

OTDK Dolgozat

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ERASMUS – Why don't students use the opportunity?

ERASMUS – Miért nem élnek a hallgatók a lehetőséggel?

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KIVONAT

Az Erasmus Hallgatói Mobilitás Program az egyik zászlóshajója az Európai Unió oktatási csereprogramjainak. Fő célja, hogy segítse a hallgatókat alkalmazkodni az európai munkaerő piac igényeihez, ösztönözze a hallgatókat kompetenciák elsajátításában, úgy, mint a nyelvtudás fejlesztésében és javítsa a hallgatók gazdasági- és szocio-kulturális tudását; ösztönözze az együttműködéseket felsőoktatási intézmények és vállalkozások között; és hozzájáruljon egy magasan képzett, nyitott, nemzetközileg tapasztalt fiatal szakemberekből álló bázis kialakításához. (http://ec.europa.eu/education/erasmus/placement_en.htm, 30.09.2012). 1987 óta több mint 2,2 millió hallgató vette részt az Erasmus programban.

Egy a MOHA magazin által készített rangsor szerint a Pannon Egyetem a 22. helyen áll a "Top Erasmus Egyetemek" listáján 49 magyar felsőoktatási intézmény közül. A rangsor a Tempusz Közalapítvány által gyűjtött statisztikákat vette figyelembe.

Hogyan lehetne ezen a helyezésen javítani? Hogyan profitálhatna még többet az egyetem az Erasmusból?

Ezen munkámban egy kutatás eredményit mutatom be, amely a Pannon Egyetem Gazdaságtudományi Karának hallgatót vizsgálta. Célom az volt, hogy kiderítsem, mi tartja vissza a hallgatókat attól, hogy jelentkezzenek az Erasmus programba.

A kérdőív azokat a hallgatókat célozta, akik még nem vettek részt a programban.

Az egyik legérdekesebb jelenség, hogy a megkérdezettek 90%-a hallott már az Erasmus programról, és ezen belül 75% gondolt is rá, hogy jelentkezik, mégsem tette.

Kutatásom eredményeit felhasználni bemutatok néhány javaslatot, ami segíthet a kimenő Erasmus hallgatók számának növelésben.

ABSTRACT

Erasmus Student Mobility Programme is one of the flagships of the European Union's educational exchange programmes. The main objectives are to help students to adapt to the requirements of the EU-wide labour market; to enable students to develop specific skills including language skills and to improve understanding of the economic and social culture of the country concerned in the context of acquiring work experience; to promote cooperation between higher education institutions and enterprises and to contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals (http://ec.europa.eu/education/erasmus/placement_en.htm, 30.09.2012). Since 1987, over 2.2 million students participated in the Erasmus programme.

According to a survey carried out by MOHA Magazine, which was based on the statistical data provided by Tempusz Közalapítvány; University of Pannonia is the 22nd on the „Top Erasmus University List” out of 49 higher education institutes in Hungary.

How can this position be improved? How can the university benefit more from the Erasmus opportunity?

In my paper I am summarizing the founding of a survey made among the students of the Faculty of Business and Economics, University of Pannonia. My goal was to find out the reasons what keeps students from using the opportunity that Erasmus can provide them.

The questionnaire aimed those students who have not yet participated in the Erasmus programme.

The most interesting founding was that more then 90% of the respondents have heard about the programme and out of them $\frac{3}{4}$ of the respondents have thought about participating in the program, but still have not applied yet.

In the paper I am presenting suggestions that may help increasing the number of outgoing Erasmus students.

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PREFACE

As a tourism master student I enjoyed small group class work, inspiring discussions and mind-opening presentations during my studies. With many years of study and some work experience behind me I want to use my knowledge and enthusiasm to produce something useful.

Earlier I have spent 3 months working in the USA and 6 months working in Greece, experiencing different ways of life. I am a true fan of cultural diversity and I think traveling is a wonderful tool of self-improvement. I believe that only those can make a better world who have experienced how diverse and how colorful the world is.

Although I have never been an Erasmus student, I strongly recommend it to everyone who is not afraid of leaving his/her comfort zone.

INTRODUCTION

This piece of work is a part of a complex research, which main objective is to offer suggestions for the leadership of the Faculty of Business and Economics and to provide ideas for the University of Pannonia, how could the number of outgoing Erasmus students be increased. The structure of the complex research and the focus of the current paper are going to be described in the “Methodology” section.

The importance of the topic

The higher education system in Hungary sees a transition recently, these changes urge the leaderships of the universities to think as business men; view higher education as a market with products, producers and customers.

According to the Higher Education Law students studying in state-funded form are to sign a so-called „students’ contract”. The two main points of the contract is that students agree to complete their studies and obtain their degree in 150% of the prescribed duration of studies, and agree to work for a minimum time of 200% of the duration of studies with a valid employment contract in Hungary. (Act CCIV of 2011 on Higher Education)

In Hungary the government announces the number of state-funded students each year and also determines the subdivision of the student numbers among the institutions and study fields. The maximum numbers of admitted students and the distribution of places were dramatically reduced in some fields of study for the academic year 2012/13.

In this new situation the competition between universities is more intense than before. What can a higher education institution do to gain competitive advantage?

The answer is summarized in the work of Bowden and D’Alessandro (2011, p. 36): „Like any other organisation, higher education providers rely upon **offering high quality, satisfaction-creating service experiences** to remain competitive within the sector. This includes the development of higher education services which **meet and**

potentially exceed students' expectations, and which provide students with an enriching educational experience."

The product of higher education and its customers

The nature of the 'higher education product' is not simple. The product of higher education institutions is the creation and dissemination of knowledge. „The creation of knowledge is done through the research and its dissemination, is done through the education. So, education and research are their central processes." (Pereira & Da Silva, 2003, p. 1) The education process can be further divided into two separate processes: into „the *teaching process*, under main responsibility of university teacher and the *learning process*, under main responsibility of student" (Pereira & Da Silva, 2003, p. 14).

A service can be called a service if it „serves someone", if it has customers. The following table presents the internal and external customers of the processes of higher education.

Process	Internal Customer	External Customer
Teaching	Faculty	Student
Learning	Student	Employer
Research	Faculty	Society/Government

1. Table *The customers of teaching, learning and research processes*. Source: Pereira & Da Silva, 2003, p. 14.

In this paper the focus is on the „education" product (teaching and learning). This product is in fact a service, where the production and the consumption take place simultaneously and where the education experience is produced by both the staff and the students (Binsardi & Ekwulugo, 2003; Hemsley-Brown & Oplatka 2006 as cited in Bowden & D'Alessandro , 2011 p. 37). Vargo & Lusch (2004 as cited in Bowden & D'Alessandro, 2011, p. 37) finds that the students and the staff are "in a dynamic and mutual process of co-production and value exchange".

According to the above shown table both internal and external customers of the product are the faculty (or the institution) itself, students and future employers. We must add that the paying customers are only the students; directly or indirectly.

In case of a private university it is obvious that the income source of the education process (not the research' process!) is the tuition fee of students. Students are

the direct paying customers of the higher education institution, even if not themselves, but their parents pay the fee.

A public university receives its income indirectly from students. In this case the government subsidizes the university. According to Kovács (2006) there are five typical models in Europe for financing higher education, out of which two are (to some extent) based on the number of enrolled students. In Hungary the universities have three main resources: state budget, tuition fees and entrepreneurial activities. „The main part of the state-financed universities’ budget is a formula-based grant per student” (Fehérvári & Kocsis & Szemerszki eds., 2011, p.10). This way, students are indirect paying customers of the higher education institutions, where the government pays their tuition fees.

A glance at the Bologna Process

The Bologna Process was launched by the Bologna Declaration in 1999, which was the re-confirmation of the previously signed Sorbonne Declaration. The aim was “to strengthen the competitiveness and attractiveness of the European higher education and to foster student mobility and employability through the introduction of a system based on undergraduate and postgraduate studies with easily readable programmes and degrees. Quality assurance has played an important role from the outset, too.” Another „aim of the Declaration was to create a common frame of reference within the intended European Higher Education Area, where mobility should be promoted both for students and graduates, as well as for the teaching staff”

In March 2010 in Budapest-Vienna “there took place the official launching of the European Higher Education Area, which meant that, [...], the objective set in the Bologna Declaration was accomplished. [...] The Bologna Process and the European Higher Education Area have entered a new phase, namely the consolidation and operationalisation one, especially in light of the very different reactions to the Bologna Process implementation across Europe.”

Later in this new phase, at the Bucharest Ministerial Conference, which took place on 26 - 27 April 2012 “Ministers agreed to focus on three main goals in the face of the economic crisis: to provide quality higher education to more students, to better equip students with employable skills, and to increase student mobility.” (<http://www.ehea.info/article-details.aspx?ArticleId=3>, 02.11.2012)

To assure the possibility of mobility and transparency European Credit Transfer and Accumulation System (ECTS) is used by EU countries. The ECTS credit system “is a tool that helps to design, describe, and deliver programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes programmes and qualifications more transparent and facilitates the recognition of qualifications.” (ECTS Users’ Guide, p. 7) “ECTS is one of the cornerstones of the Bologna process.” (ECTS Users’ Guide, p. 9)

What is ERASMUS?

“The Erasmus programme enables students in higher education to spend between 3 and 12 months in another European country – either for studies or for a placement in a company or other organisation. Any student enrolled in a participating higher education institution in one of the 33 Erasmus countries can benefit (EU Member States, Croatia, Iceland, Liechtenstein, Norway, Switzerland and Turkey). Erasmus is a part of the EU's Lifelong Learning programme and accounts for more than 40% of its budget. The Lifelong Learning programme also covers the Leonardo da Vinci programme (vocational education and training, at least 25% of the budget), the Comenius programme (school education, at least 13% of the budget) and the Grundtvig programme (adult education, at least 4% of the budget). [...]

The Erasmus programme is open to all students studying at higher education institutions holding an Erasmus University Charter [...].

The first step in applying for an Erasmus study period or job placement grant is to contact the international relations office at the home institution and to fill in a learning agreement for Erasmus studies or a training agreement for Erasmus placements before the mobility period. This agreements, which set out the programme to be followed by the student during her/his study period or placement, need to be approved and signed by the home institution, the host institution or company abroad, as well as the student. This both simplifies and ensures full academic recognition from the home institution for work satisfactorily completed during the Erasmus period.” (European Commission Memo, 16.10.2012)

The Erasmus programme also enables teaching staff and administration staff in higher educational institutions to go abroad to teach and learn or receive a training for up to 6 weeks.

What are the objectives?

- “To help students to adapt to the requirements of the EU-wide labour market;
- To enable students to develop specific skills including language skills and to improve understanding of the economic and social culture of the country concerned in the context of acquiring work experience;
- To promote cooperation between higher education institutions and enterprises;
- To contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals.” (European Commission) http://ec.europa.eu/education/erasmus/placement_en.htm, 30.09.2012)

Hungary participates in the Erasmus Student Mobility programme since the 1997/98 academic year. Although that time Hungary was not yet a member of the EU, nominees were allowed to join the programme (Bologna füzetek 9:13 oldal).

Personally I would say the ERASMUS is one of the tools fulfilling the strategic objectives of the community of the European Union.

What value can the Erasmus programme provide?

According to a thorough study carried out by International Centre for Higher Education Research, University of Kassel, higher education institutions Europe-wide experienced an additional value ensured by a study abroad period. The survey focused on the ERASMUS programme and collected the relevant information from the leadership of the universities. The result showed that most addressed European universities agreed that a study abroad period contributes significantly not only to the students’ language proficiency (which gain is rather obvious) but to the international urbanity, students’ in-depth knowledge of the receiving country and even to the students’ ability to work independently as well as to the personal development and social behaviour (Bracht, et al., 2006).

Competences reinforced by Erasmus students	%*
Foreign language competences	93
International urbanity	87

In-depth knowledge of the respective host country	84
Personality and social behaviour	79
Working independently	78
Planning, coordinating and organizing	63
Broad general knowledge	57
Understanding of complex social, organizational and/or technical systems	53
Cross-disciplinary thinking	52
Field-specific knowledge of methods	51
Time management	51
Field-specific theoretical knowledge	48
* Up to what degree student will gather the following competences especially during their ERASMUS supported study period? 5-point scale from 1= "Up to a very high degree" to 5= Not at all". The percent shows the responses 1 and 2.	

2. Table Source: University of Kassel, VALERA University Leaders' Survey 2005 in Bracht, et al., 2006

Within the same survey university leaders were asked to assess the employment opportunities of students who participated in Erasmus. To the question “Generally, do study periods abroad increase the opportunities of graduates to get a reasonable job?” 80% of 531 respondents answered „YES”(43%) and „OFTEN” (37%). University leaders also confirmed that on average Erasmus students get better jobs (58% agreed) and on average, Erasmus students get a job in shorter time span (54% agreed) (Bracht, et al., 2006, p.145.).

The survey also asked university administrator about their perception regarding the importance of study abroad periods. 80% of the administrators (out of 491) agreed that study abroad periods become more important recruitment criteria for employers over the last years.

Opinion	%
Considerable higher value as compared to the past	17
Higher value compared to the past	63
Stayed the same	19
Lower value than ten years ago	1

3. Table Did the value of temporary study periods abroad changed during the last decade as a criteria for employment? Source: University of Kassel, VALERA University Leaders' Survey 2005 in Bracht, et al., 2006

Why Erasmus?

Apart from the additional value for students why is Erasmus useful for the Faculty of Business and Economics?

- The students coming home from their Erasmus semester bring knowledge and culture with themselves; this way students can add to the values of the faculty.
- Providing international exchange opportunities make the institutions more attractive for students, therefore the university's competitiveness could increase.
- Outgoing Erasmus students spread the name of the university, which is an important gain if an institution would like to attract paying international students for its academic programmes. Travelling students can be considered as travelling "advertisements" of the institution.
- Incoming international students help to increase the quality of the university's services and the quality of the courses.
- With actively participating in the Erasmus programme the university is an active member of the European community, taking part in accomplishing of the goals of the European Union.

(Note: In this paper "University of Pannonia" and "Faculty of Business and Economics" are often used as each other synonyms. The reason is that there is no significant difference between the gains of the university and the gains of the faculty when talking about Erasmus. I use the "faculty" word more often as the research was made among the students of Faculty of Business and Economics only.)

The 22nd place

According to a ranking made by MOHA Magazine, which was based on the statistics provided by Tempusz Közalapítvány; University of Pannonia is the 22nd on the "Top Erasmus University List" out of 49 higher education institutes in Hungary.

The statistics contained the following data for the Erasmus Student Mobility Programme, Erasmus Student Internship Programme and the CEEPUS programme:

- Percentage of outgoing students with student mobility scholarship in academic year 2010/2011
- Number of outgoing students with student mobility between 1998 and 2010
- Percentage of outgoing students with internship programme in academic year 2010/2011
- Number of outgoing students with student mobility between 2007 and 2010
- Percentage of incoming Erasmus students in academic year 2010/2011
- Number of incoming Erasmus students between 2007 and 2010

How can the university's position be improved? How can the university benefit more from the Erasmus opportunity?

Erasmus programme – with the eye of a businessman

Now that we know why Erasmus programme is good for the higher educational institutions, we can start re-thinking our attitudes. Let us look at the advantages of Erasmus as the profit (but not in the form of money). How can a university get the profit from this opportunity? What expenditures does it take?

It takes the effort of training staff members who understand the entire programme with all its opportunities in details, who can do the administration which it involves. It takes the effort of promoting the programme and the time for discussions with the students before the application is made. It probably takes many more. The institutions need to decide if they want to make these efforts to gain the profit or not.

If the answer is: 'Yes, we want it!' the institution can start thinking of the Erasmus programme as a product (or service) of its own, which needs customers. The more the organizations know about their potential customers (here: students, who might apply for the Erasmus programme), the more chance they can convince them. Knowing the features of the target group one can develop marketing plan with the highest efficiency. Let us see how we can get to know better our 'customers'.

Motivation

To understand the behaviour and the characteristics of the students, we need to investigate their motivations towards the Erasmus programme. In this paper the research targets those students who have not yet participated in the programme. The population can be divided into two main groups; for those who have thought about applying and for those who have not yet thought about applying.

In connection with the above mentioned two groups I am using the following two expressions in this work (ignoring their original meaning); POSITIVE MOTIVATION and NEGATIVE MOTIVATION (or de-motivating factors).

Positive motivation brings students closer to the actual application, while negative motivation takes students farther or at least keeps them far from it. The adjective 'positive' and 'negative' is used from the university's point of view. Positive motivation makes students think about applying for Erasmus, while negative motivation holds them back.

METHODOLOGY

I used the survey method for getting information from the students. This method requires a sample of respondents, who reply to the questions that are previously determined and relevant to the research. With surveys one can collect a relatively large amount of information with little time investment. This is why they are so commonly used in many types of research.

The statistical population in the research consists of those students of the Faculty of Business and Economics, University of Pannonia, who have not applied for the Erasmus programme yet. Since it is not possible to collect data from all students, I needed to use a sample, a subset of individuals from within the population.

The goal determines the development of the research instrument. The aim was to collect easily understandable and easily comparable results. To ensure comparability, the best solution is to collect quantitative data, which can be analysed with statistical programmes.

To discover the characteristics of the students I designed a complex questionnaire with direct questions, open questions and scaling questions as well. The former two types were used to collect demographic data and filter those respondents that are not relevant to the research. This paper focuses on a particular part of the whole questionnaire, while the rest of data collected is going to be used in the further stages of the research.

The questionnaire was spread in paper format in classes and in an on-line version through relevant mailing lists.

The sampling method was close to the simple random sampling; however it was not totally SRS. The respondent of the on-line questionnaires were absolutely random. The questionnaire was sent out to all Faculty of Business and Economics mailing lists; therefore all students had even chance to fill it out. The paper based questionnaires were distributed on the corridor of the faculty and were handed to students in classes. The sampling in this case was not absolutely random, since I had the chance to distribute the questionnaires mostly in tourism classes.

The direct questions and the scaling questions were analysed with a statistical programme. The answers of the direct questions were given a number-code, while the scaling questions allowed the respondents to rate the statements on a scale of 1 to 6. It was important to use an even numbered scale, because this way the scale does not allow

the respondents to choose the middle, as a scale with odd numbers would allow. With choosing the middle respondents would not actually decide, and this would have been less useful for the research's point of view. I also allowed the respondents freedom not to rank a statement at all, with an option "No answer" on the paper based questionnaires and also by not making these questions obligatory to fill-out in the on-line version.

For the analysis I used JMP, which is a statistical analysis and data management package that can generate charts, plot trends and produce descriptive statistics. The software is for quantitative research, because it can deal only with numbers. When inputting the data in the form of numerical codes, the answers for the direct questions became nominal variables, and the rating of the scaling questions became ordinal variables.

In each question's case I asked for the frequencies and from those I created diagrams to present the data. These data showed how many respondents chose the certain answers. To better understand survey results I also used cross tabulation.

The structure and logic of the questionnaire

As mentioned before the current paper is a part of a more complex research.

The limits of this paper does not allow me to present the results of the whole research, therefore I will focus on the part that aims to explore the characteristics and behaviour of those students who do not apply for the Erasmus program, to explore the negative motivations. In the following I would like to explain the structure and the logic of the entire questionnaire and point out the topic of the current paper.

The first part of the questionnaire is about the demographic questions, which aims to profile the respondents. This group of questions contains a check question, which asks for the name of the faculty that the student attends. Since the research focuses on the Faculty of Business and Economics, I ignored those respondents that were from other faculties.

The first milestone question in the questionnaire is "Have you ever heard about the Erasmus Student Mobility Programme?". One might think that this is a check question (checking the relevance of the respondent to the research), but it is not. This question helps to get an idea about how well known the Erasmus programme is. The positive or negative answer of the respondent determines the following "steps". If the

answer is “No”, the following questions are relevant to the respondent, although it does not mean that the respondent is not relevant to the research.

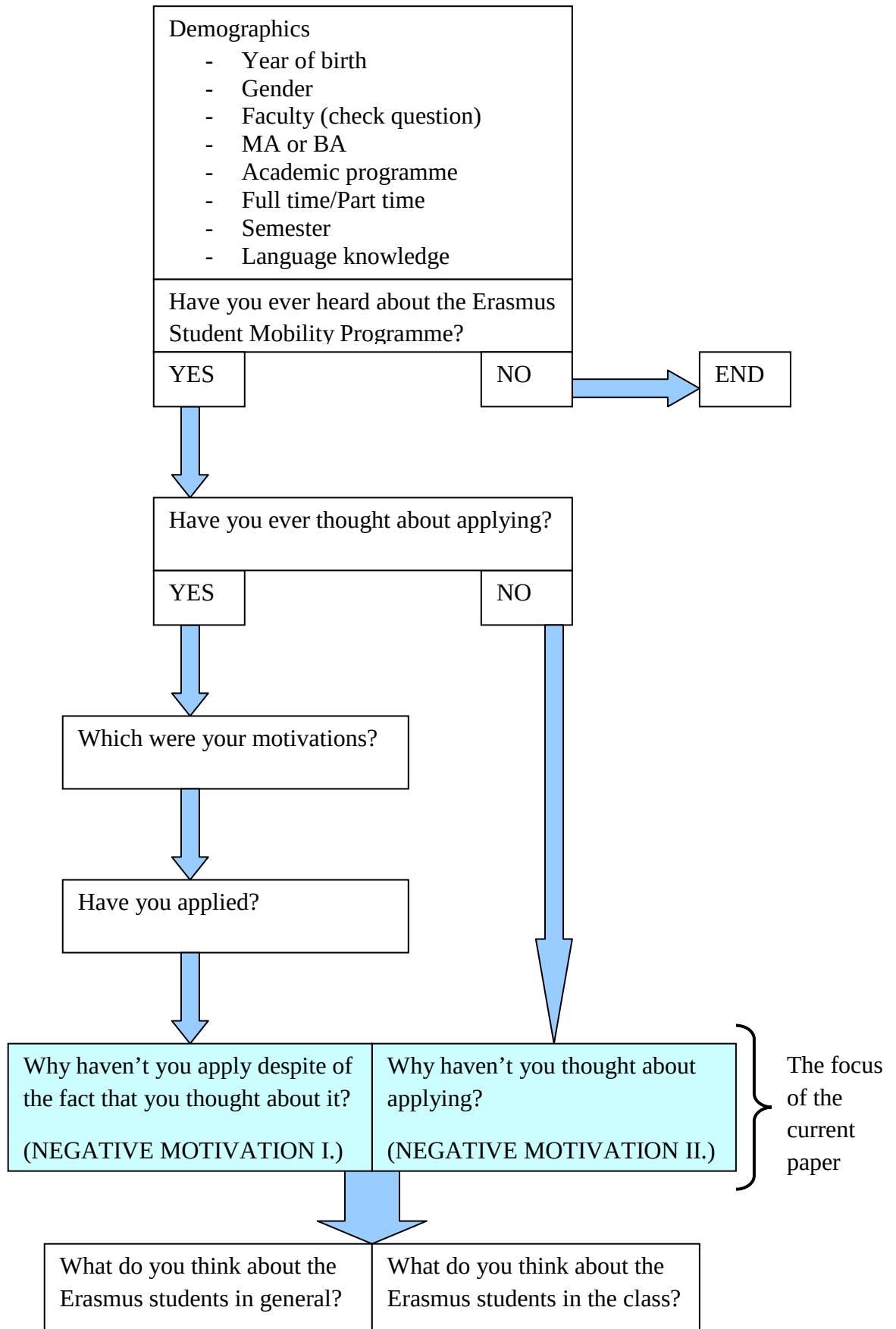
If the respondent had heard about the Erasmus Student Mobility Programme before, it means that he/she is able to provide us with further information. The next question to him/ her is “Have you ever thought about applying?”, which determines the respondent’s attitude towards the Erasmus programme. If the answer is “Yes”, it is possible to collect information on the motivation for applying (POSITIVE MOTIVATION). The tool for that is a set of scaling questions for quantitative data plus an open question for qualitative answers.

After the positive motivation questions I put in a necessary check question (“Have you applied?”). It helped to determine the respondents’ relevance to the following negative motivation questions.

At this stage the two paths, which were separated at the question “Have you ever thought about applying?”, meet again in the NEGATIVE MOTIVATION I-II section. Technically the questions for those who thought about applying and for those who had *not* thought about applying are separate question groups, but the content is exactly the same. The idea to collect separately the information for de-motivating factors, was the following; those who had *not* thought of applying have a much stronger negative motivation, they are much more reluctant to apply than those who had thought about it. If we see this situation with the eye of a businessman, we are talking about two separate target groups. However due to the limits of this paper now the two groups for the negative motivation will be handled together; the data of the two groups are aggregated.

The last section of the questionnaire aims to explore what our students think about the Erasmus students in general and in the classes. My assumption is that the overall image of the Erasmus students affects the applications for the programme. The detailed analysis of this section is a task for another paper.

The structure of the questionnaire



PRESENTATION AND EVALUATION OF DATA

This section presents and evaluates the collected data in logical order.

The sample

The sample does not reflect the makeup of the statistical population. The sampling error is allowable in the current case because it is not the research's task to analyze the demographics.

To interpret the collected data correctly it is essential that we understand the characteristics of the respondents. 84 % of the sample was females and 87 % were bachelor students. 96% of the respondents were full-time students.

Most of the respondents (38%) were tourism and catering bachelor students (turizmus és vendéglátás alapszak); the second most respondents (15%) were international economics bachelor students (nemzetközi gazdálkodás alapszak). Not all offered programmes at the Faculty of Business and Economics were represented in the sample.

High number of respondents were 1st semester students (23%) and 6th semester students (20%), 47% were in between, while there were 6% from the 7th semester and there were some students from 8th + semesters.

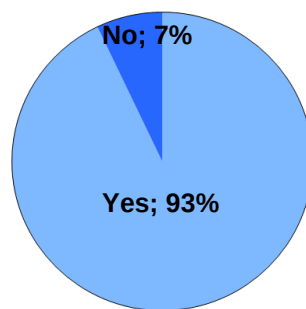
When talking about the language knowledge of the respondents, the level of the language knowledge is more important in our case than the language they speak. When entering the data into JMP I coded the answers according to the highest level of language knowledge. If a student has an advanced and an intermediate knowledge of one language, his/her answer was put into the category of "one advanced". This grouping showed that 53% of the respondents have intermediate knowledge of one language, 21% has intermediate knowledge of two languages and 19% has advanced knowledge of one language. The rest has advanced knowledge of more languages or basic level of knowledge. It is important that I asked for the level of actual language knowledge and not for the level of language exam.

See the figures of the demographics of the sample in the appendix (Figure 1-7.).

Quantitative data

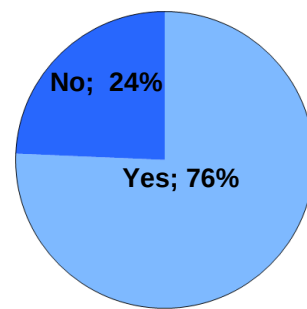
The most interesting finding of the survey is that more than 90% of the respondents have heard about the programme and out of them $\frac{3}{4}$ of the respondents have thought about participating in the program, but still have not applied yet. These numbers allow us to come to the conclusion that it would not take much effort to persuade students to apply. In the following we shall see the factors that keep students from applying despite the fact that they thought about applying.

Have you ever heard about the Erasmus Student Mobility Programme?



Have you ever heard about...?		
Level	Count	Percentage
Yes	222	92,89%
No	17	7,11%
Total	239	

Have you ever thought about applying?



Have you ever thought about...?		
Level	Count	Percentage
Yes	168	75,68%
No	54	24,32%
Total	222	

Scaling questions

The following scaling questions aim to explore those factors that keep students from applying. Each statement was to be rated on a 1 to 6 scale, where 1 = I absolutely disagree, 6 = I absolutely agree.

Because of financial reasons

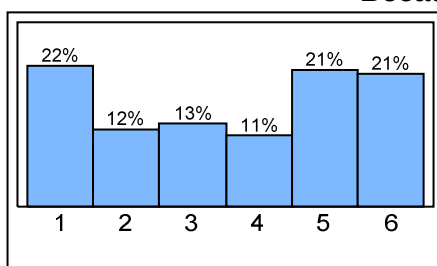
According to a study published by the European Parliament “financial constraints are the most important factor that restricts ERASMUS participation. 57% of non-ERASMUS students say that studying abroad is too expensive to consider and 29% of students reject ERASMUS after consideration because the grant provided is insufficient to cover incurred costs.” (IMPROVING THE PARTICIPATION IN THE ERASMUS PROGRAMME, Study, IP/B/CULT/IC/2009-053 July 2010, European Parliament)

The pattern of the ratings of the statement “Because of financial reasons” is two-pole. Although the mode of the dataset is ‘1= I absolutely disagree’ with 44 answers, the second and third most often chosen answer is ‘5’ and ‘6’ with 43 and 42 answers. Let us see these data grouped differently on the second graph.

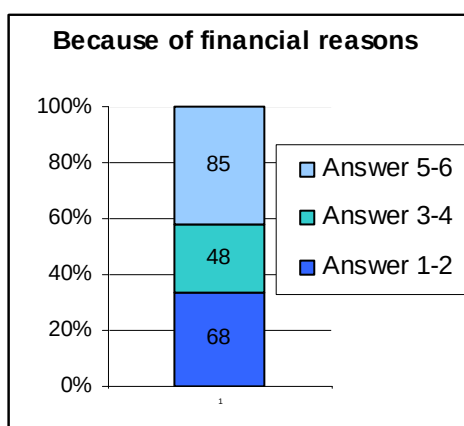
If we group the answers and interpret them accordingly we can see that 42% stated that financial reasons keep them from applying and 34 % stated that financial reasons do not keep them back.

Based on the results, we can say the financial matters do affect the applications significantly.

Because of financial reasons



Level	Count	Prob
1	44	0,21891
2	24	0,11940
3	26	0,12935
4	22	0,10945
5	43	0,21393
6	42	0,20896
Total	201	1,00000



A different grouping of answers

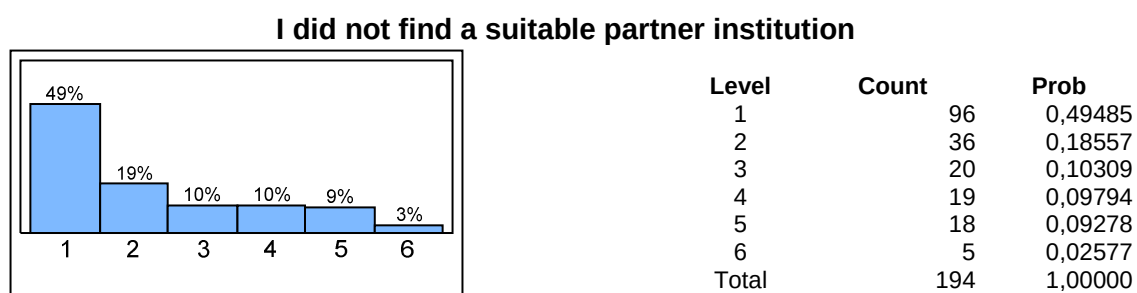
5 and 6 = 'Financial reasons keep me from applying'
 3 and 4 = 'Financial reasons do not have significant affect on my application'
 1 and 2 = 'Financial reasons do not keep me from applying'

I did not find a suitable partner institution

This question intended to see the student's satisfaction with the available offer of partner institutions. Currently the Faculty of Business and Economics has more than 30 Erasmus partners.

Half of the respondents choose "I absolutely disagree", which means that in general, finding a suitable university among the offer is not a problem.

22% choose any of the positive ratings (4; 5; 6) and 5 respondents said that it is definitely an issue finding a partner institution according to their preferences. 3 out of them are bachelor students in finance (pénzügy és számvitel alapszak), one is a master student in management and leadership (vezetés és szervezés mesterszak) and one is a tourism bachelor (turizmus és vendéglátás alapszak) student. It is true that there is no big offer for students studying finance; in the supplementary Erasmus application period of September 2012 there was no university in the offer specialized in finance studies.



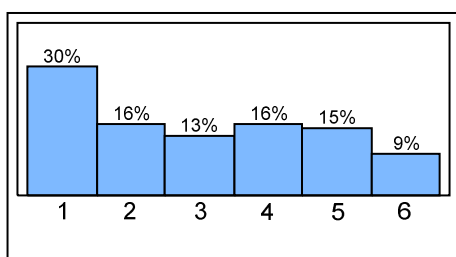
I am not confident about my language knowledge

Outgoing Erasmus students need to speak the language of instruction at the host university, their language skills are tested in the selection period.

The ratio of the negative answers (1; 2; 3) and the positive answers (4; 5; 6) is approximately 60%:40%. 30% stated that not being confident about the language knowledge is *not* a factor that keeps him/her from applying. 9% rated this statement for 6; they are those who are de-motivated by the in-confidence about their language knowledge. We can say that the confidence increases with the level of language knowledge as a cross-tabulation showed it.

I am not confident about my language knowledge

Level	Count	Prob
1	60	0,29557

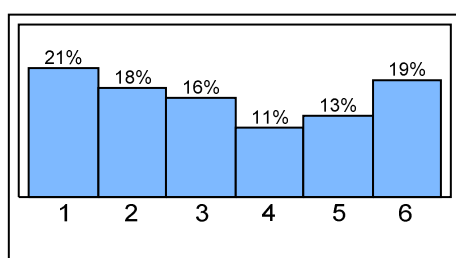


2	33	0,16256
3	27	0,13300
4	33	0,16256
5	31	0,15271
6	19	0,09360
Total	203	1,00000

I do not want to leave here my family/friends

The distribution of the ratings for this statement is quite even. The mean deviation of the number of responses for the 1 to 6 options is 7.5. 55% gave a negative answer, while 45% gave a positive answer, which shows that for almost half of the respondent it is an issue leaving their loved ones behind for a semester. I could not find any significant connection between the age of the respondent and the answer for this question.

I do not want to leave here my family/friends



Level	Count	Prob
1	43	0,21393
2	36	0,17910
3	33	0,16418
4	23	0,11443
5	27	0,13433
6	39	0,19403
Total	201	1,00000

Studies

-“I am afraid that it would prolong my studies”

-“The courses completed abroad would not be accepted here”

The next two questions are strongly related, this is why they are investigated together. Although in the questionnaire the first one in order was “I am afraid that it would prolong my studies” and the following question was “The courses completed abroad would not be accepted here”, I am evaluating them in reverse order.

“Full recognition shall be given to students for satisfactorily completed activities specified in the compulsory Learning Agreements.”(Erasmus Standard University Charter)

Despite of the above shown sentence in the Charter in reality having accepted the courses completed abroad is often problematic. According to the survey of

Eurobarometer in 2009 only 53% of the Hungarian students think that the courses completed abroad would be accepted in the sending institution. (Bologna füzetek 9: 15).

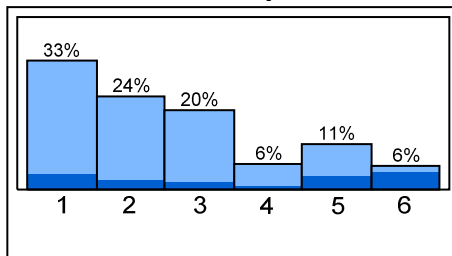
In the case of the Faculty of Business and Economics only 23% thinks – to some extent – that the courses completed abroad would not be accepted at our university (Rating 4; 5; 6). In my opinion this is a good result. I would like to add one remark: the below shown figure represents the general idea in the students' head about the transfer of the abroad earned credits. We can assume that most of the respondents do not have precise information about the credit transfer and the way of having courses accepted.

How can Erasmus prolong one's studies? The only thing that can prolong somebody's studies is that he/she does not complete the obligatory courses and does not earn the obligatory number of credits in time. What is the connection between Erasmus and not completing the requirements?

If the student is unable to take courses in the chosen Erasmus university that fit in the curriculum of his /her academic programme – or with other words: that would be eligible for acceptance - he/she will fail to complete some requirements in time. And this is the connection between the “I am afraid that it would prolong my studies” and the “The courses completed abroad would not be accepted here” statements. Although based on the figures we can see that not every respondent is aware of this logical relation.

The pattern of the rating of the statement “I am afraid that it would prolong my studies” is evenly distributed; the mean deviation of the number of answers for the six options is 6.1. The figure does not show much similarity to the figure of ‘The courses completed abroad would not be accepted here’. However far most (8 out of 11) of those respondents who marked 6 for the pervious question, marked 6 for this question as well.

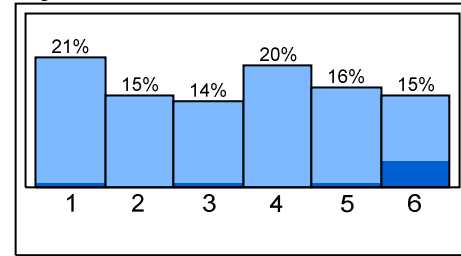
The courses completed abroad would not be accepted here*



Level	Count	Prob
1	65	0,33163
2	47	0,23980
3	39	0,19898
4	12	0,06122
5	22	0,11224
6	11	0,05612
Total	196	1,00000

* The answers of those, who marked 6 for 'I am afraid that it would prolong my studies' is shown with dark blue

I am afraid that it would prolong my studies **



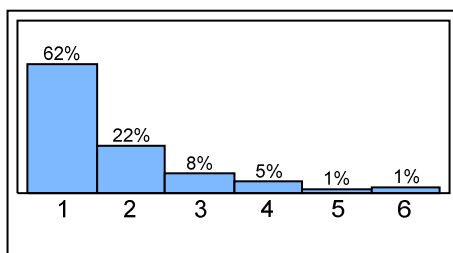
Level	Count	Prob
1	43	0,21078
2	30	0,14706
3	28	0,13725
4	40	0,19608
5	33	0,16176
6	30	0,14706
Total	204	1,00000

** The answers of those, who marked 6 for 'The courses completed abroad would not be accepted here' is shown with dark blue

I heard bad experiences

Good news is that only 3 respondents stated it is significant reason for them for not applying for Erasmus that they had heard bad experiences. Altogether (rating a; 5; 6) 15 out of 203 students stated that they heard bad experiences and it affects their decision to some extent. So basically previously heard bad experiences are not what keep students from applying.

I heard bad experiences

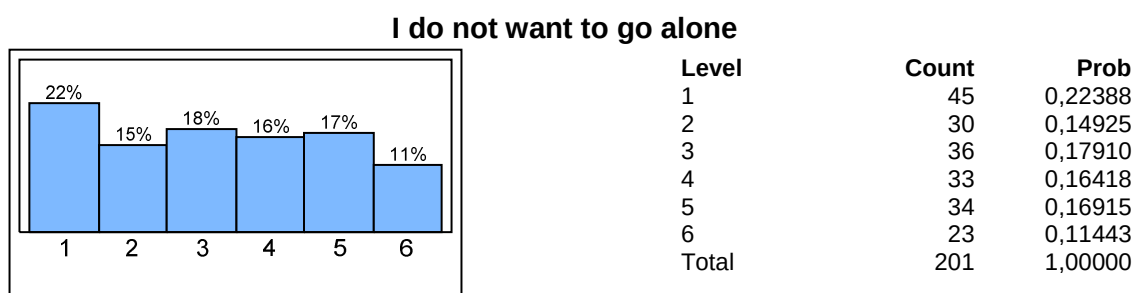


Level	Count	Prob
1	126	0,62069
2	45	0,22167
3	17	0,08374
4	10	0,04926
5	2	0,00985
6	3	0,01478
Total	203	1,00000

I do not want to go alone

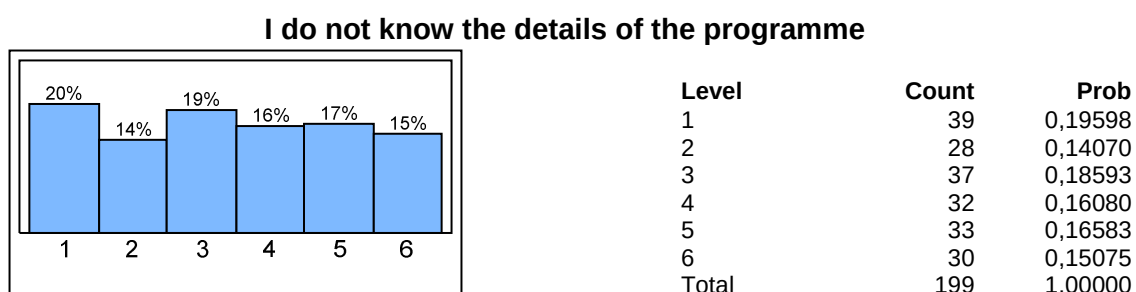
In general the Erasmus agreements between two institutions provide opportunity for two students per semester. Technically there is no possibility for friends to go abroad together, unless the two of them are separately the two best applicants.

The distribution of the ratings for this statement is quite even. The mean deviation of the number of responses for the 1 to 6 options is 7.2. According to the answers 44% (answer 4; 5 and 6) would be more willing to apply if he/she could go with a company and 11% states that it was a significant negative motivation that he/she would need to go alone.



I do not know the details of the programme

This was the statement with the most evenly distributed ratings. The mean deviation of the number of ratings for each option is as low as 4.2 and the difference between the percentage of the negative (1; 2; 3) and the positive (4; 5; 6) ratings is only 4 %.



Going abroad

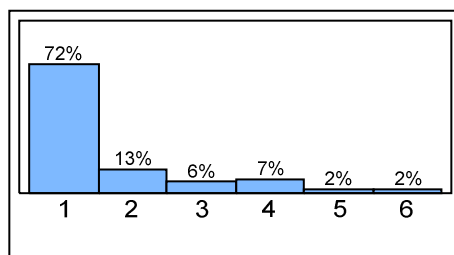
Is it possible that students do not apply for Erasmus because they do not want to go abroad at all? According to the rating of the statement “I do not wish to go abroad” the answer is: no.

Almost $\frac{3}{4}$ of the respondents said that this is definitely not the reason why they do not apply. Only 6 students stated that they do not wish to go abroad at all (rating 5 and 6).

If most of the respondents denied that they do not wish to go abroad, does that mean that they wish to go abroad? If they do wish to go, why don't they apply? Is it possible that they would choose another programme?

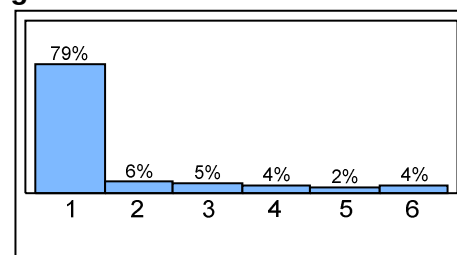
Despite of the above mentioned the statement “I choose another programme” received the positive rating (rating 4; 5 or 6) from only 20 positive respondents out of the total 195, they said that they go out might go with another programme. (This question is not intended to investigate “I will choose” or „I have already chosen another programme” separately.) Based on these data we can say the Erasmus programme has no strong concurrency among the students of the Faculty of Business and Economics.

I do not wish to go abroad



Level	Count	Prob
1	143	0,71500
2	25	0,12500
3	12	0,06000
4	14	0,07000
5	3	0,01500
6	3	0,01500
Total	200	1,00000

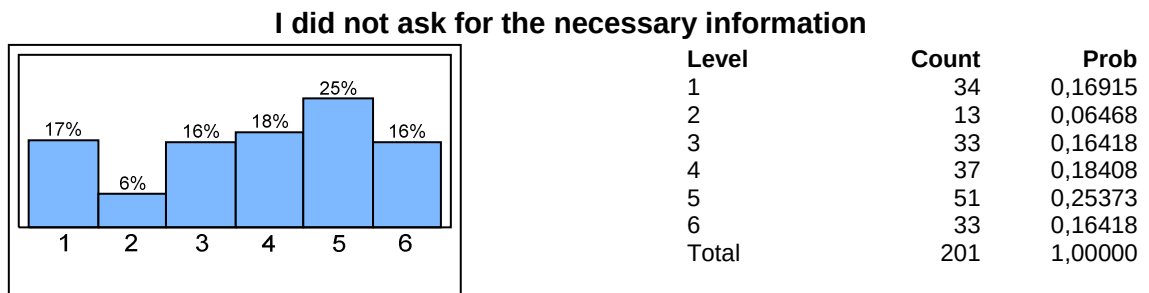
I choose another programme to go abroad



Level	Count	Prob
1	154	0,78974
2	12	0,06154
3	9	0,04615
4	8	0,04103
5	4	0,02051
6	8	0,04103
Total	195	1,00000

Asking for and receiving satisfactory information

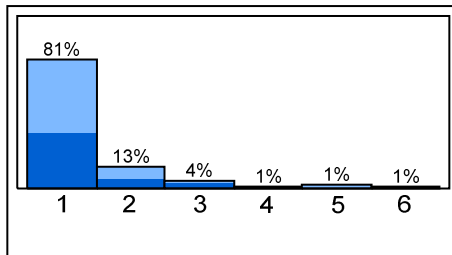
59% of the respondent agreed (to some extent) that they did not ask for the necessary information.



The next two questions were to show if there is any possibility that the responsible staff at the sending university and the receiving university are putting obstacles in the application process with not giving satisfactory information to the students who enquire about the programme. An important part of both statements is “I asked for, but...”, this assumes the pro-activity of the student when trying to get information. The result is that in general neither of the institutions block the applications by not giving satisfactory information.

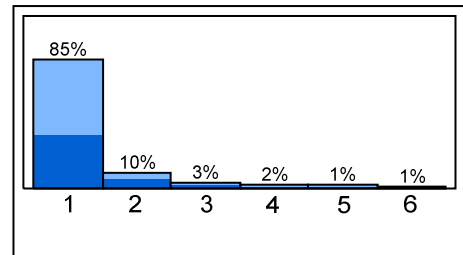
Warning: data distortion! All scaling questions – apart from the number form 1 to 6 – had a seventh option: no answer, still answer ‘1’ contains those answers that should have been ‘No answer’. It means that those students who did not ask for information at all have also rated this statement for 1. The dark blue colour shows these answers on the figures.

I asked for but I did not receive satisfactory information here at the university*



Level	Count	Prob
1	155	0,81152
2	24	0,12565
3	8	0,04188
4	1	0,00524
5	2	0,01047
6	1	0,00524
Total	191	1,00000

I asked for but I did not receive satisfactory information from the partner institution*



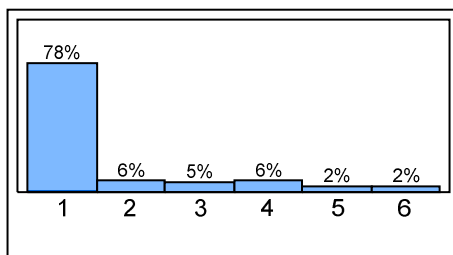
Level	Count	Prob
1	164	0,84536
2	19	0,09794
3	5	0,02577
4	3	0,01546
5	2	0,01031
6	1	0,00515
Total	194	1,00000

* The dark blue colour shows the answers of those who rated "I did not ask for the necessary information" for 5 and 6 (=those who stated that they did not ask for the necessary information)

I could not meet the application deadline

The rating of the very last statement shows that not having been able to meet the deadline was not a significant negative motivation factor.

I could not meet the application deadline



Level	Count	Prob
1	148	0,78307
2	11	0,05820
3	10	0,05291
4	12	0,06349
5	4	0,02116
6	4	0,02116
Total	189	1,00000

Summary of scaling questions

The mean of the ratings for each statement help us to see which negative motivations are the most significant; the higher the mean is the more significant effect the factor has on the applications.

If we wish to simplify the answers and receive a yes or no answer, we need to take the mean of the possible ratings and see if the average rating of a statement is above or below this line. If the average rating is higher than 3.5, the answer is "Yes, this

factor affects the students significantly”. If the average rating is below 3.5 the answer is “No, this factor does not affect the students significantly”. There are only two statements that received higher average rating than 3.5.

Based on the collected data and the above presented information I suggest that 5 de-motivating factors that should be handled at first place. See the actual suggestions in the “Suggestions” paragraph.

Negative motivation statements I-II.	N answers	Average rating	Mean deviation of N answers	Mode
I did not ask for the necessary information	201	3,78	12,16	5
Because of financial reasons	201	3,61	10,50	1*
I do not know the details of the programme	199	3,41	4,17	1
I am afraid that it would prolong my studies	204	3,39	6,10	1
I do not want to leave here my family/friends	201	3,36	7,48	1
I do not want to go alone	201	3,25	7,23	1
I am not confident about my language knowledge	203	3,00	13,86	1
The abroad completed courses would not be accepted here	196	2,55	21,45	1
I did not find a suitable partner institution	194	2,19	32,71	1
I heard bad experiences	203	1,65	47,82	1
I do not wish to go abroad	200	1,59	54,34	1
I choose another programme to go abroad	195	1,56	59,58	1
I could not meet the application deadline	189	1,54	57,18	1
I asked for but (...) here at the university	191	1,29	60,98	1
I asked for but(...) from the partner institution	194	1,26	64,84	1

*Note: 44 answers for "1", 43 answers for "5" and 42 answers for "6"

4. Table Short summary of the scaling questions (See the entire summary in the Appendix)

Qualitative answers

Other reasons

At the end of the scaling questions in the form of an open question asked for other reasons why they have not applied for the Erasmus programme. In the following I am summarizing the answers of those who have thought about and who have not thought about applying.

Altogether 16 answers arrived for this question, which means around 5 % of the sample answered the question. The answers are presented categorised in the following. (See the actual answers in the appendix.)

- *Personal reasons*, number of answers: 6
Respondents mentioned various personal reasons that cannot be connected to any of the scaling questions in the survey.
- *First semester student*, number of answers: 3
Respondent are currently in their first semester, application for Erasmus is open from the second semester.
- *Lack of information*, number of answers: 3
The respondents said that they do not have enough information on the Erasmus programme.
- *Will apply later*, number of answers: 3
Respondents stated that they plan to apply later for the programme.
- *Incorrect information*, number of answers: 1
The answer of the respondent shows that he/she has incorrect information on the programme and this keeps him/her from applying. The respondent believes that the opportunity is closed for self-funded students, which is not true.

What could the university do?

The other qualitative question in the questionnaire was “What could the university do to encourage you to apply for the Erasmus programme?”. Approximately 30% of the respondents answered this question, altogether 70 students. The respondents could mention as many things as they wished; therefore I received 79 different answers. The answers are presented in 9 categories in the order significance. (See the actual of answers in the appendix.)

- *Promotion*, number of answers: 30
38% of the answers fall into the “promotion” category. Those answers are included here in which students suggested more promotion, more presentations on the programme and on its details, more information in general. Respondents

suggested more pro-activity from the university's or the faculty's side in providing information on the programme.

- *Financial aid*, number of answers: 15

In this category most of the respondents would like to see stronger financial support. Although the language of some of the answers make me assume that many of the respondents are not totally familiar with the financial details of the programme.

- *Accept the courses completed abroad*, number of answers: 10

In this group those answers are included that mentioned directly the problem of having courses accepted, that are completed abroad; and includes those that mention the problem that an Erasmus semester would prolong the duration of studies. I assume that the majority of these respondents heard bad experiences in connection with transferring that credits that were earned abroad.

- *Nothing*, number of answers: 7

Surprisingly the 4th most mentioned "to-do" was "nothing". Some of the respondents simply wrote this single word, while some respondents added a comment to it. This answer means that these respondents reject the Erasmus opportunity; there is nothing the university could do to persuade them for applying.

- *Incorrect information*, number of answers: 4

Those answers are collected here which shows that the respondent has incorrect information about the programme. E. g. a respondent would like to see in the offer more partner institutions in Asia. Although since April 2012 it is possible to make Erasmus agreements with institutions in Kazakhstan, Erasmus is a programme typically for Europe.

- *More partner institutions*, number of answers: 4

Four students suggested more partner institutions to choose from. The respondents are students of the following academic programmes: finance studies (1), business administration and management (2), tourism and catering (1) (Pénzügy és számvitel alapszak, gazdálkodási és menedzsment alapszak, tourism and catering alapszak).

- *Opportunity for meeting Erasmus students*, number of answers: 3

Does enough, number of answers: 3

And three respondents suggest more organised opportunities for meeting Erasmus students (e.g. free time programmes). And in three answers students mentioned that the university already does enough for encouraging students; two of them also mentions that they would like to apply in the future.

- *Other*, number of answers: 6

Among the various answers two respondents would like to receive more help in the application process. One of them would require more help in correspondence with the partner institution. Two students would like to travel with friends, one respondent suggests a preparatory language course and one student has a suggestion regarding Erasmus programmes.

Summary of the qualitative research

The first part of the qualitative section did not presented negative motivations that can actually be handled. But the second part provided useful suggestions for the university.

The most often suggested “to-do” was the “Promotion”, the second and third most mentioned thing were “Financial aid” and “Accepting the courses completed abroad”. These three suggestions fall into place with the negative motivation factors investigated with the scaling questions.

The “Incorrect answers” were also useful, because they showed how important it is to provide accurate information to students.

SUGGESTIONS

	Result of the quantitative research (Negative motivations that should be handled)	Result of the qualitative research (Suggestions from students)	Suggested tool
1	I did not ask for the necessary information		Marketing communication encouraging students.
2	Because of financial reasons	Financial aid	Finding and presenting financial solutions.
3	I do not know the details of the programme	Promotion	More efficient promotion.
4	I am afraid that it would prolong my studies	Accepting the courses completed abroad	More information on credit transfer. Analysing the ex-Erasmus students' experiences with having accepted the courses completed abroad.
5	I do not want to leave here my family/friends		Marketing communication encouraging students. International atmosphere.
6	I do not want to go alone		Marketing communication encouraging students. International atmosphere.

1. A negative motivation factor was that students did not ask for information regarding the programme. Although, this is a neglect of the students, the university can encourage students to ask. I believe that is the marketing communication of the Erasmus program would invite students to ask, this factor could be decreased.
2. For the financial issues there can be found solutions. There are several foundations and scholarship funds that can provide financial support for students on top of the Erasmus scholarship. If these opportunities are mapped and offered for students as solutions, probably more students would be willing to apply.
3. More efficient and probably more aggressive promotion would result in the number of applications. Most of the students have heard about the programme but a high number of them do not know the details.
4. More information on credit transfer should be pro-actively provided for the students before the application period. I would suggest analysing the ex-Erasmus students' experiences with getting the courses accepted and make the necessary steps accordingly.
5. and 6. We cannot change the attitude of the students, but we can encourage them to step out of their comfort zone. If feeling of “getting international” would be in the

atmosphere of the university and of the Faculty of Business and Economics, students would be more willing to go abroad.

Based on the result of the research and on my personal experiences at the Faculty of Business and Economics I would suggest a more efficient marketing for the Erasmus programme, but more importantly the creation of an “international atmosphere” where students are encouraged to use their language knowledge, to go abroad, to “get international”.



CONCLUSION

This study explored and presented the characteristics of those students who do not apply for Erasmus. Based on then collected data suggestions were made, out of which two would bring the biggest effect; the more efficient marketing and the creation on an international atmosphere. The former is simpler and its effect can be measured easily, while the latter is more difficult to accomplish and its effect will show only on the long run, however the effect would stay longer.

The current study alone is not enough to provide the best suggestions on how to increase the number of outgoing Erasmus students. The number of outgoing Erasmus students is probably in relation with the number of incoming Erasmus students, therefore the topic is more complex. Further researches are suggested.

Epilogue

In 2012 the state-funded places in higher education in economic and business studies in Hungary is 250. (*Nemzeti Erőforrás Minisztérium Oktatásért Felelős Államtitkársága: A felsőoktatásba felvehetők létszáma*)

„The Erasmus programme needs an additional EUR 90 million and is at risk of having to substantially reduce the number of places offered to students or to cut their level of grants; this will obviously hit students from disadvantaged backgrounds the hardest.”

(European Commission Press Release, 23.10.2012)

Is the Erasmus programme at risk?

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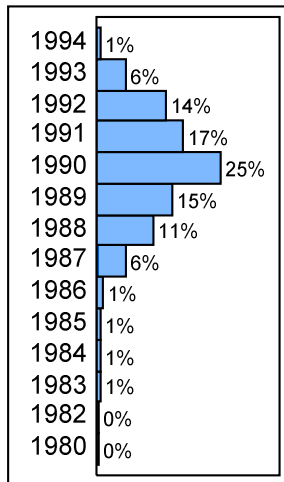
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APPENDIX

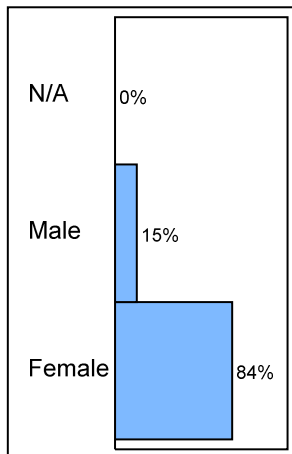
Distributions Year of birth



1. Figure

Level	Count	Prob
1980	1	0,00450
1982	1	0,00450
1983	2	0,00901
1984	2	0,00901
1985	2	0,00901
1986	3	0,01351
1987	13	0,05856
1988	25	0,11261
1989	34	0,15315
1990	55	0,24775
1991	38	0,17117
1992	31	0,13964
1993	13	0,05856
1994	2	0,00901
Total	222	1,00000

Gender

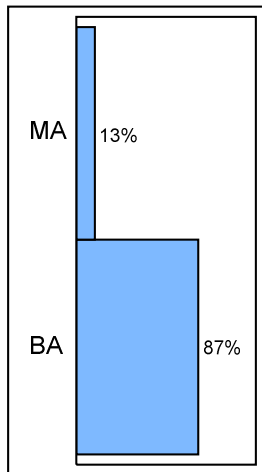


2. Figure

Level	Count	Prob
Female	197	0,84188
Male	36	0,15385
N/A	1	0,00427
= no answer		
Total	234	1,00000

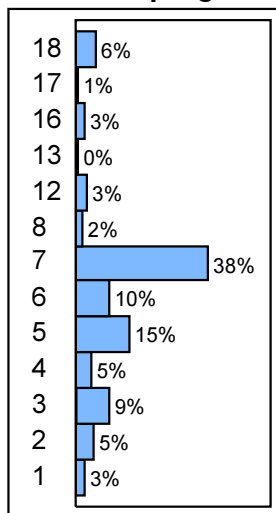
Level of studies

Level	Count	Prob
BA	202	0,87069
MA	30	0,12931
Total	232	1,00000



3. Figure

Academic programme

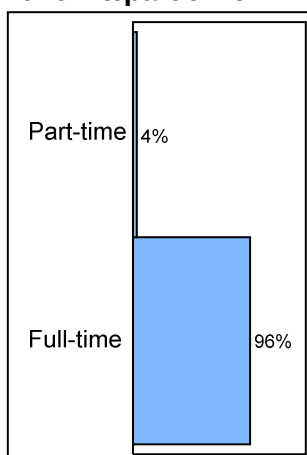


Level	Count	Prob
1	6	0,02575
2	12	0,05150
3	22	0,09442
4	11	0,04721
5	36	0,15451
6	23	0,09871
7	88	0,37768
8	5	0,02146
12	8	0,03433
13	1	0,00429
16	6	0,02575
17	2	0,00858
18	13	0,05579
Total	233	1,00000

(Alkalmazott közgazdaságtan BA) 1
 (Emberi erőforrások BA) 2
 (Gazdálkodási és menedzsment BA) 3
 (Műszaki menedzser BA) 4
 (Nemzetközi gazdálkodás BA) 5
 (Pénzügy és számvitel BA) 6
 (Turizmus-vendéglátás BA) 7
 (Tourism and Catering BA (angol)) 8
 (Egyéb BA szak más karon) 9
 Közgazdasági elemző MA) 10
 (Economic Analysis MA (angol)) 11
 (Logisztikai menedzsment MA) 12
 (MBA MA) 13
 (Műszaki menedzser MA) 14
 (Számvitel MA) 15
 (Turizmus-menedzsment MA) 16
 (Tourism Management MA (angol)) 17
 (Vezetés és szervezés MA) 18

4. Figure

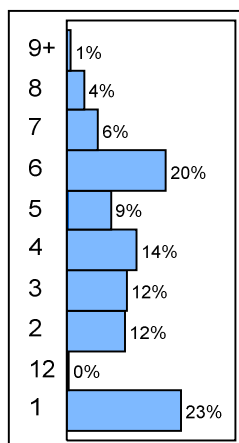
Fulltime/part time



Level	Count	Prob
Full-time	227	0,96186
Part-time	9	0,03814
Total	236	1,00000

5. Figure

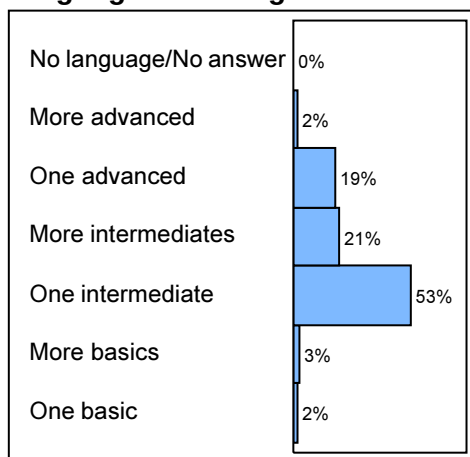
Semester



Level	Count	Prob
1	51	0,22768
12	1	0,00446
2	26	0,11607
3	27	0,12054
4	31	0,13839
5	20	0,08929
6	44	0,19643
7	14	0,06250
8	8	0,03571
9+	2	0,00893
Total	224	1,00000

6. Figure

Language knowledge



Level	Count	Prob
One basic	5	0,02092
More basics	7	0,02929
One intermediate	126	0,52720
More intermediates	50	0,20921
One advanced	46	0,19247
More advanced	4	0,01674
No language/No answer	1	0,00418
Total	239	1,00000

7. Figure

Answers for 'Other reasons' for not applying for the Erasmus programme		
No. of answers	Category of answer	Actual answer
3	First semester student	Elsőéves hallgatóként először inkább az egyetemmel (PE) ismerkednék meg jobban.
	First semester student	Úgy olvastam, hogy legalább 2 lezárt félévvel kell rendelkezni. Mivel idén kezdtem meg tanulmányaimat a Pannon Egyetemen, ezért sajnálatos módon jelentkezni még nem tudok.
	First semester student	Még nem teljesítettem egy teljes félévet sem, ami egy feltétele a jelentkezéshez.
1	Incorrect information	Költségtérítéseknek nem lehet...
3	Lack of information	Nem kaptam megfelelő tájékoztatást még első éves koromban, később pedig már tárgyakból adódó csúszás miatt nem jelentkeztem.
	Lack of information	Tájékoztatás hiányossága

	Lack of information	Igazából ez még új dolog nekem, eddig nem igazán hallottam róla és első félévben nem mertem egyből belevágni.
6	Personal reasons	Személyes okok merültek fel
	Personal reasons	3. féléves szűrőtárgyak
	Personal reasons	Nem tudtam még rászálni magam
	Personal reasons	Sok a kötelezettségem itthon.
	Personal reasons	nem érzek magamban elég energiát ennyivel is több dolog elvégzésére
	Personal reasons	Gyermekeket nevelek
3	Will apply later	Következő időszakban szeretnék jelentkezni.
	Will apply later	Jövő évre szeretnék pályázni
	Will apply later	még csak a 3.félévemet kezdtem az egyetemen, és úgy terveztem, hogy az 5.félévben szeretnék kimenni

5. Table

Answers for "What could the university do to encourage you to apply?"	
Number and category of answers	Actual answer
10; Accept the courses completed abroad	Elfogadja a külföldön teljesített tárgyakat!
	Fejlesztani kéne a kreditelismertetést és a tantárgyi tematikák átláthatóságát.
	Első éveseknek kötelező előadásokat tartani róla, továbbá több információt adni róla, hogy esetleg csúszás nélkül is részt vehetek-e a programban és ez miként valósul meg II.
	Nyelvi felkészítés Az Erasmus-egyetemen teljesített tárgyak elfogadása I.
	Rugalmasabban kezelhetnék a tanárok a külföldön tanult tárgyak elfogadását!
	Anyagilag jobban ösztönözhetnék a diákokat, valamint a külföldön teljesített tárgyak nagyon arányú elfogadásával. I.
	Fogadják el a kint teljesített tárgyakat
	Azzal lehetne ösztönözni, hogy több tárgyat el lehetne fogadtatni
	Anyagiakban segíthetne, a tárgyak elfogadása ösztönző lenne II.
	Egyrészt anyagi háttérrel, másrét, hogy ne csússzak emiatt a tanulmányaimmal I.
3; Does enough	Szerintem így is eleget tesz, rengeteg a hirdetés, motiválás.
	Az egyetem mindent megtesz, következő félévben szeretnék jelentkezni
	Szeretnék menni, később jelentkezem
15; Financial aid	Mivel kizárólag anyagi okok hátráltatnak, ezért, ha az valahogy megoldható lenne, hogy arra a félévre ne kelljen itt tandíjat fizetnem, akkor ez motiválna/és a több ösztöndíj.
	nagyobb anyagi támogatás
	Több támogatás a költséges hallgatók számára is. Attól, hogy fizetős vagyok a szakomon, még nem egyenlő azzal, hogy jómódú családból származok. Nem tudom itthon fizetni a szakomat és közben kint is az ösztöndíjon túli összeget megteremteni.
	Anyagilag támogathatná
	Anyagi támogatás

	Több lehetőség, anyagi támogatás I. Anyagilag jobban ösztönözhetnék a diákokat, valamint a külföldön teljesített tárgyak nagyon arányú elfogadásával. II. Anyagiakban segíthetne, a tárgyak elfogadása ösztönző lenne I. Több anyagi támogatást kellene adni Több információ, segítség, kedvezmény I. Több anyagi támogatást nyújthatna Anyagi támogatás, tájékoztatás I. Támogatás (anyagi és egyéb) Egyrészt anyagi háttérrel, másrét, hogy ne csússzak emiatt a tanulmányaimmal II. Anyagilag több támogatást nyújtson
4; Incorrect information	Engedje meg a költségtérítéses hallgatóknak is! Első éveseknek kötelező előadásokat tartani róla, továbbá több információt adni róla, hogy esetleg csúszás nélkül is részt vehetnek-e a programban és ez miként valósul meg III. Engedje, hogy a költségtérítéses hallgatók is hasonló feltételek mellett pályázhassanak Ázsiában több kapcsolatot felvenni
4; More partner institutions	Több lehetőség, anyagi támogatás II. Több lehetőség kellene fogadóintézményekből Több külföldi egyetemet ajánljon Szacom hallgatóinak nagyon kevés választási lehetősége van a korábbi listákat olvasgatva, esetleg ezek körének bővítésével több hallgatót meg tudna fogni az egyetem.
7; Nothing	Igazából ez az egyéneken múlik. Semmit Semmit ez az én saját dolgom eldönteni Semmit- Túl bátorítatlan vagyok hozzá. Semmit. semmit Semmit
3; Opportunity for meeting Erasmus students	Több közös program a magyar és külföldi ERASMUS-os hallgatókkal. Erasmusos programok számának növelésével Programokat az itt tanuló külföldi Erasmusosokkal, nekem is igényem lett volna rá
6; Other	Nyelvi felkészítés Az Erasmus-egyetemen teljesített tárgyak elfogadása II. Több ismerős mehetne együtt, hazautazási lehetőség biztosítása a félév során Több információ, segítség, kedvezmény III. Több segítséget nyújthatna, hogy ne mindent a pályázónak kelljen elintéznie, leleveleznie a külföldi egyetemekkel. Több információ, segítség, kedvezmény II. Programokat szervezhetne órák alatt és ne csak utána Biztosítsa, hogy más ismerős jelentkező is velem jöhessen
30; Promotion	Több információszerzési lehetőségre lenne szükség, bár akiket tényleg érdekel a program, úgyis utánanéznék. Esetleg több információt adni a programról és jobban reklámozni. Erasmus programban részt vett diákokkal hirdethetné!

Első éveseknek kötelező előadásokat tartani róla, továbbá több információt adni róla, hogy esetleg csúszás nélkül is részt vehetek-e a programban és ez miként valósul meg I.
Tájékoztató nap (mint a TDK-nap) hatásos lehet, ahol minden szükséges információt, erasmusos beszámolókat személyesen hallgathatnak meg az érdeklődők, esetleg nyelvi felkészültségüket is tesztelhetik, v. itt felmérhető kinek lenne szüksége nyelvi felkészítőre még mielőtt kimegy.
Több élménybeszámoló, nagyobb reklám
Erasmus-ról tájékoztatók, tanácsadás, program ismertetés, bemutatók, intézmények listájának közzétevése, reklám, segítség! Kiválasztás!
Más diákok tapasztalatait osztja meg.
Részletesebb tájékoztatást tehetnének ki az egyetem vagy a kar honlapján. (pl: anyagi vonzatok...)
Több, precízebb információk nyújtása a diákoknak. Mindenkinek, nem csak azoknak aki eleve gondolkodnak rajta, így akinek esetleg anyagi problémái lennének vele megnyugodhatna hogy nagyjából tudja mire számítsa az ösztöndíjjal kapcsolatban, aki a csúszástól fél megnyugodhatna hogy sok mindent be lehet számíttatni, stb....
jobb tájékoztatás
Jobban ismertesse, sokan nem ismerik a részleteket.
Több fórumon is hirdethetnék, hogy több információhoz jussanak a hallgatók
Szerintem több információ kellene valahogy adni, mármint nem nagyon találkozunk Erasmusos lehetőségekkel, nem tudunk róla információkat, azon kívül, hogy van. Ha jobban tudatában lennénk a lehetőségnek akkor többen mennének szerintem. És főleg az anyagi vonzatról jó lenne többet tudni.
Többet reklámozhatná
Tartsanak több előadást róla!
Jobb reklám
Nyújthatna több részletes információt, esetleg akik vettek másrészt azok élménybeszámoló előadásokat tarthatnának, amik meghozzák a többiek kedvét is.
Buzdítás a tanároktól
Több információ, segítség, kedvezmény II.
Anyagi támogatás, tájékoztatás II.
Erasmus fórumok, videó bejegyzések azokról, akik voltak kint
Több előadást tarthatnának róla
Több felvilágosítást adjanak
Több reklám kellene
Oktatók általi népszerűsítés
Szélesebb tájékoztatás, motiválni a hallgatókat, azzal, hogy miért jó ez nekik
Jobb marketingtevékenység
Részletes ismertetés
Több részletes információ

6. Table

SUMMARY OF SCALING QUESTIONS	N total	N answers	N missing	Mean of ratings	Std Dev	Variance	1	2	3	4	5	6	Mean of no. of ratings	Mean deviation of no. of ratings	Median	Mode
Negative Motivation I-II.																
Because of financial reasons	239	201	38	3,61	1,87	3,49	44	24	26	22	43	42	33,50	10,50	4	1
I did not find a suitable partner institution	239	194	45	2,19	1,49	2,21	96	36	20	19	18	5	32,33	32,71	2	1
I am not confident about my language knowledge	239	203	36	3,00	1,72	2,98	60	33	27	33	31	19	33,83	13,86	3	1
I do not want to leave here my family/friends	239	201	38	3,36	1,82	3,32	43	36	33	23	27	39	33,50	7,48	3	1
I am afraid that it would prolong my studies	239	204	35	3,39	1,74	3,02	43	30	28	40	33	30	34,00	6,10	4	1
The courses completed abroad would not be accepted here	239	196	43	2,55	1,55	2,39	65	47	39	12	22	11	32,67	21,45	2	1
I heard bad experiences	239	203	36	1,65	1,05	1,11	126	45	17	10	2	3	33,83	47,82	1	1
I do not want to go alone	239	201	38	3,25	1,69	2,87	45	30	36	33	34	23	33,50	7,23	3	1
I do not wish to go abroad	239	200	39	1,59	1,13	1,27	143	25	12	14	3	3	33,33	54,34	1	1
I do not know the details of the programme	239	199	40	3,41	1,72	2,95	39	28	37	32	33	30	33,17	4,17	3	1
I did not ask for the necessary information	239	201	38	3,78	1,68	2,82	34	13	33	37	51	33	33,50	12,16	4	5
I asked for but (...) here at the university	239	191	48	1,29	0,75	0,56	155	24	8	1	2	1	31,83	60,98	1	1
I asked for but(...) from the partner institution	239	194	45	1,26	0,75	0,57	164	19	5	3	2	1	32,33	64,84	1	1
I choose another programme to go abroad	239	195	44	1,56	1,29	1,66	154	12	9	8	4	8	32,50	59,58	1	1
I could not meet the application deadline	239	189	50	1,54	1,19	1,42	148	11	10	12	4	4	31,50	57,18	1	1

7. Table

Erasmus mobilitás kérdőív 2012.

Kérjük, hogy a kérdőívet csak olyan hallgató töltse ki, aki még nem vett részt az Erasmus programban. Kérlek, a kérdőívet csak egyszer töltsd ki!

Születési év: _____ Nem: _____ Nő _____ Férfi _____

Kar: _____ Szak: _____

Hányadik félévedet végzed most?

1. **Nyelvtudás** (kérek akkor is jelöld meg tudásod szintjét, ha nincsen róla papírod!)

Angol: alapszint középszint felsőfok

Német: alapszint középszint felsőfok

Egyéb: alapszint középszint felsőfok

2. **Hallottál már az Erasmus hallgatói tanulmányi mobilitás programról?**

Igen nem

3. **Hallottál már az Erasmus hallgatói szakmai gyakorlat programról?**

Igen nem

4. **Megfordult már a fejedben, hogy részt vegyél az Erasmus hallgatói tanulmányi mobilitás programban?**

Igen nem

5. **Ha igen, mi motivált?** (itt megjelölhetsz több választ is)

Értékelte az alábbi állításokat! Tegye x-et a skála számai aszerint, hogy mennyire értesz egyet az állítással!

(1- egyáltalán nem igaz, 6- teljes mértékben igaz)

Az angoltudásomat fejleszthetem	1	2	3	4	5	6	Nincs válasz
Egyéb nyelvet tanulhatok	1	2	3	4	5	6	Nincs válasz
Buli	1	2	3	4	5	6	Nincs válasz
Szakmai tudásomat gyarapíthatom	1	2	3	4	5	6	Nincs válasz
Nemzetközi kapcsolatokat építhetek	1	2	3	4	5	6	Nincs válasz
Utazás	1	2	3	4	5	6	Nincs válasz

Úgy hallottam kint könnyebb teljesíteni néhány tárgyat	1	2	3	4	5	6	Nincs válasz
Az Erasmus ösztöndíjat elismerik a munkaerőpiacon	1	2	3	4	5	6	Nincs válasz
Új kultúrákat ismerhessek meg	1	2	3	4	5	6	Nincs válasz
Nem probléma ha esetleg emiatt csúszok egy félévet	1	2	3	4	5	6	Nincs válasz

6. Jelentkeztél az Erasmus Hallgatói Tanulmányi Mobilitás programba?

Igen nem

7. Ha jelentkeztél, miért nem vettek fel?

.....

8. Ha nem jelentkeztél a programba, annak ellenére, hogy érdekelt, mi ennek az oka?

Értékelte az alábbi állításokat! Tegye x-et a skála számai aszerint, hogy mennyire értesz egyet az állítással!

(1- egyáltalán nem igaz, 6- teljes mértékben igaz)

Anyagi okok miatt	1	2	3	4	5	6	Nincs válasz
Nem találtam megfelelő partner intézményt	1	2	3	4	5	6	Nincs válasz
Nem érzem megfelelőnek a nyelvtudásomat	1	2	3	4	5	6	Nincs válasz
Nem szeretném itthon hagyni a barátaimat/családomat	1	2	3	4	5	6	Nincs válasz
Félek, hogy csúsznék a tanulmányaimmal	1	2	3	4	5	6	Nincs válasz
Itthon nem fogadják el a tárgyakat, amiket kint tanulni szeretnék	1	2	3	4	5	6	Nincs válasz
Rossz tapasztalatot hallottam	1	2	3	4	5	6	Nincs válasz
Nem szeretnék egyedül menni	1	2	3	4	5	6	Nincs válasz
Nem vágyom külföldre	1	2	3	4	5	6	Nincs válasz
Nem ismerem a program részleteit	1	2	3	4	5	6	Nincs válasz
Nem jártam utána a szükséges információknak	1	2	3	4	5	6	Nincs válasz
Kértem, de nem kaptam megfelelő segítséget itt az egyetemen	1	2	3	4	5	6	Nincs válasz

Kértem, de nem kaptam megfelelő segítséget a partner intézménytől	1	2	3	4	5	6	Nincs válasz
Már programmal voltam/megyek majd külföldre	1	2	3	4	5	6	Nincs válasz
Kicsúsztam a határidőből	1	2	3	4	5	6	Nincs válasz
Egyéb:							

9. Ha még nem fordult meg a fejedben, hogy jelentkez, miért nem?

Értékelte az alábbi állításokat! Tegye x-et a skála számai aszerint, hogy mennyire értesz egyet az állítással!

(1- egyáltalán nem igaz, 6- teljes mértékben igaz)

Anyagi okok miatt	1	2	3	4	5	6	Nincs válasz
Nem találtam megfelelő partner intézményt	1	2	3	4	5	6	Nincs válasz
Nem érzem megfelelőnek a nyelvtudásomat	1	2	3	4	5	6	Nincs válasz
Nem szeretném itthon hagyni a barátaimat/családomat	1	2	3	4	5	6	Nincs válasz
Félek, hogy csúsznék a tanulmányaimmal	1	2	3	4	5	6	Nincs válasz
Itthon nem fogadják el a tárgyakat, amiket kint tanulni szeretnék	1	2	3	4	5	6	Nincs válasz
Rossz tapasztalatot hallottam	1	2	3	4	5	6	Nincs válasz
Nem szeretnék egyedül menni	1	2	3	4	5	6	Nincs válasz
Nem vágyom külföldre	1	2	3	4	5	6	Nincs válasz
Nem ismerem a program részleteit	1	2	3	4	5	6	Nincs válasz
Nem jártam utána a szükséges információknak	1	2	3	4	5	6	Nincs válasz
Kértem, de nem kaptam megfelelő segítséget itt az egyetemen	1	2	3	4	5	6	Nincs válasz
Kértem, de nem kaptam megfelelő segítséget a partner intézménytől	1	2	3	4	5	6	Nincs válasz
Már programmal voltam/megyek majd külföldre	1	2	3	4	5	6	Nincs válasz
Kicsúsztam a határidőből	1	2	3	4	5	6	Nincs válasz

Egyéb:

10. Mit tehetne az egyetem azért, hogy ösztönözzön az Erasmus programba való jelentkezésre?

.....
.....

11. Találkoztál már nálunk tanuló Erasmus hallgatóval?

Igen nem

12. Hogyan látod az Erasmus hallgatókat?

Értékelte az alábbi állításokat! Tegye x-et a skála számai aszerint, hogy mennyire értesz egyet az állítással!

(1- egyáltalán nem igaz, 6- teljes mértékben igaz)

Jó véleményen van róluk	1	2	3	4	5	6	Nincs válasz
Rossz véleményem van róluk	1	2	3	4	5	6	Nincs válasz
Sokat tanulnak	1	2	3	4	5	6	Nincs válasz
Keveset tanulnak	1	2	3	4	5	6	Nincs válasz
Sokat buliznak	1	2	3	4	5	6	Nincs válasz
Keveset buliznak	1	2	3	4	5	6	Nincs válasz
Sokat kirándulnak és szórakoznak	1	2	3	4	5	6	Nincs válasz
Keveset kirándulnak és szórakoznak	1	2	3	4	5	6	Nincs válasz

13. Van olyan órád, ahol nem magyar anyanyelvű Erasmus hallgató is van a csoportban?

Van nincs

14. Hogyan látod az Erasmus hallgatókat az órákon?

Értékelte az alábbi állításokat! Tegye x-et a skála számai aszerint, hogy mennyire értesz egyet az állítással!

(1- egyáltalán nem igaz, 6- teljes mértékben igaz)

Jó, hogy van külföldi hallgató az órán	1	2	3	4	5	6	Nincs válasz
Könnyű a kommunikáció a külföldi hallgatóval	1	2	3	4	5	6	Nincs válasz

Örülök, ha együtt kell dolgoznom a külföldi hallgatóval (pl. projektmunka, csapatmunka)	1	2	3	4	5	6	Nincs válasz
Örülnék, a közös munkának külföldi hallgatóval, de akivel együtt kell dolgoznom azokkal nem megy jól	1	2	3	4	5	6	Nincs válasz
Szívesen barátkozom külföldi hallgatóval	1	2	3	4	5	6	Nincs válasz
A külföldi hallgatók hátráltatják az órai munkát	1	2	3	4	5	6	Nincs válasz
Tanultam új dolgokat a külföldi hallgatóktól	1	2	3	4	5	6	Nincs válasz