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The motivation to study abroad

What motivates students to apply for Erasmus grant?

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Introduction

Nowadays more and more students are thinking about studying abroad. Some years ago this idea seemed unthinkable, but now, it is easily available. With the partnerships all over the Universities in different countries (and with the contribution of the European Union), anyone can participate. The emphasis is increasing on the scholarship opportunities for foreign Universities, and the employers also like to employ those people, who trained abroad. The students would like to try out themselves abroad, to take advantage of the “once in a lifetime” opportunity. However, what motivates the students to study abroad? In my study, I am looking for the answer to this question.

The purpose is to find out the motivation of the Erasmus scholar students, from Széchenyi István University.

This subject is very topical, because there are more and more chances for the students to study abroad who are beginning to explore the potential of the opportunities of the grants.

The logic of the work can be described: from the generals, to the specifics. The review of the literature is based on secondary sources. However, primer information were needed, too, there was made a research with a questionnaire for the Erasmus students of the Széchenyi István University.

At the first part there is a literature review. In the literature review the motivation, the theories of the motivation will be presented. The concept of the Lifelong Learning Programme, and the most common European Union’s grants (the Comenius Programme, the Leonardo da Vinci Programme, the Grundtvig Programme, and the Erasmus Programme) will be shown.

At the second part, the facts of the hypothesis and the research will be presented. In the first part of the hypothesis it is stated that the Erasmus students go abroad to have more perspective for their lives, so this is their biggest motivation. In the second part of the hypothesis it is said, that most demotivating fact is the lack of money.

To support or to reject the hypothesis there will be shown a survey among the Erasmus students from the Széchenyi István University. 58 Erasmus students were asked from Hungary, from Széchenyi István University, and 50 of them answered. They were asked about general classifying questions, and questions about the Erasmus grant. The main part of this study is to find out their motivations and demotivations about the Erasmus grant, about the motivation and demotivation of studying abroad.

It was a successful research, a lot of information is known now about the motivation of the Erasmus students from the Széchenyi István University, which are proved by the conclusions.

1. The motivation

“Motivation is all the actions that inspire inside.”

(Barkóczy, 1965)

One of the most important questions in the psychology is what is the background of the acts and behavior. Why can people take a lot of energy for certain actions, or why not. The answer is motivation.

1.1. What is the motivation?

The word of motivation comes from the Latin „movere” word, and it means to move. The definition of the motivation means that force which helps to achieve goals, the intensity, guidance, persistency of the people. The intensity means how hard the people can try. This is the main aspect. The persistency means how people lead themselves to reach the goals and how long can the people hang on. The motivated people will hold on until they reach their goals. The motivation allocates the size of the activity, the behavior and the efficiency.¹

1.2. Elements of motivation

People’s abilities and skills can only work normally and optimally if there is motivation behind. The motivation of the personality is very complex system with biological, psychological, social and ethical elements. From the theoretical side there are:

- motivators: that subject on what the focus will be
- motives: the benchmarks which determines the interest, the emotional signs, and the results of the motivation

The motivational system is usually based on experiences and not with conscious planning.²

¹Robbins; Judge (2010)

² Mayer (2008)

1.3. Types of motivation

We can differentiate two kind of motivation:

- Intrinsic (primer) motivation: direct, inside impulse. This can be reflected in interest, curiosity or in a problem-caused stress.
- Extrinsic (secondary) motivation: usually independent from the subject of the activity. This can be rewards, praise, interest or the fear from punishment.

Intrinsic motivation comes from inside an individual rather than from any external or outside rewards (such as money). The motivation comes from the pleasure that one gets from the task itself or from the sense of satisfaction in working or completing a task.

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside. These rewards provide satisfaction and pleasure that the task itself may not provide. An extrinsically motivated person will work on a task even when they have little interest in it, because of the anticipated satisfaction they will get from some reward.

Both the extrinsic and intrinsic motivation can be propelling force, but the honor, compliment and money – as external rewards – motivate people only for a short term.³

The intrinsic motivation is the most important. A person can do the job better, if the motivation is given by the task, and it doesn't depend only on rewards. However sometimes people have to do things what aren't satisfying, and that is why the secondary motivation is very important, too.

³ Kim (2009)

2. Motivation theories

There are two different motivation theories: the content theories of motivation (“What does motivate?”) and the process theories of motivation (“How does it motivate?”).

2.1. Content theories of motivation

The content theories are also known as the “needs theories”. They are based on the needs of individuals. These theories explain why the needs of people change from time to time and the focus on the specific factors that motivate them. If these needs of individuals are not satisfied, then usually the people cannot achieve their own goals.

2.1.1. McGregor’s X and Y theory

This theory was developed by Douglas McGregor in 1960. He created two different kinds of groups and compared them.

Theory X assumes that the average person:

- Dislikes work and attempts to avoid it.
- Has no ambition, wants no responsibility, and would rather follow than lead.
- Is self-centered and therefore does not care about organizational goals.
- Resists change.
- Is gullible and not particularly intelligent.

Theory Y makes the following general assumptions:

- Work can be as natural as play and rest.
- People will be self-directed to meet their work objectives if they are committed to them.
- People will be committed to their objectives if rewards are in place.
- Under these conditions, people will seek responsibility.
- Most people can handle responsibility because creativity and ingenuity are common in the population.

Douglas McGregor said that management style and decision-making depends on which theory does the management believe and apply to their staff. Theory X was adopted by traditional Taylorist management, and Theory Y by more modern management thinkers, following Elton Mayo's human relations approach.

2.1.2. Maslow's Hierarchy of Needs Theory

The Hierarchy of Needs theory was developed by Ibrahim Maslow in 1943. This theory is based on the fact that there are unfulfilled needs that lead to motivate the individuals.

Maslow identified five levels of needs:

- Self Actualization (level 5 - highest level): the quest of reaching one's full potential as a person. This need is never fully satisfied.
- Self Esteem (level 4): all people have a need to be respected and to have self-esteem and self-respect.
- Social belonging and Love needs (level 3): social and involve feelings of belongingness like friendship, intimacy and family.
- Safety needs (level 2): everybody needs personal security, financial security, health and well-being and safety against accidents and illnesses.
- Physiological needs (level 1): they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function.
E.g.: Air, water, and food

These five levels of needs have to be satisfied, if individuals are motivated. In order to motivate individuals the first higher level of needs have to be satisfied before the next level of needs, and only once the lower level of needs are satisfied the next level of needs will act as a motivator. Satisfying the individual needs is a step by step process that should follow from the lowest level to the highest level of needs and only satisfies one level of needs at a time.

2.1.3. Herzberg's Two Factor Theory

Frederick Irving Herzberg's Two Factor Theory is another major content theory that focuses on the individual needs, which was made in 1959.

Herzberg identified two separate groups of factors that have strong impact on the motivation:

- The hygiene factors: consisted of factors such as working conditions, quality of supervision, salary, status, company policies and administration. The hygiene factors are strongly influenced by the feelings.
- The motivating factors: consisted of factors such as recognition, achievement, responsibility, interesting job and advancement to higher level tasks as and growth.

The main part of his theories was that dissatisfaction is not the same as satisfaction. The hygiene factors are to stop dissatisfaction and the motivating factors are to grow satisfaction. Herzberg believed that the motivating factors satisfy employees which will eventually lead to employee motivation.

2.1.4. Alderfer's ERG Theory

The Existence – Relatedness - Growth theory is another form of content theory, developed by Clayton Alderfer in 1969. This is also based on the needs of the individuals. This is in the form of a hierarchy (as Maslow's) but only comprising of three levels.

The three levels of needs identified by Alderfer are:

- Existence (Physiological and Safety needs)
- Relatedness (Social and External Esteem needs)
- Growth (Internal Esteem and Self-Actualization needs)

Alderfer basically reduced the number of levels in his hierarchy thus combining each of the levels together. The first level of needs still has the priority over the other two levels of needs. The order of the needs may not be the same exactly for all individuals and thus could rather change depending on the individual.

2.1.5. McClelland's 3 Needs Theory

The 3 Needs Theory was developed by David McClelland in 1961. Like the other content theories, this theory is also based on the needs of the individuals. In his theory there is the fact that motivation of an individual could basically result from three dominant needs.

The three dominant needs are identified as:

- The need for achievement: they really tend to be motivated if they perform the tasks that are challenging indeed.
- The need for power: if they are not allowed to lead the others then they probably will be demotivated.
- The need for affiliation: individuals with the need for affiliation basically look for good, friendly interpersonal relationships with the others. In other words, they really want to feel like that they are accepted by others and liked by others.

The human motivation in this theory is dominated by these three needs. In other words, some individuals will look for tasks that will help them to achieve something, paving way to motivate them. Likewise some others may need power and some may look for affiliation.⁴

2.2. The process theories of the motivation

The process theories of the motivation examine how to motivate people.

2.2.1. Cognitive Evaluation Theory

In the old motivation theories there was a basic idea, that said the inside rewards (like the interesting job) depends on the external rewards (like the salary). The cognitive evaluation theory is different from these. It says if the external rewards are given the inside interest about the work will decline.

The external rewards can be tangible (money) or verbal (compliment from the boss), and these influence the motivation in different ways. Usually the verbal rewards are growing the motivation, but the tangible rewards are pulling down, because in this case the people concentrate on the rewards and not on the subject.

⁴ Robbins; Judge (2010)

2.2.2. Goal-setting Theory

This theory says that the specific and complex goals with feedback lead to higher achievement. The goals say to the people what to do and how much investment is needed to achieve what they want. The hard tasks motivates people because the attention focuses to the project, they energize, and make the people consistent. It can help to find different kind of strategies which can be helpful with the easier problem-solving.

Basically if someone gets feedback, the performance will be better. The goal commitment, task characteristic and national culture influence the goal-achievement relationship.

If people believe that they can reach the goals, they will want to reach them.

2.2.3. Self-efficiency Theory

As the name says individual should believe that he or she can do the tasks and achieve the goals. If the self-efficiency is bigger, the self-confidence is bigger and the tasks can be done easier. People, who have low self-efficiency, will give up tasks sooner. Albert Bandura (who founded this theory in 1994) thinks, if someone could do something in the past, it will be able to do it in the future.

2.2.4. Reinforcement Theory

Reinforcement theory is a behaviorist application based on the idea that people are not driven by motivation, but by their environment. They think if a person's act is reinforced, it will happen again. It doesn't drive to motivation, but it has a big part in it.

2.2.5. Equity Theory

People compare their inputs (like experience) and outputs (salary) with the others. If their case is the same as the others, they will be calm and more motivated. If someone is in better position one will feel anger, but if one is in better position one will feel guilt.

Although the most researches show that not everything is around the money, people look a lot more things.

2.2.6. Expectancy theory

This is one of the most widely accepted motivation theory. It says that the inclination of doing something depends on the intensity of the expectancy. It focuses on 3 linkages:

- Force-achievement linkage
- Achievement-reward linkage
- Reward-personal goals linkage

The expectancy theory is nothing else, just the power of confidence that the aspiration leads to the fulfillment of the task. ⁵

Unfortunately any theory can not be picked up which will sure work, each has its advantages and disadvantages. In my opinion the content theories make a good picture about motivation, but nowadays motivation means more than just satisfying some needs. I think the process theories can be better applied in the real life and not just the “work-life”. For me the Expectancy Theory is the most acceptable, because we live in a complex world, force – achievement – reward - personal goals really influence our lives.

⁵ Robbins; Judge (2010)

3. Lifelong Learning

3.1. What is Lifelong Learning?

The European Commission's Lifelong Learning Program enables people at all stages of their lives to take part in stimulating learning experiences, as well as helping to develop the education and training sector across Europe.

There are four sub-program which fund projects at different levels of education and training:

- Comenius for schools
- Leonardo da Vinci for vocational education and training
- Grundtvig for adult education
- Erasmus for higher education

With a budget of nearly €7 billion for 2007 to 2013, the program funds a range of actions including exchanges, study visits and networking activities. Projects are intended not only for individual students and learners, but also for teachers, trainers and all others involved in education and training.⁶

3.2. What is the Comenius Programme?

Part of the EU's Lifelong Learning Programme, the Comenius actions aim to help young people and educational staff to understand better the range of European cultures, languages and values. They also help young people acquire the basic life skills and competences necessary for personal development, future employment and active citizenship. The programme addresses issues strongly related to current discussions and developments in school policy: motivation for learning and 'learning-to-learn' skills, key competences, digital educational content and inclusive education.⁷

⁶ European Commission (2010), 2.

⁷ European Commission (2010), 3.

3.3. What is the Leonardo da Vinci Programme?

Leonardo da Vinci enables organizations in the vocational education sector to work with partners from across Europe, exchange best practices, and increase their staff's expertise. It should make vocational education more attractive to young people and, by helping people to gain new skills, knowledge and qualifications, the programme also boosts the overall competitiveness of the European labor market.

Innovation projects are keys to the programme. They aim to improve the quality of training systems by developing and transferring innovative policies, courses, teaching methods, materials and procedures.⁸

3.4. What is the Grundtvig Programme?

Launched in 2000, Grundtvig aims to provide adults with more ways to improve their knowledge and skills, facilitate their personal development and boost their employment prospects. It also helps to tackle problems associated with Europe's ageing population.

The programme funds a range of activities, including particularly those supporting adult learning staff to travel abroad for learning experiences, through exchanges and various other professional experiences. Other larger scale initiatives involve, for instance, networking and partnerships between organizations in different countries.⁹

3.5. What is the Erasmus Programme?

Erasmus is the European Union's flagship for lifelong education and training program enabling 200.000 students to study and work abroad each year. In addition, it funds co-operation between higher education institutions across Europe. Many studies show that a period spent abroad not only enriches students' lives in the academic and professional fields, but can also improve language learning, intercultural skills, self-reliance and self-awareness. Their experiences give students a better sense of what it means to be a European citizen. In addition, many employers highly value such a period abroad, which increases the students' employability and job prospects.

⁸ European Commission (2010), 4.

⁹ European Commission (2010), 5.

Few, if any, programmes launched by the European Union have had a similar Europe-wide reach as the Erasmus Programme. The vast majority of European Universities take part in Erasmus. More than 2.2 million students have participated since it started in 1987, as well as 250.000 higher education teachers and other staff since 1997.

The annual budget is in excess of 450 million euro; more than 4.000 higher education institutions in more, than 33 countries participate.¹⁰

¹⁰ European Commission (2010), 1.

4. Motivation of the students

4.1. Motivation of learning

What motivates people to learn? The answer seems to be simple: they learn because the subject is good and interesting, or it's good to work together. There will be emolument, and it will be used.

4.1.1. What is needed to be motivated to learn?

Knowledge-getting sign can be the curiosity. This is a very big energy-source, it should be always used.

The raising of the interest is a huge challenge. It is needed to be activated. During this phase the interest motives evolve. Interest evolves only about things we know. It can be grown up if the interest is coupling with positive experience, if there are positive opinions, models.

The result-incline is a secondary knowledge-getting motivation. Its evolution depends on if we want to open up the missing knowledge or not. How big is the value, magnitude of learning?¹¹

4.1.2. Why to do?

Motivation makes people move and keeps in moving and determines where to go. All students need those kinds of interests which activate, give the directions and make them assiduous. Motivation gives energy for learning and positive behavior. It stimulates them to have, to transform, and to use the knowledge. People study to satisfy inner or outside needs. Learning experiments suggest asking questions before learning. “Why is it important for me?” “What is my purpose with that?”¹²

¹¹ Kőpataki (2006)

¹² Csibi (2006)

4.1.3. Why to study?

The own motivation helps to focus and to be assiduous until the problem will be solved. Cyril O. Houle made the most famous research about student's motivation in 1961. He made 3 different groups:

- Goal-oriented students: they learn to reach their goals as soon as possible.
- Activity-oriented students: they learn to be in social relationships.
- Learning-oriented students: they learn for knowledge.

This theory comes through, there are students from all of these groups. In general the second group is the biggest, the most of the students who go to Erasmus are in this group.

4.1.4. What motivates people to study?

There are some things that motivates people and some are not. The learning process has a lot of emotional aspects. During learning people can widen their horizon, gain emotional and cognitive experiences - the fear, the angst and the anger influence learning negatively. If the material is not interesting, people will not hold on, and the motivation will turn into another way. In the aspect of learning motivation there are two important factors: significance and directness. The acquirable information should be essential and useful.

Irrespectively of the motivation, if people learn more things what they want and less things what they don't want, the learning will be much more attractive.¹³

4.1.5. Why to study abroad?

Obviously there are a lot of question of people who want to learn outside their country. The case for studying abroad: the combination of widened horizons and access to such an expansive range of talent and experience could take a lifetime to acquire.

A two-by-two matrix may look the same in any language, but cut through that ubiquitous business to develop a knowledge and appreciation of different peoples and places and, like any foreign trip, overseas study ends up more than worth the price of the ticket.¹⁴

¹³ Polyánki (2006)

¹⁴ Delves Broughton (2010)

In case of learning abroad there were researches which showed that the people after their study-abroad program went through some changes, like changing worldviews and becoming more globally minded, valuing the diversity, developed intercultural sensitivity.

Based on a research, what Tempus foundation made in 2009, it can be said that the outgoing students learned language and got known another culture very well. This experience is very important for their personal development. These students are more opened, have better communication skills, they can work in group more effective, than the others. Their intercultural competences are more developed, and have deeper citizenship knowledge. Because of the residency they understand more their own and the other country. These are competences, which are necessary for their career, and contribute to the employability.¹⁵ These factors can be the motivation of Erasmus students.

If someone gains an Erasmus grant, doesn't go just to have fun, but they would like to reach bigger things in their lives and they have a unique opportunity to reach their own goals. That is why people should be motivated to learn.

¹⁵ Beregi et. al. (2009)

5. Research about the motivation of the Erasmus students

The research is about the motivation among the Erasmus students from Hungary, Győr. The research was made to get answer for the question “What motivates the students to apply for an Erasmus grant?”. With the examination it was tried to find out, that what are the motivation figures and factors of the outgoing students from the Széchenyi István University. This research area is very interesting, and maybe the results can motivate more students, to study abroad.

5.1. Hypothesis

When the research was started about the motivation of the Erasmus students, it was thought, the principal momentum of these people is the study. Not just to have more knowledge, but to have more perspective for their life. This is why the hypothesis is, the student go abroad via Erasmus to study, this way, later they can reach bigger goals in their lives. However, they want to improve to have better chances in their lives. The lack of money demotivates them, when they apply for the grant.

On the next pages the answers of the questionnaire will be examined, and at the end, there will be a final conclusion about the confirmation or the rejection of the hypothesis.

5.2. The aim and the methodology of the research

The purpose of the research is to get a comprehensive picture about the motivation of the Erasmus students, so my target audience were the outgoing Erasmus students from the Széchenyi István University. The main question was, that what motivates them, and how much do these motives influence them.

There was made a questionnaire to get to know their motivations. This way a lot of opinion could be collected. I made the questionnaire via an online questionnaire portal¹⁶, in Hungarian language, but the questionnaire is available in English in the Annex 1. The questionnaire was self-reporting, the responding was totally anonymous, and voluntary.

¹⁶ <http://online-kerdoiv.com/index/view/hash/d2d3afdc4fc420e01feb53ffb7bbeb84>

According to data of the Project Center (International Relations Office) of Széchenyi István University, in the academic year of 2010/2011 there were 58 outgoing students.

To get an evaluable picture, I tried to ask all of them, but I got only 50 answers. However I think this number is enough to draw conclusions about the motivation of the Erasmus students.

5.3. The build up of the questionnaire

First, every responder was assured, that the filling out of the questionnaire is totally anonymous, voluntary, and the conclusions will be drawn with all the answers together, and the responders were informed, why is their opinion needed.

5.3.1. General questions

At this part the aim was to get a picture about the responders. They were asked about their gender, age, home country, and study area.

5.3.2. General questions about Erasmus grant

At the second part of the questionnaire, they were asked about the Erasmus grant. They were asked whether did they, or will apply for an exchange grant, and if they applied, where they were, and for how long did they win the grant. The purpose was to get know about their education form, and for which year of study did they use the grant.

5.3.3. Questions about motivation

The third – the main – part includes the four most important questions for the research. They were asked what do they think, what is their main motivation, and demotivation, and how do all of the factors influence them. These questions are the most important, because this way it can be founded out, why they want, and why they don't want to apply for an exchange grant.

There are two questions which are not strictly part of the research, who motivates Hungarian Erasmus students, and what motivates them, when they choose a University. The last question was to find out, if their study-abroad have met their motivation, or not.

5.4. The results of the questionnaire

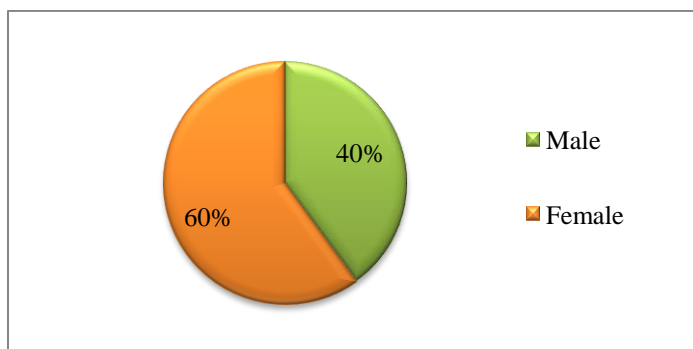
When the questionnaire was sent out, the respondents were asked to fill it out in one week. The experience was, that the 87% of the respondents filled it out on the first day, and the rest 13% filled it out on the second, and the third day.

The responses are shown aggregated, and represented in percentages.

5.4.1. Answers of the general questions

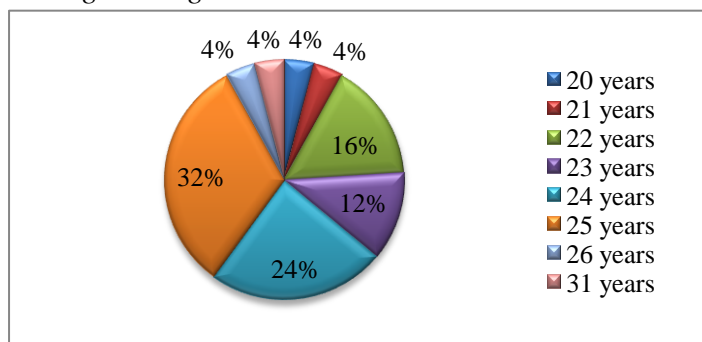
The group of targets was the Erasmus students of the Széchenyi István University, those outgoing students, who participated in an Erasmus grant in the school year of 2010/2011. There were received 50 answers from the 58 students.

1. diagram: Gender distribution



From the 50 responders 60% was female, and 40% male.

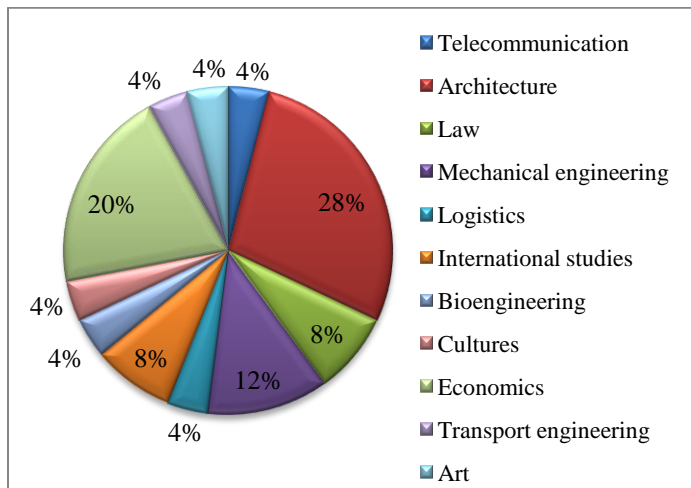
2. diagram: Age distribution



The ages of the responders were between 20 and 31 years. The average age was 23,96 years. The most responders are 25 years old (32%), and 24 years old (24%), but there were no responder between 27 and 30 years.

Although only Hungarian citizens were asked, there was a question about their country. All of the responders are from Hungary, even if they study in another country now.

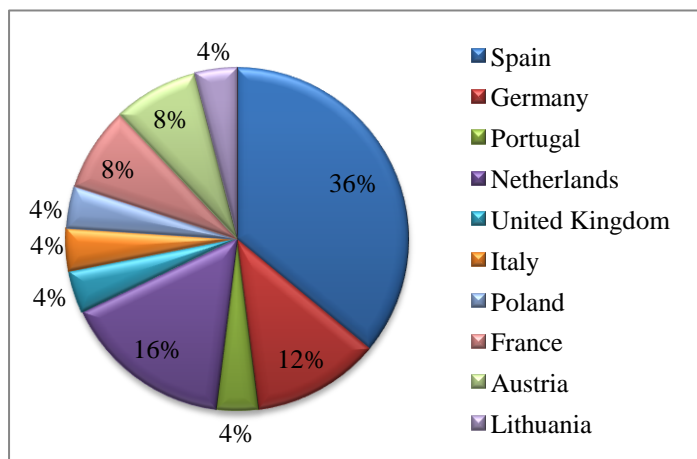
3. diagram: Study areas



The field of their studies are divided. There are responders, who study telecommunication, architecture, law, mechanical engineering, logistics, international studies, bioengineering, cultures, economics, transport engineering. The most common study area is the architecture with 28%, and the second common study area is the economics with 20%.

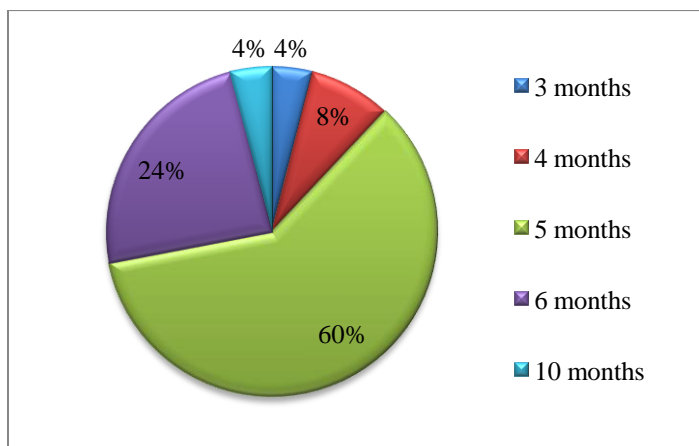
5.4.2. Answers of the general questions about Erasmus grant

4. diagram: The list of the chosen counties



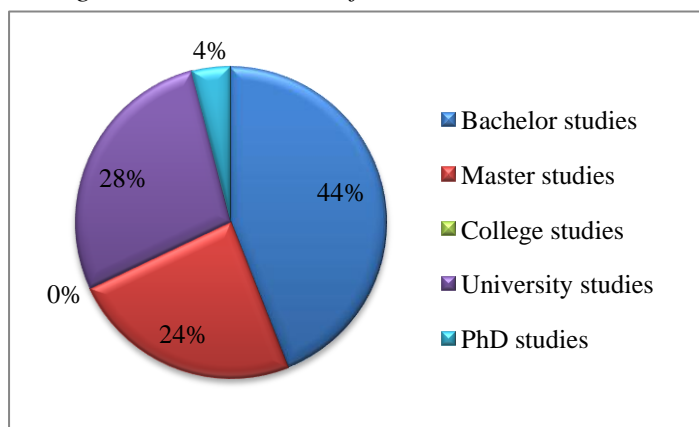
The first question at this category was about if they have applied for an Erasmus grant or not yet. This question was added to the others to make sure, that all of the responders applied for the grant. All of the responders applied.

5. diagram: The list of the months of the grant



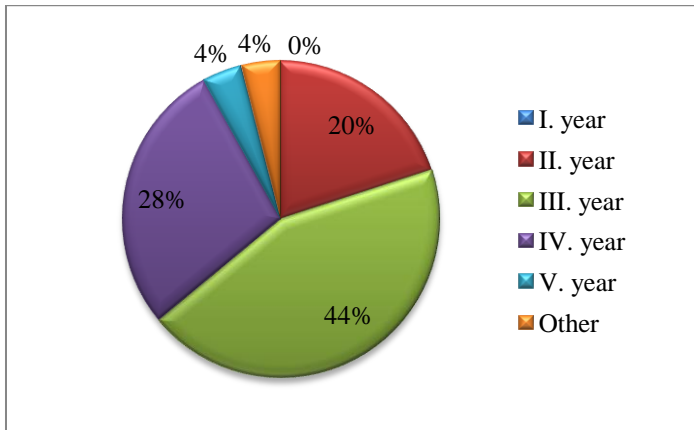
Most of the Erasmus students from Széchenyi István University go for Erasmus for 5 months (60%), which usually means one school-semester, but the 24% of the students went for 6 month (a bit longer than one semester. There were two students, who went for 10 months (two semesters) (4%). The minimum at the Erasmus is three months, that's why there were no students who went for 1 or 2 month.

6. diagram: The education forms



Most of the students studies in Bologna-system in Győr. The most common education form among the Erasmus students is the Bachelor studies with 44%, but there are some students (24%) from the Bologna-system, who learned Master studies during the completion of the grant. There were no Erasmus students, who studies College studies, but the 28% of the students studies University studies, and there are two responders (4%), who are making PhD.

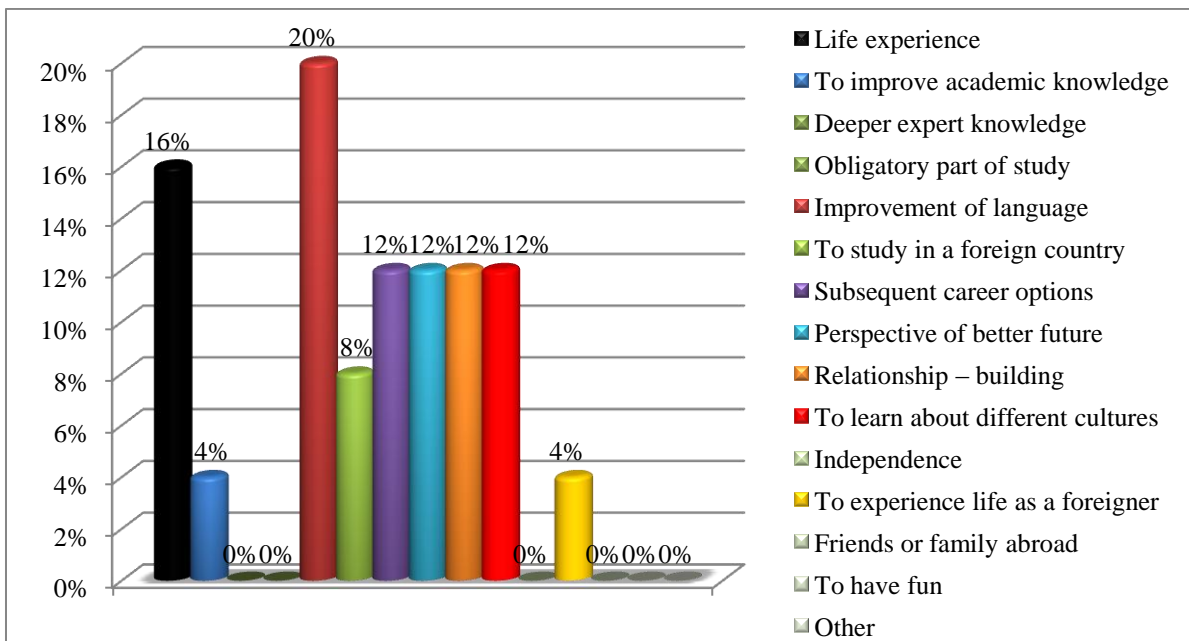
7. diagram: The study year during the Erasmus grant



None of the students go for Erasmus in their first academic year, but a lot of students go in their third (44%), and fourth year (28%). There are some people, who ranked themselves to the “other” category, I assume, they are PhD. students.

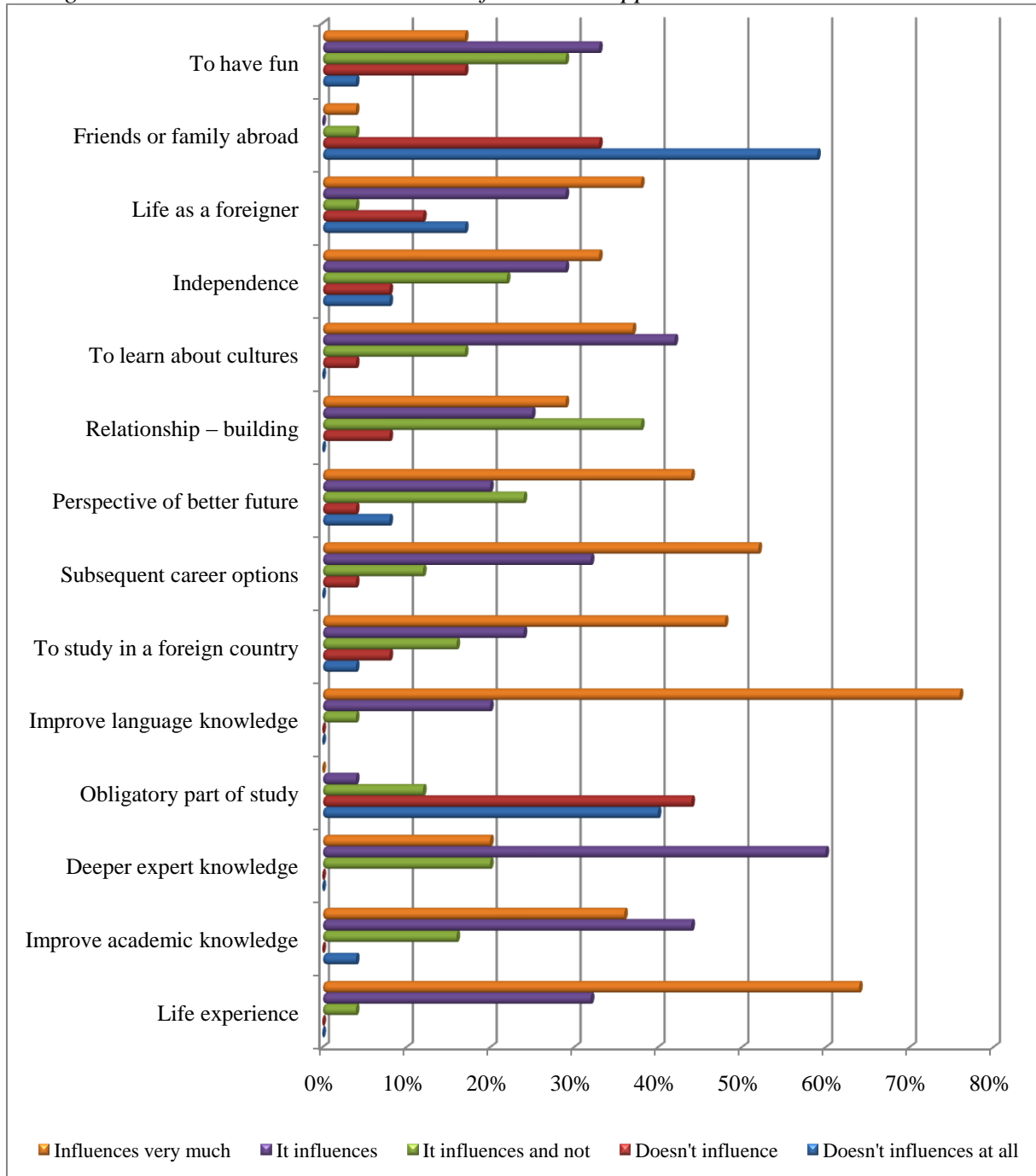
5.4.3. Answers of the questions about motivation

8. diagram: The main motivators



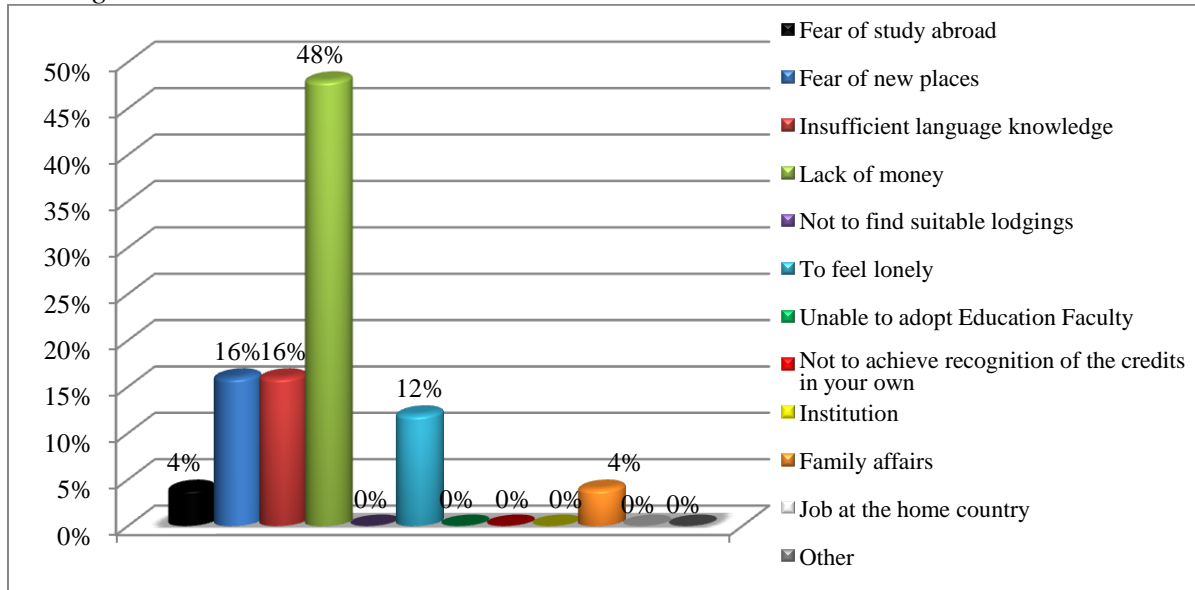
In this question, the responders could pick up only one possible answer, because I wanted to know their biggest motivator. It is seen here, that the most of the students apply for Erasmus grant to improve the language skills (20%). The second main reason is to get life experience (16%). There are a lot of students, who apply to have subsequent career options, and to get a perspective for a better future. It is seen, that nobody was made to apply (it wasn't obligatory for anyone), they applied because they wanted.

9. diagram: How much do the motivators influence the applicants?



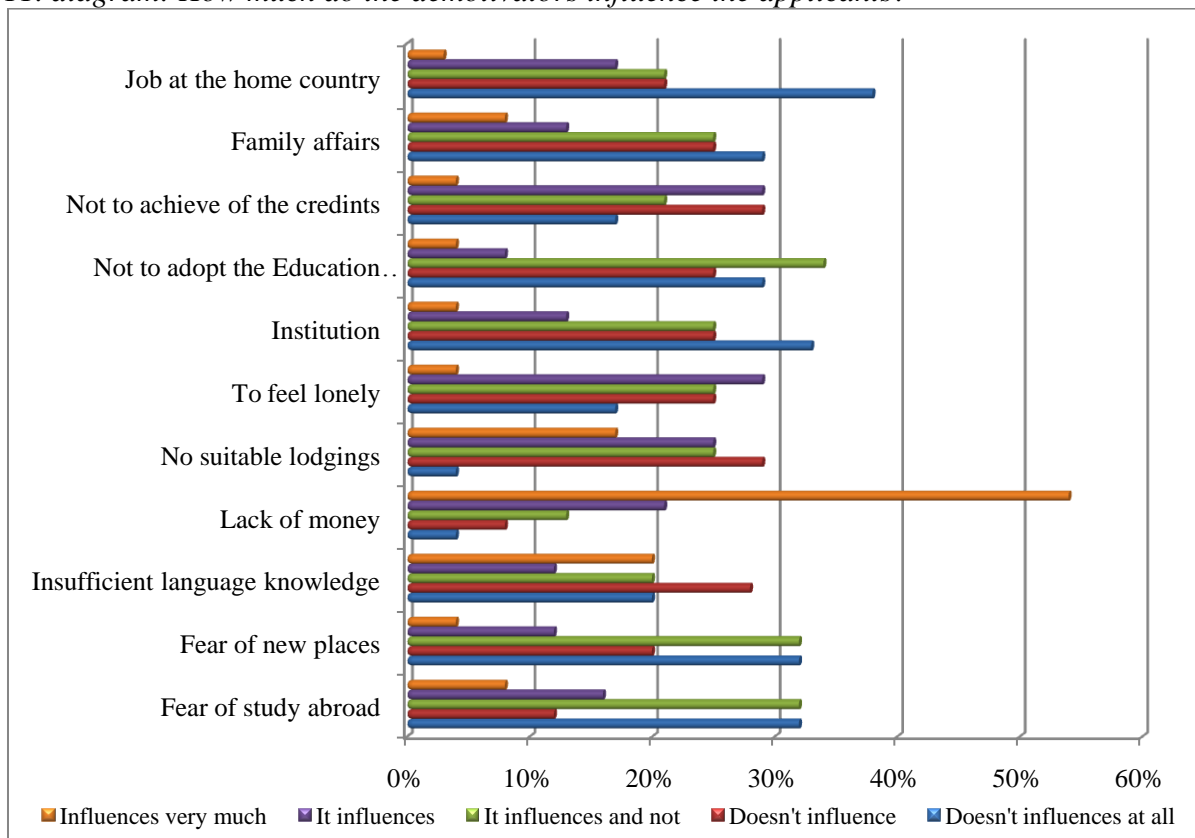
Immediately obvious, that the improvement of the language skills (as it was seen from the diagram before, too) and the life experience factors influence the students, the most. Usually the responders didn't say for any factors, that it is not influencing, except some. Almost 60% of the responders said, the friends and family abroad doesn't influence at all. In general the results are split among the respondents.

10. diagram: The main demotivators



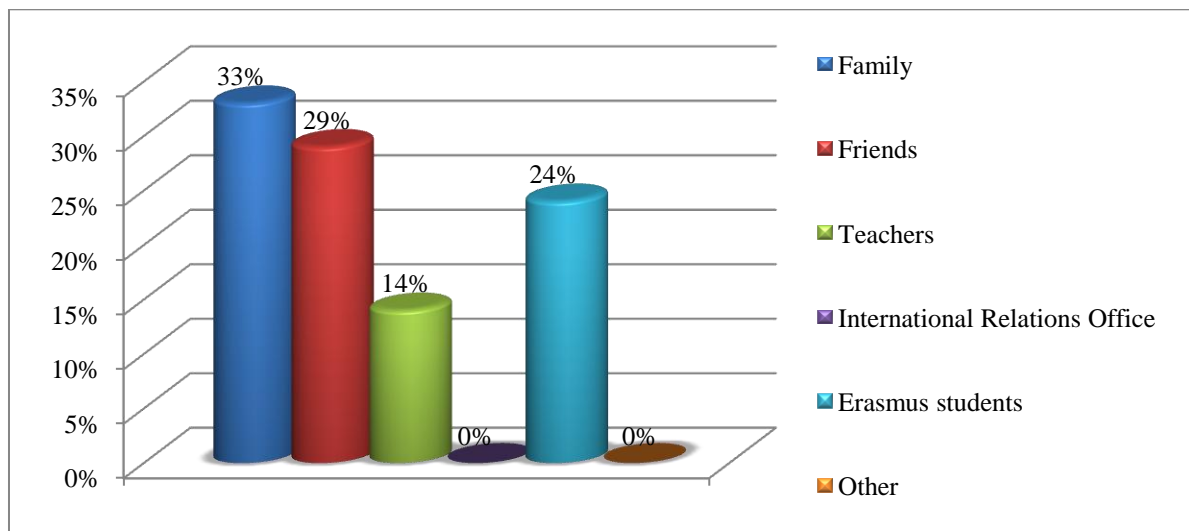
The main demotivator factor for the students in Hungary is the lack of money. Almost 50% of the responders answered this. A lot of students have fear of the new places, but the insufficient language skills are demotivators, too. There are some factors, which aren't demotivating, such as the lodgings, the learning in the other country, or the family and the job at the home country.

11. diagram: How much do the demotivators influence the applicants?



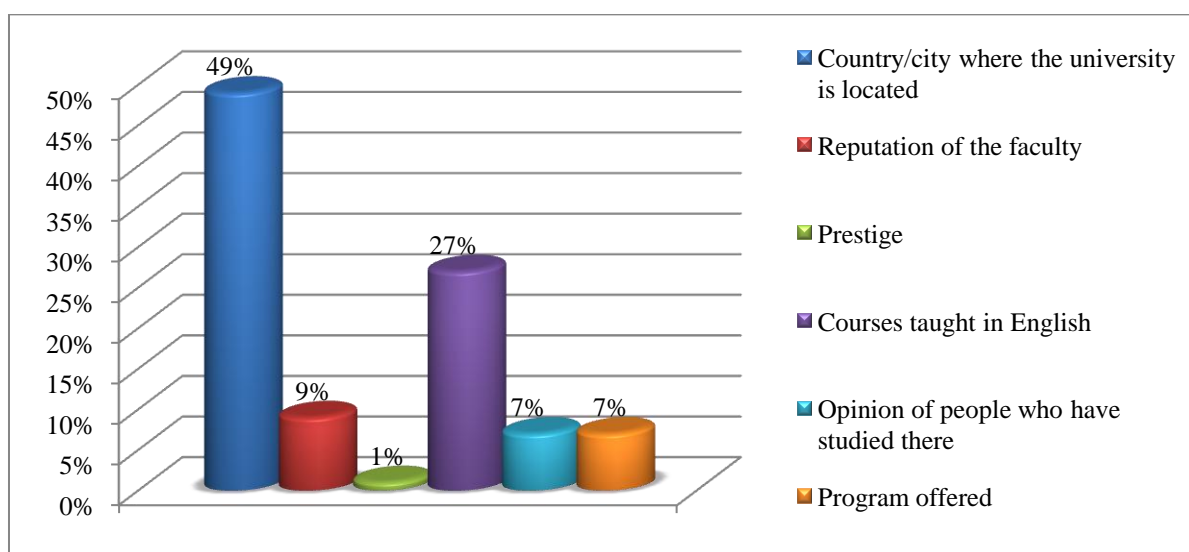
Those students, who didn't choose the lack of money for the main demotivator, here admit that the lack of the money is very influencing. The lack of money influences more than every second people. The least demotivator factor is the job at home, and the institution - where they want to go.

12. diagram: Who motivates the most?



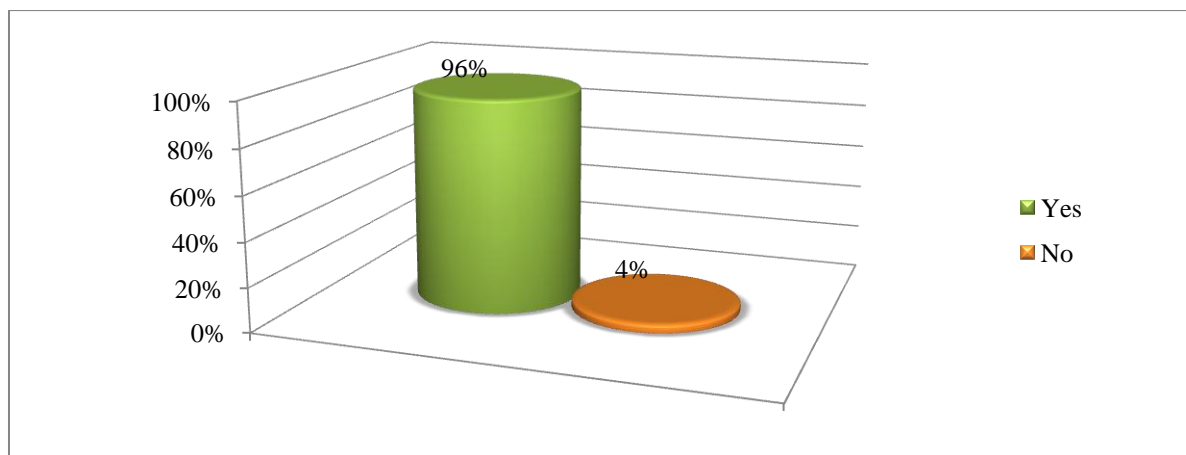
The most motivating people are from the students' family (33%), but the friends are almost as motivating (29%) as the family. The friends and the other Erasmus students mean almost the same. In my point of view there are a lot of students, whose motivation is from their friend. Surprising, but the International Relations Office (Project Center) is unaffected.

13. diagram: The motivation of choosing institution



Most of the people choose the institute by the county or the city (49%), where the University is located, but the list of the courses taught in English (27%) is very important, too. The prestige of the University doesn't matter.

14. diagram: Study abroad meets with motivation



One of the most important facts is, that 96% of the Erasmus students from the Széchenyi István University feels, that their motivation meets or have met with the study abroad. It means 48 students fulfilled their motivation. Those students, who answered no, they answered it, because they haven't finished their study-abroad yet, so they couldn't comment it. This is a very good amount, and this is good, that they could fulfil their motivation.

5.5. Conclusions of the answers

The 50 responders' answers are enough to get a wide picture about the motivations of the Erasmus students of the Széchenyi István University. The results can be described representative among them.

The replies showed that the main motivation factor of these students is the improvement of the language skills, and the most influencing factor is the same. This factor really motivates the students to apply for an Erasmus grant, and the better language skills help them later in their life. The deeper expert knowledge, the obligatory part of the study, independence, friends or family abroad, and go abroad to have fun don't motivate anyone, but it doesn't mean that these would demotivate them.

The main demotivator is the lack of money, it demotivates almost 50% of the students, and it influences very much, more than every other students. The lack of suitable lodgings, the inability to adopt the Education Faculty, no achievement, the institution, or the job at the home country doesn't demotivate anyone at the first term.

Almost everyone is motivated by their family, or their friends, but nobody is motivated by the International Relations Office (Project Center).

Every second Erasmus student chooses the institution by the country or the city where the University is located, but almost nobody chooses it because of the prestige of the University.

The 96% of the students said that their study abroad programme lived up to the expectations, they found their motivation during the study-abroad.

5.6. Conclusions of the research - decision on the hypothesis

The conduct of the research is considered successfully. The answers, opinions were enough to get a wide picture, so now the decision on the hypothesis can be made.

In the hypothesis it was stated that Erasmus students go abroad to study to have more perspective for their life. However they want to have better chances in their lives, the lack of the money demotivates them, when they apply for the grant.

The responses have shown that the students mainly want to learn languages, which will help them later, after the school. Besides, almost every motivation factor (such as deeper expert knowledge, learning about different cultures, relationship-building) help the students in their life. Every second student thinks, the lack of money is the most demotivating factor. Most of the time, the Erasmus grant is not enough for their study-abroad. Sometimes the students can't go abroad because of this reason, the lack of money demotivates them.

Summarizing, it is decided on the adoption of the hypothesis.

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Annexes

Annex 1: Questionnaire about the motivation of the Erasmus students

Dear responder,

I am Anna Mészáros, now I am an Erasmus student at the Technical University of Cartagena, in Spain. This way, I would like to ask you some information for my project research about your motivation of applying for Erasmus grant. In my research I would like to receive responses to the question of what motivates challenge students in applying for scholarships (in this case, the Erasmus scholarship). The filling out of this questionnaire is completely voluntary and anonymous, it takes about 10 minutes. The answers will be summarized, and I will examine the conclusions.

Thank you for helping my work.

I. General questions

1. Gender
 - a. Male
 - b. Female

2. Age:

3. Home country:

4. What is your study area? In which faculty do you study?

II. General questions about Erasmus grant

1. Have you ever applied for an exchange grant?
 - a. Yes
 - b. No

2. If no, will you apply in the future?
 - a. Yes
 - b. No

3. If yes, where were you/where will you go? (Only if it's suitable) Country:

4. If you are/were/will go to Erasmus, how long is/was/will be your study period? (Only if it's suitable) months

5. During the completion of the Erasmus scholarship, what kind of education are/were/will you study? (Only if it's suitable)
 - a. Bachelor studies
 - b. Master studies
 - c. College studies
 - d. University studies
 - e. PhD. studies

6. Which year are/were you studying during the completion of the grant? year

III. Questions about motivation

1. What is/was the MAIN reason for you to apply for the scholarship? (Only one answer is possible)
 - a. Life experience
 - b. To improve academic knowledge
 - c. Deeper expert knowledge
 - d. Obligatory part of study
 - e. Improvement of language knowledge
 - f. The fact to study in a foreign country
 - g. Subsequent career options
 - h. Perspective of better future
 - i. Relationship – building
 - j. To learn about different cultures
 - k. Independence, self- sustainability
 - l. To experience life as a foreigner
 - m. Friends or family abroad
 - n. To have fun
 - o. Other:

2. How much do/did these reasons influence you? Please remark them on the scale from 1 to 5!

	Doesn't influence at all 1	Doesn't influence 2	Influences and not 3	It influences 4	Influences very much 5
Life-experience					
To improve academic knowledge					
Deeper expert knowledge					
Obligatory part of study					
Improvement of language knowledge					
The fact to study in a foreign country					
Subsequent career options					
Perspective of better future					
Relationship – building					
To learn about different cultures					
Independence, self- sustainability					
To experience life as a foreigner					
Friends or family abroad					
To have fun					
Other:					

3. What is/was the MAIN reason, why you don't/didn't want to go for Erasmus/ what demotivates/demotivated you? (Only one answer is possible)

- a. Fear of study abroad
- b. Fear of the new places
- c. Insufficient language knowledge
- d. Lack of money
- e. Not to find suitable lodgings
- f. To feel alone/lonely
- g. Institution
- h. Not to be able to adapt to the Education Faculty

- i. Not to achieve recognition of the credits in your own
- j. Family affairs
- k. Job at the home country
- l. Other:

4. How much do/did these reasons influence you? Please remark them on the scale from 1 to 5!

	Doesn't influence at all 1	Doesn't influence 2	Influences and not 3	It influences 4	Influences very much 5
Fear of study abroad					
Fear of the new places					
Insufficient language knowledge					
Lack of money					
Not to find suitable lodgings					
To feel alone/lonely					
Not to be able to adapt to the Education Faculty					
Not to achieve recognition of the credits in your own Institution					
Family affairs					
Job at the home country					
Other:					

5. Who does/did motivate you the MOST to apply for the Erasmus grant?

- a. Family
- b. Friends
- c. Teachers
- d. International Relations Office (Project Center)
- e. Other Erasmus student/students
- f. Other:

6. What are/were the factors that most influence your choice of the University?
 - a. Country/city where the university is located
 - b. Reputation of the faculty
 - c. Prestige
 - d. Courses taught in English
 - e. Opinion of people who have studied there
 - f. Program offered
 - g. Other:

7. Does/did your study-abroad meet your motivation? (Only if it's suitable)
 - a. Yes
 - b. No, because:

Thank you for your answers!