



NATIONAL SUMMARY REPORT SLOVAKIA

ACADEMIC STAFF
POLISH STUDENTS
STUDENTS FROM UKRAINE



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1. Characteristics of the surveyed group of respondents

The report covers three groups of respondents from Slovakia: academic staff – 53 research workers (27%), 83 students of various fields at universities in Slovakia (42%), and 60 students from Ukraine studying in Slovakia (31%). Characteristics of each group are given in Tables 1-3.

a) Academic staff

The study group consisted of 53 academic staff, of whom men constituted 50.9% and women 49.1%.

Table 1. Characteristics of academic staff from Slovakia

	N	%
Sex		
Men	27	50.9%
Women	26	49.1%
Age	Mean $\pm$ standard deviation Median, Mode Minimum - Maximum	45.9 $\pm$ 9.9 48.50 (8) 25-66
Position	Lector Lecturer Associate professor Full professor Other	1 23 18 10 1 1.9% 43.4% 33.9% 18.9% 1.9%
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	6 8 11 28 11.3% 15.2% 20.7% 52.8%
Field of study	Social Sciences/Humanities Natural science Engineering Economics and business Law Arts Education Language and communication Other	26 8 0 6 2 1 2 7 1 49.0% 15.1% 0% 11.3% 3.8% 1.9% 3.8% 13.2% 1.9%
The main language of instruction for classes attended by students from Ukraine	Local language English	41 5 77.4% 9.4%

	other	7	13.2%
Experience in teaching other foreign students (except those from Ukraine)			
	Yes-often	17	32.1%
	Yes, occasionally	29	54.7%
	NO	6	11.3%
	I'm not sure	1	1.9%

The sample is almost perfectly balanced in terms of gender, which increases its representativeness and reduces the risk of gender bias in the results.

The respondents were primarily middle-aged, with a predominance of experienced professionals. The wide age range indicates generational diversity within the workforce, although the higher-than-average median suggests a slight skew toward older workers.

The largest group consists of assistant professors (over 43%). In total, professors (associate and full) constitute 52.8% of the sample. The sample includes mostly independent researchers and individuals with significant academic experience. The small share of lecturers suggests that the study focuses primarily on senior academic staff.

More than half of the respondents have over 20 years of experience. The group is clearly dominated by very experienced lecturers. Those with less experience (up to 10 years) constitute only 26.5%, which may influence a more traditional approach to teaching.

Social sciences and humanities dominate (almost half of the sample). The lack of representatives from engineering fields limits the generalizability of the results to technical universities. The sample profile indicates a predominance of "soft" disciplines, which may be important in the context of working with international students.

The vast majority of classes are conducted in the local language. The low level of English language proficiency can be a barrier to internationalization and integration for international students. This may indicate the need for language support for Ukrainian students.

As many as 86.8% of respondents have experience working with international students (either frequently or occasionally). Only a small portion of staff lacks such experience. This demonstrates the relatively high degree of internationalization of the academic community.

The study group consists primarily of experienced, long-serving academics, most of whom hold the rank of professor or assistant professor. The sample is gender-balanced but dominated by individuals with significant seniority.

Social sciences and humanities dominate, with a lack of technical fields of study limiting full representativeness. Classes for Ukrainian students are conducted primarily in the local language, which may require additional language support.

Most of the staff have experience working with international students, which provides potential for further development of internationalization.

b) Students from Slovakia

The surveyed group of Slovak students is dominated by women (over half of the sample, 56.6%). The relatively significant percentage of individuals identifying as "other" (6%) indicates a certain degree of identity diversity among students. Gender structure may be important when analyzing social attitudes and the level of integration.

Table 2. Characteristics of students studying at universities in Slovakia

	N	%
Sex		
Men	31	37.4%
Women	47	56.6%
Other	5	6.0%
Age		
Mean ± standard deviation	21.6±2.27	
Median, Mode	21.20 (19)	
Minimum - Maximum	19-34	
Frequency of direct interactions with Ukrainian students		
Every day or almost every day	26	31.7%
Several times a week	30	36.6%
Occasionally	18	22.0%
Rarely	5	6.1%
Never	3	3.6%
Awareness of the existence of support services or activities organized by the university for people from Ukraine		
Yes, I participated or cooperated	3	3.7%
Yes, but I didn't participate	41	50.0%
No, I'm not aware	26	31.7%
I'm not sure	12	14.6%
Field of study		
Social Sciences/Humanities	26	31.3%
Natural science	8	9.6%
Engineering	0	0%
Economics and business	22	26.5%
Law	12	14.5%
Arts	0	0%

	Education	5	6.1%	
	Language and communication	6	7.2%	
	Other	4	4.8%	
Level of study				
	Bachelor's degree	63	75.9%	
	Master's degree	19	22.9%	
	Doctoral	1	1.2%	
Form of studies				
	Full-time studies	80	97.5%	
	Part-time studies	2	2.5%	
Semester of studies				
		1	31	38.3
		2	1	1.2
		3	30	37.1
		4	2	2.5
		5	17	20.9

The Slovak students surveyed were primarily young individuals of typical undergraduate age. The low standard deviation indicates a high degree of age uniformity. A few older individuals (up to 34 years of age) did not significantly impact the overall age structure.

As many as 68.3% of students report frequent contact (daily or several times a week) with Ukrainian students. Only a small percentage (9.7%) report infrequent or no contact. This indicates a high level of daily interaction and potentially good integration in the academic environment.

Half of students are aware of support programs but do not utilize them. Only 3.7% participated in such programs – a very low level of active engagement. Over 46% (unaware + unsure) lack clear knowledge of available support options. This may indicate insufficient communication from the university or insufficient attractiveness of the programs offered.

Social and economics majors dominate. A lack of students in engineering and arts programs limits the representativeness of the sample. The profile of the programs favors the study of social and integration issues (greater sensitivity to intercultural issues).

The sample is dominated by undergraduate students. The results primarily reflect the perspectives of younger students. The small proportion of doctoral students prevents broader conclusions about this group.

The study almost exclusively covers full-time students. The results primarily refer to those actively participating in university life.

Students in the initial stages of their education predominate. This may indicate that the attitudes and experiences studied primarily concern the first years of study. Students in the final stages of their studies are underrepresented.

The study group consists primarily of young undergraduate students studying full-time. Women and students in social and economics fields predominate. Contact with Ukrainian students is frequent, which fosters integration and fosters intercultural relationships. Despite the high frequency of contact, active participation in support programs is very low. There is an information gap regarding university support programs (nearly half of students are not fully aware of their existence).

c) Ukrainian students studying in Slovakia

In the surveyed group of students from Ukraine, there is a clear predominance of women (63.3%). This may be related to educational migration in the context of war (e.g., travel restrictions for men of military age). The gender structure may influence the need for psychosocial and integration support.

Table 3. Characteristics of Ukrainian students studying in Slovakia

	N	%
Gender		
Male	22	36.7%
Femaler	38	63.3%
Age	Mean $\pm$ standard deviation Median, Mode Minimum - Maximum	19.8 $\pm$ 5.1 19.18 (15) 17-53
In which level of study are you currently enrolled in?	Bachelor's degree Master's degree	47 12
		79.6% 20.4%
Which semester are you currently in within your studies?	Two Three Five More than 6	4 17 8 29
		6.9% 29.3% 13.8% 50.0%
What domain of studies are you currently enrolled in?	Social Sciences / Humanities Engineering Other Languages and Communication Natural Sciences Economics / Business Education Arts Low	14 1 5 14 2 10 2 12
		23.3% 1.7% 8.3% 23.3% 3.3% 16.7% 3.3% 20.0%
What type of study program are you enrolled in?	Full-time study program	60
		100.0%
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.	21 8 31
		35.0% 13.3% 51.7%
Do you receive a scholarship or other type of financial support?	Yes No	2 58
		3.3% 96.7%
Do you intend to stay in this country after completing your studies?	Yes Not sure	17 35
		28.3% 58.4%

	No	8	13.3%
Have you participated in university-organized support activities for Ukrainian students?	Yes	6	10.0%
	No	54	90.0%
What is your current type of accommodation during your studies in the host country?			
In accommodation shared with family members		2	3.3%
In a university dormitory / student residence		41	68.4%
In a rented apartment or house (alone or with roommates)		17	28.3%

Most of the respondents were very young; the average age was less than 20 years old. However, the high standard deviation and wide age range indicate the presence of a few significantly older individuals. Therefore, the group is essentially young, but heterogeneous in age.

The vast majority are undergraduate students. The lack of doctoral candidates limits the analysis to the perspective of younger students. The results primarily pertain to those at the beginning of their academic careers.

Half of the respondents are studying beyond the sixth semester, which may indicate they are continuing studies they began earlier (e.g., before the outbreak of the war). The semester structure indicates varying degrees of adaptation to the educational system of the host country.

Humanities, languages, and arts fields dominate. Engineering and science fields are very low. The profile of studies may foster greater international mobility and linguistic adaptability.

More than half of the students arrived as a direct result of the war. This group is therefore largely a population of forced educational migrants. This may mean increased needs for psychological, financial, and adaptation support.

The vast majority of students do not receive financial support. This may mean they are at increased risk of economic hardship. Low levels of support can impact decisions about their educational and professional futures.

The largest group of students is undecided about staying in the country. This reflects the uncertainty surrounding life and migration. Only about a quarter declare a desire to stay permanently.

Participation in support activities organized by universities is very low. This may be due to a lack of information, language barriers, or a mismatch between the offerings and student needs. Combined with the low level of financial support, this indicates a potential systemic gap.

Most students live in student residences, which may facilitate social integration. A small percentage live with family, suggesting independent educational migration. The type of accommodation may impact psychological well-being and integration.

The study group consists primarily of young women studying at the undergraduate level. More than half of the students arrived directly due to the war, suggesting forced migration. Students are concentrated primarily in the humanities, languages, and arts. Financial support and participation in aid activities are very low. Most students are uncertain about their future in the host country. Student residences are the primary form of accommodation, which can facilitate integration but also indicates limited housing stability.

2. Analysis of differences and correlations in the opinions of staff, Slovak students and Ukrainian students studying in Slovakia regarding adaptation in the Slovak academic environment

Based on research conducted among academic staff, Slovak 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 selected compatible questions 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's χ^2 test of independence. Group a of the individual area assessments

	p-value
Part A - Academic adaptation of students from Ukraine	
The teaching style in Slovakia 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 – not statistically significant”

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

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

The differences in the assessment of whether the teaching style in Slovakia seems to be consistent with the learning style of Ukrainian students between the groups (academic staff,

Slovak 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's χ^2 test of independence. The teaching style in Slovakia appears to be consistent with the learning style of Ukrainian students, broken down by respondent group

	χ^2	df	p
Pearson's χ^2	39.53	df=8	p=0.000
ϕ	0.45		
Contingency coefficient (C)	0.41		
Cramér's V	0.32		

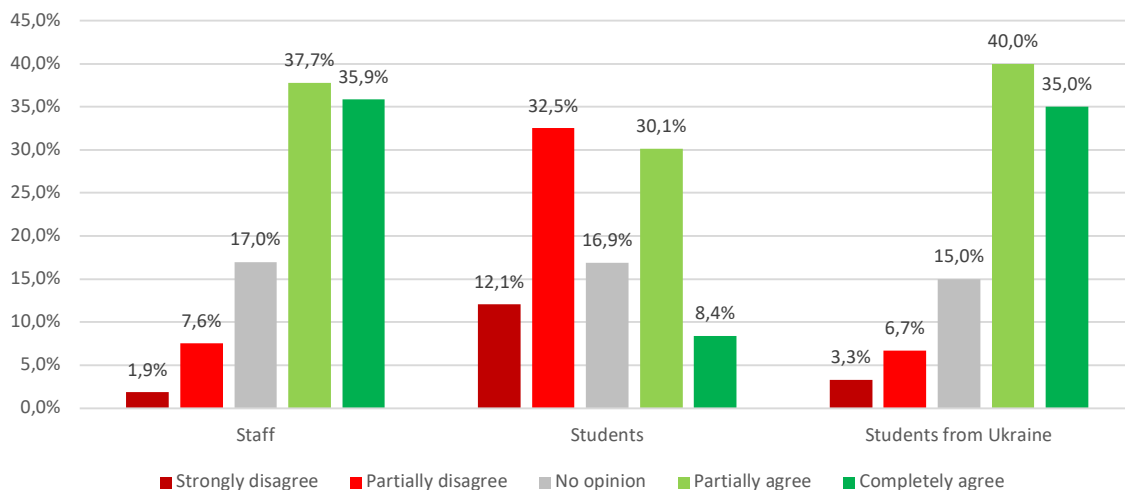
The vast majority of faculty (nearly three-quarters) believe their teaching style is well-suited to the learning styles of Ukrainian students. The low level of disagreement indicates teachers' high confidence in the adequacy of their teaching methods.

Students overall are significantly less likely than faculty to perceive a match between their teaching style and the learning style of Ukrainian students. The largest group (32.5%) partially disagrees. This group is dominated by a rather skeptical assessment of the match.

The vast majority of Ukrainian students (75%) positively assess the appropriateness of the teaching style. The level of agreement is very similar to that of academic staff. The percentage of negative assessments is low (10%).

Overall, most respondents believe that the teaching style is consistent with the learning style of Ukrainian students, but this result varies significantly between groups. Most Ukrainian staff and students perceive the teaching style as well-suited to the needs of this group. Slovak students are significantly more skeptical of this consistency. There is a significant difference in perception between the groups, which may indicate different educational experiences, varying levels of awareness of Ukrainian students' needs, and possible tensions or a sense of unequal treatment. The lack of an opinion (approximately 16–17%) suggests that some respondents lack sufficient knowledge or experience to clearly assess the situation.

Figure 1. The teaching style in Slovakia seems to be consistent with the learning style of students from Ukraine, broken down by the surveyed respondent groups



2. 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, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.001$). The results are presented in Table 6.

Table 6. Results of the Pearson's χ^2 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

	χ^2	df	p
Pearson's χ^2	25.33	df=8	p=0.001
ϕ	0.36		
Contingency coefficient (C)	0.34		
Cramér's V	0.25		

The majority of faculty (over 60%) believe that Ukrainian students realistically assess academic requirements. However, nearly a quarter of lecturers disagree, which may indicate perceived adaptation difficulties (e.g., in work organization, planning, or understanding academic standards).

Slovak students are the most skeptical group. The percentage of disagreements (39.8%) is slightly higher than the percentage of agreement (38.5%). Furthermore, the high level of "I have no opinion" responses (21.7%) may indicate limited knowledge about Ukrainian students' actual approach to academic responsibilities.

The vast majority of Ukrainian students (over 70%) believe they have a realistic approach to the scope and pace of work. The low level of negative responses suggests a high self-assessment of academic adaptation.

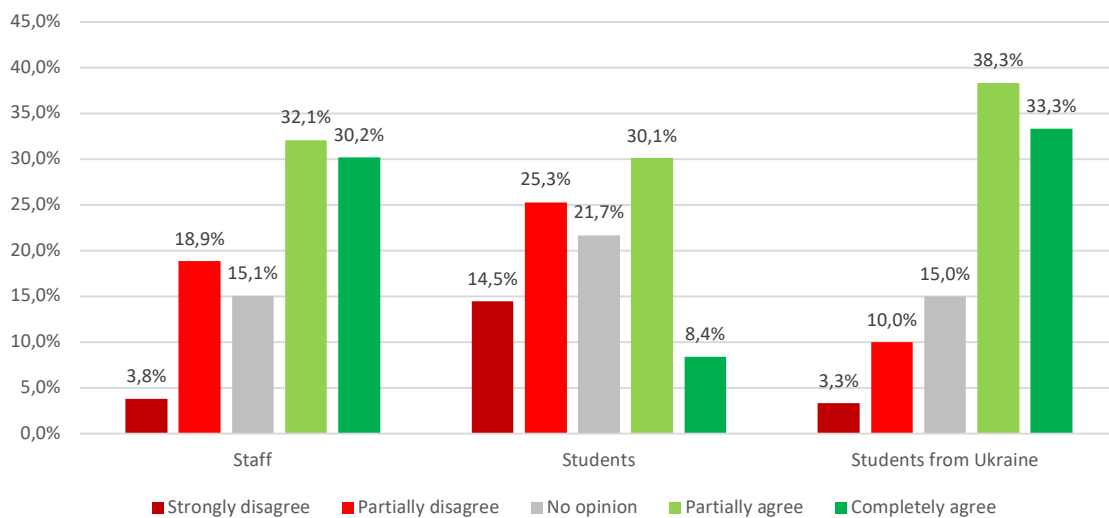
Overall, a positive assessment of Ukrainian students' realistic approach to academic requirements prevails, but there are clear differences between groups.

Most respondents believe that Ukrainian students have a realistic approach to academic demands. Ukrainian students rate themselves more positively than Slovak students. There is a perception gap between domestic students and faculty, as well as Ukrainian students. Skepticism among domestic students may indicate insufficient understanding of the Ukrainian

students' situation, cultural differences in approaches to learning, and tensions within the academic environment.

The level of neutral responses (approx. 18–22%) suggests that some respondents do not have a clear opinion, which may indicate a lack of direct experience.

Figure 2. Students from Ukraine have a realistic approach to the scope and pace of academic work, broken down by the surveyed groups of respondents



3. 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, Slovak 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's χ^2 test of independence. Students from Ukraine have practical skills in using platforms, libraries and other university resources, divided into the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	38.70	df=8	p=,00001
ϕ	0.44		
Contingency coefficient (C)	0.41		
Cramér's V	0.31		

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

The majority of faculty (over 60%) believe that Ukrainian students possess practical skills in using university resources. However, the high percentage of neutral responses (26.4%) may indicate that some faculty lack direct insight into these skills.

Slovak students are clearly more skeptical. The level of disagreement (37.4%) is similar to the level of agreement (41%). This may indicate that some students perceive adaptation difficulties in using university systems (e.g., e-learning platforms, library procedures).

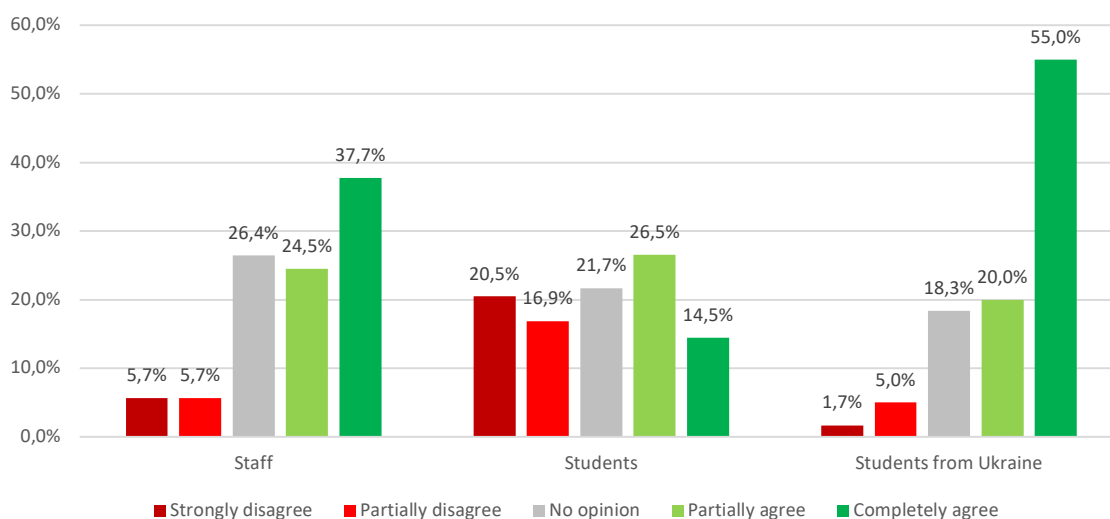
The vast majority of Ukrainian students (75%) positively assess their practical skills. The highest percentage of "I completely agree" responses (55%) indicates high self-assessment in this area.

Overall, positive assessments of Ukrainian students' competence in using university resources prevail. There is therefore a clear perceptual difference between Ukrainian and domestic students.

Most respondents believe that Ukrainian students possess practical skills in using university resources. Ukrainian students rate their competencies significantly higher than Slovak students.

Slovak students exhibit the highest level of skepticism, which may stem from perceived linguistic or procedural difficulties. The high percentage of neutral responses (approximately 22–26%) suggests that some respondents lack sufficient data for a definitive assessment. Differences in perception may indicate: differing standards for assessing competencies, differences in levels of independence, and a possible mismatch between formal skills and effective use of resources.

Figure 3. Students from Ukraine have practical skills in using platforms, libraries and other university resources, broken down by surveyed respondent groups



4. 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, Slovak 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's χ^2 test of independence. In direct interactions, academic language does not constitute a significant communication barrier, broken down by the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	46.74	df=8	p=0.000
ϕ	0.49		
Contingency coefficient (C)	0.44		
Cramér's V	0.35		

More than half of the faculty believe that academic language does not pose a significant barrier, but nearly a third of lecturers perceive communication difficulties. This indicates a moderately positive assessment, but with a clear reservation about the scale of the problem.

Domestic students are the most critical. Over half (56.6%) believe that academic language poses a significant barrier to face-to-face interactions. This is the highest level of negative assessment among the groups analyzed.

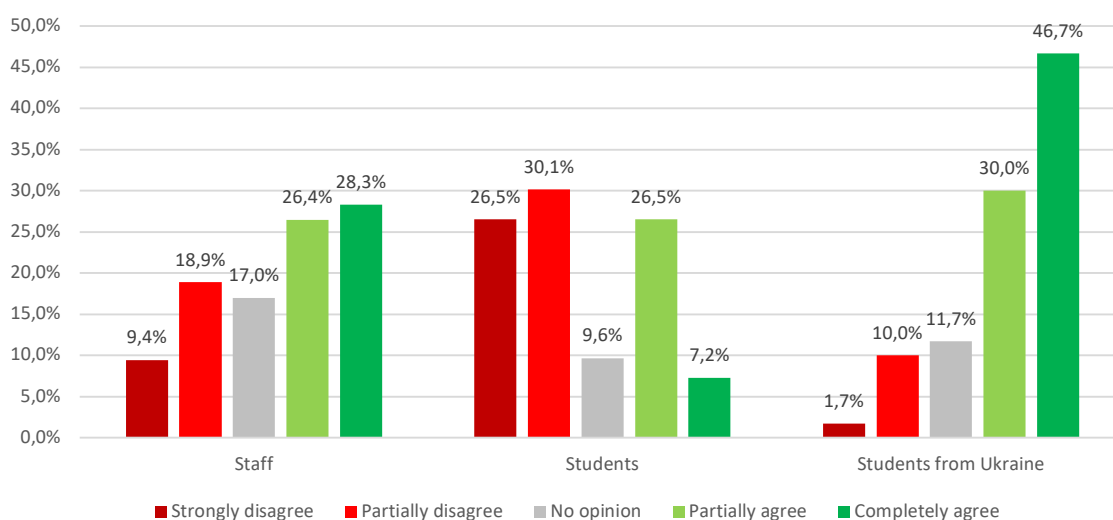
The vast majority of Ukrainian students (over three-quarters) do not perceive academic language as a significant barrier. A high percentage of "I completely agree" responses (46.7%) indicate a high level of confidence in their language competence. The general consensus is that language is not a significant barrier, but the distribution of responses is strongly polarized between groups.

The difference in agreement between Ukrainian and Slovak students is over 40 percentage points – a very clear perceptual discrepancy.

Ukrainian students, for the most part, do not perceive academic language as a significant communication barrier. Slovak students significantly perceive language difficulties in face-to-face interactions. Faculty members occupy a middle ground, recognizing both linguistic competence and potential barriers. There is a significant difference in perception between

Ukrainian and Polish students, which may stem from differences in self-assessment and external assessment, subtle linguistic difficulties (e.g., specialized terminology), and differing sensitivity to the quality of communication. The results suggest that the problem of language barriers may be more apparent to others than to Ukrainian students themselves.

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



5. Their participation in extracurricular activities reflects genuine interest, not merely formal compliance with requirements

Differences in the assessment of whether Ukrainian students' participation in extracurricular activities reflects genuine interest and not merely formal fulfillment of requirements between the groups (academic staff, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 9.

Table 9. Results of the Pearson's χ^2 test of independence. Ukrainian students' participation in extracurricular activities reflects genuine interest, not merely formal fulfillment of requirements

	χ^2	df	p
Pearson's χ^2	29.38	df=8	p=0.000
ϕ	0.39		
Contingency coefficient (C)	0.36		
Cramér's V	0.27		

The analysis of responses to the statement "Their participation in extra-curricular activities reflects genuine interest and not merely formal compliance with requirements" indicates a lack of a clear assessment of this issue and clear differences in perception between the surveyed groups.

The opinion of teaching staff is dominated by a neutral stance. As many as 54.7% of respondents chose the "no opinion" response, which may indicate limited knowledge about the motivation of Ukrainian students in the context of extracurricular activities. A total of 24.5% of respondents expressed a positive assessment (15.1% "partially agree" and 9.4% "fully agree"), while 20.8% expressed a negative stance. These results suggest that most teaching staff lack sufficient evidence to clearly assess the authenticity of students' involvement in extracurricular activities.

Slovak students present a more mixed picture. Negative responses accounted for 41.0% (18.1% "totally disagree" and 22.9% "partially disagree"), while positive responses accounted for 39.8% (27.7% "partially agree" and 12.1% "totally agree"). 19.3% of respondents had no opinion. This distribution indicates a near-balance between positive and negative assessments, with a slight preponderance of critical opinions. This may suggest that Ukrainian students'

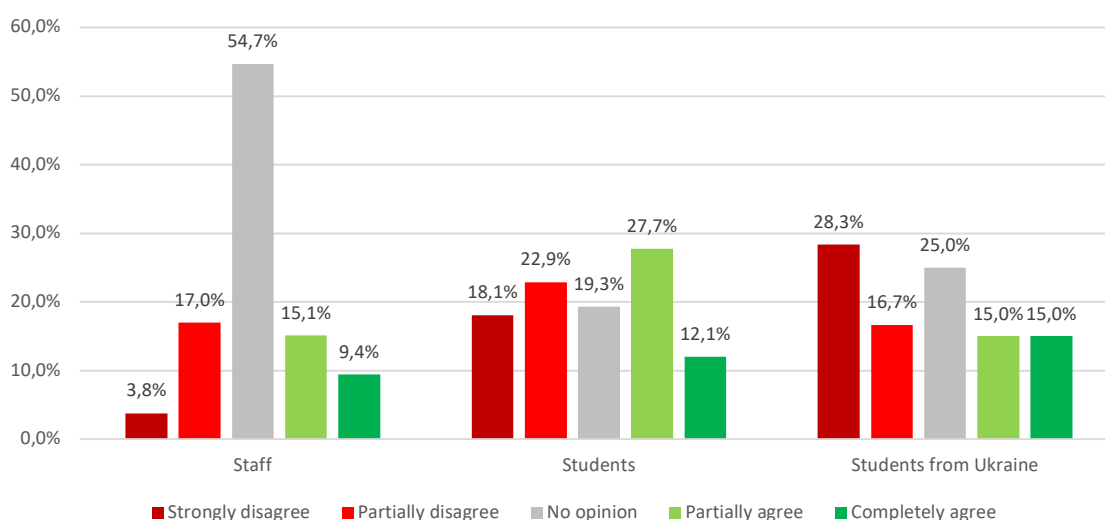
motivations for participating in extracurricular activities are perceived as ambiguous by their peers.

Ukrainian students themselves expressed the most critical assessment. A total of 45.0% of respondents disagreed with the statement, while 30.0% expressed a positive opinion, and 25.0% had no opinion. These results may indicate that a significant portion of this group perceives their participation in extracurricular activities as stemming more from obligation, formal requirements, or pragmatic considerations than from genuine interest.

Overall, 36.8% of all respondents expressed a negative opinion, 32.6% a positive one, and 30.6% had no opinion. This means that the question of the authenticity of involvement in extracurricular activities remains an ambiguous and questionable area.

In summary, the survey results indicate a lack of clear consensus regarding the motivations of Ukrainian students to participate in extracurricular activities. Teaching staff express the greatest uncertainty, while students—both in general and Ukrainian students—present more polarized positions. This may indicate diverse motivations for participation, ranging from pragmatic to genuinely interested, as well as differing perceptions of these motivations by different segments of the academic community.

Figure 5. The participation of Ukrainian students in extracurricular activities reflects genuine interest and not merely formal fulfillment of requirements



Part B - Perception of socio-cultural integration

1. 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, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 9.

Table 10. Results of the Pearson's χ^2 test of independence. Students from Ukraine show readiness to learn and understand local cultural norms, divided into the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	50.99	df=8	p=0.000
ϕ	0.51		
Contingency coefficient (C)	0.45		
Cramér's V	0.36		

Analysis of responses to the statement "Ukrainian students demonstrate a willingness to learn and understand local cultural norms" reveals a clear divergence of opinions between the study groups. The most positive assessment of Ukrainian students' attitudes comes from teaching staff. A total of 67.9% of this group expressed agreement with the statement (39.6% responded "I partially agree" and 28.3% responded "I completely agree"). The percentage of negative responses was 18.9%, while 13.2% of respondents had no opinion. These results suggest that university staff overwhelmingly recognize the openness and adaptability of Ukrainian students.

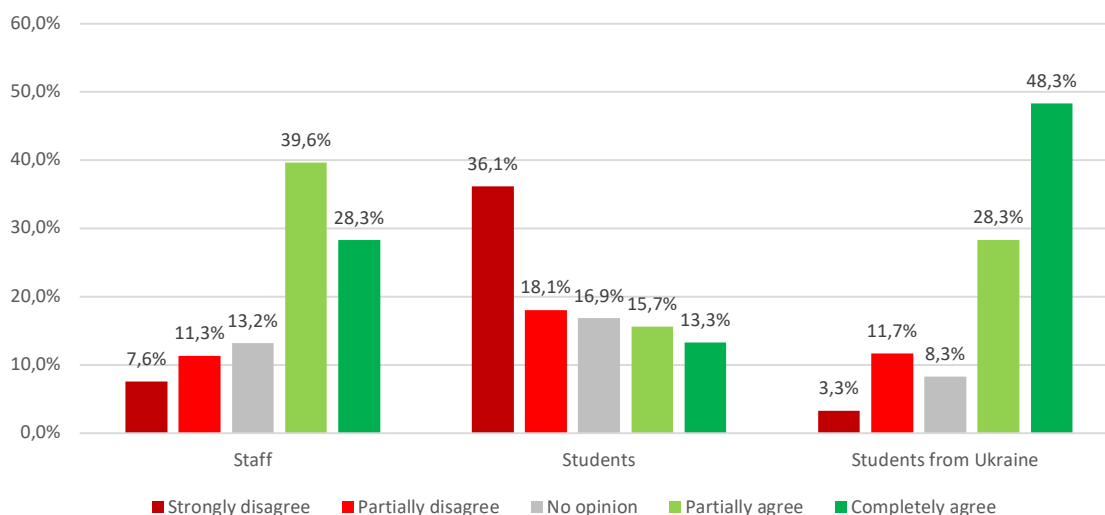
The opinion of Slovak students is different. Negative responses predominate in this group – a total of 54.2% of respondents disagreed with the statement (36.1% "totally disagree" and 18.1% "partially disagree"). Only 29.0% expressed a positive opinion, and 16.9% did not take a position. This clear predominance of critical assessments may indicate difficulties in peer relationships, limited integration between groups, or entrenched stereotypes influencing the perception of Ukrainian students' attitudes.

The most positive assessment came from Ukrainian students themselves. Of this group, 76.6% of respondents strongly agreed with the statement, including 48.3% who strongly agreed. Negative responses constituted 15.0%, while 8.3% of respondents had no opinion. These results demonstrate the strong belief among Ukrainian students in their readiness for cultural adaptation and openness to functioning in a new social environment.

Overall, over half of all respondents (54.1%) agreed with the statement that Ukrainian students demonstrate a willingness to learn and understand local cultural norms, with 32.7% disagreeing and 13.3% expressing no opinion. This means that while positive opinions prevail across the entire sample, significant differences exist between the different groups.

The results indicate primarily perceptual differences between students and staff, and between Slovak and Ukrainian students. While staff and those involved themselves rate the level of adaptive readiness highly, students as a peer group are significantly more critical. This may suggest communication barriers, insufficient social integration, or differing understandings of the concept of "cultural adaptive readiness" among the different groups.

Figure 6. Students from Ukraine demonstrate willingness to learn and understand local cultural norms, broken down by the surveyed respondent groups



Part C - Observed Institutional Support

1. 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 the groups (academic staff, Slovak students, and Ukrainian students) are not statistically significant $p > \alpha$ ($p = 0.123$). The results are presented in Table 10.

Table 11. Results of the Pearson's χ^2 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

	χ^2	df	p
Pearson's χ^2	12.67	df=8	p=0.123
ϕ	0.25		
Contingency coefficient (C)	0.25		
Cramér's V	0.18		

The analysis of the responses indicates a moderately positive assessment of the university's information activities, with a simultaneous diversification of opinions between the surveyed groups.

Among teaching staff, positive assessments predominate – a total of 62.2% of respondents agree with the statement (24.5% "I partially agree" and 37.7% "I completely agree"). Negative responses constituted only 7.6%, while a full 30.2% of respondents had no opinion. The high percentage of neutral responses may suggest that not all staff members are directly involved in the process of informing students about administrative procedures.

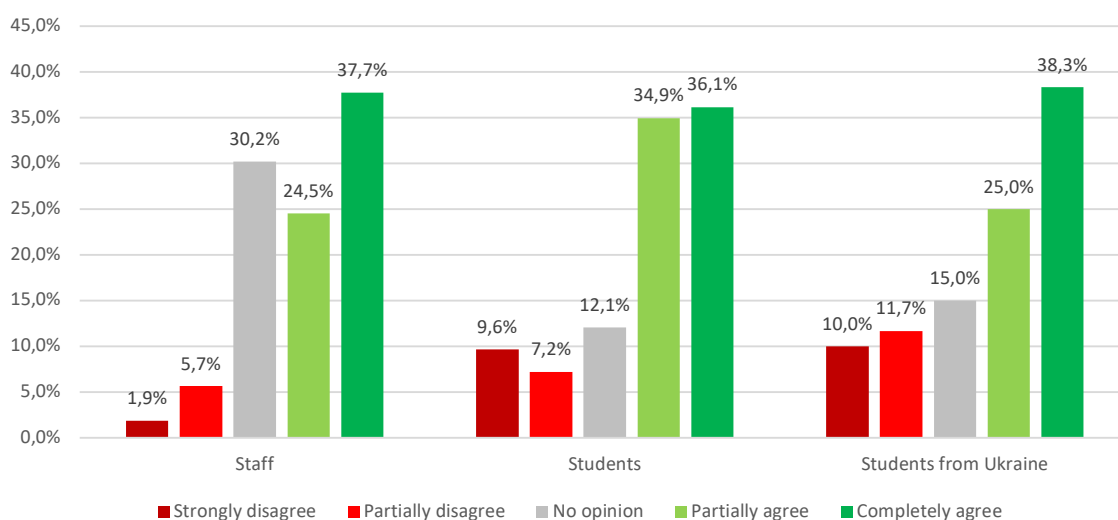
Slovak students assess the situation even more positively than faculty. Of this group, 71.0% of respondents agree with the statement (34.9% "partially agree" and 36.1% "fully agree"). Negative responses accounted for 16.8%, and 12.1% of respondents did not take a position. These results indicate that most students perceive the information provided as clear and structured.

Ukrainian students also largely assess the way administrative procedures are explained positively – 63.3% of respondents agree with the statement (25.0% "I partially agree" and 38.3% "I completely agree"). However, this group had a higher percentage of negative responses (21.7%) and 15.0% neutral responses than the overall student population. This may suggest that, despite generally positive assessments, some international students encounter difficulties in understanding administrative procedures, which may be due to language barriers or differences in administrative systems.

Overall, 66.3% of all respondents agreed that administrative steps are explained in a clear and structured manner, while 15.9% disagreed, and 17.9% had no opinion. This indicates that administrative communication is viewed generally positively, although not uniformly, across all groups.

In summary, the study indicates a relatively positive assessment of the transparency of administrative procedures related to integration. Ukrainian students appear to be the most critical group, although positive opinions also prevail within this group. These results may provide a basis for further improvement in information delivery methods, particularly with regard to the needs of international students.

Figure 7. The administrative steps necessary for integration are explained to students clearly and in a structured manner, broken down by respondent group



2. 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, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The results are presented in Table 11.

Table 12. Results of the Pearson's χ^2 test of independence. Issues related to accommodation, documentation or scholarships are effectively handled by the university, divided into the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	35.20	df=8	p=0.000
ϕ	0.42		
Contingency coefficient (C)	0.39		
Cramér's V	0.30		

The analysis of the responses indicates a varied assessment of the effectiveness of administrative activities depending on the group surveyed.

A neutral attitude prevails among teaching staff. As many as 47.2% of respondents chose the "no opinion" response, which may indicate limited direct involvement of this group in administrative matters affecting students. A total of 45.3% of respondents expressed a positive assessment (24.5% "partially agree" and 20.8% "totally agree"), while negative responses constituted 7.6%. These results suggest that while staff do not express any clear reservations about the functioning of the administration, nearly half of respondents do not feel competent to provide a definitive assessment of these processes.

Slovak students rate the effectiveness of administrative services much more positively. A total of 77.1% of respondents agreed with the statement, including 48.2% who strongly agreed. Only 8.4% responded negatively, and 14.5% had no opinion. These results indicate that the majority of students perceive the university's operations in the areas of accommodation, documentation, and scholarships as efficient and effective.

The situation is different among students from Ukraine. Although a total of 51.7% of respondents expressed a positive opinion (20.0% "I partially agree" and 31.7% "I completely

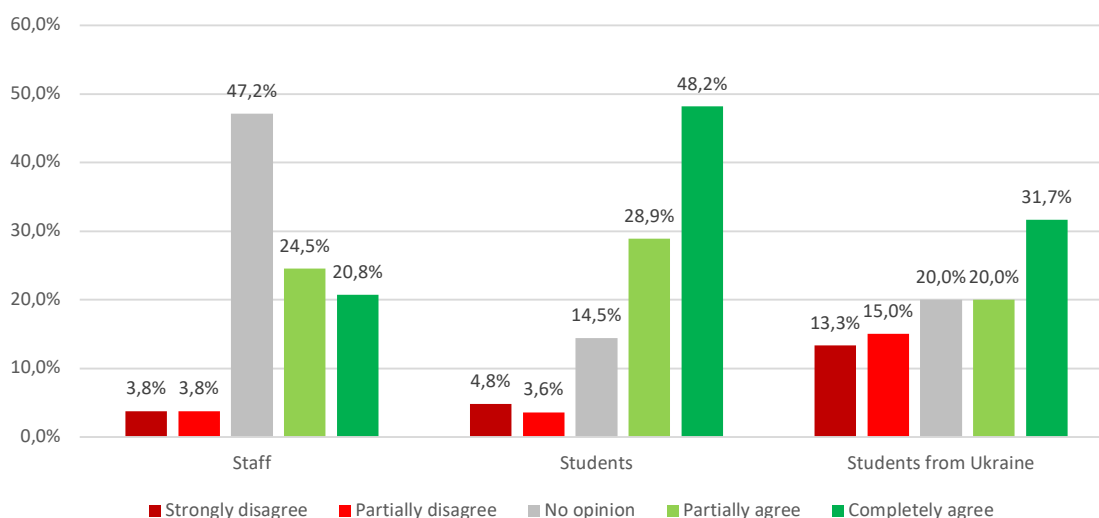
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agree"), the percentage of negative responses is significantly higher than among students overall, reaching 28.3%. Furthermore, 20.0% of respondents had no opinion. These data may indicate that international students more often encounter difficulties with administrative formalities, which may be related to additional legal requirements, language barriers, or different experiences with administrative systems in their country of origin.

Overall, 60.7% of all respondents assessed the administrative handling positively, 14.2% negatively, and 25.0% had no opinion. This indicates that the overall picture of university administration is generally favorable, although there are noticeable differences in perception between domestic and Ukrainian students.

In summary, the study indicates a generally positive assessment of the effectiveness of administrative support, particularly among students overall. At the same time, the relatively high level of negative responses among Ukrainian students may signal a need for further improvement in administrative support for international students.

Figure 8. Issues related to accommodation, documentation or scholarships are effectively handled by the university, broken down by the surveyed groups of respondents



3. Institutional support does not seem to be limited to purely formal or declarative actions

Differences in the assessment of whether institutional support seems to be limited to purely formal or declarative activities between the groups (academic staff, Slovak students, and Ukrainian students) are not statistically significant $p > \alpha$ ($p = 0.434$). The results are presented in Table 12.

Table 13. Results of the Pearson's χ^2 test of independence. Institutional support does not seem to be limited to purely formal or declarative activities

	χ^2	df	p
Pearson's χ^2	7.99	df=8	p=0.434
ϕ	0.20		
Contingency coefficient (C)	0.20		
Cramér's V	0.14		

Figure 8 shows that, in the opinion of teaching staff, a total of 66.1% of respondents agree with the statement (32.1% "I partially agree" and 34.0% "I completely agree"). Negative responses accounted for 11.4%, while 22.6% of respondents had no opinion. These results suggest that most staff perceive institutional support as real and beyond declarative, although the relatively high percentage of neutral responses may indicate limited insight into specific forms of support by some staff.

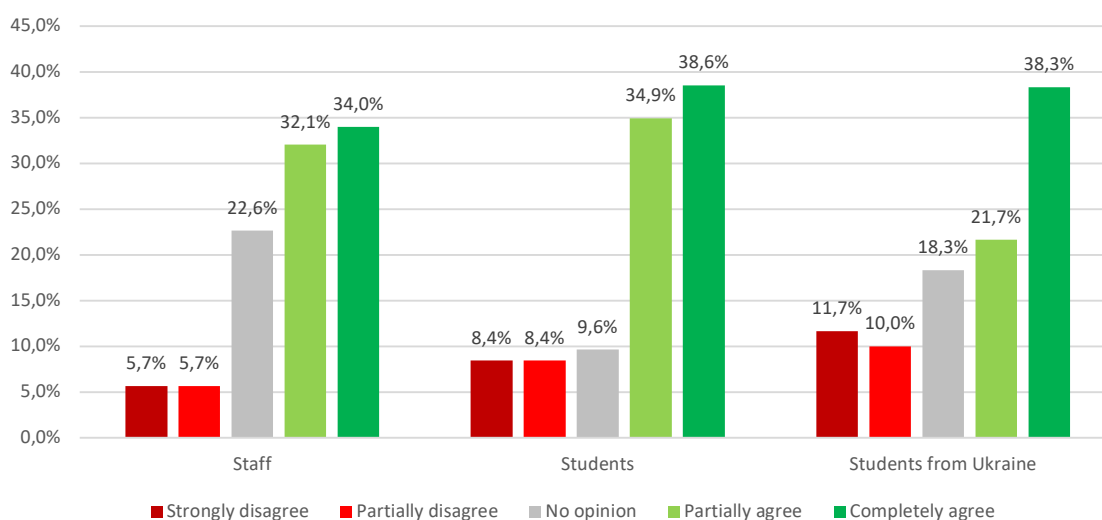
Slovak students present an even more unequivocal assessment. A total of 73.5% of respondents agree with the statement (34.9% "partially agree" and 38.6% "fully agree"), while 16.8% express a negative opinion and 9.6% have no opinion. This indicates that institutional support is largely perceived as real and practical within the student community.

Ukrainian students also largely assess the support positively – a total of 60.0% of respondents agree with the statement (21.7% "partially agree" and 38.3% "fully agree"). At the same time, 21.7% of respondents expressed a negative opinion, and 18.3% had no opinion. Compared to other groups, this is the highest percentage of negative responses, which may suggest that some Ukrainian students perceive shortcomings in the practical implementation of support or experience it in a less unequivocally positive way.

Overall, 67.3% of all respondents agreed with the statement that institutional support is not limited to formal or declarative actions. Negative responses accounted for 16.9%, and 15.8% of respondents did not take a position. This indicates that the overall picture of support is rather positive, although not entirely clear.

In summary, the survey results indicate a generally positive assessment of the nature of institutional support. Slovak students express the most unequivocally positive attitude, while Ukrainian students express doubts more often than other groups. This may indicate a need to further develop and communicate practical forms of support so that they are equally clearly perceived by all recipients.

Figure 9. Institutional support does not seem to be limited to purely formal or declarative activities, broken down by the surveyed groups of respondents



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

1. There were no behaviors indicating a persistent sense of uncertainty

Differences in the assessment of whether behaviors indicating a persistent sense of uncertainty occurred between the groups (academic staff, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 12.

Table 14. Results of the Pearson's χ^2 test of independence. There were no behaviors indicating a persistent sense of uncertainty in the division of the studied groups of respondents

	χ^2	df	p
Pearson's χ^2	30.50	df=8	p=0.000
ϕ	0.39		
Contingency coefficient (C)	0.37		
Cramér's V	0.28		

The research shows a clear predominance of positive assessments in all surveyed groups, although their intensity varies depending on the respondents.

Among the teaching staff, a total of 60.4% of respondents agreed with the statement (45.3% "partially agree" and 15.1% "fully agree"), indicating that most university staff do not perceive persistent symptoms of uncertainty. However, 26.4% of respondents expressed the opposite opinion, and 13.2% had no opinion. Compared to other groups, this is the highest percentage of negative responses, which may suggest that some staff observe symptoms of uncertainty among students, although they are not prevalent.

Students (overall) view the situation more unequivocally positively. A full 78.4% of respondents agreed with the statement, including 38.6% who strongly agreed. Negative responses accounted for only 8.4%, while 13.3% of respondents had no opinion. These results indicate that most students do not perceive a persistent sense of uncertainty in their academic environment.

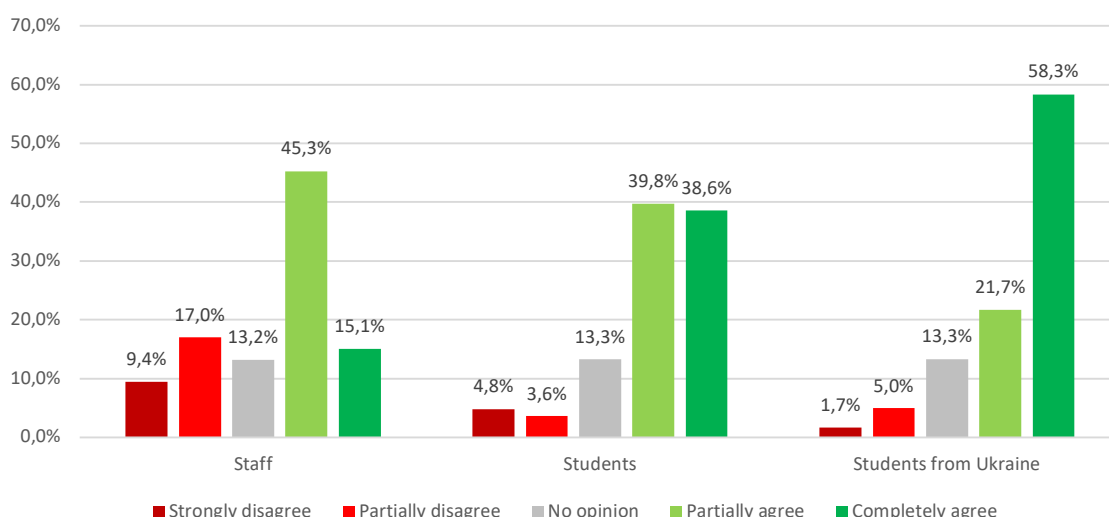
Students from Ukraine hold the most positive stance. Within this group, 80.0% of respondents agreed with the statement, of which 58.3% chose the "I completely agree"

response. Negative responses constituted only 6.7%, and 13.3% of respondents did not take a position. This high level of strongly positive responses may indicate a sense of stability and security within the university environment.

Overall, 74.0% of all respondents agreed that there were no behaviors indicating persistent feelings of insecurity, while 12.8% disagreed, and 13.3% had no opinion. This indicates that the overall social climate is perceived as relatively stable and conducive to a sense of security.

In summary, the study results indicate a prevailing belief in the absence of persistent symptoms of uncertainty, particularly among students, including those from Ukraine. At the same time, the relatively higher percentage of negative responses among faculty may suggest this group is more sensitive to signals of potential adaptation difficulties.

Figure 10. 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)

1. 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, Slovak students, and Ukrainian students) are not statistically significant $p > \alpha$ ($p = 0.258$). The research results are presented in Table 13.

Table 15. Results of the Pearson's χ^2 test of independence. Students from Ukraine clearly express their expectations regarding the educational path, divided into the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	10.09	df=8	p=0.258
ϕ	0.23		
Contingency coefficient (C)	0.22		
Cramér's V	0.16		

The analysis indicates no significant differences in opinions on this topic. Among teaching staff, the responses are divided, with a relatively high percentage of neutral responses. A total of 39.6% of respondents agree with the statement (28.3% "I partially agree" and 11.3% "I completely agree"), while 30.2% disagree. The same percentage (30.2%) have no opinion. These results suggest that while some staff perceive clarity in the communication of expectations by Ukrainian students, a significant group has no clear observations in this regard.

Slovak students assess this issue more critically. Negative responses account for 37.4% (13.3% "I completely disagree" and 24.1% "I partially disagree"), while positive responses account for 32.6%. A full 30.1% of respondents had no opinion. This indicates that not only is skepticism prevalent in this group, but there is also a high level of ambiguity in assessments, which may indicate limited contact or a lack of clear communication of expectations in peer relationships.

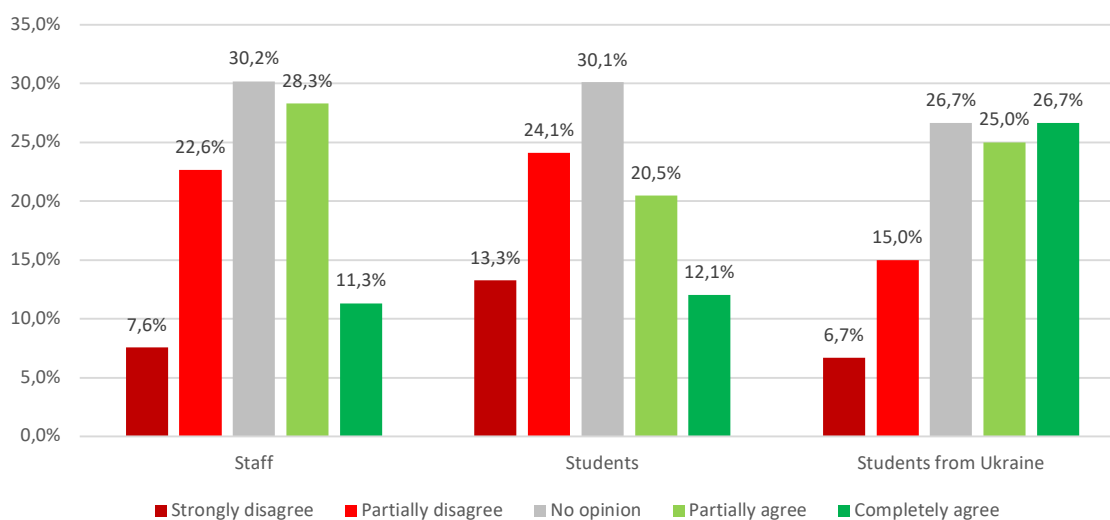
The most positive assessment comes from Ukrainian students themselves. A total of 51.7% of this group agree with the statement (25.0% "partially agree" and 26.7% "fully agree"), while

21.7% disagree, and 26.7% have no opinion. These results suggest that over half of Ukrainian students believe they clearly communicate their educational expectations, although a significant portion of respondents do not provide a clear assessment.

Overall, the responses are fairly evenly distributed. A total of 40.3% of respondents expressed a positive opinion, 30.6% expressed a negative opinion, and 29.1% had no opinion. This indicates that the issue of clearly communicating expectations regarding educational paths is not clearly understood and is an area requiring further consideration.

Overall, the results indicate a moderate assessment of the clarity of communication regarding educational expectations by Ukrainian students. The most positive assessments were from those involved, while students as a peer group were more critical. The high percentage of neutral responses across all groups may indicate insufficient transparency in communication or a limited level of direct information exchange between the study groups.

Figure 11. Students from Ukraine clearly express their expectations regarding the educational path, broken down by the surveyed groups of respondents



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

The differences in the assessment of whether Ukrainian students actively participate in activities aimed at developing their professional competences between the groups (academic staff, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$ ($p = 0.000$)). The research results are presented in Table 14.

Table 16. Results of the Pearson's χ^2 test of independence. Actively participate in activities aimed at developing their professional competences, divided into the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	59.93	df=8	p=0.000
ϕ	0.55		
Contingency coefficient (C)	0.48		
Cramér's V	0.39		

Figure 10 shows a clear differentiation in grades between the studied groups, especially between Slovak students and students from Ukraine.

The opinion of teaching staff is dominated by a moderately positive attitude, although with a very high percentage of neutral responses. A total of 43.4% of respondents agree with the statement (26.4% "I partially agree" and 17.0% "I completely agree"), while 18.9% express a negative opinion. As many as 37.7% of respondents have no opinion. This distribution of responses may suggest that some staff lack full knowledge of Ukrainian students' professional development activities or do not directly observe them.

Slovak students view this issue much more critically. Negative responses totaled 39.8% (19.3% "totally disagree" and 20.5% "partially disagree"), while positive responses totaled 43.3%. At the same time, 16.9% of respondents had no opinion. These results suggest a relatively polarized picture – although positive responses slightly predominate, the high percentage of negative responses suggests that a significant portion of students do not perceive the active involvement of Ukrainian students in their professional development.

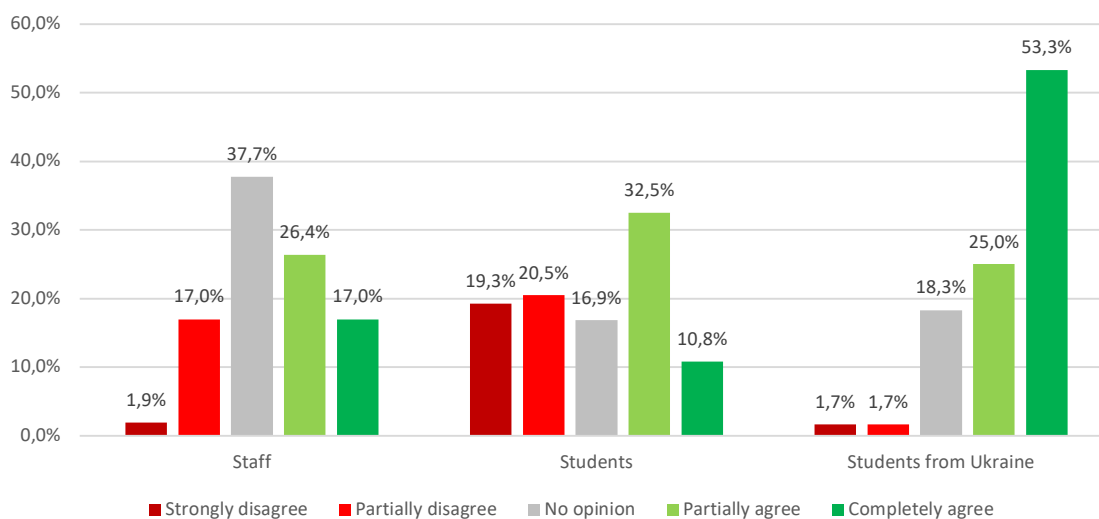
By far the most positive assessment comes from Ukrainian students themselves. A full 78.3% of respondents agreed with the statement, including 53.3% who strongly agreed. Only 3.4% responded negatively, and 18.3% had no opinion. This high level of affirmative responses

demonstrates this group's strong belief in their own commitment to improving their professional skills.

Overall, 54.1% of all respondents agreed with the statement that Ukrainian students actively participate in activities that foster the development of professional competencies, 23.0% disagreed, and 23.0% had no opinion. This means that the overall sample is predominantly positive, but the assessment is not unequivocal.

Overall, the results indicate a clear discrepancy in perception between Ukrainian students and other groups. While the students themselves rate their professional activity very highly, Slovak students as a peer group are much more divided on this issue, and faculty largely disagree. This may indicate insufficient visibility of the activities undertaken by Ukrainian students in the academic sphere or differences in perceptions of professional activity.

Figure 12. They actively participate in activities aimed at developing their professional competences, divided into surveyed groups of respondents



3. They demonstrate a realistic approach to their strengths and weaknesses

The differences in the assessment of whether Ukrainian students demonstrate a realistic approach to their strengths and weaknesses between the groups (academic staff, Slovak students, and Ukrainian students) are statistically significant $p < \alpha$ ($p = 0.016$). The results are presented in Table 15.

Table 17. The results of the Pearson's χ^2 test of independence. Show a realistic approach to their strengths and weaknesses divided into the studied groups of respondents

	χ^2	df	p
Pearson's χ^2	18.83	df=8	p=0.016
ϕ	0.31		
Contingency coefficient (C)	0.30		
Cramér's V	0.22		

Figure 11 shows that the opinions of teaching staff are dominated by a moderately positive assessment, although with a significant share of neutral responses. A total of 45.3% of respondents agree with the statement (28.3% "I partially agree" and 17.0% "I completely agree"), while 17.0% express a negative opinion. As many as 37.7% of respondents have no opinion. The high percentage of neutral responses may suggest that not all teaching staff have the opportunity to directly observe the self-reflective attitudes of Ukrainian students.

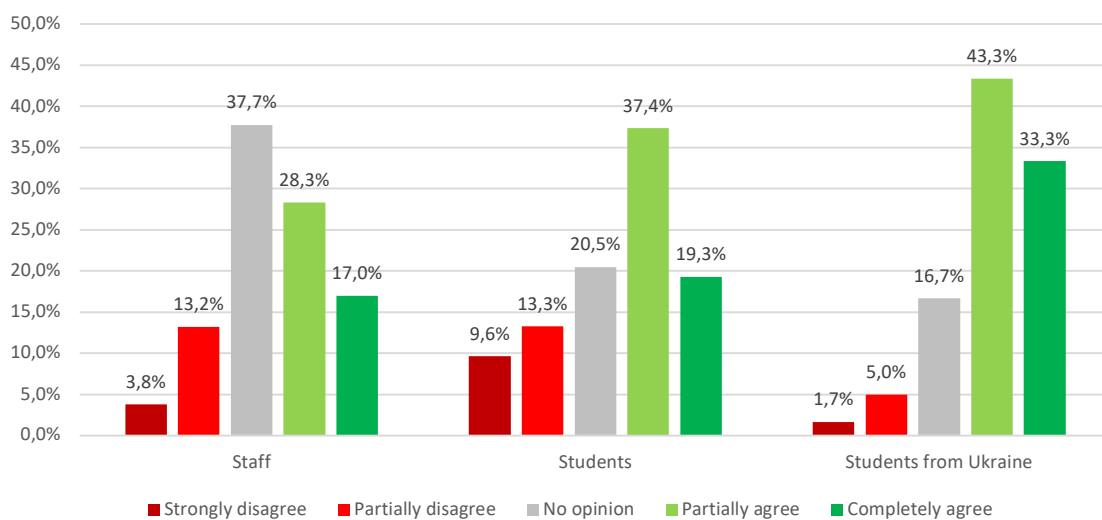
Slovak students assess this issue more unequivocally positively. Affirmative responses totaled 56.7% (37.4% "I partially agree" and 19.3% "I completely agree"), while 22.9% of respondents expressed a negative opinion and 20.5% had no opinion. These results indicate that most students perceive a realistic approach to their own competences among Ukrainian students, although this assessment is not entirely unanimous.

The most positive opinion comes from Ukrainian students themselves. Within this group, 76.6% of respondents strongly agreed with the statement, including 33.3% who strongly agreed. Negative responses constituted only 6.7%, and 16.7% of respondents did not take a position. This high level of positive responses may indicate this group's strong self-awareness of their competencies and maturity in assessing their capabilities and limitations.

Overall, 59.7% of all respondents agreed with the statement that Ukrainian students demonstrate a realistic approach to their strengths and weaknesses, 16.3% disagreed, and 24.0% had no opinion. This indicates that the overall sample is generally positive, although a significant portion of respondents do not express a clear opinion.

In summary, the results indicate a generally favorable assessment of the self-awareness of Ukrainian students. The highest levels of positive assessments are found among those involved, while faculty members are more likely to refrain from expressing a clear opinion. This may indicate limited opportunities to observe such attitudes in everyday academic interactions or differences in how a "realistic approach" to one's own competencies is defined.

Figure 13. They demonstrate a realistic approach to their strengths and weaknesses, broken down by the surveyed respondent groups



4. 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 the groups (academic staff, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.001$). The results are presented in Table 16.

Table 18. Results of the Pearson's χ^2 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

	χ^2	df	p
Pearson's χ^2	25,26	df=8	p=0.001
ϕ	0.36		
Contingency coefficient (C)	0.34		
Cramér's V	0.25		

Figure 12 shows that, in the opinion of teaching staff, 45.3% of respondents agree with the statement (28.3% "I partially agree" and 17.0% "I completely agree"), while 17.0% hold a negative view. However, the largest group is those who have no opinion – 37.7%. The high percentage of neutral responses may indicate that not all teaching staff have the opportunity to observe informal conversations and student activity, which limits their ability to clearly assess motivation expressed outside of the formal academic context.

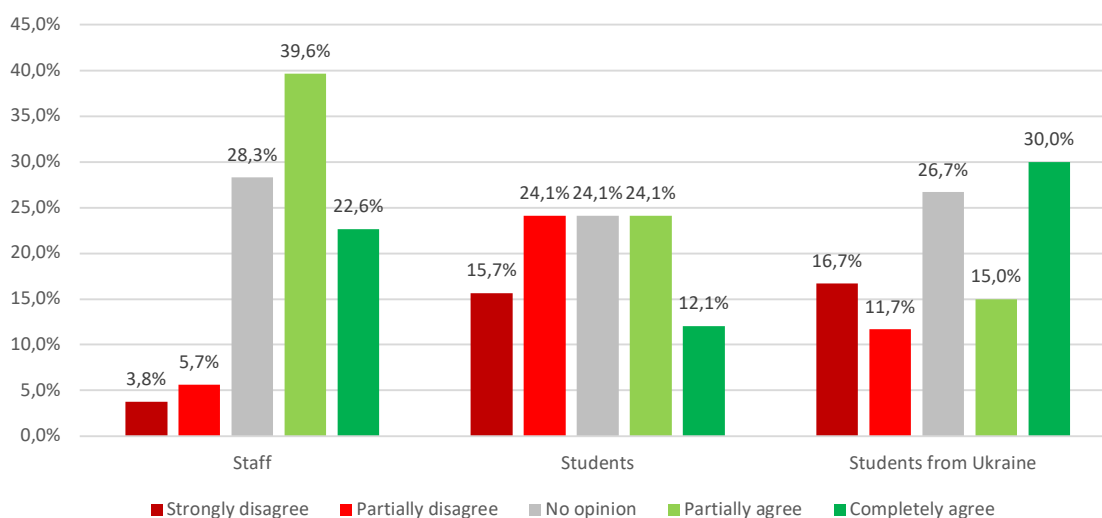
Slovak students present a more unequivocally positive assessment. A total of 56.7% of respondents agree with the statement (37.4% "partly agree" and 19.3% "totally agree"), while 22.9% express a negative opinion and 20.5% have no opinion. These results suggest that the motivation of Ukrainian students to complete their studies and find employment is largely recognized within their peer group, although this assessment is not entirely unanimous.

Ukrainian students themselves assess the situation most positively. A total of 76.6% of this group agreed with the statement, including 33.3% who strongly agreed. Only 6.7% of respondents responded negatively, while 16.7% did not take a position. This high level of positive responses indicates a strong sense of educational and professional motivation and the ability to communicate it in informal situations.

Overall, 59.7% of all respondents agreed with the statement that Ukrainian students express motivation to complete their studies or find a job in informal conversations. Negative responses accounted for 16.3%, and 24.0% of respondents had no opinion. This indicates that the overall picture of motivation is positive, although a significant portion of respondents did not express a clear opinion.

Overall, the results indicate that Ukrainian students are perceived as motivated to pursue educational and professional goals, particularly in their own assessment and in the opinion of their peers. At the same time, the high level of neutral responses among faculty may suggest that this group has limited insight into the informal aspects of students' functioning in the academic environment.

Figure 14. 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

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

The differences in the assessment of whether Ukrainian students understand academic requirements without the need to constantly ask for additional explanations between the groups (academic staff, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 17.

Table 19. Results of the Pearson's χ^2 test of independence. They understand academic requirements without having to constantly ask for additional explanations, broken down by the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	72.21	df=8	p=0.000
ϕ	0.61		
Contingency coefficient (C)	0.52		
Cramér's V	0.43		

The opinions of teaching staff are predominantly positive. A total of 54.8% of respondents agree with the statement (35.9% "partially agree" and 18.9% "fully agree"), while 18.9% express a negative opinion. At the same time, 26.4% of respondents have no opinion. These results suggest that the majority of university staff perceive Ukrainian students as having an adequate understanding of academic requirements, although a significant portion of staff do not provide a clear assessment.

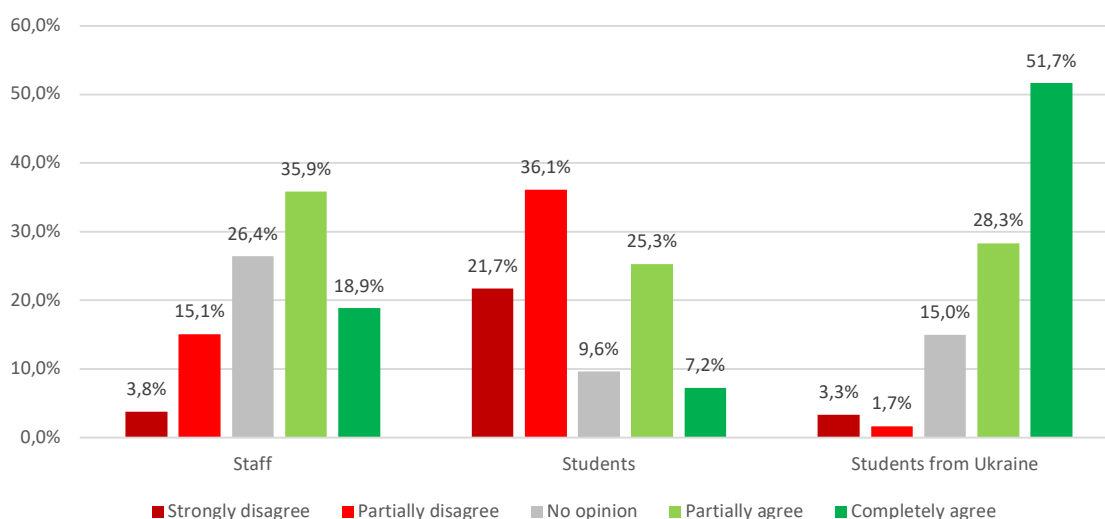
A distinctly different picture emerges from the responses of Slovak students. Negative opinions predominate in this group, with a total of 57.8% disagreeing with the statement (21.7% "totally disagree" and 36.1% "partially disagree"). A positive assessment was expressed by 32.5% of respondents, while 9.6% had no opinion. These results indicate that peers are more likely to perceive difficulties in Ukrainian students' independent understanding of academic requirements.

Ukrainian students themselves assess the situation most positively. A full 80.0% of respondents agreed with the statement, including 51.7% who strongly agreed. Only 5.0% of respondents responded negatively, and 15.0% did not take a position. This high percentage of affirmative responses demonstrates this group's strong belief in their independence and competence in understanding academic requirements.

Overall, 53.1% of all respondents agreed that Ukrainian students understand academic requirements without having to constantly ask for clarification, while 31.1% disagreed, and 15.8% had no opinion. This means that while the overall balance is positive, the distribution of opinions is clearly polarized.

In summary, the study results reveal a significant discrepancy between Ukrainian students' self-assessment and Slovak students' assessment of their competences. While academic staff present a moderately positive stance, students, as a peer group, are more likely to perceive the need for additional clarification. This may indicate differences in perceptions of academic independence, language barriers, or communication styles within the student community.

Figure 15. They understand academic requirements without having to constantly ask for additional explanations by respondent group



2. 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, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 18.

Table 20. Results of the Pearson's χ^2 test of independence. In formal situations, their use of language is correct and appropriate to the context, divided into the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	68.89	df=8	p=0.000
ϕ	0.59		
Contingency coefficient (C)	0.51		
Cramér's V	0.42		

Figure 14 shows that positive assessments predominate among teaching staff. A total of 52.9% of respondents agree with the statement (35.9% "I partially agree" and 17.0% "I completely agree"), while 22.7% express a negative opinion. At the same time, 24.5% of respondents have no opinion. These results indicate that the majority of university staff assess the linguistic accuracy and adequacy of Ukrainian students in formal situations as satisfactory, although nearly a quarter of respondents do not express a clear opinion.

Slovak students take a much more critical stance. Within this group, 65.1% of respondents disagreed with the statement (37.4% "totally disagree" and 27.7% "partially disagree"). A positive assessment was expressed by 31.3% of respondents, while only 3.6% had no opinion. These results suggest that Ukrainian students' language difficulties are more often perceived in formal contexts by their peers.

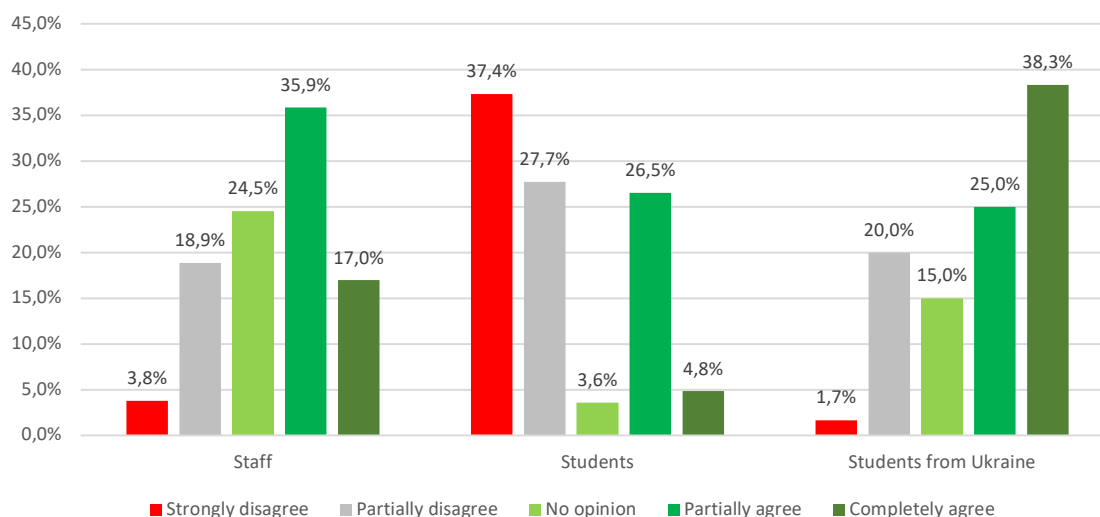
Ukrainian students assess their language skills much more positively. A total of 63.3% of respondents agree with the statement (25.0% "somewhat agree" and 38.3% "totally agree"), while 21.7% disagree, and 15.0% have no opinion. This indicates that the majority of this group perceives their language use in formal situations as adequate, although a significant percentage of respondents report difficulties in this area.

Overall, the responses are divided. A total of 47.0% of all respondents agreed with the statement, while 40.4% expressed the opposite opinion, and 12.8% had no opinion. This

indicates that the issue of linguistic correctness in formal situations is an area of markedly divergent assessments and may pose a significant challenge in the academic integration process.

In summary, the study results indicate a significant difference in perception between Slovak and Ukrainian students. While teaching staff and the students themselves generally assess language competence positively, students as a peer group are significantly more critical. This may indicate differences in communication expectations, greater peer sensitivity to linguistic nuances, or different experiences of face-to-face interaction.

Figure 16. In formal situations, their use of language is correct and appropriate to the context, broken down by the surveyed groups of respondents



3. 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, Slovak students, and Ukrainian students) are statistically significant ($p < \alpha$) ($p = 0.000$). The results are presented in Table 19.

Table 21. Results of the Pearson's χ^2 test of independence. During classes, they speak up when they have questions or comments, divided into the studied groups of respondents

	χ^2	df	p
Pearson's χ^2	39.26	df=8	p=0.000
ϕ	0.45		
Contingency coefficient (C)	0.41		
Cramér's V	0.32		

Figure 15 shows that the teaching staff's opinion is predominantly positive. A total of 64.2% of respondents agree with the statement (47.2% "I partially agree" and 17.0% "I completely agree"), while 28.4% express a negative opinion. Only 7.6% of respondents have no opinion. These results suggest that most staff recognize the active participation of Ukrainian students during classes and their willingness to speak up in situations requiring clarification or comment.

Slovak students hold a different view. Negative responses predominate in this group, with a total of 57.8% disagreeing with the statement (26.5% "totally disagree" and 31.3% "partially disagree"). A positive assessment was expressed by 32.6% of respondents, while 9.6% had no opinion. These results indicate that Ukrainian students' activity during classes is perceived as limited by their peers.

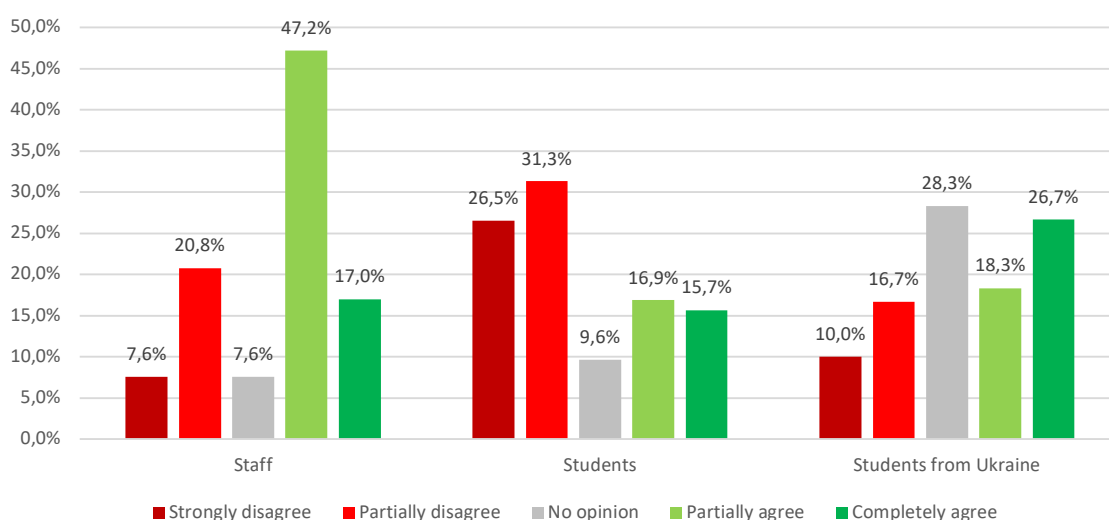
Ukrainian students assess their participation in the classroom more diversely. A total of 45.0% of respondents agreed with the statement (18.3% "I partially agree" and 26.7% "I completely agree"), while 26.7% expressed a negative opinion. There was also a relatively high percentage of neutral responses (28.3%). This may reflect varying levels of self-confidence in formal situations or individual differences in participation style.

Overall, 44.9% of all respondents agreed that Ukrainian students speak up during classes when they have questions or comments, while 40.3% disagreed, and 14.8% had no opinion.

This means that the overall assessment of this form of activity is almost evenly balanced, with a slight preponderance of positive opinions.

In summary, the study results indicate a clear discrepancy in perception between staff and students. While staff largely recognize the activity of Ukrainian students during classes, Slovak students, as a peer group, assess it much more critically. Ukrainian students themselves demonstrate a moderately positive, yet ambiguous, self-assessment. This may indicate differences in perceptions of academic activity, levels of self-confidence in communication, and the dynamics of relationships within class groups.

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



4. 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, Slovak students, and Ukrainian students) are statistically significant $p < \alpha$ ($p = 0.000$). The results are presented in Table 20.

Table 22. Results of the Pearson's χ^2 test of independence. The language barrier no longer seems to be a recurring problem in interactions by respondent group

	χ^2	df	p
Pearson's χ^2	45.52	df=8	p=0.000
ϕ	0.48		
Contingency coefficient (C)	0.43		
Cramér's V	0.34		

Figure 16 shows that the opinions of teaching staff are dominated by positive responses. A total of 54.7% of respondents agree with the statement (32.1% "I partially agree" and 22.6% "I completely agree"), while 28.3% express a negative opinion. 17.0% of respondents have no opinion. These results suggest that the majority of university staff perceive the language barrier as a problem that is gradually losing its significance, although nearly one-third recognize its persistent manifestations.

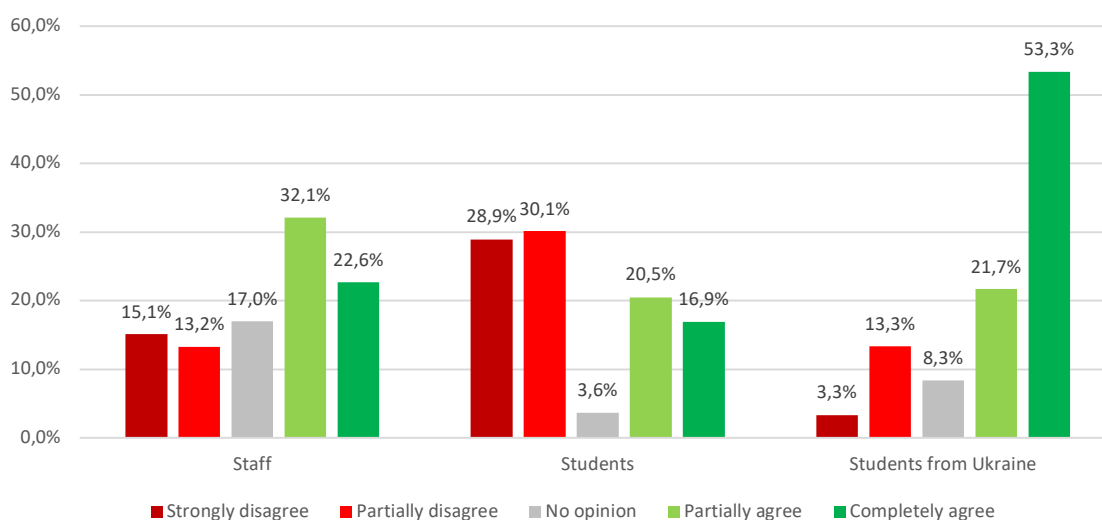
Slovak students take a much more critical stance. A total of 59.0% of this group disagreed with the statement (28.9% "totally disagree" and 30.1% "partially disagree"), while 37.4% expressed a positive opinion. Only 3.6% of respondents had no opinion. This indicates that the language barrier is still perceived as a recurring problem in peer interactions.

Students from Ukraine assess the situation significantly more optimistically. A total of 75.0% of respondents agreed with the statement, including 53.3% who strongly agreed. Negative responses constituted 16.6%, and 8.3% of respondents did not take a position. These results indicate that the majority of this group no longer perceive the language barrier as a significant and recurring obstacle to academic interactions.

Overall, 53.6% of all respondents agreed that the language barrier is no longer a recurring problem, while 37.8% disagreed, and 8.7% had no opinion. This means that the overall sample is moderately positive, but the distribution of opinions is clearly polarized.

In summary, the study results reveal a significant difference in perception between Slovak and Ukrainian students. While the majority of students themselves do not perceive the language barrier as a persistent problem, students as a peer group are more likely to recognize its continuing significance. Teaching staff occupy a middle ground, tending toward a positive assessment. This may indicate differences in the subjective perception of language difficulties, communication sensitivity, and experiences resulting from face-to-face interactions.

Figure 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

1. 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, Slovak students, and Ukrainian students) are statistically significant $p < \alpha$ ($p = 0.049$). The study results are presented in Table 21.

Table 23. Results of the Pearson's χ^2 test of independence. There were no differences in treatment based on nationality in the study groups of respondents

	χ^2	df	p
Pearson's χ^2	15.52	df=8	p=0.049
ϕ	0.28		
Contingency coefficient (C)	0.27		
Cramér's V	0.20		

Figure 17 shows that, in the opinion of teaching staff, as many as 79.2% of respondents agree with the statement (28.3% "I partially agree" and 50.9% "I completely agree"). Negative responses constitute 13.3%, and 7.6% of respondents have no opinion. This high percentage of affirmative responses indicates that the vast majority of university staff do not perceive differences in the treatment of students based on nationality.

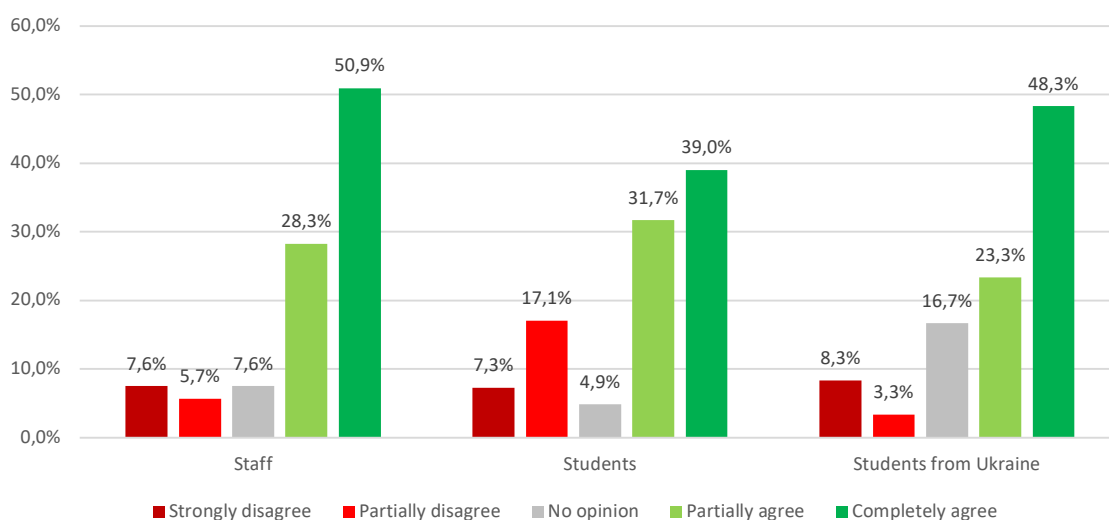
Slovak students also largely share this opinion. A total of 70.7% of respondents agree with the statement (31.7% "I partially agree" and 39.0% "I completely agree"), while 24.4% express a negative opinion. 4.9% of respondents have no opinion. This means that while positive assessments predominate, nearly a quarter of students perceive some differences in treatment, which may indicate individual experiences of inequality or differing interpretations of behavior in the academic environment.

Ukrainian students also largely assess the situation positively – 71.6% of respondents agree with the statement, including 48.3% who strongly agreed. Negative responses constitute 11.6%, and 16.7% of respondents have no opinion. Compared to other groups, the higher percentage of neutral responses may indicate caution in formulating clear-cut assessments or varying individual experiences.

Overall, 73.3% of all respondents agreed with the statement that there were no differences in treatment based on nationality, while 17.4% disagreed, and 9.2% had no opinion. This indicates that the overall sample believes in the equal nature of the academic environment.

In summary, the survey results indicate a generally positive assessment of the lack of discrimination based on nationality. This position is most clearly expressed by teaching staff, while students – both Slovak and Ukrainian – demonstrate somewhat greater diversity of opinion. Despite the dominant view of equal treatment, the presence of negative responses suggests that this issue remains a significant area requiring further attention and monitoring.

Figure 19. There were no differences in treatment based on nationality in the surveyed groups of respondents



2. 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, Slovak students, and Ukrainian students) are not statistically significant ($p > \alpha$) ($p=0.189$). The results are presented in Table 24.

Table 24. Results of the Pearson's χ^2 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

	χ^2	df	p
Pearson's χ^2	11.22	df=8	p=0.189
ϕ	0.24		
Contingency coefficient (C)	0.23		
Cramér's V	0.17		

Figure 18 shows that, in the opinion of teaching staff, as many as 84.9% of respondents agree with the statement (34.0% "partially agree" and 50.9% "fully agree"). Negative responses constituted only 9.5%, and 5.7% of respondents had no opinion. These results indicate that the vast majority of university staff perceive Ukrainian students' access to resources and opportunities as equal to that of other students.

Slovak students express an even more unequivocal opinion. A total of 89.0% of respondents agreed with the statement, including 69.5% who strongly agreed. Negative responses constituted 8.5%, and 2.4% of respondents did not take a position. This high level of affirmative responses indicates a strong belief among the student community that there is no inequality in access to educational resources and development opportunities.

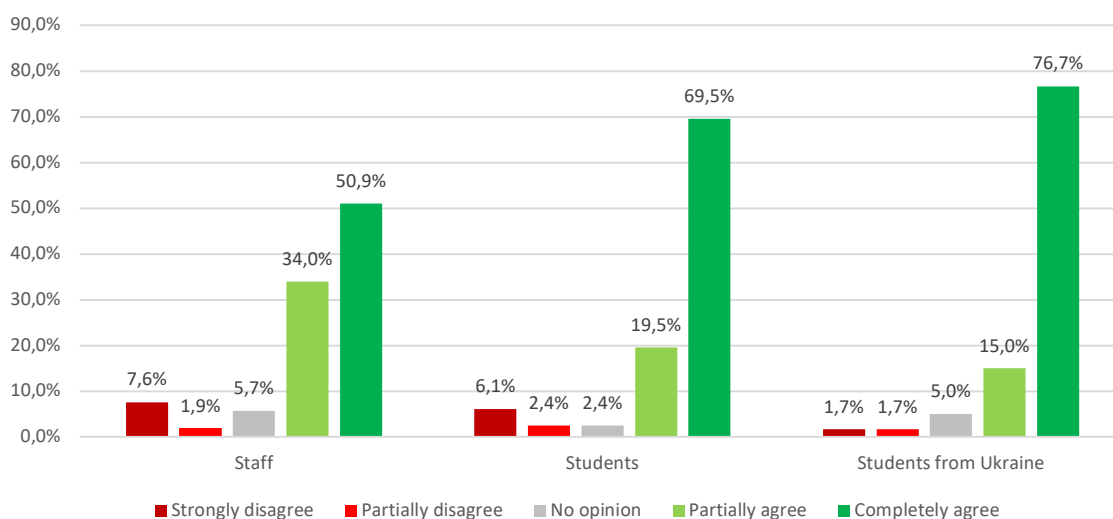
Ukrainian students themselves expressed the strongest assessment. A full 91.7% of respondents agreed with the statement, with 76.7% choosing "I completely agree." Negative responses accounted for only 3.4%, and 5.0% of respondents had no opinion. These results demonstrate a very high sense of equal access to resources and opportunities among Ukrainian students.

Overall, 88.8% of all respondents agreed that Ukrainian students' access to resources and opportunities is comparable to that of other students. Negative responses constituted 7.2%, and

4.1% of respondents had no opinion. This means that the entire sample almost unanimously agreed that access to university resources was equal.

Overall, the survey results indicate a very positive assessment of equal opportunities and access to resources for Ukrainian students. All respondent groups—staff, students in general, and Ukrainian students themselves—show a high level of agreement on this issue, which is a significant indicator of the inclusiveness of the academic community.

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



3. 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, Slovak students, and Ukrainian students) are not statistically significant $p > \alpha$ ($p = 0.061$). The research results are presented in Table 25.

Table 25. Results of the Pearson's χ^2 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

	χ^2	df	p
Pearson's χ^2	14.91	df=8	p=0.061
ϕ	0.28		
Contingency coefficient (C)	0.27		
Cramér's V	0.20		

Figure 19 shows that, in the opinion of the teaching staff, a total of 71.7% of respondents agree with the statement (24.5% "partially agree" and 47.2% "fully agree"). Negative responses constitute 11.4%, while 17.0% of respondents have no opinion. These results suggest that most staff recognize the active involvement of Ukrainian students in team activities and the consideration of their opinions during group work.

Students (in general) expressed an even more unequivocal assessment. A full 90.2% of respondents agreed with the statement, including 63.4% who strongly agreed. Only 6.1% expressed negative responses, and 3.7% had no opinion. This high level of affirmative responses indicates that the opinions of Ukrainian students are perceived as naturally present within their peer group and taken into account in team activities.

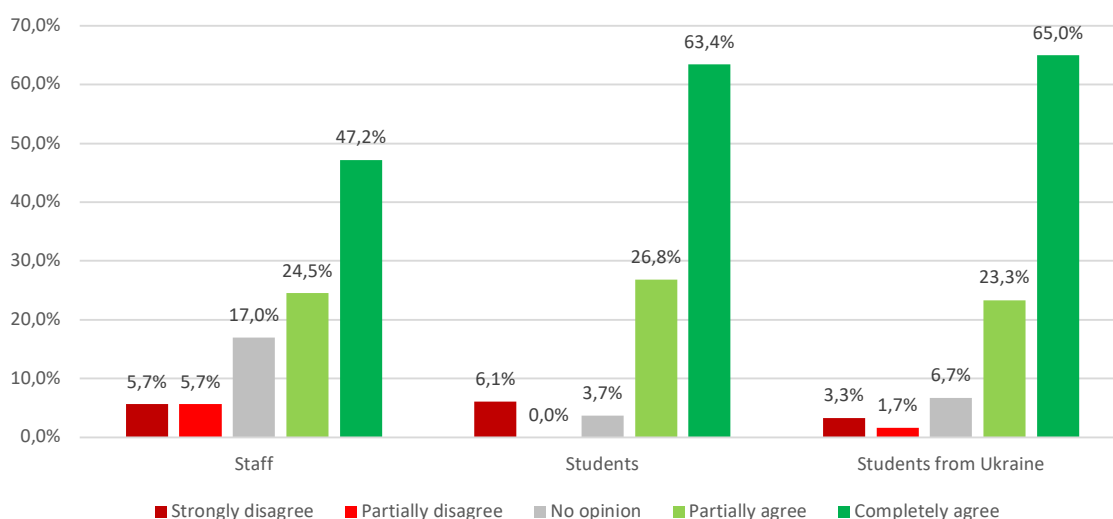
Ukrainian students also view this issue very positively. A total of 88.3% of respondents agreed with the statement (23.3% "somewhat agree" and 65.0% "totally agree"), while 5.0% expressed a negative opinion, and 6.7% had no opinion. These results demonstrate a strong sense of participation and acceptance in the context of group collaboration.

Overall, 84.6% of all respondents agreed with the statement that Ukrainian students' opinions are naturally expressed and considered in group activities. Negative responses

accounted for 7.2%, and 8.2% of respondents did not take a position. This indicates that the overall sample believes in the inclusive nature of teamwork.

Overall, the survey results indicate a very positive assessment of the level of involvement of Ukrainian students in group activities. All respondent groups—staff, students in general, and Ukrainian students themselves—show a high degree of agreement on this issue, which is a significant indicator of social integration and effective collaboration in the academic environment.

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



4. There were no signs of exclusion or marginalization

Differences in the assessment of whether there were any signs of exclusion or marginalization between the groups (academic staff, Slovak students, and Ukrainian students) are not statistically significant $p > \alpha$ ($p = 0.191$). The study results are presented in Table 24.

Table 26. Results of the Pearson's χ^2 test of independence. There were no signals indicating exclusion or marginalization in the division of the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	11.19	df=8	p=0.191
ϕ	0.24		
Contingency coefficient (C)	0.23		
Cramér's V	0.17		

Figure 20 shows that, in the opinion of teaching staff, a total of 66.0% of respondents agree with the statement (26.4% "I partially agree" and 39.6% "I completely agree"). Negative responses constitute 13.3%, while 20.8% of respondents have no opinion. These results indicate that most staff do not perceive signals of exclusion, although the relatively high percentage of neutral responses may suggest a limited ability to observe all aspects of student relations.

Slovak students present an even more unequivocally positive assessment. A full 84.2% of respondents agreed with the statement, including 61.0% who strongly agreed. Negative responses constituted 8.5%, and 7.3% of respondents did not take a position. This high level of affirmative responses indicates that the marginalization of Ukrainian students is not widely recognized among their peers.

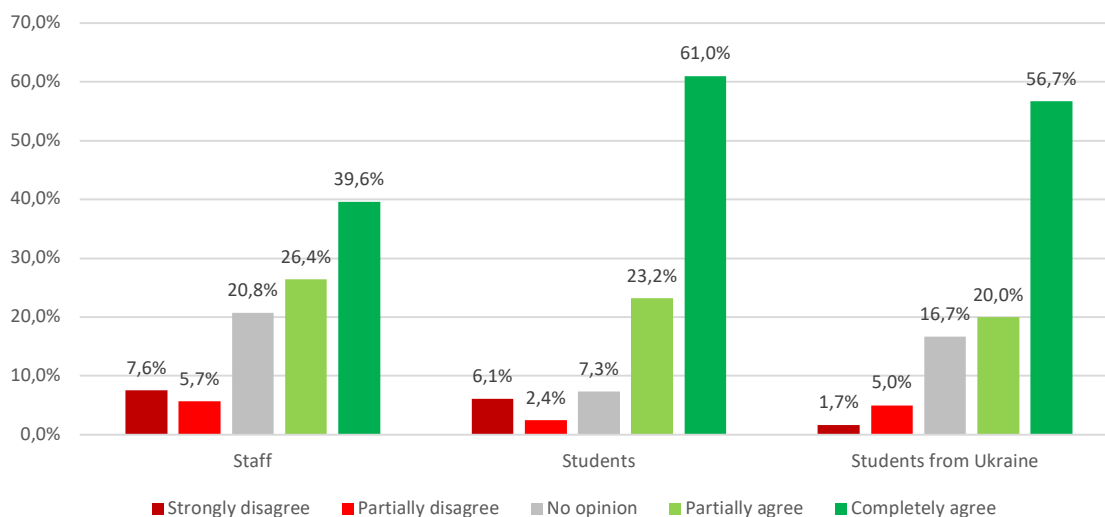
Ukrainian students also largely assess the situation positively – a total of 76.7% of respondents agree with the statement (20.0% "I partially agree" and 56.7% "I completely agree"). Negative responses accounted for 6.7%, and 16.7% had no opinion. These results indicate a relatively high sense of acceptance and a lack of experiences of exclusion among this group, although the noticeable percentage of neutral responses may reflect varying individual experiences.

Overall, 77.0% of all respondents agreed with the statement that there were no signs of exclusion or marginalization, while 9.2% disagreed, and 13.9% had no opinion. This indicates

that the belief that there were no significant signs of exclusion clearly dominated the entire sample.

In summary, the survey results indicate a generally positive assessment of the level of social integration and the lack of marginalization of Ukrainian students. Students, as a peer group, present the most unequivocal stance on this issue, while faculty members more often refrain from making a clear assessment. Despite the dominant image of an inclusive academic environment, the presence of negative and neutral responses suggests the need for further monitoring of this aspect of the university community's functioning.

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



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

The differences in the assessment of whether the presence of Ukrainian students is perceived naturally in the academic community between the groups (academic staff, Slovak students, and Ukrainian students) are not statistically significant $p > \alpha$ ($p = 0.171$). The research results are presented in Table 25.

Table 27. Results of the Pearson's χ^2 test of independence. The presence of Ukrainian students is naturally perceived in the academic community, divided into the surveyed groups of respondents

	χ^2	df	p
Pearson's χ^2	11.58	df=8	p=0.171
ϕ	0.24		
Contingency coefficient (C)	0.24		
Cramér's V	0.17		

The study did not show any statistically significant differences in the responses

According to the teaching staff, a total of 77.3% of respondents agreed with the statement (37.7% "partially agree" and 39.6% "fully agree"). Negative responses accounted for 13.3%, while 9.4% of respondents had no opinion. These results indicate that the vast majority of university staff perceive the presence of Ukrainian students as a natural part of the academic community.

Slovak students also overwhelmingly hold a positive view. A full 76.9% of respondents agreed with the statement (34.2% "partially agree" and 42.7% "fully agree"), while 17.1% expressed a negative opinion and 6.1% had no opinion. This indicates that the presence of Ukrainian students is largely perceived as natural and unremarkable among their peers.

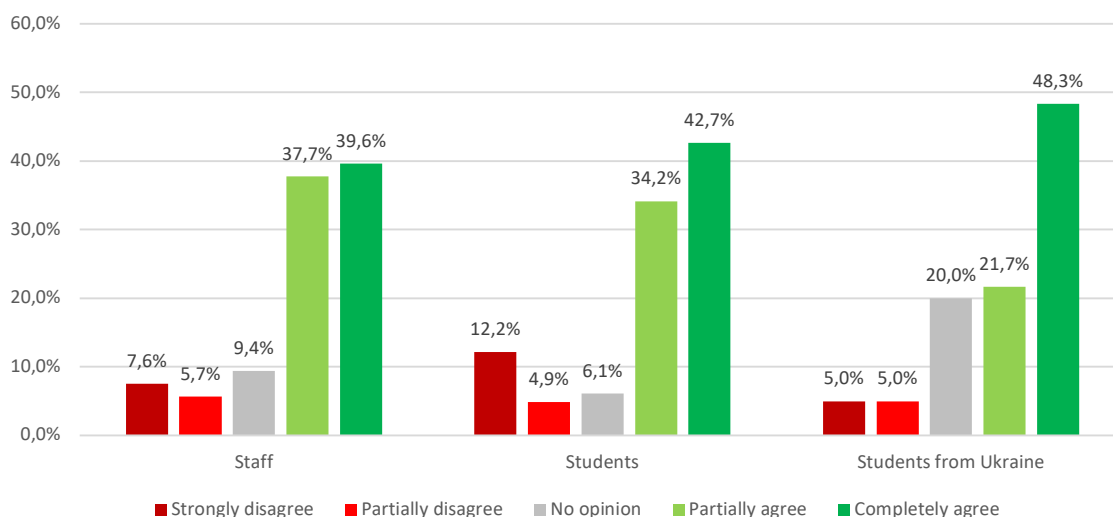
Ukrainian students also largely assess the situation positively – a total of 70.0% of respondents agree with the statement, including 48.3% who strongly agreed. Negative responses constitute 10.0%, while 20.0% of respondents did not take a position. The higher percentage of neutral responses than in other groups may indicate greater caution in assessment or varying individual experiences related to functioning in the academic community.

Overall, 74.9% of all respondents agreed that the presence of Ukrainian students is perceived as natural within the academic community. Negative responses constituted 13.8%,

and 11.3% of respondents had no opinion. This indicates that the belief that the presence of Ukrainian students in the academic community has become normalized clearly predominated across the entire sample.

Overall, the survey results indicate a high level of acceptance and perception of Ukrainian students as an integral part of the academic community. All respondent groups largely share this view, although Ukrainian students are more likely than other groups to refrain from making a clear assessment, which may reflect the diversity of their individual experiences.

Figure 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–G)

The analysis of all the presented statements allows us to formulate a comprehensive picture of the functioning of Ukrainian students in the academic environment and how they are perceived by various groups of respondents (staff, Slovak students and Ukrainian students themselves).

In the area of equal access and non-discrimination, the results are unequivocally positive. The vast majority of respondents – across all groups – indicate that Ukrainian students' access to resources and opportunities is comparable to that of other students, and their presence in the academic community is perceived as natural. The absence of signs of exclusion or marginalization was also assessed positively. In this respect, we can speak of a high level of formal and structural inclusiveness at the university.

Regarding institutional and organizational support, the assessments are also largely positive, though less clear. Administrative procedures and integration support activities are generally assessed as transparent and effective, but in some areas (e.g., the authenticity of support or its practicality), Ukrainian students are more likely than other groups to express doubts. This may indicate a need to further strengthen the quality and communication of support activities.

In the areas of academic and linguistic competence, distinct differences in perceptions are evident. Ukrainian students highly value their independence in understanding academic requirements, a realistic approach to their competencies, and motivation to complete their studies and pursue employment. Teaching staff typically demonstrate a moderately positive attitude. Slovak students, on the other hand, are more likely to express critical opinions—particularly regarding understanding academic requirements, linguistic accuracy in formal situations, and active participation in classes. These differences may stem from differing observational perspectives, differences in communication expectations, or peers' greater sensitivity to linguistic and interactional nuances.

In terms of social integration and teamwork, the results are overwhelmingly positive. Ukrainian students perceive themselves as being included in group activities and their presence in the academic community as natural. At the same time, activity during classes and participation in extracurricular activities are viewed more ambivalently, especially by Slovak

students and – in the case of extracurricular activities – by Ukrainian students themselves. This may indicate differing participation styles and different motivations for engaging in optional activities.

1. **The academic environment can be considered structurally inclusive**, ensuring equal access to resources and the absence of systemic discrimination.
2. **The greatest discrepancies concern the perception of academic and linguistic competences.**, where Slovak students are clearly more critical than Ukrainian staff and students themselves. This may indicate a need to strengthen intercultural communication and build common standards of expectation.
3. **Students from Ukraine demonstrate high self-assessment of motivation and commitment**, however, their activities are not always equally recognized by their peers. This suggests a need to increase the visibility of their activities and competences.
4. **Institutional support is assessed positively**, but some international students recognize its limitations. Therefore, it is worth developing practical activities and communicating them more clearly.
5. **An area that requires further attention is linguistic communication and activity during classes.**, because this is where the greatest differences in assessments appear.

In summary, the research findings indicate a generally positive level of integration of Ukrainian students into the academic environment, despite the existence of perceptual differences between groups. Key areas for future action should include strengthening intercultural dialogue, building shared communication expectations, and increasing the transparency and accessibility of institutional support.

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