

research findings



INTRODUCTION TO RESEARCH FINDINGS SECTIONS

Research findings are presented in line with the eight areas of inquiry in the survey instrument, namely:

- **Making a choice about where to study** – the factors influencing students' choice of New Zealand as a study destination
- **Living arrangements in New Zealand** – students' living arrangements including homestays
- **Education experiences in New Zealand** – students' educational experiences and self-reported academic progress
- **Services and facilities** – the availability of and satisfaction with institutional services and facilities
- **Support or help available** – availability and sources of social support to assist with both practical and emotional needs
- **Relationships with people in New Zealand** – students' social relationships and contact with New Zealanders and other international students;
- **Life in New Zealand** – students' overall quality of life, difficulties experienced and attitude to work in New Zealand
- **Future plans** – the intentions of international students to further work or study.

Each section begins with a short introduction followed by a description of the general trends arising from frequency analyses based on the total sample. Further in-depth analysis of inter-group differences based on sector type (university, ITP, secondary school and private / English language school) and country of origin (specifically the pre-determined country of origin groups used in 2003) are presented next.

The New Zealand International Education industry, through the Education New Zealand Trust, has identified a number of 'depth markets' as part of a strategic approach to promotions. In 2007 these markets were South Korea, Vietnam, China and India, and to a lesser extent Thailand, Brazil, North America, Malaysia and Germany. The Ministry was also interested in data relating to the responses of students from the Middle East.

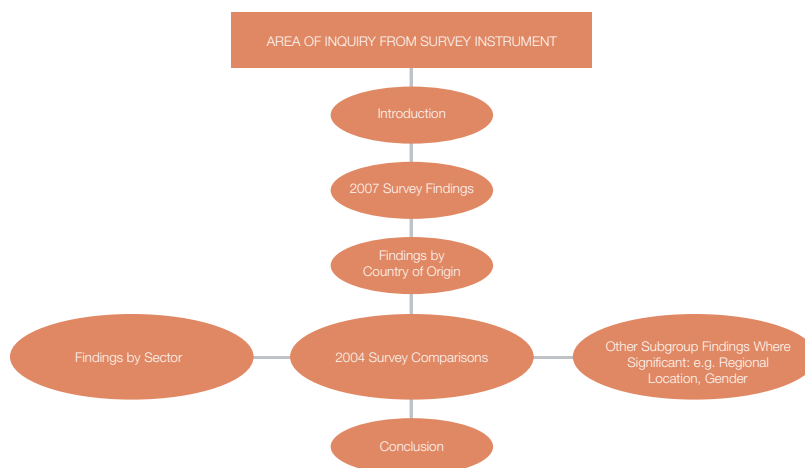
It is important to note that the depth markets of Vietnam, Brazil, North America and the Middle East had fewer than 60 respondents. In fact, Brazil and the Middle East had fewer than 30 respondents. Other South American nationalities (i.e. Chile, Colombia and Argentina) were grouped with Brazil to provide a meaningful aggregation and sufficient number for analysis (n = 41). However, Middle East respondents could not be robustly analysed in isolation.

Regional location and gender comparisons are included where appropriate.

Statistical analysis may also be reported in those sections examining 2007 data where inter-group differences between two or more variables require investigation. Similar to the 2003 research, the conventionally used 95% confidence level ($p < .05$) was adopted.

The research results are followed by a brief conclusion in each section.

The presentation of research findings is therefore summarised in the diagram below:



4.2

MAKING A CHOICE ABOUT WHERE TO STUDY

INTRODUCTION

4.2.1

The survey asked students about their preferred choice of study destination. This section analyses reasons why students selected New Zealand as their first choice, considers other destinations noted by participants and investigates the factors of importance to international students when choosing New Zealand as a study destination.

2007 FINDINGS

4.2.2

Sixty-four percent of the survey respondents indicated that New Zealand was their first choice of study destination. This finding appears somewhat less favourable than the 79% who named Australia as their first choice in the Australian Education International report (AEI, 2003) on international students in schools and colleges, universities, vocational educational training programmes and English language instruction schools.

A more recent AEI survey (AEI, 2006) found that Australia was the country of first choice for 84% of international students studying at Australian universities.

Students who made New Zealand their first choice had the following characteristics:

- the mean age of those choosing New Zealand as their preferred study destination was 22.9 years;
- 86% were studying overseas for the first time (86%);
- 40% were studying in universities, 16% in ITPs, 19% in secondary schools and 25% in private language schools;
- 44% were from 'Other Asian countries', 37% from China and 14% from ESANA countries;
- 46% were living and studying in Auckland; and
- 56% had studied at another New Zealand institution.

For those students (36%) who specified that New Zealand was not their first choice as a study destination, the survey asked 'what country was their first choice?'. This question provides insight into New Zealand's key competitors and reinforces findings from other research completed in this area. Australia (27%) was the favoured choice, followed by the USA (24%) and the United Kingdom (20%).

Australia was a clear favoured choice for ITP students (40%) and a large proportion of PTE / ELS (28%) and university students (26%). The USA appeared to be the most popular choice for secondary school students (30%), followed by the United Kingdom (26%). Secondary school students also exhibited a strong preference to study in their home country, perhaps a reflection of their age and a desire to remain close to family and friends. University students did not appear to have a strong preference for one particular country, with Australia, the USA and the United Kingdom all preferred by at least 20% of university students.

The results are consistent with the 2007 i-graduate research conducted with over 3,000 international students enrolled in New Zealand universities. In that research Australia, United Kingdom, the USA and Canada were all preferred by at least 30% of students. Australia exhibited the strongest level of preference, with over 50% of international students considering studying in Australia.

A range of reasons were given for these preferences but the most commonly cited included:

- (i) the presence of family and / or friends in a particular country; and
- (ii) the reputation and quality of education.

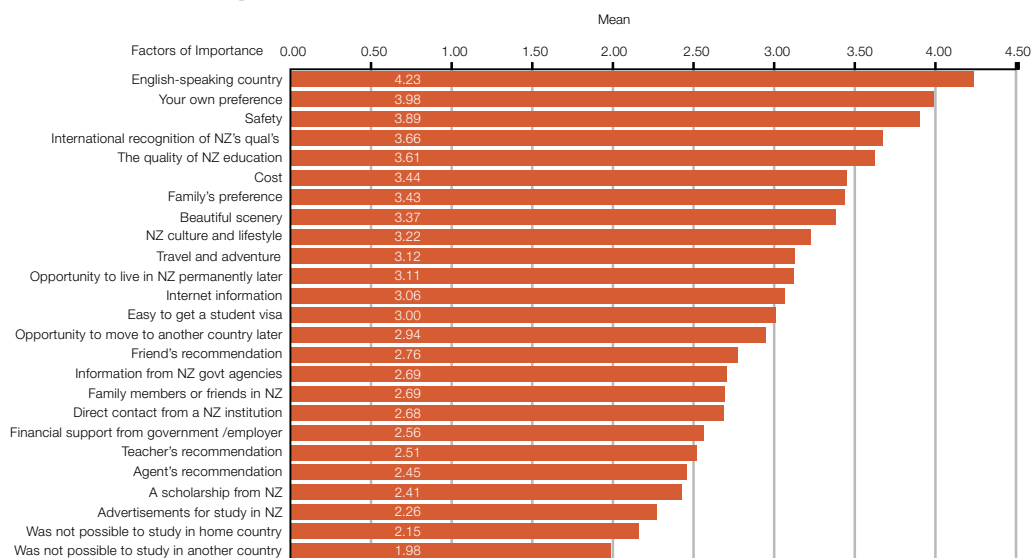
Figure 4.0 presents the mean ratings for factors of importance influencing international students' choice of study in New Zealand in the Ministry's 2007 research. The evaluation scale ranges from 1 (not at all important) to 5 (extremely important). The mid-point range of 3 thus represents factors of moderate importance.

The most important factor was that New Zealand is an English-speaking country. This factor was notably more important than any other factor in choice of study destination. Also among the most influential factors were: safety, the quality and recognition of New Zealand qualifications, and the student's individual preference. Similar emphasis on the quality of education, personal safety, reputation and the cost of study was also reported in the 2007 i-graduate research.

Among the least important factors were 'advertisements for study in New Zealand' (2.26), 'agent's recommendations' (2.45), 'the lack of study opportunities at home' (2.15) or 'in other countries' (1.98).

F 4.0

FIGURE 4.0
FACTORS OF IMPORTANCE INFLUENCING STUDENTS' CHOICE OF NEW ZEALAND AS A STUDY DESTINATION



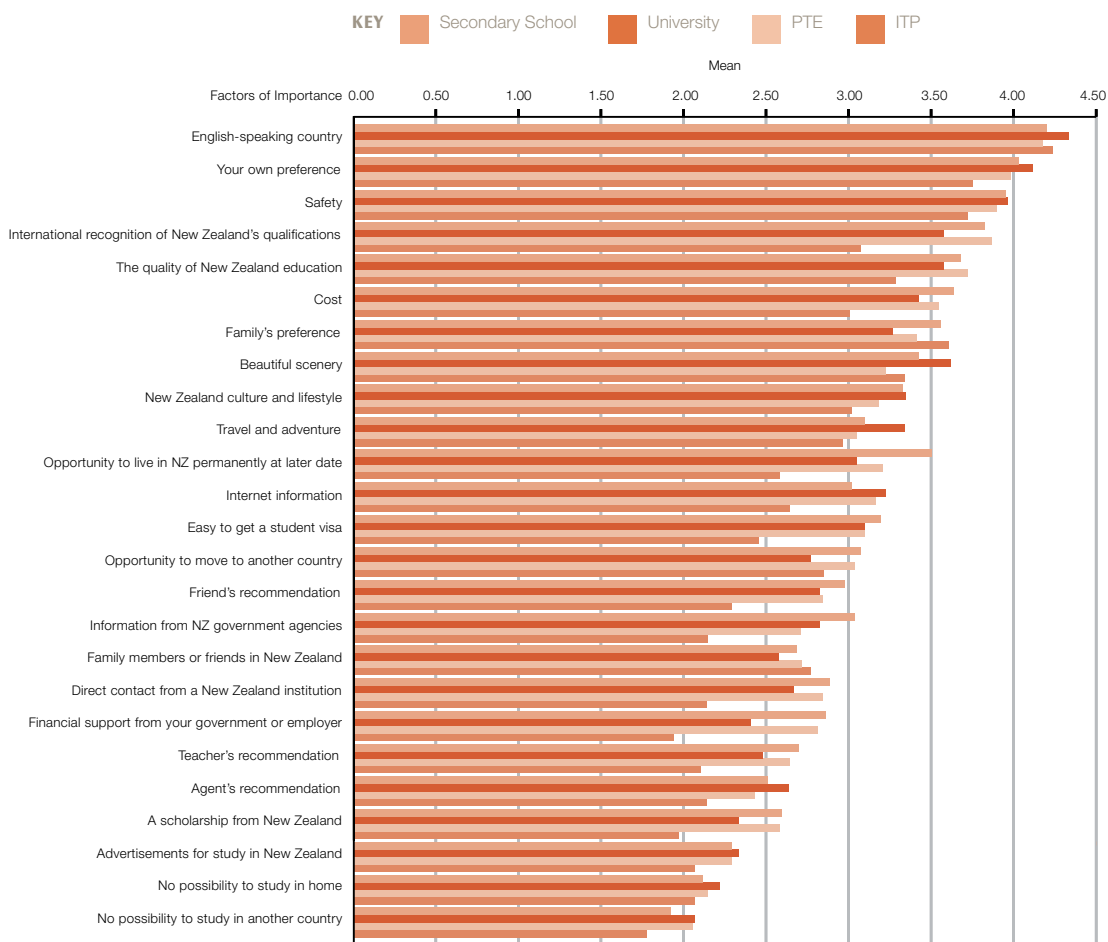
SECTOR ANALYSIS

The factors of importance varied across students from the four different sector groups examined in 2007. Only two factors – no possibility to study in home country ($p = 0.380$) and family members or friends in New Zealand ($p = 0.185$) – were not found to be statistically significant between all the sector groups.

All students rated their own preference as more important than their family's preference, friends' recommendation and teachers' recommendation. However, family preference was significantly more important to secondary school students than to the more mature and arguably more independent PTE / ELS and university students.

Secondary school students perceived the quality of New Zealand education as significantly less important than all other sector groups. This was also true for the importance of international recognition of New Zealand qualifications. This attribute was rated the highest by university students, significantly more important to this group than the other sector groups. (Refer to Figure 4.1.)

FIGURE 4.1
FACTORS OF IMPORTANCE INFLUENCING STUDENTS' CHOICE OF NEW ZEALAND AS A STUDY DESTINATION BY SECTOR



The cost of New Zealand education was also significantly less important for secondary school students than for any other sector group. This may be a reflection of how disconnected secondary school students are from the payment of their education. Ninety-two percent of secondary school students surveyed in 2007 stated that their parents paid for their education in New Zealand.

PTE / ELS students perceived travel and adventure significantly more important to their lifestyle factors than any other sector group. Beautiful scenery and New Zealand lifestyle were more important for this group and for ITP students than for secondary school and university students.

Not unexpectedly, the choice of New Zealand as an English-speaking country was more important to PTE / ELS students than other sectors and significantly more important for university students.

The importance of internet information, direct contact from a New Zealand institution and advertisements for study in New Zealand were all significantly less important to secondary school students than to the other sector groups. Internet information and advertisements for study in New Zealand were rated the highest by PTE / ELS students, whereas direct contact from a New Zealand institution was rated the highest by university and ITP students.

COUNTRY OF ORIGIN ANALYSIS

Nationality differences existed between the factors of importance influencing students' choice. All factors were found to differ significantly between the country of origin groupings.

Overall, all country of origin groups rated their own preference as more important than their family's preference. However, one's own preference was significantly more important to ESANA students than Chinese, Other Asia and Middle East / African / Other students.

Family's preference and teacher's recommendation were more important to Chinese students than to any other group. Middle East / African / Other students also rated family's preference significantly more important than ESANA students.

ESANA students perceived the quality of New Zealand education as significantly less important to their choice of study destination than all other groups.

Apart from Other Asia students, this result was also true for the importance of international recognition of New Zealand qualifications. This factor was rated highest by Chinese students and it was found to be significantly more important to this group than to Other Asia and ESANA students.

The cost of New Zealand education and the financial support from government or employer was also significantly less important for ESANA students than any other sector group. ESANA students also did not rate having a scholarship from New Zealand as important. Chinese students rated this factor more important than any other group.

Travel and adventure, beautiful scenery and New Zealand lifestyle were significantly more important to ESANA students than to Chinese students and Other Asia students. This suggests that ESANA students prefer to seek a lifestyle-based educational experience more than a career development opportunity.

There was little statistically significant difference between the country of origin groups with respect to the importance of New Zealand as an English-speaking country. The only significant difference found was that it was more important to ESANA students than to Other Asia students.

The importance of advertisements for study in New Zealand was significantly more important to Pacific Island students than to the other country of origin groups. Internet information was rated the highest by ESANA students and was significantly more important to ESANA students than Chinese or Other Asia students. Direct contact from a New Zealand institution was rated the highest by Chinese students and Pacific Island students and was significantly more important to these two groups of students than to ESANA or Other Asia students.

DEPTH MARKET ANALYSIS

Similar to the country of origin analysis presented above, there were differences among the depth market nationalities on the factors that influence choice of New Zealand as a place of study in 2007. All factors were found to have statistically significant differences between the nationalities under examination.

Consistent with the results for ESANA students, one's own preference was significantly more important to North American and German students than Chinese, Korean, Thai and Malaysian students. South American students also rated their own preference significantly higher than Korean students. Family preference was found to be significantly more important to Chinese students than to Korean, German, Malaysian and South American students. Thai, Indian and Vietnamese students also rated family's preference significantly more important compared to German students, who do not appear to be heavily influenced by their family.

In terms of the quality of New Zealand education and the importance it has on student choice, Korean and German students viewed this as significantly less important than the other depth market groups (excluding the Americas). This result was also true for the importance surrounding the international recognition of New Zealand qualifications. This factor was rated the highest by Malaysian students and it was found to be significantly more important to this group than to Korean, Thai, German and South American students.

The cost of New Zealand education and the financial support from government or employer was also significantly more important for Chinese students than all other groups, with the exception of Vietnam. Chinese students also rated having a scholarship from New Zealand as important and this was found to be significantly more important than for German, South American and North American students.

German students rated beautiful scenery, travel and adventure, and New Zealand lifestyle the highest out of all the depth market groups. Not surprisingly, significant differences prevailed between German students and the other market groups but consistently between China and Korea.

There was little statistically significant difference between the country of origin groups with respect to the importance of New Zealand as an English-speaking country. The only significant difference found was that it was more important to South American students than to Korean students.

Internet information was rated the highest by German and Indian students as an influence on student choice and was significantly more important to these two groups than to Korean students, who rated its importance the lowest of all groups. Direct contact from a New Zealand institution was also rated the lowest by Korean students and it was perceived to be significantly less important to Korean students.

REGION & GENDER ANALYSIS

The regional analysis did not show significant variations in factors influencing students' choice of study destination.

There was only a very small number of gender differences found, with more females than males evaluating safety, New Zealand culture and lifestyle, internet information, direct contact with a New Zealand institution and their own preference as important.

2003 COMPARISON

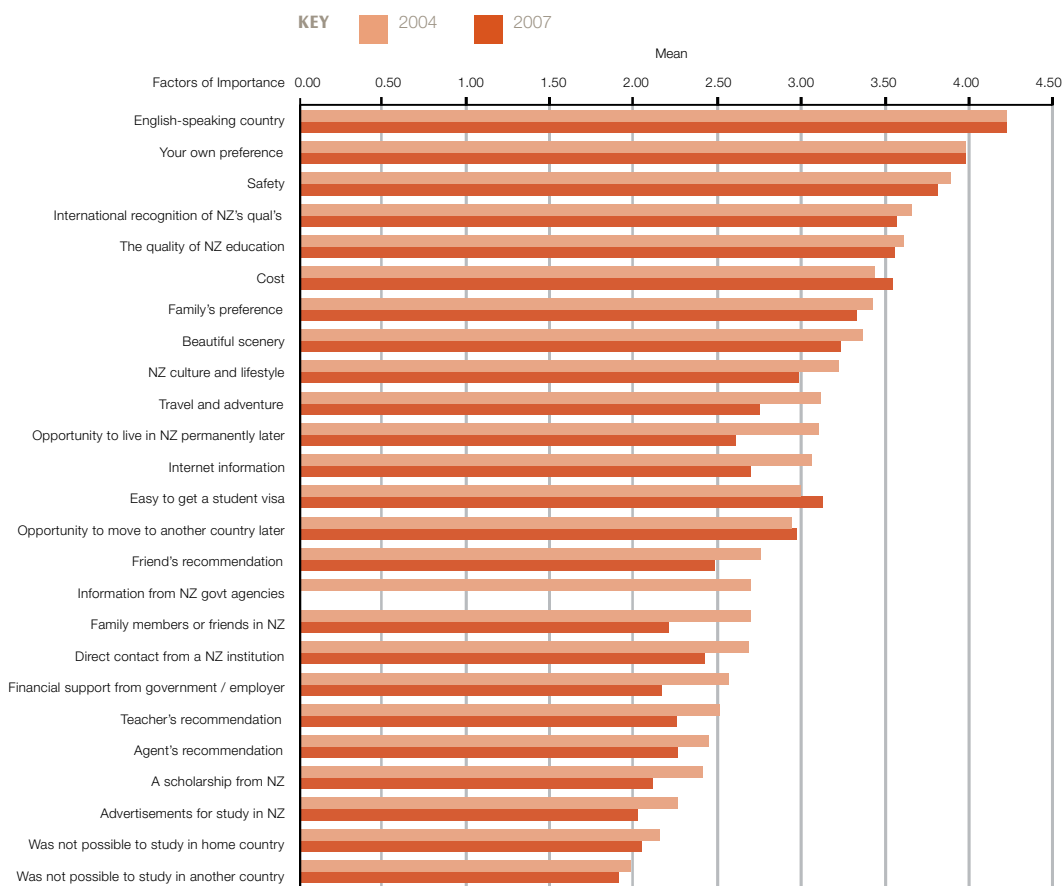
4.2.3

The 2007 research found that 64% of the survey respondents indicated that New Zealand was their first choice of study destination. This is up slightly from the 2003 research where 62% of respondents indicated that New Zealand was their first choice of study destination.

It is important to highlight that the majority of importance factors investigated produced higher means in 2007 than in 2003. The most important factor in 2007 was that New Zealand is an English-speaking country. This was also the case in 2003. Figure 4.2 presents the unweighted 2007 means and the weighted 2003 means.

F 4.2

FIGURE 4.2
2007 / 2003 COMPARISONS ON FACTORS OF IMPORTANCE INFLUENCING STUDENTS' CHOICE
OF NEW ZEALAND AS A STUDY DESTINATION



Scholarships and financial support from employers or government were (mean = 2.56) notably more important to students than initially outlined in 2003 research (mean = 2.17). The mean ratings for 'cost' fell slightly in 2007.

Similar to 2003, factors related to the 'Kiwi experience' including beautiful scenery, New Zealand culture and lifestyle, and travel and adventure, were moderately influential factors. However, in contrast to 2003 the practical considerations pertaining to immigration, such as the ease of getting a student visa and the opportunity to move to another country at a later date, were not regarded as important in 2007, although still recorded higher overall means than in 2003.

With respect to marketing information, students reported that the direct contact by an institution and the internet were equally important information sources (mean = 3.34). The 2007 data exhibited the same characteristic as 2003 in that both of these recruitment sources were more influential than advertisements for study in New Zealand.

In 2003, 14% of students indicated the inability to study at home as very important or extremely important in their decision to come to New Zealand. Only 10% of students indicated this in 2007. It is important to note that 28% of the students felt that this particular variable was not relevant for them.

Further analysis of the sector level differences reveal that the 2007 tertiary students placed significantly more importance on agents', friends' and teachers' recommendations than their 2003 counterparts. Moreover, tertiary students viewed scholarships and financial support from employers or government as significantly more important in 2007 than in 2003. For this same group, the quality of New Zealand education was significantly more important in 2007 than in 2003.

PTE / ELS students in 2007 placed significantly more importance on the opportunity to live in New Zealand permanently at a later date than their 2003 counterparts. Furthermore, 2007 PTE / ELS students were significantly less concerned about the cost associated with their education and the factors related to the 'Kiwi experience'. Beautiful scenery, New Zealand culture and lifestyle, and travel and adventure were significantly more important to 2007 PTE / ELS students than 2003 PTE / ELS students.

Interestingly, minimal differences existed between the 2007 and 2003 secondary school populations. The key differences were that 2007 secondary school students placed significantly more importance on internet information, having family members or friends in New Zealand, the beautiful scenery, travel and adventure, and the opportunity to live in New Zealand permanently at a later date than secondary school students surveyed in 2003.

Chinese and Other Asian students placed significantly more importance on the recommendation of agents, friends and teachers than their 2003 counterparts. Having family members or friends in New Zealand, and the opportunity to live in New Zealand permanently at a later date were also found to be significantly more important to Chinese and Other Asian students in 2007 than in 2003. Safety was significantly more important to Other Asian students in 2007 than to their 2003 counterparts. ESANA and Other Asian students in 2007 also placed significantly more importance on the international recognition of qualifications and the quality of New Zealand education than that exhibited in 2003. Chinese students in 2007 placed significantly less importance on the international recognition of New Zealand's qualifications than Chinese students in 2003. There was no statistically significant difference in Chinese students' perceived quality of education between 2003 and 2007.

CONCLUSIONS & IMPLICATIONS

4.2.4

The top three factors that influence students' choice of New Zealand as a study destination are:

- (i) New Zealand is an English-speaking country;
- (ii) students made their own decision about where to study; and
- (iii) personal safety of students is important.

The research results found that 64% of the students made New Zealand their first choice of study destination. While this result is positive for New Zealand education providers, there remains scope for improving the attractiveness of New Zealand as an international study destination. There are a number of factors that could be addressed in future policy development. For example, the opportunity to live or work in New Zealand permanently after study and availability of scholarships are now more influential factors than the 2003 research suggests.

The quality of education delivered and the recognition of New Zealand qualifications internationally remain a significant influence on student choice. The sector level differences reveal that the 2007 tertiary students placed significantly more importance on the quality of New Zealand education in 2007 than in 2003.

While cost was less influential to students' choice than it was in the 2003 survey, New Zealand faces increasing competition from key markets Australia, the USA and UK. Interestingly students gave a number of other 'destinations' they considered for their international education experience, which suggests emerging markets may provide greater competition for New Zealand in the future. These other destinations included China, Egypt, Europe, Switzerland, Germany, Italy, Hawaii, Iceland, Ireland, Japan, Malta, Netherlands, Norway, Philippines, South Africa, France, Singapore and Malaysia.

The results provide a number of important implications for New Zealand organisations marketing the New Zealand education experience overseas. It is apparent that students from different geographical locations have quite different motivations for coming to and studying in New Zealand. As was evidenced in 2003, students from China and Other Asian countries appear relatively more concerned with the integrity of the education received than the overall experience of studying in New Zealand. In particular, Other Asian students in 2007 placed significantly more importance on the international recognition of qualifications and the quality of New Zealand education than that exhibited in 2003. However, it is interesting to note that Chinese students in 2007 placed significantly less importance on the international recognition of New Zealand's qualifications than Chinese students in 2003. Yet, there was no statistically significant difference in Chinese students' perceived quality of education between 2003 and 2007.

Chinese, Malaysian and Vietnamese students indicated that the cost of education, obtaining high-quality education and ensuring international recognition from New Zealand qualifications were important. This is especially so for university students. However, students from Europe, North America, South America and Korea appear relatively less concerned about these factors.

German, North American and South American students are more concerned with the overall experience of international education and German students in particular are more strongly attracted by New Zealand's scenery, lifestyle and culture.

In terms of influencers on international students' decisions to study abroad, students from China especially but also Thailand, India and Vietnam are more influenced by their parents than ESANA students. This is particularly true for secondary school students.

4.3

LIVING ARRANGEMENTS IN NEW ZEALAND

INTRODUCTION

4.3.1

This section presents the respondents' answers to questions relating to current living arrangements in New Zealand. Students' living costs and satisfaction with various aspects of living arrangements are profiled. Specific information about homestays, such as the characteristics of life in homestays, relationships with homestay families and students' overall satisfaction with homestays are also examined.

2007 FINDINGS

4.3.2

In 2007 the majority of students lived in homestays (22%) and rental accommodation (57%). Students less frequently stayed in hostels (9%), their own homes (5%) or the homes of relatives (5%).

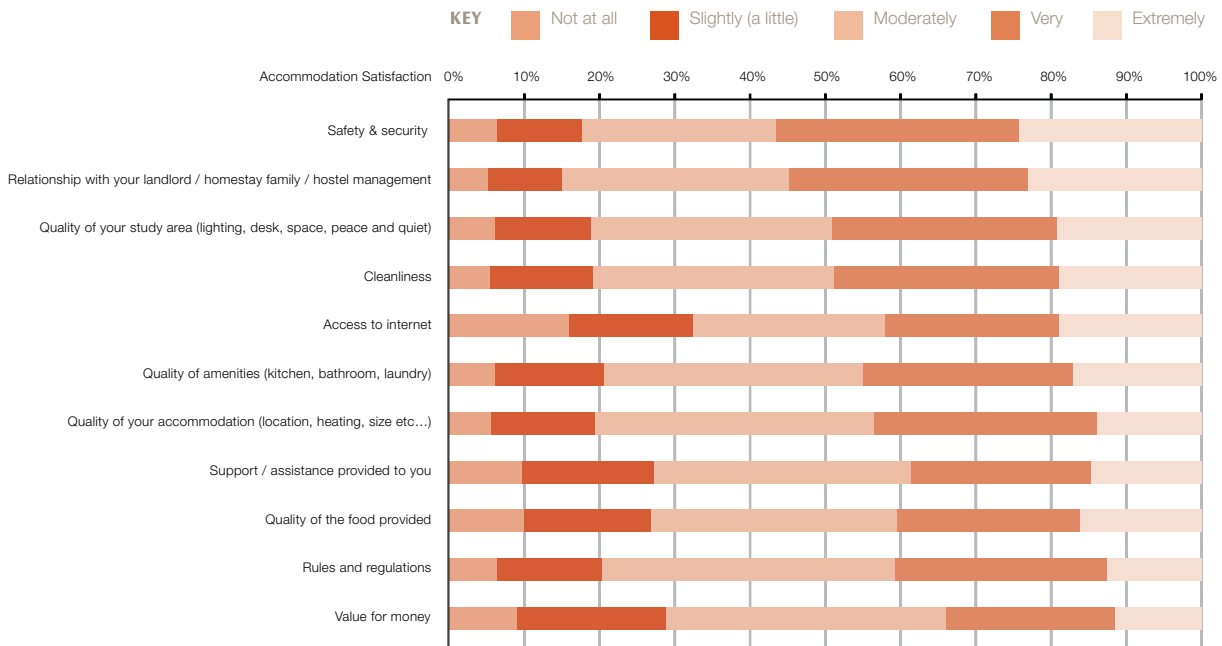
Living expenses included rent, power, phone, food, entertainment and any domestic travel / transport expenses. The vast majority of international students (69%) paid between \$101 and \$300 per week for living expenses. However, 5% of the international students surveyed reported that they paid more than \$501 per week in New Zealand.

Figure 4.3 presents the evaluations of various aspects of students' accommodation. The scale ranges from not at all satisfied to extremely satisfied. The mid-point range represents moderate satisfaction. As illustrated, the majority of international students were moderately satisfied

with all aspects of their accommodation. The aspects to which students responded with least satisfaction (i.e. not at all or only slightly satisfied) were access to internet (30%), value for money (28%) and support / assistance provided (24%). Overall, 44% of the students indicated that they were very satisfied or extremely satisfied with their current accommodation.

F 4.3

FIGURE 4.3
SATISFACTION OF ALL STUDENTS WITH ACCOMMODATION

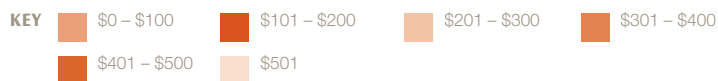


Twenty-two percent of students resided in homestays in 2007. Homestay arrangements were most commonly managed by schools or educational institutions (48%). Agents in New Zealand (9%) and in students' home country (10%) were also used, and 20% of students made their own arrangements. Twelve percent of students used alternative means to arrange their homestays – either family members living in New Zealand, friends or international exchange agencies (e.g. AFS). These alternative sources were more commonly used by secondary school students (15%) than other sectors.

Five percent of the students living in homestays reported that they paid more than \$501 per week, 66% paid between \$101 and \$300 dollars per week and 18% paid between \$301 and \$500. Twelve percent stated that they paid \$100 or less for their homestay.

F 4.4

FIGURE 4.4
AMOUNT HOMESTAY STUDENTS PAID PER WEEK



The 2007 research found that 54% of international students lived in homestays where there were no other international students, 26% of the students lived with one other international student, 13% lived with two others, and 7% lived with three or more in the homestay.

The majority of students (80%) outlined that they spent five hours or less doing housework activities (i.e. washing dishes, tidying etc.). Interestingly, the amount of housework homestay students engaged in did not appear to make a difference in overall satisfaction between those who did and did not undertake housework activities.

Figure 4.5 presents satisfaction ratings with various aspects of the homestay experience, ranging from 'not at all satisfied' to 'extremely satisfied', with the mid-point representing moderate satisfaction. In contrast to all students in the 2007 sample, students based in homestays are generally more satisfied with all aspects of their accommodation.

As illustrated in Figure 4.5, the greatest sources of satisfaction (very satisfied and extremely satisfied) were derived from:

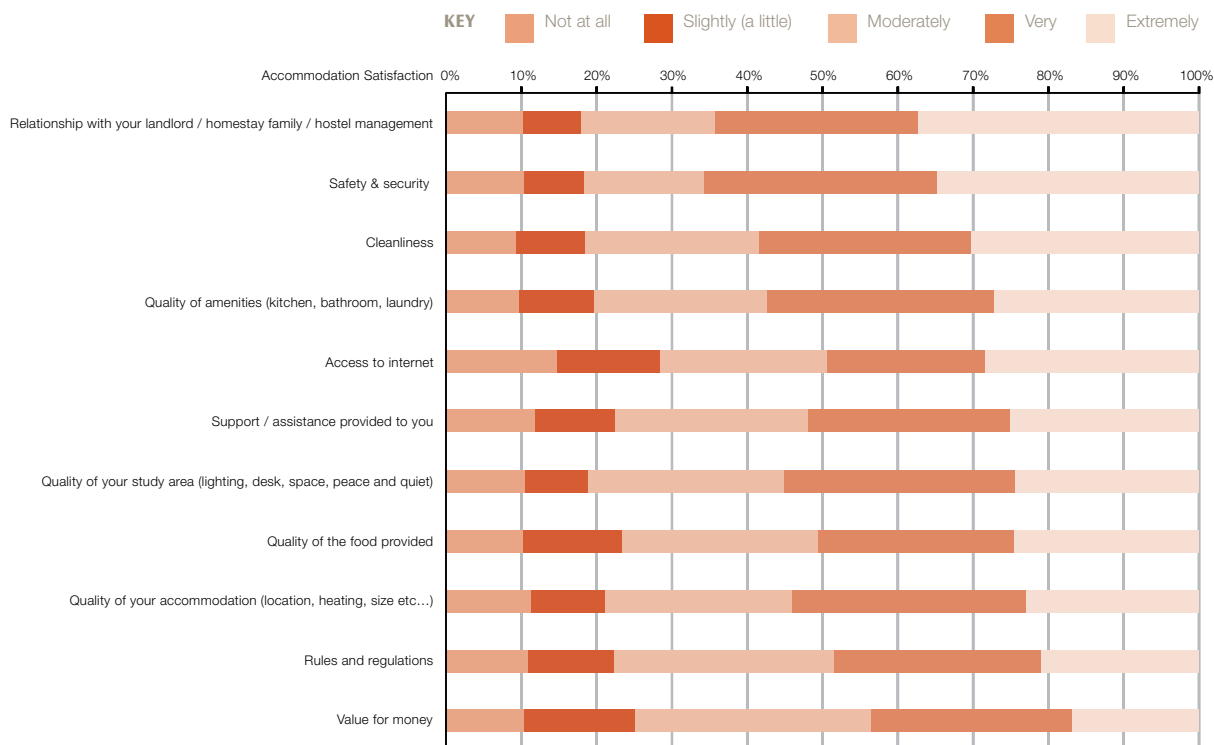
- safety and security (65%);
- management of the accommodation arrangements by the landlord or host family (64%);
- cleanliness; and
- quality of amenities (kitchen, bathroom, laundry) (57% respectively).

Students were least satisfied (not at all and slightly satisfied) with:

- access to the internet (26%);
- the value for money (24%); and
- quality of food provided (23%).

F 4.5

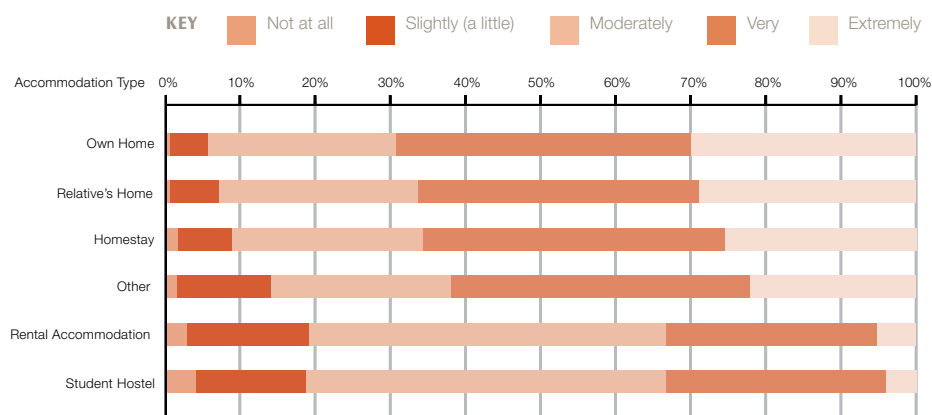
FIGURE 4.5
HOMESTAY STUDENTS' OVERALL SATISFACTION WITH ACCOMMODATION



Overall, 66% of students living in New Zealand homestays were very satisfied or extremely satisfied with their accommodation (see Figure 4.6) and only 2% were not at all satisfied. Students who lived in their own home were the most satisfied, with 69% either very satisfied or extremely satisfied and only 1% not at all satisfied. The greatest proportion of dissatisfaction came from students living in student hostels and/or rental accommodation – although more than 80% were at least moderately satisfied.

F 4.6

FIGURE 4.6
OVERALL SATISFACTION WITH ACCOMMODATION BY TYPE



SECTOR ANALYSIS

Living arrangements varied across the different education sector groups. As one would expect, secondary students were more likely to be located in homestays (67%). Tertiary students were more likely to be in rental accommodation (71%) or a student hostel (13%). Private language students were also more likely to be in rental accommodation (57%).

Statistically significant variances were found between students from the four different sector groups on just over half of the variables examined. The factors that were not found to be statistically significant between all the sector groups included satisfaction with rules and regulations ($p=0.416$), satisfaction with landlord / homestay management ($p=0.756$), satisfaction with support / assistance provided ($p=0.187$), satisfaction with access to the internet (0.067), and satisfaction with your study space (0.89).

Secondary school students were significantly more satisfied with the location, heating and size of their accommodation than any other of the sector groups. This held true also for the value for money students perceived for their accommodation and quality of amenities.

Students in secondary schools were also significantly more satisfied with the cleanliness of their accommodation than those at universities or PTEs / ELSs, and more satisfied with the safety and security of their accommodation than those students at PTEs / ELSs and ITPs.

Students attending universities were significantly more satisfied with the quality of food provided than all of the other sector groups.

Overall, students in secondary schools were significantly more satisfied with their accommodation than those in the tertiary sector or PTEs / ELSs, and PTEs / ELSs were significantly more satisfied with their accommodation than students attending ITPs. There were no statistically significant differences with overall accommodation satisfaction between tertiary (university and ITP) students.

There was little variance between the sector groups' experience of homestay accommodation. Statistically significant differences were found for only two of the accommodation variables, these being satisfaction with landlord /

homestay management and rules and regulations. The results suggest that secondary school students residing in homestays are less satisfied with each of these attributes than those students attending university and living in homestays. However, when overall satisfaction was analysed, no statistically significant results were found between the sector groups.

COUNTRY OF ORIGIN ANALYSIS

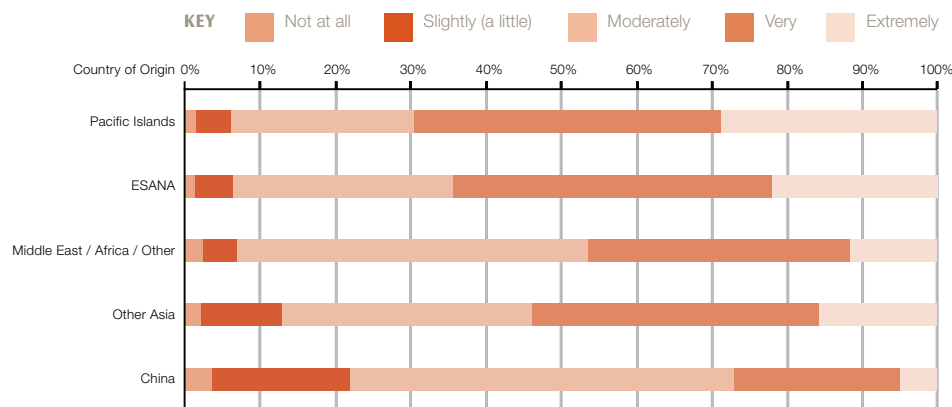
Living arrangements varied slightly across the different country of origin groups. Chinese students were more likely to be located in rental accommodation (76%). The majority of Other Asia students resided in either homestays (30%) or rental accommodation (42%). This finding was also evident for ESANA students, with 49% residing in rental accommodation and 32% in homestays.

Analysis of the results by the country of origin groups showed that Chinese students were the group least satisfied with their accommodation. In particular, the analysis revealed that Chinese students were significantly less satisfied than all other groups with the:

- location, heating and size of their accommodation;
- rules and regulations;
- quality of food provided;
- support and assistance provided; and
- access to the internet.

The survey found that Pacific Island students, closely followed by ESANA students were the most satisfied with their accommodation. In fact, on all the attributes rated, Pacific Island and ESANA students were always significantly more satisfied than Chinese and Other Asian students.

F 4.7 FIGURE 4.7
OVERALL SATISFACTION WITH ACCOMMODATION BY COUNTRY OF ORIGIN



DEPTH MARKET ANALYSIS

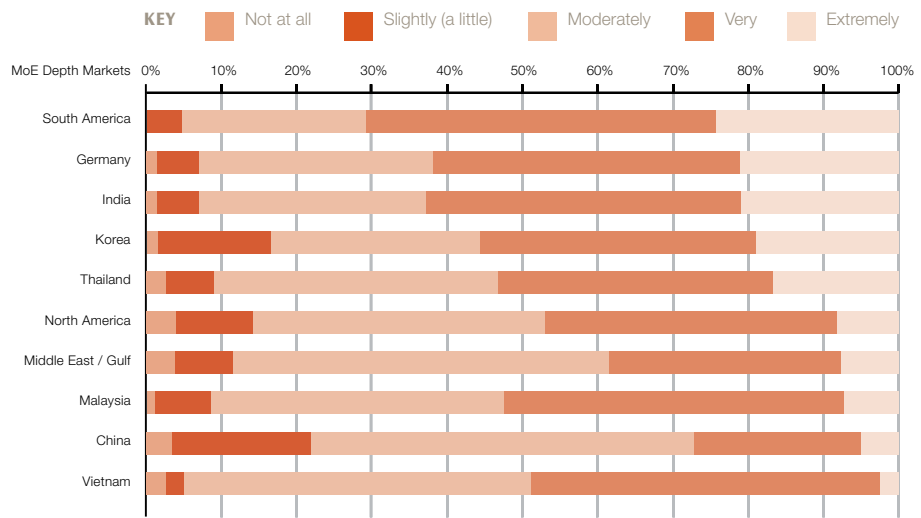
Apart from Chinese students who, as previously illustrated, were the group least satisfied with their accommodation, minimal statistically significant differences were found between the depth market groups. The key differences were:

- Korean students were more satisfied with the quality of food than Chinese students, however less satisfied than German, Indian, Malaysian and North American students.
- Korean students were significantly less satisfied than German, Indian, Malaysian and South American students with their access to the internet.

On the whole, the results by depth market groups showed that Chinese students were the group least satisfied with their accommodation. South American students were the group most satisfied (70%); however, this was not statistically significant. German and Indian students also exhibited high levels of satisfaction with their overall accommodation experience.

F 4.8

FIGURE 4.8
OVERALL SATISFACTION WITH ACCOMMODATION BY DEPTH MARKET



REGION ANALYSIS

Living arrangements varied slightly across the different regional locations. Auckland and the rest of the South Island had a higher proportion of students residing in rental accommodation (60% and 62% respectively), Wellington had a higher proportion of students living in student hostels (22%) and Christchurch and the rest of the North Island tended to have a higher proportion of students residing in homestays (30% and 26% respectively).

In terms of the regional variances in accommodation spend, the results indicate that students living in Auckland paid significantly more than those students living in the rest of the North Island. South Island, Wellington and Christchurch students paid more than students living in the rest of the North Island.

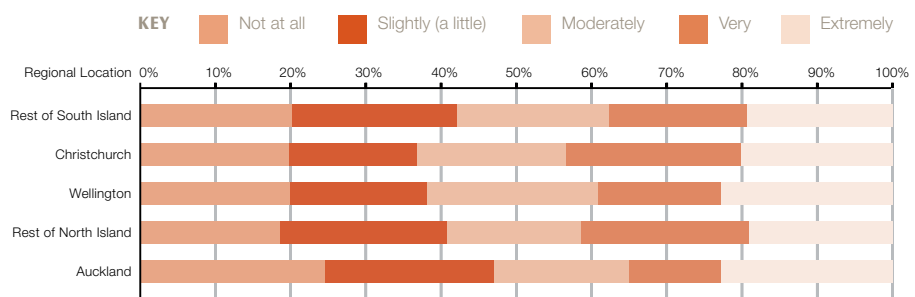
Statistically significant variances were found with six of the 12 variables examined in relation to the levels of satisfaction with aspects of the accommodation experience.

In particular, the results by region showed that students living in Christchurch were more satisfied with the location, heating and size of their accommodation than students in the rest of the North and South Islands. Students living in the rest of the North Island were less satisfied with the quality of food they received than students living in Wellington, Christchurch and the rest of the South Island. Furthermore, students living in the rest of the North Island were also less satisfied with the support and assistance provided than their counterparts in the South Island.

However, no significant variance was found with respect to overall accommodation satisfaction. This can be seen in Figure 4.9 below.

F 4.9

FIGURE 4.9
OVERALL SATISFACTION WITH ACCOMMODATION BY REGIONAL LOCATION

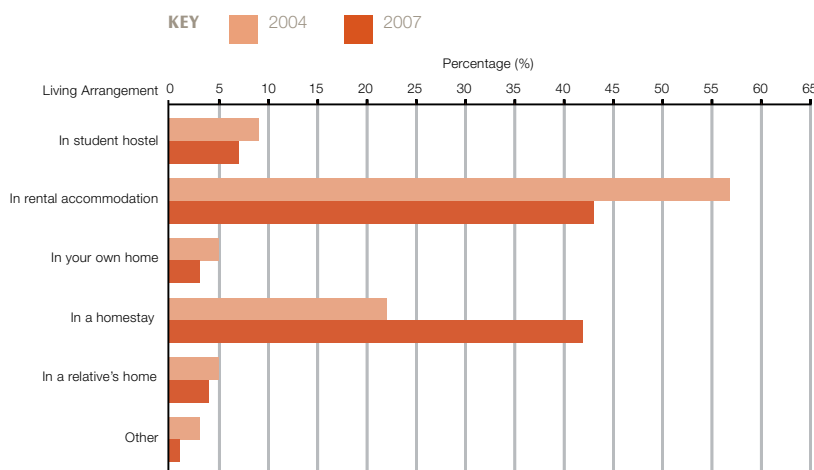


2003 COMPARISON

4.3.3

Differences in the distribution of accommodation arrangements between 2003 and 2007 surveys are shown in Figure 4.10. Similar to 2003, most students lived in homestays and rental accommodation. Students less frequently stayed in hostels, their own homes and the homes of relatives. Figure 4.10 below presents unweighted data only.

F 4.10

FIGURE 4.10
CURRENT LIVING ARRANGEMENTS BY YEAR

As previously outlined, 2007 living arrangements varied across the different education sector groups and this result is consistent with the 2003 research. However, PTE / ELS students were more likely to be in rental accommodation in 2007 (57%). A smaller proportion of PTE / ELS students (21%) were living in homestays in 2007 compared to 43% in 2003. Furthermore, more Chinese, Korean and Japanese students were found to reside in homestay accommodation.

Overall, 44% of the students indicated that they were very satisfied or extremely satisfied with their current accommodation in 2007. This is very similar to 2003 where 43% of students were very satisfied or extremely satisfied.

At a sector level, secondary school and PTE / ELS students in 2007 were significantly more satisfied than their 2003 counterparts with their overall accommodation experience. In contrast, tertiary students were significantly less satisfied in 2007 (mean = 3.26) than in 2003 (mean = 3.39). Refer to Table 4.0 below.

T 4.0

TABLE 4.0
OVERALL ACCOMMODATION SATISFACTION BY SECTOR 2003 / 2007

Mean	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Satisfaction with Accommodation	3.79*	3.55	3.38*	3.31	3.26*	3.39	3.38	3.48
Satisfaction with Homestay	3.80*	3.56	3.82	3.66	3.75*	3.64	3.79	3.58

Note: The table presents unweighted data for sectors, total 2003 data is weighted
Significant differences between sector level 2007 & 2003 data is denoted by *

No statistically significant differences were found between the Other Asian, Middle East / Africa / Other and Pacific Island students between 2003 and 2007. However, Chinese and ESANA students in 2007 were found to be significantly less satisfied in 2007 with their accommodation than in 2003.

International students who shared the home with other international students were generally less satisfied with the homestay. For example, 71% of students who lived with no other international students indicated that they were very satisfied or extremely satisfied. However, only 42% of students who lived with three or more international students indicated that they were very satisfied or extremely satisfied. This is consistent with the 2003 research findings.

The 2007 results closely mirror those found in 2003 with respect to the amount of time international students interact with host family members.

In 2007, 73% of students outlined that they interact no more than 10 hours per week with host family members, and 13% claimed the interaction is less than one hour per week. This closely resembles the findings from the 2003 survey. Similar to 2003, those who interacted with their homestay families more frequently (10 or more hours per week) were more satisfied with the homestay arrangement.

It is important to note that the overall satisfaction with a students' homestay experience differed little between sector and country of origin groups from 2003 to 2007. When tested, tertiary students in 2007 were found to be significantly more satisfied with their homestay experience than the tertiary students surveyed in 2003. This result was also true for ESANA students in 2007.

CONCLUSIONS & IMPLICATIONS

4.3.4

Consistent with 2003, the 2007 research illustrates that on the whole students were moderately satisfied with their accommodation. At a sector level, secondary school and PTE / ELS students in 2007 were significantly more satisfied than their 2003 counterparts with their overall accommodation experience. In contrast, tertiary students were significantly less satisfied. Students living in homestay arrangements were more satisfied than those in rental accommodation and student hostels.

Overall, 66% of students living in New Zealand homestays were very satisfied or extremely satisfied with their accommodation, 25% moderately satisfied, 8% slightly satisfied and only 2% were not at all satisfied.

The greatest source of satisfaction was derived from safety and security, followed closely by management of the accommodation arrangements by the landlord or host family. Students were least satisfied with access to the internet and the perceived value for money received.

Living arrangements varied across the different education sector groups and as one would expect secondary students were more likely to be located in homestays. Tertiary students were more likely to be in rental accommodation and / or a student hostel; private language students were also more likely to be in rental accommodation. Overall, students in secondary schools were significantly more satisfied with their accommodation than those in tertiary or PTEs / ELSs.

Differences in satisfaction across national groups also merit attention. Although students from China are the largest group of international students in New Zealand, they are less satisfied than other students with accommodation and with homestay conditions. In particular, Chinese and ESANA students in 2007 were found to be significantly less satisfied with their accommodation than in 2003.

In terms of the regional variances in accommodation spend, the results indicated that students living in Auckland paid significantly more than those students living in the rest of the North Island and South Island. However, no significant variance was found with respect to overall accommodation satisfaction.

4.4

EDUCATIONAL EXPERIENCES IN NEW ZEALAND

INTRODUCTION

4.4.1

This section summarises the survey feedback on the educational experiences of international students and includes students' self-assessment of academic progress and academic difficulties. It also includes students' evaluation of programmes of study and perceptions of cultural inclusiveness in the learning environment.

2007 FINDINGS

4.4.2






Overall, international students in 2007 were moderately satisfied with the progress they are making in their studies. Thirty-one percent of students indicated that they were either very satisfied or extremely satisfied with their progress and 41% stated that they were moderately satisfied.

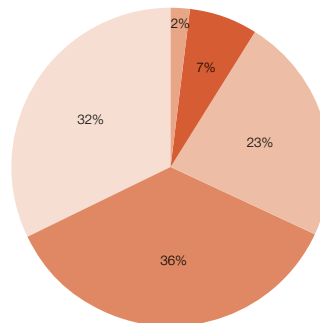
Family interest in student progress was high, with 68% of the students indicating that doing well academically was very important or extremely important to their families.

F 4.11

FIGURE 4.11
IMPORTANCE TO FAMILY OF STUDENT PROGRESS

KEY

	Not at all Important		Slightly (a little) Important		Moderately Important
	Very Important		Extremely Important		



Importance to family was equally important for males (68%) and females (69%). Furthermore, younger students tended to have a higher awareness of family expectations in relation to study performance. Seventy-two percent of students aged 19 and under stated that it was either very important or extremely important to their family for them to do well in their studies. For more mature students aged 25 years and older this percentage declined to 61%.

To assess how difficult international students found education activities, the survey asked for feedback on 13 academic activities.

Although academic demands were not on the whole regarded as challenging, the most difficult tasks were seen as:

- making oral presentations;
- taking exams; and
- writing assignments.

In contrast, the academic tasks that students had the least difficulty with were:

- understanding teachers / lecturers;
- taking notes during class; and
- completing assignments on time.

F 4.12

FIGURE 4.12
DIFFICULTY WITH EDUCATION ACTIVITIES

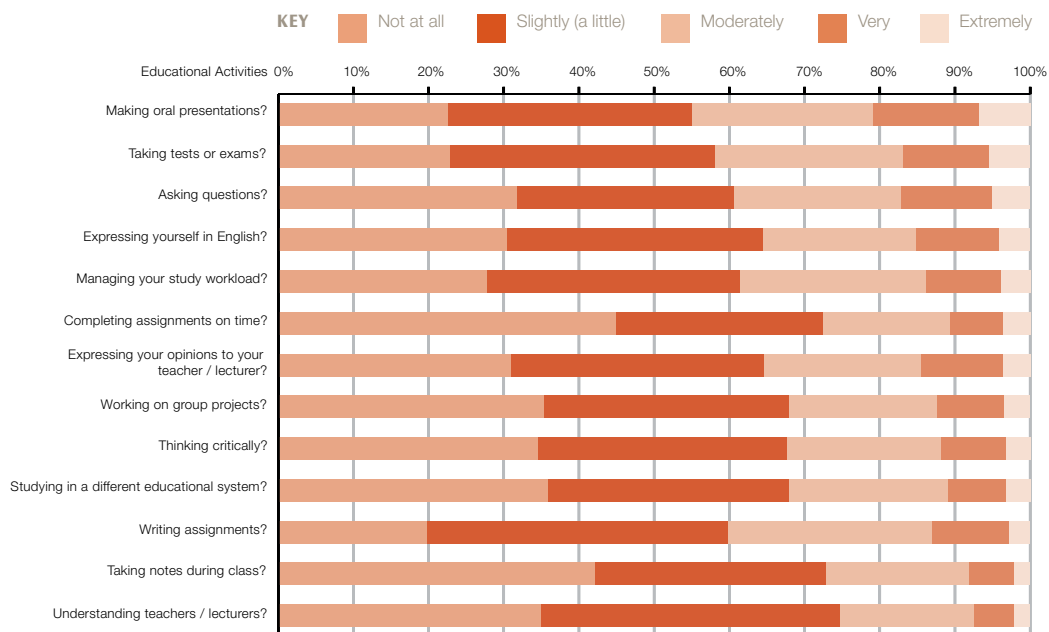
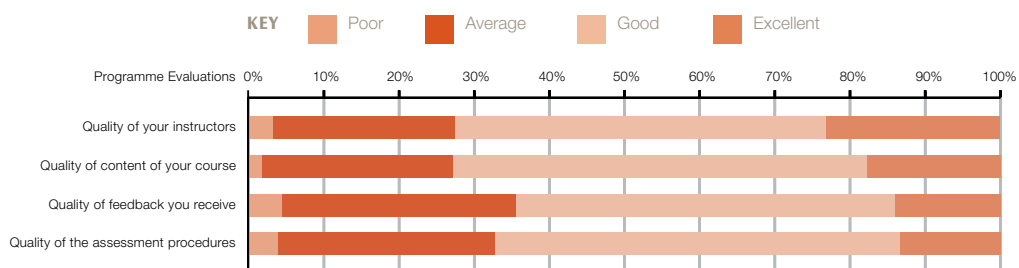


Figure 4.13 illustrates that evaluations of course content, feedback provided, quality of instructors and assessment procedures were predominantly in the average to good range.

F 4.13

FIGURE 4.13
STUDENTS' PROGRAMME EVALUATION

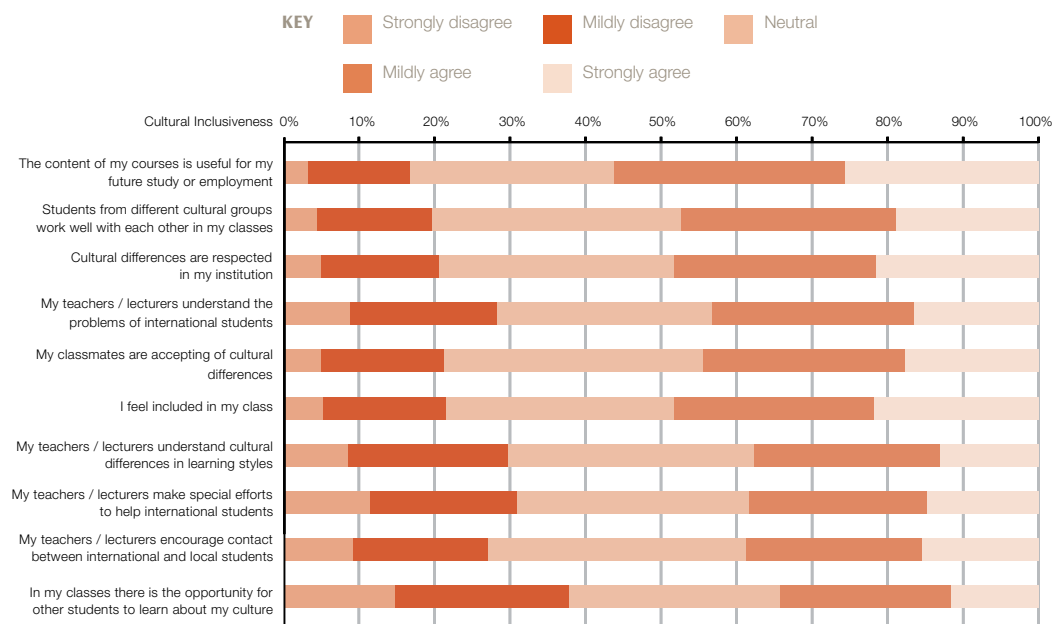


The majority of students maintained that the amount of work (79%) and the speed of teaching were about right (78%), with 7% of students in 2007 responded that the teaching speed was too slow.

The following section examines perceptions of cultural inclusiveness. As outlined in the 2003 research, the educational literature on internationalisation and multicultural learning environments emphasises the need to address issues of cultural diversity in the classroom and to use diversity as a resource for internationalising curricula (Back, Davis and Olsen, 1998; Thomas, 1995). In order to achieve this, it is important that students from 'culturally different' backgrounds feel included in the classroom.

Overall, students reported a moderate to good amount of cultural inclusiveness in their educational environments (see Figure 4.14). The 2007 results show that 47% of students agreed that they 'feel included' in their class and 46% believed that students from different cultural groups work well with each other. Only 33% of students believed that there are opportunities for other students to learn about their culture in class, suggesting that New Zealand educators may not be doing enough to internationalise their curricula.

F 4.14 **FIGURE 4.14**
CULTURAL INCLUSIVENESS IN STUDENTS' EDUCATIONAL ENVIRONMENT

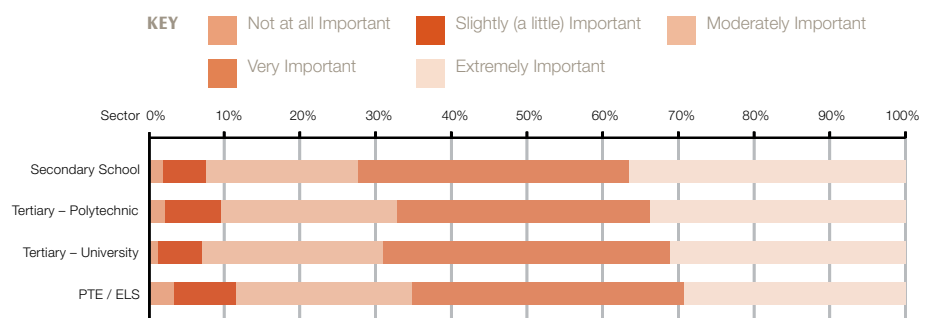


SECTOR ANALYSIS

There were minimal statistically significant differences between each of the sector groups in terms of the self-assessments. The results revealed that PTE / ELS students were more satisfied than secondary school students with respect to how well they were doing in their studies; however, no statistically significant differences were found between the sector groups in terms of satisfaction with progress in their studies.

Family interest in student progress was high across all sectors, with over 60% of the students in all sectors indicating that doing well academically was very important or extremely important to their families. However, the importance of family was significantly less of a concern for PTE / ELS students than for secondary school and university students.

F 4.15 **FIGURE 4.15**
SELF-ASSESSMENT OF PROGRESS IN STUDIES BY SECTOR



Students provided feedback on academic activities in 13 areas. For the most part, tasks were regarded as only slightly difficult. However, variations in the amount of difficulty experienced were evident between the four sector groups, with secondary school students exhibiting the highest level of difficulties. In particular, the results revealed that secondary school students were significantly more likely than:

- than PTE / ELS students to have difficulty writing assignments;
- than PTE / ELS and ITP students to have difficulty with working on group projects;
- than university and PTE / ELS students to have difficulty with taking tests and / or exams; and
- than PTE / ELS and all tertiary students to have difficulty with making oral presentations and also thinking critically.

Conversely, secondary school students had less difficulty than university students with taking notes in class and asking questions.

In the 2007 survey, students were asked to give evaluations on their course, feedback received, quality of instructors and assessment procedures. The results show that overall PTE / ELS students and university-based tertiary students were inclined to give the most favourable evaluations. PTE / ELS students saw the quality of their course as significantly better than secondary school students. They also evaluated the quality of feedback received and their instructors as significantly better than all other sector groups. PTE / ELS students also viewed the quality of assessment procedures as significantly better than secondary school and ITP students did. Refer to Table 4.1 below.

T 4.1

TABLE 4.1
STUDENTS' PROGRAMME EVALUATION BY SECTOR

Programme Evaluation (%)	Secondary Schools	PTEs and ELSs	Tertiary University	Tertiary ITP	TOTAL
	2007	2007	2007	2007	2007
Course Content					
Poor	2	2	1	2	2
Average	35	23	22	27	25
Good	46	54	59	56	55
Excellent	17	21	17	15	18
Total (N)	N = 457	N = 654	N = 1,102	N = 410	N = 2,653
Feedback Received					
Poor	4	4	5	4	4
Average	36	29	30	34	31
Good	46	47	55	49	50
Excellent	14	20	11	13	14
Total (N)	N = 450	N = 639	N = 1,093	N = 402	N = 2,584
Quality of Instructors					
Poor	3	3	3	5	3
Average	29	21	23	27	24
Good	45	45	54	48	49
Excellent	23	31	20	20	23
Total (N)	N = 458	N = 652	N = 1,091	N = 409	N = 2,610
Assessment Procedures					
Poor	5	4	4	5	4
Average	34	26	28	32	29
Good	49	52	57	52	54
Excellent	13	18	12	11	13
Total (N)	N = 462	N = 636	N = 1,068	N = 404	N = 2,550

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

Cultural inclusiveness varied across types of educational institutions, with ITP students and university students appearing slightly more disadvantaged. International students in ITPs and universities were significantly less likely than secondary and / or private language school students to agree that:

- teachers encourage contact between international and local students;
- teachers make special efforts to help international students;
- teachers understand the problems of international students;
- in my classes there is the opportunity for other students to learn about my culture; and
- students from different cultural groups work well with each other in my classes.

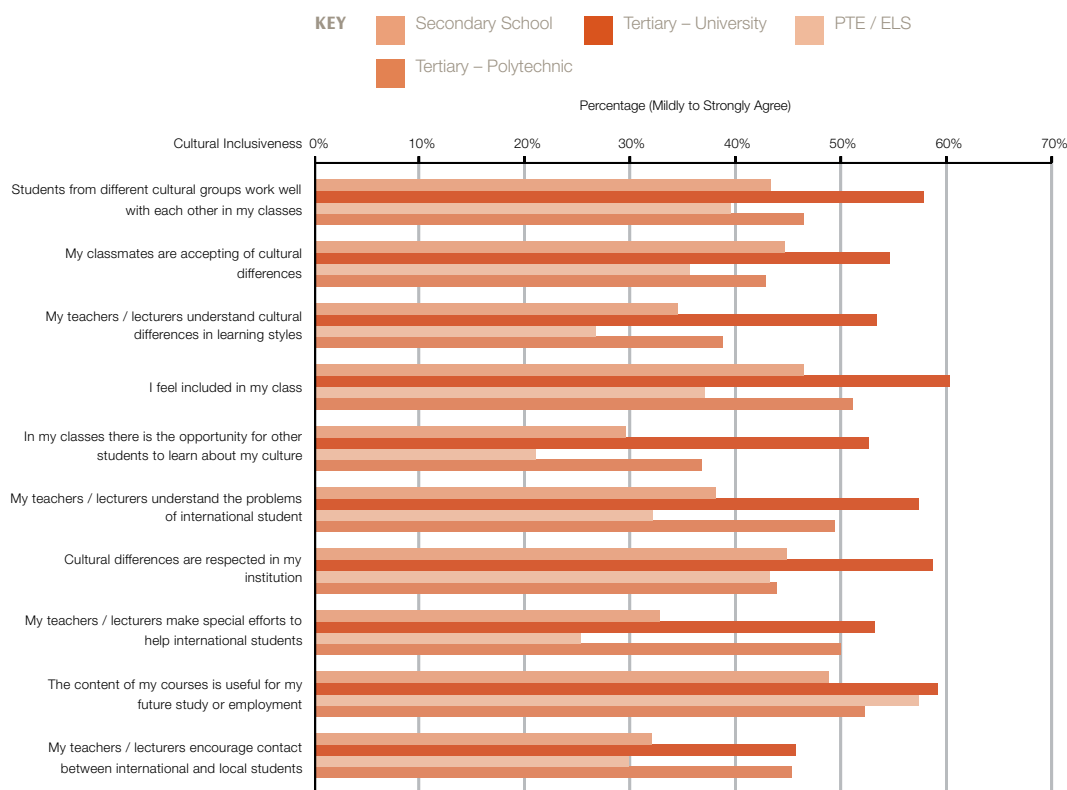
Private language students were significantly more likely than both secondary and tertiary students (university and ITP) to feel:

- there was the opportunity for students to learn about their culture;
- that cultural differences are respected in their institution;
- that their classmates are accepting of their cultural differences; and
- that students from different cultural groups work well together.

Overall, PTE / ELS students appeared more satisfied than secondary and tertiary students in New Zealand with the amount of cultural inclusiveness they experience. (Refer to Figure 4.16 for a breakdown of the levels of cultural inclusiveness.)

F 4.16

FIGURE 4.16
CULTURAL INCLUSIVENESS BY SECTOR

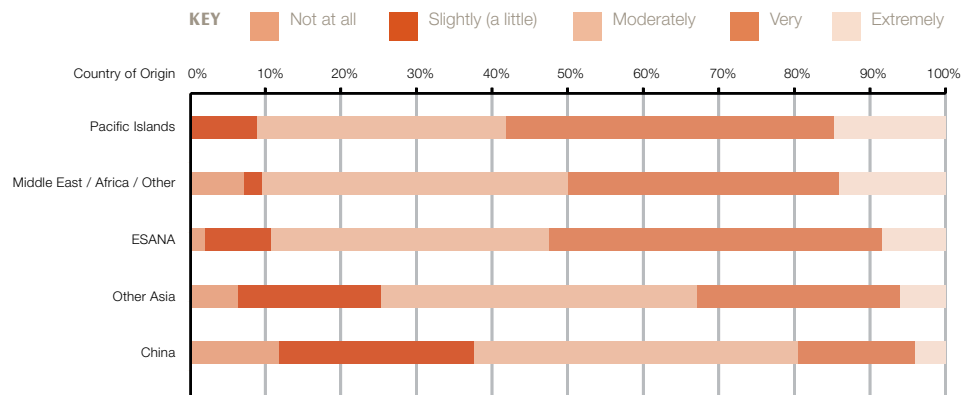


COUNTRY OF ORIGIN ANALYSIS

Pacific Island and ESANA students reported significantly better progress and satisfaction than Chinese and Other Asian students. While Other Asian students reported better progress than Chinese students, no statistical difference was found between these two groups.

F 4.17

FIGURE 4.17
SATISFACTION WITH PROGRESS IN STUDIES BY COUNTRY OF ORIGIN



Family expectations of achievement were significantly greater for Other Asian students than for Chinese and ESANA students. Pacific Island students exhibited the greatest level of family importance at 92%, and not surprisingly family expectations were significantly greater for Pacific Island students than for any other group. ESANA students exhibited the lowest level of importance (57%).

With respect to academic difficulty, Chinese students reported the least difficulty, followed by ESANA students and Other Asian students, with significant differences across the three groups. With the exception of asking questions in class and studying in a different education system, Chinese students consistently exhibited significantly less difficulty than Other Asian students on all items. Not surprisingly, ESANA students exhibited significantly less difficulty than Chinese students expressing themselves in English – however, this was the only factor where less difficulty was reported for ESANA students.

Students from the Pacific Islands, followed by ESANA countries, gave the most positive evaluations of their study programmes. Chinese students gave the least favourable evaluations across all items. The differences between each of these groups were statistically significant.

In terms of cultural inclusiveness, students from China felt the least culturally included despite the prevalence of Chinese students studying here. ESANA and Pacific Island students reported more cultural inclusiveness than either of the two Asian groups. This is consistent with recent research examining the experience of Chinese students in New Zealand (Ho et al., 2007), which found that achieving cultural inclusiveness was perceived to be problematic by Chinese students.

DEPTH MARKET ANALYSIS

German and Indian students reported significantly better satisfaction with their educational experience than Chinese, Vietnamese, Malaysian, Thai and Korean students. However, Thai, German, Indian, North and South American students all reported better progress than Chinese and Korean students. Malaysian students also reported better progress than Chinese students.

Family expectations were significantly greater for Indian and Malaysian students than for Chinese, Korean, German and North American students. German students attributed the lowest level of importance to family expectation. Apart from North American students, German students were significantly less likely than any other groups to state that study performance was important to their family.

With respect to academic difficulty, Chinese students reported the least difficulty and this was consistently shown across all factors. Minimal statistical differences were found between the depth markets, the only exception and noteworthy finding being that Thai students reported significantly more difficulty than most groups on the majority of factors.

Chinese students gave the least favourable evaluations of their study programme across all items. Minimal statistical differences were found amongst the other groups. The exceptions were that:

- Malaysian students were less satisfied than Korean students with the quality of course content; and
- Korean students were less satisfied than Indian students with the quality of feedback received.

Students from China felt the least culturally included. Korean students also reported a degree of cultural exclusion. In particular, Korean students reported significantly less agreement than German, Indian and North American students with respect to the following attributes:

- My classmates are accepting of cultural differences;
- Students from different cultural groups work well with each other in my classes;
- I feel included in my class;
- Cultural differences are respected in my institution; and
- The content of my courses is useful for my future study or employment.

REGION ANALYSIS

Minimal regional differences were found in the education experience responses. With respect to perceptions of progress and satisfaction with studies and the importance of family, no significant differences were found between regions.

Auckland students were less likely than rest of North Island students to have difficulties with taking notes during class, writing assignments, understanding teachers / lecturers, completing assignments, working on group projects and taking tests / exams and asking questions in class.

In terms of cultural inclusiveness three factors produced statistically significant results between the regions:

1. The content of my courses is useful for my future study or employment;
2. My teachers / lecturers make special efforts to help international students; and
3. In my classes there is the opportunity for other students to learn about my culture.

Rest of South Island students were more likely to agree that the content of their course is useful for future study or employment in comparison to Auckland, rest of North Island and Christchurch students.

Rest of South Island students were also more likely than Wellington students to agree that their teachers / lecturers make special efforts to help international students and that in class there is the opportunity for other students to learn about their culture.

GENDER ANALYSIS

Overall, there were no gender variations in perceptions of progress and satisfaction with studies in New Zealand, the importance of family, difficulties with educational activities and cultural inclusiveness in the classroom.

2003 COMPARISON

4.4.3

Overall, international students in 2007 appeared more satisfied with the progress they are making in their studies than those in 2003. Refer to Table 4.2 below. Thirty-one percent of students in 2007 indicated that they were either very satisfied or extremely satisfied with the progress they were making. This was up from 20% in 2003.

Sector analysis highlights that secondary school and PTE / ELS students in 2007 were significantly more satisfied with the progress they were making in their studies than their 2003 counterparts. This trend was also true for Chinese and Other Asian students when analysis was conducted on country of origin groups.

T 4.2

TABLE 4.2
SATISFACTION WITH PROGRESS IN STUDIES 2007 / 2003

Mean	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Satisfaction with Progress in Studies	2.91	2.69	3.08*	2.61	2.99	2.91	3	2.72

Note: The table presents unweighted data for sectors, total 2003 data is weighted
Significant differences between sector level 2007 & 2003 data is denoted by *

Similar to 2003, family interest in student progress was high, with 68% of the students indicating that doing well academically was very important or extremely important to their families. When tested, no significant differences existed between the 2003 and 2007 sector group means. As outlined in Table 4.3 below the means are generally consistent between the two years.

T 4.3

TABLE 4.3
IMPORTANCE TO FAMILY OF ACADEMIC PERFORMANCE/ACHIEVEMENT – 2007 / 2003

Mean	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Importance to family	3.99	3.93	3.8	3.84	3.91	3.93	3.9	3.91

Note: The table presents unweighted data for sectors, total 2003 data is weighted

The 2003 survey reported that family expectations were greater for Chinese than for Other Asian students. This was not the case in 2007. The survey found the converse to be true, with family expectation higher for Other Asian students (76%) – in particular Malaysian (87%) and Indonesian (92%) students – than for Chinese students (62%). ESANA students exhibited the lowest level of importance (57%), and Pacific Island students the greatest at 92%.

Statistical analysis revealed that the importance placed by family on study performance was significantly less important to Chinese students in 2007 (mean = 3.81) than to Chinese students in 2003 (mean = 4.02). The converse was true for Other Asian students, with the importance placed by family on study performance significantly greater in 2007 (mean = 3.99) than in 2003 (3.85).

Similar to 2003, students did not report a significant amount of difficulty with education activities. However, the mean ratings across activities in 2007 were higher than those reported in 2003. For the most part, tasks were regarded as only slightly difficult (see Table 4.4). Similar to 2003, overall private language school students were inclined to find these tasks the easiest to least difficult. Table 4.4 illustrates the sector-specific mean differences from 2007 and 2003 over the 13 educational activities.

With respect to country of origin differences, Chinese students reported the least difficulty, followed by ESANA students.

T 4.4 TABLE 4.4
DIFFICULTY WITH EDUCATION ACTIVITIES BY SECTOR 2007 / 2003

Difficulty with Education Activities (Mean)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Understanding teachers/lecturers?	2.09	2.01	2.00*	1.82	2.09*	1.87	2.07	1.88
Writing assignments?	2.57*	2.2	2.36*	1.97	2.45*	2.09	2.45	2.07
Taking notes during class?	1.89	1.69	1.91*	1.63	2.19*	1.82	2.07	1.71
Completing assignments on time?	2.16	1.85	2.02*	1.66	2.05*	1.75	2.06	1.74
Working on group projects?	2.50*	2.07	2.18*	1.75	2.37*	1.84	2.35	1.86
Taking tests or exams?	2.79	2.48	2.43*	2.16	2.56*	2.11	2.57	2.23
Making oral presentations?	3.04*	2.48	2.55*	2.16	2.56*	2.19	2.64	2.25
Managing your study workload?	2.31*	2.06	2.24*	2	2.40*	2	2.34	2.02
Asking questions?	2.38	2.13	2.06*	1.82	2.57*	1.96	2.41	1.94
Thinking critically?	2.40*	1.97	2.20*	1.88	2.17*	1.89	2.22	1.92
Expressing yourself in English?	2.32	2.22	2.3	2.25	2.24	2.09	2.27	2.21
Expressing your opinions to your teacher / lecturer?	2.31	2.18	2.27	2.13	2.27*	2.02	2.27	2.11
Studying in a different educational system?	2.23	2.03	2.23*	1.89	2.31*	1.89	2.28	1.93

Note: The table presents unweighted data for sectors, total 2003 data is weighted
Significant differences between sector level 2007 & 2003 data is denoted by *

Evaluations of course quality, feedback, quality of instructors and assessment procedures were predominantly in the average to good range in 2007 and this is highly consistent with the results found in 2003.

Perceptions of cultural inclusiveness were less positive in 2007 in comparison to 2003. In 2003, 59% of students agreed that they 'feel included' in their class. This has declined to 47% in the 2007 survey. Refer to Table 4.5 below.

T 4.5 TABLE 4.5
PERCEPTIONS OF CULTURAL INCLUSIVENESS

Cultural Inclusiveness (% in agreement)	All Respondents	All Respondents
	2007	2003
My teachers / lecturers encourage contact between international and local students	37	47
The content of my courses is useful for my future study or employment	56	51
My teachers / lecturers make special efforts to help international students	38	51
Cultural differences are respected in my institution	47	47
My teachers / lecturers understand the problems of international students	42	52
In my classes there is the opportunity for other students to learn about my culture	33	42
I feel included in my class	47	59
My teachers / lecturers understand cultural differences in learning styles	37	47
My classmates are accepting of cultural differences	43	50
Students from different cultural groups work well with each other in my classes	46	55

Note: The table presents unweighted data only

Furthermore, in 2003, 55% believed that students from different cultural groups work well with each other and in 2007 only 46% perceived this to be true. Again fewer students in 2007 (33%) believed that there are opportunities for other students to learn about their culture in class, suggesting that New Zealand educators may not be doing enough to internationalise their curricula.

Consistent with 2003, students from China felt the least culturally included in class (32%), followed by students from Other Asian countries (52%) and Middle Eastern countries (52%). ESANA (67%) and Pacific Island students (82%) reported more cultural inclusiveness than either of these groups. Little difference was found between the genders, and similar to 2003 there were no strong regional variations in perceptions of cultural inclusiveness in the classroom.

CONCLUSIONS & IMPLICATIONS

4.4.4

Overall, international students in 2007 appeared moderately satisfied with the progress they are making in their studies. Secondary school and PTE / ELS students in 2007 were significantly more satisfied with progress than their 2003 counterparts. This trend was also true for Chinese and Other Asian students. Students also reported having few difficulties with academic tasks such as completing assignments on time, understanding teachers / lecturers and taking notes during class. The greatest level of difficulty was linked to making oral presentations, taking exams and writing assignments.

By and large, the results show that international students adjust well to the New Zealand education system and its demands. However, it is worth noting that variations in the amount of difficulty experienced were evident between the four sector groups, with secondary school students exhibiting the highest level of difficulties. More support may be required in secondary schools to assist international students in certain academic tasks.

With respect to the country of origin differences exhibited, German and Indian students reported significantly better educational satisfaction than Chinese, Vietnamese, Malaysian, Thai and Korean students. However, with respect to progress, Thai, German, Indian, North and South American students all reported better progress than Chinese and Korean students. Malaysian students also reported better progress than Chinese students.

Interestingly, Chinese students reported the least difficulty with academic activities and this was consistently shown across all factors. Further research may be required to better understand Chinese students' expectations of academic achievement.

In terms of cultural inclusiveness, students from China and to a lesser extent Korea felt the least culturally included. ESANA students, in particular students from Germany and North America, were the groups that felt the least excluded. This is not unexpected. More often than not, acceptance and adjustment of international students is a function of cultural distance³. The research findings suggest that New Zealand education providers could further develop policies to enhance intercultural relationships.

³ Cultural distance has been defined as the perceived similarities and differences between culture of origin and culture of contact (Sam and Berry, 2006)

4.5

SERVICES & FACILITIES

INTRODUCTION

4.5.1

This section looks at students' evaluations of services and facilities available to international students. It includes both the services provided by agents and the services and facilities in educational institutions. Service availability, quality and overall satisfaction are examined. Section 4.5 also examines if international students perceive New Zealand education as good value for money and if students would recommend New Zealand as a study destination.

2007 FINDINGS

4.5.2

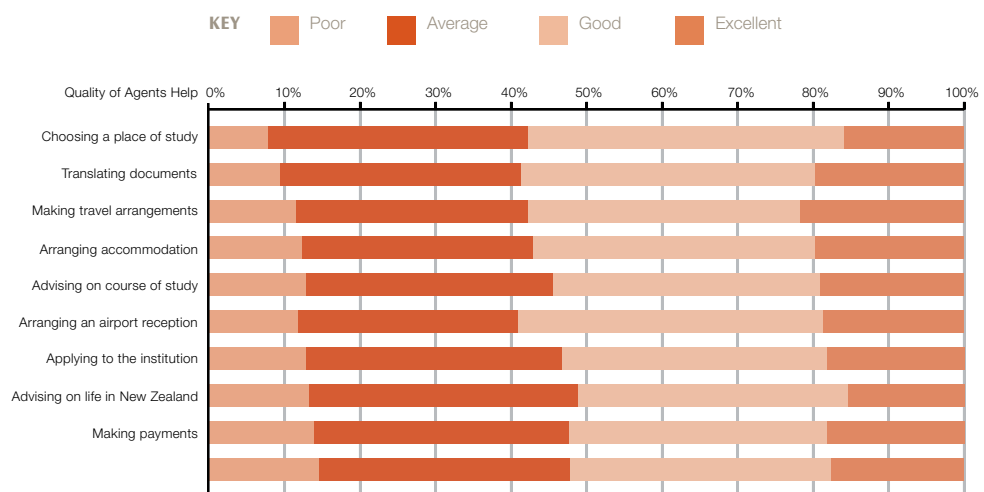
SERVICES PROVIDED BY AGENTS

Agents are commonly used by international students and their families to assist with arrangements to study abroad. In 2007, 53% of the students surveyed indicated that they used agents to assist them in coming to New Zealand to study. With over 50% of international students using an agent, the research highlights the continued significance of agents to recruitment of international students. Of the students using agents to assist them, 40% used an agent from their home country and only 13% used New Zealand agents.

The quality of help provided by agents was assessed as average to good, as summarised in Figure 4.18. Overall, in 2007 agents were evaluated as most proficient (excellent) in making travel arrangements, arranging accommodation, arranging an airport reception and translating documents.

F 4.18

FIGURE 4.18
QUALITY OF HELP PROVIDED BY AGENTS



There were significant differences between the evaluations of the services from overseas and New Zealand agents. Agents in New Zealand were better at:

- making travel arrangements;
- making payments;
- applying for a visa; and
- choosing a place to study.

In comparison, agents from students' own home countries were better at:

- advising on life in New Zealand;
- translating documents; and
- applying to the institution.

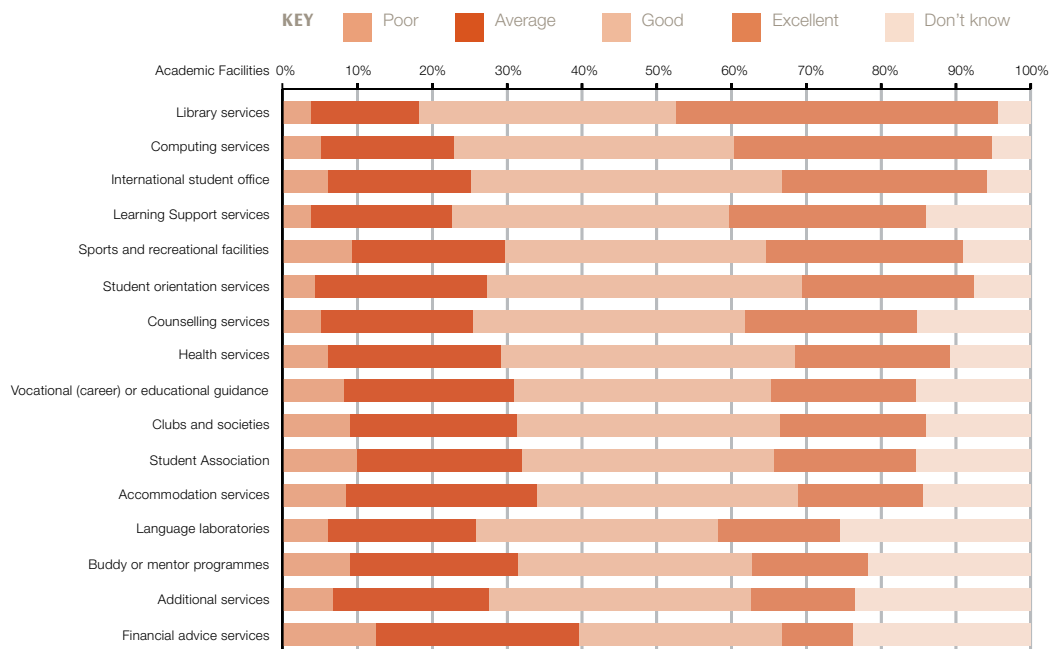
Thirty-one percent of students who used a New Zealand agent were very satisfied or extremely satisfied with the overall services provided, and there was a similar level of satisfaction exhibited from students who used an overseas agent (30%).

EDUCATION INSTITUTION FACILITIES

Evaluations of the quality of services available in education institutions are presented in Figure 4.19. On the whole, mean evaluations of specific services and facilities were good. In particular, students rated the quality of library services, computing services, international student office, learning support services, student orientation services, and sports and recreational facilities highly. Financial advice services, additional services and buddy or mentor programmes experienced were viewed less favourably. These were also the services students knew least about, suggesting that providers could do more to support students in these areas.

F 4.19

FIGURE 4.19
QUALITY OF HELP PROVIDED BY INSTITUTIONS



When asked to evaluate the overall quality of services and facilities at their institutions, over half (58%) of students considered these services to be good or excellent, and 42% evaluated the services as poor or average.

VALUE FOR MONEY

The 2007 results show that 41% of the New Zealand international student population believed that New Zealand was good value for money. Overall, this result is consistent with the findings from the recent i-graduate international student barometer survey (Archer, 2007). This survey found that cost was a major differentiator for New Zealand.

The 2007 survey found that 53% of international students were likely to recommend New Zealand as a place of study. This result is not as high as those reported in the i-graduate research. In this research, 70% of international students attending New Zealand universities stated that they would recommend the experience to others. It is important to highlight that the i-graduate research surveyed only international students studying in New Zealand universities.

SECTOR ANALYSIS

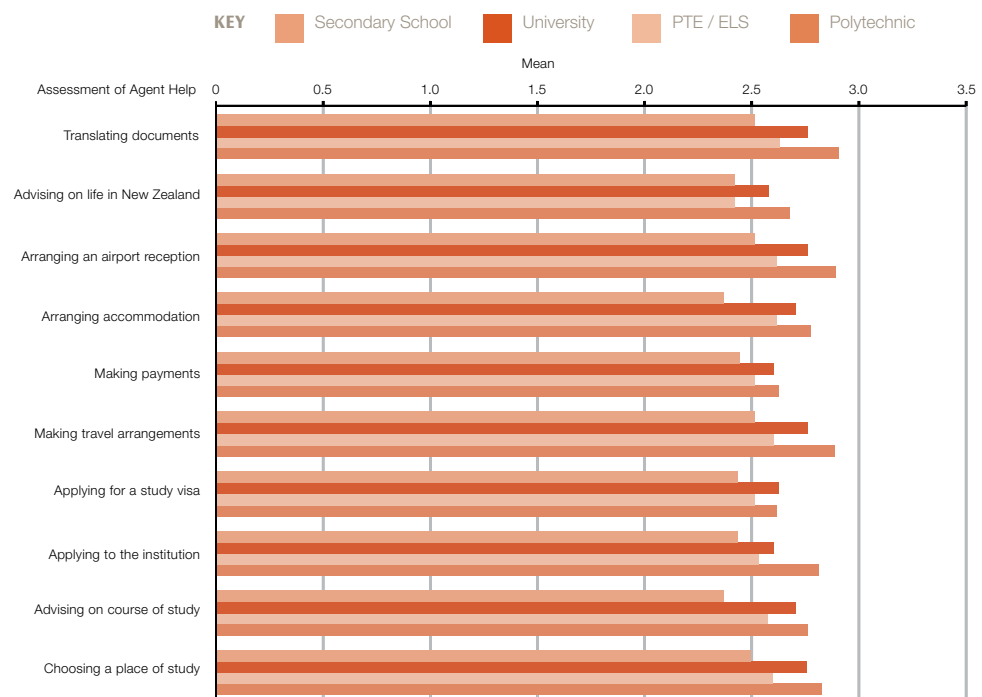
Significant differences were found between sectors with respect to agent use, with agents more likely to be used by PTE / ELS students (65%) than any of the other sector groups. Furthermore, PTE / ELS students were more likely to use agents from their own home country than New Zealand agents. Refer to Table 4.6.

T 4.6 TABLE 4.6
AGENT USE BY SECTOR

Agent Use (%)	Secondary Schools	PTEs and ELSs	Tertiary University	Tertiary ITP	TOTAL
Yes	46	65	49	54	53
No	54	35	51	46	47
Total (N)	N = 467	N = 659	N = 1,136	N = 411	N = 2,673

Agents' services were assessed as average to good. In general, there were a number of statistically significant differences in the overall satisfaction with agents across secondary, tertiary and private language school students.

ITP students were significantly less satisfied than secondary school students with the quality of agents' help in choosing a place of study, advising on course of study, applying to the institution, making travel arrangements, arranging accommodation and translating documents. University students were also significantly less satisfied than secondary school students with the quality of agents' help in making travel arrangements, applying to the institution and choosing a place of study (refer to Figure 4.20 for full sector differences).

F 4.20 FIGURE 4.20
QUALITY OF HELP PROVIDED BY AGENT BY SECTOR

On the whole, mean evaluations of specific services and facilities were good across all sectors. Statistically significant differences were found for 10 of the 16 services and facilities attributes. In particular, PTE / ELS students found the quality of the international student offices and health services significantly better than did tertiary students (university and ITP).

However, university students found the quality of learning support services and library services significantly better than did PTE / ELS and secondary school students. The tertiary students also found counselling and computing services better than did PTE / ELS students.

Overall, university students tended to give more favourable evaluations than ITP, secondary and private language students. Sixty-three percent of university students considered these services to be good or excellent.

There was little difference in sector responses to the value for money question. Thirty-nine percent of secondary school students, 38% of tertiary students and 38% of ITP students agreed that New Zealand was good value for money. Interestingly, a higher proportion of PTE / ELS students agreed that New Zealand was good value for money (46%). This is consistent with the results found in the Education New Zealand Comparative Cost Study (Deloitte, 2007), which considered the competitiveness of international student tuition fees, study-related costs and living costs in New Zealand compared to the equivalent fees and costs of a selected group of New Zealand's key competitor countries – Australia, Canada, the United Kingdom and the United States.

Sector variations in students' inclination to recommend New Zealand as a place to study are presented in Table 4.7. Students in private training establishments, English language schools (61%) and secondary schools (57%) are more likely to recommend New Zealand than tertiary students. This result is not as high as those found in the i-graduate research. In this research, 70% of international students attending New Zealand universities stated that they would recommend the experience to others.

T 4.7

TABLE 4.7
STUDENTS' INCLINATION TO RECOMMEND NEW ZEALAND AS A STUDY DESTINATION

Future Recommendation (%)	Secondary Schools	PTEs and ELSs	Tertiary University	Tertiary ITP	TOTAL
Yes	57	61	47	50	53
No	18	17	27	26	23
Not Sure	26	22	26	24	25
Total (N)	N = 462	N = 656	N = 1,122	N = 411	N = 2,651

COUNTRY OF ORIGIN ANALYSIS

Significant differences were found across country of origin groups with respect to agent use, with agents more likely to be used by Chinese students (62%) than any of the other sector groups. Chinese students were more likely to use agents from their own home country (43%) than New Zealand agents (20%). Refer to Table 4.8 below.

T 4.8

TABLE 4.8
AGENT USE BY COUNTRY OF ORIGIN

Agent Use (%)	China	Other Asia	Middle East / Africa / Other	ESANA	Pacific Islands	TOTAL
Yes	62	49	28	45	18	53
No	37	50	72	55	82	47
Total (N)	N = 1,114	N = 1,136	N = 43	N = 305	N = 68	N = 2,673

With respect to the evaluation of agents, statistically significant differences were found between the country of origin groups on the 11 factors assessed. ESANA and Other Asian students were significantly more satisfied than Chinese students with the quality of agent's help in choosing a place of study and agent's help in arranging an airport reception.

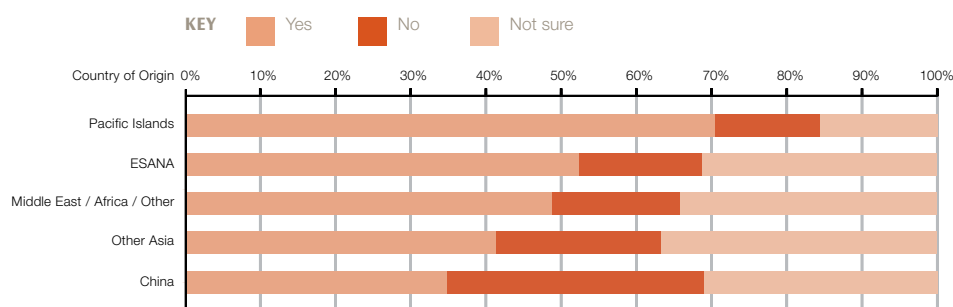
Other Asian students were also more satisfied than Chinese students with the quality of the agent's help in applying to the institution and the quality of the agent's help in translating documents. No other statistically significant differences were found between the country of origin groups and no statistically significant differences were found when examining the overall satisfaction with agents.

Chinese and Other Asian students tended to give significantly less favourable evaluations on the overall quality of services and facilities at their institutions compared to students from ESANA, Pacific Island and Middle East / Africa / other regions.

There were significant differences in country of origin responses to the value for money question (Figure 4.21). Chinese students were not widely convinced that New Zealand education is good value for money with only 34% endorsing that position, 34% disagreeing and 31% unsure. Pacific Island and ESANA students viewed New Zealand more favourably as good value for money. Students from these countries were also more likely to recommend New Zealand as a study destination for friends and family.

F 4.21

FIGURE 4.21
VALUE FOR MONEY EVALUATION BY COUNTRY OF ORIGIN



DEPTH MARKET ANALYSIS

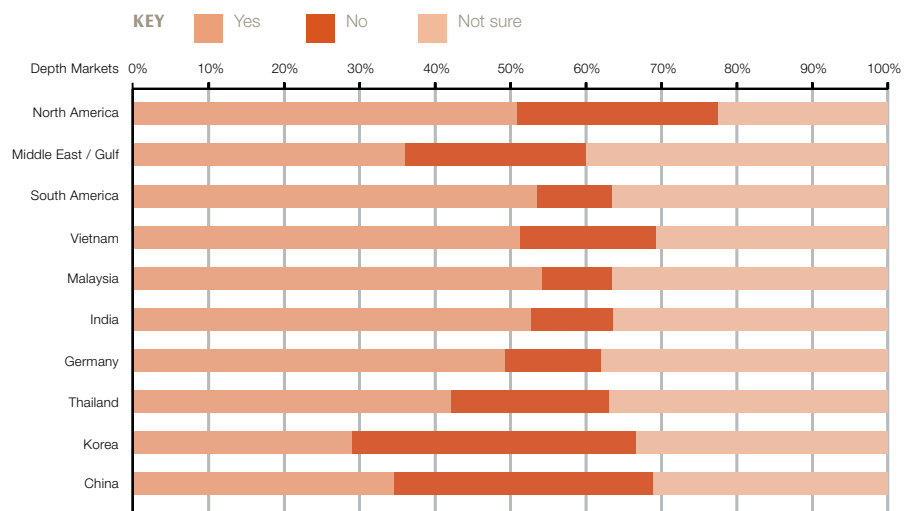
Alongside Chinese students (65%), agents were more likely to be used by Indian (68%), South American (63%) and Vietnamese (61%) students. Furthermore, all these groups, were like Chinese students more likely to use agents from their own home country.

Malaysian students were significantly more satisfied than Chinese, Korean, Thai, Indian and Vietnamese students with the quality of their agent's help in choosing a place of study. Malaysian students were also more satisfied than Chinese students with regards to the quality of agents' help in advising on life in New Zealand, and agents' help in translating documents.

Significant differences were found in students' evaluations of the services and facilities available to them. In particular, German students were significantly more positive about the quality of New Zealand institution services and facilities than Chinese students who consistently tended to be less satisfied.

With respect to value for money and recommending New Zealand as a place of study, Malaysian, Indian and South American students were more likely to perceive New Zealand as good value for money (Figure 4.22) and recommend friends and family to come and study in New Zealand. Interestingly, much has been made of the Middle East as a growing market, but the results suggest that more work is required to provide value for this group.

F 4.22

FIGURE 4.22
VALUE FOR MONEY EVALUATION BY DEPTH MARKET**REGION ANALYSIS**

Students in Auckland and Wellington were less likely to see New Zealand as good value than those from other regions. The differences between Auckland and Wellington students and those studying in the rest of the South Island were statistically significant. Refer to Table 4.9 below.

T 4.9

TABLE 4.9
VALUE FOR MONEY EVALUATION BY REGIONAL LOCATION

Value for Money (%)	Auckland	Wellington	Rest of North Island	Christchurch	Rest of South Island	TOTAL
Yes	38%	40%	38%	40%	49%	40%
No	28%	24%	27%	25%	18%	26%
Unsure	33%	32%	33%	33%	31%	33%
Total (N)	N = 1,252	N = 293	N = 455	N = 399	N = 252	N = 2,673

Students studying in the rest of the South Island were more likely to recommend friends and family to come and study in New Zealand (60%), in contrast to students studying in the rest of the North Island (49%). Refer to Table 4.10 below.

T 4.10

TABLE 4.10
FUTURE RECOMMENDATION EVALUATION BY REGIONAL LOCATION

Future Recommendation (%)	Auckland	Wellington	Rest of North Island	Christchurch	Rest of South Island	TOTAL
Yes	52%	51%	49%	53%	60%	52%
No	24%	24%	23%	22%	16%	23%
Unsure	24%	24%	27%	24%	23%	24%
Total (N)	N = 1,252	N = 293	N = 455	N = 399	N = 252	N = 2,673

2003 COMPARISON

4.5.3

T 4.11

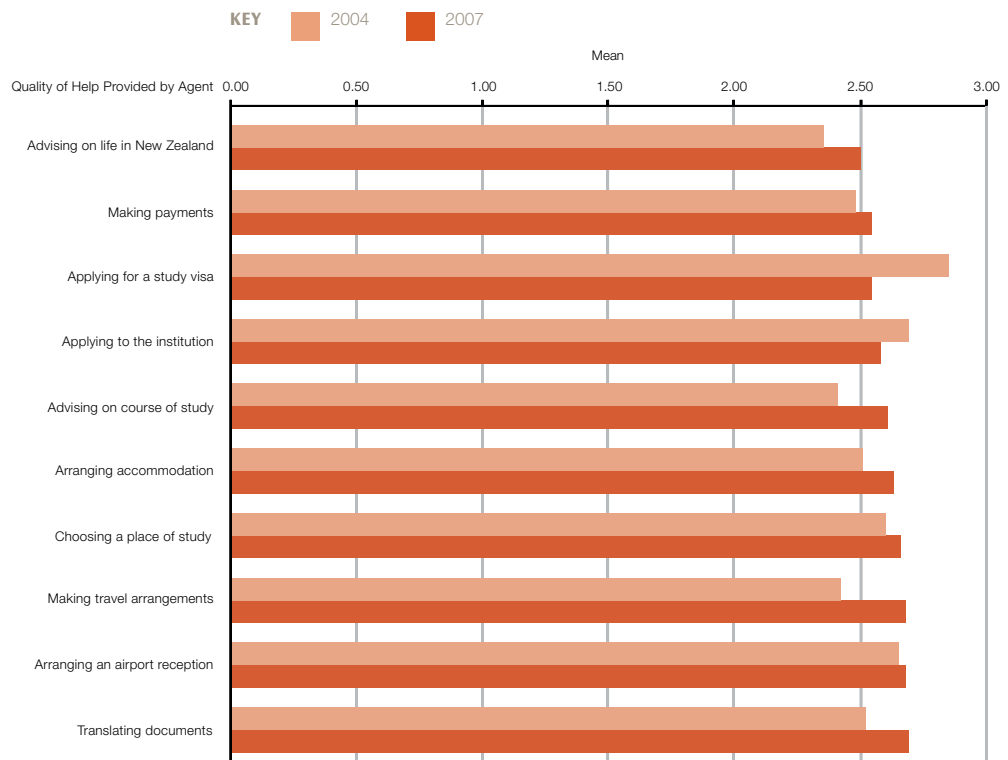
TABLE 4.11
AGENT USE 2003 / 2007

Agent Use (%)	TOTAL	
	2007	2003
Yes	53	61
No	47	39
Total (N)	N=2,673	N=2,736

Note: The table presents unweighted data only

In 2007 agents were evaluated as most proficient in translating documents, making travel arrangements, followed equally by arranging accommodation and advising on courses to study. This differed from the 2003 weighted findings (Figure 4.23), which indicated that agents were most proficient in assisting with student visas.

F 4.23

FIGURE 4.23
QUALITY OF AGENT HELP BY YEAR

Analysis examining sector-level differences showed that minimal variances exist for the attributes assessing the quality of agent help. Refer to Table 4.12. Tertiary students in 2007 placed significantly less importance on the quality of agents' help when applying to the institution and for a study visa than their 2003 counterparts. Secondary school and PTE / ELS students in 2007 also placed significantly less importance on the quality of agents' help when applying for a study visa. No other statistically significant differences were found.

T 4.12

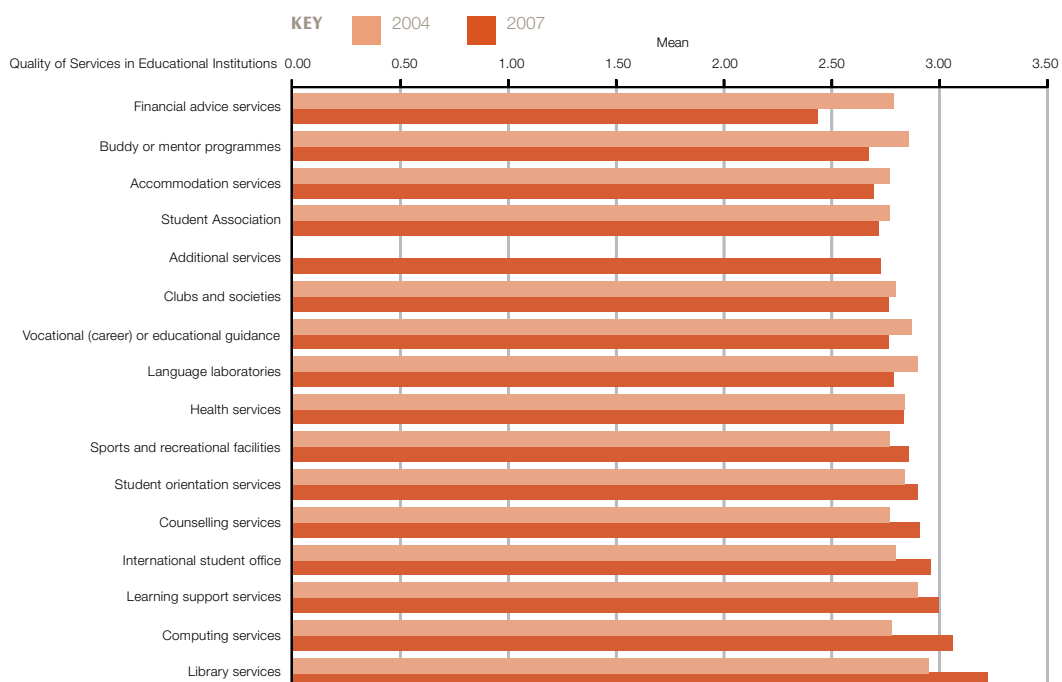
TABLE 4.12
QUALITY OF AGENT HELP BY SECTOR FOR 2007 & 2003

Quality of Agent Help by Year (Mean)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Choosing a place of study	2.82	2.73	2.75	2.62	2.56	2.64	2.66	2.6
Advising on course of study	2.76	2.52	2.7	2.47	2.51	2.5	2.61	2.41
Applying to the institution	2.81	2.84	2.6	2.74	2.50*	2.73	2.58	2.69
Applying for a study visa	2.61*	3.03	2.62*	2.88	2.49*	2.92	2.55	2.85
Making travel arrangements	2.88	2.73	2.76	2.54	2.58	2.51	2.68	2.42
Making payments	2.62	2.68	2.6	2.48	2.49	2.6	2.55	2.48
Arranging accommodation	2.77	2.78	2.7	2.53	2.54	2.7	2.63	2.51
Arranging an airport reception	2.89	2.89	2.76	2.72	2.58	2.72	2.68	2.65
Advising on life in New Zealand	2.67	2.69	2.58	2.33	2.42	2.47	2.5	2.36
Translating documents	2.9	2.81	2.76	2.52	2.6	2.65	2.69	2.52

Note: The table presents unweighted data for sectors, total 2003 data is weighted
Significant differences between sector level 2007 & 2003 data is denoted by *

Evaluations of the quality of available services in education institutions are presented in Figure 4.24 (2003 weighted data is presented against the unweighted 2007 data). In particular, students perceived the quality of library services, computing services, learning support services, international student office, counselling services, student orientation services, and sports and recreational facilities better in 2007 than they did in 2003. However, the ratings on the nine other service attributes were rated lower than those in 2003. Financial advice services and buddy or mentor programmes experienced the largest decline in overall mean ratings.

F 4.24

FIGURE 4.24
QUALITY OF SERVICES / FACILITIES AT EDUCATIONAL INSTITUTIONS BY YEAR

Evaluations of the quality of available services in education institutions by sectors for 2007 and 2003 are presented in Table 4.13. At a sector level, students across all sectors in 2007 were significantly more satisfied than their 2003 counterparts with computing services. Tertiary and secondary school students were significantly more satisfied than their 2003 counterparts with library services. In contrast, 2007 tertiary students were significantly less satisfied (mean = 2.70) than in 2003 (mean = 3.00) with buddy or mentor programmes.

T 4.13
TABLE 4.13
QUALITY OF SERVICES / FACILITIES AT EDUCATIONAL INSTITUTIONS BY SECTOR
FOR 2007 & 2003

Quality of Services / Facilities (Mean)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
International student office	3.07*	2.79	2.92	2.79	2.94	2.82	2.96	2.8
Student orientation services	2.85	2.72	2.93	2.88	2.91	2.82	2.9	2.84
Health services	2.83*	2.67	2.72	2.8	2.87	2.87	2.83	2.84
Financial advice services	2.55	2.62	2.45*	2.8	2.41*	2.81	2.44	2.79
Accommodation services	2.91*	2.63	2.75	2.76	2.6	2.71	2.69	2.77
Vocational (career) or educational guidance	2.87	2.79	2.72	2.9	2.74	2.86	2.76	2.87
Counselling services	2.89	2.79	2.94	2.97	2.9	2.87	2.91	2.77
Computing services	2.86*	2.69	2.89*	2.7	3.20*	2.92	3.06	2.78
Library services	3.07*	2.92	2.89	2.78	3.40*	3.16	3.22	2.95
Language laboratories	2.72	2.8	2.61	2.83	2.89	3.04	2.79	2.9
Learning support services	2.83	2.81	2.91	2.86	3.07	2.99	2.99	2.9
Buddy or mentor programmes	2.64	2.74	2.63	2.78	2.70*	3	2.67	2.86
Sports and recreational facilities	2.93	2.81	2.62	2.69	2.93	2.84	2.86	2.77
Clubs and societies	2.88	2.81	2.49	2.66	2.83	2.89	2.76	2.8
Student Association	2.77	2.71	2.48	2.67	2.8	2.85	2.72	2.77
Additional services	2.76	2.85	2.6	2.75	2.77	2.94	2.73	-

Note: The table presents unweighted data for sectors, total 2003 data is weighted
Significant differences between sector level 2007 & 2003 data is denoted by *

In 2003, only 36% of students stated that New Zealand was good value for money. In 2007 this increased to 41%. Similar to 2003, students in Auckland were less likely to see New Zealand as good value than those from other regions (38%). In addition, the 2007 survey found that 53% of international students were likely to recommend New Zealand as a place of study. This percentage was up from 44% in 2003.

CONCLUSIONS & IMPLICATIONS

4.5.4

Agents assisted with most of the arrangements required for study in New Zealand, and overall students evaluated the quality of services provided as average to good. Students were more likely to use agents from their own country, and this is particularly true for Chinese and Indian students. However, New Zealand agents were also used and provided satisfactory service to students.

In general, students gave high praise to the quality of the services and facilities offered by their education institutions. This was particularly true for library, computing and international student office services and / or

facilities. However, it was somewhat surprising that student awareness of the availability of services and facilities is variable. There appears to be evidence of an overall lack of awareness about the actual services on offer.

The survey findings suggest that there is an opportunity for institutions to improve the awareness of services. It is recommended that additional research is conducted to evaluate where resources could best be applied. The results would suggest financial advisory services and buddy programmes would be positively received and these may not be difficult or expensive to implement.

Previous research has outlined that the importance of 'value for money' is closely coupled to students' general level of satisfaction and feelings about the student experience (Burns, 1991; Mullins et al. 1995). This was consistent with 2007 findings. In 2007, it was encouraging to see that more international students perceived New Zealand as 'good value for money' and were also more likely to recommend New Zealand as a place to study for family and / or friends. However, this result is not as high as those found in the i-graduate research. In this research, 70% of international students attending New Zealand universities stated that they would recommend the experience to others.

The research also finds that students who have been living in New Zealand for longer (and are therefore potentially better assimilated into New Zealand society and culture) are more likely to perceive New Zealand education as good value for money and are likely to recommend New Zealand as a place to study for family and / or friends.

Students who perceive New Zealand education as good value for money and are more likely to recommend New Zealand are students who do not have a high level of financial difficulty in paying for their education in New Zealand.

Students who selected New Zealand as their first choice as a place of study are also more likely to recommend New Zealand as a place to study.

Students who selected New Zealand as their first choice of study destination viewed the quality of the services and facilities at their institutions higher than those students who did not. Overall, these students were more satisfied with the progress they were making in their studies and more satisfied with their life in New Zealand.

4.6

SUPPORT OR HELP THAT YOU MIGHT RECEIVE IN NEW ZEALAND

INTRODUCTION

4.6.1

This section focuses on the availability and sources of social support to assist with both practical and emotional needs. It also includes a look at students' satisfaction with the social support received.

2007 FINDINGS

4.6.2

In this survey students reported that assistance is generally available to deal with the emotional and practical problems arising from life in New Zealand. Table 4.14 presents the findings on the availability and sources of social support.

Overall, the following trends were evident in the 2007 research:

- International students are more likely to seek the support of their international peers than any other group. This was consistently the case in all areas in 2007 and especially true if they are upset, lonely or homesick or if they are experiencing relationship issues.

- People from the students' home countries are also an important source of social support for these emotional problems, such as dealing with being upset and lonely (49%), and relationship issues (33%).
- Staff in educational institutions are seen as most widely available to assist with practical problems, such as educational issues (58%), language problems (38%) and questions about living in New Zealand (36%).
- Informational needs, such as assistance with finding one's way around (40%), answers about New Zealand (44%) or helping with language problems (41%), are areas where New Zealand friends appear to provide the most support. Emotional assistance is not widely received from New Zealand friends.
- Although homestay families are recognised as an important source of assisting students if they were sick (31%), they generally appear to be seen as more available for location and culture-specific informational needs such as assisting students to find their way around or answering questions about New Zealand (32% and 34% respectively).
- Very little support is perceived to be available through clubs, organisations and community members. The area where this support group is the strongest is in providing support to students who wish to become involved in the community (23%). This result would appear to suggest that international students are not well integrated into wider community groups and therefore do not seek support from general community members.

The findings above relate to the perceived availability of support and not the support actually used or received. Satisfaction with support is considered later in the section.

T 4.14

TABLE 4.14
SOURCES OF SUPPORT USED BY INTERNATIONAL STUDENTS

Sources of Support (%)	Staff	Homestay Family	New Zealand Friends	International Students	Clubs / Community Members	People in Home Country	Others
	2007	2007	2007	2007	2007	2007	2007
Talk with you when upset, troubled, lonely	18	21	30	62	8	49	17
Help you if you are sick	23	31	23	48	6	24	20
Help with language problems	38	29	41	45	9	14	14
Provide info about sexual health	26	11	15	26	8	18	30
Discuss relationship issues	13	16	30	57	8	33	19
Help you find your way around	34	32	40	54	14	20	18
Help with educational issues	58	18	31	47	9	19	15
Help you become involved in community	28	18	33	42	23	11	18
Comfort you if lonely*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Answer questions about New Zealand	36	34	44	45	15	16	17
Help with living arrangements	31	24	20	36	7	17	24
Advise on finance	27	19	16	30	6	26	27
Average % across all factors	30	23	29	45	10	22	20

Note: Students could select more than one source of support, hence the total percentages may exceed 100%

* This question was not asked in 2007. It was aggregated into an existing variable

Students in 2007 appeared to be highly satisfied with the support they received. Forty-seven percent of the students were moderately satisfied and 24% were very satisfied. Only 4% of students stated that they were not at all satisfied.

SECTOR ANALYSIS

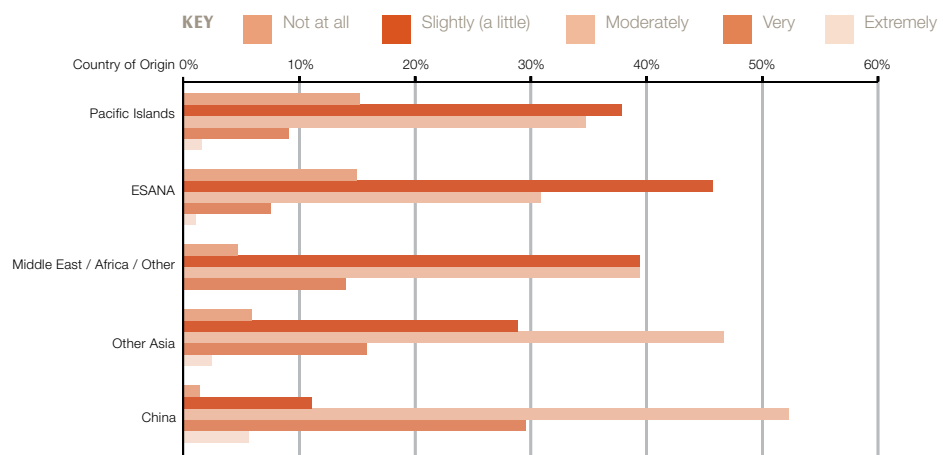
Secondary students were significantly more satisfied (45%) than tertiary (23% university, 22% ITP) and PTE / ELS (36%) students with the support they received ('satisfied' equals the sum of students who stated they were either very or extremely satisfied). This result suggests that tertiary providers may need to review how support is provided to international students and examine ways in which support can be improved.

COUNTRY OF ORIGIN ANALYSIS

Figure 4.25 illustrates that ESANA students were significantly more satisfied than students from Asian countries, who were, in turn, more satisfied than Chinese students. Students from the Middle East / Africa and Pacific Islands were also satisfied with the levels of support they received.

F 4.25

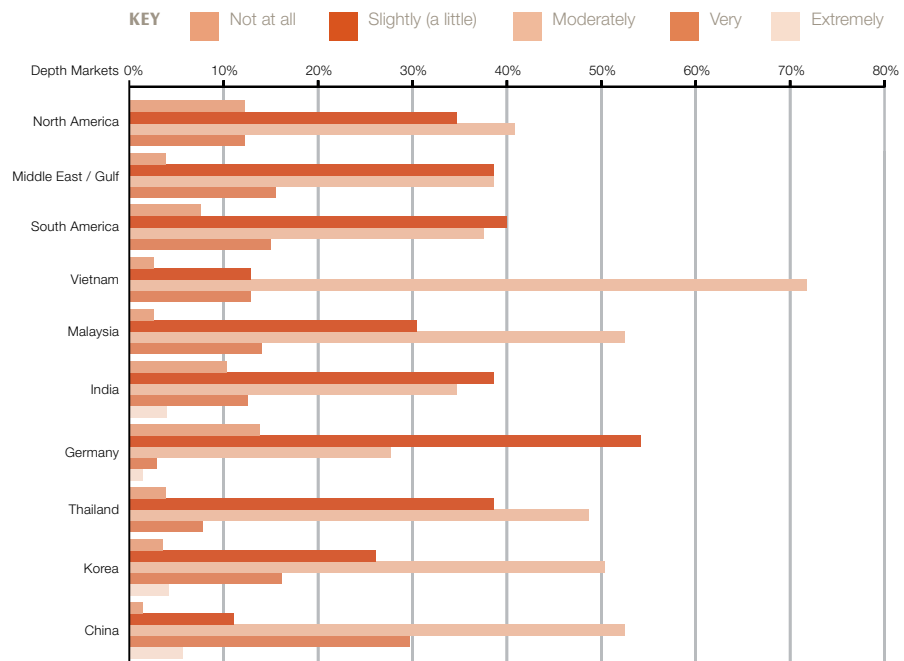
FIGURE 4.25
SATISFACTION WITH SUPPORT BY COUNTRY OF ORIGIN



DEPTH MARKET ANALYSIS

Figure 4.26 illustrates satisfaction with support by depth market. German students were more satisfied (either very satisfied or extremely satisfied) than their North American and South American counterparts. Chinese students were the group least satisfied (not at all and slightly satisfied) with the support they received.

F 4.26 FIGURE 4.26
SATISFACTION WITH SUPPORT BY DEPTH MARKET



REGION & GENDER ANALYSIS

In 2007, students in Auckland, Wellington and the rest of the North Island were less satisfied than those in Christchurch and the rest of the South Island. Males and females were equally satisfied with the social support received.

2003 COMPARISON

4.6.3

Comparisons between 2003 and 2007 survey responses are summarised in Table 4.15 below. The 2007 results are largely consistent with 2003, although there is a significant increase in support sourced from fellow international students.

T 4.15 TABLE 4.15
SOURCES OF SUPPORT USED BY INTERNATIONAL STUDENTS 2007 / 2003

Sources of Support (%)	Staff		Homestay Family		New Zealand Friends		International Students		Clubs / Community Members		People in Home Country		Others	
	2007	2003	2007	2003	2007	2003	2007	2003	2007	2003	2007	2003	2007	2003
Talk with you when upset	18	19	21	20	30	25	62	44	8	6	49	46	17	13
Help you if you are sick	23	23	31	35	23	18	48	26	6	5	24	23	20	15
Help with language problems	38	39	29	28	41	27	45	28	9	6	14	15	14	13
Provide info about sexual health	26	21	11	9	15	13	26	15	8	3	18	19	30	27
Discuss relationship issues	13	12	16	15	30	24	57	36	8	4	33	31	19	17
Help you find your way around	34	29	32	31	40	32	54	32	14	7	20	18	18	14
Help with educational issues	58	57	18	17	31	17	47	24	9	4	19	16	15	13
Help you become involved in community	28	32	18	15	33	21	42	21	23	10	11	11	18	17
Comfort you if lonely*	n/a	10	n/a	18	n/a	24	n/a	41	n/a	5	n/a	37	n/a	16
Answer questions about New Zealand	36	37	34	31	44	31	45	26	15	8	16	14	17	13
Help with living arrangements	31	39	24	16	20	16	36	17	7	5	17	16	24	18
Advise on finance	27	29	19	16	16	15	30	16	6	5	26	24	27	23
Average % across all factors	30	29	23	21	29	22	45	27	10	6	22	23	20	17

Note: Students could select more than one source of support. Hence the total percentages will exceed 100%. The table presents weighted data only

* This question was not asked in 2007. It was aggregated into an existing variable

Although homestay families are recognised as an important source of assisting students if they are sick (31%), they generally appear to be seen as more available for location and culture-specific informational needs such as assisting students to find their way around or answering questions about New Zealand (32% and 34% respectively).

Overall, students in 2007 appeared to be more satisfied with the support they received than in 2003. Forty-seven percent of the students appear to be moderately satisfied and 24% were very satisfied. Only 4% of students stated that they were not at all satisfied. Similar to 2003, secondary students were more satisfied (45%) than tertiary (23% university students, 22% ITP students) and private language school students (36%) where satisfied equals the sum of students who stated they were either very or extremely satisfied.

At a sector level, no statistically significant differences were found between secondary school students in 2007 and secondary school students in 2003. This trend was true for PTE / ELS students also. However, tertiary students in 2007 were found to be significantly less satisfied with the overall support they received than tertiary students in 2003.

CONCLUSIONS & IMPLICATIONS

4.6.4

The results highlight that international students have wide and varied access to social support, and consistent with 2003 the findings also show that informal sources are seen as more readily available than formal ones.

Overall, however, students in 2007 appeared to be more satisfied with the support they received than in 2003, suggesting that institutions have made good progress in adopting the intentions of the Code of Practice for the Pastoral Care of International Students.

The Code of Practice had only been introduced for a relatively short period when the last survey was conducted. The full impacts of its introduction are now likely to be in place in many institutions across New Zealand.

Even so, it is worthwhile to note that help from other international students continues to be the first port of call for international students. The results clearly show that low levels of support are sought from community members and that students are still not readily seeking help from staff at their institutions. However, there does appear to be a greater tendency for international students to seek help from their 'kiwi friends' and this is encouraging to see.

4.7

YOUR RELATIONSHIPS WITH PEOPLE IN NEW ZEALAND

INTRODUCTION

4.7.1

The following section examines various aspects of international students' relationships with people in New Zealand. It considers friendships with New Zealanders and contact with New Zealanders, compatriots and other international students. This section also includes measures of perceived discrimination and 'reflected perceptions', that is, how international students believe New Zealanders see them.

2007 FINDINGS

4.7.2

The 2007 results (Figure 4.27) show that 34% of international students believe that making New Zealand friends is difficult. Sixty-one percent indicated they would like to have more local friends. This result is consistent with other research in New Zealand and Australia which found that international students expect and desire local friendships (St John-Ives, 2005; Kudo, 2000).

Language proficiency appeared to be a barrier for only 23% of international students in 2007. Thirty-seven percent of the students believed that New Zealanders should take the first steps in making intercultural friendships. Twenty-nine percent of students felt that New Zealanders do not seem interested in having international friends. Refer to Figure 4.27 below.

Interestingly, only 42% of the students agreed that they tried their best to make New Zealand friends. This result perhaps indicates that international students believe the pursuit of friendship with New Zealanders is too difficult.

F 4.27

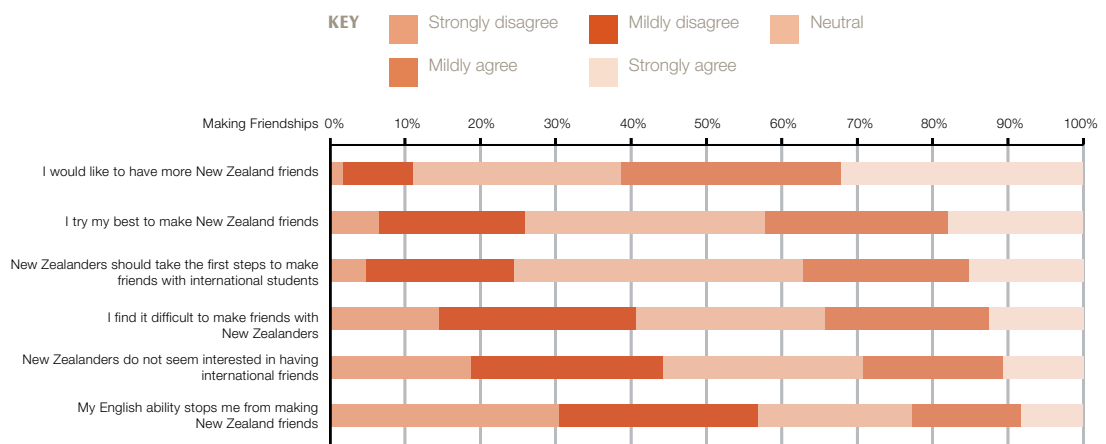
FIGURE 4.27
MAKING FRIENDSHIPS IN NEW ZEALAND

Table 4.16 illustrates that international students have significantly fewer New Zealand friends than friends from their own country or other countries. A third of students have one or no New Zealand friends and only 11% indicated they have 'many' New Zealand friends.

T 4.16

TABLE 4.16
NUMBER OF FRIENDS IN NEW ZEALAND

Friends in New Zealand 2007 (%)	New Zealanders	Compatriots	Other Internationals
None	23	4	10
One	10	5	6
A few	39	24	38
Some	17	25	28
Many	11	41	18
Total (N)	N = 2,606	N = 2,642	N = 2,607

Table 4.17 illustrates that international students have a tendency to spend the most time, both academic and social, with students from their home countries. They also spend more time with other international students than with New Zealand students. Sixteen percent of the students indicated that they never spent social time with New Zealand friends, and 23% said they never study with New Zealand students.

T 4.17

TABLE 4.17
INTERCULTURAL AND INTRACULTURAL CONTACT

Intercultural and Intracultural Contact (%)	Never	Seldom	Sometimes	Often	Very Often
Spend social time with:					
New Zealanders	16	32	31	14	7
Compatriots	4	8	21	32	34
Other internationals	7	20	38	23	11
In study session with:					
New Zealanders	23	28	27	14	8
Compatriots	16	16	25	23	20
Other internationals	14	23	34	20	10

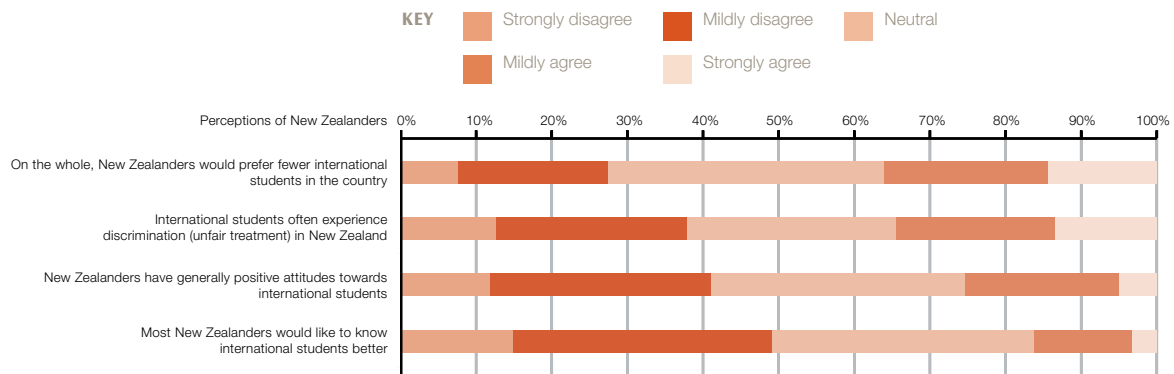
An analysis of the reflected perceptions (Figure 4.28), or the understanding of New Zealanders' attitudes toward international students, gave largely neutral results. Across all items, average scores on the attitude scale fell predominantly in the mid-point range (3 or neutral).

However, international students felt that New Zealanders do not desire closer relationships with international students. Only 17% of respondents felt New Zealanders would like to know international students better, while a significant 48% strongly or mildly disagreed with this statement.

The survey asked whether international students experience discrimination (unfair treatment) in New Zealand. Twenty-one percent mildly agreed with this statement. Twenty-two percent mildly agreed that New Zealanders would prefer fewer international students in the country, and 20% mildly agreed that New Zealanders generally have a positive attitude towards international students.

F 4.28

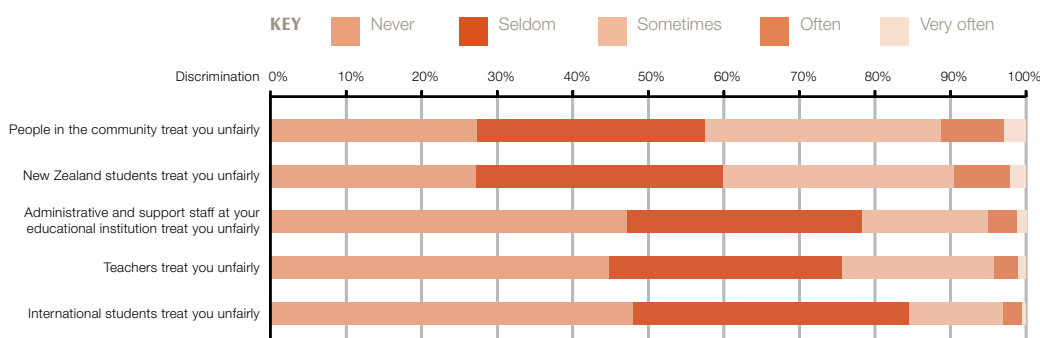
FIGURE 4.28
REFLECTED PERCEPTIONS: NEW ZEALANDERS' ATTITUDES AS SEEN BY INTERNATIONAL STUDENTS



DISCRIMINATION

It was concerning to report that only a quarter of the international students reported that they had never experienced discrimination from New Zealand students (Figure 4.29). It was more encouraging to see that greater proportions of students had never experienced discrimination from teachers (45%), administrative or support staff at their institutions (47%) or from other international students (48%).

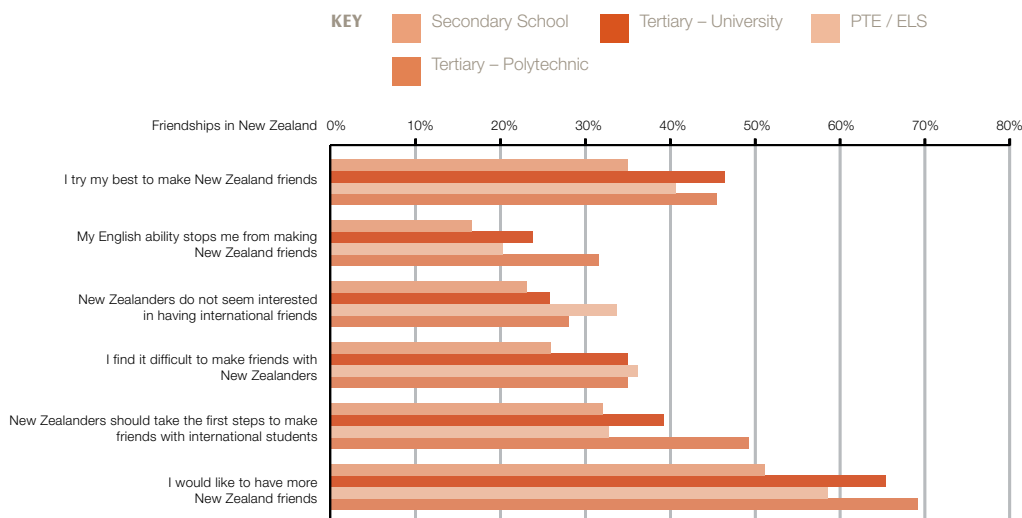
F 4.29 **FIGURE 4.29**
LEVEL OF DISCRIMINATION



SECTOR ANALYSIS

Secondary school students were more likely than tertiary and PTE / ELS students to expect New Zealanders to take the first steps to make friends. Not surprisingly, they were also the sector group that would most like to have New Zealand friends, significantly more than tertiary students. Furthermore, they were also more likely than tertiary students to see their English proficiency as an obstacle to forming friendships with New Zealanders. Figure 4.30 presents the response findings across each sector group.

F 4.30 **FIGURE 4.30**
FRIENDSHIP TRENDS ACROSS SECTOR



Interestingly, secondary students reported having the most New Zealand friends. Nineteen percent of secondary school students stated that they had many New Zealand friends, in comparison to 7% of university-based tertiary students, 10% of PTE / ELS students and 12% of ITP-based tertiary students. This pattern held true for friends from other countries. Twenty percent of secondary school students stated that they had many friends from other countries in contrast to 17% of university-based tertiary students 18% of PTE / ELS students and 16% of ITP-based tertiary students.

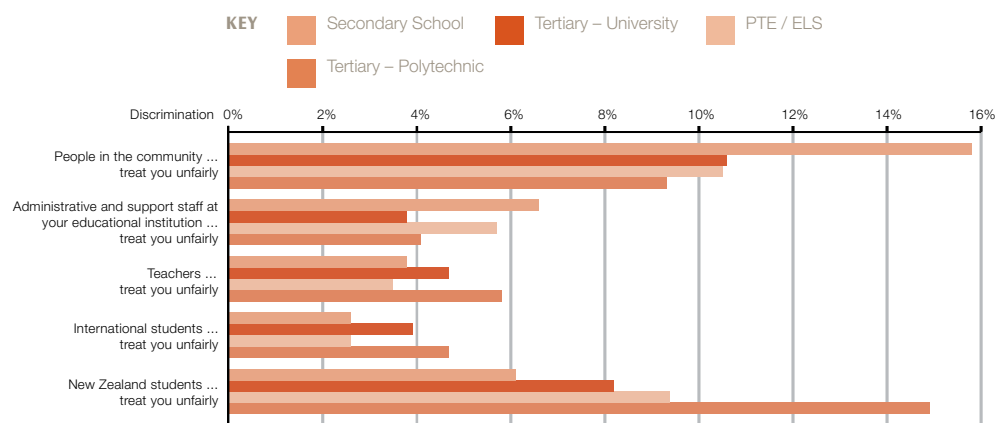
However, with respect to friends from home countries, the opposite was found to be true. Only 33% of secondary school students stated that they had many friends from their home country, in comparison to 45% of university-based tertiary students, 40% of PTE / ELS students and 44% of ITP-based tertiary students.

Secondary school students had the greatest amount of contact (both social and academic) with New Zealanders, followed by tertiary students and private language school students. Secondary students socialised more frequently with other internationals compared to tertiary students and private language school students. These patterns are not unexpected and tend to reflect the relative accessibility of social contact within institutions. For example, private language students have no major contact with New Zealand peers in the course of their studies because they do not have New Zealanders in their learning environment.

The percentage and sources of discrimination across sector groups are described in Figure 4.31. Although unfair treatment is not reported to occur often, analysis reveals that secondary school students were significantly more likely than PTE and ITP students to experience discrimination by New Zealand students than any other sector. Interestingly, ITP students were significantly more likely to experience discrimination by people in the community than any other sector group. Less frequently, students report experiencing discrimination by administrative staff and other international students, and teachers.

F 4.31

FIGURE 4.31
PERCEPTIONS OF DISCRIMINATION BETWEEN SECTOR GROUPS



COUNTRY OF ORIGIN ANALYSIS

The 2007 results found that Chinese students differed from other international students on all friendship items. They were less likely to:

- want more New Zealand friends (only 47% mildly or strongly agreed);
- try their best to make New Zealand friends (35% mildly or strongly agreed); and
- see making New Zealand friends as difficult (28% mildly or strongly agreed).

Students from Other Asian countries differed markedly from Chinese students about wanting New Zealand friends.

ESANA students were most likely to try their best to make New Zealand friends and least likely to believe that New Zealanders should take the first steps. Not unexpectedly ESANA students were also least likely to believe that their English ability restricted their making friendships. Differences were statistically significant across the country of origin groups.

DEPTH MARKET ANALYSIS

Seventy-seven percent of Korean, 69% of Vietnamese and 79% of Malaysian students desired to have more New Zealand friends. These groups were significantly different from Chinese students, who were significantly less likely than all other depth market groups, with the exception of Thai students, to desire New Zealand friendships. Korean and Malaysian students were significantly more likely than Chinese students to have difficulty making friends with New Zealanders and were more likely to hold the view that New Zealanders were not interested in making friends with international students.

Vietnamese (62%) and Malaysian (55%) students were significantly more likely to try their best to make New Zealand friends, in contrast to their Korean counterparts (27%) who displayed similar levels of effort as the Chinese (35%). Differences were statistically significant across the country of origin groups.

In terms of depth market views on friendships, Chinese, Malaysian and Vietnamese students described themselves as having fewer New Zealand friends. Chinese students in particular were significantly more likely to have fewer New Zealand friends than Korean, Thai, Indian, Malaysian, and South and North American students.

Chinese students were also likely to have significantly fewer international friends than all the depth market groups examined. South American students report the highest proportion of 'many' New Zealand friends, with 36% responding that they have many New Zealand friends. Sixty-two percent of Malaysian respondents reported having many compatriot friends, 56% of Indian students reported having many compatriot friends, and 52% of Pacific Island and 51% of Chinese reported having many compatriot friends.

North and South American students were more likely to spend social and academic time with New Zealanders than other international students, including their compatriots.

REGION & GENDER ANALYSIS

In 2007, no regional variations were evident in attitudes toward intercultural friendships, particularly with respect to New Zealanders' role in the process of friendship formation. However, differences were found in friendship trends across regions. In 2007, it was found that international students in Auckland had significantly fewer New Zealand friends than those in other regions and, not surprisingly, were significantly less likely to spend social time with New Zealand friends.

Interestingly, students studying in the rest of the South Island were significantly more likely than students in any other region to spend a great amount of social time with international friends from other countries and significantly less likely to spend a large amount of time studying with students from their home country. Rest of South Island students were also significantly more likely than Auckland students to have a proportion of close friends who are New Zealanders.

Males reported having more New Zealand friends than females. Females tended to have greater difficulty in making New Zealand friends and tended to be of the opinion that New Zealanders did not seem interested in making friends with international students. However, the results show that a higher proportion of female students do in fact try harder to make New Zealand friends. Differences were statistically significant across the genders.

2003 COMPARISON

4.7.3

The 2007 results exhibited similar findings to 2003, with 34% of international students stating that they believe making New Zealand friends is difficult. Language proficiency appeared to be a barrier for only 23% of international students in 2007; this was 12% lower than reported in 2003.

Table 4.18 illustrates that in 2007 a greater proportion of international students had more than one New Zealand friend than was reported in 2003. This was also true for friends from their own country or other countries. As outlined in the 2003 research, this is consistent with previous studies of international students in the United States (Klineberg and Hull, 1979), Australia (Burke, 1990) and New Zealand (Aston, 1996).

T 4.18

TABLE 4.18
CLOSE FRIENDSHIPS IN NEW ZEALAND 2007 / 2003

Friends in New Zealand (%)	New Zealanders		Compatriots		Other Internationals	
	2007	2003	2007	2003	2007	2003
None	23	35	4	5	10	21
One	10	11	5	4	6	7
A few	39	36	24	27	38	36
Some	17	12	25	26	28	24
Many	11	6	41	37	18	12
Total (N)	N = 2,606	N = 2,736	N = 2,642	N = 2,736	N = 2,607	N = 2,736

Note: The table presents unweighted data only

The 2007 research reveals that international students reported spending more time with New Zealanders socially than in 2003 and correspondingly slightly less time with their compatriots. This was true also for the amount of time international students spent in a study session with New Zealand students (see Table 4.19)

T 4.19

TABLE 4.19
INTERCULTURAL AND INTRACULTURAL CONTACT 2007 / 2003

Intercultural and Intracultural Contact (%)	Never		Seldom		Sometimes		Often		Very Often	
	2007	2003	2007	2003	2007	2003	2007	2003	2007	2003
Spend social time with:										
New Zealanders	16	24	32	32	31	28	14	10	7	6
Compatriots	4	4	8	5	21	20	32	35	34	37
Other internationals	7	13	20	18	38	37	23	21	11	11
In study session with:										
New Zealanders	23	47	28	25	27	16	14	7	8	6
Compatriots	16	11	16	12	25	22	23	27	20	28
Other internationals	14	12	23	21	34	31	20	18	10	13

Note: The table presents unweighted data only

The frequency with which students stated that they either often or very often experienced discrimination is described in Table 4.20. Although unfair treatment was not reported to occur often, analysis reveals that members of the community, followed by New Zealand students, are the most frequent source of discrimination. Less frequently, students report experiencing discrimination by administrative staff and other international students.

T 4.20

TABLE 4.20
FREQUENCY OF UNFAIR TREATMENT 2007 / 2003

Discrimination (% often / very often)	2007	2003
Admin and support staff	5	3
Teachers	4	3
International students	3	3
New Zealand students	10	9
People in the community	11	10

Note: The table presents unweighted data only

CONCLUSIONS &
IMPLICATIONS

4.7.4

The research findings indicate that on the whole international students would like to have more New Zealand friends and spend more time with New Zealanders but that they are more likely to build friendships with either their compatriots or other international students. The results show that at least a third of international students believe that making New Zealand friends is difficult and two-thirds would like to have more local friends. This result concurs with other research in Australia (St John-Ives, 2005; Kudo, 2000) which found that international students expect and desire local friendships.

Institutions may need to do more to facilitate greater intracultural awareness among students and re-evaluate whether or not enough is being done to integrate international students into New Zealand student groups (i.e. sporting, academic, cultural). The Ministry may also find it advantageous to undertake a stocktake of what initiatives are currently being undertaken by education providers to assist intracultural awareness and publish case studies on what is working effectively across sectors and institutions.

Although unfair treatment is not reported to occur often, analysis reveals that members of the community and New Zealand students are the most frequent source of discrimination. Hence, further investigation of the wider community and New Zealand students' views of international students may be worthwhile to reduce the level of discrimination experienced by international students.

4.8

LIFE IN NEW ZEALAND

INTRODUCTION

4.8.1

This section profiles aspects of international students' life in New Zealand. This includes their overall quality of life, the difficulties they may have experienced in New Zealand, and looks at the perceptions and evaluations of the students' adopted home town. The section also examines if students have opted to work while studying in New Zealand, what type of work they are doing and the average hours they are currently working.

2007 FINDINGS

4.8.2

The measurement of life satisfaction was based on five items taken from a standard instrument used in psychological assessment and research (Diener et al. 1985). It is important to note that in 2007 the Diener et al. 1985 original life satisfaction measure was modified to be a 'Life Satisfaction in New Zealand' measure.

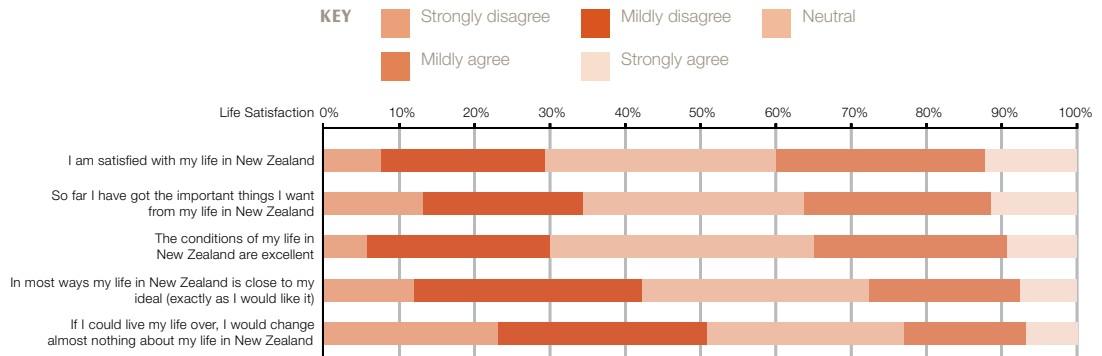
Figure 4.32 presents the results of the life satisfaction measurement. As illustrated, respondents tended to give neutral scores to three out of the five items, in particular:

- The conditions of my life in New Zealand are excellent (35%).
- I am satisfied with my life in New Zealand (31%).
- So far I have got the important things I want from my life in New Zealand (29%).

However, 40% of international students either mildly or strongly agreed with the statement 'I am satisfied with my life in New Zealand'.

F 4.32

FIGURE 4.32
LIFE SATISFACTION



Strong relationships existed between students who were more satisfied with their life in New Zealand, and:

- students who chose New Zealand as their first choice as a place of study;
- students who were satisfied with the progress they were making in their studies;
- students who were more satisfied with the level of support they received; and
- students who had more New Zealand close friends.

The full cross-tabulation results are presented in Tables 4.21 to 4.24.

T 4.21

TABLE 4.21
LIFE SATISFACTION AND STUDENTS WHO CHOSE NEW ZEALAND AS THEIR FIRST CHOICE STUDY DESTINATION

Was New Zealand your first choice as a place of study (%)	I am satisfied with my life				
	Strongly disagree	Mildly disagree	Neutral	Mildly agree	Strongly agree
Yes	32	52	64	75	82
No	68	48	36	25	18
Total (N)	N = 199	N = 575	N = 812	N = 732	N = 320

T 4.22

TABLE 4.22
LIFE SATISFACTION AND STUDENTS WHO WERE SATISFIED WITH THE PROGRESS THEY WERE MAKING IN THEIR STUDIES

How satisfied are you with your progress in your studies (%)	I am satisfied with my life				
	Strongly disagree	Mildly disagree	Neutral	Mildly agree	Strongly agree
Not at all	27	10	7	4	2
Slightly (a little)	30	31	22	12	8
Moderately	31	40	48	44	29
Very	9	15	19	33	46
Extremely	3	3	4	7	15
Total (N)	N = 197	N = 570	N = 804	N = 723	N = 320

T 4.23

TABLE 4.23
LIFE SATISFACTION AND STUDENTS WHO WERE MORE SATISFIED WITH THE LEVEL OF SUPPORT THEY RECEIVED

Overall, how satisfied are you with the support you receive (%)	I am satisfied with my life				
	Strongly disagree	Mildly disagree	Neutral	Mildly agree	Strongly agree
Not at all	18	5	2	2	0
Slightly (a little)	50	37	18	9	3
Moderately	27	49	61	44	24
Very	2	8	17	40	49
Extremely	3	1	2	4	24
Total (N)	N = 199	N = 572	N = 808	N = 726	N = 320

T 4.24

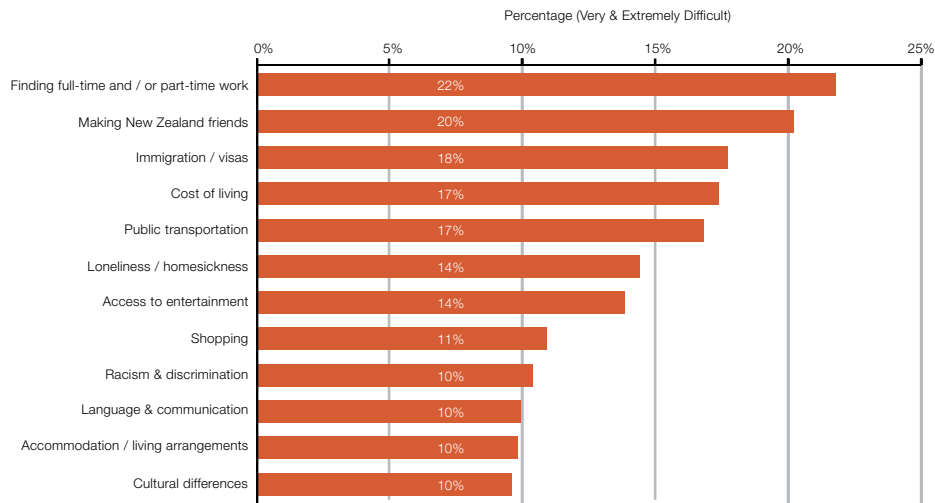
TABLE 4.24
LIFE SATISFACTION AND STUDENTS WHO HAD MORE CLOSE FRIENDS WHO WERE NEW ZEALANDERS

How many close friends do you have that are New Zealanders (%)	I am satisfied with my life				
	Strongly disagree	Mildly disagree	Neutral	Mildly agree	Strongly agree
None	45	36	21	16	8
One	11	12	11	9	6
A few	33	35	45	41	33
Some	9	13	15	21	25
Many	2	4	8	13	28
Total (N)	N = 190	N = 560	N = 795	N = 721	N = 319

Public transport received the most negative evaluations with respect to quality, 30% describing the services as poor. Shopping was also perceived as poor by 22% of the respondents, and entertainment described as poor by 18%. Banking and supermarkets were the two attributes with the highest ratings, with 27% and 26% of students rating these as excellent.

Students reported that the areas in which they experienced the greatest difficulty were finding full-time and / or part-time work and making New Zealand friends (Figure 4.33).

FIGURE 4.33
AREA OF GREATEST DIFFICULTY LIVING IN NEW ZEALAND



WORKING IN NEW ZEALAND

In 2007, the Ministry of Education in conjunction with the Department of Labour integrated a number of new questions into the National Survey of International Students focusing on international students' experiences of working in New Zealand.

Students were asked 'whether or not their student permit allowed them to work part time for up to 20 hours a week while studying in New Zealand'. Overall, 74% of students stated that their student permit allowed them to work part time in New Zealand for up to 20 hours per week; however, a small percentage (14%) stated that their student permits did not allow them to work, and 12% were unsure.

Thirty-five percent of the students surveyed indicated that they were currently in part-time employment.

Students who worked while studying in New Zealand typically worked in hospitality (41%) and / or retail / sales (17%) sectors. The main reasons students gave for opting to work part time were to meet living and tuition costs, with 47% of students stating this was their main reason for working. Just over a quarter of students (26%) sought work experience directly relating to their area of study and a further 21% of students worked part time simply to gain general work experience in New Zealand. Only 6% of students indicated that they worked part time in order to improve their English; however, it is worthwhile to note that secondary school students were more likely to work in an effort to improve their English.

The research considered whether students studying a particular field of study are more likely to obtain part-time work in that area (e.g. getting work experience relevant to their course). A significant relationship exists between a student's field of study and the part-time work sought. Table 4.25 illustrates that although students do not always find work in their field of study, strong relationships exist in a number of areas. As outlined, students studying accounting, finance and / or economics are more likely to be working in professional (i.e. law, marketing, accounting) based jobs. Similarly, students working part time in information technology are more likely to be studying IT and / or computer science. Students studying nursing are more likely to be in care-giving work.

T 4.25 TABLE 4.25
RELATIONSHIP BETWEEN FIELD OF STUDY AND PART-TIME WORK

	Hospitality	Retail / Sales	Office	Education	Professional	Research	Information Technology	Childcare	Care-giving	Labour	Other
Accounting, Finance & Economics	21	23	15	11	31	9	5	0	7	24	8
IT, Computer Science	10	16	12	6	0	0	58	0	0	10	10
Hotel & Hospitality Management	14	2	3	0	0	0	0	0	0	2	2
Management, Marketing Management	19	21	18	13	14	18	5	20	7	29	18
Nursing	2	4	3	0	3	0	0	0	61	0	5
Travel, Tourism Management	4	2	0	2	0	0	0	0	0	0	1
Sciences	2	3	6	23	3	36	0	0	7	5	11
Visual Arts, Design, Film	4	5	3	9	0	0	0	0	0	2	6
Engineering, including Electronic Engineering	4	6	6	6	28	0	16	0	3	7	11
Mathematics & Statistics	2	2	0	6	3	0	0	0	0	0	0
Architecture	1	1	0	2	3	9	0	0	0	2	4
Medicine	3	2	6	0	0	0	5	0	10	2	7
Commerce / Business Studies	14	12	21	2	14	9	11	0	3	14	16
Education	1	1	6	19	0	18	0	80	3	2	1
Total (N)	N = 303	N = 137	N = 33	N = 47	N = 29 [∞]	N = 11 [∞]	N = 19 [∞]	N = 5 [∞]	N = 31	N = 42	N = 83

[∞]Sample size is less than 30 respondents – results should be treated as indicative only

The survey asked if students' labour market participation is related to their future residence plans. The research found that a positive significant relationship exists. Refer to Table 4.26 below.

T 4.26 TABLE 4.26
LABOUR MARKET PARTICIPATION AND NEW ZEALAND PERMANENT RESIDENCE INTENTIONS

Intention to Apply for Permanent Residence in New Zealand (%)	Yes, I am Currently Working Part Time	No, I Haven't Tried to Find Part Time Work
Yes	79	36
No	21	64
Total (N)	N = 929	N = 858

Further analysis into whether or not students enrolled in a particular field of study were more likely to take up permanent residence in New Zealand revealed that a significant relationship existed between a student's field of study and their aspiration or non-aspiration to take up permanent residence in New Zealand. Students studying sciences, medicine and education are more likely to seek permanent residence in New Zealand. Refer to Table 4.27.

TABLE 4.27
FIELD OF STUDY AND NEW ZEALAND PERMANENT RESIDENCE INTENTIONS

Permanent Residence in New Zealand (%)	Yes	No	TOTAL (N)
Accounting, Finance & Economics	63	38	N = 283
IT, Computer Science	60	40	N = 179
Hotel & Hospitality Management	65	35	N = 92
Management, Marketing Management	59	41	N = 239
Nursing	58	42	N = 64
Travel, Tourism Management	58	43	N = 40
Sciences	74	26	N = 119
Visual Arts, Design, Film	60	40	N = 88
Engineering, including Electronic Engineering	58	42	N = 101
Mathematics & Statistics	68 [∞]	32 [∞]	N = 19
Architecture	51	49	N = 35
Medicine	73	27	N = 82
Commerce / Business Studies	63	37	N = 201
Education	72	28	N = 39
Other	66	34	N = 191
Total (N)			N = 283

[∞]Sample size is less than 30 respondents – results should be treated as indicative only

Overall, students outlined that they typically work between 16 to 20 hours per week (47%). Interestingly, 5% of the student population surveyed outlined that they worked more than 20 hours per week, in conflict with the limits of international student permits.

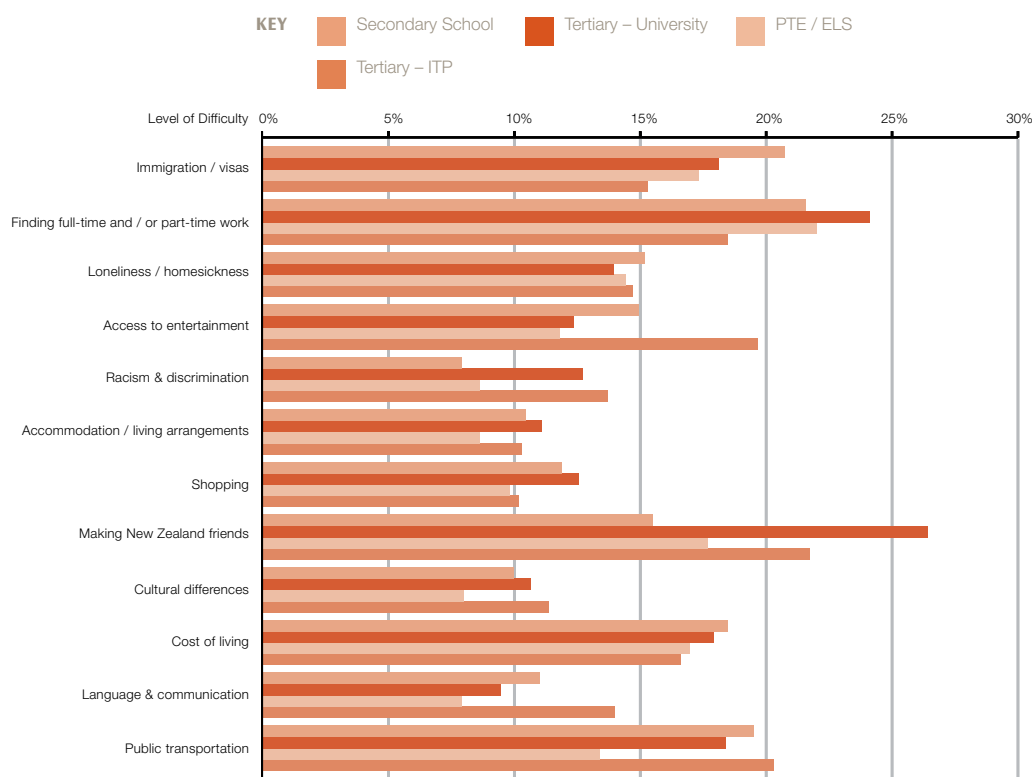
SECTOR ANALYSIS

Sector analysis on life satisfaction outlines that secondary school students were significantly more satisfied with their life in New Zealand than any other group. Fifty percent of secondary school students agreed with the statement that they 'were satisfied with their life in New Zealand'. This compares to 37% of university students, 44% of PTE / ELS students and 30% of ITP students.

Finding full-time and / or part-time work was identified as a significant area of difficulty for all sectors, although was less so for secondary school students. Secondary school students tended to find access to entertainment as a key area of difficulty, significantly more so than university and PTE / ELS students. Refer to Figure 4.34.

Consistent with the findings discussed in Section 4.7, PTE / ELS students found making New Zealand friends significantly more difficult than tertiary students.

F 4.34 **FIGURE 4.34**
LEVEL OF DIFFICULTY LIVING IN NEW ZEALAND BY SECTOR



Tertiary students were more aware of the working entitlement associated with their student permit (96%) than secondary school students (15%) and PTE / ELS students (68%).

The sector with the greatest number of students working part time was the tertiary sector, with 48% of ITP and 45% of university students indicating that they were currently in part-time employment. In comparison, only 6% of the secondary school students surveyed indicated that they were in part-time employment and the vast majority of this group (76%) responded that they had not tried to find part-time work in New Zealand.

Those students who work while studying in New Zealand typically worked in hospitality (41%) and / or retail / sales (17%). This was a consistent trend across each of the sector groups. University students were also more likely to work within the education sector, suggesting that many of these students tutored while at university.

Students outlined that they typically work between 16 and 20 hours per week (47%). This finding was true for PTEs / ELS students and tertiary students more than secondary school students, with only 21% of secondary school students indicating that they worked 16 to 20 hours. Students who indicated that they worked more than 20 hours were more likely to come from PTEs / ELSs (10%), universities (4%) and ITPs (5%).

COUNTRY OF ORIGIN ANALYSIS

Chinese students were significantly less satisfied with life in New Zealand than students from Other Asian countries, who were, in turn, significantly less satisfied than ESANA students.

In evaluating various aspects of their hometown, Chinese students tended to rate aspects poorer than ESANA students – particularly in the areas of shopping, entertainment, sports and recreational facilities, medical care and services. No significant differences were found between the two groups with respect to public transportation.

Chinese students exhibited a significantly higher awareness of the student permit permission, 91% were aware that their student permit allowed them to work part time for up to 20 hours per week while studying in New Zealand. This is in contrast to 60% of Other Asian students and 66% of ESANA students.

Chinese students were found to have the highest number of students currently working part time (47%), predominantly working in hospitality (50%) or retail and sales (17%). Furthermore, 50% of these students outlined that the main reason for working part time in New Zealand was to meet living / tuition costs.

DEPTH MARKET ANALYSIS

Depth market analysis on life satisfaction identified that German students were significantly more satisfied with their life in New Zealand than Chinese and Other Asian students (Korean, Thai, Indian, Vietnamese and Malaysian). Eighty percent of German students agreed with the statement that they 'were satisfied with their life in New Zealand'. A high proportion of North American (73%) and South American (77%) students were also highly satisfied with their life in New Zealand. By comparison, only 17% of Chinese students agreed that they were satisfied with their life in New Zealand.

Korean students tended to rate the quality of aspects of life in their adopted hometown poorer than any other depth market group, although German students rated public transport significantly poorer than any other group.

Korean students also exhibited higher levels of difficulty with various day-to-day activities. In particular they experienced significantly more difficulty than German, North and South American students with respect to accommodation / living arrangements, shopping, access to entertainment, and loneliness and homesickness.

In terms of awareness of the student permit permission, as previously outlined Chinese students were highly aware that their student permit allowed them to work part time for up to 20 hours per week while studying in New Zealand. A high level of awareness was also true for Indian (94%), Malaysian (91%) and North American students (90%). Korean students were significantly less aware of the students' permit permissions – with only 36% aware that their student permit allowed them to work part time for up to 20 hours per week while studying in New Zealand. Korean students tended to be younger and therefore not seeking employment.

India and China had the greatest number of students currently working part time – 64% and 47% respectively. Fifty percent of these Chinese students outlined that the main reason for working part time in New Zealand was to meet living / tuition costs. Indian students tended to work part time for a wider variety of reasons – 31% stated it was to meet living / tuition costs, 37% stated it was to gain work experience directly related to their field of study and 23% stated that it was to gather work experience in general.

REGION & GENDER ANALYSIS

Regional variations were also observed with respect to life satisfaction. The survey responses show a tendency for international students in urban centres to report lower levels of life satisfaction than those in less populated areas. Students residing in the rest of the South Island were significantly

more satisfied with their life in New Zealand than Auckland, Wellington or students living in the rest of the North Island. No significant differences were found between the genders with respect to life satisfaction.

With the exception of the quality of public transportation, entertainment and restaurant and food outlets, minimal statistically significant differences appeared between the regional locations. International students living in the larger metropolitan areas of Auckland, Wellington and Christchurch rated the quality of entertainment and restaurant and food outlets better than students located in the rest of the North and South Island. However, public transportation was rated significantly better in Wellington and Christchurch than in the other three locations.

2003 COMPARISON

4.8.3

Similar to 2003, students were asked to evaluate various aspects of their 'home town'. Table 4.28 illustrates students' perceptions in 2007 were moderately more positive than those in 2003, and their evaluations of the major features of town and city life were average to good (the question scale ranged from 1 = poor to 4 = excellent).

In particular, Table 4.28 shows that in 2007 secondary school and tertiary students found public transport significantly better quality than their counterparts in 2003. Shopping was viewed by secondary school and PTE / ELS students in 2007 to be of significantly better quality than that experienced by secondary school and PTE / ELS students in 2003. Moreover, all sector groups in 2007 viewed sports and recreational facilities to be of significantly better quality.

T 4.28

TABLE 4.28
MEAN ANALYSIS OF EVALUATIONS OF ASPECTS OF TOWNS AND CITIES OF RESIDENCE

Evaluations of Aspects of Towns and Cities (Mean)	Secondary Schools		PTEs and ELSs		Tertiary		TOTAL	
	2007	2003	2007	2003	2007	2003	2007	2003
Public transport	2.03*	1.85	2.13	1.99	2.25*	1.97	2.18	1.96
Entertainment (e.g. movies, clubs, pubs)	2.21	2.08	2.39	2.3	2.41	2.31	2.37	2.27
Shopping	2.20*	1.96	2.39*	2.18	2.26	2.32	2.28	2.19
Restaurant / food outlets (e.g. takeaways)	2.54	2.36	2.66	2.52	2.56	2.61	2.58	2.53
Banking	2.73	2.68	3.02*	2.78	3.04*	2.84	2.98	2.79
Sports and recreation	2.65*	2.46	2.70*	2.5	2.78*	2.56	2.74	2.51
Supermarkets / food markets	2.78	2.74	2.96	2.88	3.01	2.94	2.96	2.88
Medical care / services	2.34	N/A	2.55	N/A	2.53	N/A	2.5	N/A

Note: The table presents unweighted data for sectors, total 2003 data is weighted. Significant differences between sector level 2007 & 2003 data is denoted by *

In the 2003 survey, working in New Zealand questions were not asked of international students so comparisons cannot be made.

CONCLUSIONS & IMPLICATIONS

4.8.4

In this research, school students were significantly more satisfied with their life in New Zealand than any other group. Fifty percent of secondary school students agreed with the statement that they 'were satisfied with their life in New Zealand'.

With respect to country of origin differences, Chinese students were significantly less satisfied with life than students from Other Asian countries, who were, in turn, significantly less satisfied than ESANA students.

It is significant that international students' life satisfaction in New Zealand was strongly correlated to students self-assessment of their progress in their studies, the number of New Zealand friends they had, and the level of support they received. That is, students who had a higher self-assessment of progress with their studies, more New Zealand friends and greater support were more satisfied with their life in New Zealand. These students were also more likely to have chosen New Zealand as their first choice of study destination.

Regional variations were also observed with respect to life satisfaction. The results show that there was a tendency for international students in urban centres to report lower levels of life satisfaction than those in less populated areas. Students residing in the rest of the South Island were significantly more satisfied with their life in New Zealand than Auckland, Wellington or students living in the rest of the North Island. The findings on regional variations of life satisfaction link to findings on friendships and social relationships. Students in the rest of the South Island also enjoyed better relations with New Zealanders and had more positive reflected perceptions.

In 2007, students reported a moderate amount of difficulty with life in New Zealand, and the major ones involved public transport, shopping and entertainment. Banking and supermarkets were the two attributes with the highest ratings.

Finally, over a third of the students surveyed indicated that they were currently in part-time employment. Those students working while studying in New Zealand typically worked in hospitality and / or retail / sales sectors. The main reasons students gave for opting to work part time were to meet living and tuition costs, to gain work experience directly relating to their area of study or just general work experience. India and China were the market groups with the greatest number of students currently working part time.

4.9

FUTURE PLANS

INTRODUCTION

4.9.1

This section looks at students' future work and study plans, including students' intentions to remain in New Zealand and to apply for permanent residency.

2007 FINDINGS

4.9.2

In total, 16% of the students intend to continue further studies in New Zealand. Nine percent of the students plan to return home and enrol in further studies, 11% plan to return home and find a job, 3% plan to find a job in another country, 42% plan to find a job in New Zealand, and 7% have no plans for the future yet.

Whether continuing studies in their home country, in New Zealand or in another country, 33% students indicated that they plan to enrol in further education. Of these students 14% plan to enrol next in secondary schools, 3% in private language schools and 83% in tertiary institutions.

Of those enrolling in further studies, 21% plan to study for a Bachelor's degree, 22% a Master's degree and 7% a Bachelor's degree with Hons. Small proportions of students (1% to 5%) also intended to enrol in a mixture of other qualification levels. (See Table 4.29.)

The most common degree areas are: business, accounting and / or finance, commerce, management, information technology and engineering.

Of those enrolling in tertiary institutions, 29% plan to study for a Bachelor's degree or a Bachelor's degree with Hons. Six percent anticipate enrolling for a Graduate Diploma, 23% for a Master's and 5% for a PhD degree. Smaller proportions of students also intended to enrol in a mixture of other qualification levels.

T 4.29

TABLE 4.29
COURSE CHOICE IN THE FUTURE

Course Choice (%)	All Respondents 2007
Foundation Studies	6
English Language Course	4
Certificate	5
Diploma	4
Bachelor's Degree	21
Bachelor's Degree (Hons)	7
Graduate Certificate	3
Graduate Diploma	5
Postgraduate Certificate	4
Postgraduate Diploma	4
Master's Degree	22
PhD Degree	5
Post Doctoral studies	2
Other	8
Total (N)	N = 829

WORK IN NEW ZEALAND INTENTIONS

International students did not exhibit a strong preference to work in New Zealand upon completion of their studies. Just under half of the students (48%) stated that they intended to work in New Zealand once they had completed their studies, with 52% stating that they did not intend to work in New Zealand.

AWARENESS OF SPECIAL WORK PERMITS

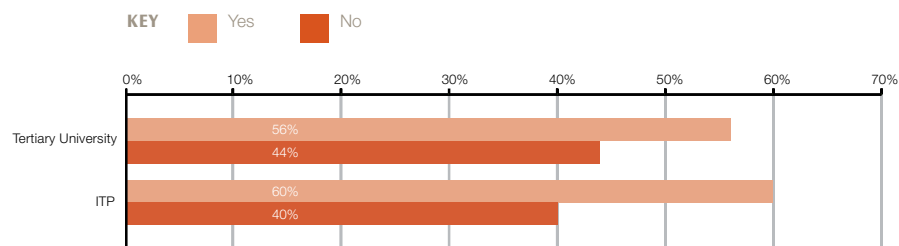
Figure 4.36 outlines the levels of student awareness of special work permits. Since July 2005 international students who graduated from a course that would gain points under the Skilled Migrant Category have been eligible for a six-month open work permit (Graduate Job Search permit). The duration of this permit was increased to 12 months from November 2007.

Despite special work permits (Study to Work) being available only to those who are studying for tertiary qualifications in New Zealand, international students in tertiary institutions did not appear to have a strong awareness of the special work permits. Figure 4.36 outlines that 44% of university students and 40% of ITP students were unaware of the special work permits.

When tested, a strong and statistically significant relationship existed between awareness of special work permits and intention to work in New Zealand. This suggests that students aware of the special work permits are more likely to stay on and work in New Zealand.

F 4.36

FIGURE 4.36
AWARENESS OF SPECIAL WORK PERMITS



In 2007 only 15% of students indicated that they planned to apply for permanent residence in another country. In 2003 this figure was 30%. In contrast, 61% of the international students surveyed stated that they intended to apply for permanent residence in New Zealand.

Students who had intentions to apply for residency had been in New Zealand longer. Sixty-three percent of students who had intentions to apply for residence in New Zealand had been in New Zealand for three or more years. Fourteen percent of the international students indicated that they would apply for permanent residence both in New Zealand and another country.

SECTOR ANALYSIS

Students' future plans vary across educational sectors (see Table 4.30). Secondary school students generally plan to enrol for further studies, either in New Zealand (35%) or their home country (27%). For PTE / ELS students the numbers are slightly lower; however, 15% plan to continue studies in New Zealand or at home (10%). University-based tertiary students are more likely to seek employment, most frequently in New Zealand (50%); however, 10% plan to enrol in further studies in New Zealand, and 14% plan to seek employment in their home country. This is also true for ITP-based tertiary students, with 64% outlining that they intend to seek a job in New Zealand, 14% plan to enrol in further studies and 8% plan to seek employment in their home country.

T 4.30

TABLE 4.30
IMMEDIATE INTENTION BY SECTOR

Immediate Intentions (%)	Secondary Schools	PTEs and ELSs	Tertiary University	Tertiary ITP	TOTAL
	2007	2007	2007	2007	2007
Enrol for further studies in your home country	27	10	3	1	9
Enrol for further studies at the same institution in New Zealand	12	5	8	7	8
Enrol for further studies at another institution in New Zealand	23	10	2	7	8
Enrol for further studies in another country overseas	21	5	7	2	8
Find a job in your home country	4	15	14	8	11
Find a job in New Zealand	3	42	50	64	42
Find a job in another country	3	2	4	3	3
No plans for the future yet	5	7	8	5	7
Other	3	4	4	2	4
Total (N)	N = 287	N = 266	N = 196	N = 80	N = 829

ITP students were more likely than university or PTE / ELS students to stay on and work in New Zealand, with 76% of ITP students indicating this. In contrast, only 34% of secondary school students stated they intended staying and working in New Zealand. Refer to Table 4.31.

T 4.31 TABLE 4.31
INTENTIONS TO WORK IN NEW ZEALAND BY SECTOR

Work in New Zealand (%)	Secondary Schools	PTEs and ELSs	Tertiary University	ITP	TOTAL
Yes	34	48	54	76	48
No	66	52	46	24	52
Total (N)	N = 281	N = 264	N = 189	N = 79	N = 813

Students indicating that they would apply for permanent residence in New Zealand were more likely to come from ITPs (81%) and universities (67%). Secondary school students were the least likely to seek permanent residence. Refer to Table 4.32 below.

T 4.32 TABLE 4.32
PERMANENT RESIDENCY INTENTIONS BY SECTOR

Permanent Residency (%)	Secondary Schools	PTEs and ELSs	Tertiary University	Tertiary ITP	TOTAL
In New Zealand					
Yes	35	58	67	81	61
No	65	42	33	19	39
Total (N)	N = 463	N = 1,123	N = 646	N = 413	N = 2,645
In Another Country					
Yes	17	13	14	14	15
No	83	87	86	86	86
Total (N)	N = 462	N = 1,111	N = 637	N = 408	N = 2,618

COUNTRY OF ORIGIN ANALYSIS

Students from China are more likely to plan on continuing their studies in New Zealand (14%), rather than in their home country (2%), as are students from Other Asian countries (19% and 12% respectively).

The reverse is true for ESANA students. Only 10% are likely to continue their studies in New Zealand, with 26% likely to go home and finish their studies.

Of the Chinese students opting to continue their study in New Zealand, 97% will do so in a tertiary institution. By comparison, 78% of Other Asian students intended to enrol in a tertiary institution, with 5% stating that they would enrol in a language school and 17% in a secondary school.

Chinese students reported that they were most likely to enrol in a Bachelor's degree (20%), Graduate Diploma (10%) or a Master's degree (30%) in the future. Other Asian students indicated a desire to enrol in a wider variety of courses – Bachelor's degree (22%), Master's degree (16%), Foundation studies (8%), English language course (6%), or Certificate (8%).

It is interesting to note that despite their higher levels of dissatisfaction with their New Zealand educational experience, a large proportion of Chinese students (56%) responded that they intend to stay in New Zealand and find employment, compared to 32% from Other Asian countries and 27% from ESANA countries.

DEPTH MARKET ANALYSIS

Students from Korea (31%) and Vietnam (27%) were more likely to continue further studies in New Zealand. In contrast, students from Germany (1%) and North America (5%) were the least likely to intend to continue with their studies in New Zealand. Indian (68%) and Chinese (56%) students were the two groups with the highest proportion of students who indicated they wished to find a job in New Zealand.

Consistent with the aggregate 2007 results, whether continuing studies in their home country, in New Zealand or in another country, the majority of students indicated that they plan to enrol next in a tertiary institution.

As previously outlined, Chinese students reported that they were most likely to either enrol in a Bachelor's degree (20%), Graduate Diploma (10%) or a Master's degree (30%) in the future. This was also true for students from Thailand and South America. North American and Indian students exhibited a greater tendency to enrol in post-graduate study – in particular Master's and Doctorate programmes.

Table 4.33 shows that Chinese, Indian, Vietnamese and Malaysian international students exhibit a strong preference to work in New Zealand upon completion of their studies. Over half of these depth market students stated that they intended to work in New Zealand once they had completed their studies, with a significant 81% of Indian students stating that they intended to work in New Zealand.

T 4.33

TABLE 4.33
INTENTION TO WORK IN NEW ZEALAND BY DEPTH MARKET

Work in New Zealand	China	Korea	Thailand	Germany	India	Malaysia	Vietnam	South America	Middle East / Gulf	North America
Yes %	64	34	33	40 [∞]	81 [∞]	54	79 [∞]	29 [∞]	44 [∞]	24 [∞]
No %	36	66	67	60 [∞]	19 [∞]	46	21 [∞]	71 [∞]	56 [∞]	76 [∞]
Total (N)	N = 258	N = 148	N = 43	N = 20	N = 16	N = 52	N = 14	N = 7	N = 9	N = 17

[∞] Sample size is less than 30 respondents – results should be treated as indicative only

Overall, international students did not have a strong awareness of the special work permits (Study to Work) that are available to them. In total, 57% of students were aware of the special work permits. Further analysis on depth market awareness illustrates that Indian students were the group with the highest level of awareness of the special work permits (64%). Refer to Table 4.34 below.

T 4.34

TABLE 4.34
SPECIAL WORK PERMIT AWARENESS BY DEPTH MARKET

Special Work Permits	China	Korea	Thailand	Germany	India	Malaysia	Vietnam	South America	Middle East / Gulf	North America
Yes %	62	45	54 [∞]	49	64	49	60 [∞]	50 [∞]	53 [∞]	52
No %	38	55	46 [∞]	52	36	51	40 [∞]	50 [∞]	47 [∞]	48
Total (N)	823	58	26	33	55	148	25	8	19	44

Note: This table presents tertiary students' data only across the depth market groupings

[∞] Sample size is less than 30 respondents – results should be treated as indicative only

Students indicating that they would apply for permanent residence in New Zealand were more likely to come from India (83%), China (76%) and Vietnam (67%). German, Middle East and North American students were the least likely to seek permanent residence. Refer to Table 4.35.

T 4.35 TABLE 4.35
PERMANENT RESIDENCY BY DEPTH MARKET

Permanent Residency (%)	China	Korea	Thailand	Germany	India	Malaysia	Vietnam	South America	Middle East / Gulf	North America
In New Zealand										
Yes	76	46	47	33	83	50	67	51	31 [∞]	41
No	24	54	53	67	17	50	33	49	69 [∞]	59
Total (N)	N = 1,105	N = 291	N = 77	N = 72	N = 126	N = 161	N = 39	N = 41	N = 26	N = 49
Another Country										
Yes	19	17	8	1	6	12	13	13	8 [∞]	4
No	81	83	92	99	94	88	87	88	92 [∞]	96
Total (N)	N = 1,089	N = 288	N = 76	N = 72	N = 125	N = 161	N = 38	N = 40	N = 26	N = 49

[∞] Sample size is less than 30 respondents – results should be treated as indicative only

2003 COMPARISON

4.9.3

In 2007, 16% of students intended to continue further studies in New Zealand. This is in contrast to 42% in 2003. However, this result possibly reflects the high number of secondary school students in the 2003 sample. This may also be indicative of the higher number of students (42%) in 2007 who indicated that they intend to find a job in New Zealand, in contrast to only 11% in 2003.

In addition, 46% were university students and thus anticipated studying for a longer duration. Students also were likely to be older, from China and have better language proficiency. Fourteen percent of the international students indicated that they would apply for permanent residence both in New Zealand and in another country.

CONCLUSIONS AND IMPLICATIONS

4.9.4

The research found that Chinese and Indian students are more likely to desire a life in New Zealand after their study has been completed. The reverse is true for ESANA students. Only 10% are likely to continue their studies in New Zealand, with 26% likely to go home and finish their studies. However, similar to 2003, the interpretation of the results of this section should be viewed with caution as they refer to students' intentions rather than their actual behaviours.

Students seeking permanent residence in New Zealand are also more likely to have chosen New Zealand as their first place of study, resided and studied in Auckland and been in New Zealand for three or more years. Interestingly, students seeking permanent residence in New Zealand do not see New Zealand education as better value for money than those not seeking permanent residence and do not have significantly more New Zealand friends than non-residence seekers.

It is recommended that more in-depth qualitative research be undertaken to better investigate the 'after study' intentions of specific markets of interest (i.e. Chinese, Indian, etc.). This could also examine the barriers students face when embarking on a career in New Zealand and what processes and policy changes may need to occur to better assist them into the New Zealand labour market.