



REPORT

(group from Poland)

CADRE
STUDENTS
STUDENTS FROM UKRAINE



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Characteristics of the surveyed group of respondents

The report covers three groups of respondents from Poland: academic staff – 56 research workers from Poland (51%), 710 students of various fields at universities in Poland, and 34 students from Ukraine studying in Poland. Characteristics of each group are provided in Tables 1-3.

a) Academic staff

The study group consisted of 56 academic staff, of whom 53.6% were men and 46.4% were women. The gender structure is similar to that observed in many universities, making it relatively balanced.

Table1 Characteristics of academic staff from Poland

	N	%
Sex		
Men	30	53.6%
Women	26	46.4%
Age	Mean $\pm$ standard deviation Median, Modal Minimum - Maximum	45.9 $\pm$ 9.9 48.50 (8) 25-66
Position	Lecturer Associate professor Full professor Other	10 17.8% 31 55.4% 13 23.2% 2 3.6%
How long has he been teaching in higher education?	Less than 3 years From 3 to 10 years From 11 to 20 years old Over 20 years	7 12.5% 8 14.3% 15 26.8% 26 4.64%
Field of study	Social Sciences/Humanities Natural science Engineering Economics and business Law Piece Education Language and communication Other	15 26.8% 5 8.9% 1 1.8% 19 33.9% 3 5.3% 2 3.6% 1 1.8% 1 1.8% 9 16.1%
The main language of instruction for classes attended by students from Ukraine	Local language English other	51 91.1% 2 3.5% 3 5.4%
Experience in teaching other foreign students (except those from Ukraine)	Yes-often Yes, occasionally NO I'm not sure	17 30.4% 19 33.9% 19 33.9% 1 1.8%

The study group consisted of 56 academic staff, of whom 53.6% were men and 46.4% were women. The gender structure is similar to that observed in many universities, making it relatively balanced.

The mean age of respondents was 45.9 years ($SD = 9.9$), with a range from 25 to 66, indicating significant generational diversity within the study group. The median age (48.5) suggests a predominance of individuals in the middle and late stages of their academic careers, while the presence of younger respondents also allows for consideration of early career prospects.

In terms of academic position, associate professors dominated (55.4%), followed by full professors (23.2%) and assistant professors (17.8%). This indicates that the vast majority of respondents have high academic status and significant professional experience, which increases the credibility of their assessments of the performance of Ukrainian students.

An analysis of seniority in higher education confirms this conclusion – over half of the respondents (51.8%) have experience exceeding 11 years, with a significant proportion having worked in higher education for over 20 years. At the same time, the presence of individuals with shorter experience (less than 10 years) introduces the perspective of younger staff into the sample, potentially more open to new forms of teaching and internationalization.

Academic staff taught across a variety of fields of study, with the largest representation in economics and business (33.9%) and social sciences and humanities (26.8%). The smaller share of exact sciences, engineering, and arts programs indicates a shift in the sample toward disciplines where communication and social interaction play a significant role in the learning process.

The vast majority of classes conducted with Ukrainian students were conducted in Polish (91.1%), with only a small number of classes conducted in English or other languages. This means that the staff's experiences primarily relate to situations in which Ukrainian students operate in the linguistic environment of the host country.

In terms of experience working with other international students (excluding students from Ukraine), responses were almost evenly distributed: approximately one-third of respondents reported frequent experience, one-third occasional experience, and one-third no experience at all. This indicates significant variation in intercultural competences within the study group.

The surveyed group is characterized by a high level of academic experience, both in terms of seniority and positions held, which allows us to treat their opinions as well-established and based on long-term observation of students.

The diversity of age and experience of the respondents favors a positive view of the adaptation process of students from Ukraine, combining the experience of staff with long teaching practice with the perspective of younger academic teachers.

The dominance of social sciences, humanities and economics suggests that the study results reflect to a greater extent the experiences from areas in which linguistic, communicative and cultural competences play a key role.

The predominance of the local language of instruction as the main language of instruction provides an important interpretative context for the results regarding linguistic competences, academic communication and integration of students from Ukraine.

The varying levels of experience in working with other international students indicate that staff opinions may be shaped both by previous intercultural competences and by experiences gained directly in contact with students from Ukraine.

b) Students from Poland

The study involved 708 students, with a clear predominance of women (70.4%). Men constituted 27.3%, while individuals identifying as other genders constituted 2.3% of the sample. The gender structure indicates a strong feminization of the sample, which is consistent with trends observed in many fields of study, particularly in the social and economic sciences.

The mean age of respondents was 20 years ($SD = 3.97$), with a range from 17 to 80. The median age (20) and high modal value confirm the dominance of students of traditional academic age. At the same time, the presence of older respondents, although small, indicates the heterogeneity of the sample in terms of life stage and educational experiences.

Analysis of the frequency of direct interactions with Ukrainian students shows that for most respondents, this contact is sporadic or nonexistent. Nearly 40% of students report no such interactions, and another 28.8% indicate infrequent contact. Only a small percentage of respondents (14.1%) engage in direct interactions daily or several times a week. This means that the experience of Ukrainian students' co-presence in the academic community is often indirect or observational.

Table 2 Characteristics of students studying at universities in Poland

	N	%
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Sex	Men	193	27.3%
	Women	499	70.4%
	Other	16	2.3%
Age	Mean $\pm$ standard deviation	20 $\pm$ 3.97	
	Median, Modal	20.19 (176)	
	Minimum - Maximum	17-80	
Frequency of direct interactions with Ukrainian students	Every day or almost every day	33	4.7%
	Several times a week	67	9.4%
	Occasionally	123	17.4%
	Rarely	204	28.8%
	Never	281	39.7%
Awareness of the existence of support services or activities organized by the university for people from Ukraine	Yes, I participated or cooperated	14	2.0%
	Yes, but I didn't participate	343	48.4%
	No, I'm not aware	127	18.0%
	I'm not sure	224	31.6%
Field of study	Social Sciences/Humanities	89	12.6%
	Natural science	7	1.0%
	Engineering	9	1.3%
	Economics and business	428	60.5%
	Law	4	0.6%
	Piece	4	0.6%
	Education	14	1.9%
	Language and communication	22	3.1%
	Other	130	18.4%
Level of study	Bachelor's degree	589	83.3
	Master's degree	114	16.1
	Doctoral	4	0.6
Form of studies	Full-time studies	559	78.9%
	Part-time studies	149	21.1%
Semester of studies	1	471	67.7%
	2	6	0.8%
	3	70	10.1%
	4	8	1.1%
	5	137	19.7%
	6	4	0.6%

Regarding awareness of support initiatives for people from Ukraine, nearly half of students (48.4%) report being aware of such initiatives but have not participated. At the same time, a significant percentage of respondents (31.6%) are unsure whether such initiatives exist, and 18% have no knowledge of them. Only 2% of students have had direct contact with or collaborated with such initiatives, indicating the limited visibility of institutional support from a student perspective.

In terms of field of study, economics and business clearly dominates (60.5%), indicating a strong bias towards a single discipline. "Other" (18.4%) and social sciences and humanities

(12.6%) also account for a significant share. Other fields are sparsely represented, which should be taken into account when generalizing the results.

The vast majority of respondents are enrolled in bachelor's degree programs (83.3%) and full-time programs (78.9%). Master's students constitute 16.1%, while doctoral students constitute only 0.6% of the sample, indicating marginal representation in the third cycle of education.

Analysis of the semester of study shows a concentration of respondents in the early stages of their education – 67.7% of students are in their first semester, and nearly 20% are in their fifth semester. The remaining semesters are represented to a very limited extent.

The studied student group has a distinctly homogeneous demographic and educational profile – young, full-time undergraduate students majoring in economics predominate. The significant female sample and the concentration on a single area of study limit the generalizability of the results to the entire university student population. The low frequency of direct interactions with Ukrainian students suggests that the attitudes and opinions of the surveyed students may be largely shaped by indirect observations, institutional messages, or community narratives, rather than personal experience. The limited awareness of support activities for Ukrainians indicates a potential communication gap between the university and students and the need to increase the visibility of integration initiatives. The predominance of students in the initial semesters of study may influence the perception of integration and the presence of Ukrainian students, as these individuals have less experience in the academic environment.

c) Ukrainian students studying in Poland

The study group consisted of 34 students from Ukraine studying in Poland. The gender structure was dominated by women (55.8%), with men accounting for 41.1% and people identifying as other genders accounting for 2.9%. This distribution indicates a moderate feminization of the sample, typical for social and economics fields.

Table 3 Characteristics of Ukrainian students studying in Poland

	Poland	
Gender	Male	14 41.1

	Female other	19 1	55.8 2.9
Age	Mean $\pm$ standard deviation Median, Modal Minimum - Maximum	19.2 $\pm$ 3.8 19,17,18 (11) 17-36	
In which level of study are you currently enrolled in?	Bachelor's degree Master's degree PhD student	22 11 1	64.7% 32.4% 2.9%
Which semester are you currently in within your studies?	Three Four Five More than 6	5 1 4 24	14.7% 2.9% 11.8% 70.6%
What domain of studies are you currently enrolled in?	Social Sciences / Humanities Engineering Other Languages and Communication Natural Sciences Economics / Business Education Arts	11 2 3 2 2 11 1 2	32.4% 5.9% 8.8% 5.9% 5.9% 32.4% 2.9% 5.9%
What type of study program are you enrolled in?	Full-time study program Part-time study program	31 3	91.2% 8.8%
Have you come to this country directly as a result of the war?	No, I came for other reasons (eg, academic, family-related). No, I was already here for studies / I was already living here. Yes, I came directly because of the war.	5 4 25	14.7% 11.8% 73.5%
Do you receive a scholarship or other type of financial support?	Yes Yeah	12 22	35.3% 64.7%
Do you intend to stay in this country after completing your studies?	Yes Not sure Yeah	17 15 2	50.0% 44.1% 5.9%
Have you participated in university-organized support activities for Ukrainian students?	Yes Yeah	2 32	5.9% 94.1%
What is your current type of accommodation during your studies in the host country?	In accommodation shared with family members In a university dormitory / student residence In a rented apartment or house (alone or with roommates) Other In my own apartment or house In accommodation provided by a host family	9 15 6 1 2 1	26.5% 44.1% 17.5% 2.9% 5.9% 2.9%

The mean age of respondents was 19.2 years (SD = 3.8), with a range from 17 to 36 years, confirming that students of traditional academic age dominated. The median and modal ages (19 and 18 years) indicate a concentration of respondents in the early stages of higher education, with a simultaneous presence of older students, which introduces a certain level of heterogeneity in the sample.

In terms of level of study, bachelor's degree students dominated (64.7%), while master's degree students constituted 32.4%, and doctoral students only 2.9%. This structure indicates that the experiences of the respondents relate mainly to the first cycle of education.

Analysis of the semester of study reveals that the vast majority of respondents (70.6%) are in an advanced stage of their studies (above the sixth semester). The remaining respondents are in their third, fourth, and fifth semesters. This indicates that a significant portion of the sample has long-term experience in the host country's higher education system.

Ukrainian students represented a diverse range of fields of study, with the most represented being social sciences and humanities (32.4%) and economics and business (32.4%). Other fields, such as engineering, natural sciences, languages and communication, and art, were represented to a lesser extent, indicating the multidisciplinary, albeit uneven, nature of the sample.

The vast majority of students participated in full-time studies (91.2%), which suggests intensive contact with the university and direct participation in the academic life of the host country.

Analysis of the migration context of studies indicates that 73.5% of respondents arrived in the host country as a direct result of war, while the remaining students had already been in the country or arrived for other reasons. This highlights that for most respondents, the experience of studying is strongly linked to forced migration.

In terms of financial support, only 35.3% of students declared receiving a scholarship or other form of financial aid, which means that the majority of respondents function without systemic material support.

Despite experiencing forced migration, 50% of students declare their intention to remain in their host country after graduation, while 44.1% are unsure. A small percentage (5.9%) do not plan to continue their stay, which may indicate a relatively high level of academic and social adaptation.

The very low level of participation in university support activities is noteworthy – only 5.9% of students took part in initiatives organised by the university, which indicates the limited scope or availability of such activities from the perspective of beneficiaries.

In terms of housing, the dominant form of accommodation was student dormitories or student houses (44.1%), followed by living with family (26.5%) and renting apartments. This structure indicates diverse adaptation strategies and varying levels of life stability among the surveyed students.

The surveyed group of Ukrainian students consists primarily of young, full-time students, with a significant proportion of students at an advanced stage of their studies, which suggests they have a good understanding of the realities of the host country's universities. The experience of war-related forced migration constitutes a key context for the functioning of most of the surveyed students and should be considered when interpreting their opinions and assessments of academic and social adaptation. Despite limited access to financial support and low participation in formal assistance programs, a significant number of students declare a desire to remain in the host country, which may indicate a relatively positive assessment of their study and living conditions. The low level of participation in support activities organized by universities indicates the need for better communication, promotion, and tailoring support to the actual needs of Ukrainian students. The diverse housing conditions and fields of study suggest that the adaptation process of Ukrainian students is not uniform and is strongly dependent on individual educational and life circumstances.

Analysis of differences and dependencies in the opinions of staff, Polish students and Ukrainian students regarding adaptation in the Polish academic environment

Based on research conducted among academic staff, Polish students, and Ukrainian students, questions were selected that were repeated across all groups. This allowed for a comparison of whether respondents assessed individual areas in a similar manner or whether they differed. The compatible questions selected are presented in Table 4, along with the test probability p – the result of the research using Pearson's chi-square test of independence, indicating whether the differences between the groups were statistically significant. The research was conducted at a significance level of $\alpha=0.05$.

Table 4 Cumulative results of the Pearson chi-square test of independence. Group a of the individual area assessments

	p-value
Part A - Academic adaptation of students from Ukraine	
The teaching style in Poland seems to be consistent with the learning style of students from Ukraine.	0.000***
Students from Ukraine have a realistic approach to the scope and pace of academic work.	0.000***
Students from Ukraine have practical skills in using platforms, libraries and other university resources.	0.000***
In direct interactions, academic language does not constitute a significant communication barrier.	0.000***

Part B - Perception of socio-cultural integration	
Students from Ukraine demonstrate a willingness to learn and understand local cultural norms.	0.000***
Part C - Observed Institutional Support	
The administrative steps necessary for integration are explained to students in a clear and structured manner.	0.000***
Issues related to accommodation, documentation or scholarships are effectively handled by the university.	0.000***
Support in administrative matters is quick and effective.	0.000***
Part D - Emotional state and psychological safety (indirect perception)	
There were no behaviors indicating a persistent sense of uncertainty.	0.000***
Part E - Autonomy and career orientation (observable)	
Students from Ukraine clearly express their expectations regarding their educational path.	0.000***
They actively participate in activities aimed at developing their professional competences.	0.000***
They demonstrate a realistic approach to their strengths and weaknesses.	0.000***
In informal conversations or activities, they express motivation to complete their studies or find a job.	0.000***
Part F - Linguistic Competences and Academic Communication	
They understand academic requirements without having to constantly ask for additional explanations.	0.000***
In formal situations, their use of language is correct and appropriate to the context.	0.000***
Their written work meets the university's expectations.	0.000***
During classes, they speak up when they have questions or comments.	0.000***
The language barrier no longer seems to be a recurring problem in interactions.	0.000***
Part G - Perceived Fairness and Inclusion	
There were no differences in treatment based on nationality.	0.000***
Access to resources and opportunities for Ukrainian students is comparable to that of other students.	0.000***
In group activities, the opinions of Ukrainian students are naturally expressed and taken into account.	0.000***
There were no signs of exclusion or marginalization.	0.000***
The presence of Ukrainian students is naturally perceived in the academic community.	0.000***

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$; ns – no statistical significance”

The analyses conducted indicate that in all assessments, differences based on group membership (staff, students, and Ukrainian students) are statistically significant. Detailed results of the analyses are presented in the graphs and tables below, which allowed for the formulation of appropriate conclusions regarding the observed differences.

Part A - Academic adaptation of students from Ukraine

The teaching style in Poland seems to be consistent with the learning style of students from Ukraine.

Differences in the assessment of whether the teaching style in Poland seems to be consistent with the learning style of students from Ukraine between the groups (academic staff, Polish

students, and Ukrainian students) are statistically significant $p < \alpha$ ($p = 0.000$). The results are presented in Table 5.

Table 5 Results of the Pearson chi-square test of independence. The teaching style in Poland appears to be consistent with the learning style of Ukrainian students, broken down by respondent group.

	Chi-square	df	p
Pearson's Chi ²	81.57	df=8	p=0.000
Fi	0.31		
Contingency factor	0.30		
V Craméra	0.22		

Students from Ukraine expressed the most positive opinions on this matter. A total of 91.2% of respondents from this group agreed with the statement (44.1% "I partially agree," 47.1% "I completely agree"), with a low percentage of neutral responses (5.9%) and minimal negative responses (2.9%). These results indicate that the teaching style in Poland largely reflects the learning style of Ukrainian students.

Academic staff assess the situation positively, although some remain neutral. 51.8% of responses confirming this statement (14.3% "I partially agree," 37.5% "I completely agree"), with a high proportion of neutral responses (39.3%) and a low proportion of negative responses (9.0%). These results suggest that staff perceive some consistency between the teaching style and the preferences of Ukrainian students, but some are also neutral.

Polish students demonstrate greater dispersion of ratings. Positive responses constitute 39.6% (29.3% "I partially agree," 10.3% "I completely agree"), with a high proportion of neutral responses (40.9%) and 19.6% of negative responses. These results indicate that the alignment of teaching style with student preferences is not as obvious for Polish students.

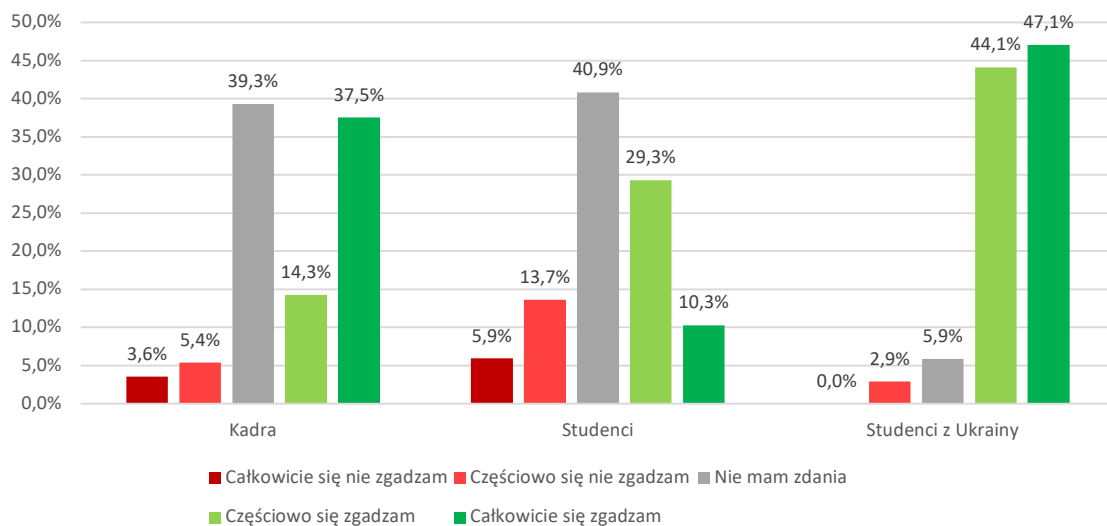
Students from Ukraine largely believe that the teaching style in Poland corresponds to their way of learning, which facilitates adaptation and effective knowledge acquisition.

Academic staff see the teaching style as consistent with the preferences of Ukrainian students, although some remain neutral, which may indicate a need to better adapt teaching methods or increase awareness of cultural differences in teaching.

Students show greater dispersion in their ratings, suggesting that not all domestic students perceive the teaching style as universally effective for all students.

The results suggest that overall, the university adapts its teaching methods well to Ukrainian students, but there is room for further optimization of the teaching style to accommodate the diversity of learning styles.

Drawing1The teaching style in Poland seems to be consistent with the learning style of students from Ukraine, broken down by the surveyed groups of respondents.



Students from Ukraine have a realistic approach to the scope and pace of academic work.

Differences in the assessment of whether Ukrainian students have a realistic approach to the scope and pace of academic work between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The study results are presented in Table 6.

Table 6 Results of the Pearson chi-square test of independence Students from Ukraine have a realistic approach to the scope and pace of academic work, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	46.70	df=8	p=0.000
Fi	0.24		
Contingency factor	0.23		
V Craméra	0.17		

Ukrainian students rated the survey statement most positively. A total of 79.4% of them declared agreement (including 44.1% wholly agreed), with a very low percentage of negative responses (2.9%) and a relatively small share of neutral responses (17.7%). These results indicate high self-assessment regarding their ability to meet academic requirements.

Academic staff also largely assess the approach of Ukrainian students positively – 67.8% of responses indicated agreement, with an equal share of "I partially agree" and "I completely agree" responses (33.9% each). At the same time, there is a significant percentage of neutral responses (21.4%), which may indicate limited contact among some staff with this group of students or caution in formulating clear assessments.

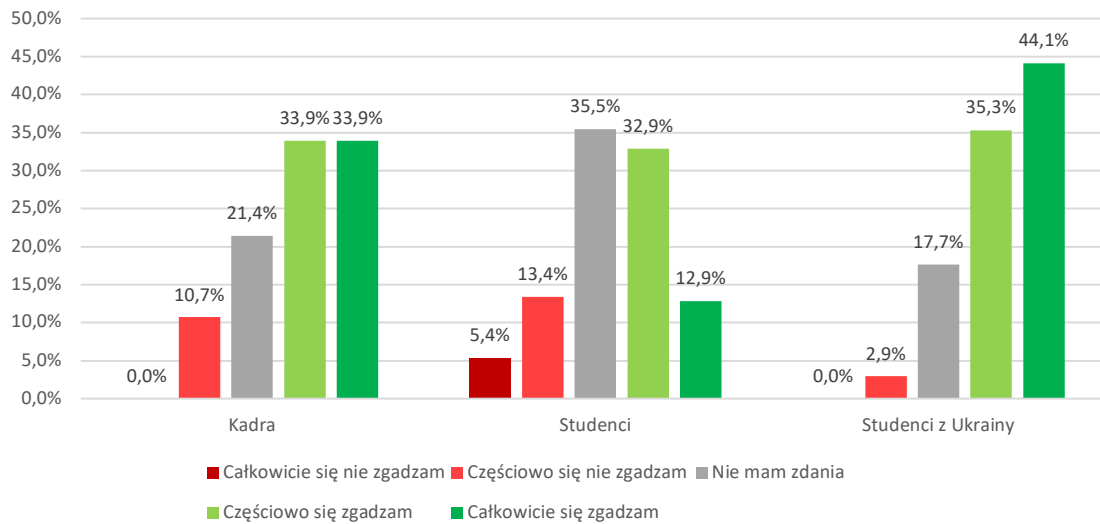
Students from Poland are the most skeptical group. Only 45.8% of them agree with the statement, while a staggering 35.5% declared no opinion. This is the highest level of neutral responses among all the surveyed groups, which may indicate a lack of sufficient experience working with Ukrainian students or difficulty assessing their approach to academic work.

Ukrainian students overwhelmingly perceive their approach to the scope and pace of academic work as realistic. Academic staff generally agree with this assessment, although they are more likely than Ukrainian students to express a neutral stance. Polish students are least convinced of the Ukrainian students' realistic approach, as evidenced by the high percentage of "I have no opinion" responses.

The diversity of ratings suggests that the level of acceptance and certainty of opinions increases with direct experience of academic work in the study group.

The results may indicate a need for better integration of students and increased exchange of experiences between groups.

Drawing2Ukrainian students have a realistic approach to the scope and pace of academic work, broken down by the surveyed groups of respondents



Students from Ukraine have practical skills in using platforms, libraries and other university resources.

Differences in the assessment of whether Ukrainian students have practical skills in using platforms, libraries, and other university resources between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.001$)). The study results are presented in Table 7.

Table 7 Results of the Pearson chi-square test of independence Students from Ukraine have practical skills in using platforms, libraries and other university resources, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	27.62	df=8	p=0.001
Fi	0.18		
Contingency factor	0.18		
V Craméra	0.13		

Figure 3 presents the opinions of three groups of respondents (academic staff, students from Poland and students from Ukraine) regarding the practical skills of Ukrainian students in using educational platforms, the library and other university resources.

The highest level of positive assessments is reported by students from Ukraine. A total of 79.4% of respondents from this group agreed with the statement (including 41.2% partially and 38.2% fully). At the same time, the percentage of neutral (11.8%) and negative responses (totaling 8.8%) is relatively low. These results indicate a high self-assessment of practical competences in using university resources.

Academic staff assess these skills moderately positively. 51.8% of responses confirming this statement (16.1% "I partially agree" and 35.7% "I completely agree"). At the same time, a very high percentage of neutral responses is noticeable (39.3%), which may indicate limited observability of these competencies in daily teaching or a lack of direct contact with the technical aspects of students' functioning.

Polish students also overwhelmingly positively assess the competences of Ukrainian students (49.7% positive responses), but similarly to the faculty, a high level of "no opinion" responses was noted (38.2%). Negative responses accounted for 12.1%, indicating a moderate but noticeable level of skepticism.

The vast majority of students from Ukraine assess their ability to use university resources as high and sufficient.

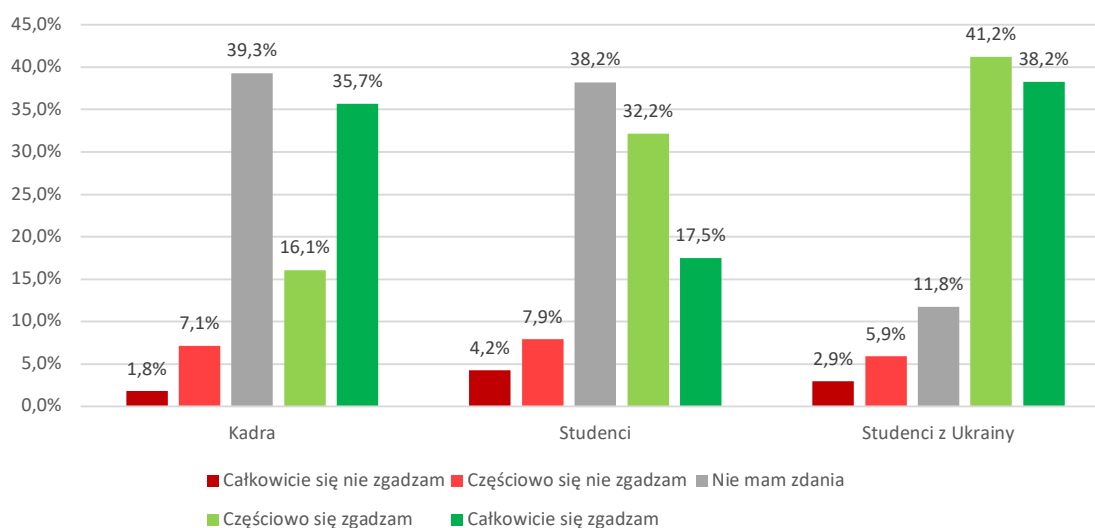
Academic staff and students from Poland are less likely to express unequivocally positive assessments, which is confirmed by the high percentage of neutral responses.

The high share of “I have no opinion” responses among staff and students may indicate limited visibility of technical competences of students from Ukraine in the teaching process.

The results suggest that these competences are better recognized by Ukrainian students themselves than by other academic groups.

It may be appropriate to strengthen information or integration activities that would allow for better disclosure and uniformity of the level of use of university resources among all students.

Drawing3Students from Ukraine have practical skills in using platforms, libraries and other university resources, broken down by surveyed respondent groups



In direct interactions, academic language does not constitute a significant communication barrier.

Differences in the assessment of whether academic language constitutes a significant communication barrier in direct interactions between the groups (academic staff, Polish students, and Ukrainian students) are statistically significant $p < \alpha$ ($p = 0.000$). The research results are presented in Table 8.

Table 8 Results of the Pearson chi-square test of independence In direct interactions, academic language does not constitute a significant communication barrier, broken down by the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	71.82	df=8	p=0.000
Fi	0.29		
Contingency factor	0.28		
V Craméra	0.21		

The most unequivocally positive stance is presented by students from Ukraine. A total of 85.3% of respondents from this group agree that academic language does not pose a significant barrier (including 47.1% who partially agree and 38.2% who completely agree). The percentage of negative responses is minimal (2.9%), and neutral responses constitute 11.8%, indicating a high sense of communication freedom in face-to-face interactions.

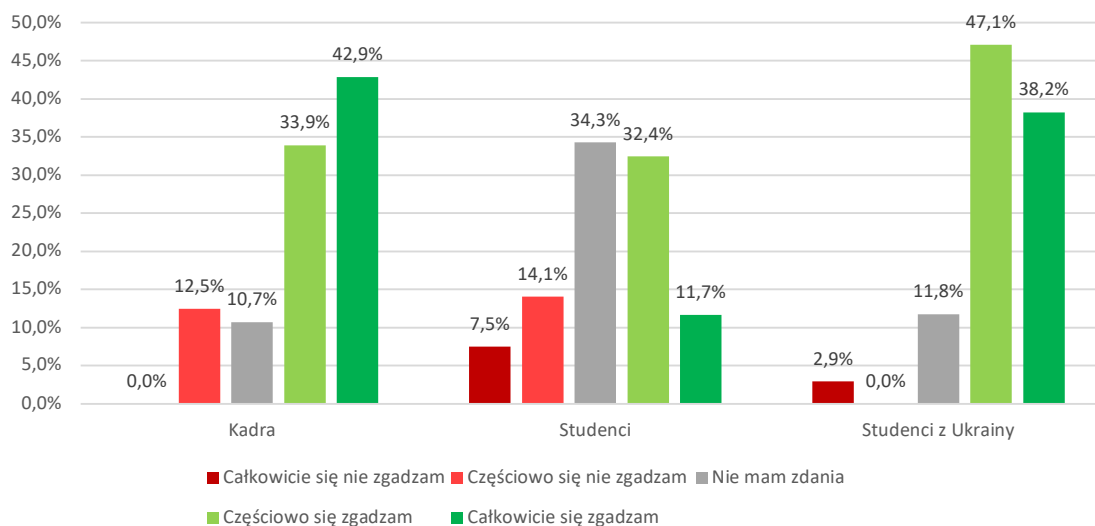
Academic staff also overwhelmingly confirm the absence of significant language barriers. Positive responses constitute 76.8% (33.9% "I partially agree" and 42.9% "I completely agree"). At the same time, 12.5% of staff respondents expressed partial disagreement, which may suggest that language barriers are noticeable in some teaching or organizational situations.

The most diverse opinions are found among Polish students. Only 44.1% of them agree with the statement, while there is a high percentage of neutral responses (34.3%) and a relatively high level of negative responses (21.6%). This may indicate students' greater sensitivity to potential communication difficulties in everyday academic interactions.

The vast majority of Ukrainian students do not perceive academic language as a significant barrier to face-to-face interactions. Academic staff largely share this opinion, although some respondents note occasional communication difficulties. Polish students are least convinced of the absence of language barriers, as reflected in the high percentage of neutral and negative responses. The varying opinions suggest that the perception of language barriers depends on the role in the academic environment and the intensity of face-to-face interactions. The results

may indicate a need for further support for communication between students, especially in the context of integration and teamwork.

Drawing 4 In direct interactions, academic language does not constitute a significant communication barrier, broken down by the surveyed groups of respondents.



Part B - Perception of socio-cultural integration

Students from Ukraine demonstrate a willingness to learn and understand local cultural norms.

Differences in the assessment of whether Ukrainian students demonstrate readiness to learn and understand local cultural norms between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The study results are presented in Table 9.

Table 9 Results of the Pearson chi-square independence test Students from Ukraine show readiness to learn and understand local cultural norms, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	94.70	df=8	p=0.000
Fi	0.34		
Contingency factor	0.32		
V Craméra	0.24		

The most positive assessment of the analyzed statement comes from academic staff. A total of 71.4% of respondents from this group expressed agreement (including 25.0% who partially agreed and 46.4% who completely agreed). At the same time, the percentage of neutral responses was 23.2%, which may indicate limited observability of cultural behaviors in the daily teaching process.

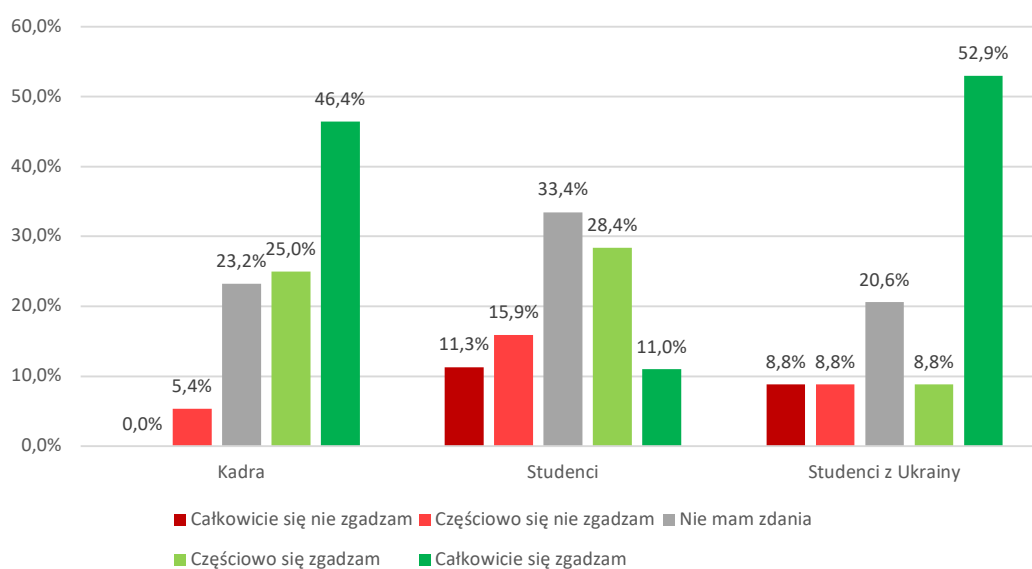
Ukrainian students also largely assess their readiness for cultural adaptation positively – 61.7% of responses were in agreement, with the dominant response category being "I completely agree" (52.9%). At the same time, the percentage of negative responses is noticeably higher than in other areas analyzed (totaling 17.6%), which may indicate varying adaptation experiences within this group.

Polish students are again the most skeptical group. Positive responses constitute 39.4%, while there are high percentages of neutral (33.4%) and negative (27.2%) responses. This may suggest that some students perceive the process of cultural adaptation as more complex or ambiguous.

Academic staff most strongly perceive Ukrainian students' willingness to learn and understand local cultural norms. Ukrainian students mostly declare openness to cultural

adaptation, although their responses are more varied than for the other aspects analyzed. Polish students most often express a lack of a clear opinion or skepticism regarding the adaptive readiness of Ukrainian students. This variation in assessments may stem from differing interactional experiences and the degree of involvement in intercultural relations. The results suggest the need for further support for integration and educational activities that foster mutual understanding of cultural norms in the academic environment.

Drawing 5 Students from Ukraine demonstrate willingness to learn and understand local cultural norms, broken down by the surveyed respondent groups



Part C - Observed Institutional Support

The administrative steps necessary for integration are explained to students in a clear and structured manner.

Differences in the assessment of whether the administrative steps necessary for integration are explained to students in a clear and structured manner between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The results are presented in Table 10.

Table 10 Results of the Pearson chi-square test of independence. The administrative steps necessary for integration are explained to students clearly and in an orderly manner, divided into the studied groups of respondents.

	Chi-square	df	p
Pearson's Chi ²	28.48206	df=8	p=,00039
Fi	0.188805		
Contingency factor	0.185527		
V Craméra	0.133505		

The table presents the opinions of three groups of respondents (academic staff, students from Poland and students from Ukraine) regarding the clarity and order of information provided to students regarding the administrative steps necessary for integration.

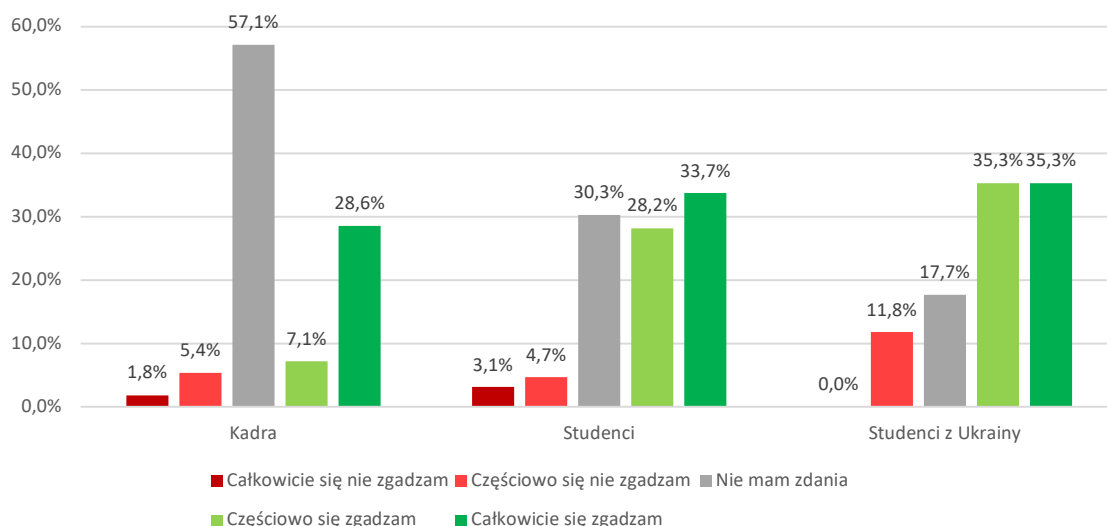
Students from Ukraine rated the statement most positively. A total of 70.6% of respondents from this group agreed with it (35.3% "I partially agree" and 35.3% "I completely agree"). The percentage of neutral responses was 17.7%, while negative responses accounted for 11.8%, indicating that although positive assessments predominate, some students experience difficulties or ambiguities in this area.

Polish students also overwhelmingly positively assess the way administrative information is provided – 61.9% of responses indicated agreement. At the same time, there is a significant share of neutral responses (30.3%), which may suggest limited exposure to integration procedures by some students or a lack of full knowledge of the administrative support available to Ukrainian students.

Academic staff present the most reserved stance. As many as 57.1% of respondents from this group declared no opinion, with only 35.7% responding positively. This may indicate staff's low involvement in administrative processes or limited knowledge of how to implement them.

Ukrainian students mostly positively assess the clarity and organization of information regarding administrative steps related to integration. Polish students also perceive the transparency of these activities, although a significant portion of them do not have a clear opinion. Academic staff largely refrain from expressing an opinion in this regard, suggesting a distance from the administrative processes accompanying student integration. The high percentage of neutral responses, particularly among staff, indicates the need for better internal communication between the administration and academic staff. The results suggest the need for further organization and dissemination of administrative information so that it is clearly recognizable by all groups in the academic community.

Drawing 6 The administrative steps necessary for integration are explained to students clearly and in a structured manner, broken down by respondent group.



Issues related to accommodation, documentation or scholarships are effectively handled by the university.

Differences in the assessment of whether issues related to accommodation, documentation, and scholarships are effectively handled by the university between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The study results are presented in Table 11.

Table 11 Results of the Pearson chi-square test of independence Issues related to accommodation, documentation or scholarships are effectively handled by the university, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	44.15	df=8	p=0.000
Fi	0.23		
Contingency factor	0.22		
V Craméra	0.16		

Students from Ukraine have the most positive assessment of this issue. A total of 64.7% of respondents from this group agree with the statement (20.6% "I partially agree" and 44.1% "I completely agree"). At the same time, the percentage of neutral responses is 17.7%, while negative responses constitute 17.7%, indicating that students' experiences with administrative services vary.

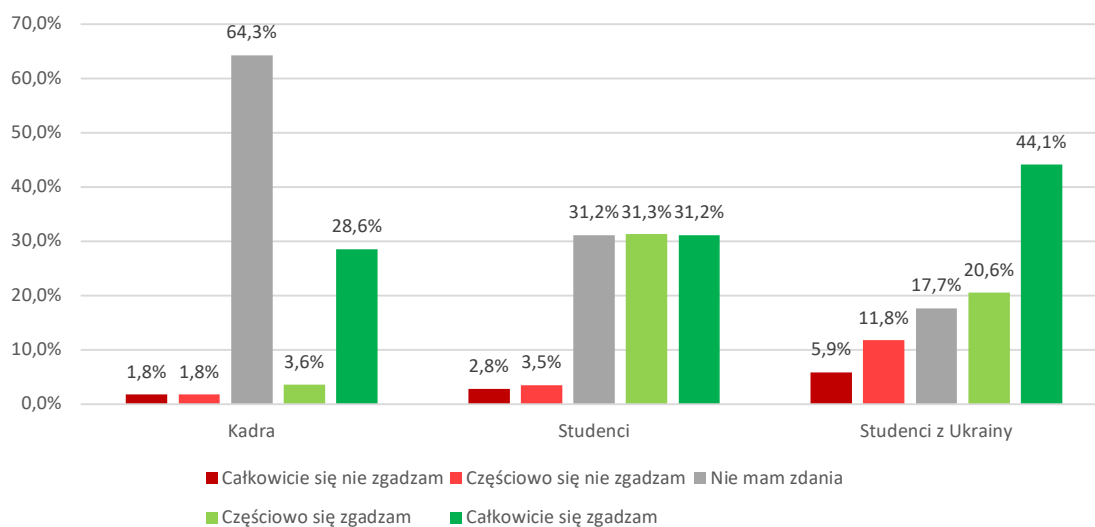
Polish students have a moderately positive assessment of the effectiveness of administrative services. 62.5% of responses affirmed this statement, with a relatively high percentage of neutral responses (31.2%), though lower than among faculty. The low percentage of negative responses (6.3%) suggests that students rarely experience significant problems in this area.

Academic staff present the most reserved and ambiguous stance. As many as 64.3% of respondents from this group declared no opinion, while only 32.2% responded positively. This high percentage of neutral responses may indicate limited staff knowledge of procedures related to accommodation, documentation, and the scholarship system.

Ukrainian students generally positively assess the effectiveness of the handling of issues related to accommodation, documentation, and scholarships, although their experiences are not uniform. Polish students also perceive the efficient operation of administrative services, with relatively low negative ratings. Academic staff largely disagree on the analyzed issues, confirming their limited involvement in administrative matters. The high proportion of neutral responses among staff indicates the need for better communication between the administration

and academic staff. The results suggest that further streamlining and standardizing administrative procedures could improve the integration experience for students, especially those from Ukraine.

Drawing7 Issues related to accommodation, documentation or scholarships are effectively handled by the university, broken down by the surveyed groups of respondents



Support in administrative matters is quick and effective.

Differences in the assessment of whether support in administrative matters is quick and effective between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The study results are presented in Table 12.

Table 12 Results of the Pearson chi-square test of independence Support in administrative matters is quick and effective, broken down by the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	45.32	df=8	p=0.000
Fi	0.23		
Contingency factor	0.23		
V Craméra	0.16		

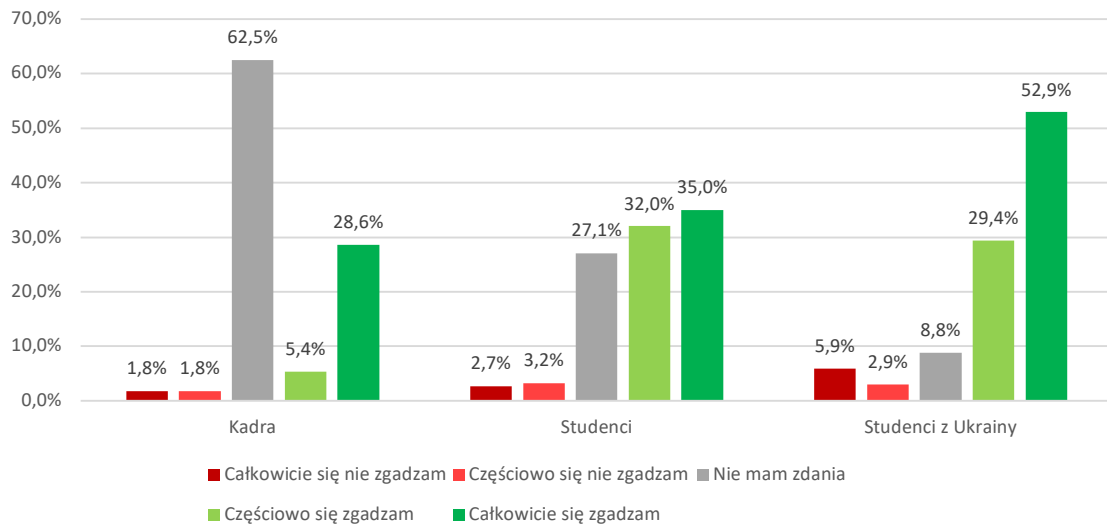
Students from Ukraine rate administrative support the most positively. A total of 82.3% of respondents from this group agree with the statement (29.4% "somewhat agree" and 52.9% "totally agree"). The percentage of neutral responses is low (8.8%), and negative responses constitute 8.8%, indicating a high assessment of the effectiveness of administrative support.

Polish students also overwhelmingly rate administrative support positively. 67.0% of responses affirmed this statement, with a moderate share of neutral responses (27.1%) and a low level of negative ratings (5.9%). These results suggest that students generally have good experiences with university administration.

Academic staff demonstrate the most reserved attitude. As many as 62.5% of respondents from this group declared no opinion, while 34.0% responded positively. As in the previous areas, the high percentage of neutral responses may indicate limited staff involvement in students' day-to-day administrative matters or a lack of direct insight into the functioning of administrative support.

Ukrainian students highly rate the speed and effectiveness of the administrative support offered by the university. Most Polish students also confirm the efficient operation of administrative support. Academic staff are largely ambivalent in their assessment of the analyzed area. The high proportion of neutral responses among staff confirms their limited role in administrative processes. The results indicate that the university's administrative activities are generally viewed positively by direct beneficiaries, while there is a need to better inform staff about support mechanisms.

Drawing8Support in administrative matters is quick and effective, broken down by respondent group



Part D - Emotional state and psychological safety (indirect perception)

There were no behaviors indicating a persistent sense of uncertainty.

Differences in the assessment of this behavior indicating a persistent sense of uncertainty between the groups (academic staff, Polish students, and Ukrainian students) are statistically significant $p < \alpha$ ($p = 0.000$). The study results are presented in Table 13.

Table 13 Results of the Pearson chi-square test of independence There were no behaviors indicating a persistent sense of uncertainty in the division of the studied groups of respondents

	Chi-square	df	p
Pearson's Chi ²	37.76	df=8	p=0.000
Fi	0.21		
Contingency factor	0.21		
V Craméra	0.15		

Students from Ukraine have the most positive assessment of the situation. A total of 91.2% of respondents from this group agree with the statement (29.4% "I partially agree" and 61.8% "I completely agree"). The percentage of neutral responses is low (5.9%), and negative responses constitute only 2.9%, indicating a very high sense of stability and security among this group.

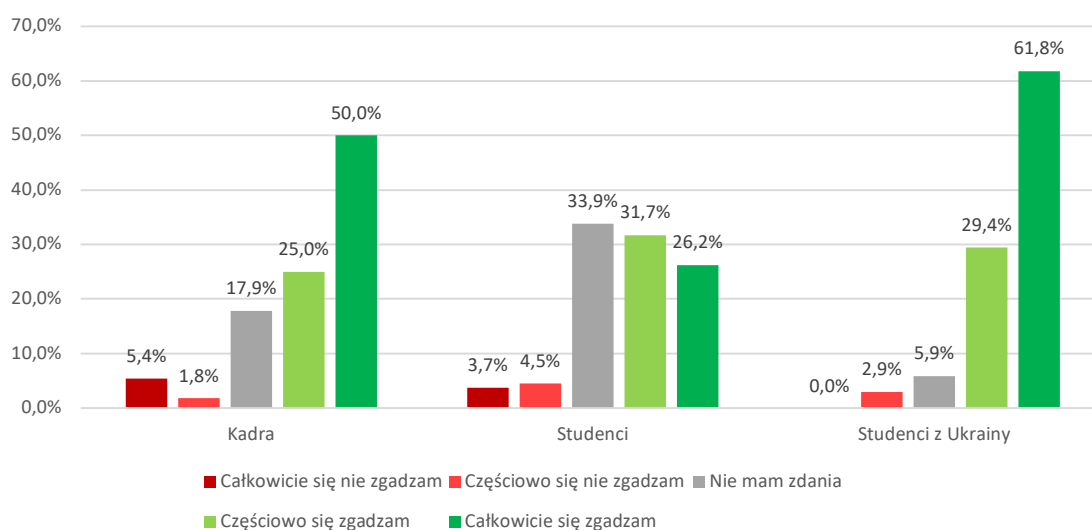
Polish students also overwhelmingly positively assess the lack of uncertainty. 58.0% of responses affirmed the statement, with a moderate share of neutral responses (33.9%) and a low level of negative assessments (8.2%). These results suggest that most students feel relatively confident, but some remain undecided or experience some uncertainty.

Academic staff expressed the most mixed opinions. Positive responses accounted for 75.0%, while neutral and negative responses combined totaled 25.1%. These results show that staff generally assess the situation as stable, but a small portion may perceive some signs of uncertainty.

Ukrainian students highly rate the lack of persistent uncertainty, indicating a strong sense of stability at the university. Polish students also largely perceive the situation as stable, although a higher percentage of neutral respondents suggests that some students may feel

uncertain or lack complete information. Academic staff generally perceive the situation as safe, but the lower number of negative and neutral responses indicates that their assessments are more dispersed than among Ukrainian students. The results show that the sense of stability at the university is positively perceived by direct participants in the educational process, while further monitoring of the mood among domestic students is necessary.

Drawing9 There were no behaviors indicating a persistent sense of uncertainty in the breakdown by the surveyed groups of respondents.



Part E - Autonomy and career orientation (observable)

Students from Ukraine clearly express their expectations regarding their educational path.

Differences in the assessment of whether Ukrainian students clearly express their expectations regarding their educational path between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The research results are presented in Table 14.

Table 14 Results of the Pearson chi-square test of independence Students from Ukraine clearly express their expectations regarding the educational path, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	71.26	df=8	p=0.000
Fi	0.29		
Contingency factor	0.28		
V Craméra	0.21		

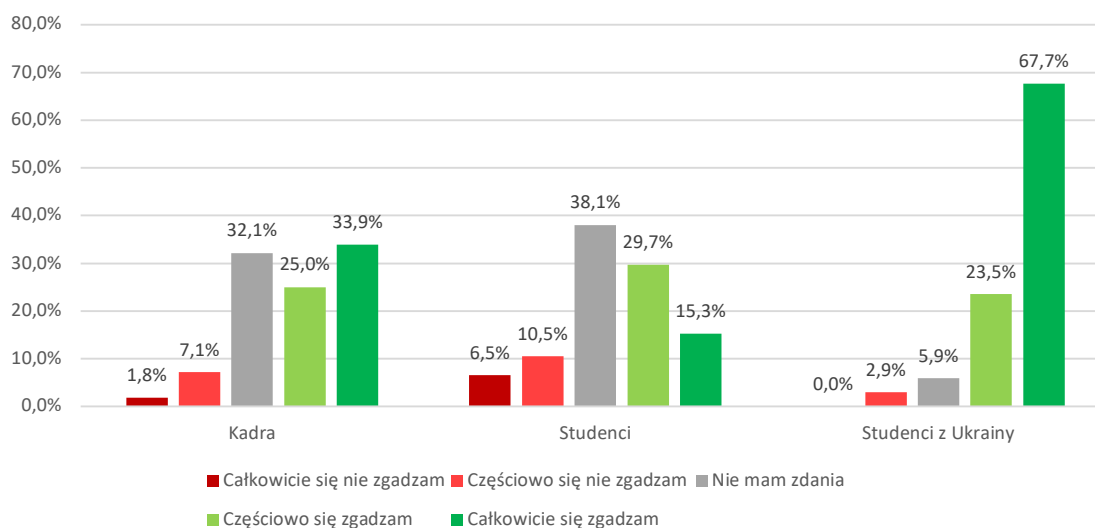
Ukrainian students express their educational expectations most strongly. A total of 91.2% of respondents from this group agree with the statement (23.5% "somewhat agree" and 67.7% "totally agree"). The percentage of neutral responses is low (5.9%), and negative responses constitute only 2.9%, indicating that Ukrainian students are clearly aware of their needs and clearly communicate their educational expectations.

Polish students showed moderate agreement with this statement. Positive responses constituted 45.0% (29.7% "I somewhat agree" and 15.3% "I completely agree"), with a high proportion of neutral responses (38.1%) and a moderate level of negative responses (17.0%). These results suggest that most domestic students recognize the clearly expressed expectations, but many remain undecided or unaware of the needs of Ukrainian students.

Academic staff presented moderately positive assessments. Positive responses constituted 58.9% (25.0% "I partially agree" and 33.9% "I completely agree"), with a significant share of neutral responses (32.1%) and a low level of negative assessments (8.9%). These results demonstrate that staff largely perceive Ukrainian students as clearly communicating their educational expectations, although some are cautious in expressing a clear opinion.

Ukrainian students clearly and articulately communicate their expectations regarding their educational path, as evidenced by the very high percentage of positive responses. Polish students acknowledge these expectations, but a significant portion remain neutral, which may indicate limited awareness or experience with the needs of Ukrainian students. Most academic staff also note that Ukrainian students clearly communicate their expectations, although the high percentage of neutral responses suggests caution in assessing or limited understanding of the individual needs of this group. The results indicate that Ukrainian students actively participate in the educational process, clearly expressing their needs, which may support better planning and adaptation of educational paths by the university and staff.

Drawing 10 Students from Ukraine clearly express their expectations regarding the educational path, broken down by the surveyed groups of respondents



They actively participate in activities aimed at developing their professional competences.

Differences in the assessment of whether Ukrainian students actively participate in activities aimed at developing their professional competences between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The research results are presented in Table 15.

Table 15 Results of the Pearson chi-square independence test Actively participate in activities aimed at developing their professional competences, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	59.99	df=8	p=0.000
Fi	0.27		
Contingency factor	0.26		
V Craméra	0.19		

Academic staff receive the most positive assessments in this regard. A total of 62.5% of respondents from this group agree with the statement (19.6% "I partially agree" and 42.9% "I completely agree"), with a relatively high share of neutral responses (28.6%) and a low level of negative responses (8.9%). These results indicate that staff perceive students as active in developing their professional competencies.

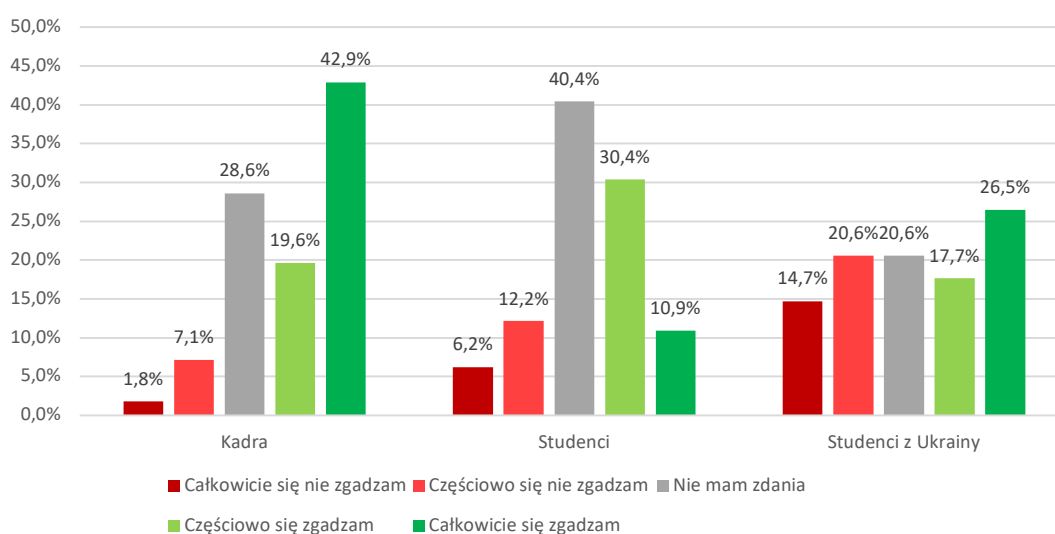
Polish students also showed moderate agreement with this statement. Positive responses constituted 41.3% (30.4% "I partially agree" and 10.9% "I completely agree"), with a significant share of neutral responses (40.4%) and a higher percentage of negative responses (18.4%). These results suggest that students' experiences of engaging in development activities vary, and not all students feel or perceive active participation in such initiatives.

Students from Ukraine presented the most diverse assessments. Positive responses constituted 44.2% (17.7% "I partially agree" and 26.5% "I completely agree"), neutral responses constituted 20.6%, and negative responses constituted 35.3% (14.7% "I completely disagree" and 20.6% "I partially disagree"). These results show that there is a significant diversity of attitudes within this group – some students are actively engaged in developing professional competences, while others declare no participation in such activities.

Academic staff largely perceive students as active in developing professional competencies. Polish students have a more moderate assessment – activity in developing professional competencies is not uniformly high and depends on individual commitment. Students from

Ukraine demonstrate the greatest variation in this regard – although some actively participate in competency development, a large percentage indicate a lack of participation, which may be due to language barriers, limited access to opportunities, or differences in the educational system of their country of origin. The results suggest the need to support and motivate students to participate in development initiatives, especially among students from Ukraine, to equalize the level of engagement and enable them to fully utilize the opportunities offered by the university.

Drawing11 They actively participate in activities aimed at developing their professional competences, divided into surveyed groups of respondents



They demonstrate a realistic approach to their strengths and weaknesses.

Differences in the assessment of whether Ukrainian students demonstrate a realistic approach to their strengths and weaknesses between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 16.

Table 16 The results of the Pearson chi-square test of independence show a realistic approach to their strengths and weaknesses divided into the studied groups of respondents.

	Chi-square	df	p
Pearson's Chi ²	45.69	df=8	p=0.000
Fi	0.23		
Contingency factor	0.23		
V Craméra	0.16		

Students from Ukraine are most positive in this regard. A total of 82.4% of respondents from this group agree with the statement (26.5% "I partially agree" and 55.9% "I completely agree"). The percentage of neutral responses is relatively low (14.7%), and negative responses are virtually nonexistent (2.9%). These results demonstrate that Ukrainian students demonstrate high self-awareness and realistically assess their competencies.

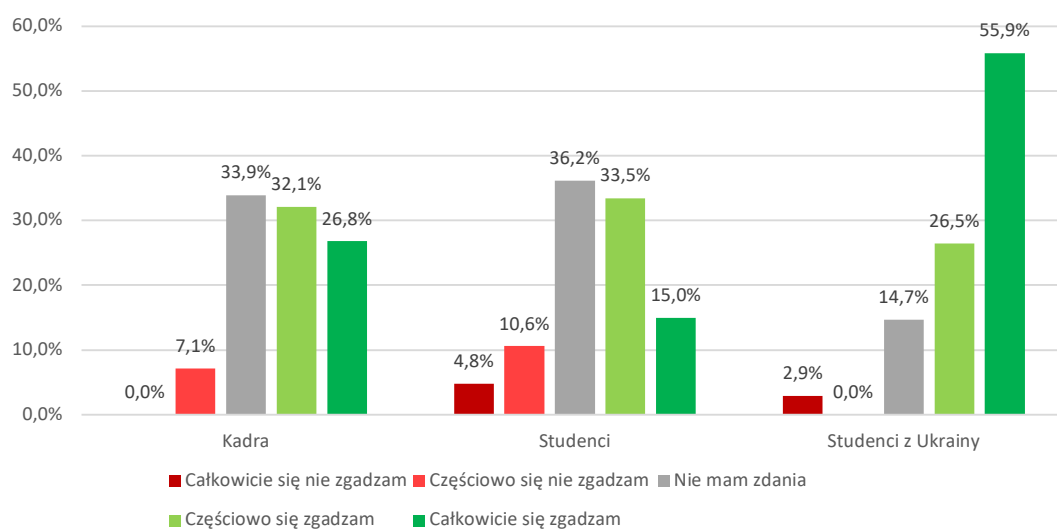
Polish students also assess their approach positively, though to a slightly lesser extent. 48.5% of responses affirmatively expressed this statement (33.5% "I partially agree" and 15.0% "I completely agree"), with a high proportion of neutral responses (36.2%) and a moderate level of negative responses (15.4%). These results suggest that the self-awareness of Polish students varies, with some demonstrating a realistic assessment of their strengths and weaknesses, while others remain less decisive.

Academic staff provide moderately positive assessments. Positive responses constitute 58.9% (32.1% "I partially agree" and 26.8% "I completely agree"), with a significant share of neutral responses (33.9%) and a low level of negative responses (7.1%). These results indicate that staff generally perceive students as aware of their competencies, although some are cautious about making clear assessments.

Ukrainian students demonstrate high self-awareness and a realistic approach to their strengths and weaknesses, which can positively impact their academic and professional development. Polish students also demonstrate a positive approach, but some remain neutral or

less confident in their self-assessment, indicating a need for support in developing self-reflective competences. Academic staff recognize students' realistic approaches, although the high percentage of neutral responses suggests limited exposure to individual student attitudes or caution in assessments. The results indicate that Ukrainian students are well prepared to consciously plan their career paths, and that universities can support all students in developing self-assessment skills and reflecting on their own competencies.

Drawing 12 They demonstrate a realistic approach to their strengths and weaknesses, broken down by the surveyed respondent groups.



In informal conversations or activities, they express motivation to complete their studies or find a job.

Differences in the assessment of whether Ukrainian students express motivation to complete their studies and find a job in informal conversations or activities between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The research results are presented in Table 17.

Table 17 Results of the Pearson chi-square test of independence In informal conversations or activities, they express motivation to complete studies or find a job, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	48.25	df=8	p=0.000
Fi	0.24		
Contingency factor	0.23		
V Craméra	0.17		

Academic staff expressed the most positive sentiment in this regard. A total of 69.7% of respondents from this group agreed with the statement (28.6% "I partially agree" and 41.1% "I completely agree"), with a relatively high share of neutral responses (28.6%) and minimal negative responses (1.8%). These results indicate that staff perceive students as motivated to achieve their educational and professional goals.

Polish students demonstrate moderate agreement. Positive responses constitute 42.1% (29.0% "I partially agree" and 13.1% "I completely agree"), with a high proportion of neutral responses (39.6%) and a moderate level of negative responses (18.4%). These results suggest that the motivation to complete studies or find a job is perceived among students, but not all express it in informal contexts.

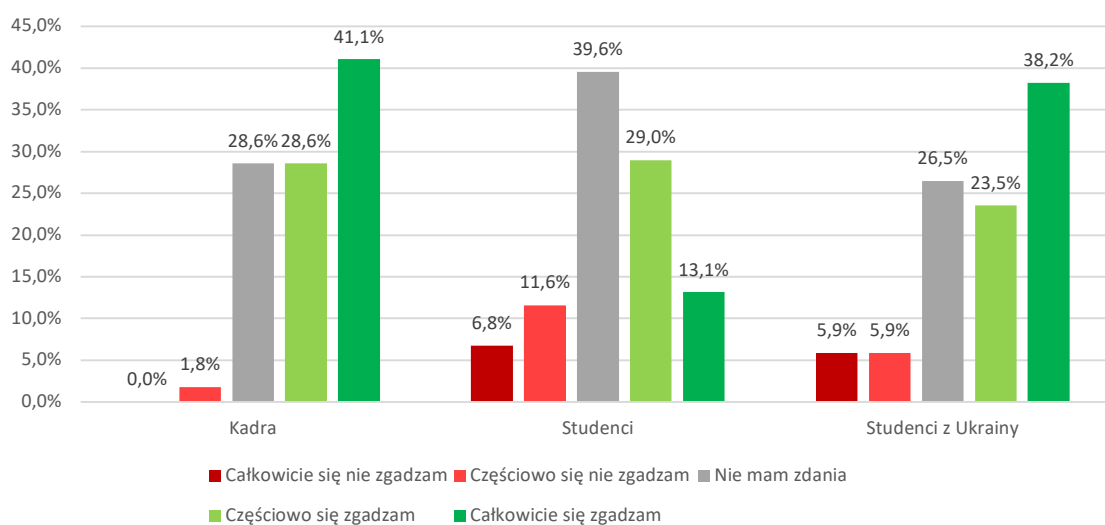
For Ukrainian students, positive responses amounted to 61.7% (23.5% "I partially agree" and 38.2% "I completely agree"), with 26.5% neutral responses and 11.8% negative responses. These results show that Ukrainian students are largely motivated to complete their studies or find a job and express this motivation in conversations or activities, although some remain neutral or less engaged in communicating their goals.

Academic staff perceive students as motivated to achieve their educational and professional goals, as reflected in the high positive response rates.

Polish students demonstrate moderate motivation in informal conversations or activities, and the high percentage of neutral responses suggests that not all students openly communicate

their goals. Ukrainian students are largely motivated to complete their studies and pursue employment, which may positively impact their academic engagement and prepare them for the job market. The results indicate that universities can support students in expressing their motivation and actively communicate their career goals, which can enhance competency development and student integration in the academic environment.

Drawing 13 In informal conversations or activities, they express their motivation to complete their studies or find a job, broken down by the surveyed groups of respondents.



Part F - Linguistic Competences and Academic Communication

They understand academic requirements without having to constantly ask for additional explanations.

Differences in the assessment of whether Ukrainian students understand academic requirements without the need to constantly ask for additional explanations between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The results are presented in Table 18.

Table 18 Results of the Pearson chi-square test of independence: They understand academic requirements without having to constantly ask for additional explanations, broken down by the surveyed groups of respondents.

	Chi-square	df	p
Pearson's Chi ²	110.47	df=8	p=0.000
Fi	0.37		
Contingency factor	0.34		
V Craméra	0.26		

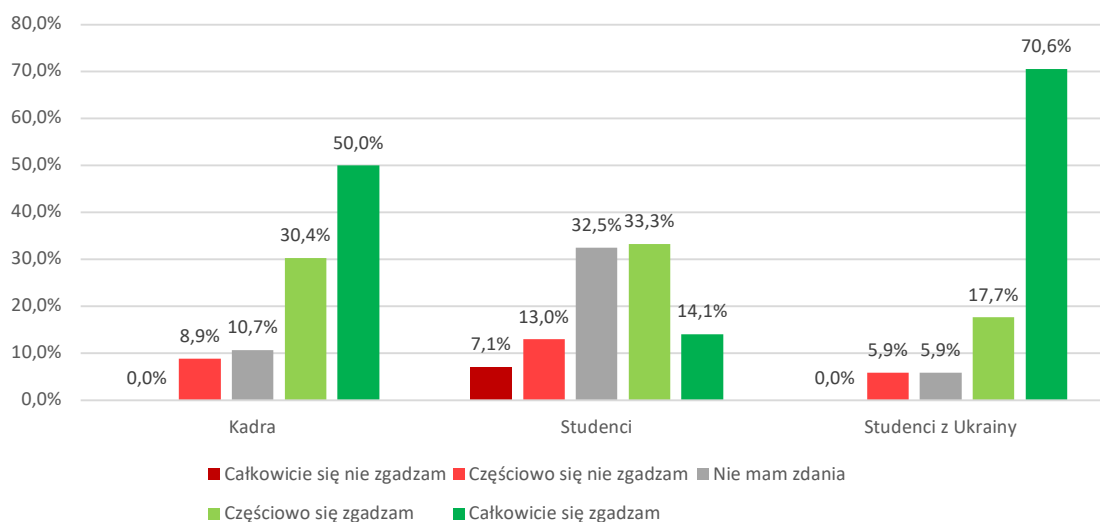
The most positive assessments in this regard were provided by students from Ukraine. A total of 88.3% of respondents from this group agreed with the statement (17.7% "somewhat agree" and 70.6% "totally agree"). The percentage of neutral responses is low (5.9%), and negative responses are also minimal (5.9%). These results indicate that Ukrainian students understand academic requirements very well and rarely require additional explanations.

Academic staff also viewed this aspect positively. 80.4% of responses (30.4% "somewhat agree" and 50.0% "totally agree") supported the statement, with a small percentage of neutral responses (10.7%) and a low level of negative responses (8.9%). These results suggest that staff perceive students as well-versed in academic requirements.

Polish students demonstrate moderate agreement. Positive responses constitute 47.4% (33.3% "somewhat agree" and 14.1% "totally agree"), with a high proportion of neutral responses (32.5%) and a relatively high level of negative responses (20.1%). These results indicate that there is greater divergence among domestic students, with some students clearly understanding the academic requirements, but a significant number remaining uncertain or requiring further clarification.

Ukrainian students understand academic requirements very well and rarely require additional explanations, which demonstrates their high level of independence and adaptability to the academic environment. Academic staff also perceive students as understanding the requirements well, indicating a positive assessment of their independence. Polish students demonstrate greater variation in this regard – some understand the requirements well, but many remain less confident in their academic responsibilities. The results suggest that the university effectively supports students in adapting to academic requirements, and Ukrainian students, in particular, demonstrate a high level of independence and understanding of the principles of functioning within the educational system.

Drawing 14 They understand academic requirements without having to constantly ask for additional explanations by respondent group



In formal situations, their use of language is correct and appropriate to the context.

Differences in the assessment of whether language use in formal situations is correct and appropriate to the context between the groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 19.

Table 19 Results of the Pearson chi-square independence test In formal situations, their use of language is correct and appropriate to the context, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	81.14	df=8	p=0.000
Fi	0.31		
Contingency factor	0.30		
V Craméra	0.22		

Students from Ukraine are most positively assessed in this regard. A total of 76.5% of respondents from this group agree with the statement (35.3% "I partially agree" and 41.2% "I completely agree"), with a relatively low share of neutral responses (14.7%) and minimal negative responses (8.8%). These results indicate that Ukrainian students use the language effectively in formal contexts and adapt their communication to the demands of the situation.

Academic staff also assessed this aspect positively. 76.8% of responses confirmed this statement (35.7% "I partially agree" and 41.1% "I completely agree"), with a low percentage of neutral responses (14.3%) and minimal negative responses (8.9%). These results suggest that staff perceive students as using language correctly and adequately in formal situations.

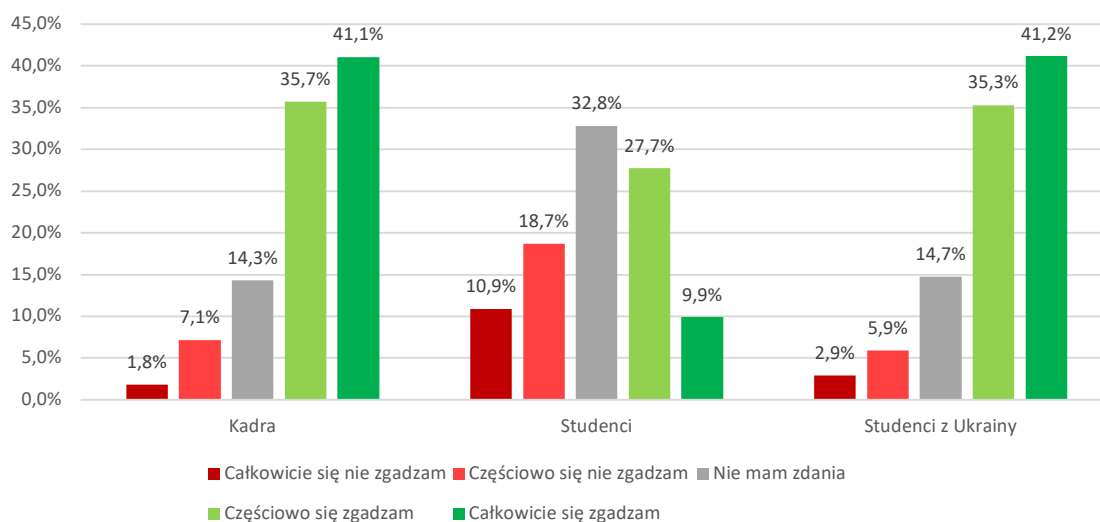
Polish students show greater variability in their assessments. Positive responses constitute 37.6% (27.7% "I partially agree" and 9.9% "I completely agree"), with a high proportion of neutral responses (32.8%) and a relatively high level of negative responses (29.6%). These results indicate that while some Polish students use the language effectively in formal situations, a significant group experience difficulties or remain uncertain about their skills.

Students from Ukraine demonstrate a high level of linguistic correctness and adequacy in formal situations, which indicates their good adaptation to the academic environment and high communicative competences.

Academic staff also positively assess students' language skills, confirming that formal communication is efficient and context-appropriate. Polish students demonstrate greater dispersion in their assessments, with some experiencing difficulties or uncertainty in formal

language use, which may indicate the need for additional language support. The results suggest that Ukrainian students perform well in formal communication situations, and the university can support the entire student community in developing language skills in an academic context.

Drawing 15 In formal situations, their use of language is correct and appropriate to the context, broken down by the surveyed groups of respondents.



Their written work meets the university's expectations.

Differences in the assessment of whether the work of Ukrainian students meets expectations between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The results are presented in Table 20.

Table 20 Results of the Pearson chi-square test of independence Their written works meet the expectations of the university, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	74.94	df=8	p=0.000
Fi	0.30		
Contingency factor	0.29		
V Craméra	0.21		

Students from Ukraine provided the most positive assessments of this area. A total of 91.2% of respondents from this group agreed with the statement (32.4% "somewhat agree" and 58.8% "totally agree"), with a low share of neutral responses (8.8%) and no negative responses. These results indicate that the written work of Ukrainian students largely meets academic requirements and is highly rated by faculty.

Academic staff also assessed this aspect positively. 71.5% of responses confirmed this statement (28.6% "I partially agree" and 42.9% "I completely agree"), with a moderate share of neutral responses (19.6%) and a low level of negative responses (8.9%). These results suggest that staff consider student work to be consistent with university expectations.

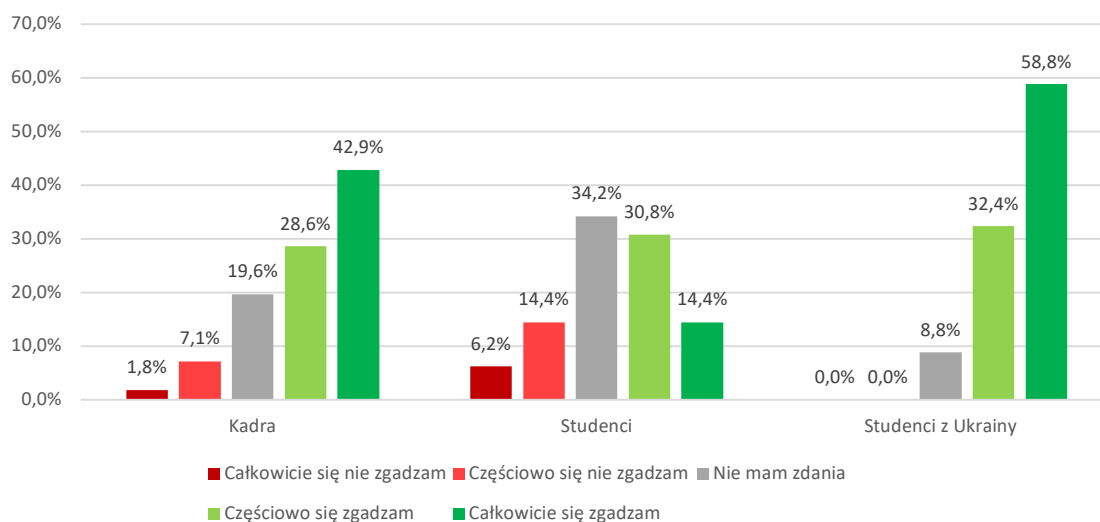
Polish students demonstrate greater variability in their assessments. Positive responses constitute 45.2% (30.8% "I partially agree" and 14.4% "I completely agree"), with a high proportion of neutral responses (34.2%) and a relatively high level of negative responses (20.6%). These results indicate that among Polish students, some consider their written work to be compliant with the requirements, but a significant proportion remain uncertain or evaluate it negatively.

Ukrainian students generally produce written works that meet university expectations, demonstrating a high level of academic preparation and adaptation to the demands of the educational system. Academic staff also positively evaluate students' work, indicating a satisfactory level of quality in their written works.

Polish students demonstrate greater dispersion in their grades – some prepare papers that meet the requirements, but many remain uncertain or evaluate them negatively. The results

suggest that the university effectively supports students in producing written work that meets expectations, and Ukrainian students, in particular, demonstrate a high level of academic competence.

Drawing16 Their written works meet the expectations of the university, broken down by the surveyed groups of respondents.



During classes, they speak up when they have questions or comments.

Differences in the assessment of whether Ukrainian students speak up during classes when they have questions or comments between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 21.

Table 21 Results of the Pearson chi-square test of independence During classes, they speak up when they have questions or comments, divided into the studied groups of respondents

	Chi-square	df	p
Pearson's Chi ²	71.59	df=8	p=0.000
Fi	0.29		
Contingency factor	0.28		
V Craméra	0.21		

The most positive opinions in this regard were expressed by students from Ukraine. A total of 82.3% of respondents from this group agreed with the statement (44.1% "I partially agree" and 38.2% "I completely agree"), with a low share of neutral responses (11.8%) and minimal negative responses (5.8%). These results indicate that Ukrainian students actively participate in classes, ask questions, and share feedback.

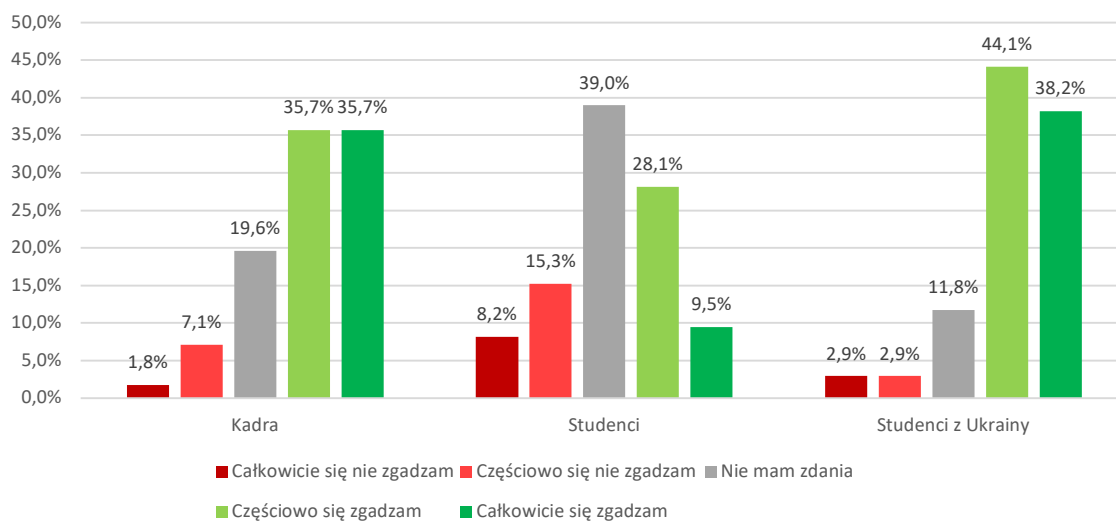
Academic staff also positively assess student engagement. 71.4% of responses (35.7% "somewhat agree" and 35.7% "totally agree") supported this statement, with a moderate share of neutral responses (19.6%) and a low level of negative responses (8.9%). These results suggest that staff perceive students as engaged and active during classes.

Polish students demonstrate more dispersed responses. Positive responses constitute 37.6% (28.1% "I somewhat agree" and 9.5% "I completely agree"), with a high proportion of neutral responses (39.0%) and a significant level of negative responses (23.5%). These results indicate that among Polish students, some are active in class, but many remain less engaged or uncertain.

Ukrainian students demonstrate a high level of activity during classes, eagerly participating and expressing questions and comments, which promotes better knowledge acquisition and group integration. Academic staff also positively assess student activity, confirming that classes are interactive and students are engaged in the teaching process. Polish students demonstrate more diverse behaviors – some actively participate in classes, but many remain neutral or less engaged. The results suggest that Ukrainian students are well prepared to participate in classes

and communicate effectively academically, and the university can support the entire student community in developing active participation in classes.

Drawing 17 During classes, they speak up when they have questions or comments, broken down by the surveyed respondent groups.



The language barrier no longer seems to be a recurring problem in interactions.

The differences in the assessment of whether the language barrier no longer seems to be a recurring problem in interactions between the groups (academic staff, Polish students, and Ukrainian students) are statistically significant $p < \alpha$ ($p = 0.000$). The results are presented in Table 22.

Table 22 Results of the Pearson chi-square test of independence The language barrier no longer seems to be a recurring problem in interactions by respondent group

	Chi-square	df	p
Pearson's Chi ²	69.84	df=8	p=0.000
Fi	0.29		
Contingency factor	0.28		
V Craméra	0.20		

Similarly, students from Ukraine were most likely to agree with this statement. A total of 82.4% of respondents from this group agreed with the statement (26.5% "I partially agree" and 55.9% "I completely agree"), with a low percentage of neutral responses (8.8%) and minimal negative responses (8.8%). These results indicate that the language barrier is no longer a significant problem in Ukrainian students' interactions, indicating a high level of linguistic adaptation.

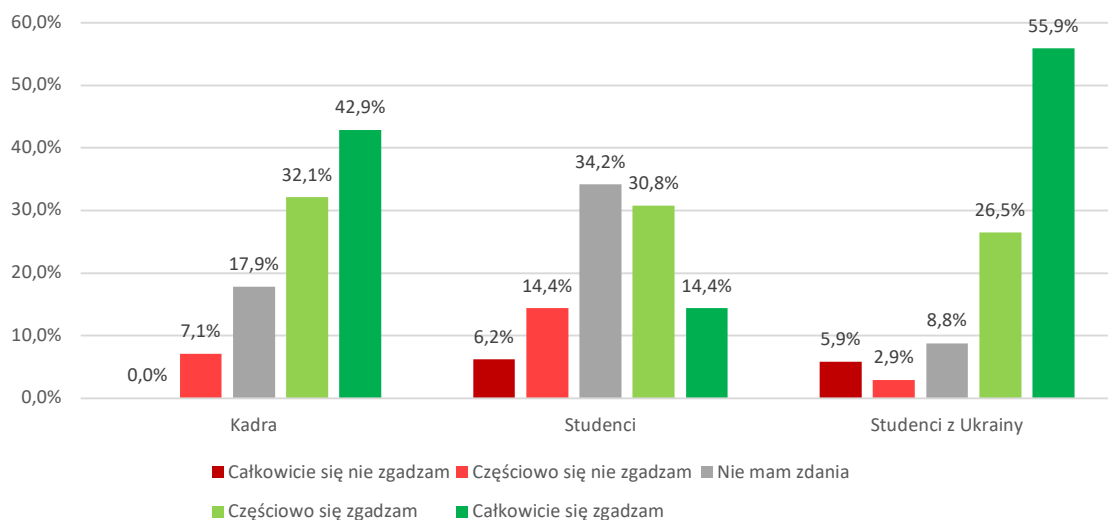
Academic staff also assessed the situation positively. 75.0% of responses (32.1% "somewhat agree" and 42.9% "totally agree") supported the statement, with a moderate share of neutral responses (17.9%) and a low level of negative responses (7.1%). These results suggest that staff perceive language barriers to be minimized in the academic context.

Polish students demonstrate more mixed assessments. Positive responses constitute 45.2% (30.8% "I partially agree" and 14.4% "I completely agree"), with a high proportion of neutral responses (34.2%) and a significant level of negative responses (20.6%). These results indicate that some Polish students perceive a language barrier in interactions, which may be due to differences in language proficiency or frequency of contact with Ukrainian students.

Ukrainian students largely no longer experience language barriers in their interactions, demonstrating their high level of linguistic and communicative adaptation. Academic staff also positively assess the elimination of the language barrier, which facilitates the teaching process and group interactions. Polish students demonstrate greater dispersion in their assessments,

which may indicate the need for further support for communication between students of different linguistic backgrounds. The results suggest that language barriers are no longer a significant limitation for Ukrainian students, and the university effectively supports integration and effective communication in the academic environment.

Drawing 18 The language barrier no longer seems to be a recurring problem in interactions across the surveyed respondent groups.



Part G - Perceived Fairness and Inclusion

There was no difference in treatment based on nationality.

Differences in the assessment of whether there were any differences in treatment based on nationality between the groups (academic staff, Polish students, and Ukrainian students) are statistically significant $p < \alpha$ ($p = 0.000$). The study results are presented in Table 23.

Table 23 Results of the Pearson chi-square test of independence There were no differences in treatment based on nationality in the study groups of respondents

	Chi-square	df	p
Pearson's Chi ²	51.23	df=8	p=0.000
Fi	0.25		
Contingency factor	0.24		
V Craméra	0.17		

Again, Ukrainian students were most likely to agree with this statement. A total of 94.1% of respondents from this group agreed with the statement (29.4% "I somewhat agree" and 64.7% "I completely agree"), with a low percentage of neutral responses (5.9%) and no negative responses. These results indicate that Ukrainian students perceive their university as an environment free from discrimination based on nationality.

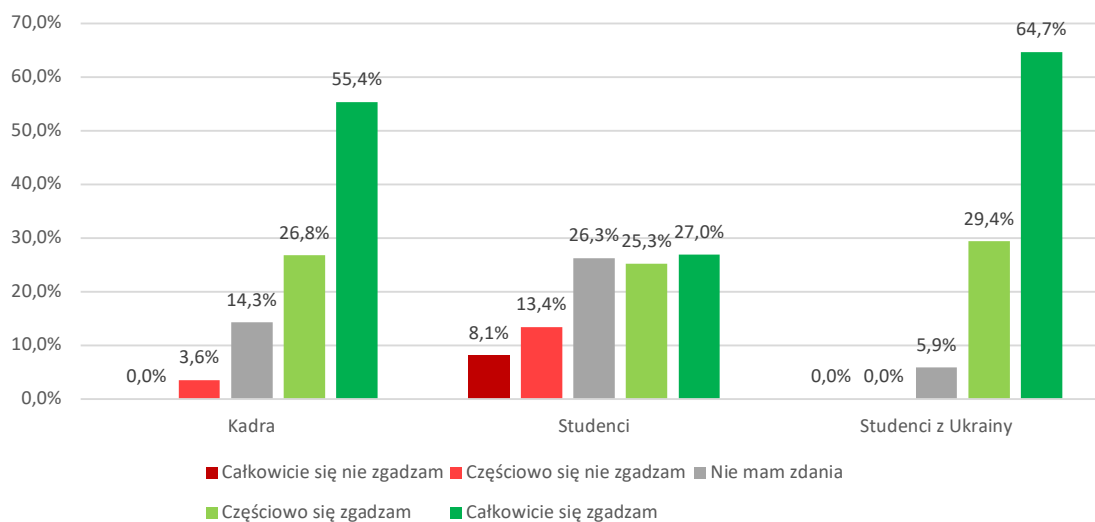
Academic staff also assess the situation very positively. 82.2% of responses (26.8% "somewhat agree" and 55.4% "totally agree") agreed with the statement, with a small share of neutral responses (14.3%) and a low level of negative responses (3.6%). These results suggest that staff also perceive equal treatment for all students, regardless of nationality.

Polish students demonstrate greater variation in their assessments. Positive responses constitute 52.3% (25.3% "I partially agree" and 27.0% "I completely agree"), with a moderate share of neutral responses (26.3%) and a significant level of negative responses (21.5%). These results indicate that among Polish students, some perceive inequalities or differences in treatment, although the majority perceive the university as an equal environment.

Ukrainian students overwhelmingly perceive the university as an environment free from discrimination based on nationality, demonstrating a high level of integration and inclusiveness. Academic staff also perceive equal treatment for all students, confirming the consistency of assessments and a positive academic culture. Polish students demonstrate greater dispersion in

assessments, suggesting that some experiences may be perceived as unequal or require further attention in the context of equality and inclusion. The results indicate that the university is generally perceived as an inclusive and welcoming environment, especially from the perspective of Ukrainian students.

Drawing19 There were no differences in treatment based on nationality in the surveyed groups of respondents.



Access to resources and opportunities for Ukrainian students is comparable to that of other students.

Differences in the assessment of whether Ukrainian students have access to resources and the ability to access other students are comparable to those of other students between the groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The results are presented in Table 24.

Table 24 Results of the Pearson chi-square test of independence Access to resources and opportunities for Ukrainian students is comparable to that of other students, broken down by the surveyed respondent groups

	Chi-square	df	p
Pearson's Chi ²	26.55	df=8	p=0.000
Fi	0.18		
Contingency factor	0.17		
V Craméra	0.12		

Again, Ukrainian students were most likely to agree with this statement. A total of 97.0% of respondents from this group agreed with the statement (21.2% "somewhat agree" and 75.8% "totally agree"), with minimal neutral responses (3.0%) and no negative responses. These results indicate that Ukrainian students perceive access to resources and opportunities as fully equal to other students.

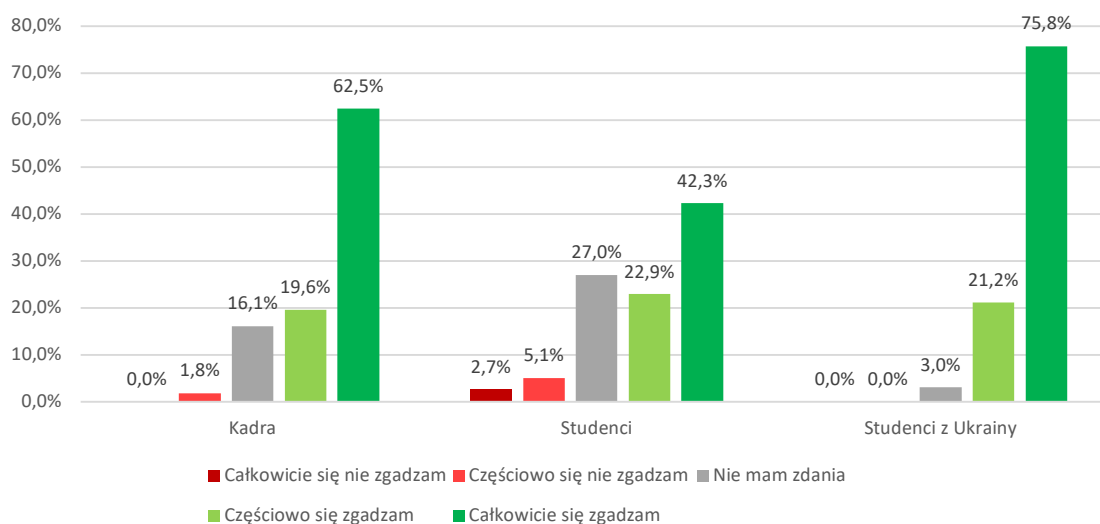
Academic staff also assess the situation very positively. 82.1% of responses (19.6% "somewhat agree" and 62.5% "totally agree") supported the statement, with a moderate share of neutral responses (16.1%) and minimal negative responses (1.8%). These results suggest that staff perceive Ukrainian students' access to resources as comparable to other students.

Polish students demonstrate more mixed assessments. Positive responses constitute 65.2% (22.9% "somewhat agree" and 42.3% "totally agree"), with neutral responses at 27.0% and a small percentage of negative responses (7.8%). These results indicate that domestic students generally perceive equal access to resources, although some remain uncertain or neutral in their assessment.

Ukrainian students overwhelmingly perceive access to university resources and opportunities as equal to other students, indicating a high level of inclusiveness and equity in access to education. Academic staff also positively assess access to resources, confirming the consistency of perceptions among those responsible for the teaching process. Polish students demonstrate moderate variation in their assessments, which may be due to differences in

individual experiences or perceptions of resource availability. The results suggest that the university effectively provides equal access to resources and opportunities for Ukrainian students while maintaining consistent standards for all students.

Drawing 20 Access to resources and opportunities for Ukrainian students is comparable to that of other students, broken down by the surveyed respondent groups.



In group activities, the opinions of Ukrainian students are naturally expressed and taken into account.

Differences in the assessment of whether Ukrainian students' opinions are naturally expressed and taken into account in group activities between the groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The research results are presented in Table 25.

Table 25 Results of the Pearson chi-square test of independence In group activities, the opinions of Ukrainian students are naturally expressed and taken into account in the division into the studied groups of respondents

	Chi-square	df	p
Pearson's Chi ²	36,36	df=8	p=0.000
Fi	0.21		
Contingency factor	0.20		
V Craméra	0.15		

Again, Ukrainian students were most likely to agree with this statement. A total of 100% of respondents from this group agreed with the statement (38.2% "I somewhat agree" and 61.8% "I completely agree"), with no neutral or negative responses. These results indicate that Ukrainian students' opinions are fully expressed and taken into account in group work.

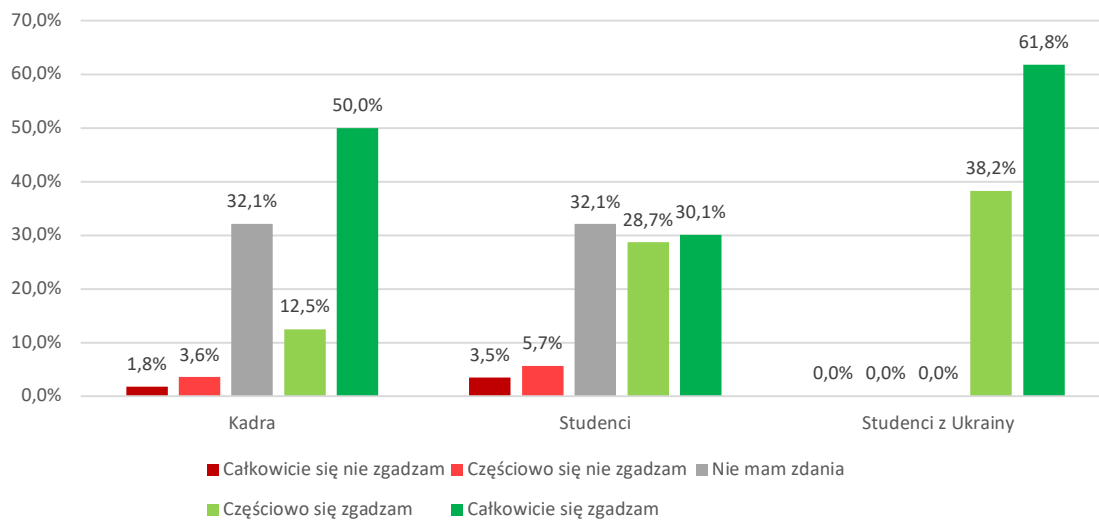
Academic staff also assess the situation very positively. 62.5% of responses (12.5% "I partially agree" and 50.0% "I completely agree") supported the statement, with a high proportion of neutral responses (32.1%) and minimal negative responses (5.4%). These results suggest that staff recognize the active participation of Ukrainian students in group activities, although some remain neutral in their assessment.

Polish students showed moderate agreement. Positive responses constituted 58.8% (28.7% "I somewhat agree" and 30.1% "I completely agree"), with 32.1% neutral responses and a low level of negative responses (9.2%). These results indicate that most students take the opinions of Ukrainian students into account in group activities, although some remain neutral.

Ukrainian students fully feel that their opinions are naturally expressed and considered in group activities, which fosters integration and collaboration within the group. Academic staff also positively evaluate Ukrainian students' active participation in group work, although some remain neutral in their assessment. Polish students largely acknowledge the opinions of Ukrainian students, but some remain uncertain or neutral, which may indicate the need for further support for collaboration between students of different nationalities. The results suggest

that the university effectively fosters an environment of collaboration and integration in which the opinions of Ukrainian students are considered in group activities.

Drawing 21 In group activities, the opinions of Ukrainian students are naturally expressed and taken into account by the surveyed groups of respondents.



There were no signs of exclusion or marginalization.

Differences in the assessment of whether there were any signs of exclusion or marginalization between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The study results are presented in Table 26.

Table 26 Results of the Pearson chi-square test of independence There were no signals indicating exclusion or marginalization in the division of the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	31.58	df=8	p=0.000
Fi	0.19		
Contingency factor	0.19		
V Craméra	0.14		

Again, Ukrainian students were most likely to agree with this statement. A total of 97.0% of respondents from this group agreed with the statement (23.5% "I partially agree" and 73.5% "I completely agree"), with minimal neutral responses (2.9%) and no negative responses. These results indicate that Ukrainian students rarely experience exclusion or marginalization in the academic environment.

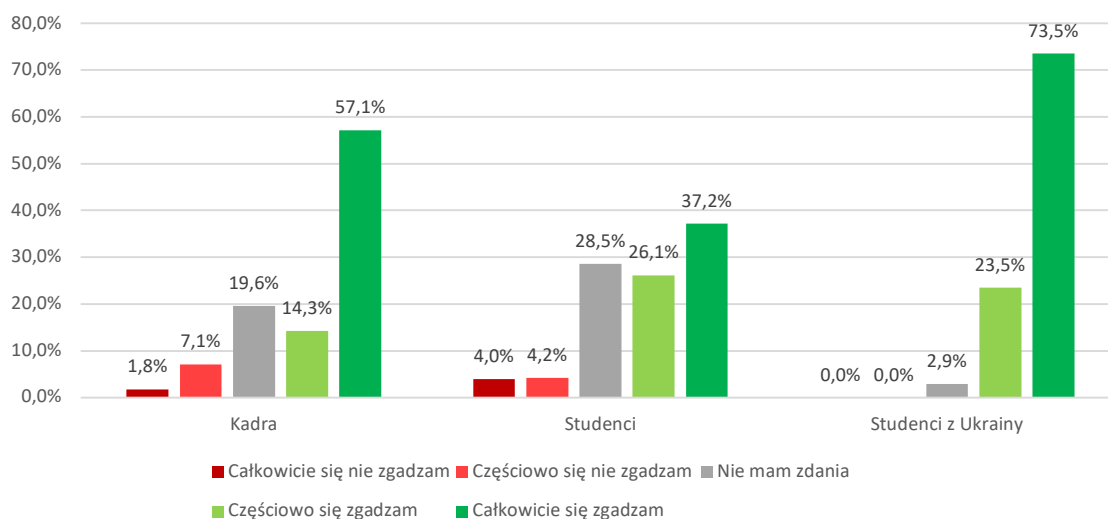
Academic staff also assess the situation very positively. 71.4% of responses affirmatively expressed this statement (14.3% "I partially agree" and 57.1% "I completely agree"), with 19.6% neutral responses and a relatively low level of negative responses (8.9%). These results suggest that staff are unaware of the exclusion of Ukrainian students in the academic environment.

Polish students demonstrate moderate agreement. Positive responses constitute 63.3% (26.1% "I somewhat agree" and 37.2% "I completely agree"), with 28.5% neutral responses and a low level of negative responses (8.2%). These results indicate that most students perceive the academic environment as friendly, although some remain neutral or less confident in their assessment of the situation.

Ukrainian students rarely experience exclusion or marginalization, which demonstrates a high level of integration and inclusiveness within the academic environment. Academic staff also positively assess the situation, not noticing any instances of marginalization, confirming the consistency of assessments from both student and staff perspectives. Most Polish students consider the environment friendly and inclusive, although some remain neutral in their assessment, which may indicate varying individual experiences. The results suggest that the

university effectively creates an inclusive atmosphere in which Ukrainian students feel accepted and have the opportunity to fully participate in academic life.

Drawing 22 There were no signs of exclusion or marginalization among the surveyed groups of respondents.



The presence of Ukrainian students is naturally perceived in the academic community.

Differences in the assessment of whether the presence of Ukrainian students is perceived naturally in the academic community between groups (academic staff, Polish students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The research results are presented in Table 27.

Table 27 Results of the Pearson chi-square test of independence The presence of Ukrainian students is naturally perceived in the academic community, divided into the surveyed groups of respondents

	Chi-square	df	p
Pearson's Chi ²	43.88	df=8	p=0.000
Fi	0.23		
Contingency factor	0.22		
V Craméra	0.16		

Again, Ukrainian students are most in agreement with this statement. A total of 94.1% of respondents from this group agree with the statement (29.4% "I partially agree" and 64.7% "I completely agree"), with a low share of neutral responses (5.9%) and no negative responses. These results indicate that the presence of Ukrainian students is naturally perceived within the academic community and is fully accepted.

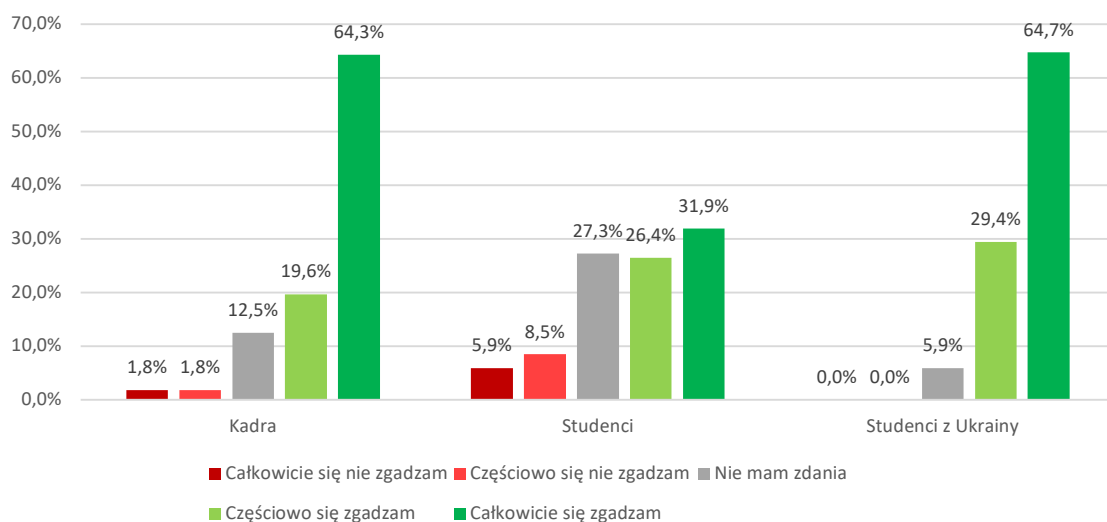
Academic staff also assess the situation very positively. 83.9% of responses (19.6% "I partially agree" and 64.3% "I completely agree") supported this statement, with a small share of neutral responses (12.5%) and a low level of negative responses (3.6%). These results suggest that staff perceive Ukrainian students as a natural part of the academic community.

Polish students demonstrate more dispersed assessments. Positive responses constitute 58.3% (26.4% "I partially agree" and 31.9% "I completely agree"), with 27.3% neutral responses and a relatively high level of negative responses (14.4%). These results indicate that the presence of Ukrainian students is largely perceived as natural, although some domestic students remain neutral or less confident in their assessment.

Ukrainian students feel that their presence in the academic community is fully accepted and perceived naturally, which fosters integration and a sense of belonging. Academic staff also positively assess the presence of Ukrainian students, confirming the consistency of perceptions between staff and students. Most Polish students consider the presence of Ukrainian students to be natural, although some remain neutral or uncertain, which may indicate the need for further

support for integration between students of different nationalities. The results suggest that the university effectively creates an open and welcoming academic environment for Ukrainian students, fostering their full participation in the academic community.

Drawing 23 The presence of Ukrainian students is naturally perceived in the academic community, divided into the surveyed groups of respondents



Overall Summary of Research Results (Parts A–F)

The analysis, covering six areas of Ukrainian students' functioning in the academic environment, allows us to formulate a coherent and unequivocally positive picture of their adaptation, while simultaneously identifying areas requiring further systemic and integrative support. In all sections analyzed, statistically significant differences in opinion were noted between Ukrainian students, Polish students, and academic staff, underscoring the importance of role perspectives and direct experience in assessing the phenomena studied.

Part A – Academic Adaptation

Ukrainian students demonstrate a high level of adaptation to the Polish education system. They perceive the teaching style as consistent with their learning style, and the academic requirements as understandable and adequate to their abilities. They possess practical competence in utilizing university resources and experience no significant language barriers in face-to-face interactions. Academic staff largely confirm these assessments, while Polish students are more likely to remain neutral or demonstrate greater diversity of opinion, which may be due to the lower intensity of academic contacts.

Part B – Socio-cultural integration

Research indicates that Ukrainian students are largely willing to learn and understand local cultural norms. Academic staff view this aspect most positively, while Polish students are more likely to express skepticism or disagree. The diversity of responses suggests that the process of cultural adaptation is more complex and strongly dependent on the quality and frequency of intercultural contact. The results emphasize the importance of integration activities that foster mutual understanding and build relationships.

Part C – Institutional Support

Ukrainian students generally rate the administrative support system positively, both in terms of the clarity of procedures and the speed and efficiency of handling matters related to documentation, accommodation, and scholarships. Polish students also note the efficiency of these services. The highest level of neutral responses is found among academic staff, indicating their limited involvement in administrative processes and the need for better internal communication between the administration and academic staff.

Part D – Emotional state and psychological safety

The results suggest that Ukrainian students do not exhibit persistent feelings of insecurity and feel safe in the academic environment. Their assessments are the most unequivocally positive of all groups. Polish students and academic staff also largely confirm students' emotional stability, although they are more likely to express neutral attitudes. These results indicate a favorable psychological climate at the university, while also suggesting the need for continued monitoring of student well-being.

Part E – Autonomy and Professional Orientation

Ukrainian students are characterized by high levels of autonomy, self-awareness, and clearly defined educational and professional goals. They are able to realistically assess their strengths and weaknesses and express motivation to complete their studies and pursue employment. At the same time, it is in the area of active participation in activities that develop professional competencies that the greatest diversity of attitudes is visible within this group. The results indicate the need to strengthen access to development opportunities and encourage students to actively utilize university opportunities.

Part F – Linguistic Competences and Academic Communication

Ukrainian students demonstrate a high level of language competence in academic contexts. They understand requirements without the need for frequent explanations, use the language correctly in formal situations, prepare written assignments that meet university expectations, and actively participate in classes. Academic staff largely confirm these observations. Polish students more often report uncertainty or difficulties, which may indicate a broader need for support in developing communicative competences across the student population.

Final conclusions

A comprehensive analysis of the research results indicates that Ukrainian students are well-adapted academically, linguistically, and emotionally, and the university provides them with effective institutional support. The greatest perceptual differences are found between Ukrainian and Polish students, underscoring the importance of direct experience and contact in shaping opinions. The results clearly indicate the need to further strengthen integration, information, and development activities aimed at both Ukrainian students and the entire academic community, in order to build a more cohesive, inclusive, and supportive academic environment.

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