

respondent profile



3.1

INTERNATIONAL STUDENT CHARACTERISTICS

This section profiles the respondents who completed the National Survey of International Students. The descriptions are derived from the questions asked in Section A of the survey and provide an understanding of respondents’:

- personal characteristics (e.g. age, gender, and country of origin);
- level of study;
- length of time in New Zealand and at their educational institution;
- English language proficiency; and
- means of financing their education in New Zealand.

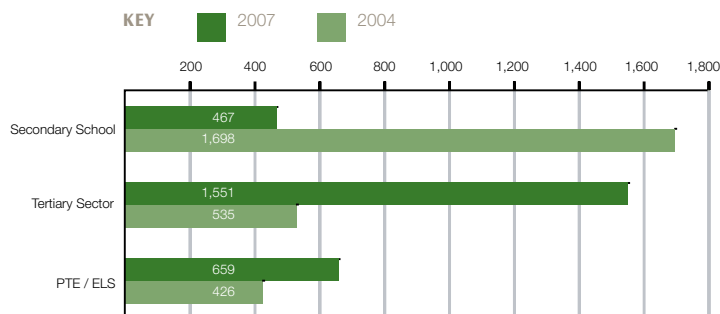
CURRENT EDUCATION INSTITUTION ATTENDANCE

3.1.1

Two thousand six hundred and seventy-seven international students took part in the research. The sample included 1,136 university students, 415 ITP students, 659 PTE / ELS and 467 secondary school students. Figure 3.0 below profiles the sample population by sector type, comparing the 2007 and 2003 responses.

F 3.0

FIGURE 3.0
PROFILE OF SURVEY SAMPLE BY SECTOR



- The 2007 data included 1,365 males (51%) and 1,306 females (49%); 6 respondents did not indicate their gender. Ages ranged from 13 to 62 years with a mean of 22.9 years in 2007, in contrast to a mean age of 19.4 years in 2003. The difference in mean age between the two surveys reflects the significantly higher representation of secondary school students in the 2003 survey. The mean age for secondary students was 16.7 years, for university students 23.7 years, ITP students 25.4 years and for private language school students 24.8 years. Appendix C profiles in detail the differences between the 2007 and 2003 data.
- Students who reported that they were enrolled in universities indicated that they were most frequently enrolled for Bachelor degrees (63%), Bachelor degrees with Hons (6%), Master’s degrees (6%) or PhD (6%). Of the 659 students enrolled in private language schools, 37% of the students were studying in English language programmes, 21% towards a diploma and 17% towards a Bachelor’s degree.

COUNTRY OF ORIGIN

3.1.2

Students from China (42%) were the largest national group of respondents, followed by students from Korea (11%) and Japan (7%). Smaller numbers of students came from Malaysia (6%), India (5%), Thailand (3%), Hong Kong (3%), Germany (3%), Indonesia (2%) and Taiwan (2%). These proportions are consistent with current enrolment trends.

The remaining students originated from a range of different countries. In total over 80 different nationalities were represented.

In order to provide comparisons to the 2003 analysis, students were grouped into Chinese, Other Asian, Middle East / Africa / Other, ESANA, and Pacific Islands countries for many of the comparative analyses in the following sections. ESANA students include those from Europe, South and North America and Australia. Refer to Table 3.0 below.

T 3.0 TABLE 3.0
COUNTRY OF ORIGIN OF RESPONDENTS

Country of Origin (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
China	15	35	33	62	53	53	42	55
Korea	31	19	14	18	4	7	11	15
Japan	14	18	11	9	4	10	7	11
Thailand	6	8	4	3	2	2	3	4
Taiwan	5	3	3	2	1	2	2	2
Germany	5	3	2	0	2	1	3	1
France	1	N/A	0	N/A	0		0	N/A
India	1	0	11		4	0	5	1
Uruguay	0	N/A	0	N/A	0		0	N/A
Hong Kong	8	6	1	1	2	1	3	2
Indonesia	1	1	1	0	2	1	2	1
Malaysia	1	1	2	0	10	3	6	1
Other	13	6	19	3	16	15	16	8
TOTAL	N=467	N=1,745	N=659	N=437	N=1,550	N=535	N=2,676	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

MARITAL STATUS

3.1.3

Most international students surveyed (84%) were unmarried, which is consistent with the 2003 results. A small percentage (8%) stated that they were in a defacto relationship and 7% were married. It is important to note that 'defacto' was not presented as an option in the 2003 survey. Refer to Table 3.1 below.

T 3.1 TABLE 3.1
MARITAL STATUS OF RESPONDENTS

Marital Status (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Married	0	1	11	11	7	9	7	9
Unmarried	97	97	81	88	81	90	84	90
Defacto	0	N/A	8	N/A	11	N/A	8	N/A
TOTAL	N=467	N=1,745	N=657	N=437	N=1,550	N=554	N=2,674	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

Thirty-five percent of international students surveyed in 2007 had family members in New Zealand, similar to 2003. Ten percent had siblings in New Zealand. Only 4% had parents and / or a spouse in the country, and very few (1%) had a child in New Zealand. Five percent stated that they had a defacto partner in the country.

TYPE OF INTERNATIONAL STUDENT

3.1.4

In 2007 the international students surveyed were explicitly asked 'what type of international student' they classified themselves as. Not surprisingly the overwhelming majority (91%) stated that they were Foreign Fee Paying students. However, 8% of secondary school students classified themselves as exchange students. Four percent of PTE / ELS students and 5% of tertiary students stated that they were on a scholarship programme and 2% of tertiary students stated that they were international PhD students. Refer to Table 3.2.

T 3.2
TABLE 3.2
INTERNATIONAL STUDENT TYPE

International Student Type (%)	Secondary Schools	PTEs and ELSs	Tertiary	TOTAL
FFP Student	89	95	90	91
Exchange Student	8	1	1	2
New Zealand International Doctoral Research Scholarship Student	0	0	0	0
International PhD Student (Domestic Status)	0	0	2	1
New Zealand International Undergraduate Fees Scholarship Student	0	0	1	1
Other Scholarship Programme	0	4	5	4
TOTAL	N= 467	N= 658	N= 1,550	N= 2,675

Notes: Components may not always add to 100% exactly because of rounding

REGIONAL LOCATION

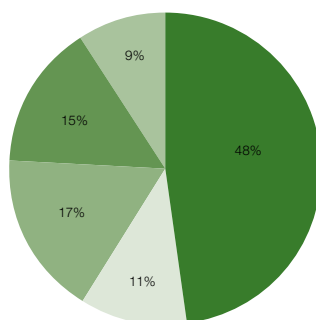
3.1.5

Students who participated in this research were primarily (75%) located in the North Island, particularly in Auckland (47%). Wellington had 11% of the sample and 17% were found in the rest of the North Island – mainly Hamilton (8%) and Palmerston North (4%). Refer to Figure 3.1 below.

F 3.1
FIGURE 3.1
REGIONAL LOCATION OF STUDENTS

KEY

- Auckland
- Wellington
- Rest of North Island
- Christchurch
- Rest of South Island



The South Island was split between Christchurch (15%) and 'rest of South Island' locations (9%). Private language students were concentrated in Auckland (66%) and the 'rest of the North Island' (15%). The majority of tertiary students (43%) were found in Auckland, followed by Wellington (15%), then Christchurch and Dunedin (13% respectively). Similar to 2003, Chinese students (52%) alongside 'Other Asia' students (42%) were concentrated in the Auckland area.

Table 3.3 summarises the percentage of responses by sector and by location.

T 3.3 TABLE 3.3
FULL REGIONAL LOCATION BREAKDOWN

Regional Location (%)	Secondary Schools		PTEs & ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Whangarei	1	1	0	1	0	3	0	2
Auckland	30	31	67	57	44	44	47	49
Hamilton	4	4	2	1	11	8	8	4
Tauranga	5	2	3	0	0	4	2	2
Gisborne	0	1	0	0	0	1	0	1
Rotorua	1	2	0	2	1	1	1	2
New Plymouth	2	2	2	0	0	2	1	1
Wanganui	1	1	1	0	0	3	0	1
Napier / Hastings	3	3	0	1	0	1	1	1
Palmerston North	1	1	5	0	4	6	4	2
Wellington	11	10	7	8	13	2	11	7
Other North Island	6	10	2	1	0	3	1	3
Nelson / Blenheim	0	4	1	1	1	1	1	2
Christchurch	23	11	9	25	15	12	15	19
Timaru	0	3	0	2	0	0	0	1
Dunedin	5	3	1	0	11	7	8	3
Invercargill	1	1	0	0	0	3	0	1
Other South Island	5	7	1	1	0	1	1	2
Total (N)	N=466	N=1,745	N=650	N=437	N=1,550	N=554	N=2,666	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

LEVEL OF STUDY

3.1.6

The majority of secondary school students were enrolled in NCEA (90%) or English Language courses (8%) in New Zealand. A small percentage of secondary school students were enrolled in foundation programmes or 'Other' courses such as courses focused on Cambridge qualifications. PTE / ELS students were enrolled in a variety of course levels; however, English Language courses dominated (37%). A notable number of PTE / ELS students also indicated enrolment in 'diploma', 'bachelor's degree' and 'certificate' based programmes. Tertiary students were predominantly enrolled in Bachelor degree programmes. Refer to Table 3.4.

T 3.4 TABLE 3.4
LEVEL OF STUDY

Level of Study (%)	Secondary Schools	PTEs and ELSs	Tertiary	TOTAL
NCEA / Secondary School	90	0	0	16
Foundation Studies	1	5	1	2
English Language Course	8	37	1	11
Certificate	0	11	3	4
Diploma	0	21	9	10
Bachelor's Degree	0	17	59	39
Bachelor's Degree (Hons)	0	0	5	3
Graduate Certificate	0	1	2	2
Graduate Diploma	0	3	5	4
Postgraduate Certificate	0	1	1	1
Postgraduate Diploma	0	0	2	1
Master's Degree	0	1	4	3
PhD degree	0	0	5	3
Post Doctoral studies	0	0	0	0
Other	2	3	2	2
Total (N)	N= 467	N= 659	N= 1,550	N= 2,676

Notes: Components may not always add to 100% exactly because of rounding

LENGTH OF TIME IN NEW ZEALAND

3.1.7

Overall, only 23% of the students surveyed had been in New Zealand for 12 months or less. The vast majority of students from all sectors had been in New Zealand for at least a year. Higher numbers of tertiary students had been in New Zealand for 3 to 4 years and a surprising 24% of the total student population surveyed had been in New Zealand for 5 years or more. Refer to Table 3.5 below.

T 3.5 TABLE 3.5
LENGTH OF TIME IN NEW ZEALAND

Length of Time in New Zealand (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Less than a month	5	0	5	0	0	0	2	0
1 to 6 months	18	12	23	50	5	23	12	36
7 to 12 months	19	31	13	27	5	20	9	25
1 to 2 years	29	35	24	12	20	35	23	23
3 to 4 years	18	17	20	3	38	10	30	10
5 years or more	12	N/A	15	N/A	32	N/A	24	N/A
Total (N)	N=466	N=1,745	N=650	N=437	N=1,548	N=554	N=2,658	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

LENGTH OF TIME AT PRESENT EDUCATION INSTITUTION

3.1.8

Overall, 63% of the international students surveyed had been at their education institution for at least a year or more. Tertiary students had been enrolled for a markedly longer period of time than secondary school and / or private language school students. Private language school students had been enrolled for the shortest duration of time, perhaps reflecting that PTEs and ELSs typically have courses of a shorter duration.

Fifty-eight percent (N = 1,553) of the students surveyed in 2007 had previously studied in a New Zealand educational institution. This result is notably different from 2003 and is likely to reflect the larger composition of tertiary students in the 2007 sample.

The institution students had previously studied within was most frequently a language school (38%), although 31% of the sample had also previously studied in a secondary school. Seventy percent of tertiary students, 14% of secondary students and 16% of language school students had studied at another New Zealand institution. Refer to Table 3.6 below.

T 3.6
TABLE 3.6
LENGTH OF TIME AT PRESENT INSTITUTION

Length of Time (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Less than a month	6	0	13	2	1	1	5	1
1 to 6 months	24	14	36	56	10	37	19	44
7 to 12 months	18	41	18	31	8	33	12	33
1 to 2 years	31	28	22	4	38	17	33	12
3 to 4 years	17	10	11	1	39	6	28	4
5 years or more	2	N/A	0	N/A	3	N/A	2	N/A
Total (N)	N=466	N=1,745	N=650	N=437	N=1,551	N=554	N=2,658	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

PLANNED DURATION OF STUDY IN NEW ZEALAND

3.1.9

Current duration of study plans are presented in Table 3.7 by sector. Comparisons across sectors indicate that private language students intend to study in New Zealand for a shorter period of time than secondary or tertiary students. These results are consistent with findings in 2003; however, the results are not directly comparable due to a change in scale adopted. Despite this trend, a substantial number of language students (35%) plan to study in New Zealand for more than three years. This, in combination with the findings on current and previous research, suggests that language schools are providing a stepping-stone to further education in New Zealand.

T 3.7
TABLE 3.7
PLANNED DURATION OF STUDY IN NEW ZEALAND

Planned Duration of Study (%)	Secondary Schools	PTEs and ELSs	Tertiary	TOTAL
	2007	2007	2007	2007
Less than a month	1	4	3	3
1 to 6 months	9	19	6	10
7 to 12 months	12	16	7	10
1 to 2 years	23	25	25	25
3 to 4 years	29	23	36	32
5 years or more	25	12	22	20
Total (N)	N=466	N=650	N=1,542	N=2,658

Notes: Components may not always add to 100% exactly because of rounding

3.2

ENGLISH LANGUAGE PROFICIENCY

FIRST LANGUAGE

3.2.1

In 2007, 62% of the surveys were completed in English. This is a significant increase from the 2003 survey when only 29% responded in English. Of the non-English language survey versions, Chinese was the most commonly chosen language (32%) for survey completion, followed jointly by Korean (3%) and Japanese (3%). The fact that more tertiary students completed the survey in 2007 may have influenced the number of English surveys completed, as this group of students typically has higher levels of proficiency in the English language.

The pattern of first languages reported by students who participated in the survey was consistent with the country of origin trends: 48% Chinese (Mandarin or Cantonese), 11% Korean and 7% Japanese. Interestingly, with over 60 language groups represented, 8% of the students indicated that English was their first language. Refer to Table 3.8 below.

T 3.8 TABLE 3.8
FIRST LANGUAGE OF RESPONDENTS

First Language (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Chinese (Mandarin)	18	32	32	59	50	50	40	52
Chinese (Cantonese)	11	12	5	5	8	8	8	7
Korean	31	20	14	18	5	7	11	15
Japanese	14	18	11	9	4	10	7	11
Thai	6	8	4	3	2	2	3	4
Hindi	1	0	6	0	2	4	3	1
German	6	3	3	1	2	1	3	1
French	1	0	2	0	1	1	1	0
Spanish	2	n/a	3	n/a	1	n/a	1	n/a
Bahasa Malay	1	0	0	0	5	1	3	0
Bahasa Indonesia	1	1	1	0	2	1	1	1
English	1	n/a	7	n/a	10	n/a	8	n/a
Other	9	6	13	4	10	16	11	8
Total (N)	N=467	N=1,745	N=658	N=554	N=1,549	N=554	N=2,674	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

ENGLISH LANGUAGE PROGRAMME ENROLMENT

3.2.2

Only one quarter (25%) of the students surveyed stated that they were currently enrolled in an English language programme. The rate varied markedly across the different sector groups. Very low numbers of tertiary students were enrolled in an English language programme. Refer to Table 3.9 below.

T 3.9 TABLE 3.9
ENGLISH LANGUAGE ENROLMENT (%)

English Language Enrolment (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Yes	53	61	38	87	11	36	25	67
No	48	37	62	12	89	63	75	32
Total (N)	N=467	N=1,745	N=658	N=554	N=1,550	N=554	N=2,674	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

TOEFL OR IELTS TEST

3.2.3

Just over a half of the respondents (N = 1,515) had taken an English proficiency test, although test rates varied between sector groups. Tests were taken by 13% of the secondary students, 73% of tertiary students and 50% of the private language students. Refer to Table 3.10 below.

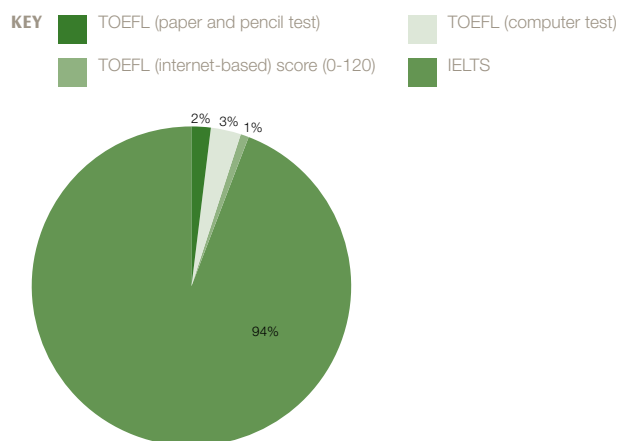
T 3.10 TABLE 3.10
TOEFL / IELTS TEST COMPLETION

TOEFL / IELTS Test (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Yes	13	26	50	40	73	54	57	42
No	87	72	50	59	27	46	43	57
Total (N)	N=467	N=1,745	N=658	N=554	N=1,550	N=554	N=2,674	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

Figure 3.2 illustrates the majority (94%) of students had taken the International English Language Testing System (IELTS) test where scores ranged from 9.0 to 3.5 with a median of 6.0. Significantly fewer had taken the Test of English as a Foreign Language (TOEFL) with 2% (N = 26) of these doing the paper and pencil test, 3% (N = 41) doing the computerised version and 1% (N = 14) doing the internet-based test. Scores on the former ranged from 350 to 647 (mean = 550), the computer version from 193 to 287 (mean = 250) and the internet-based version from 21 to 115 (mean = 94).

F 3.2

FIGURE 3.2
TYPE OF TOEFL / IELTS TEST COMPLETION

ENGLISH LANGUAGE ABILITY

3.2.4

The level of English language proficiency is shown in Table 3.11. It is important to note that this question was answered only by those students enrolled in an English language programme. In 2007, this represented 25% of the sample (as outlined in Table 3.9). The bulk of the students described themselves as at the intermediate (28% of respondents) and upper intermediate levels (29% of respondents). Levels ranged from beginner to proficient. No university students in 2007 stated that they were at the beginner level and only 3% classified themselves as elementary or pre-intermediate.

There was some variation across types of educational institutions, with secondary school and PTE / ELS students having relatively larger proportions of students at the elementary or pre-intermediate level than the tertiary sectors.

T 3.11

TABLE 3.11
ENGLISH LANGUAGE LEVEL

Language Ability (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Beginner	5	1	2	1	1	1	3	1
Elementary	8	6	5	5	1	4	5	5
Pre-intermediate	13	15	9	12	3	8	9	12
Intermediate	38	44	22	38	22	38	28	39
Upper-intermediate	21	21	37	31	29	25	29	28
Advanced	12	7	20	11	26	18	18	12
Proficiency	3	1	7	1	19	2	9	1
Total (N)	N=238	N=1,073	N=241	N=382	N = 161	N=201	N=640	N=1,656

Notes: Components may not always add to 100% exactly because of rounding

3.2.5

The majority of students reported that their English reading (52%) and writing (50%) abilities were average. Listening and speaking abilities were average to good. In a similar manner to 2003, the analysis indicated that there were significant differences in students' self-assessment of language abilities. Listening and speaking skills were best, followed by reading and writing.

Overall language proficiency varied across educational institutions, with the tertiary students having significantly better proficiency than secondary students who, in turn, were better than private language school students. However, when individual abilities were examined, there were no significant differences between secondary school and private language students in self-reported reading and writing skills and no significant differences between secondary school and tertiary students in self-reported listening skills. Refer to Table 3.12 below.

T 3.12 TABLE 3.12
SELF RATING OF ENGLISH LANGUAGE ABILITY

Self-Rating (%)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Reading								
Poor	9	14	5	14	1	10	4	13
Average	43	53	34	57	23	45	29	52
Good	35	27	41	26	46	29	43	27
Excellent	12	5	20	3	30	14	24	7
Total (N)	N=458	N=1,745	N=652	N=437	N=1,544	N=554	N=2,654	N=2,736
Writing								
Poor	15	18	9	18	3	14	7	17
Average	49	53	41	54	33	44	38	50
Good	28	23	37	24	47	30	41	26
Excellent	8	4	13	3	17	12	15	6
Total (N)	N=458	N=1,745	N=651	N=437	N=1,543	N=554	N=2,652	N=2,736
Listening								
Poor	8	7	6	16	1	8	4	12
Average	30	36	27	48	15	32	20	41
Good	44	43	43	28	47	41	46	35
Excellent	18	12	25	6	37	18	31	10
Total (N)	N=457	N=1,745	N=650	N=437	N=1,542	N=554	N=2,649	N=2,736
Speaking								
Poor	12	11	8	19	3	10	6	15
Average	37	39	29	43	21	33	26	39
Good	37	37	42	32	49	39	45	35
Excellent	14	11	21	5	28	17	24	10
Total (N)	N=458	N=1,745	N=651	N=437	N=1,544	N=554	N=2,653	N=2,736
Overall								
Poor	8	8	5	13	1	8	3	11
Average	41	53	32	57	19	45	26	52
Good	42	34	51	26	61	33	55	30
Excellent	9	3	12	2	19	12	16	5
Total (N)	N=454	N=1,745	N=644	N=437	N=1,535	N=554	N=2,633	N=2,736

Notes: Components may not always add to 100% exactly because of rounding

3.3

FINANCE OF NEW ZEALAND STUDY

Various financial sources were relied upon to support students' education in New Zealand. Most students (72%) were supported by their parents. Additional financial support came from self (13%), other family members, including spouse (4%), scholarship (4%), by loan (3%) or own government or employer. Tertiary students (11%) and private language school students (25%) were more likely to be at least partially self-supporting than secondary school students (2%). However, tertiary students were more likely to have scholarship or other award support (6%). Refer to Table 3.13 below. Similar to 2003, secondary students were more likely to be supported by parents (92%) than tertiary students (71%) or private language (63%) students.

The National Survey results are consistent with those found in the 2007 i-graduate research, where family and own funds were identified as the leading funding sources for international students attending New Zealand universities (Archer, 2007).

PAYMENT OF NEW ZEALAND STUDY

T 3.13

TABLE 3.13
PAYMENT OF STUDY IN NEW ZEALAND

3.3.1

Payment of Study in New Zealand (%)	Secondary Schools	PTEs and ELSs	Tertiary	TOTAL
Yourself	2	25	11	13
Parents	92	63	71	72
Husband/Wife	0	1	1	1
Other family members	4	5	2	3
Scholarship or other award	1	1	6	4
Loan	0	3	4	3
Your government or employer	0	1	5	3
Other	1	1	1	1
Total	N= 487	N= 778	N= 1,772	N= 3,037

Notes: Components may not always add to 100% exactly because of rounding
Respondents could select as many options as applicable to their situation

LEVEL OF DIFFICULTY WITH NEW ZEALAND FEE PAYMENT

3.3.2

When students were asked 'How financially difficult is it for you and / or your family to pay for your education in New Zealand', 23% of students found payment very difficult or extremely difficult. This was up from 17% of students in 2003. Students in tertiary institutions found education significantly more difficult to pay for than students in either secondary or language schools. Refer to Figure 3.3 below for sector figures.

In addition ESANA and Pacific Island students found New Zealand education the most difficult to pay for. Similar to 2003, Chinese students in all sectors found the education in New Zealand easier to pay for than students from other countries.

F 3.3

FIGURE 3.3
LEVEL OF DIFFICULTY WITH NEW ZEALAND FEE PAYMENT BY SECTOR

