

INTERNATIONAL ADULT LEARNERS

Part I. Socio-demographic data

73 international adult learners responded to the questionnaire. Most of the respondents were female (52.1 %). Their mean age was 34.43 years (± 8.79 years, min. = 22 years, max. 59 years). The respondents were studying in various countries across Europe: Spain, Italy, Cyprus, Lithuania, Romania, and others. Most of the respondents spoke fluently one (39.7 %) or two (42.5 %) other languages except their native one. Most of them (50.7 %) had a university degree.

Table 1. Socio-demographic data

| <i>Variable</i> | <i>Levels</i> | <i>N</i> | <i>%</i> |
|---------------------------------------------------------------|----------------------------------------------------------|----------|----------|
| Gender | Female | 38 | 52.1 |
| | Male | 35 | 47.9 |
| Relationship status | Single | 32 | 43.8 |
| | In a relationship | 41 | 56.2 |
| Is your family of mixed origin? | No | 51 | 69.9 |
| | Yes | 22 | 30.1 |
| Education level | Primary | 6 | 8.2 |
| | Secodary | 13 | 17.8 |
| | Highschool | 17 | 23.3 |
| | University | 37 | 50.7 |
| How many languages do you speak (except the native language) | 1 | 29 | 39.7 |
| | 2 | 31 | 42.5 |
| | 3 | 11 | 15.1 |
| | 4 | 2 | 2.7 |
| What is your reason for choosing to live in the host country? | Looking for a job | 30 | 41.1 |
| | Running away from a conflict area | 13 | 17.8 |
| | Being with my partner (marriage or couple) | 12 | 16.4 |
| | Study | 11 | 15.1 |
| Other acquaintances in the host country | Other | 7 | 9.6 |
| | No | 26 | 35.6 |
| | Sibling | 2 | 2.7 |
| | Cousin | 2 | 2.7 |
| | Friend | 7 | 9.6 |
| | Family and friends | 36 | 49.3 |
| | How many years have you been living in the host country? | 0-5 | 36 |
| | 6-10 | 18 | 24.7 |
| | 11-20 | 13 | 16.8 |
| | 21+ | 6 | 8.2 |
| Other acquaintances living in the same city | No | 26 | 35.6 |

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|-----------------------------------------------------------------------------------|-----------------------|----|------|
| | Family of origin | 13 | 17.8 |
| | Friend | 11 | 15.1 |
| | Family (husband/wife) | 23 | 31.5 |
| Does anyone from your family come from the host country? | No | 66 | 90.4 |
| | Mother | 2 | 2.7 |
| | Father | 2 | 2.7 |
| | Both parents | 2 | 2.7 |
| | A grandparent | 1 | 1.4 |
| | | | |
| Did your parents have the same nationality as you? | No | 3 | 4.1 |
| | Yes | 70 | 95.9 |
| Total number of siblings | 0 | 13 | 17.8 |
| | 1 | 21 | 28.8 |
| | 2 | 26 | 35.6 |
| | 3 | 9 | 12.3 |
| | 4 | 3 | 4.1 |
| | 5 | 1 | 1.4 |
| Mother's education level | Primary | 23 | 31.5 |
| | Secondary | 20 | 27.4 |
| | Highschool | 8 | 11.0 |
| | University | 22 | 30.1 |
| Father's education level | Primary | 21 | 28.8 |
| | Secondary | 16 | 21.9 |
| | Highschool | 13 | 17.8 |
| | University | 23 | 31.5 |
| In how many countries have you lived for more than 1 year (except native country) | 0 | 18 | 24.7 |
| | 1 | 37 | 50.7 |
| | 2 | 14 | 19.2 |
| | 3 | 4 | 5.5 |
| How many times per year do you visit your native country? | 0 | 29 | 39.7 |
| | 1-3 | 40 | 54.8 |
| | 4+ | 4 | 5.5 |
| Accommodation | Living by myself | 34 | 46.6 |
| | Sharing | 39 | 53.4 |
| Do you have a chronic disease | No | 71 | 97.3 |
| | Yes | 2 | 2.7 |
| Have you developed any diseases since coming to the host country? | No | 67 | 91.8 |
| | Yes | 6 | 8.2 |
| Do you smoke | No | 55 | 75.3 |
| | Rarely | 4 | 5.5 |
| | Yes | 14 | 19.2 |

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|-----------------------------------------------------|--------|----|------|
| Do you consume alcohol | No | 45 | 61.6 |
| | Rarely | 16 | 21.9 |
| | Yes | 12 | 16.4 |
| Do you consume drugs | No | 69 | 94.5 |
| | Rarely | 3 | 4.1 |
| | Yes | 1 | 1.4 |
| Have you received medical care in the host country? | No | 34 | 46.6 |
| | Yes | 39 | 53.4 |

Also, 49.3 % of them were in the host country for less than five years. Most of them had family and friends in the host country (49.3 %) and family living in the same city (31.5 %). The vast majority of the respondents (90.4 %) did not have their origins in the host country. 41.4 % of the respondents came into the country looking for a job.

The respondents came from families with more than one child (82.2 % of them had at least one sibling) and with a high degree of education (30.1 % of their mothers and 31.5 % of their fathers had a university degree). 56.2 % of them were in a relationship and 75.3 % of them reported that they had lived in one other country (except their country of origin) before coming to their current host country. 53.4 % of the respondents lived in a house shared with others.

Table 2. Host country

| | <i>Frequency</i> | <i>Percent</i> |
|-----------|------------------|----------------|
| Spain | 20 | 27.4 |
| Italy | 12 | 16.4 |
| Lithuania | 10 | 13.7 |
| Cyprus | 8 | 11.0 |
| Romania | 6 | 8.2 |
| Greece | 5 | 6.8 |
| Ireland | 5 | 6.8 |
| Hungary | 2 | 2.7 |
| Germany | 1 | 1.4 |
| Morocco | 1 | 1.4 |
| Scotland | 1 | 1.4 |
| UK | 1 | 1.4 |
| USA | 1 | 1.4 |

Most of them reported that they did not have a chronic disease (97.3 %), did not smoke (75.3 %), did not drink alcohol (61.5 %), or consume drugs (94.5 %). More than half of them received medical care in the host country (53.4 %).

Table 3. Nationality

| | <i>Frequency</i> | <i>Percent</i> |
|-------------|------------------|----------------|
| Albanian | 6 | 8.2 |
| American | 3 | 4.1 |
| Argentinian | 2 | 2.7 |
| Belarussian | 1 | 1.4 |

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|-------------|----|------|
| Brazilian | 2 | 2.7 |
| Cameroonian | 4 | 5.5 |
| Chinese | 2 | 2.7 |
| Congolese | 1 | 1.4 |
| Ecuadorian | 1 | 1.4 |
| Gambian | 1 | 1.4 |
| Georgian | 2 | 2.7 |
| Greek | 4 | 5.5 |
| Indian | 3 | 4.1 |
| Libyan | 1 | 1.4 |
| Mexican | 1 | 1.4 |
| Moldovan | 3 | 4.1 |
| Moroccan | 5 | 6.8 |
| Nigerian | 1 | 1.4 |
| Pakistani | 2 | 2.7 |
| Paraguayan | 1 | 1.4 |
| Romanian | 10 | 13.7 |
| Russian | 1 | 1.4 |
| Serbian | 1 | 1.4 |
| Syrian | 4 | 5.5 |
| Ukrainian | 5 | 6.8 |
| Uruguayan | 2 | 2.7 |
| Venezuelan | 4 | 5.5 |

Table 5. Native language

| | <i>Frequency</i> | <i>Percent</i> |
|------------------|------------------|----------------|
| Albanian | 6 | 8.2 |
| Arabic | 5 | 6.8 |
| Bengali | 1 | 1.4 |
| Chinese | 2 | 2.7 |
| English | 4 | 5.5 |
| French | 5 | 6.8 |
| Georgian | 2 | 2.7 |
| Greek | 3 | 4.1 |
| Hindi | 1 | 1.4 |
| Igbo and English | 1 | 1.4 |
| Indian | 1 | 1.4 |
| Limbum | 1 | 1.4 |
| Lithuanian | 1 | 1.4 |
| Moldovan | 3 | 4.1 |
| Moroccan | 1 | 1.4 |
| Portuguese | 2 | 2.7 |

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|-----------|----|------|
| Romanian | 10 | 13.7 |
| Russian | 2 | 2.7 |
| Serbian | 1 | 1.4 |
| Spanish | 11 | 15.1 |
| Syrian | 3 | 4.1 |
| Turkish | 1 | 1.4 |
| Ukrainian | 4 | 5.5 |
| Urdu | 2 | 2.7 |

Table 6. Religion

| | <i>Frequency</i> | <i>Percent</i> |
|------------|------------------|----------------|
| Agnostic | 1 | 1.4 |
| Atheist | 13 | 17.8 |
| Buddhism | 1 | 1.4 |
| Catholic | 13 | 17.8 |
| Christian | 13 | 17.8 |
| Islam | 14 | 19.2 |
| Jainism | 1 | 1.4 |
| Orthodox | 14 | 19.2 |
| Protestant | 2 | 2.7 |
| Sikh | 1 | 1.4 |

Table 4. Country of Origin

| | <i>Frequency</i> | <i>Percent</i> |
|-----------|------------------|----------------|
| Albania | 6 | 8.2 |
| Argentina | 2 | 2.7 |
| Belarus | 1 | 1.4 |
| Brazil | 2 | 2.7 |
| Cameroon | 4 | 5.5 |
| China | 2 | 2.7 |
| Congo | 1 | 1.4 |
| Ecuador | 1 | 1.4 |
| Gambia | 1 | 1.4 |
| Georgia | 2 | 2.7 |
| Greece | 3 | 4.1 |
| India | 3 | 4.1 |
| Libya | 1 | 1.4 |
| Lithuania | 1 | 1.4 |
| Mexico | 1 | 1.4 |
| Morocco | 5 | 6.8 |
| Nigeria | 1 | 1.4 |

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|---------------------|----|------|
| Pakistan | 2 | 2.7 |
| Paraguay | 1 | 1.4 |
| Republic of Moldova | 3 | 4.1 |
| Romania | 10 | 13.7 |
| Serbia | 1 | 1.4 |
| Syria | 4 | 5.5 |
| Turkey | 1 | 1.4 |
| Ukraine | 5 | 6.9 |
| Uruguay | 2 | 2.7 |
| USA | 3 | 4.1 |
| Venezuela | 4 | 5.5 |

Table 7. Profession

| | <i>Frequency</i> | <i>Percent</i> |
|---------------------|------------------|----------------|
| Unemployed | 6 | 8.2 |
| Caregiver | 4 | 5.5 |
| Sales assistant | 4 | 5.5 |
| Beautician | 3 | 4.1 |
| Economist | 3 | 4.1 |
| PhD student | 3 | 4.1 |
| Student | 3 | 4.1 |
| Worker | 3 | 4.1 |
| Agriculture | 2 | 2.7 |
| Delivery | 2 | 2.7 |
| Manager | 2 | 2.7 |
| Teacher | 2 | 2.7 |
| Activist NGO | 1 | 1.4 |
| Architect | 1 | 1.4 |
| Baker | 1 | 1.4 |
| Businessmen | 1 | 1.4 |
| Call center | 1 | 1.4 |
| Cashier | 1 | 1.4 |
| Classicist | 1 | 1.4 |
| Construction worker | 1 | 1.4 |
| Content creator | 1 | 1.4 |
| Cook | 1 | 1.4 |
| Data Analyst | 1 | 1.4 |
| Engineer | 1 | 1.4 |
| Entrepreneur | 1 | 1.4 |
| Farmer | 1 | 1.4 |
| Installer | 1 | 1.4 |
| Journalist | 1 | 1.4 |

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|-------------------------|---|-----|
| Lawyer | 1 | 1.4 |
| Manicurist | 1 | 1.4 |
| Marketer | 1 | 1.4 |
| Nurse | 1 | 1.4 |
| Online seller | 1 | 1.4 |
| Optometrist | 1 | 1.4 |
| Peddler | 1 | 1.4 |
| Pharmacist | 1 | 1.4 |
| Postdoctoral researcher | 1 | 1.4 |
| Project manager | 1 | 1.4 |
| Researcher | 1 | 1.4 |
| Salesmen | 1 | 1.4 |
| Shopkeeper | 1 | 1.4 |
| Social entrepreneur | 1 | 1.4 |
| Software creator | 1 | 1.4 |
| Technical consultant | 1 | 1.4 |
| Tourism | 1 | 1.4 |
| Translator | 1 | 1.4 |
| Truck driver | 1 | 1.4 |
| Waiter | 1 | 1.4 |

Part II. Adaptation to the host country

Most respondents consider they are comfortable (32.9 %) or very comfortable (38.4 %) with the host country's language. They are also comfortable (30.1 %) or very comfortable (47.9 %) with the language that is taught in the. The majority of the respondents consider that the local language is not a barrier in communicating with colleagues (74 %).

75.3 % of the respondents consider that they were not discriminated against. However, some of them were discriminated against by local people (19.2 %), by teachers (1.4 %), or by colleagues (4.1 %).

58.9 % of the students consider they are very comfortable with the climate, while 30.1 % consider they are most comfortable. 89.1 % of them are comfortable or very comfortable with local transportation. In regards to local food, 89 % feel comfortable or very comfortable. 86.3 % of the respondents feel safe on the streets. Most of the students are feeling neutral, at worst, with the costs of living (accommodation, living expenses, or local taxes).

Most of the respondents report good or very good relationships with colleagues and local administration. 95.9 % of the respondents made new friends in the host country. 41.1 % of the respondents asked for individual meetings with the teachers to discuss job-related issues and 17.8 % of them to discuss personal problems.

Table 8. Adaptation to the host country

| <i>Variable</i> | <i>Levels</i> | <i>N</i> | <i>%</i> |
|------------------------------------------------------------------------|------------------------|----------|----------|
| How comfortable are you in the host country's language? | Not at all comfortable | 6 | 8.2 |
| | Mostly not comfortable | 3 | 4.1 |
| | Neutral | 12 | 16.4 |
| | Mostly comfortable | 24 | 32.9 |
| | Very comfortable | 28 | 38.4 |
| How comfortable are you in the language the classes are taught in? | Mostly not comfortable | 1 | 1.4 |
| | Neutral | 15 | 20.5 |
| | Mostly comfortable | 22 | 30.1 |
| | Very comfortable | 35 | 47.9 |
| How comfortable are you with the climate in the host country? | Not at all comfortable | 0 | 0 |
| | Mostly not comfortable | 1 | 1.4 |
| | Neutral | 7 | 9.6 |
| | Mostly comfortable | 22 | 30.1 |
| | Very comfortable | 43 | 58.9 |
| How comfortable are you with local transportation in the host country? | Not at all comfortable | 1 | 1.4 |
| | Mostly not comfortable | 1 | 1.4 |
| | Neutral | 6 | 8.2 |
| | Mostly comfortable | 34 | 46.6 |
| | Very comfortable | 31 | 42.5 |
| How comfortable are you with the food in the host country? | Not at all comfortable | 1 | 1.4 |
| | Mostly not comfortable | 1 | 1.4 |
| | Neutral | 6 | 8.2 |
| | Mostly comfortable | 26 | 35.6 |
| | Very comfortable | 39 | 53.4 |
| | Not at all comfortable | 0 | 0 |

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|--------------------------------------------------------------------------|------------------------|----|------|
| How comfortable are you with the customs and habits in the host country? | Mostly not comfortable | 1 | 1.4 |
| | Neutral | 4 | 5.5 |
| | Mostly comfortable | 32 | 43.8 |
| | Very comfortable | 36 | 49.3 |
| How comfortable are you in everyday communication the locals? | Not at all comfortable | 0 | 0 |
| | Mostly not comfortable | 4 | 5.5 |
| | Neutral | 14 | 19.2 |
| | Mostly comfortable | 21 | 28.8 |
| | Very comfortable | 34 | 46.6 |
| How safe do you feel in the streets of the host country? | Not at all safe | 0 | 0 |
| | Mostly not safe | 1 | 1.4 |
| | Neutral | 9 | 12.3 |
| | Mostly safe | 27 | 37.0 |
| | Very safe | 36 | 49.3 |
| Have you ever been assaulted in the host country? | No | 66 | 90.4 |
| | Yes | 7 | 9.6 |
| How satisfied are you with accommodation fees in the host country? | Very dissatisfied | 1 | 1.4 |
| | Dissatisfied | 14 | 19.2 |
| | Neutral | 23 | 31.5 |
| | Satisfied | 18 | 24.7 |
| | Very satisfied | 17 | 23.3 |
| How satisfied are you with monthly living expenses in the host country? | Very dissatisfied | 1 | 1.4 |
| | Dissatisfied | 13 | 17.8 |
| | Neutral | 21 | 28.8 |
| | Satisfied | 21 | 28.8 |
| | Very satisfied | 17 | 23.3 |
| | Very dissatisfied | 0 | 0 |

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|-------------------------------------------------------------------------------------------------------------------------|----------------------|----|------|
| How satisfied are you with the local taxes in the host country? | Dissatisfied | 8 | 11.0 |
| | Neutral | 42 | 57.5 |
| | Satisfied | 15 | 20.5 |
| | Very satisfied | 8 | 11.0 |
| How satisfied are you with the relationship with your work colleagues? | Very dissatisfied | 3 | 4.1 |
| | Dissatisfied | 2 | 2.7 |
| | Neutral | 8 | 11.0 |
| | Satisfied | 30 | 41.1 |
| | Very satisfied | 30 | 41.1 |
| How satisfied are you with the relationship with the local administration? | Very dissatisfied | 0 | 0 |
| | Dissatisfied | 5 | 6.8 |
| | Neutral | 28 | 38.4 |
| | Satisfied | 30 | 41.1 |
| | Very satisfied | 10 | 13.7 |
| Do you feel that the local language is a barrier in communicating with colleagues? | No | 54 | 74.0 |
| | Yes | 19 | 26.0 |
| Have you ever felt discriminated against? | No | 55 | 75.3 |
| | Yes, by local people | 14 | 19.2 |
| | Yes, by colleagues | 3 | 4.1 |
| | Yes, by teachers | 1 | 1.4 |
| Have you made new friends in the host country? | No | 3 | 4.1 |
| | Yes | 70 | 95.9 |
| Have you asked for an individual meeting with one of your teachers to discuss any job-related/ employment difficulties? | No | 43 | 58.9 |
| | Yes | 30 | 41.1 |
| Have you asked for an individual meeting with one of your teachers to discuss a personal problem? | No | 60 | 82.2 |
| | Yes | 13 | 17.8 |

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| How comfortable are you practicing your religion in the host country? | Not at all comfortable | 0 | 0 |
| | Mostly not comfortable | 3 | 4.1 |
| | Neutral | 15 | 20.5 |
| | Mostly comfortable | 21 | 28.8 |
| | Very comfortable | 34 | 46.6 |
| How comfortable are you practicing your hobbies in the host country? | Not at all comfortable | 0 | 0 |
| | Mostly not comfortable | 1 | 1.4 |
| | Neutral | 11 | 15.1 |
| | Mostly comfortable | 24 | 32.9 |
| | Very comfortable | 37 | 50.7 |
| How easy is it to find your favorite foods in the host country? | Not at all easy | 1 | 1.4 |
| | Mostly not easy | 7 | 9.6 |
| | Neutral | 8 | 11.0 |
| | Easy | 23 | 31.5 |
| | Very easy | 34 | 46.6 |
| Do you like spending time out with friends in your spare time? | No, I do not like going out | 3 | 4.1 |
| | No, I prefer to chat/message friends in my spare time | 5 | 6.8 |
| | Yes, sometimes I go out with colleagues or friends | 31 | 42.5 |
| | Yes, I like going out with colleagues or friends in my spare time | 34 | 46.6 |

Part III. Academic issues

54.8 % of the international adult learners consider that the teachers present information in a clear way, 52.1 % of them consider that teachers show respect to international students and 46.6 % of them consider that teachers try to adjust to the cultural diversity in their classes.

91.8 % of the respondents agree or strongly agree that teachers encourage academic collaboration. 67.2 % of the respondents agree or strongly agree that teachers know how to manage ethnic, religious, or racial conflicts during discussions. 85 % of them consider that teachers respect racial, ethnic, and religious diversity.

No respondent considered that he/she has been humiliated by the teachers and only 5.5 % of them had conflicts with the teachers. 94.5 % of students believe that teachers evaluate students objectively. 95.9 % of adult learners would recommend the host country as a place to live in.

28.2 % of the respondents were not decided whether they would return to their native country, 12.3 % wanted to return to their home country, 11 % wanted to go to another country, and 47.9 % preferred to stay in the host country.

Table 9. Academic Issues

| <i>Variable</i> | <i>Level</i> | <i>N</i> | <i>%</i> |
|-----------------------------------------------------------------------------------------------------------------|-------------------|----------|----------|
| The majority of my teachers present the information clearly. | Strongly disagree | 0 | 0 |
| | Disagree | 0 | 0 |
| | Neutral | 5 | 6.8 |
| | Agree | 40 | 54.8 |
| | Strongly agree | 28 | 38.4 |
| Most of my teachers show respect to all international students in my class | Strongly disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Neutral | 4 | 5.5 |
| | Agree | 30 | 41.1 |
| | Strongly agree | 38 | 52.1 |
| Most of my teachers try to adjust to the cultural diversity of my class. | Strongly disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Neutral | 11 | 15.1 |
| | Agree | 34 | 46.6 |
| | Strongly agree | 27 | 37.0 |
| Most of my teachers encourage academic collaboration among international students | Strongly disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Neutral | 5 | 6.8 |
| | Agree | 33 | 45.2 |
| | Strongly agree | 34 | 46.6 |
| Most of my teachers know how to manage ethnic, religious or racial conflicts emerging during class discussions. | Strongly disagree | 0 | 0 |
| | Disagree | 7 | 9.6 |
| | Neutral | 17 | 23.3 |
| | Agree | 28 | 38.4 |
| | Strongly agree | 21 | 28.8 |
| Most of my teachers respond positively when students look for school-related or personal help. | Strongly disagree | 0 | 0 |
| | Disagree | 3 | 4.1 |

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| | Neutral | 4 | 5.5 |
| | Agree | 39 | 53.4 |
| | Strongly agree | 27 | 37.0 |
| I consider that the students' language level is a barrier to developing a good relationship with the teachers from the host country. | Strongly disagree | 4 | 5.5 |
| | Disagree | 18 | 24.7 |
| | Neutral | 13 | 17.8 |
| | Agree | 22 | 30.1 |
| | Strongly agree | 16 | 21.9 |
| I consider that the language level of the teachers from the host country is a barrier to developing a good relationship with the students.. | Strongly disagree | 8 | 11.0 |
| | Disagree | 26 | 35.6 |
| | Neutral | 12 | 16.4 |
| | Agree | 17 | 23.3 |
| | Strongly agree | 10 | 13.7 |
| Most of my teachers show respect for the racial, ethnic and religious diversity of my class. | Strongly disagree | 0 | 0 |
| | Disagree | 1 | 1.4 |
| | Neutral | 10 | 13.7 |
| | Agree | 31 | 42.5 |
| | Strongly agree | 31 | 42.5 |
| Teachers adapt their methods to consider the diversity of my class. | Strongly disagree | 1 | 1.4 |
| | Disagree | 1 | 1.4 |
| | Neutral | 17 | 23.3 |
| | Agree | 36 | 49.3 |
| | Strongly agree | 18 | 24.7 |
| Teachers provide academic support to students in case of poor results. | Strongly disagree | 0 | 0 |
| | Disagree | 3 | 4.1 |
| | Neutral | 14 | 19.2 |
| | Agree | 40 | 54.8 |
| | Strongly agree | 16 | 21.9 |
| Have you ever been humiliated by one of your teachers? | No | 73 | 100 |
| | Yes | 0 | 0 |
| Have you had conflicts with teachers in class? | No | 69 | 94.5 |

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|-----------------------------------------------------------------------|----------------------------------------------|----|------|
| | Yes | 4 | 5.5 |
| Do you think teachers evaluate students objectively? | No | 4 | 5.5 |
| | Yes | 69 | 94.5 |
| Would you recommend the host country to others as a place to live in? | No | 3 | 4.1 |
| | Yes | 70 | 95.9 |
| Would you like to return to your native country? | Not decided | 21 | 28.8 |
| | Yes | 9 | 12.3 |
| | No, I would like to stay in the host country | 35 | 47.9 |
| | I would like to go to another country | 8 | 11.0 |

Part IV. Satisfaction with the host country

Most of the participants (53.4 %) strongly agree that their host country is a place where the law and human rights are respected. They also considered that the host country is welcoming with people from other countries (92.6 % agree or strongly agree) and that it provides good job opportunities (61.9 % agree or strongly agree) and good quality of life (87.7 % agree or strongly agree). 91.8 % of the respondents are satisfied with their life in the host country, 61.6 % of them agree or strongly agree that it is easy to obtain welfare benefits in the host country and 64.4 % consider that it is rather easy for people from other countries to live in the host country.

Table 10 . Satisfaction with host country

| <i>Variable</i> | <i>Level</i> | <i>N</i> | <i>%</i> |
|---------------------------------------------------------------------------|----------------------------|----------|----------|
| The host country is a place where human rights and the law are respected. | Strongly disagree | 1 | 1.4 |
| | Tend to disagree | 1 | 1.4 |
| | Neither agree nor disagree | 10 | 13.7 |
| | Tend to agree | 22 | 30.1 |
| | Strongly agree | 39 | 53.4 |
| The host country welcomes people from other countries. | Strongly disagree | 1 | 1.4 |
| | Tend to disagree | 1 | 1.4 |
| | Neither agree nor disagree | 10 | 13.7 |
| | Tend to agree | 28 | 38.4 |
| | Strongly agree | 33 | 45.2 |
| The host country provides good job opportunities. | Strongly disagree | 1 | 1.4 |
| | Tend to disagree | 11 | 15.1 |
| | Neither agree nor disagree | 16 | 21.9 |
| | Tend to agree | 29 | 39.7 |
| | Strongly agree | 16 | 21.9 |
| The host country offers a good quality of life. | Strongly disagree | 0 | 0.0 |

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|----------------------------------------------------------------------------------|----------------------------|----|------|
| | Tend to disagree | 2 | 2.7 |
| | Neither agree nor disagree | 7 | 9.6 |
| | Tend to agree | 37 | 50.7 |
| | Strongly agree | 27 | 37.0 |
| It is easy for people from other countries to come and live in the host country. | Strongly disagree | 4 | 5.5 |
| | Tend to disagree | 7 | 9.6 |
| | Neither agree nor disagree | 15 | 20.5 |
| | Tend to agree | 28 | 38.4 |
| | Strongly agree | 19 | 26.0 |
| It is easy to obtain welfare benefits in the host country. | Strongly disagree | 0 | 0.0 |
| | Tend to disagree | 9 | 12.3 |
| | Neither agree nor disagree | 19 | 26.0 |
| | Tend to agree | 25 | 34.2 |
| | Strongly agree | 20 | 27.4 |
| I am satisfied with my life in the host country. | Strongly disagree | 1 | 1.4 |
| | Tend to disagree | 2 | 2.7 |
| | Neither agree nor disagree | 3 | 4.1 |
| | Tend to agree | 33 | 45.2 |
| | Strongly agree | 34 | 46.6 |

Statistical analysis – international adult learners

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

We found some significant correlations between the years spent by the respondents in the host country and some variables regarding their adaptation in the host country:

- The respondents who lived in the host country for a longer time were also more comfortable with the food ($r = .23$, $p = .04$).

We found some significant correlations between the years spent by the respondents in the host country and some variables regarding their academic issues:

- The respondents who lived in the host country for a long time considered that teachers show less respect to all the students in their classes ($r = -.23$, $p = .05$).
- The respondents who lived in the host country for a long time considered that teachers show less respect for racial, ethnic, and religious diversity ($r = -.27$, $p = .02$).

We found some significant correlations between the years spent by the respondents in the host country and some variables regarding their satisfaction with the host country:

- The respondents who lived in the host country for a long time considered less than the host country welcomes people from other countries ($r = -.24$, $p = .03$).

We found some significant correlations between the number of countries the respondents have lived in and some variables regarding their academic issues:

- The respondents who lived in more countries considered that their teachers present the information less clearly ($r = -.23$, $p = .04$).
- The respondents who lived in more countries considered that their teachers encourage less collaboration among the students ($r = -.26$, $p = .02$).
- The respondents who lived in more countries considered that their teachers know less how to manage religious, ethnic, and racial conflicts ($r = -.26$, $p = .02$).

Independent-sample t-tests

We found some significant differences based on sex:

- Women ($M = 4.44$, compared to men ($M = 4.02$) feel more comfortable with the language of instruction ($t = 2.21$, $p = .03$).
- Women ($M = 3.84$) more than men ($M = 3.11$) are more satisfied with the accommodation expenses ($t = 2.99$, $p = .004$).
- Women ($M = 3.92$) more than men ($M = 3.14$) are more satisfied with the monthly living expenses ($t = 3.27$, $p = .002$).
- Women ($M = 4.44$), more than men ($M = 4.17$), consider that the teachers present the information in a clear way ($t = 2.01$, $p = .048$).

We found some significant differences based on relational status:

- Those in a relationship ($M = 4.51$) consider that the host country is safer ($t = -2.12$, $p = .03$) compared to those who are single ($M = 4.12$).
- Those in a relationship ($M = 3.85$) are more satisfied with the accommodation expenses ($t = -3.41$, $p = .001$) compared to those who are single ($M = 3.03$).
- Those in a relationship ($M = 3.92$) are more satisfied with the monthly living expenses ($t = -3.67$, $p < .001$) compared to those who are single ($M = 3.06$).
- Those in a relationship ($M = 4.39$) consider that it is easier to find their favorite foods ($t = -2.48$, $p = .016$) compared to those who are single ($M = 3.78$).

We found some significant differences based on accommodation:

- Those who live alone ($M = 4.25$) are more comfortable with the language of host country ($t = 2.34$, $p = .02$) compared with those who share accommodation ($M = 3.58$).
- Those who live alone ($M = 4.73$) are more comfortable the climate of host country ($t = 3.12$, $p = .003$) compared with those who share accommodation ($M = 4.23$).
- Those who live alone ($M = 4.61$) are more comfortable with the food of host country ($t = 2.46$, $p = .01$) compared with those who share accommodation ($M = 4.17$).
- Those who live alone ($M = 4.58$) are more comfortable with the habits of host country ($t = 2.18$, $p = .03$) compared with those who share accommodation ($M = 4.25$).
- Those who live alone ($M = 4.41$) are more comfortable with everyday communication with the locals in host country ($t = 2.18$, $p = .03$) compared with those who share accommodation ($M = 3.94$).
- Those who live alone ($M = 4.61$) feel safer in host country ($t = 3.09$, $p = .003$) compared with those who share accommodation ($M = 4.10$).

- Those who live alone ($M = 4.41$) consider that it is easier to find their favorite foods ($t = 2.27$, $p = .002$) compared with those who share accommodation ($M = 3.87$).
- Those who live alone ($M = 3.61$) consider less that teachers know how to manage ethnic, religious, or racial conflicts during classrooms ($t = -2.11$, $p = .038$) compared with those who share accommodation ($M = 4.07$).

Anova One Way

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

- Comfort with the local customs ($F = 4.26$, $p = .008$). The participants who were atheist ($M = 4.64$) and those who were catholic ($M = 4.61$) reported higher scores compared to the participants who were Muslim ($M = 4.14$).
- Comfort with the language of instruction ($F = 7.02$, $p < .001$). The participants who were atheist ($M = 4.64$), those who were orthodox ($M = 4.71$), and those who were catholic ($M = 4.38$) reported higher scores compared to the participants who were Muslim ($M = 3.64$).
- Comfort with practicing religion in the host country ($F = 4.10$, $p = .011$). The participants who were catholic ($M = 4.76$) reported higher scores compared to the participants who were Muslim ($M = 3.71$).

We found significant differences based on the level of education for the following variables:

- Comfort with the language of teaching ($F = 8.17$, $p < .001$). The respondents with a university degree ($M = 4.64$) were significantly more comfortable with the language compared to those who completed only primary education ($M = 3.50$), secondary education ($M = 3.84$) or high school ($M = 3.94$).
- Satisfaction with the relationship with local administration ($F = 4.45$, $p = .006$). The respondents who completed high school ($M = 3.76$) or had a university degree ($M = 3.78$) had higher scores compared to those who completed only secondary education ($M = 2.92$).
- Satisfaction with practicing religion ($F = 3.43$, $p = .02$). The respondents who had a university degree ($M = 4.45$) had higher scores compared to those who completed only secondary education ($M = 3.69$).
- Teachers present education clearly ($F = 4.32$, $p = .008$). The respondents who completed high school ($M = 4.52$) or had a university degree ($M = 4.40$) had higher scores compared to those who completed only secondary education ($M = 3.84$).
- Teachers show respect to all students ($F = 9.69$, $p < .001$). The respondents who completed high school ($M = 4.52$) had higher scores compared to those who completed only secondary education ($M = 3.84$). The respondents with a university degree ($M = 4.40$) had higher scores compared to those who completed only secondary education.
- Teacher adjust to cultural diversity ($F = 4.26$, $p = .008$). The respondents who had a university degree ($M = 4.40$) had higher scores compared to those who completed only primary education ($M = 3.84$).
- Teachers know how to manage ethnic, religious and racial conflicts ($F = 4.13$, $p = .009$). The respondents who had a university degree ($M = 4.08$) had higher scores compared to those who completed only primary education ($M = 3.00$).

- Students' level of language is a barrier in developing good relationships with the teachers ($F = 4.15, p = .009$). The respondents who had a university degree ($M = 3.00$) had lower scores compared to those who completed only primary education ($M = 4.50$).
- Teachers' level of language is a barrier in developing good relationships with the students ($F = 4.58, p = .006$). The respondents who had a university degree ($M = 3.62$) or a high school degree ($M = 2.62$) had lower scores compared to those who completed only secondary education ($M = 3.84$).
- Teacher show respect for diversity ($F = 5.15, p = .003$). The respondents who had a university degree ($M = 4.51$) had higher scores compared to those who completed only primary education ($M = 3.50$).
- Teacher adapt their methods for diversity ($F = 6.94, p < .001$). The respondents who had a university degree ($M = 3.13$) or a high school degree ($M = 4.16$) had higher scores compared to those who completed only primary education ($M = 2.83$).

We found significant differences based on the reason for emigration for the following variables:

- Comfort with the language of teaching ($F = 3.25, p = 0.17$). Those who were in the host country for studies ($M = 4.81$) had higher scores compared to those who were in the host country to be with their family ($M = 3.66$).
- Comfort with the climate of the host country ($F = 4.03, p = .005$). Those who were in the host country for studies ($M = 3.81$) had lower scores compared to those who were in the host country for a job ($M = 4.70$).

We found significant differences based on whether the respondents have other acquaintances in the same city for the following variables:

- Comfort with local food ($F = 4.09, p = .10$). Those who had close relatives (mother, father, siblings) ($M = 4.76$) or the spouse ($M = 4.52$) in the same city had higher scores compared to those who had friends ($M = 3.72$).
- Ease to find favorite foods ($F = 3.05, p = .04$). Those who had close relatives (mother, father, siblings) ($M = 4.13$) in the same city had higher scores compared to those who had friends ($M = 3.45$).
- Ease to obtain welfare benefits in the host country ($F = 3.82, p = .014$). Those who were alone ($M = 4.34$) and those who had close relatives (mother, father, siblings) in the same city ($M = 4.46$) had higher scores compared to those who had friends ($M = 4.18$).

Chi-Square Tests

We found some significant differences based on the sex of the respondent:

- Men (17.1 % responding "yes") reported more being assaulted ($\chi^2 = 4.25, p = .035$) compared to women (2.6 % responding "yes").

We found some significant differences based on the level of education of the respondent:

- 30.8 % of the participants who completed only secondary education reported being assaulted ($\chi^2 = 9.48, p = .024$), compared to 11.7 % of those who completed high school, 2.7 % of those who had a university degree, and 0 % of those who completed only primary education.
- 23.1 % of the participants who completed only secondary education reported having a conflict with a teacher ($\chi^2 = 10.27, p = .016$), compared to 5.9 % of those

who completed high school, 0 % of those who had a university degree, and 0 % of those who completed only primary education.

Part V. Open-ended questions

Q1 - Please name 3 strong points that you appreciate in your teachers from the host country.

Some respondents did not offer three answers. Thus, fewer units of text could be extracted from their answers. The 163 units of text were grouped into 6 categories. The results can be seen in **Table 11**. The most frequent category was “teacher’s behavior”, followed by “teacher’s knowledge”, “teaching process”, “cultural awareness”, “language proficiency” and “organizing activity”.

Table 11. Please name 3 strong points that you appreciate in your teachers from the host country.

| <i>Category</i> | <i>Frequency</i> | <i>Examples</i> |
|----------------------|------------------|--------------------------------------------------------------------------------------------|
| Teacher's behavior | 115 | "They are very helpful.", "Sense of humor.", "Friendly" |
| Teacher's knowledge | 20 | "They know the subject.", "Well prepared." |
| Teaching process | 20 | "Teachers adapt their methods to the diversity.", "They use interesting teaching methods." |
| Cultural awareness | 5 | "They were aware of the situation in Pakistan." |
| Language proficiency | 3 | "They speak English." |
| Organizing activity | 1 | "Good environment." |

Q2 - Please name 3 weak points that you do not like in your teachers from the host country

Some respondents did not offer three answers. Thus, fewer units of text could be extracted from their answers. The 59 units of text were grouped into 5 categories. The results can be seen in **Table 12**. The most frequent category was “language proficiency”, followed by “teacher’s behavior”, “cultural discrimination”, “teaching process” and “institutional organization”.

Table 12. Please name 3 weak points that you do not like in your teachers from the host country.

| <i>Category</i> | <i>Frequency</i> | <i>Example</i> |
|----------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language proficiency | 22 | “Language competences”, “Most of them only speak Spanish (and a little bit of English)”, “Language skills - some speak too quick” |
| Teacher's behavior | 17 | “not too communicative, slightly unavailable, detached”, “Some of them should be more curious”, “Some lack communication, leadership and development skills” |

| | | |
|----------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cultural discrimination | 15 | “Lack of consideration towards the different methods of learning the international students are used to”, “Not much knowledge about other countries, lack of international experience”, “Not too interested in the cultural, communication and in general life integration of their learners (they focus more on the transfer of competences and the job interest)” |
| Teaching process | 9 | “Sporadic clarity issues, tight deadlines, late replies”, “They were not helpful in some cases, unapproachable and some of them did used straight boring teaching strategies.” |
| Institutional organization | 6 | “Their work is not recognized by the central government”, “Bureaucracy” |

Q3 - Please name the hardest thing concerning your experience as a migrant/refugee in the host country.

Some respondents did not offer an answer. Thus, fewer units of text could be extracted from their answers. The 63 units of text were grouped into 10 categories. The results can be seen in **Table 13**. The most frequent category was “cultural differences”, followed by “language”, “leave nation country behind”, “institutional organization”, “job searching”, “social relationships”, “finances”, “starting a business”, “transportation” and “health”.

Table 13. Please name the hardest thing concerning your experience as a migrant / refugee in the host country.

| | <i>Frequency</i> | <i>Example</i> |
|-----------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cultural differences | 17 | “Finding my local food”, “Adaptation”, “Social integration”, “Racism”, “acceptance of some rules/politics imposed by the local community, which are different from our cultural way of being “ |
| Language | 9 | “It took time to learn the language and become self-sufficient”, “The local language”, “Communication” |
| Leave native country behind | 9 | “To escape from my country was very hard”, “Understanding that the war may last years and years”, “Leave from Romania” |
| Institutional organization | 6 | “Migration office - one big problem”, “Bureaucracy”, “Obtaining the visa” |
| Job searching | 6 | “Looking for a job”, “To find the job I was looking for” |
| Social relationships | 6 | “Difficulty in having strong interpersonal relationships”, “To live my family and friends in Argentina” |
| Finances | 4 | “Expensive medical care”, “Opening a bank account”, “Looking for accommodation” |
| Starting a business | 3 | “Bureaucracy to open my restaurant”, “To set up my own shop” |
| Transportation | 2 | “Public Transport” |
| Health | 1 | “I had a bad experience when my father got sick” |

Q4 - Please name the nicest thing concerning your experience as a migrant/refugee in the host country.

Some respondents did not offer an answer. Thus, fewer units of text could be extracted from their answers. The 70 units of text were grouped into 9 categories. The results can be seen in **Table 14**. The most frequent category was “native people”, followed by “family unity”, “financial opportunities”, “intercultural community”, “quality of life”, “develop romantic relationship”, “personal development”, “chance at a new life” and “make new relationships”.

Table 14. Please name the nicest thing concerning your experience as a migrant / refugee in the host country.

| Category | Frequency | Example |
|-------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Native people | 27 | “My colleagues, nice Lithuanian people”, “Spending time with my neighbours”, “Acceptance”, “The people who speak to me and want to know more about my country” |
| Family unity | 8 | “The fact that I managed to set up my family here”, “My partner and her family are here”, “To stay with my family” |
| Financial opportunities | 7 | “To set up my own business”, “It was very easy to find a job in the construction sector”, “When i got a job in agriculture sector” |
| Intercultural community | 7 | “Getting to know the diversity”, “It is easy to be a muslim migrant in Spain (religious matters)”, “Experiencing a new culture” |
| Quality of life | 6 | “Standard of living” |
| Personal development | 4 | “How I was able to overcome every problem, I am proud of myself”, “I became more openminded probably thanks to exposure to lots of cultures”, “I am a responsible person and I managed and I received the opportunity of the host country to succeed at educational and professional level” |
| Chance at new life | 3 | “I feel that I have future”, ‘I feel free now” |
| Make new relationships | 3 | “I have got a lot of friends” |
| Develop romantic relationship | 3 | “Meeting my partner perhaps?”, “My husband” |

Q5 - Please name 3 things that you miss most in the host country.

Some respondents did not offer three answers. Thus, fewer units of text could be extracted from their answers. The 113 units of text were grouped into 15 categories. The results can be seen in **Table 15**. The most frequent category was “family”, followed by “friends”, “food”, “home”, “culture”, “way of life”, “hobbies”, “weather”, “nature”, “society”, “car”, “entertainment”, “language”, “pets” and “religion”.

Table 15. Please name 3 things that you miss most in the host country.

| Category | Frequency | Example |
|----------|-----------|--------------------------------------------------------------|
| Family | 37 | “Parents”, “Family”, “Relatives” |
| Friends | 24 | “Face-to-face convos with my Romanian friends”, “My friends” |
| Food | 14 | “I miss some types of food.”, “Food” |

| | | |
|---------------|----|-------------------------------------------------------|
| Home | 10 | “Walking around the old-town in summer”, “My village” |
| Culture | 8 | “Local traditions”, “Culture” |
| Way of life | 5 | “The silence and the privacy”, “Freedom” |
| Hobbies | 3 | “Football”, “My favorite Romanian habits” |
| Weather | 3 | “Sun”, “Good weather” |
| Nature | 2 | “Mountains” |
| Society | 2 | “Honesty of people” |
| Car | 1 | “Access to car” |
| Entertainment | 1 | “Bengali festivals” |
| Language | 1 | “Speaking my language” |
| Pets | 1 | “Pets” |
| Religion | 1 | “St. Parascheva Metropolitan Cathedral” |

THE PROFILE OF THE INTERNATIONAL ADULT LEARNERS

73 international adult learners took part in this study. They were coming from every continent (except Australia), but with two exceptions (Morocco and USA), all their host countries were European (Spain, Italy, Lithuania, Cyprus, Romania, Greece, Ireland, Hungary, Germany, Scotland and England). They had various educational backgrounds, although most of them had a university degree.

The respondents were comfortable with using the language of their host country as well as with the language of instruction. Most of them did not have problems with the climate, local transportation, and habits. Food and everyday communication were also less important problems for adult learners. Most of them felt safe on the streets and there were no gender differences in regards to this issue. They felt satisfied with their relationships with colleagues and slightly less comfortable with the relationship with the local administration. Many asked a teacher for help when they needed some job advice, but not when they had personal problems.

The majority considered they were not discriminated against in their host country and felt good about practicing their religion and hobbies. They considered that local people discriminate more than their colleagues and teachers. Higher educated participants were more comfortable with living in the host country.

Most respondents believe that their teachers organize the activity well. They see their teachers as respectful towards their diversity. Few respondents reported conflicts with the teachers. More than 95 % of the respondents would recommend their host country as a place to live, 47.9 % of them would remain in the country in the future. The respondents with higher levels of education were more satisfied with their teachers. On the contrary, we found a negative association between the time the respondents spent in the country and the satisfaction with education as well as a negative link between the number of countries the respondents lived in and the satisfaction with the education. The more years they have spent in the country and the more countries they lived in, the less satisfied they were regarding some aspects of education.

Many respondents appreciate the teachers’ behaviors and knowledge. They consider the teachers to be passionate, helpful, funny, and friendly. They also appreciate their level of

knowledge. However, some teachers were considered as less communicative, more detached, and oblivious of the cultural differences in their classes.

After arriving in their host country, they had problems with cultural differences, including racism, language, and some of them with bureaucracy. Still, they made new friends, appreciated the locals and the quality of life, and many were happy to have their families near them. From home, they mostly missed their family, friends, and food.

Most of the respondents considered that their host country is a good country to live in. They appreciated the job opportunities, welfare benefits, and respect for human rights and law. For the respondents who migrated due to war their host country was seen as an opportunity for a new beginning.