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ITINERANT MIGRANTS - A CASE STUDY OF THE CHARACTERISTICS
AND ADJUSTMENT OF MALAYSIAN STUDENTS
IN NEW ZEALAND

A Thesis Presented in Partial Fulfilment of the Requirements
for the Degree of Master of Arts in Geography
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ABSTRACT

The world today is witnessing a rapid breakdown of cultural barriers as more people migrate, either temporarily or permanently, from one society to another. The study of this phenomenon is of special interest to social scientists. For geographers the study of the process of migration and immigrant communities has long been a major branch of inquiry. Relatively little however, has been done on temporary forms of migration. This thesis is concerned with one group of itinerant migrants in New Zealand - Malaysian university students.

An attempt was made to examine the characteristics of the selection process, the cultural, sociological and personal background of the student migrants, and their distribution and other characteristics in New Zealand. These characteristics were compared with those of other groups of migrants, foreign students, local students and people in the society of origin and the society of study. The study also examined the adjustment of the students in New Zealand and the relationship between the characteristics of the students and their adjustment.

The main tool of investigation was a postal questionnaire developed specially for this study. It was supplemented by personal observations and experience as an overseas student in New Zealand. The questionnaire was administered to a random sample comprising 30 percent of the total Malaysian student population in New Zealand universities in 1973. Out of 415 questionnaires posted, 285 were returned. Four were not completed and one rejected, leaving 280 respondents in the final analysis.

A number of hypotheses were made on the characteristics and the relationship between the characteristics and the adjustment of the students, based on personal observations, migration studies and previous researches on overseas students, in New Zealand and overseas. The hypotheses on the characteristics include an expectation of the predominance of

young, male and single student migrants who are privately financed and come from urban areas and middle socio-economic class backgrounds. The results indicated that the characteristics were as predicted and were therefore similar to other migrants in general though there were several differences which were expected due to the very specific nature of the migration, viz. for educational purposes.

Predictions on the relationship between the characteristics and adjustment cover characteristics such as religious background, rural-urban origin and socio-economic class. It was predicted that those with backgrounds closest to the New Zealand norm are best adjusted, for example on religion Christians were expected to be best adjusted, followed by those with no religion and non-Christians being least adjusted. For situational characteristics such as type of accommodation, duration of stay and friendship with New Zealanders it was predicted that the more exposed the students were to the New Zealand society the better would be the adjustment made. Most of the predictions emerged as expected.

The study is exploratory and the findings tentative. It is only one approach to a complex research area. Its significance, if any, lies in its illustration of the potential of research in this field.

PREFACE

One of the most striking developments in New Zealand's educational institutions in the last decade has been the growth of the overseas student population. From 960 in 1959 the number had risen to 4374 from 52 different countries in 1972. Overseas students have become a feature of the way of life in New Zealand, especially in the university cities.

With a group from such diverse cultures and backgrounds the overseas students provide a useful research area for the social sciences. In addition to learning more about the cultures, the selection processes, cross-cultural contact and adaptation, attitude change and re-adjustment, the information uncovered may be of assistance in helping foreigners adapt to their host countries.

This study attempts a geographical approach, viewing the process as an itinerant form of international migration. It examines the characteristics and adjustment of one particular group of overseas students. Their characteristics were compared to those of migrants in general, other student migrants, the home society and the host society. The study also investigates the adjustment of the students to the new environment and attempts to relate the characteristics of the students to their pattern of adjustment.

The comparison of characteristics between the sample group and the other selected groups was limited by the availability of data and the measurement of the adjustment was carried out with the aid of a scale designed specially for this study. Statistical checks were made to determine the significance of the relationship between the characteristics and the adjustment pattern.

The present study is only a pilot survey and the investigator is well aware that the findings are only tentative. If it could stimulate more detailed studies of overseas students in New Zealand then its purpose is amply fulfilled.

I am deeply indebted to my supervisor, Mr A.C. Walsh, for his patient guidance, invaluable advice and warm encouragement both in conversation and correspondence throughout this study. My gratitude is also due to Professor K.W. Thomson who showed special interest in this research and to the staff members of the Geography Department, Massey University, who were most generous in giving useful advice and assistance.

Officials concerned with overseas students in the Department of Labour, Department of Education, Ministry of Foreign Affairs and the Malaysian High Commission to New Zealand have been most kind in providing statistical information. The Registrars of universities in New Zealand willingly supplied names and figures of Malaysian students and arranged for the distribution of the questionnaires. Finally, the survey would not have been possible without the co-operation of the Malaysian students in New Zealand who not only filled in the questionnaires but added much useful comment as well. To them all, and many others who have helped in one way or another, my sincere thanks.

Christchurch
December 1973

Leo Ann Mean

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CHAPTER I

INTRODUCTION

Growth of overseas study

The migration of students across national boundaries has a long history. As early as the 4th century B.C. there were groups of foreign students at the schools of philosophy and rhetoric in Greece.¹ Likewise Rome reported students from Gaul in 370 A.D. and Chinese historical texts mentioned that in the year 639 A.D. the emperor T'ai Tsung established an institute of higher education to which students from the 'barbarian peoples' came until the number was more than 8,000.² The migration assumed more significance after the foundation of the first European universities in the 12th century A.D. It then developed from the journeys of the medieval scholars to the 'grand tour' of the 18th century.³

It was only in the 20th century however, that the flow increased greatly and the migration of students abroad acquired much more importance, especially after the 2nd World War when nations in Asia and Africa aspired to be modern states after attaining political independence. The social and economic development of the new states requires administrators, engineers, doctors, teachers and a whole host of other trained personnel. The training facilities within the new states however, were inadequate and many students therefore went overseas for training, especially to their former colonial power for these countries had trained some of the indigenous people when they were under their rule.

It was after the 2nd World War too that there emerged a greatly strengthened belief that the advanced nations have a duty (which could be in both moral and self-interest terms) to assist the underdeveloped nations. Programmes of assistance, both bilateral and multilateral, were established in all fields, one of the most important being education. New Zealand played

her role, especially to South-east Asian countries and the Pacific islands,⁴ through programmes such as the Colombo Plan and the Pacific Islands Scholarship Training Scheme. Programmes of assistance contributed significantly to the increased flow of students overseas for educational purposes.

The expansion of aspirations for higher education in the underdeveloped world, or the developing world as the new nations prefer to call it, and the consequent increased flow of students to Great Britain, France, the Netherlands and the U.S.A. resulted in these countries being unable to meet the demand as they once did. Admission to the universities therefore became more difficult, partly due to the great expansion in their own student numbers. Partly for political reasons and cultural ties, countries outside those to which the students once flocked, began to attract students from the developing nations, a few examples being Germany,⁵ Australia and more recently New Zealand. This redirection of the flow of students was further facilitated by the offer of scholarships under the aid programmes which attracted the new generation of aspirants who often come from classes in society which cannot afford to support overseas study from their own resources.

New Zealand is one of the Western countries which has received an increasing number of overseas students⁶ for these reasons.⁷ There were a few overseas students in the country before the 2nd World War⁸ and it was only after the war that there was a significant increase in numbers when the aid programmes were introduced.⁹ Table I shows the increase in the number of overseas students in New Zealand from 1959 to 1972, the bulk of the increase in recent years being due to private students (Figure I). Even though the private students pay fees they are considered as an indirect form of overseas aid for their education is highly subsidised by the New Zealand government.¹⁰

Motives for studying abroad

At the individual level various reasons have been put forward for studying overseas.¹¹ The most usual aim is a

Overseas Students in New Zealand, 1959 - 1972 (As At 30 September)

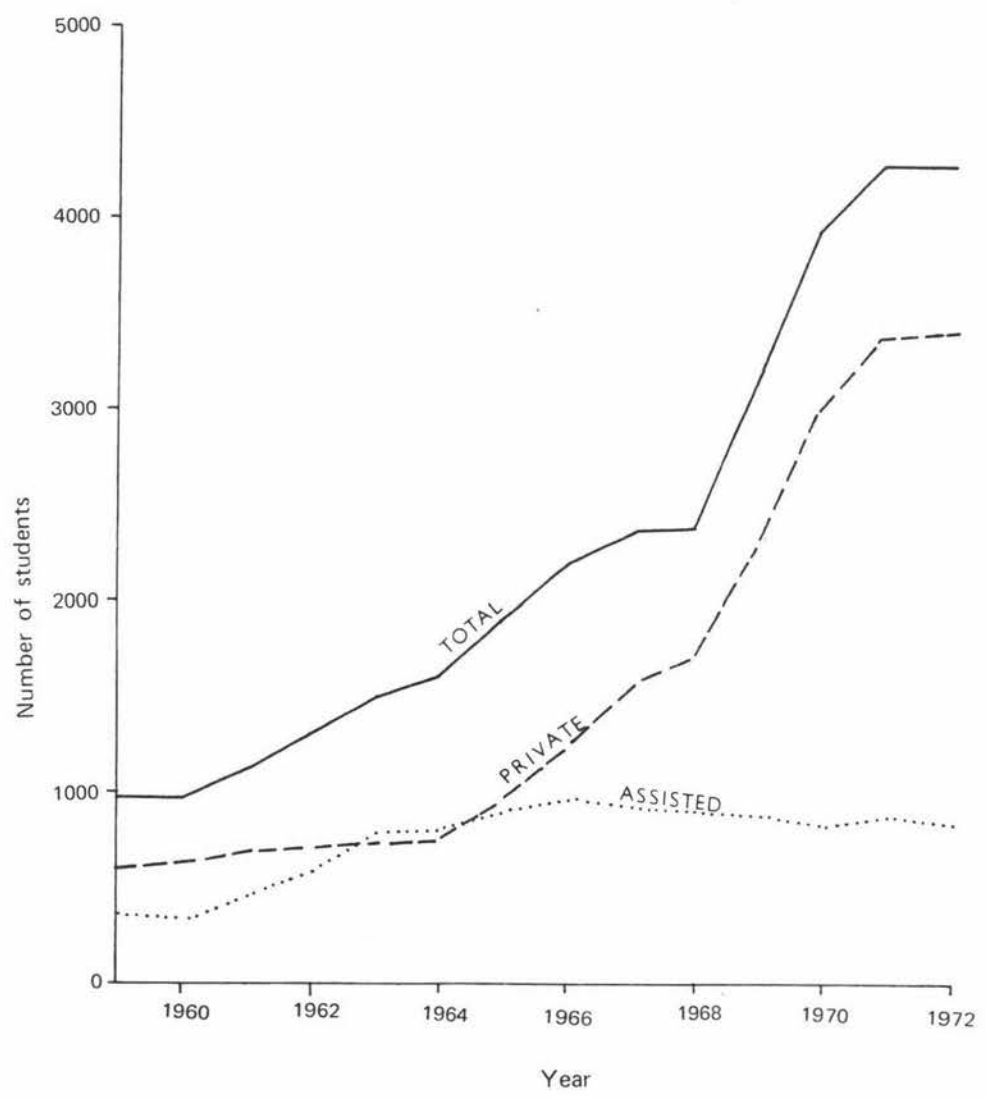
Year	New Zealand Government Aid Programmes						Islands Education Division			Total	Private	Grand Total
	Colombo Plan	Special Commonwealth African Assistance Plan	Commonwealth Mutual Aid Programme	Education Scheme Scholarship & Fellowship Programme	Samoan Scholarship Scheme	Asia & Pacific Council	Cook Is.	Niue Is.	Tokelau Is.			
1959	246	-	-	-	45	-	58	21	-	370	590	960
1960	217	-	-	1	58	-	68	22	-	366	610	976
1961	279	2	-	9	72	-	71	24	-	457	650	1107
1962	359	31	-	14	84	-	84	26	-	598	690	1288
1963	453	72	33	17	70	-	95	27	3	770	730	1500
1964	456	74	24	28	67	-	105	42	9	805	774	1579
1965	515	99	35	23	67	-	115	49	17	920	931	1851
1966	508	92	33	23	89	-	125	68	23	963	1202	2163
1967	476	94	19	28	111	-	98	63	21	910	1538	2448
1968	458	81	20	21	105	-	95	62	33	875	1570	2445
1969	488	54	14	23	93	-	72	50	27	821	2228	3049
1970	511	43	24	21	100	3	84	54	32	872	3178	4050
1971	521	36	29	25	121	8	67	37	39	883	3407	4290
1972	464	29	37	22	133	3	74	48	48	858	3410	4268

Note: A few sponsored by W.H.O., F.A.O. etc., are excluded because most were on short term visits. Students on scholarships awarded by their own government, international organisations, foundations and other bodies are included under 'Private'. Also for Islands Education Division, figures from countries other than Cooks, Niue and Tokelau Islands are not included because they are not available for all years.

Sources: 1. External Aid Division, Ministry of Foreign Affairs, Wellington.
 2. Islands Education Division, Department of Education, Wellington.
 3. Immigration Division, Department of Labour, Wellington.

Figure 1

Overseas Students in New Zealand, 1959-1972



personal one, to obtain credentials to ensure satisfactory employment in terms of prestige, financial gain and congenial living conditions. Many do state the official motive too, especially assisted students, that is to further the development of their country. There are other motives too, singly or in combination which apply in particular situations and countries. Some go overseas because they were unable to gain entrance to universities and technical colleges at home because of the heavy demand for education and consequent strict selection. Others go abroad to pursue certain courses not available at home and for some there is a genuine interest in the foreign countries. For some the motive is social, for there is status and prestige value in having spent a few years overseas even without final success in achieving an occupational qualification. This attitude is frequently found among wealthy families whose sons are earmarked for positions in private business after their stay overseas.¹²

Overview of studies done

Research on overseas study attracted wide attention only when the post-war influx of students, particularly in the United States, gave rise to a mass of administrative and personal problems which require intensive analysis and evaluation of the exchange programmes.¹³ Most studies were done in the United States and were carried out on behalf of governments and official bodies. The Social Science Research Council was a major contributor by sponsoring the series of studies on specific national groups in the United States¹⁴ which established some important bases for an understanding of cross-cultural learning processes. Numerous dissertations and theses too were written on the problems of foreigners studying in the United States.

Research in Europe, compared to the wide range of American research is minimal. Several studies were done in Britain¹⁵ and a few in the other countries.¹⁶ Research in Australia is of particular interest for the process is similar to New Zealand's in many ways. The major research studies are Hodgkin, Keats and Noesjirwan.¹⁷ There are a number of periodical articles

too covering a variety of aspects of overseas students in Australia.¹⁸

In New Zealand there is relatively little literature and research on overseas students but the list is a growing one. Besides a number of official statements, reports, periodical articles¹⁹ and numerous short articles in public and student newspapers, there is one popular book which covers some aspects of overseas student life in New Zealand.²⁰ Several theses and dissertations in a number of disciplines were written, each focusing on aspects that are relevant to the respective disciplines though all touched on the problems of overseas students in New Zealand.²¹ None of the studies however, were conducted at the national level. The present study attempts a nation-wide study of one particular group of overseas students.

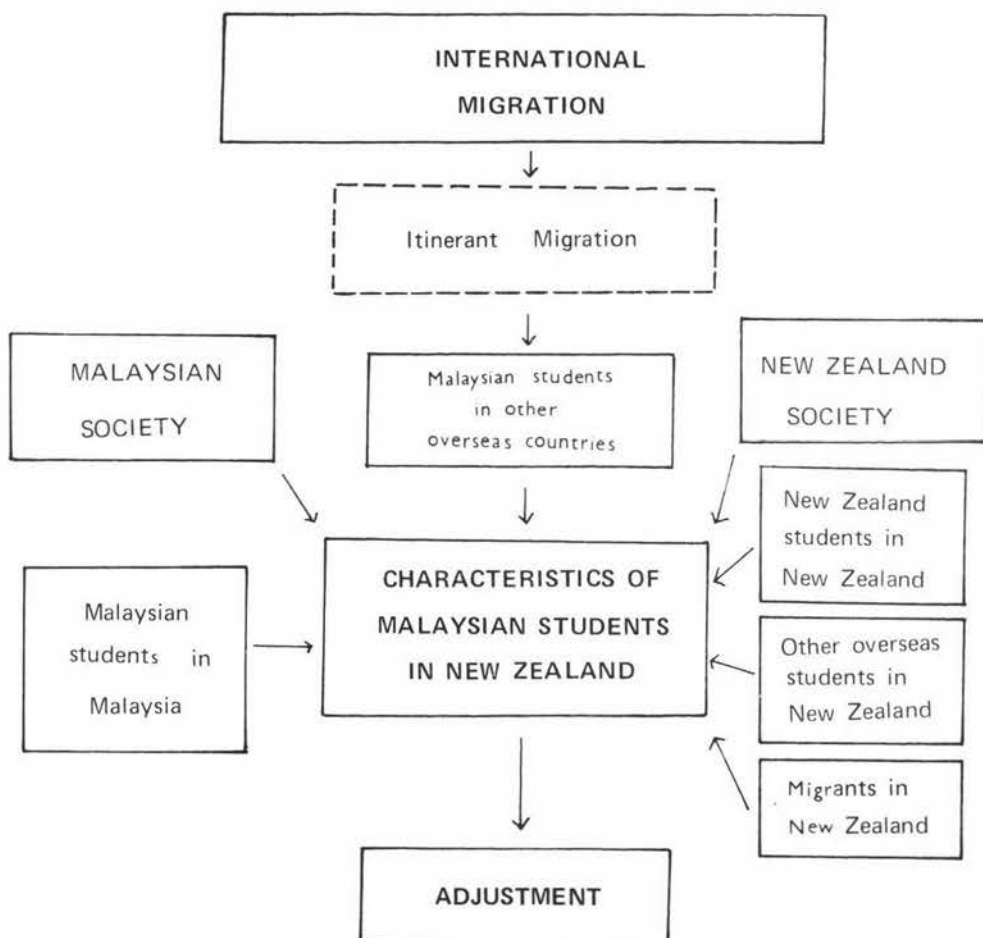
There is sufficient literature therefore, overseas and in New Zealand, to which the present study can refer.

Objectives of this study

This study attempts to examine a special form of international migration - the flow of students from Malaysia to New Zealand. The characteristics and adjustment of this group of overseas students are viewed within the theoretical framework of itinerant migration. The students are temporary migrants or sojourners for they all set off with the intention of acquiring a foreign education and then returning to the home society. Their characteristics are specifically compared on the one hand to other Malaysian students overseas, students in Malaysia the Malaysian population as a whole, and on the other to students in New Zealand, other overseas students and migrant groups in New Zealand and the New Zealand society (Figure 2). Characteristics such as ethnicity, age and sex, marital status, religion, rural-urban origin and socio-economic background are examined in Chapter 2, the selection processes including chain migration in Chapter 3 and in Chapter 4 the distributional and other characteristics such as course of study and accommodation. These characteristics are examined to ascertain the extent to

Figure 2

Itinerant Migrants – Theoretical Framework for the Study of Malaysian Students in New Zealand



which the Malaysian students in New Zealand differ from or are similar to the groups stated above.

Based on migration studies and previous researches on overseas students, in New Zealand and overseas, and on my own observations, the following hypotheses were made with regard to the characteristics:

- A. Like most migrants and students, both local and foreign, the Malaysian students would be:
 - 1. predominantly youthful
 - 2. predominantly male
 - 3. predominantly single
 - 4. of urban origins
 - 5. financed by their own resources
 - 6. live with their own kind
 - 7. concentrated in certain areas in the country and within the city
- B. Unlike migrants but like most students, both local and foreign, the Malaysian students would be:
 - 8. largely of upper or middle socio-economic class origin
- C. Unlike migrants and many local students, but like other overseas students, the Malaysian students would be:
 - 9. pursuing courses of study in fields which are especially needed in the home country.
- D. Like many migrant groups studied the Malaysian student population would consist of:
 - 10. a considerable number of chain migrants.

Like most migrants they have to adapt to the host society but the adaptation required of overseas students is not referred to as acculturation or assimilation but as adjustment or temporary adaptation due to the sojourning nature of their migration. Chapter 5 deals with the adjustment of the students to the New Zealand environment. It also includes an examination

of the relationship between the characteristics of the students and their adjustment. It is hypothesised that the closer each characteristic is towards the New Zealand society the better will be the adjustment made. The Malaysians were chosen for three reasons. They are the largest single national group among the overseas students in New Zealand (Appendix A).²² They come from a wide variety of backgrounds in an essentially plural society whereas most previous studies in the United States concerned students from homogenous societies. Finally, I was born and bred in Malaysia, caught up in the migration to New Zealand as a student and hence have personal experience of life in New Zealand as an overseas student, as well as having the advantage of being able to make use of my own knowledge of Malaysia and her inhabitants, in the study. An additional advantage was that the respondents to the survey knew that the researcher was a Malaysian student and this may have produced a higher rate of response and more honest and open replies.

Aims, method and response of the survey

Aims

As an adapted migration study, the survey aimed to:

1. Examine the selection processes and investigate the role of chain migration as a factor in the selection.
2. Provide data on the cultural, sociological and personal background of the students.
3. Analyse their distribution, course of study, type of residential accommodation and other characteristics in New Zealand.
4. Discover how the students were adjusting themselves to life in New Zealand, and finally,
5. Determine the relationship between factors in the students' background, situational factors and their adjustment in New Zealand.

Method

The study is based mainly on the results of a survey of a random sample of Malaysian students, by means of a postal questionnaire. It is supplemented by participant observation, having studied at three university centres and visited most of the others during the course of a five-year stay in New Zealand. The findings are compared where relevant, with those of previous researches in New Zealand and overseas. The questionnaire is a structured type, consisting of closed questions mainly but with a few open questions as well to seek more detailed information (Appendix B). Several items are based on previous researches,²³ the majority however, are my own. It was informally pre-tested on several Malaysian students at Massey and Victoria Universities and found to be adequate.

A random sample comprising 30 percent of the Malaysian students enrolled at each of the 7 universities in New Zealand in 1973 was selected using a table of random numbers,²⁴ from lists of names supplied by the Registrars of the universities.²⁵ Questionnaires accompanied by introductory letters and stamped envelopes for returning completed questionnaires were posted to the students by the Registrars, for it is university policy not to release the addresses of their students. Completed questionnaires were returned directly to me.

Reponse

Out of 415 questionnaires posted, 285 were returned, 4 of which were not completed. This leaves 281 completed ones, a response rate of 67.7 percent which is satisfactory for a postal survey. Excluding the smaller universities, the response from individual universities does not vary too widely, ranging from 53.5 percent to 84.7 percent (Table II).²⁶

One questionnaire was rejected. A number were not fully completed but were included in the analysis because the information given was useful. The final analysis therefore covers 280 students out of the 1384 attending universities in New Zealand in 1973, which amounts to 20.2 percent of the total population.

Table IIPercentage Response of Survey Sample

University	Total Number of Malaysian students	Sample Size (30%)	Number who responded	Percentage response	Number who responded as a % of total no. of Malaysian students
Auckland	236	71	38	53.5	16.1
Waikato	50	15	13	86.7	26.0
Massey	88	26	16	61.5	18.2
Victoria	287	86	54	62.8	18.8
Canterbury	443	133	94	70.7	21.2
Lincoln	39	12	5	41.7	12.8
Otago	241	72	61	84.7	25.3
Total	1384	415	281	67.7	20.3

Tables III - V show that the sample is representative of the total Malaysian student population in New Zealand universities in 1973 in terms of ethnic origin, sex and financial status.²⁷ It is assumed that the sample is characteristic of the total population in other variables as well for a random sample should be representative if there is no sampling error. The representativeness of the sample in the three characteristics above partly suggests that there is little sampling error.

Table III
Ethnic Origin of Sample and Total Population

	<u>Total Population</u>		<u>Sample</u>	
	No.	%	No.	%
Chinese	1230	88.9	247	88.2
Malay	95	6.9	17	6.1
Indians and Ceylonese	38	2.7	10	3.6
Others	21	1.5	6	2.1
Total	1384	100.0	280	100.0

Table IV
Sex of Sample and Total Population

	<u>Total Population</u>		<u>Sample</u>	
	No.	%	No.	%
Male	1121	81.0	221	78.9
Female	263	19.0	59	21.1
Total	1384	100.0	280	100.0

Table V
Financial Status of Sample and Total Population

	<u>Total Population</u>		<u>Sample</u>	
	No.	%	No.	%
Assisted	127	9.1	25	8.9
Private	1257	90.9	255	91.1
Total	1384	100.0	280	100.0

Footnotes

1. Breitenbach, 1970, 70.
2. Mandelbaum, 1956, 45.
3. Breitenbach, 1970, 70
4. In the case of certain island territories New Zealand had constitutional responsibility for administration and hence her involvement in the development of education there has been particularly close.
5. Aich, 1963, 440.
6. Throughout this study 'overseas students' is defined as students coming to New Zealand specifically for education and are not normally domiciled in New Zealand. The term is also used synonymously with 'foreign students'. The former is more often used in Commonwealth countries while in other countries the latter term is preferred.
7. Some of the more specific reasons for students coming to New Zealand will be discussed in Chapter 3.
8. These were mainly Fijian students who first came as early as the 1920's when the Deed of Covenant was established between the New Zealand and the Fiji Governments.
Thompson, 1963, 17.
9. The New Zealand Pacific Islands Scholarship Training Scheme was started in the then trust territory of Western Samoa in 1945, extended to the Cook Islands in 1946 and Niue in 1947. Pacific Islands Education, October 1970, 51. The Colombo Plan Technical Assistance Scheme was introduced in 1951 when the first Asian students were brought to New Zealand and under the Special Commonwealth African Assistance Plan the first African students arrived in New Zealand in 1961.
10. According to Mr Coleman, Minister of Immigration, The Evening Post, 1973, October 3, "The cost of their education in universities and technical colleges is estimated at \$3,500,000 a year over and above the fees they pay. This figure does not appear in any published overseas aid statistics but represents, nevertheless, a substantial contribution to development in those neighbouring countries from where the students come."

11. See Hodgkin, 1962, 23; Singh, 1966, 42, and Klineberg, 1970, 33, from where the points here are extracted.
12. Hodgkin, 1962, 23.
13. Smith, 1956, quoted by Breitenbach, 1970, 71.
14. Bennett, Passin and McKnight, 1958; Beals and Humphrey, 1957; Sewell and Davidsen, 1961; Morris, R.T., 1956; Selltiz and others, 1963.
15. Livingstone, 1960; Singh, 1963; Burns, 1965; Morris, B., 1967, and Sen, 1970.
16. Aich, 1963, on Asian and African students in West German universities is one.
17. Hodgkin, 1966 and 1972; Keats, 1969 and Noesjirwan, 1966.
18. Hodgkin, 1958, 1962, 1964, 1968 and 1969; Keats, 1969; Campbell, 1968; Lawson and Phillips, 1971; Shann, 1972, and Webb, 1973.
19. Thompson, 1963; George, 1965; Haas, 1966; Ussher, 1970; Prasad, 1970; Rennie, 1970; Smith, 1970; Borrie, 1973; Lythe, 1973a and 1973b; Barrington, 1972, and Hines, 1973.
- X 20. Trinh, 1968.
- X 21. Ng, 1962; Noor, 1968; Tan, 1969; Sellars, 1970, Hwang, 1971; Chew, 1971, and Ridzwan, 1972.
22. In 1973, of the overseas students attending universities in New Zealand, 56.6 percent were Malaysians.
23. Especially Singh, 1963.
24. From Wonnacott and Wonnacott, 1969, 360.
25. Except for Massey University where the Registrar was unable to provide the list for reasons not stated. A list was supplied by the President of the Malaysian Association of Manawatu instead. This list is accurate due to the relatively small number of Malaysian students at Massey University, and was checked and confirmed by me personally being a student there.
26. The low response rate for Auckland and Victoria could possibly be due to the fact that the survey coincided with the mid-year examinations at these two centres.
27. Financial status is here divided into 'assisted' and 'private'. Assisted refers to students under the Colombo Plan and M.A.R.A. only. All others holding other scholarships are included under 'private'. University records of students under scholarships consist of assisted students only, for they are paid by or through the New Zealand government.

CHAPTER II

THE SELECTION PROCESS

Overseas students are admitted into New Zealand either as private or as assisted students. The selection process for the two categories of students differ in many ways and hence will be dealt with separately.

Assisted Students

These are students who come to New Zealand under New Zealand Government Aid Programmes such as the Colombo Plan, the Special Commonwealth African Assistance Plan, the Western Samoa Aid Programme, the Commonwealth Education Scheme and the Pacific Islands Scholarship Training Scheme. The selection of these students is made by the New Zealand Government through its diplomatic representatives overseas, from among candidates selected and nominated by the governments of the countries concerned. The External Aid Division of the Ministry of Foreign Affairs and the Islands Education Division of the Department of Education handles all the admission requirements and are responsible for the welfare of these students while they are in New Zealand. The departments take responsibility of the students' financial needs and assist with all the arrangements relating to accommodation, holiday tours, hospitality, study courses and all matters affecting the general well-being of the students while they are in New Zealand.¹ Almost all assisted students from Malaysia come under the Colombo Plan and are hence looked after by the External Aid Division.

There is a special category of students from Malaysia who do not come under any of the New Zealand Government Aid Programmes but are nevertheless considered as assisted students for they are managed by the External Aid Division while under training in the country. These are the MARA² students who are financed wholly by the MARA governing body and managed by the New Zealand Government under a special arrangement between the two countries. These students are selected by the MARA governing body in Malaysia.

Assisted students are selected on a competitive basis based on academic merit as well as other factors such as ethnic origin, socio-economic background, extra-curricular activities in school, and personal character. These students are therefore highly selected by both the Malaysian and New Zealand governments.

Assisted students are like assisted migrants in many ways. Both are more highly selected and receive much more assistance than those who migrate to New Zealand on their own account. Both are selected on the basis of national, ethnic and cultural origin, or skills possessed. The difference however, is that in the former it is to meet the needs of the sending country whereas in the latter it is to meet the needs of the receiving country. Their fares are usually paid for by the New Zealand sponsors and they receive much assistance in adjusting and settling down to the new environment.

Private Students

Private students are those who do not come to New Zealand under any of its aid programmes. They include individuals sponsored by their own government, state, private foundations, churches and other bodies. The majority however, are students financed by their own families.

Compared to the assisted students, private students are not so highly selected. The Malaysian government does not regulate the migration overseas of private students. It does however, look after the welfare of the students through its diplomatic representatives overseas and in countries where there are substantial numbers of Malaysian students the government runs a Malaysian Student Department specifically for this purpose³.

The admission of private students to New Zealand comes under the control of the Immigration Division of the Department of Labour. It does not extend similar treatment as the External Aid Division to the students under its responsibility. Its function as regards overseas students is basically an

administrative one, to ensure that the students comply with the country's immigration regulations as stipulated in the student permit. Before student permits are issued an application on the prescribed form must be supplied, supported by certificates of birth, health and character, a letter of acceptance from the educational institution concerned, a guarantee of maintenance and repatriation, a guarantee of accommodation and photographs.⁴

Students intending to study in New Zealand universities must be accepted by the governing body before permits are issued by the Labour Department. Admission into New Zealand universities at entrance or undergraduate level is controlled by the Overseas Students Admissions Committee whilst admission at graduate level or with credits is the concern of the individual universities. Besides meeting the minimum academic qualification, overseas students must pass an English language test. The courses for which students are admitted are determined by various factors such as the possibility of excluding New Zealand students, the availability of similar courses in the home country and the scope for employment in his country for the qualifications which a student seeks to acquire.⁵

Reasons for choosing New Zealand

For several decades Malaysian students have been migrating overseas to study. It was only recently that New Zealand became a popular destination (Table VI Figure 3). The reasons are well known, to the authorities and the students concerned but it has never been fully recorded.⁶ One of the aims of this study is just to do that, and in the process to hypothesise that, like the many migrant groups in New Zealand studied by geographers,⁷ chain migration plays an important role in the choice of New Zealand as the destination by private students. Part of the continuing movement of students from Malaysia to New Zealand can be attributed to a modified form of this process which has been defined....

Table VIMalaysian Students at Universities in Malaysia, Singapore, New Zealand and other Commonwealth Countries, 1962 - 1971.

Country	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
Malaysia ¹	1334	1726	2217	2822	3498	4469	5701 ³	6860	8251	10118
Singapore ²	2132	2414	2542	2841	682	654	756	630	733	1035
New Zealand	191	238	294	358	387	471	590	870	1242	1379
Australia	2034	2113	2182	2266	1869	1939	1997	2070	2231	2437
Britain	481	541	609	721	561	597	664	697	820	...
Canada	133	211	262	350	...	413	425	382	434	456
India	414	481	592	716	...	959	1096	1206	...	...

Note: From 1962 to 1965 figures are of students from Malaya, Singapore, Sabah and Sarawak but from 1966 onwards students from Singapore are excluded.

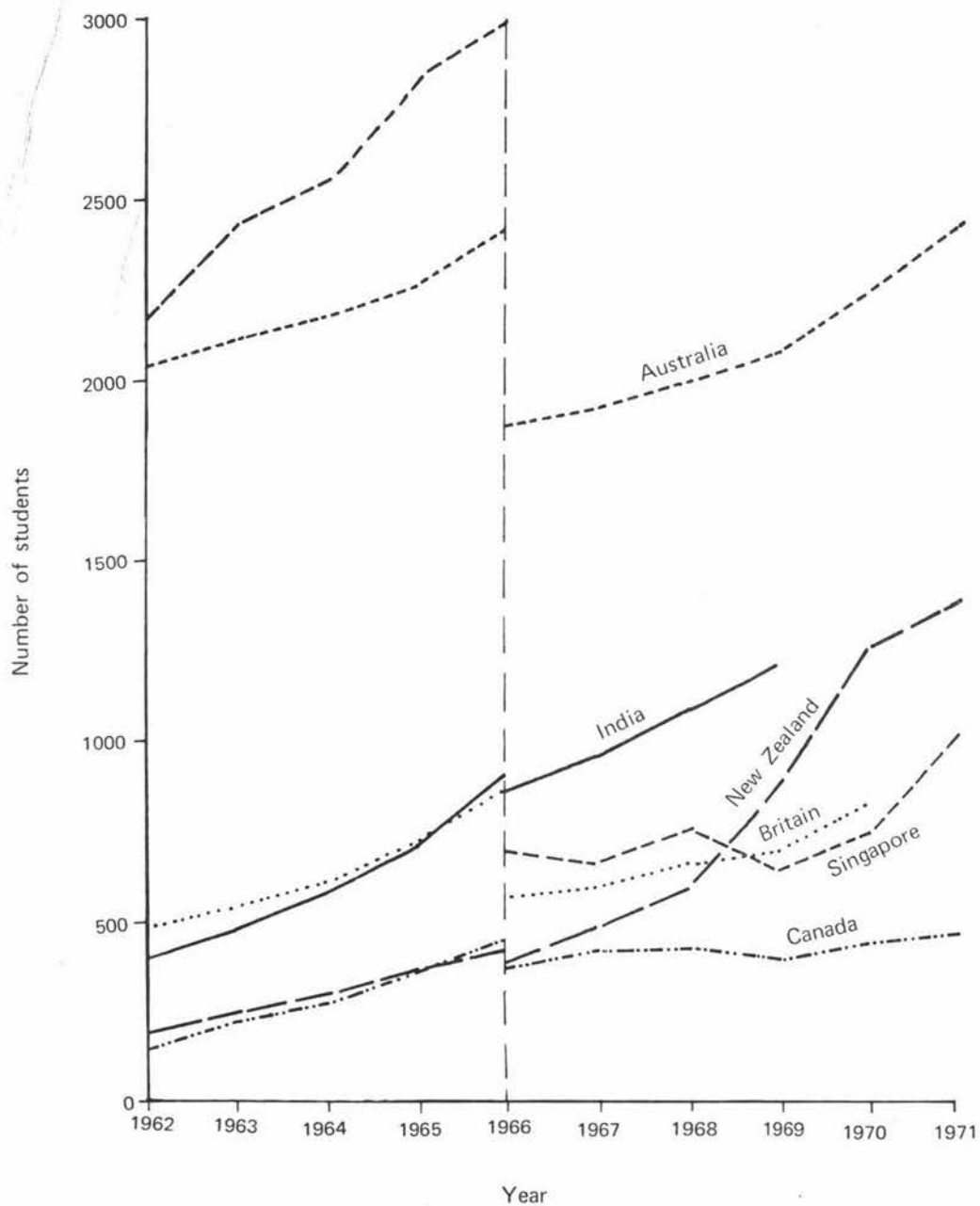
1. From 1962 to 1968 University of Malaya only but from 1969 includes Penang University.
2. University of Singapore only. Nanyang University excluded because the medium of instruction is not English. The figure for 1962 includes a very small number of students from Brunei.
3. Includes a small number of post-graduate students from overseas (estimated to be around 15)

Sources: Compiled from:-

1. University of Malaya Annual Report, 1962-70.
2. University of Singapore Annual Report, 1962-70.
3. Education Statistics of New Zealand, 1964-71.
4. Education Department records, New Zealand,
5. Commonwealth Universities Yearbook, 1964-73.
6. Education Department records, Australia.

Figure 3

Malaysian Students in Universities in New Zealand and
other Commonwealth Countries, 1962-1971



"as that movement in which prospective migrants learn of opportunities, are provided with transportation and have initial accommodation and employment arranged by means of primary social relationships with previous migrants."⁸

A considerable number of students are known to have followed in the wake of brothers, sisters, cousins and other relatives, friends, class-mates and other primary ties, to New Zealand.⁹ Modifications to the definition above are necessary due to the slightly different nature of the migration. Prospective students do learn of the opportunities first-hand by correspondence and home visits by earlier students and are aided in transportation in ways such as arranging student discounts,¹⁰ being met at the airport on arrival and having their initial accommodation and enrolment at the university arranged by means of primary social relationships with previous students.

Results from the survey revealed that chain migration is the second most important reason for choosing New Zealand instead of the other traditional countries of study (Table VII). Typical replies to this question are:

"My brother was in New Zealand then."

"Because my sister is here."

"I have cousins here in New Zealand."

"Friends (old class-mates) would help in many ways."
and even "I have some friends who have some friends here."

The most frequently quoted reason is that it is cheaper to study in New Zealand. Unlike in Britain and Australia, private students pay the same fees as local students and are hence subsidised by the New Zealand Government to as much as four-fifths of the total cost of their education.¹¹

All the major reasons stated agree with Rennie¹² except that she did not mention chain migration for she was more concerned with the academic aspects.

Table VII
Reasons for Choosing to Come to New Zealand

Reasons	<u>Reasons in order of importance</u>				
	1st	2nd	3rd	4th	Total
<u>Economic</u> - lower cost of living, fees are lower, vacation jobs easier to get, nearer to home and 6th form one year only and free too.	105	62	15	3	185
<u>Kin and other primary ties</u> - member of family, relatives, friends and classmates studying in New Zealand.	41	25	15	2	83
<u>Social and cultural environment in New Zealand</u> - small, quiet, peaceful country, friendly people and racial tolerance.	31	25	11	0	67
<u>Academic</u> - easier entry due to less stringent academic qualifications, good reputation of course and degrees are recognised.	33	22	4	0	59
<u>Timing</u> - term starts earlier and first to accept, can apply prior to getting H.S.C. results	23	11	4	2	40
<u>Scholarship</u> - awarded scholarship, no choice.	24	0	0	0	24
<u>Physical environment in New Zealand</u> - better climate, scenic beauty and healthier environment.	5	10	6	2	23
<u>Others</u> - taught by New Zealanders, popular with Malaysians, no particular reason, parent's wish, not too many Malaysians, etc.	13	5	3	1	22
<u>Not Stated</u>	5	0	0	0	5
Total	280	160	58	10	508

relative or friend in New Zealand, a high proportion have these primary relationships in the same university or city (Tables VIII and IX). 24.1 percent have at least one other member of the family in New Zealand, 73 percent of whom are in the same university or city. About the same proportion is the case for relatives. As for friends from home most have at least several in the country, a high proportion of whom are in the same centre as themselves. Only a small number have no friends from home at all.

Applicants to study in New Zealand must have a guarantee of accommodation before they are issued with a student permit. This is done for assisted students by the Ministry of Foreign Affairs. Private students have to write in for a written guarantee through contacts in New Zealand. Here primary ties in New Zealand are made use of to meet this requirement. 11.8 percent of the guarantees of accommodation for the students were acquired through primary ties, most of these students being chain migrants (Table X).

This section thus reveals the operation of several aspects of chain migration on the selection process and the distribution of the students in New Zealand.

Table VIIIOther Members of Family Studying Overseas

<u>Other Overseas Countries</u>		<u>New Zealand</u>		<u>Same City or University in New Zealand</u>	
No. of members	Frequency	No. of members	Frequency	No. of members	Frequency
1	66	1	45	1	28
2	27	2	16	2	9
3 and above	15	3	1	3	1
	<hr/>		<hr/>		<hr/>
	108		62		38
None	149		195		219
Not stated	23		23		23
Total	280		280		280

Table IXRelatives Studying Overseas

<u>Other Overseas Countries</u>		<u>New Zealand</u>		<u>Same City or University in New Zealand</u>	
No. of relatives	Frequency	No. of relatives	Frequency	No. of relatives	Frequency
1	31	1	30	1	18
2	20	2	16	2	5
3	18	3	10	3	3
4	11	4	4	4	1
5 and above	29	5 and above	4	5	1
	<hr/>		<hr/>		<hr/>
	109		64		28
None	148		193		229
Not stated	23		23		23
Total	280		280		280

Table X
Guarantee of Accommodation

Directly From or Through:	Frequency
University Accommodation Officer or other officials	106
School Headmaster/Headmistress	54
Family, relatives or friends in N.Z.	32
Ministry of Foreign Affairs	23
N.Z. friend, landlady and guardian	21
M.S.A./M.S.S.A.	16
Teachers' College, Polytechnic	2
Church	2
Bank Manager	2
Rotary Club	2
O.S.A.C.	2
Hostel Warden	2
Malaysian High Commission to N.Z.	1
University Students' Association	1
Others (Mr so-and-so, stranger, etc.)	6
Not Stated	8
Total	280

Footnotes

1. Handbook for Students and Trainees under New Zealand Government Aid Programmes, 1972.
2. MARA stands for Majlis Amanah Ra'ayat or Council of Trust for the Indigenous People. It is a government statutory body set up in Malaysia to encourage and subsidise training and commercial activities among the indigenous people.
3. The Malaysian Student Department was established in Wellington in 1970. Prior to that the general welfare of the students was looked after by the Malaysian Student Department in Australia and New Zealand which had its office in Canberra.
4. Smith, 1970.
5. Smith, 1970.
6. C. Rennie of the University Entrance Board did mention some of the reasons in a paper presented to the Overseas Student Seminar held in May 1970 at the University of Canterbury.
7. Burnley 1970, Trlin 1970, Curson 1970, Taher 1970, and Walsh and Trlin, 1973.
8. Macdonald, J.S. and Macdonald, L.D., 1964, quoted in Trlin, 1970, 67.
9. Observed by Noor, 1968, 21, for overseas students in Christchurch and Huck, 1968, 50, for Chinese secondary school students in Victoria and Hodgkin, 1966, 103 for Malaysian students in Perth.
10. Air New Zealand offers a 25 percent discount for students under 26 years of age. A concession form must be completed and signed by the Principal or Registrar and this is often arranged and done for prospective students by their primary contacts in New Zealand.
11. Smith, 1970.
12. Rennie, 1970.
13. Burnley, 1970; Trlin, 1970; Curson, 1970; and Taher, 1970.
14. Noor, 1968, 21.

CHAPTER IIIBACKGROUND CHARACTERISTICS

Migration is a selective process. When it is for academic purposes it becomes even more selective, as we shall see in the case of the Malaysian students studying in New Zealand.

Age and Sex

Migrants are nearly always youthful¹ and in this respect the students in the sample are no different for, as predicted, the majority are young adults aged between 19 and 26 (Table XI)². They are, in general, older than their New Zealand counterparts (the majority of whom are aged between 17 and 25)³, mainly because they start school later, usually at the age of seven.

Table XI
Distribution of Sample by Age and Sex

<u>Sex</u>	Male	Female	Total
<u>Age</u>			
19	11	4	15
20	22	10	32
21	38	16	54
22	38	10	48
23	31	6	37
24	39	9	48
25	22	2	24
26	10	0	10
26+	8	2	10
Not stated	2	0	2
Total	221	59	280

The students are predominantly male, with a sex ratio⁴ of 375 (the figure in 1971 for New Zealand students was only 195)⁵. This pattern agrees with the general fact that males predominate in international migration specifically when distances are great.⁶ However, the high sex ratio in this case is largely due to home background and cultural influences. Noor believes that it is a reflection of the educational pattern in the home country, where there is a tendency for more males to be in higher education than females for a variety of reasons even though the opportunity is equal.⁷ However, the figures for 1971 (Table XII) show that the sex ratio of Malaysian students in universities in New Zealand and other overseas countries is about twice that of the students in universities in Malaysia.

Table XII
Some Characteristics of Malaysian Students Attending
Universities in Malaysia and Overseas Countries

Country	Year	Total	Women	Sex Ratio	Post Gradu- ate		Assisted		As a % of all overseas students	Rank ¹
					No	%	No	%		
Malaysia	1971	10118	3018	235	321	3.2	...	...	...	...
New Zealand	1973	1379	252	447	261	18.9	127	9.2	56.6	1
Australia	1971	2437	513	375	...	...	529	21.7	39.1	1
Singapore	1971	1035	...	...	...	...	...	...	90.8	1
India	1969	1025	181	566	...	....	...	...	14.6	2
Britain	1970	820	119	589	287	35.0	371	45.2	4.4	5
Canada	1971	456	85	436	178	39.0	...	...	1.6	8
United States	1970	517	...	...	...	...	...	...	0.4	41

1 Rank of Malaysia as contributor of overseas students from any one country.

- Sources:
1. Commonwealth Universities Yearbook, 1972 and 1973
 2. Registrars of Universities in New Zealand.
 3. Education Attache, Malaysian High Commission to New Zealand, Wellington.
 4. President, Malaysian Association of Manawatu, Palmerston North.
 5. Research and Planning Unit, Department of Education, Wellington.

A more accurate explanation would probably be the traditional attitude in most Asian cultures that men are superior and are more valued than women and therefore families tend to invest in the education of males in the family and to send them overseas for higher education. This attitude is conditioned in their children, as can be seen in the answer of a female student to the question 'Why did you choose to come to New Zealand and not go to other English-speaking countries such as the United Kingdom, Australia, Canada or the United States?':

"Cheaper compared to the places mentioned above because a) give my brother a chance to go to Australia, and b) don't like to spend too much of my dad's money being a daughter."

Further evidence for this explanation can be seen in Table XIII which shows that the sex ratio of students in New Zealand from other Asian countries such as South Vietnam and Singapore is much higher than that of the South Pacific and European countries where the sexes are more equal. It is interesting to note that students from Fiji are also predominantly male for the majority of students from this country are of Indian origin. Thailand is an exception for many Thai women receive higher education and are well represented in the professions.

Marital status

As hypothesised the student migrants are predominantly single for only 15 were married, 13 of them during the course of their stay in New Zealand, one to a New Zealander, one to a Laotian and the remainder to a spouse of their own nationality including the two who were married prior to coming to New Zealand. The low proportion of married students, especially those married before coming to New Zealand is partly attributed to the New Zealand government policy of not admitting married students who are privately financed.⁸ Both the students in the sample who were married at home are assisted students.

Table XIII

Sex Ratio of Students from the Ten Major Contributing
Countries of Overseas Students to New Zealand,
1971

Rank	Country of Origin	Male	Female	Total	Sex Ratio
1.	Malaysia	1279	320	1599	400
2.	Fiji	352	93	445	378
3.	Western Samoa	159	150	309	106
4.	Singapore	119	44	163	270
5.	Thailand	73	54	127	135
6.	United States	64	44	108	145
7.	South Vietnam	78	23	101	339
8.	Australia	59	34	93	173
9.	Cook Islands	38	32	70	118
10.	Tonga	34	28	62	121

- Note: 1. Sex ratio of all overseas students - 268
 2. Total number of overseas students in New Zealand - 3528.

Source: Education Statistics of New Zealand, 1972,
 Table 1.6

Ethnic origin

Malaysia is an example of a multi-racial society par excellence due to its cultural and ethnic diversity. Her three major ethnic groups - Malay, Chinese and Indian, differ sharply from each other in religion, language, customs, food-habits and dress. The three main ethnic categories are all represented in the sample and a fourth group as well comprising several other minority races especially from East Malaysia.

The selective nature of the migration for study purposes is manifested in the over-representation of students of Chinese origin (Tables XIV and XV). The Chinese form 35.7 percent of the Malaysian population in 1970, 46.1 percent of the student population in Malaysian universities in 1971, but in New Zealand they form 88.9 percent of the Malaysian students attending university in the country in 1973. This is due to several reasons. The Chinese are on the average wealthier,¹⁰ they place much more importance on education particularly commercial and technical¹¹ and in recent years admission to universities in Malaysia became less favourable for them due to preferential treatment for students of indigenous origin.

Table XIV

Percentage Distribution by Ethnic Origin of Malaysian Students Attending University in New Zealand and in Malaysia and the Total Population in Malaysia

Ethnic Origin	Malaysian students attending universities in:		Total Population of Malaysia (1970)
	<u>New Zealand (1973)</u>	<u>Malaysia (1971)</u>	
Chinese	88.9	46.1	35.7
Malay	6.9	43.1	50.6
Others	4.2	10.8	13.7
Total	100.0	100.0	100.0

Sources:

1. Registrars of the universities in New Zealand except Massey.
2. The President, Malaysian Association of Manawatu, Palmerston North, New Zealand.
3. Malaysia Official Yearbook, 1972, 351 and 354.
4. 1970 Census of Population, Malaysia, quoted in Report on Finance, Commerce, Industry - Malaysia 1971, 18.

Table XVDistribution by Ethnic Origin and Financial Status

<u>Financial status</u>	Private	Scholarship	Total
<u>Ethnic origin</u>			
Chinese	235	12	247
Malay	2	15	17
Indians and Ceylonese	10	0	10
Others	3	3	6
Total	250	30	280

Religious Background

Table XVI illustrates the multi-religious character of the home society. Except for Christians the majority professed adherence to the traditional ethnic religions, Islam for the Malays, Buddhism for the Chinese¹² and Hinduism for the Indians. The diffuseness in religion among the Chinese students is striking. Hodgkin's explanation is that ancestor worship is an integral part of the Chinese family system and when separation occurs between a person and his family as in any sojourn overseas or breaking up of extended family residential pattern due to urbanisation, the strength of the religious ties is reduced. This according to her may account for the prevalence of persons with no specific religious belief among the Chinese students and the number who became interested in Christianity while studying overseas.¹³

Financial status

As expected only 30 students (11 percent) were under scholarships, the rest being private students (Table XVII). The distribution of scholarship holders by ethnic origin indicates that a much higher proportion are of Malay and other indigenous ethnic group origin. This is a result of the policy of the

Table XVI
Distribution by Ethnic Origin and Religion

<u>Ethnic origin</u>	Chinese	Malay	Indians and Ceylonese	Others	Total
<u>Religion</u>					
Christian	74	0	4	6	84
Buddhist	52	0	0	0	52
Muslim	0	17	0	0	17
Free Thinker	13	0	1	0	14
Taoist	4	0	0	0	4
Atheist	3	0	1	0	4
Agnostic	3	0	0	0	3
Hindu	0	0	2	0	2
Sikh	0	0	1	0	1
No Religion	64	0	1	0	65
Not Stated	34	0	0	0	34
Total	247	17	10	6	280

Malaysian government to

"restructure the Malaysian society to correct economic imbalances so as to reduce and eventually eliminate the identification of race with economic function".

The system of government scholarships is an important apparatus for increasing the number of bumiputras or Malays including rural people in the universities.¹⁵ In 1971, for example, out of the 3711 government scholarships awarded for university study in Malaysia and overseas, 2705 were awarded to bumiputras.¹⁶

A high proportion of the Chinese and almost all the students of Indian and Ceylonese origin are private students. These students on their return home will tend to reinforce the existing ethno-socio-economic pattern of the Malaysian society and might neutralise the government's attempt to restructure this pattern through legislation. Compared to Malaysian students in Australia and Britain (Table XII) the proportion of assisted students in New Zealand is much lower.

Table XVII
Financial Status or Source of Finance

Source of Finance	Number
<u>Scholarship</u>	
Colombo Plan	21
M.A.R.A.	4
Federal Teaching	1
State (Pahang)	1
Universiti Kebangsaan	1
D.S.I.R. Fellowship	1
Board of World Mission	1
Total	30
<u>Private</u>	250
Grand Total	280

Educational background

The pattern of education in Malaysia was until recently, a multi-lingual one to cater for the multi-racial nature of the society.¹⁷ Malaysians used to be able to attend any one of the 4 language medium schools viz. Chinese, Malay, Tamil or English.¹⁸ Table XVIII indicates that about half the students were educated wholly in English prior to coming to New Zealand, 11 percent wholly non-English and the remainder in a mixture of English and Chinese or English and Malay.

Table XVIIIDistribution by Ethnic Group and Type of Education

Type of Education	Chinese	Malay	Indians and Ceylonese	Others	Total
Wholly English, primary and secondary	124	8	10	6	148
Partly English and partly non- English in primary, English in Secondary	5	1	0	0	6
Non-English in primary, English in secondary	81	6	0	0	87
Non-English in primary, partly English and partly non-English in secondary	6	1	0	0	7
Wholly non-English, i.e. Chinese or Malay, primary and secondary	31	1	0	0	32
Total	247	17	10	6	280

Geographical origin

A most significant feature of migration is that it is very selective in terms of the geographical origin of the migrants. As noted in other studies¹⁹ and hypothesised here, a large proportion of the student migrants come from urban²⁰ areas (83.9 percent) whereas the population at home is largely rural (Table XIX). Figures 4 and 5 illustrate the geographical origin of students in the sample. It coincides remarkably with the distribution of the urban population of Malaysia, the main urban areas being concentrated on the more developed west coast of the peninsula²¹ and in other parts of the country being scattered along the coast or rivers (Figure 6).

Distribution of Sample by Geographical Origin Compared
to Total Malaysian Population in 1970

Geographical Origin	Sample		Total Malaysian Population	
	Number	Percent	Number	Percent
Metropolitan Urban	119	42.5	1477546	14.2
Large Urban	116	41.4	1270169	12.2
Small Urban	32	11.4	1266039	12.1
Rural	9	3.3	6408111	61.5
Not Stated	4	1.4	-	-
Total	280	100.0	10421865	100.0

Note 1: The divisions Metropolitan Urban, Large Urban, Small Urban and Rural are as defined in the 1970 Population and Housing Census of Malaysia by Community Groups.

Metropolitan Urban: Any gazetted area with a population of 75,000 persons or more at the time of the census.

Large Urban: Any gazetted area with a population of 10,000 to 74,999 persons at the time of the census.

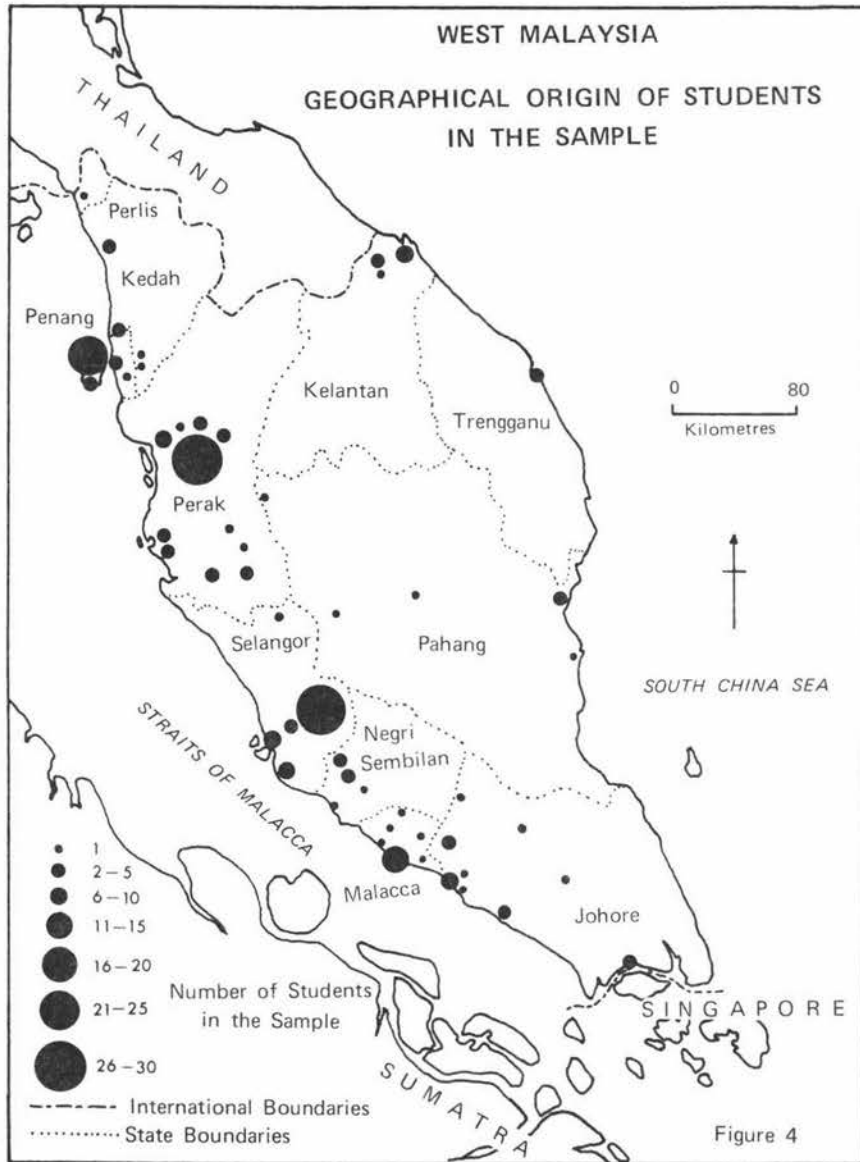
Small Urban: Any gazetted area with a population of 1,000 to 9,999 persons at the time of the census.

Rural: All areas gazetted or otherwise, that had a population of 999 persons or less at the time of the census.

2: The classification of the geographical origins of the students under the 4 divisions above is based on the population figures of these areas in the 1970 Population and Housing Census of Malaysia, Field Count Summary.

(See Appendix D for the list of areas and their classification).

3: The figures for the total Malaysian population are calculated from the 1970 Population and Housing census of Malaysia, Field Count Summary.



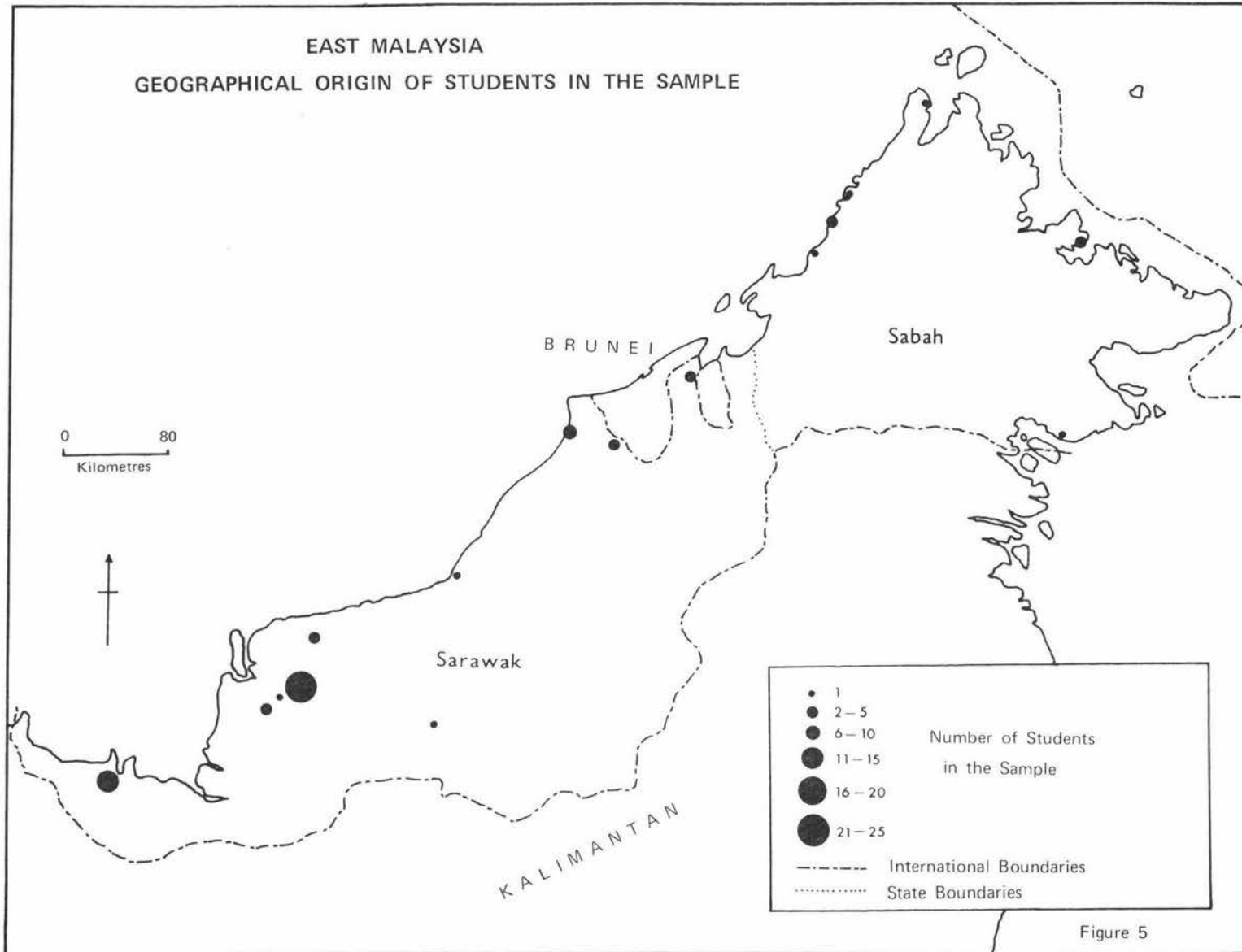
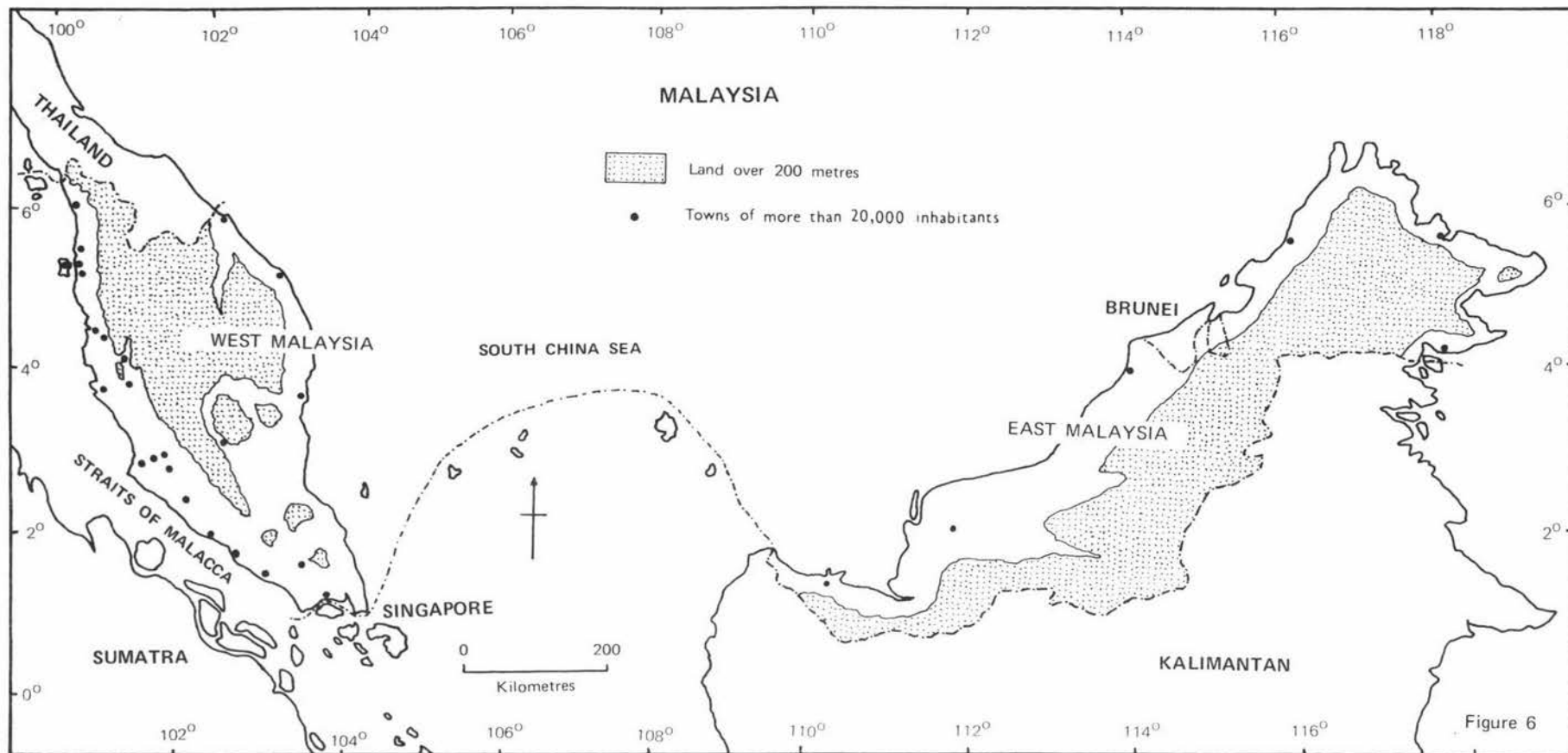


Figure 5



The Spearman rank correlation between the number of students in New Zealand and the population size of the urban centres is very high, being 0.81 for the top 13 contributing urban centres. The rank correlation by state is also high at 0.77. It indicates that the larger the urban centre or the state the more students it contributes to the sample. Both the coefficients would have been higher but for the fact that the two East Malaysian states of Sabah and Sarawak are having a proportionately higher number of students. This is due to the geographical separation of East and West Malaysia and to the fact that there are no universities in East Malaysia.²² Students from the two eastern states wanting to go to university prefer to go to Australia or come to New Zealand, if possible, for with the little extra distance and cost involved they can reap the advantages of a foreign education. The other factor, though a minor one due to the small proportion of sponsored students, is that these two states are allocated a higher proportion of Colombo Plan scholarships due to their relative under-development compared to the western states.²³

It is also the policy of the Malaysian government to offer scholarships to students from the rural areas²⁴ with the hope that the students will return to serve in these areas and help to narrow the economic polarisation between the city on the one hand and the village on the other. Table XX serves to indicate that a higher proportion of students from rural areas are under scholarships, which is in line with the policy stated.

The Malays live mainly in the rural areas and on the east coast in contrast to the Chinese who are concentrated in the urban centres and on the west coast. The indigenous groups are found mainly in the rural areas in East Malaysia.²⁵ Tables XXI and XXII are a reflection of this pattern.

Table XX
Geographical Origin and Financial Status

<u>Financial status</u>	<u>Scholarship</u>		<u>Private</u>		<u>Total</u>	
	Number	Percent	Number	Percent	Number	Percent
<u>Degree of Urbanisation</u>						
Metropolitan	8	7.0	111	93.0	119	100.0
Large Urban	11	10.0	105	90.0	116	100.0
Small Urban	8	25.0	24	75.0	32	100.0
Rural	3	33.3	6	66.7	9	100.0
Not Stated	0	0.0	4	100.0	4	100.0
Total	30	10.7	250	89.3	280	100.0

Table XXI
Geographical Origin and Ethnic Origin

<u>Ethnic Origin</u>	<u>Chinese</u>		<u>Malay</u>		<u>Indian</u>		<u>Others</u>		<u>Total</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Degree of Urbanisation</u>										
Metropolitan	111	45.0	1	5.9	6	60.0	1	16.7	119	42.5
Large Urban	103	41.7	8	47.0	3	30.0	2	33.3	116	41.4
Small Urban	23	9.3	7	41.2	1	10.0	1	16.7	32	11.4
Rural	6	2.4	1	5.9	0	0.0	2	33.3	9	3.3
Not Stated	4	1.6	0	0.0	0	0.0	0	0.0	4	1.4
Total	247	100.0	17	100.0	10	100.0	6	100.0	280	100.0

Table XXIIEthnic Distribution and State of Origin of Students
in the Sample

<u>Ethnic origin</u>	Chinese	Malay	Indians and Ceylonese	Others	Total
<u>State</u>					
<u>West Malaysia:</u>					
(West Coast)					
Perak	47	2	3	0	52
Selangor	43	1	0	1	45
Penang	30	0	0	0	30
Johore	19	1	2	0	22
Malacca	13	2	4	0	19
Kedah	9	0	1	0	10
Negri Sembilan	10	0	0	0	10
Perlis	0	1	0	0	1
(East Coast)					
Kelantan	5	6	0	0	11
Pahang	5	3	0	0	8
Trengganu	3	0	0	0	3
<u>East Malaysia:</u>					
Sarawak	51	1	0	1	53
Sabah	10	0	0	4	14
Total	247	17	10	6	280

Socio-economic background

It is popularly believed that students who study abroad tend to come from the 'elite' class of a very hierarchical society in the developing world.²⁶ Some migrants are from upper socio-economic classes but the majority are generally from the lower classes seeking better economic opportunities overseas. In the case of Malaysian students in New Zealand the same can be said to be true. Table XXIII shows that

though many are from the upper classes, most of the students are from the middle class and a considerable number too are from the lower classes.²⁷ Overseas study used to be the prerogative of the rich but today the emergent middle class is the major source of the students going overseas. Unlike most migrants, the immediate aim of the student migrants is academic but like most migrants the ultimate intention is economic - in this case to ensure good employment opportunities in a young, fast growing and competitive society.

Table XXIII
Socio-economic Background

Socio-economic class	Number	Percent
Very high	6	2.1
High	68	24.3
Middle	114	40.7
Low	47	16.8
Very low	9	3.3
Not Stated	36	12.8
Total	280	100.0

Note: The divisions Very high, High, Middle, Low and Very low are based on the scale in Appendix E.

As in Singh's study of Indian students in Britain,²⁸ a high proportion of the students from the lower classes are under scholarships. Table XXIV indicates that whilst 6.5 percent of the upper class are under scholarships, the percentage for the lower class is 24.6. This again is a reflection of official policy in the selection process. The award of scholarships is partly based on financial need so as to give equal opportunity to all.

Table XXIV
Socio-economic Origin and Financial Status

<u>Financial status</u>	<u>Scholarship</u>		<u>Private</u>		<u>Total</u>	
	Number	Percent	Number	Percent	Number	Percent
<u>Socio-economic class</u>						
Upper	5	6.5	72	93.5	77	100.0
Middle	9	7.6	109	92.4	118	100.0
Lower	14	24.6	43	75.4	57	100.0
Not Stated ¹	2	7.2	26	92.8	28	100.0
Total	30	10.7	250	89.3	280	100.0

1 Not calculated because answers to the indices of socio-economic class were not complete.

Many of the private students from the lower class are relying on their own and their family's savings to finance their stay in New Zealand and almost all of them supplement this income from home by working during the summer vacation and even during the year on a part-time basis. This is mentioned by the students in the survey and supported by my own observations. One student stated that what some private students needed most is some financial assistance.

Footnotes

1. Wrong, 1956, 98.
2. This however, is not so much due to the fact that they are migrants as it is due to their status as students, who are generally youthful.
3. Education Statistics of New Zealand, 1971, Table 11.10
4. Number of males for every 100 females.
5. Education Statistics of New Zealand, 1972, Table 11.1
6. Thompson and Lewis, 1930, 81.
7. Noor, 1968, 36.
8. Smith, 1970.
9. 4 Kadazans, 1 Kayan and 1 Eurasian. Ceylonese and Pakistanis are usually included under Indians.
10. More recent figures are not available, but for Malaya in 1957 the average annual income per head was \$M 848 for the Chinese and \$M 359 for the Malays, according to the Household Budget Survey, Report of the Inland Revenue Department, 1958; and Census of Malaya, 1957, quoted in Silcock and Fisk, 1963, 3. Fryer, 1970, 211, believes that this inequality has persisted despite many years of government effort to achieve a reallocation of income more in keeping with the distribution of political power, which still rests very largely with the predominantly rural Malays. Malay political power is safe-guarded in the constitution (for example, the Prime Minister must be a Malay) and indirectly in the arrangement of electoral constituencies where the predominantly Malay rural areas have a political representation far in excess of their population size. See Vasil, 1971; Ratnam, 1965 and Milne, 1967.
11. Campbell, 1968, 4.
12. According to Yang, 1957, 287, many Chinese observe Confucian ethics, pray to Buddhist and other gods and spirits and hire Taoist priests to perform magical rites. Quoted in Hodgkin, 1966, 132.

13. This explanation of Hodgkin, 1966, 132, is supported by one respondent in my survey who wrote:
 "Christianity has begun to play a more important part in my life than at home.
 Reason: this is a Christian country.
 Family's religion is a mixture of Confucianism, Taoism and Buddhism."
14. Second Malaysia Plan, 1971-75, 1. The government is attempting to correct this economic imbalance by "the creation of a Malay commercial and industrial community in all categories and all levels of operation, so that Malays and other indigenous people will become full partners in all aspects of the economic life of the nation."
15. Straits Times, 1973, May 13. The Malays, following the practice of the former British administration, regard themselves alone as the indigenous inhabitants, the bumiputras or literally the 'sons of the soil' and as such have certain special rights over the country. These special rights and privileges are awarded to Malays in the federal constitution.
16. Straits Times, 1973, May 13.
17. To foster national unity only one medium of instruction is retained - Bahasa Malaysia or the Malay language.
18. Until recently only Chinese and English education is available up to university level. Education in the Malay medium is now up to university level with the establishment of Universiti Kebangsaan or the National University in 1970. See Wong, 1964, for a description of the educational system and Gullick, 1969, for the evolution and implications of the multi-lingual system of education on the Malaysian society.
19. Noesjirwan, 1966, and Singh, 1963.
20. In the Malaysian context, "urban" has been defined as any gazetted administrative area with a population of 10,000 or over, all other areas have been classified as rural. Hence only the two categories "Metropolitan" and "Large Urban" is considered urban. The reason for including the category "Small Urban" under rural is because of the fact that the population residing in these areas depended

on primary agriculture and have a rural character despite having some urban facilities such as lighting, sewerage, cleansing services, etc. For further elaboration see 1970 Population and Housing Census of Malaysia by Community Groups, 1972, 22-23.

21. Over 82.0 percent of the population of West Malaysia is concentrated in the west coast states. Calculated from figures in the 1970 Population and Housing Census of Malaysia, Field Count Summary, 1971, 21. Out of the 11 states in West Malaysia, the following three are considered to be east coast states - Kelantan, Trengganu and Pahang. Johore is considered a west coast state for her population is concentrated on its west coast.
22. There are 5 universities in Malaysia, all 5 being located in West Malaysia.
23. According to the latest census, 84.5 percent of Malaysia's population lives in west Malaysia, but the ratio of Colombo Plan scholars in New Zealand from West Malaysia, Sabah and Sarawak was roughly 1:1:1 as shown in the following figures for 1971 (supplied by the Malaysian Student Department in Wellington): West Malaysia 74, Sabah 49 and Sarawak 58. The relative under-development of the two East Malaysian states can be shown by the per capita income distribution for 1965 : West Malaysia \$M952, Sabah \$M 862 and Sarawak \$M 737. First Malaysia Plan, 1966-70, 4.
24. Second Malaysia Plan, 1971-75, 1.
25. Figures from the most recent census is not yet available but according to the last census in 1957, 66.9 percent of the Chinese live in urban areas compared with 22.8 percent for the Malays and indigenous groups. Hamzah-Sendut, 1964, 90. Since 1957 increasing numbers of Malays are migrating to urban areas (see for example McGee, 1968) but the Chinese still dominate in urban centres.
26. In New Zealand, The Press editorial, 1973, October 10, is a recent example.

27. The 5 socio-economic classes is based on a scale specially designed for this study (Appendix E). It utilises an equal weighting of the three traditional indices of socio-economic class: occupation, education and income. The occupational scale devised here (Appendix F) was found to be similar to that of McGee, 1967, 46-47, in his survey of a new town in Malaysia. The scale here is a simpler version with only 5 categories compared to 10 in McGee's. For income absolute figures were not asked for it was known that many of the students' parents were businessmen and it would be difficult for them to state the actual income. In Table XXIV "Upper" refers to "Very high" and "High" in Table XXIII and "Lower" to "Low" and "Very low" whilst "Middle" remains as "Middle".
29. Singh, 1963.

CHAPTER IVDISTRIBUTION AND OTHER CHARACTERISTICS IN NEW ZEALAND

As itinerant migrants with education as the primary aim, the distribution and other characteristics of the students in New Zealand are expected to be very different from that of the permanent migrants because of the more specific nature of the former form of migration.

Distribution in New Zealand

The geographical pattern of the distribution of the students from Malaysia who are studying in the universities is necessarily limited by the location of the institutions. This affects not only their distribution in New Zealand but it influences their residential distribution within the city as well.

New Zealand's universities are all located in the larger urban centres and hence the distribution of Malaysian students is confined to these areas only (Table XXV and Figure 7).¹ They therefore add to the concentration of other ethnic migrant groups and help give the larger cities a more cosmopolitan outlook.

The figures for 1971 (Table XXVI) indicate that for local students the largest concentration was in Auckland, the largest city in New Zealand. Other overseas students follow the same pattern but for Malaysian students the concentration is very strong at Christchurch (34 percent of the Malaysians). This is due primarily to the attraction of the engineering course at Canterbury, which is well known due to the number of Malaysian engineers who have been trained at that university and to the limited number of places available at the University of Malaya.

Table XXVDistribution and Ethnic Origin of Malaysian Students in
New Zealand Universities, 1973

<u>Ethnic Origin</u>	Chinese	Malay	Indians and Ceylonese	Others	Total
<u>University</u>					
Auckland	216	8	9	3	236
Waikato	42	6	1	1	50
Massey	71	10	5	2	88
Victoria	234	29	12	12	287
Canterbury	423	11	8	1	443
Lincoln	26	12	0	1	39
Otago	218	19	3	1	241
Total	1230	95	38	21	1384

Note: The ethnic origin of students in this table is identified from their names since university records usually do not include the ethnic origin of students. This is not a foolproof method but it is very reliable for identifying the ethnic origin of Malaysians.

Source: Compiled from lists of names supplied by:-

1. Registrars of the universities except Massey.
2. The President, Malaysian Association of Manawatu.

DISTRIBUTION OF MALAYSIAN STUDENTS
IN NEW ZEALAND UNIVERSITIES, 1973

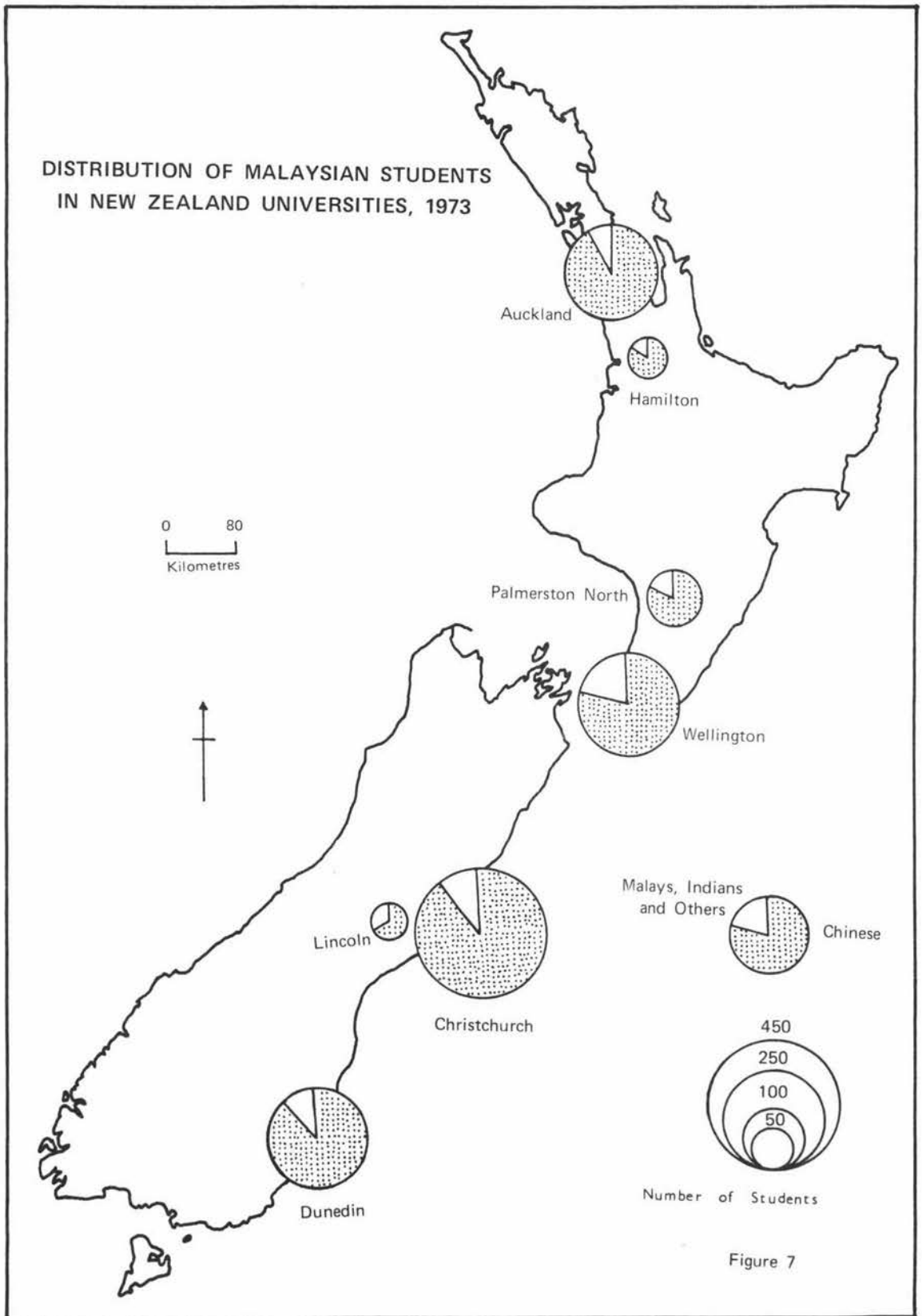


Figure 7

Table XXVI

Distribution of Total, Local, Overseas, Other Overseas
and Malaysian Students in New Zealand Universities, 1971

University	Total Students		Local Students		Overseas Students		Other Overseas Students			Malaysian Students		
	No	%	No	%	No	%	No	%	I.C. ¹	No	%	I.C.
Auckland	10059	28.4	9483	27.3	576	23.3	345	31.1	109	231	16.9	60
Waikato	1523	4.0	1460	4.2	63	2.5	28	2.5	63	35	2.6	65
Massey	5205	13.9	5005	14.4	200	8.1	127	11.5	83	73	5.3	38
Victoria	6532	17.5	6071	17.4	461	18.6	205	18.5	106	256	18.7	107
Canterbury	6923	18.5	6283	18.1	640	25.8	180	16.3	88	460	33.6	182
Lincoln	1087	2.9	1007	2.9	80	3.2	39	3.5	121	41	3.0	103
Otago	5928	15.8	5471	15.7	457	18.5	184	16.6	105	273	19.9	126
Total	37257	100	34780	100	2477	100	1108	100	100	1369	100	100

1 Index of Concentration. It measures the concentration of a particular group of students compared to the total student population.

$$\text{I.C.} = \frac{\text{No. of students}}{\text{Total Students}} \times 100$$

Sources: 1. Education Statistics of New Zealand, 1972
2. Commonwealth Universities Yearbook, 1972.

Except for the students attending Canterbury University² it is not possible to plot the intra-urban residential distribution of Malaysian students attending university in the 4 major urban centres because it is university policy not to release the addresses of their students. However, Noor³ plotted the distribution of overseas students in Christchurch in 1968 who were in his study sample of 220 students, and Chew⁴ of all the 258 Malaysian students at Victoria University in 1971 in Wellington. Both maps show that the majority of the

students live within one or two miles radius from the university. If we exclude students who live at home, the pattern for local and all overseas students would be expected to be the same, for the majority live in flats (Table XXVII and Figure 8) which tend to be concentrated in the central city where the houses are older and cheaper and in close proximity to the place of study. A considerable number too are living in halls of residences and these tend to be located close to the university. Only students who board with families reside in the outer suburbs. For these reasons and the fact that students are known to be the most mobile section of society,⁵ the intra-urban residential pattern of students in the sample who are studying in at least one of the 4 main centres is not attempted here. Suffice it is to conclude on the evidence of previous research in New Zealand that the majority reside in the vicinity of the university. Chew⁶ however, noted that among the Malaysians who were flatting there was quite a marked concentration in certain areas. This feature is not dissimilar to the residential nucleation and formation of ethnic neighbourhoods as found in some migrant groups in New Zealand.⁷

Type of residential accommodation

The choice of type of accommodation of students in the sample is similar to that of local students and all overseas students, if we do not include the category "Living at home" for the reason that overseas students by definition do not live at home in New Zealand, (Table XXVII and Figure 8).

Flatting is most popular.⁸ 85.9 percent of the students who are flatting do so with their fellow nationals, in the main with students of their own ethnic origin as well. The reasons for this cultural isolation include home ties, liking for the same type of food, being able to speak their own language freely, being with others who are sharing the same experience and problems and, above all, they do not want to be assimilated into the New Zealand way of life to avoid problems of re-adjustment when they return home.⁹ It is believed that flatting is not advisable for overseas students especially those in their first and second years for various reasons¹⁰ and yet this form of accommodation is

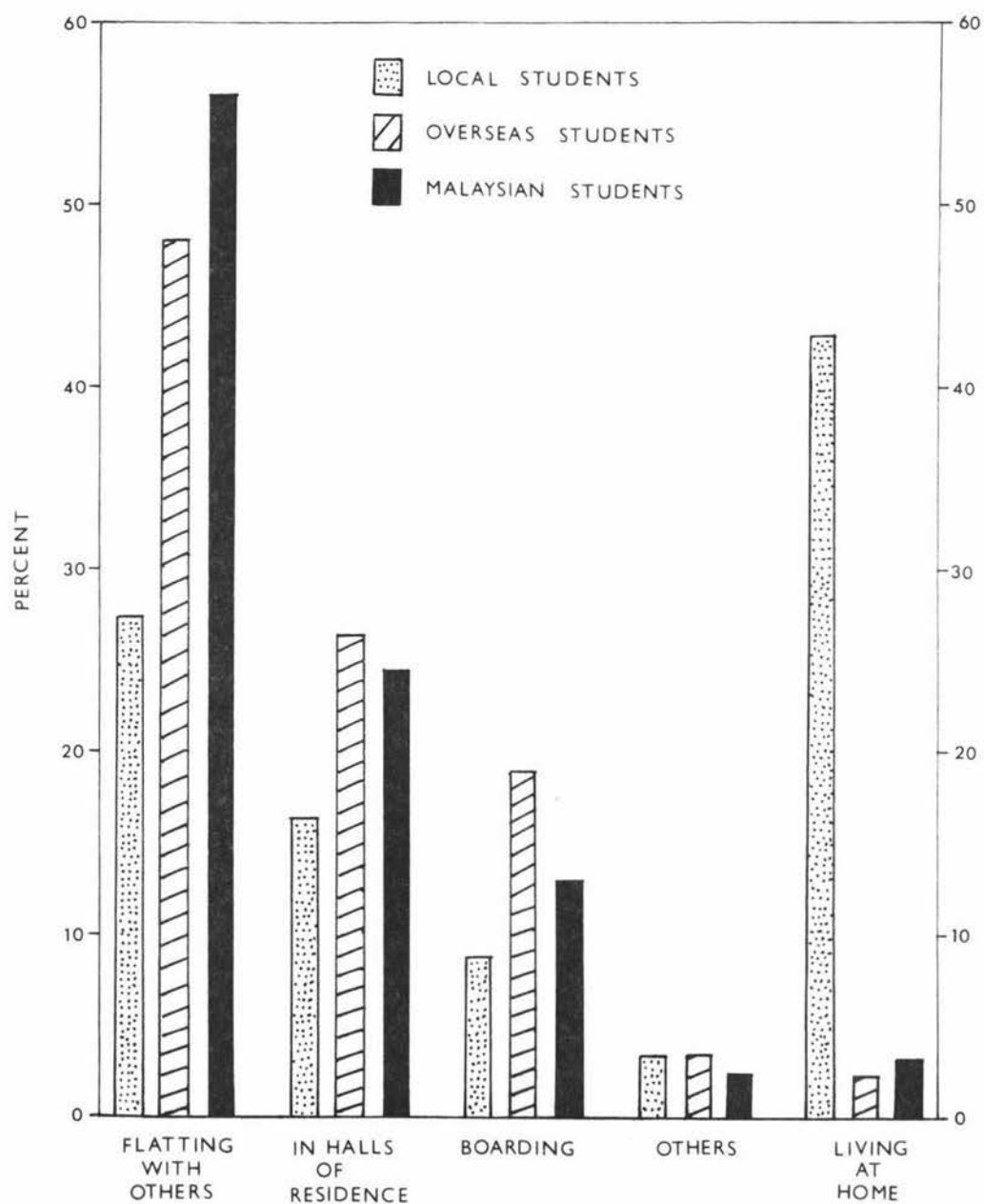
Table XXVIIDistribution of Sample by Type of Accommodation Compared to
Local and Overseas Students in 1971

<u>Type of accommo- dation</u>	Flatting with others		In halls of Residence		Boarding		Others and not known		Living at home		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Students</u>												
Local	6240	27.5	3733	16.4	1990	8.8	976	4.3	9777	43.0	22716	100.0
Over- seas	1112	48.8	579	25.4	432	19.0	96	4.2	60	2.6	2279	100.0
Malay- sian	157	56.1	69	24.6	38	13.6	7	2.5	9	3.2	280	100.0

Source: Education Statistics of New Zealand, 1972, Table 11.11

Figure 8

Residence of Students Attending University in New Zealand,
1971



prevalent. Part of the answer to this puzzle is that most of the larger universities lacked sufficient accommodation facilities for students and the increase in overseas student numbers compounds the problem further.¹¹

Course of study

Like all overseas students in higher education (Table XXVIII), the majority are as predicted doing courses in the science and technical field (Table XXIX). This is largely due to consideration of employment opportunities, for Malaysia is a developing country and trained scientific and technical personnel are in high demand. This is also reflected to a lesser extent in the courses followed by the students in the universities in Malaysia (Table XXX). Where places do not meet the demand those who can afford it go overseas to get the training required and in the process gain social prestige as well as brighter employment opportunities due to the high regard for foreign degrees and experience. A number do go overseas due to the less stringent admission requirements needed. About 10 percent of the students come to New Zealand to pursue courses that are not available at home.

Malay scholarship holders are doing courses that will lead to occupations in which the Malays have been poorly represented viz. in the commercial, scientific and technical fields (Tables XXXI and XXXII)¹².

University entrance qualification

Slightly more than half of the students came straight to university after having acquired the Cambridge Higher School Certificate in Malaysia, whilst 37.5 percent studied in the Sixth and Seventh Forms in New Zealand schools and passed University Entrance or Bursary before enrolling at University. The remainder had other entrance qualifications including Victorian Matriculation, graduate status and credits from universities in Malaysia or other universities overseas (Table XXXIII).

Table XXVIIIForeign Students in Institutions of Higher Education in
New Zealand by Field of Study in 1966 and 1968

Field of Study	1966				1968			
	National Students		Foreign Students		National Students		Foreign Students	
	No.	%	No.	%	No.	%	No.	%
Humanities	8419	19.3	296	22.0	10605	21.7	372	22.9
Education	5487	12.9	103	7.6	6858	14.1	73	4.5
Fine Arts	928	2.2	25	1.9	1006	2.1	77	4.7
Law	1553	3.7	44	3.3	1900	3.9	50	3.1
Social Sciences	9244	21.8	202	15.0	10634	21.8	274	16.9
Natural Sciences	4597	10.8	276	20.5	5931	12.2	299	18.4
Engineering	7482	17.6	150	11.1	7609	15.6	259	15.9
Medical Science	2210	5.2	40	3.0	1524	3.0	55	3.4
Agriculture	2274	5.4	116	8.6	2434	5.0	125	7.7
Not Specified	257	0.6	96	7.0	308	0.6	40	2.5
Total	42456	100.0	1346	100.0	48809	100.0	1624	100.0

Note: For the subjects included in the various fields of study see U.N.E.S.C.O. Statistical Yearbook, 1970, Table 2.14, page 343.

Source: Compiled from U.N.E.S.C.O. Statistical Yearbook, 1968, page 296-297 and 316-317 and from 1970, page 386-387 and 462-463.

In 1968 out of the total of 50433 students in New Zealand's institutions of higher education, the distribution by type of institution is as follows:

1. Universities and equivalent institutions (degree granting)	28821
2. Non-university teacher training	6369
3. Other non-university institutions	15243
Total	<u>50433</u>

Table XXIX
Course of Study

<u>Science</u>		<u>Arts</u>		<u>Commerce</u>	
Course	Number	Course	Number	Course	Number
B.Sc	39	B.A.	15	B.Com/B.C.A.	82
B.Engin.	39	B.A.Hons	5	M.Com	3
B.Sc.Hons	28	B.Soc.Sc	4	COP Com	1
M.Sc	11	M.A.	3		
B.Tech.	8	Ll.B	3		
B.D.S.	6	B.Ed	1		
B.Ag. Sc	6	B.Soc.Sc.Hons	1		
Engin. Int.	6	M.Soc. Sc.	1		
B. Hort. Sc	2	Dip. TESL ¹	3		
B.Sc.Forest	2	Dip. Ed	1		
B.Pharmacy	1	Dip.Bus.Admin.	1		
Ph.D	1	Dip.Town Flanning	1		
Dip. Hort.	1				
Dip. Home Sc.	1				
Total	151		39		86

Summary

Science	151
Commerce	86
Arts	39
Not stated	4
Total	280

1. Diploma in Teaching of English as a Second Language.

Table XXX

Courses Taken by Malaysian Students in New Zealand
Universities and Students in Malaysia and New Zealand

Course	Malaysian students in New Zealand (1973)		Students in Malaysia (1971)		Students in New Zealand (1971)	
	No.	%	No.	%	No.	%
Science	448	32.4	1762	19.1	6654	19.0
Commerce	354	25.6	1470	15.9	3486	9.9
Engineering	248	17.9	500	5.4	2370	6.8
Arts and Music	133	9.6	3942	42.7	12162	34.7
Agriculture	64	4.6	383	4.1	1823	5.2
Food Science and Biotechnology	23	1.6	-	-	218	0.6
Law	21	1.5	-	-	2173	6.2
Education	19	1.4	524	5.7	1336	3.8
Medicine and Dentistry	15	1.1	654	7.1	1352	4.0
Architecture	12	0.8	-	-	618	1.8
Veterinary Science	2	0.1	-	-	340	0.9
Others	45	3.2	-	-	2505	7.1
Total	1384	100.0	9225	100.0	35037	100.0

- Sources:
1. Registrars of Universities in New Zealand except Massey and Victoria.
 2. President, Malaysian Association of Manawatu.
 3. Education Attache, Malaysian High Commission in New Zealand.
 4. Malaysia Official Yearbook, 1972, 351 and 354.
 5. Commonwealth Universities Yearbook, 1973, 1579.

Table XXXI

Ethnic Distribution and Course of Malaysian Students
in New Zealand under the Colombo Plan, 1971

Course	Malay	Chinese	Indians and Ceylonese	Others	Total
Science	11	23	0	1	35
Teaching of English as a Second Language	15	4	0	6	25
Teacher Training & Dip. of Education	2	15	0	2	19
Engineering	4	21	0	1	26
Arts	4	9	0	4	17
Commerce	8	5	0	0	13
Surveying	0	11	0	0	11
Agriculture and Horticulture	3	5	0	1	9
Trade Teacher Training	1	5	0	2	8
High School	2	0	0	3	5
Pharmacy	0	5	0	0	5
Occupational Therapy, Physiotherapy and Psychiatric Nursing	2	5	1	0	8
Law and Journalism	4	1	0	0	5
Dentistry and Venterinary Science	0	6	0	0	6
Architecture and Home Science	0	3	0	0	3
Total	56	118	1	20	195
Adjustment for those enrolled in more than one course	2	10	0	2	14
Total number of students	54	108	1	18	181

Source: Malaysian Student Department, Malaysian High Commission to New Zealand, Wellington.

Table XXXIIEthnic Distribution and Course of Malaysian Students in
New Zealand under MARA Scholarships, 1971.

Course	Malays	Chinese	Indians and Ceylonese	Others	Total
Engineering	15	1	0	0	16
Science	13	2	0	0	15
Commerce	11	0	0	0	11
Agriculture	8	0	0	0	8
Arts	3	0	1	0	4
Architecture	2	0	0	0	2
Horticulture, Surveying, Dentistry and Food Technology	3	0	1	0	4
Total	55	3	2	0	60

Note: All 60 students are from West Malaysia.

Source: Malaysian Student Department, Malaysian High Commission to New Zealand, Wellington.

Table XXXIIIDistribution by University Entrance Qualification

Entrance Qualification	Number
H.S.C. in Malaysia	153
U.E. or Bursary/ Scholarship in New Zealand	105
Others (Australian matriculation, etc.)	22
Total	280

Duration of stay

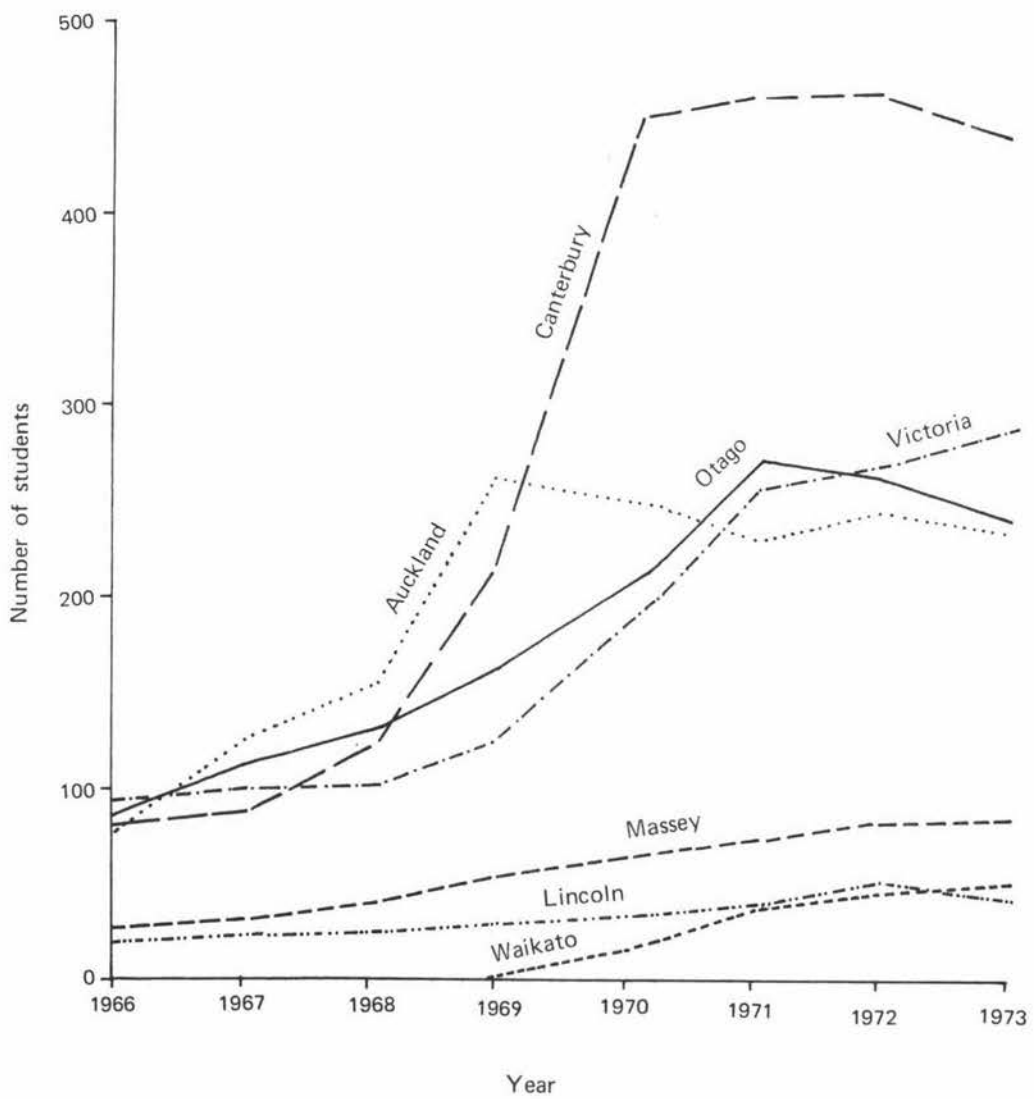
The majority of students from overseas stay in New Zealand for only as long as it takes them to qualify for the degree enrolled in¹³ and, for some, a period of employment in New Zealand to gain practical experience, as well. Hence only a few students in the sample have stayed more than 6 years in the country (Table XXXIV). The large number in their fourth year of stay in New Zealand is due to the sharp rise in the number of students who came in 1970 (Figure 9 and Appendix G) just before restrictions were imposed by a number of universities on the admission of overseas students¹⁴ which led to a decline in the rate of increase during subsequent years. An additional reason, which is only a conjecture (but believed by many students from Malaysia), is that it could probably be a result of the May 1969 race riots in Malaysia which prompted some Chinese families to send their children overseas to study due to uncertainty over their future in the country.

Table XXXIV
Year in New Zealand

Year	Number
1	34
2	52
3	35
4	98
5	35
6	18
7	5
8	2
9	1
Total	280

Figure 9

Malaysian Students in Universities in New Zealand, 1966-1973



Footnotes:

1. It also affects the distribution of students from Malaysia studying in New Zealand schools. All of them come with the intention of going on to university and so there is a very strong tendency to choose a school that is located in the same centre as the university they hope to attend, so as to familiarize themselves with the environment.
2. This is the only university approached which was prepared to allow me access to the addresses and so it would be possible to plot the residential distribution of the Malaysian students in Christchurch city.
3. Noor, 1968.
4. Chew, 1971.
5. For example Hodgkin, 1966, 121.
6. Chew, 1971, 10.
7. Burnley, 1970 and Trlin 1972.
8. Excludes those who are flatting alone.
9. Hodgkin, 1966, 179 and Campbell, 1968, 10 with regard to Malaysian and Asian students in Australia.
10. See Dunlop, 1966, 5-7; Trinh, 1968, 40-43 and Ussher, 1970, 55-56.
11. Borrie, 1973.
12. According to the results of a major survey conducted by the Department of Statistics, Malaysia, quoted in Report on Finance, Commerce, Industry - Malaysia, 1971, 81, 62.2 percent of those employed in business (which includes private companies, manufacturing establishments, partnerships, proprietorships and any trading in the urban areas) are Chinese, 27.6 percent were Malays and 9.4 percent Indians. This to some extent reflects the urban distribution of the population.
13. Provided the student makes satisfactory progress in his studies the student permit will not be renewed and he will have to leave the country. For overseas students attending university the minimum standard is to meet the requirements stated in the exclusion regulations of the university attended and to be able to complete his course within two years of the minimum period of study prescribed for the course under the university's regulations.

14. An amendment to the Universities Act 1961 was passed in 1970 empowering the universities to fix quotas for the admission of overseas students to any of their faculties, schools, departments or courses or to classes in particular subjects. A.J.H.R. 1970, E3, 14.

ADJUSTMENT IN NEW ZEALAND AND THE FACTORS WHICH INFLUENCE ITA. Adjustment to Life in New Zealand

As an individual from a different country, both the permanent migrant and the overseas student have to adapt themselves to the new environment that they are in. One of the first few things the new arrival may have to adapt to is the climate and food. More significant however, especially after the initial period, is the adaptation to the people in the host society. Differences in culture - in attitudes, values and beliefs may create serious difficulties. The term 'culture shock' has often been applied to this phenomena. The sharper the contrast between the native culture and that of the host country the more difficult would the adaptation be. As a result it is not uncommon for migrant groups from a widely differing culture to segregate and create a closed community among themselves.¹

The adaptation of Malaysian students in New Zealand however, involves several features different from that of the permanent migrant. Being only temporary migrants their problem is more of adjustment than acculturation or assimilation for they do not intend to make their permanent home in New Zealand. The term 'adjustment' as used in this study is defined as temporary adaptation to the host country and society. It involves a certain degree of involvement in the host society and acceptance of the new culture without a concomitant loss of identity with the home culture. Certain factors make the problem of adjustment even more complicated and difficult than the adaptation required of permanent migrants. As itinerant migrants there is the necessity for re-adjustment on their return to the home society and this affects the extent of their involvement in the host society. There is no critical need to be full involved and be acculturated or assimilated. For them it is a matter of temporary adaptation, of establishing a modus vivendi for the period of study. This involves the adoption of certain

behaviour patterns to facilitate living in the new society. However, unlike the permanent migrants who accept membership into the country of adoption, overseas students suffer more severely from what Livingstone² called 'the dilemma of overlapping membership' for the behaviour patterns which they have to adopt may conflict with the expectations of those at home as well as their fellow nationals in New Zealand. Close association with members of the host society may be interpreted by students from their own country as defection and they themselves may wonder where their loyalties lie. Many would experience the problem as expressed by one student in the survey:

"Family links and pressure from home are terribly strong. I cannot fully integrate into Kiwi society (e.g. marrying and settling down here), but must go home to those beloved in Malaysia, however much I like New Zealand."

Overseas students tend to be regarded more favourably than migrants by members of the host society for they do not pose an economic threat and their presence in the country has been regarded as a national gesture of goodwill. Hence they are tolerated and even welcomed and this helps them in their adjustment. Furthermore they are aware that they are 'unofficial ambassadors' of their country and their hosts will be judging their people from their behaviour and performance in New Zealand. There is, therefore, a strong motivation to adapt quickly and play the role expected of them by both the home as well as the host society.

In this section we look at the adjustment of the Malaysian students as a group. The variety of adjustments they have to make are divided into academic, social, cultural, physical and general. These are not mutually exclusive or independent categories for there is some degree of overlapping.

Academic adjustment

The primary purpose of the students in coming to New Zealand is to succeed in their studies. Hence academic adjustment is of prime concern to them. The sponsored student has a scholarship to keep and the private student has student permit.

Failure to succeed and return home with no qualifications would mean a loss of face, not only to them but to their families as well.

Very little is known about the academic performance of overseas students in New Zealand though numerous articles which deal with their academic problems have been published.³ The results of the survey, based on what the students say, showed that Malaysian students performed well in their examinations (Table XXXV). The majority passed most of their units. This however, does not measure the real performance for those who fared badly have already been sent home.⁴ To study their academic adjustment, the extent of their difficulties with their studies and what these difficulties are were included in the survey. About 70 percent of the students stated that they do not encounter much difficulties (Table XXXVI) and those who did mentioned language as the major difficulty especially among the students who were not educated in the English medium at home (Table XXXVII).⁵

Table XXXV
Academic Performance

Units/credits sat for and passed	Number	Percent
All	167	59.6
$\frac{3}{4}$ +	42	15.0
$\frac{1}{2}$ +	13	4.6
$\frac{1}{4}$ +	2	0.8
None	1	0.4
Not stated ¹	55	19.6
Total	280	100.0

1 includes first year students who had not sat an examination

Table XXXVI

Academic Difficulties

Degree of difficulties	Number	Percent
Very much	10	3.6
Quite a lot	78	27.9
A little	135	48.2
Very little	47	16.8
None at all	8	2.8
Not stated	2	0.7
Total	280	100.0

Table XXXVII

Difficulties with Studies

<u>Type of difficulties</u>	<u>In order of importance</u>				
	1st	2nd	3rd	4th	Total
<u>Language</u> - difficulty in expression, poor vocabulary, problem in understanding lectures, accents, slow in reading, difficulty in taking notes	27	14	3	1	45
<u>Personal</u> - worries, lack interest, concentration, confidence and motivation, short of finance, laziness, not bright enough, health problems, lonely, home-sick.	21	17	6	0	44
<u>Workload</u> - too heavy, not enough time, not used to, problem with finding data, practicals difficult course, biased lecturer.	20	12	4	0	36
<u>Adaptation</u> - different system of teaching, approach, new subjects, left studies and came back, cold weather, dislike food, threat of deportation.	13	11	3	1	28
<u>Others</u> - other interests, no reason whatever	3	4	1	0	8
<u>Not stated</u>	4	0	0	0	4
Total	88	58	17	2	165

Social adjustment

Social contacts with the host society as well as with their own nationals are significant influences on their attitudes and adjustment. The students have to establish social ties especially primary ones, to replace those lost when they leave home. These ties are essential for personal well-being and security.

Social adjustment is therefore here confined largely to the extent, type and frequency of participation in social, cultural and sporting activities with New Zealanders as well as others. On membership of clubs (Table XXXVIII) the responses show that most have joined at least one club. A wide range of clubs were listed (Appendix H) and the most popular were sports clubs.

Table XXXVIII

Club Membership

Number of clubs joined	Number	Percent
0	51	18.2
1-2	157	56.1
3-4	55	19.6
5+	15	5.4
Not stated	2	0.7
Total	280	100.0

Some do not join any clubs but do participate in the activities provided. Hence Table XXXIX which shows the frequency of attendance reveals that most join in the activities only occasionally, and there is no significant differences between the frequency in attending their own national associations and other clubs.

Table XXXIX
Frequency of Attendance

Frequency of attendance	<u>MSSA/MSA</u>		<u>Other Clubs</u>	
	Number	Percent	Number	Percent
Always	30	10.7	23	8.2
Frequently	46	16.4	37	13.2
Occasionally	100	35.7	136	48.6
Rarely	62	22.2	44	15.7
Never	27	9.6	28	10.0
Not Stated	15 ¹	5.4	12	4.3
Total	280	100.0	280	100.0

1 includes 13 students at Waikato University where there is no national association.

An attempt was made to study the depth of social interaction between the students and their hosts. Table XL indicates that 72 percent have been invited at least once to a meal in a New Zealand home. Friendship patterns would reveal the social distance between the two groups. 44.8 percent has at least one New Zealander among his 3 best friends in New Zealand, though detailed examination revealed that the degree of closeness tends to be towards one's own kind (Table XLI). That there is some social distance is not surprising at all, for many of the students have ties already established from home and developing ties with one's own countrymen is easier and less hazardous, as there is less danger of cultural misunderstanding.

Table XL
Invitation to a Meal in a New Zealand Home

Number of times this year	Number	Percent
0	76	27.1
1-2	74	26.3
3-4	53	18.9
5+	73	27.0
Not stated	4	0.7
Total	280	100.0

Friendships in New Zealand

<u>Nationality</u>	<u>Malaysian</u>		<u>New Zealander</u>		<u>Others</u>		<u>Total</u>	
	No.	%	No.	%	No.	%	No.	%
<u>Level of Friendship</u>								
Closest	174	76.7	33	14.5	20	8.8	227	100.0
Second closest	169	74.5	44	19.4	14	6.1	227	100.0
Third closest	148	65.2	69	30.4	10	4.4	227	100.0

This is also seen in the dating pattern where more have dated their fellow nationals despite the smaller number of female students from Malaysia (Table XLII).

Table XLII

Dating

<u>Nationality</u>	<u>Malaysian</u>		<u>New Zealander</u>		<u>Others</u>	
	No.	%	No.	%	No.	%
<u>Dated</u>						
Yes	147	61.2	122	50.9	75	31.3
No	93	38.8	118	49.1	165	68.7
Total	240	100.0	240	100.0	240	100.0

The conclusion for social adjustment is that there is considerable social interaction between the students and their hosts though at the more intimate level preference for one's own kind is evident. The volume, range and frequency of social contacts therefore disproves the popular belief that 'overseas students stick too much to themselves' and that they form a closed community within the wider community.⁶

Cultural adjustment

Cultural aspects are most difficult to measure and here it is confined to two aspects only, the extent that the students miss the cultural life at home and the extent of the change in their attitudes, values and beliefs during the course of their stay in the country. The assumption for the first measure is that the more adjusted they are to New Zealand's cultural life then the less they should miss the cultural life at home. The results indicate that they are not well adjusted to New Zealand's cultural life for 46 percent miss the cultural life at home (Table XLIII). A possible cause is that the cultural life in Malaysia is much more varied due to the diverse cultural groups in the country and hence it is not accurate to compare it with New Zealand's. The results also support the fact that traditions die hard. It is also consistent with the point stated earlier that the students have no intention of being acculturated to avoid problems of re-adjustment on their return.

Table XLIII
Missing the Cultural Life at Home

Degree of missing	Number	Percent
Very much	40	14.3
Quite a lot	89	31.8
A little	98	35.0
Very little and not at all	49	17.5
Not stated	4	1.4
Total	280	100.0

The second aspect of cultural adjustment is based on the assumption that the better adjusted they are to New Zealand's culture the more they would have changed in their attitudes, values and beliefs because their native culture is Eastern and traditional whilst that of the host country is Western and modern. The result here paints a different picture for 60 percent stated that they have changed a lot indicating that they are well adjusted culturally (Table XLIV).

However, as noted by several of the respondents the change could be part of the process of growing up for it would have probably occurred even if they had not come to New Zealand.

Table XLIV

Change in Attitudes, Values and Beliefs

Degree of change	Number	Percent
Very much	46	16.3
Quite a lot	125	44.6
A little	74	26.4
Very little and Not at all	33	12.0
Not stated	2	0.7
Total	280	100.0

Physical adjustment

Adjustment to the New Zealand food and climate pose the least problem despite considerable differences between that of Malaysia and New Zealand, one Asian and tropical the other European and temperate. Table XLV shows that only 15 percent do not like the New Zealand climate and Table XLVI that 21 percent do not like New Zealand food in general.⁷ On the whole therefore the students are well adjusted to the physical environment in New Zealand though it must be borne in mind that the two questions could be measuring perceived rather than actual adjustment. On climate for example, it could be measuring the students perception of the weather rather than actual judgment of the climate.

Table XLV

Liking for the New Zealand climate

Degree of liking	Number	Percent
Very much	23	23.6
Quite a lot	119	60.0
A little	94	11.8
Very little	29	2.8
Not at all	13	0.7
Not stated	2	1.1
Total	280	100.0

Table XLVILiking for New Zealand food in general

Degree of liking	Number	Percent
Very much	6	2.1
Quite a lot	84	30.0
A little	127	45.4
Very little	43	15.4
Not at all	16	5.7
Not stated	4	1.4
Total	280	100.0

General adjustment

The students were asked to indicate the degree to which they were satisfied with their stay in New Zealand and a very high proportion ticked that they were fairly satisfied and very satisfied (Table XLVII). The high rate of contentment with their stay has to be viewed within the context of the temporary nature of the sojourn and the specific aim for coming to New Zealand. Knowing that they will eventually go home and that studying is their main occupation while in New Zealand, their expectations concerning other aspects of their stay are not particularly high. Permanent migrants would not view things in a similar manner.

Table XLVIIOverall Satisfaction with Stay in New Zealand

Degree of satisfaction	Number	Percent
Very satisfied	66	23.6
Fairly satisfied	168	60.0
A little satisfied	33	11.8
Not satisfied	8	2.8
Very dissatisfied	2	0.7
Not stated	3	1.1
Total	280	100.0

The few who are unhappy and yet are still in the country illustrates the strength of their motivation to achieve what they came for.

That the students are on the whole very satisfied does not mean that they do not encounter much difficulty in adjustment and are free of problems and worries, for the responses show that even the well adjusted students do have worries about finance, health, and other personal problems and suffer from loneliness and homesickness, as well as a sense of psychological depression and a loss of identity.⁸ The comments of some of the students serve to confirm my own experience and awareness that for many the adjustment is a very real struggle which demands a degree of flexibility, adaptability and strength of purpose not likely to be possessed by all students, as witnessed by the number who are sent home or suffer from nervous breakdowns.

Experience of racial discrimination

Malaysian students as Asians may feel that they have been discriminated against by the New Zealand government because of her restrictive immigration policy, which has a long history of being based on race as the criteria.⁹ Here however, we deal with the students personal experience of racial discrimination by the New Zealand public. Being Asians the students are highly visible in a predominantly European society. Data from the survey showed that 25.7 percent claimed that they have been discriminated by New Zealanders on account of their skin colour, 41.8 percent felt that they have never been discriminated against and 31.1 percent are not sure whether it was discrimination or not (Table XLVIII).¹⁰ Like overseas students elsewhere¹¹ most cases of racial discrimination occurred while looking for employment or accommodation, waiting to be served in shops, in boarding public transport, during social activities like dances, etc, but the most frequent form reported in this survey is verbal slurs of a racial nature.¹²

Experience of Racial Discrimination by Universities

University	Yes		No		Not sure		Not stated		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Canterbury	25	25.8	43	44.3	29	29.9	0	0.0	97	100.0
Otago	16	26.7	32	53.3	11	18.3	1	1.7	60	100.0
Victoria	18	32.1	14	40.0	22	39.3	2	3.6	56	100.0
Auckland	8	22.2	21	58.3	7	19.5	0	0.0	36	100.0
Massey, Waikato & Lincoln	5	16.1	7	22.6	18	58.1	1	3.2	31	100.0
Total	72	25.7	117	41.8	87	31.1	4	1.4	280	100.0

The distribution of experience of discrimination by university centres shows no clear or significant difference except that a higher proportion of the students in Auckland and Otago claimed that they have never been discriminated against. This could possibly be due to the more cosmopolitan nature of Auckland's population which may mean a higher tolerance of ethnic minorities and in the case of Dunedin it is more of an university city and relationships between town people and students are generally good.

Experience of discrimination by ethnic origin is not examined here because the results will not be very significant due to the smallness of the other ethnic groups besides the Chinese.

The students who study in New Zealand expect and learnt to accept discrimination as part of life and are not particularly disturbed by it although an experience can be traumatic and a few do feel resentful. Their overall impressions of New Zealanders however are good as recorded by the following respondents in answering the question 'Have you been discriminated against in New Zealand because you are an Asian?'

"No, definitely no, I find the New Zealanders very friendly, helpful and polite."

"Always service with a smile and friendly greetings. Some of them may look rough but they are well meaning people and very helpful."

"I like this country very much, most of the people are friendly and nice."

Conclusion

On the whole Malaysian students are well adjusted to life in New Zealand. The responses show that they are well adjusted to the climate and food, have performed well and do not have much difficulties with their studies, they mix considerably with the New Zealanders socially and have expressed an overall satisfaction with their sojourn. Only the cultural aspect appears to be difficult which is understandable for cultural conditioning is lasting and the students themselves have no real desire to change their cultural outlook for to do so would mean difficulties on their return. Some idea of the problem of cultural adjustment may be gleaned from the statement of one student:

"...coming from a family with parents that are totally Chinese educated and yet the children are totally English educated creates a lot of self-conflicts and conflicts at home especially over beliefs and attitudes. But after these years in New Zealand I now think Asian ways and beliefs are always best for Asians"...

Due to the temporary nature of their stay their social and cultural adjustment probably require an optimum of adjustment, not a maximum. Too much and too easy adoption of New Zealand customs and way of life may be as undesirable as too little.¹³

Students from Malaysia may find adjustment easier than those from other countries for a number of reasons. Malaysia is a plural society and a young man or woman brought up there is accustomed to variation in many features of his or her environment and takes it almost as a matter of course.¹⁴

So used are they to adjusting to other cultures that New Zealand's is only one more to the variety they have experienced. A high proportion of Malaysian students are educated in English-medium schools and are in general more conversant with the English language, norms and institutions. Finally, the size of the Malaysian student population in New Zealand helps them in their adjustment for a fellow national is easily available when assistance is required. Sen¹⁵ noted that many overseas students are lonely and homesick when there are no other students of the same nationality. A number of the students in the sample (and my observations of many others in New Zealand support this) are not so much adapted to the New Zealand society as they are adapted to the Malaysian community in New Zealand. This would probably be true too of many migrants in New Zealand especially the new arrivals and the first generation.

B. Factors Which Influence Adjustment

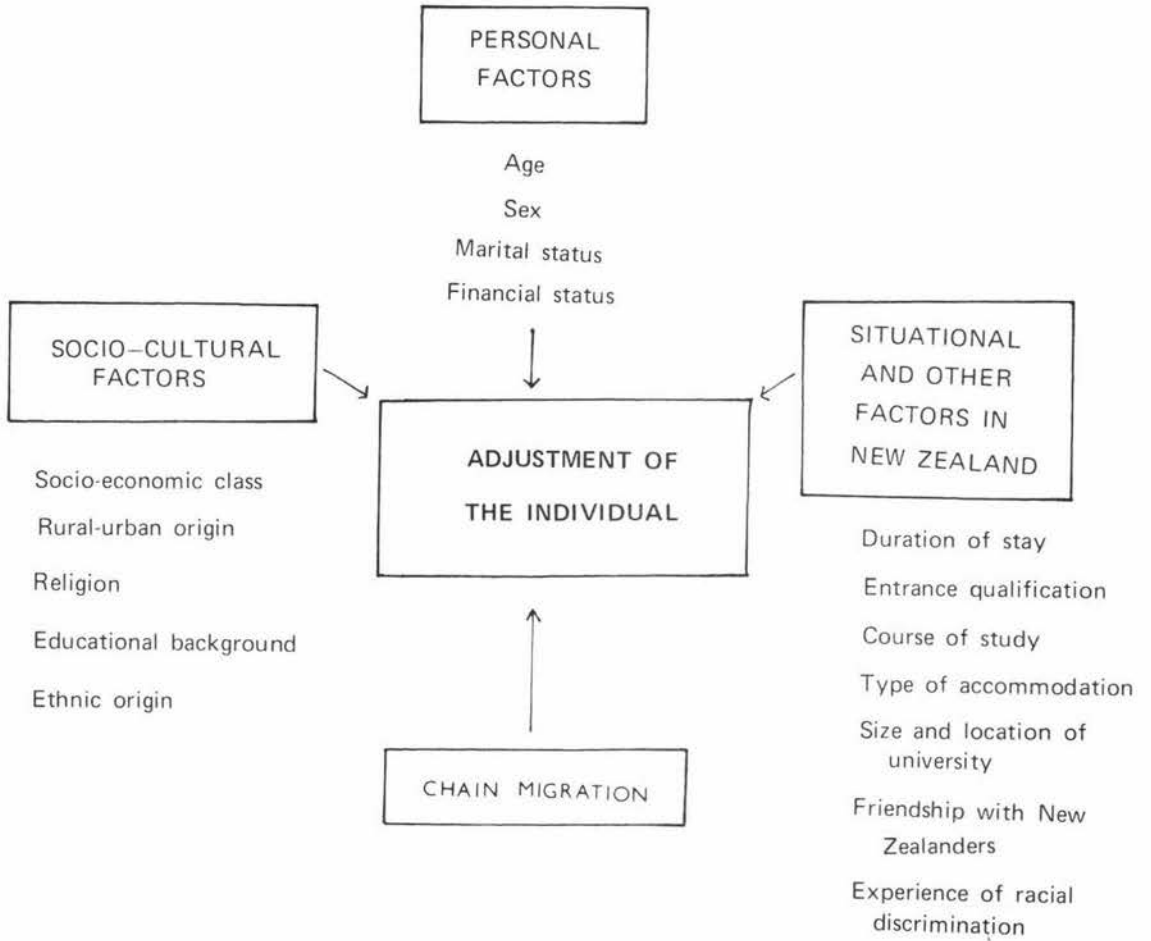
In the preceding section we looked at the adjustment of the Malaysian students as a group. The students however, are not a homogenous group. There is a marked variation in their socio-economic, cultural and educational background as well as differences in New Zealand, such as duration of stay, type of accommodation, etc. (Chapters 3 and 4). This variety of backgrounds and differences in New Zealand are expected to produce markedly different adjustment patterns (Figure 10).

For background factors the thesis is that the closer the characteristic is towards the Western end of the Western-Traditional continuum the better adjusted is the student with that characteristic expected to be. It is assumed that New Zealand lies at the Western end and hence the students with backgrounds closer to that of the average New Zealander the better his adjustment is expected to be. A number of working hypotheses are forwarded on the basis of this thesis. The following predictions are made:

1. The higher the socio-economic class the better the adjustment.
2. The more urbanised the geographical origin the better the adjustment.
3. Christians are best adjusted, followed by those with no religions and those with other religions are least adjusted.
4. Migrant groups in Malaysia (i.e. Chinese and Indians) are better adjusted.
5. The more the English education the better the adjustment.
6. The older the students the better adjusted they are.
7. Males are better adjusted than females.
8. Scholarship students are better adjusted than private students.

Figure 10

Diagram of Important Factors which Influence Adjustment



For situational and other factors in New Zealand the main thesis is that the more exposed the students are to New Zealanders the better their adjustment will be. The following are the predictions made:

1. The longer the duration of stay the better the adjustment.
2. Students with U.E. in New Zealand are better adjusted than those with H.S.C. from Malaysia.
3. Arts students are best adjusted, followed by Science students, and Commerce students are least adjusted.
4. Students who reside with New Zealanders are better adjusted than those who do not.
5. Students at smaller universities in smaller cities are better adjusted than those at big universities in big cities.
6. Students with New Zealand friends are better adjusted than those without.
7. Racial discrimination does not affect adjustment at all.

For a third category it is hypothesised that chain migrants are less adjusted than non-chain migrants.

Adjustment is measured by the responses to questions which deal with the five different aspects of adjustment viz. academic, social, cultural, physical and general, all five being given equal weighting (Appendix I). The responses to each question are scored on a five-point scale, the highest point of 5 indicating least adjustment.

Only 244 respondents completed the whole section. The rest are hence left out of the analysis. An examination of the responses revealed that the students tend to score consistently in all five aspects of adjustment. This will have the effect of heightening the differences in adjustment and making it easier to rank the respondents. The 244 are ranked according to their adjustment score and

the top half are considered to be well adjusted and are tabulated under "High adjustment", the bottom half not so well adjusted and tabulated under "Low adjustment". Chi-squares were used to test the significance of the differences and a confidence level of 0.05 or less is considered to be significant.

1. Students' Background Factors

Socio-economic background

It was predicted that the higher the class the better would be the adjustment for students from the upper classes are from professional families with an English educational background and very much orientated towards Western values and attitudes. The influence of family background was stated by one Indian student whose father is the principal of an English-medium secondary school:

"I was brought up in a very English type home and my mother tongue was effectively English. Therefore I find the New Zealand 'climate' rather easy to fit into."

Table XLIX indicates that the results were as expected except that the lower class were better adjusted than the middle. The explanation for this discrepancy probably lies in the very selective nature of the process of migration overseas for study purposes. The lower class group surveyed are probably atypical of the lower classes at home for they are probably the more capable and highly motivated to have achieved the necessary education and proceed to university overseas. The responses of these students also revealed that a number of them are self-supporting after having worked a few years before coming to New Zealand and they are generally older, more mature and highly motivated to adjust and to succeed in their studies.

Table XLIXRelationship between Adjustment and Socio-economic background

Socio-economic class	Upper	Middle	Lower	Total
High adjustment	45	48	29	122
Low adjustment	29	66	27	122
Total	74	114	56	244
Percent with high adjustment	60.8	42.2	58.9	50.0

$\chi^2=6.38$, $df=2$, significant at 0.05 level of confidence

Geographical origin

Cities in the developing world are known to be the hotbeds of social and cultural change in contrast to the rural areas which tend to remain relatively static. Urban residents are more 'westernized' and so students from the urban areas were predicted to be more adjusted than those from the rural areas and that the more urbanised the town of origin the better adjusted are the students. The results were as predicted except, as in the socio-economic background, the students from a small town background are best adjusted (Table L). The explanation is probably the same as the above; that the selective process has chosen the more adaptable and capable students from the small towns, many of whom actually boarded and studied in the larger towns due to the absence of secondary schools in the small towns.

Table LRelationship between Adjustment and Geographical origin

Urbanisation	Metropolitan	Large Urgan	Small Urban	Rural	Total
High adjustment	58	40	19	3	120
Low adjustment	45	60	9	6	120
Total	103	100	28	9	240
Percent with high adjustment	56.3	40.0	67.9	33.3	50.0

$\chi^2=10.22$, $df=3$, significant at 0.02 level of confidence

Religious background

The results were as predicted and the differences were highly significant, more so than any of the other characteristics (Table LI)¹⁶. That Christians are on the whole better adjusted is largely due to the fact that Christianity is the religion of the majority of New Zealanders and the students therefore feel more at home and happy as stated by some of the respondents:

"I must say that being a Christian, living among other Christians, who really love God and Jesus Christ, has really made my stay in New Zealand most satisfying."

"I became a Christian in New Zealand about 1½ years ago and Jesus has changed my life. It is the abundant life Christ gives that makes life a joy and a blessing."

Students of other religious denominations have more problems and conflicts. They lack the spiritual comfort that is available to the Christians for there are no mosques, temples or their own religious festivals in New Zealand. Food taboos is another source of problem, the Muslims for example, are forbidden from eating pork and Hindus from beef. These students are therefore less well adjusted than the Christians and those who profess no religion. For the latter group religion does not bother them at all and hence does not affect their adjustment detrimentally.¹⁷

Table LI

Relationship between Adjustment and Religious background

Religion	Christianity	Not Stated	No Religion	Other Religions	Total
High adjustment	47	15	34	26	122
Low adjustment	18	16	45	43	122
Total	65	31	79	69	244
Percent with high adjustment	72.3	48.4	43.0	37.7	50.0

$\chi^2=20.22$, $df=3$, significant at 0.01 level of confidence

Ethnic origin

The Chinese and Indians being the children of migrants are predicted to be better adjusted on account that they have been accustomed to adjusting to the culture of the indigenous inhabitants as well as that of other ethnic groups which are found in the Malaysian society.¹⁸ Table LII shows that the results were as expected. The 'Other' ethnic category needs explanation. Four of the students in this category are part-migrants, 3 being Sino-Kadazans and 1 Eurasian. The remaining two are from the indigenous people of East Malaysia. This group are the more adaptable and capable, again due to the selective process. Furthermore half of the group are on scholarships.

However it must be pointed out that generalisation here is risky for the number of students from the ethnic groups are small other than those of Chinese origin.

Table LIIRelationship between Adjustment and Ethnic origin

Ethnic origin	Chinese	Malay	Indians and Ceylonese	Others	Total
High adjustment	104	6	6	6	122
Low adjustment	109	11	2	0	122
Total	213	17	8	6	244
Percent with high adjustment	48.8	35.3	75.0	100.0	50.0

$x^2=9.60$, $df=3$, significant at 0.05 level of confidence

Educational Background

The hypothesis here is based on the assumption that the English educated are more familiar with Western culture and hence better adjusted in New Zealand than those with less English education in their school background. Table LIII indicates that the differences are not significant. Though the percentages seem to support the prediction, the chi-square

test showed that it could be due to chance. The findings here do not support Tan¹⁹ for he stressed that educational background is the most important factor in influencing the adaptation of Malaysian-Singaporean students at Otago University.

Table LIII

Relationship between Adjustment and Educational background

Type of Education	English	Part-English	Non-English	Total
High adjustment	65	43	14	122
Low adjustment	61	46	15	122
Total	126	89	29	244
Percent with high adjustment	51.6	48.3	48.3	50.0

$\chi^2=3.32$, $df=2$, not significant

Financial status

Sponsored students are highly selected and are given special assistance in their adjustment and so one would expect them to be better adjusted. As shown in Table LIV however, the differences were not significant though again percentage-wise the hypothesis would have been confirmed. It could be an indication that private students are now getting more and better assistance.²⁰ Another possible explanation is that 5 of the 30 sponsored students are not assisted students and hence do not get the special assistance given to Colombo Plan and MARA students.²¹ Yet another explanation is that a high percent of the sponsored students are from the rural, lower socio-economic class homes and are Malays, who are Muslims (Chapter 2) and these characteristics have been found to be associated with those who are less well adjusted.

Age

Table LV confirms the prediction that beyond a certain age the older the student the better adjusted he is, is based on the reasoning that older people are more mature and realistic, not expecting as much as the younger generation.

Relationship between Adjustment and Financial status

Financial status	Private	Scholarship	Total
High adjustment	107	15	122
Low adjustment	110	12	122
Total	217	27	244
Percent with high adjustment	49.3	55.6	50.0

$\chi^2=0.38$, $df=1$, not significant

The results are similar to Noesjirwan,²² but differ from Singh²³ who found the younger to be more adjusted and Selltiz²⁴ who claims no correlation between age and adjustment. The results are therefore far from conclusive²⁵ as in the findings overseas. The only other finding for New Zealand known is that of Hwang²⁶, who found no positive relationship between the two variables. It must be noted however, that 'adjustment' is measured slightly differently in each of the studies.

Table LV

Relationship between Adjustment and Age

Age in years	19	20	21	22	23	24	25	26+	Total
High adjustment	4	15	19	19	12	31	12	10	122
Low adjustment	7	12	28	28	18	14	6	9	122
Total	11	27	47	47	30	45	18	19	244
Percent with high adjustment	36.4	55.6	40.4	40.4	40.0	68.9	66.7	52.6	50.0

$\chi^2=14.28$, $df=7$, significant at 0.05 level of confidence

Sex

It was stated by Ussher²⁷ that in general the male overseas student adapts much more readily than the female. No evidence was given. It was decided therefore to collect

some evidence in this survey. Table LVI does not support this generalisation for the differences are not significant though again the percentage seems to indicate that the generalisation may be true.

Table LVI
Relationship between Adjustment and Sex

Sex	Male	Female	Total
High adjustment	98	24	122
Low adjustment	93	29	122
Total	191	53	244
Percent with high adjustment	51.3	45.3	50.0

$x^2=0.60$, $df=1$, not significant

Marital status

The Labour Department believes that married students would find adjustment difficult and hence only single students are admitted.²⁸ The number of married students in the sample is too small to test this view but the percentage response seems to support the official policy (Table LVII).

Table LVII
Relationship between Adjustment and Marital status

Marital status	Single	Married	Total
High adjustment	119	3	122
Low adjustment	113	12	122
Total	232	15	244
Percent with high adjustment	51.3	25.0	50.0

Correlation between Adjustment and the significant background characteristics

To find out whether the background characteristics that were found to be significantly associated with adjustment are inter-dependent (that is, whether the students who were found to be well adjusted in each of the significant characteristics are the same students or not) a Spearman's rank correlation was attempted between the adjustment score of the 244 students and the scores of these students on a scale, of the 3 significant background characteristics - socio-economic, geographical origin and religious background²⁹ giving each an equal weighting (Appendix J). The correlation was found to be very high (0.276 for 244 pairs results in a t value of 4.465 which means that it is significant at at least 0.005 level of confidence).³⁰ Thus, it can safely be generalised that students from the metropolitan area, high socio-economic class and who are Christians are in general the best adjusted, the least adjusted being those from the rural area, low socio-economic class and who profess religions other than Christianity, with numerous combinations in gradation in between.

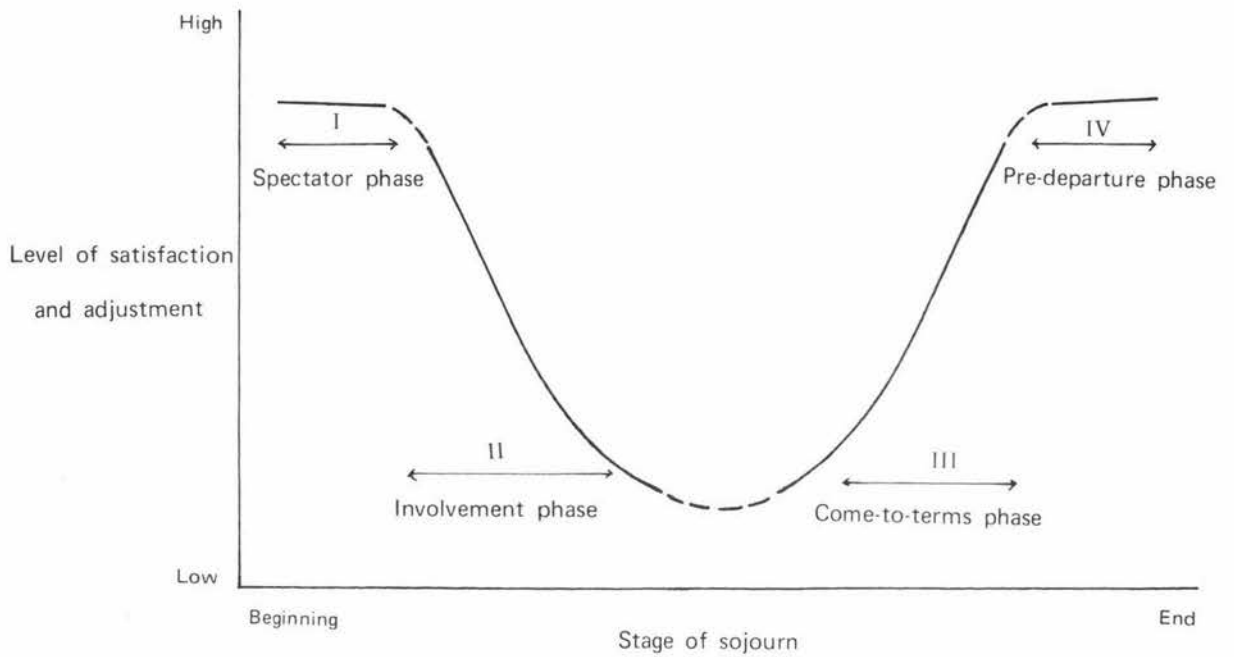
2. Situational and Other Factors in New Zealand

Duration of stay

This aspect has been thoroughly dealt with in studies of overseas student adjustment and attitudes towards the host society.³¹ The studies found that overseas students frequently follow a pattern which has been characterised as a U-curve (Figure 11). It was first reported by Lysgaard³² in 1955 and since then by many others including several variations.³³ According to this U-curve hypothesis, there are 4 distinct phases in the sojourn adjustment:

- I. A Spectator phase when the student is an excited observer reacting as a tourist would and easily satisfied with relatively superficial relationships with members of the host society.
- II. The Involvement phase when he settles to the difficult problem of adjustment.

Figure 11
The U-Curve Hypothesis



Source: Lysgaard, S. 'Adjustment in a Foreign Society: Norwegian Fulbright Grantees Visiting the United States', *International Social Science Bulletin*, Vol. 7, No. 1, 1955, 45-51.

- III. A Coming-to-terms phase when he eventually reaches a satisfying modus vivendi with his environment, and finally
- IV. The Pre-departure phase when he re-appraises his stay in anticipation of his return home. There is some anxiety due to worries about readjustment but while in the country of sojourn adjustment and satisfaction is high.³⁴

This was found to be true in the case of overseas students in New Zealand by Noor, Hwang and Hines.³⁵

The data in Table LVIII partially confirms the U-curve hypothesis for as predicted the longer the stay in New Zealand the better is the adjustment. The students in the sample have missed the Spectator phase for it lasts at the most a few weeks³⁶ as they have been in New Zealand for at least 5 months at the time the survey was conducted. Hence those in their first and second year in the country would have been in the Involvement phase and the third years in the Coming-to-terms phase. Those in their fourth year and above would have been in the Pre-departure phase for most are finishing their courses.³⁷

Table LVIII

Relationship between Adjustment and Duration of stay

Year of stay	1st	2nd	3rd	4th and above	Total
High adjustment	11	16	13	82	122
Low adjustment	18	27	19	58	122
Total	29	43	32	140	244
Percent with high adjustment	37.9	37.2	40.6	58.6	50.0

$\chi^2=10.24$, $df=4$, significant at 0.05 level of confidence

Strictly speaking, to verify the validity of the U-curve hypothesis, an empirical investigation should be conducted throughout the entire length of the stay of sojourners in the host country, that is, a longitudinal study. However,

this is not possible in this study and in several others.³⁸ This study therefore assumes that the felt adjustment of the first year students are similar to the previous felt adjustment of the second year students when they were in their first year and so on.

The results as regard the duration of stay and the U-shape tendency of their adjustment is hence only partially validated.

University entrance qualification

Students with University Entrance are thought to be better adjusted than those with Higher School Certificate from Malaysia³⁹ because the former, having studied in New Zealand schools are more exposed to the host culture, other things being equal. The results (Table LIX) show however, that the differences are not significant. The percentages support the hypothesis but this could be due to chance.

Table LIX

Relationship between Adjustment and Entrance qualification

University Entrance Qualification	H.S.C. in Malaysia	U.E./Bursary in New Zealand	Others	Total
High adjustment	62	48	12	122
Low adjustment	69	45	8	122
Total	131	93	20	244
Percent with high adjustment	47.3	51.6	60.0	50.0

$\chi^2=1.28$, $df=2$, not significant

Course of study

Very few Malaysian students do Arts courses in relation to the New Zealand students, a proportionately higher number are doing Commerce and Science. Hence it is more likely that the students doing Arts will have a lesser opportunity to mix with their own nationals compared to the Science and Commerce students who are more likely to establish social

relationships with their own nationals. Furthermore Arts students have the reputation of being more liberal, sociable and less studious. The results were as expected (Table LX), Arts students being much more adjusted than the other two categories.

Table LX
Relationship between Adjustment and Course of study

Course of Study	Arts	Science	Commerce	Total
High adjustment	24	70	27	122
Low adjustment	13	60	46	122
Total	37	130	73	244
Percent with high adjustment	64.9	53.8	37.0	50.0

$\chi^2=9.98$, $df=3$, significant at 0.02 level of confidence

Type of accommodation

The type of residential accommodation which the overseas student lives is the major theme in Chew's dissertation for it is the important base from which he organises his study and his interaction with other people and his activities.⁴⁰ In adjusting to the environment in New Zealand, students who live with New Zealanders are predicted to be better placed than those who are residing with their own nationals, and even more so for those who live with members of the host society who have a genuine interest in the overseas students. On that assumption the order of adjustment would be those flatting or boarding with New Zealanders, followed by those in hostels, and those who are flatting with their own nationals. The results (Table LXI) show that the differences were not significant though again the percentages seem to confirm the hypothesis but this could be due to chance factors. It might be relevant to bear in mind that overseas students are very mobile⁴¹ and may not have a particular type of residential accommodation long enough to affect their adjustment patterns.

Table LXI

Relationship between Adjustment and Type of Accommodation

Type of accommodation	Flatting with New Zealanders & others besides Malaysians	Boarding	Hostel	Flatting with Malaysia-ns & others besides New Zealand-ers	Others	Total
High adjustment	13	19	29	57	4	122
Low adjustment	9	14	34	56	9	122
Total	22	33	63	113	13	244
Percent with high adjustment	59.1	57.6	46.0	50.5	31.0	50.0

$\chi^2=3.90$, $df=4$, not significant

Size and location of university

Selltiz, Hopson and Cook⁴² found that the different university settings affect the adjustment and interaction of overseas students with the host society due to the different opportunities for interaction. They discovered that interaction and adjustment is highest for students attending small colleges in small towns, lower for those at large universities in small towns and least for those attending large universities in large cities, for the larger the community the more impersonal it becomes. Another factor is that there tends to be more students from one's own country in the larger universities and the students are more inclined to mix with their own nationals.

This was found to be not significant for the Malaysian students in New Zealand (Table LXII) though the percentage seems consistent with the prediction. The explanation probably lies in the fact that the variation between the size of New Zealand's universities and cities is not as great as

that in the United States where the study referred to was undertaken.

Table LXII

Relationship between Adjustment and Size and Location of University

Size and location of university	Small university in small city		Large university in medium sized city		Large university in large city		Total
	Waikato	Massey	Otago	Auck.	Cant. ¹	Vict.	
High adjustment	7	8	27	17	41	22	122
Low adjustment	4	6	21	17	46	28	122
Total	11	14	48	34	87	50	244
Percent with high adjustment	63.6	57.1	56.3	50.0	45.9	44.0	50.0

$x^2=2.86$, $df=5$, not significant

Friendship with New Zealanders

Much of the research which has been conducted on overseas students, in the United States especially, has indicated that adjustment is easier and more satisfaction is expressed when the student has made friends in the host country.⁴³ Development of friendship between the visitors and the hosts will have a favourable impact on both.

As predicted, friendship with New Zealanders is a very significant factor in the adjustment of the Malaysian students as shown in Table LXIII. A much higher proportion of those with at least one New Zealander among their 3 best friends have been found to be better adjusted than those without any New Zealander among their closest friends.

Table LXIII
Relationship between Adjustment and Friendship with
New Zealanders

Friendship with New Zealanders	At least 1 New Zealander among his 3 best friends	No New Zealanders among his 3 best friends	Not Stated	Total
High adjustment	60	41	21	122
Low adjustment	35	62	25	122
Total	95	103	46	244
Percent with high adjustment	63.2	39.8	45.6	50.0

$\chi^2=11.18$, $df=2$, significant at 0.01 level of confidence

Experience of racial discrimination

Based on my own experience and the responses of the students in the survey, it has been stated that the students are generally not particularly disturbed by any experience of racial discrimination while in New Zealand and that it will not affect their adjustment. This is confirmed by the results of the survey as indicated in Table LXIV for the differences are not significant, though the percentage response seems to suggest that it does affect adjustment.

Table LXIV
Relationship between Adjustment and Experience of Racial
Discrimination

Experience of racial discrimination	No	Yes	Not Sure	Not Stated	Total
High adjustment	53	30	37	2	122
Low adjustment	44	35	43	0	122
Total	97	65	80	2	244
Percent with high adjustment	54.6	46.2	46.3	-	50.0

$\chi^2=1.72$, $df=2$, not significant

3. Chain migration

It has been predicted that chain migrants are less well adjusted than those who are drawn to New Zealand for reasons other than primary ties with previous students in New Zealand. It has been observed that chain migrants tend to continue with their ties from home and make little effort to interact with New Zealanders. Chain migration allows them to make gradual adjustments in the company of their kin and other primary ties but it might act as a brake to a more rapid adjustment.⁴⁴ The results (Table LXV) show that the differences are not significant though the percentages support the prediction.

Table LXV

Relation between Adjustment and Chain Migration

	Chain migrants	Non-Chain migrants	Total
High adjustment	31	91	122
Low adjustment	38	84	122
Total	69	175	244
Percent with high adjustment	43.6	52.0	50.0

$\chi^2=1.00$, $df=1$, not significant

Conclusion

This section has shown that the variety of backgrounds such as socio-economic class, ethnic origin, religion and geographical origin, and differences in New Zealand such as courses of study, duration of stay and friendship with New Zealanders, are significant influences on the adjustment of the students. Many of the characteristics were found to be statistically significant as factors which influence adjustment. Several were not significant though the percentage differences seem to support the predictions. A number were significant but the exact order of adjustment was not as predicted due to the very selective nature of the migration to study abroad. On the whole it indicates that this area of research can be fruitful and may have some practical importance with further investigation.

Footnotes

1. 'Chinatowns', Jewish and other immigrant ghettos are the direct results of this tendency, a feature well recognised in research and literature in Sociology, and Social and Urban Geography.
2. Livingstone, 1960, 4.
3. Trinh, 1968, has compiled some figures which showed that sponsored students do better than the New Zealanders at Canterbury University. For articles which deal with the academic problems of overseas students in New Zealand see Dunlop, 1966; Ussher, 1970 and Barrington (in press).
4. Student permits to reside in New Zealand are valid for one year only and may be extended only if the student makes satisfactory progress with his studies.
5. See Trinh, 1968, and Sen, 1970 for an elaboration of the academic difficulties and Keats, 1962 for the relationship between English ability and the success of Asian students in Australia.
6. Lambert and Bressler, 1956, quoted in Noesjirwan, 1966, 19.
7. The corresponding percentages in Hwang, 1971, are 11.7 and 18.2.
8. Loss of identity is perhaps best expressed by one student in Singh, 1963, 99, who wrote in capital letters "I MISS MYSELF." Read Tajfel and Dawson, 1965 and Clark, 1970, for essays by students who were disappointed by their foreign experience.
9. See Fong, 1959; Roy, 1970; Tan, 1969, and Thompson, 1963. Ridzwan's survey of 100 Malaysian students at Canterbury showed that 32 percent felt that the New Zealand government discriminates against Asians. Ridzwan, 1972, 63.
10. Sellars, 1970, 69, reported 26, 37 and 36 as her corresponding percentages for her sample of 75 South-east Asian students in Auckland and Hwang, 1971, 6, reported 60 percent of his sample of 77 Malaysia/Singapore students at Victoria said yes and 40 percent no. There was no allowance for a 'not sure' category. Ridzwan reported that 56 percent of her sample felt that the New Zealand public do not discriminate against Malaysians.
11. Singh, 1963, 58, and Sen, 1970, 80.

12. Though this is more racial prejudice than racial discrimination.
13. Noesjirwan, 1966, 99.
14. Hodgkin, 1958, 167.
15. Sen, 1970, 89.
16. Partly attributed to several students in the sample who are very active in the Overseas Christian Fellowship which is a very active and cohesive group, religion being a stronger unifying factor than nationality. It is obvious from the response of some of these students that they are actively involved in the 'Jesus revolution' which is sweeping the Western world. This affects their response to the questionnaire for they seem extremely tolerant and very satisfied with all aspects of life.
17. The 31 students who did not state a religion are all Chinese. Their parents probably follow the 3 traditional Chinese religions-Buddhism, Confucianism and Taoism, but they themselves probably do not have any religious belief at all and are hence considered here as similar to those who stated 'No religion'. Malaysians rarely object to stating their religion probably due to the high tolerance for all religions.
18. See Hodgkin, 1966, for an elaboration on this.
19. Tan, 1969, 193.
20. Due to pressure from N.Z.U.S.A., counsellors and others involved with the welfare of overseas students in New Zealand, considerable improvements have been made to the facilities available, special courses such as English tuition and orientation courses, as well as changes in the conditions under which they are allowed to stay in the country. Auckland University has a full-time Counsellor for Overseas Students since February 1972. The other universities do not have a full-time overseas student counsellor but most have appointed members of the teaching staff as advisers.
21. 'Sponsored' is used synonymously with 'scholarship' and include all the students who are not privately financed by their own families, whilst 'assisted' is restricted to students who come under New Zealand government aid programmes and for Malaysians, the MARA students as well.

The latter category therefore excludes all the students sponsored by their state governments, universities, churches and other organisations.

22. Noesjirwan, 1966, 103.
23. Singh, 1963, 97.
24. Selltiz, 1963, 139-40.
25. Eide, 1970, 22.
26. Hwang, 1971, 7.
27. Ussher, 1970, 61.
28. Smith, 1970.
29. Ethnic origin has been left out because of the smallness of the other ethnic groups besides those of Chinese origin. This factor was found to be significant but the small number in the other ethnic groups makes it less reliable than the other 3 factors where the categories are more even. Furthermore, it is considered that the socio-economic background, degree of urbanisation of the area of origin and the religious background are more important than ethnic origin as factors which influence adjustment.
30. Griffin, 1962
31. Lysgaard, 1955; Deutsh and Won, 1963; Sewell and Davidsen, 1966; Beals and Humphrey, 1957; Coelho, 1958; Singh, 1966; Noesjirwan, 1966; in countries overseas and for New Zealand, Noor, 1968; Hwang, 1971 and Hines, 1973.
32. Lysgaard, 1955.
33. Gullahorn and Gullahorn's W-curve, 1964; Selby and Woods J-curve, 1966, are two examples. See Noor, 1968, 10-12, for a discussion of some other studies of variation in adjustment and attitudes through time.
34. See Noesjirwan, 1966, 12, for a discussion of the qualifying points and criticism of the U-curve hypothesis.
35. Noor, 1968; Hwang, 1971 and Hines, 1973.
36. Coelho, 1958 believed that it lasts less than a week for the students he studied, and Noesjirwan noted that it seldom lasts longer than 6 months.
37. Note that those in their 4th year of stay and above included students accredited with U.E. in New Zealand who would be in their 3rd year and above at university and could be assumed to be finishing their courses of study.

38. Singh, 1966; Noesjirwan, 1966; Noor, 1968; Hwang, 1971 and Hines, 1973 are some examples.
39. Chew, 1971, 19, suggested that the students who have gone through High School in New Zealand might be so well adjusted and even acculturated that they will consider marriage with New Zealanders as compared with those who were schooled at home. The latter said a definite 'no' when asked whether they will befriend New Zealanders to the extent of marriage.
40. Chew, 1971, 3.
41. Eide, 1970, 10, about all students and overseas students in general. Hodgkin, 1966, 121, referring to Malaysian students in Australia stated that there is a high rate of mobility especially among the Malaysian Chinese.
42. Selltiz, Hopson and Cook, 1963.
43. Eide, 1970, 41.
44. Compare with Trlin, 1970, 98, when referring to Yugoslav chain migrants in New Zealand.

CHAPTER VICONCLUSIONSummary of findings

The study has shown that the diversity of ethnic, religious, socio-economic, rural-urban and educational patterns of the home society is reflected in similar patterns in the Malaysian students who come to New Zealand. Like other migrant groups however, they are not representative of the home population due to the selective nature of the migration process. Besides being predominantly young, single and male it was also found that the Chinese, those from urban areas and the middle class are over-represented.

The migration involves three selection processes, the New Zealand authorities, the Malaysian government and the students themselves. At the New Zealand end, the main concern of the educational authorities is that the students are academically qualified, that their choice of courses do not jeopardize the local students and that there are sufficient facilities. The immigration authorities require financial and accommodation guarantees in addition to the usual immigration requirements. The Malaysian government is only concerned with the sponsored students who are selected to meet the needs and aims of the nation. Finally the students themselves have to meet all the requirements stipulated by the authorities besides their own interest in acquiring a foreign education and be prepared to meet the difficulties and problems involved. A significant finding here with regard to the selection process by the private students is that of chain migration. The choice of New Zealand as the country of study, the destination on arrival and the acquisition of accommodation guarantees and other requirements are all influenced by and connected to the presence of kin and other primary social ties in New Zealand.

The geographical distribution of the students in New Zealand as well as their intra-city residential distribution has been largely explained in terms of the location of the

universities. In the first case they are found only in the cities where there are universities and in the second the main influence is spatial proximity. The type of accommodation the students live in is the result of either choice or necessity when there are no vacancies in the type wanted. Their choice of course of study is strongly influenced by employment opportunities which is a reflection of the needs of the home country.

It was found that the students are on the whole well adjusted to their environment. This is essential if they are to achieve what they came for. For some it is only the academic credential that is aimed for, while for others there is the desire to experience and understand the Western way of life as well. The first group tend to interact only with their own fellow countrymen based on home ties, ethnic identification, etc., and there is minimal interaction with New Zealanders. They are adjusted to their own group and are satisfied with their stay in the country. The advantage they have is that they will not have many re-adjustment problems on their return home, for they live in an essentially Malaysian community within the wider New Zealander community. Some students in the second group may be so well integrated with New Zealanders that they will find re-adjustment most difficult. This is illustrated by the following statement:

"I have been so acquainted with many of my Kiwi friends that I am Kiwinized. When I finally go home next year I will find it very difficult to get adjusted to our Malaysian way of life."

The ideal from the viewpoint of many students is to strike a balance between the two extremes and acquire in addition to the academic credential an understanding of the host culture which may help towards the acquisition of a broad general education and the building of a more rounded personality. This can be done without losing his cultural identity through regular contacts and occasional visits home, and interaction with fellow nationals in New Zealand. That many students are aiming for this is reflected in the high academic and physical adjustment, their general satisfaction with their

stay, and the lower adjustment in social and cultural matters. They keep their social and cultural distance¹ so that they will find re-adjustment easier when they return.

As hypothesised, it was found that both the students' background in Malaysia and their situational and other characteristics in New Zealand influence their adjustment in New Zealand. The statistically significant background factors were socio-economic class, ethnic origin, religion, age and geographical origin. Two of the background characteristics did not result in the order of adjustment predicted due to the very selective nature of the migration. Others were not significant though percental enumeration lent some support to the hypotheses. The situational and other factors which were found to be statistically significant were courses of study, duration of stay and friendship with New Zealanders. The influence of chain migration on adjustment was found to be not significant.

Implications of findings

The implications of the study may be treated at two levels. In theoretical terms it shows that overseas students can be studied within the theoretical framework of itinerant migrants and the usual migration questions can be posed and answered. It was found that features common to most forms of migration such as its selective nature in terms of the background of the migrants, the process of chain migration and the adaptation to the new environment were also evident in the case of migration for educational purposes. A major difference however, is that the students are sojourners and this affects their adaptation and attitude towards the host society. The residential location, social interaction, marriage pattern and other characteristics of migrant groups have been found to be indicative of social and cultural distance. This is accentuated in the case of students as sojourners, for they have no real desire and are not provided with incentives to adopt the host culture knowing that their future lies in the country they came from.

In practical terms the implications of this study may be of some importance to counsellors, student officers and others involved with the welfare of overseas students in New Zealand. An understanding of the background, the selection processes, the differences in New Zealand, and the influence these have on their adjustment may help identify the 'poor risks' so that special provisions can be made to help them in their adjustment. If New Zealand is to realise the full potential of the contribution its universities can make to the economic and social development of her neighbouring countries it is essential that she must provide the best possible assistance and advice to the future leaders whom she has undertaken to train. Universities in other countries of study such as the United States and Britain have overseas student advisers¹ for this purpose. The appointment of full-time advisers seem a logical solution, and this is already being done at Auckland University.²

The study has also provided some evidence that the students from Malaysia are in the main of middle class origin. This finding is evidence in support of the argument against increased fees for overseas students.³ To do so would mean that many of the students would be in financial difficulties and that the only private students who could afford to come in the future would be those exclusively from the upper class. This would be against the principle of equality of opportunity upheld by New Zealanders.

The partial confirmation of the U-curve hypothesis indicates that the critical stage is not the period immediately after arrival (the Spectator phase) but rather the period which follows when the student is really coming to grips with his new environment (the Involvement phase). Thus it is wise that counsellors are concentrating on assisting first year students but, more often than not, the tendency has been to concentrate on the orientation courses immediately after their arrival, after which they are left much on their own.

Limitations of the survey

Cross-cultural adaptation is a highly complex process. It involves adaptation to the academic, cultural, social and physical environment which are inter-dependent. The adaptation of students is further complicated by their sojourning nature. Adjustment is therefore difficult to measure. Strictly, "adjustment" in this study is only adjustment as measured by the scale of adjustment, though attempts were made to incorporate some qualitative comment. In this respect the respondents were very open in their replies and gave a wealth of information over and above what was asked. This was probably due to the fact that they knew the researcher was Malaysian and that they would remain anonymous. Furthermore this study measures reported or 'felt' adjustment only and the adjustment items are but a selection of a multitude of aspects. This approach however, is a common method⁴ based on the assumption that the student is the one best qualified to describe his experience in New Zealand. It has been attempted where possible to supplement the results with some qualitative observations from my own experience as a student in New Zealand.

A limitation in the discussion of factors which influence adjustment is that some variables which might be pertinent have not been included. The consideration of factors such as motivation, and personality factors like sociability and emotional stability would have however involved a psychological approach which is beyond the bounds of this study.

A further limitation common to all surveys by mailed questionnaire is that the 32.3 percent approached who did not respond to the survey could be a possible source of bias. This is unavoidable and a certain amount of bias in the results may be inevitable in research of this nature.

A final limitation is that comparison of responses by ethnic origin was not always possible due to the fact that random sampling was used which resulted in the small number of students from ethnic groups other than the Chinese.

Suggestions for further research

From the standpoint of scientific increment, studies of cross-cultural migration, adaptation and education form a context in which various processes, each capable of theoretical formulation, come jointly into focus. There can be real value in studying such a slice of the empirical world from various perspectives. It provides a common testing ground in which the interrelations of different theoretical approaches can be worked out.⁵ Much gain therefore can be expected from studies of overseas students. An inter-disciplinary approach would be highly recommended.

An inter-disciplinary approach is also necessary for higher practical utility. Such an approach is more likely to cover as much as possible of the entire constellation of adjustment problems and the variables involved. More accurate measurement of adjustment from various viewpoints is also required.

Proportional or stratified sampling would produce sufficient numbers for comparison between regional, national or cultural groups. A study covering students at all educational institutions would also be useful.

Finally, there is a need for research on returned students to study their re-adjustment, and such issues as the contribution they have made to the development of their home society, their role as agents of social and cultural change and social and occupational mobility. The study of returned students from New Zealand remains a closed book.⁶

Evaluation of contribution of overseas study

At the world level overseas study helps to break the artificial barrier between East and West and the students have been referred to as 'culture barriers' or 'links between cultures',⁷ as well as being labelled as 'catalytic agents of cultural change',⁸ and 'agents of social change',⁹. Breitenbach

believes that...

"study abroad has probably been one of the most important media in the history of mankind for the spread of new knowledge and ideas and the rapprochement of the various cultures."¹⁰

Another major aim and contribution is the promotion of international goodwill and understanding. Ideally it should encompass the whole world but it tends to be between countries linked by regional, historical, cultural or ideological ties as in the countries of the British Commonwealth, the 'Free World' or the Communist Bloc.

More immediate however is the contribution it makes to the developing nations in assisting them in their economic and social development. The Western-educated have provided the leadership in the political, social, administrative, technical and other fields and despite criticism that the foreign-educated are among the elite which is far removed from the masses, they have played an important part in helping their countries achieve independence and economic and social progress.

In the case of Malaysia and New Zealand specifically, the training of students from Malaysia in New Zealand is a further link between two countries which have a close relationship as members of the Commonwealth. To New Zealanders the students are more important than the trade or military ties for they are the principal contact most New Zealanders have with Malaysia.¹¹ Likewise it would be true too for Malaysians, many of whom have members of their family, relatives and friends who have studied or are studying in New Zealand.

Most of the students trained in New Zealand are among the personnel in the government and the private sector, helping in the development of the country.¹² Together with those trained locally and in other countries such as Great Britain and Australia, they have helped Malaysia to become one of the most economically developed countries in South-east Asia.

Even though countries of origin such as Malaysia do reap most of the gains from study abroad, countries of study such as New Zealand can benefit in other ways besides being able to compliment themselves on their contribution to the advancement of underdeveloped countries. Overseas students have contributed to a greater knowledge of other countries and cultures among the New Zealanders who have come into contact with them. The presence of more than 4,000 overseas students from a wide variety of cultural backgrounds constitute an additional migrant group and add to New Zealand's experience of peoples from the Pacific Islands, continental Europe and Asia.

Footnotes

1. See Laing, 1960, on his experience as an adviser to overseas students in Britain, and Hodgkin, 1969, 244-246, for an account of services offered to foreign students in American universities.
2. See Lythe, 1973a, for overseas students' prescription of the type of person to be selected adviser and the requirements of the work to be done and 1973b, for list of aspects of welfare service which has been provided for overseas students at Auckland University and recommendations for further provisions.
3. There had been recommendations that the fees be raised, as being done in Britain, but this argument forwarded by the New Zealand University Students Association managed to stop the recommendations being carried out.
4. As in Singh, 1963; Burns, 1965; Sen, 1970; Noesjirwan, 1966; Ng, 1962; Noor, 1968, Hwang, 1971 and Ridzwan, 1972.
5. Brewster Smith, 1956, 8.
6. See Hodgkin, 1966, and Keats, 1969 for their findings on returned Asian students from Australia.
7. Eide, 1970.
8. Hodgkin, 1966.
9. Singh, 1963.
10. Breitenbach, 1970, 71.
11. Wederell, 1972.
12. Very few returned students from New Zealand are holding high positions yet because it is only recently that significant numbers were trained in the country. Most of the high positions are held by those trained in Britain and to a lesser extent in Australia and the locally trained who belonged to the generation that took over responsibility after independence in 1957.

Overseas Students in New Zealand by Country of Origin as at 30 September 1972

<u>Country of Origin</u>	<u>New Zealand Government Aid Programmes</u>						<u>Private</u>	<u>Total</u>
	<u>Colombo Plan</u>	<u>Special Commonwealth African Assistance Plan</u>	<u>Asia and Pacific Council</u>	<u>Commonwealth Education Scheme</u>	<u>Western Samoa Aid Programme</u>	<u>Islands Scholarship Training Programme</u>		
Afghanistan	2	-	-	-	-	-	-	2
Australia	-	-	-	3	-	-	-	3
Bangladesh	2	-	-	1	-	-	-	3
Barbados	-	-	-	1	-	-	-	1
Bhutan	11	-	-	-	-	-	-	11
Burma	1	-	-	-	-	-	4	5
Brunei	-	-	-	-	-	-	7	7
British Solomon Islands	-	-	-	2	-	4	7	13
Cambodia	10	-	-	-	-	-	-	10
Canada	2	-	-	1	-	-	-	1
Cook Islands	-	-	-	-	-	74	-	74
Ceylon	7	-	-	-	-	-	6	13
Fiji	-	-	-	20	-	25	440	485
Gilbert & Ellice Islands	-	-	-	1	-	27	23	51
Ghana	-	3	-	-	-	-	-	3
Grenada	-	-	-	1	-	-	-	1
Hong Kong	-	-	-	-	-	-	33	33
India	2	-	-	2	-	-	11	15
Indonesia	22	-	-	-	-	-	8	30
Jamaica	-	-	-	2	-	-	-	2
Japan	-	-	-	-	-	-	6	6
Kenya	-	5	-	-	-	-	1	6
Korea	17	-	1	-	-	-	1	19
Laos	5	-	-	-	-	-	-	5
Malawi	-	2	-	-	-	-	-	2
Malaysia	139	-	-	-	-	-	1794	1933
Maldivo Islands	10	-	-	-	-	-	-	10
Mauritius	-	2	-	3	-	-	1	6
Nepal	3	-	-	-	-	-	-	3

New Caledonia	-	-	-	-	-	-	6	6
New Hebrides	-	-	-	2	-	4	6	12
Nigeria	-	4	-	-	-	-	2	6
Niue	-	-	-	-	-	48	-	48
Pakistan	1	-	-	-	-	-	5	6
Philippines	16	-	-	-	-	-	-	16
Portugal	-	-	-	-	-	-	2	2
Rhodesia	-	3	-	-	-	-	-	3
Sierra Leone	-	1	-	-	-	-	-	1
Singapore	61	-	-	-	-	-	150	211
Swaziland	-	2	-	-	-	-	-	2
Tahiti	-	-	-	-	-	-	25	25
Thailand	56	-	1	-	-	-	150	207
Taiwan	-	-	-	-	-	-	6	6
Tonga	-	-	-	14	-	46	161	221
Tokelau	-	-	-	-	-	48	-	48
Uganda	-	1	-	-	-	-	-	1
United Kingdom	-	-	-	6	-	-	-	6
United States	-	-	-	-	-	-	25	25
Vietnam	99	-	1	-	-	-	18	118
Western Samoa	-	-	-	-	133	-	511	644
Zambia	-	6	-	-	-	-	-	6
West Indies	-	-	-	-	-	-	1	1
Total	464	29	3	59	133	276	3410	4374

- Sources:**
1. Immigration Division, Department of Labour, Wellington.
 2. Islands Education Division, Department of Education, Wellington.
 3. External Aid Division, Ministry of Foreign Affairs, Wellington.

Appendix BMassey University
Department of Geography

5th June 1973

Dear Malaysian Student,

I am a Malaysian student carrying out a survey on the general characteristics and pattern of adjustment of Malaysian students in New Zealand universities as part of my Master's thesis. You have been selected in a random sample of Malaysian students. I would be very grateful if you could complete the questionnaire enclosed in this letter and post it back to me in the envelope provided, by 25th June. Please do not seal the envelope.

All information supplied will be treated as strictly confidential and will not be used for any purpose other than for my thesis. Anonymity will be preserved since your name will not be recorded at all. Your co-operation is essential for this research. It is hoped that your response will help contribute to a better understanding of the life of about 1400 Malaysian students studying in New Zealand universities.

Thanking you.

Yours faithfully,

Leo Ann Mean

QUESTIONNAIRE

Instructions: Please fill in, delete or tick where appropriate. Do not hesitate to state 'not applicable', 'don't understand' or 'object' where it applies.

-
1. Ageyrs.
2. Sex ... Male/Female
(delete one)
3. Marital status ... Single/Married
- If you were married during the course of your study in New Zealand what is the nationality of your wife/husband?

A Malaysian	
A New Zealander	
Others (please specify nationality)	

4. To which ethnic group do you belong?

Malay	
Chinese	
Indian	
Others (please specify)	

5. Religion
6. Hometown or village and state in Malaysia:
Town or village State
7. How many are there in your family? (For the purpose of this questionnaire, please take family to mean you, your parents and your brothers and sisters)

.....

8. What type of education did you have before coming to New Zealand?

(tick one)

Wholly English (primary and secondary)	
Partly English and partly non-English (English in secondary and Chinese, Malay or Tamil in primary)	
Wholly Chinese (Primary and secondary)	
Others (please specify) primary secondary	

9. Please give the following information about your parents.

	<u>Father</u>	<u>Mother</u>
<u>Occupation</u>
<u>Education</u>		
English		
Partly English and partly non-English		
Chinese, Malay or Tamil only		
No formal education but self-taught		
Not literate		

10. Under which income group would you classify your family?

Very high	
High	
Middle	
Low	
Very Low	

11. What is your course of study in university? (please state the degree, diploma or certificate).....

12. Are you a private or a scholarship student?

Private	
Scholarship (please state name of Scholarship)	
.....	

13. Year in New Zealand (1st, 2nd, 3rd, etc.).....

14. Year in university (1st, 2nd, 3rd, etc.);.....

15. Name of university you are attending at present

.....

16. Have you attended any other university? Yes/No

If you answered 'Yes' please name the university(ies) and state the number of years you were there.

University No. of years

University No. of years

17. Where did you acquire your university entrance qualification?

H.S.C. at home in Malaysia	
U.E. or Bursary in New Zealand	
Others (specify qualification and country acquired in)	
.....	

18. What type of accommodation are you living in at present?

Flatting with others	
Flatting alone	
Bedsitting	
Boarding with a family	
Hostel	
Married and living at home	
Others (please specify)	
.....	

If you answered 'Flating with others' above, tick the nationality(ies) of your flat-mate(s).

Malaysian of same ethnic origin	
Malaysian of different ethnic origin	
New Zealander	
Other overseas students	
Non-students	

19. How many times have you been home for the summer vacation since you came to New Zealand?
20. Why did you choose to come to New Zealand and not go to other English-speaking countries such as the United Kingdom, Australia, Canada or the United States? (Give more than one reason if you wish but do place them in order of importance)
-
-
-
-
21. How many members of your family, relatives, friends and class-mates are studying or have studied in overseas countries (excluding Singapore)? How many in New Zealand and how many in the same university or city as you? Write down the number in each box.

	Other overseas countries	New Zealand	Same university or city
Member of family			
Relatives			
Friends and class-mates			

22. When you applied to come to New Zealand, from whom did you get your guarantee of accommodation?
-

If you did not write for the guarantee directly from the source just mentioned, but got it through a person or organisation in New Zealand, please state the person or organisation (e.g. a member of your family, friend, etc.)

.....

23. How have you fared in your final year examination in university so far? (For students who have completed one or more years at university only)

Passed all units/credits sat for so far	
Passed out units/credits so far	

24. How much difficulties do you have with your studies?

Very much	
quite a lot	
A little	
Very little	
None at all	

If your answer is 'Very much' or 'quite a lot' state the difficulties in order of importance.

.....

25. List the clubs (social, sports, cultural, etc. in the university or outside) that you have joined in New Zealand and underline the ones you are still active in.

.....
;

26. How often do you attend meetings or activities organised by your national associations (MSSA/MSA) and by other clubs?

	(MSSA/MSA)	Other Clubs
Always		
Frequently		
Occasionally		
Rarely		
Never		

27. Have you been on a date with a Malaysian girl/boy?

Yes/No

Have you been on a date with a New Zealand girl/boy?

Yes/No

Have you been on a date with a girl/boy from another country other than Malaysia or New Zealand? Yes/No

28. What is the nationality and sex of your 3 best friends in New Zealand?

	Sex	Nationality			
	(M for Male, F for Female)	Malaysian same ethnic origin	different ethnic origin	New Zealand-er	Other (state nationality)
Best friend					
2nd best friend					
3rd best friend					

29. How many times have you been invited to a meal in a New Zealand home this year?

30. How much do you miss the cultural life at home?

Very much	
Quite a lot	
A little	
Very little	
Not at all	

31. Have you been discriminated against by New Zealanders because you are an Asian? Yes/No/Not sure
Give details of each case.....
.....
.....
32. How much do you think you have changed in your attitudes, values and beliefs during the course of your stay in New Zealand?

Very much	
Quite a lot	
A little	
Very little	
Not at all	

33. How much do you like New Zealand food in general?

Very much	
quite a lot	
A little	
Very little	
Not at all	

34. How much do you like the climate in New Zealand?

Very much	
Quite a lot	
A little	
Very little	
Not at all	

35. On the whole are you satisfied and happy with your stay in New Zealand?

Very satisfied	
Fairly satisfied	
A little satisfied	
Not satisfied	
Very dissatisfied	

36. Finally, is there anything about you or your family background which has not been asked that you think might influence your way of life in New Zealand? (e.g. you had gone abroad for a few years before coming to New Zealand or you were brought up by a relative whose family background is quite the opposite of yours, etc.)

.....

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Geographical Origin and Distribution in New Zealand of
students in the sample

<u>University</u>	<u>Cant.</u> ¹	<u>Otago</u>	<u>Vict.</u>	<u>Auck.</u>	<u>Mass.</u>	<u>Waik.</u>	<u>Total</u>
<u>Geographical origin</u>							
<u>1. Sarawak</u>							
Sibu	10	1	5	4	1	2	23
Kuching	4	1	6	0	0	0	11
Miri	2	1	0	1	1	1	6
Sarikei	0	0	1	0	1	1	3
Limbang	1	0	1	0	0	0	2
Marudi	0	2	0	0	0	0	2
Dalat	1	1	0	0	0	0	2
Binatang	0	0	0	1	0	0	1
Bintulu	0	0	0	1	0	0	1
Kapit	0	0	0	0	0	1	1
'Village'	0	0	1	0	0	0	1
Total	18	6	14	7	3	5	53
<u>2. Perak</u>							
Ipoh	10	8	2	8	0	0	28
Taiping	4	2	0	1	0	0	7
Sitiawan	1	2	0	0	0	0	3
Ayer Tawar	2	1	0	0	0	0	3
Sungei Siput	1	0	0	1	0	0	2
Telok Anson	1	0	0	0	1	0	2
Kuala Kangsar	0	1	1	0	0	0	2
Tapah	0	0	0	0	1	0	1
Kampar	1	0	0	0	0	0	1
Padang Rengas	1	0	0	0	0	0	1
Not stated	0	2	0	0	0	0	2
Total	21	16	3	10	2	0	52

3. Selangor

Kuala Lumpur	15	7	7	1	1	1	32
Klang	4	2	0	1	0	0	7
Petaling Jaya	1	1	0	2	0	0	4
Tanjong Malim	0	1	0	0	0	0	1
'Ulu ²	1	0	0	0	0	0	1
Total	21	11	7	4	1	1	45

4. Penang & Province
Wellesley

Georgetown	4	6	6	4	2	2	25
Ayer Itam	1	0	1	0	0	0	2
Butterworth	1	1	0	0	0	0	2
Bukit Mertajam	0	0	1	0	0	0	1
Total	7	7	8	4	2	2	30

5. Johore

Muar	4	1	0	1	2	2	10
Johore Bahru	0	0	2	1	0	0	3
Batu Pahat	1	0	1	1	0	0	3
Tangkak	1	1	0	0	0	0	2
Labis	1	0	0	0	0	0	1
Kluang	0	0	0	0	0	1	1
Bukit Pasir N/V	0	0	0	1	0	0	1
Parit Kassim	1	0	0	0	0	0	1
Total	8	2	3	4	2	3	22

6. Malacca

Malacca Town	3	2	7	0	2	1	15
Alor Gajah	0	1	0	0	0	0	1
Merlimau	1	0	0	0	0	0	1
Tanjong Kling	0	1	0	0	0	0	1
Jasin	0	0	1	0	0	0	1
Total	4	4	8	0	2	1	19

7. Sabah

Kota Kinabalu	0	2	2	1	0	0	5
Sandakan	0	1	1	2	0	0	4
Tawau	1	0	0	0	0	0	1
Tuaran	1	0	0	0	0	0	1
Papar	1	0	0	0	0	0	1
Kudat	0	0	1	0	0	0	1
'Village'	0	0	1	0	0	0	1
Total	3	3	5	3	0	0	14

8. Kelantan

Kota Bahru	5	1	1	0	0	1	8
Pasir Mas	0	0	2	0	0	0	2
Tanah Merah	0	1	0	0	0	0	1
Total	5	2	3	0	0	1	11

9. Kedah

Sungai Patani	1	2	1	1	0	0	5
Alor Star	1	2	0	0	0	0	3
Kulim	1	0	0	0	0	0	1
Lunas	0	1	0	0	0	0	1
Total	3	5	1	1	0	0	10

10. Negri Sembilan

Seremban	1	1	0	0	2	0	4
Mantin	1	1	0	0	0	0	2
Gemas	1	0	0	0	0	0	1
Tampin	1	0	0	0	0	0	1
Port Dickson	1	0	0	0	0	0	1
Sungai Gadut	0	0	0	1	0	0	1
Total	5	2	0	1	2	0	10

11. Pahang

Kuantan	1	1	1	0	0	0	3
Cameron Highlands	1	0	0	0	0	0	1
Raub	1	0	0	0	0	0	1
Pekan	0	0	0	0	1	0	1
Jerantut	0	0	0	1	0	0	1
'Village'	0	0	0	1	0	0	1
Total	3	1	2	2	1	0	8

12. Trengganu

Kuala Trengganu	1	1	0	0	0	3
-----------------	---	---	---	---	---	---

13. Perlis

Kangar	0	0	0	0	1	1
--------	---	---	---	---	---	---

Grant Total	99	60	56	36	16	13	280
-------------	----	----	----	----	----	----	-----

Note 1. includes the 5 students at Lincoln College

Appendix DClassification of Geographical Origin of Students by Degree of Urbanisation1. Metropolitan

Georgetown, Ipoh, Johore Bahru, Klang, Kuala Lumpur, Malacca Town, Petaling Jaya, Seremban

2. Large Urban

Ayer Itam, Alor Star, Batu Phat, Bukit Mertajam, Butterworth, Cameron Highlands, Kampar, Kluang, Kota Bahru, Kota Kinabalu, Kuala Kangsar, Kuala Trengganu, Kuantan, Kuching, Kulim, Miri, Muar, Pasir Mas, Port Dickson, Raub, Sandakan, Sibu, Sitiawan, Sungai Patani, Sungei Siput, Taiping, Tangkak, Tawau, Telok Anson

3. Small Urban

Alor Gajah, Ayer Tawar, Binatang, Bintulu, Bukit Pasir New Village, Gemas, Jasin, Jerantut, Kangar, Kapit, Kudat, Labis, Limbang, Lunas, Mantin, Marudi, Padang Rengas, Papar, Pekan, Sarikei, Tampin, Tanah Merah, Tanjong Kling, Tanjong Malim, Tapah, Tuaran

4. Rural

Dalat, Merlimau, Sungai Gadut, 'ulu²', 'village'

Appendix EScale for Socio-economic class

1. Occupation of parents

Occupation	<u>Score</u>	
	Father	Mother
Professional and managerial	5	5
Semi-professional, high clerical and business	4	4
Skilled and clerical	3	3
Semi-skilled and small operators	2	2
Unskilled and manual workers	1	1

2. Education of parents

Education	<u>Score</u>	
	Father	Mother
English	5	5
Partly English and partly non-English	4	4
Chinese, Malay or Tamil only	3	3
No formal education but self taught.	2	2
Not literate	1	1

3. Income of family

Income level	Score
Very high	10
High	8
Middle	6
Low	4
Very low	2

Summary

	<u>Score</u>
1. Occupation	10
2. Education	10
3. Income	10
Maximum score	30
Minimum score	6

Classes

	<u>Score</u>
Very high	26-30
High	21-25
Middle	16-20
Low	11-15
Very low	6-10

Appendix FClassification of Occupation of Parents

1. Professional and managerial
Accountant, architect, bank executive, director of firm, doctor, economist, education officer, executive, forest officer, headmaster, manager, managing director, lecturer, Malayan Civil Service, postmaster, principal, Superintendent of Police.
2. Semi-professional, high clerical and business
Accounts clerk, businessman, chief clerk, clerical officer, contractor, furniture shop owner, goldsmith, retailer, investor, police officer, marble-tile manufacturer, miner, merchant, exporter, planter, rubber dealer, rubber estate owner, self-employed stockbroker, teacher, trader, timber merchant.
3. Skilled and clerical
Bank cashier, bank clerk, clerk, dentist assistant, estate conductor, foreman, health nurse, hospital assistant, missionary, office worker, sub-contractor, technical assistant, treasurer.
4. Semi-skilled and small operators
Baker, bicycle-repairer, hairdresser, mechanic, petition writer, rubber smallholder, shopkeeper, tailor, shop assistant
5. Unskilled and manual workers
Farmer, gardener, hawker, housewife, housekeeper, peasant.

Note: Retired, pensioned and deceased were scored equivalent to the education level.

Overseas Students Attending Universities in New Zealand From 1963 to 1971. (As at
the beginning of the academic year)

University		1963 ¹	1964 ²	1965 ²	1966	1967	1968	1969	1970	1971	1972	1973
Auckland	M	31	69	89	74	120	153	262	249	231	244	233
	A	184	222	240	298	390	468	622	596	571	571	536
Waikato	M	-	-	-	-	1	-	-	16	35	42	50
	A	-	-	-	1	3	4	2	26	69	86	95
Massey	M	12	11	21	23	32	38	55	65	73	81	82
	A	90	76	116	119	137	141	197	282	167	190	204
Victoria	M	11	54	63	91	99	104	124	194	256	268	287
	A	140	201	216	254	262	264	286	389	455	508	556
Canterbury	M	33	71	80	77	86	127	214	452	460	466	441
	A	108	161	196	224	239	294	395	643	640	646	611
Lincoln	M	11	18	23	20	25	28	29	33	41	48	40
	A	77	79	94	70	73	83	76	81	80	81	66
Otago	M	32	36	66	81	107	128	166	216	273	267	241
	A	113	127	164	184	257	270	333	395	457	423	405
Total	M	130	259	342	366	470	578	850	1225	1369	1416	1374
	A	712	866	1026	1150	1361	1524	1911	2412	2439	2505	2473
Malaysian students as a % of all overseas students		18.3	29.9	33.3	31.8	34.5	37.9	44.5	50.8	56.1	56.5	55.6

M : Malaysian Students

A : All Overseas Students

1. Malaya only. Malaysia not formed yet.
2. Malaysia (Malaya, Singapore, Sabah and Sarawak).
From 1966 onwards students from Singapore excluded.

- Sources:
1. Commonwealth Universities Yearbook, 1964-1972.
 2. Education Department records - University Returns, 1967-1969, Wellington.
 3. Research and Planning Unit, Department of Education, Wellington, for 1972 and 1973 figures of all overseas students.
 4. Malaysian Student Department, Malaysian High Commission to New Zealand, Wellington, for 1972 and 1973 figures of Malaysian students.

Clubs Joined

Name of club	Member-ship	Name of club	Member-ship
<u>Sports</u>		Student Christian Union	5
Badminton	40	Ballroom dancing	4
Table tennis	30	Japanese Club	4
Karate	21	Maori Club	4
Tae-kwon-do	11	Intervarsity Fellowship	2
Soccer	11	Music	2
Judo	10	Old Boys	2
Ice-skating	9	Others	15
Basketball	7	Total	90 89
Squash	7	<u>Subject & Professional</u>	
Shooting	3	Engineering	2
Billiards	3	French	2
Chess	3	Bio-science	2
Tennis	3	Accountancy	2
Volleyball	2	Others	2
Swimming	2	Total	10
Others	7	<u>Miscellaneous</u>	
Total	179 169	Rotary/Rotoract	4
<u>National</u>		Hostel committee	3
M.S.A.	93	Youth Hostel	2
M.S.S.A.	30	Youthline	2
Total	123	Others	15
<u>Social, Cultural & Hobbies</u>		Total	26
O.C.F.	19	<u>Location of clubs</u>	
Photography	12	University	69
International Club	10	Outside	28
Tramping	5	Total	97
Film Society	5		436

Scores for Adjustment1. AcademicPerformance

Units/credits sat for and passed.	Score
All	2
$\frac{3}{4}$ +	4
$\frac{1}{2}$ +	6
$\frac{1}{4}$ +	8
None	10

Difficulties

Degree of difficulties	Score
Very much	10
Quite a lot	8
A little	6
Very little	4
None at all	2

2. SocialClub Membership

Number of clubs joined	Score
0	5
1-2	4
3-4	3
5-6	2
6+	1

Frequency of attendance

Frequency of attendance	Score MSSA/MSA	Other clubs
Always	1	1
Frequently	2	2
Occasionally	3	3
Rarely	4	4
Never	5	5

Invitation to a Meal

Number of times this year	Score
0	5
1-2	4
3-4	3
5-6	2
6+	1

3. CulturalMissing cultural life at home

Degree of missing	Score
Very much	10
Quite a lot	8
A little	6
Very little	4
Not at all	2

Change in attitudes, values

Degree of change	Score
Very much	2
Quite a lot	4
A little	6
Very little	8
Not at all	10

4. PhysicalLiking for New Zealand food

Degree of liking	Score
Very much	2
Quite a lot	4
A little	6
Very little	8
Not at all	10

Liking for New Zealand climate

Degree of liking	Score
Very much	2
Quite a lot	4
A little	6
Very little	8
Not at all	10

5. GeneralOverall satisfaction with stay

Degree of Satisfaction	Score
Very satisfied	4
Fairly satisfied	8
A little satisfied	12
Not satisfied	16
Very dissatisfied	20

Summary

	<u>Score</u>
1. Academic	20
2. Social	20
3. Cultural	20
4. Physical	20
5. General	20
Maximum score	100
Minimum score	20

Scores for Determining the Relationship between Adjustment
and Socio-cultural Background

1. Religion

Religion	Score
Christianity	12
No Religion and not stated	6
Other religions	0

2. Geographical Origin

Degree of Urbanisation	Score
Metropolitan	12
Large Urban	8
Small Urban	4
Rural	0

3. Socio-economic Class

Socio-economic class	Score
Very high	12
High	9
Middle	6
Low	3
Very Low	0

<u>Summary</u>	<u>Score</u>
1. Religion	12
2. Geographical origin	12
3. Socio-economic class	12
	<hr/>
Maximum score	36
Minimum score	0
	<hr/>

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