and about the institution
- online presence of institutions to be more informative and the information in English to be regularly updated (similarly to that in Hungarian)
- involvement of tandem/buddy/mentor student partner before arrival in Hungary
- involvement of mentor programme participants in administration issues related to getting help
- increase in the quantity and quality of orientation and intercultural programmes upon arrival

Integration:

- organization of more non-academic programmes during the semester
- increase in the supply of basic Hungarian language classes to mitigate language problems
- integrated education through the involvement of Hungarian students
- more academic and non-academic programmes with Hungarian students

Infrastructure:

- further improvement in sport and computer facilities at universities
- more effective help in finding accommodation in the Stipendium Hungaricum programme
- assistance to avoid possible overcharging
- amendment of scholarships to the ideal level marked by the students (if there are enough financial resources available)

Communication:

- emphasis on the three main decision factors (high quality education, the possibility to get to know another culture, affordable prices) in communication materials
- increased reach to certain target groups, based on the regional differences already defined
- intensive use of the two main information sources – scholarship portals on the internet, students who returned home
- organization of opportunities to meet with students who returned home for students who are interested in studying in Hungary
- establishment and management of alumni networks
- increase of presence on scholarship portals aimed at target groups defined in the study
- maintenance of relationships with students who have studied in Hungary and returned home (as the main decision influencers) through newsletters and social media platforms
- emphasis on the identified positive culture personality traits that influence the choice of students in the communications campaigns aimed at international students
- use of the positive words mentioned in answers to open-ended questions in the communications campaigns aimed at international students

Satisfaction:

- concentration on satisfaction factors related to the students' choice to choose Hungary again
- targeting of the less than averagely satisfied groups according to the satisfaction indicators

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APPENDIX: INFORMATION ABOUT THE IN-DEPTH INTERVIEWEES⁷

name	age	country	host institute	programme, level of education, field of study
Reza	30	Iran	University of Pécs	self-financed, one-tier, pharmacy
Fernando	34	Ecuador	Eötvös Loránd University	Stipendium Hungaricum, graduate, psychology
Tamir	21	Mongolia	Balassi Institute, University of Pécs	Stipendium Hungaricum, preparatory, undergraduate, international studies
George	20	Nigeria	University of Debrecen	Stipendium Hungaricum, undergraduate, agricultural engineering
Yousef	19	Jordan	University of Pécs	Stipendium Hungaricum, one-tier, general medicine
Kosei	29	Japan	Liszt Ferenc Academy of Music	Stipendium Hungaricum, graduate, music, piano
Isabella	21	Brazil	Budapest University of Technology and Economics	Science without Borders, undergraduate, chemical engineering
David	22	Serbia	Corvinus University of Budapest	CEEPUS, undergraduate, economics
Fabian	21	Germany	Széchenyi István University, Gödöllő	Erasmus, undergraduate, international business
Manuela	30	Ecuador	Eötvös Loránd University	Stipendium Hungaricum PhD, environmental studies

⁷ Names of in-depth interview respondents have been changed.



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