

**Campus-Community Linkages in
Pastoral Care of International Students,
with specific reference to Palmerston
North, Wellington and Christchurch**

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through the Ministry of Education**

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Terry McGrath and Andrew Butcher

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For correspondence, please contact:

Terry McGrath
International Student Ministries Inc
Box 6082
Awapuni, Palmerston North
Terrence.Mcgrath.1@massey.ac.nz

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DEFINITION OF TERMS

Campus Community Linkage¹ (CCL)

This is sometimes called campus community connections. This is used when referring to partnerships between campuses and community groups and/or between educational institution and the city or community in which it sits. Campus community linkages exist at several levels, from the informal, where a group of students from a campus are linked with a group within the community due to some benefit for one or other or both, or through to the level of educational institution and city governance.

Examples of Campus community linkages include:

Asian Youth Trust in Christchurch, which is a partnership of Asian community groups in Christchurch, and the City. It has involved itself in further partnership with educational institutions as it has recognised needs that could in part be met by providing services for international students.

Operation Friendship, which is a voluntary movement drawn from the churches within a city providing no-strings-attached friendship for international students and their families resident in the city. It first began at Lincoln University as a partnership between the international office of the university and the local church community. There are many expressions of Operation Friendship in New Zealand cities, but the characteristic partnership is between institution and the church community as a source of friends and surrogate parents, grandparents, uncles and aunties.

Soccer Clubs: All around New Zealand soccer is played and frequently it is a major sport of many of the countries of origin. Soccer clubs have made international students welcome in their ranks and, in many cases, have actively sought their involvement. Only larger educational institutions have their own soccer clubs and many work actively with sporting groups to encourage student involvement. In terms of partnership, some soccer clubs are happy to facilitate the students of an institution joining a team within their club.²

Community

The community organisations referred to in this project could be drawn from the wide range of communities whether civic, religious, geographical, ethnic, sporting, cultural or any other form of community or the intersection of them. In this project, we are interested in those communities that have or have the potential to be inclusive of international students

Focus Group

A group of international students chosen and recruited as randomly as possible for the purpose of providing information from their experience and their observations of the experiences of their fellow international students.

¹ Hochhauser, G.A.(1990), 'Developing the Campus-Community Link in International Education', *New Directions for Community Colleges* 70: 99-107 (pp. 106-107)

² The Ministry of Social Development's *The Social Report* (2004) notes the important role that sports play in engendering social interaction.

Focus Group Facilitator

A person who facilitates a focus group to the end that it provides information as per above. In this project postgraduate students were chosen as focus group facilitators

Young New Zealanders

These are sometimes young Kiwis. This refers to those New Zealanders who are aged in late teens through to mid late 20s and who in this context are frequently the peers of international students in terms of age. Many would also be students.

EXECUTIVE SUMMARY

In April and May 2004 a small action research project³ was carried out in Christchurch, Palmerston North and Wellington. This project sought to evaluate and compare campus community linkages in each city as to their effectiveness and development in assisting pastoral care of international students.

Information was generated through consulting focus groups of international students and interviewing individuals connected with international education in each place. The findings, recorded in this report, were obtained from five focus groups (27 international students and 4 group facilitators) and fourteen interviews. These findings, while limited by the extent of the sample size, provide insight into the level of the impact of campus community linkage and many of the issues international students and those charged with their welfare experience.

In summary it was found:

- That international students who become linked with community groups benefit and are assisted in forming friendships with New Zealanders;
- That the majority of international students in this research,⁴ in each place, are not connected with community groups, attributable to a lack of fostering of connections by educational institutions, community groups themselves and city leadership structures;
- Churches and Sports clubs seem to be the main community groups that international students connect with and it is most often through these groups that international students form friendships with New Zealanders;
- Most international students have difficulty forming friendships with New Zealand students and gain most of their friends amongst co-nationals and other international students, and;
- Community groups receive limited encouragement to enable their services to be used by international students.

The issues in all three sites were similar, but approaches to linking campus and community groups varied. Palmerston North and Christchurch had greater levels of involvement from city leaders in the form of council and city promotion encouraging the linkages whereas Wellington preferred a more laissez faire approach.

Despite the limitations of the project there were indications of five distinct issues emerging that need addressing:

1. The integration of international and local students;
2. The improvement in relationships of international students and local communities;
3. The need for new approaches to assist this integration and improvement;

³ Project from the contestable research fund international education levy administered by International Unit Ministry of Education.

⁴ Recognising that this qualitative research sought for depth rather than breadth and this claim would ideally need to be tested quantifiably.

4. The need to encourage and support existing community groups assisting integration, improvement and implementation;
5. The need for city leaders to ensure a coordinated approach occurs within their city and that campus community linkages are enhanced.

Recommendations

The recommendations arising from this report can be broken down by sector.

Educational Institutions:

- Pre-enrolment and orientation information should assist international students in developing connections with community groups
- Effort needs to be made on campus to ensure good levels of integration of international and local students
- Larger institutions (> 500 International students) should look at dedicating staff fully to managing and enabling connection with the community. Equally smaller institutions should ensure a portion of staff-time is dedicated to this.
- Educational institutions need to be prepared to engage in dialogue with local government, community groups and organisations to ensure greater levels of linkage and coordination occur.
- Educational institutions need to be prepared to resource new and existing initiatives that seek to address the issues and meet the recommendations of this report.

For local government

- Provide current and accessible information on community groups.
- Coordinate the development of campus- community partnerships.
- Provide encouragement to community groups that make their services available to international students.
- Provide education to the wider community of the value (not just economic) of having international students as part of the community.
- Foster awareness of long-term beneficial outcomes through alumni.

Levy Committee

- Provide for and encourage pilot programmes that enable new approaches in community partnerships that enhance integration and improvement in relationships between international students and communities and those within them.
- Further research is needed to understand the complexities and reasons why local and international students integrate to only a limited extent in the campus context. Similarly, this aspect in local community relationships.

Community Groups

- Sports Clubs: To actively recruit international student members and adjust social activities to assist international student integration.
- Community service groups: encourage international student membership.
- To participate in city and campus partnerships; keep contact and other information up to date with local government and educational institutions.

Cross-sector and Government

- Encourage volunteer organisations to do more. Facilitate them and provide resources including additional costs associated encountered.
- Provide for international student centres, not unlike migrant resource centers or as part of a student service center, but addressing the particular needs of international students and acting as a focal point for information and entry to community groups.
- Identify key organisations and people and encourage their work by resourcing, funding grants and information access.

INTRODUCTION

Outline and Objectives of Research

This research evaluated Campus-Community Linkages (CCL) that assist the process of community involvement in the pastoral care of international students, with particular reference to Palmerston North, Wellington and Christchurch.

For each particular site an attempt was made to identify CCLs that were used by students or were perceived ought to be used by students. Also, where possible, we sought to identify how the CCLs were established and perceived. Some qualitative understanding of the value of the CCL identified was also sought. This research sought to ask whether there unique issues for these particular sites and, if so, how did they inform a localised response to a national export education strategy?

Research Methodology

In order to gain the most comprehensive evaluative data, a variety of methods were used. This research made particular use of interviews and focus groups.

Focus groups have a distinctive cluster of characteristics and bring particular strengths to a study such as this. First, they involve homogenous people in social interaction (our focus groups drew on common people, as international students and as those who had – or had not – regular contact with community groups). Second, they involve focussed discussion, which, in our case, centred on particular questions (see Appendix). Third, information is gathered both inductively and naturalistically: that is, the setting is (relatively) more natural than a formal interview (and, in our case, often took place over a meal) and draws off themes and comments of others rather than being entirely directed by the interviewer or researcher. Focus group research is as scientifically valid a form of social science research as any other method: it does not seek to control or predict, rather it is a process of disciplined inquiry that is systematic (the same questions are asked for every focus group) and verifiable; moreover, it seeks to provide understanding and insight into the experiences of the research participants in ways that other (particularly quantitative) methods are unable to do.

Our study drew from the experiences of diverse researchers, including four post graduate students of diverse backgrounds⁵. Field notes and electronic recording were used to capture the comments in the focus groups, which were then reviewed by other members of the research team and used in the analysis process. If participants' comments were unclear or ambiguous, we asked them to elaborate and expand in order that we might more fully understand their views. We used accepted systematic steps in our analysis to identify key points and then compared results to identify and verify patterns. We have been very careful to ensure that the findings are an accurate reflection of what the focus group participants actually said. We are careful to distinguish the findings – what was said in the group or interviews – from our interpretations and recommendations. We expect more subjectivity in our interpretations and recommendations.

This study sought to explain perceptions of people on a complex topic. No instrument is available to measure the depth and multiplicity of views of this changing and complex area, other than the descriptive and in-depth method we used. Furthermore, in this form of research,

⁵ Four post graduate focus group facilitators. Two of whom also conducted interviews.

Elaine Tan – Malaysia , focus groups in Wellington and some interviews, Bindu Jacob – India focus group in Palmerston North and some interviews, Sun Haorun – China, focus group in Palmerston North, David Falconer – New Zealand, focus group in Christchurch.

the quality of the study (or, for that matter, the data) is not dependent on the size of the sample. Our intent in this type of research is to achieve theoretical saturation, that is, we are watching for patterns in our results and we sample until we discover that we have ‘saturated’ the theory or found redundant information.

In considering the effectiveness of these CCL, we recognised the merit of a control group of international students who may not be part of a CCL programme or intervention.

At first, it was thought to use some focus groups that were entirely made up of international students who had not experienced being affected by a CCL as a control group against those that had been affected. However, quite early on in the setting up of groups, it was found that randomly choosing students resulted in groups largely made up of students who had not been greatly affected by CCLs. In effect, therefore, our control became the few students who had been affected by CCLs.

Therefore, recognising the limitations of the proposed research (budgetary, logistically and temporally) we found that the majority of focus groups largely contained international students (IS) with no direct involvement with CCL programmes. Alongside this, there were a few students, and the majority in one focus group, who *did* have tangible and direct involvement with CCL programmes. This effect creates something of a limitation on the findings from the focus groups as it had been hoped that the focus groups would elicit information descriptive of how and why international students get connected with CCLs. In effect, our sample in terms of numbers of international students is too small to inform in this way. However, this study can be seen as being both exploratory and suggestive of broader trends, from it others can draw upon its methodology and findings to undertake representative and indicative research.

Focus groups of international students were conducted in each city. These groups were used to inform the research and their members were randomly chosen volunteers. Each signed a consent form for the research and also received information about it (see appendices). Several expressed interest in learning of the findings from the research. It was apparent in those that volunteered to be part of a focus group that they recognised the value in recording their experiences if it were to inform and assist future generations of international students in terms of their experiences of New Zealand.

Focus groups were conducted by post graduate students recruited and briefed for the purpose of this project.

Semi-structured in-depth interviews were held with key stakeholders, such as international student support officers and relevant community group/organisation leaders. Fourteen interviews were conducted. The stakeholders interviewed were identified using the researchers’ networks within the international education industry and on that basis, or on the recommendation of others. These proved to be very informative and helpful and those interviewed, as one would expect, were well informed and knowledgeable of the export education industry and the experiences of international students.

Research participants were asked about their expectations, experiences and perceptions of campus-community connections, with particular reference to the efficiency and short- and long-term delivery and consequences of pastoral care to international students (see appendices).

In addition, information relating to policies and practices relating to international students in each of the three sites under investigation was examined and used to inform the research. Opportunity to participate in a two-day student city summit consultation occurred in Palmerston North and this was instructive in terms of how policy can be developed and

formulated within a city and how campus and community can come together when assisted by the city council and the educational agencies within a city.

A brief analysis of the demographics of the international student population in each area was undertaken. This analysis was used to inform of differences amongst the three sites in regard to the student populations. A brief understanding of the geo-social context of each site and the way each site is marketed was sought.

The report from this research has been through a process of peer review and modifications to its presentation and clarification of some points has been made.

FINDINGS

Summary of Findings from Focus Groups

Focus Group Information

There were five focus groups with 27 international students involved: two groups in Wellington, two in Palmerston North and one in Christchurch. A second focus group for Christchurch did not occur because of timing in relation to exams. Some students did not turn up for the focus group, however, some of them (four students) called in apologies and arranged with the facilitators to meet and provide information. This information, although conducted like an interview, was added into the focus group information. One focus group in Palmerston North was entirely made up of Chinese students and was facilitated by a Chinese postgraduate student.

Country of Origin

Focus groups were diverse, with participants from various countries in Asia forming the majority and, in addition, participants from Australia, United States, East Timor, and Fiji. The sample reflected the general composition of international student bodies with over 80% from Asia.

Reasons for studying in New Zealand

The reasons of the students varied and are listed below:

- Proximity to home country
- Presence of relatives
- Decision by family
- Ease of choice of NZ as destination due to visa rules
- Perception of New Zealand as a safe, friendly country
- Lovely people
- New Zealand is English speaking
- Studies here will be easy.
- School fees are cheaper
- Wanting to learn of a different culture
- Quality of the education;
- And relatives or family friends studied here and recommended it.

Course of study

The courses varied and included veterinary, medical, arts, business and business related, humanities and social sciences.

Length of stay

The respondents were of different tenure in New Zealand. Some were here for many years since high school while most were between 1 and 3 years. The ages of all respondents were in the 19 to 25 years range with most being around 20/21.

Friendship and social activities

Respondents generally enjoy being here in New Zealand, though most of them have had negative experiences during their sojourn. They miss family and feel lonely and their closest friends are generally co-nationals or other international students they have met in New Zealand. Those that had New Zealanders as friends found them mostly through church or church-related activities or from involvement in a sports team. Previous study in high school here was also mentioned as being helpful, as students were better prepared for interacting with kiwis when they started tertiary education. Outside of church and sport only one other activity featured and that was dancing for one international student and they were from the USA.

“I think I made kiwi friends because I play football (soccer) and girls that play football here are not many”

Most reported examples of New Zealanders being friendly as helpful with directions, saying hello at the acquaintance level and friendly in a polite sense except when dealing with officials such as the Immigration Service. When a student was obviously in some distress due to an accident or getting lost, Kiwis proved to be very helpful and kind. Kindness and help in such circumstances came readily as the circumstances tended to overcome some barrier to social interaction. In terms of more in-depth friendship, most found friends with co nationals or other internationals. Almost all had endured some form of racial abuse or active dislike towards them.

The respondents found it difficult to interact with young New Zealanders who they felt were not accepting of them or were not interested in interacting with them, though the international students were interested in interaction and tried to do so. Some young New Zealanders threatened, and at times engaged in, aggressive behaviour toward Asian students and frequently this group of New Zealanders were responsible for unkind remarks, racial taunts and general verbal abuse. Behaviour from and interaction with Kiwis on campus was better than out in the wider community. General staff and academic staff tended to be polite and helpful most of the time. Some staff are very good at interacting with international students. In classes, Kiwi students tended to avoid the Asian students and actively avoided them in group-work.

International students' social activities are varied, but limited. One girl played football, one boy basketball regularly; several had attended church or church linked social activities on occasions in their free time or, for a few, played sport occasionally. Some also slept all the time they were free. The cinema and visiting supermarkets were also common pursuits for leisure time. Some felt there was

limited leisure time due to the need to study.

The social thing to do with free time at home had been going to a shopping mall. Here supermarkets had to act as substitutes as free social time often occurred at night and in some places that's all that was available and they had a similar feel with light and warmth and shopping and often students met friends.

The respondents reported that most of their other international student friends also felt the same way and had similar experiences to them

The respondents were quite vocal about the issues they faced here and discussed the views they felt Kiwis held of them. They stated that they faced considerable discrimination in New Zealand; however, this was much less within the educational institution where staff and services were far less discriminatory than within the community. However, the same could not be said generally (there were a limited few that related differently.) According to the research participants, the Kiwi students tended to reflect the wider New Zealand community and fostered racial stereotypes: Islanders are automatically

treated as poor and uncivilised; South East Asians generally rich.

The young Kiwi students, comments included: 'Stupid'; 'dumb'; 'Chinese boys are arrogant while their girls sweet'; 'cannot speak English'; 'do not belong here'

The respondents noted that Kiwis are not friendly; they discriminate; one of the girls was bullied throughout high school; international students tend to be ignored even when they are present and are talked over; obscene language and gestures are used at international students; verbal abuse tends to be aimed at Asians. They feel unsurprised by the whole thing in view of the problems Maori in New Zealand as the original settlers face, as they are not European or Anglo-Saxon.

International students faced with these are wary of friendships with Kiwis as they have been repeatedly snubbed, offended, abused and they therefore tend to stick to other co-nationals or other international students. They are reluctant to make overtures of friendship to Kiwis and less often smile.

According to Leung⁶ in her study of 2001 of Australian students "For non migrant students a sense of control was important to their psychological and academic adaptation whereas for migrant/overseas students supportive social relationships were important for their psychological and academic adaptation" If this is the case here also then there are implications when planning service provisions to both domestic and international students

However, the respondents reiterated that the negative experiences that they had in New Zealand were decreasing over time and they become more confident especially with the English language. Moreover, they also understand that Kiwis are equally reluctant to take initiative in fostering friendship and relationships with international students due to insecurity. A number reported they have started taking the initiative, though most of them reported despite failures in relating to others, they were starting to understand that New Zealanders are conservative and expect initiative from the international students; however, this is interpreted by international students as hostility and reluctance to socially interact early on in their sojourn.

International students found a number of differences in New Zealand to their home countries and cultures; they found it difficult to understand and integrate into New Zealand society: the Kiwi accent is difficult to understand and the pace of oration is very fast. Moreover, the slang also is different from what the respondents are used to through exposure to the English language. They also find the Kiwi culture very different and some of the cultural aspects difficult to accept; they 'just don't get it'. Interaction becoming easier with time and understanding of New Zealanders indicates that international students need time to learn the norms, mores and cues of social interaction within the host culture before they are able to feel comfortable.

⁶ Leung C., (2002) *The psychological adaptation of overseas and migrant students in Australia*, International Journal of Psychology, 2001, 36(4), 25--259

A study by Kagan and Cohen⁷ into cultural adjustment had this to say, “The main findings suggest that cultural adjustment is simultaneously affected by employment level, language spoken at home, having both American and native friends, internal decision making, and work value. The study supports a native extinction, host association model of cultural adjustment.”

International students admitted that they fostered stereotypes about Kiwis, especially Kiwi students, based on what they saw and experienced. International students view Kiwis as generally quite immoral and sexually free; they are also surprised by the openness about sexuality in New Zealand, including sexual orientation; Kiwi students tend to drink a lot and smoke, including experimenting with drugs; they also love to swear and much of their slang seems to have a sexual connotation. International students cannot understand the Kiwi fascination with drinking and feel that the only things they are interested are booze and rugby. It is often behaviour associated with these things that make international students uncomfortable around Kiwis.

The respondents were of the opinion that for any form of proper integration, it was necessary that dialogue be initiated between domestic and international students. The forum had to be open where all concerns and issues are openly discussed. Moreover, in the academic situation, it is imperative that mixed groups be encouraged and fostered so that the domestic and international students interact and each side has a better understanding of the other, their qualities and the value they bring, their concerns which will make true integration possible and make the New Zealand experience for international students a positive one while also opening the world up for Kiwis. There was a fairly strong body of opinion that the responsibility for ensuring integration should take place rested with the teachers and academic staff and that the academic situation was where integration needed to begin.

Interest groups

The respondents were not involved with many groups other than church or their sports club. Some joined their cultural club in the university. However, where they were a part of sports clubs, they did not always participate fully in the range of activities associated with the club, such as after-match functions, as they did not always feel comfortable. This was the same for many of their friends. However, some of their friends did not have this either, as they did not play sport or attend church or church-related activities. They tended to stay at home or mingle with other co-nationals or international students. Few connected with co cultural immigrant communities unless there was already some connection prior to arrival here.

International students found out about interest groups through a variety of means. Clubs-days, advertisements, friends and acquaintances and special events during orientation all seemed to have contributed to assisting the international students who got linked into the community. For most of those who did not get linked, it seems the messages given at orientation or on clubs-days and on notice boards seemed to have been missed or did not register. Language, inexperience and fatigue may have contributed to this early on; later on, patterns of life, in the form of a reluctance to integrate socially or a resignation that they never would integrate, were established.

⁷ Kagan H, Cohen J., (1990) *Cultural Adjustment of International Students*, Psychological Science Vol 1 no 2 March 1990, American Psychological Society.

Hospitality

Most of the respondents had very few experiences of hospitality from the wider community. Some of them have had social and fun activities with their Kiwi friends from church. However, the respondents were also scathing of church members saying that they have had negative experiences with people at church too, including being made to feel different. Most of them had never been invited to share in a meal at any Kiwi's house, and this was the experience of those connected with sports clubs and churches also.

General

One of the most shocking revelations arising out of the discussion was the comment "Yes, I won't come back", supported by the respondents in that focus and echoed in a variety of more polite ways in other focus groups. The consensus of opinion in the focus groups was that New Zealanders were not responding very well to having international students here and failing to recognise that these same international students were assisting the New Zealand economy by paying fees for education and for services. Many had the view that New Zealanders did 'not give a toss' for the well being of international students and had the view that somehow they did not deserve the privilege of studying and living in New Zealand even if they were paying for it. At this point it should be noted that four of the five focus groups were facilitated by postgraduate international students and the fifth by a Kiwi postgraduate who relates well to international student. This may have assisted in the expression of such opinion as the facilitators themselves in debriefing empathised with it.

Conclusions from the Focus Groups

What is instructive in the findings is agreement with other research, including that by Ward⁸ and Butcher⁹, into the expectations and experiences of international students in the areas of connecting with the host culture in New Zealand and making friends. And within these findings there is a disturbing dialogue of discontent in relation to the gap between expectation of friendship and connection with New Zealanders and the experiences of the individual international students. There is a consequential lack of recommendation of New Zealand as an export education destination due, it seems in part, to some unrealised expectation of a level of integration and connection with New Zealanders and subsequent feelings about the sojourn experience.

In the numbers of international students connected with CCLs, the expectation and experience is closer and there is evidence of friendship with New Zealanders, but also indications that despite the goodwill of some New Zealanders involved in some way in a CCL this group too found New Zealanders in the general community to be relatively unfriendly or disinterested in friendship and connection with international students. What is apparent within the group that have made good connections or benefited from being involved in some CCL is that their negativity towards to New Zealand experience is lessened, and their enjoyment of their sojourn here is heightened, by their involvement.

The common ingredients in making New Zealand friends, and getting connected within the New Zealand community, seemed to be sports clubs and churches. International students found out about these through advertisements, orientation programmes and clubs days.

⁸Ward, C., (2002), 'Expectations and Experiences of International Students in New Zealand', Presentation to ATLAANZ Conference November 13

⁹ Butcher, A. (2003), No Place Like Home? The Experiences of Southeast Asian international Tertiary Students in New Zealand and their re-entry into their countries of origin, Unpublished PhD thesis, Massey University at Albany

Beyond these two sets of community groups, only one respondent in this set of focus groups identified other groups and that was through an interest in dancing. The majority of respondents in the focus groups did not make significant connections with campus community groups and the perception amongst them was this was the case for most international students. A further perception was that community groups of the same ethnicity as the students were not generally recognised as New Zealand community groups.

The focus groups on all three sites were remarkably similar in what was reported by them. What stood out from the focus groups is the lack of connections being made for international students, an attendant lack of knowledge of campus community groups, and the perception that, as a result of insignificant connection with New Zealanders, they are perceived as unfriendly and resent the presence of international students. Students who had experienced connections had a better view of New Zealand and New Zealanders.

Butcher *et al* undertook a case study of Palmerston North, in this area, in 2001¹⁰. The indications from the focus groups conducted in 2004 is that the campus community groups in Palmerston North have not expanded their services to meet the increased numbers and that the proportion of international students as a consequence that are not making friends with New Zealanders is now higher. In that period of time, the international student numbers have more than doubled.

¹⁰ Butcher, A., Lim, L-H., McGrath, T., & Revis, L., (2002) *Nga Tangata Partnership in the Pastoral care of International Students* Auckland, Asia Pacific Migration Research Network.

SUMMARY OF FINDING FROM INTERVIEWS

Roles of Interviewees

A total of fourteen interviews were conducted. Four interviews (five persons interviewed one interview with two ISOs together) were conducted with persons working as International Support Officers in Educational Institutions. Three had roles in international education associations. One was a pastoral care, guardianship, home-stay agent. One was a student city coordinator One was an international education providers. One was worked for a major accommodation provider for international students, and two had leading roles in major community groups with a strong focus on the needs of international students. One was primarily involved in research and the providing of information to the international education industry.

All interviewees showed a good understanding of the export education sector and were insightful in their comments. They were chosen for interview because there was an expectation that their comments would be informative and balanced with a background of experience and understanding. This proved to be the case.

Key Needs of International Students

The interviewees identified that international students need:

- to feel welcome;
- to make friends;
- somewhere to go for answers;
- information;
- a safe conducive environment for study;
- support services equivalent to home(like families);
- to be respected and valued as more than economic contributors to society;
- language support;
- academic support;
- good safe accommodation
- advocacy
- to receive the services & support promised when education sold to them;
- quality education experience;
- cultural awareness of differences and for their advisers to be similarly aware.

There was a fairly general consensus that a good mix of institutional-based support services that provided good support for the educative aspect of sojourn was essential, as was a good level of support to ensure a safe and happy living experience in terms of accommodation and information about living in New Zealand. In addition, an indication was given that it was necessary to have available some form of surrogacy from the community in regard to social and living support that would equate to the community and family support a student would have experienced at home. What emerged from this question is that there is a perception of a lack of suitable information services for international students and that campus orientation programmes are insufficient.

In response to the question of who is responsible for meeting these needs, there was a range of views. Clearly the education institutions had some responsibility, but respondents also identified regional and central government, regional international education associations, students associations, accommodation providers, community groups and basically anyone who comes into contact with international students including retail, business and service sectors, as well as people within the wider community. There was a perception amongst

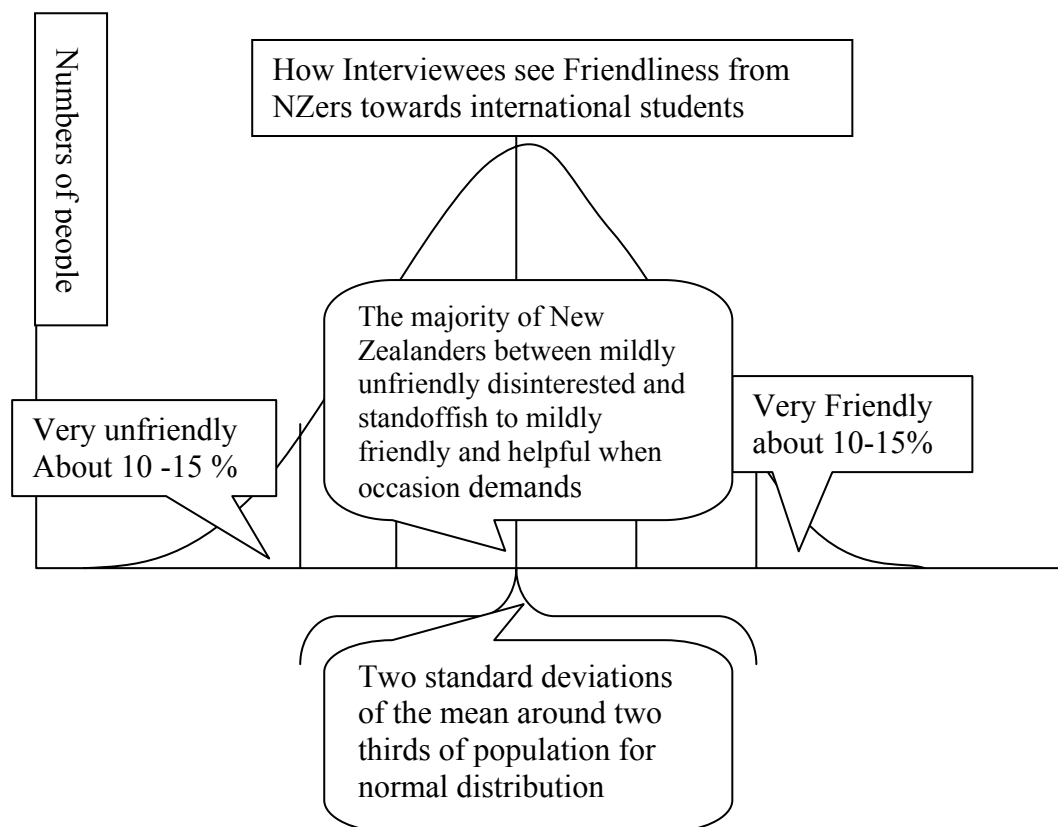
those interviewed that the international education industry was now too big and too important for New Zealand that “all of us” had responsibility to ensure the whole experience of overseas education was positive for the majority of those coming here for it. The responses from interviewees were indicative of the need for a more coordinated approach to ensuring the needs of international students were met and that we should be well beyond leaving things to chance and the goodwill of a few education institution staff and interested community people.

In this regard, there was a recommendation that city infrastructures needed to look at meeting needs and that student city summit type of events that brought together a variety of groups within an educational destination were very necessary. Palmerston North held a student city summit in March 2004 that did this from the general perspective of all services offered to students and Christchurch had gained immense value in this regard by the Education Christchurch summit in 2003. These talk-fests were highly regarded by some of the interviewees as helpful in identifying needs and creating a context for partnership and a driver for closer relationships between campus, community and the city leadership. That Wellington had not had such an event of that magnitude was seen as a disadvantage for Wellington and indicative of the view from city leadership that “Wellington being small and close knit capital city, used to a range of ethnicities, more than other cities, might be in a better position (than other cities inferred)..... [However, the] Wellington region doesn’t have alleged problems of resentment that other cities may have.” There is a research gap here as there is no hard evidence that Wellington as a city somehow through its geo-social context is better placed than other centres when it comes to meeting the needs of international students.

Friendship and Social Activities

In response to the question of whether New Zealanders are friendly towards international students, the responses were varied. There was a consensus that some are very friendly and some are definitely not. The majority of New Zealanders are not unfriendly, but not really interested in friendship with international students unless some circumstance encourages it. Some comments suggested that locations affected the degree of friendship and the comment was made that Wellington was a friendlier place than some other centres; however, all the respondents saying this lived and worked in Wellington. There was tendency to be more positive in regard to one’s own location than a location in another centre. Auckland as a centre came in for negative comment, as did the media that highlighted problems in other places giving a bad name to all.

Citywide welcomes and Mayoral welcomes were generally well perceived as being helpful, as were cultural events such as the Festival of Cultures in Palmerston North. Such welcomes send out a message of friendship and ascribe value to the students.



The views of the interviewees in regard to friendship could easily fit a normal distribution curve with the majority of the population fitting the category or relatively neutral on friendliness towards international students. Whether this is so would need more careful in depth investigation and analysis.

While the above graphical representation is speculative it has a fit with the responses of the interviewees. New Zealanders see themselves as friendly and hospitable people, yet they lack a level of cross-cultural skills that would give them confidence in social and other settings with international students. Many international students are young and lack the experience of life to be significant initiators in social and inter cultural settings.

Friendliness was greater within the tertiary education setting than in the wider community. The inability of young Kiwi students to interact with and form friends with international students was also recognised. Some interviewees commented, to varying degrees, also as to the importance of Kiwi students being encouraged to form friendships with international students as being useful and important to them in a global society. Comment was also made as to the importance of internationalisation proceeding in New Zealand's tertiary education environment and, if it were to proceed, it would somehow enhance the aspect of interaction between international and Kiwi students.

In this section, several observations emerged that affect the aspect of friendship with people in the host culture.

1. The social immaturity of many international students
2. The reticence of young Kiwi students to make friends amongst international students.
3. The barriers of language and culture and past socialisation (male Chinese students from one-child families were singled out as extreme indicators of past socialisation affecting their response to adjusting to living in New Zealand. The young male Chinese students frequently acted in very self centred and demanding ways.)
4. The lack of contexts for mixing of Kiwis and internationals both within the educational institutions and the community
5. The lack of information and a place where international students can obtain information particularly to assist in making connections.
6. The lack of education for the wider community on international education and its benefits and on the students who come here.
7. The lack of education within the wider community on multiculturalism. The need to address issues of active and default racist attitudes. This is needful in our schooling system in regards to the future and where there is significant concern.
8. The lack of positive stories within the media relating to the value of internationals students and insight into them as people.
9. The need for the industry to change from viewing international students as necessary cash commodities, but more so from the perspective of their humanity and contribution to our society.
10. The need to encourage and offer support to the community and voluntary agencies that are recognisably making a significant contribution to providing friendship and support for international students.

All of this indicates that in the view of those interviewed there is a long way to go in terms of New Zealand providing an infrastructure to support and meet the needs of its present international student population. Certainly, in all three locations under examination, there is a significant lack of support structures that encourage friendship between host culture and international students.

Interest Groups

The general consensus was that community groups play an important role in the pastoral care of international students. However, a very insightful comment was made that community groups do not exist primarily for the pastoral care of international students; rather, they have other reasons for their existence; for example, a tramping club exists for the purpose of tramping and if, along the way, it contributes to the pastoral care of its members then that's a good, albeit unintended, consequence.

The benefits of community groups included exchange of learning such as languages and culture and long term relationships that lead to benefits down-stream such as trade. Community groups create a context for individuals to build friendships and share ideas and things in common.

The weaknesses in community groups sometimes centre on their agendas and reasons for existence. Obviously, sports clubs have a clear and unencumbered mandate to recruit and involve international students; what they represent is obvious to their sports code. Religious groups, on the other hand, were viewed by the interviewees as both good and bad. Churches featured high in the list of groups that offered friendship and social interaction and many international students connected with these, some out of seeking connections that were part of their life at home, some simply because of recommendations from fellow students and through friends they made, and some through the reputation that churches were a place to connect with friendly Kiwis. Some students, however, became connected with religious groups that were bordering on cult-like and this created concern for some of those interviewed. The concerns centred on the levels of involvement some students might have and the issues for them on re-entry to their home societies.

Frustration was expressed with the nature of community groups, as it was hard for international offices to vet and keep in touch with community groups, especially with volunteer fatigue and with the changing nature of such groups in terms of their officers and contact information. This highlighted a need that some citizens' advice groups were seeking to fill in terms of available current information. Again, a need was seen to have up to date and useful information available to international students at their point of need which may not be during their initial orientation.

A further weakness was that many community groups that potentially could be of value to international students simply did not have a sense of wanting to include international students or know how to. This highlighted the need for connections to be nurtured by a wider agency that could both provide training as well as ensure connection. The concept of providing a student city coordinator in Palmerston North as a person employed to enhance such connections is a good one as it develops has the potential to enhance this area.

Of note, there were some groups whose existence were at least, in part, due to the presence of international students. Within the sample of those interviewed, the Asian Youth Trust in Christchurch and the Operation Friendship movement were mentioned.

The Asian Youth Trust depends on a lot of volunteers and, as part of its ethos, is in existence to assist Asian youth and as such it does a lot of work with Asian students in Christchurch. Operation Friendship is an inter-church related movement that originated in Christchurch but is present now in many cities. It is set up to offer no-strings-attached friendship to international students, utilising people from the wider church community in a city. Both are completely voluntary agencies and both vet and train their volunteers. Such groups experience volunteer fatigue and more so as the numbers of students keep growing and their resources are finite. Such groups need encouragement and assistance with the implementing of their programmes.

Two further groups were mentioned in this phase of interviews: Citizens Advice Bureau, which is quite strong in Christchurch in providing for the needs of internationals and in helping them gain good connections; while it was not rated so highly in Wellington or Palmerston North, it was nevertheless considered to be useful. The other community group was Rotary International, whose service clubs have a good tendency to help with providing material and support events for international students mainly as discreet one off projects or short term programmes or events.

The mention of the various community groups in these ways indicates three different types of groups to be encouraged for consideration in regard to connecting international students to them:

1. Groups for whom a primary part of their service is in support of international students e.g. Operation Friendship, Asian Youth Trust
2. Groups with a regular involvement with international students but whose involvement fulfils a secondary purpose e.g. Rotary, CAB
3. Groups whose primary purpose has little to do with being an international student but because of the particular individual interests of some students there is a commonality of interest that allows for connection e.g. sports clubs, churches, mosques.

There are also some groups for whom connection with international students should be actively discouraged as these groups are characterised by a clear distinctive agenda of their own that is potentially contrary to the needs and well being of international students, such as Casinos and cults.

General

All agreed that the issues under discussion in the research were important. General comments tended to repeat earlier observations, but highlighted some of the things interviewees were keen to see happen for the benefit of international students. Amongst these were the recommendations that:

- International students need specialised information centres in areas where there is a large concentration of students.
- Local Government needs to get involved. It must see the support of international students as important and act to support those who in turn support the students and to assist in bringing the various bodies involved with international education together and to help link in the community groups and assist the formation of campus community connections.
- There needs to be recognition of the value of the community dimension in pastoral care, for adding value to the export education business needs to be given and education within the wider community as to the value of the industry to New Zealand.
- Universities and Government must recognise their responsibility in stimulating the community to reflect the caring country image that is being marketed overseas and to make it a reality or to lower the expectations of students engendered by it.
 - A corollary to the above point is that what is marketed is delivered as per code requirements: “the recruitment of international students is undertaken in an ethical and responsible manner.” And “the information supplied to international students is comprehensive, accurate and up to date.” Concern was expressed that expectation engendered from marketing information was not being realised in experience and much of that expectation was in the belief that New Zealand is a caring, friendly and safe destination and that New Zealanders are friendly and hospitable and kind and welcome international visitors. There is a view that this may have been true for international students in the past but is only partially true today with a

significant majority of international students finding it not the case in their experience.

The findings in one further focus group are yet to be included here so there may be some change if this group is not consistent with the others.

- Education is needed to change negative stereotyping of international students within the wider community. The pervading media reinforced view of international students as Asians with poor language, social and driving skills needs to be replaced, or at least balanced, by a reality that is far more positive.
- A lot of money is poured into marketing, but needs to be balanced by money put in to support pastoral care and to improving the overall quality of care all-round from institution, community, government departments, city councils and community groups business and service groups as well as individual citizens teachers and general staff.
- Educational institutions need to provide specialist carers or wholly dedicated pastoral care workers, as combining the administrative load with pastoral care does not work for staff in institutions as the load in each frequently occurs in parallel.
- International students need to be assisted and educated in their awareness of New Zealand law.
- International students need some supportive advocacy people they can make use of when having to handle difficult situations, such as dealing with health services, police, immigration service, accommodation providers and even their educational institution.

In comparing the comments of the interviewees for the three sites there was much in common. Universally identifiable is a general lack in the ability of international students to develop friendships with New Zealanders. Much of the comment centred on how to help this and in so doing support the care of international students.

What differs between the three sites is the fact that both Christchurch and Palmerston North have gone down the route of looking to link the various institutions within their cities and to have them focus on working together to create outcomes beneficial to international students and enhancement of student retention sustainable business for the sector. Wellington, on the other hand, has not had as much city leadership involvement in doing such a thing, but has relied heavily on the view that it already has a cosmopolitan infrastructure that naturally meets the needs of international students.

COMPARING CHRISTCHURCH, WELLINGTON AND PALMERSTON NORTH

In starting this study we had expected some major distinctions to emerge related to each city in the study. This has not been so; however, there appears to be more being done for international students in Christchurch and Palmerston North, where the city leaders have got involved and there is greater recognition of the value of the students to the city. Wellington's relatively *laissez faire* approach has generally failed to stimulate community groups to be of assistance and it lacks a city approach to welcome.

Other differences that emerged seem to centre on diversity. Palmerston North's international student body is very diverse with around 70 nationalities represented in it. Christchurch also has a diverse student body if Lincoln University is included, but not to the same extent as Palmerston North and with very high concentrations of East Asian students in the city. Wellington's international student body is less diverse and is dominated by East Asian students with large numbers of Mainland Chinese.

Diversity appears to encourage a greater propensity to mix cross culturally and this tends to assist the international students in initiating friendships with Kiwis.

A view held by some students was that Christchurch has a known problem with racists groups targeting various international groups, including students. No respondents in the study reported such encounters. However, the students in the focus groups reported racism alive and well amongst Kiwis in all centres in their experience and, in Wellington, one of the students reported being beaten up by young Kiwis for no other reason than they were of a different race.

Each centre had aspects of its geo- social context to commend itself to internationals: The cosmopolitan context of Wellington, Christchurch the garden city with its pristine environment, and Palmerston North, a student and education centre which openly and publicly celebrates the ethnic diversity within it. There are ranges of self-beliefs within each place, but, in the responses of the student focus groups, these things seemed to make very little difference. The students were more concerned at the lack of welcome and the lack of friendship accorded by the New Zealanders. It seems that a priority in each centre should be placed on getting its citizens to befriend the international students and perhaps the programmes and events of councils and institutions should reflect that.

Overall, there was not a lot that each centre could learn from the others; however, exchanges of ideas are still important. What each centre could learn and seek to address as an immediate priority is the need to get more friendly interaction between Kiwis and international students. This alone will do much more it seems to enhance the sojourn and meet the expectations of international students than anything else.

General Discussion

International students have considerable ability to positively impact local communities. They provide a plus factor to the revenue streams of many local businesses. Their diversity encourages new business initiatives. They promote multi-cultural and religious diversity, facilitate future business contacts and assist with future and even present export opportunities. They ultimately create extensive networks of contacts often through formal and informal Alumni. They enhance internationalisation within the education curriculum by their very presence in the classrooms providing and encouraging a context supportive of internationalised curricula.

There is a need for stronger advocacy and education on the benefits of international students and internationalisation in more broad terms. People in high places need to act in ways to strongly affirm the value of international students and the value of those who work in the care of international students. These include educational CEOs , politicians, and city leaders.

Five distinct issues need to be addressed:

1. The integration of international and local students
2. The improvement in relationships of international students with local communities
3. The need for new approaches to assist this integration and improvement
4. The need to encourage and support existing community groups assisting integration, improvement and implementation
5. The need for city leaders to ensure a coordinated approach occurs within their city and that campus community linkages are enhanced.

The students who took part in this investigation were fairly unanimous in their view that New Zealand and New Zealanders are, in general, not that friendly towards international students. Young New Zealanders were considered the worst. They found it difficult to integrate and only a small proportion were able to link into community groups and there were a limited number of these available in their view.

Those interviewed recognised some attitudes within New Zealand needed changing and that New Zealanders as a whole were insufficiently knowledgeable of the international education industry and its importance to New Zealand. They tended to think that their local community was doing better in the befriending of international students than was the perception of the focus groups of students.

There appeared to be a gap between the perceptions of students and that of those working closely with the international education industry; however, they did agree relating to the first two issues identified, namely:

- The integration of international and local students
- And the improvement in relationships of international students with local communities.

The extent to which this is a problem is where they tended to disagree. The students being more subjectively involved felt the issues more keenly and at times expressed their subjectivity. Those working with the industry tended to value the good work being done very highly and overvalue it in terms of the extent to which it impacted international students. For example, 20 students gaining assistance from a community group and being enabled to practice English and develop friendships with some Kiwis is great, but when considered in the light of over 2000 international students in the institution, many of whom could also benefit by a Kiwi friend and some English practice, the good work of a community group seems somehow less significant, especially if you are one of the many who misses out.

Since an earlier study the principal researchers were involved in,¹¹ the numbers of international students has more than doubled. This investigation indicates that the numbers of community groups getting involved with international students appears to have remained static or even declined, as there seems to be some indications of volunteer fatigue in the comments of some interviewees. Very little has been done to foster the linking of campus and community groups. More needs to be done on a formal basis. The recent appointment of a Student City Co-ordinator in Palmerston North looks to be a significant step forward but fostering connections and links to the community for international students is only a small part of his job.

The development of campus community linkages has not kept pace with the need for such linkages. There are now more students in need than at any time before simply because there are more students. What was revealed in this study relating to the formation of campus community linkages is that the days of the informal approach are over and there is a need for cities to unite the educational institutions, community groups and business and service groups and to have them focus on how they relate to international students and to produce a genuine more friendly and friendship building approach in all that they do and offer.

If a national education strategy is to succeed to produce a long-term sustainable high-quality international education sector, then the issues raised by this report will need to be addressed. Increasing numbers of international students receiving a total experience here that is less than satisfying in the areas of interaction with New Zealanders can only result in a down-grading of New Zealand as an international education destination and a down-grading of our countries reputation. Long term, New Zealand needs friends and goodwill especially in Asia and, if those who know most about New Zealand, the graduates who have studied here found their experience of New Zealand unfriendly and failed to make connections with New Zealanders, then they are unlikely to be greatly supportive of our trade and relationships in the future.

Limitations

In any research of a qualitative nature and a small sample size of opinion the limitations need to be recognised. The sample size was small especially in regard to the numbers of students and focus groups involved. The information obtained from this small sample should be regarded as indicative rather than representative without other information to support it. The survey conducted by Ward however which was more representative of international students, correlates well with the findings in this research, however, that and this work, whilst intersecting at points, are only pieces of a wider puzzle. There is a need for more work to be done to ensure the findings are verified and made more robust.

This action research could be considered a pilot for a more in depth piece of work that would examine the interaction of international students with their domestic peers and the community.

¹¹ Butcher A, Lin LH, McGrath T & Revis L (2002) *Nga Tangata: Partnership in the Pastoral Care of International Students*, New Zealand Migration Research Network

CONCLUSION

This small study has raised a number of issues, none of which are new to those who work closely with international students, but these issues are only beginning to be perceived more widely. The realisation that New Zealanders are generally perceived as unfriendly to international students is one that needs addressing. This is especially so for the next generation of New Zealanders who will have to live a work in global work place and need an internationalised experience in their tertiary training.

This study sought to evaluate the effect of CCLs in three cities and to report on their effectiveness in aiding the pastoral care of international students. What has resulted from the study is that it appears most international students do not gain significant connections with community groups or befriend New Zealanders. Those that do gain connection with community groups find it helpful in developing friendships with New Zealanders. There is need for more formal work to be done to encourage campus community linkages and local government; educational institutions and communities have to work together to foster these. Encouragement is needed for all who currently provide services from the community for international students.

We have to realise that the international student body is a wonderful resource to help us engage with the world and that our communities and our students need to be involved with them while they are here so we can learn and grow and be better placed to take our place in a changing world.

“Fostering communication between diverse groups, not only between Pakeha and ‘Asians’ but between ‘Asian’ people and Maori and Pacific communities, is required. This should occur at all levels: in government, in community settings and on a one to one basis.”
Beven Yee, Seriously Asia Contribution¹²

or in the words of a Maori proverb:

**“He aha te mea nui o tea ao?
He tangata, He tangata, He tangata.**

What is the most important thing in the world?

The people, The people, The people.”

Campus community linkages in support of international students are slowly becoming more defined, developed and recognised within New Zealand cities. The three cities being looked at in the current study show evidence of progress and the working out of ways appropriate to their setting. The progress has been small and somewhat lost in the overwhelming increase in international student numbers. Each can learn from the others and a need to share information. New Zealand’s international education industry is seeing that numbers are not the only important aspect of growth. There is a need to improve the total quality of the international student experience. The community has a pivotal role to play in this and enhanced campus community linkages have the potential to utilize the communities to a far greater degree and thus improve the experience of international students assist in their pastoral care.

¹² Seriously Asia Final Report(2003) P 39. Asia2000 Foundation.

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Appendices

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INTERNATIONAL STUDENT MINISTRIES

Box 6082, Awapuni, Palmerston North, New Zealand. Phone: (06) 356 7981

E-mail: ism@inspire.net.nz. Internet: www.ism.org.nz

Campus-Community Linkages in the Pastoral Care of International Students.

This research project is one of several research projects that the Ministry of Education is funding to explore export education in New Zealand.

International Student Ministries New Zealand is a Christian ministry for international students studying in New Zealand. We seek to encourage success in all areas of life, including study. Our programmes reflect a commitment to pastoral and welfare support, Christian discipleship, lifestyle development and re-entry preparation. We work with churches, other agencies and educational institutions to enhance international student sojourn in Aotearoa New Zealand. Involvement in this research is part of ISM NZ's commitment to enhancing the general welfare and sojourn experiences of international students

This particular project is looking at the pastoral care of international students in the campuses and by the communities in which they are based. This project is concerned with international students' expectations, experiences and perceptions of their pastoral care through these community connections. We would like to invite you to participate in this important research.

These campus-community connections may be through involvement in ethnic, cultural or religious groups that are based off-campus. We are interested in hearing your experiences of these connections. However, if you have no experience of these community connections, we would also like to hear your expectations and experiences of the pastoral care you may have received from your education provider.

Talking about both positive and negative experiences and expectations can sometimes be a sensitive issue and we are aware that there might be some difficulties in talking about personal matters and experiences. **If you feel awkward, you should say so. You always have the right to decline to answer questions or to provide information when you feel that it is not appropriate.**

However, we would like to ask you some questions about your own experiences or those of other members of your particular group. The purpose of asking these questions is to understand the issues faced by international students. But we also want to ask you about the possibility of doing something positive to improve the situation. We also will ask you what you think ought to be done.

Thank you for taking part in the research. On behalf of Dr. Andrew Butcher and myself, we want to thank you for your time and willingness to offer your thoughts. If you have any queries, then please do not hesitate to contact me. My direct dial number is 06 356 7981.

All the very best.

Yours sincerely

Terry McGrath
National Coordinator, ISM New Zealand
Chaplain, Massey University

(ii)

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Box 6082, Awapuni, Palmerston North, New Zealand. Phone: (06) 356 7981
E-mail: ism@inspire.net.nz. Internet: www.ism.org.nz

Campus-Community Linkages in the Pastoral Care of International Students

INFORMATION SHEET

This research, on the campus-community linkages in the pastoral care of international students, is one of several research projects on export education in New Zealand being funded by the Ministry of Education. Terry McGrath and Dr. Andrew Butcher are undertaking this research.

Using focus groups, this project will explore the expectations, experiences and perceptions of campus-community connections in Palmerston North, Wellington and Christchurch. This research will be published in a report and a series of articles and book chapters. It is designed to help New Zealanders understand the experiences of international students, and to improve policy.

We would like to invite you to participate in this important and valuable research.

Your name has been provided to us by an educational institution, or from the contacts of the research team.

These focus groups will consist of between six and ten members. This small size means that they will be manageable, allow everybody to have a say, and will also be representative of people's different experiences.

Depending on the time of day at which the focus groups are held, they will include morning or afternoon teas or supper, provided by the researchers. These focus groups will probably last approximately 60-90 minutes.

These focus groups will be either recorded on audiotape or notated by the researcher and this data will then be transcribed. All information will be kept confidential by the research team and securely kept during the course of the research and destroyed five (5) years after the completion of the research.

Participants' information will be both confidential and the final report will not identify those who have participated by name. To this end, participants will be asked to sign a consent form.

You have the right to:

- decline to participate;
- decline to answer any particular question;
- withdraw from the study (*at any time before 1 June 2004*);
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used;
- be given access to a summary of the project findings when it is concluded.
- ask for the audio tape to be turned off at any time during the interview.

This research will be valuable in identifying best practice campus-community linkage models for the pastoral care of international students in New Zealand. If you have any questions about this research, please contact Terry McGrath on 06 356 7981 or terrence.mcgrath.1@uni.massey.ac.nz, ISM New Zealand, PO Box 6082, Palmerston North.

Thank you for reading this information sheet,

Terry McGrath & Dr. Andrew Butcher

This research has been peer-reviewed by the ISM Ethics Committee and they have established that this research meets the required ethical guidelines. If you have any concerns about the conduct of this research, please contact Dr. Janine Rasmussen, Chair of the Ethics Committee, telephone 06 3595202, email t.rasmussen@inspire.net.nz

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CCL RESEARCH - QUESTIONS FOR FOCUS GROUPS

PREAMBLE

As part of a Ministry of Education funded research project, we are interested in finding out about the experiences of international students in New Zealand. We are particularly interested in how you, and others like you, experience social connections with people or groups in this community. Obviously, it is important to hear about the good things that have happened to you, but it is also important to hear about anything that has not been so helpful.

We are interested in hearing about these experiences, even though they might not be very nice. But it is important that New Zealanders hear your stories, and we hope that you will help us in telling these stories.

We are also interested in hearing what you think will make things better. What should we do to improve relations between international students and other New Zealanders, or make your life in New Zealand better.

Introductory Questions

- Where are you from?
- Why did you come to New Zealand to study?
- What do you study here?
- How long have you been in New Zealand?

Friendship & Social Activities

- Do you enjoy studying in New Zealand?
- In your experience, are New Zealanders friendly? Can you give an example (of friendliness or un-friendliness)?
- Where do you spend most of your free time? (e.g. in the city, friends' places, home-stay, hostel etc.)
- Do you have many friends in New Zealand? Tell us about those friends (i.e. where they are from, how you met them etc.)
- Who do you socialise/go out with the most? (e.g. flatmates, peers, New Zealanders, others)
- What are your experiences of socialising with New Zealanders? Do you find it easy or difficult?

- What experiences have your friends or flatmates had of socialising with New Zealanders?
- What are your experiences of your peers and teachers in your classroom/discipline? Do you find them helpful and encouraging? Do you socialise with them? Do you find it easy or difficult to connect with them?
- How do you think New Zealanders view international students?
- In terms of social interaction in New Zealand, what are the areas that international students have the most difficulties? What makes an experience positive? What makes an experience negative?
- What can be done to ease social interaction between international students and New Zealand's host cultures?

Interest Groups

- Are you involved in any social, cultural or religious groups (e.g. sports-club, church, cultural group etc.)?
- Are any of your friends involved in any of these groups?
- How did you and/or your friends find out about these groups? (e.g. advertised, through friends, family, educational institution, heard about it in country of origin etc.) How did you get involved in them? Tell us about these groups – what you like about them, what you don't like about them, what they do well, what they could do better.
- What do these groups do? [The answer to this may be obvious if it is a sports-team, but worth exploring if there are social activities attached to that.]
- If you are not involved in any of these groups, would you like to be? What would you like to them to achieve for you?
- Do you think these various groups are important and significant for international students in New Zealand? Why? Why not?
- Would you recommend new international students to New Zealand/your friends to join groups like these? Why? Why not?

Hospitality

- What are your experiences of hospitality in New Zealand? E.g. Have you ever been invited to someone's home for a meal? Have you ever been invited with a New Zealand family or group of people on an outing? Can you give an example? Tell us whether you found these experiences to be positive/negative? Why? How?

- What are the experiences of your friends? Do they find New Zealanders hospitable and welcoming? Why? Why not? Can you give an example?

General:

- Do you think that the issues we have discussed today are important for international students in New Zealand?
- Is there anything else you would like to add?

Thank participants for their time, assure them of the confidentiality of the research and remind them of the use of the research.

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INTERNATIONAL STUDENT MINISTRIES

Box 6082, Awapuni, Palmerston North, New Zealand. Phone: (06) 356 7981
E-mail: ism@inspire.net.nz. Internet: www.ism.org.nz

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CONSENT FORM

**THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF FIVE (5)
YEARS**

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the focus group interview being audio taped.

I agree/do not agree being notated by the researcher.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

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Date:

.....

Full Name - printed

.....

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Using focus groups of students and interviews of other stakeholders, this project will explore the expectations, experiences and perceptions of campus-community connections in Palmerston North, Wellington and Christchurch. This research will be published in a report and a series of articles and book chapters. It is designed to help New Zealanders understand the experiences of international students, and to improve policy.

We would like to invite you to participate in this important and valuable research.

Your name has been provided to us by an educational institution, or from the contacts of the research team.

The interviews will be either recorded on audiotape or notated by the researcher and this data will then be transcribed. All information will be kept confidential by the research team and securely kept during the course of the research and destroyed five (5) years after the completion of the research.

Participants' information will be both confidential and the final report will not identify those who have participated by name. To this end, participants will be asked to sign a consent form. You have the right to:

- decline to participate;
- decline to answer any particular question;
- withdraw from the study (*at any time before 1 June 2004*);
- ask any questions about the study at any time during participation;
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This research will be valuable in identifying best practice campus-community linkage models for the pastoral care of international students in New Zealand.

If you have any questions about this research, please contact Terry McGrath on 06 356 7981 or <terrence.mcgrath.1@uni.massey.ac.nz>, ISM New Zealand, PO Box 6082, Palmerston North.

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CCL RESEARCH - QUESTIONS FOR INTERVIEWS

PREAMBLE

As part of a Ministry of Education funded research project, we are interested in finding out about the experiences of international students in New Zealand. We are particularly interested in your views and professional opinions of the social connections between international students on tertiary campuses and community groups. We are interested in hearing as to what you see as being helpful and positive, as well as unhelpful and negative.

We are also interested in hearing what you think will make things better. What should we do to improve relations between international students and other New Zealanders, or make their life in New Zealand better.

Introductory Questions

- What is your role with international students?
- How long have you been in this role?
- Have you done similar work prior to taking up your current position?
- What do you think are the key needs of international students in New Zealand?
 - Why do you think this?
- In your opinion, who responds/does not respond to these needs?
 - Could you please elaborate?

Friendship & Social Activities

- In your opinion, are New Zealanders friendly toward international students?
 - Can you give an example (of friendliness or un-friendliness)?
- Are New Zealanders hospitable toward international students?
- How do you think New Zealanders view international students?
- In your opinion, in terms of social interaction in New Zealand, what are the areas that international students have the most difficulties?
 - What makes an experience positive?
 - What makes an experience negative?

- What can be done to ease social interaction between international students and New Zealand's host cultures?

Interest Groups

- Do you think that community groups (e.g. cultural, religious or sports groups) play an important role in the pastoral care of international students?
 - Could you elaborate?
- What are some of the benefits of these groups? (i.e. what do these groups do well?)
- What are some of the weaknesses of these groups? (i.e. what could they do better?)
- How do international students find out about these groups? (e.g. advertised, through friends, family, educational institution, heard about it in country of origin etc.)
- Do you think these groups have a short-term or long-term impact, or both, or no impact at all?
 - Could you elaborate?
- What do you see as the *raison d'être* of these groups?
 - Given this, do they have a valid role to play in the pastoral care of international students?
- Do you think these various groups are important and significant for international students in New Zealand?
 - Why? Why not?
- Would you recommend new international students to New Zealand to join groups like these?
 - Why? Why not?

General:

- Do you think that the issues we have discussed today are important for international students in New Zealand?
- Is there anything else you would like to add?

Thank participants for their time, assure them of the confidentiality of the research and remind them of the use of the research.

