



# REPORT ON RESEARCH INTO THE OPINIONS OF FOREIGN GRADUATES AT THE GDAŃSK UNIVERSITY OF TECHNOLOGY



**POLISH** NATIONAL AGENCY  
FOR ACADEMIC EXCHANGE



**GDAŃSK UNIVERSITY  
OF TECHNOLOGY**

# **REPORT ON RESEARCH INTO THE OPINIONS OF FOREIGN GRADUATES AT THE GDAŃSK UNIVERSITY OF TECHNOLOGY**

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**GDAŃSK 2020**

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## CONTENTS:

I. Assumptions of the research .....	4
II. Characteristics of the research sample .....	5
III. Research results .....	10
IV. Conclusion .....	29

## I. ASSUMPTIONS OF THE RESEARCH

This report presents the results of the research carried out as part of International Alumni – Join the network. Activities supporting the establishment of cooperation with foreign graduates of the Gdańsk University of Technology, financed by the Polish National Agency for Academic Exchange.

The research was conducted over a four-month period, from December 2019 to March 2020, using the Computer-Assisted Web Interview (CAWI) method. Respondents were distributed the electronic questionnaire via e-mail. The research sample was purposive and non-random. It included foreigners who were studying at the Gdańsk University of Technology. The questionnaire was sent to all the graduates who had previously (while still at the University) declared their willingness to participate in the research, i.e. consented to the processing of their personal data for the purpose of and in the scope necessary to build mutual relations between the University and the graduates, including the needs related to the monitoring of professional careers of our graduates. The questionnaires were sent to 265 people, while 142 responded to the research (52 women and 90 men), 53.6%, a high return on the sample.

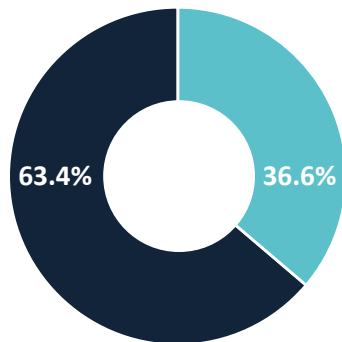
The concept of the research was developed by the Manager of the Careers Office of the Gdańsk University of Technology, Ms. Monika Downar, and the Careers Office also created a database of the respondents' addresses, and conducted the survey procedure, i.e. sending out the questionnaires and monitoring the responses. The research tool, in the form of an electronic questionnaire, was developed by employees of the GUT IT Services Centre.

The analysis of the collected empirical data was focused on two variables, primarily the gender of the respondents, and, in the case of some questions, also on the completed Faculty. The results of the research are presented in the form of graphs and tables, with supporting comments in descriptive form, in the case of the open-ended questions. Quotes from respondents' statements are also included.

## II. CHARACTERISTICS OF THE RESEARCH SAMPLE

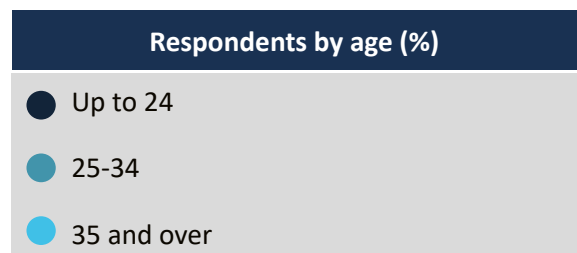
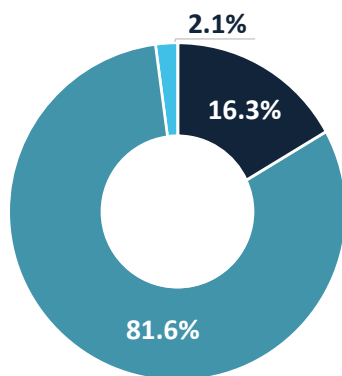
Respondents by gender

Gender	Number of people	Percent
Female	52	36.6
Male	90	63.4
<b>Total</b>	<b>142</b>	<b>100</b>



Respondents by age

Age	Number of people	Percent
Up to 24	23	16.3
25-34	116	81.6
35 and over	3	2.1
<b>Total</b>	<b>142</b>	<b>100</b>



The majority of respondents were males aged 25-34.

### Respondents by citizenship

Citizenship	Number of people	Percent
Czech Republic	1	0.7
Philippines	1	0.7
United States	1	0.7
Argentina	1	0.7
Bangladesh	2	1.4
Belarus	12	8.5
China	9	6.3
Croatia	1	0.7
Cuba	1	0.7
Republic of Ecuador	1	0.7
Germany	2	1.4
India	45	31.8
Republic of Indonesia	1	0.7
Iran	2	1.4
Italy	3	2.1
Kazakhstan	1	0.7
Kuwait	1	0.7
Lithuania	3	2.1
Mexico	1	0.7
Poland	5	3.5
Russia	3	2.1
Spain	2	1.4
Sri Lanka	1	0.7
Turkey	6	4.2
Ukraine	34	24
Uzbekistan	2	1.4
<b>Total</b>	<b>142</b>	<b>100</b>

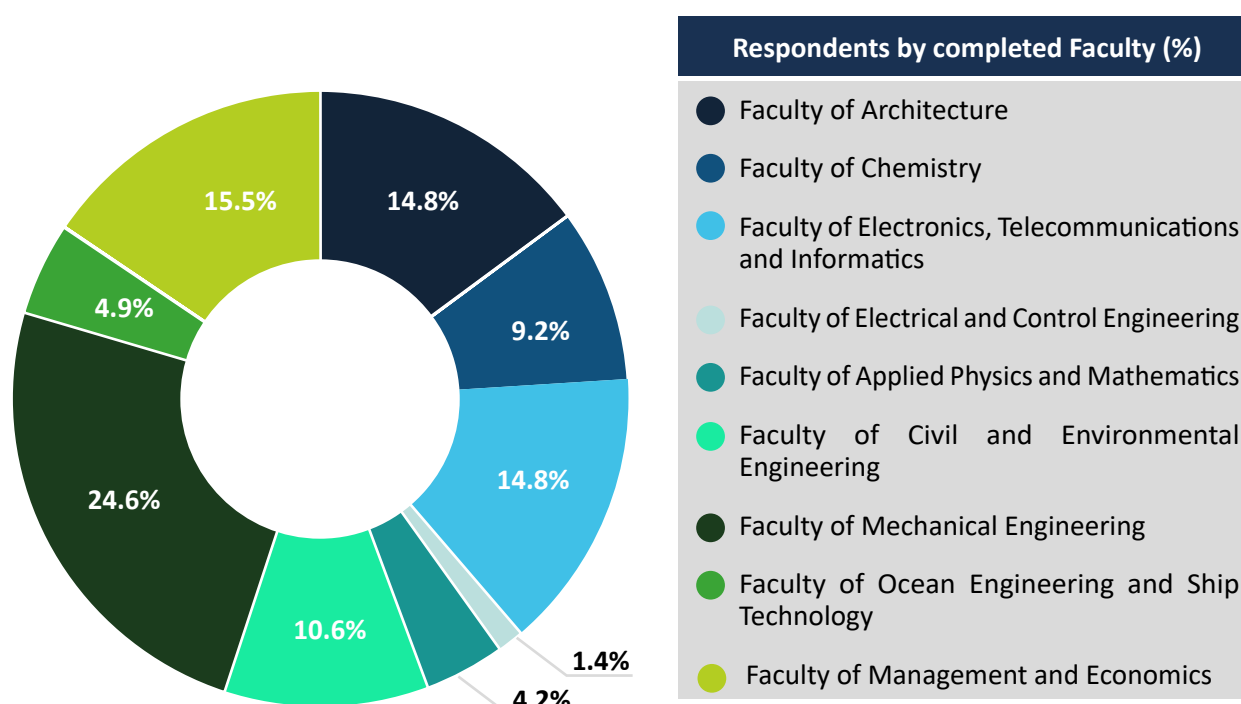
The surveyed graduates came from various parts of the world. The countries listed with the most citizenship were located in Asia or Europe. The largest groups were citizens of India, Ukraine, and Belarus. The research group also included nationals of countries in North America and South America. Several people reported Polish citizenship. These were probably Polish people living abroad who had decided to study in Poland.

### Respondents by their native language

Language	Number of people	Percent
Arabic	1	0.7
Bengali	2	1.4
Belarusian	3	2.1
Chinese	9	6.3
Croatian	1	0.7
Czech	1	0.7
English	2	1.4
Persian	2	1.4
German	2	1.4
Gujarati	3	2.1
Hindi	3	2.1
Indonesian	1	0.7
Italian	3	2.1
Kannada	1	0.7
Kazakh	1	0.7
Dravidian	4	2.8
Marathi	1	0.7
Polish	2	1.4
Russian	25	17.6
Spanish	6	4.2
Tagalog	1	0.7
Tamil	18	12.7
Telugu	15	10.6
Turkish	6	4.2
Ukrainian	29	20.6
<b>Total</b>	<b>142</b>	<b>100</b>

### Respondents by completed Faculty

FACULTY	Number of people (women/men)	Percentage of total
Faculty of Architecture	21 (15/6)	14.8
Faculty of Chemistry	13 (7/6)	9.2
Faculty of Electronics, Telecommunications and Informatics	21 (3/18)	14.8
Faculty of Electrical and Control Engineering	2 (1/1)	1.4
Faculty of Applied Physics and Mathematics	6 (3/3)	4.2
Faculty of Civil and Environmental Engineering	15 (9/6)	10.6
Faculty of Mechanical Engineering	35 (1/34)	24.6
Faculty of Ocean Engineering and Ship Technology	7 (1/6)	4.9
Faculty of Management and Economics	22 (12/10)	15.5
<b>Total</b>	<b>142 (52/90)</b>	<b>100</b>



In the group of foreign graduates who completed the survey, the most numerous were graduates of the Faculty of Mechanical Engineering (35), followed by the Faculty of Management and Economics (22), and then the Faculty of Architecture and the Faculty of Electronics, Telecommunications and Informatics (21 each). It is worth mentioning that due to the method of recruiting the respondents these numbers did not necessarily reflect the degree of internationalisation of individual Faculties. The research included people who had graduated from the Gdańsk University of Technology, and only four of the respondents were participating in an international exchange programme. The entire population of the latter is much larger, but they were not the main target group for this study.



## Respondents by their field of study

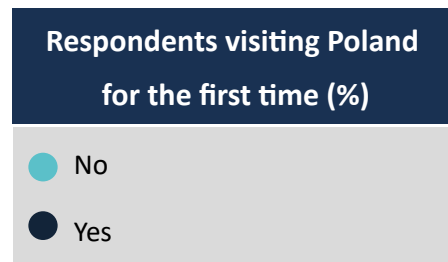
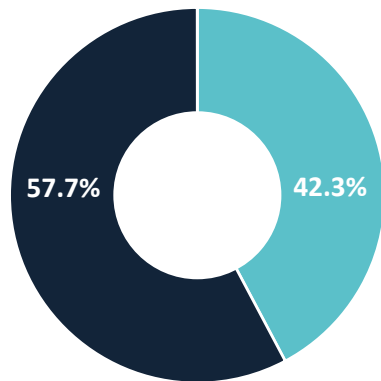
Faculty	Field of study	Number of people
Faculty of Architecture	Architecture	21
Faculty of Chemistry	Chemistry	4
	Green Technologies and Monitoring	7
	Environmental protection and management	1
	Chemical Technology	1
Faculty of Electronics, Telecommunications and Informatics	Automatic Control and Robotics	6
	Electronics and Telecommunications	10
	Informatics	5
Faculty of Electrical and Control Engineering	Power Engineering	2
Faculty of Applied Physics and Mathematics	Technical Physics	4
	Nanotechnology	2
Faculty of Civil and Environmental Engineering	Civil Engineering	10
	Environmental Engineering	4
	Transport	1
Faculty of Mechanical Engineering	Mechanical Engineering	35
Faculty of Ocean Engineering and Ship Technology	Ocean Engineering	7
Faculty of Management and Economics	Economic Analytics	3
	Management	19
<b>Total</b>		<b>142</b>

The table above presents the number of people who had graduated from individual fields of study at the Gdańsk University of Technology over the previous few years. Since some disciplines were represented by a very small number of people, the report does not analyse this category. The results will be presented for the whole group, and also broken down by gender, and sometimes by Faculty. When reading this analysis, it is worth remembering that the percentage of graduates by gender is different for individual Faculties, which also affects their different experiences from studying at GUT and the answers provided in the survey.

### III. RESEARCH RESULTS

**Was it your first time in Poland when you started your studies at GUT?**  
**By gender (%), N=142**

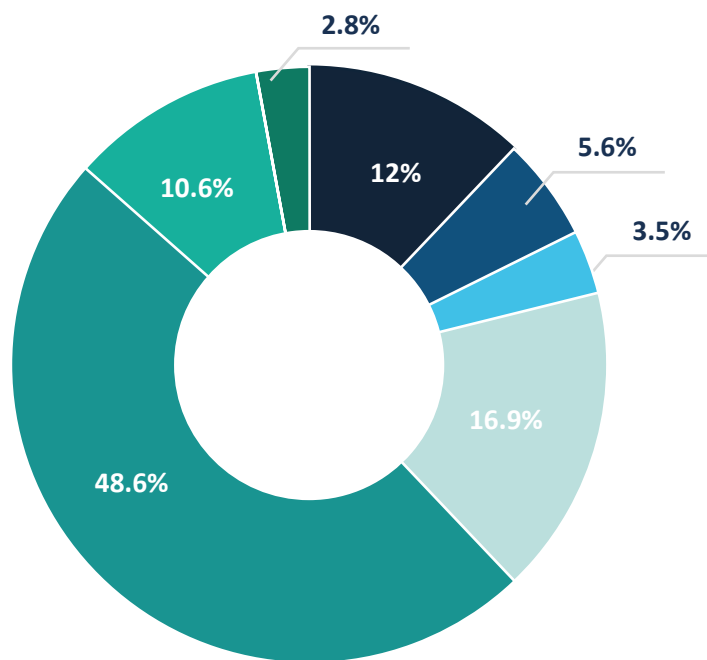
Answer	Total	Female	Male
No	42.3	63.5	30
Yes	57.7	36.5	70



Quite a significant percentage of the surveyed graduates were those who had come to Poland for the first time to study at the Gdańsk University of Technology. The answer “Yes” appeared more frequently among male respondents than female. This result was due, inter alia, to the fact that in the most numerous-nationality group, i.e. people from India, the majority were men (42 respondents out of the 45 with Indian citizenship). Due to the geographical distance, for example, these people were less likely to visit Poland before going to university (in fact, for all 45 people described here as coming from India, it was their first trip to Poland). In the case of those coming from European countries, coming to study in Poland was not their first time.

**Select the type of studies you have completed at GUT**  
**By gender (%), N=142**

Type of studies	Total	Female	Male
First-, second-, and third-cycle studies	12.0	5.8	15.6
Second- and third-cycle studies	5.6	5.8	5.6
Only third-cycle studies	3.5	3.8	3.2
First- and second-cycle studies	16.9	17.3	16.7
Only second-cycle studies	48.6	42.3	52.2
Only first-cycle studies	10.6	17.3	6.7
I studied as a part of an international-exchange programme	2.8	7.7	-



Graduates by type of studies (%)	
● First-, second-, and third-cycle studies	● Only second-cycle studies
● Second- and third-cycle studies	● Only first-cycle studies
● Only third-cycle studies	● I studied as a part of an international-exchange programme
● First- and second-cycle studies	

The most numerous group were people who had graduated from second-cycle degree studies (nearly half the respondents). It is worth noting that over one-third of respondents (34.5%) were graduates of at least two cycles of studies at GUT.

***In the case of the response “only first-cycle studies” (%), N=15***

	Total
I am a student of second-cycle studies at GUT	46.7
I focused on a professional career	13.3
I started second-cycle studies at another university in a country other than Poland	6.7
I started second-cycle studies at another university in Poland	26.7
Other reasons	6.6

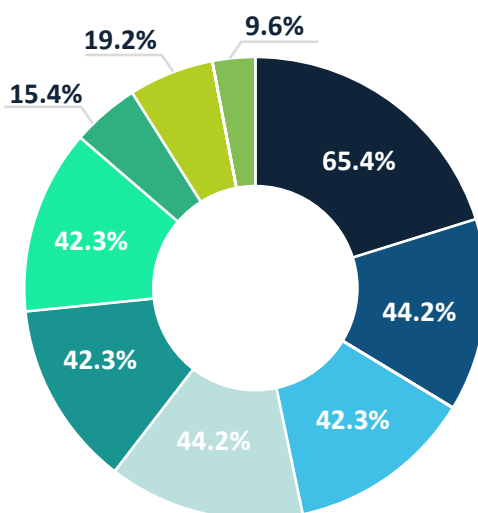
A significant proportion of the 15 people who had completed only the first-cycle studies at the Gdańsk University of Technology had started their second-cycle studies. The second choice was to study at another university in Poland, and the third choice was concentration on professional work. Due to the small size of this subgroup, which included only first-cycle-studies graduates, it is worth noting that conclusions should be drawn carefully. However, it is noteworthy that in this subgroup almost all respondents had decided to continue their studies in Poland.

**What was your main motivation for studying abroad? Please select one or more answers**  
 (%) N=142

	Total	Female	Male
Living abroad and getting to know a foreign country, culture, and new people	69	65.4	71.1
Increasing employment prospects abroad	47.9	44.2	50
Developing soft skills (e.g. adaptive skills, problem-solving)	43	42.3	43.3
International contacts	41.5	44.2	40
Other curriculum content and learning/teaching methods	40.8	42.3	40
Possibility to learn/improve foreign language skills	39.4	42.3	37.8
Increasing employment prospects in your home country	20.4	15.4	23.3
Variety of choices (limited possibilities of studying a specific field of study in your home country, or a limited number of places in a given field)	19.7	19.2	20
Other – please specify	8.5	9.6	7.8

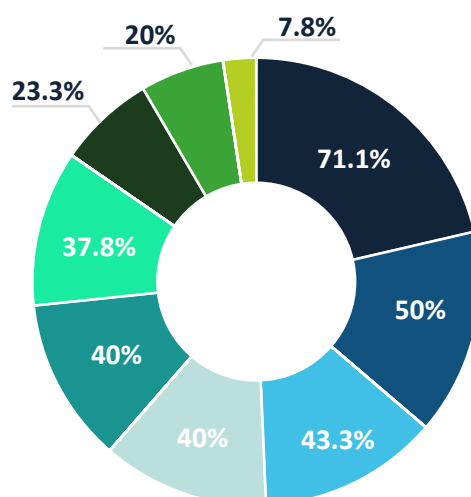
\*Respondents could choose more than one option, hence the percentages do not add up to 100.

**Main motivation for studying abroad among women (%)**



- Living abroad and getting to know a foreign country, culture, and new people
- Increasing employment prospects abroad
- Developing soft skills (e.g. adaptive skills, problem-solving)
- International contacts
- Other curriculum content and learning/teaching methods
- Possibility to learn/improve foreign language skills
- Increasing employment prospects in your home country
- Variety of choices (limited possibilities of studying a specific field of study in your home country, or a limited number of places in a given field)
- Other – please specify

## Main motivation for studying abroad among men (%)



- Living abroad and getting to know a foreign country, culture, and new people
- Increasing employment prospects abroad
- Developing soft skills (e.g. adaptive skills, problem-solving)
- International contacts
- Other curriculum content and learning/teaching methods
- Possibility to learn/improve foreign language skills
- Increasing employment prospects in your home country
- Variety of choices (limited possibilities of studying a specific field of study in your home country, or a limited number of places in a given field) 1
- Other – please specify

The main motivations for studying abroad can be divided into three categories in terms of how often they were indicated by the surveyed graduates. The most important motivation – declared by nearly 70% – was the willingness to live outside one’s country of birth, and to get to know another country, culture, and people. The second category includes those motives mentioned relatively frequently (values close to 40% and slightly above this value). These include reasons related to the development of one’s own skills (language and so-called soft skills), as well as establishing international contacts. In this group, the second-most-frequently mentioned motive i.e. increasing the chances of being employed abroad, also commands attention. The fact that almost half the people who participated in the survey chose this option proves that often people studying at the Gdańsk University of Technology plan to stay abroad for a longer period (Poland does not necessarily have to be this place). An important motive indicated by over 40% of the surveyed graduates was also the curriculum and teaching methods, which are directly related to education at GUT. The last category, which can include less frequently mentioned considerations, included increasing employment prospects in the home country, as well as limited opportunities to study in the home country (the percentage of responses was close to 20 in both categories). There is a significant difference between the number of people who decided to study in Poland because of greater employment opportunities abroad, and those who did so to increase their employability in their home country (the difference is over 25 percentage points).

The responses by men and women differed quite significantly (by at least 4 percentage points) in the context of improving employment prospects, in both their home country and abroad, as well as in their motivation for getting to know another country and culture. These aspirations were more often expressed by men than by women. On the other hand, women more often than men cited the motives connected with establishing international contacts and learning foreign languages.

A few people who opted to mention other motivations for studying abroad listed mainly the desire to get an education at a university better than the one available in their country of residence, including the desire to get to know other professors and teaching methods. Reasons connected with their personal lives, such as a spouse’s taking up work in Gdańsk, were also mentioned. Some respondents were also driven by the precarious political situation in their home country, the desire to “go West”, and Poland’s being perceived as a safe and friendly country for foreigners. There was also an aspiration to learn the Polish language. The coastal location of Gdańsk, and its historical and modern character, are also of great importance. The following is a quote from one of the respondents to this issue.

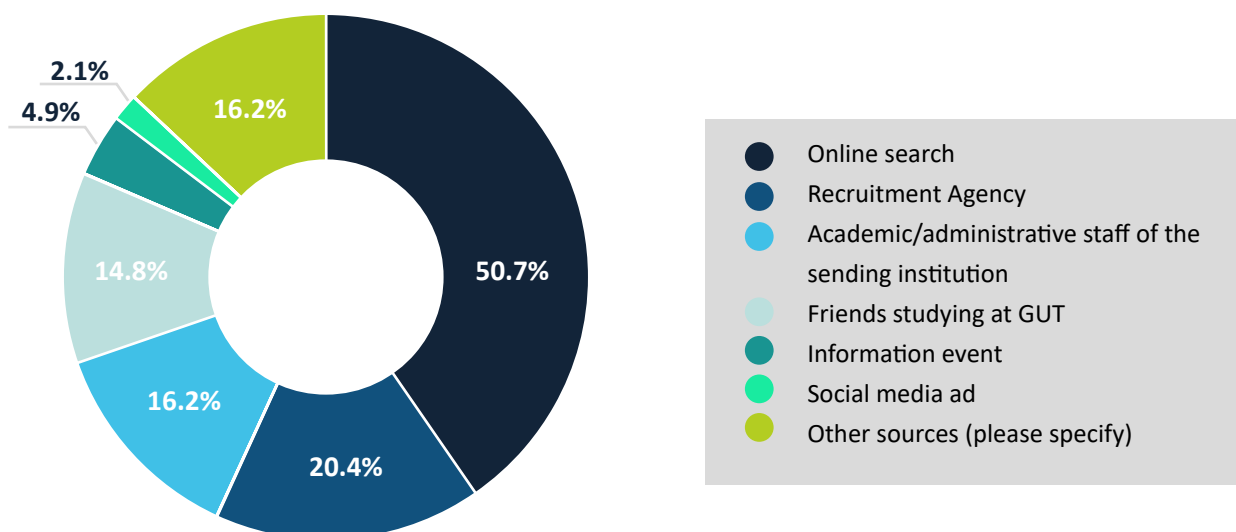
“Gdansk is a charming lady – when you get closer to her you will see how beautiful she is”

**How did you find out about the possibility of studying at the Gdańsk University of Technology? Please select one or more answers**  
**By gender (%\*), N=142**

	Total	Female	Male
Online search	50.7	50	51.1
Recruitment Agency	20.4	9.6	26.7
Academic/administrative staff of the sending institution	16.2	25	11.1
Friends studying at GUT	14.8	19.2	12.2
Information event	4.9	1.9	6.7
Social media ad	2.1	1.9	2.2
Other sources (please specify)	16.2	23.1	12.2

\*Respondents could choose more than one option; hence the percentages do not add up to 100.

**Learning about the possibility of studying at the Gdańsk University of Technology**  
**- by source (%)**



Online research was the most frequently indicated option. Taking into account other indications, it can be assumed that the search often deepened the knowledge on the possibility of studying at GUT which had been gleaned from one of the other sources cited. It is worth noting that, in addition to recruitment agencies, the role of which is particularly significant in the case of students from some countries, the employees of the sending institution, and friends who study at GUT, also play a quite important role.

The differences in the responses between women and men are probably related to their origin, as already described above. Recruitment agencies, for example, operate in more geographically distant countries, from which mainly males arrived.

Other sources of information on the possibility of studying at the Gdańsk University of Technology included advice obtained from family and friends, experiences related to participation in the Erasmus programme, participation in initiatives such as the Stefan Banach Scholarship Programme, Erasmus Mundus Joint Masters Degrees, EMQAL, and also independent searches for information on the Internet and in the press (eg. Perspektywy magazine). Among the respondents, some did not need to make an informed choice in this regard, because as part of their international Master's studies (MathMods programme), lectures were held successively at universities in Italy, Germany, and Gdańsk. The help of academic and administrative staff at GUT was also mentioned.

### **How important were the following criteria for selecting the Gdańsk University of Technology as a place of study for you?**

	Very important	Important	I don't know	Less important	Not important
To attend a specific field of study	42.3	42.3	9.1	2.1	4.2
Selection of courses/subjects taught in English	41.6	24.7	14.6	8.5	10.6
Selection of courses/subjects taught in Polish	11.3	22.5	33.8	12	20.4
The name of the university	36.6	45.8	8.5	4.9	4.2
Quality of service for candidates for studies at the University	33.1	45.8	15.5	2.8	2.8
University location (coastal city, infrastructure)	38	50.7	7.8	1.4	2.1
Financial terms and conditions for studies	36.6	41.6	12	5.6	4.2
Scholarship for the best foreign students starting their studies at GUT	28.2	30.3	24.6	5.6	11.3
Recommendation by a teacher or someone you know in your country	15.5	31.7	28.1	9.2	15.5
Recommendation of a friend studying at GUT	19	33.1	26	9.2	12.7

The selection criteria for the Gdańsk University of Technology included in the survey can be divided into 4 categories: related to the field of study and subject content; related to the university – its name, location, and its approach to students; related to the financial aspects of studying – the conditions and the scholarship awarded; and related to recommendations obtained from other people, including friends studying at GUT.

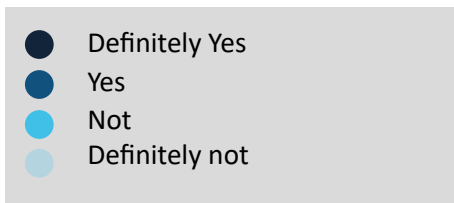
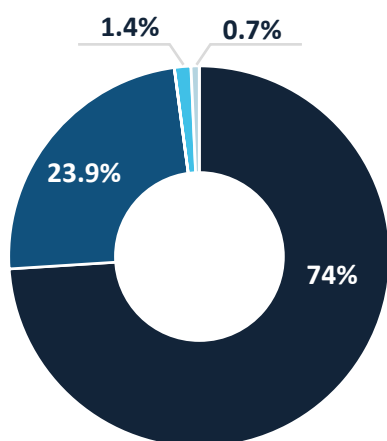
It should be noted that most of the criteria were usually indicated as very important or important. The most important criterion was the possibility of learning in a given field of study, and the least important was the choice of courses or subjects taught in Polish.

### Are you satisfied with your graduation from GUT?

By gender (%), N=142

	Total	Female	Male
Definitely Yes	74	71.2	75.6
Yes	23.9	25	23.3
Not	1.4	1.9	1.1
Definitely not	0.7	1.9	-

### Satisfaction with graduation from the Gdańsk University of Technology (%)



The vast majority of respondents reported a high level of satisfaction with graduating from the Gdańsk University of Technology. The responses “Not” and “Definitely not” came from very few people in the group.

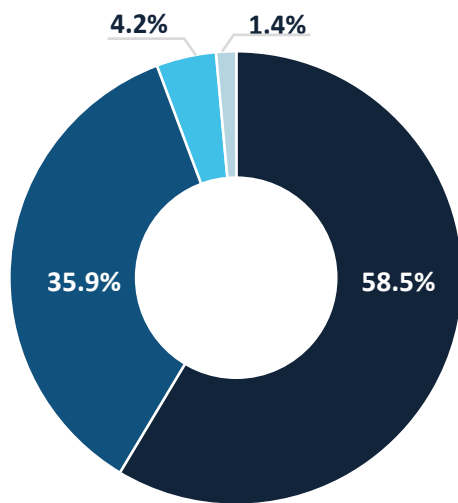
### Are you satisfied with your graduation from the Faculty?

By gender (%), N=142

	Total	Female	Male
Definitely Yes	58.5	53.8	61.1
Yes	35.9	36.6	35.6
Not	4.2	7.7	2.2
Definitely not	1.4	1.9	1.1



## Satisfaction with graduation from the Faculty (%)



- Definitely Yes
- Yes
- Not
- Definitely not

The responses to this question also indicated a high level of satisfaction among the graduates. It is worth noting, however, that the percentage of answers “Definitely yes” was noticeably lower than in the case of the question about graduating from GUT.

### Are you satisfied with your graduation from the Faculty?

By Faculty (%), N=142

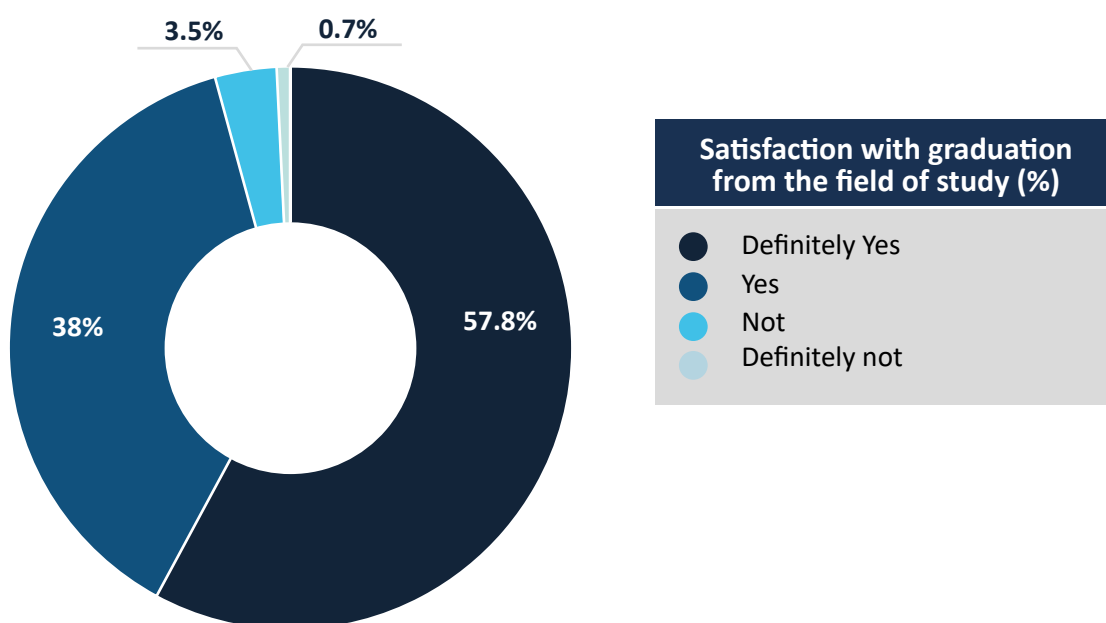
	Definitely yes	Yes	Not	Definitely not
Faculty of Architecture	57.1	33.3	4.8	4.8
Faculty of Chemistry	76.9	23.1	-	-
Faculty of Electronics, Telecommunications and Informatics	71.4	28.6	-	-
Faculty of Electrical and Control Engineering	100	-	-	-
Faculty of Applied Physics and Mathematics	50	33.3	16.7	-
Faculty of Civil and Environmental Engineering	60	33.3	6.7	-
Faculty of Mechanical Engineering	60	34.2	2.9	2.9
Faculty of Ocean Engineering and Ship Technology	57.1	42.9	-	-
Faculty of Management and Economics	31.8	59.1	9.1	-
<b>Total</b>	<b>58.5</b>	<b>35.9</b>	<b>4.2</b>	<b>1.4</b>

The table above shows the percentage of responses regarding the level of satisfaction with the completion of their Faculty courses by foreign graduates. The results vary between Faculties, although the percentage of dissatisfied people was very small for each Faculty. It is worth emphasizing that, due to the small number of people representing individual Faculties, the presented data should be approached with caution. Some Faculties are represented by only a few persons (e.g. Faculty of Electrical and Control Engineering, Faculty of Ocean Engineering and Ship Technology and Faculty of Applied Physics and Mathematics).

## Are you satisfied with the completion of your field of study?

By gender (%), N=142

	Total	Female	Male
Definitely Yes	57.8	57.7	57.8
Yes	38	34.6	40
Not	3.5	5.8	2.2
Definitely not	0.7	1.9	-



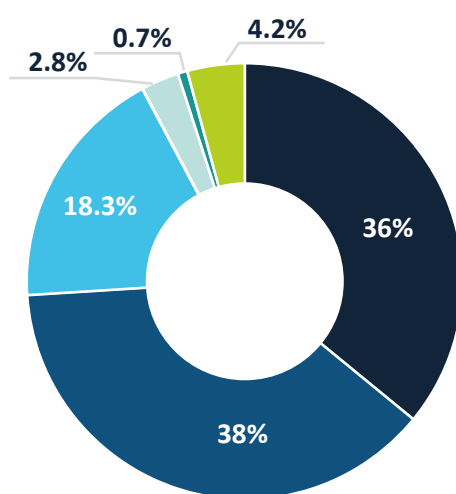
The answers to this question are very similar to the above-mentioned answers regarding satisfaction with graduating from the Faculty.

***If you answered “Not” or “Definitely not”, please explain why.***

A few people gave a negative answer, citing, the presence of unnecessary content within the curricula, too few practical classes, or a smaller-than-expected choice of lessons in English, and variations in the fluency in the English language among the lecturers. The problem with taking up employment after completing the field of study was also pointed out, stressing that it was not connected with graduating from GUT, but with the demand for employees in the above-mentioned area.

**How would you rate the quality of the services provided to foreign students at GUT in general (International Relations Office, Student Affairs Office, Careers Office, Faculty employees, etc.)? By gender (%), N=142**

	Total	Female	Male
Very good	36	36.5	35.6
Good	38	36.6	38.9
Satisfactory	18.3	13.5	21.1
Poor	2.8	3.8	2.2
Very poor	0.7	1.9	-
I have no opinion	4.2	7.7	2.2



**Evaluation of the quality of the services available to foreigners studying at the Gdańsk University of Technology (%)**

- Very good
- Good
- Satisfactory
- Poor
- Very poor
- I have no opinion

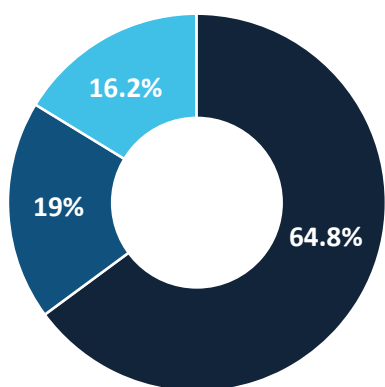
The vast majority of respondents (74%) evaluated the quality of services provided to foreign students at the Gdańsk University of Technology as very good or good.

***If you answered “Poor” or “Very poor”, please explain why.***

The people who assessed the quality of the above-mentioned as poor or very poor indicated that, in their opinion, the number of staff providing services to foreign students was too few. It is worth noting, however, that there were only a small number who had such an opinion in the entire study group.

**Have you encountered any difficulties related to your life/stay at the University, and to adjusting to your new place of residence, and finding yourself in a new cultural context (student onboarding)? By gender (%), N=142**

	Total	Female	Male
No	64.8	69.2	62.2
Yes	19	13.5	22.2
I don't know	16.2	17.3	15.6



**Respondents having trouble with functioning/ staying at the Gdańsk University of Technology, or becoming acclimatised to a new place, and/ or becoming adjusted to the new cultural context (%)**

- No
- Yes
- I don't know

Most of the surveyed graduates did not note any difficulties related to settling and finding themselves in a new place or cultural context. Problems associated with these factors are to some extent inevitable, if we take into account the cultural distance between Poland and the countries of origin of at least some of the respondents. Further analyses of the obtained results showed that, indeed, the answer “Yes” to the above question was more often given by people from China, India, Bangladesh, or Iran. The graduates from these countries constituted about 40% of the study group, and their answers which indicated difficulties with so-called student onboarding represented more than 60% of all the declarations of difficulties.

For employees of the GUT, this might be an indication of the risk of such difficulties, and the need to provide attention, and, if necessary, care, to people from culturally distant countries. It is worth adding that at the same time the difficulties were not cited only by these people. Some graduates from European countries, such as Belarus and Ukraine, also alluded to them. In their case, however, this percentage was lower.

**Have you encountered any difficulties related to your life/stay at the University, and to adjusting to your new place of residence, and finding yourself in a new cultural context (student onboarding)? By Faculty (%), N=142**

	No	Yes	I don't know
Faculty of Architecture	81	9.5	9.5
Faculty of Chemistry	61.5	30.8	7.7
Faculty of Electronics, Telecommunications and Informatics	66.7	19	14.3
Faculty of Electrical and Control Engineering	100	-	-
Faculty of Applied Physics and Mathematics	83.3	16.7	-
Faculty of Civil and Environmental Engineering	60	20	20
Faculty of Mechanical Engineering	62.9	22.9	14.2
Faculty of Ocean Engineering and Ship Technology	42.8	28.6	28.6
Faculty of Management and Economics	54.6	13.6	31.8
<b>Total</b>	<b>64.8</b>	<b>19</b>	<b>16.2</b>

The table above shows the answers by Faculty. Again, they should be approached with caution, due to the small number of graduates representing individual Faculties. The above-mentioned results were also influenced by the country of origin of the people who graduated from individual Faculties.

### Have you encountered any difficulties concerning the following?

(%), N=27, N=28

	Definitely yes	Yes	Not	Definitely not	I have no opinion	Number of responses
Establishing contact with other students	14.3	39.3	21.4	21.4	3.6	<b>28</b>
Poor access to information in English	21.4	14.3	42.9	17.8	3.6	<b>28</b>
Hindered communication with other people due to the lack of knowledge of the Polish language	33.3	25.9	22.2	18.6	-	<b>27</b>
Hindered communication due to the lack of knowledge of the English language by other people	22.2	14.8	37	14.9	11.1	<b>27</b>
Problems with completing study formalities	-	18.5	48.2	22.2	11.1	<b>27</b>
Legal aspects of the university's operation (e.g. insufficient knowledge of student rights and obligations, regulations and regulations in force at university)	11.1	29.6	33.3	14.9	11.1	<b>27</b>
Inadequate accommodation in a hall of residence	29.6	25.9	25.9	18.6	-	<b>27</b>
Personal needs and problems (e.g. visiting a doctor, office, etc.)	55.6	22.2	18.5	3.7	-	<b>27</b>

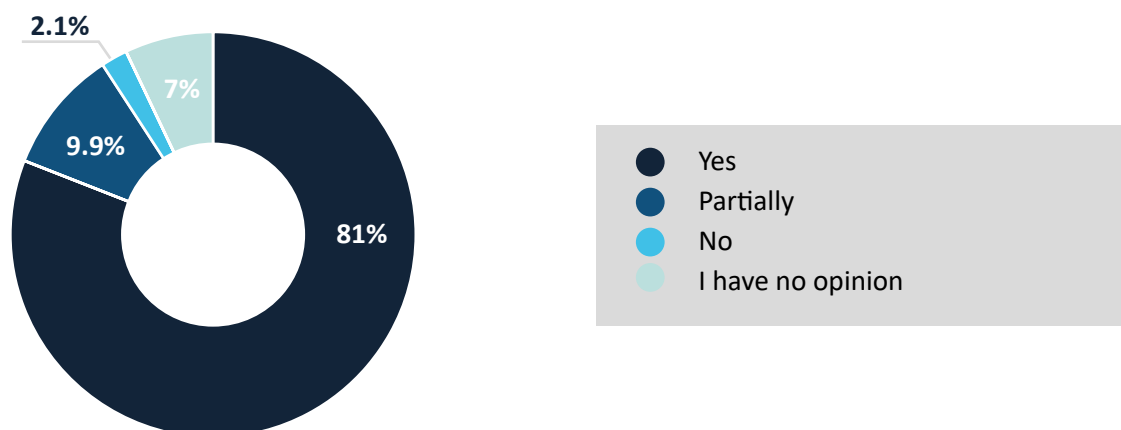
The answers presented in the table above were obtained from people from among the entire group of surveyed graduates who decided to indicate encountered difficulties. Therefore, the results shown in the table refer to 27 people in some indications and 28 in the case of others. The difficulties frequently indicated as definitely present were related to personal needs and problems (e.g. visiting a doctor or an office), as well as hindered communication, due to both the lack of knowledge of Polish and sometimes limited knowledge of the English language by other people. Difficulties encountered in the dormitory were also indicated, resulting from ignorance of the procedures in force at the University, and, consequently, the postulates of providing foreign students with general information about Polish culture and organisational culture prevailing at GUT. The need for a greater understanding of otherness and the multiculturalism of foreign students by the staff of student dormitories was also raised.

## Are you satisfied with the Gdańsk University of Technology campus and its facilities?

By gender (%), N=142

	Total	Female	Male
Yes	81	77	83.3
Partially	9.9	11.5	8.9
No	2.1	1.9	2.2
I have no opinion	7	9.6	5.6

### Satisfaction with the Gdańsk University of Technology's campus and its facilities (%)



The surveyed graduates were largely satisfied with the campus of the Gdańsk University of Technology and its facilities. The opinions of people who commented on possible improvements are described in the next paragraph.

***If you answered “No”, or “Partially”, please explain why (what was missing, what facilities would you introduce?):***

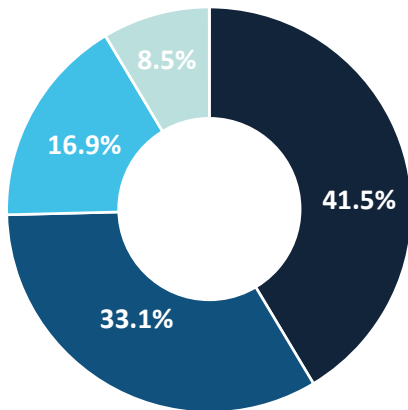
In the comments, the people who were dissatisfied pointed primarily to the need to better adjust the infrastructure available to students: renovation of university buildings, student dormitories with their equipment, and campus sidewalks. The need for more equipment in teaching and laboratory rooms, and the greater availability of English-language books in the library and Faculty reading rooms, were also quoted. There were also statements pointing out the need to provide open spaces for students (for individual and group learning) available after 4 p.m., to allow them to spend more time on the campus, and the need to diversify the culinary menu in bars and cafés located on the campus. There were also comments on the need to improve standards in the field of cleanliness for students in student dormitories, and to introduce monitoring and financial penalties for this purpose.

### What is your level of knowledge and comfort in using the English language?

By gender (%), N=142

	Total	Female	Male
Fluent (no language difficulties)	41.5	32.7	46.7
Advanced (slight difficulty in any of the following areas: speaking, listening, reading, or writing)	33.1	23.1	38.9
Intermediate (difficulty in any of the following areas: speaking, listening, reading, or writing)	16.9	26.9	11.1
Beginner (great difficulty in all areas: speaking, listening, reading or writing)	8.5	17.3	3.3

### Knowledge of, and feeling comfortable using, English (%)



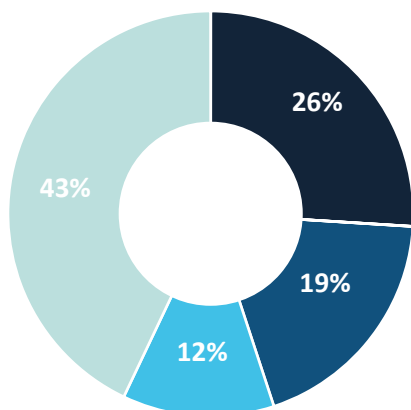
- Fluent (no language difficulties)
- Advanced (slight difficulty in any of the following areas: speaking, listening, reading, or writing)
- Intermediate (difficulty in any of the following areas: speaking, listening, reading, or writing)
- Beginner (great difficulty in all areas: speaking, listening, reading or writing)

### What is your level of knowledge and comfort in using the Polish language?

By gender (%), N=142

	Total	Female	Male
Fluent (no language difficulties)	26	46.2	14.4
Advanced (slight difficulty in any of the following areas: speaking, listening, reading, or writing)	19	25	15.6
Intermediate (difficulty in any of the following areas: speaking, listening, reading, or writing)	12	7.6	14.4
Beginner (great difficulty in all areas: speaking, listening, reading or writing)	43	21.2	55.6

## Knowledge of, and feeling comfortable using, Polish (%)

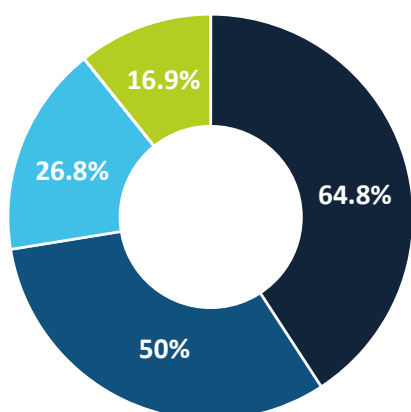


- Fluent (no language difficulties)
- Advanced (slight difficulty in any of the following areas: speaking, listening, reading, or writing)
- Intermediate (difficulty in any of the following areas: speaking, listening, reading, or writing)
- Beginner (great difficulty in all areas: speaking, listening, reading or writing)

## Did you participate in the following activities/initiatives during your studies? (%), N=142

	Yes	No	I don't know/ I don't remember
Participation in GUT events (meetings with employers, job fairs, workshops, etc.)	64.8	27.5	7.7
Participation in a research/scientific project	50	40.1	9.9
Participation in a student organisation	26.8	62	11.2
Participation in a student research club	16.9	69.7	13.4

## Participation in specific activities / initiatives (%)



- Participation in GUT events (meetings with employers, job fairs, workshops, etc.)
- Participation in a research/scientific project
- Participation in a student organisation
- Participation in a student research club

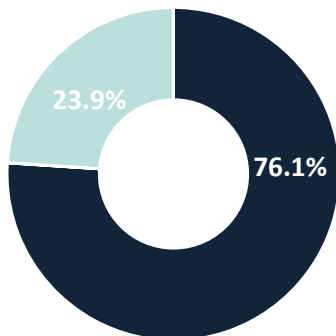
The participants in the survey most often mentioned events organised at GUT as initiatives in which they took part during their studies at GUT. Half of them were also engaged in a research/scientific project. Noticeably fewer participants were involved in working in a student organisation or a research club. Although, in principle, both types of organisations are characterised by voluntary participation, it seems that participation in one of them is a possible answer to the difficulties with settling in or living in a new environment declared by some students. A student organisation or research club can be a source of support for people who face these kinds of challenges.



### Are you currently working?

By gender (%), N=142

	Total	Female	Male
Yes	76.1	75	76.7
No	23.9	25	23.3



#### Professionally active graduates (%)

- Yes
- No

More than 75% of the graduates were working professionally at the time of the survey. These percentages were very similar in both the women’s and the men’s groups. It is worth recalling that some of the survey participants are currently studying, and might not necessarily be in a position to work. The question of the reasons for the unemployment among those declaring it will be discussed later in the report.

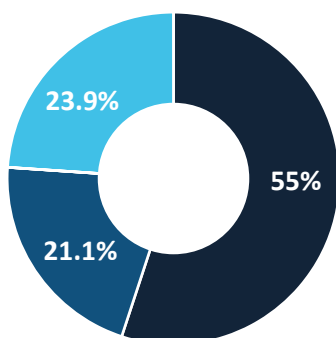
### If the response was “Yes”

Is your current job consistent with the field of study at the Gdańsk University of Technology?

By gender (%), N=109

	Total	Female	Male
Yes	55	65	49.3
Partially	21.1	20	21.7
No	23.9	15	29

#### Job aligned with the field of study at the Gdańsk University of Technology (%)



- Yes
- Partially
- No

More than 75% of the graduates had found a job in keeping up with their education. This was more common in the case of the surveyed women.

## Is your current job consistent with your field of study at the Gdańsk University of Technology?

By Faculty (%), N=109

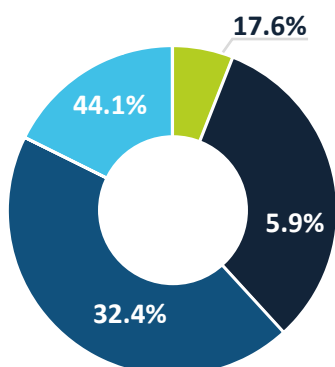
	Yes	Partially	No
Faculty of Architecture	79	10.5	10.5
Faculty of Chemistry	50	16.7	33.3
Faculty of Electronics, Telecommunications, and Informatics	47.3	31.6	21.1
Faculty of Electrical and Control Engineering	100	-	-
Faculty of Applied Physics and Mathematics	20	40	40
Faculty of Civil and Environmental Engineering	75	-	25
Faculty of Mechanical Engineering	37	29.7	33.3
Faculty of Ocean Engineering and Ship Technology	100	-	-
Faculty of Management and Economics	53	23.5	23.5
<b>Total</b>	<b>55</b>	<b>21.1</b>	<b>23.9</b>

The above table contains information on what percentage of the surveyed graduates of individual Faculties declared whether the work performed was consistent with their field of study at GUT. Since the question was answered only by employed persons, i.e. 109 graduates, the number from individual Faculties was even lower than in the previously discussed issues in the survey. Because of this, the conclusions of their analysis need to be cautious.

### If the response was "No" (N=34)

Please indicate the reasons for not working

	Percent
I am not working for health reasons (e.g. illness, disability)	5.9
I am not looking for a job because of further learning, retraining	32.4
I do not work because of family responsibilities (e.g. parental leave, care of a sick person)	-
I don't work because I can't find a job	44.1
Other reasons	17.6



#### Reasons for not being professionally active (%)

- I am not working for health reasons (e.g. illness, disability)
- I am not looking for a job because of further learning, retraining
- I don't work because I can't find a job
- Other reasons

The temporary lack of a job due to seeking new employment was indicated under other reasons for unemployment.

**Looking from the perspective of your studies at the Gdańsk University of Technology, and the time spent in Gdańsk/Poland, what is your advice for future foreign students at GUT?**

The main advice concerned issues related to good preparation for future work. The respondents indicated the need to learn Polish as a factor significantly facilitating finding employment in Poland; then gaining professional experience while studying; finally engaging in apprenticeships and student organisations. On the other hand, the need to focus on learning was also mentioned, without spending too much time on occasional, temporary, work.

There were also tips relating to the study process itself, such as consciously choosing interesting subjects; participation in international student competitions; and taking advantage of the Erasmus + programme opportunities.

Moreover, the respondents gave specific pieces of advice, which, in their opinion, should be embraced while studying at GUT. These included *never give up, because the future depends on us and most of the work should be done on your own, although you can also count on the help of friends and lecturers; be proactive, and use the available resources; you should be interactive and open and ask questions; it is important to learn skills to take care of yourself; it's worth discovering your true self.*

The participants also talked about enjoying the charms of beautiful Gdańsk; respecting the local community; finding time for sightseeing, playing and studying, enjoying the city, the people, and Polish culture; spending time with people from different countries and cultures; and visiting other European countries.

Below are a few quotes with some of the most interesting student statements.

*“Come to Poland and study in Gdańsk. There are many international players in the Tri-City: Intel, Amazon, Bayer, State Street, Epam, but there are also many start-ups. The cost of living is relatively low in comparison to other European cities. The Food is great. The people are nice. I highly recommend it. Studying at GUT was a great honour.”*

*„The time spent both in Gdańsk and at the Gdańsk University of Technology was incredible. We met a very competent and helpful Professor who solved the slightest doubts I had while studying at this university. Living and sharing my room with people from different countries was a new and enjoyable experience for me. I would like to tell my future foreign friends that I wish them the same experience that I had during my stay in Gdańsk ”.*

*“GUT, along with Poland as a country and Polish culture, was a positive experience. The Professors showed great flexibility with international students, even if their English was not as fluent as you might expect. “*

*“A great place to explore a wide range of education and technology. GUT gives you a great opportunity for personal development, where a large part is focused on understanding your limitations. You have to experience extreme tiredness, and try to find time for yourself to*

*relax. Trust me: you had better understand the balance between ambition and happiness. During one semester I was burned out because it took me a long time to learn this balance. You should focus on it much earlier.”*

*“Be independent and friendly. Don’t hesitate to communicate with other students and GUT staff. Everything is possible, you just need to think, plan, and then do it. Be diligent and have fun :) “*

*“Don’t be afraid to change your life. All the difficulties I encountered while studying abroad were related to my own anxieties, such as fear of misunderstandings, fear of making a fool of myself, fear of asking someone for help, etc. When I finally overcame it, everything became much easier, and I started to enjoy studying and living in a new country! =)”.*

#### **Additional comments and remarks related to GUT studies**

Among the additional comments, positive opinions about studying at GUT were dominant, referring to both the academic staff and the administrative staff; and the campus. It was also indicated that the period of study was too short, and some students even wanted to extend it. In general, it was described as *“The best years of our lives”*.

There were also a few critical comments related to various aspects of study, such as the narrow specialisation of some lecturers; bureaucracy; communication between the Dean’s offices and the students; too little information available in English, and too few events in English at the University.

Several of the respondents put themselves in the role of advisers to their younger colleagues, pointing out that the best way to learn was to work and learn independently, and not to “study”; the need to find a guide, a mentor; it was also advised not to waste time while studying as this is the best opportunity to “do everything”.

#### **In what fields would you like to cooperate with the Gdańsk University of Technology?**

**(Please select one or more answers)**

**(%), N=142**

	<b>Total</b>
Academic (scientific and research)	57
Business	39.4
Cultural	34.5
Societal	35.9
Social	39.4
I do not want to cooperate with the Gdańsk University of Technology	13.4

\*Respondents could choose more than one option; hence the percentages do not add up to 100.

## IV. CONCLUSIONS

To sum up, it is important to emphasize the positive assessment of the Gdańsk University of Technology given by the foreign graduates.

They willingly come to study at GUT and positively evaluate the educational resource of the University. They appreciate both the quality of the lectures – in the field of curriculum content and the professionalism of the lecturers, the conditions afforded by the university campus, and its convenient location in Gdańsk.

When deciding to study abroad, the respondents wanted to search for opportunities for their own development, and desired to improve their living conditions and study.

In the statements of some of the respondents, there were symptoms of being “lost” while living and studying in another, culturally different, country, and this group should receive support from the University, especially in the initial period just after starting studies.

It is also worth engaging students in various activities that are part of the life of the academic community, but, above all, proactive attitudes should be promoted, as a result of which they will be able to independently establish new contacts, and take an active part in the activities of research clubs and other initiatives.

It is important to bear in mind that the surveyed group was quite diverse in terms of the number of respondents representing individual faculties, which limits the representativeness of the research. Because of that, in the case of some faculties, drawing far-reaching conclusions is not justified.

However, it seems important to consolidate the positive image of the Gdańsk University of Technology with foreign graduates, and to maintain their contact and good relations with the University. The research, the results of which are presented above, is part of this type of activity. It is also possible to consider presenting specific proposals to this group of people in the field of the educational services, e.g. in the form of postgraduate studies, using the opportunities presented by the recent popularity of distance learning.

*The report was produced as a follow-up to a project entitled International Alumni – Join the network. Activities supporting the establishment of cooperation with foreign graduates of the Gdańsk University of Technology”, financed by the Polish National Agency for Academic Exchange.*



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