

Experiences and expectations of community engagement of post-grad international students and their families in Palmerston North, New Zealand

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ABSTRACT

International students accompanied by their families come with many expectations of new place of sojourn. Massey University, Palmerston North is one of the favoured destinations of international students accompanied by their families for Post-graduate studies in New Zealand. The majority of students in this group come from Asian and African countries. This paper explores the views on how student expectations are affected by the experiences these students and their families encounter in relation to engagement in the wider community. In this pilot study of international students, their families and community observers were interviewed and surveyed. The survey contained quantitative questions as well as qualitative comment options. The inclusion of information from community observers (persons well placed through contact with international students and families to comment) was to enable a host community perspective to be considered. Like other studies, this study also found that most international students have primary bonding with co-nationals or other internationals compared to host national. The overall amount of actual contact with host national, especially for the families is varied. Culture, language and lack of information appear to be the main barriers for intercultural interaction whereas structural connections with community agencies such as schools (for children) provide bridging opportunities. Enthusiasm for interacting with host culture decreases with the period of stay. Lack of early interaction and impression create disappointment among the families, which also reduces the future chances of their mixing with host culture, and may also negatively affect subsequent perceptions and attitudes towards the host culture. The findings also suggest that a lack of information restrained their active participation in the community but provision of regular information relating to potential connections within the host community promotes a sense of awareness of possibilities for connection. Community connector agencies like Rotary club, International Student Clubs, sports clubs, religious groups, and international friendship groups play important roles in bridging the student-culture and host-culture and promote intercultural interactions. The study also indicates agencies for intercultural bridging struggle to recruit suitable host community participants for intercultural connecting programmes comparative to the interest in attracting international students.

Key Words

International students, post-graduate, families, expectation, intercultural, community engagement

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Many mature international students come to live in Palmerston North primarily due to the opportunities to study post graduate courses at Massey University. This number has increased markedly since government policy relating to international PhD fees changed making it a lot less expensive for PhD students to come and study and bring their families. An international student in an approved PhD programme in New Zealand now pays only the equivalent of domestic fees and if they bring along their family the attached spouse is able to get an open work permit allowing him or her to seek paid employment and any school age children receive the same access to schooling as New Zealand children (ie essentially free education). This policy has resulted in increases in international families associated with New Zealand universities. At Massey University in Palmerston North international students, many of whom have families with them, have come to study course from all corners of the world. This has resulted in a very diverse student body and a complexity for pastoral care as a result of both the diversity and the flow on effects of many students having family responsibilities intruding into study life.

In responding to the needs of this group of international students a club was formed with assistance from students association, the international support office and chaplaincy. This international post graduate and mature students club caters for the students as well as family members with its activities and services. The aim of those supporting it has been to encourage community engagement for the students and their families as well as to enhance the experience of the students. The club membership now numbers over 400 students inclusive of support group and some alumni.

This pilot study is amongst club members and was undertaken with a view to gaining insight into the expectations and experiences of living in the Massey University and Palmerston North community. As a pilot it is envisaged it will help in the design of more in depth research within this group of students and their families over time and also allow for a comparative study of post graduate international students and their families experiences that would be inclusive of other centres. The aim of this research is to learn how those experiences may be enhanced for this specialist group of temporary migrants.

Methodology

Data for this study was derived from three sources: Students; those involved in working in support of international students; and community observers (people involved in the wider community who connect with the students in a variety of roles some formally through their jobs and some informally)

Two means of data collection were used: Online survey amongst the students eliciting both qualitative and quantitative responses; and interviews and focussed conversations (with students, support staff and community observers).

The online survey was promoted through the International Post Graduate and mature students Club at Massey University. The interview subjects were identified through roles they might have and through informal availability to the researchers.

As this was to be a pilot study it was considered an informal low key approach would be fine. It is hoped the findings from this study will inform design for a larger more rigorous study. Data from interviews and focus conversations has been aggregated with the qualitative comments from the survey and the findings have been written up around the structure of the survey.

Demographic Information

Just over 100 nationalities study at Massey University with anywhere from 80 -90 nationalities at any time being classified as international students by visa status. The students in our research sample as it turns out were drawn from 23 of those nationalities and were somewhat skewed to a high response amongst students from Pakistan. Our study participants were largely drawn from the Asian block of countries (South Asia, South East Asia, and East Asia and one from Central Asia) and only two came from Europe, one each from Africa, North and South Americas. The size of sample and informal approach to gaining research participants contributed to this sample not being fully representative of the international student body however amongst the post graduate student sector the only major omission is students from the Pacific. The gender balance was 55/45 male to female with two thirds of participants being married. All married students had been joined by their marriage partner and two thirds of those married students also had children with them. Only two married couples had left children in their home countries.

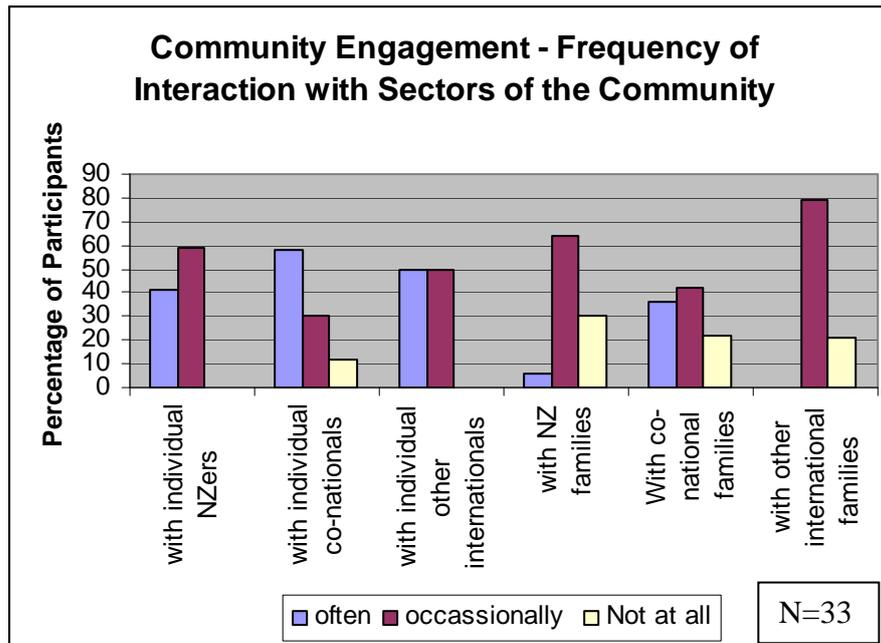
Students surveyed had been in New Zealand on average 2.5 years with some having been here only six months and some nearly at a course finishing time of 4 to 5 years out. 4 had been here longer than 4 years. 2 years was the average projected further study period ahead. This length of stay is consistent with the courses most were undertaking and the projections for further stay consistent with course length and the Graduate Work Search permit option of a further year of stay in NZ which some students indicated was their intention. Some in interviews and in comment sections of the survey indicated a desire to complete migration after graduation and some indicated that as a desire but scholarship arrangements prevented it in the interim. Two thirds of the student respondents were in PhD programmes and the remainder were drawn from Masters programmes. The international post graduate body at Massey includes many involved in post graduate diploma programmes as well as visiting scholar programmes but none of these featured amongst participants in this study.

Our survey asked students to identify their faith background. All responded to this questions. 5 students identified a no religion position and 1 an atheist and 2 chose Hindu. The remainder of our sample were evenly split in choosing Christian or Muslim.

Findings from the Study

Frequency of Interaction with different sectors in the community was an area of interest and we were interested in comparing the frequency of interaction of students and families with New Zealanders, co-nationals and other internationals. In addition we wanted to see if the frequency of interaction changed when it included families in the interaction. The findings in this area are displayed in Figure 1.

Figure 1

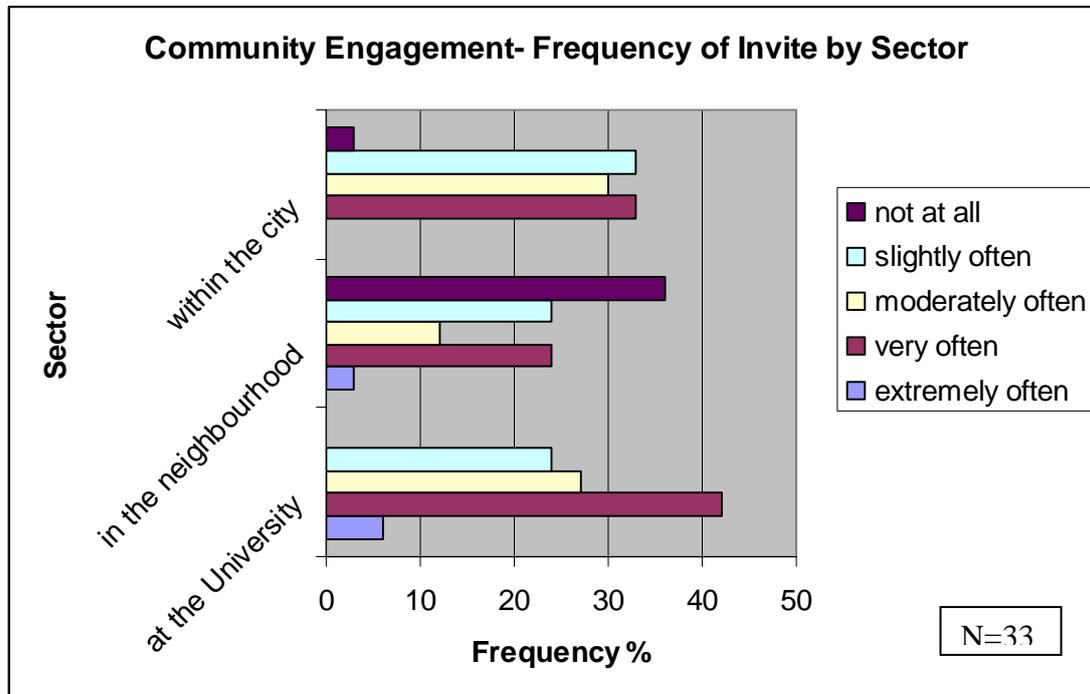


All had interaction with individual New Zealanders but a third had not experienced interaction with New Zealand families. Frequent interaction occurred more with co-nationals and other internationals than with New Zealanders but one surprise was that frequent interaction with co-national families was not high and a quarter of those surveyed did not interact with co-national families at all. There may be some simple explanation for this like limited numbers of others from home country and this would be the case for some participants but this is an area for further exploration in subsequent studies. There could be a social norm for the origin country that is duplicated here that limits interaction but does not apply in reference to interaction with other internationals or New Zealanders.

Comments from interviews were helpful in understanding some of the limits to social interaction: *“Sometimes it is difficult to interact with New Zealanders as they often already formed tight social groups and often do not seem to include others”* Another refrain that was common in the comments section of the survey and in interviews was comment about how language tended to be a limiting factor in regards to social interaction and this was even more apparent for spouses. Another limiting factor related to food and an often mentioned comment was halal food tended to be a barrier for non halal people in inviting Muslim people to share food with them. Possibly also the perception of differences of custom may be a factor here and is speculated on by some students in their comments.

A second area of exploration on social engagement was in the area of frequency and where invitations to engage socially are initiated. We were interested in the sectors of the community most often providing social engagement activities that included invitations for international students and families. Figure 2 reflects the findings in this area.

Figure 2



The frequency of social invitations is highest for participants to join activities within the university sector and lowest for joining activities in the neighbourhood. Many of the international families live in community housing complexes, some university owned and some owned by the city council. This finding indicates there may be a need for community engagement activities in some of these community housing areas. Interviews with students indicated there was limited social organisation in these housing complexes and it was easier to “make friends at university gatherings” which was fine for the student but not always fine for a partner who may be struggling to make friends due to language and other barriers. Of note was the offering from amongst the students that their children seemed to make friends easily and especially so in the community housing. One student offered evidence of this by referral to a U tube video posted by the children in one of the community housing complexes (Crazy Kids of Rakaia).

The source of invitations for social engagement activities was of interest to us. Our conversations with international students indicated there might be barriers to initiating social interaction. Our student respondents commented that language, food and differences of culture were perceived as barriers to interaction with New Zealanders and other international students and families both by the students and those they might interact with. Typical comments:

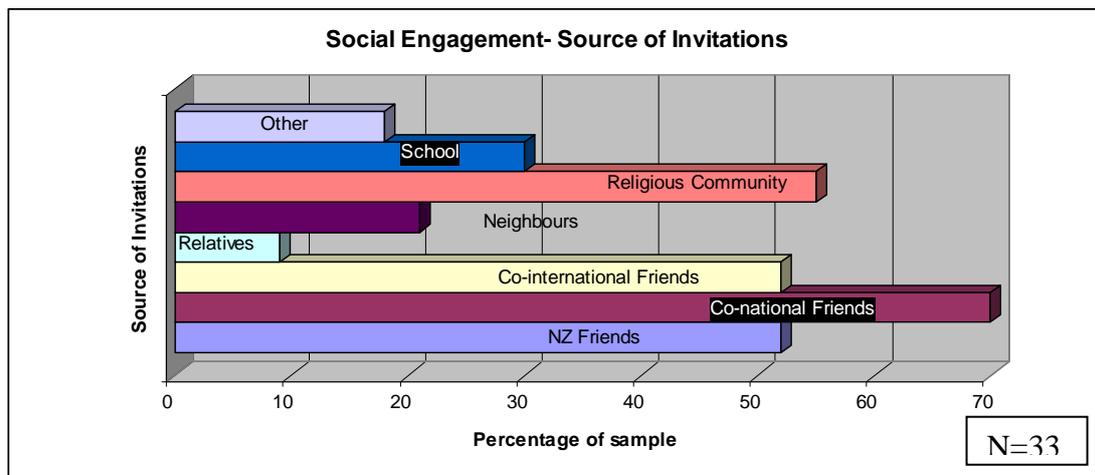
“With nationals there were very little or no barriers at all, because we speak the same language. However, it was difficult with kiwis because they speak their own English (mostly slang and sarcasms).”

“...muslim we only eat halal meat and don't drink ... so sometimes people might not be comfortable with this”

“Having a group from the same ethnic at the university helps me to enhance my social life. It is so difficult to be social with kiwi people and they with us.”

Figure 3 represents findings from our interest in knowing the sources of most invitations for social occasions.

Figure 3



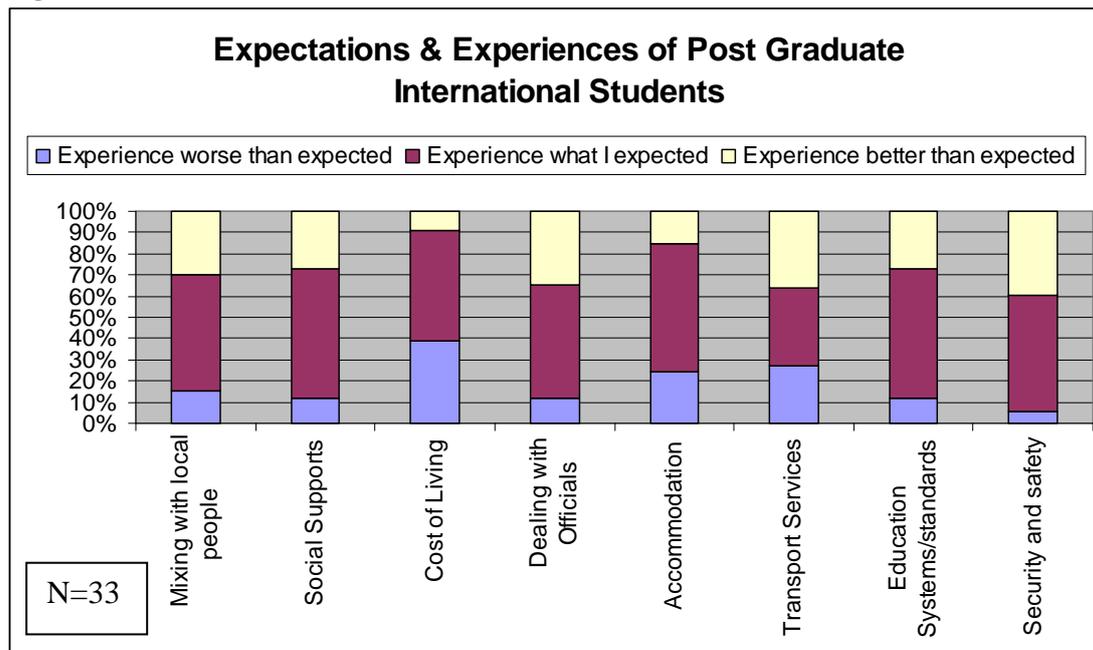
It is not unexpected in view of the earlier comments that co-national friends would be the greatest source of invitations for social occasions. The religious communities emerge as a significant source of social invitations and friends made amongst New Zealanders and co-internationals are certainly important sources of invitations for just over half of our sample.

One question we asked in the survey and in the conversations with students was what the students perceived as good ways to make friends and the barriers to doing so. A range of responses were recorded and we looked for patterns within them. Common threads were the importance of community groups that transcended language and culture. Amongst these community groups we identified the importance of common interests such as sport and the area of study; community service organisations such as plunket, playgroups, multicultural centre, library (the Palmerston North Library runs many programmes for families including ones aimed at serving diversity), and some of the language assistance programmes. A standout in comments was the religious community with Mosque and churches regularly identified as good places to make friends. Barriers that commonly came out related to cultural differences, food habits, language and lacks in knowledge of places and opportunities to build friendship outside the University. For some attached spouses this was more the case than for their partner who was studying.

Part of the requirements for universities to enrol international students is that they are well informed of living conditions and the experience of study and life they are likely

to encounter. We wanted to see if our post graduate students received a good set of information about life and study here especially since the PhD students come in at all times of the year and don't benefit from the formal orientation programmes. A question was devised around expectations and experience to gauge the level information received that might condition expectation. The findings from this are summarised in Figure 4.

Figure 4



Concerns associated with living seem to be where the most issues were encountered. The fact that two thirds of the students in our study had family members living here with them whilst they studied would have affected their outlook and cost of living , accommodation and transport services would impact them more than if they had come alone. For some transport services were better than expected which balances out the view that they were worse than expected and what we could conclude is that transport services relative to what the students were used to at home. In the conversations and comments of the students the free bus system for Massey students was a great bonus but the frequency and hours of operation were somewhat limited in terms of student desires. A concern for parents bringing children with them was safety and security and very few found this worse than expected and most appear to have enjoyed the safety and security they encountered.

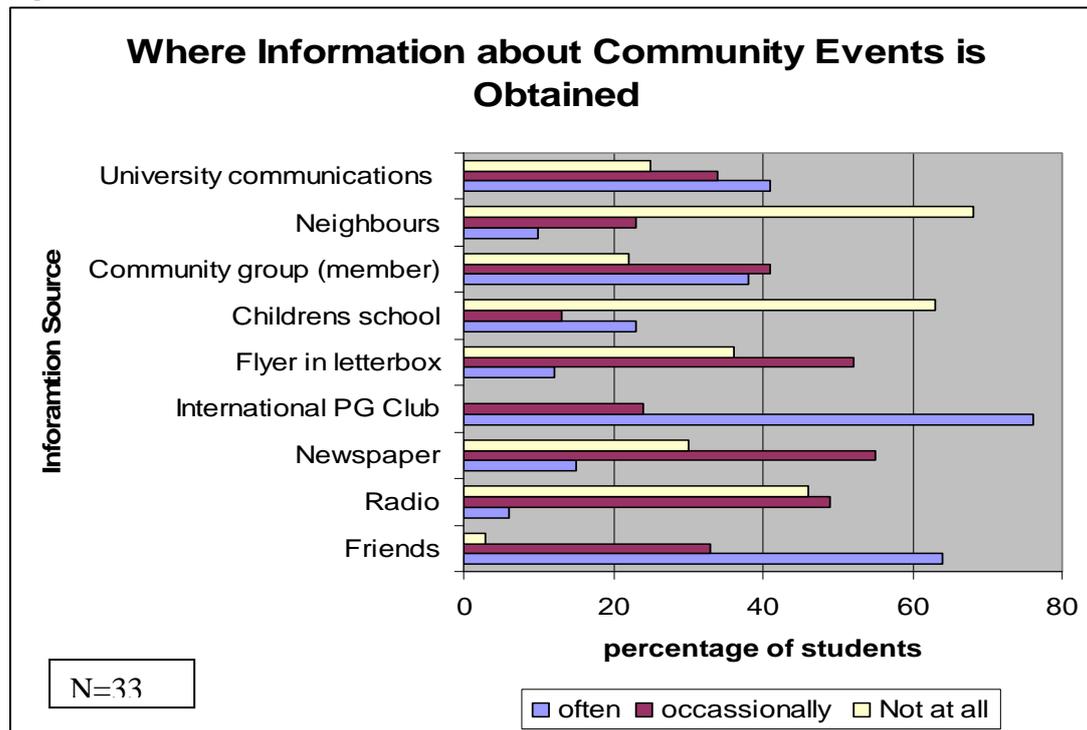
In regard to accommodation comments were generally favourable however quite a bit of comment was about adapting to what was on offer and price appears to have been a motivator for some to look for low cost housing and have to contend with issues of heating in winter.

A question was asked related how students (and families) had adapted to a range of things including food, clothing, accommodation, transport, finding work, making friends and adapting in general. Amongst the responses there were clear patterns that emerged.

For food respondents were generally quite happy and enjoyed the variety available and adapted fairly easily. Most diet requirements such as halal and specific ingredients were available even if not in quantity of choice. In regards to clothing most were happy and the key adaptation was to providing clothes suitable for winter in addition to summer weight clothing. For some but not all this was a big adjustment. The availability of second hand clothing stores and op shopping was mentioned as a good thing and helpful to students. Accommodation was mentioned as an issue for many particularly around heating and insulation. Often in quest of low cost accommodation many students found themselves in poorly insulated properties which resulted in high electrical bills and other heating costs. Transport was mentioned above and comments passed on this generally reinforced satisfaction with a free bus service but dissatisfaction with timetable frequency and options. The only other alternative considered was purchase of a car and this was a normal thing for most of the families. Very little comment was made about cars and their costs. Most seemed to regard this as a choice and in addressing the transport question they were responding as if it were a question about public transport. Not all students sought to find work some by choice and some by scholarship conditions but of those that wished to most found it difficult. Only one mentioned having received help in this regard through Student Job Search, however several indicated a preference to work in fields related to their qualification rather than just any job and that was one of the areas of adapting that there were struggles with. Making friends has been commented on in the findings above and the only additional information to add is students in general progressed in building networks of friends over time. Comment asked relating to other areas of adaptation elicited responses ranging from having to adapt in the area of religion, through handling doctors visits, to adjusting to a high academic workload and balance family responsibilities without wider family supports.

There has been an active programme in the international post graduate and mature students club trying to connect the students and their families to events going on in the community. The club regularly provides an information bulletin on what's on in the wider community and we were interested to see if there was any penetration into the community through events. We were also interested in how else students obtained information about community events. In Figure 5 we have summarised our findings in relation to our question regarding community events.

Figure 5



We expected to get a good finding in regard to the International Post Graduate and Mature Students Club being an important source of community information. The fact of communications being an important source of community events information from community groups indicates that many of the students have developed a relationship to be on the mailing list of these groups. Friends are a great source of information as one would expect and University communications are ranked high. Local radio and newspapers are less significant for this group indicating a probable lack of interest in the content of local radio programmes and lack of involvement in the local community to warrant spending on local newspapers or even reading the free community newspapers. Community events that were ranked highly by our respondents included trips away, festivals primarily those supported by the city council such as festival of cultures, Waitangi day, Sakura festival and smaller scale ethnic community events. Events organised by the Post graduate international and mature students Club also ranked highly as did those organised by other cultural clubs in the University.

Lastly in our survey we asked the students to provide advice they would give to other families coming in to live and study here. A common thread in the responses was about relating to New Zealanders and covered the natural reticence of New Zealanders to interact easily across cultures and the time it takes for them to warm up and build friendship. Avoid the young and drunken, noisy New Zealanders especially on weekends was the most common negative about New Zealand society. A further piece of advice was to understand and respect New Zealanders privacy and sense of privacy and along with that social distance. Taking time to understand and know New Zealand customs was considered useful. The international office featured highly as the best place to go for advice regarding living and accommodation. Church and Mosque communities were identified as helpful to get connected with around integration and living and supports. On the question of avoiding isolation there was a

lot of encouragement to work hard to be free to participate in community and clubs events. Regarding finding paid work the responses were varied and indicated few had used Student Job Search but had chosen to use agents. This latter comment may be indicative of using personnel companies or it could indicate some indicate that some activity by education agents that charge for job finding. Being involved in a community group was considered important and sources of information to locate suitable groups were varied but the International Post Graduate and Mature students club featured highly as an information source as did city council services, Church and Mosque communities. The international office at the University was considered helpful but it was felt this source and MUSA (students association) could do more around providing contact details and directories and information to be available early on however they were worth consulting and when one explained what one was looking for their staff were most helpful.

Discussion

Community engagement for Massey University international post graduate students and their families is more likely to occur amongst co-nationals and co-internationals than with New Zealanders. The availability of information and programmes designed to facilitate community engagement and inter cultural mixing early in the students experience appear important in ensuring that community engagement occurs throughout that experience . Sports clubs, cultural clubs and involvement in a religious community are important in facilitating community engagement. It should be noted at this stage that Massey University has a mosque (prayer centre) and a Christian Chaplaincy centre both of which have high profile programmes and these centres may contribute to the awareness of what these two respective religious communities can contribute. Buddhist and Hindu communities on the other hand have not been able to provide similar centres and the awareness of what they can provide by way of community connections appears diminished comparatively. This would be an area for more in depth exploration. The presence of a mosque on the campus that is open for Friday prayers of itself helps make that connection to the religious community as it facilitates the cultural norm for the many Muslim international post graduate students on campus.

The low levels of connection with New Zealand families observed in this study are indicative of both a need and an opportunity for an assistance programme to catalyse social engagement in this area. In terms of building good international relationships it is important that international student families get connected to New Zealand families and build friendships. The level of interaction with individual new Zealanders appears to be at good levels but it does not appear that this is being translated into invitations to visit homes or to meet for interaction between families.

The primary source of connection for our students is through university or university related groups. This is natural and could be expected however little connection to the wider community flows on from this and very few international post-graduate students and their families appear to connect in the neighbourhood where they live. Community related programmes to enhance community and connection in the housing areas where these families live may be needed to help such connections to develop. The university may need to have a role in fostering these. Barriers identified such as language and lacks in being able to over come cultural differences and fears around

differences in food habits need to be lessened by positive programmes such as demystifying food habits by programmes to share recipes' and engage socially around learning to cook in different cultural styles. Providing programmes to overcome the language barrier where attached spouse, students and children could engage in conversation exchange and development around New Zealand language and cultural aspects would be useful.

There is room for neighbourhood awareness programmes in the areas where international students and their families cluster. The lack of social invitations in neighbourhoods may be a reflection of how New Zealand society operates but for the sake of improving the social connections within the communities local events designed to assist community experience would be very helpful to the social engagement of international families. Organisations such as Neighbourhood watch and the University need to extend their communities experience programmes for students in to the housing areas where international students and their families live.

The finding that religious communities assist in creating social connections is a useful one and any programmes that are designed to further community connections should seek to enlist support from these sectors. Co-international friends and New Zealand friends featured fairly highly in the source of social engagement invitations. Programmes that enhance connection with individual New Zealanders and across the international student body need to be encouraged. Fostering international connections with a good involvement of individual kiwis can only enhance and increase in social invitations. If we regard that as a good outcome then it will be important for the university and those within it concerned for the well being of international students and their families to encourage, resource and catalyse programmes to increase international and intercultural interaction and understanding.

The information international receive in advance of starting their courses conditions some of their expectation. Images of New Zealand accessed in advance also add to that expectation. The issues identified in this study related to accommodation and cost of living will need greater exploration but the indications from this study are that international student families are likely to be impacted by the negative gap in expectation over experience in these two areas. All other areas we explored related to expectations verses experience showed up outliers but balanced with a strong finding of expectation and experience coinciding indicating information in advance was good and accurate. Regarding accommodation and cost of living, these two things are closely related and certainly there was identified a tendency for lower cost housing which may be driven from the realisation that the cost of living is higher than expected. Some work needs to be done to improve the quality of information regarding cost of living and quality of accommodation with related costs. The students in this study had been here for an average of 2.5 years and it may be their comments simply reflect the changes in New Zealand society during this last period of years related to cost of living which has certainly been impacted by changes in taxation (gst) and inflation and high exchange rates which have a greater impact on international students. Some further work around providing information that would help students be aware of how such factors impact may help to redress the gap in expectation here.

Friends will always be a good source of information about things on. The information service run by the post graduate international and mature students club certainly shows up as a valuable source of information. University communications are also noted as high value for communicating information about events and the fact that many of these international students and families have gotten onto community group mailings and information service is good. The finding that newspaper and radio services are largely ignored for information indicates how little these services have in attractiveness to people of international origins. Perhaps there is a need to revisit migrant news and community news services even in first language. This could be something the migrant resource centre might valuably take up in concert with the university and city council. Some further work of scoping in regard to information services could be done and certainly the work done in this regard by the international post graduate and mature students club needs to be taken notice of and learned from

Part of the briefing of new international students needs to be about New Zealand culture and some of the negative aspects such as young New Zealanders behaviour and drinking culture. Whilst New Zealand is perceived as a safe and secure place to come to study and bring ones family knowing about these negative aspects and being given skills to negotiate them is important. Ideally all new international students and the appropriate members of their families should receive some good quality orientation and training about relating in New Zealand cultural contexts as that will enhance sojourn experiences. The work of Student Job Search needs either more promotion amongst this group of students or a better interface for involving mature students often with a range of job skills and backgrounds. Resourcing and enhancing the work of the international support office and the students association could be helpful as these two seem to be held in high regard by international students and already have a key connection to them. The international students themselves provided good recommendations and ideas to the researchers and they should be part of the resource used in enhancing programmes for future students especially in the area of community engagement.

In conclusion this study sought to examine and describe the experiences and expectations of Massey University post graduate and mature international students and their families of community engagement in Palmerston North. This study was to be a pilot study with a view to a wider fully comparative study that might follow at some point in the future. This study has indicated that such a future study could be worthwhile and that there are many points raised in this study that could benefit from further investigation. Overall this study does point to levels of community engagement occurring for this group of international students. There is a need for the New Zealand community connection aspect to be enhanced and there is a need for improvements in information to this group of students especially round accommodation and costs of living. The words of one post graduate student sum up some of the ambivalence in the findings of this study, *“most often New Zealanders and other international students are friendly and approachable so it’s easy to interact with them ... in some cases language barrier is a concern but not so much”*

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Appendix 1 Questionnaire used in survey

This small survey/research is being conducted amongst International Post-graduates for gathering information on experiences of staying in New Zealand. The focus of the survey is non-educational contacts in the society in which students live. The information provided in this survey will be confidential. To encourage participation three respondents (based on lucky draw) would be given a \$50 supermarket voucher.

1. Information: Please fill in the following information about yourself. The use of your name and contact information will only be used to inform you of the supermarket voucher incentive draw (winners will not be identified) and of where the report on this research is published.

Name	<input type="text"/>
Country of Origin	<input type="text"/>
Email Address	<input type="text"/>
Male or female	<input type="text"/>
How long have you been in NZ	<input type="text"/>
How much longer do you plan to stay	<input type="text"/>

Please indicate your faith background

Are you married

Is your partner with you in New Zealand

Do you have children

If so how many and are they with you in NZ

2. Community Engagement (mixing with other people in the community and getting involved with groups and organisations)

Please tick one box in each row that corresponds to the frequency of meaningful interactions with people you meet eg they go beyond being polite and superficial

	Often	Occasionally	Not at all
With individual New Zealanders	<input type="checkbox"/> *Community Engagement (mixing with other people in the community and getting involved with groups and organisations) Please tick one box in each row that corresponds to the frequency of meaningful interactions with people you meet eg they go beyond being polite and superficial With individual New Zealanders Often	<input type="checkbox"/> With individual New Zealanders Occasionally	<input type="checkbox"/> With individual New Zealanders Not at all
With individual co-nationals	<input type="checkbox"/> With individual co-nationals Often	<input type="checkbox"/> With individual co-nationals Occasionally	<input type="checkbox"/> With individual co-nationals Not at all
With individual other internationals	<input type="checkbox"/> With individual other internationals Often	<input type="checkbox"/> With individual other internationals Occasionally	<input type="checkbox"/> With individual other internationals Not at all
With New Zealand families	<input type="checkbox"/> With New Zealand families Often	<input type="checkbox"/> With New Zealand families Occasionally	<input type="checkbox"/> With New Zealand families Not at all
With co-national families	<input type="checkbox"/> With co-national families Often	<input type="checkbox"/> With co-national families Occasionally	<input type="checkbox"/> With co-national families Not at all
With Other international families	<input type="checkbox"/> With Other international families Often	<input type="checkbox"/> With Other international families Occasionally	<input type="checkbox"/> With Other international families Not at all

3. Community Engagement: How often are you and/or your family invited to participate in activities

	Extremely often	Very often	Moderately often	Slightly often	Not at all
At the university	<input type="checkbox"/> *Community Engagement: How often are you and/or your family invited to participate in activities At the university Extremely often	<input type="checkbox"/> At the university Very often	<input type="checkbox"/> At the university Moderately often	<input type="checkbox"/> At the university Slightly often	<input type="checkbox"/> At the university Not at all
In the neighbourhood where you live	<input type="checkbox"/> In the neighbourhood where you live Extremely often	<input type="checkbox"/> In the neighbourhood where you live Very often	<input type="checkbox"/> In the neighbourhood where you live Moderately often	<input type="checkbox"/> In the neighbourhood where you live Slightly often	<input type="checkbox"/> In the neighbourhood where you live Not at all
Within the city	<input type="checkbox"/> Within the city Extremely often	<input type="checkbox"/> Within the city Very often	<input type="checkbox"/> Within the city Moderately often	<input type="checkbox"/> Within the city Slightly often	<input type="checkbox"/> Within the city Not at all

4. Where do specific invitations come for you and/or your family to participate in activities

- New Zealand friends
- Co-national friends
- Co-international friends
- Relatives
- Neighbours
- Religious community eg church, mosque etc
- School
- Other (please specify)

5. Social interaction: Please tell us what has enabled you to interact socially(make friends) and what barriers you have encountered to social interaction(making friends)

6. Expectation vs experience: Please tick the box in the rows that follow that best matches your experience versus your expectation.

	Experience worse than expected	Experience has been what I expected	Experience better than expected
Mixing with local people	<input type="checkbox"/> *Expectation vs experience: Please tick the box in the rows that follow that best matches your experience versus your expectation. Mixing with local people Experience worse than expected	<input type="checkbox"/> Mixing with local people Experience has been what I expected	<input type="checkbox"/> Mixing with local people Experience better than expected
Social supports	<input type="checkbox"/> Social supports Experience worse than expected	<input type="checkbox"/> Social supports Experience has been what I expected	<input type="checkbox"/> Social supports Experience better than expected
Cost of living	<input type="checkbox"/> Cost of living Experience worse than expected	<input type="checkbox"/> Cost of living Experience has been what I expected	<input type="checkbox"/> Cost of living Experience better than expected
Dealing with officials	<input type="checkbox"/> Dealing with officials Experience worse than expected	<input type="checkbox"/> Dealing with officials Experience has been what I expected	<input type="checkbox"/> Dealing with officials Experience better than expected
Accommodation	<input type="checkbox"/> Accommodation Experience worse than expected	<input type="checkbox"/> Accommodation Experience has been what I expected	<input type="checkbox"/> Accommodation Experience better than expected
Transport services	<input type="checkbox"/> Transport services Experience worse than expected	<input type="checkbox"/> Transport services Experience has been what I expected	<input type="checkbox"/> Transport services Experience better than expected
Education system/standards	<input type="checkbox"/> Education system/standards Experience worse than expected	<input type="checkbox"/> Education system/standards Experience has been what I expected	<input type="checkbox"/> Education system/standards Experience better than expected
Security and safety	<input type="checkbox"/> Security and safety Experience worse than expected	<input type="checkbox"/> Security and safety Experience has been what I expected	<input type="checkbox"/> Security and safety Experience better than expected
Other	<input type="checkbox"/> Other Experience worse than expected	<input type="checkbox"/> Other Experience has been what I expected	<input type="checkbox"/> Other Experience better than expected
Other (please specify)	<input type="text"/>		

7. Adapting to New Zealand: Please tell us how you feel you have adapted(adaption may require you to make changes) to New Zealand in the following areas

Food

Clothing

Accommodation

Transport

Finding paid work

Making friends

Other (please specify)

8. Community Events: Please tick the boxes that best corresponds to where you get information about community events, and how frequent you get them. Please list community events you have attended in the box provided ranked in order of most enjoyed at top of list to least enjoyed at bottom of list

	often	Occasionally	Not at all
From friends	<input type="checkbox"/> *Community Events: Please tick the boxes that best corresponds to where you get information about community events, and how frequent you get them. Please list community events you have attended in the box provided ranked in order of most enjoyed at top of list to least enjoyed at bottom of list From friends often	<input type="checkbox"/> From friends Occasionally	<input type="checkbox"/> From friends Not at all
from radio advertisement	<input type="checkbox"/> from radio advertisement often	<input type="checkbox"/> from radio advertisement Occasionally	<input type="checkbox"/> from radio advertisement Not at all
From Newspaper advertisement	<input type="checkbox"/> From Newspaper advertisement often	<input type="checkbox"/> From Newspaper advertisement Occasionally	<input type="checkbox"/> From Newspaper advertisement Not at all
From Massey International Post Graduate club	<input type="checkbox"/> From Massey International Post Graduate club often	<input type="checkbox"/> From Massey International Post Graduate club Occasionally	<input type="checkbox"/> From Massey International Post Graduate club Not at all
From flyer in letterbox	<input type="checkbox"/> From flyer in letterbox often	<input type="checkbox"/> From flyer in letterbox Occasionally	<input type="checkbox"/> From flyer in letterbox Not at all
From your children's school	<input type="checkbox"/> From your children's school often	<input type="checkbox"/> From your children's school Occasionally	<input type="checkbox"/> From your children's school Not at all
From a community group you are involved with	<input type="checkbox"/> From a community group you are involved with often	<input type="checkbox"/> From a community group you are involved with Occasionally	<input type="checkbox"/> From a community group you are involved with Not at all
From Neighbours	<input type="checkbox"/> From Neighbours	<input type="checkbox"/> From Neighbours	<input type="checkbox"/> From Neighbours

	often	Occasionally	Not at all
From other university communications	<input type="checkbox"/> From other university communications often	<input type="checkbox"/> From other university communications Occasionally	<input type="checkbox"/> From other university communications Not at all

Community events (please rank from most enjoyed)

9. Recommendations: If you were aware of another family coming to study and live here in New Zealand what would you recommend to them in the following areas?

What to be aware of in the behaviour of local people. (both good and bad)

Where help and advice relating to living could be obtained

How loneliness and boredom could be avoided

How paid work could be obtained

Where they could find information about community groups

Other (please specify)