

COMPARATIVE MIND MAPPING OF EXPECTATION ON INTERNATIONAL STUDENTS IN HUNGARY: IS IT BEYOND EXPECTATION?

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Hesti, Miranda & Markos, Valeria (2023). Comparative Mind Mapping of Expectation on International Students in Hungary: is it Beyond Expectation?. *Special Treatment Interdisciplinary Journal [Különleges Bánásmód Interdiszciplináris folyóirat]*, 9(3). 7-25. DOI [10.18458/KB.2023.3.7](https://doi.org/10.18458/KB.2023.3.7)

Abstract

The student expectation in university is one of the crucial issues a university must address. The anticipation of students had a connection with students' satisfaction and engagement in higher education. This study was qualitative research, specifically in mind mapping analysis. The instrument was two forms of mind mapping by students (before and after coming to Hungary). This study's participants were nine international students who currently study in Hungary. It was found that international students' mind mapping, type of mind mapping, and outline of general mind mapping of students' expectations had similarities and differences.

Keywords: Hungary, expectation, international students, mind mapping

Discipline: pedagogy

Absztrakt

A MAGYARORSZÁGON TANULÓ KÜLFÖLDI HALLGATÓK ELVÁRÁSAINAK ÖSSZEHASONLÍTÓ ELEMZÉSE GONDOLATTÉRKÉP SEGÍTSÉGÉVEL: TÚLMUTAT AZ ELVÁRÁSOKON?

A hallgatói elvárások az egyik olyan döntő kérdés, amellyel az egyetemnek foglalkoznia kell. A hallgatói elvárások összefüggenek a hallgatók elégedettségével, felsőoktatási elkötelezettségével. A tanulmány kvalitatív kutatást mutat be, különös tekintettel a gondolattérkép elemzésre. A vizsgálati eszköz a hallgatók gondolattérképének két formája volt (a Magyarországra érkezés előtt és után). A vizsgálatban kilenc külföldi hallgató vett részt, akik jelenleg Magyarországon tanulnak. Megállapítást nyert, hogy a nemzetközi

hallgatók gondolattérképezése, a gondolattérképezés típusa és a hallgatói elvárások általános gondolattérképezésének áttekintése hasonlóságokat és különbségeket egyaránt mutatnak.

Kulcsszavak: Magyarország, elvárás, nemzetközi hallgatók, gondolattérkép

Diszciplína: neveléstudomány

Every international student who came to Hungary expected to obtain a diploma during their studies. The question was why students' expectations matter. This expectation matters when international students meet their expectations during their study year. Full filing expectations bring students satisfaction toward their studies in Hungary. This satisfaction would also increase the quality of internationalization in Hungary. Tempus Public Foundation (2018) asserted that among the internationalization goals of Hungarian higher education, recruiting international students and offering courses in foreign languages were top priorities. As a result, providing services to international students was one of the essential activities of the international staff. Looking back at the students' expectations research, Hassel and Ridout (2018) discovered that students typically entered university with low expectations and a lack of success strategies. Findings showed that concerning anticipated academic difficulties, nearly 60% of students expected to grapple with their workload, and almost 50% believed the teaching and learning pace would be too rapid.

Regarding other difficulties, nearly 45% of students anticipated financial problems, and between 40% and 50% expected emotional difficulties (e.g, missing family and friends) and examination apprehension. Işık (2022) asserted that the students anticipated that the higher education system would provide them with social opportunities, fundamental skills for a related profession, adaptation to technological advances, and participation in

activities that would contribute to their personal development. Participating students stated that, in the context of free university/academic freedom, universities should provide opportunities such as equal access to education and participation in administration, ultimately increasing their satisfaction level. In addition, Do C.S. B. de Moraes et al. (2019) identified expectations that influence the student's relationship with the institution of higher education and are interrelated. There were student expectations regarding higher education. Higher education should consider perceptions regarding expanding university boundaries and social relations, social and individual development, teachers as mentors, living with a sense of belonging, and learning through innovative and effective methods and technologies, among other factors. Another research finding by Darlaston-Jones et al. (2003) was that there was a sizeable chasm between the expectations students have of teaching staff before enrolling in classes and the actuality of their experiences once they begin attending classes.

Previous research shows a strong bond between students' expectations and satisfaction in higher education. So, students' expectations become a crucial issue that universities must address. It had yet to be determined whether this disparity had the same effect on all students, but these students became less motivated and engaged. When expectations and engagement were high, but students encountered a new learning environment that dampened this optimism, concentration decreased gradually until a certain point, when motivation

and engagement declined abruptly. In contrast, when expectations and engagement were low and students were exposed to situations promoting optimism, engagement, and motivation progressively increased to a point where it could be anticipated (Könings & Seidel, 2022), expectations were one of the factors likely to influence a student's satisfaction with a course.

Educators benefit from comprehending the relationship between student expectations and happiness because they could influence students' expectations about a course. As we experimented with a cohort learning program for our majors' four undergraduate fundamental business courses, it became apparent that we needed to comprehend the effects of student expectations. Insofar as institutional factors, such as class size, influence student expectations, the possibility of interaction exists (Appleton-Knapp & Krentler, 2006). Information related to a sense of belonging, connection with stakeholders, the need to monitor knowledge and learning aligned with student expectations, an understanding of the intercultural context of international students, the creation of a welcoming social environment, the preparation of teachers for follow-up and transition, and the constant monitoring and improvement of methods (Do C.S. B. de Moraes et al., 2019). Because of this, it was essential for higher education institutions to collect data regarding students' perspectives and the learning experiences they had while enrolled in higher education. It would enable the students to be integrated into the required social and technological evolution of the newly established scenario. In higher education institutions, it was also important to create strategies for recognizing the distinctions between expectations and perceptions that must be met. A lack of pertinent information was blame for the knowledge gap. When this gap became too significant, students became dissatisfied. Student expectations, reputation, student activities, and how students perceive the

school's quality and value affect student happiness. These are the types of concepts that students may have and how they may influence the relationship between expectations and fulfillment (Borghi et al., 2016; Bates & Kaye, 2014).

Furthermore, to expose this issue of students' expectations, this issue proposed mind mapping to express international students' expectations of higher education. Mind mapping could be used to visualize the topic that will be represented. Using mind maps to substitute transcription was just one application of the mind mapping technique that could benefit from the developed methodology. Mind maps were remarkably underutilized in qualitative research, mainly qualitative data analysis, given the growing trend to visualize and represent data in more digestible formats. The use of mind mapping to represent interview content may be helpful for other visual representation methods by providing additional visual ways to represent the data, themes, and issues arising from the research (Fearnley, 2022).

Many people would already be familiar with mind maps in, for instance, education or problem-solving; it would be easy to acquire this skill, and it could make the process more empowering (Burgess-Allen & Owen-Smith, 2010). The purpose of mapping was to create an intuitive, logical, and concise structure that represents relevant content, complex concepts, singular ideas, and the relationships between them. At first, maps were not necessarily organized and may need to be more organized (Mammen & Mammen, 2018).

Thus, the researcher determined to gain information on international students' expectations of studying in Hungary's higher education system. Appleton-Knapp and Krentler (2006) found that the expectancy/disconfirmation paradigm was an appropriate method for investigating the relationship between student expectations and student satisfaction, given the nature of the information it provides. This research aimed to outline a mind

map of the participant's expectations before and after coming to Hungary.

Hence, this study proposed the research question: What were the differences in students' expectations before and after coming to Hungary?

Methodology

Research Design

This study was qualitative research. The design of this study was mind mapping analysis.

Participants

The international student asked to participate in this study. Nine international students participate.

The demographic information is represented in Table 1.

The Instruments

Since the design of this study was qualitative research, the instrument of this research was mind mapping. Burgess-Allen and Owen-Smith (2010) stated that its rapidity was the advantage of mind mapping over traditional qualitative data management.

International students obtained two forms of mind mapping. The mind map was rectangular, and a small box was marked with Hungary. There was also a name and date above the box. In the first box, students needed to fill in their minds before coming to Hungary; the second form was for their expectations after studying in Hungary.

Table 1. Demographic Data of Participants. Source: Authors.

Students	Gender	Age	Country	Language	Current Level of Education	Year of Study	Study Program
Participant 1	Female	25-30	Malaysia	English, Malay	Bachelor	2019	Public Health
Participant 2	Female	25-30	Malaysia	Malay, English, Hungarian	Doctoral	2019	Environmental Science
Participant 3	Female	25-30	Indonesia	Bahasa, English Indonesia,	Doctoral	2019	mathematics
Participant 4	Female	25-30	Indonesia	Bahasa Indonesia, English	Master	2022	International Economic & Business
Participant 5	Female	20-25	Indonesia	Bahasa, English Indonesia,	Master	2022	Biology
Participant 6	Female	30-40	Myanmar	English, Myanmar	Doctoral	2021	Educational Science
Participant 7	Female	30-40	Malaysia	English, Malay	Doctoral	2022	Educational Science
Participant 8	Female	25-30	Uzbekistan	Kazakhm Uzbekm Russiam English	Doctoral	2022	Educational Science
Participant 9	Female	31-50	Iran	English, Persian	Doctoral	2022	Educational Science

Data Collection

To collect the data, the researchers asked participants to participate in the study. After agreeing to join the study, the schedule was set for participants to meet. In the meeting, the researchers signed a consent form and explained the study. Then, the researchers asked the participant to sign the form if they agreed. Afterward, they obtained one mind map that they should fill in within 15 minutes. The second paper on mind mapping will be given to them when they finish the first one. Another 15 minutes would be given to them. When participants finished creating their mind maps, they explained what was in them and why they put their points in them. The researcher also asked further probing questions to find a detailed explanation of the mind-mapping. The audio recorder recorded the explanations of the participants. The procedure for data collection is shown in Figure 1.

Data Analysis

After all the data had been gathered, the mind-mapping topics were categorized based on similar and different topics based on students' expectations. After categorizing the topic of expectations, the data was interpreted. The interpretation is based on the comparison of the topic's differences and similarities. Then it visualized mannerly (Figure 2).

Research Ethics

According to the consent form, participants' information would be safe. In order to protect participants' private information, this study used anonymity for displaying the data. All of the data was confidential. There was no potential to harm participants. They also had a right to give permission or drawback the data upon their decision.

Figure 1. Procedure of data collection. Source: Authors.

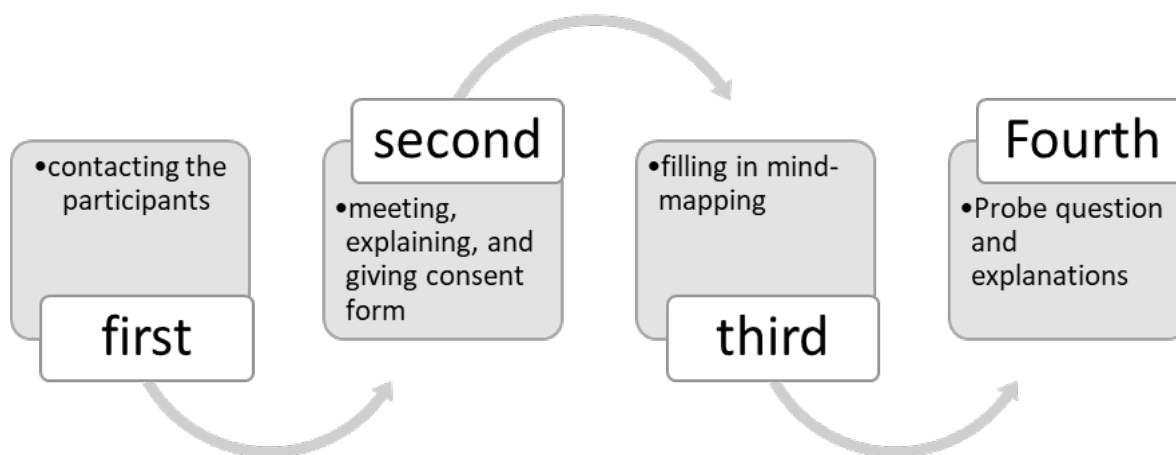
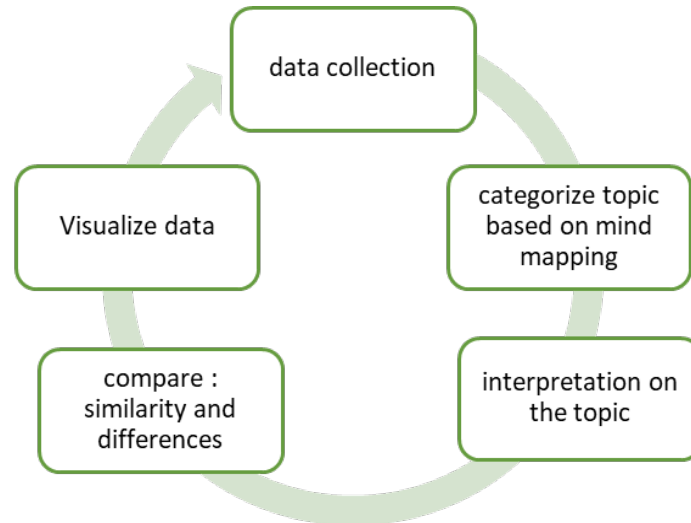


Figure 2. Data analysis of the study. Source: Authors.



Result and Discussion

Based on the results of the data, there were three vital findings from this study. It was found that international students mind mapping, the type of mind mapping of students, and the outline mind mapping of students' expectations: similarities and differences. The result showed Figure 3.

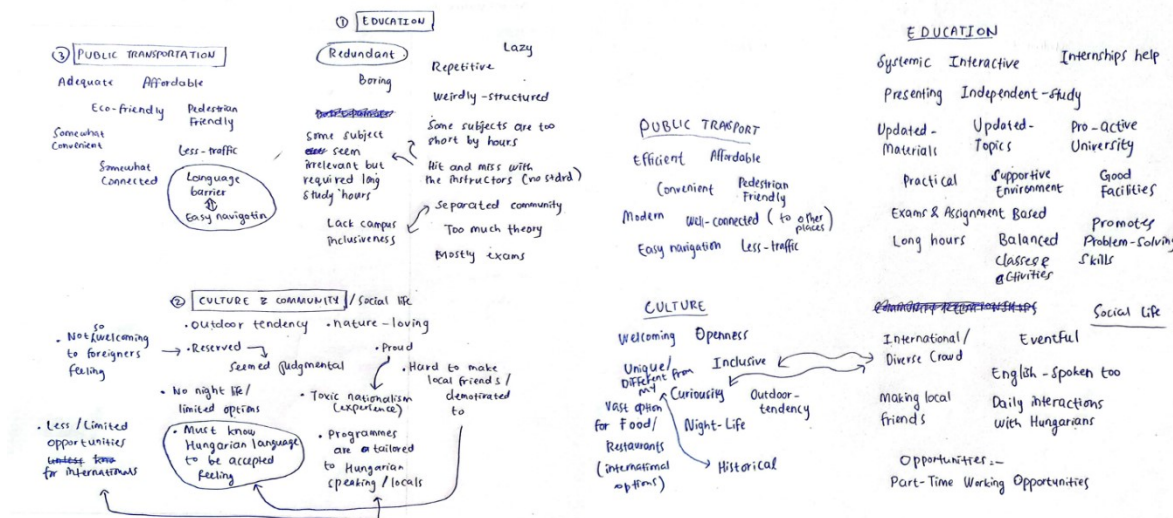
International Students Mind Mapping

There were four ideas or expectations in the participant 1's (figure 3.) mind-mapping: education, public transport, social life, and culture. First, education. In terms of education, it was totally what she expected before and after staying in Hungary. There were some different theories that she obtained, for example, on material, environment, and system. She gained different views on her expectations, such as material: she expected to have interactive, updated material and topics, a proactive university, long hours of study, independent study, and promote problem solving. However, she thought that she had gotten repetitive. Moreover, there was no standard in the program about teaching and learning in a university environment;

it was separate for local and international students, so she thought that it was supposed to be supportive. In terms of material, environment, and system, there were only good facilities that did not appear after coming to Hungary. Second, for culture and social life. Issues such as openness, nightlife, and social relations with local people arise.

Before coming to Hungary, she expected to be welcomed by the locals; however, due to the language barrier in communication, she felt that she was not welcomed by the locals. It was also hard to make friends with local friends. For nightlife, she expected that cafés and shops would be open at night. Since the main problem was language, there was no internship that she expected to have during her studies. So being a student, she still expected to have an internship. In terms of outdoor or natural visiting places, she thought that Hungarians loved nature and that this was a good thing. For historical expectations, based on probe questions, she explained that this expectation had already been fulfilled, so it would not arise again after coming to Hungary.

Figure 3. Participant 1's expectation before and after coming to Hungary. Source: Authors.

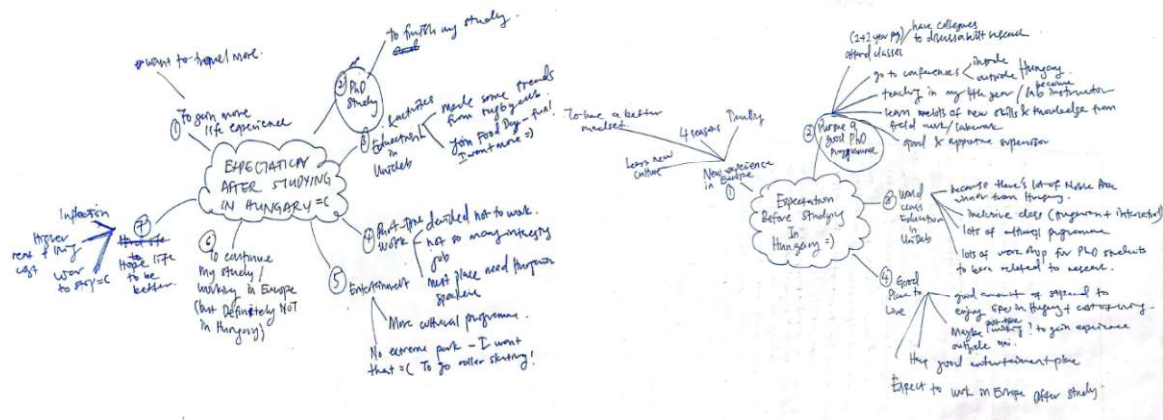


For the public transportation issue, she almost met her expectations. It meant that transportation in Hungary met her expectations. For example, efficient, affordable, pedestrian-friendly, less traffic, well connected, and convenient. However, in terms of modern and easy navigation, it was different from her expectations. It was because of the language barrier; on the signs of public transport, there was still a monolingual language, Hungarian.

Based on Participant 2's (Figure 4) mind mapping, similar categories still exist, such as academic, experience, career, and environment. However, after studying in Hungary, a new category appeared, namely economic. In terms of academics, before coming to Hungary, she expected to have discussions on research, join conferences, teach, and gain new skills related to expertise supported by a supervisor through workshops and inclusive classes. After being a student, her expectations were reduced; she only wanted to finish her studies. In terms of

experience, she wanted to learn a new culture, have four seasons, travel, and have a better mindset. To compare, after she was a student, expectations changed because all expectations based on experience were fulfilled, so a new expectation appeared. She expected to join a cultural program, travel more, make new friends, and join Food Day. In terms of career, previously she expected to do teaching and working. After coming to Hungary, this expectation changed, and this issue did not appear again. Based on the probe question, she stated that she did not expect to have a part-time job again. For the environment issue, she expected to have a good entertainment place to enjoy life. In contrast, this expectation could not be achieved because most places needed to speak Magyar or Hungarian. There were new expectations that appeared in mind mapping after becoming a student in Hungary. Due to inflation, she expected that war to stop because the price of rent was getting higher and she wanted to have a better life.

Figure 4. Participant 2's expectation before and after coming to Hungary. Source: Authors.



The third participant (Figure 5) had similar expectations before and after coming to Hungary. The differences only on expectations were reduced. From the probe question, some of her expectations were achieved, so she reduced her expectations.

Moreover, she stated that she still needed to maintain some expectations, such as a safe community, a modern city, student exchange, international

collaboration, a well-arranged curriculum, and friendly locals. In terms of expectations that did not meet her expectations, such as various communities and spicy food, she still wrote them in her mind map.

She stated that she still expected to have classmates who came from various communities, and she also expected that Hungary had spicy food that she used to eat in her home county.

Figure 5. Participant 3's expectation before and after coming to Hungary. Source: Authors.

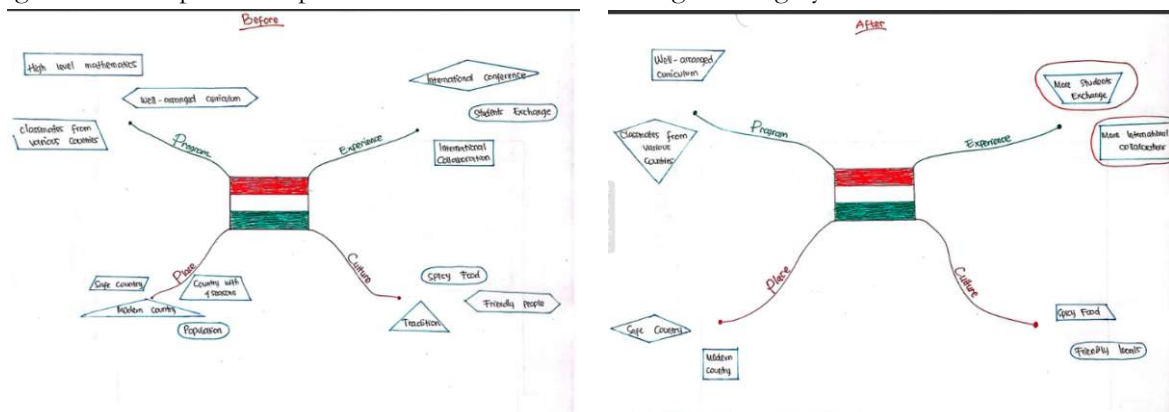
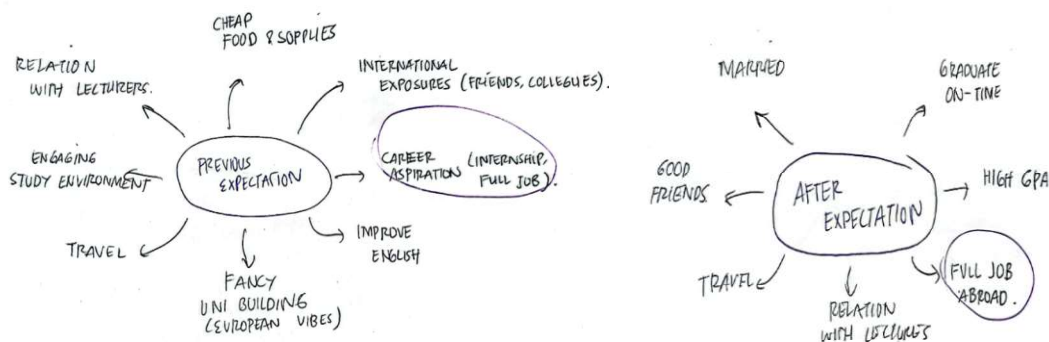


Figure 6. Participant 4's expectation before and after coming to Hungary. Source: Authors.



From participant 4's mind-mapping (Figure 6), the similarities in expectations before and after coming to Hungary were almost the same. For example, in social work, she expected to have international exposure and a relationship with lecturers. In terms of career expectations, she expected to have an internship and a permanent job after graduation. In previous academic expectations, she did not expect anything. For language, she expected to improve her English. As a student, she expected to graduate on time and had a high GPA. In contrast, comparing before and after, there was a new expectation that arose in the mind map, both economic and personal. After coming to Hungary, she expected that food and supplies would be cheap. In terms of personal expectations, she expected to get married in Hungary.

From the Participant 5's and Participant 6's (Figure 7, 8) mind mapping above, it showed that the participants expectations before and after were similar, so from the probe question, she said that

her expectations before and after were similar, so she only wrote one. She explained that there were some expectations that she could not achieve, so she gave a symbol besides the expectation points. There were symbols such as equal ($=$) and unequal (\neq). From expectations that had the symbol equal ($=$). For better living styles, peaceful environments, and healthy environments, explore Hungary and its culture in a facilitated or resourceful learning environment.

Based on the probe questions, she said that Hungary met her expectations. In contrast, there was an expectation of quality in education that she was still confused about whether it was achieved or not. So that she said she gave a question mark sign besides mind mapping. With the expectation of traveling to European countries, she hoped that she could travel, but due to a loan from her home country, she could not. She saved her money to pay her loan, but she still expected to travel, especially to a lavender field, because before coming to Hungary, she expected to travel to a country that had a lavender field.

Figure 7. Participant 5's expectation before and after coming to Hungary. Source: Authors.

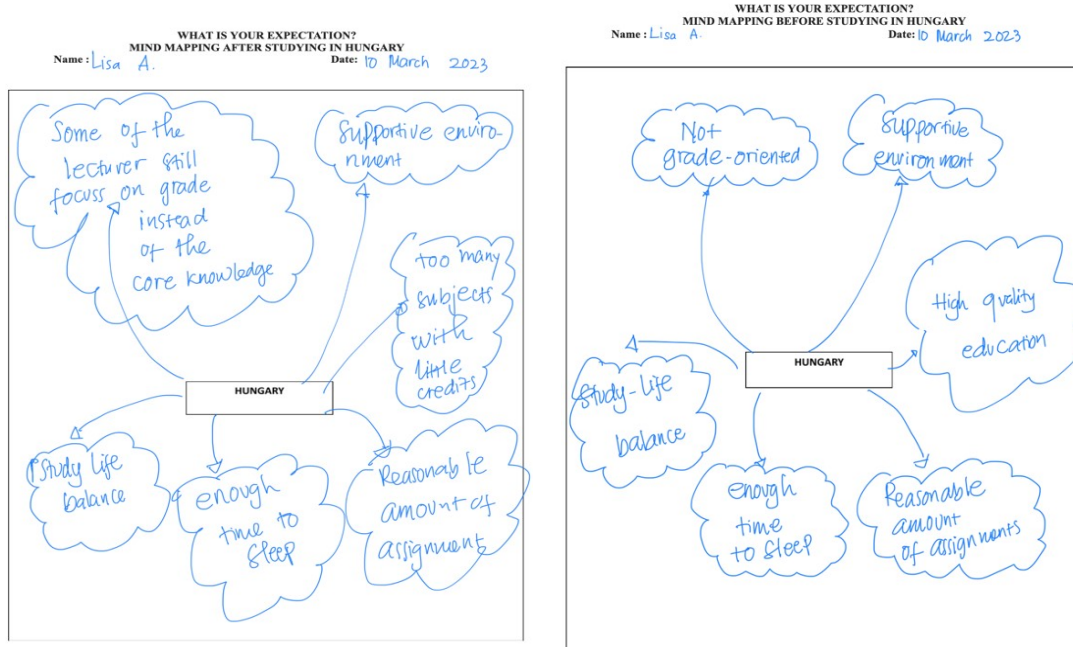
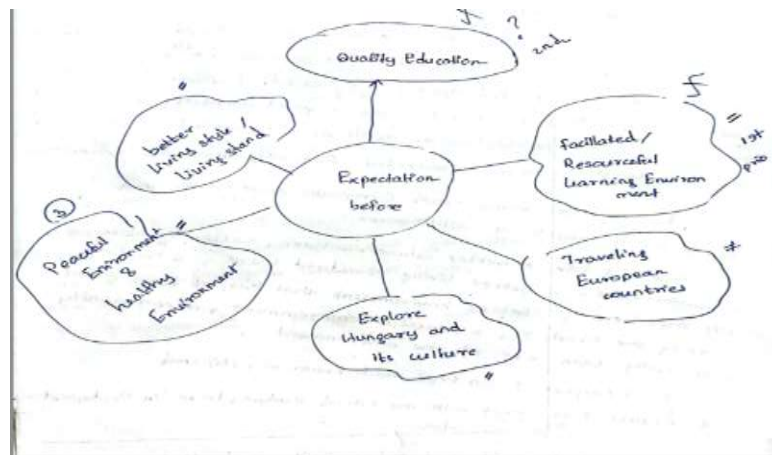


Figure 8. Participant 6's expectation before and after coming to Hungary. Source: Authors.



Participant 7 (Figure 9) clearly wrote her point about her expectations before and after. Based on the probe question, she said there were only three crucial expectations for her, such as language and administration procedures. Before coming to

Hungary, she already knew that the language would be her challenge. So, she wrote about the English barrier, and when she arrived in Hungary, she found out that her expectations were true. In contrast, her accommodation did not meet her

expectations; she found that it was expensive. Another expectation was a monolingual signboard; she expected that the university signboard would be written in two languages: English and Hungarian.

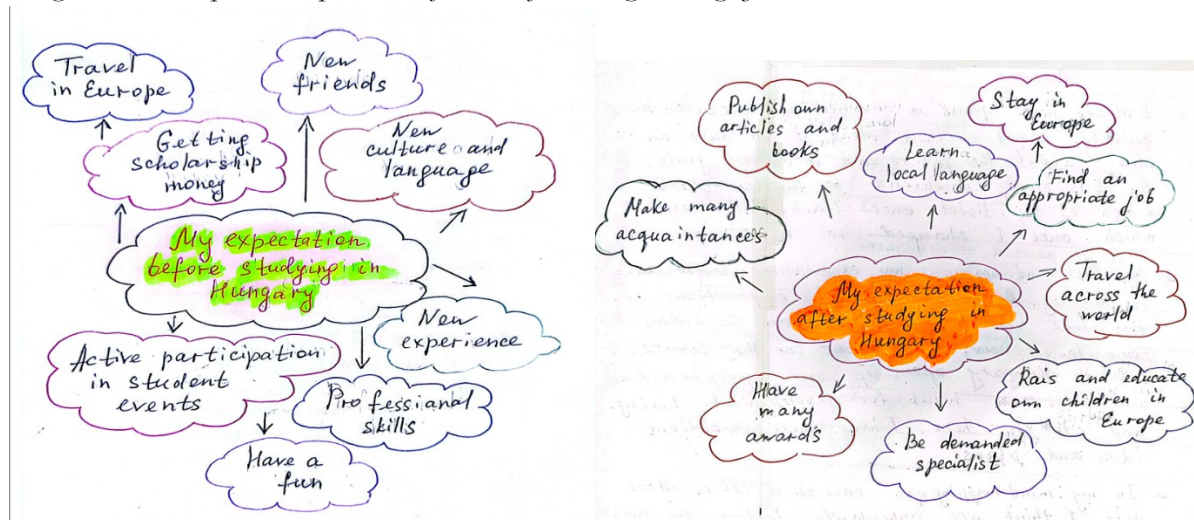
However, she found that the signboard at the university only wrote in Hungarian. For the admirative process, she expected from her home

country that she would find a good system in the health and immigration offices. However, the system in Hungary was not as similar as she expected. She expected a quick response when she visited the medical center and hoped that the appointed process in immigration was easy and systematic; however, in reality, she thought that it was poorly managed.

Figure 9. Participant 7's expectation before and after coming to Hungary. Source: Authors.



Figure 10. Participant 8's expectation before and after coming to Hungary. Source: Authors.



To see the participant 8's (Figure 10) before and after, the differences that she expected to have entertainment after studying in Hungary tended to focus on academic, language, experience, social, and personal expectations. Economic expectations (getting scholarship money) did not exist before she came to Hungary. It was because she had achieved that expectation. Another expectation, such as experiences (new experiences and travel in Europe), was similar to what I had before coming. In terms of social expectations, she had the same as before, but she also did not expect to join student activities. However, she also still expected to have acquaintances in Hungary. Academic expectations became more specific based on the professional skills that she mentioned, and they narrowed down too. She expected to publish an article and a book. She also still wanted to become a specialist and expected to obtain an award. Another expectation that appeared after being a student in Hungary was that she expected to learn a new language, Hungarian.

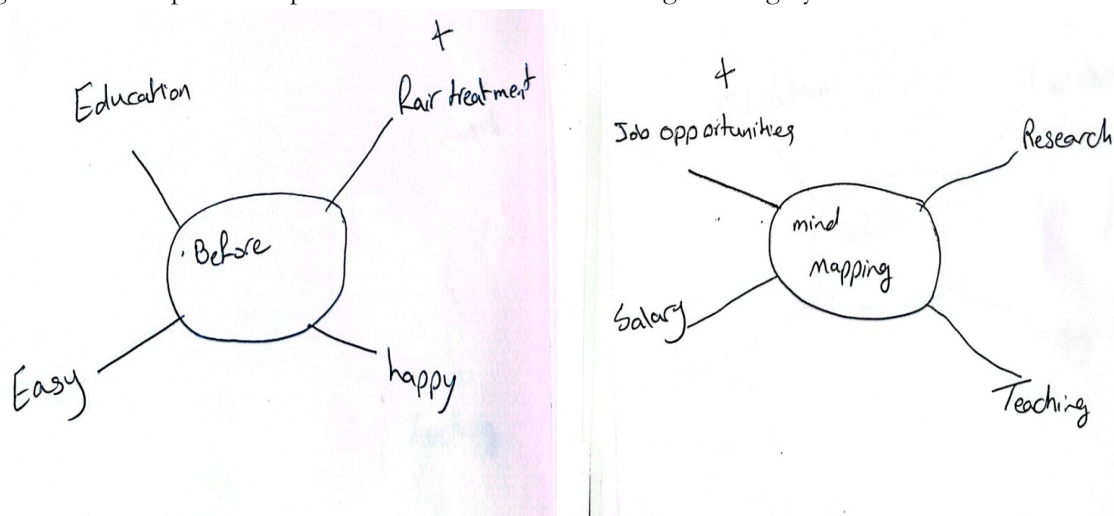
Based on the probe question, she said that in terms of cruciality of expectations, he said that living in Hungary and raising children in Europe

was vital for her expectations.

To categorize participant 9's (Figure11) expectations before and after coming to Hungary, there were three expectations that appeared based on the mind-mapping. Before moving to Hungary, she only wrote about education or academic expectations. From the probe question, she said that there was a difference in the mind-mapping: before coming to Hungary, she expected to study because when she was in her home country, she did not study, so when she was going to Hungary, she expected to study. After being a student in Hungary, her expectations became more specific; she wanted to do research.

Second, for personal expectations, she expected easy, happy, and fair treatment. This expectation did not appear after she became a student in Hungary because she tended to focus on her career and academics. Differently, a new expectation arose, namely, career. She expected to have job opportunities and a salary in Hungary. Despite her expectations after coming to Hungary to only focus on academics and her career, she said that the crucial expectation was that she would receive fair treatment.

Figure 11. Participant 9's expectation before and after coming to Hungary. Source: Authors.



Types of Mind Mapping in Students

According to the results of mind mapping, nine participants had various types. The first type were students who expected many things academically; they expected similar expectations again after being students in Hungary. The second type were students who had some expectations, but after being students, they did not achieve them. The third type was that students who achieved expectations would reduce their expectations, and after being students in Hungary, previous expectations would appear as new expectations or change expectations (Figure 12). In terms of shape, international students who created mind mapping also had preferences for how to draw their mind mapping, for example, a circle map, a flow map, a

bubble map, et cetera. However, this type of mind mapping did not meet the student's expectations.

Outline Mind Mapping of Students' Expectation : Similarities and Differences

Based on the result of the students' expectations in mind mapping, there were some categories that existed. The international students expected academics, experiences, administration, culture, transportation, personal expectations, language, career, and environment. This outline of categories drew from participant mind mapping similarities before and after and the cruciality of student expectations (Figure 13).

Figure 12. Type of students expectation. Source: Authors.

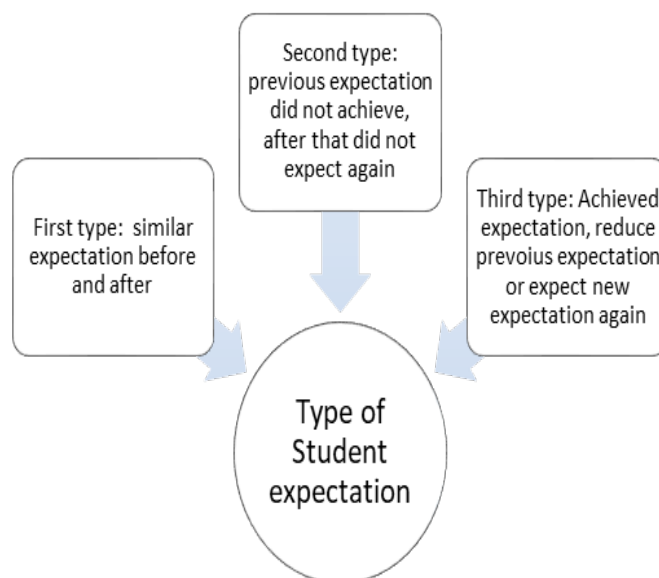
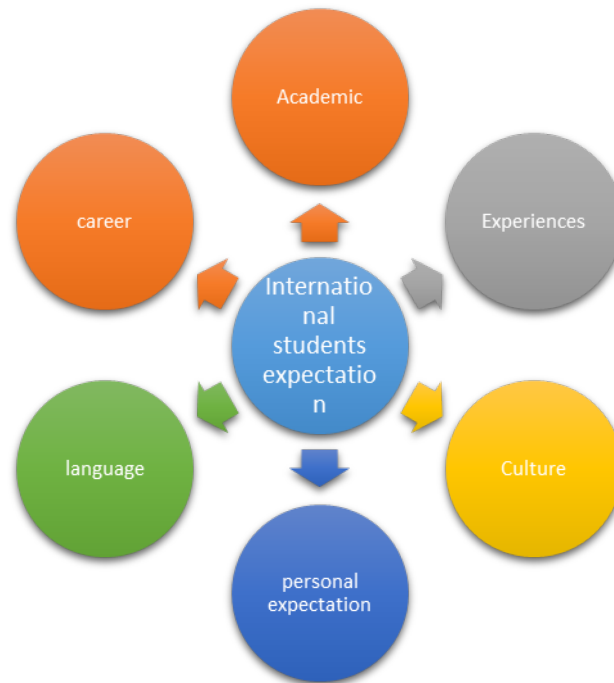


Figure 13. Outline of Similarities International Students Expectation Academic. Source: Authors.



International Student Expectations on Academic: Based on the analysis, I found that some of the students' expectations were academic. International Student Expectations on Academic: systematic, well-arranged curriculum, interactive graduate on time, practical, high GPA, internship, focus on core knowledge, balance class activities, reasonable amount of assignments, updated material, quality education, good facilities, research, new skill, conference, supportive supervisor, balance subject hours and credit.

Interestingly, it is found that there were two participants (participants 7 and 8) who did not have academic expectations. For participant 7, there were no academic expectations before or after coming to Hungary. For participant 8, she did not have expectations for academics before coming to Hungary; however, after being a student in

Hungary, she had new expectations on academics.

International Students Expectations on Experiences: Four seasons, student exchange, international collaboration, and traveling in Europe. For experience expectations, out of nine participants, there were three who did not write about any expectations about the experience (participants 5, 7, and 9). As a result, it was because they tend to have priorities besides experiencing expectations.

International student's expectations of culture: unique, spicy food, historical, tradition, variance foods, friendly locals, night life (café, shop), European vibes (fancy building), tailoring program with local people, exploring Hungary and its culture, actively participating in student events. Based on their experiences before and after coming to Hungary, international students expected to

have culture in their mind maps. There were three students (participants 5, 7, and 9) who did not expect to learn about culture.

International Student's Expectations on Personal: married, raising children, study life balance, fair treatment, enough sleep, happiness, better living style, easy, friendliness, stay in Europe. There were three participants who did not have any expectations related to their personal expectations. They were participants 1, 2, and 3. Meanwhile, the rest of the participants had personal expectations for living and studying in Hungary.

International Student's Expectations on language: must know Hungarian to be accepted, bilingual language navigation, most places require Hungarian, bilingual signboard, learn local language (Hungarian). In terms of language expectations, there were only four participants who had language expectations while studying in Hungary. However, the number of students who did not mention language was five.

International Student's Expectations on Career: internship, work after finishing studying, lab instructor, permanent job, teaching, job opportunities. For career expectations, there were five participants (participants 1, 2, 4, and 8) to expect related to their career. Five of them did not write about their expectations for their careers.

International Student's Expectations of the Environment: nature-loving, extreme park (for example, rolling coaster), engaging study, environment, supportive environment, peaceful and healthy environment. According to the results, there were five participants who wrote about environmental expectations. Yet, there were four participants who did not mention this.

In addition, based on the result, there were also expectations that were not similar among the participants. There were two of them that appeared to have no similarities among participants: transportation and administration. Figure 14 displays the differences in expectations.

Figure 14. Outline of Differences International Students Expectations. Source: Authors.



International Students Expectations on Transportation: adequate, affordable, eco-friendly, pedestrian-friendly, convenient, well-connected, less traffic and easy to navigate. There was only one participant who focused on transportation. For transportation expectations, it was believed that she achieved them.

International Student's Expectations on Administration: appointment time, website of appointment manageable. For administration, there was also one participant who was concerned about this matter. Especially about health centers and immigration.

Discussion

According to the result, the similarity of international students' expectations in the categories of academic, experience, culture, personal expectation, language, and career could be found while the differences could be found in administration and transportation. In the academic aspect, there were some students who expected that they would obtain a better education system in Hungary. For

example, study program standards, teaching and learning materials, and evaluation. There were also international students who expected that she would give them enough time to sleep while doing her master's degree in Hungary. This finding is in line with the statement that these students were likely to struggle more with the workload, the teaching tempo, and independent study (Hassel & Ridout, 2018b). Moreover, this result of students' expectations on academics was vital since it showed students satisfaction with the Hungary education system and their attitude toward it. Student expectations at the postsecondary level consist of a complex web of beliefs regarding courses, instructors, evaluation, institutions, programs, and university life. Students' failure to meet these numerous expectations could have serious repercussions. Unmet expectations could have a significant impact on the classroom conduct and overall engagement of students (Lobo & Gurney, 2014). Besides, it revealed that because of the unclear system, it made students lazy to learn. These findings support the proposed relationship between motivation and expectations but also show that learning and affective processing strategies have an impact on expectations (Könings et al., 2008). Because some of their expectations in various aspects did not meet their expectations, some of the students decided to reduce their expectations when they were already in Hungary; however, some of them still wrote again in order to meet their expectations again. So, in order to attempt to bridge the distance between divergent expectations, it would be beneficial to consider various points of view (Hassel & Ridout, 2018b). It was also found that, in terms of language, there were students who expected to improve their English (Lobo & Gurney, 2014).

In addition, in the terms of experience and culture, most international students expected that while studying in Hungary, they would travel in Europe. The reason was that all of the participants

came from Asian continents. They believed that travel also became part of their study in Hungary. They also expected that they could meet locals and make friends with them. Travel and cultural enrichment were characteristics that distinguished study abroad from study in the home country, where contacts with native speakers and cultural experiences are quite limited (Badstübner & Ecke, 2009). Even though the expectation to meet local people in Hungary had little chance for them, some of them still wrote that they could make friends with them, but a language barrier still existed because international students did not speak Hungarian. Moreover, in terms of experiences, international students expected that they would feel the four seasons in Europe, join exchange programs, and collaborate. Results indicate that "expectations" vary significantly across cultural groups (Armstrong et al., 1997). Meeting with academic staff at the beginning of their program; their level of engagement with the learning community within their program; their level of engagement with their own studies; academic staff's command of the English language; the university's orientation program; a fair and transparent assessment of their work in class; the quality of classes; and the explanation of grading and assessment criteria (Ammigan & Drexler, 2021). The target for international students was to meet more members of various communities to make bigger networking connections. Evidently, their travel behavior was constrained by financial and time constraints and travel mechanisms (Gardiner et al., 2013).

As the results also showed about the environment, according to the findings of the study, adolescents perceived that their career goals were influenced by personal, background, and environmental factors (Paa & McWhirter, 2000). There was a positive relationship between expectations and the point of view of the environment that was measured. Based on the result, the greater the

expectations, the greater the subsequent perceptions. The lower the expectations, the lower the subsequent perceptions. The relationship between the second and third measurements of perception was also evidently positive. In addition, prospective dissatisfaction with the new surroundings is associated with actual dissatisfaction after one year, and dissatisfaction after one year of participation in the surroundings is associated with dissatisfaction (Könings et al., 2008). The international student expected a natural, engaging, supportive, and healthy environment. As demonstrated by this research, students' hopes for a new learning environment were not necessarily consistent with their subsequent perceptions, and, more importantly, students' expectations had a significant impact on how they perceived the environment after it had been implemented. Perceptions influence learning behaviors and learning environment's efficacy (Könings et al., 2008).

This study also discovered the fluctuating expectations of international students. It showed that before and after expectations tended to focus on study and career. The reason was that the expectation prior to flying to Hungary appeared because they did not know Hungary in detail. When international students' prior knowledge is insufficient, they make erroneous assumptions about real-world circumstances. All of these changes in motivation were attempts to find balance with the impending educational burden. Additionally, it was essential that she maintain a positive attitude toward the new environment in order to remain academically motivated (Mao et al., 2022). After becoming students in Hungary, international students could measure their expectations by which one met them and which one did not. So, the shifting of expectations happened and they became more focused on finishing their studies and finding a job for themselves. Throughout their academic careers,

international students could experience multiple shifts in motivation designed to narrow the disparity between expectation and reality.

In this way, international students' awareness of perceiving conflicts between expectation and reality might provide them with an excellent opportunity to reflect and grow. In reality, it might be difficult for them to form precise expectations when traveling to intercultural destinations. When students encounter unanticipated challenges and obstacles, it is recommended that they alter their motivation in a timely manner in order to find alternative solutions in order to deal with new obstacles and achieve sustainable development (Mao et al., 2022). The research findings indicated that the motivations of international students changed and adapted as a result of their interaction with their new environment. Their motivational shift and adjustments were closely tied to the fluctuating difference between their expectations and reality, as well as their growing intercultural experiences (Mao et al., 2022).

Conclusion

This study found that international students expectations were dynamic. Before coming to Hungary. They expected many things in terms of academics, environment, culture, experience, language, and personal desires. It was because they did not have prior knowledge on Hungary. After coming to Hungary, the expectations that they had before influenced their perspective about Hungary. It also meant that it was beyond their expectations. So, there were three types of expectations that existed that were found in this study. The first type were students who expected many things academically; they expected similar expectations again after being students in Hungary. The second type were students who had some expectations, but after being students, they did not achieve them. The third type was that students who achieved

expectations would reduce their expectations, and after being students in Hungary, previous expectations would appear as new expectations or change expectations. This type helped them maintain their motivation to continue studying in Hungary. It was also discovered that after coming to Hungary, international students' expectations tended to focus on finishing their studies and expecting to have job opportunities, whether inside or outside Europe.

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