

*INVESTIGATING ATTITUDES TOWARD
INTERNATIONAL STUDENTS:*

*Programme and Policy Implications for Social
Integration and International Education*

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INTERNATIONAL EDUCATION

- ✦ 2.7 million international students in tertiary institutions worldwide
- ✦ 7.2 million projected by 2025
- ✦ 45% in US, UK and Australia
- ✦ Australian revenue: \$11-12 billion per annum
- ✦ Among top five revenue generating exports

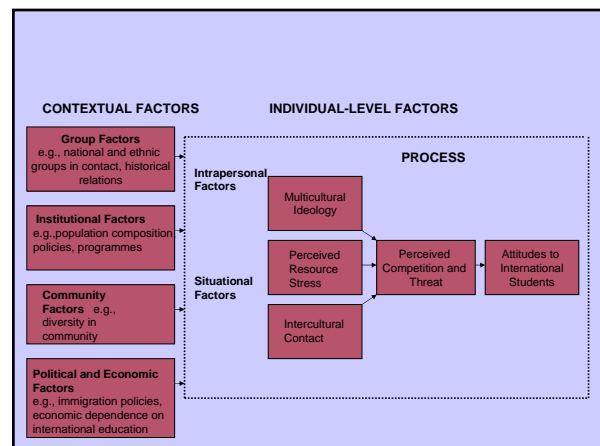
*INTERNATIONAL EDUCATION: AID
TO TRADE*

- ✦ What social cost?
- ✦ Integration of international scholars
 - ✦ In educational institutions
 - ✦ In the wider community
- ✦ Integration as a two way process
 - ✦ Motivation and skills of international students
 - ✦ Receptiveness of receiving institutions and communities

*INTEGRATING INTERNATIONAL
STUDENTS: THE IMPORTANCE OF
ATTITUDES*

- ✦ Attitudes as a marker of receptiveness
- ✦ Attitude-behaviour link
- ✦ Prejudice and discrimination

*An Organisational
Framework for
Investigating Attitudes
toward International
Students*



RESEARCH SAMPLES

- ✦ 543 secondary and tertiary students enrolled in 12 educational institutions in New Zealand
- ✦ 526 adults drawn from a random sample of New Zealand households
- ✦ 340 domestic students from a medium sized New Zealand university
- ✦ 223 New Zealand teachers from 25 language schools, and secondary and tertiary institutions

Investigating Attitudes of Domestic Students

THREAT AND COMPETITION

- ✦ Realistic threat
- ✦ Symbolic threat
- ✦ Competition: zero sum beliefs

PERCEIVED THREAT

International Students.....	% agreement
Get too much attention.	16
Speak their own language when they should be speaking English	49
Have a negative effect on the quality of education.	15
Stick to their own customs instead of adopting local customs	42

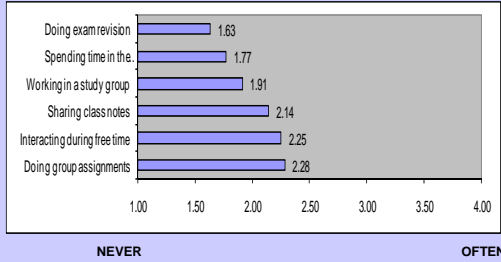
MULTICULTURAL IDEOLOGY AND CULTURAL INCLUSIVENESS

	% agreement
Classmates are accepting of cultural differences	55
Cultural differences are respected at my institution	72
There is an opportunity to learn about other cultures.	41

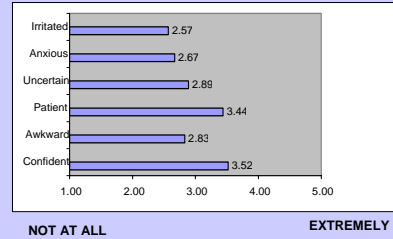
INTERCULTURAL FRIENDSHIPS

Number of international friends.....	% breakdown
0	41
1-2	29
3-5	20
6-10	6
Over 10	4

INTERCULTURAL CONTACT



INTERCULTURAL ANXIETY

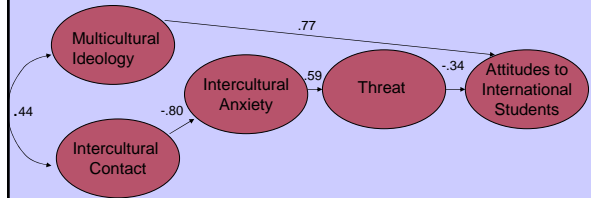


Sometimes it's easier to talk to people who come from the same country.

Sometimes we don't understand what they are saying and sometimes they don't understand what we are saying.

Volet & Ang (1998)

A PREDICTIVE MODEL OF ATTITUDES TOWARD INTERNATIONAL STUDENTS (1)



$\chi^2(60) = 175.66, p < .001; \chi^2 = 2.93, GFI = .94, CFI = .96, RMSEA = .069$

Investigating Community Attitudes

MULTICULTURAL IDEOLOGY

% agreement

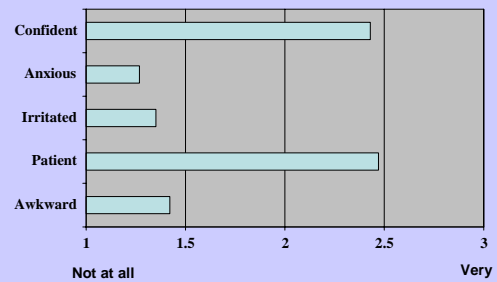
It is important to accept a wide variety of cultures in NZ.	89
Encouraging the use of different languages should be supported.	64
It is a good thing for society to be made up of different races, religions and cultures.	91

N = 526

INTERCULTURAL CONTACT

Frequency	%	Quality	%
Never	7	Very Negative	<1
Hardly ever	27	Negative	3
Sometimes	29	Neutral	27
Often	23	Positive	50
Very Often	14	Very Positive	19

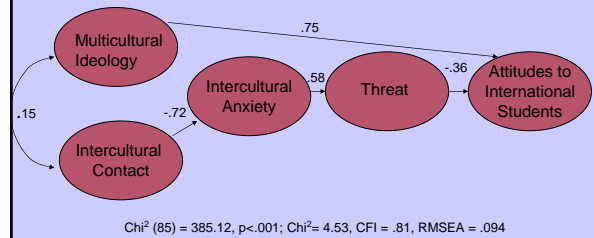
INTERCULTURAL ANXIETY



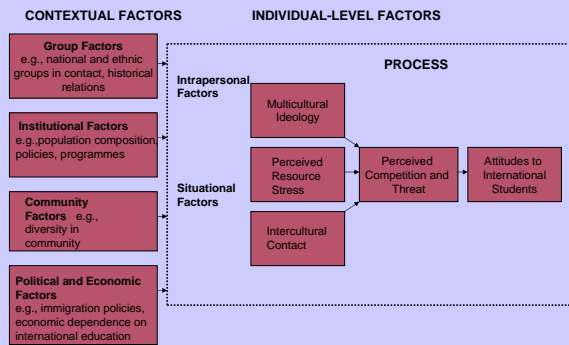
PERCEIVED THREAT

International Students.....	% agreement
Put pressure on health care facilities.	30
Speak their own language when they should be speaking English.	49
Bring crime to New Zealand.	30
Stick to their own customs instead of adopting local customs.	42

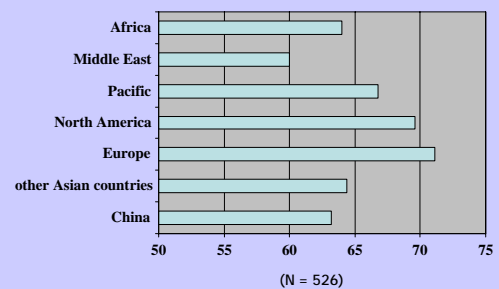
A PREDICTIVE MODEL OF COMMUNITY ATTITUDES TOWARD INTERNATIONAL STUDENTS



AN ORGANIZATIONAL FRAMEWORK FOR PREDICTING ATTITUDES TOWARD INTERNATIONAL STUDENTS



COMMUNITY PERCEPTIONS

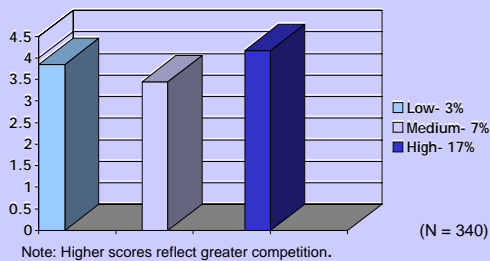


How much is too much?

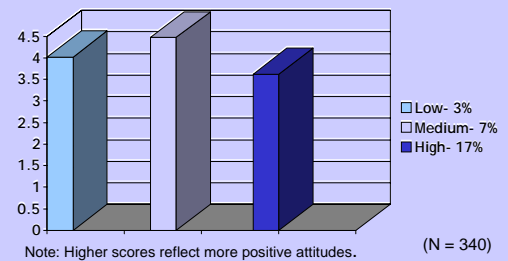
When there were fewer Asian students in my class, I don't mind talking to them. But as the number grew bigger the following year, I found Koreans were talking among themselves in their own language, and Chinese students were doing the same thing too. So I tend to shy away from them when they are speaking in their own languages among themselves.

(Brebner, 2005).

Perceived Competition as a Function of Proportion of International Students



Attitudes toward International Students as a Function of Their Proportional Enrolment



TIPPING POINT

- ✘ 543 students and 127 teachers from 12 secondary and tertiary institutions
- ✘ Curvi-linear relationship between proportional enrolment (2-23%) of international students and attitudes toward them
- ✘ Tipping point at 11.4%

IMPLICATIONS FOR EVIDENCE-BASED PRACTICE

- ✘ Foster an appreciation of diversity
- ✘ Increase intercultural contact
- ✘ Enhance intercultural communication skills
- ✘ Reduce perceptions of threat

A campus cannot simply recruit a critical mass of international students; it must also arrange its resources so that international and American (local) students benefit in desired ways from one another's presence... Thus, any efforts to increase the number of international students on a campus must also be accompanied by programmes and services that induce these students and their American (local) counterparts to engage with one another...

(Zhao, Kuh & Carini, 2005).

PROGRAMME AND POLICY RECOMMENDATIONS

- ✘ Recruitment strategies
- ✘ Classroom Environment and Practices
- ✘ Training and ECA
- ✘ Community relations

It seems if there's less of them they'll just spread out and make friends with everyone else, 'cos I know two Fijians and they've just made friends with everyone else, and some of the Chinese people they just stick together with their other Chinese friends and stuff. It just depends how many there are usually.

PROGRAMME AND POLICY RECOMMENDATIONS

- ✘ Recruitment strategies
- ✘ Classroom Environment and Practices
- ✘ Training and ECA
- ✘ Community relations

With opportunities to work together people change.
Volet & Ang (1998)

The project changed my view of international students. I never really cared for them but after interviewing them, I found they are just like me in a way.

I no longer had the stereotypes I once had.
Schmid (1995)

PROGRAMME AND POLICY RECOMMENDATIONS

- ✘ Recruitment strategies
- ✘ Classroom Environment and Practices
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- ✘ Community relations

*PROGRAMME AND POLICY
RECOMMENDATIONS*

- ✧ Recruitment strategies
- ✧ Classroom Environment and Practices
- ✧ Training and ECA
- ✧ **Community relations**

For further information contact
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*I wouldn't say Pakeha students are not keen to
have contact with Asian international students
but we need extra effort to do that.*

Brebner (2005)

*I heard that there were a lot of Asians attending [],
but it did not worry me. I didn't have any expectations
of interacting with them.*

Smart, Volet & Ang (2000)