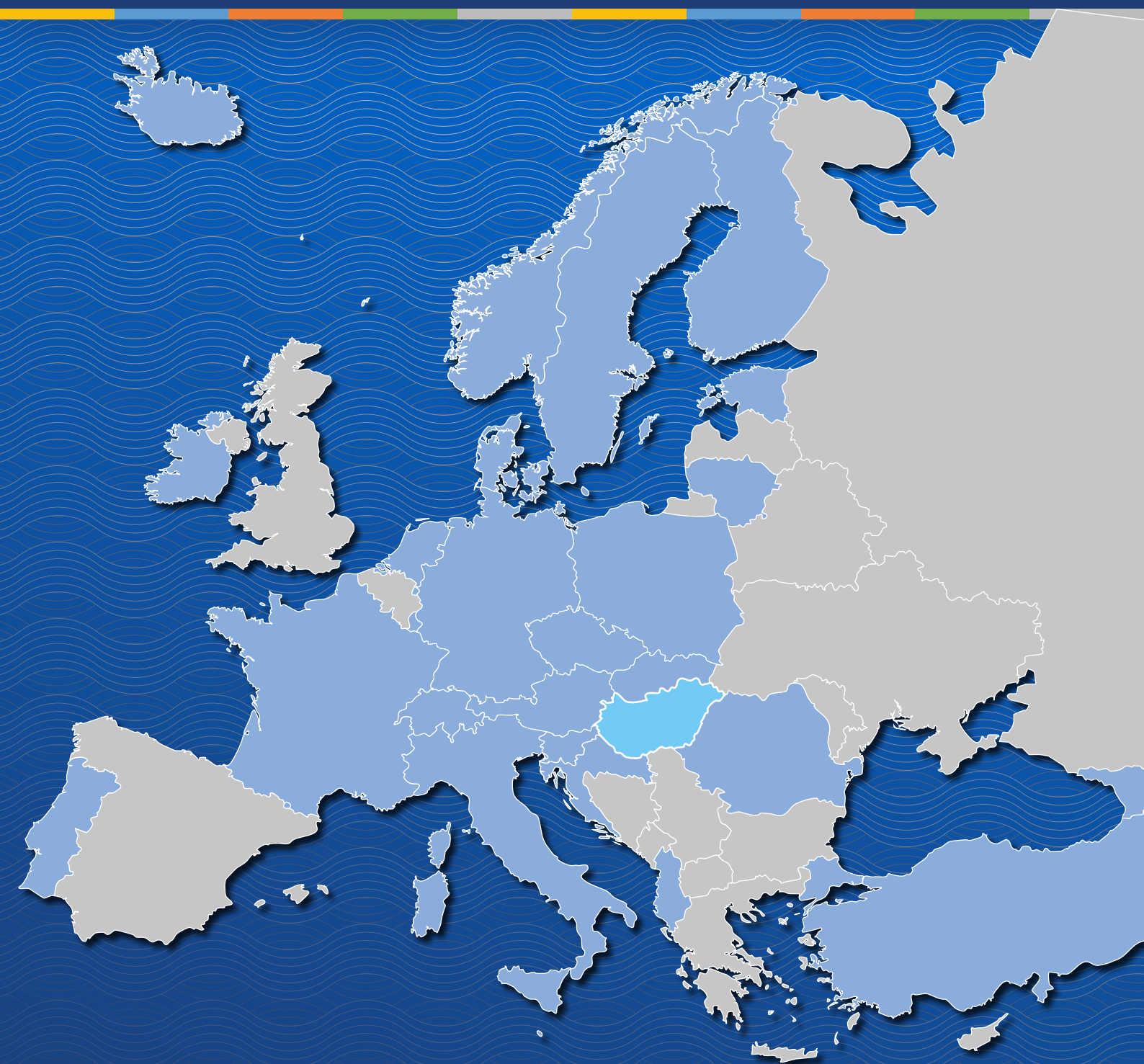


# EUROSTUDENT 8 Flash Report



Students' academic characteristics  
and living conditions  
**in Hungary**



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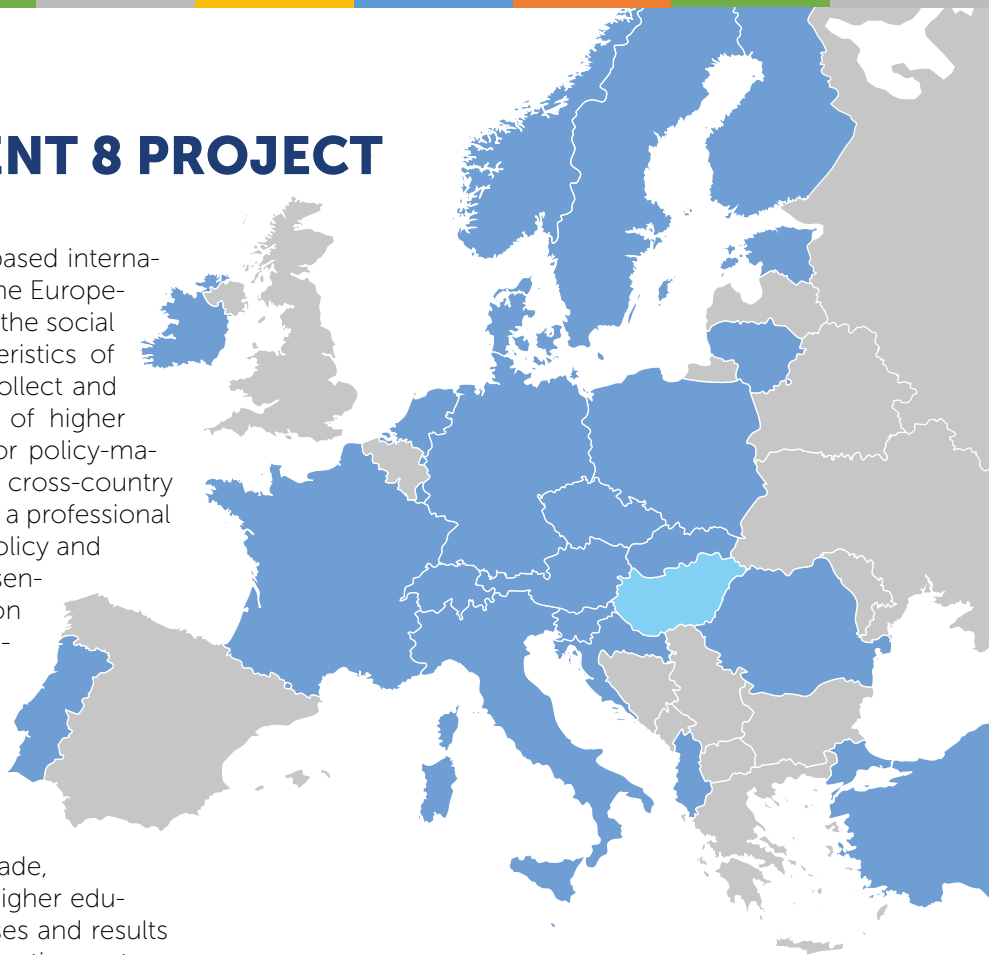
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## THE EUROSTUDENT 8 PROJECT

The EUROSTUDENT questionnaire-based international student survey, supported by the European Commission, aims to understand the social background and academic characteristics of higher education students, and to collect and analyse data on social dimensions of higher education, which could be useful for policy-making and would allow for making cross-country comparisons. EUROSTUDENT is also a professional network of researchers, education policy and professional decision-makers, representatives of professional higher education organisations and institutions, practitioners and other stakeholders, aiming to develop reliable monitoring systems based on an understanding of the social dimension of higher education, in order to facilitate policy-making. The research enables cross-country comparisons to be made, obtaining new perspectives on the higher education system and using the databases and results generated to improve the higher education system.



The EUROSTUDENT survey series is conducted every three years, and explores the following topics:

- access to higher education;
- the students' social background;
- the students' housing and living conditions;
- academic characteristics;
- employment and time-management;
- the students' revenues and expenditures;
- the students' study experiences;
- international learning mobility;
- further education and future expectations.

In addition to the constantly recurring themes, each wave of the survey also includes thematic questions, and the countries may also add their own questions to the questionnaire. The Flash Report provides a brief overview of the research findings along the main themes.

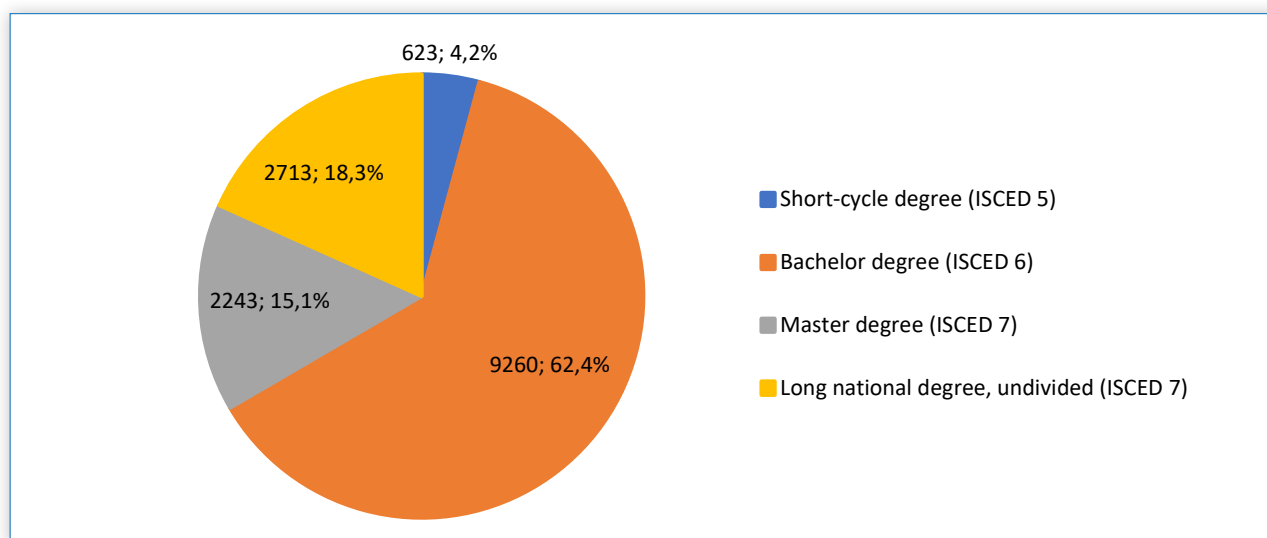
In total, 26 countries participated in the 8th wave of the EUROSTUDENT survey. This is the fourth time that Hungary has participated in the data collection. The implementation of the project in Hungary, coordinated by the Deutsches Zentrum für Hochschul- und Wissenschaftsforschung (DZHW), has been carried out by the Higher Education Analysis Department of the Hungarian Educational Authority (OH), including the professional preparation, data collection, data cleaning, publication and dissemination of the results in Hungary.

The target group of the research comprised active status students in the second semester of the 2021/2022 academic year except for doctoral programmes and postgraduate specialisation programmes, across all levels and all educational modes. The questionnaire was open to students from all Hungarian higher education institutions, both Hungarian and foreign students, except for those who were only participating in a short-term exchange programme at a Hungarian higher education institution. We collected the data through an online questionnaire in Hungarian and English. The data presented in the Flash Report are based on a cleaned, weighted database containing data obtained from 14,839 respondents. The methodological framework of the research, the weighting criteria and the main characteristics of the sample are presented in the final chapter.

## TRAINING CHARACTERISTICS

The weighted sample of the data collection in Hungary for the EUROSTUDENT 8 survey includes a majority of students in bachelor's programmes (9,260 BA/BSc students) and a significant proportion of students in undivided programmes (2,713 students) and master's programmes (2,243 MA/MSc students). The sample also includes a smaller number of students (623) in short-cycle (two-year) programmes offered by HEIs (universities and colleges) (Figure 1).

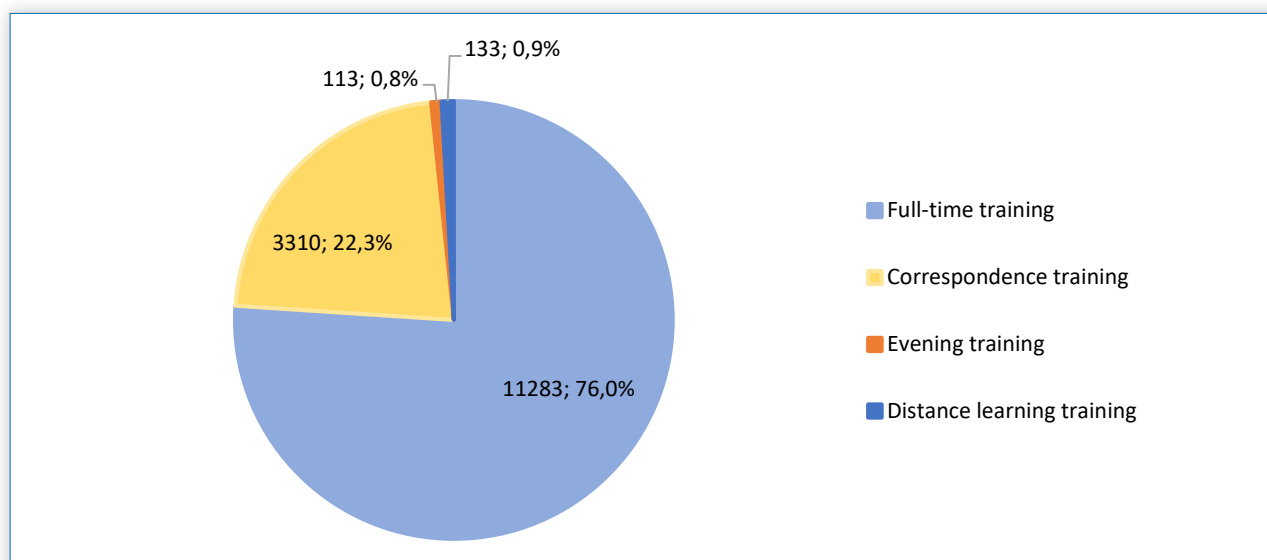
**Figure 1: Distribution of students by qualification studied for (student numbers and percentages)**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The majority (76%, i.e. 11,283 students) of the weighted sample are engaged in full-time education, and a further significant proportion (22%, i.e. 3,310 students) are in correspondence training. The sample includes a small number of students participate in evening training (113 students) or distance learning training (133 students) (Figure 2).

**Figure 2: Distribution of students by educational mode (number and percentage of students)**

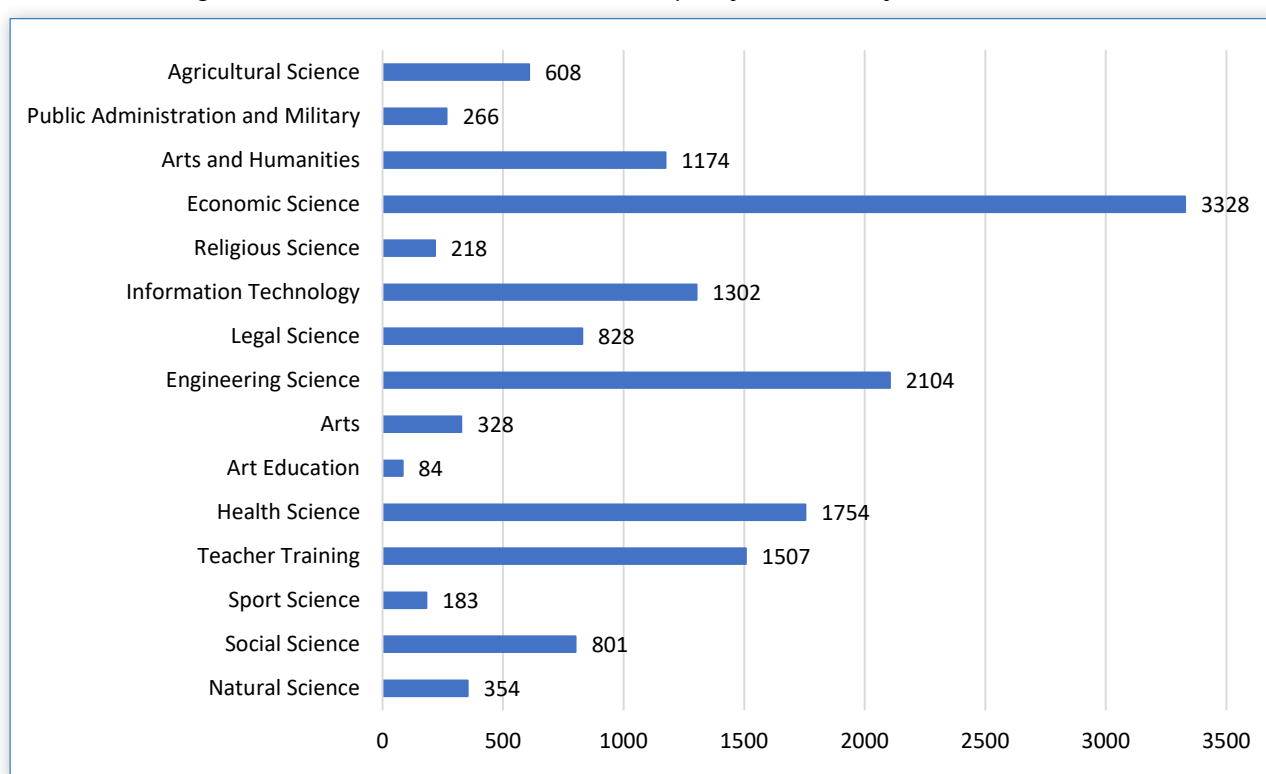


**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The joint analysis of the educational mode and level leads to the conclusion that the majority of students attending undivided degree programmes (89%) are in full-time education. 77% of bachelor's programme participants are full-time students, compared to 61% of students in master's programmes and 62% of students in short-cycle programmes.

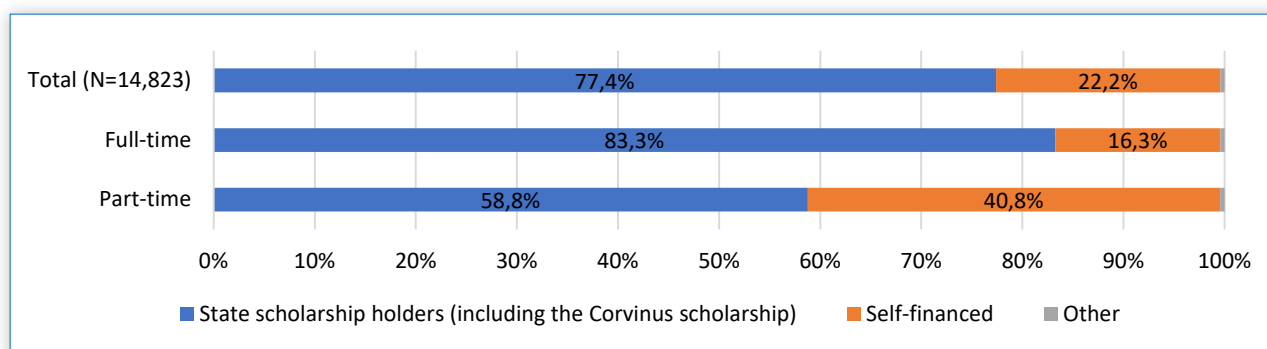
The largest group of students in the weighted sample (3,328 students, 22%) pursue their studies in the field of economics, while the second largest group (2,104 students, 14%) are training as engineers. The sample includes more than 1,000 students who pursue their studies in the fields of medicine and health sciences, IT, humanities and teacher training. These fields of study each represent 8-12% of the sample. The fields of law, social sciences and agriculture account for 4-5% of the sample, with more than 500 students from each of these fields, with a smaller number of students in the fields of natural sciences, state sciences (public administration, national defense and military), sports and arts, art education and religious sciences (Figure 3).

**Figure 3: Distribution of students in the sample by field of study (student numbers)**



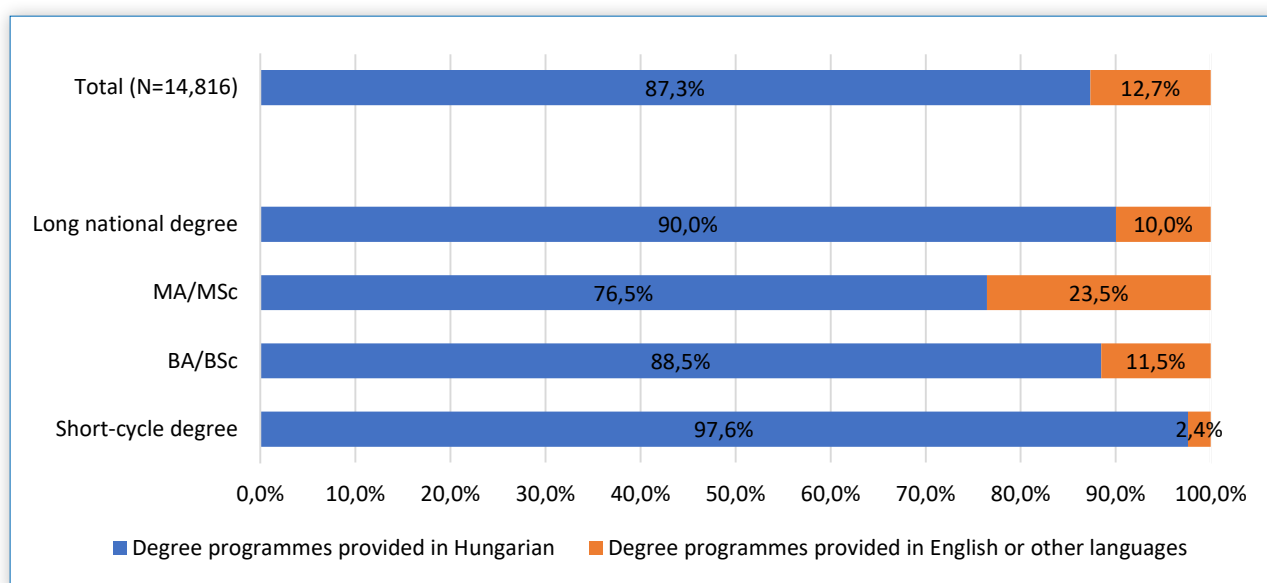
**Source:** EUROSTUDENT 8 survey in Hungary, 2022

76% of students pursue their studies using state scholarship funding, with almost 2% having a Corvinus scholarship; with this included, the proportion of students who do not pay any fees for their tertiary education is almost 78%. In total, 22% of the sample participants study on self-financed courses. The proportion of self-financed training participants among full-time students is only 16%, while in non-full-time forms of education it is 41% (Figure 4).

**Figure 4: Distribution of students by funding form and programme type**

**Source:** EUROSTUDENT 8 survey in Hungary, 2022

Among the students included in the weighted sample, 87% are on a study programme provided in Hungarian, 12% are on an English-language one and 1% indicated other languages. In the sample, bachelor's programmes have the highest number of students taking part in a degree course provided in a language other than Hungarian, followed by master's programmes and by undivided degree programmes. However, the proportion of students attending a degree programme provided in a foreign language is the highest in master's programmes, representing almost a quarter of all such students (Figure 5).

**Figure 5: Distribution of students by the language and level of the programme**

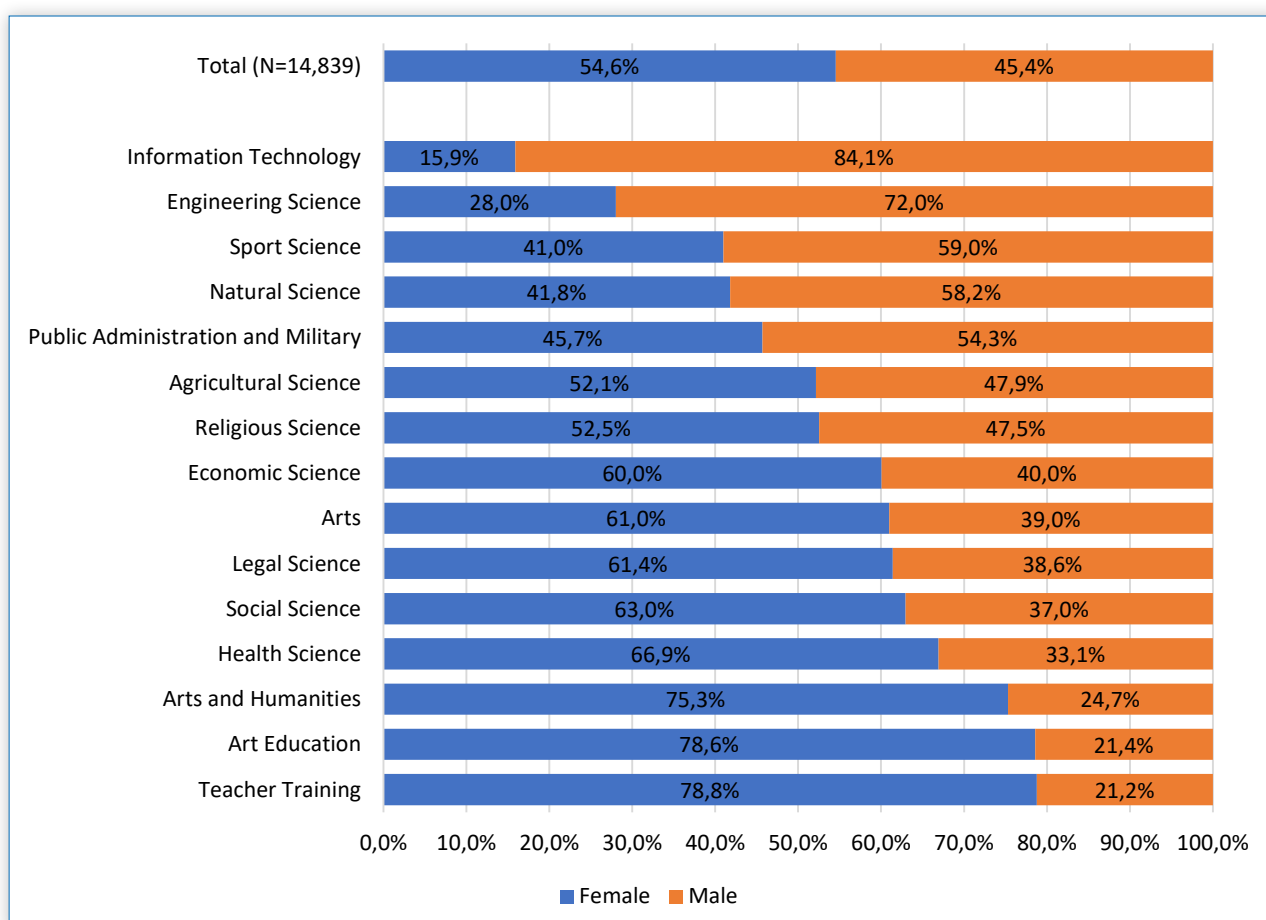
**Source:** EUROSTUDENT 8 survey in Hungary, 2022

A certain number of students pursuing a degree course provided in a foreign language are Hungarian citizens or students with dual Hungarian citizenship; 1,242 (8%) students included in the sample can be classified as foreigners according to the criteria that they neither have Hungarian citizenship nor are attending a degree programme provided in Hungarian. Almost half of them (48%) are studying for a BA/BSc degree, a third for a master's degree and 19% are attending an undivided degree programme. The majority (71%) of students who are considered foreigners in this way receive some form of financing for their studies, primarily from the Hungarian State (e.g. through the Stipendium Hungaricum scholarship programme). A smaller proportion (27%) mostly covered the costs of their education themselves, while 2% of foreign students used other forms of financing (e.g. from their own country or their current higher education institution in Hungary).

## DEMOGRAPHIC BACKGROUND

55% of students are women and 45% are men. For those in full-time education, the gender ratio is more evenly balanced (53% women, 47% men), while non-full-time forms of education have a much higher proportion of women (59%). The gender distribution also varies significantly by field of study. The proportion of men is higher in the fields of IT, engineering, sports, natural sciences and public administration, national defense and military, and the proportion of women is much higher than the average in the fields of teacher training, humanities, art education, and medicine and health sciences (Figure 6).

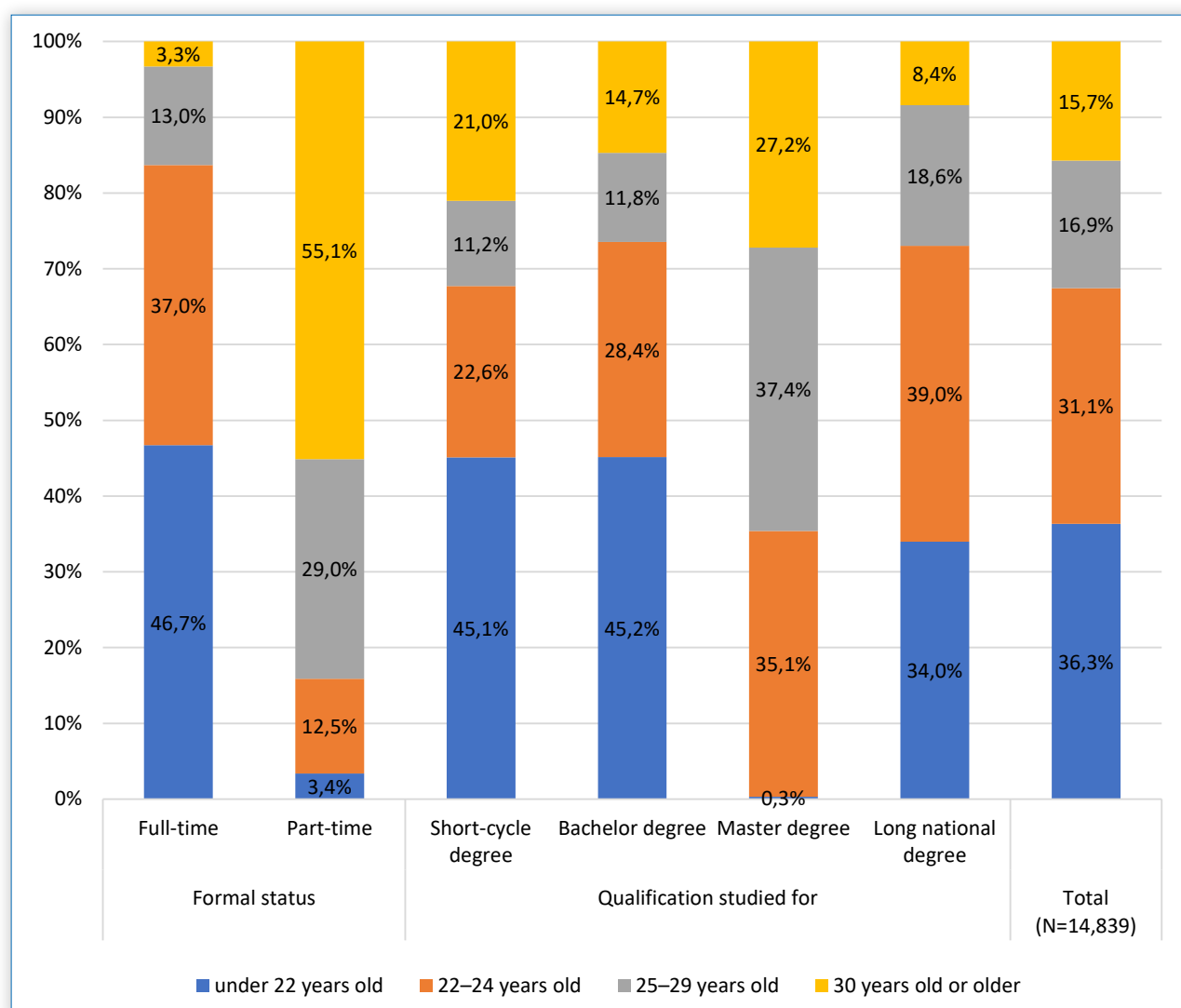
**Figure 6: Gender distribution of students by field of study**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

36% of the students were under 22 years of age at the time of the survey, 31% were aged 22 to 24, 17% were aged 25 to 29 and around one in six were aged 30 or over. The proportion of students under 22 is the highest in short-cycle and bachelor's programmes, with almost every second student belonging to this age group. Although the proportion of the youngest age group is slightly lower among those in undivided degree programmes, the incidence of the oldest group is also the lowest among them, resulting in an overall slightly lower average age (24.4 years) than for those in bachelor's programmes (25.0 years) and short-cycle programmes (26.4 years). In terms of both average age (29.3 years) and age composition, the oldest are those in master's programmes, with almost no-one under 22, 35% under 25 and almost two-thirds aged 25 or over. Younger age groups are overrepresented in full-time courses, while older age groups are overrepresented in part-time training programmes (correspondence, evening and distance education): while there are only a few students (3%) aged over 30 among full-time students, the proportion of students aged over 30 among part-time students is 55%, and the proportion of students aged 24 or less is 16% (Figure 7).

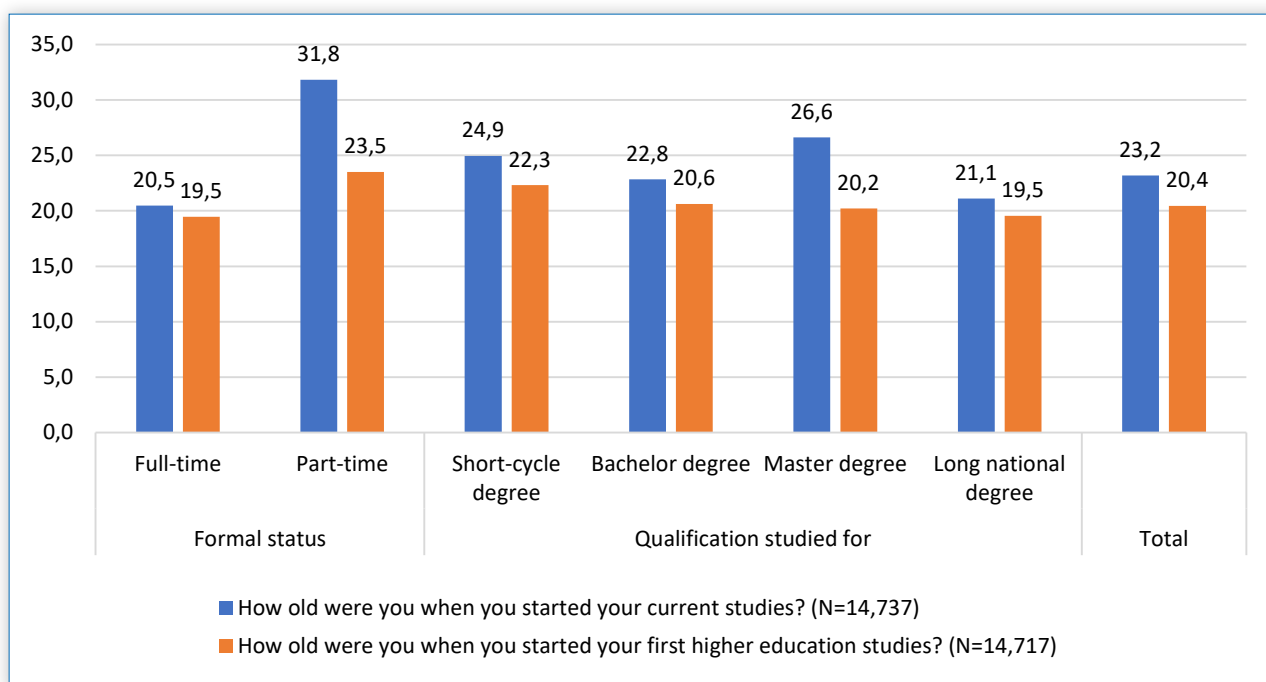
Figure 7: Age composition of students by educational mode and level



Source: EUROSTUDENT 8 survey in Hungary, 2022

The average age of students at the start of their current studies and at the start of their first higher education studies also varies significantly according to the level and type of programme. Those attending undivided degree programmes are the ones who have started their current degree course at the youngest age (on average around 21 years old). On average, students in bachelor's programmes started their studies at the age of 23, while students in short-cycle programmes were on average 24 years old and students in master's degree courses were aged 27 on average when they started their current studies. Students in undivided degree programmes and bachelor's programmes were also the youngest when they enrolled in their first higher education degree programme. Detailed information on the nature of their previous education is not available, but the data suggest that some of the students attending bachelor's or undivided degree programmes have previously studied in higher education, but are unlikely to have completed their studies. Students currently in short-cycle programmes were also significantly older when they started their first degree course (22 years old on average) and started their current degree course at an average age of almost 25. It is less surprising that current full-time students were younger than students in correspondence, evening and distance education when they started their current studies. However, the average difference between the age of enrolment in the first and the current course suggests that part-time students started their previous course or courses at a much younger age, although their average age at the start of their first course was still around 4 years higher than the average age at the start of the first course for current full-time students (Figure 8).

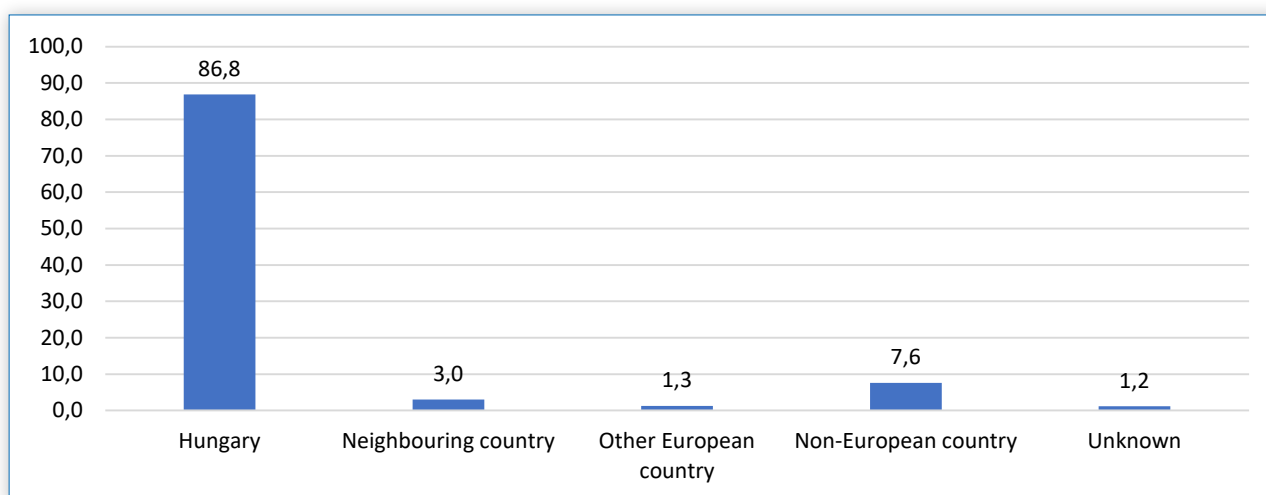
Figure 8: Average age of students at the start of their first and current tertiary education (years)



Source: EUROSTUDENT 8 survey in Hungary, 2022

90% of students are Hungarian citizens (including dual Hungarian citizens) and 87% were born in Hungary. The largest group of non-Hungarian-born students have come from neither a neighbouring country nor another European country: nearly 8% are from outside Europe. The proportion of students born in neighbouring countries is 3%, while the proportion of students from more distant European countries is around 1% (Figure 9). Overall, the proportion of students whose mother tongue is not Hungarian is estimated at 10%.

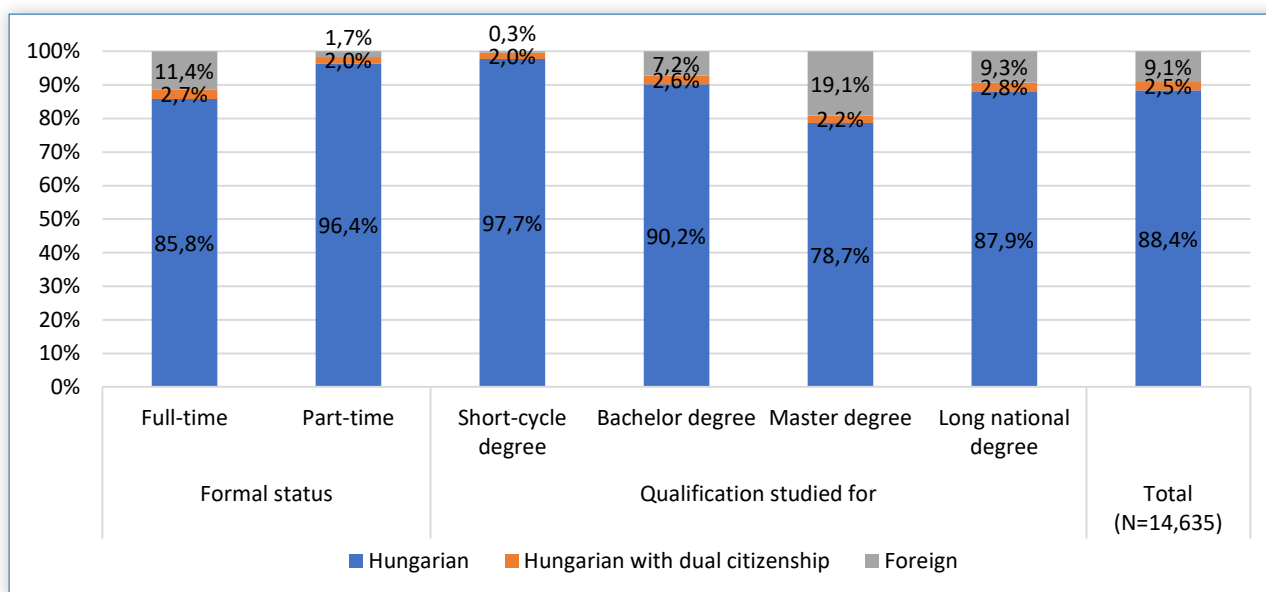
Figure 9: Distribution of students by country of birth (N = 14,839)



Source: EUROSTUDENT 8 survey in Hungary, 2022

The proportion of foreign students and students with dual Hungarian citizenship is significantly higher among full-time students compared to non-full-time students; among full-time students, about one in seven students are foreign students and students with dual Hungarian citizenship. Considering all educational levels, the proportion of foreign students is the highest (19%) in master's programmes, while the proportion of foreign students in undivided degree programmes is 9% and their incidence is 7% in bachelor's programmes (Figure 10).

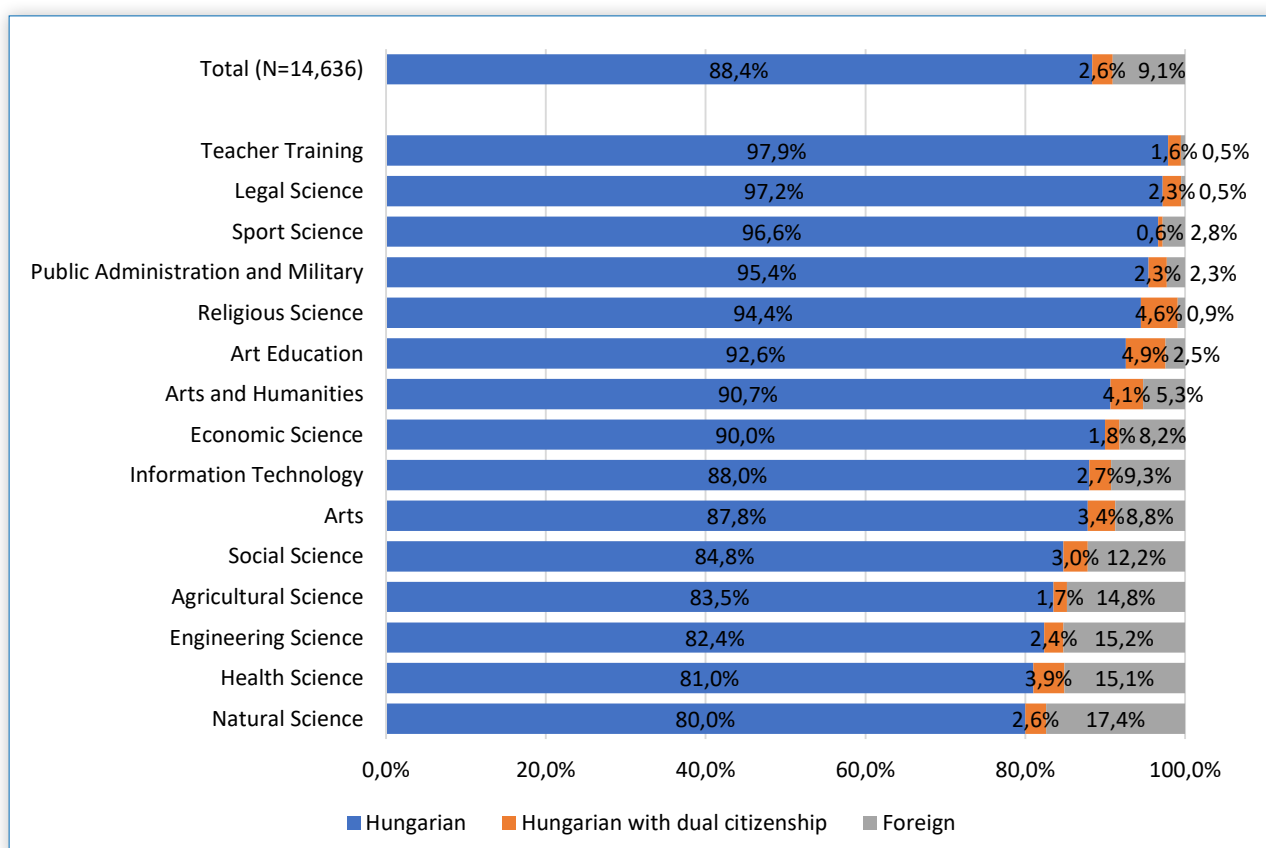
Figure 10: Distribution of students by nationality, educational mode and level



Source: EUROSTUDENT 8 survey in Hungary, 2022

The proportion of foreign students is the highest in the fields of natural sciences, agriculture, engineering, social sciences and medicine and health sciences, exceeding 10%. In teacher training, law, public administration and military and sports studies, it is not only the proportion of foreigners that is low, but also that of dual Hungarian citizens (Figure 11).

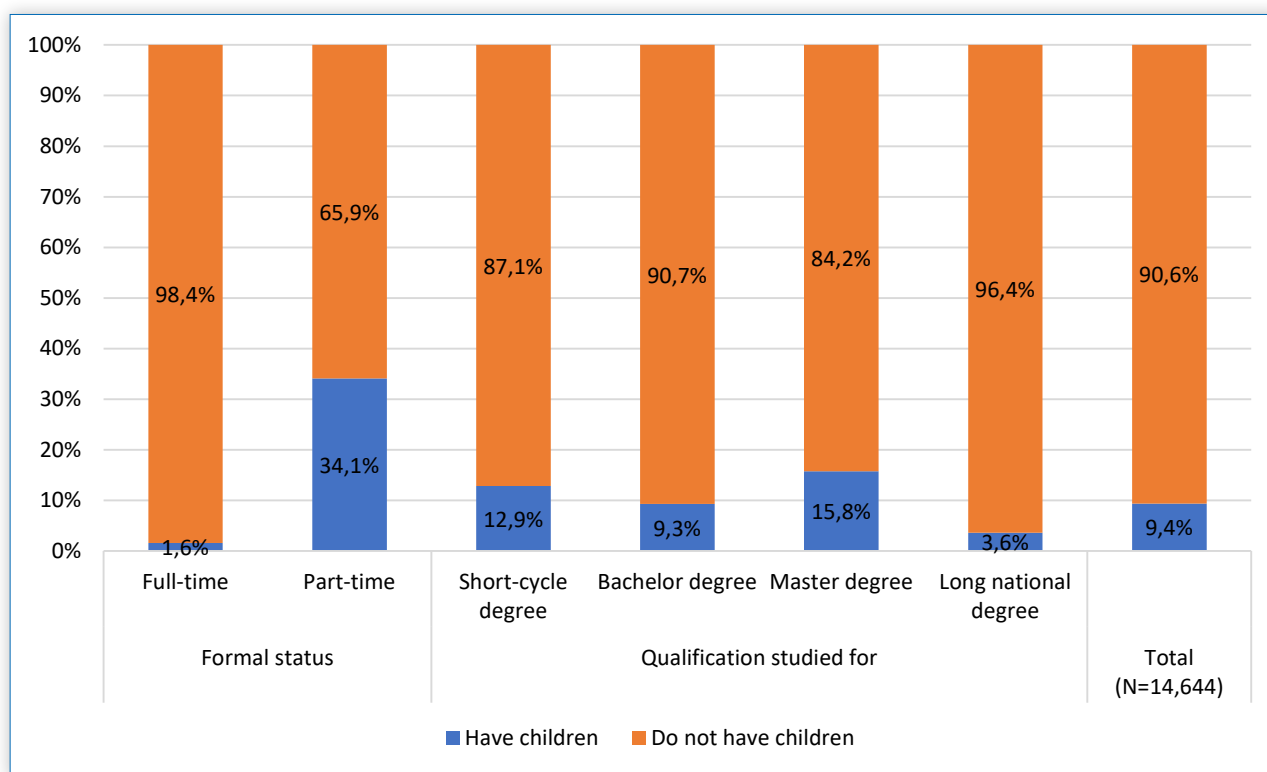
Figure 11: Distribution of students by nationality and by field of study



Source: EUROSTUDENT 8 survey in Hungary, 2022

Slightly less than a tenth of students have children, including a third of part-time students and less than 2% of full-time students. The proportion of students with children is the lowest among students in undivided degree programmes (4%) and their share is the highest among those enrolled in MA/MSc courses (16%) (Figure 12).

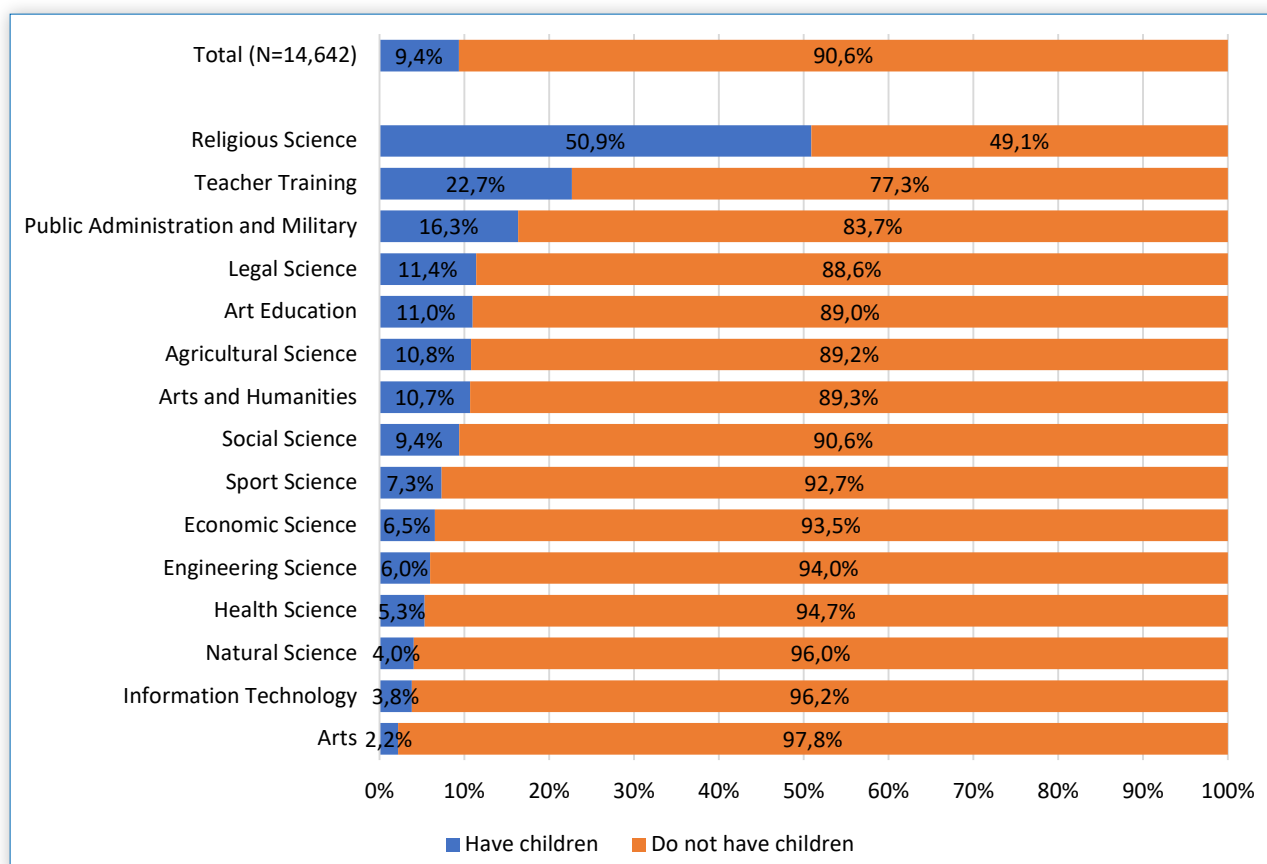
**Figure 12: Proportion of students with children by educational mode and level**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The proportion of students with children of their own is particularly high among those participating in theological training programmes, where one in two students reported having children. The proportion of students with children also significantly exceeds the average in the fields of teacher training, state sciences (public administration, national defense and military) and law (of course, not independent of the relatively high proportion of part-time students in these fields of study). The proportion of students with children was lowest in the fields of natural sciences, arts and IT, partly due to the predominantly full-time nature of education and the younger age composition of students (Figure 13).

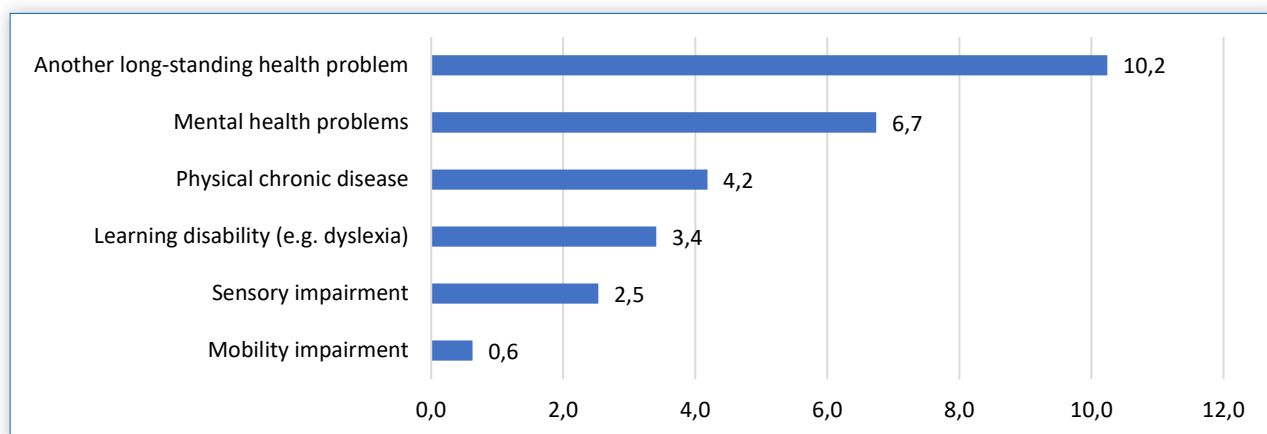
Figure 13: Proportion of students with children by field of study



Source: EUROSTUDENT 8 survey in Hungary, 2022

The vast majority of students rated their overall health as good (46%) or very good (25%), while one fifth (21%) rated it as satisfactory and a further 4% rated it as poor or very poor. Around 3% of students who answered the question have a sensory or mobility impairment, 7% have mental health problems, 3% have learning difficulties, 4% have a chronic physical disease and 10% have other long-term illnesses that have lasted for at least 6 months. When aggregating the data and excluding non-respondents, the proportion of students with at least one persistent health problem or disability is 24% (Figure 14).

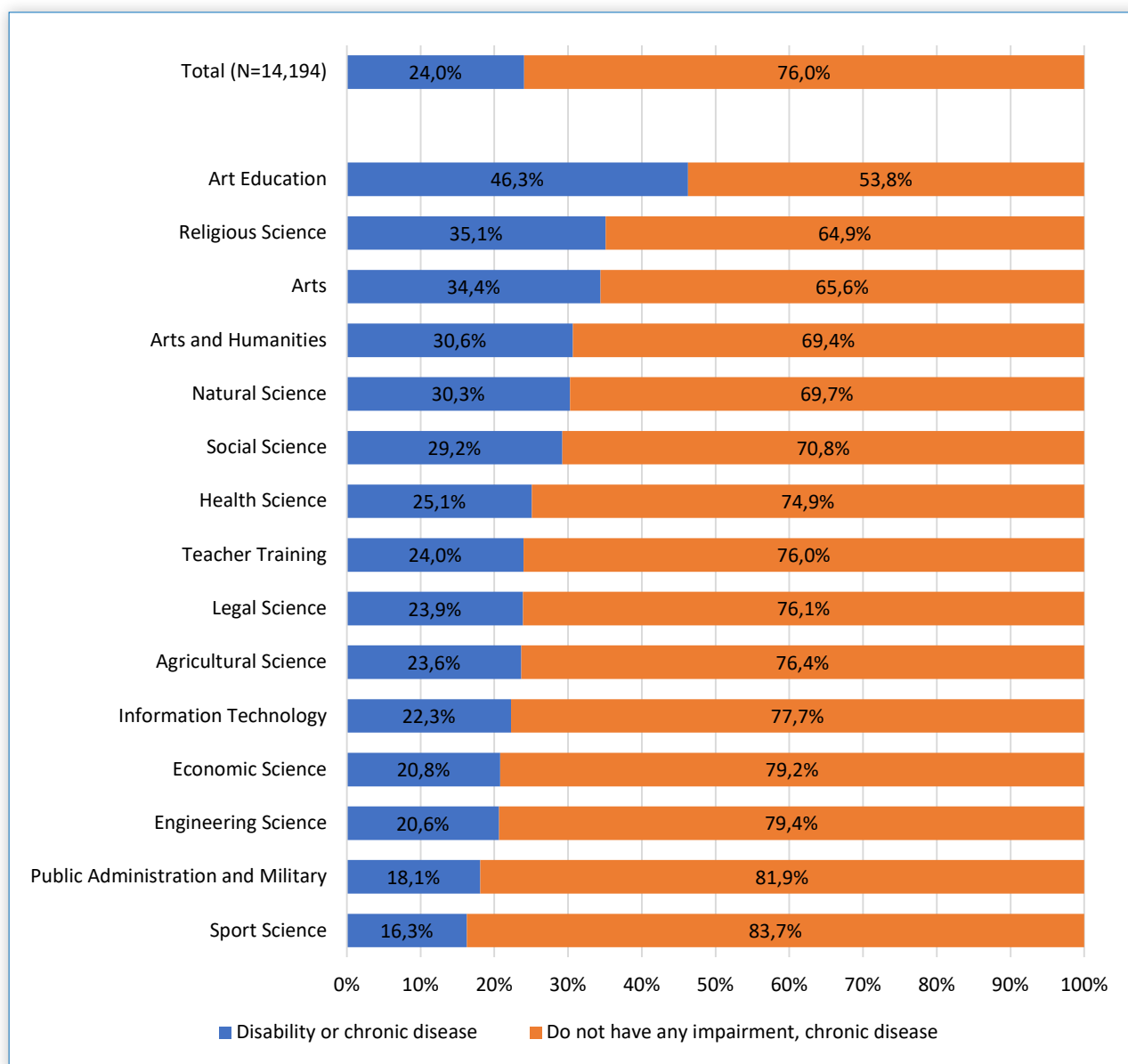
Figure 14: Types of health problems (%)



Source: EUROSTUDENT 8 survey in Hungary, 2022

There is little difference in the proportion of students with disabilities or long-term health problems by level of study and educational mode, but larger differences can be observed in terms of their field of study. The lowest proportion of students having reported a disability or a long-term health problem can be found in the fields of sports science (16%) and public administration and military (18%). The proportion of students having reported chronic illnesses or long-term health problems is much higher than average, above 30%, in the fields of religious sciences, arts and art education, and around 30% in the fields of humanities, natural sciences and social sciences (Figure 15).

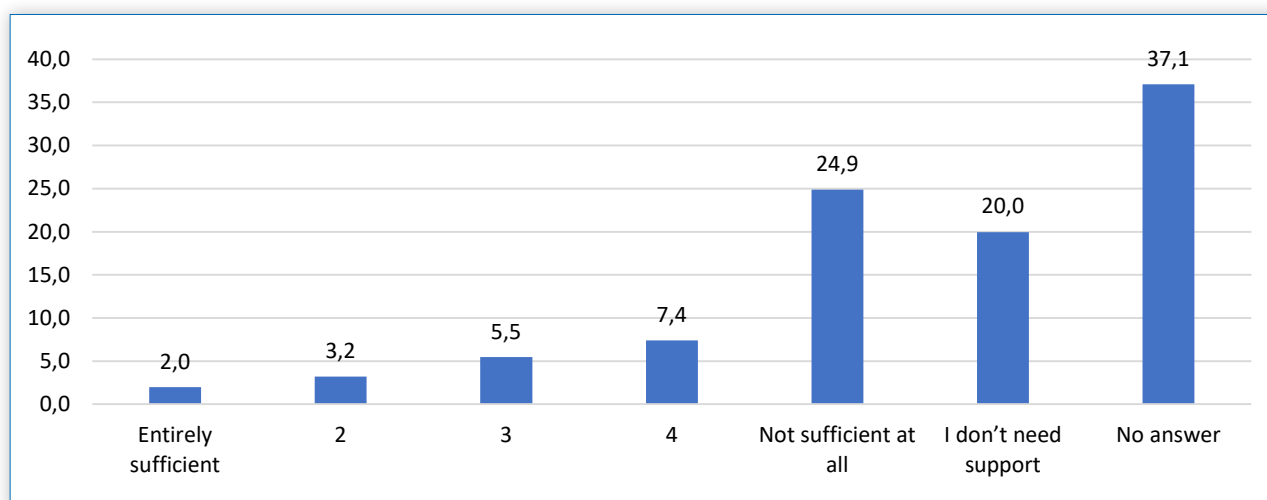
**Figure 15: Proportion of students with a disability, chronic illness or other long-term health condition, by field of study**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

37% of students with a disability or a long-term health condition did not give an assessment of their condition in terms of whether it hindered them in their daily life or studies, and did not report whether they received adequate support from the state or their higher education institution. Regarding state or institutional support, one fifth of the others also declared that they did not need targeted help, while a further quarter felt that they did not receive adequate support at all in relation to their illness (Figure 16).

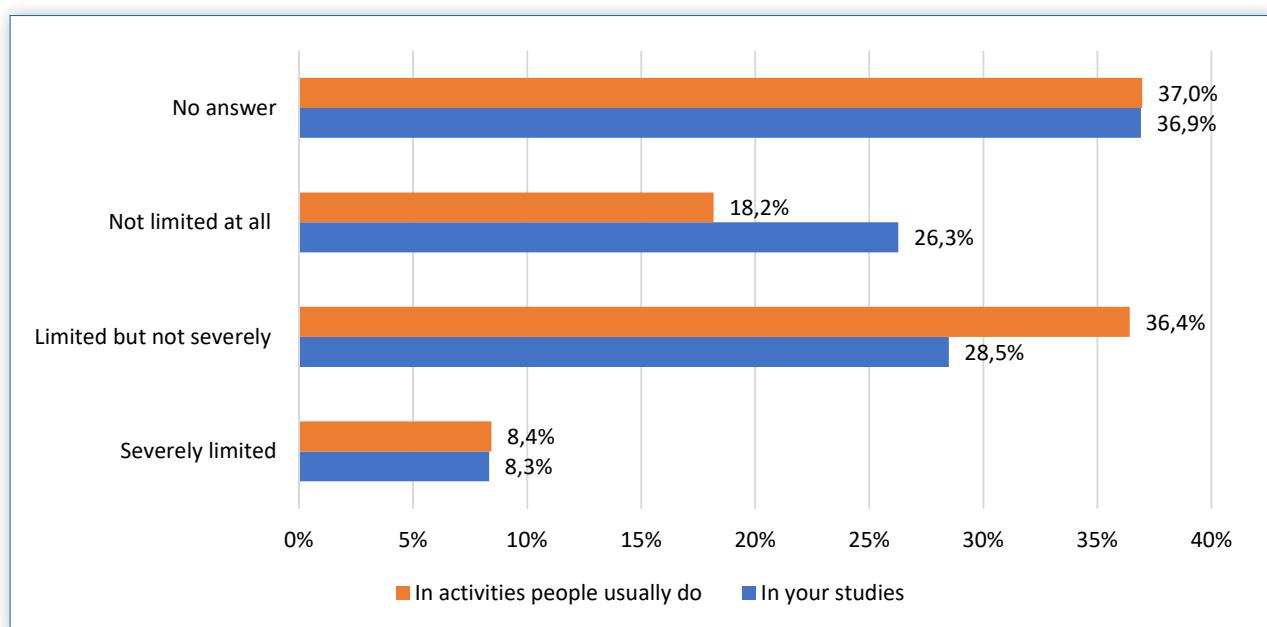
**Figure 16:** Assessment of the support received in relation to disability or illness (among students with a disability, chronic illness or other long-term health condition, N = 3,412)



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

Around one in ten of those living with a chronic illness or disability feel that their health impairment is a serious barrier to everyday life or studying, but the relative majority of the students concerned experience only minor impediments. As indicated earlier, the proportion of students who did not wish to answer this question was also very high (Figure 17).

**Figure 17:** "To what extent are you limited because of your health problem(s)...?"  
(Among students with a disability, chronic illness or other long-term health condition, N = 3,412)

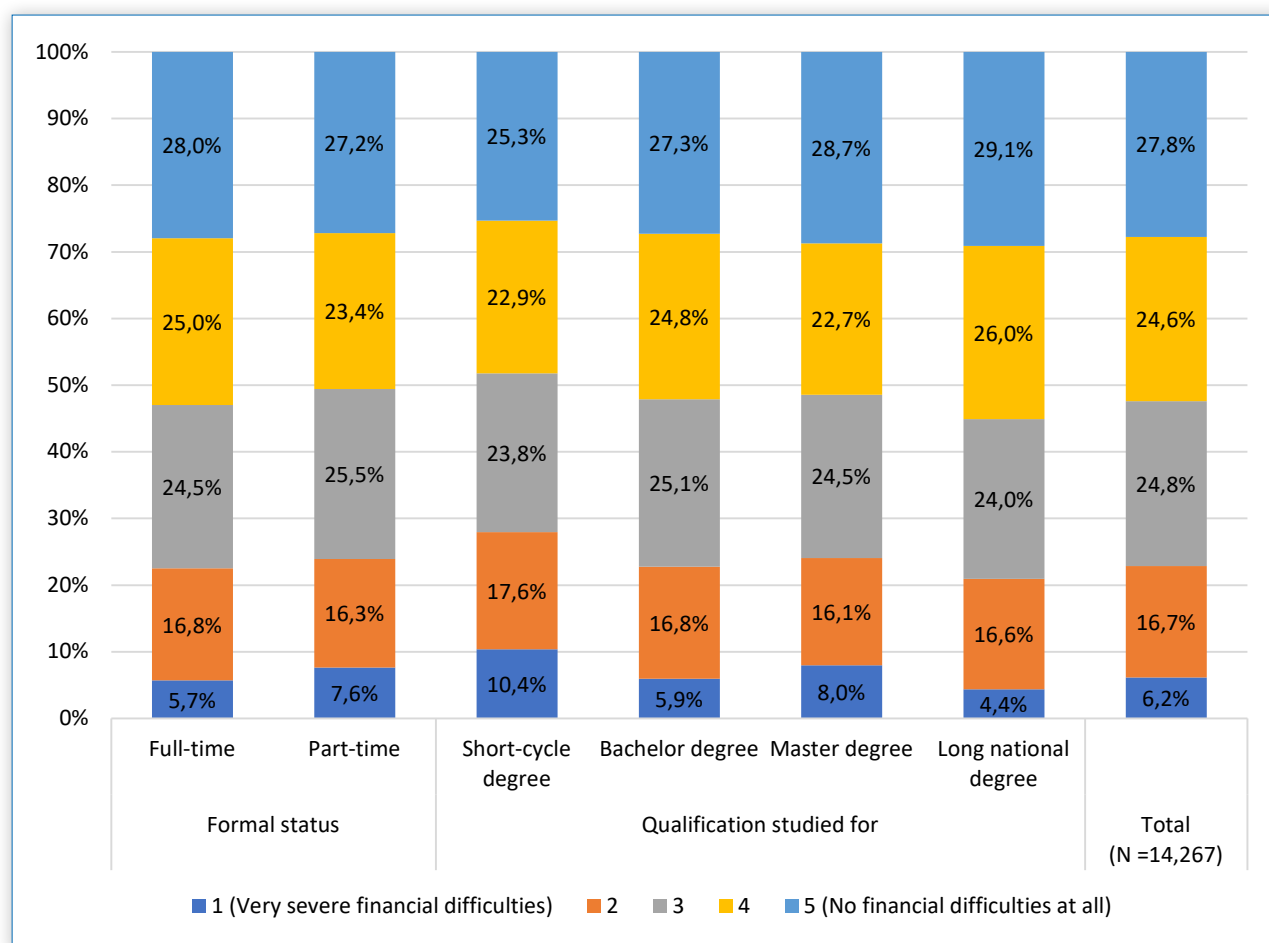


**Source:** EUROSTUDENT 8 survey in Hungary, 2022

## SOCIAL BACKGROUND AND LIVING CONDITIONS

Half (52%) of the students report few or no financial difficulties, 25% report moderate difficulties and 23% report severe or very severe financial difficulties. The proportion of those facing very severe financial difficulties is higher among part-time (8%) than among full-time (6%) students. The proportion of students reporting financial difficulties (28%) is the highest among those in short-cycle programmes, while only 23-24% of bachelor's and master's students and 21% of students in undivided degree programmes were experiencing financial difficulties in spring 2022. The proportion of students with a secure financial background was 48% in the case of short-cycle higher education, whereas it was 55% for those in undivided degree programmes (Figure 18).

Figure 18: Proportion of students with financial difficulties, by educational mode and level

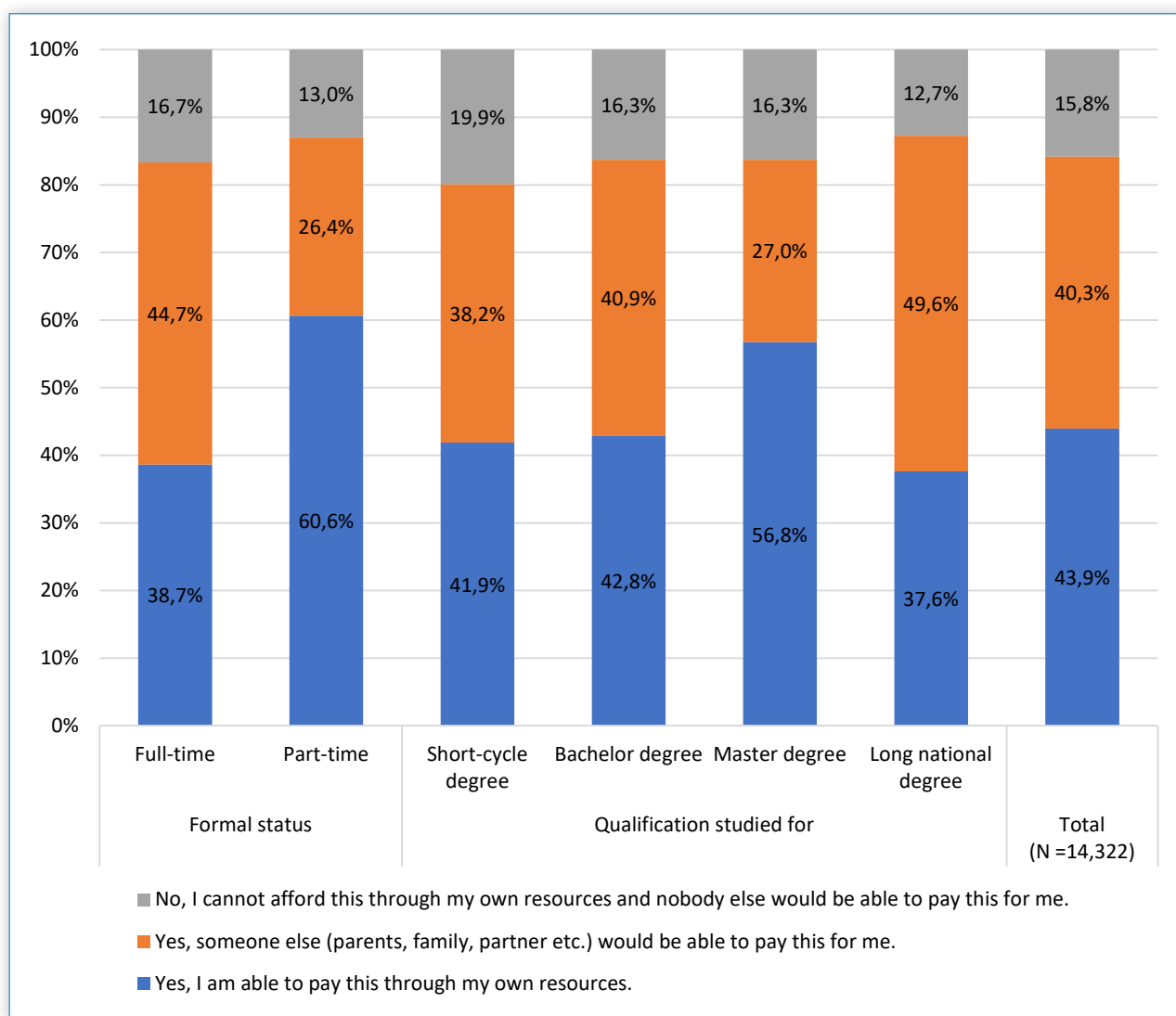


Source: EUROSTUDENT 8 survey in Hungary, 2022

Another question on the financial situation of students asked whether the respondent could cover a large unexpected expense by themselves or by relying on someone else. In line with the international survey question, this amount was set at HUF 100,000 in the Hungarian questionnaire. More than four-tenths of the students would be able to cover this amount from their own resources, while another group of students of a similar size would be able to cover it with the help of others (parents, family, partner). However, for around one in six students, this would prove to be an insoluble task. The proportion of the most vulnerable students in this respect is significantly lower among non-full-time students, with six-tenths of those students capable of covering such an unexpected expense on their own. However, among full-time students

slightly more than average (45%) indicated that they would only be able to cover this expense with the help of someone else. Students who are financially secure even without external support represent more than half of all MA/MSc students (as shown earlier, older students and students with families are more likely to be among them), while the proportion of students who can expect financial support from their families is the highest (50%) among those who attend an undivided degree programme (Figure 19).

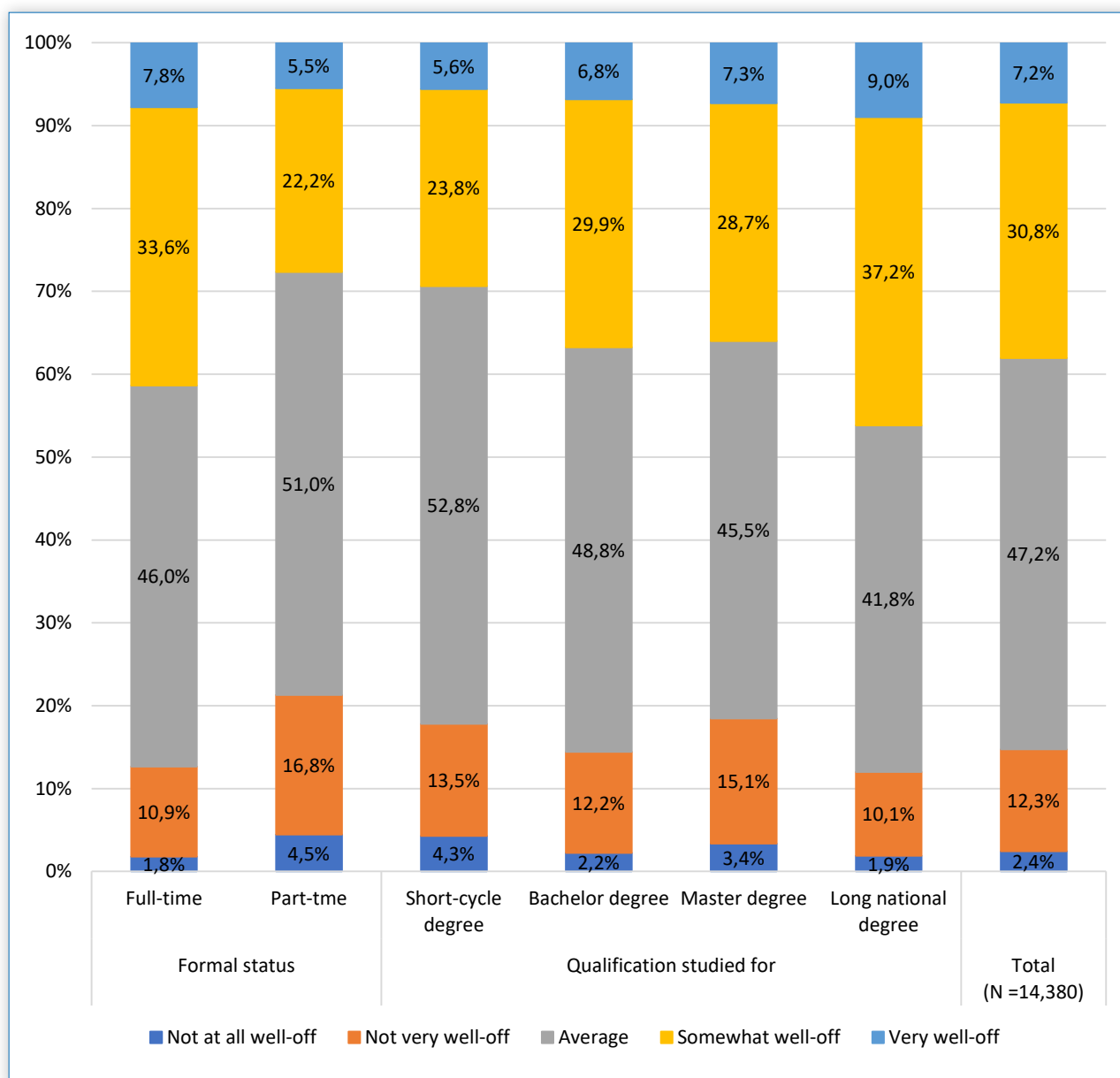
**Figure 19: "Would you be able to pay for an unexpected expense of 100 thousand forints?"**  
– distribution of responses by educational mode and level



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The largest group of students (47%) assessed their parents' current financial situation as average; 38% assessed their family's financial situation as comparatively better and 15% as worse than average. Overall, slightly more students in full-time education assessed their parents' financial situation as better than average (41%), while among part-time students, every second student assessed their parents' financial situation as average and more than one in five as worse than average at the time of the survey. Looking at the educational levels, students in undivided degree programmes are in the best position, with almost half (46%) of them considering their parents' financial situation to be better than average, and only 12% worse than average. Among students in short-cycle programmes, the proportion of those who said that their parents' financial situation was average is the highest (53%), whereas the lowest is the proportion (29%) of those who considered their parents' financial situation to be above average. The proportion of students with parents from below average financial backgrounds is the highest among master's students (18%) (Figure 20).

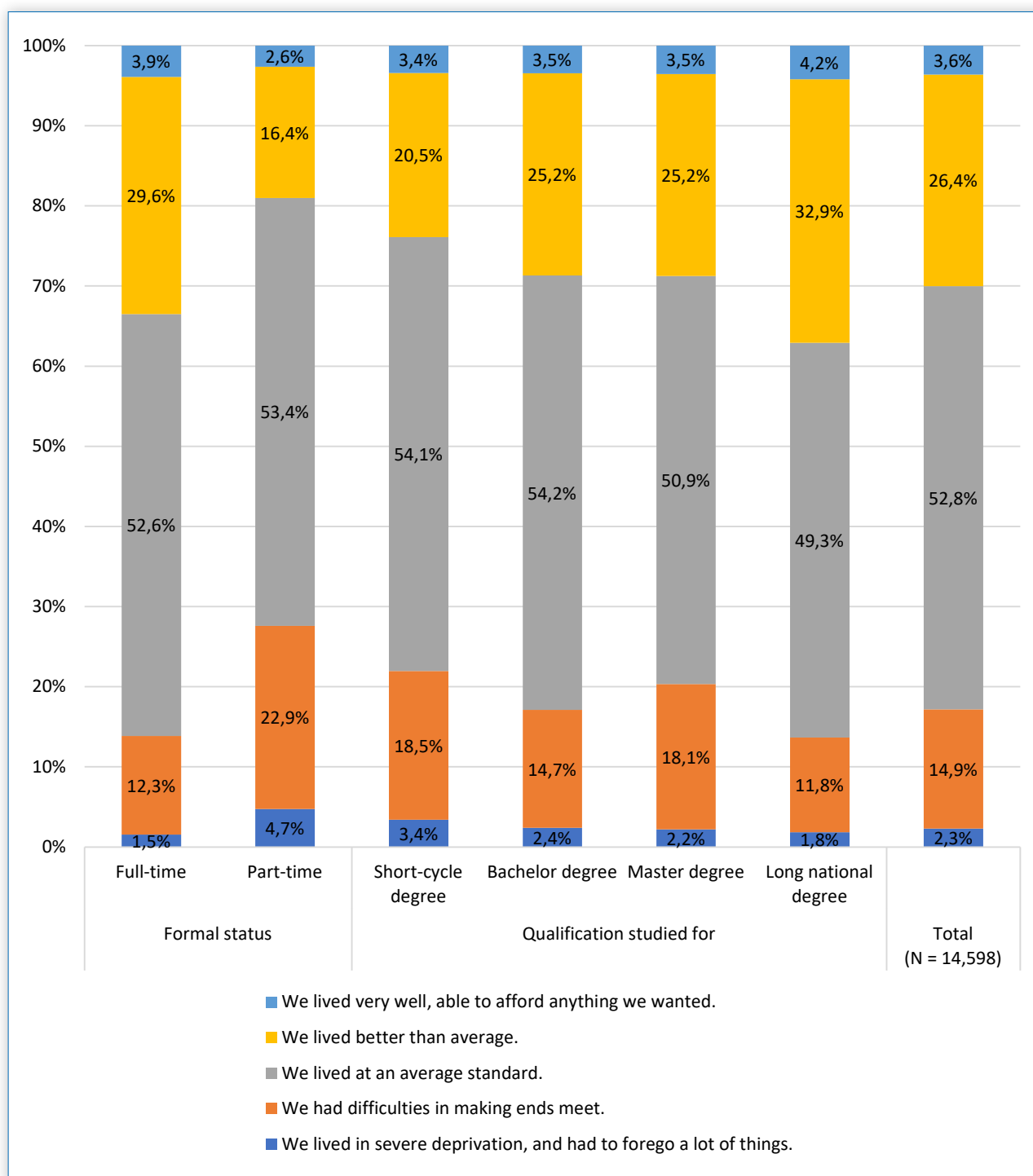
Figure 20: The current financial situation of the students' (foster) parents, by educational mode and level



Source: EUROSTUDENT 8 survey in Hungary, 2022

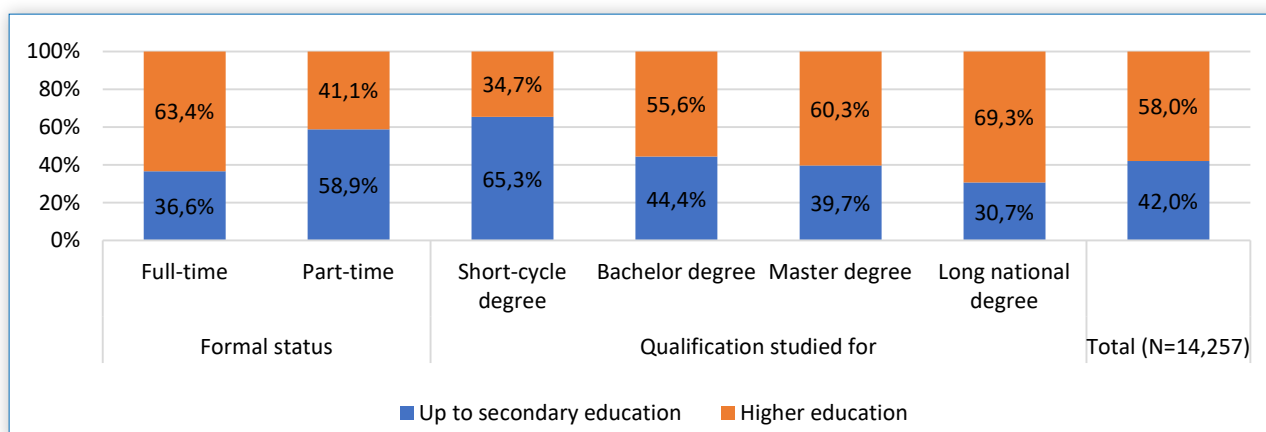
The family's financial situation during childhood shows a similar pattern. Just over half of the respondents (53%) recalled growing up in average financial conditions as a child at around the age of 14. Less than one in five reported more difficult circumstances and, similarly to the previous question, the proportion of respondents who said this was the case was higher among part-time students (28%) and those in short-cycle higher education (22%). Three tenths of students lived better or much better than average during their childhood, but the proportion of better-off students is slightly higher for full-time students and students in undivided degree programmes (33% and 37% respectively), while it is significantly lower for students in short-cycle programmes and those studying in correspondence, evening or distance learning training (24% and 19% respectively) (Figure 21).

Figure 21: Perception of the living conditions of the student's family during childhood, by educational mode and level



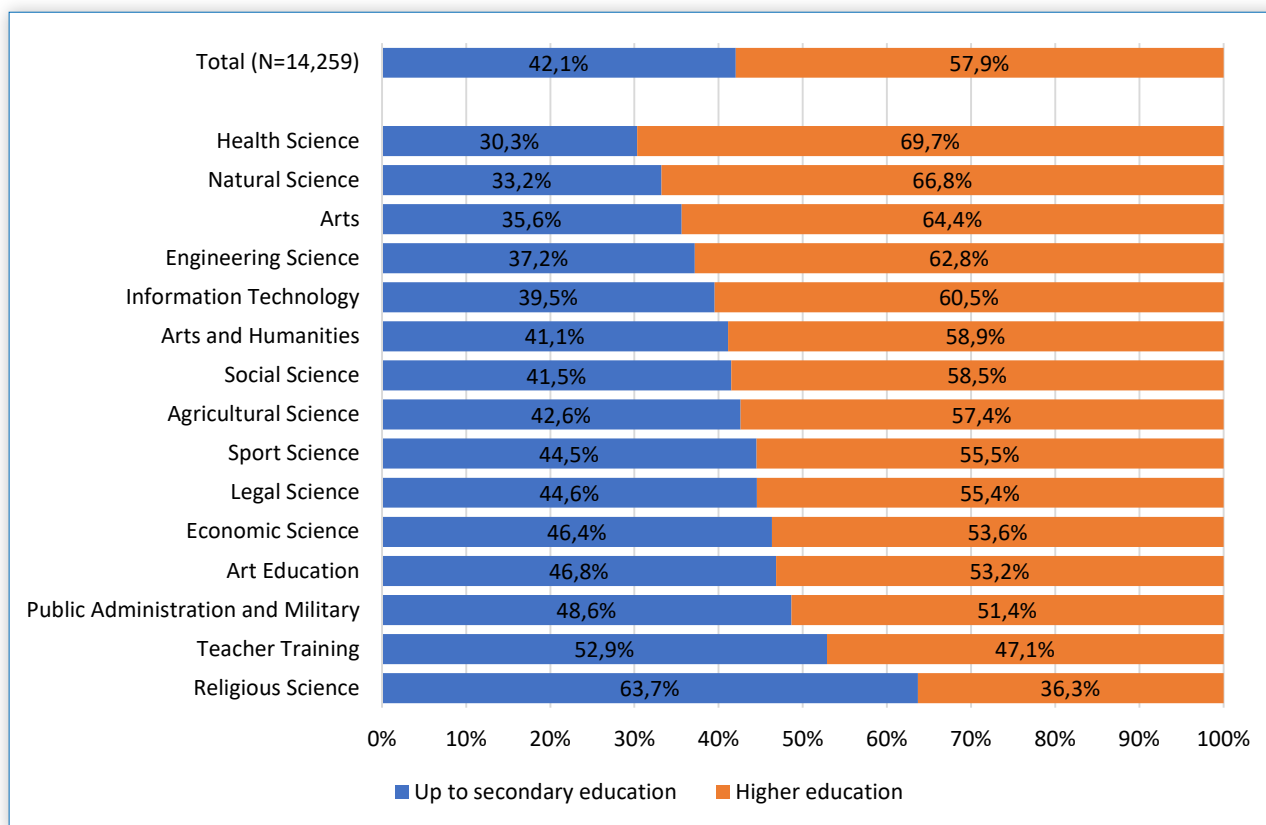
Source: EUROSTUDENT 8 survey in Hungary, 2022

58% of students have at least one parent with a higher education degree. The proportion of students with parents holding a higher education degree is higher among full-time students (63%) than among non-full-time students (41%). Regarding the training levels, the proportion of students whose parents hold a higher education degree is the highest for students in undivided degree programmes (69%) and the lowest for those in short-cycle programmes (35%). Students with parents having a higher education degree (60%) are also more numerous in master's programmes than in bachelor's programmes (45%) (Figure 22).

**Figure 22: The highest level of educational attainment of the students' parents, by educational mode and level**

Source: EUROSTUDENT 8 survey in Hungary, 2022

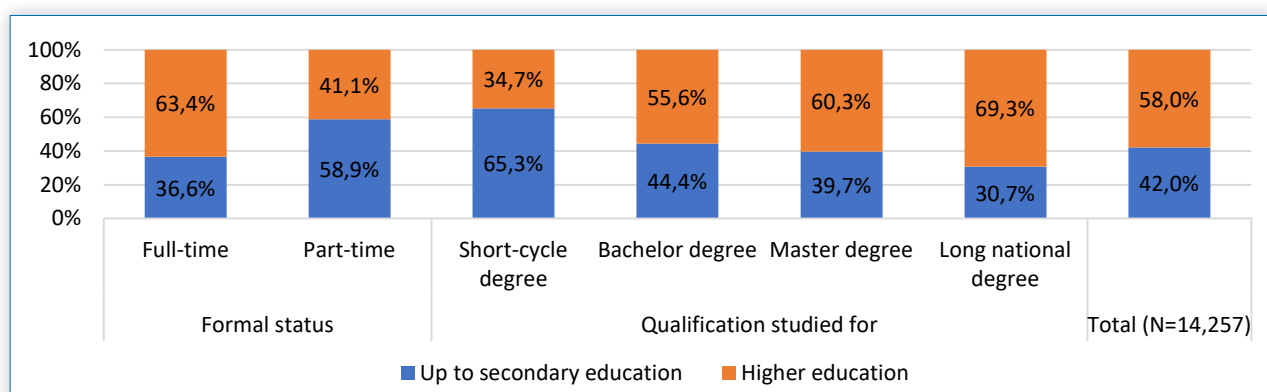
The proportion of students with at least one parent holding a higher education degree is highest in the fields of medicine and health sciences (70%), natural sciences (67%) and arts (64%). However, the proportion of children of parents with secondary education or less is significantly higher than average in religious science (64%) and teacher training (53%) (Figure 23). Of course, this is not independent of the distribution of students in each field of study across educational modes and levels, as it has been shown above that there are significant differences along those factors. Among students studying in the same field, those studying in master's or undivided degree programmes are more likely than average to have a parent with a higher education degree.

**Figure 23: The highest level of educational attainment of the students' parents by field of study**

Source: EUROSTUDENT 8 survey in Hungary, 2022

Nearly every second student (49%) lives in a property owned by themselves or their family during term-time (from Monday to Friday). Three-tenths of students live in rented property or in accommodation owned by a friend or acquaintance. 18% of students live in student halls or hostels belonging to higher education institutions, and 1% in private student halls or other student accommodation. The proportion of students staying in other accommodation types during term-time, not falling within any of the above categories, is also 1% (Figure 24).

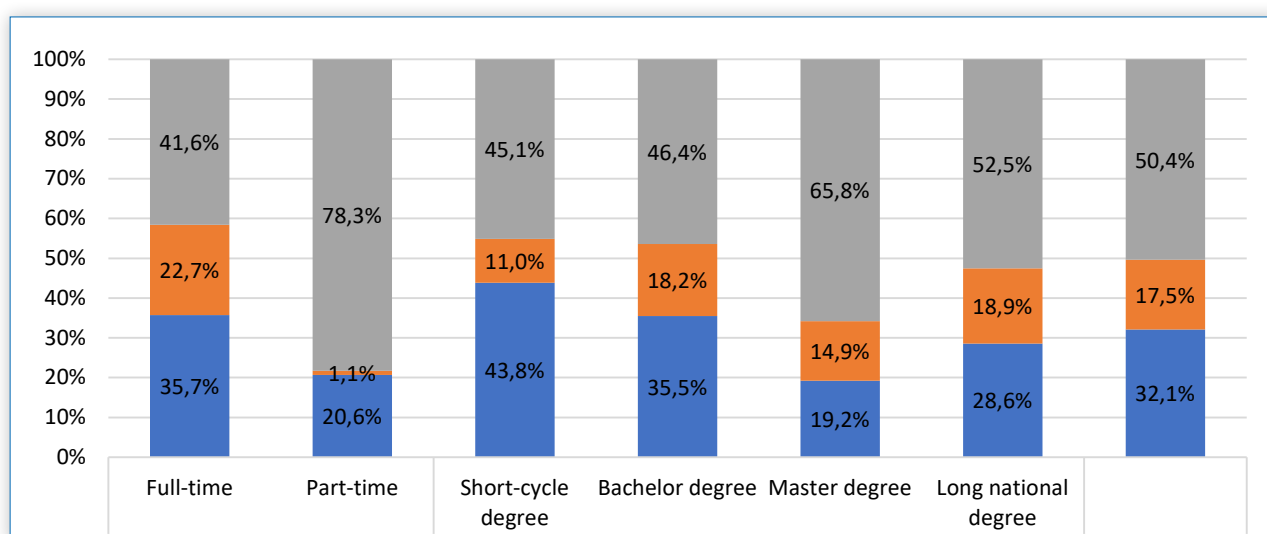
**Figure 24: Distribution of students by type of residence most used during term-time (N = 14,708)**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

If we look at who students live with on weekdays during term-time, we find that 32% of them live with their parents or older relatives, 17% live in a student hall and one in two students live on their own (neither with parents nor in a student hall). Half of the latter category live with their partner and/or their own family, while others live independently of their parents and their own family but together with others (e.g. in a shared flat with their fellow students) and a smaller share actually live alone. The proportion of students living in a hall of residence is higher among full-time students (23%); those living in their parents' household or with elderly relatives are also mainly full-time students (36%), while 78% of non-full-time students live independently (alone, with their own family or in a rented property shared with others). As regards educational level, the proportion of students living with their parents is the highest among those in bachelor's programmes (36%) and those in short-cycle higher education (44%), while the proportion is much lower than average among those in master's programmes. Almost two-thirds of master's students live on their own (not with parents and not in a hall of residence) (Figure 25).

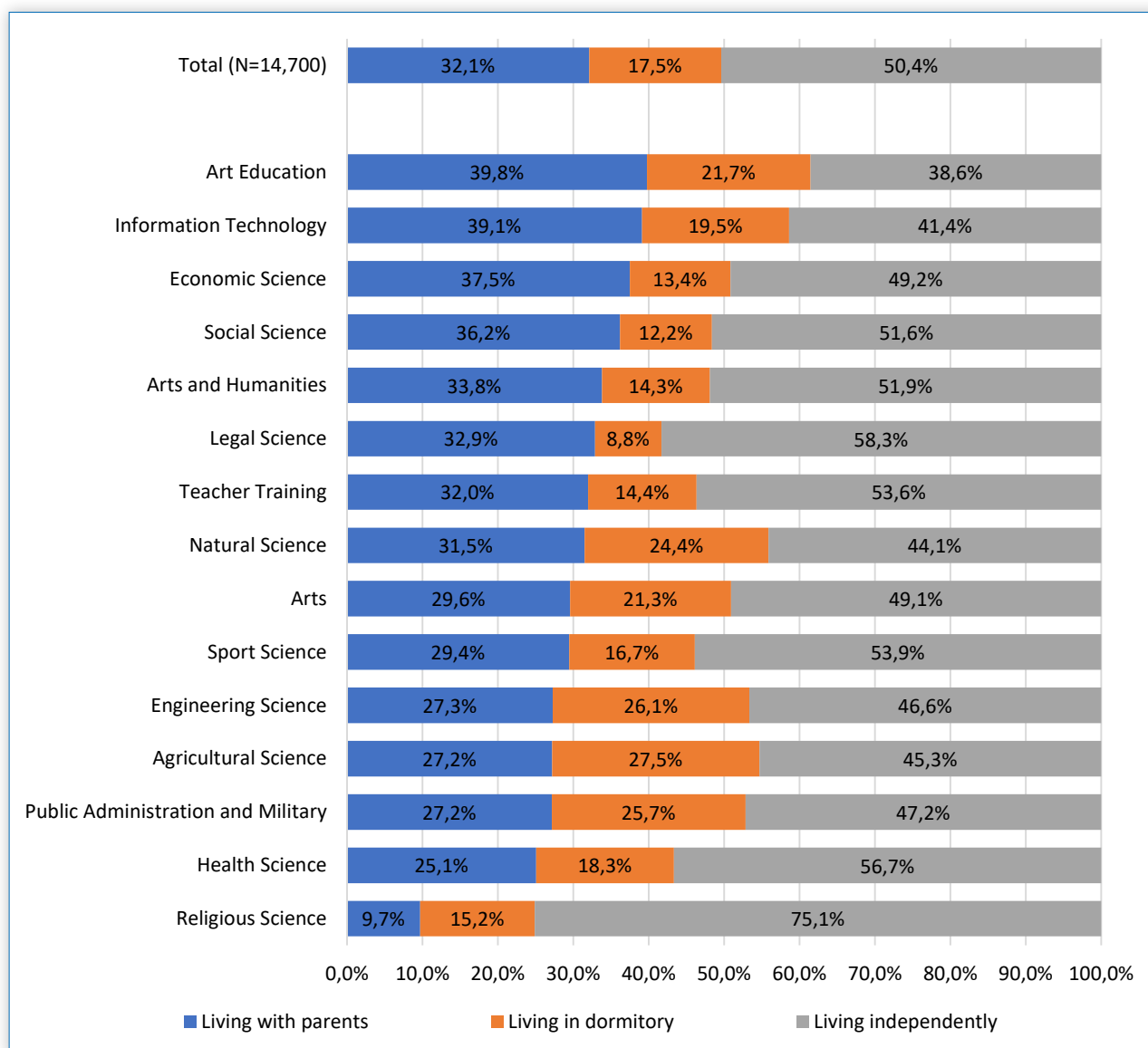
**Figure 25: Distribution of students by type of housing, by educational mode and level**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

When comparing fields of study, the proportion of students living with their parents is the highest (over 35%) in the fields of IT, art education, economics and social sciences. The proportion of students staying in student halls is the highest (nearly a quarter or more) in the fields of agriculture, engineering, natural sciences and public administration and military. The proportion of students living on their own (not with parents and not in student halls) significantly exceeds the average in the fields of religious science, law, medicine and health sciences, but it is also slightly above the average among sports science and teacher training students (Figure 26).

**Figure 26: Distribution of students by housing type and field of study**



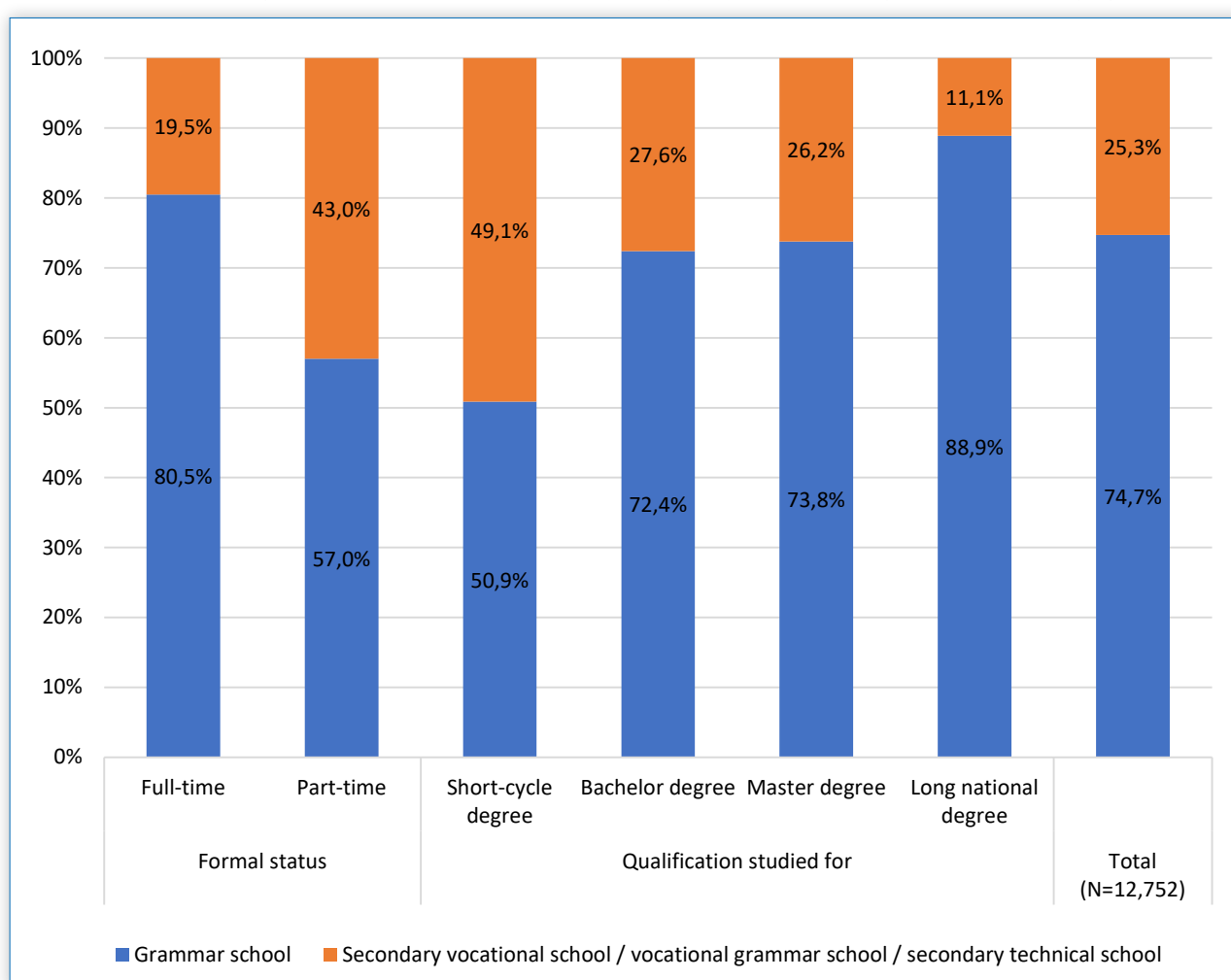
**Source:** EUROSTUDENT 8 survey in Hungary, 2022

On average, students spend 42 minutes travelling one way, from their dwelling place to their higher education institution, during term-time. This figure is the lowest for students staying in halls of residence (22 minutes on average) and the highest for students living with their parents (55 minutes), but this figure also exceeds the average for students living in an independent household (with their own partner or family) (50 minutes on average). The average one-way travel time for full-time students is 37 minutes, compared to 61 minutes for non-full-time students, suggesting that a certain number of non-full-time students pursue their higher education studies somewhere further away from their place of residence.

## SECONDARY EDUCATION

90% of the students have passed their secondary school-leaving examination in Hungary, while 10% of them completed their secondary education necessary for admission to higher education abroad. The vast majority of students (97%) obtained their secondary school-leaving certificate in traditional secondary education, while only 3% of them graduated later, in adult education. Those who completed their secondary education in Hungary were also asked about the type of secondary school and its role in preparing them for higher education. 75% of those who passed their secondary school-leaving examination in Hungary attended grammar school, and 25% graduated from vocational education and training. 81% of current full-time students passed their secondary school-leaving examination in grammar school, while this figure is 57% for part-time students. Regarding educational levels, the proportion of students who have obtained their secondary school-leaving certificate in a grammar school is the highest among those in undivided degree programmes (89%) and the lowest among those in short-cycle higher education (Figure 27).

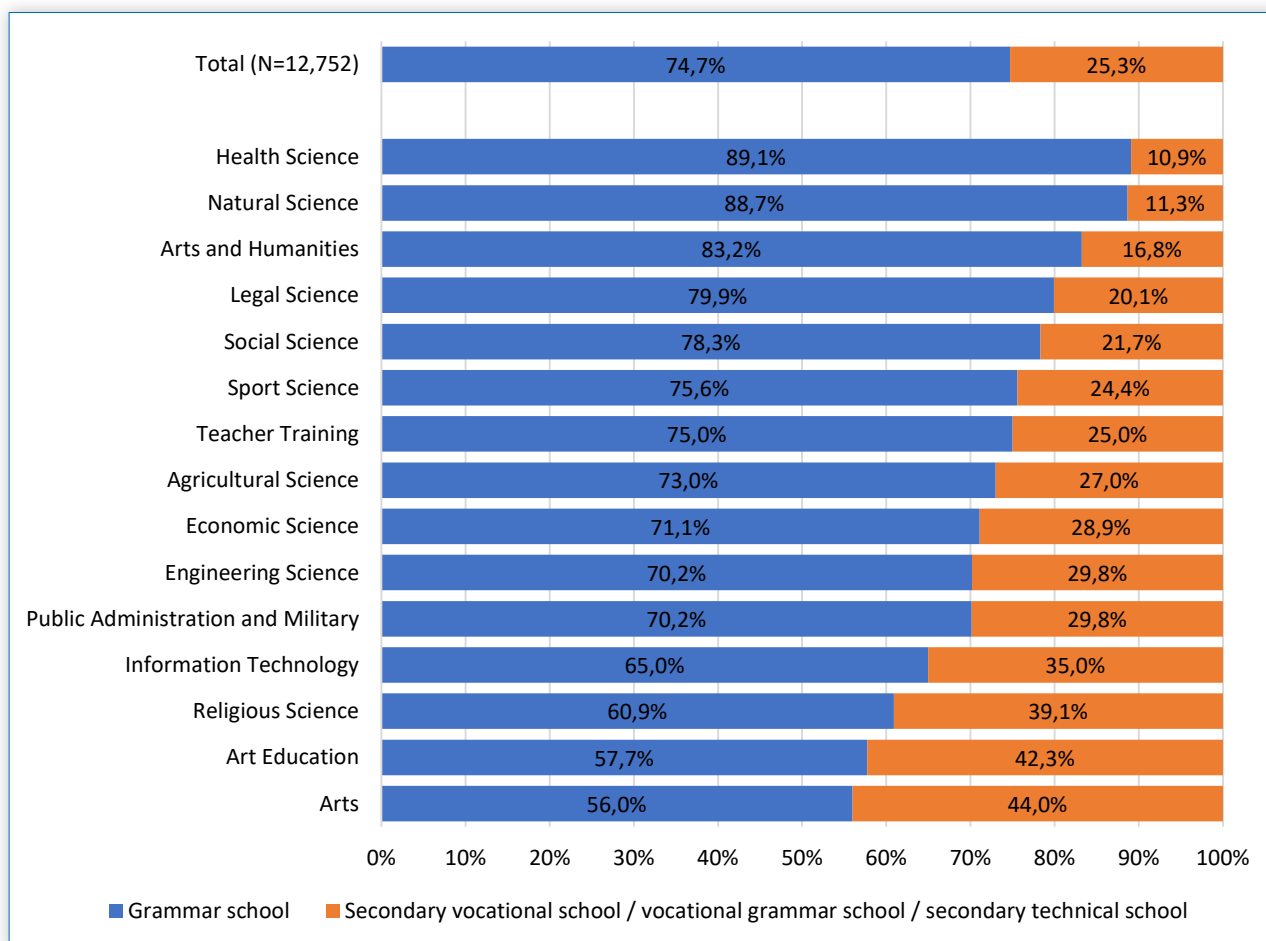
**Figure 27: The types of secondary schools where the respondents obtained their secondary school-leaving certificate, by educational mode and level (among respondents who graduated in Hungary)**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The proportion of students who obtained their secondary school-leaving certificate in a grammar school is the highest among those who are studying medicine and health sciences, natural sciences, humanities and legal science, while the proportion of students coming from secondary technical schools and vocational grammar schools (or formerly known as secondary vocational schools) significantly exceeds the average in the fields of arts, art education, religious science and IT.

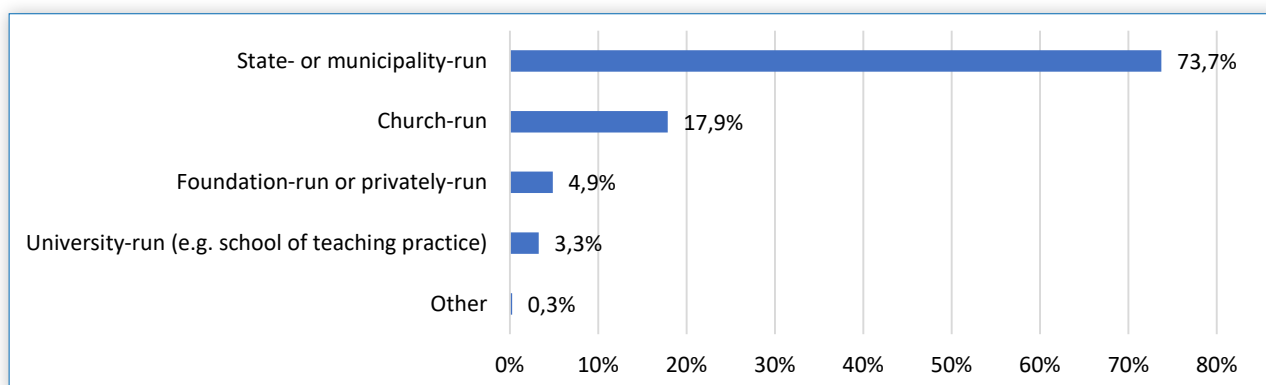
**Figure 28:** The types of secondary schools from which the respondents obtained their secondary school-leaving certificate, by field of study (among respondents who graduated in Hungary)



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

74% of students in Hungary received their secondary school-leaving certificate from a state-run or a (formerly) municipality-run secondary school. The proportion of students who obtained their secondary school-leaving certificate from a grammar school or a vocational grammar school maintained by the Church is also relatively high (18%), while nearly 5% graduated from a privately-run or foundation-run secondary school and 3% from a university-run secondary school (Figure 29).

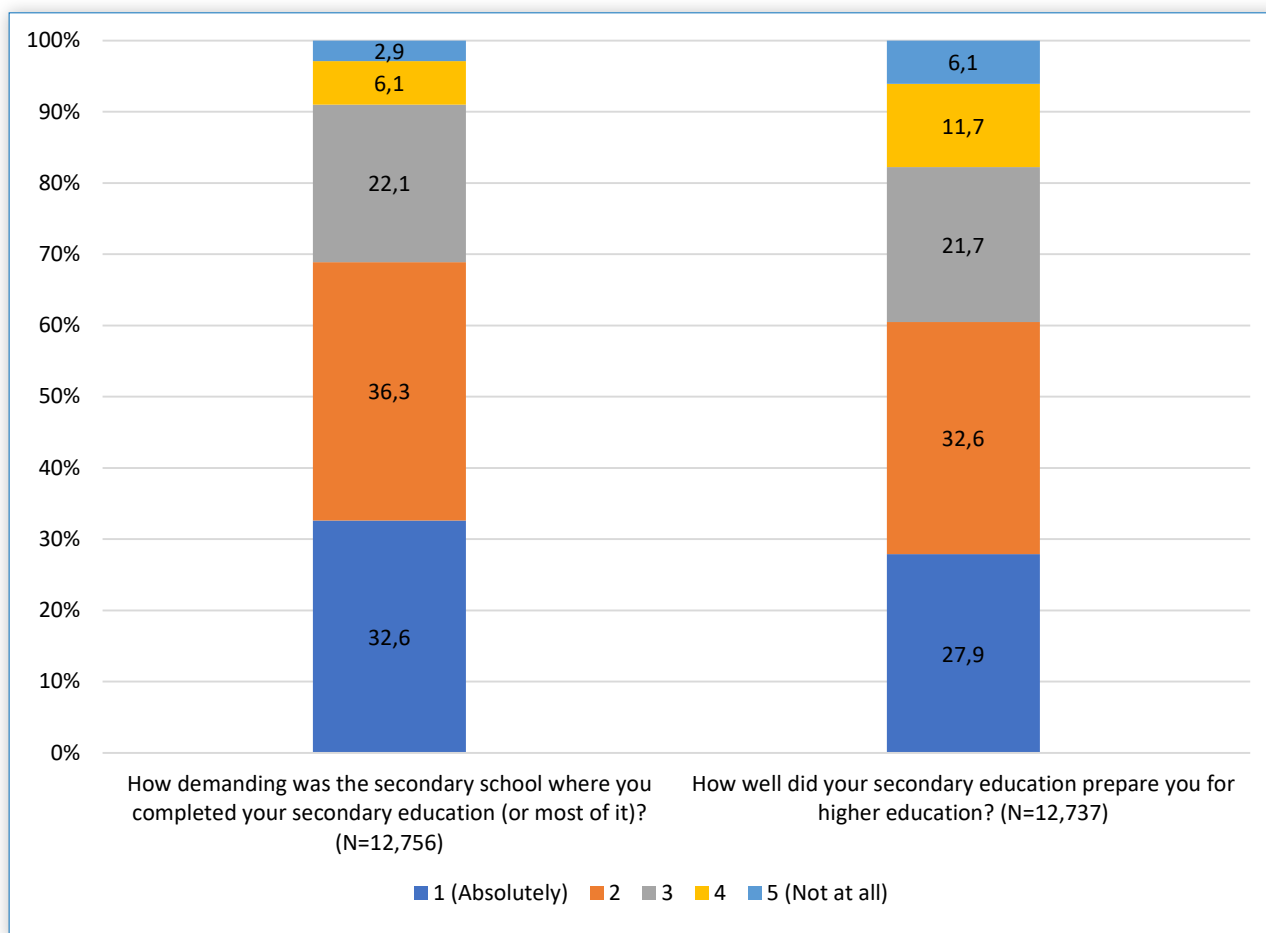
**Figure 29:** Maintaining entities of secondary schools from which the respondents obtained their secondary school-leaving certificate (among respondents who graduated in Hungary, N = 12,756)



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

On a scale of 1 to 5, 69% of the respondents rated their secondary school as either fairly strong or very strong, with only 9% being rather dissatisfied or completely dissatisfied with the quality of the school. However, fewer students (only 60%) feel that their secondary education prepared them somewhat or fully for their higher education studies, and 18% were rather dissatisfied or very dissatisfied with the preparatory role of their secondary school (Figure 30).

**Figure 30: Assessment of the quality of the secondary school where the respondents obtained their secondary school-leaving certificate (among respondents who graduated in Hungary)**

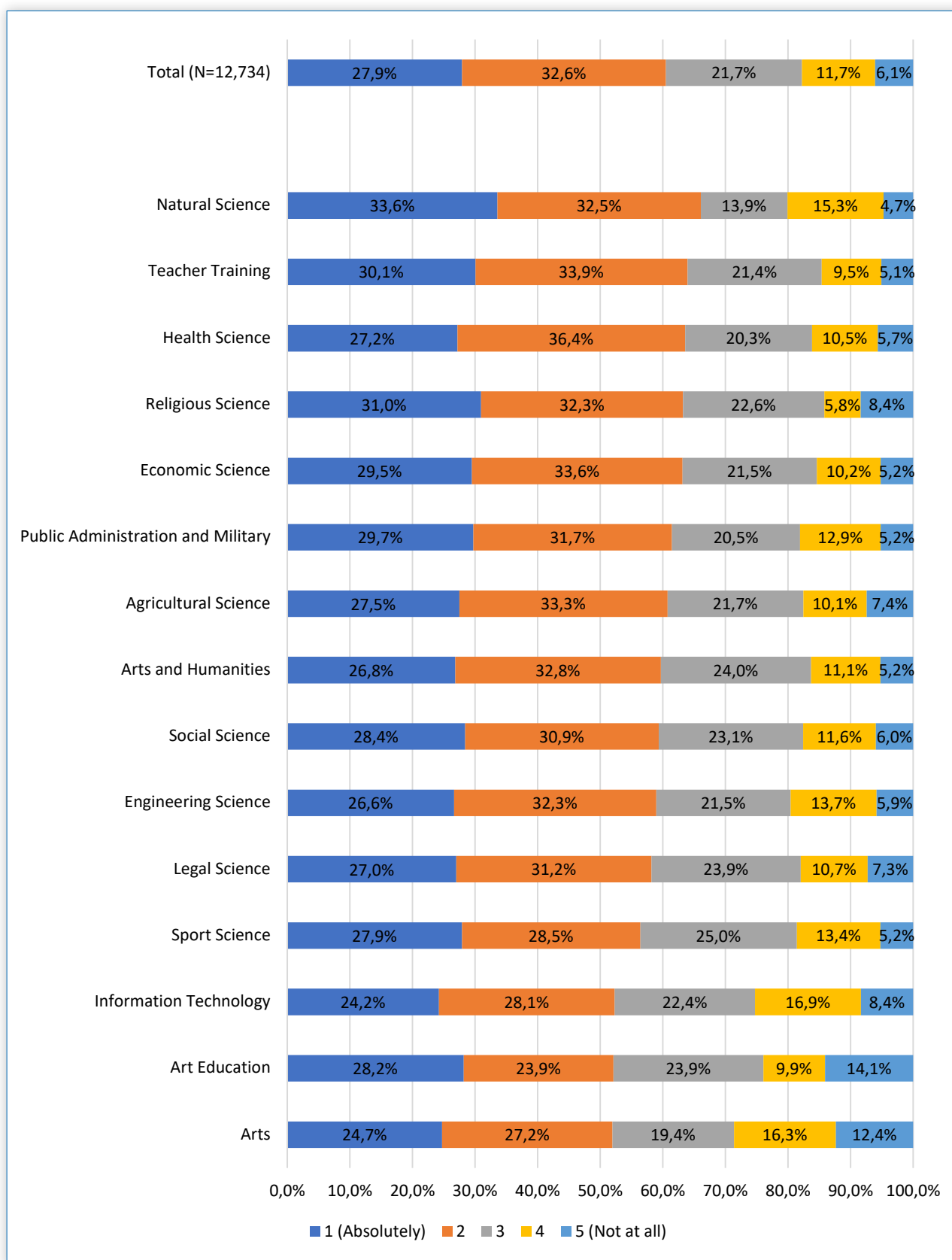


**Source:** EUROSTUDENT 8 survey in Hungary, 2022

74% of grammar school graduates rated their grammar school education as strong or very strong, while 54% of vocational grammar school graduates and secondary technical school graduates felt likewise. In parallel, a significantly higher proportion of grammar school graduates (64%) feel that their secondary school has fully or largely prepared them for higher education studies than did secondary vocational school graduates (50%).

It is probably also related to the different secondary school backgrounds of students in different fields of study that those studying arts, art education and IT were the least satisfied with their secondary school preparation for higher education, with more than a quarter of them being somewhat or completely dissatisfied. Students studying natural sciences, medicine and health sciences, economics, religious sciences and students in teacher training mainly feel that their secondary school has provided them with a good basis for their higher education (Figure 31).

Figure 31: Assessment of the secondary schools' preparatory role for higher education, by field of study (among respondents who graduated in Hungary)

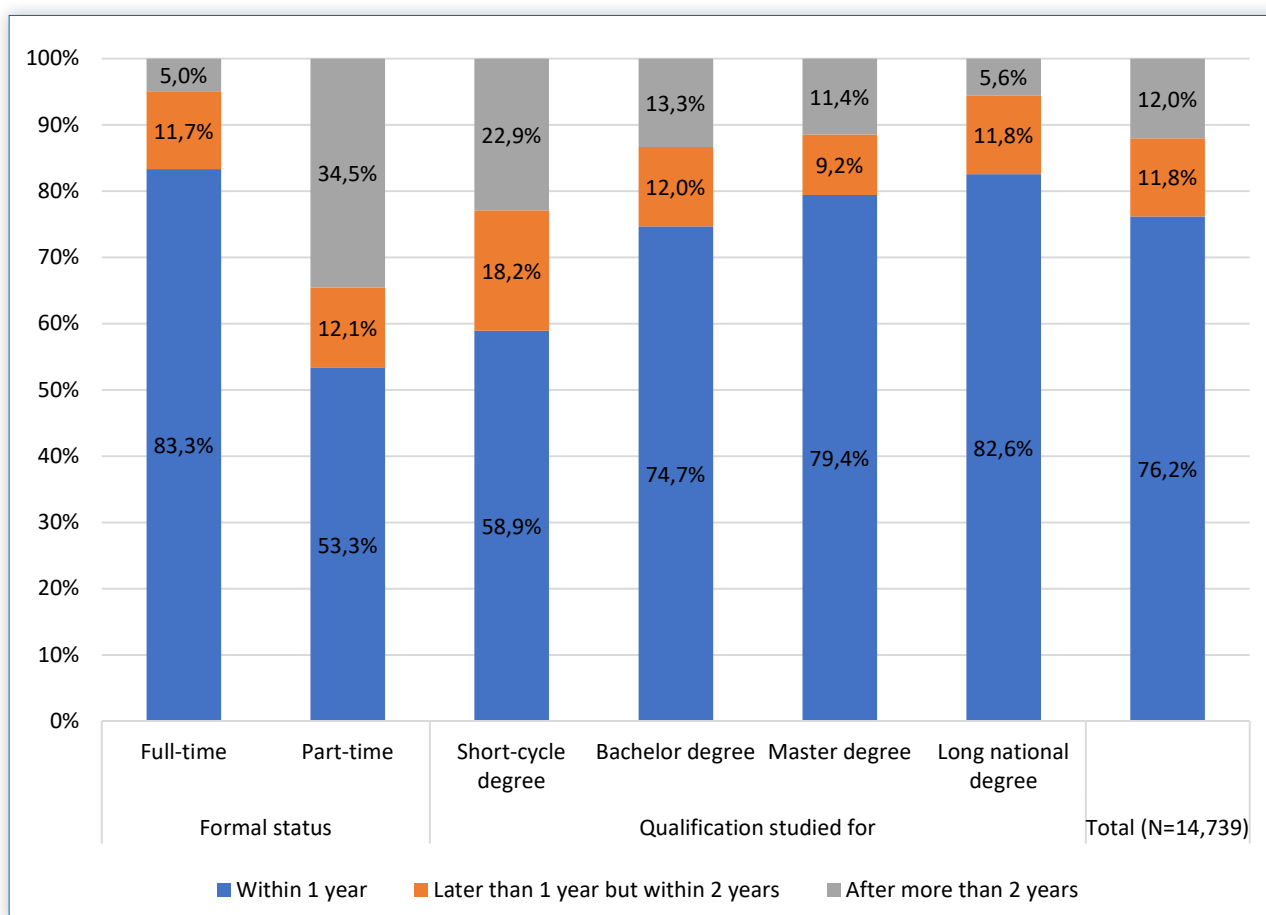


Source: EUROSTUDENT 8 survey in Hungary, 2022

## HIGHER EDUCATION STUDIES

88% of the students started their first (not necessarily their current) higher education studies within two years of their secondary school-leaving examination. Within this group, the majority (77%) continued their studies in higher education within one year, and 11% had 1 or 2 years between the time they passed their secondary school-leaving examination and the start of their first higher education studies. The proportion of those who enrolled in higher education for the first time more than two years after the secondary school-leaving examination is 12%. Among those who missed more than two years between upper secondary and higher education, students currently attending correspondence or other part-time courses comprise the highest proportion (35%), and only 53% enrolled in a higher education programme within one year after their secondary school-leaving examination. 83% of those currently attending an undivided degree programme and 79% of master's students went straight to university or college after secondary school, while this percentage is 75% for bachelor's students and less than six-tenths for students in short-cycle programmes. Among the latter group, the proportion of those who missed more than two years of study is particularly high (23%) (Figure 32).

**Figure 32: Time of starting higher education for the first time compared to the end of secondary education, by educational mode and level**

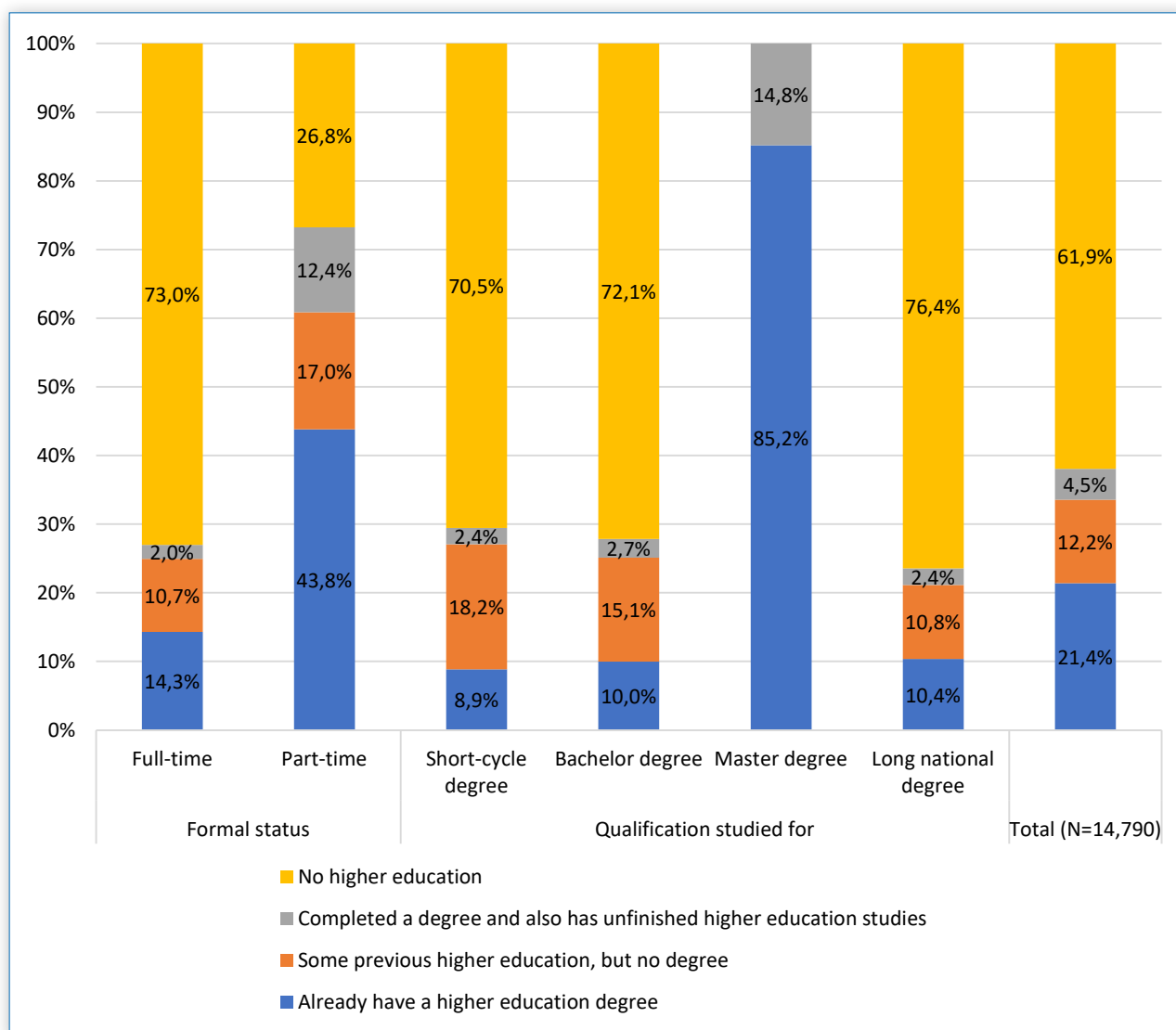


**Source:** EUROSTUDENT 8 survey in Hungary, 2022

Their current studies are the first higher education studies for 62% of students, while the rest have pursued higher education studies before, which they have either completed or not (yet) completed. 3% of the respondents are currently studying in the framework of another higher education programme; 26% have already obtained another higher education degree and 17% started a higher education programme which they have not finished.

When aggregating these figures, it can be found that almost three quarters of full-time students are studying for their first degree, this share is only 27% for correspondence, evening and distance education programmes. The proportion of those with previously uncompleted higher education is also higher among part-time students. Students reporting that they have started but have not completed a higher education programme were more likely to be those who are currently studying in short-cycle higher education or in bachelor's programmes, and less likely those who are in master's programmes or undivided degree programmes (Figure 33).

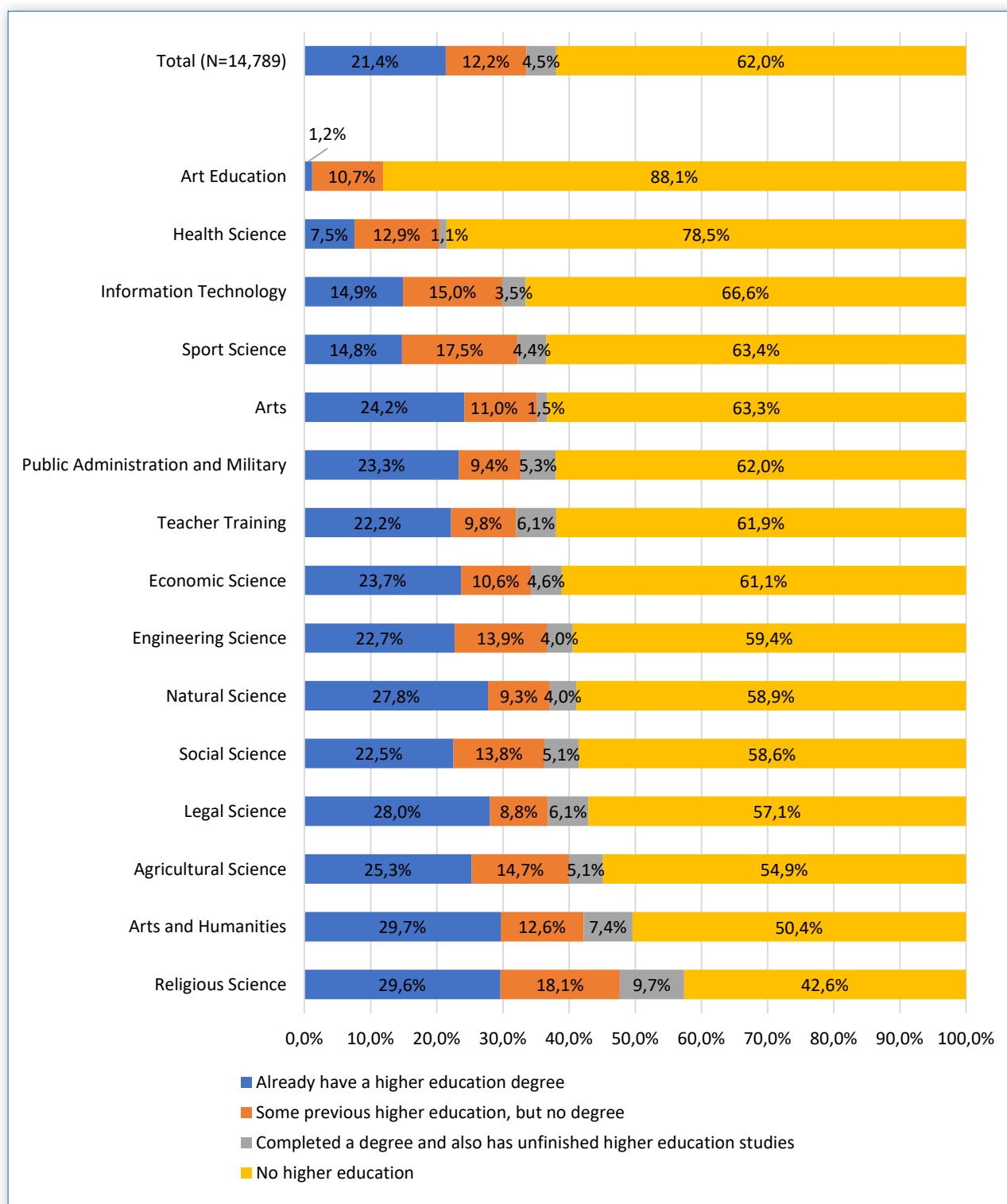
**Figure 33: Higher education studies prior to the current higher education studies, by educational mode and level**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The proportion of students studying for their first degree is higher in the fields of health sciences and IT, as well as art education, being a field with lower student numbers. The proportion of students having an incomplete degree programme is one fifth in the fields of religious science and sports science (Figure 34).

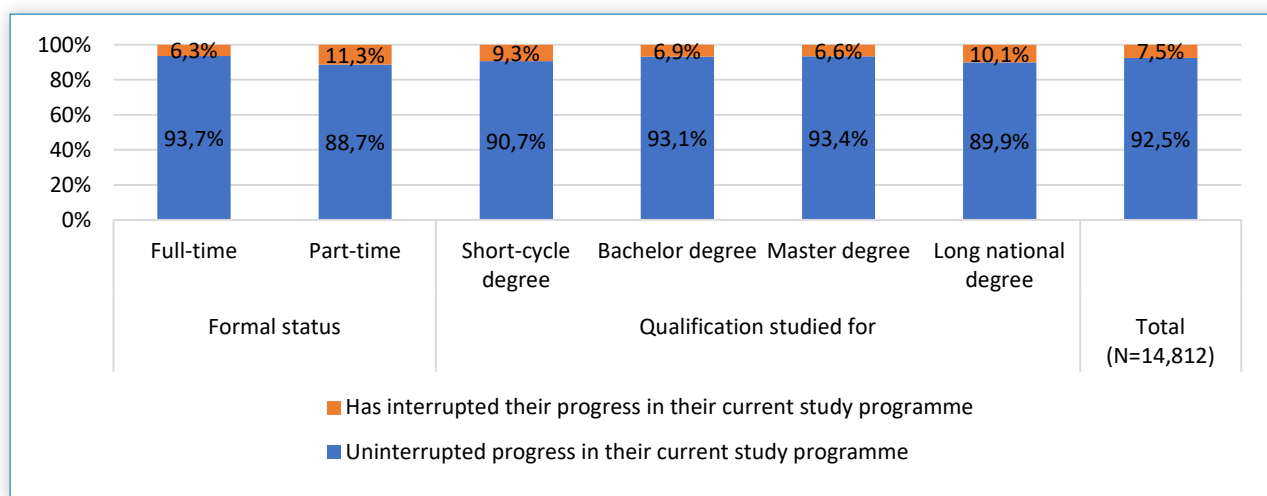
Figure 34: Higher education studies prior to the current higher education studies, by field of study



Source: EUROSTUDENT 8 survey in Hungary, 2022

Just over nine-tenths (92%) of students have been active so far in each semester of their current studies; 4% have already interrupted their course for one semester, 3% for two semesters and 1% for longer. The proportion of students who have already had passive status in their current studies exceeds the average in part-time and undivided degree programmes (Figure 35) and, as regards the fields of study, students in medicine and health sciences (13%), religious science (12%) and IT (10%) answered thus most frequently.

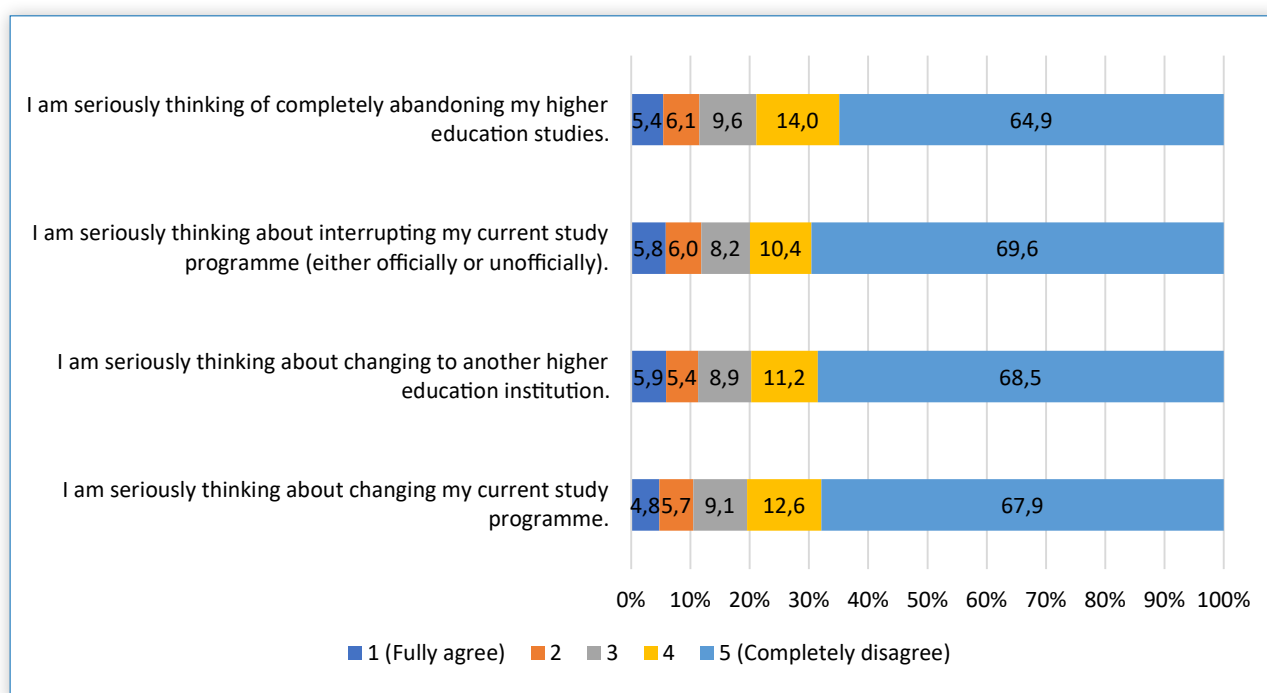
Figure 35: Previous interruption of current study programme, by educational mode and level



Source: EUROSTUDENT 8 survey in Hungary, 2022

79% of the students never or rarely think about abandoning their current higher education studies, and the proportion is virtually the same when students were asked about temporary interruption or changing their study programme or institution. At the same time, over one tenth of students consider it quite likely that they will temporarily or permanently halt their current higher education studies (Figure 36).

Figure 36: Planned interruption or change of current studies (N = 14,747–14,765)



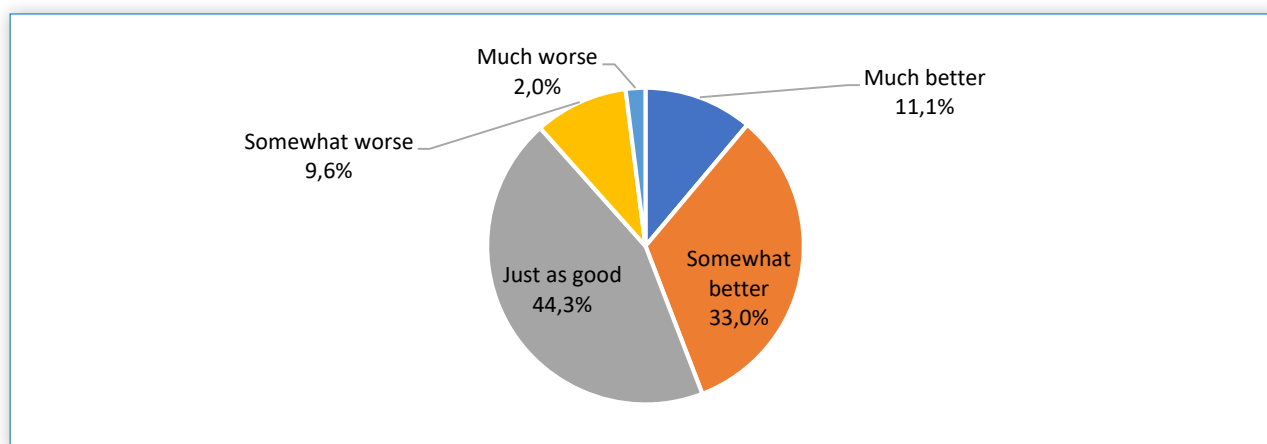
Source: EUROSTUDENT 8 survey in Hungary, 2022 (EUROSTUDENT VII questions)

The joint examination of the prevalence rates of the previous 4 categories leads to the conclusion that 48% of the students are definitely not planning any changes in their current higher education path, neither in terms of changing their study programme or institution, nor in terms of having a passive semester. If those who marked 4 on a scale of one to five for each question are also included in this group, the proportion of those who are planning to continue their current training in a straight line is even higher (64%). At the same

time, however, 22% of the students are thinking more seriously about changing their study programme or institution, or even stopping or delaying their studies, in that they marked 1 or 2 for at least one of the four questions.

Overall, three quarters of the students rate their own performance in the degree course as the same (44%) or slightly better (33%) than the performance of other students. One tenth think their results are much better than the results of other students, while only 2% consider their results as much weaker and another 10% consider their results as slightly weaker (Figure 37).

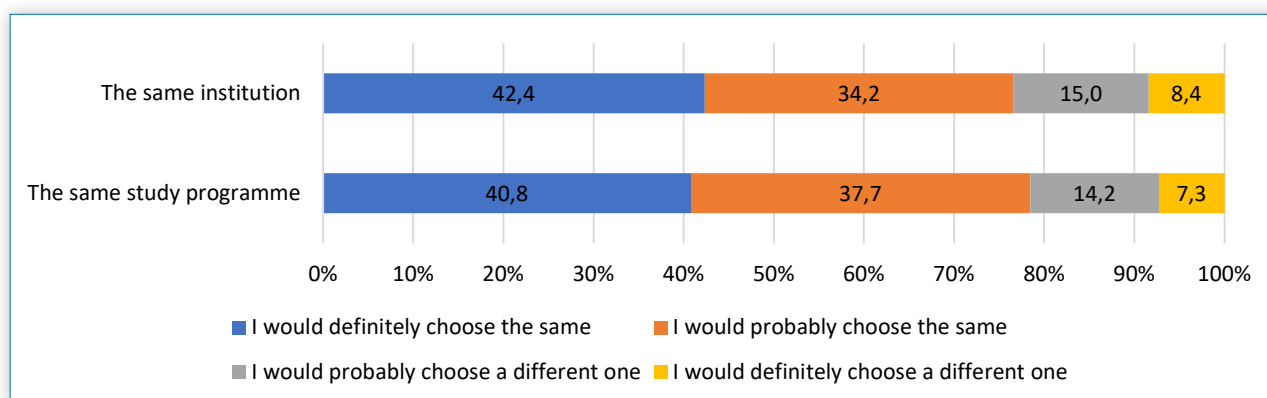
**Figure 37: How would you rate your performance in your current study programme, compared to your fellow students? (N = 14,689)**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The overwhelming majority of students would choose the same degree course and the same institution again (Figure 38). Full-time students are slightly less confident in their current choice than part-time students, but more than 75% of them would choose the same degree course and the same institution again.

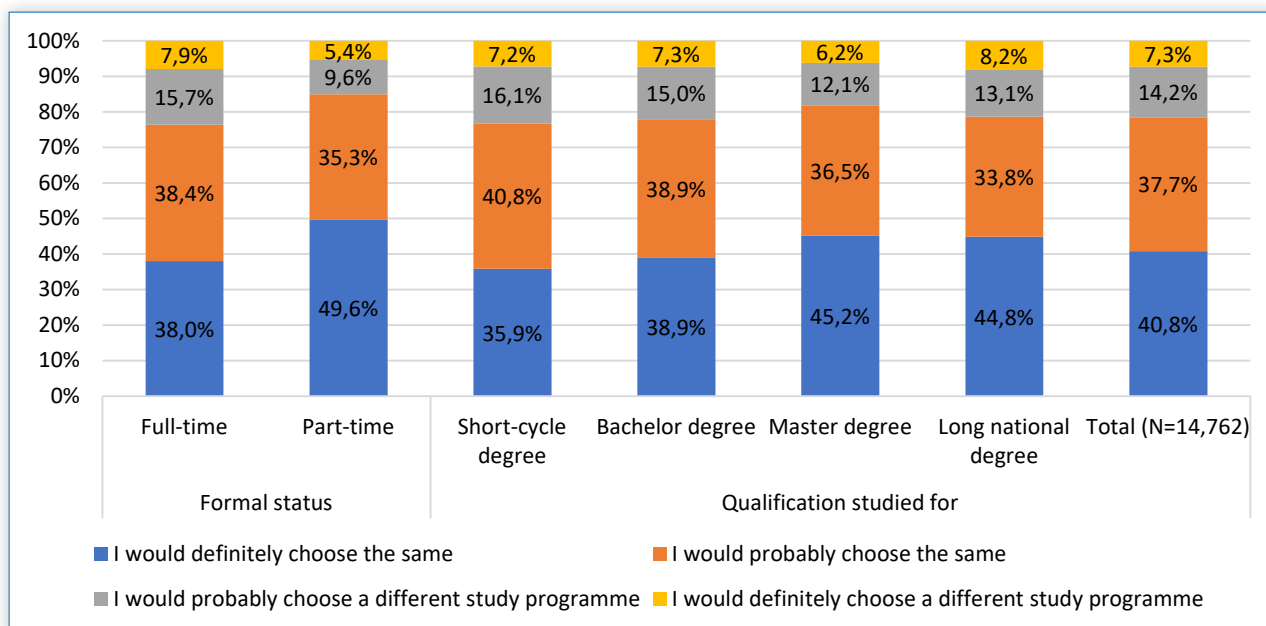
**Figure 38: Choosing an institution/a study programme again (N = 14,762; 14,748)**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022 (questions from the Hungarian Graduate Career Tracking System's student survey)

Not only part-time students indicated more confidently that they would choose their current degree programme again, but also MA/MSc course students and students in undivided degree programmes (Figure 39). There are also differences regarding their field of study. The proportion of students who answered that they would probably or definitely choose their current degree course was the highest in the fields of theology and law (93% and 85% respectively), while among students in art education (71%), public administration and military (72%) and teacher training (72%), the proportion of those who are likely to choose their current degree course again is lower than average.

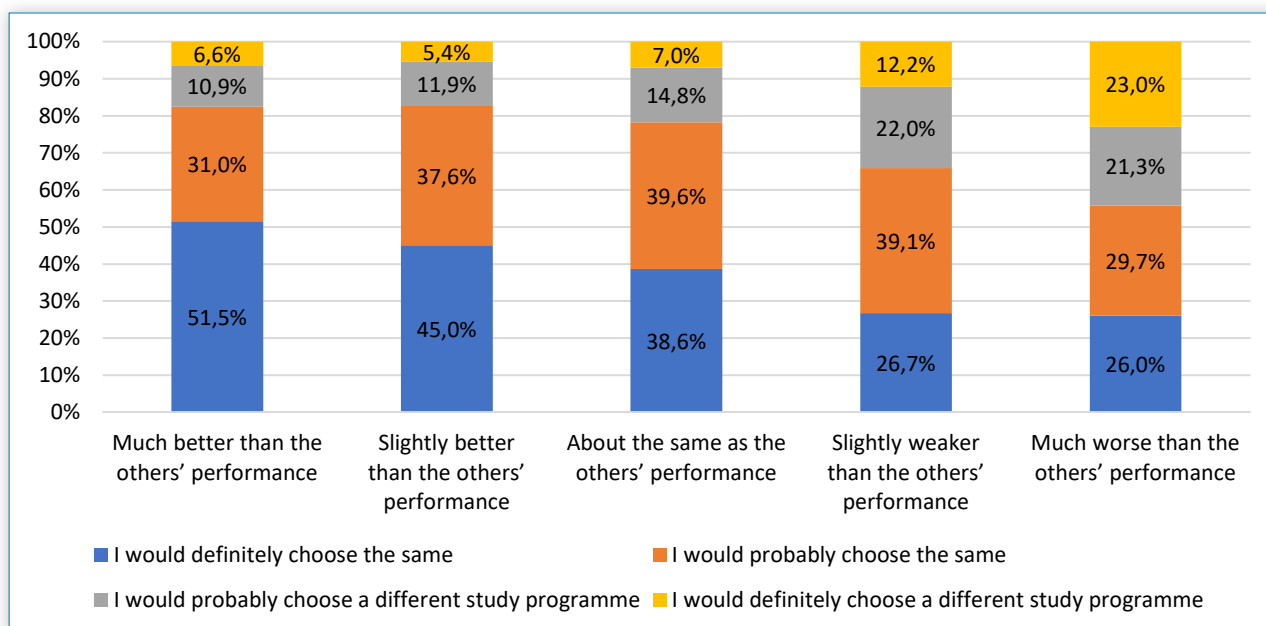
Figure 39: Opinions on switching to a different study programme, by educational mode and level



**Source:** EUROSTUDENT 8 survey in Hungary, 2022 (question from the Hungarian Graduate Career Tracking System's student survey)

The willingness to switch to a different study programme is also not independent of the student's perception of their own academic performance compared to that of others. Those who feel that they can perform better than their fellow students or can provide at least the same performance as their fellow students were more likely to indicate that they would choose their current degree again, while those who feel that their performance is poorer than that of others were less likely to choose their current study programme once more (Figure 40).

Figure 40: Choosing the current study programme again according to their own perception of academic performance (N = 14,652)

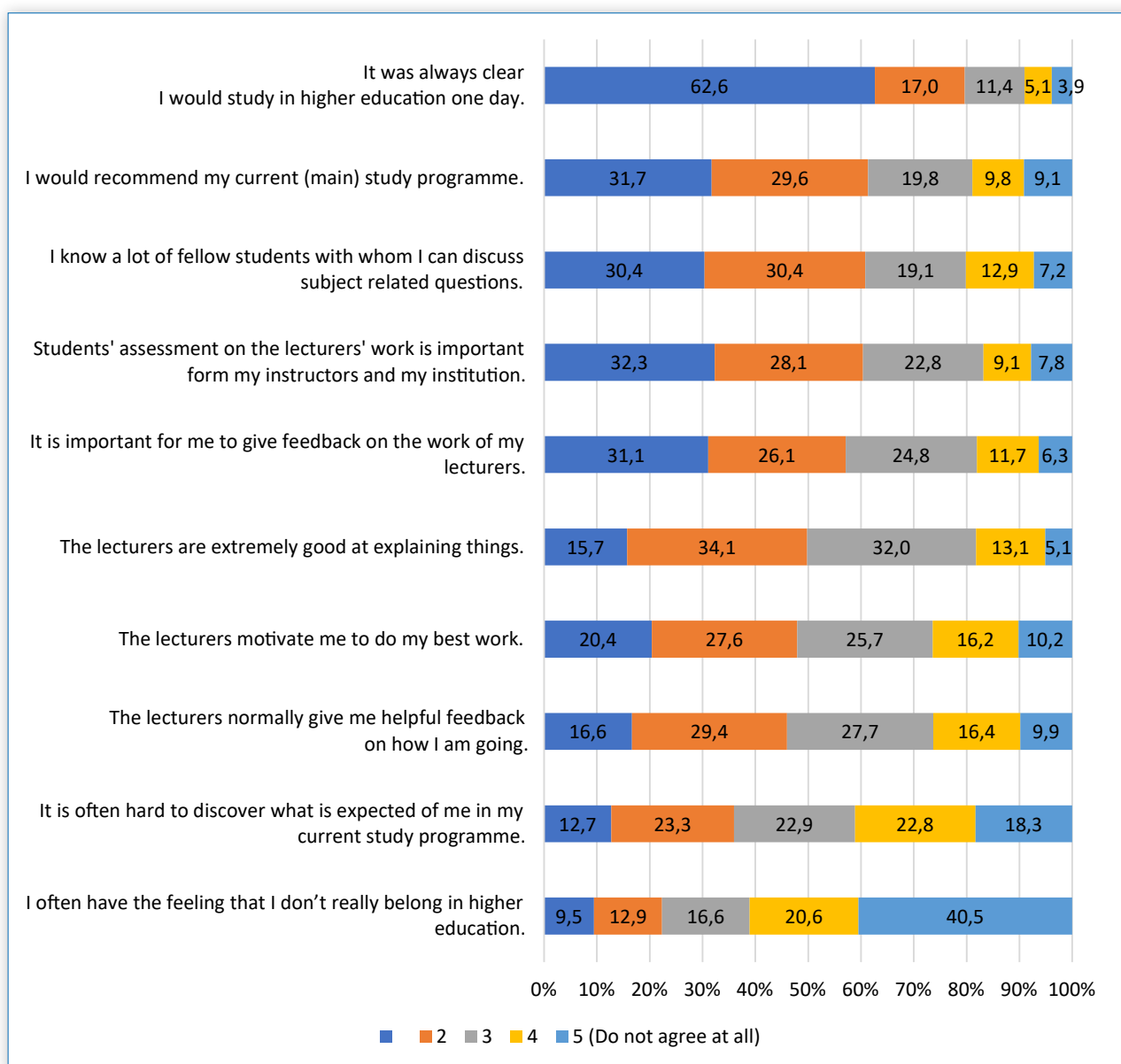


**Source:** EUROSTUDENT 8 survey in Hungary, 2022 (question from the Hungarian Graduate Career Tracking System's student survey)

Students were also asked in more detail about some of the characteristics of their training, using questions from the EUROSTUDENT VII survey. On a scale of one to five, 80% of the students agreed more than moderately with the statement that they always wanted to pursue tertiary studies, and 61% fully or mostly agreed with the statement that they would recommend their current degree course to others. In line with this, only a minority of the students (22%) answered that they often feel that they do not belong in higher education.

61% of the students fully or mostly agreed that they could discuss professional issues with their fellow students. Student feedback on the work of teachers is seen by students as somewhat more important to institutions and teachers, than compared to their perception of its personal benefits. Although the respondents are rather or completely satisfied with the teacher's work, considering their teachers to be helpful to their own progress and they also receive useful feedback from them, opinions are more divided on how well teachers can teach, and how clear the teachers' explanations are. The data also show that students would like to have more information on requirements, because although 41% of the students disagreed or agreed only to a limited extent with the statement "It is often hard to discover what is expected of me in my current study programme", almost as many (36%) fully or mostly share this view (Figure 41).

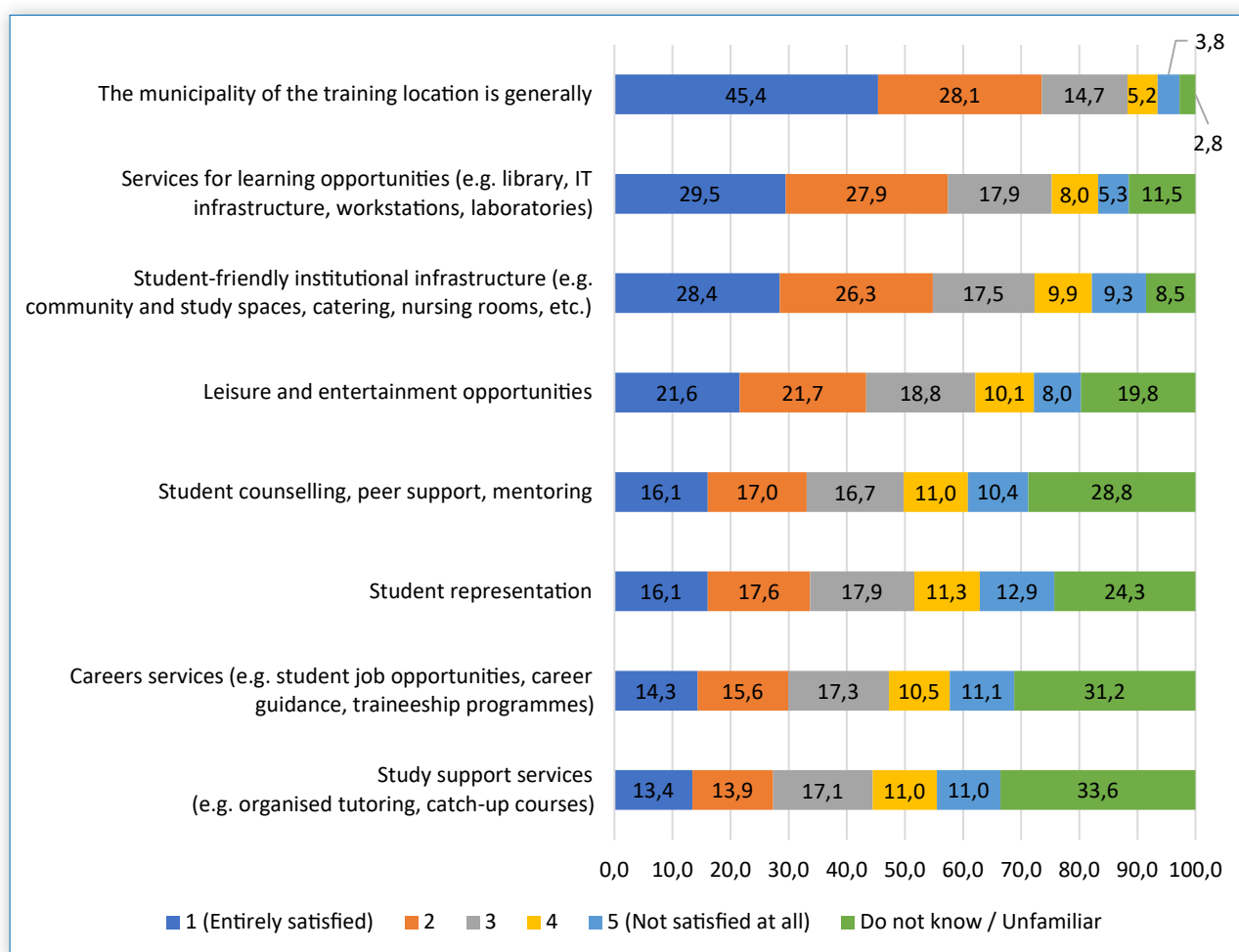
**Figure 41: Satisfaction with the different characteristics of the training (N = 14,739–14,791)**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022 (supplemented with some questions from EUROSTUDENT VII)

Hungary's specific questions also covered the perception of the infrastructural and service background to the training. While a very high proportion of students were fairly or completely satisfied with the location of the training, only fewer than six out of ten of the students were equally satisfied with the student-friendly institutional environment and the infrastructure supporting learning. However, it must be added that nearly one tenth of the respondents were unable to assess these services. The percentage of respondents who could not express their opinion on the leisure facilities of the higher education institution is even higher, but the assessment is still less favourable than for the above-listed respondents. Only slightly less than half of the students who gave a valid response were somewhat satisfied with student counselling, mentoring, career services and students' council, while nearly one third were somewhat dissatisfied (Figure 42).

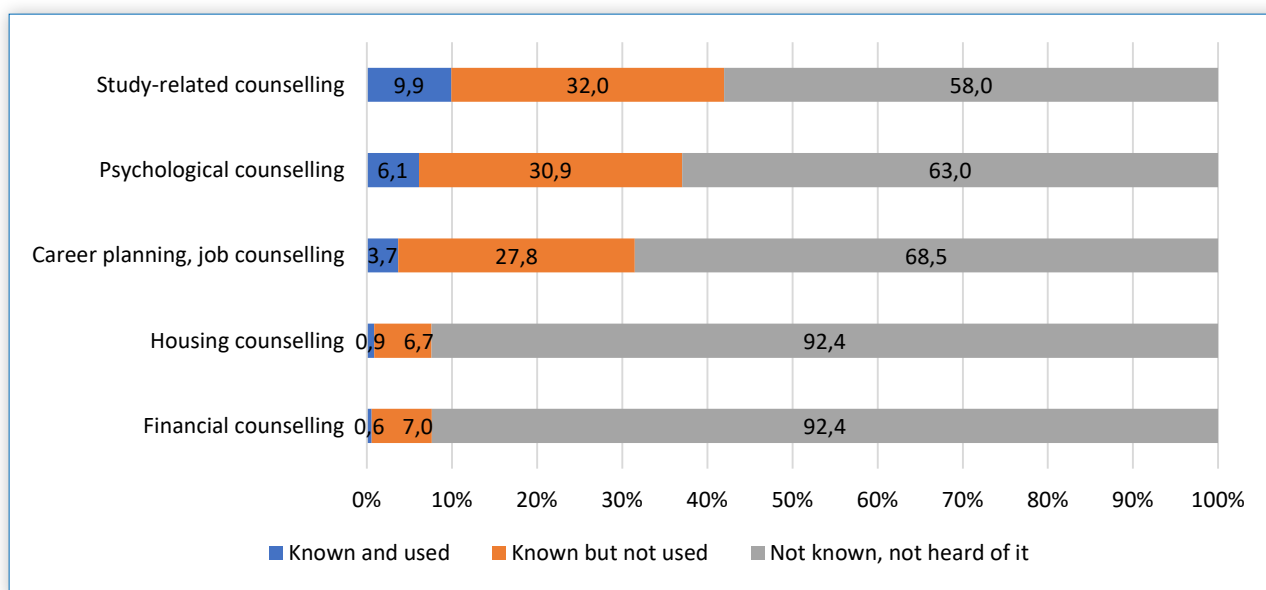
**Figure 42: Satisfaction with student services and the learning environment (N = 14,635–14,685) (%)**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022 (Hungary's own questions)

The EUROSTUDENT 8 research also looked at the use and assessment of some student services, which are partly not directly related to studies, but may provide significant help to students during their studies, for example in financing their studies, or may contribute to the students' success. The questions asked whether certain counselling services were specifically available to students in higher education and, if so, whether students use them, on the one hand and, on the other hand, were also asked how they rated the quality of the services they use. The responses show that the majority of students do not engage with either housing services or financial counselling services in higher education institutions. This does not mean that students do not use such services, but simply that they typically use such services outside the framework of higher education institution services. However, many more students are familiar with institutional career services, psychological counselling and academic counselling. The latter, with around one tenth of the students using it, is the one most frequently used, compared to 6% for psychological counselling and 4% for career counselling (Figure 43).

Figure 43: Use of various student services\*



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

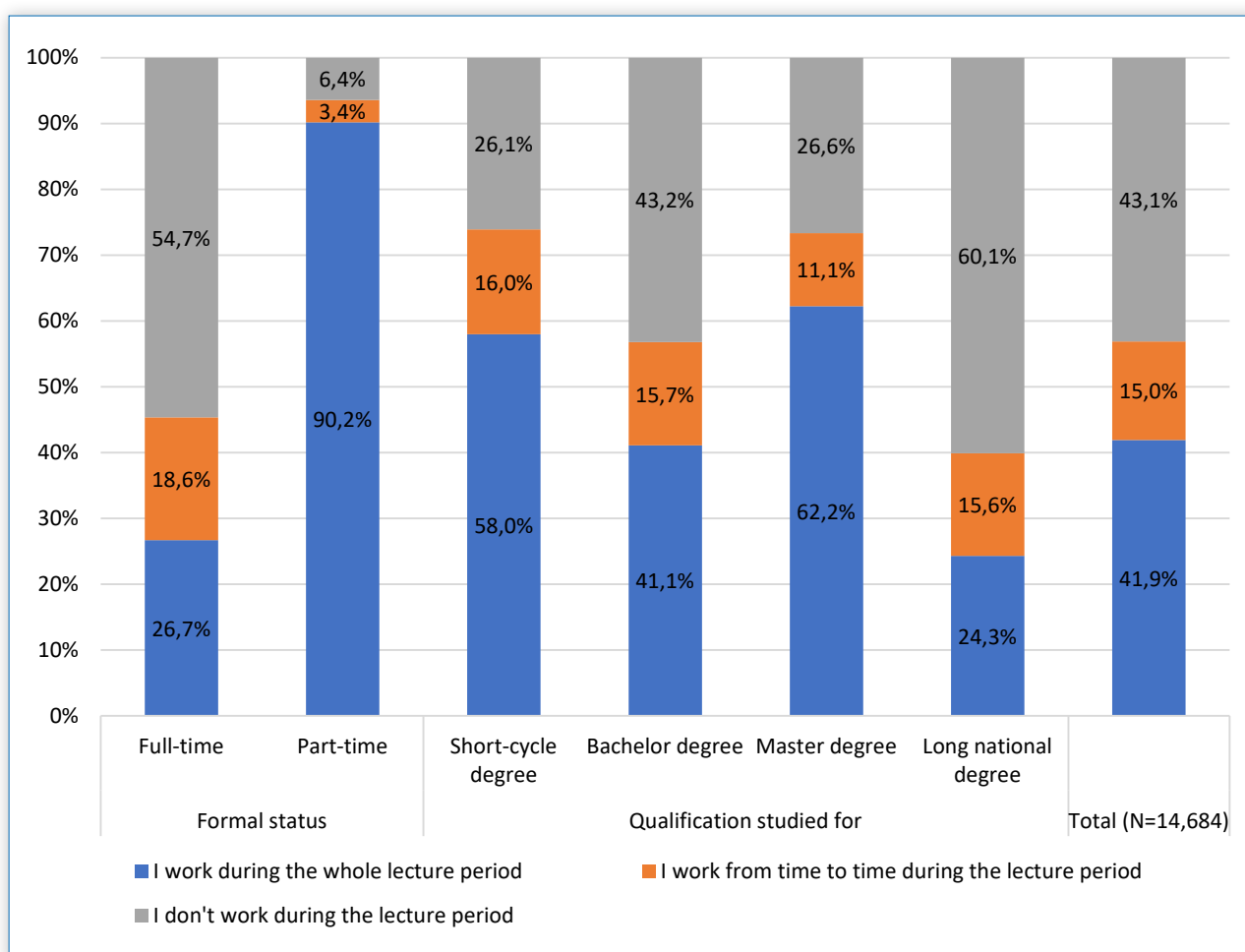
\*Variables constructed on the basis of the following questions: "Which of the following student support services are currently available to you?" and "Which of the following services have you already used?". "Career planning, job placement counselling" was not included in the international survey, only in the Hungarian survey.

The majority of those having used the different types of services rated them very favourably on a scale of one to five in terms of how helpful they found them. No more than one-fifth of the service recipients gave a fair or poorer rating for that service.

## WORKING WHILE STUDYING

While 43% of the students did not work at all during the semester of the questionnaire-based survey, 15% worked occasionally during term-time and 42% worked continuously (although not necessarily full-time) alongside their studies. Naturally, there is a very large variation in this respect according to mode of education, with nine-tenths of part-time students working during the whole lecture period, compared to only one quarter (27%) of full-time students. Among full-time students, the proportion of those who work occasionally is higher (19%) than for part-time students (3%). The proportion of students working continuously alongside their studies exceeds the average in short-cycle higher education programmes (58%) and in master's programmes (62%); while there is no significant difference in the proportion of students working occasionally; this figure is below the average for only master's students (11%). The percentage of students not working at all during term-time is the highest among students in undivided degree programmes (60%) (Figure 44).

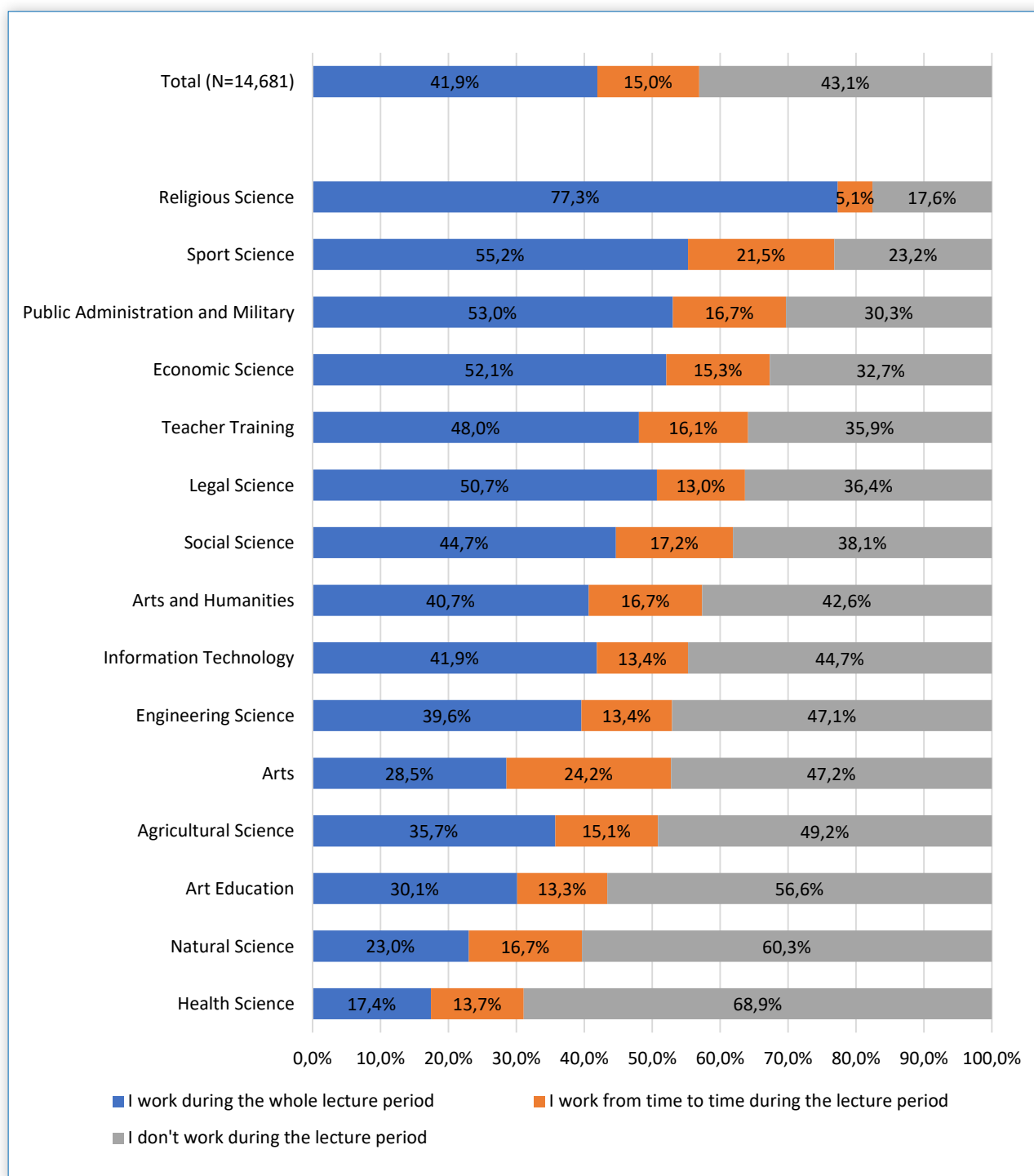
Figure 44: Working during term-time, by educational mode and level



Source: EUROSTUDENT 8 survey in Hungary, 2022

Students in the fields of health sciences (69%) and natural science (60%) are the least likely to have a job alongside their studies. The proportion of students working on a permanent basis is the highest (77%) among theology students, but the share also exceeds the average in the fields of sports science, public administration and military, economics, teacher training and law. This is linked to the fact that the proportion of part-time students is higher than the average in these fields. Occasional employment is the most common for students in arts and sports science (24% and 22% respectively) (Figure 45).

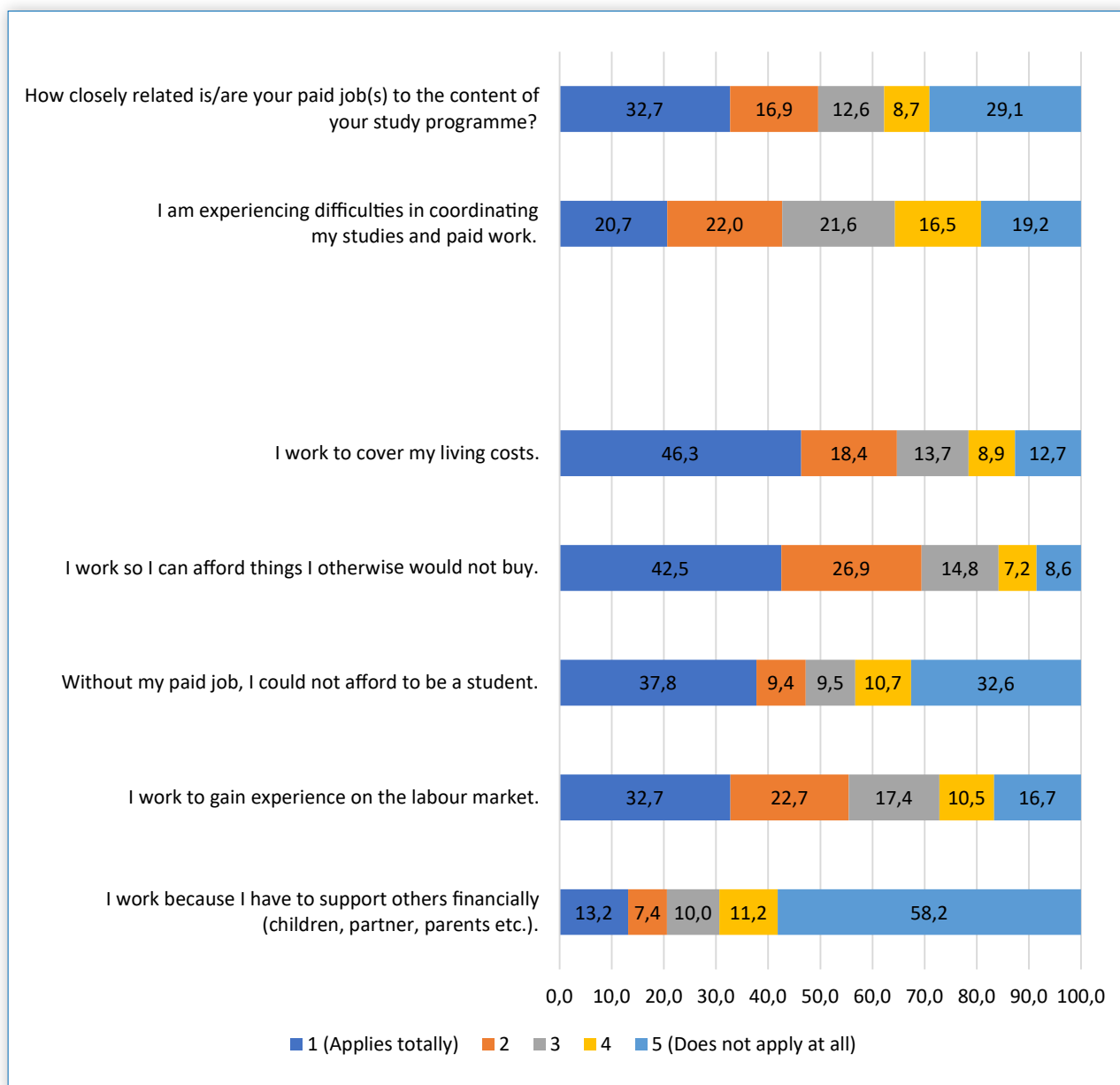
Figure 45: Working during term-time, by field of study



Source: EUROSTUDENT 8 survey in Hungary, 2022

The majority of students also work for financial reasons, with almost half of them reporting that covering their living costs was a key motivation, and fewer saying that their earnings mainly covered their requirements over and above their basic needs. At the same time, however, more than half of the students also consider it rather important or very important to gain work experience through employment. The proportion of those who use their employment to cover the cost of their studies is also high. For just under one fifth of respondents, being able to financially support their family is a rather important or a very important reason for working. Every second student's work is completely or to a large extent linked to their studies, and 43% reported difficulties in combining work and study (Figure 46).

**Figure 46: Reasons for working while studying, and reconciliation of education and work among students taking up a job (N = 8,297–8,323) (%)**

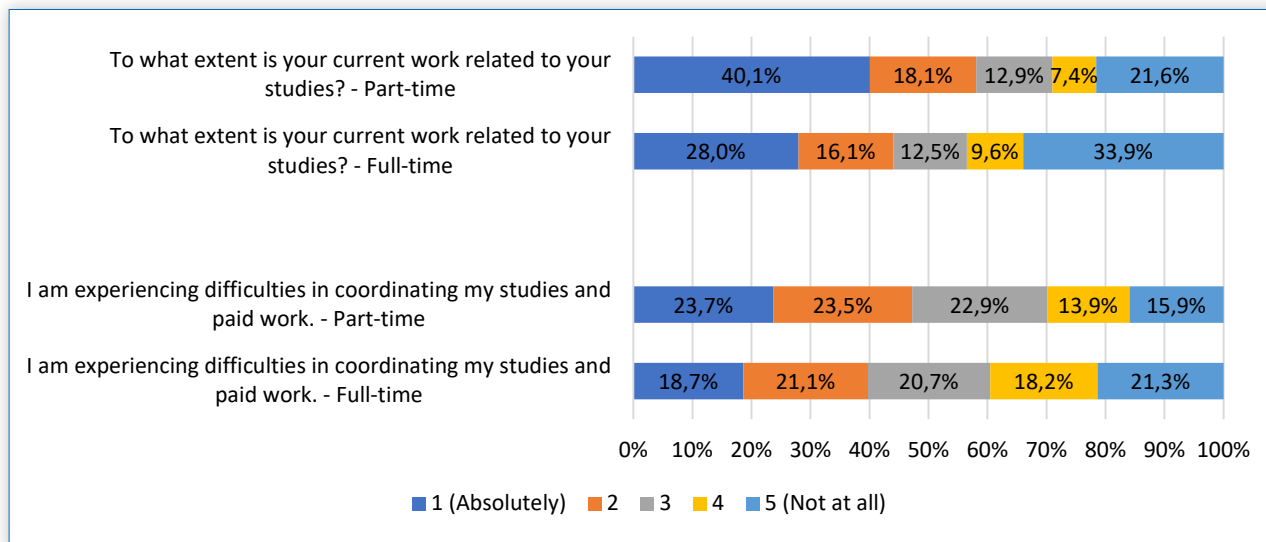


**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The most significant difference between full-time students and students studying in other educational modes is that non-full-time students are more likely to work for specifically financial reasons (to cover living costs, to cover study costs, to support others financially), while full-time students most often cite work experience among their important motivation factors (58%). However, almost as many of those in full-time education consider it very important or rather important to cover their living costs through work (56%), and 31% are also fully or mostly motivated to work by the fact that they could not afford to pursue further education without it.

The responses of the two groups of students differ less in terms of their ability to reconcile their education and work in terms of time management; in both groups, the majority is constituted of those who have some difficulty in doing so. However, there is a difference in that the majority of students in correspondence, evening and distance learning training have a job related to their studies (58% state that their work during term-time is mostly or entirely related to their studies), while this proportion is only 44% for full-time students (Figure 47).

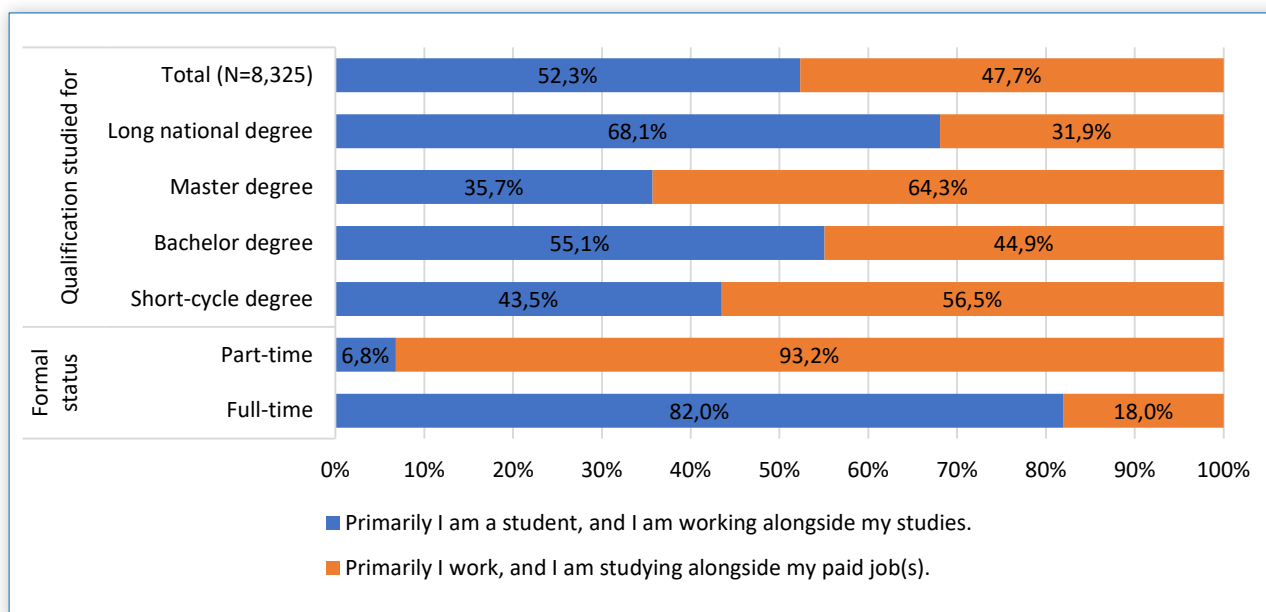
**Figure 47: Relationship between education and work among students taking up a job, by educational mode (N = 8314; 8310)**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

When asked about their current situation, 52% of those in work agreed with the statement that they were primarily a student who took up a job, while 48% said the opposite, that they were primarily an employee and only secondarily a student pursuing higher education. However, there are significant differences in terms of educational mode and level, with a majority of those in bachelor's and undivided degree programmes defining themselves primarily as students, but a particularly high proportion (82%) of full-time students considering themselves as students rather than employees (Figure 48).

**Figure 48: Students' self-definition by educational level and mode (among students taking up a job)**

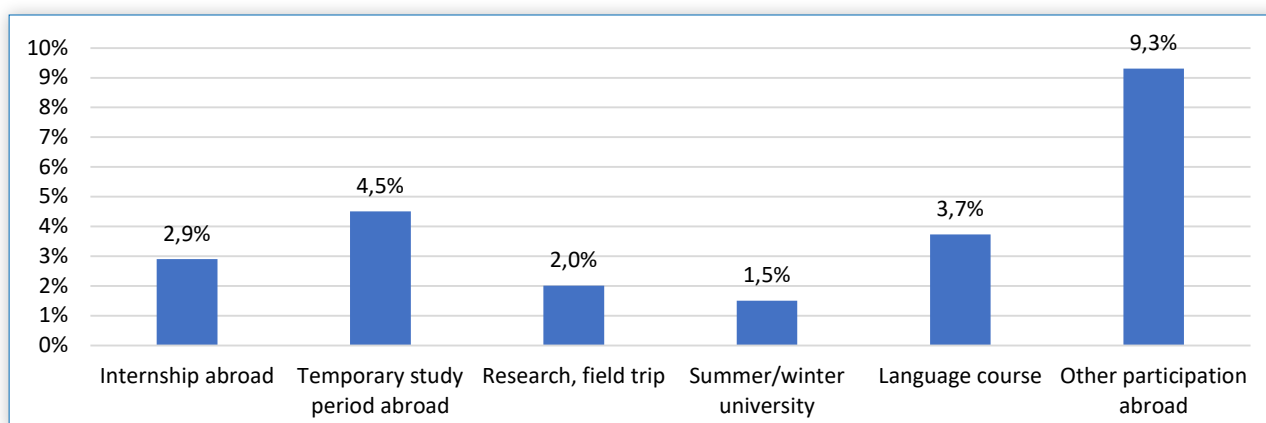


**Source:** EUROSTUDENT 8 survey in Hungary, 2022

## INTERNATIONAL MOBILITY

4.5% of students have already participated in a learning mobility programme at a higher education institution abroad, either during their current or previous higher education in Hungary, and 3% have participated in an internship abroad as part of their higher education studies. Regarding shorter-term study-related activities, 2% went on a research trip or field placement abroad and 1% took part in a summer/winter university course, while 4% took a language course and 9% took part in some other learning activity abroad (Figure 49).

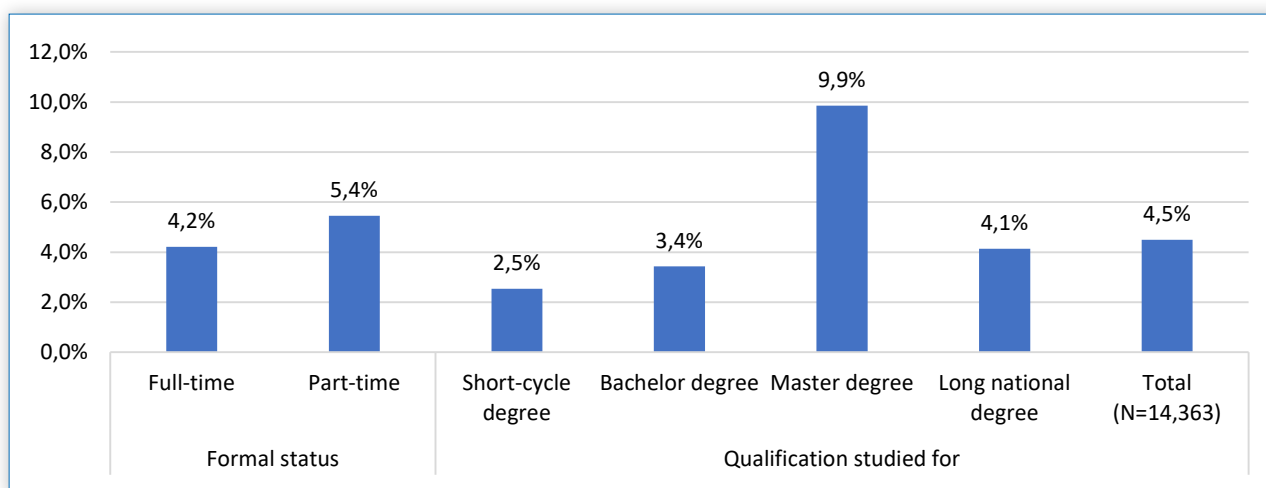
**Figure 49: Study experience abroad during higher education studies in Hungary**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

When looking at both possibilities for longer-term mobility abroad (learning mobility or internships), the overall proportion of students who participated in one of them is 7%, and it is very rare to participate in both forms of mobility. The high participation rate in learning mobility programmes (mostly Erasmus scholarships abroad) also depends on the current study programme of the students, as the question covered not only their current training programme but also the higher education path as a whole. It is therefore no coincidence that students currently studying for a master's degree were the most numerous among those who indicated that they had stayed abroad for partial training purposes (10%). This is likely to be one reason for international study experience being slightly more common among those currently studying part-time (Figure 50).

**Figure 50: Participation in a learning mobility programme during higher education studies in Hungary, by educational mode and level**

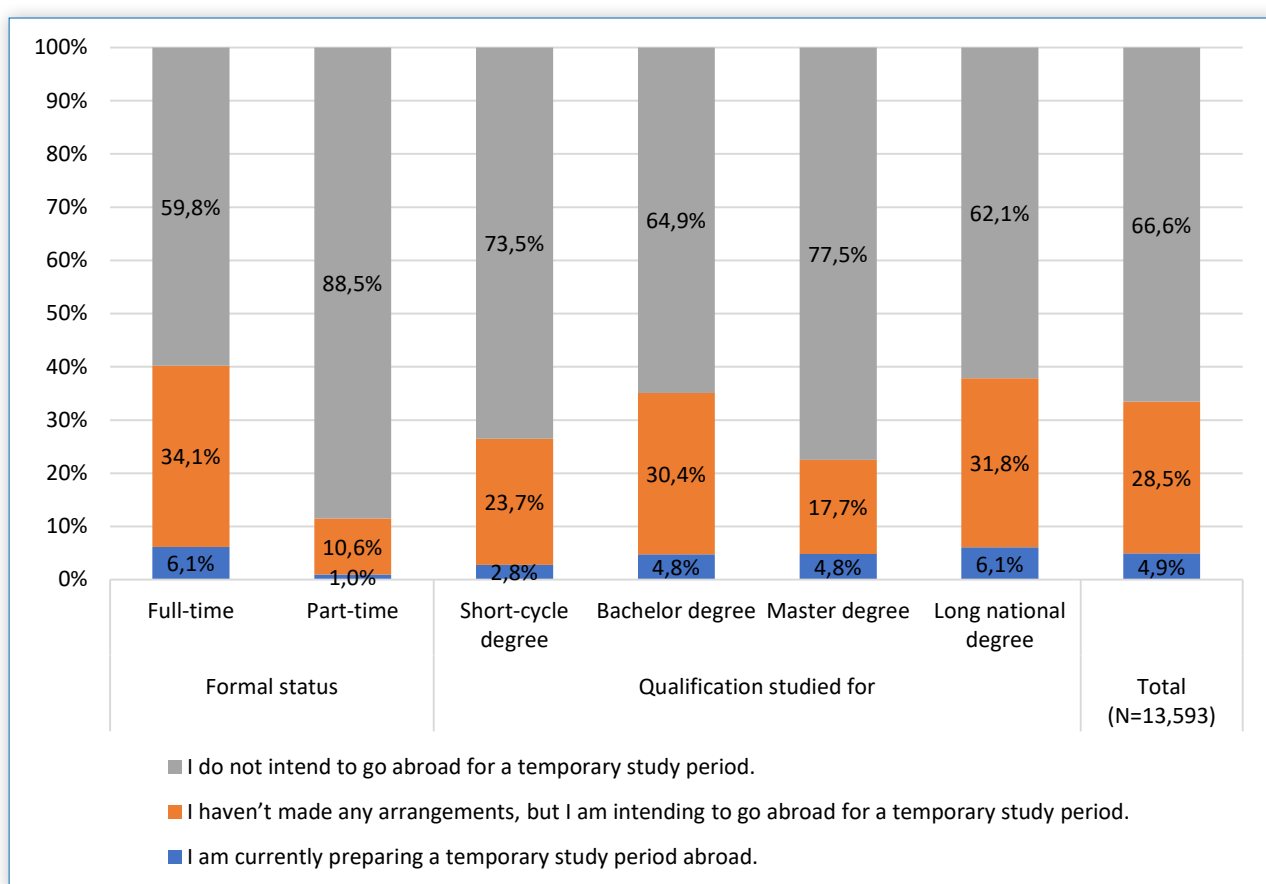


**Source:** EUROSTUDENT 8 survey in Hungary, 2022

The proportion of students with study experience abroad is above average among those studying humanities (8%), public administration and military (7%), economic sciences (6%) and arts (6%). However, among students currently studying engineering, medicine and health sciences, IT and natural sciences, only 2-3% have already been studied abroad in the course of their higher education path.

67% of students who have not yet gained any study mobility experience abroad during their higher education in Hungary do not intend to use such an opportunity. Of the others, 5% had already made arrangements for going abroad at the time of responding, and 28% had not yet started organising it but are planning to participate in such a programme at some point during their studies. Those currently in full-time education and those in bachelor's and undivided degree programmes are more likely than average to plan partial studies abroad (Figure 51).

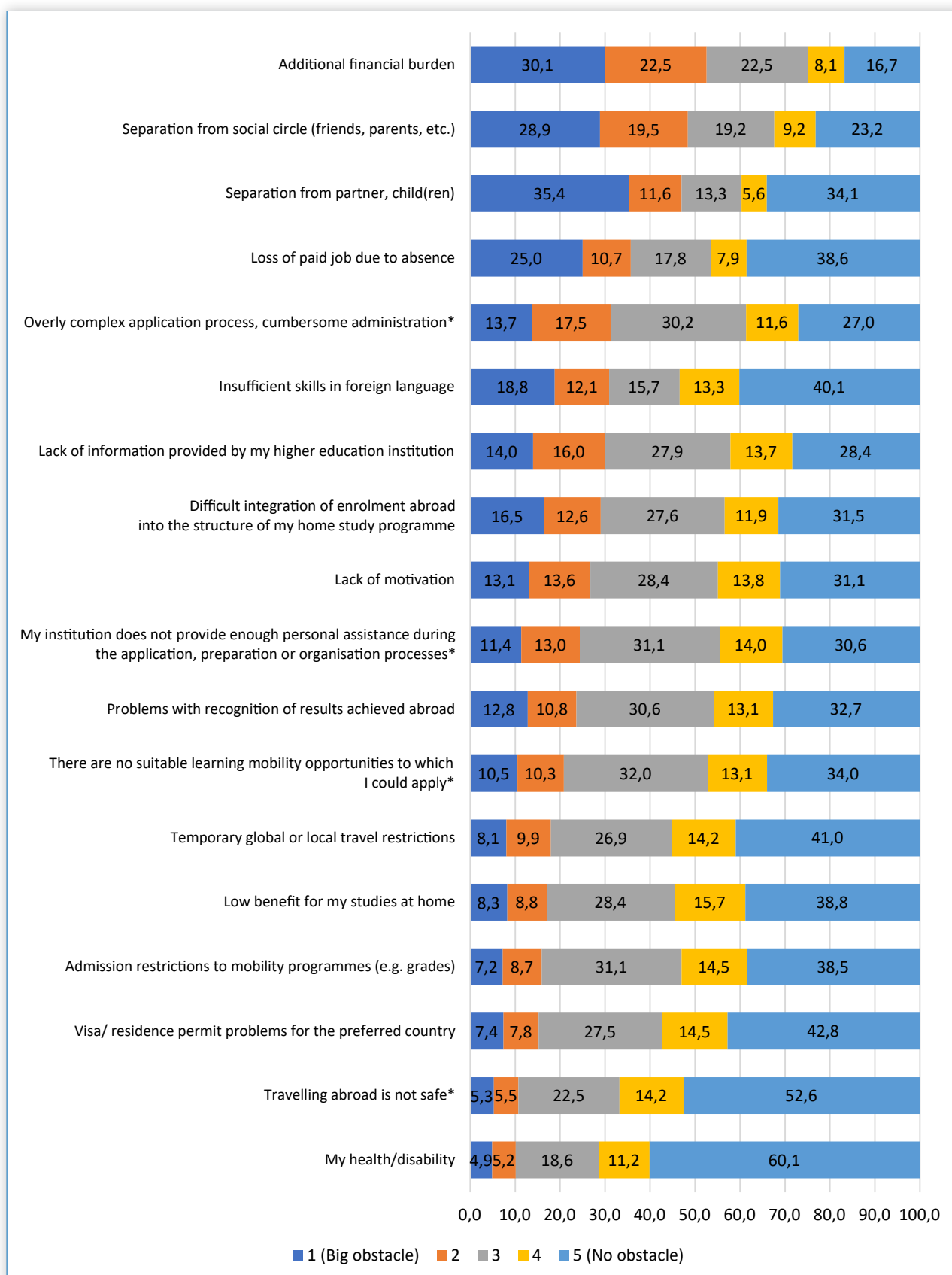
**Figure 51: Learning mobility plans abroad, by educational mode and level**  
(among students who have not had any study experience abroad so far)



**Source:** EUROSTUDENT 8 survey in Hungary, 2022

Students who are not planning to study abroad cited financial difficulties as the main reason, with 53% saying that obtaining the financial resources for studying abroad would pose a big or somewhat big obstacle. The second and third most common reasons include being away from family, children, parents or friends, which is a major deterrent for 47-48% of students who are not planning to go abroad. More than a third of students fear losing their job, and at least three out of ten students mentioned some kind of obstacle related to training or the institutional framework, such as the lack of information, the complexity or difficulty of the application process, or not being able to integrate part-time training abroad into their study timeframe or requirements. The same proportion of students are held back by their lack of language skills. Many are discouraged from participating in study mobility abroad because of their own lack of motivation, or because of insufficient personal support or difficulties in having their credits recognised. 21% of the students indicated that not finding a suitable training programme was a stronger than moderate deterrent, with even fewer indicating other reasons (travel restrictions and difficulties, health problems, etc.) (Figure 52).

Figure 52: Barriers to participating in a learning mobility programme abroad  
(among those not planning to go abroad; N = 8,130–8,333) (%)

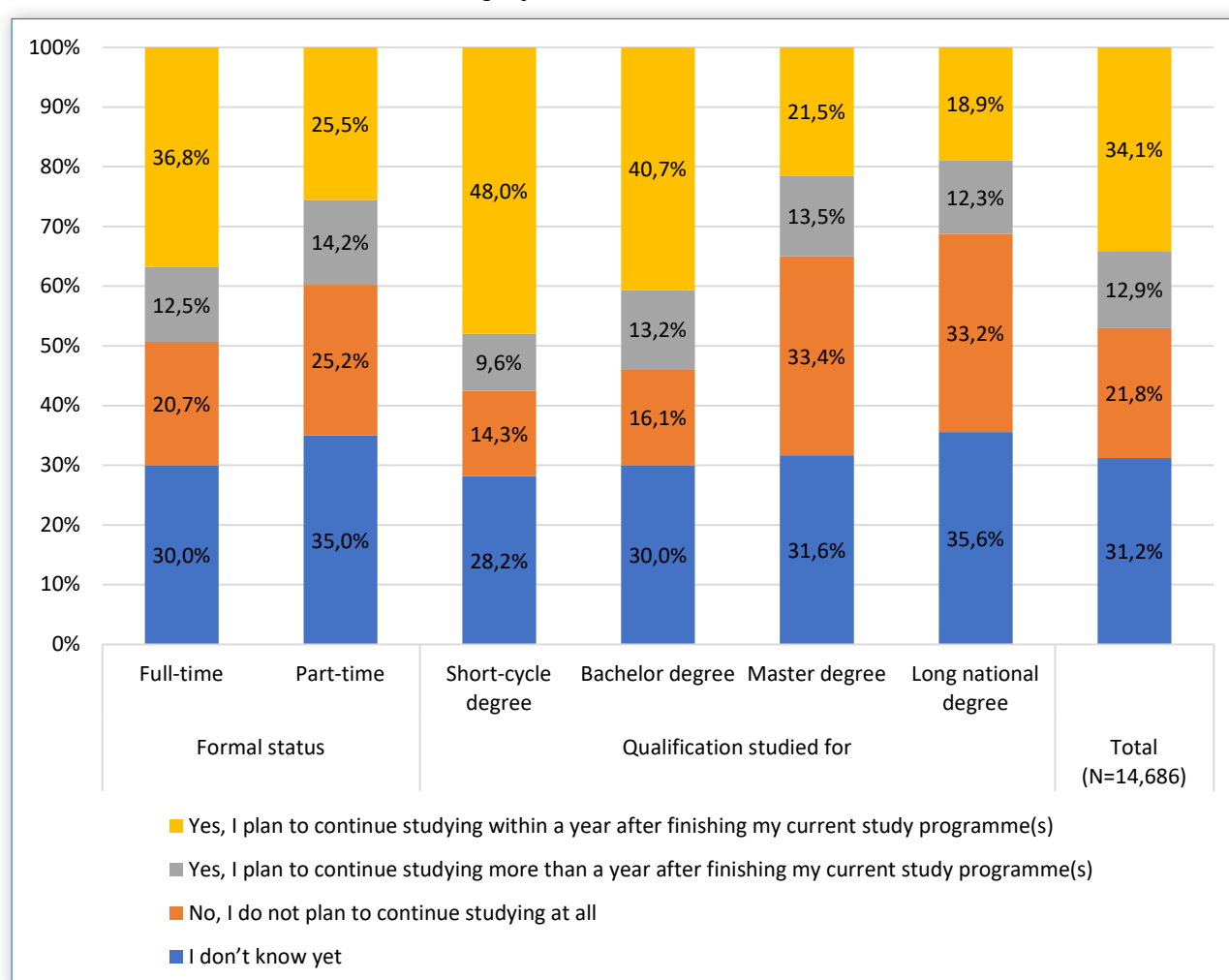


Source: EUROSTUDENT 8 survey in Hungary, 2022 (\*some barriers were only covered by the domestic questionnaire)

## PLANS AND EXPECTATIONS AFTER CURRENT STUDIES

47% of the students indicated that they would like to pursue further higher education studies after completing their current training, of whom 34% would like to do so within a year of completing their study programme and a further 13% somewhat later. A third (31%) are still undecided, and 22% of respondents are completely against further higher education. The proportion of those wishing to pursue further education is higher among those currently enrolled in short-cycle higher education, those in bachelor's programmes and full-time students (Figure 53).

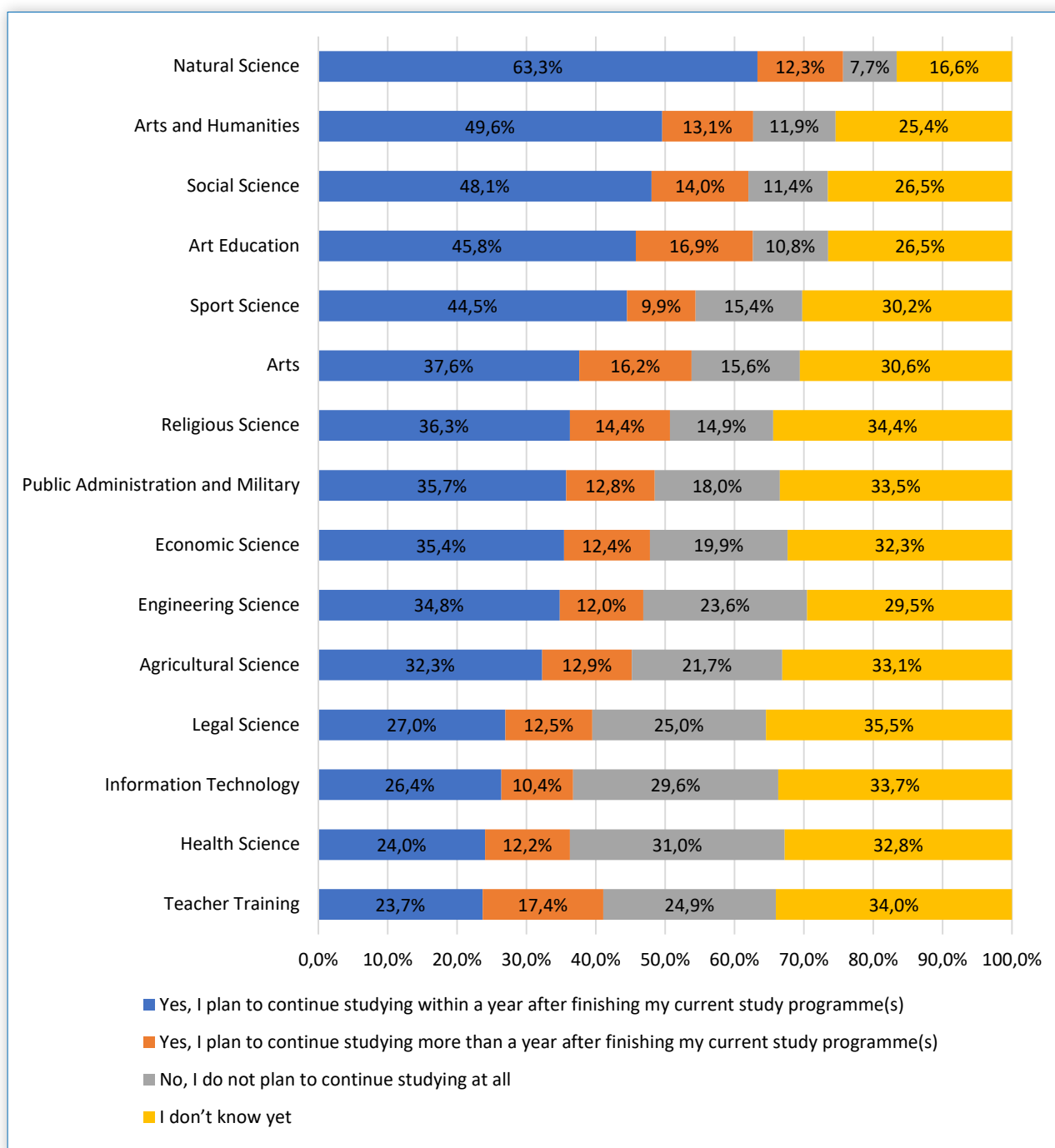
**Figure 53: Distribution of students in terms of plans to pursue further studies after completing their current training, by educational mode and level**



**Source:** EUROSTUDENT 8 survey in Hungary, 2022 (EUROSTUDENT VII question)

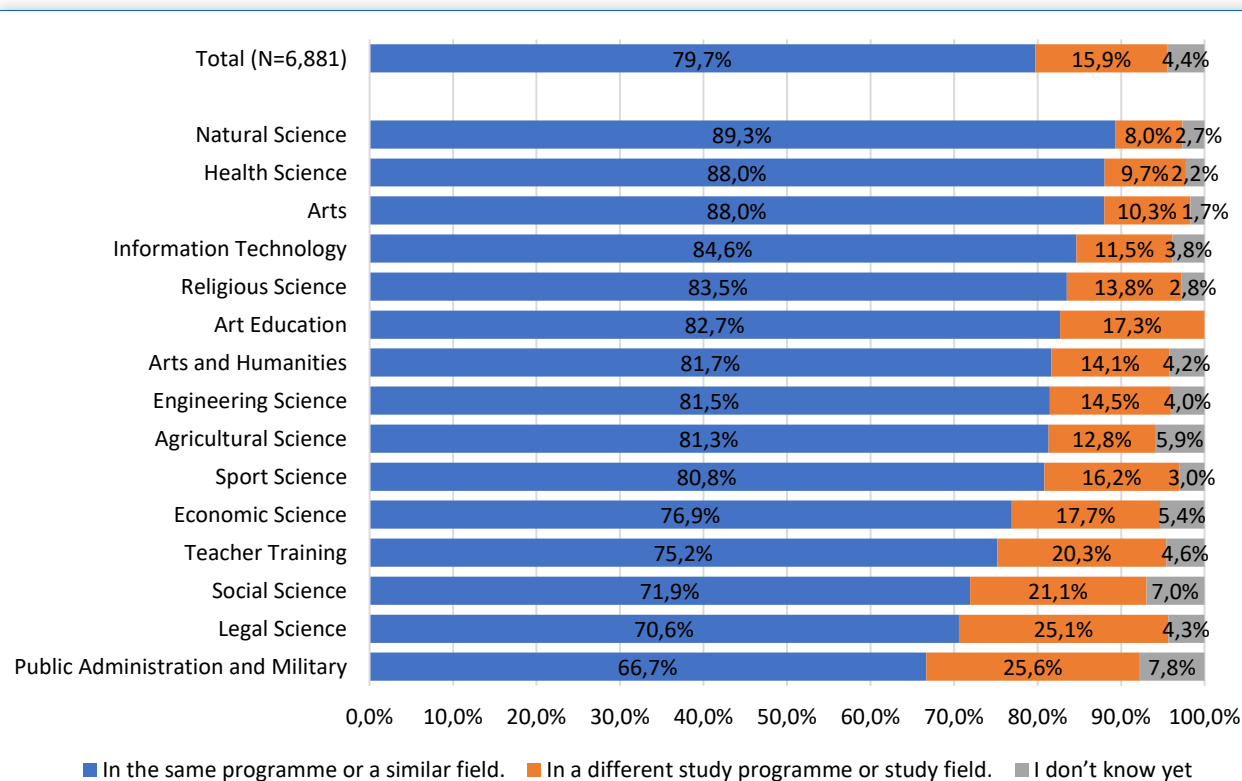
The proportion of students intending to pursue further studies is the lowest in the fields of medicine and health sciences, law, IT and teacher training, which may be partly linked to the relatively high proportion of students in undivided degree programmes in these fields. An exception to this is the field of IT, where labour market reasons are likely to explain the lower proportion of those who intend to pursue further studies. The proportion of students wishing to pursue further studies is higher in the fields of natural sciences, humanities, social sciences, sport science and art education, where the number of students in bachelor's programmes is higher (Figure 54).

Figure 54: Distribution of students in terms of plans to pursue further studies after completing their current training, by field of study (N=14,686)



Source: EUROSTUDENT 8 survey in Hungary, 2022 (EUROSTUDENT VII question)

Of those who indicated their intention to pursue further studies, the majority (77%) would continue their higher education studies in Hungary. According to their current plans, 26% can imagine studying in another European country and 8% outside Europe. Most of them would choose a master's programme (68%), a bachelor's programme (20%) or a postgraduate programme (16%), but 22% of those planning to pursue further studies would not exclude a doctoral programme (more than one answer could be ticked). The responses also show that the majority of respondents would like to pursue further studies in the same field as their current one (80%), 16% would change their training field and 4% do not know yet. Students studying in the fields of law, state sciences, teacher training and social sciences are the most likely to complement their degree with a higher education qualification from another field (Figure 55).

**Figure 55: Field of the planned tertiary studies compared to the current field of study**

Source: EUROSTUDENT 8 survey in Hungary, 2022 (EUROSTUDENT VII question)

The vast majority of the students who completed the questionnaire consider their chances of finding a suitable job in the Hungarian labour market after completing their training to be very good or good (66%), and there are about 10 percentage points fewer who think the same about the international labour market. On the domestic labour market, part-time students consider their chances to be better, whereas they are less likely to think that they would find a job corresponding to their qualifications on the international labour market (Figure 56).

**Figure 56: Assessment of personal chances of finding a suitable job on the Hungarian and the international labour market\*, by educational mode and level (proportion of "very good" and "good" responses on a scale of one to five, N=14,680; 14,601)**

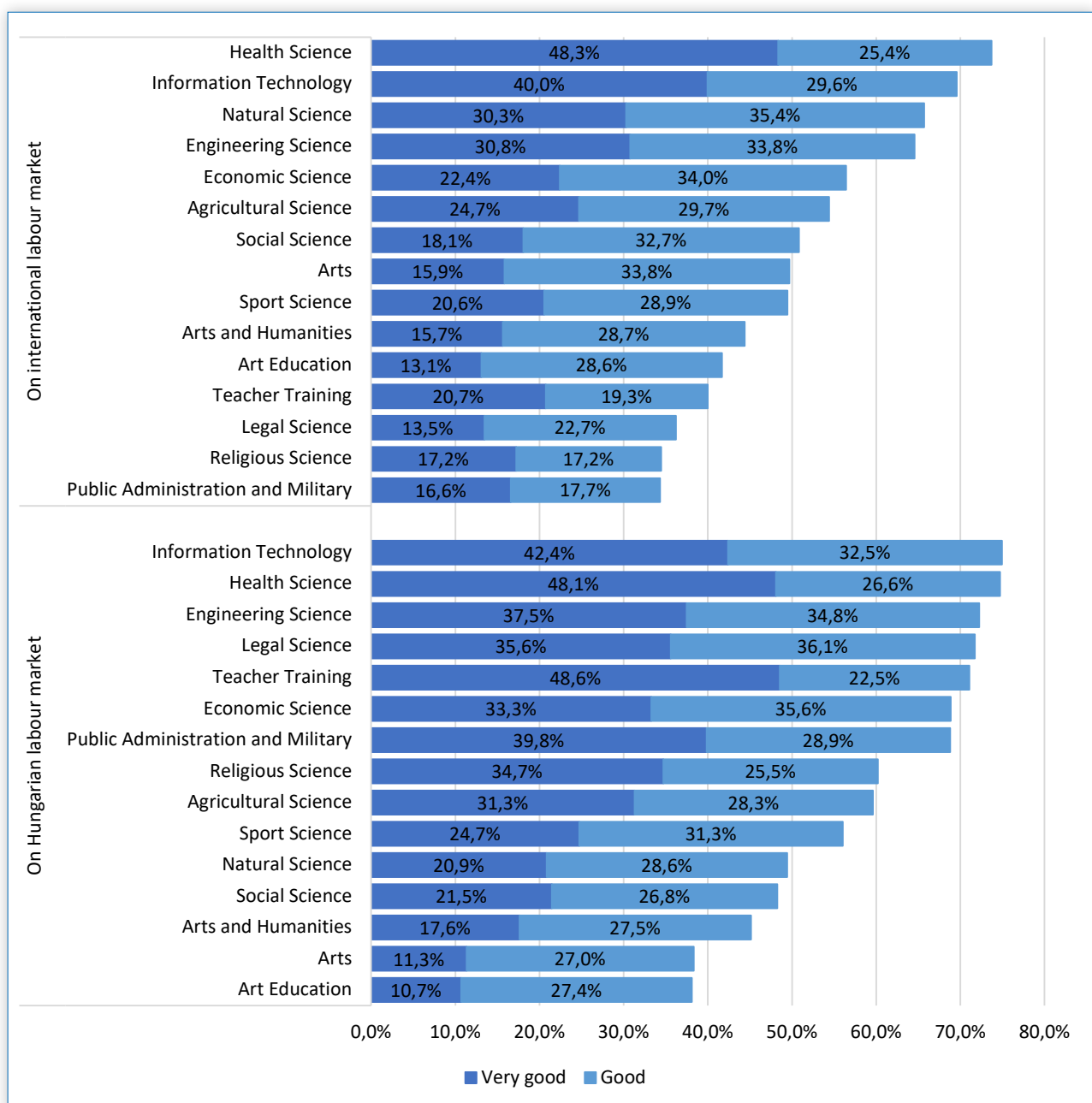


Source: EUROSTUDENT 8 survey in Hungary, 2022

\*The question asked was the following: How do you rate your personal chances of obtaining an adequate job on the labour market after graduating from your current study programme?

There is also a significant difference by field of study in the extent to which students feel they will be able to find a suitable job on the domestic or the international labour market. Students in teacher training, medicine and health sciences, and IT courses consider their chances on the domestic labour market to be much better than average, but students studying in the fields of state sciences, economics and engineering are also more optimistic than others. In terms of international labour market competitiveness, students studying in the fields of medicine and health sciences and IT are the most likely to think that they could easily find a job corresponding to their qualifications, but students in economics and engineering also consider their international opportunities to be almost as good as the domestic ones. There are two fields of study where students consider that their chances of finding a job are better internationally than in their home country: natural sciences and arts (Figure 57).

**Figure 57: Assessment of personal chances of finding a suitable job on the Hungarian and the international labour market, by field of study (proportion of "very good" and "good" responses on a scale of one to five, N=14,680; 14,601)**

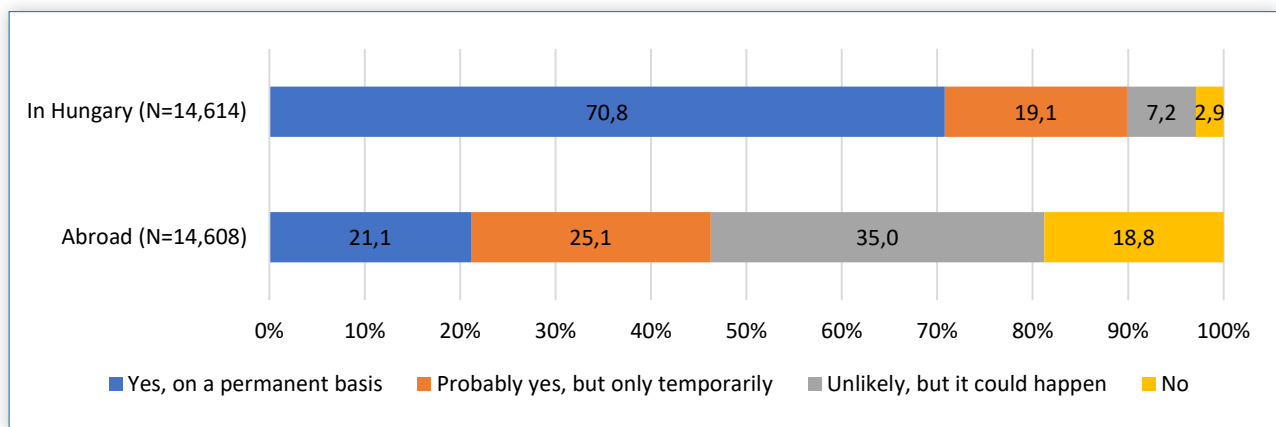


Source: EUROSTUDENT 8 survey in Hungary, 2022

After graduation, 90% of students plan to work in Hungary permanently or temporarily, while 10% are definitely or probably not planning to do so. (It should be noted, however, that some of the respondents are non-Hungarian citizens; among Hungarian students, this proportion is 8%.) A much smaller proportion of students plan to work abroad, but 46% of them consider it a realistic alternative on a permanent or temporary basis (Figure 58).

Full-time students (53%) are more likely than average to consider working abroad, with the highest proportions of respondents in natural sciences (59%), IT (52%) and arts (64%), while the lowest proportions of students with such an intention can be observed in teacher training (24%) and religious science (17%).

**Figure 58: Intention to work in Hungary and abroad\***



**Source:** EUROSTUDENT 8 survey in Hungary, 2022 (question from the Hungarian Graduate Career Tracking System's student survey)

\*The questions asked were the following: Do you plan to work in Hungary for a shorter or longer period after obtaining your degree? Do you plan to work abroad for a shorter or longer period after obtaining your degree?

## METHODOLOGY

The EUROSTUDENT 8 survey in Hungary was carried out by the Higher Education Analysis Department of the Hungarian Educational Authority using an online questionnaire. The survey was conducted on the basis of a ministerial order issued by the Ministry of Innovation and Technology, and covered students with a valid email address in the Higher Education Information System (FIR), enrolled in bachelor's, master's, undivided degree programmes or short-cycle higher education programmes, with active student status in the spring semester of the 2021/2022 academic year. Students who, according to the FIR data, do not have Hungarian citizenship and are not participating in training programmes provided in Hungarian were invited to fill in an English-language questionnaire adapted to the characteristics of foreign students. During the data collection conducted between 2 May and 15 June 2022, 7% of the 220,000 students contacted completed the questionnaire. (The prize draw launched by the National Conference of Students' Councils and the awareness-raising activities of individual higher education institutions also helped to encourage responses.) After cleaning and weighting the data, the research database covers 14,839 students, representing students from all higher education institutions in Hungary. To adjust for bias due to non-respondents, on the basis of FIR data, raking weighting was applied to take account of age (four age groups), sex, the type of the higher education institution providing the training (university or college), the location of the institution (capital or in the country), the training level (four levels) and the field of study. Due to weighting and rounding, the percentages reported in each table may not always add up to exactly 100%, and the numerical values for different calculations may show minimal differences depending on the combination of variables used to calculate the cross-tabulations. Unless otherwise indicated, the conventional 5% threshold value was used as a basis for testing statistical significance (in the variance analysis and chi-square tests).

