The Experiences and Perceptions of a Sample of Chinese International Students in New Zealand

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Abstract

This study was undertaken to explore the experiences of Chinese students in the New Zealand education sector and various perceptions about the level of satisfaction they felt about their life as students in this country. The sample was made up of 140 Chinese international students who were fulltime students studying in different courses at three universities, two language schools and one private tertiary school in Auckland. This study comprised data from a self-completed questionnaire survey carried out between July and August 2004. The research explored relationships among possible factors which influence international students' adjustment including loneliness; feeling of safety; relationships with the host culture and homestay services. The main findings were that students perceived their lack of English skills was a major obstacle in achieving both academic goals and quality interactions with members of the host country. Also, satisfying opportunities for interaction with host national members outside the classroom benefits Chinese international students in their adaptation to the New Zealand education system.

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1. Introduction

1.1 Background

Since China introduced an "open door" policy in 1978, its economy has developed rapidly and the interaction between the Chinese and their outside world have increased. Part of this process has resulted in increasing numbers of Chinese students who want to travel abroad for new cultural experiences and education. Recent news from the *China People Daily* (Overseas Life, July, 2003, p. 6) shows that the number of Chinese students overseas has grown. As New Zealand removed limits on the number of Chinese students entering the country in 1998, Chinese students coming into the country made up the bulk of the 80,000 students who last year earned the export education industry $1.7 billion. Immigration statistics show 58,554 visas were issued to Chinese students during the 2002/2003 financial year, up from 41,933 in 2001/2002 and 18,258 in 2000/2001 (Perrott, 2003). From the figures above, it is evident that the Chinese market plays an important role in the New Zealand education export industry. In order to develop the education export industry, New Zealand has made efforts to improve its environment to provide more benefits for international students. In 2002, the New Zealand Ministry of Education improved the pastoral care of international students by introducing the "Code of Practice" (refer to website of Ministry of Education New Zealand) to guide all schools when they deal with international students. The "Code of Practice" provides guidance for institutions about how to provide support services to international students, such as providing accurate information and suitable homestay arrangement services. The New Zealand Qualification Authority has also improved the student fee protection policy to protect international students. However, the number of Chinese students coming to New Zealand fell in 2003. The news has been

negative in both the Chinese and New Zealand media about Chinese students' experiences, such as deaths, injuries and crime (Perrott, 2003). Possible reasons for the drop in the numbers of Chinese students in this country have been interpreted as follows:

1) **Rising NZL$** - up 27% from a year ago.

2) **Institutions increasing prices** (esp. tertiary)

3) **Perception that there are too many Chinese and Asian students in some centers**, especially in Auckland.

4) **Competition**. Especially in the UK, Canada and Australia, plus improved visa accessibility. They have also invested heavily in promoting their institutions in China.

5) **Perceived problems with NZIS visa process**. There is/was a perception of increased decline rates and longer processing time.

6) **Increased negative publicity in China about student experiences**.

7) **Horror stories from the New Zealand media** – more bad experiences, deaths, injuries, crime etc. than are reported in other countries (Activities Guide, 2004, p. 13)

1.2 Research questions

It seems that negative news were coming from both China and New Zealand, which gives rise to questions about what attempts have been made to accurately portray the experiences and perceptions of the Chinese students themselves. As potential ambassadors for education in this country, this is an important issue which gives rise to questions such as:

1. What is the reality of Chinese students' experiences in NZ?

2. What are their perceptions in regard to their education experience in New Zealand?

This research was carried out to attempt to provide relevant information which may be useful for future decision making. It is hoped that this research will make a contribution to those who are involved with the New Zealand education export industry.

2. Literature review

When Chinese students study overseas, it is inevitable that they will experience a new environment, and some degree of difficulty. As Chiu (1995) points out:

> In recent decades, the number of students traveling abroad to study in unfamiliar environments has increased dramatically. It has frequently been noticed that the experience and cultural setting can be stressful and may lead to symptoms of distress; consequently, there is growing recognition of the importance of understanding natural patterns of foreign student adjustment and possible ways to intervene to minimize negative stress reactions (p.1).

Stress reactions arise from a number of sources. For example, a review by Toyokawa & Toyokawa (2002) demonstrated that "international students experience difficulty including culture shock, language difficulties, adjustment to unfamiliar social norms, eating habits, customs and values, differences in education systems, isolation and loneliness, homesickness and a loss of established social networks" (p. 2). Other authors also identified "discrimination, financial problems and depression" as stress-inducing situations for international students (Charles & Stewart, 1991, p. 1). Accordingly, it is possible that Chinese international students may also suffer from such difficulties.

2.1 Culture shock

When Chinese students first come to NZ, they experience a new culture; thus it is likely that they will also suffer culture shock and some degree of stress. As McLaren (1998) states:

> Culture shock is the disorientation that comes from being plunged into an

unfamiliar setting. Everything people do is different: traveling, ordering meals, telephoning - all can be exhausting in an unfamiliar culture. Add to this the loneliness, unfamiliar attitudes towards time, dress, customs, finance, food, accommodation, and different ideas about cleanliness, medicine, transport, privacy, tips, and levels of formality (p. 9).

For example, although most Chinese students have studied English for about five to ten years in China, when they come to New Zealand, many of them may lose confidence in using their English because they are unfamiliar with the New Zealand accent. Also, it is common practice in China that most students lived with their parents before they went overseas, thus they tend to lack experience in managing their life by themselves. In New Zealand, they are required to do everything independently, such as; finding accommodation, cooking food, paying bills, arranging travel, and even solving conflict. Such situations may also add difficulties to their overseas life.

2.2 Language difficulties

Communication as a stressor may be exemplified by expressed concerns related to language skills. Specific concerns may include being misunderstood by others, misunderstanding others, and being unable to fully express one's thoughts and feelings (Marilyn & Renee, 2000). Previous work also suggests that international students with poor English language skills tended to have lower self-esteem (Barratt & Huba, 1994, as cited in Toyokawa & Toyokawa, 2002). It has also been suggested that native language fluency in English may facilitate cross-national relationships (Ward, 2001). Moreover, the better the language skills are, spoken language skills in particular, the better the social interactions tend to be (Toyokawa & Toyokawa, 2002). Most Chinese students have likely focused on writing and

grammar skills when they learned English in China. Relatively, their spoken English skills were not ideal, because they had fewer opportunities to practice their spoken English in China other than in writing and grammar. So, it is possible that many Chinese students may suffer language difficulties and find difficulties to interact with host nationals.

2.3 Loneliness:

Another issue is loneliness which may be one way of described as a perceived discrepancy between desired and actual social relationships (Peplau & Perlman, 1982, as cited in Hawkley, Burleson, Berntson & Cacioppo, 2003). Ward and Searle (1991) reported that loneliness was a powerful predictor of mood disturbance in a multi-national sample of 155 tertiary students from 42 countries, who were resident in New Zealand. Furthermore, Ward & Rana-Deuba (2000) demonstrated a correlation analysis which indicated that the affective measurement of relationship satisfaction (that is the satisfying quality of host interactions) was associated with decreased feelings of loneliness. The behavioral measurement of actual frequency of social interaction, in contrast, bore no relationship to the loneliness measure. This means that when Chinese students lack good quality interaction include effective communication, being understood, and enjoying leisure activities with host nationals, it is possible that their experience of feelings of loneliness will increase.

2.4 Educational goals

As stated above, one of the main reasons that international students visit host countries is academic achievement (Yang, Teraoka, Eichenfield, & Audas, 1994). Because of the emphasis on academic-related goals, it is often assumed that international students spend much of their time involved in academic activities (Toyokawa & Toyokawa, 2002). Thus,

Chinese international students were not only experiencing culture shock, but were also likely to suffer additional stress because of the high expectations placed on them in the educational sector. It is recognized that "studies show that international students suffer significantly more stress than local students" (McLaren, 1998, p. 6). Oishi & Diener (2001) reported that "European college students appear to gain and maintain their well-being by achieving goals that they pursue for their own enjoyment and fun, whereas Asian college students seem to attain and maintain their well-being by achieving goals that they pursue to make important others happy and meet the expectations of others" (p. 7). It could be argued that students in every culture may benefit more when they are willing to strive because they enjoy and identify with the process of learning, rather than because they feel they must or should (Sheldon, Elliot, Ryan, Chirkov, Kim, et al., 2004). Chinese children are taught to focus less on their natural abilities and more on the exertion of effort and their obligation to bring glory to their families (Stevenson & Lee, 1996, as cited in Chang, Arkin, Leong, Chan & Leung, 2004). Therefore, it means that Chinese students will focus more on effort than on ability (Sheldon et al., 2004). All of these factors have the potential to increase Chinese students' levels of stress when they pursue high academic goals overseas.

2.5 Differences in education systems and unfamiliar social norms and values

Chinese students may also suffer from the difficulties of coping with different social norms and values which potentially influence their learning experiences in the classroom. Hammond & Gao (2002) argued that contemporary Chinese education is characterized by memorization, rote learning, and repetition. Biggs (1996) described this method as surface learning. However, Western education is generally described as Socratic, where knowledge is generated, or coconstructed through a process of questioning and evaluation of beliefs

(Holmes, 2004). As the educational environment is a microcosm of the larger society, it also reflects its values, traditions and practices; thus two dimensions that exert strong influence on classroom communication and interactions are individualism-collectivism and power distance (Ward, 2001). Holmes (2004) found that her sample of Chinese students was not prepared for the dialogic nature of classroom communication in New Zealand, which resulted in difficulties in listening, understanding and interacting. This is because students from collectivist cultures are usually unwilling to draw attention to themselves and are less likely to question and debate. They perceive the relatively frequent interruptions to lectures by western individualistic students as rude and unmannerly (Ward, 2001). A study of Asian students at Lincoln and Canterbury universities found that 80% cited different learning styles as a significant study problem and that many remarked on difficulties in group discussions with Kiwi students (Chen and Chieng, n.d., as cited in Ward, 2001). In order to get used to western education, Chinese students have to adjust their way of learning; however, the degree of adjustment may prove difficult.

2.6 Loss of established social networks and international students' network

Chinese students from collectivist cultures are usually more focused on their social networks than those from individualistic western cultures. For example, Chinese students have been reported to associate their successes and failures with their social network support (Chang, Arkin, Leong, Chan, & Leung, 2004). Accordingly, loss of their families, friends, familiar environments and their social networks might cause Chinese students to experience feelings of lack of safety and stress. Studies show that international students also have their networks when they stay overseas. There are three pivotal networks identified by Toyokawa & Toyokawa (2002):

The network that international students formed with friends from the host country (e.g., bi-cultural networks) had an instrumental function such as seeking help for language or academic work. In contrast, the function of the networks that international students formed with co-national friends (i.e., mono-cultural networks) was to rehearse and affirm cultural identity and national loyalties through activities such as cooking and shopping. Co-national friends are also selected when international students need to talk about their personal problems. The networks with other international students (i.e., multi-cultural networks), their function was more recreational such as going to culture events and picnics with other international students (p. 4).

As Chinese international students typically pursue high academic goals, it was suggested that bi-cultural networks would best facilitate their academic work. However, cross-cultural studies demonstrate that international students have primary bonds with co-nationals; and reported a preference for same-culture friends (Ward, 2001).

2. 7 Adjustment through greater contact with host nationals

When Chinese international students suffer some degrees of stress, for example, in the areas discussed above, it could be argued that it would benefit them to be able to decrease those areas of stress. Overall, Brink and Saunders (1976) proposed five categories of stressors, which may demand readjustment for individuals in adapting to new surroundings. The categories include: 1) communication, 2) mechanical/ environmental differences, 3) isolation, 4) customs, 5) attitudes and beliefs (Marilyn & Renee, 2000). Searle & Ware (1990) found that adjustment was best defined as two distinct factors (i.e., psychological and sociocultural adjustment) that were influenced by different variables. Psychological adjustment was

influenced by social difficulty, life changes, extraversion, and satisfaction with contact with host nationals, whereas sociocultural adjustment was influenced by expected difficulty, cultural distance, and depression (James, Hunsley, Navara & Alles, 2004). Ward and Searle (1991) identified that successful psychological adjustment (i.e., feelings of well-being and satisfaction) and social adjustment (the ability to "fit in" or negotiate interactive aspects of the host culture) related positively to several variables including; cultural knowledge, cross-cultural experience and training, attitudes toward host culture, personality (extraversion and locus of control), cultural distance, level of loneliness, amount of contact with host and co-nationals, cultural identity, and values. Ward & Rana-Deuba, (2000) examined 104 foreign residents in Nepal and found that dissatisfaction with the quality of both host and co-national relations were significant predictors of psychological adjustment problems. It is assumed that interacting with host national friends would allow students to obtain social support, enhance language proficiency and become familiar with the host society's customs and values. Thus, international students who have more chances to interact with host nationals adjust to the host society better than students who have fewer chances (Toyokawa & Toyokawa, 2002). Ward, (2001) reported that increased opportunities for contact with domestic students is associated with psychological, social and academic adaptation. The author argued that having local friends and spending more free time with them are related to lower stress levels, positive mood, less depression, greater life satisfaction, happiness and self-esteem in international students.

2. 8 Desired and actual host national relations

Nevertheless, it has been pointed out that there is often a big gap between desired and actual levels of contact with host national populations. Ward (2001) pointed that despite the

findings that domestic students hold relatively favorable perceptions of international students, most investigations have concluded that domestic students are largely uninterested in initiating contact with their international peers. Toyokawa & Toyokawa, (2002) also pointed that Asian students, as a collectivistic cultural group, may fear of losing group membership if they did not spend a great deal of time with other students who come from the same country. Zheng and Berry's (1991) study of Chinese students in Canada clearly reported lower English fluency, lower ease of making friendships, and more adaptation and communication problems, than in non-Chinese Canadian students. Chen and Chieng's (n.d, as cited in Ward, 2001) survey of 224 Asian students at Canterbury and Lincoln universities reported that 23% of their respondents had no Kiwi friends and these students were most likely to approach other Asian students if they have problems with study. Bochner, Hutnik & Furnham (1985) reported that 23 overseas and nine English residents of an Oxford student residence were asked to name their three best friends in England, there were only 17% of the friends of foreign students were English, and only 26% of the friends of the English students were foreign. Furnham & Bocher (1982) indicated that "less than 20% of social activities such as shopping, viewing films, or sightseeing were undertaken with host nationals" (cited in Ward & Rana-Deuba, 2000, p. 302). These studies suggest that the quality of host national relations were not ideal.

2.9 Fostering host relations

2. 9. 1 Leisure activities and community programmes

The quality of interactions, such as sharing weekends, shopping, and entertainment with host national friends, rather than only superficial interactions are important predictors of positive relationships between cultures. Toyokawa & Toyokawa, (2002) pointed that "there are

various types of activities outside the classroom, including attending cultural events, participating in sports, socializing with friends and dining out, through those activities, students may have a chance to make host national friends." (p. 3). It is also suggested that positive participation in the activities of the host community may also facilitate Chinese international students having greater opportunities to foster positive relationships. Some examples of community outreach programmes that utilise international students for special events such as International Day, student sponsored workshops, Global Week, international food fests, school presentations and even community service programmes such as voluntary work in nursing homes and alternative schools (Ward, 2001).

2. 9. 2 Homestays

Homestays have been suggested as a way to offer the opportunity for fostering intercultural relations and increasing intercultural understanding, however, these arrangements may also prove a significant source of stress for international students (Ward, 2001), this means that Chinese students who live in a homestay might experience difficulties which includes strange food, language, misunderstanding, behaviors and customs, as well as dealing with conflict. Therefore, it seems that the homestay experience is one where international students do experience culture shock. However, homestay situations do provide an opportunity for host national interaction. This experience would likely provide the opportunity to help students to familiarise with the host culture and improve their English skills. Therefore, it is possible that international students could benefit from host national contact opportunities in a homestay.

2. 9. 3 Genders and Personality

Gender differences in friendship-seeking and success do not provide consistent findings in a number of studies. For example, Yang, Teraoka, Eichenfield and Audas (1994) found that female international students were more likely to have meaningful relationships with host nationals in their American-based study (Ward, 2001). However, one study in New Zealand by Beaver and Tuck (1998) reported that there were no significant gender differences experienced in establishing new friendships with Kiwis. Trice and Elliott's (1993) research with Japanese students in the United States found that older students, males and degree seekers, compared to younger students, females and sojourners on a single year exchange, were more likely to desire contact with their American peers (Ward, 2001).

2.10 Summary of hypotheses

Hypothesis 1: Enjoying leisure activities with host nationals will decrease feelings of loneliness.

Hypothesis 2: New Zealand education will benefit those international students who were positive and able to be involved in the interaction with Kiwis.

Hypothesis 3: Involvement in leisure activities and local community activities will benefit Chinese international students' ability to have a quality relationship with host nationals.

Hypothesis 4: Satisfaction with homestays provides an opportunity for international students to be involved with interaction with host nationals.

Hypothesis 5: Gender and the level of the course students studied predict the relationships with host nationals.

Hypothesis 6: University students have high level of satisfaction with New Zealand education than the other schools' students.

3. Research design and methodology

3.1 Objectives of the study

The first objective was to provide essential information about the experiences and perceptions of Chinese students in New Zealand. The second objective was to explore the possible relationship among the variables that have been identified in the literature to influence the adjustment of international students. The resulting objectives were:

3.2 Research objectives

1. Explore the experience of Chinese students in NZ (e.g., their learning goals, accommodation, language and achievements).

2. Measure the perceptions of Chinese students (e.g., levels of satisfactions about education, NZ immigration policies, living standards, costs, host country relations, leisure activities) during their time in New Zealand.

3. Test above six hypotheses which may be associated with international students' adjustment.

3.3 Research methodology

The research project began by a search for relevant literature to identify and develop an appropriate theoretical foundation for the study. Once the literature was analyzed, the research objectives and hypotheses were identified. The purpose was to obtain current research data have which would provide insight into the experiences and perceptions of Chinese international students. A survey questionnaire was designed as a research tool as "it enables a researcher to study a population sample in order to infer the characteristics of a population. Large-sample surveys are an appropriate vehicle whereby a research can begin to establish cause-effect relationships using non-experimental research methods" (Page &

Moyer, 2000, p.114). A self-completed questionnaire survey was then pretested and distributed to collect the data which was analyzed using SPSS. Respondents were also invited to provide comments about any category in the questionnaire (see Apperdix1).

3.4 Research sample design

The objective of this research was to explore experiences and perceptions of Chinese students in New Zealand. The desired population consisted of Chinese students who were enrolled in a cross section of education organizations in New Zealand. In order to achieve time and resource advantages imposed by the scope of this study, the selected population was Chinese students who were residence in Auckland. Auckland was selected as the highest numbers of international students in New Zealand are in this city, so Auckland trends to dominate the export education market (Export Education in New Zealand, 2001). Thus, it was likely that the students in Auckland are representative of my research population. In order to avoid bias and make the sample more representative of the total population, I planned my sample through a complex form of sampling that involved layered sampling frames and combinations of design strategies. It includes the following steps:

1. Systemic random sampling was used first to divide the population into groups accordance with the schools the students were enrolled in (universities; private tertiary; language schools);

2. Stratified random sampling was used to divide each school's students into several groups stratified by the different courses (e.g., Masters' degree; postgraduate; Bachelor's degree; Diploma; Certificate and language students)

3. Samplings from each group of students were randomly selected.

Letters were sent to five schools, followed by a phone call. I advised the schools that if they

participated they would obtain the benefit of the research results. Three schools responded positively to my invitation to take part in the survey. However, one of them asked me to apply to their ethics committee for approval. Considering the time restriction for the study meant that on discussion with my supervisor and course coordinator, a decision was made to eliminate this school from the study.

3.5 Questionnaire development

The survey questions were designed to explore the factors that addressed the research objectives. The survey questionnaires design was guided by Macky (1998). The questions were designed to explore the factors that directed to the research objectives. Since my research was about the experiences and attitudes of Chinese international students, the questionnaire was divided into two sections. Section one related to demographic information and their actual situations in a number of areas, the second section were about students' respondents perceptions. In section two, the questions were designed to obtain information on how respondents feel towards an "attitude object". They were evaluative questions and used response choices indicating the direction of one's feeling; e.g., agree-disagree, prefer-not-prefer, desirable-undesirable". There were seven levels of agree or disagree (e.g., "strongly disagree", "disagree", "slightly disagree", "neither", "slightly agree", "agree", "strongly agree") as appropriate for the attitude types of information (Macky, 1998. p. 14). The questions were structured; that is the questions were put in such a way that the answer will always fall into predetermined categories. The respondents ticked the category they believed was the most accurate to their situation. Most of information was reflected as numerical form (e.g., 1=strongly disagree, 2= disagree; 3= slightly disagree; 4= neither; 5= slightly agree; 6= agree; 7= strongly agree), so that they were easy to code and enter into the

computer for analysis. The questionnaire was presented in Simplified Chinese; the original

questionnaire was constructed in English and was translated to Chinese by the researcher. It

was also back translated by Ms. Linda Lin, the administrator of a language school in

Auckland, to ensure of that the interpreted questions were accurate and thus ensure the

validity of the research instrument. To ensure that the questions were designed so that they

were clear and not misleading (Macky, 1998. p. 17), a pre-test was conducted with two

Chinese international students and their feedback incorporated before the actual survey was

conducted (see Appendix 7).

3.6 Questionnaire design

1) Demographic information, their experiences and actual situations of respondents

The questionnaire comprised 21 questions to provide a measure of Chinese students'

demographic information (see Table 2a, 2b, 2c, 2d, 2e) and their experiences and actual

situations, some variables were illustrated in Table 1. (See Appendix1 for a copy of the

questionnaire). Those data were used to compare with the influence of time spent in NZ,

length of time studying in a language school, actual costs in NZ per year and the course the

students were enrolled in. For the course variables, respondents selected their answer from

predetermined categories (e.g., doctor, English language).

Table 1 Questions regarding Chinese students experience in NZ

The Variables
a). the length of time of Chinese students in NZ;
b). English learning experiences in NZ
c). their goals before/after they come to NZ
d). actual/planned length of time in NZ
e). their plans have been achieved?
f). critical failure factors that influenced their goal achievement
g). actual / desired costs – amount they spend each year
h). Who do they live with?

2) Measurement of their satisfaction with New Zealand education:

There were six items to rate students' attitudes about New Zealand education, and seven levels of agree has been used (1=STRONGLY DISAGREE; 7= STRONGLY AGREE). The average scores (mean) were computed to service as the index of students' level of satisfaction. Higher scores indicated higher level of satisfaction.

3) Measurement of their perceptions regarding life in NZ:

There were 33 questions to measure Chinese students' attitudes regarding their life in NZ which included:

a). New Zealand immigration policies. The questionnaires included the questions: "I believe I will be qualified to migrate to NZ after I complete my study" and " I believe there will be more Chinese students coming NZ if NZ immigration policy makers it easier to migrate. ";

b). Host national relations. The questionnaires included measurements of both actual and desired contact with Kiwi; the questionnaires included the questions: "I have got more than two Kiwi friends" and "I would like to have more Kiwi friends."

c). Homestay and living standards. The questionnaires included the questions: "If I live in a homestay, I am happy to share the weekend with the families." and "I am happy with my living standards here".

d) Perception of costs. The questionnaires included the questions: "I believe the costs in NZ are less than Australia" and "I am happy with the cost of living and tuition fees."

e). Perceptions of safety, loneliness, food and leisure activities. Individual items were used to ask about respondents' feelings: "Overall, taking everything into account, I am not feeling lonely."; "I believe that New Zealand is a safe country"; "I am happy with the leisure activities in New Zealand" and "I am used to the food in New Zealand". Seven levels of agree were used (1=STRONGLY DISAGREE; 7= STRONGLY AGREE). The Median,

Range and Percentiles were calculated and trends of respondents' perceptions could be found through combining the observations of the graphs.

3.7 Data collection

The data collection included three phases:

Phase 1**.** Ms. Linda Lin, administrator of one language school helped to distribute survey forms to the school's students. Students were divided into different groups based on the differences in students' ages, hometown, previous qualifications and length of stay in New Zealand. Samples were randomly selected from each group. There were 13 students who participated in the research.

Phase 2. An email survey of the random sample (refer to Appendix 8) from information provided by the Information Technology Services of one University in Auckland. Of the 105 email surveys sent, only five were returned which meant that another approach had to be considered to ensure an optimal number of questionnaire were received for analysis.

Phase 3. Because of the low response rate of random sampling**,** one language school was invited to contact five previous Chinese students who were interested in participating in the research. They came from different schools, both universities and private school sectors. The researcher advised all those students that the information was confidential; they agreed and signed the consent form. The survey forms were distributed through them to other fellow Chinese students who come from four schools in Auckland. The researcher advised those students that the best sample would be from different groups. They distributed 122 survey forms, those survey samples, were not selected by chance, rather were a snowball sample.

3.8 Limitations

Due to my intention to collect information on a wide range of Chinese students' expectations and experiences, most concepts of interest were measured by relatively few items. Despite these limitations, items selected for the present study were stated in a relatively straightforward manner, this increased the instruments' face validity. The disadvantages of the questionnaire approach, as a non-interactive method using email resulted in low respondents' rates, so the planned random samples data collection method was conducted less effectively. Therefore, the need to rely partly on snowball samples means that the sample is likely to be lesser representative of the research population. Time constraints were also major problem, for example, when one of invited school asked me to apply to their ethics committee for approval, however, considering the time and resource restrictions of this study; I needed to eliminate this school from the planned study.

3.9 Procedure

Questionnaires were distributed through email and direct contact by researcher and other Chinese students under the supervision of researcher's supervisor. Respondents were advised that participation in the study was anonymous and voluntary. The students who responded by email were assured that their addresses would be deleted and not associated with the findings. However, all participants were invited to provide an address if they wished to receive a copy of the final report. The information sheet (appendix1) was given to all participants. The present study was strictly voluntary and no monetary compensation was given.

3.10 Ethical issues

As ethical implications were of the utmost importance, application was made to Massey University Human Ethnic Committee (MUHEC) to conduct this research. Approval to proceed was obtained. One ethical issue involved in my data collection method which include a distributed survey through email and engaged other students in distributing questionnaires could potentially give rise to confidentiality issues. Another ethical issue was that the research respondents were all Chinese students. Therefore, to avoid the bias that could potentially arise from misunderstanding the language, the questionnaires were presented in Chinese to make it easier for respondents to follow. The risk management also included training for the assistant questionnaires distributors and also signed confidential forms. Tolich, (2001) has advised that the benefits of E-mail lie in its speediness, mass mailing convenience, and low cost. However, many persons are now highly selective in which e-mail items they choose to read and their reply might be loss /or go to other's mail box, therefore, a respondents' consent form was requested.

4. Research results

4.1 Participants

A total of 140 students from the People's Republic of China (PRC) responded to the survey.

Participants were full time students from both private and government school in Auckland,

Table 2a, 2b, 2c, 2d, and 2e showed the demographic data of participants.

Table 2a Participant is a full time student in a

		N	%
Valid	University	71	50.7
	polytechnic	2	1.4
	private tertiary	35	25.0
	language school	26	18.6
	other	6	4.3
	Total	140	100.0

Table 2b The course the participant study is

		N	%
Valid	master	2	1.4
	postgraduate	3	2.1
	bachelor	36	25.7
	diploma	63	45.0
	certificate	11	7.9
	language	20	14.3
	other	4	2.9
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

Table 2c How long has Participant been in New Zealand?

		N	%
Valid	0-12 months	18	12.9
	12-24 months	56	40.0
	24-36 months	57	40.7
	36-48 months	8	5.7
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

Table 2d gender

		N	%
Valid	male	70	50.0
	female	70	50.0
	Total	140	100.0

Table 2e their age are

		N	%
Valid	18	9	6.4
	19	8	5.7
	20	18	12.9
	21	23	16.4
	22	16	11.4
	23	18	12.9
	24	13	9.3
	25	16	11.4
	26	6	4.3
	27	3	2.1
	28	4	2.9
	30	1	.7
	34	1	.7
	Total	136	97.1
Missing	System	4	2.9
Total		140	100.0

4.2 Data analysis

The data was interpreted using univariate and bivariate analysis from SPSS as advised by Barry McDonald. After correct coding and data entry, descriptive statistics of the variables used in the study were obtained and students' perceptions and demographic information were measured and displayed to address the first research objective. Pearson Chi-square was used to test if the variables have significant differences between female and male, as a chi-squared test of association is applied to a random sample of values for two discrete variables in order to test the significance of relationships between these variables, as a non-parametric test (Page & Meyer, 2000, p. 173). Correlation tests were used to explore the possible relationship between variables, because "correlation tests are applied to a random sample of values for two continuous variables" (Page & Meyer, 2000. p. 182). For scale variables, correlations of variables were tested through Pearson correlation coefficient appropriate. For ordinal variables, correlations of variables were tested through Spearman correlation, a non-parametric test to look at related variables and their correlations. Associations of variables relation of the Chinese students' perceptions were explored which could answer the second research objective. ANOVA analyses were conducted to determine which group means were differences (e.g., variables from different types of institute, and / or courses), because "ANOVA is applied to a random sample of values for one discrete independent variable and one continuous dependent variable when there are two or more categories for the discrete independent variable, this test assumes that the samples are independent for each discrete category (group) as a parametric test" (Page & Meyer, 2000. p. 178). Six hypotheses could be tested through combining above methods.

Finally, a stepwise regression was used to test the validity, as "when the assumptions for the parametric test are obviously invalid, we often have no choice other than to use a non-parametric test (Page & Meyer, 2000. p. 167). Therefore, in order to explore the cause and effect relationship, research data analysis used a stepwise regression to test the validity, to identify the relationship between the dependent and independent variables as a useful method for excluding those coefficients that are not significant (backward progression). The R-Sq was measured to identify the proportion of variation in dependent variable explained by independent variable (Page & Meyer, 2000. p. 183). The research assigned an overall alpha level of not exceeding 0.05 as significant.

4.3 Reliability analysis

Preliminary data analysis commenced with reliability analysis through Cronbach's Alphas for the instrument of the scale of satisfaction with education. Reliability (internal consistency) analysis confirmed the reliability of the measurement instrument; as the Cronbach's Alphas of satisfaction with education was 0.8303 (refer to Appendix 2) which has exceeded 0.8, this indicates that the scale of satisfaction with education was internally consistent as a measure instrument because "Alphas values should ideally exceed 0.8" (Page & Meyer, 2000. p. 292).

4.4 Research Frequency Distribution Results

All variables in section one were nominal and ordinal data. Collected data were input into an SPSS data file, and missing values correctly assigned. A frequency analysis was conducted for the variables in section one through Tabulated Frequency Distribution as provided in Appendix 3. Table 3 summarizes the variables related with respondents' experiences which include:

1. 40% respondents reported they have stayed in New Zealand between 1 to 2 years; and another 40% respondents reported they have stayed in New Zealand between 2 to 3 years.

2. 43% respondents reported they have been studied English courses for six months, and another 40% reported they have studied English courses for a year.

3. 56% respondents reported their primary goal was to achieve a Bachelors degree in New Zealand, and 10% respondents reported their primary goal was to achieve a diploma. However, when they were in New Zealand, the number of respondents who wanted to study for a Bachelors degree dropped to 50%, and the number of respondents who want to study for a Diploma has increased to 20%.

4. The amount of time the respondents planned to stay in New Zealand:

    1). Before they came to New Zealand, 22% of respondents reported their primary plan was 3years; and 47% respondents who reported their primary plan was 4 years

    2). After they were in New Zealand, 30% of respondents reported their plan was 3years; and 40% respondents reported their plan was 4 years;

    3). There were only 20% of respondents that reported that they kept to their original plans.

5. Fifty-four percent respondents reported that they have achieved their primary goals, and 45% respondents reported that they have not. There were 1% of respondents did not answer this question. Among those failures, 56% claimed it was due to English language problems.

6. Fifty percent respondents reported that their annual expenses were NZ$10,000 to $20,000, and 37% reported that their annual expenses were NZ$20,000 to $30,000.

7. There were only 11% of respondents living with Kiwi families, and 82% of respondents lived with other Chinese.

Table 3 Chinese students' life in NZ

The Variables	Findings	
a). The length of time in NZ	40%, 1~2 years;	40%, 2~3years
b). Actual / planed length of time in NZ	Planned: 22%, 3years; 47%, 4years; 21%,over 4years	After: 30% 3years 40% 4years 20% over 4years
c). Actual / desired costs they spend each year	Actual costs: 50%, 10,000~20,000; 37%, 20,000~30,000	Desired costs: 46% 10,000~20,000 16% 20,000~30,000
d). Who they live with?	11%, homestay; 16%, a Chinese family; 66%, shared to rent with other Chinese friends	
e). English learning experience in NZ	43%, half a year;	40%, one year
f). Their goals before / after they came to NZ	Before: 56%, bachelor; 10 %, diploma	After: 50% bachelor 20% diploma
g). Their academic goals have been achieved	54% Yes	45% No
h). Critical failure factors that influenced their academic goal achievement	Among those 45% failures 56%; English problem; 10% lesser opportunities	

4.5 Descriptive statistics measurement of respondent' perceptions

Descriptive statistics of the variables that measure respondent' attitudes in section two were obtained. Table 4 summarizes the median, range and percentiles of students' scores about their perceptions.

Table 4 Variables that measure respondent' attitudes about NZ life:

	Variable	Median	Range	Percentiles			Valid	Missing
				25	50	75		
1	I believe that New Zealand is a safe country	5.00	6	3.00	5.00	6.00	138	2
2	I have more opportunities to make Kiwi friends.	3.00	6	3.00	3.00	5.00	140	0
3	I would like to have more Kiwi friends	6.00	6	5.00	6.00	7.00	139	1
4	I have opportunities to participate in the activities of local communities.	3.00	6	3.00	3.00	5.00	136	4
5	If I live in a home stay, I am happy to share the weekend with the families.	5.00	6	4.00	5.00	6.00	139	1
6	It's necessary for me to study English for at least	5.00	6	4.00	5.00	5.00	139	1

	one year or more in New Zealand							
7	Overall, taking everything into account, I am satisfied with NZ immigration policy	3.00	6	1.00	3.00	4.00	139	1
8	I am happy with the leisure activities in New Zealand	2.00	5	1.00	2.00	4.00	139	1
9	Overall, taking everything into account, I am satisfied with the life in NZ	5.00	6	3.00	5.00	5.00	140	0

Note: 1: strongly disagree; 2: disagree; 3: slightly disagree; 4: neither; 5: slightly agree; 6: agree; 7: strongly agree;

The Median, Range and Percentiles were calculated and trends of respondents' perceptions could be found through combining the observations of the graphs. Table 4 demonstrates those respondents' perceptions that can be interpreted as follows:

1. Respondents tended to agree that New Zealand is a safe country (also see Figure 1).

Figure 1

I believe that New Zealand is a safe country
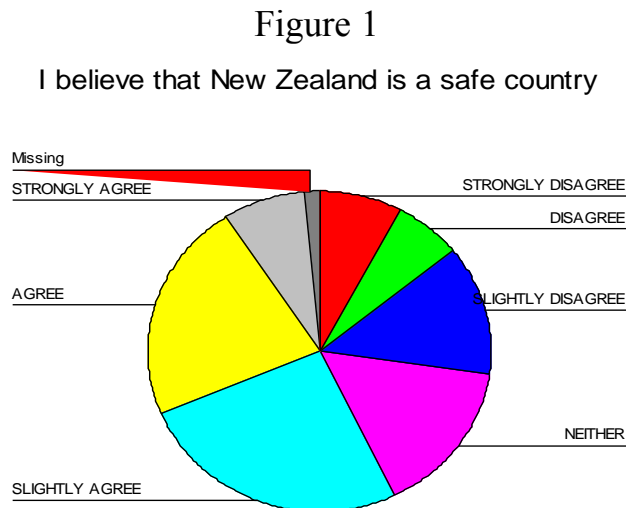
2. They tended to report that they lacked opportunities to make Kiwi friends (also see Figure

2)

Figure 2

I have more opportunities to make Kiwi friends.
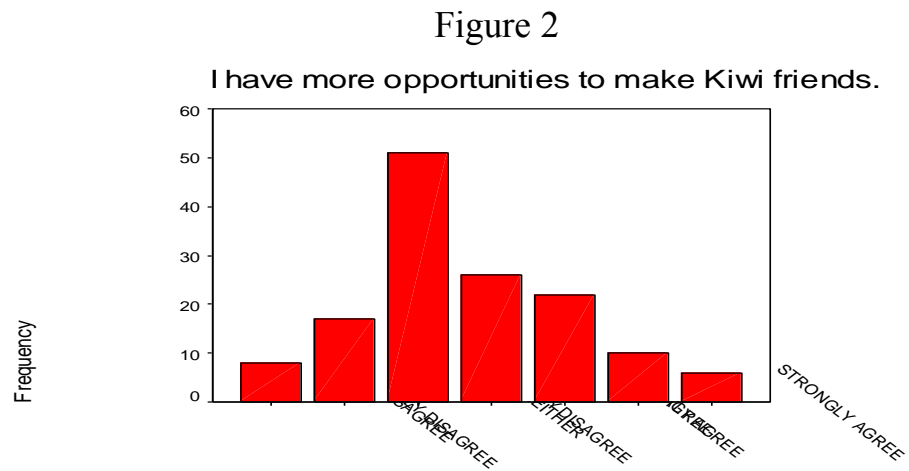
3. They expressed that they desire to have more Kiwi friends (also see Figure 3);

Figure 3

I would like to have more Kiwi friends
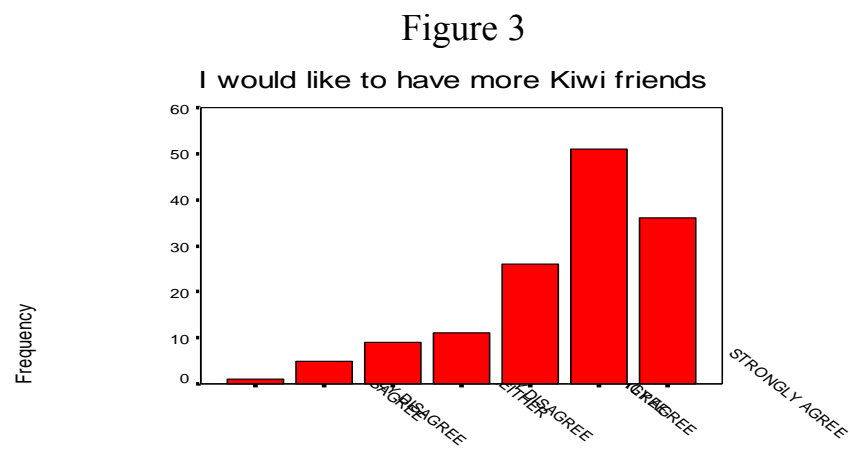
4. Respondents tended to claim that they also lacked opportunities to participate in the activities of local communities (also see Figure 4).

Figure 4

I have opportunities to participate in communities' activities
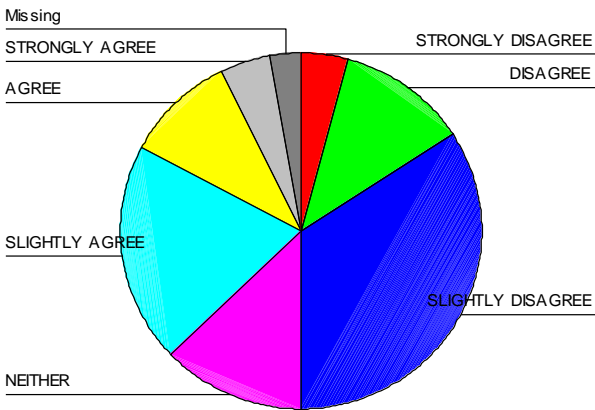
5. Respondents tended to express that they were happy to share the weekends with the homestay families (also see Figure 5)

Figure 5

I am happy to share the weekend with homestay families
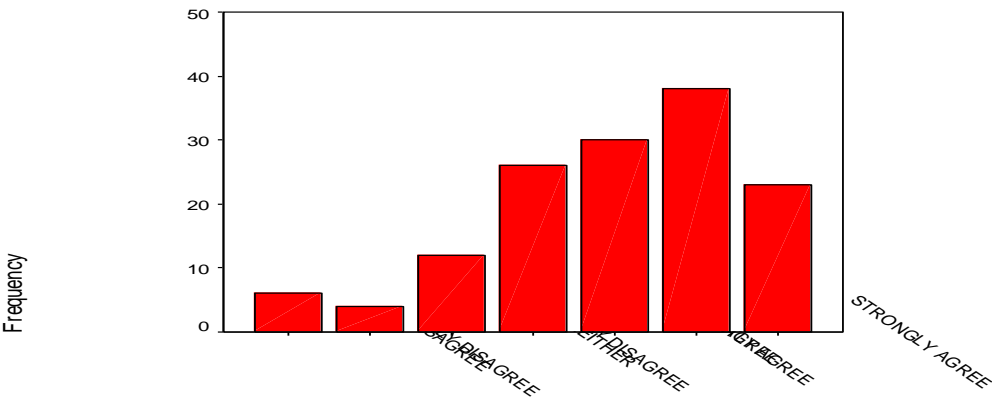
6. they tended to agree that "it's necessary for me to study English for at least one year or more in New Zealand" (also see Figure 6).

Figure 6

it's necessary to study English one year or more in NZ
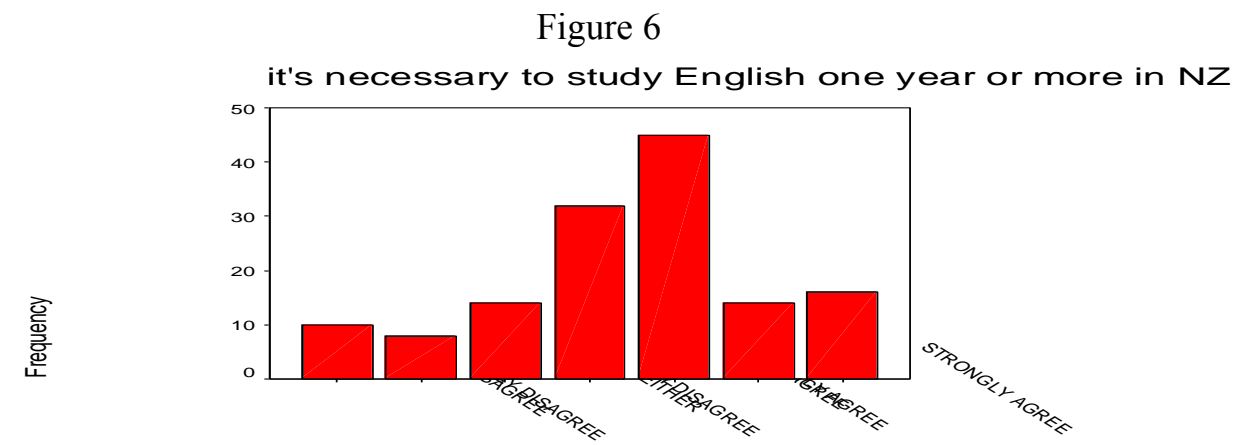
7. Most reported they were unhappy with NZ immigration policy (also see Figure 7)

Figure 7
Overall, taking everything into account, I am satisfied with New Zealand immigration policy
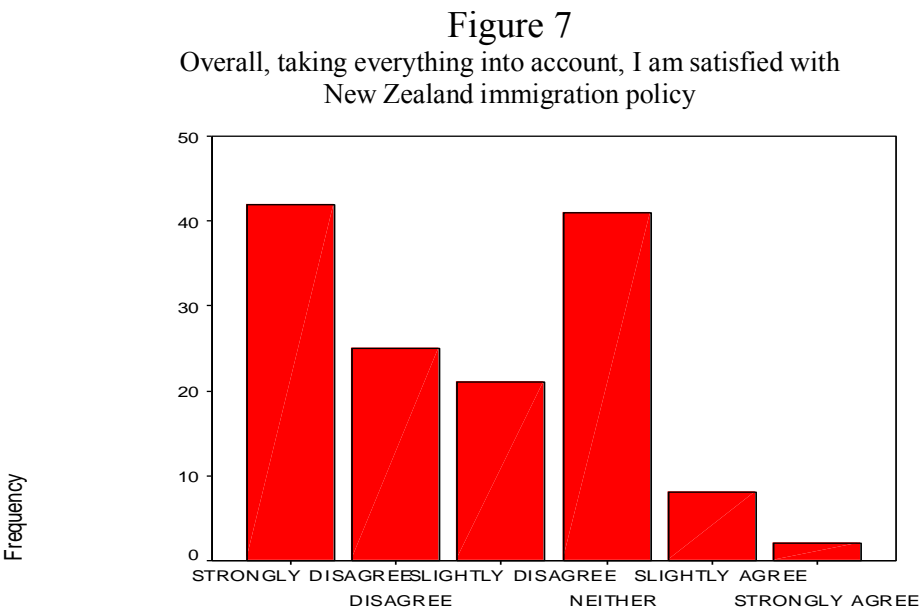
8. Most reported they were unhappy with their leisure activities (also see Figure 8)

Figure 8

I am happy with the leisure activities in NZ

9. They expressed higher levels of satisfaction with their life in NZ (also see Figure 9).

Figure 9

Overall, taking everything into account, I am satisfied with the life in New Zealand
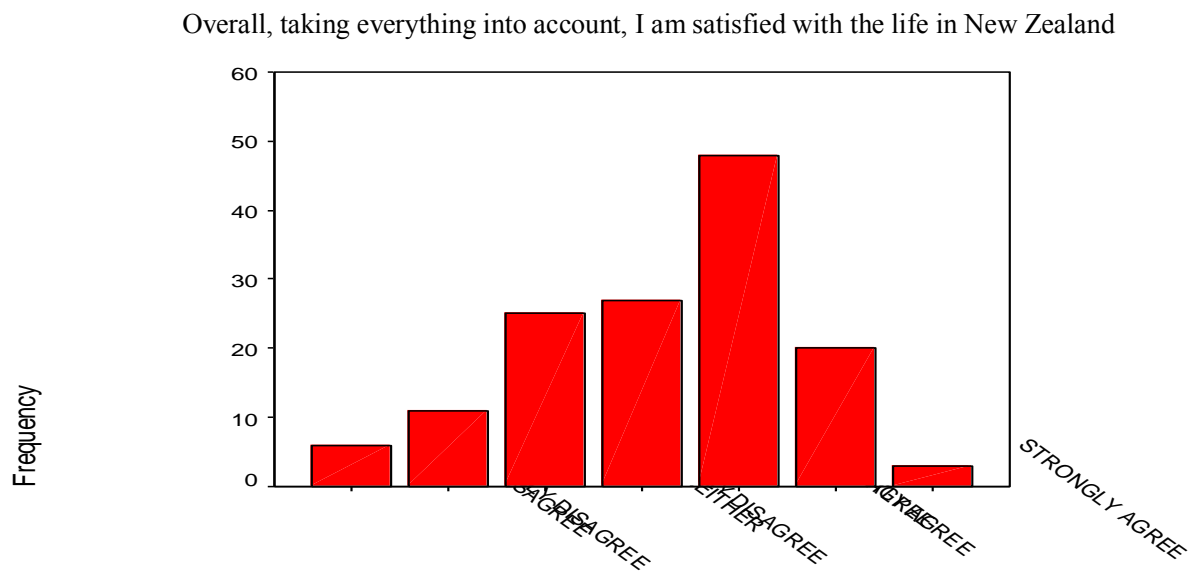
Table 5 below demonstrates the mean and standard deviations of students' scores on the variable measurement of satisfaction with education (please also refer to Figure10 below). According to the mean scores, respondents tended to slightly agree with **"**Satisfaction with NZ education". Please refer to Appendix 2 which contains the six items used to rate students' attitudes about New Zealand education.

Table 5 Satisfaction with NZ education

Instruments:	average scores	
Satisfaction with New Zealand Education	Mean: 4.35	Std. Deviation:0.99

Note: 1: strongly disagree; 2: disagree; 3: slightly disagree; 4: neither; 5: slightly agree; 6: agree; 7: strongly agree;

Figure 10 Satisfactions with Education
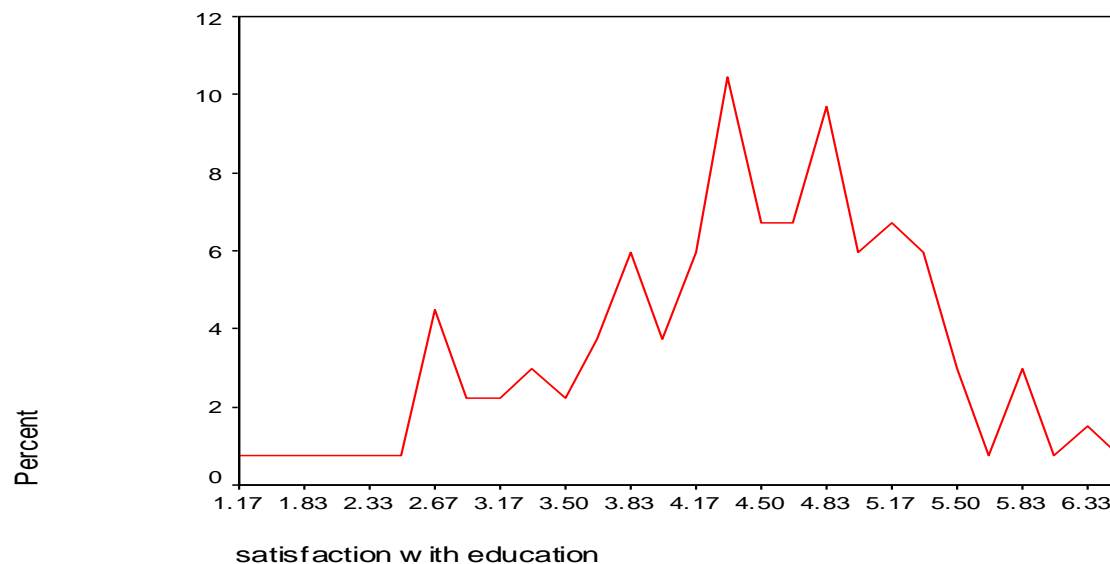
4.6 Correlation analysis to explore the possible variables which association with international students' adjustment

4.6.1 Satisfaction with New Zealand education

Table 6 summarizes the variables that have significant correlation with satisfaction with New Zealand education. Pearson correlation coefficient were calculated and displayed in Table 6

below.

Table 6 Correlation analysis: Satisfaction with New Zealand education

The variables	Pearson correlation
1. Believe that NZ is a safe country;	R=.447, sig=.000
2. The types of the school the students are in	R= -.508, sig=.000
3. Believe the costs in NZ are less than other English speaking countries (such as Australia)	R=.292, sig=.000
4. I would like to have more Kiwi friends	R=.432, sig=.0006
5. happy to share the weekend with homestay	R=.421, sig=.000
6. happy with the services offered by the NZIS when applying for a visa	R=.368, sig=.000
7. Believe that NZ has a high living standard	R=.362, sig=.000
8. Satisfied with the life in NZ	R=.456, sig=.000
9. happy with homestay	R=.383, sig=.000
10. the course you study is	R= -.368, sig=.000
11. get used food	R=.208, sig=.016
12. I have got two or more Kiwi friends	R=.171, sig=.048
13. length of stay in a language school	R= -.209, sig=.017

There were 13 variables in Table 6, which have significant correlation with satisfaction with New Zealand education. For example, there was a moderate correlation between satisfaction with education and the variable "I believe that NZ is a safe country". As the variable "I believe that NZ is a safe country" increases, so does the level of satisfaction with education. However, step-wise regression analyses revealed that among the above 13 variables, there were only four variables that had a significant cause-effect relationship with "satisfaction with NZ education", those variables were included:" the types of schools (e.g., University, private tertiary, and language school)"; "satisfied with life"; "happy to share weekend with homestay families" and "believe that NZ is a safe country" (see Table 7). These four variables directly predicted satisfaction with NZ education, and combined to account for 51.2% of the variance (e.g., R-Sq= 51.2%). (Please refer to the correlations analysis and stepwise regression analysis in Appendix 4, Table 4-1).

Table 7 Stepwise regression analysis

Independent variables	Pearson correlation
1. Believe that NZ is a safe country;	R=.447, sig=.000
2. The types of the school the students are in	R=-.508, sig=.000
3. happy to share the weekend with homestay	R=.421, sig=.000
4. Satisfied with the life in NZ	R=.456, sig=.000
R-Sq= 51.2%	

Dependent variable: satisfaction with education

The variable of "The types of the school the students were in" does predict "satisfaction with education" which means that the students who were in different institutes such as universities, private tertiary and language schools all have different levels of satisfaction with education. To find out how satisfaction levels differed between the different school's students, ANOVA analyses were conducted to determine which group's means were significantly different from the others. However, as the Levene statistic was significant (e.g., 0.014< 0.05, see Appendix 5, Table 14), ANOVA could not be used, and Kruskal-Wallance H test was applied. The Kruskal-Wallance H test indicated that university students (mean rank = 86.47) showed that they have significant higher level of satisfaction with their education experience than private tertiary (Mean rank = 52.77), and language school (Mean rank = 39.30) students. (P=0.000). (Please refer to the ANOVA and Kruskal-Wallance H test in Appendix 5, Table 15). This finding accepted hypotheses 6 that university students have high level of satisfaction with New Zealand education than the other schools' students.

4.6.2 Feelings of safety

There were two variables found in this research that have a significant correlation with feelings of safety. The Spearman correlation was calculated and displayed in Table 8. Step-wise regression analysis revealed that those two variables include "New Zealand educational methods are suitable for me" and "the length of stay in New Zealand" predicted feelings of

safety and combined to account for 12.1% of the variance. Please refer to the correlation analysis and stepwise regression analysis in Appendix 4, Table 4-2)

Table: 8 Correlation analysis and stepwise regression analysis:

Independent Variables	Spearman correlation
1. New Zealand educational methods are suitable for me.	R = .280, sig=.001
2. the length of stay in New Zealand	R = .200, sig=.019
R-Sq= 12.1%	

Dependent variable: Feeling of safety

4.6.3 Feelings of loneliness

There were three variables (see Table 9) identified which had had significant correlation with feelings of loneliness,   Spearman correlation was calculated and displayed in Table 8. Step-wise regression analysis revealed that those three variables include "I have got more than two Kiwi friends"; "I am happy with leisure activities in NZ"; "the length of stay in language school" predicted feelings of loneliness and combined to account for 27.9% of the variance. Please refer to the correlations analysis and stepwise regression analysis in Appendix 4, Table 4-3). The finding has accepted hypothesis 1 that enjoying leisure activities with host nationals will decrease feelings of loneliness.

Table: 9 Correlation analysis and stepwise regression analysis

Independent Variables	Spearman correlation
1. I have got more than two Kiwi friends	R=.273 sig=.001
2. I am happy with leisure activities in NZ	R=.405 sig=.000
3. the length of stay in language school	R= -.233 sig=.006
R-Sq= 27.9 %	

Dependent variable: I am not loneliness

4.6.4 Feelings about homestay families

There were four variables (see Table 10) identified which showed a significant correlation with "I am happy with my homestay family". Spearman correlation was calculated and displayed in Table 10.   Step-wise regression analysis revealed that those four variables

predicted "I am happy with my homestay families" and combined to account for 35.5% of the variance. Please refer to the correlations analysis and stepwise regression analysis in Appendix 4, Table 4-4.

Table 10 Correlation analysis and stepwise regression analysis

Independent Variables	Spearman correlation
1. expect to have more Kiwi friends	R = .382, sig= 0.000
2. believe NZ has a high living standard	R= .33, sig= 0.000
3. have more opportunities to make Kiwi friends	R= .246, sig= 0.004
4. believe NZ is a safe country	R=.330, sig= 0.000
R-Sq= 35.5 %	

Dependent variable: I am happy with my homestay families

The finding accepted hypothesis 4 that satisfaction with homestays provides an opportunity for international students to be involved with interaction with host nationals.

4.6.5 Host national relations

4.6.5.1 I have got two or more Kiwi friends

There were six variables (see Table 11) found in this research that have significant correlation with "I have got two or more Kiwi friends" , as displayed in Table 11. However, step-wise regression analysis revealed that among those six variables, there were only two variables include "have more opportunities to make Kiwi friends" and "have opportunities to participate in local communities' activities" (see Table 12) direct predicting "I have got two more Kiwi friends" and combined to account for 40% of the variance. Please refer to the correlations analysis and stepwise regression analysis in Appendix 4, Table 4-5).

Table 11 Correlation analyses: I have got two or more Kiwi friends

Variables	Spearman correlation
1. have more opportunities to make Kiwi friends	R = .609, sig= 0.000
2. expect to have more Kiwi friends	R= .211, sig= 0.013
3. Have opportunities to participate in local communities' activities	R= .289, sig= 0.01
4. I am happy with leisure activities	R=.186, sig= 0.028
5. the length of stay in language school	R= -.176, sig= 0.039
6. Happy with homestay families	R=.232, sig= 0.06

Table 12 Stepwise regression analysis

Independent Variables	Spearman correlation
1. have more opportunities to make Kiwi friends	R = .609, sig= 0.000
2. Have opportunities to participate in local communities' activities	R= .289, sig= 0.01
R-Sq= 40 %	

Dependent Variable: I have got two or more Kiwi friends

4.6.5.2 I have more opportunities to make Kiwi friends

There were four variables (see Table 13) have significant correlation with "I have more opportunities to make Kiwi friends", as displayed in Table 13. Step-wise regression analysis revealed that those variables predicted "I have more opportunities to make Kiwi friends" and combined to account for 45.6% of the variance. (Also refer to Appendix 4, Table 4-6).

Table 13 Correlation analysis and stepwise regression analysis

Independent Variables	Spearman correlation
1. I have got two more Kiwi friends	R = .609, sig= 0.000
2. Believe the costs in NZ are less than other English speaking countries (such as Australia)	R= .204, sig= 0.016
3. I am happy with leisure activities	R= .228, sig= 0.07
4. The course you study is	R=-.221, sig= 0.009
R-Sq= 45.6 %	

Dependent Variable: I have more opportunities to make Kiwi friends

Above findings accepted hypothesis 3 that involvement in leisure activities and local community activities will benefit international students' ability to have a quality relationship with host nationals.

4.6.5.3 Gender and personality

Table 13 shows that "the course that students study" predicted "I have more opportunities to make Kiwi friends". ANOVA analyses were conducted to determine which group's means were different from the rest. Mean differences have been found from multiple comparisons

that Masters' degree students reported significant higher means (mean = 7.00) than Bachelors (mean= 3.94); Diploma (mean = 3.54); Certificate (mean = 3.82) and language students (mean = 2.85). This finding accepted hypothesis 5 of that the level of the course students studied predict the relationships with host nationals. However, there were no significant differences among the students who were studying for a Bachelors, Diploma, and Certificate or language qualification (Please refer to the ANOVA and Kruskal-Wallance H test in Appendix 5, Table 16). This study identified that there were no significant differences between university students and language students; and between female and male respondents with "I have Kiwi friends", as well as "I have more opportunities to make Kiwi friends" (see Appendix 4, Table 4-7 and Table 4-8). This finding rejected hypothesis 5 of Gender predicts the relationships with host nationals.

5. Discussion

5.1 The experience of respondents in NZ

5.1.1 Academic goal setting and achievement:

It was identified that 86% of Chinese respondents who have the primary goal to achieve a Bachelor's degree or above in New Zealand (refer to Appendix 3, Table 2j) were most likely to suffer additional stress because of the high expectations placed on them in the educational sector. The study found that 54% respondents reported that their academic goals have been achieved; and about 1 % respondents did not answer this question. However, there were 45% respondents who reported that they didn't achieve their primary goal, among those failures, 56% respondents claimed it was due to English language problems. To achieve their high academic goals, entering universities were critical factors for them to achieve their goals. Since almost all universities set their enrollment criteria to require international students to provide evidence of language abilities, such as the International English Language Test System (IELTS), good English was a critical factor for them to enter universities. Since they pursue higher qualifications, they tend to spend limited time on passing the IELTS. However, English is not an easy course to complete within a short period of time; this means that they tended to suffer some degree of stress with language difficulties when they work towards higher academic goals. In the words of one respondent: "I feel high pressure and stress about academic work." The study also shows that the longer the students stay in a language school, the lower the level of satisfaction with education (see Table 6) as they could not achieve a good level of English within a short period time. It seems that students experience a degree of culture shock when they used their English in New Zealand, although most Chinese students have studied English for about five to ten years in China; however, they

were unfamiliar with New Zealand English because "New Zealand English is a regional and national dialect of English, and differs in certain systematic ways from that used in other English-speaking countries and regions" (Orsman, 1994. p. ix). Language difficulties might influence their goal-setting when they come in New Zealand. Those who failed might have to change their primary plan after they were in New Zealand. The research revealed that before they come to New Zealand, there were 56% respondents who planned to achieve a Bachelor degree, but after they come here, there were only 50% respondents who claimed that they still wanted to achieve Bachelors. The number of respondents who planned to study a Diploma course has increased 10% after arrival in New Zealand. The one explanation for this was that some schools have lowered their IELTS score requirement for entering Diploma courses. It is possible that the English problems influenced Chinese students' goal setting. So, although Chinese students arrive with high academic goals in New Zealand, their English abilities appear to influence their academic goal setting and achievement. Thus, the study shows that they tended to suffer some degree of stress from language difficulties and the level of academic goals.

5.1.2 Host national contact; leisure activities and loneliness

The results demonstrated that respondents believe they have few opportunities to make Kiwi friends although they expected more host national contact. There were fewer opportunities to participate in the activities of local communities and some were dissatisfied with their leisure time activities (see Table 4). There might be many factors that influence Chinese students' host national contact; however, communication difficulties were likely to play a major role, as demonstrated in prior research (Marilyn & Renee, 2000; Toyokawa & Toyokawa, 2002; Ward, 2001). As poor language skills were likely to cause communication difficulties, so quality interaction with host nationals was difficult as Chinese students may feel upset and

uncomfortable when they were misunderstood by others, misunderstand others, and were unable to fully express their thoughts and feelings. For example, one respondent commented: "There are lots of Chinese students that meet problems through misunderstanding cultural and religion issues as well." It may well be a result as only 11% of respondents lived with Kiwi families and 82% of respondents lived with other Chinese (see Table 3). This finding was consistent with Ward (2001) who found that most international students had primary bonds with co-nationals. The negative reaction was that when there were bonds with co-nationals, it was assumed that they were less welcome by host nationals to participate the local community events, as well as leisure activities such as shopping, viewing films, or sightseeing with host nationals. Therefore, it is possible that fewer host nationals contact and fewer leisure activities influenced Chinese students' involvement with host nationals. This also meant that they tended to suffer some degree of loneliness. According to Ward & Rana-Deuba, (2000) the quality of host interactions was associated with feelings of loneliness, which means that poor quality relationships with host nationals will cause loneliness. The research finding has convinced that they tended to clam suffering loneliness (see Figure 12).

Figure 11

I am not feeling lonely
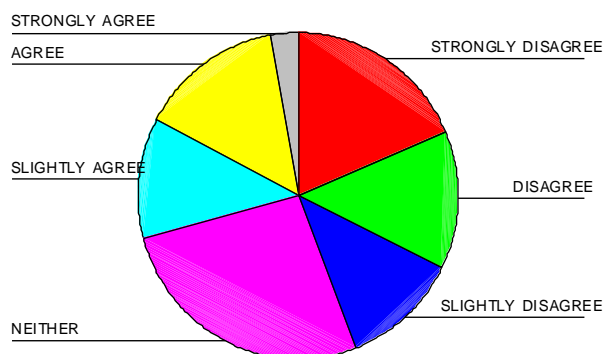
The study found that "having Kiwi friends" and being "happy with leisure activities" directly predicted "I am not lonely" (see Table 9) which is consistent with the findings of Ward & Rana-Deuba, (2000) that the affective measurement of relationship satisfaction (that is the quality of host interactions) was associated with decreased feelings of loneliness. Ward (2001) argued that for students in English language schools, it is the wider community, rather than the educational environment, that provides the major point of contact with host nationals. The results demonstrated that the opportunities to "participate in local communities' activities" can predict "I have Kiwi friends" (see Table 12). It is possible that quality host national contact opportunities exist outside the classroom, as the finding of "happy with leisure activities" direct predict "have host national contact opportunities" (see Table 13). However, the study found that there were no significant differences between university students and language students with their host national contact opportunities (see Appendix 4, Table 4-7 and Table 4-8). So the possible explanation was that "have Kiwi friends" and "have more opportunities to contact with Kiwis" depend on students' English abilities and /or their personality, rather than on the different types of schools they were in. One supportive finding was that of Masters Degree students claimed that they have more opportunities to have contact with host nationals than those who were students in Bachelors, Diploma, Certificate and language programmes (see appendix 5, Table 16). One possible explanation is that Masters' students have better English communication abilities than other lower-level students, so they tend to be more confident in their contact with host nationals. This was consistent with the findings of Trice and Elliott (1993) that older students, degree seekers, compared to younger students or sojourners on a single year exchange were more likely to desire contact with their American peers. English communication abilities and personality do appear to influence the quality of host country contact. Language difficulties

seem to be one of the major problems which influence the ability of Chinese students to have a quality relationship with host nationals. Thus, they tended to claim they were dissatisfied with their leisure activities and local community activities and opportunities to bond with co-nationals.

5.2 Respondents' perceptions of their experiences in New Zealand

5.2.1 Safety issues and associated factors

The results demonstrate that respondents tended to agree that New Zealand is a safe country, and were satisfied with their life in NZ (refer to Table 4 and Graph 1). This means that they tended to claim they enjoy their life in New Zealand. However, those findings were not consistent with the relevant negative media reports that introduced this study (e.g., increased negative publicity in China about student experiences; horror stories from the New Zealand media – more bad experiences, deaths, injuries, crime etc.). The explanation of those negatives perceptions regarding Chinese students' experience in New Zealand could be that individual events were reported heavily in New Zealand which influenced the perceptions of reporters in China. Therefore, in China, those individual negative news stories were enlarged so that the individual event becomes representative of the overall experiences of Chinese students in New Zealand. As a new group in New Zealand, Chinese international students are not only experiencing culture shock, but are also likely to suffer additional stress because of the high expectations which also come from host nationals. Three respondents made comments about their perceptions "it seems that New Zealand police were more interested in Asian students' driving, and tend to look out for us more than the other drivers." This means that host nationals are perceived to pay closer attention to international students' behaviors. If there are fewer interactions with the host country, individual negative behavior may become a "stereotype" which influences people's perceptions from both host and students'

home cultures. So, it appears that increasing the interaction with host nationals could benefit understanding and relationships. In this way, individual events would not so strangely influence overall perceptions.

Since culture shock is the disorientation that comes from being plunged into an unfamiliar setting, feelings of being unsafe might be associated with suffering culture shock. As most respondents tended to agree that New Zealand is a safe country, it indicated that the respondents might have experienced the period of culture shock, and had adjusted to accept the host culture, as the length of stay in the host country has a positive correlation with feelings of safety (see Table 8). It appears that the longer students stay in NZ, the more they get used to the life, and increase their familiarity with the surroundings, thus they feel safer. Since there were 86.4% respondents reported that they had stayed in New Zealand more than a year (see Appendix 3, Table 2c), it was suggested that the length of experiencing culture shock might be relevant for lesser than a year. Also, feelings of safety were also associated with the education sector variable of "New Zealand education methods are suitable for me". According to Gao, (2002); Biggs, (1996); Holmes, (2004) and Ward, (2001), differences in education systems and unfamiliar social norms and values influence international students' learning experiences in the classroom. Individualism-collectivism and power distance exert a strong influence on classroom communication and interactions. Thus, when Chinese students do not get used to the learning behavior in New Zealand classrooms, they might feel unsafe. This was further emphasized when they could not use their English well to become involved in interaction with other Kiwi classmates and tutors because they fear losing 'face'. Perhaps after a period of one year in New Zealand, respondents tended to get used to their New Zealand life and feel safer in their education experiences.

5.2.2 Education experience in New Zealand

The findings demonstrate that respondents tended to be **"satisfied with NZ education"** (refer to Table 5 and Figure 1). University students tended to claim that they have higher level of satisfaction with their education experience than private tertiary and language schools students (see Appendix 5, Table 14 and Table 15). The six items which rated students' attitudes about New Zealand education included "teaching method is suitable for me"; "believe New Zealand provides quality education"; "believe that schools provide a nice learning environment (include facilities and support services)" and "further learning opportunities"; "happy to rely on the school support services". As Chinese students have high academic goals in New Zealand, those students in universities tended to believe that they have further learning opportunities to achieve their academic goals than other school students. This suggests also that universities provide a more favourable learning environment which include facilities and support services. An interesting finding was that "feelings of safety" direct predict "satisfaction with education" (see Table 6 and Table 7), as discussed above, perhaps when students become familiar with, and get used to new surroundings with interactive teaching methods, they tended to be satisfied with their education experience. The other finding that "happy to share the weekend with homestay families" predicted "satisfaction with education" (see Table 6) indicated that for those who prefer to have more interactive with host national tend to get used to New Zealand education system, and tend to be more satisfied with New Zealand education than others who were less prefer to /or, unable to interactive with host national. So, the conclusion is that New Zealand education will benefit those international students who are positive and able to be involved in interactions with Kiwis, communicate with other classmates in the classroom. This was consistent with Holmes (2004) that western education is generally described as Socratic,

where knowledge is generated, or coconstructed through a process of questioning and evaluation of beliefs. As Chinese respondents bonded with co-nationals, so, they did not find more benefits from bi-cultural networks which would best facilitate their academic work (Toyokawa & Toyokawa, 2002).

5.3 Homestay services

The present study found that there were four variables predicting "satisfaction with homestay" (see Table 10), and two of those were associated with host national interactions include "expect to have more Kiwi friends" and "I have more opportunities to make Kiwi friends", those findings were consistent with Ward, (2001) that homestays have been suggested as a way to offer the opportunity for fostering intercultural relations and increasing intercultural understanding. So, homestays, rather than providing only accommodation to international students, play a role in opportunities to interact with the host country, and foster international students' interaction with host nationals. This may also facilitate their satisfaction with the educational system, because greater contact with host nationals is associated with psychological, social and academic adaptation (Ward, 2001). However, Step-wise regression analysis found that living with a homestay family did not predict that international students benefit from more host national interaction opportunities. Step-wise regression analysis (see Table 10) shows that students are happy with homestays if they have more opportunities to have contact with host nationals through homestay arrangements. Satisfaction with homeatsy is associated with host national relations, when homestays provide more Kiwi contact opportunities, for example: homestay families' members communicate with, and enjoy their leisure activities together with international students, the students tend to be more satisfied with homestays. So, homestays are likely to provide an

opportunity for international students to be involved in interaction with the host country, and will benefit their adaptation to the New Zealand education system. However, the results demonstrate that there were only limited numbers (11%) of Chinese international students stay in homestays (see Table 3), therefore, most of them (82%) did not benefit from this advantage.

6.   Conclusions

The study explored the experiences of Chinese students in the New Zealand education sector and revealed various perceptions about the level of satisfaction they felt about their experiences as students in this country. Host national relations issues were explored and discussed. The findings included:

1. Chinese students have high academic goals in New Zealand, and their English abilities influence their academic goal setting and achievement. Thus, they tended to suffer some degree of stress with language difficulties and pressure from their academic plans and goals. Only 54% of respondents claimed they achieved their primary academic goals.

2. New Zealand education will benefit those international students who were positive and able to be involved in the interaction with Kiwis and to communicate with other classmates in classroom. Respondents tended to, rather than form bi-cultural networks which would best facilitate their academic work, bond with co-nationals. Respondents claimed that they had fewer interacted with host nationals which mean that they did not gain maximum benefit from the true value of the New Zealand education system. The study shows that university students reported that they have high level of satisfaction with New Zealand education than the other schools' students.

3. English communication abilities and personality influence the quality of host country contact. Language difficulties seem to be one of the problems which influence Chinese students' ability to have quality relationships with host nationals. Gender has

no significant differences with host national contact. Masters students reported they have more opportunities for contact with Kiwis than lower-level learners.

4. Involvement in leisure activities and local community activities will benefit international students' ability to have a quality relationship with host nationals. Respondents claim that they have fewer host national contact than they desired, thus were dissatisfied with their leisure activities and involvement in local community activities. They were also lonely because of a lack of leisure activities and host national friends.

5. Chinese students tended to agree that New Zealand is a safe country and were satisfied with their life in NZ. After a one year stayed in New Zealand, respondents tended to get used to their life here.

6. Satisfaction with homestays provided an opportunity for international students to be involved with interaction with host nationals. Positive involvement in interaction with homestay activities predicts satisfaction with New Zealand education, because interactive abilities are an important success factor in the New Zealand classroom.

7. Recommendations

Based on this research finding, the following recommendations may improve Chinese students' experience in the New Zealand education sector.

For Chinese international students:

1. Academic goal setting and plans: Chinese students will suffer lesser stress if they achieved their academic goals, so academic goal setting should be evaluated based on realistic time frames and personal capability.

2. English abilities should be considered as a critical success factor which directly predicts the opportunities of being enrolled by University and quality interaction with host nationals, as well as the ability to adapt to the New Zealand education system. Thus adequate time to learn English should be organized and planned.

3. Looking for opportunities to involve in interactions with Kiwi and communication with other classmates in classroom, as well as engage in bi-cultural networks positively. Never fear to lose face!

4. Encourage involvement in leisure activities with host nationals and local community activities such as sports and being a volunteer.

5. Live in homestays and become involved in interaction with homestay families such as sharing weekend activities.

For institutes:

1. Provide detail courses information to prospective students, facility them to analysis their success opportunity and provide suggestions regarding students' academic goals and plan settings.

2. Provide Chinese students with further learning opportunities through linking courses

between universities; private tertiary organizations and language schools to form a pathway for their education goals.

3. Encourage Chinese students to communicate in the classroom. Let interaction evolve in with other classmates through presentations and debates, with topics provided beforehand.

4. Students council organize leisure activities which facilitate international students interaction with host nationals, including contact with local communities to help international students find opportunities for involvement in activities.

5. Organize and select quality homestay families, with a positive attitude that are willing to interact with international students. Ensure that homestays provides safe and nice living environments and necessary facilities.

7.1 Further research options

1. This study found that 82% respondents lived with other Chinese. Thus the Chinese group plays a major role in influencing international students' life in New Zealand, and further research is suggested in this areas.

2. The study found that only 11% of respondents reported they live with homestay families, the reasons why this occurs could be explored.

3. There were 45% of respondents, who reported that they did not achieve their primary academic plan, so, the further research questions about how realistic were those plans? What information did they have? What factors influenced them when setting their academic plans and goals?

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-Appendices-

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Life and Attitudes of Chinese International Students in New Zealand

The 2004 Survey

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Information sheet

The purpose of this research is to explore the lives and attitudes of Chinese students in New Zealand, the participants are 200 Chinese students who are over eighteen years of age.

All information will be used for this research only, any replies are confidential and no one other than my supervisor and me will see your responses.

All information provided by participants will be coded as numbers and input into a computer system, the coded numbers will be analyzed, and the findings reported.

All data will be securely stored by researcher and will be disposed of in five years time.

Participant's rights
Completion and return of the questionnaire implies consent. You have the right to decline to answer any particular question. Please contact the researcher or supervisor if you have any questions about the project.

Contact details:
Researcher: Zhiheng Zhang, full time Masters' degree student in Massey University.
Email: lin.zhang@xtra.co.nz ;   Phone: 09-8326329

Supervisor: Dr. Margaret Brunton, Department of Management & International Business, Massey University
Email: M.A.Brunton@massey.ac.nz ; Phone: 09-414 0800 ext 9223.

This project has been reviewed, judged to be low risk, and approved by the researcher and supervisor under delegated authority from the Massey University Human Ethics Committee. If you have any concerns about the conduct of this research, please contact Professor Sylvia Rumball, Assistant to the Vice-Chancellor (Ethics & Equity), telephone (06) 350 5249; email: humanethics@massey.ac.nz.

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Life and Attitudes of Chinese International Students in New Zealand

The 2004 Survey

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This research is part of the requirements to complete a Master's degree in Management at Massey University this year. This questionnaire explores how Chinese international students view their life in New Zealand, and how satisfied they are, what expectations they have and what their current situation is. The participants are 200 Chinese international students who are over eighteen years of age.

Please complete the questions in this booklet as they are relevant to your current life in New Zealand. It should take between ten to twenty minutes. All replies are confidential and no one other than my supervisor and my self will see your responses. All information will be used for this research only.

If you would like a copy of the results, please let me know, my contact details are below:

Thank you for your participation and time in this research.

Zhiheng Zhang

Email: lin.zhang@xtra.co.nz
Phone: 09-8326329

Section one

Which of the following best describes your current situation:
(Please tick the best response; or, please fill in your answer in the designed blank)

1. You are a full time student in a

   University   polytechnic   private tertiary   language school   other

2. The course you study is

   doctor   master   postgraduate   bachelor   diploma   certificate   language   other

3. How long have you studied this course?

   _____Years_____months

4. How long have you been in New Zealand?

   _____Years_____months

5. How long you studied English in a language school in New Zealand?

   _____Years_____months

6. Before you come to New Zealand, you had a qualification of

   high school   diploma   bachelor   master   doctor   other

7. Before you came to New Zealand, if you were not a student, you were:

   an employee in   not working as just   no working   other…..............................
   a company   graduated within one year   (please state)

8. Which city and province did you come from in China?

   _____City_____province

9. What was your goal that you wanted to achieve in your learning in New Zealand?

   doctor   master   postgraduate diploma   bachelor   diploma   certificate   language   other

10. How many years did you plan to study in New Zealand

    to achieve your goal?

    _____Years

11. What is your goal that you want to achieve in your learning in New Zealand now?

    doctor   master   postgraduate diploma   bachelor   diploma   certificate   language   other

12. How many years do you plan to study in New Zealand to achieve your goal now?

    _____Years

13. Comparing both plans above, are they the same?   Yes   No

14. if not, the reason is

    English is the main problem   lesser universities are in NZ   other

    If you select other, please explain:_____.

15. What subject are you most interested in

    _____.

16. How much do you spend in New Zealand each year?

Under $10,000; $10.000 - 20,000; $20,000 – 30.000; $30,000 – 40.000; more than $40,000

17. How much each year do you think you can afford?

Under $10,000; $10.000 - 20,000; $20,000 – 30.000; $30,000 – 40.000; more than $40,000

18. You are living with

homestay families   a Chinese family   friend   yourself in your owned property   other

(If   you   select   other,   please

explain:_____)

19. What was your age at your last birthday?   _____Years

20. What is your gender?   Male   female

21. Are you married?   Yes   No

Section two
The following section asks you for your opinion, circle the number that most closely state

1	2	3	4	5	6	7
STRONGLY DISAGREE	DISAGREE	SLIGHTLY DISAGREE	NEITHER	SLIGHTLY AGREE	AGREE	STRONGLY AGREE

22. I am happy with the costs of living and tuition fees   1   2   3   4   5   6   7

23. I believe the costs in New Zealand are less than   1   2   3   4   5   6   7
other English language countries (such as Australia)

24. Overall, taking everything into account, I am satisfied   1   2   3   4   5   6   7
with the costs in New Zealand.

25. It's necessary for me to study English for at least   1   2   3   4   5   6   7
one year or more in New Zealand.

26. The teaching method of New Zealand education   1   2   3   4   5   6   7
is suitable for me

27. New Zealand provides quality education   1   2   3   4   5   6   7

28. New Zealand schools provide a nice learning   1   2   3   4   5   6   7
environment (include a high standard facilities and support services)

29. New Zealand provides further learning opportunities   1   2   3   4   5   6   7
for my needs.

30. Overall, taking everything into account, I am satisfied   1   2   3   4   5   6   7
with the education of New Zealand.

31. I always rely on a Chinese agent to help me in my visa application and entering a school application	1	2	3	4	5	6	7
32. In my daily life, I prefer to rely on the school support services if I have difficulties	1	2	3	4	5	6	7
33. I have got two or more Kiwi friends	1	2	3	4	5	6	7
34. I have more opportunities to make Kiwi friends.	1	2	3	4	5	6	7
35. I would like to have more Kiwi friends	1	2	3	4	5	6	7
36. I have opportunities to participate in the activities of local communities in New Zealand.	1	2	3	4	5	6	7
37. If I live in a home stay, I am happy to share the weekend with the families.	1	2	3	4	5	6	7
38. Overall, taking everything into account, I am not feeling lonely.	1	2	3	4	5	6	7
39. I am happy with the services offered by the NZ immigration service when I applied for my visa or permit.	1	2	3	4	5	6	7
40. I believe New Zealand needs more new migrants	1	2	3	4	5	6	7
41. I want to look for a job in New Zealand after I complete my study	1	2	3	4	5	6	7
42. I have considered applying to live in New Zealand after I complete my study	1	2	3	4	5	6	7
43. I believe I will be qualified to migrate to New Zealand after I complete my study	1	2	3	4	5	6	7
44. I believe there will be more Chinese students coming New Zealand if NZ immigration policy makes it easer to migrate.	1	2	3	4	5	6	7
45. I believe there will be more Chinese students coming New Zealand if NZ immigration policy makes it easer for visa application	1	2	3	4	5	6	7
46. Overall, taking everything into account, I am satisfied with NZ immigration policy	1	2	3	4	5	6	7
47. I believe that New Zealand is a safe country	1	2	3	4	5	6	7
48. I believe that New Zealand has a high living standard	1	2	3	4	5	6	7
49. I am happy with my homestay families	1	2	3	4	5	6	7

50. I am happy with my Chinese homestay families	1	2	3	4	5	6	7
51. I am happy with my living standard here	1	2	3	4	5	6	7
52. I am happy with the leisure activities in New Zealand	1	2	3	4	5	6	7
53. I am used to the food in New Zealand	1	2	3	4	5	6	7
54. Overall, taking everything into account, I am satisfied with the life in NZ	1	2	3	4	5	6	7

If you would like to add any comments or expand on or qualify any of your answers, please use this and back page. Your comments are valued and will be taken into account.

Thank you for your help and time in completing this questionnaire.

………

………

………

………

………

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

1.	EDUNZ1	I think the teaching method of NZ education is suitable for me
2.	EDUNZ2	I believe New Zealand provides quality education
3.	EDUNZ3	I believe New Zealand schools provide a nice learning environment (include facilities and support services)
4.	EDUNZ4	I think New Zealand provides further learning opportunities for my needs.
5.	EDUNZ5	I am satisfied with the education of New Zealand
6.	EDUNZ6	In my daily life, I prefer to rely on the school support services if I have difficulties

		Mean	Std Dev	Cases
1.	EDUNZ1	4.2463	1.1726	134.0
2.	EDUNZ2	3.8284	1.2295	134.0
3.	EDUNZ3	4.5746	1.4988	134.0
4.	EDUNZ4	4.4254	1.4056	134.0
5.	EDUNZ5	4.2388	1.2456	134.0
6.	EDUNZ6	4.7985	1.5108	134.0

Reliability Coefficients

N of Cases =   134.0   N of Items = 6

Alpha =   .8303

* Scale: Satisfaction with Education

-APPENDIX 3-

Tabulated Frequency Distribution

Table 2a Participant is a full time student in a

		N	%
Valid	University	71	50.7
	polytechnic	2	1.4
	private tertiary	35	25.0
	language school	26	18.6
	other	6	4.3
	Total	140	100.0

Table 2b The course the participant study is

		N	%
Valid	master	2	1.4
	postgraduate	3	2.1
	bachelor	36	25.7
	diploma	63	45.0
	certificate	11	7.9
	language	20	14.3
	other	4	2.9
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

Table 2c How long has Participant been in New Zealand?

		N	%
Valid	0-12 months	18	12.9
	12-24 months	56	40.0
	24-36 months	57	40.7
	36-48 months	8	5.7
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

Table 2d gender

		N	%
Valid	male	70	50.0
	female	70	50.0
	Total	140	100.0

Table 2e their age are

		N	%
Valid	18	9	6.4
	19	8	5.7
	20	18	12.9
	21	23	16.4
	22	16	11.4
	23	18	12.9
	24	13	9.3
	25	16	11.4
	26	6	4.3
	27	3	2.1
	28	4	2.9
	30	1	.7
	34	1	.7
	Total	136	97.1
Missing	System	4	2.9
Total		140	100.0

Table 2f How long have they been in New Zealand?

		N	c.
Valid	0-12 months	18	12.9
	12-24 months	56	40.0
	24-36 months	57	40.7
	36-48 months	8	5.7
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

**Table 2g How long participant studied English in a
language school in New Zealand?**

		N	%
Valid	0-6months	61	43.6
	6-12 months	55	39.3
	12-18 months	8	5.7
	18-24 months	9	6.4
	over 24 months	4	2.9
	Total	137	97.9
Missing	System	3	2.1
Total		140	100.0

**Table 2h Before you come to New Zealand, you
had a qualification of**

		N	%
Valid	high school	71	50.7
	diploma	40	28.6
	bachelor	15	10.7
	master	2	1.4
	other	11	7.9
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

Table 2i What were their goals in New Zealand?

		N	%
Valid	doctor	8	5.7
	master	16	11.4
	postgraduate diploma	19	13.6
	bachelor	78	55.7
	diploma	14	10.0
	certificate	2	1.4
	other	2	1.4
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

Table 2j What were their goals after they were in New Zealand?

		N	%
Valid	doctor	6	4.3
	master	15	10.7
	postgraduate diploma	17	12.1
	bachelor	69	49.3
	diploma	27	19.3
	certificate	3	2.1
	language	1	.7
	other	1	.7
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

Table 2k How many years did they plan to study in New Zealand when they were in china

		N	%
Valid	12-24 months	6	4.3
	24-36 months	31	22.1
	36-48 months	66	47.1
	over 48 months	30	21.4
	6	7	5.0
	Total	140	100.0

Table 2l How many years did they plan to study in New Zealand after they were in New Zealand?

		N	%
Valid	< 12 months	2	1.4
	12-24 months	2	1.4
	24-36 months	42	30.0
	36-48 months	55	39.3
	over 48 months	29	20.7
	6	9	6.4
	Total	139	99.3
Missing	System	1	.7
Total		140	100.0

Table 2m comparing both plans above, are they the same?

		N	%
Valid	yes	75	53.6
	no	63	45.0
	Total	138	98.6
Missing	System	2	1.4
Total		140	100.0

Table 2n if not, the reason is

		N	%
Valid	English is the main problem	35	25.0
	lesser universities are in NZ	6	4.3
	other	22	15.7
	Total	63	45.0
Missing	System	77	55.0
Total		140	100.0

Table 2o What subject were they most interested in

		N	%
Valid	business	45	32.1
	travel	17	12.1
	hospitality management	8	5.7
	computer	14	10.0
	health	6	4.3
	others	37	26.4
	Total	127	90.7
Missing	System	13	9.3
Total		140	100.0

Table 2p How much did they spend in New Zealand each year?

		N	%
Valid	Under $10,000	2	1.4
	$10.000 - 20,000	69	49.3
	$20,000 - 30.000	52	37.1
	$30,000 - 40.000	8	5.7
	more than $40,000	9	6.4
	Total	140	100.0

Table 2q How much each year do they think they can afford?

		N	%
Valid	Under $10,000	34	24.3
	$10.000 - 20,000	64	45.7
	$20,000 - 30.000	23	16.4
	$30,000 - 40.000	11	7.9
	more than $40,000	8	5.7
	Total	140	100.0

Table 2r they were living with

		N	%
Valid	homestay families	15	10.7
	a Chinese family	23	16.4
	friend	93	66.4
	yourself in your owned property	3	2.1
	other	4	2.9
	Total	138	98.6
Missing	System	2	1.4
Total		140	100.0

Table 2s Were they married?

		N	%
Valid	yes	6	4.3
	no	131	93.6
	Total	137	97.9
Missing	System	3	2.1
Total		140	100.0

-APPENDIX 4-
Correlations analysis and stepwise regression analysis
Table 4-1 Correlations between satisfaction with education and other variables

Correlations

		You are a full time student in a	satisfaction with education	The course you study is	I believe the costs in New Zealand are less than	I believe that New Zealand is a safe country	I have got more than two friends who are New Zealanders and speak English	I have more opportunities to make friends who are New Zealanders.	If I live in a home stay, I think I am happy to share the weekend with the families.	I am happy with my homestay families	I am happy with my living standard here	I am used to the food in New Zealand	Overall, taking everything into account, I am satisfied with the life in NZ
satisfaction with education	Pearson Correlation	-.508**											
	Sig. (2-tailed)	.000											
	N	134											
The course you study	Pearson Correlation	.722**	-.368**										
	Sig. (2-tailed)	.000	.000										
	N	139	133										
I believe the costs in New Zealand are less than	Pearson Correlation	-.216*	.292**	-.113									
	Sig. (2-tailed)	.010	.001	.185									
	N	140	134	139									
I believe that New Zealand is a safe country	Pearson Correlation	-.331**	.447**	-.218*	.195*								
	Sig. (2-tailed)	.000	.000	.011	.022								
	N	138	133	137	138								
I have got more than two friends who are New Zealanders and speak English	Pearson Correlation	-.073	.171*	-.151	.050	.048							
	Sig. (2-tailed)	.389	.048	.076	.555	.578							
	N	140	134	139	140	138							
I have more opportunities to make friends who are New Zealanders.	Pearson Correlation	-.136	.133	-.256**	.222**	.162	.610**						
	Sig. (2-tailed)	.108	.124	.002	.008	.058	.000						
	N	140	134	139	140	138	140						
If I live in a home stay think I am happy to share the weekend with the families	Pearson Correlation	-.318**	.421**	-.230**	.054	.325**	.221**	.091					
	Sig. (2-tailed)	.000	.000	.007	.528	.000	.009	.288					
	N	139	133	138	139	137	139	139					
I am happy with my homestay families	Pearson Correlation	-.322**	.383**	-.250**	.095	.409**	.236**	.266**	.437**				
	Sig. (2-tailed)	.000	.000	.003	.264	.000	.005	.002	.000				
	N	139	133	138	139	137	139	139	138				
I am happy with my living standard here	Pearson Correlation	.016	.217*	-.050	.007	.274**	.068	.048	.260**	**			
	Sig. (2-tailed)	.854	.012	.555	.938	.001	.427	.573	.002	.006			
	N	140	134	139	140	138	140	140	139	139			
I am used to the food in New Zealand	Pearson Correlation	-.185*	.208*	-.178*	-.154	.090	-.026	.003	.140	.140	-.003		
	Sig. (2-tailed)	.030	.016	.037	.070	.299	.766	.976	.102	.104	.976		
	N	138	133	137	138	136	138	138	137	137	138		
Overall, taking everything into account, I am satisfied with the life in	Pearson Correlation	-.079	.456**	-.160	.044	.222**	.101	.147	.221**	.302**	.471**	.230**	
	Sig. (2-tailed)	.354	.000	.060	.607	.009	.233	.083	.009	.000	.000	.007	
	N	140	134	139	140	138	140	140	139	139	140	138	
How long you studied English in a language school in New Zealand	Pearson Correlation	.227**	-.209*	.191*	-.074	-.219*	-.122	-.088	-.029	-.175*	.064	-.052	-.107
	Sig. (2-tailed)	.008	.017	.026	.393	.011	.155	.309	.739	.041	.454	.551	.211
	N	137	131	136	137	135	137	137	136	136	137	135	137

**.Correlation is significant at the 0.01 level (2-tailed).

*.Correlation is significant at the 0.05 level (2-tailed).

Table 4-1 stepwise regression analysis

Dependent variables: satisfaction with education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.492[a]	.242	.236	.87172	.242	40.499	1	127	.000
2	.652[b]	.426	.417	.76166	.184	40.355	1	126	.000
3	.692[c]	.479	.467	.72831	.053	12.803	1	125	.000
4	.716[d]	.512	.497	.70747	.033	8.475	1	124	.004

a. Predictors: (Constant), You are a full time student in a

b. Predictors: (Constant), You are a full time student in a, Overall, taking everything into account, I am satisfied with the life in NZ

   Predictors: (Constant), You are a full time student in a, Overall, taking everything into account, I am satisfied with the life in NZ, If I live in a home stay, I think I am happy to share the weekend with the families.

d. Predictors: (Constant), You are a full time student in a, Overall, taking everything into account, I am satisfied with the life in NZ, If I live in a home stay, I think I am happy to share the weekend with the families., I believe that New Zealand is a safe country

Table 4-2 Correlations analysis: feeling of safety

Correlations

			I believe that New Zealand is a safe country	I think the teaching method of NZ education is suitable for me
Spearman's rho	I think the teaching method of NZ education is suitable for me	Correlation Coefficient	.280**	
		Sig. (2-tailed)	.001	
		N	136	
	How long have you been in New Zealand?	Correlation Coefficient	.200*	.034
		Sig. (2-tailed)	.019	.689
		N	137	137

**. Correlation is significant at the .01 level (2-tailed).

*. Correlation is significant at the .05 level (2-tailed).

Table 4-2 Stepwise regression analysis

Dependent variables: feeling of safety

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.308a	.095	.088	1.565
2	.348b	.121	.108	1.548

a. Predictors: (Constant), I think the teaching method of NZ education is suitable for me

b. Predictors: (Constant), I think the teaching method of NZ education is suitable for me, How long have you been in New Zealand?

Table 4-3 Correlations analysis: feeling of loneliness

Correlations

			Overall, taking everything into account, I think I am not feeling lonely.	I have got more than two friends who are New Zealanders and speak English	I am happy with the entertainment in New Zealand
Spearman's rho	I have got more than two friends who are New Zealanders and speak English	Correlation Coefficient	.273**		
		Sig. (2-tailed)	.001		
		N	140		
	I am happy with the entertainment in New Zealand	Correlation Coefficient	.405**	.186*	
		Sig. (2-tailed)	.000	.028	
		N	139	139	
	How long you studied English in a language school in New Zealand?	Correlation Coefficient	-.233**	-.176*	.095
		Sig. (2-tailed)	.006	.039	.272
		N	137	137	136

**. Correlation is significant at the .01 level (2-tailed).

*. Correlation is significant at the .05 level (2-tailed).

Table 4-3 Stepwise regression analysis

Dependent variables: feeling of loneliness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.403[a]	.162	.156	1.632
2	.504[b]	.254	.243	1.545
3	.528[c]	.279	.262	1.525

a. Predictors: (Constant), I am happy with the entertainment in New Zealand

b. Predictors: (Constant), I am happy with the entertainment in New Zealand, How long you studied English in a language school in New Zealand?

c. Predictors: (Constant), I am happy with the entertainment in New Zealand, How long you studied English in a language school in New Zealand?, I have got more than two friends who are New Zealanders and speak English

Table 4-4 Correlations analysis: Happy with my homestay families

Correlations

			I am happy with my homestay families	I would like to have more friends who are New Zealanders who speak English	I believe that New Zealand has a high living standard	I have more opportunities to make friends who are New Zealanders.
Spearman's rho	I would like to have more friends who are New Zealanders who speak English	Correlation Coefficient	.381**			
		Sig. (2-tailed)	.000			
		N	138			
	I believe that New Zealand has a high living standard	Correlation Coefficient	.330**	.192*		
		Sig. (2-tailed)	.000	.024		
		N	139	138		
	I have more opportunities to make friends who are New Zealanders.	Correlation Coefficient	.246**	.141	.167*	
		Sig. (2-tailed)	.004	.098	.050	
		N	139	139	139	
	I believe that New Zealand is a safe country	Correlation Coefficient	.330**	.273**	.342**	.101
		Sig. (2-tailed)	.000	.001	.000	.239
		N	137	137	137	138

**. Correlation is significant at the .01 level (2-tailed).

*. Correlation is significant at the .05 level (2-tailed).

Table 4-4 Stepwise regression analysis

Dependent variables: Happy with my homestay families

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432[a]	.187	.181	1.275
2	.538[b]	.289	.278	1.196
3	.577[c]	.332	.317	1.164
4	.596[d]	.355	.336	1.148

a. Predictors: (Constant), I would like to have more friends who are New Zealanders who speak English

b. Predictors: (Constant), I would like to have more friends who are New Zealanders who speak English , I believe that New Zealand is a safe country

c. Predictors: (Constant), I would like to have more friends who are New Zealanders who speak English , I believe that New Zealand is a safe country, I believe that New Zealand has a high living standard

d. Predictors: (Constant), I would like to have more friends who are New Zealanders who speak English , I believe that New Zealand is a safe country, I believe that New Zealand has a high living standard, I have more opportunities to make friends who are New Zealanders.

Table 4-5 Correlations analysis: I have got two or more Kiwi friends

Correlations

			I have got more than two friends who are New Zealanders and speak English	I have more opportunities to make friends who are New Zealanders.	I would like to have more friends who are New Zealanders who speak English	I have opportunities to participate in the activities of local communities in NZ	I am happy with the entertainment in New Zealand	How long you studied English in a language school in New Zealand?
Spearman's rho	I have more opportunities to make friends who are New Zealanders.	Correlation Coefficient	.609**					
		Sig. (2-tailed)	.000					
		N	140					
	I would like to have more friends who are New Zealanders who speak English	Correlation Coefficient	.211*	.141				
		Sig. (2-tailed)	.013	.098				
		N	139	139				
	I have opportunities to participate in the activities of local communities in NZ	Correlation Coefficient	.289**	.277**	.124			
		Sig. (2-tailed)	.001	.001	.151			
		N	136	136	135			
	I am happy with the entertainment in New Zealand	Correlation Coefficient	.186*	.228**	-.058	.088		
		Sig. (2-tailed)	.028	.007	.502	.310		
		N	139	139	138	135		
	How long you studied English in a language school in New Zealand?	Correlation Coefficient	-.176*	-.179*	-.082	.044	.095	
		Sig. (2-tailed)	.039	.037	.341	.612	.272	
		N	137	137	136	133	136	
	I am happy with my homestay families	Correlation Coefficient	.232**	.246**	.381**	-.033	-.006	-.145
		Sig. (2-tailed)	.006	.004	.000	.701	.941	.093
		N	139	139	138	135	138	136

**. Correlation is significant at the .01 level (2-tailed).

*. Correlation is significant at the .05 level (2-tailed).

Table 4-5 Stepwise regression analysis

Dependent variables: I have got two or more Kiwi friends

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615[a]	.378	.373	1.364
2	.633[b]	.400	.391	1.344

a. Predictors: (Constant), I have more opportunities to make friends who are New Zealanders.

b. Predictors: (Constant), I have more opportunities to make friends who are New Zealanders., I have opportunities to participate in the activities of local communities in NZ.

Table 4-6 Correlations analysis: I have more opportunities to make Kiwi friends

Correlations

			I have more opportunities to make friends who are New Zealanders.	I have got more than two friends who are New Zealanders and speak English	I believe the costs in New Zealand are less than	I am happy with the entertainment in New Zealand	You are a full time student in a
Spearman's rho	I have got more than two friends who are New Zealanders and speak English	Correlation Coefficient	.609**				
		Sig. (2-tailed)	.000				
		N	140				
	I believe the costs in New Zealand are less than	Correlation Coefficient	.204*	.032			
		Sig. (2-tailed)	.016	.709			
		N	140	140			
	I am happy with the entertainment in New Zealand	Correlation Coefficient	.228**	.186*	-.179*		
		Sig. (2-tailed)	.007	.028	.035		
		N	139	139	139		
	You are a full time student in a	Correlation Coefficient	-.123	-.066	-.215*	.240**	
		Sig. (2-tailed)	.149	.441	.011	.005	
		N	140	140	140	139	
	The course you study is	Correlation Coefficient	-.221**	-.137	-.124	.021	.712**
		Sig. (2-tailed)	.009	.109	.147	.803	.000
		N	139	139	139	138	139

**. Correlation is significant at the .01 level (2-tailed).

*. Correlation is significant at the .05 level (2-tailed).

Table 4-6 Stepwise regression analysis

Dependent variables: I have more opportunities to make Kiwi friends

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.606[a]	.368	.363	1.155
2	.636[b]	.404	.395	1.126
3	.658[c]	.433	.421	1.102
4	.675[d]	.456	.440	1.083

a. Predictors: (Constant), I have got more than two friends who are New Zealanders and speak English

b. Predictors: (Constant), I have got more than two friends who are New Zealanders and speak English , I believe the costs in New Zealand are less than

c. Predictors: (Constant), I have got more than two friends who are New Zealanders and speak English , I believe the costs in New Zealand are less than , I am happy with the entertainment in New Zealand

d. Predictors: (Constant), I have got more than two friends who are New Zealanders and speak English , I believe the costs in New Zealand are less than , I am happy with the entertainment in New Zealand, The course you study is

I have more Kiwi contact opportunities and have two Kiwi friends had no significant differences between male and female, and also has no significant differences between University students and language students.

Table 4-7 Correlations analysis: I have more opportunities to make Kiwi friends**.**

Correlations

			You are a full time student in a	What is your gender?
Spearman's rho	What is your gender?	Correlation Coefficient	.090	
		Sig. (2-tailed)	.288	
		N	140	
	I have more opportunities to make friends who are New Zealanders.	Correlation Coefficient	-.123	.034
		Sig. (2-tailed)	.149	.686
		N	140	140

Table 4-8 Correlations analysis: I have got two more Kiwi friends

Correlations

			You are a full time student in a	What is your gender?
Spearman's rho	What is your gender?	Correlation Coefficient	.090	
		Sig. (2-tailed)	.288	
		N	140	
	I have got more than two Kiwi friends	Correlation Coefficient	-.066	.081
		Sig. (2-tailed)	.441	.339
		N	140	140

ANOVA analyses and Kruskal-Wallace H test

ANOVA analyses

University students tend to claim that they have higher level of satisfaction with Education than private tertiary, and language schools' students.

ANOVA analyses the Levene statistic was significant (e.g., 0.014< 0.05), see following table

Table 14

Test of Homogeneity of Variances

satisfaction with education

Levene Statistic	df1	df2	Sig.
3.259	4	129	.014

Kruskal-Wallis Test

Kruskal-Wallis Test shows that University students have higher level satisfaction of education than private tertiary and language school, see following tables.

Table 15

Ranks

	You are a full	N	Mean Rank
satisfaction with education	University	69	86.47
	polytechnic	2	58.50
	private tertiary	33	52.77
	language school	25	39.30
	other	5	47.50
	Total	134	

Test Statistics[b,c]

			satisfaction with education
Chi-Square			35.990
df			4
Asymp. Sig.			.000
Monte Carlo Sig.	Sig.		.000[a]
	95% Confidence Interval	Lower Bound	.000
		Upper Bound	.000

a. Based on 10000 sampled tables with starting seed 926214481.

b. Kruskal Wallis Test

c. Grouping Variable: You are a full time student in a

Frequencies

		You are a full time student in a						
		University	polytechnic	private tertiary	language school	other	6	7
satisfaction with education	> Median	45	0	8	5	2	0	0
	<= Median	24	2	25	20	3	0	0

ANOVA analyses

Table 16

Descriptives

I have more opportunities to make friends who are New Zealanders.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
master	2	**7.00**	.000	.000	7.00	7.00	7	7
postgraduate	3	4.67	2.082	1.202	-.50	9.84	3	7
bachelor	36	**3.94**	1.393	.232	3.47	4.42	2	6
diploma	63	**3.54**	1.255	.158	3.22	3.86	1	7
certificate	11	**3.82**	1.168	.352	3.03	4.60	3	6
language	20	**2.85**	1.565	.350	2.12	3.58	1	7
other	4	4.25	1.708	.854	1.53	6.97	2	6
Total	139	3.66	1.442	.122	3.42	3.90	1	7

Test of Homogeneity of Variances

I have more opportunities to make friends who are New Zealanders.

Levene Statistic	df1	df2	Sig.
1.398	6	132	.220

ANOVA

I have more opportunities to make friends who are New Zealanders.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43.965	6	7.328	3.978	.001
Within Groups	243.143	132	1.842		
Total	287.108	138			

Post Hoc Tests showed that: the study found that the master degree students reported there are significant difference that higher mean than bachelor, diploma, certificate and language students.

Multiple Comparisons

Dependent Variable: I have more opportunities to make friends who are New Zealanders.

Tukey HSD

(I) The course you study is	(J) The course you study is	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
master	postgraduate	2.33	1.239	.495	-1.38	6.04
	bachelor	3.06*	.986	.037	.10	6.01
	diploma	3.46*	.975	.009	.54	6.38
	certificate	3.18*	1.043	.043	.06	6.31
	language	4.15*	1.007	.001	1.14	7.16
	other	2.75	1.175	.233	-.77	6.27
postgraduate	master	-2.33	1.239	.495	-6.04	1.38
	bachelor	.72	.816	.974	-1.72	3.16
	diploma	1.13	.802	.798	-1.27	3.53
	certificate	.85	.884	.962	-1.80	3.50
	language	1.82	.840	.323	-.70	4.33
	other	.42	1.037	1.000	-2.69	3.52
bachelor	master	-3.06*	.986	.037	-6.01	-.10
	postgraduate	-.72	.816	.974	-3.16	1.72
	diploma	.40	.284	.786	-.44	1.25
	certificate	.13	.468	1.000	-1.27	1.53
	language	1.09	.379	.066	-.04	2.23
	other	-.31	.715	1.000	-2.45	1.84
diploma	master	-3.46*	.975	.009	-6.38	-.54
	postgraduate	-1.13	.802	.798	-3.53	1.27
	bachelor	-.40	.284	.786	-1.25	.44
	certificate	-.28	.443	.996	-1.61	1.05
	language	.69	.348	.432	-.35	1.73
	other	-.71	.700	.950	-2.81	1.39
certificate	master	-3.18*	1.043	.043	-6.31	-.06
	postgraduate	-.85	.884	.962	-3.50	1.80
	bachelor	-.13	.468	1.000	-1.53	1.27
	diploma	.28	.443	.996	-1.05	1.61
	language	.97	.509	.484	-.56	2.49
	other	-.43	.792	.998	-2.80	1.94
language	master	-4.15*	1.007	.001	-7.16	-1.14
	postgraduate	-1.82	.840	.323	-4.33	.70
	bachelor	-1.09	.379	.066	-2.23	.04
	diploma	-.69	.348	.432	-1.73	.35
	certificate	-.97	.509	.484	-2.49	.56
	other	-1.40	.743	.495	-3.63	.83
other	master	-2.75	1.175	.233	-6.27	.77
	postgraduate	-.42	1.037	1.000	-3.52	2.69
	bachelor	.31	.715	1.000	-1.84	2.45
	diploma	.71	.700	.950	-1.39	2.81
	certificate	.43	.792	.998	-1.94	2.80
	language	1.40	.743	.495	-.83	3.63

*. The mean difference is significant at the .05 level.

-APPENDIX 6-

Research Log

1. Prepared and submitted report to Massey University Human Ethnic Committee MUHEC for the approval(25/ 3/ 2004)

2. Survey questionnaires designed and translated into Chinese. (15 / 4 / 2004)

3. Checked translation quality through translation from Chinese to English.(Done by30/5/2004, Ms. Linda Lin, administrator of a language school in Auckland)

4. Pretested questionnaires. (Done by 02/07/2004, this was conducted by two Chinese students who studied in a language school in Auckland)

5. Massey University Human Ethnic Committee MUHEC approved the application.

6. Sent a letter to designated schools in my plan A to look for the approval for me to distribute the survey questionnaires to their students. (Done by 11/06/2004)

7. Contact with those schools to look for the possibilities. (from11/06/2004- 7/7/2004)

8. My supervisor reported the results to course co-coordinator, Massey University and then to consider to carry out plan B.(7/7/2004)

9. Submit a draft plan B to my supervisor to look for advice. (8/7/2004)

10. Carry out plan B under supervision.(12/07/2004)

11. Organized and trained assistant questionnaires distributors. (15 / 07 / 2004)

12. Distributed survey questionnaires (16 / 07 / 2004)

13. Obtained one University Chinese students list (23 / 07 / 2004)

14. email questionnaires to listed Chinese students of one University(27/ 07 / 2004)

15. collected 140 surveys, 26 surveys were from two language school, 35

Surveys were from one private tertiary school, the rest of 79 surveys were from three Universities in Auckland and polytechnic. I reported to my supervisor through email and required go ahead; my supervisor was happy with my work and suggestion, (3/ 8/2004).

17. Data were input in SPSS and conducted analysis. (6 / 8 / 2004 to 20 / 8 / 2004)

18. Presentation of research report, and got advice from Kerr Inkson (31 / 8 / 2004)

19. Consulted with Barry, identified the areas for further exploring the data. (3 / 9 / 2004)

19. Studied SPSS in depth and carried out further data exploration. (4 / 9 / 2004 to 20 / 10 / 2004)

20. Ongoing updating of research literature review. (5 / 2 / 2004 to 11 / 11 / 2004)

21. Summaries research findings, completed the rest of research report work includes discussion of the findings and word typing. (till 25/ 11 / 2004).

22. Submit research report to my supervisor (28 / 11 / 2004)

Results of Pre-test questionnaires

Pre-test questionnaires were conducted by two Chinese students on second of July, 2004; they were students of a language school in Auckland

The Pre-test questions were answered as follows:

1). How long for you to complete this questionnaires?

Answer: 15-20 minutes

2). Do you understand all questions in the questionnaires?

Answer: Yes.

3). Are there more than two answers for each question?

No.

4). Are there duplicate questions in this questionnaire?

Answer: A little.

5). what question that you are very interested?

Answer: safety; expenditure; visa application

6) What topic that you do not want to deal with in this questionnaire?

Answer: No.

Sample selection methods:

Researcher contacted with the Universities' Information Technology Services (ITS) to require its Chinese international students' lists, the sample selection was made on the following criteria:

Total sample base: 105

1. Chinese students studying on the Auckland campus, and

2. Male or female over the age of 18 years, and

3. Currently enrolled for a minimum of 6 months, from

4. Programmes: n= 15 students of the above criteria will be selected from each of the following groups:

- English learning courses,

- Foundation courses,

- Diploma courses,

- Bachelor degrees

- Postgraduate diplomas,

- Master's degrees, and

- Doctor's (PhD) degrees.

If Chinese students are less than n=15 in any groups, the sample selection of other groups will be increased so the total sample is n=105.

The sample selection will comprise of:

- Full name

- Contact phone number

- Email address

The surveys forms were distrusted through e-mail by researcher.