

# **Psychological and Pedagogical Aspects of Adaptation of Students Who Received Temporary Shelter to the Educational Environment of Another Country**

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*The study focuses on determining the features of social and psychological adaptation of students who have experienced changes in the ethno-cultural and ethno-political environment because of forced migration because of the hostilities in Ukraine. The research involved questionnaire method, method of monitoring student satisfaction and indexing the level of adaptation to learning. The results were processed using Pearson correlation coefficient, Cronbach's alpha reliability coefficient, Kolmogorov-Smirnov test, t-test, and one-way analysis of variance (ANOVA). The psychological and pedagogical aspect of satisfaction was studied based on the level of student satisfaction with the educational environment of the higher education institution (HEI). The study found that the overall level of student satisfaction is 75%. The quality of teaching and the favourable environment for learning and personal development are rated high, 80%. It was found that communication and interaction with fellow students is rated lower, 55%. The organization of the educational process and the schedule meet the students' needs at 65%.*

*Keywords: mental health, mental adaptation, refugee students, war in Ukraine, higher education*

## **INTRODUCTION**

### **Relevance**

The relevance of developing new competencies and obtaining information is determined by the limited study of the forced migration. In recent decades, the global processes — military-political clashes, ethnic

conflicts, crises in the economic system of states — have intensified the growth of the number of forced migrants and refugees, provoked significant transformations in people's outlook and state of mind, in their way of thinking, and social behaviour. The phenomenon of forced migration is a complex and multifaceted process that has acquired clearly expressed ethno-social and ethno-political determinants in recent years.

The full-scale invasion of the Russian Federation on the territory of Ukraine and the announcement by the President of martial law raised the problem of forced migration of a part of the population to the EU countries. The tragedy of the war forced young people to adapt to new conditions of existence in a foreign country (Erasmus+/School Education Gateway, 2022b).

The study of personal social adaptation of students who received temporary shelter in a transforming social environment is a necessary condition for expanding the understanding of the development of social life as a mechanism. Primary and permanent sources of human adaptation are the strive for development, as well as the radically transforming social environment (Erasmus+/School Education Gateway, 2022c; European Commission, 2022c).

The concept of adaptation is a general scientific category, and depends on the aspect of social reality, which is the subject of consideration. The problem of socio-psychological adaptation of the individual is considered in parallel in cultural and social anthropology, cultural studies, psychology of the individual in connection with the issues of inclusion of the individual in new or changing living conditions.

Migratory mobility of the population is mostly positive, because such movement enables an even distribution of the population in the social system. In turn, destructive wars that endanger people's lives form migratory flows that arise from time to time in different parts of the world. People want to preserve their lives, as they are forced to leave the places of their permanent residence and seek refuge in other territories (European Commission, 2022a).

The study of the depression level affects the determination of the adaptation level, as depression can be one of the indicators of the respondents' psychological state and well-being. It provides important information about their psychological state and possible problems they faced during adaptation. Finding high levels of depression indicates difficulties that students are still experiencing, such as feelings of loss, social isolation, stress or inability to adapt to a new environment. On the other hand, a low level of depression indicates successful adaptation of refugee students and their positive psychological state. This indicates effective support from the university community, social integration, successful coping with stress and the development of adaptive strategies (Hornfeck, et al., 2023).

At the current stage, the forced migration of Ukrainians is caused by Russia's military aggression. Resolving this issue is impossible only at the level of one state and requires global efforts. The problems of international security of forced migrants and their legal status have long been regulated through international cooperation of states (European Commission/EECEA, 2022; European Commission, 2022b).

### **Unexplored Issues**

The research revealed some unexplored issues related to psychological and pedagogical aspects of adaptation of students who received temporary protection. They include the study of psychological factors affecting the process of their adaptation to a new educational environment. There has been not enough studies that would reveal their role, social factors, and cultural context in the formation of adaptation strategies of students who received temporary protection.

Pedagogical methods and strategies that contribute to successful adaptation have not been sufficiently studied. More research is needed to identify effective approaches to teaching and supporting students who have received temporary shelter, particularly in the context of language training, social integration, and psychological support.

There are also open questions related to the role of the environment of HEIs and teaching staff in stimulating the adaptation of students who received temporary shelter. The existence of special support programmes, their effectiveness, and the factors influencing their successful implementation — these issues remain insufficiently studied and require further research.

## **The Aim**

The aim is to determine the peculiarities of students' social and psychological adaptation in connection with the change of the ethno-cultural and ethno-political environment during forced migration caused by the hostilities in Ukraine.

## **Objectives/Questions**

1. Analyse the influence of the depression level on the effectiveness of adaptation of students who received temporary shelter to a new educational environment.
2. Determine the level of satisfaction with the new educational environment and the adaptation index of students from Ukraine who received temporary protection in EU countries.
3. Study the peculiarities of psychological and pedagogical adaptation of students who received temporary protection in EU countries.

## **LITERATURE REVIEW**

The following sources were analysed for the literature review in this study. In its online document *Education and Support for Ukrainian Refugees, Erasmus+/School Education Gateway (2022a)* provided information on education and support for students who received temporary shelter. It is noted that this resource is a platform for educational institutions in Europe, which offers a variety of materials and resources regarding the educational support of students who received temporary shelter.

The European Committee of the Regions (2022) noted in its report that Ukraine and EU local government leaders have joined forces to provide summer health camps for thousands of children. It is noted that these measures are aimed at providing assistance to students who received temporary shelter and supporting their social adaptation.

Stoliarenko et al. (2022) examine various aspects of the war, including its impact on the educational environment. The authors draw attention to the psychological and pedagogical problems that arise in children and youth as a result of the military conflict. The article emphasizes the need to develop and implement special approaches and programmes aimed at social and psychological support of sufferers.

Lokshyna et al. (2022a) covered support for the integration of Ukrainian children and youth into the educational systems of the EU member states. The authors focus on strategic orientations and successful practices that contribute to the social and educational adaptation of Ukrainian youth.

Lokshyna et al. (2022b) analysed the organization of education in wartime and provided recommendations of international organizations on this issue. The article emphasizes the importance of adapting the educational process to the complex conditions and needs of children experiencing war. Recommendations of international organizations, such as the European Council, reflect efforts and tools that contribute to language support for children arriving from Ukraine.

The Decision (EU) 2022/382 of 4 March 2022 established mass influx of displaced persons from Ukraine. In accordance with Article 5 of Directive 2001/55/EC, temporary measures were introduced to ensure the provision of educational services and psychological support.

Koehler et al. (2022) reviewed and systematized promising practices in the harmonization of education for students who have received temporary shelter and new arrivals in Germany, Greece, and the Netherlands. This study was published by the Organization for Economic Cooperation and Development (OECD).

Lavrysh et al. (2022) studied the peculiarities of training during a military conflict using the example of Ukraine. The authors analysed in detail the experience of teaching and pedagogical approaches used during a military conflict.

McBrien (2022) focused on the social and emotional learning (SEL) of students who received temporary shelter, particularly in OECD countries. The author analysed SEL-related beliefs and practices and their implications for policy making in different OECD countries.

Morrice (2022) considered the possible consequences of the war in Ukraine for the education of students who received temporary shelter in Europe. It is noted that the conflict can become a defining moment for the development of the education system for refugees.

The OECD document (2022a) focuses on supporting students from Ukraine who have received temporary shelter in host countries. The Organization for Economic Cooperation and Development emphasizes the need to provide adequate support to students who received temporary shelter and create favourable conditions for their education. Key aspects addressed in the study include language integration, access to quality education, and psychosocial support for refugee students.

According to the mentioned sources, the study of psychological and pedagogical aspects of adaptation of persons who received temporary shelter provides new insights about their needs and requirements. This makes it possible to develop effective practical recommendations aimed at improving their social, psychological, and educational adaptation. Despite the large number of studies, the issue of effective methods for improving the adaptation of foreign students that have received temporary protection in HEIs of the EU countries still remain unresolved. This study provides an opportunity to address this unexplored question. The issue of the impact of students' individual characteristics on overcoming the stress factors of a new educational environment is also interesting.

## METHODS

### Design

The study was conducted in several stages and aimed at analysing several variables. First, it was necessary to identify the number of respondents who were forced to leave Ukraine as a result of military aggression and continue their studies abroad. Second, it became necessary to identify the respondents' adaptation level.

Therefore, the preparatory stage involved:

1. Choosing the research methodology, determining the variables (adaptation level, indicators of depression).
2. Selecting the procedure for obtaining and analysing data.
3. Selecting the method of forming a sample from the general population.
4. Determining the universities of the EU countries that are in the greatest demand for students from Ukraine.
5. Sending an invitation with an offer to participate in the study.

The second stage of the study provided for:

1. Analysis of respondents' adaptation to the new educational environment and determining the level of depression using questionnaires, as well as indexing and scaling methods.
2. Comparing the obtained results and drawing conclusions. The research design is presented in Figure 1.

**FIGURE 1**  
**GENERAL RESEARCH DESIGN**



Source: created by the authors of the research

## Participants

The study involved citizens of Ukraine aged 16 to 23 who were forced to leave for the EU countries (Czech Republic (Group 1), Germany (Group 2), Poland (Group 3), Italy (Group 4)) and received temporary shelter. The respondents participated in the study voluntarily through an invitation letter on Facebook. The sample consisted of 120 students who were forced to leave Ukraine and enrolled in foreign HEIs (Czech Republic — Czech University of Life Sciences Prague (CZU), Germany — Otto von Guericke University Magdeburg, Poland — Lublin University of Technology, Italy — Università degli Studi del Molise. Such a sample and age stratification makes it possible to objectively assess attitudes towards multilingualism in a multicultural environment.

## Instruments

Respondents took part in the study through remote testing using the capabilities of Google Forms and Facebook. Data entry and processing was carried out using Microsoft Excel and SPSS Statistics 17.0. All data are given in relative values.

## Data Collection

1. *A method of monitoring student satisfaction* is a method of studying students' adaptation to the educational environment (Appendix). The technique helped determine the of student satisfaction level with various aspects of the educational process in the new HEI abroad.
2. *The index of adaptation to learning* is one of the technique of studying adaptation of students to the educational environment. It was used to study of students' satisfaction with the educational environment of higher education institutions (Baker & Siryk, 1989).
3. *Hamilton Depression Rating Scale (HDRS)* is a psychological tool for assessing and measuring the severity of depressive symptoms. The HDRS is one of the most widely used and studied methods for assessing the depression level. It is a structured and systematic method of depression assessment that involves a wide range of valid criteria. It enables obtaining objective data and compare them with normative values. Compared to other methods, such as the determination of the anxiety level, the HDRS provides a more specific quantitative assessment of the state of depression, which facilitates reliable diagnosis and monitoring of the condition. The HDRS measures a wide range of depressive symptoms, including emotional, cognitive, physical, and somatic disturbances. On the other hand, other methods of anxiety diagnosis may be aimed only at the assessment of anxiety symptoms, limiting the complete diagnostics of the patient's condition. It can also be used to detect changes in state over a long period of time. Because of its structure and precise scoring criteria, the HDRS can detect even subtle changes in depressive symptoms. Its reliability and validity have been tested in many studies. A large body of evidence supports its ability to reliably detect and measure depressive symptoms.

The HDRS consists of 17 questions that assess various aspects of depression, including mood, interests, energy, sleep, appetite, movements, suicidal thoughts, and other symptoms. The method was used to measure the depression level in all respondents participating in the study (Hooijer et al., 1991).

## Analysis of Data

1. The obtained data were analysed using statistical correlation – the Pearson correlation coefficient (Formula 1):

$$r_{xy} = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 * \sum(y_i - \bar{y})^2}} \quad (1)$$

where  $x_i$  = value of variable X;  
 $y_i$  = value of variable Y;  
 $\bar{x}$  = the arithmetic mean for variable X;  
 $\bar{y}$  = the arithmetic mean for variable Y.

- The Cronbach's alpha reliability coefficient indicates the internal consistency of the test items. The Cronbach's alpha is calculated using the formula 2:

$$\frac{N}{N-1} \left( \frac{\sigma_x^2 - \sum_{i=1}^N \sigma_{Y_i}^2}{\sigma_x^2} \right), \quad (2)$$

where  $\sigma_x^2$  = score variance for the entire test;  
 $\sigma_{Y_i}^2$  – the variance of i element.

- The Kolmogorov–Smirnov test detects possible quantitative differences in level and structural characteristics.
- The t-test was used to compare the indicators of respondents from different groups.
- One-way analysis of variance (ANOVA) compares the mean values of two or more groups of the dependent variable. It was used to establish statistically significant differences between groups and determine whether the studied factor affects the dependent variable.

### Ethical Criteria

Informed consent was obtained from the participants in order to ensure the ethics of the research. The confidentiality of their personal data and provided information was also ensured. Participants were also informed about the goals and scope of the study, possible risks and benefits that may arise as a result of their participation. The research was conducted in accordance with the principle of equity, avoiding any form of discrimination or neglect of the needs of the research participants. Research results are objective and reliable to avoid data distortion or manipulation.

### RESULTS

The survey results were processed and presented as a percentage for each question. The *Student Satisfaction Scale* and the questionnaire survey were used to draw conclusions about the level of student satisfaction with various aspects of their studies and adaptation to the new educational environment (Table 1).

**TABLE 1**  
**STUDY OF STUDENT SATISFACTION BY HEIS IN PERCENTAGE**

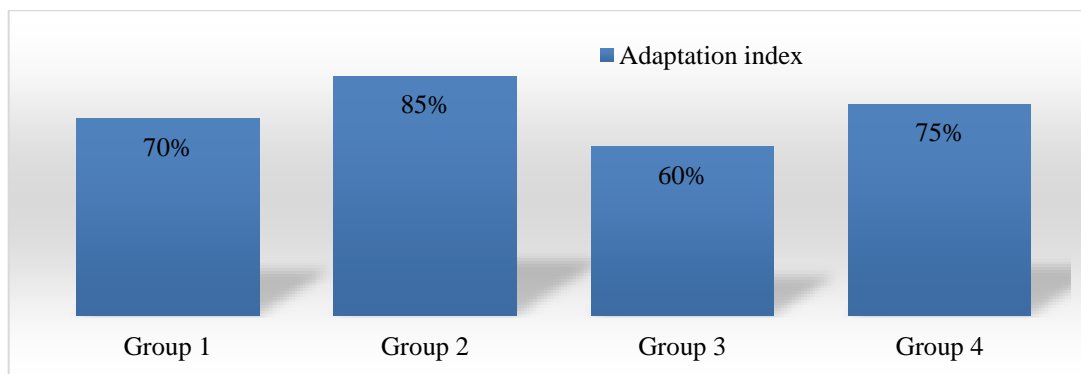
Questions	Czech University of Life Sciences Prague (CZU)	Otto von Guericke University Magdeburg	Lublin University of Technology	Università degli Studi del Molise
How would you rate your overall level of satisfaction with your educational experience?	67%	75%	71%	75%
Do the curriculum and materials meet your expectations?	65%	58%	61%	60%
How do you rate the teaching quality of your teachers?	78%	75%	82%	80%
How satisfied are you with the availability of resources and equipment at the university?	68%	64%	67%	70%
How do you rate the support and availability of student services?	60%	65%	63%	65%

Questions	Czech University of Life Sciences Prague (CZU)	Otto von Guericke University Magdeburg	Lublin University of Technology	Università degli Studi del Molise
How satisfied are you with the opportunity to communicate and interact with fellow students?	56%	58%	55%	55%
Do the academic requirements match your abilities and interests?	70%	73%	69%	70%
How satisfied are you with the opportunities to participate in extra academic activities?	70%	77%	70%	75%
Do the organization of the educational process and the schedule meet your needs?	65%	70%	66%	65%
How do you rate the favourability of the environment for learning and personal development?	80%	73%	76%	80%

**Source:** created by the authors of the research

The Table shows the percentages of students' answers to each question regarding their satisfaction with the educational environment. The results show that the overall level of satisfaction is high. At the same time, the quality of teaching and the favourability of the environment for learning and personal development are also rated high in all studied HEIs. However, there are questions where students express less satisfaction, for example, the question of whether the curriculum and materials meet expectations, the students of Otto von Guericke University Magdeburg showed the lowest result. It can also be noted that communication and interaction with fellow students is rated lower at the Lublin University of Technology and Università degli Studi del Molise compared to other HEIs. The organization of the educational process and the timetable most closely meet the needs of students at Otto von Guericke University Magdeburg. Educational programmes and materials, as well as opportunities to participate in extra academic activities were rated high, also in the German HEI. In general, the results indicate the need to improve certain aspects of the educational environment to ensure greater satisfaction of students who received temporary shelter. It is worth noting that the results obtained during the study may be affected by wartime in the country, a foreign language, a different education system, etc. Figure 2 presents a visualization of the use of the method of the index of adaptation to learning.

**FIGURE 2**  
**STUDY OF THE ADAPTATION INDEX AMONG STUDENTS**



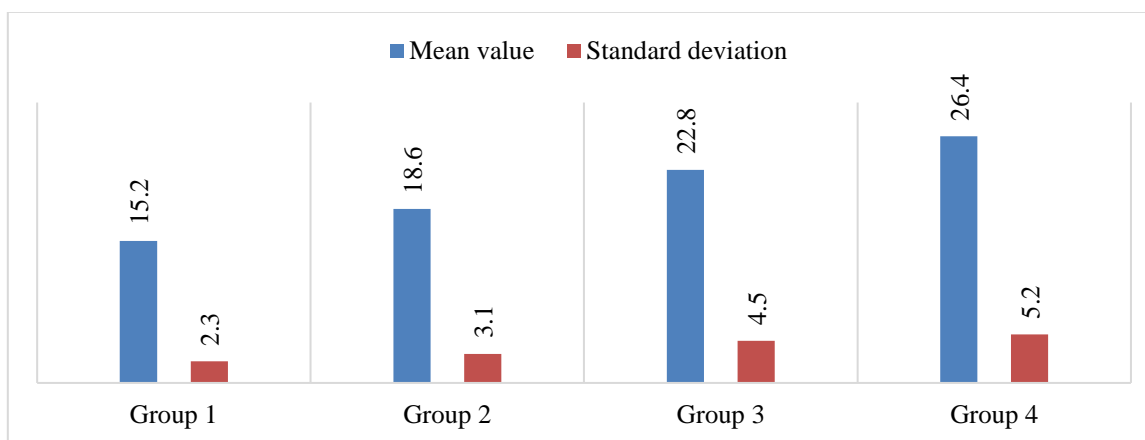
**Source:** created by the authors of the research

The Figure presents the percentage values of the index of adaptation to learning for four different groups of students. All groups, except the third one, show a high level of adaptation. These results indicate a different level of adaptation of students to study depending on the conditions created in HEIs for persons who received temporary shelter.

The analysis of the data on students' adaptation and their relationship with stress gives grounds to draw the following conclusions. First of all, the results show that the level of students' adaptation varies depending on the group. Groups 2 and 4 demonstrate a higher level of adaptation, which may indicate a more successful adaptation of these students to a new educational environment.

These findings emphasize the importance of help and support for low-adapted students, as they may be more vulnerable to stressful situations. Additional measures aimed at reducing stress and improving student adaptation can be helpful in creating a supportive learning environment for all students. An additional survey of respondents' depression was also conducted (Figure 3).

**FIGURE 3**  
**STUDY OF THE MANIFESTATION OF DEPRESSION AMONG STUDENTS**



Source: created by the authors of the research

One-way analysis of variance (ANOVA) was used for statistical analysis. The results of the analysis showed statistically significant differences in the depression level between the groups ( $F(3, 116) = 12.67$ ,  $p < 0.001$ ). After applying the Tukey's post-hoc test, it was found that the mean values of the depression level in Group 1 and Group 2 significantly differ from Group 3 ( $p < 0.05$ ) and Group 4 ( $p < 0.001$ ), as well as the mean value of the depression level in Group 2 significantly differs from group 4 ( $p < 0.05$ ).

The obtained results indicate the variation in the depression level among Ukrainian students who received temporary shelter. Groups 3 and 4 show higher values of depression compared to Groups 1 and 2, which may indicate the need to develop and implement supportive programmes for these groups of students.

It is worth noting that the data are presented as a general description and do not take into account other possible factors that may affect the depression level in students who received temporary shelter.

The analysis of Figure 3 reveals that the mean value of the depression level increases gradually from Group 1 to Group 4. Group 1 has the lowest mean value and the smallest standard deviation, indicating less variation in this group. On the other hand, Group 4 has the highest mean and largest standard deviation, indicating greater variation in the depression level among participants in this group.

These data show that the depression level increases depending on the group to which the respondent belongs. This may indicate that students from Group 4 may experience more stressful situations or have more difficult conditions for adapting to a new environment compared to other groups.

The standard deviation in each group is also worth considering. It indicates the spread of values around the mean value. The larger value of the standard deviation in Group 4 may indicate a greater discrepancy between the depression levels among students in this group.



Therefore, the analysis of the table gives grounds for the assumptions about the relationship between groups and the depression level. However, additional statistical methods and a larger amount of data are needed to obtain more accurate conclusions.

## DISCUSSION

It should be noted that the migration process itself can create significant psychological stress. Students were forced to leave their familiar environment to ensure their own safety. Moreover, culture shock, in particular differences in language, traditions, norms of behaviour and social habits, can pose an additional challenge for students' adaptation. In such conditions, students need psychological and pedagogical support for successful adaptation. They may experience stress, anxiety and depression caused by uncertainty about the future, loss of stability and lack of social support. Adequate support from universities, teachers and psychologists can help students find internal resources to overcome difficulties and successfully adapt to new conditions. Special attention should be paid to academic adaptation in the educational environment. There are challenges associated with changing the educational system, language barriers, and differences in teaching methods. Collaborating with student centres or education specialists can help ensure access to education, learning resources, and support that will allow students to effectively integrate into their new learning environment.

The last important issue is the students' social adaptation. They may face difficulties in establishing social relationships with peers because of the language barrier, feel isolated or misunderstood in a new environment. The creation of intercultural programmes, student associations or clubs can contribute to the formation of new social contacts and support interaction between students from different countries. It is also worth paying attention to the students' psychological stability, which can undergo an ordeal in conditions of conflict and relocation.

The development of psychological mechanisms of self-regulation, stress resistance and positive thinking can be useful for students in the adaptation process. Holubnycha et al. (2022) and Mehri (2022) distinguished several mechanisms. First of all, this is a cultural and linguistic adaptation, as refugee students move to a new educational environment that may have different cultural and linguistic norms. These conclusions confirm the results obtained in the research and prove the validity of the obtained results.

As indicated in the works of Sadikovna and Azimjon (2023) and Maksimenko and Morozova-Yohannessen (2022), refugee students may have psychological difficulties due to traumatic events they experienced in their country of origin. Therefore, psychological support and therapeutic assistance are important factors for their successful adaptation. The measures by which EU universities support students from Ukraine were studied in this research. The above studies confirm the opinion that psychological support reduces the depression level and promotes better adaptation in a new educational environment.

However, de Wit and Altbach (2021), Bielialov et al. (2019) and Bai et al. (2023), the students who received temporary shelter may face difficulties in establishing new social ties and integrating into a new community. Creating a favourable social environment in HEIs where students feel accepted and supported is an important but insufficient factor for successful adaptation. Adaptation to a new educational environment may require additional support and an individual approach to each student from fellow students, friends, etc.

In turn, the transformation of the social environment not always into a new social structure is accompanied by a violation of the adaptation capabilities of persons who received temporary protection, forced migrants and refugees. This can be concluded from the regulatory documents of the OECD (2022b) and European Commission/Eurydice (2022). So, the process of social adaptation of forced migrants is carried out beyond their resource potential and is not always complete. The study of the process of social adaptation of students from Ukraine who received temporary shelter in the EU countries is necessary in order to improve the management of the process, taking into account the state characteristics of more complete balance between the person's needs, the interests of society and the state (Council of Europe, 2022; European Commission/European Education Area, 2022).

Therefore, the social adaptability of an individual as a certain quality should be understood as the current result of the social adaptation, which can be characterized as the ability of a person to satisfy his/her needs at an acceptable level for himself/herself in a certain situation in a specific social environment. In this aspect, the findings of this study confirm the conclusions of Cerna and McBrien (2022) and Pagel and Edele (2022). The researchers believe that social adaptability is determined by the extent to which a person has acquired certain personal qualities. Accordingly, the level of personal adaptability is defined as the level of satisfaction of human needs, which is provided by the state of development of the potential and orientation of the individual, as well as adaptation to living conditions.

The practical significance of the research is directing specific recommendations and strategies that facilitate the adaptation of students who have received temporary shelter to a new educational environment towards the practice. The results of the study can be used by psychologists, teachers, the administration of educational institutions, and other relevant specialists for the development and implementation of programmes and approaches that contribute to the successful adaptation of students who received temporary shelter.

The theoretical significance of the research is the expansion of academic knowledge about the adaptation of students who received temporary shelter to new educational environment. It complements the existing academic literature, offering new data and conclusions about the features of adaptation and its correlation with stress. This can contribute to the further development of theoretical models and approaches in the field of psychology and pedagogy.

The study has some limitations that should be considered when interpreting its results. First, the scope of the study included only 120 Ukrainian students who received temporary shelter, which may not reflect the diversity of adaptation experiences in this group. Expanding the sample may provide more representative results. Second, the study was conducted using a questionnaire, which may be a limitation because students' responses may be influenced by social desirability or may not fully reflect their true thoughts and feelings. Further research can involve additional methods such as observation or interviews to obtain more detailed information. It should also be noted that the study was conducted in a specific context and environment, and its findings may be limited in terms of applicability to other cultures, educational systems, or migration groups. Replication of the study in other contexts may help clarify the generalizability of the found relationships and drawn conclusions. Given these limitations, the study offers an initial framework for further research and development of knowledge about the adaptation of students who received temporary shelter.

## CONCLUSIONS

*The relevance* of the study of the adaptation of students who received temporary shelter to a new educational environment is determined by several factors. First of all, the growing migration caused by the war in Ukraine entails an increased number of students studying in new cultural and linguistic contexts. This poses challenges to HEIs related to the effective implementation of adaptation strategies and support for this group of students. *Research findings.* The relationship between student adaptation and stress also varies by group. Groups with a higher level of adaptation (Groups 2 and 4) show less signs of stress, which may indicate their more effective ability to cope with difficulties and stressful situations. The opposite relationship is observed in groups with a lower adaptation level (Groups 1 and 3), where students are more prone to stress. The relationship was established between the depression level and social adaptation, which depend on the measures taken in HEIs for the psychological and pedagogical support of such students. *Applications.* The results of the study of students' adaptation to a new educational environment can be notable to different interested parties. The academic community, in particular psychologists, pedagogues and sociologists, can use these results for a deeper understanding of the adaptation of students who received temporary shelter and to identify factors that affect their successful integration into a new environment. Academic institutions and universities can use the research results to develop and implement effective support and adaptation programmes for students who receive temporary shelter. This will help ensure their academic success, keep them motivated and stimulate academic performance. *Prospects for future*

research. The study of the adaptation of students who received temporary shelter to a new educational environment is of great practical importance. Continuing research in this area can help identify new factors that influence the adaptation process, as well as reveal the complex relationships between cultural, social and psychological aspects of adaptation of students who received temporary shelter.

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## **APPENDIX: QUESTIONNAIRE OF STUDENT SATISFACTION**

1. How would you rate your overall level of satisfaction with your educational experience?
2. Do the curriculum and materials meet your expectations?
3. How do you rate the teaching quality of your teachers?
4. How satisfied are you with the availability of resources and equipment at the university?
5. How do you rate the support and availability of student services?
6. How satisfied are you with the opportunity to communicate and interact with fellow students?
7. Do the academic requirements match your abilities and interests?
8. How satisfied are you with the opportunities to participate in extra academic activities?
9. Do the organization of the educational process and the schedule meet your needs?
10. How do you rate the favourability of the environment for learning and personal development?