Quality Pastoral Care is Crucial for Successful Integration: A Case Study of School Practices

Introduction

- OECD – a significant rise in international student mobility
- ENZ – promoting New Zealand's educational experiences globally
- 122,061 international students attended an educational organisation in New Zealand – an increase of 9% from 2014 (Education Counts, 2016).
- 2,071 students surveyed in Private Training Establishments (PTE's), 11% indicated they want to migrate permanently to New Zealand (ENZ, 2014)
- 1 in 6 international students gained residency status in 2014/15 (Ministry of Business, Innovation and Employment, 2015).

These activities have created, and will continue to create, an even more diverse society requiring a more prominent need for integration of international students, into host communities and schools, to shape an environment that is congruent to the needs of all those involved.

Literary review

- Fostering intercultural interactions
- Evaluated practices
  - In schools
  - In the community
  - Nationwide
- Challenges
  - A shift in focus – prioritising short-term economic gains
  - Practitioners too busy to provide support
  - Little investment in promoting intercultural exchange
  - Non-modification of academic programmes

Research aim

To investigate school practices which support or suppress the integration of international students into New Zealand society
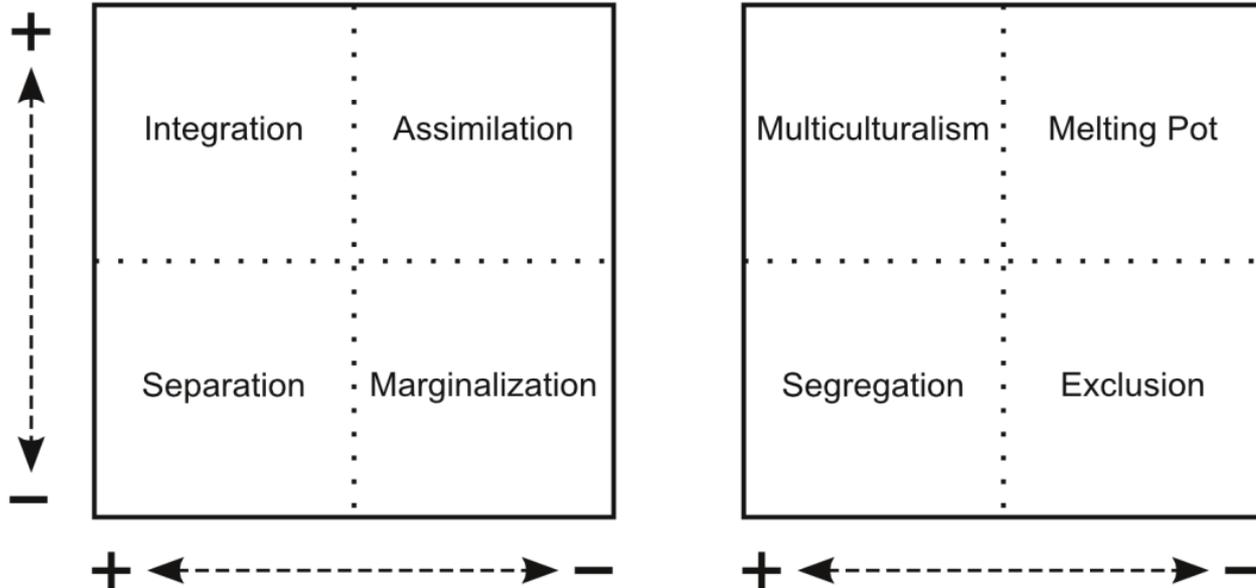
Theoretical framework

Acculturation Strategies

of Ethnocultural Groups

of Larger Society

Issue 2: Relationships Sought Among Groups

Integration	Assimilation
Separation	Marginalization

Multiculturalism	Melting Pot
Segregation	Exclusion

Issue 1: Maintenance of Heritage Culture and Identity

The study

- School-wide documentation
- 24 teachers completed an on-line survey
  - Their beliefs about integration
  - How the school as well as their own practices helped students:
    - meet people
    - make friends
    - feel comfortable about the country they come from

The study

- 131 students completed an on-line survey
  - Demographic information
  - AHIMSA measurement tool (Unger et al., 2002)
  - Meeting people and making friends
  - How the school helped them to do this as well as feel comfortable about the the country they are from

Measurement tool

AHIMSA tool: questions and responses

Question	Possible response for each item
I am most comfortable being with people from…	
My best friends are from…	
The people I fit in with best are from…	The country my family is from
My favourite music is from…	New Zealand
My favourite tv shows are from…	Both
The holidays I celebrate are from…	Neither
The food I eat at home is from…	
The way I do things and the way I think about things are from…	

Acculturation patterns

AHIMSA acculturation patterns and their demographic distribution												
AHIMSA result		**Demographic distribution**										
Pattern[1]	Relative	Age (year) $p=0.80$		Time in NZ (month) $p=0.25$		Gender $p=0.89$		Homestay[2] $p=0.79$		Country of origin $p<0.001$	
		16-17	≥ 18	4-6	≥ 7	Female	Male	Yes	No	China	Other[3]
Separation	27%	28%	27%	21%	29%	25%	30%	26.5%	27.5%	28%	20%
Assimilation	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Integration	34.5%	34.5%	33.5%	37%	34%	37%	31.5%	39%	27.5%	36%	25%
Marginalisation	1.5%	3%	1%	2%	1%	1%	1.5%	3%	0%	1%	5%
Non-dominant	37%	34.5%	38.5%	40%	36%	37%	37%	31.5%	45%	35%	50%
Absolute	130	29	101	52	76	73	57	79	51	109	20

Notes.   [1]   Pattern is associated with the following answer, given in total 5 times or more to the eight questions of the AHIMSA tool:

Separation:	The country I am from
Assimilation:	New Zealand (NZ)
Integration:	Both
Marginalisation:	Neither
Non-dominant:	none of the above answers was given in total 5 times or more

[2]   Yes: have been or currently are in homestay; No: never have been in homestay

[3]   Have been exclusively Asian countries

Acculturation patterns

- Homestay beneficial for integration
- Students from China had a higher pattern for integration than those from other Asian countries
- Students from other Asian countries had a higher marginalisation pattern
- The longer students lived in NZ, the strategy of separation increased and integration decreased

Areas of best practice

- Homestay
- EOTC/school activities
- Orientation
- Teacher/tutor
- Group work

Discussion

- Teachers recognised the importance of integration but acknowledged that not enough has been done to foster this
- Low service delivery of practices in schools inadvertently suppressed integration
- Students from China - an additional challenge
- Early experiences affect future outcomes

Discussion

- International students must also make an effort

- Intercultural communications need to be encouraged in national, local and school policies

- Practices must occur not only when students arrive at school but when they arrive in the country

References

- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6), 697-712.

- Education Counts. (2015). *Export Education Levy Full Year Statistics 2014 Edition*. Retrieved from: http://www.educationcounts.govt.nz/statistics/international-education/international-students-in-new-zealand

- Education New Zealand. (2014a). *Leadership statement for international education.* Retrieved from http://www.enz.govt.nz/sites/public_files/Leadership%20Statement%20for%20International%20Education.pdf

- Education New Zealand. (2014b). *New Zealand PTE Sector. International student barometer 2014 summary report*. Retrieved from http://enz.govt.nz/our-services/seminar-series-2015/seminar-presentations

- Ministry of Business, Innovation and Employment. (2015). *Migration trends and outlook 2014/15 report.* Retrieved from http://www.mbie.govt.nz/publications-research/research/migrants---monitoring/migration-trends-and-outlook-2014-15.pdf

- OECD. (2015). *Education at a glance 2015: OECD indicators*. Paris: OECD Publishing. Retrieved from http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-at-a-glance-2015_eag-2015-en#page1

- Unger, J. B., Gallaher, P., Shakib, S., Ritt-Olson, A., Palmer, P. H., & Johnson, C. A. (2002). The AHIMSA acculturation scale: A new measure of acculturation for adolescents in a multicultural society. *The Journal of Early Adolescence*, 22(3), 225-251.

Further questions

Email: research@chou-lee.com