Econometrics

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Erasmus Experiences

1. Introduction

In this essay, we were trying to find out what motivates Erasmus students to do trips during their ERASMUS Experience.

We decided to analyze a random sample of 103 Erasmus student from different countries, who spend or spent their times on Erasmus. We asked them about gender, age when they started their Erasmus Experience, where they come from, about the city where they are/ were doing the ERASMUS. We asked about the level degree, filed of study, about the average course grade, amount of the monthly grand, duration on Erasmus, many of trips, number of flatmates, number of guests, number of hours study per week, number of classes per week, number of going out per week and number of hours about spending their times on social network.

All of our results, findings and conclusions you can find below.

1. The database
   1. **Choosing the methodology and the questions**

In order to achieve our goal and try to figure out what motivates Erasmus students to do trips during their Erasmus experience we had the need to collect information and variables from people that have experienced the Erasmus spirit. With the help of our teacher we were looking for a simple method and easy to use platform where we can contact students and ask them few questions that can help us in achieving this goal. We found out that google has a program with questionnaires that we can use without any charges. After figuring out what to use as a base for our project we moved on to thinking about the best possible way, in terms of asking, for extracting the data and basic information. All of the data that was collected was from students that are doing Erasmus at the moment or did Erasmus in the past. Using google questionnaire we shared our questions to our friends and at the same time on the most used and influential social networks such as Facebook. This is the questionnaire that we used:

<https://docs.google.com/forms/d/e/1FAIpQLScWDyQHENirwZ5P5qa0kDkWEVD5me8qMpPeHR2qHTgE60enRg/viewform>

Because of this we were able to receive answers from 103 students which helped us tremendously. Most of the people we asked were studying in Portugal but we were also lucky enough to have friends that are doing Erasmus abroad. Using these contacts we were also able to receive some information from students studying in Italy, Lithuania, France and Poland. On the other hand, we also asked people working in the Erasmus Student Network organization and tried to collect their thoughts on this subject.

The variables collected were built through these questions:

1. What is your gender?
2. How old were you at the start of your ERASMUS experience?
3. In which country is your sending institution based in?
4. In which city you are doing your ERASMUS?
5. At which level are you studying?
6. What’s your field of study?
7. What is the average course grade you had when you started your ERASMUS experience? (e. g. 17 out of 20; 6,2 out of 10)
8. What is amount of the monthly grant (in Euro) that you receive from ERASMUS Programme?
9. What is the duration of your ERASMUS Experience?
10. How many trips do you think you will have at the end of your ERASMUS Experience? Consider it a “trip” when you travel to a place farther than 100 km from your ERASMUS City. Exclude any trips back home.
11. How many people (besides you) live in your house while you are in ERASMUS? ( If it changed during the experience, reply the highest number)
12. How many times you plan to receive guests from your country of orgin during your experience? ( Count the times, not the number of guest)
13. How many hours per week (on average) you spend studying?
14. How many classes you attend (on average) during the week?
15. How many times (on average) you go out after dinner during the week?
16. How many hours you spend on social networks (Facebook, Google, Instagram, Snapchat, Skype, Twitter) during the week?

After getting the answers that we needed and collecting all of the variables we used the Statistical Package for the Social Sciences(SPSS). This program had a big contribution to our project and was of a great statistical significance. In terms of calculating the real chance of us finding out if we can truly prove the motivation for trips among the students, it provided ready to use tables where all of the variables were clearly presented. Furthermore, it helped us in using this information and implementing it so that we can eliminating and narrow down variables that could make big changes in our test. After obtaining the data and the information that we needed we used two tests. The first one was the Individual Significance test where we calculated if the variable is significant enough so that we can use it in the further researches. Secondly we did the Global Significance test with which we tested the overall significance.

2.2 **Detailed elaboration and expectation from the questions and variables**

While asking these questions and collecting the information for our project we did not want to be too much intimate and we did not have the intention of asking questions connected with students’ personal lives. Instead we had a plan to ask basic questions and collect variables with which the students will be comfortable sharing. For some questions we wrote the answers, so that the students can choose between multiple choices, and for some of them we left an empty space where they can give more a accurate answer. Bellow we will try to make a detailed elaboration of the questions and the expectation for each variable:

1. The first questions that we asked was related with the gender. We expect that this question is not going to have huge significance to our project and it is not going to make any difference in terms of determining the number of trips that the students make. We think that it depends more on personal preferences.
2. The second question is concerning the age that the students have on the start of their Erasmus experience. Usually, the students that are much younger are more prone to adventures and have the tendency to explore because of the fact that they have a lot of free time to use. The older students, however, are much more serious and have more commitments. But this does not lead to a conclusion where the older do less or the younger students do more trips. Our expectation is neutral on this question too, we believe that age doesn’t play a big role.
3. All of the students come from different backgrounds and countries where the living standards vary. In some countries the development of the economy is much higher than others. We divided the countries and we took in consideration economic measurements such as the GDP, National Income and Human Development Index and gave 1 to the rich countries and 0 to the other countries. Because we expect the students coming from richer backgrounds to have advantage in material means, they are going to more trips than the students coming from poorer countries.
4. Our fourth question is about the city where the people are doing Erasmus. Because of the fact that we are in Porto, we are familiar with all of the opportunities that the city has to offer. Furthermore, it has a lot of Erasmus students, open-minded people and most importantly cheap life. All of these factors can lead to more comfortable live, creating a perfect society where everyone would like to travel and explore. That’s why we gave 1 to the people studying in Porto and 0 for the other cities.
5. In most of the cases there is a big difference between the people studying Bachelor, Master degree and PHD. On the contrary of the age question, the students that are doing Master usually have more time and less responsibilities in terms of studying, that’s why they will have the tendency to travel more compared with the Bachelor students. This is the reason why we gave 1 to Master students and 0 to Bachelor and PHD students.
6. The field of study can also sometimes influence the students’ will for doing trips and going out from the city. Usually the students that come from Social Sciences and fields such as: Business Administration and Law are more relaxed in terms of studying. They don’t have a lot of obligations such as the students that come from more demanding fields such as Engineering and will probably be more comfortable with traveling. Because of this we gave 1 to the students from Business, Administration and Law.
7. Average course grades will certainly make a big difference among the students. Whether it comes to partying or going out, or even the way of thinking, the grade is usually the factor that separates the students. According to us, the higher the grade, the lower the possibility of a student undertaking crazy adventure and going on trips. At the same time we also need to point out the fact that sometimes one student can have high grade and still go on more trips than a student with lower grade. Although we can’t be certain, we strongly believe that students with lower grades go on more trips.
8. Every sending institution has different amount of monthly grant that they provide for their Erasmus students. Some of the countries provide sums of money for the students that are higher and some of them much less. It is logical that the student that is receiving higher amounts of money will have more opportunities and material support for doing different kind of trips.
9. The period in which the Erasmus student spends his or her time in the receiving institution does not make a big difference but still has some small influence. Long duration of stay can often provide healthy bases for positive mentally thinking and can refer to a person doing more trips. The people that do their Erasmus in shorter periods usually focus on discovering the city where they are based in and do not have sufficient time for going out of the city.
10. The tenth question is actually our main question which refers to how many trips does an Erasmus student think he or she will have during his or her Erasmus experience. We do not want to elaborate on this question because of the fact that all of the other questions are made so that we can answer this one.
11. Flat mates can make big difference in every Erasmus students’ life. For example, both of us live in houses where there are a lot of young students who are constantly thinking of different ideas every day. Whether we like it or not, they always make pressure on us and at the same time encourage us to go partying, traveling and wandering around the city. This variable is crucial for finding the key of our answer in discovering what motivates the students to go on trips. In other words, if the number of people living in our apartments is high, then the chance of going on trips is bigger.
12. During our Erasmus experience we often expect to have visitors from the countries of our origin. The people that come are usually our friends or relatives and they can also influence our will of doing trips and taking upon adventures. Unlike all of the previous variables that we explained we think that this variable can influence negatively on our main question. We were thinking that the expectation of guests coming to our homes will shrink the chance of us going on trips.
13. The thirteenth question is probably the most paradoxal and funny question in our questionnaire. It is connected with the part of Erasmus which every student hates, the studying. In this question we asked how many hours per week an Erasmus student spends studying and we expected it to be quite low. Although we were quite sure with the outcome, there are a lot of exceptions and these exceptions usually make the biggest difference.
14. Like the previous question, we can also put this one among the paradoxal and funny ones because we know that most of the Erasmus students focus their attention on various activities rather than going to classes and studying. On the other hand it also means that the less the people spend time studying the higher the probability they go on trips.
15. On the contrary, our expectation from the fifteenth question was very high. We know that people that usually go abroad to study and do Erasmus are people that like to travel, explore and have fun. This is the most important and central reason why our expectation for this question was very high. We knew that the most of the answers from the questionnaire are going to point out the fact that almost all of the Erasmus students are party lovers and adventures people. This implies that the people who like to go out often, will at the same time be willing to do more trips.
16. The societies that we live in today are filled with modern technology and social networks. Everyone is more or less dependable on the technology and most of the people are using these social networks on every day basis so that they can share their stories and let the people know of what they have done. Furthermore, throughout the internet we can find various information connected with traveling which in some way encourages the people to discover new places and try new things. These are the reasons why we thought that the more the students use the internet, the higher the probability of them going on trips.

We summarize our expectations of each variable in the following table:

|  |  |
| --- | --- |
| **Variable** | **Expectation** |
| Gender | Neutral |
| Age | Neutral |
| Rich countries | Positive |
| Destination Porto | Positive |
| Level of degree(Master) | Positive |
| Business Administration and Law | Positive |
| Grade at origin country | Negative |
| Monthly grant | Positive |
| Duration of ERASMUS | Positive |
| Number of Flatmates | Positive |
| Number of Guests | Negative |
| Hours of studying per week | Negative |
| Classes attended per week | Negative |
| Nights going out per week | Positive |
| Hours spend on social networks | Positive |

2.3 **The collected data and variables throughout graphical representations and statistics**

With our google questionnaire we were able to collect answers from 103 students who gave various answers and information. We will try to explain some of the variables that we got with graphical representations and short comments about them.

On this graph we can see the gender of the students that have answered. The percentage of female students is higher than the percentage of male students. To be more exact the number of female students that answered is higher with the percentage of %60 and the percentage of male students is %40.

In terms of the age, we put numerical figures that vary from 19 to 27 because we believe that most of the students belong to this age level. As the highest numbers from the students that answered, there were 14 people at the age of 23 and there were 9 at the age of 24. On the other hand, there were only 2 students at age of 27.

From this variable, as we anticipated, the number of the people studying at Bachelor level is bigger that the people doing their Masters. On the contrary among the 103 responses there was no one doing their PHD. On this question there are 68 students studying Bachelor and 35 doing their Masters.

The biggest percentage of the students that provided answer for our essay were the ones coming from Business, Administration and Law with 37%. As the second highest with 19% are the students from the field of Engineering, Manufacturing and Construction. The students from Arts and Humanities and Social Sciences and Journalism have 11% each. As the lowest percentage we have 0% from Agriculture, Forestry, Fisheries and Veterinary.

On the graphs above there are two variables with expectations contrary to each other. On the first one we have the hours that student spend on social medias and on the other one we have percentages on how many hours students spend studying during the week. As we expected on the first graph the percentage of usage of the social networks to be quite high, 28 people(27%) are using the internet between 4 and 8 hours and 18 people between 8 and 12(17%). In addition, 8 or 8% uses the internet between 20 and 24. When it comes word for hours studying per week, we were little surprised because 34 students (33%) answered that they are studying more than 5 hours per week. Also there are 15 students (14%) that are studying between 0 and 1 and only 6 people (6%) that are not studying at all during the week.

2.4 **Descriptive statistics for the variables collected**

On the tables bellow we have the mean, median, minimum and maximum for the characteristics that are describing the students and the other variables. We also included the number of the variables that are missing.

As we did not comment on some variables with the graphical representations, we are going to do try to explain some of them here.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Gender | Age | Rich | Destination Porto | Level of Degree |
| Valid Missing | 0 | 0 | 0 | 0 | 0 |
| Mean | 0.3981 | 21.9515 | 0.2427 | 0.3301 | 0.3398 |
| Median | 0.0000 | 22.0000 | 0.0000 | 0.0000 | 0.0000 |
| Minimum | 0.00 | 19.00 | 0.00 | 0.00 | 0.00 |
| Maximum | 1.00 | 27.00 | 1.00 | 1.00 | 1.00 |

From all of the data that we collected we can see that 24.27% of the students come from the countries that we characterized as rich, 33.01% are studying in Porto and 33.98% are doing their Master studies.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | BusinessAdmLaw | Grade | MonthGrant | Duration | Trips | Flatmates |
| Valid Missing | 0 | 25 | 2 | 0 | 0 | 0 |
| Mean | 0.3107 | 14.8683 | 405.0792 | 5.6990 | 5.9854 | 3.9612 |
| Median | 0.0000 | 15.0000 | 380.0000 | 5.5000 | 5.5000 | 5.0000 |
| Minimum | 0.00 | 7.50 | 0.00 | 3.00 | 0.00 | 0.00 |
| Maximum | 1.00 | 19.20 | 2500.00 | 8.00 | 20.00 | 6.00 |

In this table, we can see that mean of monthly grand total 405 euro. Mean stay on the Erasmus Experience during 5 months. Everyone going to some trips 5 or 6 times during the Erasmus and they have 3 or 4 flatmates. The middle grade is 15, monthly grand amount 380 euros, duration for the Erasmus is 5,5 months, and going to trips amount 5,5 times, and number of flatmates is 5.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Guests | Study | Classes | GoOUT | SocialNet |
| Valid  Missing | 0 | 0 | 0 | 0 | 0 |
| Mean | 2.3786 | 3.2767 | 3.9369 | 2.7039 | 12.4854 |
| Median | 2.0000 | 3.5000 | 4.5000 | 2.5000 | 10.0000 |
| Minimum | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 |
| Maximum | 4.00 | 5.50 | 5.50 | 6.50 | 24.00 |

The mean of number of guests is 2 person, and number hours of study per week is 3 hours, and number of classes per week is 3 or 4 hours, and number times of going out is 2 times, and number of hours on social network is 12 hours per week.

The middle number of guest is 2 person, the middle number of study is 3,5 hours per week, and number classes per week is 4,5 hours. Also number times of going out us 2,5 times and spend hours on the social network is 10 hours per week.

Because of the fact that we had some difficulties in transforming the grades from one grade system to another we have 25 valid missings. We also have two valid missings from the monthly grant that Erasmus students receive.

1. Regression model

**3.1 Regression model’s equation and output**

Regression models are used to predict one variable from one or more other variables. In order to construct a regression model, both the information which is going to be used to make the prediction and the information which is to be predicted must be obtained from a sample of objects or individuals. The goal in the regression procedure is to create a model where the predicted and observed values of the variables to be predicted are as similar as possible. In order to develop a measure of how well a model predicts the data, it is valuable to present an analogy of how to evaluate predictions. The ordinary least square model is a method for estimating the unknown parameters in a linear regression model, with the goal of minimizing the squares of the differences between the observed response in the given dataset and those predicted by a linear function of a set of explanatory variables. The OLS estimator is consistent when the regressors are exogenous, and optimal in the class of linear unbiased estimators when the errors are homoscedastic and uncorrelated. Under these conditions, the method of OLS provides minimum variance mean-unbiased estimation when the errors have finite variances. While writing the Regression model’s equation our main focus was upon the number of trips that the students do during their Erasmus experiences. That’s why the dependent variable is presented as Y (Number of Trips). We have **16** or 16 different independent variables. We also included the disturbance, or all of the factors that can affect the number of trips presented with .

**(Number of Trips) =**

With the help of the SPSS, after obtaining the basic data we got the parameters with the following numerical estimates:

**Model Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R. Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | 0.549 | 0.302 | 0.133 | 3.84845 |

**ANOVA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | df | Mean Square | F | Sig |
| 1. Regression   Residual  Total | 396.413  918.257  1314.670 | 15  62  77 | 26.428  14.811 | 1.784 | 0.58 |

**Coefficients**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| ( Constant)  1 if Men  Age  1 if Rich Country  1 if Porto is the destination  1 if master degree  1 if student is from BusAdmLaw  Grades out of 20  Monthly Grand in Euros  Duration of ERASMUS in month  Number of Flatmates  Number of  Guests  Hours of Study per week  Classes per week  Hours going out per week  Hours on social networks per week | 1.317  -0.344  -0.157  -2.123  -0.081  0.140  1.005  -0.087  0.000  0.962  0.320  -0.035  -0.067  0.436  0.038  0.115 | 7.692  0.991  0.288  1.296  1.025  1.044  1.133  0.230  0.001  0.355  0.252  0.359  0.245  0.270  0.277  0.67 | -0.042  -0.069  -0.222  -0.009  0.016  0.105  -0.051  0.022  0.365  0.152  -0.013  -0.032  0.185  0.016  0.200 | 0.171  -0.347  -0.544  -1.638  -0.079  0.134  0.887  -0.380  0.181  2.708  1.270  -0.098  -0.274  1.616  0.139  1.718 | 0.865  0.730  0.588  0.106  0.937  0.894  0.379  0.705  0.857  0.009  0.209  0.923  0.785  0.111  0.890  0.091 |

From the tables above we can observe a lot of numerical representation which will help us a lot in the next steps, which is trying to do the the Individual Significant Test and initially after eliminating the insignificant variables, the Global Significant Test.

**3.2 Individual Significant Tests**

One of the main concenrs of hypothesis is trying to disocver new ways and developing procedures for deciding wether to reject or not to reject the null hypothesis. Hypotheses involving multiple regression coefficients require a different test statistic and a different null distribution. One of the main reasons why we do the Individual Significant Tests is test to see whether is significantly different from zero and at the same time is a procedure by which sample results are used to verify the truth or falsity of a null hypothesis. Every test of significance begins with a null hypothesis which represents a theory that has been put forward, either because it is believed to be true or because it is to be used as a basis for argument, but has not been proved. The alternative hypothesis, , is a statement of what a statistical hypothesis test is set up to establish. The final conclusion once the test has been carried out is always given in terms of the null hypothesis. The decision to accept or reject is made on the basis of the value of the test statistic obtained from the data in hand. When we reject the null hypothesis, we say that our finding is statatistically significant. On the other hand, when we do not reject the null hypothesis, we say that our finding is not statistically significant.

The regression’s model equation look like this:

***++***

We can see that we have **16** or undependable variables. Because of the fact that the number of degrees of freedom is going to be more than 20 and that the level of significance is set at 0.05 or 5%, the null hypothesis can be rejected only if the value exceeds 2 in absolute value. In this kind of a situation we can aplly the „2-t” rule of significance. In order to make more detailed presentation we decided to make 15 separate individual significance tests.

1. **or the gender:**
2. Formulating the hypothesis, there is or there isn’t any relationship:

3. , which means that we can not reject and that this variable is not statistically significant .
4. **or the age:**

7. , like the previous variable, our finding is not statistically significant and we can not reject .
8. **or richness of the country**

11. , which means that we can not reject .

14. , which means that we can not reject .

17. , which means that this variable is not of statistical significance.

20. , which means that we are not rejecting and consider this variable as not significant.
21. Formulating the hypothesis, there is or there isn’t any relationship:
22. 87
24. , which means that we can not reject

3. , which means that we can’t reject and we must think of this variable as not a significant one for our further researches.

6. , here according to the „2-t” rule of significance the value exceeds 2 which mean that we might reject and consider the finding as statistically significant
8. , which means that this finding is not significant and we can reject
10. , which means that we can not reject this
12. , which means that we can not reject .
14. , like most of the prevouis cases, because the value does not exceed 2, we can not reject .

2. , we can not reject
4. , as the last individual significance test, like most of the tests, we can not reject and consider this finding as statistically not significant.

From these significance tests we can extract the significant variables that can help us in our task of finding out what motivates Erasmus students to do trips. Like we mentioned earlier because the number of degrees of freedom is 20, and the level of significance is always set at 0.05 or 5%, there was only one variable that exceededed 2 in absolute value. The only value that we are might consider as significant is  **or the duration of stay.**

**3.3** **Eliminating insignificant variables**

After we finished the individual significance tests, we are going to start eliminating and narrowing down variables. We are going to undertake this process because we want to create a more precise model where we can present the significant variables that can make changes in the dependable variable. According to the column sig. we are going to eliminate every valuable until the value exceeds 0.05. After taking this step we can finally perform the last test, the Global Significance test.

Before we start eliminating we want to present the coefficient table with all of the variables.

| **Coefficientsa** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 1.317 | 7.692 |  | .171 | .865 |
| 1 if Men | -.344 | .991 | -.042 | -.347 | .730 |
| Age | -.157 | .288 | -.069 | -.544 | .588 |
| 1 if Rich Country | -2.123 | 1.296 | -.222 | -1.638 | .106 |
| 1 if Porto is the destination | -.081 | 1.025 | -.009 | -.079 | .937 |
| 1 if master degree | .140 | 1.044 | .016 | .134 | .894 |
| 1 if student is from BusAdmLaw | 1.005 | 1.133 | .105 | .887 | .379 |
| Grades out of 20 | -.087 | .230 | -.051 | -.380 | .705 |
| Monthly Grant In Euros | .000 | .001 | .022 | .181 | .857 |
| Duration of ERASMUS In months | .962 | .355 | .365 | 2.708 | .009 |
| Number of Flatmates | .320 | .252 | .152 | 1.270 | .209 |
| Number of Guests | -.035 | .359 | -.013 | -.098 | .923 |
| Hours of Study per week | -.067 | .245 | -.032 | -.274 | .785 |
| Classes per week | .436 | .270 | .185 | 1.616 | .111 |
| Hours going out per week | .038 | .277 | .016 | .139 | .890 |
| Hours on social networks per week | .115 | .067 | .200 | 1.718 | .091 |
| 1. Dependent Variable: Number of trips in ERASMUS | | | |  |  |  |

1. Fist elimination is going to be **Destination Porto.** Although we love the city where we are now situated and where we almost spent 3 months, we also know that there a lot of different cities where you can equally spend good time and meet adventures people. That’s why we don’t see that Porto as a destination is relevant to answering our question. Of course it has a big role in terms of encouraging us to be more travel-addicted but there are other cities with same qualities.
2. We initially thought that the number of guests would influence negatively on one persons will to go on trips. However we also believe that this question is irrelevant because mostly the people go to live alone and experience something new and meet new people. Of course that it is possible but very rare there are guests coming from the student’s country of origin. That’s why as second elimination we are choosing this variable.

After making two separate eliminations, the table with the coefficients looks like this:

| **Coefficientsa** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 1.418 | 7.523 |  | .188 | .851 |
| 1 if Men | -.333 | .923 | -.040 | -.361 | .719 |
| Age | -.157 | .283 | -.069 | -.555 | .581 |
| 1 if Rich Country | -2.158 | 1.237 | -.226 | -1.744 | .086 |
| 1 if master degree | .136 | .997 | .016 | .137 | .892 |
| 1 if student is from BusAdmLaw | 1.006 | 1.109 | .105 | .907 | .368 |
| Grades out of 20 | -.094 | .220 | -.055 | -.426 | .672 |
| Monthly Grant In Euros | .000 | .001 | .024 | .205 | .838 |
| Duration of ERASMUS In months | .947 | .307 | .359 | 3.083 | .003 |
| Number of Flatmates | .318 | .243 | .151 | 1.308 | .196 |
| Hours of Study per week | -.069 | .240 | -.033 | -.286 | .776 |
| Classes per week | .435 | .264 | .185 | 1.648 | .104 |
| Hours going out per week | .037 | .271 | .015 | .136 | .892 |
| Hours on social networks per week | .115 | .066 | .200 | 1.752 | .085 |
| a. Dependent Variable: Number of trips in ERASMUS | | | |  |  |  |

1. As the third choice of this elimination process we choose the **Hours going out per week** because the sig. coefficient is the highest and at the same time the t value is the closest to 0.
2. Although we had high and positive expectation for this variable, our fourth choice for elimination is the variable where we gave 1 to Master and 0 to Bachelor students, thinking that while studying Masters, the students don’t have that much obligations. However this is an assumption that can be easily broken, because there are also students that are not doing Master studies but are traveling a lot.
3. As the fifth irrelevant variable we are going to eliminate the grand that the students receive for one month from the Erasmus Programme. After making three new eliminations separately, the table looks like this:

|  | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .946 | 6.995 |  | .135 | .893 |
| 1 if Men | -.334 | .887 | -.040 | -.376 | .708 |
| Age | -.126 | .247 | -.055 | -.511 | .611 |
| 1 if Rich Country | -2.246 | 1.147 | -.235 | -1.958 | .054 |
| 1 if student is from BusAdmLaw | 1.065 | 1.057 | .111 | 1.008 | .317 |
| Grades out of 20 | -.097 | .215 | -.056 | -.450 | .654 |
| Duration of ERASMUS In months | .946 | .300 | .359 | 3.155 | .002 |
| Number of Flatmates | .336 | .227 | .160 | 1.477 | .144 |
| Hours of Study per week | -.066 | .232 | -.031 | -.286 | .776 |
| Classes per week | .437 | .257 | .186 | 1.703 | .093 |
| Hours on social networks per week | .115 | .063 | .200 | 1.837 | .071 |
| a. Dependent Variable: Number of trips in ERASMUS | | | |  |  |  |

1. As a fifth insignificant variable we eliminated the one which was included in the paradoxal and funny questions. As we expected the response on this question was quite low and from the beginning we knew that this was a question that will not make a big contribution. We are all familiar with the Erasmus life and the way that Erasmus people spend their time. As we mentioned numerous times before, the students that are lucky enough to go on an adventure such as Erasmus focus their attention on everything but studying.
2. Like we elaborated in the beginning we think that the gender does not play a big role in determining if one person does more trips that others. As we mentioned above where we explained our expectations we strongly believe that this is more dependable on personal choice.
3. Like the gender and so many other questions related to this issue, according to us, one person’s way of thinking and his views of different subjects mostly depends on her of himself. In other words, all of this variables such as age, gender and field of study don’t have that much of an influence on one person’s mindset. According to this, the age of one student mustn’t be taken as highly important.
4. Like we explained earlier, because of the difficulties we had in transforming the grades from one system to another one, we have twenty missings. As the night elimination we are going to remove **Grades out of 20.**
5. As a tenth insignificant variable we eliminated the one which was included in the paradoxal and funny questions. As we expected the response on this question was quite low, we are all familiar with the Erasmus life and the way that Erasmus people spend their time.

As we finished ten eliminations, each one seperatly, we would like to present the table with the coefficients with only five variables left.

|  | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | -2.377 | 1.697 |  | -1.401 | .164 |
| 1 if Rich Country | -1.907 | .847 | -.201 | -2.252 | .027 |
| 1 if student is from BusAdmLaw | .091 | .775 | .010 | .117 | .907 |
| Duration of ERASMUS In months | 1.040 | .231 | .398 | 4.511 | .000 |
| Number of Flatmates | .337 | .188 | .158 | 1.789 | .077 |
| Hours on social networks per week | .123 | .051 | .215 | 2.398 | .018 |
| a. Dependent Variable: Number of trips in ERASMUS | | | |  |  |  |

1. While determining the questions and the variables we gave 1 to those who study Business Administration and Law and 0 to the other fields. As we mentioned numerous times before, the students that are lucky enough to go on an adventure such as Erasmus focus their attention on everything but studying. Therefore, the relevance of one field of study is usually pronounced in the Sending Institutions, but forgotten in the Receiving ones.
2. As the twelfth irrelevant variable we are eliminating the number of people living in our houses. We highly pronounced the importance of our friends over our will for being adventures and we don’t want to disagree on this point. On the other hand we are also thinking of the fact that we can have friends that are from outside the house, or we can be in a situation where we live alone. That’s why as one of the last variables left, we can see on the table that that it doesn’t take place among the significant ones.

With three variables left, ,the coefficient table looks like this:

|  | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | -.824 | 1.466 |  | -.562 | .575 |
| 1 if Rich Country | -1.962 | .850 | -.206 | -2.309 | .023 |
| Duration of ERASMUS In months | 1.033 | .232 | .395 | 4.456 | .000 |
| **Hours on social networks per week** | **.112** | **.051** | **.196** | **2.191** | **.031** |
| a. Dependent Variable: Number of trips in ERASMUS | | | |  |  |  |

1. We continiue with eliminating the variable where we tried to observe **Hours spend on social networks per week.**

|  | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .312 | 1.397 |  | .224 | .824 |
| **1 if Rich Country** | **-1.685** | **.856** | **-.177** | **-1.968** | **.052** |
| Duration of ERASMUS In months | 1.067 | .236 | .408 | 4.531 | .000 |
| a. Dependent Variable: Number of trips in ERASMUS | | | |  |  |  |

1. With almost making it among the sufficent variables, with the Sig. Value of 0,052, we are eliminating or the variable where we seperated rich and poor countries.

After eliminating and narrowing down the most important and significant variables we came down to the final following variable and the final model. The only independent variable that left is  or the time that the Erasmus students spend in the Receiving Institution.

| **Coefficientsa** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .039 | 1.409 |  | .027 | .978 |
| Duration of ERASMUS In months | 1.043 | .239 | .399 | 4.374 | .000 |
| a. Dependent Variable: Number of trips in ERASMUS | | | |  |  |  |

**3.4** **Final model and Global Significance Test**

Finally after long process of trying to narrow down the variables that can help us in explaining our question “What motivates students do to trips?” we are able to present to final numerical estimates.

| **Model Summary** | | | | |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .399a | .159 | .151 | 3.77305 |
| a. Predictors: (Constant), Duration of ERASMUS In months | | | | |

| **ANOVAb** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 272.400 | 1 | 272.400 | 19.135 | .000a |
| Residual | 1437.828 | 101 | 14.236 |  |  |
| Total | 1710.228 | 102 |  |  |  |
| a. Predictors: (Constant), Duration of ERASMUS In months | | | | |  |  |

| **Coefficientsa** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | .039 | 1.409 |  | .027 | .978 |
| Duration of ERASMUS In months | 1.043 | .239 | .399 | 4.374 | .000 |
| a. Dependent Variable: Number of trips in ERASMUS | | | |  |  |  |

1. Conclusion

The whole project was based on the assumed in the beginning question, given to those who have stayed or are staying still on Erasmus. Interested in us answer the question of how they intend to follow trips (over 100 km) during your stay on Erasmus Experience. For proper verification, we asked 15 helper questions that allowed us to estimate the results. We hope that in our work is transparent and contains all the information you need.