OVERSEAS STUDENTS

A GENERAL SURVEY OF THE PRESENCE OF OVERSEAS STUDENTS IN CHRISTCHURCH AND AN INVESTIGATION INTO THE OPINIONS OF THESE STUDENTS AS TO THEIR GENERAL PROBLEMS OF ADJUSTMENT TO THE CONDITIONS OF LIVING IN CHRISTCHURCH.

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of the Requirements for the Degree of
Master of Arts

by
Winnie Swee-wan Ng
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CHAPTER I

THE PROBLEM OF THE STUDY

I. THE PROBLEM

Overseas students have become an important and obvious component of the universities and training colleges in New Zealand. No longer is it possible for these institutes of higher learning or even the community to ignore the problems of adjustment of overseas students. Clearly, these are in many ways different from those of the New Zealand students.

The problems affecting such a student's adjustment are varied: some concerning his studies; some concerning his finance; some concerning his board or lodging; some concerning his need for finding friends and companions, not only amongst his own kind but amongst New Zealanders as well, with whom he can share his feelings, thoughts, experience, and from whom he can draw warmth and comfort when he feels lonely and depressed. These problems, when they arise in a milieu which is strange and different, create tensions in the student, and give rise to elements of insecurity, nostalgia, nervous irritations, and sensitiveness.
It is in connection with the view that such a person's ultimate success as a student depends on how successful he is able to make satisfactory adjustment, both mentally and emotionally to his new environment, that the following study arose.

**Statement of the problem.** It was the aim of this study to make a start at providing some information on overseas students in Christchurch. Therefore, it is rather exploratory in nature and limited in scope, hoping to point the way to further studies. The purpose of the study was to present a brief general survey of the presence of 68 overseas students in Christchurch in 1961, and to investigate the opinions and views of these students as to their general problems of adjustment to the conditions of living here. This study does not attempt to measure the effectiveness of the students' adjustment, nor the pattern and phases of adjustment, instead it only attempts to study the factors and problems of adjustment these students had to face and to see how they affect them.

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1 This will include Lincoln and will be referred to throughout this study as Christchurch.
Answers were sought to the following specific questions: What did overseas students think were the specific problems of adjustment they had to make to New Zealand conditions? What relationship, if any, did these reported problems of adjustment have with different categories under which the students may be classed? How in their views did the attitude of New Zealanders to overseas students compare with the attitude of New Zealanders to their own countrymen?

Mental adjustment of a person in a strange country is as much a result of his own understanding and opinions of his welfare, his relationships with other people, and his association with different aspects of living, as it is the actual conditions existing. Hence, the overseas students' views need not necessarily be the actual state of affairs. Thus it was decided to concentrate on the views and opinions of these students rather than on the actual conditions, because it was felt that though the information gathered were mainly expressed opinions, yet, the fact that they were expressed at all do indicate the students' beliefs and attitude towards their general adjustment.
II IMPORTANT OF THE STUDY

The influx and increasing awareness of overseas students. What perhaps made such a study all the more necessary is the fact that there had been an influx of overseas students in recent years to New Zealand universities and colleges, and the increasing awareness of these students' presence by New Zealanders. This increase is due to a number of reasons such as the increased awareness of educational possibilities in New Zealand, the improved communications, and the major social changes in countries of South East Asia.

Statistics taken from the Commonwealth Universities Yearbooks\(^2\), indicated this increase in the overseas student population in New Zealand. Less than ten years ago, the number of such students was so small that it was regarded too insignificant to be recorded in the Yearbooks. It was only in 1959 that the Yearbook first recorded officially the number of overseas students here. The following table shows the number of students in New Zealand universities and colleges from 1955 to 1961.

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Note: Statistics of 1957 were not given in the Yearbook. The numbers provided here also included overseas students from the British Isles, Europe and Australia.

Source of information. Further it is thought that this study may be of some small service in providing some information on overseas students here, to those groups which have official relationships with overseas students; such groups as the New Zealand Government, because of its participation in the Colombo Plan; other governments or organizations, since they offered scholarships to the students to study here; private individuals such as parents, guardians, relations, because they sent their sons, daughters or wards here.
Encouraged international understanding. It is believed that it is a common and reasonable view that personal contacts and harmonious mixing of different races and creeds should bring about better understanding and goodwill. Whether this be true or not, it is still important to realise that the students from foreign countries do act, whether directly or indirectly, as "ambassadors" for their respective countries and it would seem a wise policy to promote in these students favourable and positive attitudes towards New Zealand so that they will carry such attitudes back to their homelands. It would also seem wise because the geographical position of New Zealand, as well as the situation of present international politics, make it quite inevitable that New Zealand has to turn to the East more and more for trade. Furthermore, many of these returning students may well secure positions of relative authority as a class, and their influence may well constitute to lasting friendship and goodwill. Hence the presence of overseas students here affords New Zealanders a good opportunity to develop close cultural and friendly relations with other nations. This study may thus throw light on the problems affecting the overseas students and so would
make the New Zealanders more aware of the students' problems and so to stimulate them to help to solve these problems constructively and realistically. Hence better relationships will be fostered and international understanding will be promoted.

III. EXPLANATION OF THE TERMS USED

In the hope of achieving precision, certain definitions and explanations are necessary, if the results of this investigation are to be better evaluated.

Overseas students. It is to be noted that whilst the term generally applies to all students from abroad regardless of racial origins or geographical localities, however, in this study it will be used to denote only those students of Asiatic and Melanesian-Polynesian origins and from Asian and Pacific countries, who are attending institutes of higher education in Canterbury and who will return to their home countries on completion of their studies. The institutes included here are the University, the Teachers' Training College, Lincoln College and the Technical College.
This term excludes any students of British, and European origins from Britain, Europe, United States and Australia. It also excludes those foreign students who are permanently domiciled in New Zealand. This term is therefore used exclusively to refer to the Asian and Pacific students from abroad.

It is to be noted that the terms, overseas students and foreign students, are used here synonymously.

**Scholarship and private students.** A scholarship student is one who is financed by his own government, by the New Zealand Government under the Colombo Plan, or under the Island Territories Scholarship Scheme, or by other special organizations such as the United Nations Organization. Such a student receives a regular and set allowance. If he is under the Colombo Plan for instance, his welfare is looked after by a specially appointed student officer of the Department of External Affairs.

The private student, on the other hand, is financed by his parents, guardian or by himself. His allowance varies according to his economic background. A student-permit system controls his presence here and this is
under the control of the Immigration Division of the Department of Labour which is not a welfare agency. His student permit is renewed yearly depending on how well he complies with the conditions and terms set down for him. On the whole, he receives less attention than the scholarship student under the Colombo Plan.

Adjustment. This term is used here in a wider and more general sense. It is taken to imply the ability of the student to adapt to a new environment and to modify or change his responses, habits, behaviour, beliefs and attitudes, as the changing circumstances require, or when such a modification is desired.

IV. THE OVERSEAS STUDENTS

In order to appreciate this study more fully some information on the characteristics and background of overseas students in general is necessary.

Characteristics. Overseas students are different from any other analogous groups in that they are sojourners rather than migrants. Therefore, the process they go through is temporary adjustment rather than mere assimilation. This no doubt entails an element of marginality or dual membership which can be very complex.
Secondly, these students have "explicit educational purpose"\(^3\) so that they are different from any ordinary tourists. This makes it necessary for them to work out some "modus vivendi"\(^4\) in the host society. Certain amount of involvement is required of them to attain their specific educational goals.

Most of them tend to be very polite, eager to please and to do the right thing. They also incline to be better dressed than an average student.

Practically, all of them are very conscious of their role as "ambassadors" for their respective countries and this explains the extra effort they put in behaving well especially in public.

The students also tend to take their studies very seriously as they felt that they owe it to their sponsors to do well in them, thus creating a deep sense of responsibility towards their work. Hence to most of them, concentration on their studies is their major duty and engagement in social activities is subsidiary.


\(^4\)Ibid.
Background. Many of the overseas students come from extended families so that respect for elders is emphasized in the family and in general social relationships so much so that often they refrain from critical comment and discussion. They tend to be dependent on their families for moral as well as financial support. Thus most of them are less practical than an average New Zealand student.

In many of their societies class distinctions are very marked and social stratification is in terms of wealth, family background and qualifications. This aspect is complicated by further sub-divisions among peoples of the same race who do not speak the same language nor observe the same customs. Educational achievement is the passport to social advancement and upward mobility. Thus great emphasis is given to achieving further education especially in professional qualifications. This is reflected in the concentration of these students in courses such as engineering, medicine and agriculture.

Because many of the students, particularly the private students, come from higher socio-economic strata, financed by well-to-do families, who were used to luxury, special favours and privileges, that some of
them find life here particularly strange.

Politically, many of these students come from countries which are in a state of transition having just received their independence. This again is reflected in the concentration of the courses on professional qualifications which are greatly demanded in their countries.

Educationally, most of the students have a certain level of competence in English to qualify them for scholarships. However, their standard of education varies widely from country to country; some countries follow the English System and the students have to sit the Oversea School Certificate examination set specially by the University of Cambridge while others have their local examination syndicates. In some countries, the medium of instruction in secondary schools is English, while in others, it is in their vernacular languages. Thus some overseas students will experience language difficulties, while some will not.

In the main most of these students come to New Zealand with their diverse cultural backgrounds which are all very different from that of New Zealand.
V. ORGANISATION OF THE THESIS

In Chapter I the problem has been stated, its importance discussed and some explanations of the terms used given. The next chapter will give a brief survey of studies and researches done on overseas students. Because of the limited amount of literature on the topic found in New Zealand, reviews have been made mostly on researches from overseas and only the significant ones are included.

Chapter II deals with the methodology used to obtain data. It outlines methods of investigation and treatment of findings. Chapter IV and subsequent chapters deal with the study proper, with Chapter IV presenting the data of a general survey of the presence of overseas students in Christchurch giving facts and figures on this group of students. Chapter V and those following, deal with different aspects of the conditions of living, where analyses are made and comments given where necessary.

The study proper concludes with a chapter on the summary of the results of the study. Conclusions are drawn on the basis of the evidence, and recommendations on the provision for overseas students and on further
study of the problem are made.

Several appendices are included following the bibliography to give details of various data gathered in the study.
CHAPTER II

REVIEW OF THE LITERATURE

Literature on overseas students in New Zealand is very small and limited. In fact, as far as can be ascertained there had been no comprehensive studies done on these students as a group. This may be due to the fact that overseas students are a relatively new component of the New Zealand Student population.

Unlike overseas countries, particularly the United Kingdom and the United States of America, where much had been studied and written on overseas students. This chapter will therefore include a comparatively large amount of literature from those countries.

Thus, the literature will be treated as follows: (1) literature related to overseas countries, (2) literature related to New Zealand, and (3) implication of the literature.

I. LITERATURE RELATED TO OVERSEAS

A. THE UNITED KINGDOM SCENE

Overseas student population. In the academic
year 1957 - 1958, MacFarlane\(^1\) reported the overseas student population in the United Kingdom to be 35,000. In the following academic year, the number was 42,100 and it made up of 10 per cent of the total university students population. In those universities, 50 per cent of the overseas students took technological subjects: medicine, pure science and law.

The 1955 PEP Report concluded that "it is unlikely that the flow of students . . . to Great Britain and to certain other countries will diminish significantly for many years to come."\(^2\) This increase of overseas students in British Universities was due to a number of reasons and Morris\(^3\) suggested that it was due to the intense desire for higher education to obtain qualifications for responsible posts and for seeking academic recognition. MacFarlane\(^4\), however, suggested that because the provision of facilities for higher education had fallen far behind the need for trained men and women, the students had to seek higher education in Britain and elsewhere.

\(^1\)Because of the unbalanced appearance of a typed page with many footnotes at the bottom, they are in this chapter placed at the end.
Problems confronting overseas students. The chief problem reported by the PEP Study was difficulty in getting accommodation. The main causes given were colour prejudice and rent being too high. The study reported a West Indian student to have said this, "when a colonial student does find a lodging the rent is always higher than for a white student so that you pay for your colour."  

Laing further enumerated a number of problems, which in his experience as Adviser to overseas students, he felt were those facing this group of students. These included the difficulty in gaining friendship particularly with the opposite sex; difficulties created by the difference in diet, in national sense of humour, in study habits; and finally, difficulties created by finance and mental health.

The 1961 PEP Report on Indian University students in Britain observed more or less the same sets of problems as those presented by Laing above. However, the report pointed out the importance of emotional problems such as loneliness, homesickness, and lack of experience in looking after themselves, as sources of maladjustment.
Attitude and Adjustment. Preconceived and stereotyped attitude towards a particular group of people can be changed through friendly and favourable contacts. Banton\(^9\) in his study of the behaviour of the British people towards coloured immigrants found that the coloured people too had their sets of attitude towards the British people. He reported the case of a coloured student who informed him that he found the British Administrators in West Africa so arrogant that he came to England with strong antipathy towards the people, but four years in friendly contact with other students and lecturers in London sent him back home strongly pro-British. Banton further observed that the attitude of the host, most resented by coloured students was what they considered to be a patronizing attitude towards them. One student was reported to have said, "Patronage is galling, because it makes the person towards whom it is directed feel that he or she is being used as an object, and is not recognised as an independent individual.\(^{10}\)

Banton further observed that the unpredictability of race relations in Britain was due to the general uncertainty about the right way to treat coloured people. He said the question facing the British people seems to be this:
"how far does justice require charity and how far may charity go before it becomes patronage?"

The PEP study on Indian university students in Britain reported changes in attitude of the students who resided in Britain for some time. The major changes observed: (a) attitude towards Britain, (b) attitude towards India, (c) changes in character, (d) changes in academic attitude. It reported that the Indian students became tolerant and accommodating by mixing, gaining a new awareness and a new perspective in their general outlook on life.

Provisions in the U.K. for the general welfare of overseas students. In the 1955 PEP Report a number of special provisions for overseas students were enumerated. Such provisions were rendered either by public and voluntary bodies or by the government.

Scholarships. Various types were available for colonial students. These were of three types of scholarship schemes: (1) for further training of civil servants, (2) for specific subjects including medicine, dentistry, accountancy, education and others, (3) open scholarships, opened to civil servants or to private persons.

Colonial Office. A Director of Colonial Students
is appointed to be in charge of the Students' Department which looks after the general welfare of the colonial students. Under the supervision of the Director are a number of liaison officers who act as advisers to the students and bring their needs to the notice of the authorities, both in the United Kingdom and in their own territories. These officers also maintain personal contact with the students.

The British Council. This Council provides several kinds of services to overseas students. These included preparing students for the life in the United Kingdom before they came; making travel arrangements during holidays; receiving them on arrival, making accommodation arrangements on arrival, running hostels, organizing courses, discussion groups, lectures, study visits, English classes and a variety of social functions. The Council, apart from meeting the social needs of the overseas students, also help them to solve individual, personal problems.

Student Advisers. At most colleges where a large number of overseas students are present, a member of the staff is appointed to look after the students' interests.
Their work is part-time. But in London University, a full-time adviser to overseas students is employed. Such advisers act as welfare officers too.

**International and National Clubs.** These are set up to cater for the social and cultural needs of the students. They are often centres of overseas students' lives in the United Kingdom.

**B. THE UNITED STATES SCENE**

**Overseas students population.** Williams\(^14\) in his survey of foreign students reported the presence of 47,245 overseas students enrolled in United States universities and colleges in 1959. These students represented 131 countries. The largest overseas student population in any country of the world was from the Far East (15,823 students). Engineering was the most popular field of study pursued, followed next in popularity by the Humanities. \(^42\) per cent of these students were studying in the U.S. under their own financial schemes.

In 1961 the Committee\(^15\) on the University and World Affairs reported the presence of over 50,000 students of foreign origin in the U.S. Eighteen Educational institutions enrolled more than 400 overseas students each.
Problems confronting overseas students. Cajoelas reported that the difficulties faced by the overseas students could be divided into two groups: (1) the problems of learning a different culture, (2) the problems of reconstructing personal values. The former group of problems included all the difficulties of language, customs, immigration regulations, academic requirements and the like. The latter group included all the social, political, economical, philosophical and religious questions that arose. Cajoelas further observed that learning to overcome these difficulties required partial, temporary but real identification with the host country.

Putman in his "open letter" to overseas students made the following points concerning their problems. He observed that non-academic factors such as health, finance, social adjustment, housing, could determine the academic success or failure of a student. He further pointed out that the overseas students tended to be afraid to ask for advice and help; that they tended to delay until the problem got too out of hand for effective solution.

Further studies on the problems encountered by
oversea students had been carried out. The results were very similar to those studied by the British groups. However, the consensus of opinions of writers such as Lorge and Diamond\textsuperscript{18}, Lysgaard\textsuperscript{19}, Smith\textsuperscript{20}, Lippitt and Watson\textsuperscript{21}, Schwab\textsuperscript{22}, Chatterjee\textsuperscript{23}, appeared to be the following. The main ones were language difficulty; difficulty in learning the intricacy of a new culture; the difficulty in gaining acceptance. More personal problems seem to be, the need to maintain personal integrity and self-esteem in the midst of confusion and frustration, the ability to balance loyalties and the achievement of academic goals. The general conclusion reached seemed to be that there existed a great need for the overseas students to find some identifiable persons to turn to for understanding and sympathy.

Gardner\textsuperscript{24} in his study on foreign students noted that the problems faced by these students varied according to the country they came from. As an example he cited the case of a Canadian student in U.S. as having "an infinitely easier task of adjustment" to American life than the Indonesian student. He further alleged that unwise selection was responsible for some of the problems confronting the students. The Report of the
Committee\textsuperscript{25} on the University and World Affairs also stressed, in its survey of foreign students in U.S. universities, the importance of the selection of students so that they could benefit from their stay in the U.S. It suggested that improved methods and techniques were needed to select students who could benefit from an "educational experience" in the U.S.

**Attitude and Adjustment.** In 1956 the report\textsuperscript{26} based on the research programme carried out under the auspices of the Committee on Cross-Cultural Education of the Social Science Research Council was published. This research studied the attitude and adjustment of overseas students in cross-cultural contact. The authors in this research programme examined such aspects of adjustment as its degree and determinants; its style and "strategies" characteristic of individual and of national groups; the interplay of adjustment and learning in respect to the formation and modification of attitudes. Smith\textsuperscript{27} as editor of the above-mentioned research reported that the intensive studies brought to light certain common features of foreign students' adjustment that cut across nationalities. He observed that most relevant to evaluating the results of any
cross-sectional study was the tentative finding of more or less "distinguishable phases in the course of the sojourn adjustment." The evidences of the various studies seem to suggest that the overseas students in the United States typically went through a cycle in their attitude towards the host country. These evidences were best represented by a U-shaped curve of favourability in which the initial "spectator" phase was characterized by highly enthusiastic reactions, fascination and an absence of serious confrontation of difficulties or personal commitment to relationships, and this was followed by the phase of "involvement", which was the "trough" of the favourability curve, associated with difficult problems of cross-cultural education, frustrations and critical behaviour. Finally, the "modus vivendi" phase was reached where a return to a more favourable attitude towards the host was effected, accompanied by better integration and "anticipation and reappraisal" of problems of readjustment. It had, however, been pointed out that timing of these developments varied from individual to individual and among national groups, as well as depending on situational factors but progression in this sort seemed inherent in the cross-cultural experience.
This characteristic curve of adjustment was found amongst students of different racial groupings as reported by various studies. Sewell, et al\textsuperscript{28}, Sewell and Davidson\textsuperscript{29}, and Lysgaard\textsuperscript{30}, reported such a pattern among Scandinavian students in the U.S.; Coelho\textsuperscript{31}, among Indian students; Smith\textsuperscript{32}, Morris\textsuperscript{33}, among students from many other countries. This seems to suggest that such a curve denoting patterns of adjustment, may be fairly universal.

However, the duration of each of the stages of adjustment was influenced by various factors and Sewell, et al\textsuperscript{34}, suggested language facility, personal flexibility, social ease, informal guidance and the extent of contact, to be some of the major factors.

In studying the overseas students' attitudes and images of the United States, Kiell\textsuperscript{35}, Useen and Useen\textsuperscript{36}, Lambert and Breslau\textsuperscript{37}, all seem to report that the formation of such attitude and images was influenced by the overseas students' own personality, life-history, cultural background, preconceptions and experience in that country. Thus most of these students tended to perceive and interpret situations in so far as they were relevant to their own background.
In 1962, studies\textsuperscript{38} of a research programme carried out by the Social Science Council to investigate the impact of studying abroad was published. These studies all seemed to reinforce those findings of the earlier studies on cross-cultural contact of overseas students concerning adjustment. However, in the conclusion of the present studies, it reported that cross-cultural personal and social interaction among students would lead to favourable changes in attitudes towards the other groups and so result in meaningful social relationships. Furthermore, negative preconceptions would lose its reality through personal contact.

\textbf{Provisions for the general welfare of overseas students.}

\textbf{General Information.} Special census of overseas students in American campuses was taken and recorded; information on the countries they came from; information on their sex, age, stay duration, nature of finance and field of studies, were all available for reference as reviewed by Kresky\textsuperscript{39}.

\textbf{Counselling Services.} Most universities and colleges provide counselling services to overseas
students. Foreign student advisers are specially appointed to look after the general welfare of these students. In many universities these advisers are employed full-time. Both Chen and Cajoles indicated the value of counselling to overseas students.

**Scholarships and Fellowships.** These are available as financial aids to overseas students. They are either sponsored by the Government or private organizations.

**International Clubs.** These exist in great numbers and are particularly active in catering for the social and cultural needs of the students.

**Newspapers.** These are specially devoted to international news and to reporting news of overseas students. One such paper is "The Asian Student" which publishes weekly news as a service to Asian students in the United States by the Asia Foundation, a private non-profit organization.

**Forums.** Such meetings are held to enable overseas students to express their views on international affairs and also to promote the exchange of ideas and knowledge.
Special Orientation Programme. This is known as the shipboard orientation sponsored jointly by the Institute of International Education and the American President Lines. Programmes introducing students to different aspects of American life and conditions and those supplying information, were specially held on a boat for all newly arrived students.

II. LITERATURE RELATED TO NEW ZEALAND

Overseas student population. The following 1959 statistics give a comparison between New Zealand and other overseas countries: (1) in the United States the number was 47,245, (2) in the United Kingdom the number was 42,000, (3) in Canada the number was 5,000-plus, and (4) in Australia the number was 4,000-plus, and (5) in New Zealand the number was 402. In 1961 the overseas student population was 505. It is thus clear that the overseas student populations in many overseas countries far exceed that of New Zealand and this could explain the lack of interest given to these students in the nature of researches or studies. However, whatever literature is available on overseas students in New Zealand it is mostly confined to popular journals and
press.

Studies made. Armstrong's unpublished thesis on the Chinese student values, although presented to the Victoria University of Wellington, was based on a study of the students in Melbourne, Australia. However, considering the geographical proximity of the two countries and the existence of many similar conditions of living, some of the points made in this study could well be mentioned to throw more light on the overseas student problem in New Zealand. Armstrong pointed out the importance of the impressions and attitudes these students formed during their stay in the country, as they could be of major importance to future relations between Australia and Asian nations, because the students when they returned home constituted a leadership elite. He further reported that evidence was available to indicate that the overseas students encountered many difficulties, academic and over-assimilation of Australian values. The latter aspect, he stated, could be maladaptive, in that it may create problems when the student returned home.

Provisions available in Melbourne for overseas students were enumerated by Armstrong. These included: (1) the appointment of a Warden of overseas students in
1950, (2) the establishment of an overseas student’s Advisory and Co-ordinating Council, (3) the formation of Australian-Overseas Club in 1949, and (4) the opening of and subsequent success of International House as a place where Australian and overseas students could live together and increase mutual understanding.

Fong\textsuperscript{143} made a study on the Chinese in New Zealand. Although the Chinese studied were mostly immigrants intending to domicile in New Zealand and so constituted a different group from that of the overseas students who were only sojourners, but the fact that they both were members of a minority group which had a lot in common in cultural background, would make it interesting to mention some points about the conditions the Chinese had to face and which may be faced by the overseas students too.

Fong\textsuperscript{144} pointed out that discrimination, official and social, against the Chinese in the earlier decades were such that none wanted to stay longer than economically necessary. However, attitudes had changed and the present social climate is more conducive to the integration of the Chinese people into the New Zealand way of life. But certain amount of discrimination does still exist in New Zealand, particularly in relation to
occupation. She further pointed out that the problem of assimilation of any immigrant group was a problem primarily relating to the attitude of the dominant society. This statement could well be applied to the problem of adjustment of overseas students in New Zealand.

An unpublished study on some adjustment problems and some variables of the Dutch immigrants in New Zealand was carried out by Wentholt\textsuperscript{45}. Like the previous study this group of subjects though of different cultural and racial background from that of the overseas students, yet they both again were members of a minority group and so should be interesting to note some of the points brought up in the study.

Immigrants, Wentholt held, had additional problems which were derived from a situation peculiar to migration where they were uprooted from one community and transplanted into a foreign one to which they had to adjust. Such a situation was also experienced by overseas students although their adjustment was for a rather temporary period during which they had to accommodate as much as they could so as to attain their specific educational objectives.
Wentholt in his treatment of the data used a number of indices of adjustment. These were to measure different aspects of adjustment such as the individual's motivation; his identification with the new country; his willingness to accept the conditions in New Zealand; the cultural contact he experienced and the cultural change effected. All these indices aimed to measure the subject's internal integration.

Wentholt also held that there were three modes of adjustment, namely motivational, cognitive, and normative, and different individuals or different circumstances lent themselves to one mode of adjustment more easily than to another. Adjustment, according to him, had two levels: acceptance and identification, and the latter often tended to lag behind the former level.

In 1959 Scott carried out an investigation into the reception given to overseas students on their arrival to New Zealand, at the request of the Student Association, University of Canterbury. Questionnaires were completed by those students who had been in New Zealand for at least one year. Scott reported that 50 per cent of the students claimed that they did not receive adequate advice about their journey from their homelands; 48 per
cent were not met or looked after when they arrived in New Zealand; 33 per cent had to find their own accommodation; 33 per cent had to find their own way around the University; 75 per cent of the students experienced a long period of waiting before University commenced and they found it "sheer misery"; 55 per cent received no advice on the course they should take; and 90 per cent found that they did not go anywhere with New Zealanders or were invited anywhere by them.

Scott concluded that evidently the newcomers from overseas received very little attention from New Zealanders. He said that if they were given more attention, perhaps many of the problems that confronted them could be avoided. He further reported that many of the overseas students met a definite barrier when trying to get board because of their colour.

In an article on overseas students in New Zealand, Thompson, pointed out the illusion that all overseas students were under the Colombo Plan. This, he held, had been fostered by statements of the governmental ministers who seemed to suggest that politically speaking, the terms, overseas students and Colombo Plan students were "virtually synonymous". Although overseas students here
had the "status of guests"\textsuperscript{18}, Thompson felt that students under the New Zealand Department of Island Territories did not arouse public interest nor did they enjoy the prestige of those under the Colombo Plan.

Anomalies in status of these students, Thompson felt, was due to division of overseas non-white students among various governmental departments where "generosity with which the students are treated depends on the political significance of their countries."\textsuperscript{19} Further, he observed that the present inadequacies of the overseas students programme were inadequacies of policy and not of personnel and he suggested that it should be the future policy of New Zealand to have an overseas students programme rather than the present series of separate schemes. Finally, Thompson urged that the same welcome given to Colombo Plan students be extended to other overseas students especially those from the Pacific.

References in the External Affairs Reviews.

Statements on the Colombo Plan students which were made from time to time had been recorded by these reviews. In 1960 the Department of External Affairs published a pamphlet containing extracts from three Reviews on the Colombo Plan. It gives information on the origin and
establishment of the Plan, its achievements, and New Zealand's part in it. It reviewed that a total of 721 people from the countries of South and South-East Asia had received training in New Zealand. On 31st March, 1960, 227 students were being trained in New Zealand and more were expected during the year. A statement on the presence of overseas students was made by the Prime Minister, the Right Honourable Mr. Keith Holyoake, to the effect that these students working and living side by side with New Zealanders, visiting their homes and seeing their country, were coming to understand their hosts. "Mutual respect and sympathy built up by such personal contacts is the best foundation for good international relations."

References in general press and popular journals. In 1957, the Press reported the comments of some overseas students in Christchurch on a report by a Singapore newspaper on the colour bar in New Zealand. They asked that they be treated as equals and be given "equality of opportunity". Many of the students interviewed stressed that they had met with colour discrimination when looking for board.
The Press further reported that coloured students tended to avoid outside activities as they were often refused dances by girls. Such incidents made the students feel that discrimination did exist, as aptly summed up by one young student, "There is no legal colour bar in New Zealand, but there is a bar in many people's hearts." 55

Another article 56 in the press concerning the same issue reported that many Asian students refuted reports of colour bar in New Zealand with expressions of surprise about the whole issue.

The "Canta" editorial 57 in 1961, outlined the position of overseas students at the University. It drew attention to discrimination between a white and a non-white student from overseas in the forms of restrictions and penalties. It further asserted that the control and restrictions placed on the non-white overseas students were very unjust and arbitrary in their operation.

In the next issue of the Canta, an article 58 by the Secretary of Labour, Mr. Bckett, who was asked to comment on the editorial was published. He considered the editorial to be "ill-informed and in many respects an erroneous view." Mr. Bckett went on to defend the existing policy on the basis that "New Zealand would
be speedily flooded with entrants" from the Asian and Pacific countries and that unrestricted right of entry could only result in "serious cultural and economic difficulties and would generally endanger our way of life."59

Thompson 60 examined Mr. Bockett's article and pointed out that it consisted of an attempted justification of the statements made in the editorial rather than an attempt to show their inaccuracy as claimed. Thompson felt that in so doing Mr. Bockett endorsed the facts outlined in the editorial. Thompson also noted that nowhere did Mr. Bockett refer to measures which the Government took to make the students' time in New Zealand easier instead the impression was, he felt, strengthened that "the role of the Government Departments is one of police action to see that the student conforms to the restrictions placed upon him and to threaten him with the withdrawal of the permit should he deviate."61

Menshaw 62 in an article on students from overseas interviewed a number of students to discuss their problems. Some of the points brought out were that the students had to speak and sit examinations in English; to become accustomed to New Zealand climate and food;
to be used to being away from their families and to make friends and convey their pride of their own culture. She reported that often these problems seem to outweigh the advantages of studying in an English-speaking, Western-style country. However, in general, Renshaw stated that the students found New Zealanders friendly and many were impressed with the New Zealand way of life.

**Provision for the general welfare of overseas students.**

**Counsellor.** A special one is appointed by the External Affairs Department to look after the welfare of Colombo Plan students, in some centres. Private students have no such personnel specially appointed for their welfare.

**International clubs and such interested associations.** These are concerned mainly with providing social activities although some cultural activities may be encouraged.

**III. Implication of the Literature**

It is evident that interest in overseas students resulting in a number of studies, is related to the large
number of such students in countries such as the United Kingdom and the United States of America. It is also clear from the reviewed literature that overseas students as a group have quite similar problems of adjustment. Literature indicates that some of those which centred round accommodation, food, language, social and racial relations, are repeated here in New Zealand.


5 Political and Economic Planning, op. cit.

6 Ibid.


10. Ibid.

11. Ibid.


30. Lysgaard, *op. cit.*


41 Cajoleas, op. cit. pp 209-212.


43 Ng Bickleen Fong, The Chinese in New Zealand, (Hong Kong: Hong Kong University Press, 1959)

44 Ibid., pp 127-128.


46 Robert E. Scott, "Reception to Overseas Students" (unpublished report to Students Association, University of Canterbury, Christchurch, 1959).

47 Richard H.T. Thompson, Overseas Students in New Zealand: Some Anomalies in Status (in press, August 1962)

48 Ibid.

49 Ibid.

51 Ibid.


53 Ibid.


55 Ibid.


59 Ibid.


61 Ibid.

CHAPTER III

METHODOLOGY

The nature of the experimental group from which the data was obtained, the procedure and instruments used to obtain the data, now come under consideration. The chapter also contains information on the treatment of the findings and on difficulties encountered in the study.

I. SELECTION OF THE SAMPLE

A list of all overseas students in Christchurch, including Lincoln\textsuperscript{1}, in 1961, attending institutes of higher learning, was drawn up with the help of the University International Club and other sources, to ensure as complete a coverage as possible. These students attended the University (70), Lincoln College (12), Teachers' Training College (3) and Christchurch Technical College (3), giving a total of 88 students. The students attending Teachers' Training College were all graduates doing a year of post-graduate teaching. Those from the Technical College were being trained to be

\textsuperscript{1}Referred to throughout this study as "University".
technical instructors.

These overseas students came from 10 different countries, holding 6 different types of beliefs or creeds, and pursuing 8 different kinds of courses of studies. This whole population of overseas students was selected as the experimental sample.

Of the 88 overseas students, 8 could not be traced, 1 was ill and unable to answer the questionnaire, and 11 refused to answer. The remaining 68 students completed the forms fully and formed the final sample.

II METHODS OF PROCEDURE

The Pilot Survey. This was carried out with overseas students in Dunedin. The sample in the pilot survey was one selected at random and consisted of 45 students. The instrument used was a questionnaire which consisted of 57 items covering the personal, social, academic, financial and cultural aspects of the student's life in New Zealand. These forms were distributed personally and supplemented by interviews wherever permitted. Comment was invited on any item which was found to be ambiguous, badly formed and in any way
unsatisfactory. The questionnaires were returned mainly by post even though personal returns were specially requested so as to enable the investigator to obtain further information by interviewing. Only 15 students returned their forms, giving a 33 per cent return.

It became clear as a result from this pilot study that interviews would be difficult to secure as the students were reluctant to come face to face with the investigator for fear of their identities being made known and made public. It was also evident from this that difficulty would be experienced in obtaining a high return of the questionnaires. Further, it was obvious that strict observation of these students' anonymities was necessary unless otherwise permitted.

Comments, both valuable and valuable, appeared from some students and many of their suggestions were incorporated in the final form of the questionnaire. Important changes in the lay-out, in the forming of questions, and in the necessity of having shorter and more specific questions, were carried out.

**The final experiment.** The original intention was to use both the questionnaire and the interview techniques in obtaining data. However, it was found
from the pilot study that the interview technique was not practicable as interviews were not easy to secure because many of the students were not prepared to have their identities and personal views made known to the interviewer. Thus, the nature of the experimental sample group made it necessary to observe these students' anonymities in the final experiment, except where students were otherwise agreeable to interviewing.

Therefore, concentration was given to the questionnaire as the main instrument used in obtaining data, and information was supplemented by interviews wherever possible.

The questionnaires were distributed personally wherever possible, otherwise they were sent by post with enclosed stamped-addressed envelopes and cover-letters. Only those students who were agreeable were interviewed and "rapport" was established in an informal manner, with emphasis being laid on the fact that strict confidence would be observed. However, much information was further gained through daily contacts and conversation, regarding the students' attitudes and adjustment problems. Often, those concerned were unaware that they were being interviewed.
To ensure as great a return as possible, circulars were sent to those students who had not returned their forms after more than one month. These were enclosed with stamped envelopes, in the effort to get the forms back as soon as possible. This procedure proved to be rather successful.

Description of the instrument used. A questionnaire was used. Its main objective was to obtain information concerning the actual facts and statistics of the student, the conditions under which their studies were undertaken, and the problems they had to meet and face. This questionnaire contained 50 items, divided into 7 sections, although these were not evident in the form itself; nevertheless, items were grouped to ensure certain trends in thinking.

The following were the different sections covering various aspects of the student's life: (I) included the general information on the student himself such as his sex, age, nationality, religion and others; (II) dealt with items concerning his social and racial relations and interactions; (III) dealt with items concerning his academic position; (IV) dealt with his accommodation, and (V) with his finance; (VI) dealt
with his attitude towards New Zealanders and New Zealand society and conditions; and (VII) finally was concerned with those problems which the students believed to be the main ones affecting overseas students in general, and his advice to future overseas students who intended to come to New Zealand.

The questionnaire was self-administered with many of the questions in the form of multiple-choice, to ensure quantitativity, and some open-ended questions for spontaneous and free expressions. Space allowance was given at the end of every item for further personal opinions and comments. In the main, the questionnaire was designed as unambiguous and as specific as possible with short questions, and simple instructions. Assurance was given to treating the information with strict confidence. This questionnaire as an instrument has one advantage, in that it is able to obtain information of a more detailed and personal nature which would not be readily imparted had it been in a face-to-face interview.

III. TREATMENT OF THE DATA

Each item in all the 68 forms was checked and the frequency of the replies to each self-category tallied.
They were then recorded in tabular form. Analysis and cross-analysis of these results were carried out with the view of providing answers to questions concerning the overseas students' opinions on their own general problems of adjustment to New Zealand conditions. Results would be commented upon and discussed immediately after they were presented to save further repetitions. It is to be noted that figures whenever they appear in the text will be rounded off to the nearest tenth of the number.

The following specific questions need to be answered:

I. **What did overseas students think were the specific problems of adjustment they had to make to New Zealand conditions?**

What sort of preconceptions or expectations did they have about New Zealand before they came?

How far did reality accord with their preconceptions?

Did they have problems with board? Did they have problems with New Zealand food?

Did they have financial difficulties? Did they
have problems concerning their academic adjustment?

Did they have problems in social relationship with New Zealanders?

Did they feel that there was any racial discrimination?

II. WHAT RELATIONSHIP, IF ANY, DID THESE REPORTED PROBLEMS OF ADJUSTMENT HAVE WITH DIFFERENT CATEGORIES UNDER WHICH THE STUDENT MAY BE CLASSED?

How far were these problems (I) above, related to:

Racial groupings to which these students belong?

Sex of students?

Age groupings to which they belong?

Marital status of these students?

Number of years they had been in New Zealand Universities?

Types of religion they held?

Types of courses of studies they pursued?

Whether they were Colombo Plan and Scholarship students or private students?

Types of board they lived in?

III. HOW IN THEIR VIEWS DID THE ATTITUDE OF NEW
ZEALANDERS TO OVERSEAS STUDENTS COMPARE WITH THE ATTITUDE OF NEW ZEALANDERS TO THEIR OWN COUNTRYMEN?

What did overseas students believe to be the attitude of New Zealanders to overseas students?

What did they believe to be the attitude of New Zealanders to their own countrymen?

Did these two differ?

IV. WHAT WOULD BE THE ADVICE GIVEN BY THESE OVERSEAS STUDENTS TO THOSE INTENDING TO COME TO NEW ZEALAND?

This question will not only provide supporting evidence as to what overseas students felt were the problems of adjustment but it is the assumption that the students will give advice on those matters which were in their mind more crucial. This would make possible the drawing up of a list of those problems which seem most vital to overseas students.

Therefore, in answering these questions, it is hoped, as a result, that it will be possible to describe the picture that such students have about their own problems of adjustment to a foreign country.
IV  DIFFICULTIES ENCOUNTERED

Non-Response Group. This group could well provide a source of bias in the study. Their non-response could probably be due to lack of interest in the topic, though this was unlikely, or to mere unco-operativeness. It could, however, be more likely that those students who refused to reply had special personal problems and thus might differ from those who responded. Their exclusion could affect the general findings.

Validity. It was realized that the value of the investigation depended to a large extent on the relevance of the data obtained. However, it was found that it was difficult to appraise the validity of what was being stated by the students. Thus only "face-validity" could be taken. For such a study "Face-validity" would appear to be quite high as experience would indicate that students tended to give approved answers rather than those on the actual issue. This was accentuated by the noted Asian attitude of "face-saving" so much so that everything had to seem well at least on the surface, and that it was a point against the person's character not to be able to bear the odds against him quietly. He
would "lose-face" so to speak, if other fellow students knew of his predicaments as he should be "man enough" to cope with the difficulties. Thus many Asian students tended to give socially approved answers and this rendered difficulty in checking their validity.

Further, in this multiple-choice questionnaire, middle-course answers were often chosen on ground of caution. Again, the multiple-choice questions themselves rendered difficulty to assessing the validity of the answers given, because it had been noted that such terms as, A Great Deal, Moderate, Little, Often, Sometimes, Rarely, meant very differently to different persons.

Unco-operativeness. It became clear to the investigator from contacts with overseas students that there existed a considerable hesitancy to comment on their host nation, although this was rarely stated specifically.

Rightly or wrongly, these students felt to be unwise or might jeopardize their position, to comment adversely on New Zealand conditions, or to air their grievances, real or imagined, to a considerable degree
in public. A supporting evidence was to be found in the article by Thompson\textsuperscript{2}. In his examination of the two faces of the Government policy towards overseas students he cited the case of a private Fijian student as a typical example of the position of a private, non-white overseas student in New Zealand, who must "watch his step with officialdom and conform to their various restrictions."\textsuperscript{3} Any attempt to draw attention to anything considered unjust "is likely to be regarded as agitation."\textsuperscript{4}

Such a role as the silent observer, with restrictions to conform to or threat of withdrawal of his permit should he deviate, only enhanced the student's reticence and discouraged free expression of personal views on the host nation. Thus the investigator came up against such hesitancy or reticence time and time again. Because of this and the need to meet the concern of these students that their affairs be not made public, not many regular, formal interviewing could take place. This


\textsuperscript{3}Ibid., p 3.

\textsuperscript{4}Ibid.
prevented the clarification of some of the ambiguous points which were found in some answers in the questionnaires. Validity was again made more difficult to be checked.

**Time taken to return questionnaires.** The rather long period of time taken by many students to return the questionnaires presented another source of difficulty as work was hindered. In many cases a circular reminder (Appendix) had to be sent to them to speed up the response. In some cases, more than one reminder had to be sent before the forms were returned. Such delay hindered progress of the study.

**Sex of investigator.** Apparently, this aspect presented a difficulty in obtaining data face-to-face. The investigator was let to know that being a lady, she could not expect the students to talk freely, especially about those more serious personal problems which could not be confided to a female person. It was clear to the investigator that such an attitude was a reflection of the students' cultural background where in some cases there were real prejudice against a woman acting as confidante. Again, such an attitude reflected their
"face-saving" attitude as it would be considered a big "lose-face" if a lady knew of their unhappy state of affairs.
CHAPTER IV

FACTS AND FIGURES OF OVERSEAS STUDENTS

It must be pointed out that the results presented here were obtained from Christchurch and Lincoln, so that any generalizations made should be cautious ones. In spite of this, it seems likely that some of the results could be indicative of general trends and thus have wide applicability.

This chapter will give a description of the characteristics of the population and sample studied in the thesis, as well as comment on the adequacy and limitations of the sample which formed the basis of the work. Descriptive facts reported here include an analysis of the countries the students come from; their age-grouping; the sex of the students; the number of years they had spent in New Zealand universities and colleges; the courses of study they were pursuing and other features.

Final sample and its relative population. It must be borne in mind that only Asian and Pacific overseas students were studied. Details of the population studied are given in the following table. Although the
total whole population of these students in Christchurch was 88, eight were untraceable owing to change of addresses or other reasons, one was ill in hospital. Hence only 79 questionnaires were sent out to the students. The 68 cases who responded made up the final sample, and there was a return per cent of about 86. The remaining 11 students representing about 14 per cent of the total known population declined; in all cases giving reasons for their refusal—these were all personal.

**TABLE II**

**OVERSEAS STUDENTS POPULATION IN CHRISTCHURCH**

<table>
<thead>
<tr>
<th></th>
<th>Total Questionnaires</th>
<th>Total Replied</th>
<th>Total Declined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>79</td>
<td>68</td>
<td>11</td>
</tr>
<tr>
<td>Per Cent</td>
<td>100</td>
<td>86.1</td>
<td>13.9</td>
</tr>
</tbody>
</table>

**Comment.** Whilst it is the belief of the writer that the group of students who refused to answer the questionnaires does not differ appreciably from the general population in respect to the variables measured in this thesis, yet there does exist the possibility that they may depart seriously from the general sample and that their exclusion may thus affect the findings to some extent. However,
because of the high percentage of those replying, representing about 77 per cent of the total whole population, it seems reasonable that the conclusion drawn from the total who replied, would not differ appreciably from that of the total whole population of Asian and Pacific students in Christchurch.

The final sample of 68 students is no doubt too small to make generalizations but it has the advantage of representing the total whole population of overseas students, and so these students' views do justifiably reflect the general trends in attitude of the whole overseas student population in Christchurch.

**National grouping.** The students in the final sample came from different Asian and Pacific countries. Table III gives details of the national groupings of the sample.

The largest single group of overseas students was from Malaya, including 4 students from Singapore. Being a multi-racial society the Malayan group was rather heterogeneous. This group consisted of 3 racial origins: 24 were Chinese, 6 were Malays and 5 were Indians.

The Fijian group was the second largest single group. Like the Malayans, the Fijian group consisted of
various racial origins: 6 were Indians, 3 were Chinese, and 3 were native Fijians.

**TABLE III**

NATIONAL GROUPING OF THE SAMPLE

<table>
<thead>
<tr>
<th>Countries</th>
<th>Total Number</th>
<th>Total Replied</th>
<th>% Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaya (including Singapore)</td>
<td>39</td>
<td>35</td>
<td>89.7</td>
</tr>
<tr>
<td>Fiji</td>
<td>12</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>North Borneo (including Sarawak)</td>
<td>6</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Indonesia</td>
<td>6</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>Vietnam</td>
<td>4</td>
<td>4</td>
<td>100.0</td>
</tr>
<tr>
<td>Hongkong</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Samoa</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Ceylon</td>
<td>6</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Cook Islands</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Nepal</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Total** | 79 | 68 | 86.1 |
The North Borneo group was made up of 2 Chinese, 2
Dyaks and 1 Malay students. The Indonesian and Vietnam
groups were more homogeneous. Thus when the students were
classified according to their racial origins, the follow-
ing figures were evident: 31 Chinese, 11 Indians, 7 Malays,
4 Indonesians, 4 Vietnamese, 3 Fijians, 2 Samoans, 2
Sinhalese, 2 Dyaks, 1 Cook Islander and 1 Nepalese.

It is realised that the number of students in each
national group is small and uneven, so that results of
analysis of any aspects of adjustment in relation to
these national groupings are not valid unless the various
national groups with similar features are grouped
together to obtain bigger sub-groups.

Sex. The number of male and female students is now
presented in the following table.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>64</td>
<td>94.4</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is evident from Table IV that there is a definite majority of male students over female ones. This great difference could very well reflect the Asian and Pacific society where higher education is still limited to the male population. It is possible that the nature of the scholarships offered which are mainly for technical and technological courses, could create this disparity in the sex of the students.

**Age grouping.** The different age-groups to which the students belonged are shown in the table below.

Because of the large number of different age-groups found among the students, they are classified into these 5 main groups.

**TABLE V**

**AGE GROUPING**

<table>
<thead>
<tr>
<th>SEX</th>
<th>AGE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18 - 21</td>
</tr>
<tr>
<td>Total Number</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>64</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
</tr>
</tbody>
</table>
Table V shows that the largest group of students fall within the age range of 22 years to 25 years. Its mean age is 23 years, 9 months. In the youngest group (18 - 21 years) most of the students were either 20 years old (7 in number) or 21 years old (12 in number) with only one student who was 18 years old. Overseas students even though they were first-year students were comparatively older than the New Zealanders in the first year at the University. This was due to a difference in educational systems. Many Asian countries had no compulsory, free education owing to shortage of schools and staff and secondary school education was a privilege to some students. Further, admission school age in many Asian countries was at least six or seven years. Therefore many normal students finished their school certificate at 17 or 18, and with 2 more years spent in doing the Higher School Certificate, these students would be at least 17 or more when they were ready to enter the universities.

Many overseas students on completion of their School Certificate had to work to earn a living and so had not had the opportunity to pursue higher courses of study while they were younger. Thus quite a number of students who were here in university courses had been qualified teachers,
some had held diplomas in engineering or agriculture and quite a number have been serving officers in the various government services before they came out here under their own schemes or under Colombo Plan scholarships.

Marital status. This aspect of the students is now presented and it is evident from Table VI that the majority of them were single.

**TABLE VI**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>62</td>
<td>91.2</td>
</tr>
<tr>
<td>Married</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The definite higher percentage of single students is due to various obvious reasons. Many students came out here to study immediately after they finished high school and so the question of marriage did not arise. Students residing here did not get married because of practical reasons such as extra finance, possible distraction from work, and also because of the terms found in their student permits, in the case of private students, and in their scholarship awards, in the case of scholars.
Marriages, however, could take place with special permission from the respective authorities in charge. Those students who were married had either done so before they came here or obtained special permission to do so, and these were in the age group of 28 to 32 years and most of them had been serving officers in the government before they came to New Zealand.

Religion. Overseas students of diverse cultural background held diverse beliefs or creeds. Table VII shows the major ones held.

<table>
<thead>
<tr>
<th>Types</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>23</td>
<td>33.8</td>
</tr>
<tr>
<td>Free Thinker</td>
<td>13</td>
<td>19.1</td>
</tr>
<tr>
<td>Moslem</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>Object</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Hindu</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Buddhist</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Other Religions</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The majority of students reported themselves to be Christians. Quite a number claimed themselves to be "Free Thinkers". This term is generally taken to mean that the students are not committed to any particular religion, instead, they are free to believe or practise any type they so incline. In the main, most of them were quite liberal in their beliefs except the Moslems and Hindus who are restricted by their religions from eating pork and beef respectively.

Number of years spent in New Zealand universities.
The students studied in this thesis had been in the University for different lengths of time as shown in Table VIII. The longest time spent by some of these students was six years.

| TABLE VIII |
|---|---|---|
| **NUMBER OF YEARS SPENT IN NEW ZEALAND UNIVERSITIES** |
| Years | Number | Per Cent |
| One | 19 | 27.9 |
| Two | 10 | 14.7 |
| Three | 11 | 16.2 |
TABLE VIII (continued)

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td>18</td>
<td>26.5</td>
</tr>
<tr>
<td>Five</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Six</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table shows the first year as the single year which had the largest number of students. Of those who had been here for more than one year, the fourth-year had the largest number of students. This was due to the fact that the fourth-year included final-year students in engineering and agriculture, and post-graduate students as well. The sixth-year students included a few who had not been too successful with their studies, and a number of final-year Master's students.

It is interesting to note that of the first-year students, about 63 per cent came from Malaya. Again, of the fourth-year students about 67 per cent came from Malaya.

Courses of study. Just as the length of time spent in the University by these students was varied so were their courses of study, and Table IX indicates this.
TABLE IX

COURSES OF STUDY

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>Science</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>Arts</td>
<td>11</td>
<td>16.2</td>
</tr>
<tr>
<td>Agriculture</td>
<td>11</td>
<td>16.2</td>
</tr>
<tr>
<td>Commerce</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Technical College</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Teachers' Training College</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is clear from the table that engineering and science were the most popular courses pursued by the students. As far as engineering is concerned, this course is not usually offered in many of the Asian universities, and yet those countries are in great need of engineers. Scholarships offered by the New Zealand Government are for technical aids and thus the bulks of the scholarship students tended to do engineering or pure science.

It is interesting to note that 60 per cent of those students doing engineering came from Malaya, and about 75
per cent of those doing agriculture also came from
Malaya. But all the three students who were doing
commerce came from Fiji.

**Scholarship or private students.** Students who
studied here were under two main schemes, either they were
sponsored financially by the New Zealand Government such
as those under the Colombo Plan, or the New Zealand Island
Territories schemes; by other governments or organizations
such as those under the Commonwealth scholarship scheme,
United Nations Organisation scholarship scheme, or the
students were privately financed by their parents,
guardians or even by themselves. Table X shows just the
two main groups of students.

**Table X**

<table>
<thead>
<tr>
<th>Types</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>49</td>
<td>72.1</td>
</tr>
<tr>
<td>Private</td>
<td>19</td>
<td>27.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The majority of overseas students here were under some sort
of scholarship with about 88 per cent under the Colombo
Plan. However, there was quite a large proportion of students who were studying here under private schemes.

It is interesting to note that of the scholarship students, the majority, about 55 per cent, came from Malaya and the majority about 47 per cent of private students came from Fiji, and about 75 per cent of all the Fijian students were private students. Thus Fiji was the one country which had the highest percentage of private students. This is due to the fact that Fiji does not receive Colombo Plan aid. Further, scholarships are few and often hard to obtain unless the student happens to be of European stock.

Summary. Facts and figures given in this chapter could well be summed up as follows. The final operative sample was made up of 68 students with the highest numbers coming from Malaya, Fiji and British North Borneo. The sample had a definite majority of male students, and a majority of unmarried students. Most of these students were found in the age range from 22 to 25 years. A large proportion of them appeared to be either Christians or "free-thinkers". About 72 per cent had been in the university for more than one year and about the same percentage was studying here under scholarships. Engineering, science,
arts and agriculture were the main courses pursued by the oversea students.

**Evaluation of sample adequacy.** The justification of its adequacy lies in the fact that the whole known population was sampled. Further, the percentage of returns from the questionnaire survey in general was rather high. However, inadequacy was bound to be found as the sample was rather small and also it represented only one year census and in one centre so that it would not enable the results to be so readily generalized to other years and other centres when and where the conditions may be different. Further, the group of students who refused to respond could well be sensitive students and so may be an unusual group with special problems of adjustment. In this respect, the sample was thus bound to have some inadequacies.

Nevertheless, it is probable that the results of this sample are relevant to a wider group although they should be used with caution.
CHAPTER V

ASPECTS OF GENERAL LIVING AND STUDYING IN CHRISTCHURCH

Data and results of various factors concerning the overseas students' general living and studying in Christchurch will be considered in this chapter. These two aspects are, in one way or another, areas where many of the students' problems of adjustment to conditions here can be found.

Tables with detailed information will be presented in the Appendix, not because they are any less important but because they are bulky and so will cause inconvenience when present in the text.

I. ASPECTS OF GENERAL LIVING

Aspects to be examined here will include the students' preconceptions and expectations before they came to New Zealand, as these could determine the kind of attitude they would take in general towards New Zealand society and its people. An examination of their attitudes towards living in Christchurch, towards being in the University, towards New Zealand food, will be made, as all these attitudes may play important parts in the students' adjustment to conditions here. Further, factors such as
accommodation and finance are always important problems affecting adjustment in general.

Preconceptions and expectations

Results. Table I, Appendix C, indicates that the majority of students stated that they had no ideas on New Zealand conditions before they came here. Some stated that they had had no time to think about it.\(^1\) The latter view was expressed in most cases by the Colombo Plan students who reported that they were not given sufficient time of notice concerning their departure to New Zealand and so very often were not fully prepared.

As for the views of those students who had formed some kind of preconceptions on New Zealand conditions, the most common was that they thought New Zealand cities would be like those modern Western cities with fast-moving and heavy traffic, tall skyscrapers, crowded shops and plenty of night clubs. Another common preconception was that the people here had a high standard of living with all modern conveniences, cars, radios, television and others. Very few students thought of New Zealand in terms

\(^1\)The statements are based on an elaboration of facts obtained during interviews.
of a likely colour bar.

The students were asked to consider whether they found the conditions here as good as they expected them to be, and the majority (51%) gave no comments, doubtless because they were mainly the group who had not formed any preconceptions. But of the group which had, the majority (64%) found the conditions as good as they expected.

Comments. In general it appears that because of the rather short notice of departure given to Colombo Plan students (they form 63% of the sample) they had a lack of information on New Zealand and so had little true knowledge of the life here before they came. However, of the group who formed some sort of preconceptions, most of them were not disappointed.

Attitude towards living in Christchurch

Results. Table II, Appendix C, shows that the majority of the students liked being in Christchurch. Less than 20% of them stated that they disliked living here.

Reasons given for disliking Christchurch were as follows: (1) the weather; (2) the lack here of entertainment in general and especially of the type they were used to in their home countries; (3) transportation which
included the infrequent running of buses in certain areas and the early retirement of bus services.

Comments. Weather was stated as one aspect these students disliked in Christchurch. This might have been expected as most of them came from countries which have no cold winters. It should be noted that since answering the questionnaire the social climate in Christchurch has changed considerably as there are now more entertainment in the form of night-clubs, concerts, stage-shows, which these students were used to. It does appear too that transport tended to keep some students out of social activities as getting taxis involved heavier expenses.

Attitude towards being in the university

Results. Table III, Appendix C, shows that the majority of these students liked being in university either a lot or in moderate degree, and only a very small percentage stated that they disliked being there.

Comments. The large number of students who liked being in university is understandable as they all came here with the purpose to pursue higher education and so should be well orientated towards university education.
As for those students who expressed dislike it was not so much as being in university as in having chosen a course of study which was not satisfactory.

**Attitude towards N.Z. food**

**Results.** Table IV, Appendix C, shows that in general about half the students stated that they did not really like N.Z. food at all. However of those who stated that they liked N.Z. food most of them liked it only to a moderate degree.

**Comments.** It does appear that although the students stated that they like N.Z. food they would rather prefer their own kind of food but owing to lack of choice in this matter, many of them could just put up with it. However, it seems that those students who disliked N.Z. food were those who lived in hostels where they could not cook their own kind of food. Quite a lot of those who lived in flats stated that they liked N.Z. food. This is understandable as they did not have to eat it every day. Those students who lived in private homes also stated liking N.Z. food even though they had it every day. It does appear that students particularly dislike N.Z. food served in hostels.
It is interesting to note that of the 34 cases who stated dislike for N.Z. food, 5 of them also stated dislike for living in Christchurch and for being in university.

Accommodation

Results. Table V, Appendix C, shows that the majority of students lived either in hostels or flats. Less than 15% of the students lived in private homes or guest houses.

Comments. It should be pointed out that all hostels in Christchurch cater for both New Zealand students and overseas students with none catering exclusively for overseas students, although in the case of Warwick House a certain quota is set aside for Colombo Plan students. Whereas all the students who lived in flats did so with students of their own race or with other overseas students and in no case, did these students live with New Zealand students.

It is found too that most of the students who lived in the hostels were first-year students under the Colombo Plan. This is so because it is considered better for first year students to live in hostels as they would not be bur-
denied by domestic activities and that they could mix with a wider circle of students. Very often these first-year students had no choice as to the type of accommodation they were put into and being unfamiliar with the place, they were quite resigned to the hostels. However, it was found that there was a sudden increase of second-year students living in flats, so that very few students lived in hostels in their third or fourth-year in University.

It should also be noted that of those students who lived in hostels, about 97% of them were scholars. This may be due to the fact that most hostels are more expensive to live in than flats or private homes and private students may find the hostels' fees too high.

**Satisfaction with board.** In regard to this aspect about 82% of the sample stated that they were satisfied with their board. This included 93% of those living in flats, 75% of those living in private home.

Reasons given by those students who were dissatisfied with their board were as follows: (1) rent or board too high; (2) their board too noisy; or (3) their board too far away from the Square or the university. It should be noted here that these reasons are not peculiar to overseas students; N.Z. students too could and do
experience the same conditions.

Refusal of board. In reference to this aspect, 28% of the students reported that they had been refused board. It should be pointed out here that the group of students who had not met with refusal of board included quite a number of first-year students who had been put in their hostels on their arrival to Christchurch and thus had not been out to seek for board at all.

Further analysis shows that 45% of those living in flats, 25% of those living in private homes and only 3% of those living in hostels had experienced refusal of board. The percentages above thus indicate that there is a greater chance of refusal when seeking for flats than when seeking accommodation in hostels. This seems logical as these students would have to come into contact with the wider community who might not be as tolerant and sympathetic as the hostel authorities.

The commonest form that this refusal took was, according to the students, that no particular reasons were given. Interview of students suggested that where reason was given, most frequently, it was in the main, on ground of being coloured students from overseas. This was sometimes coupled with the idea that such students were
untidy, or that they did not pay their rent regularly. It should be pointed out here that whilst specific reasons were probably or unlikely to be given by landlords or landladies, the fact remains that the overseas students interpreted the reasons for refusal as due to their being coloured students from overseas.

It should be remembered that this study is one of the attitude and beliefs of overseas students and not those of New Zealanders so that the reasons for refusal could in many cases represent mere interpretations of the students rather than have much reference to the actual practice. Still, whilst these beliefs can throw no direct light on the actual reasons of refusal, it was probable that they do represent some of the reasons for refusal. A number of students had found they had been accepted on the phone but were refused at sight. Another reported case was that the same board which was refused to them was seen advertised in the press again or was given, in some cases, to a "Kiwi" student known to the overseas student. In one case, actual picketing by neighbours forced the landlord to ask his overseas tenant to vacate his flat.

However, the fact that so many students had more
acceptances than refusals indicates that the attitude of landlords and landladies towards coloured students was in general by no means unfavourable. It is likely that any refusal was more vividly remembered and many students were embittered by such experiences.

Finance.

Results. Table VI, Appendix C, indicates that the majority of the overseas students claimed to have a sufficient allowance. Only a very few stated that they had more than sufficient money. No overseas students reported that they had insufficient allowance although quite a number reported that they tended to be a bit short of money.

Comments. It does appear that finance does not present any major problems to overseas students as none of them had insufficient money. This is because scholars, especially Colombo Plan ones, received sufficient allowance to live fairly comfortably although there was no excessive money for much private and personal spending nor any extra for touring the country. This thus dispels the misconception held by many people that Colombo Plan Scholars were exceptionally welloff compared with other students. Such
a view was evident in relation to board where some landlords and landladies tended to charge these students more than the average students for flats or for private board. One supporting evidence was the case of a landlady who offered "comfortable" single bedroom private board to a Colombo Plan student for eight guineas a week, in advance. Colombo Plan students only received about that same amount for their weekly allowance.

II ASPECTS OF STUDYING

Aspects examined will include the difficulties encountered; the need for assistance in studies; students' views on the standard of lectures; students' satisfaction with their courses; and their views on their success in examinations here.

Difficulty in following lectures.

Results. Table VII, Appendix C, shows that about 57 per cent reported some difficulties in following lectures with less than 10 per cent having a great deal of difficulty and 35 per cent reported no difficulties at all. Main causes of difficulties reported were difficulty of subject matter; speed of the lecturer; the intonation of
the lecturer's voice, and general language difficulty.

Comments. Although it is always expected that language difficulty would be the main cause in the difficulty in following lectures this was not the case with this group of overseas students. This could be because most of the students here had at least a certain level of competence in English. However, the standard of education of the students varies and thus some found the subject matter of the lectures hard to follow more so than others. The percentage of students who found no difficulties is rather high and this must be due to the high standard of selection in some countries in choosing students for scholarships to New Zealand. Furthermore, many students had attended schools with English as the medium of instruction and so should be fairly competent with the language.

Help needed for studies.

Results. Table VIII, Appendix C, indicates that all these students could get help from others when they needed it. More than 58 per cent did get some help with their work now and then; less than 15 per cent needed a great deal of help. About 30 per cent of the students
needed little or no help at all with their work.

Comments. In the main these overseas students needed some help sometimes and help seems to be fairly readily available as no student reported that he needed help and could not get it. It is natural for all students to need some help sometimes and these overseas students were no exceptions.

Views on standard of lectures.

Results. Table IX, Appendix C, shows that the majority of students thought that the standard of lectures here was just right for them. About 38 per cent thought that it was high enough for them and only about 5 per cent thought that it was too high for them.

Comments. On the whole, the students found the standard of lectures satisfactory. This is expected, as the qualifications required of overseas students for entrance to university here are fairly high so that when they are accepted they should not find the standard of lectures too high.

Satisfaction with their courses of study.

Results. Table X, Appendix C, shows a majority of
students who reported that they were moderately happy about their courses of study. About 30 per cent was very happy with theirs and about 12 per cent stated that they were not happy. Reasons given for their dissatisfaction were: that they had chosen the wrong course; that they were not interested in their courses to put in much work; that their courses were too long; and that they had language difficulty.

**Comments.** In general the students were fairly satisfied with their courses of study. Dissatisfaction is bound to be present as in some cases, students pursued certain courses because they were the ones which offered scholarships which the students needed for further studies. Quite often too, overseas students pursued courses which were needed in their respective countries so that they could be sure of obtaining a position when they returned. These thus had utility value and were not necessarily the ones in which they were interested.

It does follow that lack of interest was accompanied by less efforts being put into the courses with the result that the students did not benefit as much from their studies. Some courses demanded a high level of competence in English which some students lacked and so created dissatisfaction.
Views on students' success in examinations.
In their home-countries.

Results. Table XI, Appendix C, shows that about 96 per cent reported that they had done either very well or at least moderately well in their past examinations. Only very small per cent stated that they did badly at their respective home-examinations.

Comments. This is expected as the students must be fairly good in their studies to consider going further especially in overseas universities where expenses are high. For those sponsored under scholarship schemes, they must be good in their work to be selected. The small percentage who had not done well in their past examinations constituted the small minority who could afford to go overseas on their own schemes to benefit from such an education or to show others that they had been overseas to do a course of study in spite of their low ability in studies at home.

In Canterbury University and Colleges.

Results. Table XII, Appendix C, indicates that a majority of students reported to have done very well or moderately well in their examinations here. About 27 per
cent stated that they did not do well here. Reasons given for their unsuccessful results were these: insufficient preparation, personal problems and inability to "swot".

Comments. As a whole, overseas students did fairly well in their examinations. This could be because most of them were well orientated towards studies which many placed as their most important purpose here. They tended to devote more time on studies than on any other activities which were considered by many as incidental and subsidiary. These students' success in studies could be a reflection of their respective societies which placed a lot of emphasis on achievement in studies as primary goals for students.

This comparatively large number of students who succeeded in examinations here was commendable considering the odds some of them had to put up with as foreigners.

It should be noted however, that the percentage who claimed to have done poorly might had done so on ground of comparison with their academic records at home. Many of them were "cream" in their schools and now being just one of the top ten would in their opinion be a poor effort. It was thus hard to assess these students' success in examinations as the data here were only the students' own
opinions. Nevertheless, they do indicate the general picture of these students' studies.

It is also interesting to note that the reasons given for unsuccessful results were mainly personal and psychological ones rather than their inability to cope with the standard of work here.

**Summary.** In examining the aspects of the students' general living and studying in Christchurch, the following points can be summarized here: most overseas students had no preconceived ideas about New Zealand conditions before they came. As for the smaller group who had, they found the conditions here as good as expected. In general, the majority of these students like living in Christchurch and the weather was the only point some disliked of Christchurch. They liked being in the university and liked New Zealand food to a moderate degree although they would prefer food of their own kind any time. New Zealand food disliked by the students were those cooked in the hostels and not so much those of the average homes.

Hostels and flats were equally popular with overseas students and the majority were satisfied with their boards particularly those living in flats. Quite a number, however, had experienced refusal of board and this was mainly
in connection with the seeking of flats rather than of any other type of accommodation. On the whole, most had sufficient money to live with and only a small percentage reported as being a bit short.

In relation to the students' studies, most of them experienced some difficulties in following lectures caused mainly by the difficulty in the subject matter of lectures, by the speed of delivery of the lecturers and by their intonation in certain cases. Many students needed some help with their work sometimes and this was readily available. The majority found the standard of lectures just right for them and only a very few found it too high. Most students were moderately happy with their courses of study and those who were not were the ones who had done a wrong course which did not interest them. A large majority reported to have done very well in their past examinations in their respective home-countries. Likewise, a large majority had done either very well or at least moderately well in their examinations here in New Zealand.
CHAPTER VI

ASPECTS OF SOCIAL AND RACIAL RELATIONS

Assuming that contacts, in terms of social mixing and personal communications, are important conditions to successful general adjustment and to a favourable general attitude towards New Zealand society and culture, it is hoped that by studying their various aspects, light may be thrown on the problems present which overseas students have to face. Thus aspects relating to the social as well as to the racial relations will now come under discussion.

I. ASPECTS OF SOCIAL RELATIONS

Aspects to be examined will include the following: overseas students' participation in general activities; their contacts with various groups of students; their previous contact with Western people; and the extent of these students' travel in New Zealand.

Participation in activities.

Results. Table I, Appendix D, shows the list, in order of popularity, of general activities, these students participated while studying here. All students did parti-
cipate in activities in one form or another with some students being more active than others. The main types appear to be: going to pictures, engaging in clubs' activities, listening to music and playing games.

Comments. Going to movies or pictures seems to be extremely popular with these students. This could be because it is a form of entertaining which they were used to at home and one which does not take unduly a lot of time nor was it beyond the means of their allowance. This activity does involve certain amount of social contact especially when students participated in it with other students or persons.

Club activities are the chief means of meeting people thus encouraging communication. This is particularly popular with overseas students as they tended to provide the bulk of the students' social activities such as parties, dancing and conversation. The clubs which most students belonged were in this order: (1) International Club, (2) Sport Clubs, (3) Hobby Clubs, such as Photography Club, (4) Religious Clubs, (5) Professional Clubs or societies such as the Engineering Society, Science and Law societies. It should be pointed out that many students joined more than one club. There were some
students who joined more than three clubs although the majority belonged to just one or two.

Listening to music could at times involve a high degree of social contacts, especially when friends were invited to listen to those students' records. But more often it was a rather isolated activity. The type of music the students liked was mainly Latin American rhythm. Practically all overseas students possessed either a radio, gramophone or a transistor portable radio.

Photography as an activity was pursued for its functional usage. Colour slides of places and people were collected for future reference. This form of activity is rather isolated unless the students belonged to the Photography Club where the social contacts are larger.

It should be pointed out that most of the social activities, including parties and dances, were participated by these students within the University circle rather than with the community at large. It should be noted that most of the activities opened to the wider public to which overseas students reported as enjoying were those in which the students did not really interact with the public, but rather, they merely formed part of a mass group or crowd, that is, little real active relationship
in social events with the general community in the main.

**Social contacts.**

Two factors relating to social contacts are studied here in terms of: (1) whether the overseas students could get company with the various groups of students; (2) whether they mix more with New Zealanders or with overseas students. It is assumed here that those overseas students who found it easy to get company were also those students who had a lot of social contacts and vice versa.

**Getting company.**

**Results.** Table II, Appendix D, shows that the majority of overseas students found that they could get company either easily or in moderate degree with all groups of students as well as New Zealanders who were not students. However, these students found it particularly easy to find company with students of their own race and with students of other overseas races.

**Comments.** In general the overseas students seem to have either a lot or moderate degree of social contacts with all groups of people. It is expected that they had more social contacts with people of their own race and
other overseas races as they shared so many things in common. There were more students who found it harder to get the company of New Zealanders and this was understandable as the overseas students' circle of contacts was limited, especially those students who lived in flats.

It is thus noted that students in general are rather self-centred, and lecture room atmosphere is not conducive to any great degree of social relations. Thus with the exception of those students who lived in private homes, or in hostels, social contacts are limited to students of their own kind. Overseas male students particularly found the University female population rather unresponsive and so many remarked that they had to resign to keeping company with non-university women even though they might not share the students' interests nor their mentality. This difficulty in getting feminine company also accounted for the unsociable attitude of many overseas students as they found it difficult to secure partners for dances, for balls and for other social activities. In most of the parties organized by overseas students, greater number of boys over girls was inevitable and this frequent occurrence could discourage
Mixed more with New Zealand or with Oversea students.

In this category it was found that about 56 per cent stated that they mixed equally with New Zealanders and Oversea students alike. About 28 per cent reported to have mixed more with New Zealanders and the rest mixed more with Oversea students. Subjects were asked to indicate what factors they thought accounted for the extent to which they mixed. These reasons could be classified as: situational and "rational".

Situational reasons. One obvious reason given was that there were more New Zealand students than overseas students in the University and so contact with New Zealanders was naturally frequent in work and in play. Secondly, students who lived in hostels lived with a majority of "Kiwi" students and so contact with them is inevitable. Thirdly, some overseas students had been to schools in New Zealand and they had mostly, if not all, New Zealand friends and these relationships usually tended to persist in University life.

"Rational" reasons. These were mostly those
denoting the benefits gained by both parties through mixing. First, overseas students were interested to learn New Zealand ways of life, customs and culture, and mixing would provide the milieu for doing so. Second, mixing would bring about the exchange of ideas, views, and possibly problems and so would foster international understanding and goodwill upon which the Colombo Plan was based.

However, reasons were given for mixing more with overseas students. These were as follows: firstly, difference in social and cultural backgrounds between New Zealanders and overseas students created difference in interests and in values and so communication was hindered; secondly, common heritage of all overseas students here made for easier understanding among themselves; thirdly, handicap in language created difficulty in expression and this could create a barrier to social relationships with the hosts. Finally, resentment of some of the "Kiwi" attitude of patronage and self-righteousness caused these students to turn more and more to their own people for friendships.

**Comments.** Whilst it is hoped that overseas students
residing here would use the opportunity to mix more with the hosts, however, by virtue of the unique position which all overseas students shared here, it was inevitable that they turned more to people of their own kind for moral support and for guidance. Nevertheless, the results showed a large percentage of them who had contact with New Zealanders as well, indicating that the purpose of overseas students' presence here had not been defeated.

**Previous contact with Western people.**

About 60 per cent of the sample stated that they had some sort of previous contact with Western people. However, the nature of such contacts usually took the form of pupil-teacher relationships or employer-employee relationships. Very seldom were such relationships on intimate terms.

Cross-analysis (Table III, Appendix D) indicates that those students who had previous contact with Western people had a lot more contact with New Zealand students and New Zealanders in general than those overseas students who had no previous contact with Western people before.
Comments. It is to be pointed out that the Western people in these Asian and Pacific countries formed only a small minority-group. They were in those countries for a definite short period and they usually held administrative positions. Therefore, social relationships between them and the native people were in the main impersonal and limited. Exceptions, however, were found among the missionary people and they tended to have more association with the common people of the countries they were residing. Thus it is not surprising that quite a large percentage had no contact with Western people before and those who had, their relationships were, in general, on a less personal level.

Nevertheless, the results show that previous contact appears to have some relationship to the degree of contact the overseas students have here with New Zealanders. This could well be because these students having previous contact with Western people would be more familiar with their ways and behaviour and so the students could accept them more readily.

Extent of overseas students' travels in New Zealand.

The majority of these students had been to at least
some parts of New Zealand, and over 30 per cent had seen most of the country with about 9 per cent who had not been out of Christchurch.

Comments. In general, overseas students travelled quite extensively to different parts of New Zealand. Most touring was done during the long vacations, in privately organized groups and seldom done alone. Places of lodging during touring were usually hotels, motor camps or private homes where students were specially invited. The main reason given for such touring was to see places and to meet new people. This no doubt foster social relationships.

II. ASPECTS OF RACIAL RELATIONS

These aspects are particularly important because the parties involved differed distinctly in racial origins and in background, and their contact can pose a delicate problem. The existence of racial discrimination can well create adverse effects on the overseas students, producing personality and psychological disturbances, thus hindering adjustment to conditions here and making living unhappy and unsatisfactory. Unpleasant attitude will thus result in loss of goodwill towards the hosts. Hence,
it is attempted here to find out how far these overseas students believed that such racial discrimination existed and also to see what part, if any, racial factors play in the general adjustment to living conditions here.

Aspects to be examined will include the students' views on the existence of racial discrimination in New Zealand; their opinions as to whether being an overseas student had been a hindrance to social mixing with New Zealanders; their reports on any incidents of unpleasant experience because they were overseas students; and finally their opinions on the attitudes of New Zealanders in general and on the attitudes of New Zealanders towards overseas students.

Views on the existence of racial discrimination.

Table IV, Appendix D, shows that over 80 per cent of the sample believed that there was racial discrimination. These were, however, in the forms of social bar and colour bar, with the latter being more common. Supplementary information from interviews shows that many students agreed that such discriminations were more prominent in the North Island than in the South.

Comments. It should be pointed out here that many
of these students who held the view that there was racial discrimination might not have personally encountered any direct experience themselves. The expression of their views was based on hearsay, on reported incidents and upon observation. Therefore, it was the majority view that racial discrimination existed in New Zealand in one form or another.

**Being an overseas student is hindrance to social mixing.**

Table V, Appendix D, shows that the majority of these students found that being overseas students was not particularly a hindrance to social mixing. Many cases found that it was no hindrance to social mixing at all. However, a small group (10%) reported that being overseas students definitely hindered their social mixing.

**Comments.** On the whole, being overseas students do hinder their social mixing to some degree although a small number definitely found it a great hindrance. This is expected as the public is still not very used to foreign faces and so does not know how exactly it should take these coloured students. As far as superficial mixing is concerned, overseas students should have no
problem of acceptance but it is only on a more intimate and more personal level that problems arise.

Actual incidents of unpleasant experience.

Table VI, Appendix D, indicates that over 30 per cent of the students studied had met with unpleasant experience. Types of unpleasant experience reported were: first, refusal of board on ground of being coloured students from overseas; second, refusal at public dances; third, refusal by parents to allow their daughters to be dated by coloured students; fourth, jealous and antagonistic attitudes were shown towards overseas students because they received more financial aids and that they did better in many cases in certain subjects than the "Kiwi" students. Finally, unpleasantness was experienced in connection with the Immigration policy.

Comments. The reasons given above all seem to indicate that friction was due to interaction between the overseas students and the wider public. This is inevitable as certain portions of the community are still bigoted and ignorant. Unpleasantness was particularly felt in connection with finding flats and private home board and this is expected as not all people are sympathetic nor
tolerant to coloured people, for many landlords and
landladies still have prejudiced and stereotyped ideas
of coloured people's behaviour as being unreliable and
untidy.

**Classified opinions on the general attitudes of New
Zealanders as a whole.**

Table VII, Appendix D, shows that friendliness as
a trait of New Zealanders ranked highest in the opinion
of overseas students. Sport-loving attitude and hospitable
nature ranked quite highly too in the students' opinions
of the New Zealanders.

**Comments.** These students' opinions could only be
made against their own personal experience. Thus students
who had experienced friendliness and hospitality attrib-
uted these traits to the hosts. However, general observa-
tion and participation could help to formulate opinions
on their hosts' attitudes.

**Classified opinions on the attitudes of New Zealanders
towards overseas students.**

Table VIII, Appendix D, indicates that the helpful
and kind attitude of New Zealanders ranked definitely
highly in the students' opinions of them. However, the indifferent, artificial and patronizing attitudes of New Zealanders towards overseas students ranked quite highly too in their list.

Comments. It appears that the majority of the students felt that the hosts were helpful and kind to them. This could be the general attitude New Zealanders had towards overseas students as the latter had the status of guests in this country. However, more negative attitudes can also be found and unfortunately, these were usually more vividly remembered.

III. SUMMARY

The results of the various respects concerning social and racial relations investigated can well be summed up as follows.

All overseas students studied participated in some sort of activities and going to pictures and attending club meetings were the main ones. Most of these students appeared to be able to have social contact with different groups of people here although they found it easier to have more contact with people of their own race and with
people of other overseas races. However, these students seemed to mix in the same degree with overseas students and New Zealanders alike. Quite a large number of them had previous contact with Western people before they came here and they also found that they could mix more easily with New Zealanders perhaps as a result. On the whole, overseas students travelled extensively and many had seen most of New Zealand.

In respect to racial relations in New Zealand, almost all of them believed that racial discrimination existed here. However, very few felt that being an oversea student was a hindrance to social mixing. On the other hand, quite a number of students had experienced unpleasantness on racial ground, particularly in the nature of refusals, when seeking for flats or private board, and at public dances. Nevertheless, these students' opinions of the New Zealanders' attitudes in general were rather high. They attributed such attitudes as friendliness, hospitable and sport-loving nature as the main traits of New Zealanders. Further, these students also held that, in the main, New Zealanders had a helpful and kind attitude towards overseas students, although some New Zealanders had an indifferent, artificial and somewhat
patronizing attitudes towards them, too.
CHAPTER VII

CROSS-ANALYSIS OF RESULTS AND COMMENTS

It may well be the characteristic of certain groups of overseas students to feel that they made good adjustment and of other groups to feel that they do not. This may be related to differences in "national" groupings, sex, age-groupings, marital status, number of years spent in the university, religion, courses of study, scholarship or private students. Cross-analyses were thus carried out to see if there were any relationships among the categories listed above to selected problems, such as accommodation, New Zealand diet, finance, social relations, racial relations and studies. These analyses were carried out in detail for a wide variety of possibly relevant groupings but because of the small numbers found in many of the subgroups, little valid interpretation could be made in many cases. Further, in most of the cases the results tended to follow the figures for the whole. Thus only those which appeared to be significantly different and unusual were included below and comments were then made where possible.

The groupings studied were:
"National" grouping.

Because of the small and uneven numbers representing some of the countries, some larger groupings were essential. The following are the final selected groupings:

**Group I (40 students):** the Malaysian group. This includes students from Malaya, Singapore and British North Borneo. These students tended to share many common features such as cultural background and tradition, social and economical conditions, and it seems likely that they may well share a similar political organization in the future if the plan for a Greater Malaysia comes into effect.

**Group II (15 students):** the Pacific group. This includes students from Fiji, Samoa and the Cook Islands. They share common features such as geographical locality, cultural, social and economical set-up. This group, however, also includes a number of Indians and the particular political system in those countries, for instance, colonial status, may cause them to differ considerably from the rest of the Islanders.

**Group III (8 students):** the Indonesian/Vietnamese
group. They share in common a lack in childhood English Educational background, and in many cases they tended to be more handicapped by language difficulty. Further, these students also came from less multi-racial societies and had more European rather than English influence.

**Group IV (5 students):** A miscellaneous group. The results from this group which is not homogeneous in any way, will not be considered at all.

**Age grouping.**

Students studied were of ages which ranged from 18 to 33 years. Uneven distribution and smallness in each age-group necessitated the lumping of a number of age-groups into 4 main ones: Group I (18 - 21 years), Group II (22 - 25 years), Group III (26 - 29 years) and Group IV (30 - 33 years.)

**Problem of Accommodation**

The results of the cross-analyses between accommodation and the national groupings show no marked differences of significance. However, they do indicate that the Pacific group of students tended to live in flats and so met with more refusals in board.
In relation to the age-groupings of the students, the younger ones tended to prefer living in hostels to flats or private board. Living in flats, however, was particularly popular with students of age-groups from 22 to 25 years.

Again a greater preference with living in the hostels was shown by first-year students in the university. These students were mostly younger ones although this need not necessary be the case. Fourth-year students tended to live in flats.

Little valid interpretations could be made out of the results on the relationship between accommodation and the religion of the students or the courses they were pursuing. However, in relation to whether the student was a private or scholarship student, the results tended to show that more scholarship students lived in hostels and more private students about 84 per cent of them, lived in flats.

In summing up, it does seem that the Pacific students tended to live in flats and most of them were private students too. Apart from the younger students preferring hostels, the various categories of the students bear little or no significant relationships to accommodation. Most
students appeared to be satisfied with their respective types of board and this does appear that accommodation presents little or no problem to these overseas students.

**PROBLEM OF FOOD**

The results of various cross-analyses on this aspect do not show any significant points at all. The only tendency seems to be that more of the Indonesian/Vietnamese group of students appeared to dislike New Zealand food. This could possibly be because this group had little contact with Western food and so found it hard to get used to it.

In relation to the students' age-groupings, the older students seemed to express greater dislike for New Zealand food. This is interesting as it was expected that the younger ones would express greater dislike for many of them were first-year students in New Zealand. However, this would seem that the new students found the New Zealand food a novelty or that being younger they were more willing to be adaptable.

It was expected that religion may have some significant bearing on the diet. However, little significant points arose except that the Christian students tended to
accept New Zealand food more than students of other religions such as the Hindus and the Moslems. This is expected as those religions demand strict abstinence from certain types of meat.

There also appears to be more private students who expressed greater dislike for New Zealand food. This could possibly explain why they preferred to live in flats as they could cook food of their own kind.

In general, it appears that most students still preferred their own kind of diet and because of their particular circumstances they could put up with New Zealand diet and so dislike it only in degrees. Food, therefore, presents a problem but because of its necessity, many students have resigned themselves to it.

PROBLEM OF FINANCE

No significant points were shown by the results of various cross-analyses on this aspect. However, there were some tendencies shown by some groups of students. For instance, the Pacific students seemed to be more short of money than the other groups. This may be because most of them were private students with many self-supporting their way through college.
Younger, first year students tended to find their allowance more sufficient than the older ones. This could be because most of them before they came out here had equipped themselves with most of the necessary personal effects and so less money was spent on them here.

Further, scholarship students appeared to find their allowance more sufficient than the private ones. The reason could be that private students' allowance fluctuates according to their parents' incomes and the amount received varied greatly. Unlike the scholarship students' allowance which was fixed and regular and thus budgeting could be done more reliably.

It was originally thought that students who lived in flats might be doing so because they were short of money in general. However, results of cross-analyses show otherwise. Of those students who reported as having sufficient allowance, about 72 per cent lived in flats. This could be due to the fact that because these students spent less money living in flats than in hostels they found their allowance more sufficient. Further, less money was usually spent on entertainment and supplementary food by students who lived in flats than those living in hostels.
A relationship between finance and vacation work did exist as most of the students who worked during their vacations, particularly the term vacations, did so for money. The reason why extra money was needed was that though many of their allowances were sufficient for the necessity of living, little extra money was left for luxurious activities such as entertainment, touring, pursuing hobbies and purchasing personal effects. And for those who had to support themselves through college the reason for working during all vacations was obvious.

In summary, it does appear that private Pacific students had more difficulty with finance than other scholarship students. It does also seem that finance is not a great problem with overseas students on the whole.

**Problem of Social Relations**

Although the difference in percentages in each cell of the cross-analyses, is not marked, nevertheless, it does indicate a certain trend. It appears that the younger students found it easier to mix more with New Zealanders and could easily get such company. This may be because the younger ones being mostly first-year students too, were keener to mix indiscriminately. Whereas the old ones
were more selective in their social contacts and in their choice of companions. Besides, the younger students with most of them living in hostels had more chances of coming into contact with New Zealanders. Further, by virtue of being younger, and being first-year in the country, they received more attention and usually were more accepted as they had not reached the stage where they were too critical of the existing conditions in this country, a trait which makes them more highly accepted in this community.

It also appears that certain courses of study facilitated social communication. This was particularly so with agriculture and engineering students whose practical work brought them into contact with a wider circle of New Zealanders, enabling them to have wide social contacts. In the case of the agricultural students in particular where they lived in residential hostels, these students tended to have a lot of social relations with other students.

On the whole, all overseas students mixed with New Zealand students and other New Zealanders in general. However, certain groups tended to have more contact with New Zealanders than others.
PROBLEM OF RACIAL RELATIONS

Results of this cross-analysis show that the Pacific students tended to have met with more refusal of board than other groups of students. This may be because they tended to prefer flats to hostels or private homes or because this group included many Indian students whose "colour" could have some influence on the landlords' and landladies' attitude. It would, however, be more up to expectation had this Pacific group met with less refusal for they were very like Maoris to look at and in behaviour, and so should be to their advantage as New Zealanders were more used to living with the Maori people.

Results, again, show that a higher percentage of the Pacific students reported having unpleasant experience on racial grounds than other groups. This followed, as most unpleasant experiences were in connection with refusal of board.

The Malaysian group appeared to experience less racial unpleasantness. Again, this was due to the nature of their board being mostly in hostels and possibly due to their lighter skin colour. Malaysians had an advantage in that they all had a certain level of competence in English and this could make them more acceptable. Further,
most of them were under the Colombo Plan and thus had the status of guests in this country.

This leads to the next point which is that the majority of scholarship students reported having met with less racial discrimination. The reason was as mentioned above. Further, the general public was more aware of the existence of Colombo Plan students and the purpose the Plan served, thus enabling this group of students to have more privileges. They also had specially appointed officers to look after their welfare, and this made the public more cautious in its treatment of these students. Furthermore, Colombo Plan scholars were often given many opportunities and privileges which were often denied to private students, to meet more people and this brought about contacts who could assist them in finding flats without having to meet unpleasant incidents. Again, more Colombo Plan scholars could afford more expensive flats in more exclusive areas and they were thus favourably accepted by landlords and landladies.

Thus in general it seems that scholarship students, in particular the Colombo Plan scholars, had met with little or no unpleasant racial incidents, especially in relation to finding flats which was the main source of
racial discrimination.

**PROBLEM OF STUDIES**

Cross-analyses in this aspect give results which indicate that most oversea students had some difficulties in following lectures. However, the Malaysian group appeared to have met with the least difficulties in following lectures. This could be due to the fact that practically all Malaysians had an English Educational background which would give them an advantage over those other groups of students who may have language handicaps.

Results on their success in examinations also show that this group did very well as a whole and the Pacific group had a definite larger number of students who were not so successful. The success in examinations of the South-East Asian students in particular, could be due to the great emphasis placed on the importance of education as a means to social advancement and prestige. Thus, these students tended to be more conscientious in their studies. Not having so much difficulties in their lectures could also be the reason for their success in examinations.

Further results show that it appears that the number of students who met with difficulties in following
lectures increased with the rise in their ages. Older students who met with more difficulties may be those students who started attending university after having been in other professions. They would thus be out of touch with studies and in particular, with attending lectures. Hence, their reaction could be slower and less keen. However, this trend did not correspond to the stages of studies the students had reached. Third and fourth-year students found no difficulty in following lectures, possibly because they were also younger students and so brighter ones, or because they got used to lectures by then.

A relationship between success in examinations and scholars does exist. The Colombo Plan scholars in particular had no difficulty in following lectures and they were more successful as a whole in their examinations. This was due to various reasons; firstly because they were a highly selective group at least those from Malaya were, and they made up about 56 per cent of the scholarship students. Further, Colombo Plan scholars had more incentive and more motivation in that they were more conscious of their responsibility to their own governments and to New Zealand government as unofficial ambassadors of their
respective countries. Moreover, they were aware that they were the focus of attention as far as overseas students were concerned. They had the responsibility of not letting other students down academically.

It should be pointed out that there was conflict between the students' opinions on the standard of lectures and success in examinations as shown by the private students. Most of them held that the standard was not too high for them and yet most of them were not so successful in their examinations. This must be due to the fact that their failures were not due to the standard of lectures here but rather to other factors which were more personal and psychological.

In summary, it appears that the Malaysian students who had no difficulty with following lectures, were more successful in their examinations. Younger students too tended to have an advantage over the older ones in following lectures and they also tended thus to do better than older students. Further, scholarship students as a whole and in particular the Colombo Plan scholars, tended to have less difficulties in following lectures and they also tended to be more successful in their studies. For those private students who were not so successful the
reason of their failure was not so much language, nor the standard of the lectures but rather the more personal and psychological causes.

ADVICE TO STUDENTS INTENDING TO COME TO NEW ZEALAND

The main ones appear to be the following: that, first, overseas students should be prepared for a considerable change of life. This is obvious as the students, coming from cultural backgrounds so much different from the New Zealand one, will have to cope with a maze of new customs, traditions and general outlook on life. Being prepared for the change will enable them to be more adaptable.

Second, overseas students should study the language to a competent level. This applies particularly to those who do not speak English. It is advisable that they do so so that they can communicate with the people here and also to enable them to follow lectures. Language difficulty can be a great barrier to social and racial relationships.

Third, to bring plenty of personal effects. These include items such as clothing, portable radios, cameras
and others. This is advised because such items are comparatively expensive and the students’ allowances are not sufficient to pay for such items.

Fourth, to bring sufficient funds. Lack of finance can create great problems, especially for private students and the necessity of having sufficient funds is very important.

Fifth, be tolerant, liberal, broad-minded and flexible. Such traits help towards better adjustment to conditions here and so help to promote better understanding and goodwill.

Sixth, be more independent and self-reliant. Such traits are often not much encouraged by Asian parents and the students tend to depend on their families very much for moral and economic support. However, when in New Zealand, the students are left very much on their own and such traits would help them to cope better with conditions here.

The advice given above may not provide supporting evidence to this group of overseas students’ problems of adjustment, but it is assumed that the students will give advice on those matters which were in their mind more crucial. This may help to draw up a list of those problems
which seem most vital to future overseas students.
CHAPTER VIII

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this final chapter, attempt is made to summarise the findings and to draw conclusions accordingly. Recommendations on overseas students' programme and suggestions for further studies are included here.

SUMMARY

The purpose of the study was to provide some information on overseas students studying in Christchurch. The findings were based on the study of 68 overseas students studying in higher institutes in 1961, in Christchurch. Literature reviewed on overseas countries indicated that the problems were repeated here. The method used to collect data was a questionnaire, supplemented by interviews.

The answers to the questions posed in Chapter III can now be given, and it is hoped that they will provide the picture these students had about their own problems of adjustment to a foreign country.

I. WHAT DID OVERSEAS STUDENTS THINK WERE THE SPECIFIC PROBLEMS OF ADJUSTMENT THEY HAD TO MAKE TO NEW ZEALAND CONDITIONS?

What sorts of preconceptions or expectations did they have about New Zealand before they came? They majority of them students had no definite preconceptions nor expectations about the conditions here before they came.
For those who had formed some preconceptions, the common ones were that they expected New Zealand cities to be like those modern ones with heavy traffic, busy life and tall buildings; that the people here had a high standard of living; that no racial prejudice existed.

How far did reality accord with their preconceptions? Apparently, the existing conditions in this country met with these students' expectations as the majority found them as good as expected.

Did they have problems with board? About 43 per cent of these overseas students lived in flats and about 66 per cent of them had met with refusal while looking for flats. This indicates that board-seeking, particularly for flats, does present a problem to overseas students. However, about 82 per cent of the sample reported that they were satisfied with their board, thus indicating that no problem was found in connection with the conditions of living; instead, there was problem only in connection with the process of seeking for board.

Did they have problems with New Zealand food? About 50 per cent of the sample expressed dislike for
New Zealand food and of the rest who expressed liking for it, about 88 per cent of them only liked it moderately. The percentage of overseas students who really liked New Zealand food a lot was very small indeed. This thus shows that food does present a problem to overseas students.

**Did they have financial difficulties?** About 69 per cent of the sample reported that their allowance was sufficient and there was no case which reported that the allowance was insufficient. Those students whose allowance was otherwise, reported that it was only a bit short. Students worked during the vacations for money did so to supplement their allowance and so could live more comfortably and still have extra to spend on entertainment, hobbies and tours. Thus, on the whole, finance does not seem to present much difficulty to overseas students.

**Did they have problems concerning their academic adjustment?** About 65 per cent of the students reported that they had no difficulty in following lectures; about 59 per cent reported that the standard of lectures was not too high for them; about 88 per cent of the students were happy with their courses of study; and about 74 per
cent were successful in their examinations. These percentages all seem to indicate that, in the main, overseas students practically had no problems concerning their academic adjustment.

**Did they have problems in social relationship with New Zealanders?** Over 88 per cent of the students participated in club activities and over 70 per cent of them took part in sports. These two activities alone would bring overseas students into contact with New Zealanders in general. In their ability to obtain social contact about 87 per cent reported that they found it easy to get the company of New Zealand students. About 85 per cent reported that they found it equally easy to obtain the company of New Zealanders in general. These percentages again indicate that social relationships with New Zealanders took place rather easily. Thus it is clear that social relationship with New Zealanders gives little or no problems as the great majority of them had social contact with New Zealanders, and they could obtain such contacts easily.

**Did they feel that there was any racial discrimination?** About 81 per cent of the overseas students held
that racial discrimination did exist in New Zealand. These took the form of social discriminations and colour bar. About 33 per cent reported that they had experienced unpleasant experiences on ground of being coloured students from overseas. However, only about 9 per cent of them felt that being an overseas student was a hindrance to social mixing.

Thus, although the majority felt that there were racial discriminations in New Zealand, not all of them had such experience and many also found that being overseas students did not hinder them from social activities.

II. WHAT RELATIONSHIP, IF ANY, DID THESE REPORTED PROBLEMS OF ADJUSTMENT HAVE WITH DIFFERENT CATEGORIES UNDER WHICH THE STUDENT MAY BE CLASSED?

Categories such as the sex and the marital status of the students, the number of years they had been in New Zealand, were not cross-analysed because of the small and uneven distributions of students in the classified cells. Categories such as the religion and courses of study of the students were not considered as the results showed no significant difference from the whole sample.
However, the following were the categories and their relationship, if any, to the reported problems:

**Racial grouping.** In relation to the problem of board, the Pacific students tended to have more difficulties in looking for flats. In relation to the problem of food, the Indonesian/Vietnamese group of students tended to have greater problem with New Zealand food. However, the problems of finance, study and social relations, had no specific relationships to racial groupings. But the problem of racial relations had, and these were in the forms of refusal of board, and unpleasant experience on ground of being coloured students from overseas. The Pacific students tended to meet with more such problems; the Malaysian students less.

**Age groupings.** In relation to the reported problems, the younger students, particularly when they were also first-year, tended to meet with less of them than students who were older in age.

**Colombo Plan and Private students.** In relation to board, the private students who preferred living in flats, often met with refusals. In relation to finance,
private students tended to find their allowance short more often than the Colombo Plan scholars. In racial relations, private students tended to report having met with more racial discriminations than the Colombo Plan students particularly when looking for flats. A relationship between success in examinations and the type of scholar did exist. The Colombo Plan scholars had little or no difficulty in following lectures and they were also more successful as a whole in their examinations.

Type of board they lived in? Those students living in flats often met with refusal but they expressed being more satisfied with them. They had fewer problems with New Zealand food, and their allowance was found to be sufficient. In relation to racial discrimination, they often encountered them when looking for flats.

III. HOW IN THEIR VIEWS DID THE ATTITUDE OF NEW ZEALANDERS TO OVERSEAS STUDENTS COMPARE WITH THE ATTITUDE OF NEW ZEALANDERS TO THEIR OWN COUNTRYMEN?

What did overseas students think to be the attitudes of New Zealanders to overseas students? Overseas students
believed that the helpful and kind, indifferent, and artificial attitudes were the main ones shown towards them.

What did they believe to be the attitudes of New Zealanders in general? Friendliness, sports-loving, hospitable, and happy-go-lucky nature, and civic consciousness were believed by overseas students to be the main attitudes of New Zealanders in general.

Did these two differ? Except in dealing with overseas students when the latter believed that New Zealanders tended to be artificial and patronizing, the two sets of attitudes given above were quite similar, indicating that the New Zealanders' attitude towards overseas students was natural.

IV. What would be the advice given by these overseas students to those intending to come to New Zealand?

The main list of advice appeared to be the following: to be prepared for a considerable change of life; to study the language first; to bring plenty of personal effects; and to bring sufficient funds.
CONCLUSION

Conclusion drawn on the basis of the evidence found in this study appears to be that, on the whole, overseas students had difficulties in certain degrees in the problem of board when seeking for flats; in the problem of food when living in hostels; in the problem of racial relations when seeking for flats and when asking partners at dances. Finance, studies and social relations in the form of social contacts, and getting company, presented relatively no major problems to overseas students.

Problems of board, of food, of finance, of studies of social and racial relations, had only few significant relationships, in the main, with the different categories under which the students were classed. This indicates that the problems in general applied to all overseas students studied, in some degree. The significant relationships appear to be that the Pacific students, and the private scholars, experienced more difficulties in the various reported problems except the problems of food and social relations; that the younger students tended to experience fewer difficulties in those problems.
reported. Therefore, the younger Colombo Plan scholars, from the Malaysia countries seem to be the group of students who experienced the least number of difficulties in the various problems of adjustment in Christchurch.

As a whole, these students were satisfied with the existing conditions under which they were living and studying, experiencing comparatively few difficulties and being treated as a group with friendliness and helpfulness by New Zealanders in general. Therefore, this group of overseas students studied was a relatively happy, satisfied and successful group of students in Christchurch.

**RECOMMENDATIONS**

**For overseas students' welfare.**

1. The need for an effective system of information and advice in the students' home countries. A student advisory service be set up, equipped to provide up-to-date information and advice on preliminary qualifications and regulations, on courses, educational institutes, and on New Zealand conditions. Possibly handbooks on New Zealand conditions of living can be compiled for the use of
students intending to come to this country.

2. The need of a centre for overseas students in New Zealand universities with a specially-appointed or volunteered personnel to assist students, particularly new ones. The centre can serve as the place of meeting for overseas students and others for social and cultural activities.

3. The need of an overseas students' programme:
   (i) to set up a committee which can have cooperation and liaison with the tutors, university administrators, overseas students adviser, medical officer, lodging officer, Immigration Department and the External Affairs Department;
   (ii) to meet new arrivals off the plane, train, or boat and to make them find their way around;
   (iii) to provide orientation course before enrolment to the university, where introduction to New Zealand life and conditions are given.
   (iv) to set up a committee to deal with accommodation for overseas students and to compile a list of all landladies and landlords who are willing to have foreign students which is easily available when required.
For further studies.

Possible future studies to be carried out can be the following:

1. Studies on the problems of adjustment of overseas students in the other university centres and then to see whether or not, different problems vary with the varying conditions of living.

2. Studies on these students' attitudes and values and the effects these have on their adjustment.

3. Studies on these students' adjustment in New Zealand: the pattern of adjustment in particular.

4. Studies on the overseas students' habits and the effects these will have on the success or failure of their examination results.

5. Studies on the readjustment problems of overseas students who had returned to their homelands.

6. Studies on the character traits of different national groups of overseas students and their effects on the students' adjustment.

7. Studies on the impact of a cross-cultural education on the attitudes of overseas students.
FINAL COMMENTS

This whole study was exploratory in nature, but it was not without design. On the outset, no specific guiding hypotheses were apparent; however, there was a deliberate attempt to identify relevant variables in the national backgrounds, age differences, religious backgrounds, course differences and types of scholars, which might have bearing on the outcome of the students' sojourn, particularly their problems of adjustment. It is hoped that the study can be used as stepping stones or starting points for later quantitative studies. If the evidence found in the study can throw some light on some of the problems of adjustment of overseas students in New Zealand and can be of some small service to various interested organisations, its purpose is not defeated.
BIBLIOGRAPHY
BIBLIOGRAPHICAL ENTRIES

A. BOOKS


Fong, B. Ng. *The Chinese in New Zealand.* Hong Kong: Hong Kong Univ. Press, 1959.


**B. PUBLICATIONS OF THE GOVERNMENT**


C. PERIODICALS


D. UNPUBLISHED MATERIALS


E. NEWSPAPERS


QUESTIONNAIRE

I am doing an investigation on the problems of adjustment to New Zealand conditions of overseas students in Christchurch, for my M.A. thesis. I am sure you will agree with me that it is an important survey as it should throw light on those factors which contribute to the welfare of the overseas students studying in this country. It is hoped that the findings of the survey may later help in the better adjustment of future foreign students, to N.Z. life and conditions.

I would very much appreciate your help in discovering what are the problems of adjusting to life in this country because I realise that you will already have had to face many problems, and your views will be of very great practical value to the investigation.

You can be certain that all information will be treated in strictest confidence, and you will note that your name does not appear anywhere on this form.

PLEASE TICK OR WRITE AGAINST THE FOLLOWING WHERE APPROPRIATE. IN SOME QUESTIONS YOU MAY TICK MORE THAN ONE ITEM.

1. SEX........
2. Age........
3. MARITAL STATUS (Single or Married)........
4. COUNTRY FROM WHICH YOU CAME..............
5. NATIONALITY AND RACE

6. RELIGION (If you would not state this please tick "OBJECT").
   (a) Christian
   (b) Buddhist
   (c) Hindu
   (d) Moslem
   (e) Free-thinker
   (f) Other religion
   (g) Object

7. COURSE OF STUDIES (B.A.? B.Sc.? B.Com., etc.)

8. NUMBER OF YEARS IN N.Z.

9. NUMBER OF YEARS IN N.Z. UNIVERSITY

10. NUMBER OF YEARS MORE TO BE HERE IN N.Z.

11. HOW DO YOU USUALLY SPEND YOUR LEISURE TIME (Including holidays)?
   (a) Go to pictures
   (b) Go touring
   (c) Go visiting
   (d) Play games
   (e) Listening to music
   (f) Photography
   (g) Others not including here

12. ARE YOU MEMBER OF ANY CLUB?
   (a) More the 3
   (b) 1 or 2
   (c) None

13. WHAT ARE THE CLUBS YOU HAVE JOINED?

14. HOW OFTEN DO YOU ATTEND PARTIES?
   (a) Once or twice a week
   (b) More frequently than this
   (c) Occasionally (say, once a month)
   (d) Rarely
   (e) Never
15. HOW OFTEN DO YOU GO TO PICTURES?
   (a) Once or twice a week ................
   (b) More frequently than this ..........
   (c) Rarely ................................
   (d) Never ................................

16. HOW OFTEN DO YOU GO DANCING?
   (a) Once or twice a week ................
   (b) More frequently than this ..........
   (c) Occasionally (say once a month)..
   (d) Rarely ................................
   (e) Never ................................

17. DO YOU DATE WITH GIRLS? (If you are a girl
    DO YOU DATE WITH BOYS?)
   (a) Going steady, engaged or married .
   (b) Once or twice a week ................
   (c) More frequently than this .........
   (d) Occasionally (say once a month).
   (e) Rarely ................................
   (f) Never .................................

18. DO YOU FEEL HOMESICK?
   (a) Very much or frequently ..........
   (b) Now and then ......................
   (c) Rarely or never ....................

19. DO YOU FIND IT HARD TO GET COMPANY?
    Of own race Of other races
    not N. Zealanders
   (a) Very hard ...........................
   (b) Hard ................................
   (c) Can find company ..................
   (d) Easy .................................

20. DO YOU FIND IT HARD TO GET COMPANY WITH?
    (i) N.Z. Students (ii) Other
        N. Zealanders not students.
   (a) Very hard ...........................
   (b) Hard ................................
   (c) Can find company ..................
   (d) Easy .................................
21. DO YOU MIX
   (a) more ........................................
   (b) the same ..................................
   (c) less ........................................
       with New Zealanders than overseas
       people?

   If you answer (a) or (b) could you suggest the
   reason please? ....................................

22. DO YOU MIX MUCH DURING HOLIDAYS WITH PEOPLE OF YOUR

   Own race | Other race
   (a) A good deal | ............. | ..............
   (b) Moderately | ............. | ..............
   (c) Not much | ............. | ..............
   (d) Not at all | ............. | ..............

23. HAS THE FACT THAT YOU ARE AN OVERSEAS STUDENT BEEN
    A HINDERANCE TO YOUR CONTACTS(social mixing) WITH
    NEW ZEALANDERS IN PARTICULAR?

   (a) Yes ........................................
   (b) Not particularly ..........................
   (c) No, never .................................

24. HAVE YOU ENCOUNTERED ANY UNPLEASANT EXPERIENCE
    BECAUSE YOU ARE AN OVERSEAS STUDENT?

    Yes   No   Nature of it if any.

    ........ .................................
    ...........................................
    ...........................................

25.(i) DO YOU HAVE DIFFICULTY IN FOLLOWING LECTURES?

   (a) A great deal of difficulty ......
   (b) Some difficulty .....................
   (c) Not much difficulty ...............
25. (ii) If you have any difficulty is it because of:

(a) Language difficulty
(b) Intonation of the lecturer's voice
(c) Speed of the lecturer
(d) Difficulty of subject matter

26. Do you think that the standard of lectures here is:

(a) Too high for you
(b) High enough for you
(c) Just right for you
(d) Low for you
(e) Too low for you

27. (i) On the whole did you do well in any past examination you have taken?

<table>
<thead>
<tr>
<th></th>
<th>Here in university</th>
<th>At home in Univ. or Sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Very well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Moderately well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Not so well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Poorly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) If you feel that you have not done as well as you expected, could you suggest the reason why? Is it because:

(a) The standard of lectures and work too high
(b) Language difficulty and so comprehension
(c) Insufficiently preparation
(d) Personal problems
(e) Inability to swot
(f) Panic during examination
(g) Other reasons you could suggest

28. Do you get help from others for your work when needed?

(a) A great deal
(b) Sometimes
(c) Little or none
(d) Could do with help but find it hard to get it
29. ARE YOU HAPPY WITH YOUR PRESENT COURSE OF STUDY?
   (a) Very happy ...........................................
   (b) Moderately happy ...................................
   (c) Not happy ............................................
   (d) Very unhappy ........................................

   If you are not satisfied with your course could you suggest why?
   ........................................................................
   ........................................................................

30. ARE YOU A
   (a) scholarship student .................................
   (b) private student ..........................

31. WHILE ATTENDING UNIVERSITY DO YOU LIVE IN ?
   (a) Hostel ..............................................
   (b) Private home ....................................
   (c) Flat .................................................
   (d) Y.M.C.A. or Y.W.C.A.? ..........................

32. Are you satisfied with your board?
   (a) Yes .....................................................
   (b) No .....................................................

   If NO to above, would you suggest why?
   (a) Rent too high .....................................
   (b) Poor facilities ...................................
   (c) In bad area ....................................... 
   (d) Too far away .....................................
   (e) Noisy ..............................................
   (f) Landlord trouble ............................... 
   (g) Others you could suggest ...................
   ........................................................................

33. HAVE YOU BEEN REFUSED BOARD?
   (a) Yes .....................................................
   (b) No .....................................................

   If so would this be because you are:
   (a) An overseas student ............................
   (b) A varsity student ..............................
   (c) Other reasons .................................
   ........................................................................

34. IS YOUR ALLOWANCE SUFFICIENT?
34. IS YOUR ALLOWANCE SUFFICIENT?
   (a) More than sufficient ..........................
   (b) Sufficient ..............................
   (c) A little bit short ........................
   (d) Insufficient .............................

35. DO YOU HAVE TO WORK DURING THE LONG VACATION?
   (i) (a) Yes, for money ..........................
        (b) Yes, for reasons of study (practical work)
        (c) Yes, for liking to do so ............
   (ii) No ........................................

36. DO YOU HAVE TO DO ODD JOBS REGULARLY DURING:—
   (a) Term time .................................
   (b) May and August holiday ..................
   (c) Not at all .................................

If you have to do odd jobs is it because:—
   (a) You wish to earn more money ..........
   (b) Landlady insists (e.g. gardening, baby-sitting)
   (c) You like to ..............................

37. DO YOU LIKE LIVING CHRISTCHURCH?
   (a) Yes ........................................
   (b) No ........................................

38. WHAT DO YOU DISLIKE ABOUT CHRISTCHURCH?
   (a) The people ...............................
   (b) The weather .............................
   (c) Plan of city ..............................
   (d) Housing .................................
   (e) Transportation ..........................
   (f) Cultural life ............................
   (g) Entertainment ..........................
   (h) Scenery .................................
   (i) Nothing .................................

39. DO YOU LIKE BEING IN UNIVERSITY?
   (a) Yes, a lot ..............................
   (b) Moderately ..............................
   (c) Not at all ..............................
40. DO YOU PARTICIPATE IN THE VARSITY ACTIVITIES AND EVENTS?

(a) Students' revue
(b) Capping process and collection
(c) Stud. Ass. Annual meeting
(d) Stud. Ass. Ese elections
(e) Varsity "hops"
(f) Student parties
(g) Clubs
(h) Others

41. IN WHICH OF THE FOLLOWING ACTIVITIES DO YOU PARTICIPATE IN N.Z.?

(a) Sports
(b) Tramping
(c) Beer drinking
(d) Horse-racing
(e) Religious meetings
(f) Concerts (including plays and orchestras)

(g) Other things you can name

42. WHAT DO YOU THINK OF NEW ZEALANDERS AS A WHOLE?

(a) Friendly
(b) Hospitable
(c) Sport loving
(d) Religious
(e) Superficial
(f) Possessive
(g) Race prejudiced
(h) Complacent
(i) Materialistic
(j) Happy-go-lucky
(k) Selfish
(l) Civic-conscious
(m) Aggressive
(n) Snobbish
(o) Rude
(p) Others
43. WHAT DO YOU THINK IS THE ATTITUDE OF NEW ZEALANDERS TOWARDS OVERSEAS STUDENTS?

(a) Especially friendly ........................................
(b) Helpful and kind ...........................................
(c) Suspicious ....................................................
(d) Artificial .....................................................
(e) Indifferent ....................................................
(f) Dislike their foreign accent ..............................
(g) Superior to "coloureds" ...................................
(h) Immense dislike .............................................
(i) Patronizing ..................................................
(j) Only offer a limited hospitality and friendliness...

44. HOW DO YOU LIKE N.Z. FOOD?

(a) A lot ............................................................
(b) Moderately ..................................................
(c) Not much ......................................................
(d) Not at all ......................................................

45. (i) WHAT DID YOU THINK N.Z. CONDITIONS MIGHT BE LIKE BEFORE YOU CAME?

.................................................................

(ii) DO YOU FIND THE CONDITIONS AS GOOD AS YOU EXPECTED?

(a) Yes ............................................................
(b) No ..............................................................

46. DO YOU THINK THERE IS IN N.Z.

(a) "colour bar" ................................................
(b) "social bar" ................................................
(c) no discriminations ........................................

47. HAVE YOU ANY CLOSE CONTACT WITH PEOPLE OF WESTERN CULTURE BEFORE?

(a) Yes ............................................................
(b) No ..............................................................
48. HAVE YOU SEEN MUCH OF NEW ZEALAND?
   (a) Most of N.Z. ..............................
   (b) Some parts of N.Z. ........................
   (c) Never been out of Christchurch .......

49. WHAT DO YOU CONSIDER TO BE THE GREATEST PROBLEMS
OVERSEAS STUDENTS HAVE TO FACE?
   (a) Language difficulty ........................
   (b) Difference in outlook ....................
   (c) Religion .................................
   (d) Finance .................................
   (e) Food ....................................
   (f) Board .................................
   (g) Climate .................................
   (h) Frustration and loneliness ..............
   (i) Others you can suggest ................
                                    ..............................

50. WHAT WOULD YOU ADVISE OVERSEAS STUDENTS WHO INTEND
    TO COME TO NEW ZEALAND?
   (a) Discourage them from coming ............
   (b) Encourage them to come ..................
   (c) To study the language first ............
   (d) To bring sufficient funds ..............
   (e) To bring plenty of personal effects(e.g.
       shoes, clothing, etc.) .................
   (f) To be prepared for a considerable change
       of life ..................................
   (g) Others you advise ........................
                                    ..............................

THANK YOU FOR YOUR CO-OPERATION AND HELP.
APPENDIX B.
LETTER OF REMAINDER (DUPLICATE)

Winnie Ng,
P.O.Box 2021,
Christchurch.

Dear Miss/ Mr. ............

I am sorry that I have to bother you at this time of the year, but it is pertinent that I have to write to you. I do not quite know whether you have returned to me the questionnaire which I gave you or not, but I shall be most grateful if you will do so at your earliest convenience.

There are a very limited number of overseas students here in Christchurch and I need as many as I can get hold of to fill me questionnaire so as to make the study more valid. I can thus assure you that your co-operation is greatly needed. I know you will understand how important it is for my study that you respond as the success and of the investigation depends on your co-operation.

I enclosed a stamped envelope for you to return the questionnaire.

Thank you very much.

Yours sincerely,

P.S.
If there is any point that you like to discuss with me please indicate in the questionnaire as I shall be most happy to discuss with you after your examination.
APPENDIX C

ASPECTS OF GENERAL LIVING AND STUDYING

TABLE I

PRECONCEPTIONS OF NEW ZEALAND

<table>
<thead>
<tr>
<th>Nature of Preconceptions</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had no ideas about New Zealand</td>
<td>25</td>
<td>36.8</td>
</tr>
<tr>
<td>Had no time to think or read about it</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>Like big modern Western cities</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>Has high standard of living</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>A good place to live</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Rather primitive, tribal</td>
<td>7</td>
<td>10.3</td>
</tr>
<tr>
<td>Weather is cold</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Ideal for holidays</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Has colour bar</td>
<td>3</td>
<td>4.4</td>
</tr>
</tbody>
</table>

N = 68

Note: Students in some cases expressed more than one view
### TABLE II
LIKE LIVING IN CHRISTCHURCH

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
<td>85.3</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### TABLE III
LIKE BEING IN UNIVERSITY

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, a lot</td>
<td>38</td>
<td>55.9</td>
</tr>
<tr>
<td>Moderately</td>
<td>27</td>
<td>39.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
### TABLE IV

**LIKING FOR FOOD**

<table>
<thead>
<tr>
<th>Degree of Liking</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Moderately</td>
<td>36</td>
<td>44.1</td>
</tr>
<tr>
<td>Not Much</td>
<td>24</td>
<td>35.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>10</td>
<td>14.7</td>
</tr>
</tbody>
</table>

### TABLE V

**TYPE OF ACCOMMODATION**

<table>
<thead>
<tr>
<th>Types</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hostel</td>
<td>29</td>
<td>42.6</td>
</tr>
<tr>
<td>Flat</td>
<td>29</td>
<td>42.6</td>
</tr>
<tr>
<td>Private Home</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Guest House</td>
<td>2</td>
<td>3.0</td>
</tr>
</tbody>
</table>
### TABLE VI

**FINANCE**

<table>
<thead>
<tr>
<th>Degree of sufficiency of allowance</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than sufficient</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Sufficient</td>
<td>44</td>
<td>64.7</td>
</tr>
<tr>
<td>A bit short</td>
<td>21</td>
<td>30.9</td>
</tr>
<tr>
<td>Insufficient</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### TABLE VII

**DIFFICULTY IN FOLLOWING LECTURES**

<table>
<thead>
<tr>
<th>Degree of Difficulty</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>5</td>
<td>7.4</td>
</tr>
<tr>
<td>Some difficulty</td>
<td>19</td>
<td>27.9</td>
</tr>
<tr>
<td>Not much difficulty</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>No difficulty at all</td>
<td>24</td>
<td>35.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
### TABLE VIII

HELP WITH STUDIES NEEDED

<table>
<thead>
<tr>
<th>Degree of Help Needed</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>40</td>
<td>58.8</td>
</tr>
<tr>
<td>Little or none</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>Needed help but hard to get</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### TABLE IX

STANDARD OF LECTURES

<table>
<thead>
<tr>
<th>Degree of standard</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too high</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>High enough</td>
<td>26</td>
<td>38.2</td>
</tr>
<tr>
<td>Just right</td>
<td>39</td>
<td>57.3</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Too Low</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### TABLE X

**Satisfaction with Courses Taken**

<table>
<thead>
<tr>
<th>Degree of Satisfaction</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very happy</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>Moderately</td>
<td>40</td>
<td>58.8</td>
</tr>
<tr>
<td>Not happy</td>
<td>5</td>
<td>7.4</td>
</tr>
<tr>
<td>Very Unhappy</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### TABLE XII

**Success in Examination in Home Countries**

<table>
<thead>
<tr>
<th>Degree of success</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>Moderately well</td>
<td>45</td>
<td>66.2</td>
</tr>
<tr>
<td>Not so well</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Poorly</td>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>
### TABLE XII

SUCCESS IN EXAMINATION IN NEW ZEALAND

<table>
<thead>
<tr>
<th>Degree of success</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>11</td>
<td>16.2</td>
</tr>
<tr>
<td>Moderately well</td>
<td>39</td>
<td>57.3</td>
</tr>
<tr>
<td>Not so well</td>
<td>12</td>
<td>17.7</td>
</tr>
<tr>
<td>Poorly</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>
APPENDIX D

ASPECTS OF SOCIAL AND RACIAL RELATIONS

I SOCIAL ASPECTS

TABLE I

OVERSEAS STUDENTS' PARTICIPATION IN ACTIVITIES

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clubs</td>
<td>60</td>
<td>88.2</td>
</tr>
<tr>
<td>Music</td>
<td>55</td>
<td>80.9</td>
</tr>
<tr>
<td>Photography</td>
<td>35</td>
<td>51.5</td>
</tr>
<tr>
<td>Religious meetings</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>Concerts</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>Reading</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td>67</td>
<td>98.5</td>
</tr>
<tr>
<td>Sports</td>
<td>45</td>
<td>70.6</td>
</tr>
<tr>
<td>Capping activities</td>
<td>41</td>
<td>60.3</td>
</tr>
<tr>
<td>Parties</td>
<td>40</td>
<td>58.8</td>
</tr>
<tr>
<td>Visiting</td>
<td>38</td>
<td>55.9</td>
</tr>
<tr>
<td>Dancing</td>
<td>36</td>
<td>52.9</td>
</tr>
<tr>
<td>Dating</td>
<td>35</td>
<td>51.5</td>
</tr>
<tr>
<td>Beer Drinking</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>Horse-racing</td>
<td>4</td>
<td>5.9</td>
</tr>
</tbody>
</table>

**Note.** Many students participated in more than one activity.
### TABLE II

**OVERSEAS STUDENTS' SOCIAL CONTACT**

<table>
<thead>
<tr>
<th></th>
<th>Can and Easy</th>
<th>Hard and V. Hard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>With Own Race</td>
<td>63</td>
<td>92.6</td>
</tr>
<tr>
<td>With other overseas races</td>
<td>63</td>
<td>92.6</td>
</tr>
<tr>
<td>With N.Z. students</td>
<td>59</td>
<td>86.7</td>
</tr>
<tr>
<td>With New Zealanders</td>
<td>58</td>
<td>85.3</td>
</tr>
</tbody>
</table>

### TABLE III(a)

**HAD PREVIOUS CONTACT WITH WESTERN PEOPLE**

<table>
<thead>
<tr>
<th>Degree of Contact</th>
<th>With N.Z. students</th>
<th>With New Zealanders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>A lot</td>
<td>21</td>
<td>51.2</td>
</tr>
<tr>
<td>Moderate</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Little</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>None</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 68
**TABLE III(b)**

**HAD NO PREVIOUS CONTACT WITH WESTERN PEOPLE**

<table>
<thead>
<tr>
<th>Degree of Contact</th>
<th>With N.Z. students</th>
<th></th>
<th>With New Zealanders</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>A lot</td>
<td>8</td>
<td>29.6</td>
<td>8</td>
<td>29.6</td>
</tr>
<tr>
<td>Moderate</td>
<td>14</td>
<td>51.9</td>
<td>14</td>
<td>51.4</td>
</tr>
<tr>
<td>Little</td>
<td>3</td>
<td>11.1</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>7.4</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>100.0</td>
<td>27</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ N = 68. \]

**II RACIAL ASPECTS**

**TABLE IV**

**VIEWS ON EXISTENCE OF DISCRIMINATION**
(analysed according to inferred categories of discrimination)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Discrimination</td>
<td>13</td>
<td>19.1</td>
</tr>
<tr>
<td>Social Discrimination</td>
<td>27*</td>
<td>39.7</td>
</tr>
<tr>
<td>Colour Bar</td>
<td>38*</td>
<td>55.9</td>
</tr>
</tbody>
</table>

\[ N = 68 \]

*some students reported both categories*
### TABLE V

**BEING AN OVERSEAS STUDENT IS HINERANCE TO SOCIAL MIXING**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Not particularly</td>
<td>46</td>
<td>67.6</td>
</tr>
<tr>
<td>No, never</td>
<td>16</td>
<td>23.6</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### TABLE VI

**UNPLEASANT EXPERIENCE ENCOUNTERED**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>32.4</td>
</tr>
<tr>
<td>No</td>
<td>46</td>
<td>67.6</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>
TABLE VII

CLASSIFIED OPINIONS OF OVERSEAS STUDENTS AS TO THE ATTITUDES OF NEW ZEALANDERS IN GENERAL

<table>
<thead>
<tr>
<th>Attitudes of New Zealanders in general</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>52+</td>
<td>76.5</td>
</tr>
<tr>
<td>Sports-loving</td>
<td>48</td>
<td>70.6</td>
</tr>
<tr>
<td>Hospitable</td>
<td>45</td>
<td>66.2</td>
</tr>
<tr>
<td>Happy-go-lucky</td>
<td>29</td>
<td>42.6</td>
</tr>
<tr>
<td>Civic-conscious</td>
<td>27</td>
<td>39.7</td>
</tr>
<tr>
<td>Complacent</td>
<td>24</td>
<td>35.3</td>
</tr>
<tr>
<td>Materialistic</td>
<td>23</td>
<td>33.8</td>
</tr>
<tr>
<td>Superficial</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>Religious</td>
<td>12</td>
<td>17.7</td>
</tr>
<tr>
<td>Race prejudiced</td>
<td>11</td>
<td>16.2</td>
</tr>
</tbody>
</table>

N = 68

+ some students stated more than one attitude
TABLE VIII

CLASSIFIED OPINIONS OF OVERSEAS STUDENTS AS TO THE ATTITUDES OF NEW ZEALANDERS TOWARDS OVERSEAS STUDENTS.

<table>
<thead>
<tr>
<th>Type of attitude</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful and kind</td>
<td>45+</td>
<td>66.2</td>
</tr>
<tr>
<td>Indifferent</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>Artificial</td>
<td>19</td>
<td>27.9</td>
</tr>
<tr>
<td>Patronizing</td>
<td>15</td>
<td>22.1</td>
</tr>
<tr>
<td>Especially friendly</td>
<td>12</td>
<td>17.7</td>
</tr>
<tr>
<td>Offer a limited hospitality &amp; friendliness</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>Suspicious</td>
<td>9</td>
<td>13.2</td>
</tr>
<tr>
<td>Superior to &quot;coloureds&quot;</td>
<td>7</td>
<td>10.3</td>
</tr>
<tr>
<td>Dislike their foreign accent</td>
<td>5</td>
<td>7.4</td>
</tr>
</tbody>
</table>

N = 68.

+ students reported more than one attitude