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Research Findings on University Students Studying Abroad



PART 1 – RESEARCH DESIGN, SAMPLE CHARACTERISTICS AND DESCRIPTIVE FINDINGS

Within the framework of the BRISWA 2.0 research project, **a quantitative study was conducted with the aim of examining the experiences of university students studying abroad**, with particular attention to issues of inclusion, integration, institutional support, and intercultural interaction. The findings presented in this newsletter reflect the outcomes of descriptive and correlation analyses carried out on the collected data.

A structured questionnaire was disseminated among consortium participants, focusing on university students studying abroad. Data collection was carried out using Google Forms, and the responses were subsequently exported into Excel format. Following data cleaning, classification, and parameterisation, a database was created and analysed using the SPSS statistical software. Both descriptive statistics and correlation analyses were performed. In particular, frequencies, central tendency measures, and crosstab analyses were used to explore relationships between key variables. The **total number of valid responses collected was 102**.

The **gender distribution** of the sample indicates that **45.1%** of respondents identify as female, while **54.9%** identify as male.

In terms of educational attainment, the majority of participants (**58.8%**) hold a **university degree**. A further **24.5% have completed postgraduate studies**, while **16.7%** of respondents reported that they have completed **secondary education**.



Participants were also asked to indicate their current occupation. The results show a strong prevalence of students within the sample:

- 80.4% identified as students
- 13.7% identified as professors
- 2% identified as business owners
- 3.9% identified as employees

This distribution confirms that the **primary focus of the research remains on the student population**, while also incorporating insights from academic and professional participants

An important aspect of the questionnaire **addressed experiences of racial discrimination following participants' arrival in their current country of residence**. The analysis shows that 17.6% of respondents reported having experienced racial discrimination. However, only 9.8% of participants stated that they received any form of assistance to help them manage or respond to these discriminatory experiences.

These findings highlight a **gap between the occurrence of discrimination and the availability or accessibility of support mechanisms**. Participants were asked to rate the support received from educational institutions for their integration. The distribution of responses is as follows:

- Very dissatisfied: 3.9%
- Dissatisfied: 7.8%
- Neutral: 40.2%
- Satisfied: 21.6%
- Very satisfied: 12.7%

The predominance of neutral responses suggests that, while some support structures may exist, they are not consistently perceived as effective or sufficient by a large proportion of participants.



PART 2 – CORRELATION ANALYSIS AND KEY RESEARCH OUTCOMES

In addition to descriptive statistics, a correlation analysis was conducted using crosstabulation techniques. Pearson Chi-Square tests were applied in order to identify statistically significant associations between selected variables. The most notable correlations emerging from the analysis are presented below.

A tendency was identified between the variable "Gender" and responses to the statement:

"How effective do you consider your university to be in promoting inclusion and respect for diversity?"

The two-sided Asymptotic Significance based on the Pearson Chi-Square value is 0.059.

The results indicate that female participants tend to respond with "*Completely ineffective*", while male participants more frequently select "*Very ineffective*". Although marginal, this tendency points to gender-based differences in the perception of institutional inclusion efforts.

A statistically significant correlation was identified between "Marital status" and responses to the statement:

"What is your level of interaction with people from different cultural backgrounds at your university?"

The two-sided Asymptotic Significance based on the Pearson Chi-Square value is 0.045.

Divorced participants tend to report an "Above average" level of interaction, whereas participants who reported being partnered more frequently selected "Below average". This finding suggests that personal circumstances may influence levels of social and intercultural engagement.



A strong correlation was found between "Current occupation" and responses to the statement:

"How would you rate the support received from educational institutions for your integration?"

The scale ranged from Very dissatisfied to Very satisfied.

The two-sided Asymptotic Significance based on the Pearson Chi-Square value is 0.005.

Students most commonly characterised the support received as "Neutral", while professors predominantly rated the support as "Very satisfied". This difference highlights a divergence in perceived institutional effectiveness between students and academic staff.

Another correlation was observed between "**Current occupation**" and responses to the statement:

"What is your level of interaction with people from different cultural backgrounds at your university?"

The scale ranged from Very poor to Excellent.

The two-sided Asymptotic Significance based on the Pearson Chi-Square value is 0.051. Students most frequently reported a "Below average" level of interaction, indicating limited engagement with culturally diverse peers within the university environment.

The findings underline several critical aspects of the international student experience. While universities play a central role in promoting inclusion and integration, the data reveal notable differences in perceptions based on gender, marital status, and occupation. The occurrence of racial discrimination, combined with limited access to support, as well as moderate levels of perceived institutional assistance and intercultural interaction, suggests the need for more targeted and visible measures.

These results provide a solid empirical basis for the continuation of the BRISWA 2.0 project and will inform future actions aimed at enhancing inclusion, support systems, and intercultural engagement within higher education institutions.

Join us in the Briswa 2.0 project!

Sign the **manifestation of interest** and our **pledge card** and together we will fight racism in sports, creating a future of equality and respect for all the athletes!

Every signature is a step towards a fairer and more inclusive sporting world!



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