Óbuda University

Ph.D. Thesis Booklet

The Effect of International Mobility on Conflicts as Perceived Phenomena in Europe

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Budapest, 2019

Table of Contents

Summary

The purpose of this research was to measure the effects of international student mobility on conflicts as a perceived phenomenon based on quantitative primary research data collected from five European countries' students. The related literature on conflict and cultural studies was introduced and discussed using a top-down approach. The review began with the well-known debate on the global issues of international (cultural) relations between F. Fukuyama and S. Huntington, followed by the current European events. Thirdly, the most important conflict theories on group and macro level, such as conflict motives and symbolic threats, were elaborated in depth. The study focused on young people, primarily students who were participants of mobility programmes, the next generation of responsible citizens and leaders. The survey responses were divided into a non-mobile (without international experience) and a mobile group in order to compare future plans, cultural skills, tolerance and attitudes towards diversity. Seven assumptions were postulated and analysed using the K-means cluster analysis, Spearman correlation, Mann-Whitney U, MANOVA, Chi-square test and Structural Equation Modelling.

The findings reveal that the effect of international mobility is significant on cultural skills and attitudes towards conflict resolution. Also, mobile students have intentions to return to their home countries as well as to take advantage of their more advanced skills primarily on the domestic labour market. Further, mobile students tend to participate in the social and political life of their community, which show that active citizenship is associated with participation in mobility. Cross-civilizational mobility did not show significant improvement on participants' intercultural skills and attitudes. This confirms Huntington's thesis on civilizational fault lines as potential source of future conflicts, where not even exchange programmes could result in considerable changes. Additionally, the significantly higher intention to improve cultural skills for future career success might explain Fukuyama's view on the (cultural) melting power of common economic interests.

The research results and specific recommendations on improving the participation in international mobility, its implementation and impact as well as the students' point of view – have been included in several policy papers such as The Erasmus+ Generation Declaration published by the European Commission.

Summary in Hungarian Language – Magyar nyelvű összefoglaló

A kutatás célja a nemzetközi hallgatói mobilitás hatásainak vizsgálata a konfliktusokra, mint észlelt jelenségekre Európában. A primer kvantitatív adatokon alapuló vizsgálat öt ország fiataljainak két csoportját hasonlítja össze: a külföldi tapasztalattal rendelkező – mobil, és a csak hazai tanulmányokban részesülő – nem mobil (volt) diákokat. A kapcsolódó szakirodalom feldolgozásra került a F. Fukuyama és S. Huntington által vitatott globális szintű nemzetközi kapcsolatoktól kezdve napjaink európai kihívásain keresztül a konfliktusok forrásáig – mint egyén szintű kulturális és szimbolikus eredetű motívumok.

Hét hipotézis került megfogalmazásra a mobilitás hatásaival kapcsolatban, melyek kifejezik a fiatalok kulturális készségeit, toleranciaszintjét, jelen – és jövőképét a két csoport közti különbségek tükrében. Az adatelemzési módszerek tekintetében klaszteranalízis, korrelációs vizsgálat, Mann-Whitney U teszt, MANOVA, Khi-négyzet próba, Phi és Cramér-féle V próba, valamint strukturális egyenlet modellezés (SEM) került alkalmazásra.

A teljes mintán mérve kijelenthető, hogy a nemzetközi mobilitásban való részvétel szignifikánsan pozitív hatást gyakorol a fiatalok kulturális készségeire és konfliktuskezelő képességeire. A közvéleménnyel ellentétben, a mobilitás negatívan hat a kivándorlási szándékra, a résztvevők többsége a hazai munkaerőpiacon kívánja kamatoztatni a külföldön szerzett tapasztalatait. A „mobil" diákok sokkal inkább aktív polgárok, mint a nemzetközi résztanulmányokban nem részesült társaik, a társadalmi és politikai szerepvállalásuk közti különbség egyértelműen mérhető. Fontos azonban megjegyezni, hogy az országspecifikus eredmények szignifikáns eltérést mutatnak egyes területeken. Egyrészt Huntington tézisét igazolják, mivel a civilizációs törésvonalakon átívelő mobilitás nem eredményezett szignifikáns javulást a toleranciaszinten, sem az interkulturális együttműködés kérdésénél. Egyes nemzetiségek és kultúrák között ez további konfliktusokat sejtet, amire a mobilitási programok – mai formájukban – nem jelentenek áttörő megoldást. Másrészt, a résztvevők egyértelműen növekvő hajlandóságot mutatnak kulturális készségeik fejlesztésére a karrierjük érdekében, ami Fukuyama gondolatait és jövőképét idézi: a közös gazdasági érdekek mentén létrejövő „kulturális olvasztótégelyt".

A kutatási eredmények, a helyi, nemzeti és nemzetközi szinten tett specifikus ajánlások hozzájárulnak a mobilitási programokban való részvétel növeléséhez, megvalósításuk és hatásuk sikerességéhez. A (leendő) résztvevők véleményét és javaslatait is magában foglaló ajánláscsomag olyan szabályozásokat érintő projektekbe épült be, mint az Európai Bizottság által publikált The Erasmus+ Generation Declaration.

1   Introduction

"Culture is a more common source of conflict than synergy. Cultural differences are a nuisance at best and often a disaster." ― *Prof. Geert Hofstede*
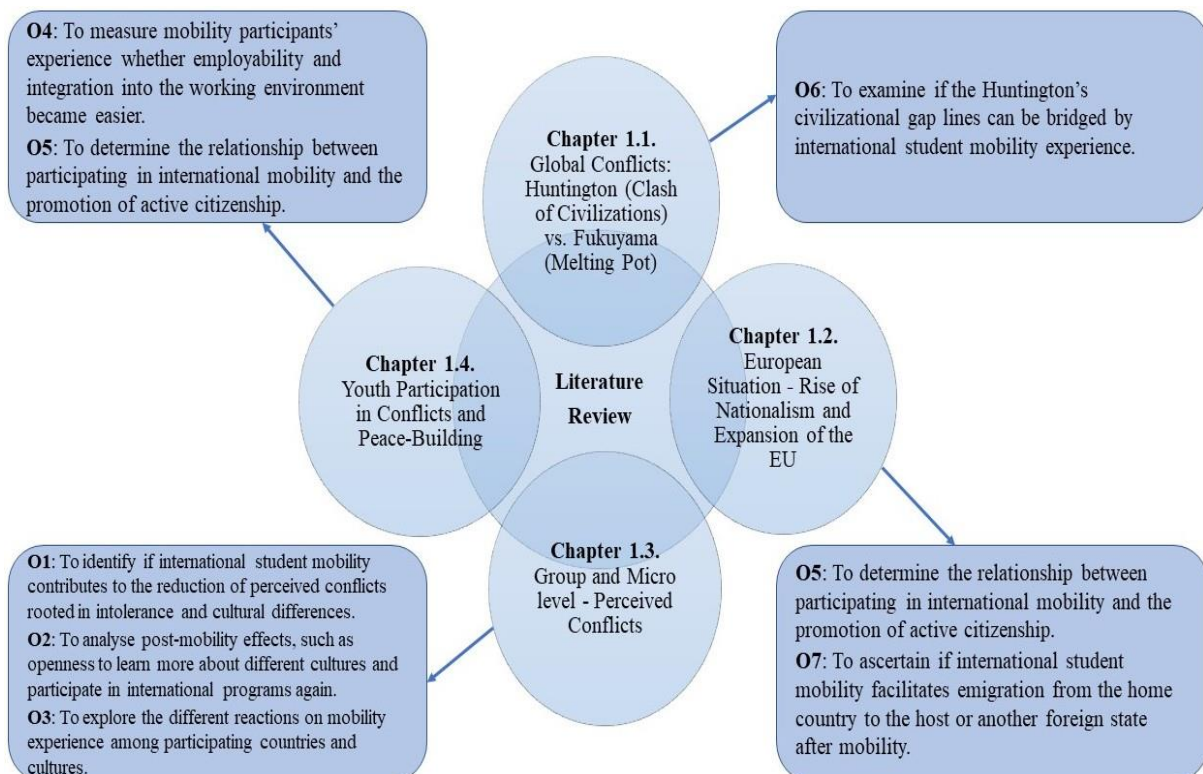
Security and (multi)cultural issues are among the hot topics in the world and Europe nowadays. This is not a recent phenomenon as several international events focused the attention to prejudice and racism in these decades such as the ethno-nationalistic tensions in the former Yugoslavia, genocide in Bosnia and Herzegovina and Kosovo or the ethnic conflict in the Middle-East and Africa. In a search for better lives, huge number of immigrants coming to the EU countries which triggers nationalism, as well as the economic crises that tend to turn people to right-wing powers (Augoustinos, Reynolds, 2001). Past and recent events, legal and illegal immigration to Western-Europe, social and political conflicts (re)radicalise Europe, that highlight multicultural issues and call for effective conflict management practices such as intercultural education through mobility programmes.

One of the well-known debates on international (cultural) relations begun nearly 30 years ago between F. Fukuyama and S. Huntington (Georghiou, 2014). The thesis begins with the explanation of their views as well as the different conflict levels through a top-down approach, starting from the global issues in international relations characterized and predicted by political scientists. After the review and the discussion of conflicts on global and European level, fundamental theories on macro level are explained, such as cultural and symbolic threats. At the end the literature review, the role of youth in conflict prevention and resolution is determined in view of the United Nations Security Council Resolution 2250 and active citizenship (YPS, 2017; EEAS, 2018).

Based on the cultural difference theory and their perceived consequences, the European Union targets at decreasing negative effects on cultural differences. According to their understanding, Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life (EU Regulation, 2013a). For this reason, the Erasmus Programme was established in 1987, to foster understanding and accepting cultural differences through mobility programmes. However, within central and local authorities, the number of researches with conflict mitigating point of view, focused on the cultural and other effects of these programs, is still limited. The thesis therefore intends to provide research results that will – in line with the suggestions gathered from relevant international literature – enable better understanding of the effect of international mobility on conflicts as perceived phenomena in Europe.

2 World of Conflicts – Theoretical Framework

The first chapter of the dissertation introduces and explains different conflict levels through top-down approach, starting from the global issues in international relations characterized and predicted by Francis Fukuyama in The End of History? (1989) and Samuel P. Huntington's The Clash of Civilizations (1993). The discussion on the contemporary application of these theories is followed by European affairs, one of the most pressing contradiction of the continent: the rise of nationalism due to the massive immigration and the expansion of the European Union towards the Balkan States. On the bottom line, the conflicts as perceived phenomena are explained on micro level based on the most important theories that help identify the source of conflicts that arose from the feeling of threat, cultural differences, interests and limited resources (Coser, 1961). It serves as problem-statement, introduction of conflict theory and the contemporary events, where international student mobility is assumed to contribute positively by decreasing the level of perceived conflicts and promoting tolerance and cultural understanding – according to the hypotheses. The following Figure 1 shows the connection of each sub-chapter – reviewed literature to the relevant research objectives.

O4: To measure mobility participants' experience whether employability and integration into the working environment became easier.
O5: To determine the relationship between participating in international mobility and the promotion of active citizenship.

Chapter 1.1.
Global Conflicts: Huntington (Clash of Civilizations) vs. Fukuyama (Melting Pot)

O6: To examine if the Huntington's civilizational gap lines can be bridged by international student mobility experience.

Chapter 1.4.
Youth Participation in Conflicts and Peace-Building

Literature Review

Chapter 1.2.
European Situation - Rise of Nationalism and Expansion of the EU

O1: To identify if international student mobility contributes to the reduction of perceived conflicts rooted in intolerance and cultural differences.
O2: To analyse post-mobility effects, such as openness to learn more about different cultures and participate in international programs again.
O3: To explore the different reactions on mobility experience among participating countries and cultures.

Chapter 1.3.
Group and Micro level - Perceived Conflicts

O5: To determine the relationship between participating in international mobility and the promotion of active citizenship.
O7: To ascertain if international student mobility facilitates emigration from the home country to the host or another foreign state after mobility.

Figure 1. The Relation of Literature and Research Objectives

3 Research Questions, Hypotheses and Methodology

This chapter begins with the problem statement based on the conflicts explained previously, then presents the proposed tool for potential solution, elaborates on the research objectives and states the hypotheses. The second part of the chapter introduces the source of the collected quantitative data including its reliability (quality), the employed statistical methods and analyses.

3.1 Problem Statement – Direction of the Research

In the previous chapter the world's most pressing contemporary conflicts was introduced and discussed using the top-down approach from international level through European affairs to the perception and source of conflicts between groups and individuals. According to Samuel P. Huntington (1993), the biggest threat of Western civilization is the coming period that will be characterized by conflicts erupting as the world's civilizations reach their breaking points and the conflicts of the future will occur along fault lines separating civilizations. Europe and the (future) European Union member states are divided between Western Christianity, Orthodox Christianity and the Islam civilizations. Considering the past Balkan wars, the actual Ukrainian situation, the tense relationship between Russia and the NATO, the Turkish international relations, the Europe-wide rising nationalism as respond for the migration flow in parallel with the multiplying terrorist attacks, the Huntington theory seems to transform into practice.

The source of these conflicts can be identified on micro and personal level related to the feeling of intercultural threat, intolerance, anxiety and fear of (socio) economic disadvantages. As such it seems pertinent to propose international student mobility as a preventive mechanism and (partial) solution in which the EU invests, in an attempt at decreasing the levels of perceived conflict and support social cohesion (beside the educational purposes) (EU Regulation, 2013a).

According to the EU regulations, the objectives of the Erasmus programme (the most successful international student exchange program) shall be as follows: to create a sense and strengthen the spirit of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures; to draw on the cultural heritage of each Member State; establish greater understanding and solidarity between the peoples; support the building up of knowledge skills and competences likely to foster active citizenship and employability that result in greater social cohesion (EU Regulation, 1987, 1989, 1995, 2000, 2006). "Europe needs more cohesive and inclusive societies which allow its citizens to play an active role in democratic life. Education, training, youth work and

sport are keys to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants." (EU Regulation, 2013b)

Based on the official objectives of the programme, Erasmus clearly targets those areas and skills that would contribute to more cultural awareness, tolerance, and in this way less conflicts among its (former) participants. This research is intended to measure the impact on participants and examine the effectiveness of the program from cultural perspective.
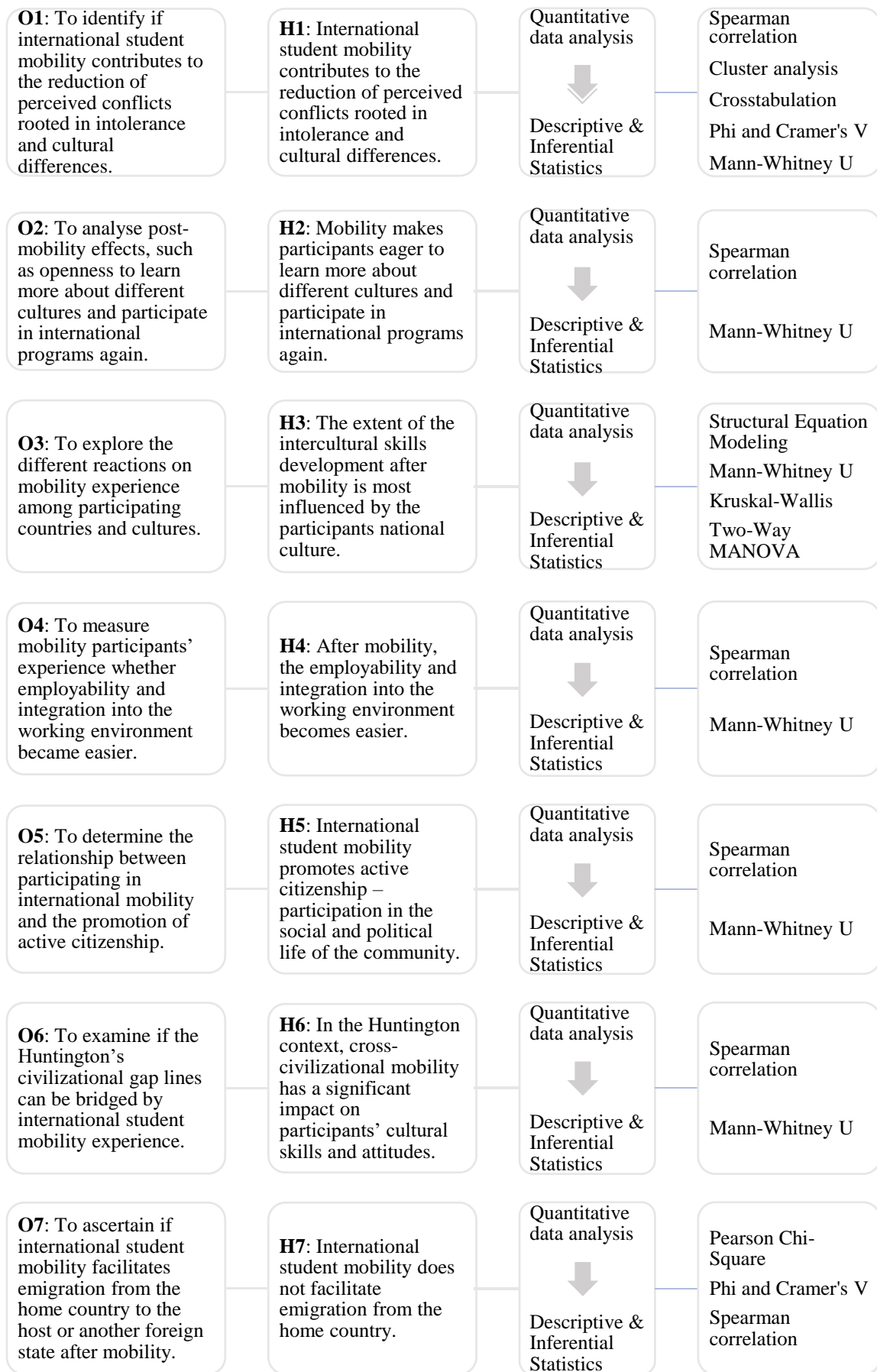
3.2 Research Objectives

Most of the studies focus on international students' motivations, professional skill development, preference for destination, overall experience etc. This research intends to link conflict studies and Huntington's theory with the effects of international student mobility programs in order to find out what we can expect from the so-called Erasmus-generation, the future citizens and decision makers who have to live and deal with the consequences of today's happenings. Considering the nationalist movements in politics and public opinion in view of the recent migration crises, the gravity of this issue has changed; it exceeds the inner relations of the fragmented Europe and its nation states.

The comparative analyses between non-mobile and mobile (international) students who participated the Erasmus+, Erasmus+ Credit Mobility, Campus Mundi, CEEPUS, Tempus, Stipendium Hungaricum or other short-term international mobility programs provides the answer and make such expectations clear. The primary data sample has been collected throughout the European Higher Education Area and covers five countries' Western Christian, Orthodox Christian and the Islam civilizations according to Huntington's categorization.

The research objectives and hypotheses were formulated using a deductive framework based on the information gained through theoretical research, practical field-experience, observations and preliminary consultations. Connected to the relevant research objectives (O1-7), the outcomes of the seven hypotheses (H1-7) draw a complex picture on the effects of mobility on the key areas that are related to the level of perceived conflicts. Together with the database and employed statistical methods, the following Figure 2 presents each of the research objective and assumption pairs. The primary objective of this study is to examine if participation in international student mobility contributes to the reduction of perceived conflicts rooted in intolerance and cultural differences.

O1: To identify if international student mobility contributes to the reduction of perceived conflicts rooted in intolerance and cultural differences.	**H1**: International student mobility contributes to the reduction of perceived conflicts rooted in intolerance and cultural differences.	Quantitative data analysis ⬇ Descriptive & Inferential Statistics	Spearman correlation Cluster analysis Crosstabulation Phi and Cramer's V Mann-Whitney U
O2: To analyse post-mobility effects, such as openness to learn more about different cultures and participate in international programs again.	**H2**: Mobility makes participants eager to learn more about different cultures and participate in international programs again.	Quantitative data analysis ⬇ Descriptive & Inferential Statistics	Spearman correlation Mann-Whitney U
O3: To explore the different reactions on mobility experience among participating countries and cultures.	**H3**: The extent of the intercultural skills development after mobility is most influenced by the participants national culture.	Quantitative data analysis ⬇ Descriptive & Inferential Statistics	Structural Equation Modeling Mann-Whitney U Kruskal-Wallis Two-Way MANOVA
O4: To measure mobility participants' experience whether employability and integration into the working environment became easier.	**H4**: After mobility, the employability and integration into the working environment becomes easier.	Quantitative data analysis ⬇ Descriptive & Inferential Statistics	Spearman correlation Mann-Whitney U
O5: To determine the relationship between participating in international mobility and the promotion of active citizenship.	**H5**: International student mobility promotes active citizenship – participation in the social and political life of the community.	Quantitative data analysis ⬇ Descriptive & Inferential Statistics	Spearman correlation Mann-Whitney U
O6: To examine if the Huntington's civilizational gap lines can be bridged by international student mobility experience.	**H6**: In the Huntington context, cross-civilizational mobility has a significant impact on participants' cultural skills and attitudes.	Quantitative data analysis ⬇ Descriptive & Inferential Statistics	Spearman correlation Mann-Whitney U
O7: To ascertain if international student mobility facilitates emigration from the home country to the host or another foreign state after mobility.	**H7**: International student mobility does not facilitate emigration from the home country.	Quantitative data analysis ⬇ Descriptive & Inferential Statistics	Pearson Chi-Square Phi and Cramer's V Spearman correlation

Figure 2: Research Objectives, Hypotheses and Statistical Methods Employed

According to the associated hypothesis (H1), there is a statistically significant difference between the cultural skills of non-mobile and mobile students. To test this assumption, the study employed quantitative data from a survey using various statistical techniques: The K-mean cluster analysis with cross tabulation and Phi and Cramer's V, which revealed statistically significant differences between the two target groups by the most important cultural competences. Taking into consideration the non-parametric properties of the data, the Spearman rank correlation and Mann-Whitney U test were employed to test the association as well as to confirm the findings of statistically significant differences between the particular variables.

The following research objectives are related to the socio-cultural aspect of conflicts and linked to the participation in international mobility as well. In the second objective of the study, the post-mobility effects were measured toward openness to learn more about different cultures and participate in similar international programmes again. The confirmatory data analysis was done by Mann-Whitney U test.

The third assumption of this study (H3) suggests that national culture has the highest impact on the change in cultural scores measured after mobility participation. Various univariate statistical techniques were employed to test the interaction of demographic variables such as nationality, gender, age with mobility participation and cultural skill development. Using structural equation modelling, background variables were ranked based on their strength of impact on increasing cultural scores. The Mann-Whitney U and Kruskal Wallis tests confirmed the findings, while MANOVA tested the significance of interaction between the most relevant variables.

According the reviewed literature and secondary data introduced in the first chapter, youth (un)employment is a serious issue in several European countries – especially in Albania within the scope of this research. As it is one of the most significant drives of youth emigration and can be associated with the raise of criminal activities as well, it is crucial part of this research trough the Objective 4. The associated assumption is that mobility participation has a significant positive effect on youth employment (H4). Spearman correlation and Mann-Whitney U tests were used to analyse the related variables.

By employing the same statistical methods as H4 above, the association of mobility participation and active citizenship is identified under the Objective 5. The importance of raising the civic and political youth participation issue is inevitable based on the EU directives and in the times of the European Parliamentary elections in 2019. Accordingly, mobility

participation has a significant positive effect on youth participation in the social and political life of the community.

With the sixth objective of this study, a novel approach was introduced to test the Huntington theory by focusing on the effects of cross-civilizational mobility. This is achieved by separating the sample based on the European civilizations belonging and tests their cultural skill development after mobility experience. The participants who travelled to another civilization for their mobility period, are expected to perform in the same positive manner as was measured on the intra-civilizational mobility sample (H6).

A contemporary issue, the emigration intention of youth was linked to mobility participation (as seen in O7). Similarly, Hypothesis 7 posits that participation in international mobility does not have an increasing impact on emigration intention. To test this assumption while accounting for the statistical properties of the data (nominal), the Pearson Chi-square test as well as the Phi and Cramer's V were used. With ordinal variables, the Spearman's rank presented the statistically significant relationships.

3.3 Primary Research Sample – Source of Data and Method of Collection

Among the research techniques, the study used the survey method through close structured questionnaires to obtain data from the two major target groups: non-mobile higher education students without international experience and mobile higher education students who participated in a short-term international learning mobility program such as Erasmus+. Based on the group differences and the data associations, the effect of mobility can be determined (Brandenburg et al., 2014). The study employed snowball sampling (also known as chain-referral sampling) method to reach a wider range of respondents. The 5 most represented countries have been included in the research which accounts for 1339 respondents in total. The less represented countries have been excluded from the analyses in order to provide more meaningful country specific research results. From the 50 countries of Europe (European Union, 2018), it means 10% representativity, while each of the European civilizations (Huntington, 1993) is represented: Western Christian: Hungary, Portugal, Malta; Orthodox Christian: Russia; Islamic: Albania (Islamic majority with considerable Orthodox Christian minority) (Fox, 2002).

3.4 Methodology of Data Analysis

The Cronbach Alpha was computed to measure the reliability and validity of the collected data. The alpha value thus refers to a reliability coefficient that identifies the degree to which items are correlated positively to one another measures the internal consistency of the instrument (Gliem, Gliem, 2003). Hence the nearer the Cronbach alpha is to 1, the better the internal consistency (Sekaran, 2003). The data is considered reliable and valid if the alpha value exceeds 0,7. All the Cronbach Alpha coefficients are above 0,83 which indicates a good internal consistency for the variables under study.

Univariate statistical methods were employed to examine the statistical properties of the variables such as demographic dataset: position indicators: mean, median, standard deviation, variance; the shape of the distribution: vertices, skewness. The descriptive statistics are extended with cluster analysis based on the reciprocal relationships of the most important conflict-preventive variables in the study.

In testing the hypothesis, several multivariate statistical methods were used to examine the relationship between the variables of interest. Since the Likert-scale variables are categorised as ordinal and do not satisfy the normality assumptions, non-parametric techniques have been used (Sawilowsky, 2007). These include the Spearman rank correlation and Mann-Whitney U test, which are suitable alternative in examining differences between group means instead of T-test (Sawilowsky, 2007). The study also employed the Pearson Chi-square and by Phi and Cramer's V test in validating findings.

The tendency-based methods included cross-table analysis, variance analysis, and while in the case of more dependent variables, multivariate variance analysis: Two-Way MANOVA test and Structural Equation Modelling (SEM) have been employed in uniformly testing all postulated assumptions. This was done to determine which variables/areas international mobility contributed to the most. Partial Least Square approach to SEM was chosen specifically for this research because of its explanatory features, ability to comprehensively test models statistically as well as the fact that it tests each hypothetical assumption at the same time (Cheng, 2001). It also visually analyses the links between variables often referred to as latent variables (Chin, 1998; Haenlein, Kaplan, 2004; Wong, 2013). The composite reliability was applied to measure the validity in this Partial Least Squares-based research (Garson, 2016), where the value varies from 0 to 1. According to Chin (1998), an exploratory model should have a value of at least 0,6 while the equal or greater than 0,7 fall to the confirmatory category.

Values greater than or equals to 0,8 are considered as highly reliable confirmatory research (Henseler, Ringle, Sarstedt, 2012). According to Chin (1998), an exploratory model should have a value of at least 0,6 while the equal or greater than 0,7 fall to the confirmatory category. Values greater than or equals to 0,8 are considered as highly reliable confirmatory research (Henseler, Ringle, Sarstedt, 2012).

The quantitative research data has been processed by Microsoft Excel, IBM SPSS Statistics 20 and SmartPLS 3 software.

4   Hypothesis Tests

Hypothesis 1: International student mobility contributes to the reduction of perceived conflicts rooted in intolerance and cultural differences.

In line with the descriptive statistics, the correlation is significant between the mobility participation and improvement of cultural skills. Further investigating the data, Mann-Whitney U test is employed for estimating the effect of mobility on each variable. It can be concluded that students have significantly higher values on each variable after mobility. The mobile group has higher mean ranks and statistical significance on the adoptability in new situations, higher tolerance level towards people from different cultures and backgrounds, developed intercultural cooperation skills and motivation to value and learn more about different cultures.

Thesis 1: The participation in international student mobility contributes to the reduction of perceived conflicts and cultural clashes.

Published in: Holicza, 2018a; Holicza, Pásztor, 2018; Lazányi, Holicza, 2019

Hypothesis 2: Mobility makes participants eager to learn more about different cultures and participate in international programs again.

The statistically significant results prove that the mobile group of students has higher values on the three variables to test Hypothesis 2. It implies that international mobility has a positive effect on further participation in the program, moreover they believe that it gives them the potential to acquire extra knowledge and skills that they could not gain in their home country. Mobile students have significantly higher mean ranks for further cultural learning as well; they value more and engage in learning about different cultures.

Thesis 2: International student mobility makes participants eager to learn more about different cultures and participate in international programs again.

Published in: Holicza, 2018a; Holicza, 2018b; Holicza, Pásztor, 2018; Holicza, Kadena, 2018; Holicza, Pásztor, 2019

Hypothesis 3.: The extent of the intercultural skills development after mobility is most influenced by the participants national culture.

In testing Hypothesis 3, which is based on the notion that the cultural impact of international student mobility experience mostly depends on the nationality of participants, the Structural Equation Modelling (SEM) technique was employed. To achieve this, the study measured the relationship between the background variables and cultural skills. Nationality was proved to be the most impactful demographic variable on cultural skills and attitudes, that the MANOVA test confirmed by statistically significant interaction effect between nationality and participation in mobility on the combined dependent variables: F= ,983, p= ,000; Wilks' Λ= ,953.

Thesis 3: The extent of the intercultural skills development after mobility is most influenced by the participants national culture.

Published in: Lazányi, Holicza, Baimakova, 2017; Lazányi, Holicza, 2019.

Hypothesis 4: After mobility, the employability and integration into the working environment becomes easier.

The Mann-Whitney U Test has been employed to investigate the data, which resulted similar output with the correlation analyses between the particular variables: significant difference between the non-mobile and mobile group of students. The mobile group has significantly higher mean ranks in five cases that are crucial to step up and succeed on the labour market: confidence about abilities, awareness of strength and weakness, flexibility and open-minded attitude towards new challenges, higher chances to get traineeship and full-time position. The statistically significant difference measured on test variables rejects the null hypothesis, and support the alternate hypothesis.

Thesis 4: International student mobility significantly facilitates youth employment.

Published in: Holicza, Stone, 2016; Holicza, 2018a; Holicza, Tóth, 2018; Holicza, Pásztor, 2018; Holicza, Chircop, 2018; Holicza, Pásztor, 2019

Hypothesis 5: International mobility contributes to global citizenship, a basic element of democratic governance, peace and security.

In order to confirm the significant differences between the groups, Mann-Whitney U test has been employed. The mobile group has significantly higher mean ranks than the non-mobile group. Each variable has significant differences; therefore, this study rejects the null and accepts the alternate hypothesis of a statistically significant link between participation in international mobility and increasing active citizenship.

Thesis 5: The participation in international mobility has positive effect on active citizenship: it engages young people to participate in the social and political life of their community.

Published in: Holicza, Fehér-Polgár, 2017; Holicza, 2018a; Holicza, Pásztor, 2018; Holicza, Kadena, 2018

Hypothesis 6: In the Huntington context, cross-civilizational mobility has a significant impact on participants' cultural skills and attitudes.

In testing Hypothesis 6 on the effect of mobility across civilizational fault lines, the research sample was limited to participants who moved from one civilization to another to complete their mobility period. Based on "the West and the rest" polarisation theories and Huntington's country categorization, the primary research sample has been divided into the Western group (Group 1, n=918): Hungary, Malta, Portugal; and to the "rest", which includes the (Eastern) Orthodox, Muslim civilizations: Russia and Albania (Group 2, n=421).

According to the tests, variables do not change significantly for mobility participation. Considering the Mann-Whitney U output, the mean ranks are higher at the mobile group, but the difference is insignificant at 3 variables out of 4. Similar to the correlation results, only the cultural learning has significantly increased. It means that skills and attitudes did not improve significantly when students moved from one civilization to another, the level of perceived conflicts remain the same, or just slightly decreasing after such experience. Based on findings on Group 2, this study fails to reject the null hypothesis.

Thesis 6: International student mobility does not significantly affect cultural skills and attitudes across Huntington's civilizational fault lines.

Published in: Lazányi, Holicza, Baimakova, 2017; Lazányi, Holicza, 2019; Holicza, Yaroson, Muminovic, 2019

Hypothesis 7: International student mobility does not facilitate emigration from the host country.

The Chi-square test and the Phi and Cramer's V confirms the negative links between the variables (Phi = -,150, p< ,001) and suggests that international mobility have a decreasing effect on emigration plans of students by 15% in favour of living in their home country. Further tests show that more confidence is connected to less desire to live abroad: students with higher self-confidence and international experience tend to be more engaged with their home country (in long term). The findings show that participation in international student mobility has a statistical and significant impact on the future plans regarding residence – living home or abroad: participants to return to their home country and stay as residents. Non-mobile students who do not have international experience are more likely to imagine themselves in a foreign country on permanent bases. Based on the findings, this study fails to accept the null hypothesis and accepts the alternate hypothesis.

Thesis 7: The participation in international student mobility does not contribute to youth emigration from the home country, it rather effects it negatively.

Published in: Holicza, 2018a; Holicza, Pásztor, 2018

Structural Equation Modelling

The hypotheses of the dissertation are were ranked based on the strength of impact from mobility using SEM (Figure 3). The path coefficient was used to examine the links between the estimated variables in the multivariate system. Accordingly, all the values follow the priori expectation of positive impact from participation in mobility to each postulated hypothesis. The bolded arrows indicate the hypothesis that has the strongest impact from mobility participation. The participation in mobility have the strongest positive impact on the first two Hypotheses that involve cultural variables and measure the worth of mobility as well as intentions of further participation. The third strongest effect in model is measured by Hypothesis 4 – successfully tackling youth unemployment. The impact of international mobility significantly differs according to the nationality/cultural background of the participants (H3) – which is the fourth strongest statement in the thesis with the path coefficient 0,208. H7 shows a different direction, as mobility participation has significant decreasing effect on emigration plans of participants, with the absolute value 0,150 which is the fifth strongest among the seven hypotheses. Mobility has significant positive effect in the promotion of active citizenship, but in a less extent compared to other benefits of the participation in this study. Finally, mobility has the weakest contribution to the variables of H6 which confirms the previous findings about the non-significant skill development trough cross-civilizational mobility.
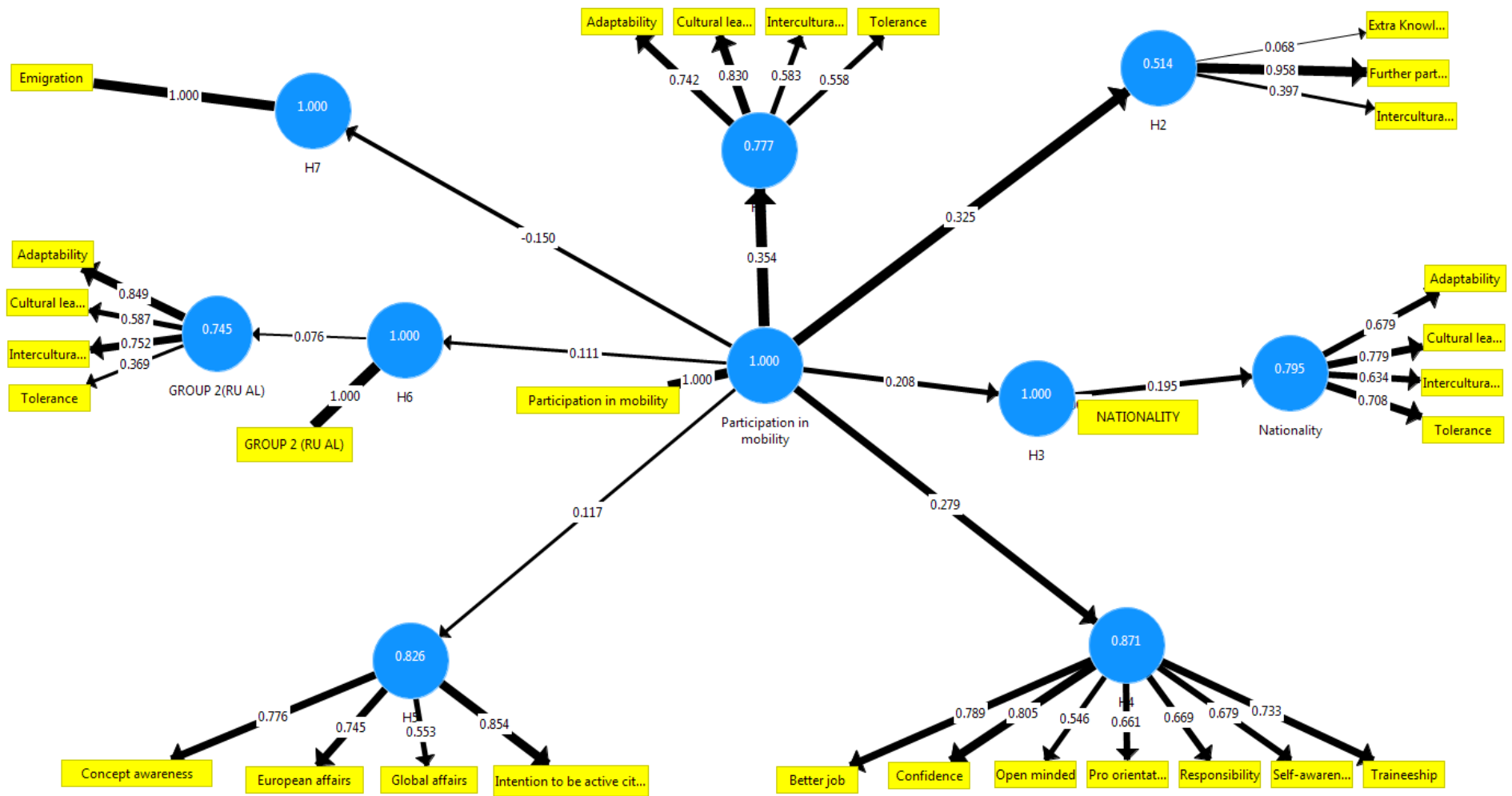
Figure 3: Conceptual Framework: The Impact of Mobility on Tested Hypotheses

5　The Use of New Scientific Achievements

The new scientific achievement of this research reflects in the findings that show the significant correlation between student mobility and conflict prevention through better cultural understanding, learning new skills that increase employability chances and forming the new generation of active citizens and future leaders. Additionally, this research contributes to existing literature on youth work, security, safety and peacebuilding through in-depth analysis of Clash of Civilizations theory in contemporary environment, taking into consideration most recent events and student mobility as a mean of preventing threat perception emergence, potential differences-based conflict and exclusion of "out-group" members. The biggest achievements of the research are the findings that result in suggestions for deepening and using the full potential of mobility programs through useful and practical policy recommendations for future mobility schemes, particularly the Erasmus Programme, Higher Education Sector and other institutions concerned (Holicza et al., 2017; Holicza, 2018b). The recommendations have been adopted by the European Commission through The Erasmus+ Generation Declaration project (European Commission, 2017) and European External Action Service through the Youth, Peace and Security: European Regional Consultation (EEAS, 2018) on the United Nations Security Council Resolution 2250.

6　Conclusions

> *"The survival of mankind will depend to a large extent on the ability of people who think differently to act together." – Prof. Geert Hofstede*

To reflect on the Hofstede quote, based on the research results, it can be concluded that international student mobility develops the skills and abilities of participants who come from different cultural backgrounds to act together. However, the level of this development is dependent on the participants' national culture, as well as on their destination – host country of their mobility where they gain international experience. Based on quantitative primary research, the hypotheses have been tested and research objectives achieved. Out of the seven postulated hypotheses, six alternate hypotheses were accepted as a result of the significant differences that mobility experience made. It implies that the European investments in enhancing international student mobility participation decreases the level of perceived conflicts in Europe. However, the program is less effective in European identity building among the EU Member States and in spreading its values among the participants from Partner Countries, outside the EU.

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