

# **INTERNATIONAL STUDENTS**

## Part I. Socio-demographic data

424 international students responded to the questionnaire. Most of the students were female (57.5 %) and enrolled in the first (25.5 %), second (32.3 %), or third (21.7 %) year of study. Their mean age was 22.37 years ( $\pm 3.58$  years, min. = 18 years, max. 40 years).

The students were enrolled in various Romanian Universities: Grigore T. Popa University of Medicine and Pharmacy from Iasi (46.2 %), Ion Ionescu de la Brad University of Agricultural Sciences and Veterinary Medicine from Iasi (6.4 %), Iuliu Hațieganu University of Medicine and Pharmacy from Cluj-Napoca (34.7 %), University of Oradea (11.8 %), University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș (0.7 %) and University of Craiova (0.2 %).

Most of the students spoke fluently one (34.9 %) or two (34.9 %) other languages except their native one. Most of them did not have other acquaintances studying in Romania (41 %) or had just a friend (30.9 %). Most of the students (89.9 %) did not have Romanian origins.

The students came from families with more than one child (91.5 % of them had at least one sibling) and with a high degree of education (67.9 % of their mothers and 72.6 % of their fathers had a university degree).

Regarding their marital status, 71.5 % of them declared that they were single and 50.5 % of them reported that they had lived in one other country (except their country of origin) before coming to Romania.

More than half (60.6 %) of the students lived by themselves. Most of them reported that they did not have a chronic disease (91.3 %), did not smoke (66.5 %), did not drink alcohol (43.6 %), or consume drugs (92.7 %).

Also, more than half of them did not receive medical care in Romania (58 %).

<i>Variable</i>	<i>Levels</i>	<i>N</i>	<i>%</i>
Gender	Female	244	57.5
	Male	172	40.6
	I prefer not to say	8	1.9
Relationship status	Single	303	71.5
	In a relationship	110	25.9
	Married	11	2.6
University	Grigore T. Popa University of Medicine and Pharmacy	196	46.2
	Iuliu Hațieganu University of Medicine and Pharmacy	147	34.7
	University of Oradea	50	11.8
	University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș	3	.7
	Ion Ionescu de la Brad University of Agricultural Sciences and Veterinary Medicine	27	6.4
	University of Craiova	1	.2
Year of study	1	108	25.5
	2	137	32.3
	3	92	21.7

	4	32	7.5
	5	33	7.8
	6	22	5.2
How many languages do you speak (except the native language)	1	148	34.9
	2	148	34.9
	3	92	21.7
	4	30	7.1
	5	6	1.4
Other acquaintances studying in Romania	No	174	41.0
	Sibling	44	10.4
	Cousin	18	4.2
	Friend	131	30.9
	Family and friends	57	13.4
Other acquaintances studying at the same university	No	175	41.3
	Sibling	41	9.7
	Cousin	11	2.6
	Friend	165	38.9
	Family and friends	32	7.5
Do you have Romanian origins?	No	381	89.9
	Mother is Romanian	14	3.3
	Father is Romanian	4	.9
	Both parents are Romanian	21	5.0
	A grandparent is Romanian	4	.9
Did your parents study in Romania	No	378	89.2
	Yes	46	10.8
Total number of siblings	0	36	8.5
	1	149	35.1
	2	111	26.2
	3-5	110	25.9
	6-10	16	3.4
	10-12	2	0.4
Mother's education level	Primary	14	3.3
	Secondary	19	4.5
	Highschool	103	24.3
	University	288	67.9
Father's education level	Primary	7	1.7
	Secondary	28	6.6
	Highschool	81	19.1
	University	308	72.6
Enrollment in other universities	No	217	51.2
	Yes, in Romania	16	3.8
	Yes, in other country	164	38.7

	Yes, in the native country	27	6.4
In how many countries have you lived for more than 1 year (except native country)	0	146	34.4
	1	214	50.5
	2	44	10.4
	3-5	19	4.6
How many months per year do you spend with your family?	0	6	1.4
	1-3	98	22.9
	4-6	178	41.9
	7-12	15	3.5
Accommodation	Living by myself	257	60.6
	Sharing	167	39.4
Do you have a chronic disease?	No	387	91.3
	Yes	37	8.7
Do you smoke	No	282	66.5
	Rarely	63	14.9
	Yes	79	18.6
Do you consume alcohol	No	185	43.6
	Rarely	147	34.7
	Yes	92	21.7
Do you consume drugs	No	393	92.7
	Rarely	26	6.1
	Yes	5	1.2
Have you received medical care in Romania	No	246	58.0
	Yes	178	42.0

Regarding their nationality, the distribution of their answers is presented in table below:

	<i>Frequency</i>	<i>Percent</i>
Albanian	1	.2
Algerian	1	.2
American (USA)	4	.9
Austrian	1	.2
Belgian	4	.9
British	10	2.4
Bulgarian	1	.2
Canadian	3	.7
Finnish	7	1.7
French	93	21.9
German	43	10.1
Greek	49	11.6
Hungarian	3	.7

Indian	3	.7
Iranian	4	.9
Iraqi	3	.7
Irish	3	.7
Israeli	91	21.5
Italian	12	2.8
Jordanian	2	.5
Lebanese	2	.5
Luxembourg	1	.2
Mexican	1	.2
Moldavian	3	.7
Moroccan	11	2.6
Nepalese	1	.2
Nigerian	2	.5
Norwegian	2	.5
Pakistani	2	.5
Palestinian	5	1.2
Polish	2	.5
Portuguese	1	.2
Romanian	11	2.6
Russian	2	.5
Saudi Arabia	2	.5
Singaporean	1	.2
Syrian	5	1.2
Spanish	1	.2
Sudanese	1	.2
Swedish	6	1.4
Swiss	9	2.1
Taiwanese	9	2.1
Tunisian	4	.9
Turkish	1	.2
Zimbabwean	1	.2

Students are coming from different countries to achieve their medical studies in Romania. The distribution of all respondents is presented in the next table.

	<i>Frequency</i>	<i>Percent</i>
Albania	1	.2
Algeria	2	.5
Austria	1	.2
Belgium	3	.7
Canada	3	.7
Columbia	1	.2

England	3	.7
Finland	5	1.2
France	83	19.6
Germany	42	9.9
Greece	52	12.3
Guadeloupe	3	.7
Hungary	2	.5
India	3	.7
Irak	8	1.9
Iran	5	1.2
Ireland	2	.5
Israel	93	21.9
Italy	13	3.1
Japan	1	.2
Jordan	2	.5
Kurdistan	1	.2
Kuwait	2	.5
Lebanon	2	.5
Liban	1	.2
Luxembourg	1	.2
Moldova	3	.7
Morocco	14	3.3
Nepal	1	.2
Netherlands	1	.2
Nigeria	2	.5
Norway	2	.5
Pakistan	2	.5
Palestine	1	.2
Poland	2	.5
Portugal	2	.5
Qatar	1	.2
Romania	10	2.4
Russia	1	.2
Singapore	1	.2
Somalia	1	.2
South Africa	1	.2
Spain	1	.2
Sudan	1	.2
Sweden	2	.5
Switzerland	7	1.7
Syria	7	1.7
Taiwan	9	2.1
Tunisia	5	1.2

Turkey	2	.5
UK	3	.7
United Arab Emirates	2	.5
USA	3	.7
Zimbabwe	2	.5

We were also interested in native languages of international students. The distribution of answers is presented in the next table.

*Table 4. Native Language*

	<i>Frequency</i>	<i>Percent</i>
Albanian	1	.2
Arabic	113	26.7
Arabic / French	4	.9
Arabic / Hebrew	7	1.7
English	13	3.1
English / Bulgarian	1	.2
English / French	1	.2
English / Igbo	2	.5
English / Mandarin	1	.2
English / Shona	1	.2
Farsi	1	.2
Finnish	3	.7
France / Arabic	1	.2
French	101	23.8
German	41	9.7
Greek	49	11.6
Hebrew	10	2.4
Hindi	1	.2
Hindi / Telugu	1	.2
Hungarian	3	.7
Italian	12	2.8
Japanese / English	1	.2
Kurdish	5	1.2
Mandarine	8	1.9
Nepali	1	.2
Norwegian	1	.2
Norwegian / Punjabi	1	.2
Pashto	1	.2
Persian	3	.7
Polish	2	.5
Portuguese	2	.5
Romanian	15	3.5

Russian	1	.2
Russian / Tunisian	1	.2
Shona	1	.2
Spanish	3	.7
Swedish	2	.5
Telugu	1	.2
Tunisian	1	.2
Turkish	1	.2
Turkish / German	1	.2
Urdu	5	1.2

The universities in Romania are characterized by a diversity of religions. The international students come from different countries. The distribution of students accordingly to their religion is presented in the next table.

*Table 5. Religion*

	<i>Frequency</i>	<i>Percent</i>
Adventist	1	.2
Agnostic	3	.7
Antitheism	1	.2
Atheist	85	20.0
Buddhist	2	.5
Catholic	47	11.1
Christian	44	10.4
Christian orthodox	53	12.5
Evangelic	4	.9
Hindu	5	1.2
Islam	157	37.0
Jewish	4	.9
Lutheranian	1	.2
Mormonism	1	.2
Prefer not to say	1	.2
Protestant	10	2.4
Seventh Day Adventist	2	.5
Spiritual	2	.5
Taiwanese local region	1	.2

## **Part II. Adaptation to the host country**

Most students consider they are comfortable (36.6 %) or very comfortable (46.9 %) with the English language. However, regarding the Romanian language, most of them consider they are not at all comfortable (22.6 %) or mostly uncomfortable (41 %). Most of the students consider that English is not a barrier in communicating with colleagues (81.8 %).



63.4 % of the respondents consider that they were not discriminated against. However, some of them were discriminated against by local people (23.6 %), by teachers (10.6 %), or by colleagues (2.4 %).

37 % of the students consider they are comfortable with the climate, while 26.4 % consider they are very comfortable. 55.7 % of them are comfortable or very comfortable with local transportation. In regard to local food, 22.0 % feel uncomfortable, and 46 % feel comfortable or very comfortable. 75 % of the students feel safe on the streets. Most of the students are feeling neutral, at worst, with the costs of living (accommodation, living expenses, or university taxes). Most of the students report neutral, good, or very good relationships with colleagues, university administration and teachers. Although 94.5 % of the students made new friends in Romania, they keep mostly distant relationships with their teachers. Only 17.5 % of the students asked for individual meetings with the teachers to discuss academic issues and 12.5 % of them to discuss personal problems.

*Table 6. Adaptation to the host country*

<i>Variable</i>	<i>Levels</i>	<i>N</i>	<i>%</i>
How comfortable are you in the English language?	Not at all comfortable	0	0.0
	Mostly not comfortable	10	2.4
	Neutral	60	14.2
	Mostly comfortable	155	36.6
	Very comfortable	199	46.9
How comfortable are you in the Romanian language?	Not at all comfortable	96	22.6
	Mostly not comfortable	174	41.0
	Neutral	96	22.6
	Mostly comfortable	33	7.8
	Very comfortable	25	5.9
How comfortable are you with the climate in Romania?	Not at all comfortable	9	2.1
	Mostly not comfortable	30	7.1
	Neutral	116	27.4
	Mostly comfortable	157	37.0
	Very comfortable	112	26.4
How comfortable are you with local transportation in Romania?	Not at all comfortable	26	6.1
	Mostly not comfortable	60	14.2
	Neutral	102	24.1
	Mostly comfortable	136	32.1
	Very comfortable	100	23.6
How comfortable are you with Romanian food?	Not at all comfortable	51	12.0
	Mostly not comfortable	80	18.9
	Neutral	98	23.1
	Mostly comfortable	115	27.1
	Very comfortable	80	18.9
How comfortable are you with Romanian customs and habits?	Not at all comfortable	20	4.7
	Mostly not comfortable	39	9.2
	Neutral	138	32.5

	Mostly comfortable	131	30.9
	Very comfortable	96	22.6
How comfortable are you in everyday communication with Romanians?	Not at all comfortable	30	7.1
	Mostly not comfortable	79	18.6
	Neutral	137	32.3
	Mostly comfortable	112	26.4
	Very comfortable	66	15.6
	How safe do you feel in the streets in Romania?	Not at all safe	8
Mostly not safe		22	5.2
Neutral		76	17.9
Mostly safe		150	35.4
Very safe		168	39.6
Have you ever been assaulted in Romania?	No	350	82.5
	Yes	74	17.5
How satisfied are you with accommodation fees in Romania?	Very dissatisfied	26	6.1
	Dissatisfied	70	16.5
	Neutral	139	32.8
	Satisfied	114	26.9
	Very satisfied	75	17.7
How satisfied are you with monthly living expenses in Romania?	Very dissatisfied	13	3.1
	Dissatisfied	42	9.9
	Neutral	144	34.0
	Satisfied	140	33.0
	Very satisfied	85	20.0
How satisfied are you with university taxes in Romania?	Very dissatisfied	23	5.4
	Dissatisfied	87	20.5
	Neutral	219	51.7
	Satisfied	78	18.4
	Very satisfied	17	4.0
How satisfied are you with the relationship with your colleagues?	Very dissatisfied	7	1.7
	Dissatisfied	23	5.4
	Neutral	87	20.5
	Satisfied	180	42.5
	Very satisfied	127	30.0
How satisfied are you with the relationship with the faculty administration?	Very dissatisfied	50	11.8
	Dissatisfied	63	14.9
	Neutral	157	37.0
	Satisfied	112	26.4
	Very satisfied	42	9.9
How satisfied are you with the relationship with the teaching staff?	Very dissatisfied	17	4.0
	Dissatisfied	49	11.6
	Neutral	124	29.2
	Satisfied	157	37.0

	Very satisfied	77	18.2
Do you feel that the English language is a barrier in communicating with colleagues?	No	347	81.8
	Yes	77	18.2
How satisfied are you with the academic lectures?	Very dissatisfied	20	4.7
	Dissatisfied	60	14.2
	Neutral	154	36.3
	Satisfied	133	31.4
	Very satisfied	57	13.4
How satisfied are you with the practical sessions?	Very dissatisfied	25	5.9
	Dissatisfied	56	13.2
	Neutral	113	26.7
	Satisfied	157	37.0
How satisfied are you with your academic results?	Very satisfied	73	17.2
	Very dissatisfied	12	2.8
	Dissatisfied	26	6.1
	Neutral	128	30.2
	Satisfied	183	43.2
Have you ever felt discriminated against?	Very satisfied	75	17.7
	No	269	63.4
	Yes, by local people	100	23.6
	Yes, by colleagues	10	2.4
Have you made new friends in Romania?	Yes, by teachers	45	10.6
	No	23	5.4
	Yes	401	94.6
Have you asked for an individual meeting with one of your teachers to discuss an academic issue?	No	350	82.5
	Yes	74	17.5
Have you asked for an individual meeting with one of your teachers to discuss a personal problem?	No	371	87.5
	Yes	53	12.5
Do you feel more comfortable socializing at school with people from your country than from other countries?	No	135	31.8
	Sometimes	174	41.0
	Yes	115	27.1
How comfortable are you practicing your religion in Romania?	Not at all comfortable	23	5.4
	Mostly not comfortable	18	4.2
	Neutral	128	30.2
	Mostly comfortable	90	21.2
	Very comfortable	165	38.9
How comfortable are you practicing your hobbies in Romania?	Not at all comfortable	18	4.2
	Mostly not comfortable	49	11.6
	Neutral	107	25.2
	Mostly comfortable	122	28.8
	Very comfortable	128	30.2
How easy is it to find your favorite foods in Romania?	Not at all easy	50	11.8
	Mostly not easy	76	17.9

	Neutral	105	24.8
	Easy	107	25.2
	Very easy	86	20.3
Do you like spending time out with friends in your spare time?	No, I do not like going out	12	2.8
	No, I prefer to chat/message friends in my spare time	10	2.4
	Yes, sometimes I go out with colleagues or friends	159	37.5
	Yes, I like going out with colleagues or friends in my spare time	243	57.3

### Part III. Acculturative Stress Scale for International Students (Sandhu & Asrabad, 1998)

This scale contains 36 items and measures multiple dimensions of acculturative stress, as it is perceived by international students. The respondents use a 5-points Likert-type scale, where 1 means “strongly disagree” and 5 means “strongly agree”. The dimensions of the scale are: perceived discrimination (8 items), homesickness (4 items), perceived hate/rejection (5 items), fear (4 items), stress due to change/culture shock (3 items), guilt (2 items). Also, there are 10 nonspecific items that do not belong to any dimension. To compute a total score for each dimension, the items included in that dimension must be summed up. Higher scores indicate a higher degree of stress. Also, a total score can be computed by summing all the 36 items.

*Table 7. Descriptive statistics for the ASSIS scale*

	Minimum	Maximum	Mean	Std. Deviation
Perceived Discrimination	8.00	40.00	17.83	5.97
Homesickness	4.00	20.00	11.53	3.32
Perceived Hate	5.00	25.00	10.45	3.88
Fear	4.00	20.00	7.50	3.01
Stress due to change	3.00	13.00	7.07	2.29
Guilt	2.00	9.00	4.30	1.73
ASSIS total	36.00	157.00	80.32	21.83

The items showed a good internal consistency in this sample: perceived discrimination ( $\alpha = .870$ ), homesickness ( $\alpha = .739$ ), perceived hate ( $\alpha = .826$ ), fear ( $\alpha = .814$ ). For stress due to change/culture shock and guilt, due to the reduced number of items, we did not compute the Cronbach's Alpha coefficient. For the entire scale,  $\alpha = .945$ .

*Table 8. ASSIS scale*

<i>Variables</i>	<i>Level</i>	<i>N</i>	<i>%</i>
1. Homesickness for my country bothers me.	Strongly Disagree	36	8.5
	Disagree	87	20.5
	Not Shure	174	41.0
	Agree	101	23.8
	Strongly Agree	26	6.1
2. I feel uncomfortable to adjust to new foods and/or to new eating habits.	Strongly Disagree	89	21.0
	Disagree	152	35.8
	Not Shure	110	25.9
	Agree	51	12.0
	Strongly Agree	22	5.2
3. I am treated differently in social situations.	Strongly Disagree	59	13.9
	Disagree	131	30.9
	Not Shure	151	35.6
	Agree	71	16.7
	Strongly Agree	12	2.8
4. I feel rejected when people are sarcastic toward my cultural values.	Strongly Disagree	110	25.9
	Disagree	135	31.8
	Not Shure	108	25.5
	Agree	59	13.9
	Strongly Agree	12	2.8
5. I feel nervous to communicate in English.	Strongly Disagree	201	47.4
	Disagree	118	27.8
	Not Shure	59	13.9
	Agree	37	8.7
	Strongly Agree	9	2.1
6. I feel sad living in unfamiliar surroundings here.	Strongly Disagree	117	27.6
	Disagree	155	36.6
	Not Shure	97	22.9
	Agree	45	10.6
	Strongly Agree	10	2.4
7. I fear for my personal safety because of my different cultural background.	Strongly Disagree	181	42.7
	Disagree	139	32.8
	Not Shure	70	16.5
	Agree	28	6.6
	Strongly Agree	6	1.4
8. I feel intimidated to participate in social activities.	Strongly Disagree	112	26.4
	Disagree	161	38.0
	Not Shure	96	22.6
	Agree	51	12.0
	Strongly Agree	4	.9
9. Others are biased/prejudiced towards me.	Strongly Disagree	119	28.1

	Disagree	162	38.2
	Not Shure	93	21.9
	Agree	42	9.9
	Strongly Agree	8	1.9
10. I feel guilty to leave my family and friends behind.	Strongly Disagree	111	26.2
	Disagree	147	34.7
	Not Shure	86	20.3
	Agree	62	14.6
	Strongly Agree	18	4.2
11. Many opportunities are denied to me.	Strongly Disagree	90	21.2
	Disagree	171	40.3
	Not Shure	110	25.9
	Agree	44	10.4
	Strongly Agree	9	2.1
12. I feel angry that my people are considered inferior here.	Strongly Disagree	128	30.2
	Disagree	139	32.8
	Not Shure	79	18.6
	Agree	61	14.4
	Strongly Agree	17	4.0
13. I feel overwhelmed that multiple pressures are placed upon me after my migration to this society.	Strongly Disagree	87	20.5
	Disagree	143	33.7
	Not Shure	110	25.9
	Agree	73	17.2
	Strongly Agree	11	2.6
14. I feel that I receive unequal treatment.	Strongly Disagree	102	24.1
	Disagree	146	34.4
	Not Shure	101	23.8
	Agree	61	14.4
	Strongly Agree	14	3.3
16. People from some ethnic show hatred toward me non-verbally.	Strongly Disagree	124	29.2
	Disagree	187	44.1
	Not Shure	73	17.2
	Agree	33	7.8
	Strongly Agree	7	1.7
16. It hurts when people don't understand my cultural values.	Strongly Disagree	76	17.9
	Disagree	115	27.1
	Not Shure	130	30.7
	Agree	91	21.5
	Strongly Agree	12	2.8
17. I am denied what I deserve	Strongly Disagree	112	26.4
	Disagree	165	38.9
	Not Shure	105	24.8
	Agree	36	8.5

	Strongly Agree	6	1.4
18. I have to frequently relocate to fear of others.	Strongly Disagree	171	40.3
	Disagree	165	38.9
	Not Shure	73	17.2
	Agree	13	3.1
	Strongly Agree	2	.5
19. I feel low because of my cultural background.	Strongly Disagree	234	55.2
	Disagree	125	29.5
	Not Shure	46	10.8
	Agree	16	3.8
	Strongly Agree	3	.7
20. I feel rejected when others don't appreciate my cultural values.	Strongly Disagree	151	35.6
	Disagree	118	27.8
	Not Shure	94	22.2
	Agree	58	13.7
	Strongly Agree	3	.7
21. I miss my country and people of my national origin.	Strongly Disagree	29	6.8
	Disagree	51	12.0
	Not Shure	125	29.5
	Agree	139	32.8
	Strongly Agree	80	18.9
22. I feel uncomfortable to adjust to new cultural values.	Strongly Disagree	120	28.3
	Disagree	170	40.1
	Not Shure	91	21.5
	Agree	38	9.0
	Strongly Agree	5	1.2
23. I feel that my people are discriminated against.	Strongly Disagree	116	27.4
	Disagree	147	34.7
	Not Shure	108	25.5
	Agree	45	10.6
	Strongly Agree	8	1.9
24. People from some other ethnic groups show hatred toward me through their actions.	Strongly Disagree	139	32.8
	Disagree	176	41.5
	Not Shure	68	16.0
	Agree	35	8.3
	Strongly Agree	6	1.4
25. I feel that my status in society is low due to my cultural background.	Strongly Disagree	183	43.2
	Disagree	150	35.4
	Not Shure	57	13.4
	Agree	31	7.3
	Strongly Agree	3	.7
26. I am treated differently because of my race.	Strongly Disagree	156	36.8
	Disagree	139	32.8

	Not Shure	68	16.0
	Agree	45	10.6
	Strongly Agree	16	3.8
27. I feel insecure here.	Strongly Disagree	181	42.7
	Disagree	147	34.7
	Not Shure	65	15.3
	Agree	24	5.7
	Strongly Agree	7	1.7
28. I don't feel a sense of belonging (community) here.	Strongly Disagree	101	23.8
	Disagree	132	31.1
	Not Shure	118	27.8
	Agree	55	13.0
	Strongly Agree	18	4.2
29. I am treated differently because of my color.	Strongly Disagree	230	54.2
	Disagree	115	27.1
	Not Shure	51	12.0
	Agree	18	4.2
	Strongly Agree	10	2.4
30. I feel sad to consider my people's problems.	Strongly Disagree	114	26.9
	Disagree	126	29.7
	Not Shure	122	28.8
	Agree	51	12.0
	Strongly Agree	11	2.6
31. I generally keep a low profile due to fear from other ethnic groups.	Strongly Disagree	187	44.1
	Disagree	143	33.7
	Not Shure	68	16.0
	Agree	20	4.7
	Strongly Agree	6	1.4
32. I feel that some people don't associate me because my ethnicity.	Strongly Disagree	169	39.9
	Disagree	148	34.9
	Not Shure	74	17.5
	Agree	30	7.1
	Strongly Agree	3	.7
33. People from some other ethnic groups show hatred toward me verbally.	Strongly Disagree	199	46.9
	Disagree	143	33.7
	Not Shure	52	12.3
	Agree	27	6.4
	Strongly Agree	3	.7
34. I feel guilty that I am living a different lifestyle here.	Strongly Disagree	173	40.8
	Disagree	140	33.0
	Not Shure	76	17.9
	Agree	33	7.8
	Strongly Agree	2	.5



35. I feel sad leaving my relatives behind.	Strongly Disagree	77	18.2
	Disagree	85	20.0
	Not Shure	120	28.3
	Agree	103	24.3
	Strongly Agree	39	9.2
36. I'm worry about my future for not being able to decide whether to stay here or to go back.	Strongly Disagree	134	31.6
	Disagree	118	27.8
	Not Shure	84	19.8
	Agree	68	16.0
	Strongly Agree	20	4.7

#### Part IV. Academic issues

42 % of the international students consider that the teachers present information in a clear way, 44.3 % of them consider that teachers show respect to international students and 40.1 % of them consider that teachers try to adjust to the cultural diversity in their classes. However, only 34.7 % of the international students said that teachers encourage academic collaboration and 36.6 % of them remained neutral on this assessment. Only 36.3 % of the students agree or strongly agree that teachers know how to manage ethnic, religious, or racial conflicts during discussions. Still, 52.4 % of them consider that teachers respect racial, ethnic, and religious diversity.

28.8 % of the international students consider they have been humiliated by the teachers, 24.5 % of them had conflicts with the teachers. 55.2 % of students believe that teachers evaluate students objectively. 81.8 % of international students would recommend Romania as a place to study.

31.4 % of the students were not dedicated to what to do after graduation, 35.6 % wanted to return to their home country, 30.9 % wanted to go to another country, and 2.1 % preferred to stay in Romania.

*Table 9. Academic Issues*

<i>Variable</i>	<i>Level</i>	<i>N</i>	<i>%</i>
Most of my teachers present the information clearly.	Strongly disagree	20	4.7
	Disagree	81	19.1
	Neutral	117	27.6
	Agree	178	42.0
	Strongly agree	28	6.6
Most of my teachers show respect to all international students in my class	Strongly disagree	15	3.5
	Disagree	46	10.8
	Neutral	84	19.8
	Agree	188	44.3
	Strongly agree	91	21.5
Most of my teachers try to adjust to the cultural diversity of my class.	Strongly disagree	8	1.9
	Disagree	53	12.5
	Neutral	134	31.6

	Agree	170	40.1
	Strongly agree	59	13.9
Most of my teachers encourage academic collaboration among international students	Strongly disagree	13	3.1
	Disagree	52	12.3
	Neutral	155	36.6
	Agree	147	34.7
	Strongly agree	57	13.4
Most of my teachers know how to manage ethnic, religious, or racial conflicts emerging during class discussions.	Strongly disagree	14	3.3
	Disagree	45	10.6
	Neutral	211	49.8
	Agree	115	27.1
	Strongly agree	39	9.2
Most of my teachers respond positively when international students look for academic or personal help.	Strongly disagree	13	3.1
	Disagree	42	9.9
	Neutral	119	28.1
	Agree	181	42.7
	Strongly agree	69	16.3
I consider that the level of English of students is a barrier to developing a good relationship between Romanian teachers and international students.	Strongly disagree	36	8.5
	Disagree	115	27.1
	Neutral	123	29.0
	Agree	112	26.4
	Strongly agree	38	9.0
I consider that the level of English of teachers is a barrier to developing a good relationship between Romanian teachers and international students.	Strongly disagree	42	9.9
	Disagree	108	25.5
	Neutral	120	28.3
	Agree	101	23.8
	Strongly agree	53	12.5
Most of my teachers show respect for the racial, ethnic, and religious diversity of my class.	Strongly disagree	12	2.8
	Disagree	17	4.0
	Neutral	89	21.0
	Agree	222	52.4
	Strongly agree	84	19.8
Teachers adapt their methods to consider the diversity of my class.	Strongly disagree	15	3.5
	Disagree	53	12.5
	Neutral	191	45.0
	Agree	131	30.9
	Strongly agree	34	8.0
Teachers provide academic support to students in case of poor results.	Strongly disagree	61	14.4
	Disagree	114	26.9
	Neutral	156	36.8
	Agree	69	16.3
	Strongly agree	24	5.7

Have you ever been humiliated by one of your teachers?	No	302	71.2
	Yes	122	28.8
Have you had conflicts with teachers in class?	No	320	75.5
	Yes	104	24.5
Do you think teachers evaluate students objectively?	No	190	44.8
	Yes	234	55.2
Would you recommend Romania to others as a place to study?	No	77	18.2
	Yes	347	81.8
What would you like to do after graduation?	Not decided	133	31.4
	Return to my native country	151	35.6
	Go to another country	131	30.9
	Stay in Romania	9	2.1

## STATISTICAL ANALYSIS

To analyze the data, we employed several statistical methods: *correlations, independent samples t-tests, one-way ANOVAs, and chi square tests*. The analysis revealed some important results which are detailed according to the tests used.

### Correlations

The correlational analyses revealed one significant correlation between age the items regarding the students' adaptation to the host country:

- The older the students are, the less they are satisfied by their relationship with their colleagues ( $r = -.134, p = .006$ )

The correlational analyses revealed some significant correlation between the parents' level of education and the dimensions of the ASSIS scale:

- The more educated the mothers were, the lower the scores of the children were for the following dimensions: perceived hate ( $r = -.14, p = .004$ ), fear ( $r = -.11, p = .015$ ), stress due to culture shock ( $r = -.11, p = .014$ ), perceived discrimination ( $r = -.10, p = .031$ ) and on the total ASSIS score ( $r = -.14, p = .003$ ).
- The more educated the fathers were, the lower the scores of the children were for the following dimensions: fear ( $r = -.09, p = .043$ ), stress due to culture shock ( $r = -.10, p = .034$ ), perceived discrimination ( $r = -.10, p = .036$ ), guilt ( $r = -.11, p = .023$ ) and on the total ASSIS score ( $r = -.13, p = .007$ ).

The correlational analyses revealed several significant correlations between the ASSIS scale and the items regarding the students' adaptation to the host country:

- The more the students feel acculturative stress, the less they are comfortable with English ( $r = -.19, p < .001$ ) and Romanian ( $r = -.12, p = .01$ ).
- The more stress they feel, the less they are comfortable with local transportation ( $r = -.31, p < .001$ ), local food ( $r = -.35, p < .001$ ), local habits ( $r = -.39, p < .001$ ), everyday communication ( $r = -.33, p < .001$ ), climate ( $r = -.38, p < .001$ ) and feel less safe on the streets ( $r = -.45, p < .001$ ).
- Students higher in acculturative stress also report lower satisfaction with accommodation fees ( $r = -.25, p < .001$ ), monthly living expenses ( $r = -.35, p < .001$ ), university taxes ( $r =$

-.15,  $p = .001$ ). Also, when the acculturative stress is high, students report lower scores in satisfaction regarding the relationships with colleagues ( $r = -.25$ ,  $p < .001$ ), faculty administration ( $r = -.28$ ,  $p < .001$ ) and teachers ( $r = -.42$ ,  $p < .001$ ).

- The more stress they feel, the less they are satisfied with academic lectures ( $r = -.35$ ,  $p < .001$ ), practical session ( $r = -.30$ ,  $p < .001$ ) and academic results ( $r = -.34$ ,  $p < .001$ ).
- The more stressed students also report lower comfort regarding practicing their religion in Romania ( $r = -.29$ ,  $p < .001$ ), practicing hobbies ( $r = -.36$ ,  $p < .001$ ) and finding their favorite food ( $r = -.31$ ,  $p < .001$ ).

The correlational analyses revealed several correlations between the ASSIS scale and the items regarding the students' academic issues.

- Higher acculturative stress was related to lower satisfaction regarding the teaching process. Students with higher stress say their teachers as less respectful to international students ( $r = -.42$ ,  $p < .001$ ), less interested to adjust to cultural diversity ( $r = -.40$ ,  $p < .001$ ), less interested to encourage academic collaboration ( $r = -.34$ ,  $p < .001$ ) and less knowledgeable in managing diverse classrooms ( $r = -.36$ ,  $p < .001$ ).
- The more stressed students considered that the level of English practiced by the students ( $r = .18$ ,  $p < .001$ ) and by the teachers ( $r = .24$ ,  $p < .001$ ) represent more important barriers in developing good relationships between teachers and international students.
- Higher stress was associated with lower perceptions of the teacher showing respect to cultural, ethnic and racial diversity ( $r = -.41$ ,  $p < .001$ ), lower perceived ability for the teacher to adapt to diversity ( $r = -.33$ ,  $p < .001$ ) and less provision of academic support in case of poor results ( $r = -.27$ ,  $p < .001$ ).

### **Independent-sample t-tests**

We found one difference based on whether the students live by themselves or not:

- International students that live all by themselves ( $M = 2.43$ ) are more comfortable with the Romanian language compared with those who share their accommodation ( $M = 2.17$ ) ( $t = 2.43$ ,  $p = .01$ ).

We found several differences based on whether the students' parents studied in Romania or not:

- The students whose parents studied in Romania ( $M = 3.43$ ) are more comfortable with the Romanian language ( $t = -7.75$ ,  $p < .001$ ) compared with those whose parents did not study in the country ( $M = 2.19$ ).
- The students whose parents studied in Romania ( $M = 4.06$ ) are more comfortable with the Romanian climate ( $t = -2.05$ ,  $p = .041$ ) compared with those whose parents did not study in the country ( $M = 3.75$ ).
- The students whose parents studied in Romania ( $M = 3.95$ ) are more comfortable with the Romanian food ( $t = -4.20$ ,  $p < .001$ ) compared with those whose parents did not study in the country ( $M = 3.31$ ).
- The students whose parents studied in Romania ( $M = 3.82$ ) are more comfortable with everyday communication with Romanians ( $t = -3.70$ ,  $p < .001$ ) compared with those whose parents did not study in the country ( $M = 3.17$ ).
- The students whose parents studied in Romania ( $M = 4.19$ ) are more comfortable with practicing their religion in Romania ( $t = -2.23$ ,  $p = .026$ ) compared with those whose parents did not study in the country ( $M = 3.79$ ).

- The students whose parents studied in Romania ( $M = 4.17$ ) consider that it is easier to find their favorite foods in Romania ( $t = - 5.35$ ,  $p < .001$ ) compared with those whose parents did not study in the country ( $M = 3.13$ ).
- The students whose parents studied in Romania ( $M = 3.39$ ) consider that the level of English spoken by the teachers is more of a barrier in developing good relationships between teachers and international students ( $t = - 2.11$ ,  $p < .030$ ) compared with those whose parents did not study in the country ( $M = 2.99$ ).
- The students whose parents studied in Romania ( $M = 3.02$ ) consider less that teachers adapt their methods according to the diversity in their class ( $t = - 2.28$ ,  $p = .026$ ) compared with those whose parents did not study in the country ( $M = 3.30$ ).

### Anova One Way

We found several differences based on the University the students were enrolled in for the following variables:

- Comfort with the Romanian language ( $F = 9.26$ ,  $p < .001$ ). Students from Gr. T. Popa University ( $M = 2.12$ ) have significantly lower scores than from Iuliu Hațieganu University ( $M = 2.57$ ), University of Oradea ( $M = 2.82$ ). Also, students from Ion Ionescu de la Brad University ( $M = 1.66$ ) have significantly lower scores than those from Iuliu Hațieganu University and University of Oradea.
- Comfort with Romanian food ( $F = 7.48$ ,  $p < .001$ ). Students from Gr. T. Popa University ( $M = 2.89$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.57$ ) and University of Oradea ( $M = 3.48$ ).
- Comfort with Romanian customs ( $F = 4.77$ ,  $p = .001$ ) Students from Gr. T. Popa University ( $M = 3.34$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.76$ ).
- Comfort with everyday communication ( $F = 6.65$ ,  $p < .001$ ) Students from Gr. T. Popa University ( $M = 3.11$ ) have significantly lower scores than those from University of Oradea ( $M = 3.72$ ).
- Safety felt on the stress ( $F = 11.47$ ,  $p < .001$ ). Students from Gr. T. Popa University ( $M = 3.74$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 4.40$ ).
- Satisfaction with accommodation ( $F = 4.41$ ,  $p = .002$ ). Students from Gr. T. Popa University ( $M = 3.11$ ) have significantly lower scores than those those from Iuliu Hațieganu University ( $M = 3.46$ ) and University of Oradea ( $M = 3.70$ ).
- Satisfaction with monthly living expenses ( $F = 6.65$ ,  $p < .001$ ). Students from Gr. T. Popa University ( $M = 3.30$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.76$ ), University of Oradea ( $M = 3.80$ ), and Ion Ionescu de la Brad University ( $M = 3.92$ ).
- Satisfaction with relationships with colleagues ( $F = 4.82$ ,  $p = .001$ ). Students from Gr. T. Popa ( $M = 3.82$ ) University have significantly lower scores than those from Iuliu Hațieganu University ( $M = 4.18$ ). Students from the University of Oradea ( $M = 3.68$ ) have significantly lower scores compared to those from Iuliu Hațieganu University.
- Satisfaction with relationship with teachers ( $F = 11.72$ ,  $p < .001$ ). Students from Gr. T. Popa University ( $M = 3.21$ ) have significantly lower scores than those those from Iuliu Hațieganu University ( $M = 3.88$ ) and University of Oradea ( $M = 3.72$ ).

- Satisfaction with academic lectures ( $F = 10.67, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.06$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.68$ ).
- Satisfaction with practical sessions ( $F = 7.81, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.23$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.82$ ).
- Satisfaction with academic results ( $F = 5.28, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.47$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.89$ ).
- Ease to find favorite food ( $F = 5.44, p = .001$ ). Students from Gr. T. Popa University ( $M = 3.04$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.51$ ).
- ASSIS Homesickness ( $F = 5.04, p < .001$ ). Students from Gr. T. Popa University ( $M = 12.21$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 10.68$ ).
- ASSIS Perceived Hate ( $F = 7.41, p < .001$ ). Students from Gr. T. Popa University ( $M = 11.39$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 9.47$ ).
- ASSIS Fear ( $F = 8.15, p < .001$ ). Students from Gr. T. Popa University ( $M = 8.27$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 6.62$ ).
- ASSIS Stress based on culture shock ( $F = 7.56, p < .001$ ). Students from Gr. T. Popa University ( $M = 7.61$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 6.42$ ).
- ASSIS Perceived Discrimination ( $F = 8.94, p < .001$ ). Students from Gr. T. Popa University ( $M = 19.37$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 16.07$ ).
- ASSIS Guilt ( $F = 4.59, p = .001$ ) Students from University of Oradea ( $M = 5.04$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 4.12$ ) and Ion Ionescu de la Brad University ( $M = 3.85$ ).
- ASSIS total ( $F = 10.43, p < .001$ ). Students from Gr. T. Popa University ( $M = 86.22$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 73.32$ ).
- Teachers present information clearly ( $F = 8.59, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.03$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.59$ ).
- Teachers show respect to international students ( $F = 5.51, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.49$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.97$ ).
- Teachers adjust to cultural diversity ( $F = 6.79, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.36$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.73$ ). Students from the University of Oradea ( $M = 3.22$ ) have significantly lower scores than those from Iuliu Hațieganu University.
- Teachers encourage academic collaboration ( $F = 6.69, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.23$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.71$ ).

- Teachers respond positively to international students' call for help ( $F = 9.20, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.32$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 3.83$ ) and Ion Ionescu de la Brad University ( $M = 2.96$ ).
- The students' level of English is a barrier for good relationships ( $F = 13.38, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.31$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 2.60$ ) and Ion Ionescu de la Brad University ( $M = 2.52$ ).
- The teachers' level of English is a barrier to good relationships ( $F = 14.49, p < .001$ ). Students from Gr. T. Popa University ( $M = 3.38$ ) have significantly higher scores than those from Iuliu Hațieganu University ( $M = 2.53$ ). Students from the University of Oradea ( $M = 3.20$ ) have significantly higher scores than those from Iuliu Hațieganu University.
- Teachers show respect for racial, ethnic and religious diversity ( $F = 4.46, p = .002$ ). Students from the University of Oradea ( $M = 3.44$ ) have significantly lower scores than those from Iuliu Hațieganu University ( $M = 4.02$ ).

We found several significant differences based on the students' religion for the following variables:

- Comfort with the Romanian language ( $F = 3.63, p = .006$ ): Christian Orthodox students ( $M = 2.71$ ) have higher scores compared to the atheist students ( $M = 2.02$ ).
- Comfort with the Romanian food ( $F = 14.10, p < .001$ ). Islamic students ( $M = 2.63$ ) have lower scores compared to the orthodox ( $M = 3.73$ ), catholic ( $M = 3.61$ ), protestant ( $M = 3.84$ ) and atheist students ( $M = 3.39$ ).
- Comfort with the monthly living expenses ( $F = 4.32, p = .002$ ). Islamic students ( $M = 3.29$ ) have lower scores compared to the catholic ( $M = 3.80$ ) students.
- English as a barrier in communication with colleagues ( $F = 4.16, p = .003$ ). Islamic ( $M = 1.27$ ) students have higher scores compared to the atheist ( $M = 1.09$ ) students.
- Comfort with practicing religion ( $F = 4.21, p = .002$ ). Islamic students ( $M = 3.84$ ) have lower scores compared to the orthodox ( $M = 4.25$ ) students.
- Ease to find favourite food in Romania ( $F = 7.55, p < .001$ ). Islamic students ( $M = 2.98$ ) have lower scores compared to the orthodox ( $M = 3.86$ ) and the protestant students ( $M = 3.94$ ).
- Teacher presenting information clearly ( $F = 2.64, p = .034$ ). Islamic students ( $M = 3.13$ ) have lower scores compared to the catholic students ( $M = 3.66$ ).
- Teacher adjusting to cultural diversity ( $F = 3.39, p = .010$ ). Islamic students ( $M = 3.34$ ) have lower scores compared to the catholic students ( $M = 3.87$ ).
- ASSIS Homesickness ( $F = 4.19, p = .002$ ). Islamic students ( $M = 12.33$ ) have higher scores compared to the atheist students ( $M = 10.78$ ).
- ASSIS Perceived Hate ( $F = 4.17, p = .003$ ). Islamic students ( $M = 11.21$ ) have higher scores compared to the orthodox ( $M = 9.49$ ) and atheist students ( $M = 9.71$ ).
- ASSIS Fear ( $F = 3.95, p = .004$ ). Islamic students ( $M = 8.03$ ) have higher scores compared to the catholic students ( $M = 6.63$ ).
- ASSIS Stress due to culture shock ( $F = 6.57, p < .001$ ). Islamic students ( $M = 7.84$ ) have higher scores compared to the catholic ( $M = 6.72$ ), orthodox ( $M = 6.73$ ) and atheist students ( $M = 6.50$ ).

- ASSIS Perceived discrimination ( $F = 5.56, p < .001$ ). Islamic students ( $M = 19.20$ ) have higher scores compared to the catholic ( $M = 16.13$ ) and orthodox students ( $M = 15.64$ ).
- ASSIS Total ( $F = 5.64, p < .001$ ). Islamic students ( $M = 86.15$ ) have higher scores compared to the catholic ( $M = 74.97$ ), orthodox ( $M = 74.96$ ) and atheist students ( $M = 76.02$ ).

We found several differences based on the academic year for the following variables:

- Satisfaction with the relationship with the teaching staff ( $F = 2.76, p = .018$ ). The students from the second year ( $M = 3.72$ ) are significantly more satisfied than those from the fourth year ( $M = 3.00$ ).
- ASSIS Homesickness ( $F = 3.64, p = .003$ ). Students from the first year ( $M = 12.25$ ) have significantly higher scores compared to those from the second year ( $M = 10.94$ ).
- ASSIS Guilt ( $F = 3.56, p = 0.004$ ). Students from the first ( $M = 4.13$ ) and second year ( $M = 4.13$ ) have significantly lower scores than those from the sixth year ( $M = 5.59$ ).
- Teachers show respect for all international students ( $F = 3.28, p = 0.006$ ). Students from the first year ( $M = 3.88$ ) have significantly higher scores compared with those from the sixth year ( $M = 3.14$ ).
- Teachers adjust to cultural diversity ( $F = 5.24, p < .001$ ). Students from the sixth year ( $M = 2.73$ ) have significantly lower scores compared to those from years one ( $M = 3.69$ ), two ( $M = 3.64$ ), three ( $M = 3.39$ ) and five ( $M = 3.55$ ).
- Teachers encourage academic collaboration ( $F = 3.90, p = .002$ ). Students from the first year ( $M = 3.62$ ) have significantly higher scores than those from the fourth ( $M = 3.03$ ) and sixth years ( $M = 2.95$ ).
- Teachers show respect to racial, ethnic and religious diversity ( $F = 5.90, p < .001$ ). Students from the first year ( $M = 4.02$ ) show significantly greater scores than those from the sixth year ( $M = 3.00$ ).
- Teachers adapt their methods based on diversity ( $F = 5.23, p < .001$ ). Students from the first year ( $M = 3.37$ ) have significantly higher scores than those from the fourth ( $M = 2.84$ ) and sixth years ( $M = 2.68$ ).

We found significant differences based on the participants' sex in the following variables:

- Safety in Romania ( $F = 7.22, p = .001$ ). Females ( $M = 3.97$ ) are significantly feeling less safe compared to males ( $M = 4.22$ ). Those who preferred not to specify their sex ( $M = 3.12$ ) are feeling significantly less safe compared to males.
- Satisfaction with the relationship with colleagues ( $F = 6.32, p = .002$ ). Females ( $M = 4.06$ ) are feeling more satisfied compared to males ( $M = 3.80$ ).
- ASSIS Fear ( $F = 8.24, p < .001$ ). Those who preferred not to specify their sex ( $M = 11.62$ ) have significantly higher scores compared to males ( $M = 7.56$ ) and females ( $M = 7.31$ ).
- ASSIS Perceived Discrimination ( $F = 4.93, p = .008$ ). Those who preferred not to specify their sex ( $M = 23.00$ ) have significantly higher scores compared to females ( $M = 17.26$ ).
- ASSIS Stress due to culture shock ( $F = 3.60, p = .028$ ). Those who preferred not to specify their sex ( $M = 9.12$ ) have significantly higher scores compared to males ( $M = 7.12$ ) and females ( $M = 6.95$ ).
- ASSIS total ( $F = 3.45, p = .032$ ). Those who preferred not to specify their sex ( $M = 99.25$ ) have significantly higher scores compared to females ( $M = 79.20$ ).
- Teachers adjust to cultural diversity ( $F = 6.21, p = .002$ ). Those who preferred not to specify their sex ( $M = 2.38$ ) have significantly lower scores compared to females ( $M = 3.56$ ).



- Teachers adapt their methods based on diversity ( $F = 4.67, p = .010$ ). Those who preferred not to specify their sex ( $M = 2.38$ ) have significantly lower scores compared to females ( $M = 3.25$ ).

We found significant differences based on whether the students had family and friends in a Romanian University in the following variables:

- Comfort with Romanian language ( $F = 5.70, p < .001$ ). Those who had no one in a Romanian university ( $M = 2.08$ ) had significantly lower scores compared to those who had both friends and family here ( $M = 2.66$ ).
- Comfort with everyday communication ( $F = 4.05, p = .003$ ). Those who had no one in a Romanian university ( $M = 3.07$ ) had significantly lower scores compared to those who had both friends and family here ( $M = 3.70$ ).

We found significant differences based on whether the students had family and friends on the same Romanian University in the following variables:

- ASSIS Homesickness ( $F = 2.89, p = .022$ ). Those who had no one in a Romanian university ( $M = 11.40$ ), as well as those who had a friend ( $M = 11.36$ ), had significantly lower scores compared to those who had siblings here ( $M = 13.07$ ).

We found significant differences based on whether the students had other University experiences in the following variables:

- Comfort with Romanian language ( $F = 3.03, p = .029$ ). Those who have studies in Romania ( $M = 3.12$ ) feel more comfortable than those who did not study anywhere else ( $M = 2.31$ ), those who studied in another country ( $M = 2.22$ ) or in their country of origin ( $M = 2.29$ ).
- Comfort with everyday communication ( $F = 3.46, p = .016$ ). Those who have studies in Romania ( $M = 4.12$ ) feel more comfortable than those who did not study anywhere else ( $M = 3.20$ ), those who studied in another country ( $M = 3.11$ ) or in their country of origin ( $M = 3.24$ ).
- The students' level of English is a barrier for good relationships ( $F = 6.30, p < .001$ ). Those who have studied in Romania ( $M = 3.94$ ) feel more comfortable than those who did not study anywhere else ( $M = 3.10$ ), those who studied in another country ( $M = 2.85$ ) or in their country of origin ( $M = 2.81$ ).
- The teachers' level of English is a barrier to good relationships ( $F = 6.10, p < .001$ ). Those who have studied in Romania ( $M = 3.75$ ) feel more comfortable than those who did not study anywhere else ( $M = 3.19$ ), those who studied in another country ( $M = 2.78$ ) or in their country of origin ( $M = 2.80$ ).

### Chi-Square Tests

We found several differences based on the University the students were enrolled in for the following variables:

- Being humiliated by a teacher ( $\chi^2 = 18.40, p = .001$ ). We found that in Gr. T. Popa University (38.3 %), more students reported being humiliated by their teachers compared to the other universities (< 26 %).

We found several differences based on the academic year for the following variables:

- Asking for an individual meeting with the teacher for academic problems ( $\chi^2 = 21.44, p = .001$ ). Students from years one (10.2 %), two (15.3 %), or three (14.13 %) are less willing to ask for meetings compared to those from years four (32.3 %), five (39.4 %), or six (22.7 %).

- Asking for an individual meeting with the teacher for personal problems ( $\chi^2 = 11.57, p = .04$ ). Students from years one (5.6 %), two (12.4 %), or three (12 %) are less willing to ask for meetings compared to those from years four (16.1 %), five (24.2 %), or six (22.7 %).
- Being humiliated by a teacher ( $\chi^2 = 27.50, p < .001$ ). Students from years one (21.3 %), two (23.4 %) or three (25 %) report less incidents compared to those from years four (48.8 %), five (42.4 %) or six (63.3 %).
- Having conflicts with teachers ( $\chi^2 = 27.50, p < .001$ ). Students from years one (13 %), two (21.1 %) or three (27.2 %) report less incidents compared to those from years four (48.8 %), five (30.3 %) or six (45.5 %).
- Objective evaluation ( $\chi^2 = 11.40, p = .04$ ). Students from years one (63.9 %), two (59.9 %) or three (48.9 %) consider that teachers evaluate more objectively than those from years four (45.2 %), five (39.4 %) or six (45.5 %).

We found several differences based on students' sex for the following variables:

- Being discriminated ( $\chi^2 = 15.32, p = .002$ ). Although both men and women were mostly not discriminated against, the source of discrimination is different. For women, they were discriminated against by local people (20.9 %), by teachers (13.1 %), and by colleagues (4.1 %). For men, they were discriminated against by local people (26.2 %) and by teachers (5.2 %) but not by colleagues.
- Asking for an individual meeting with the teacher for academic problems ( $\chi^2 = 7.24, p = .007$ ). 13.1 % of women and 23.3 % of men asked for a meeting to discuss academic problems.

## Part V. Open-ended questions

**Q1** - Please name three strong points that you appreciate in your Romanian teachers.

Some respondents offered less than three answers. Thus, fewer units of text could be extracted from their answers. The 664 units of text were grouped into 6 categories. The results can be seen in Table 10. The most frequent category was “teacher’s behavior”, followed by “teacher’s knowledge”, “teaching process”, “language proficiency”, “organizing activity” and “teacher’s image”.

*Table 10. Please name three strong points that you appreciate in your Romanian teachers.*

<i>Category</i>	<i>Frequency</i>	<i>Example</i>
Teacher's behaviour	445	“They respect hard work even if they don't like you”, “If you show an interest, they are likely to help, some teachers develop good relationships with students and comfort them, many teachers encourage questions from students”, “Try to do everything in order for us to learn and study, “Good in practice”
Teacher's knowledge	90	“Having studied in multiple countries, I am amazed by the level of knowledge and wisdom from all majority of my teachers here in UMF”, “Competent”, “Their knowledge on the subject matter.”, “Intelligence”
Teaching process	89	“They are passionate about teaching and they are dedicated”, “Most are very motivated and well educated. The most of them encourage questions.”, “Mostly passionate about what they teach,

		open mindedness, readiness to answer questions”, “Can deliver the information in a good way.”
Language proficiency	24	“Their English language”, “They try to speak English as good as they can”, “Multilingual”
Organizing activity	14	“Many of them put a lot of effort, act in a fair manner, assign homework”
Teacher's image	2	“The way they present themselves”, “Presentable looking”

**Q2** - Please name three weak points that you do not like in your Romanian teachers.

Some respondents offered less than three answers. Thus, fewer units of text could be extracted from their answers. The 517 units of text were grouped into 10 categories. The results can be seen in Table 11. The most frequent category was “teacher’s behavior”, followed by “language proficiency”, “teaching process”, “organizing activity”, “cultural discrimination”, “dishonest behavior”, “institutional organization”, “practical activity”, “teacher’s knowledge”, and “teacher’s image”.

*Table 11. Please name three weak points that you do not like in your Romanian teachers.*

<i>Category</i>	<i>Frequency</i>	<i>Example</i>
Teacher's behavior	235	“Disorganized”, “Treat us as children and not as equal colleagues” “They have big egos”, “They are late” “Not always friendly”
Language proficiency	85	“Don't speak English”
Teaching process	77	“Many lectures are not interactive they are reading slides from the board and reading very quickly”, “sometimes start talking/teaching in Romanian to students during the lesson”, “Not very clear”, “Lack of usage of international education material”
Organizing activity	51	“Time management”, “Don't care enough about cheating”
Cultural discrimination	39	“We are always compared to with the Romanian sections, we are not offered the same opportunities as the Romanian section”, “prefer Romanian students / think French students are lazy / think we don't care”
Dishonest behavior	12	‘Bribery”, “Corruption”, “Racism”
Institutional organization	9	“Bureaucracy!” “The time schedule of practical exams is poorly done so one has to wait ages.”, “Uncertain about the university rules”
Practical activity	6	“Have better practical labs”, “When seeing patients in the wards, the teachers a lot of the time leave us to go to their Romanian students”, “Practical lessons are the worst. 3 hours without break is too much”

Teacher's knowledge	2	“Sometimes unqualified”
Teacher's image	1	“Outfit”

**Q3** - Please name the hardest thing concerning your experience in Romania as a student.

Some respondents did not offer an answer. Thus, fewer units of text could be extracted from their answers. The 258 units of text were grouped into 11 categories. The results can be seen in Table 12. The most frequent category was “social relationship”, followed by “language”, “institutional organization”, “cultural differences”, “stress”, “finances”, “transportation”, “weather”, “professional doubt”, “health” and “being aggressed”.

*Table 12. Please name the hardest thing concerning your experience in Romania as a student.*

<i>Category</i>	<i>Frequency</i>	<i>Examples</i>
Social relationships	58	"Far away from my family and my friends.", "Being alone in a foreign country."
Language	51	"Adjusting to a new country where most local people don't speak English, so there was no communication point.", "Learning to speak the language."
Institutional organization	48	"Separation between the university (and the decision regarding students) and the students.", "Wanting to learn but not having the resources to do so when in my home country the universities are better e.g. good simulators for practicing basic clinical skills."
Cultural differences	35	"To not be able doing some hobbies I had in my native country.", "It's a lot different than things back home."
Stress	31	"Exam pressure.", "Dealing with stress and organizing time during exams."
Finances	21	"Money for unit and rent.", "Finding apartments that are not extreme expensive."
Transportation	4	"Maybe the transportation system."
Weather	4	"Weather.", "Cold."
Professional doubt	3	"Not sure I'm prepared to be a doctor."
Health	2	"I got sick but almost all of my teachers that year noticed it and offered their help if I needed any medical advice.", "My 2 surgery"
Being aggressed	1	"Getting robbed, getting attacked."

**Q4** - Please name the nicest thing concerning your experience in Romania as a student.

Some respondents did not offer an answer. Thus, fewer units of text could be extracted from their answers. The 258 units of text were grouped into 10 categories. The results can be seen in Table 13. The most frequent category was “make new relationships”, followed by “native people”, “travel and discovery”, “quality of life”, “professional advantages”, “intercultural

community”, “independence”, “teachers”, “develop romantic relationships” and “personal development”.

*Table 13. Please name the nicest thing concerning your experience in Romania as a student.*

<i>Category</i>	<i>Frequency</i>	<i>Example</i>
Make new relationships	65	“Meeting my actual friends”, “The nice people you meet in or outside of the faculty”, “Meeting friends on this beautiful City”, “Friends and having fun with them”
Native people	39	“People are really welcome and willing to help you according to your needs”, “Almost everyone speaks English”, “Hospitality”, “Nice and humble people”, “Romanian people are friendly and nice to live with and share their city with them.”
Travel and discovery	32	“It's difficult, I had so many amazing experiences here... But I would say the discovery of Romania, which was a very mysterious country to me before, and now it's my home.”, “Being in a really different culture from my original culture, let me experience more new things, even what I haven't imagined. This makes my vision wider than others who didn't study abroad.”
Quality of life	30	“Low price of life”, “Good food”, “Parties and clubs”, “Fast internet”, “Clean city and air”, “The vibes of the environment, food,”
Professional advantages	27	“I'll be a doctor!”, “Experience as a vet student”, “Being able to participate to congresses”, “the chance to take part in research”, “The opportunity to become a doctor”, “A lot to learn”
Intercultural community	24	“Getting to know people from all around the world”, “Meet foreign students”, “Meeting people from all over the world that i would never meet normally”, “The closeness between the international students. We all are new here in Romania and are desperately looking for friends. Once we found them, we hold on to them and build a strong and deep relationship. They are all we have in Romania. Our families and old friends are in our home country, we need a new support system of people going through the same.”
Independence	23	“Being independent for the first time”, “Freedom”, “No parents” “Self-reliance”
Teachers	11	“Some teachers that are really lovely and help students” “The medical teachers (almost) always are super nice”
Romantic relationships	4	“Engagement”, “I met my boyfriend”
Personal development	3	“It's a totally different perspective of how I see the people now and the world now in comparison of how I used to”, “New country, new culture, opened my mind to the differences

		between cultures and how rich they are! Each of them is very singular and beautiful. For many of us same language, different culture. That made me grew up.”
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**Q5** - Please name 3 things that you miss most during your time in Romania.

Some respondents did not offer an answer. Thus, fewer units of text could be extracted from their answers. The 658 units of text were grouped into 20 categories. The results can be seen in Table 14. The most frequent category was “family”, followed by “food”, “friends”, “hobbies”, “nature”, “home”, “pets”, “school”, “weather”, “romantic partner”, “travel”, “society”, “values”, “car”, “language”, “culture”, “safety”, “diversity”, “job” and “religion”.

*Table 14. Please name 3 things that you miss most during your time in Romania.*

<i>Category</i>	<i>Frequency</i>	<i>Example</i>
Family	190	“Family”, “My relatives”, “My sister”
Food	138	“Food”, “Belgium chocolate”, “French food”, “Good Coffee”
Friends	126	“Close friends”, “Friends”
Hobbies	34	“My PS4”, “Swimming”, “Using my bike”, “Dance”
Nature	26	“The sea”, “The mountains”, “The beach”
Home	20	“My house”, “My hometown”, “My room”
Pets	20	“My cat”, “My dog”
School	17	“My university”, “a university that doesn’t make you walk through half of the city to the next class”
Weather	16	“Snow”, “Not so cold winters”
Romantic partner	11	“My girlfriend”, “My boyfriend”
Travel	11	“Good train connections to other cities”, “Summer vacation”
Society	10	“Native people”, “Polite people”, “the Greek Nightlife”
Values	10	“Openness of people and kindness of public workers”, “respect” “equality”
Car	8	“Car”, “Driving”
Language	8	“Being able to speak in my native language”, “hearings Hebrew and reading it everywhere”, “being able to communicate with everyone”
Culture	5	“Culture in home country”, “the environmental vibes of my country”
Safety	3	“Being safe”, “to have safe and clean streets for bicycle”
Diversity	2	“The cultural diversity of Paris”
Job	2	“My work”
Religion	1	“My religion party”

**Q6** - What was the main reason you chose Romania to study

Some respondents did not offer an answer. Thus, fewer units of text could be extracted from their answers. The 169 units of text were grouped into 11 categories. The results can be seen

in Table 15. The most frequent category was “quality of education”, followed by “financial advantages”, “recommendation from friends, family”, “no alternative”, “easy to enter”, “language alternative”, “multiculturalism”, “nationality”, “appreciate Romania”, “shortcoming of the host country's education system” and “war in the host country”.

*Table 15. What was the main reason you chose Romania to study*

<i>Category</i>	<i>Frequency</i>	<i>Example</i>
Quality of education	35	“The high-quality, student-oriented level of education”, “Because I know that I can be taught good here and that the technology is advanced here”, “To obtain a good degree because Romania is known for such,” “Iasi University is the best university to study dental medicine, and I want to be a really good dentist”, “Recognized internationally”
Financial advantage	33	“Price of study”, “The study fees are not as expensive as in the other countries”, “Reasonable prices”, “Affordability of studies and living costs.”
Recommendation from friends, family	27	“The elitist and discriminatory educational system in my native country”, “Romania offers a more human medicine, with more practice to their students. They consider students as human, not as simple numbers. I like the fact they choose their students before the first year, and that there isn't a system like in France/Switzerland.”
No alternative	20	“Was not accepted in France”, “I could not find a place to study medicine in my home country”, “I failed in France, it was my only option to become a vet”, “It was my only choice left to be a doctor”
Easy to enter	19	“In my host country was too hard “, “Enrollment method (file admission)”, “It is easier to enter med school than in Germany,”, “University requirements for admission are extremely difficult in my country”
Language alternative	12	“The only non-French speaking country that gives classes in French.”, “To speak in English”, “Studies are conducted in the English language.”, “Quality of teaching in French.”
Multiculturalism	9	“The English program and the opportunity to meet people from all over the world and improve my English and my culture level .”, “To experience a new culture as I do my studies”, “Always wanted to study abroad. So, when the opportunity to go in a different country for studies as I couldn't anymore in mine, I didn't hesitate. French section. Dreams don't have any borders!”
Nationality	5	“My parents heritage”, “I am half Romanian”
Appreciate Romania	4	“I like Romania so doing vet studies here is perfect for me”, “Nice people, wonderful country where you meet the foreign student from other part of the world.”
Shortcoming of the host country's education system	4	“Difficult to study in my home country”, “The elitist and discriminatory educational system in my native country”, “Romania offers a more human medicine, with more practice to

		their students. They consider students as human, not as simple numbers. I like the fact they choose their students before the first year, and that there isn't a system like in France/Switzerland.”
War in the host country	1	“War in my country”

## THE PROFILE OF INTERNATIONAL STUDENTS

424 international students participated in this study. They were enrolled in general medicine, dental medicine, or veterinary medicine programs in six Universities from five Romanian cities. The participants were relatively equally distributed across genders, but there were more students from the first three years of study compared to the last three years. The students come from every continent (except Australia), but most of them were European or Asian.

The students are comfortable with using English, but not very comfortable with using Romanian. Most of them do not have problems with the climate, local transportation, and habits. However, food and everyday communication represent more important problems for more international students. Most students feel safe on the streets, but women generally feel less safe than men. International students feel satisfied with their relationships with colleagues, teachers, and the staff from the university, and neutral regarding their taxes. They are mostly satisfied with the academic results, although most of them did not ask a teacher for help when they encountered academic and personal problems.

The majority consider they were not discriminated against in Romania and feel good about practicing their religion and hobbies. They consider that local people discriminate more than their colleagues and teachers.

Most of these results were influenced by the University and the city they live in. The students from Iuliu Hațieganu University of Medicine and Pharmacy of Cluj-Napoca are more comfortable with teaching and with their relationships compared to all the other students.

Some students struggle with acculturative stress. However, the means for all the domains are lower than the theoretical means of the instruments. Thus, the levels of stress are relatively low. Still, higher acculturative stress was associated with worse adaptation in Romania and more issues. Parents' level of education was negatively associated with most dimensions of acculturative stress. Also, the students from Iuliu Hațieganu University of Medicine and Pharmacy have lower scores than those from Grigore T. Popa University of Medicine and Pharmacy of Iasi.

Most students believe that their teachers organize the activity well. They see their teachers as respectful towards their diversity. One-fourth of the students reported conflicts with the teachers. More than 80% of the students would recommend Romania as a place of study, but only 2 % would remain in the country for work.

Many international students came to Romania because of the level of quality in education. Others took into account the lower fees and some considered that this is their only chance left after being rejected in their home country. Many students received recommendations from family and friends. Many students appreciate the teachers' behaviors and knowledge. They consider the teachers to be passionate, kind, and interesting. They also appreciate their level of English. However, this is highly dependent on the teacher, because most reported bad behaviors, disinterest, and self-sufficiency as important problems the teachers have. Thus, international students seem to



appreciate teachers on a few dimensions and make clear distinctions between those how to do their job well and those who do not. Moreover, they encountered racism and corruption from some of their teachers.

After coming to Romania, they had problems with social relationships, the language, and the separation from their peers. Some of them consider that teachers pay more attention to Romanian students. Still, they made new friends, appreciated the locals and the quality of life, and were content to study in a multicultural environment. From home, they would mostly miss their family, friends, and food.