

INTERNATIONALISATION AND THE INTEGRATION OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF TWENTE

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Thesis to obtain the degree of Master of Science

Internationalisation and the Integration of International Students at the University of Twente

**Reasons and possible solutions for the gap between Dutch and
international students**

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Abstract

In the modern academic world of today, student mobility is increasing constantly. The effects of globalisation are especially observable in the academic environment. Since more and more borders open and students are enabled to travel freely, the number of international students is rising at universities all over the world. Students from abroad are a significant proportion of today's student body. The need of internationalisation of higher education has been recognised and is expected to play an even more important role in the future.

Although internationalisation offers numerous benefits to all parties involved, universities all over the world that welcome international students are experiencing challenges with promoting internationalisation and integrate international students adequately. Universities are often confronted with a gap between local and international students. In order to fill this gap and create one student body, universities worldwide are engaged in finding ways how to improve the relationship between international and host students.

The present study has been conducted at the University of Twente (UT) in the Netherlands. In order to investigate in reasons and possible solutions for the gap between international and Dutch students, 14 international students from 13 countries have been interviewed. Here, participants were given the possibility to tell their personal story as international students at the UT. Their motivation to study abroad, the relationship with Dutch students, the perception of the academic environment, their adjustment during the first weeks after arrival and their preparation for the experience abroad have been the main topics. In addition, the participants completed a questionnaire on the same topics which has been compared to the qualitative results of the interviews.

The results of the qualitative and quantitative analysis of the data show that the following factors have a significant effect on international students' integration process and success: the students' initial motivation/intention to study abroad; their level of (perceived) preparedness for studying abroad; the intensity of acculturative stress they experience; and the ability to integrate mediated by the hospitality of host students and teaching staff. Also, origin and age have been found to have an effect on the integration process and success of international students.

Taking the findings from relevant literature and the results of the present study into account, an advice for the University of Twente has been formulated in terms of internationalisation and the integration of international students. Here, amongst other aspects, the UT is advised to formulate a clear vision and realistic goals in terms of internationalisation, to promote intercultural exchange strategically under local students and academic staff members, to invest in platforms for intercultural interaction between international and local students inside and outside the classroom and to care-

fully monitor internationalisation and react adequately to changes. Eventually, every advice has been supplemented with practical instructions how to achieve the improvements.

Samenvatting

In de moderne hedendaagse academische wereld groeit de mobiliteit van studenten gestaag. De effecten van de globalisering zijn in het bijzonder in het academische milieu merkbaar. Doordat steeds meer grenzen vervagen en studenten vrijer kunnen reizen, is het aantal international studenten op universiteiten wereldwijd aan het stijgen. Studenten uit het buitenland vormen een significant deel van de studentengemeenschap. De noodzaak van internationalisering van het hoger onderwijs wordt sterk herkend en zal naar verwachting groter worden in de nabije toekomst.

Ondanks de vele voordelen die internationalisering aan alle betrokken partijen biedt, ervaren universiteiten wereldwijd de uitdagingen van het aanmoedigen van internationalisering en het adequaat integreren van internationale studenten. Veelal worden universiteiten geconfronteerd met de kloof tussen lokale en internationale studenten. Teneinde deze kloof te dichten en de studentengemeenschap tot een geheel te brengen zijn vele universiteiten betrokken in onderzoek naar methodes om de relaties tussen de internationale studenten en lokale studenten te verbeteren.

Het voorliggende onderzoek is uitgevoerd aan de Universiteit Twente (UT) in Nederland. Om een goed beeld te krijgen van de redenen en mogelijke oplossingen voor de kloof tussen de internationale en Nederlandse studenten zijn interviews gehouden onder 14 internationale studenten uit 13 landen. Tijdens deze gesprekken kregen studenten de mogelijkheid hun persoonlijke verhaal te vertellen als internationale student aan de UT. Centraal stonden hun beweegredenen om over de grens te studeren, hun relaties met Nederlandse studenten, het beeld dat zij hebben van de academische omgeving, het aanpassen aan de nieuwe leefomgeving gedurende eerste weken van verblijf, en hun voorbereiding voor vertrek. Eveneens zijn de studenten geënquêteerd over dezelfde thema's, als vergelijkingsmateriaal voor de kwalitatieve studie.

De resultaten van de kwalitatieve en kwantitatieve analyse van de verzamelde gegevens laten zien dat de volgende factoren een significant effect hebben op het proces van integratie van internationale studenten en de mate van succes die zij daarbij hebben: de redenen om in het buitenland te studeren; de mate van (veronderstelde) voorbereiding voor het studeren in het buitenland; de intensiteit van de culturele stress die zij ervaren; en de mogelijkheid tot integratie gebaseerd op de gastvrijheid van lokale studenten en docenten. Daarnaast hebben ook herkomst en leeftijd een merkbaar effect op het integratie proces en het succes daarvan.

Met in acht name van de relevante literatuur en de resultaten van de voorliggende studie is een advies aan de Universiteit Twente opgesteld in termen van internationalisering en integratie van de internationale studenten. Onder andere wordt hierin de UT geadviseerd een duidelijke visie te formuleren en realistische doelen vast te stellen aangaande internationalisering, aanmoediging van strategische interculturele uitwisseling tussen lokale studenten en de academische staf, investeringen in plat-

forms voor interculturele interactie tussen internationale en lokale studenten binnen en buiten de collegezalen, en het nauwkeurig in de gaten houden van de vorderingen van de internationalisering en adequaat reageren op veranderingen. Tot slot is ieder advies voorzien van praktische aanwijzingen om de verbeteringen te bereiken.

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1. Introduction

The student population has significantly changed over the last decades. More and more students decide to leave their home country in order to spend a semester, a year, or even a whole programme studying abroad. During the past years, students spending their study abroad became a significant proportion of the student body worldwide (Sam, 2001) resulting in rising student flow across the boarder (Pimpa, 2003).

While some students choose to spend their study in a country close to their home, other students undertake a bigger step by deciding to study at a university far away from their home country. The reasons for students to do their study at a university abroad are numerous and varying: gaining experience and intercultural competence, learning a new language, studying at a well-known university, meeting new people or becoming more self-confident and independent are only a few reasons students mention.

For most students, the time they spend studying abroad is a valuable experience and a step they do not regret to have taken. Unfortunately, there are also students who experienced their study abroad as less pleasant. Financial problems, difficult study programs, failing exams, language difficulties and isolation are making it hard for some students to enjoy their study abroad and often force them to leave university early.

Universities have recognized these problems and started to react on them in various ways, following the goal to make international students' stay at the university more comfortable. The most common ways in order to handle the mentioned problems are providing international students with information before arrival, setting up international student associations, planning events to bring local and international students together and helping international students with initial basic issues like opening a bank account or finding accommodation.

Despite all the efforts the universities take to improve international students' life and to increase their integration in the local student body, the above mentioned problems are still present (especially for students coming from a country far away from the host university) and the relationship between international and local students keeps being dissatisfying. Therefore, most universities are very dedicated to find a way to bring local and international students together and to make international students' stay at the university as comfortable as possible.

The wish of universities to make the life of international students as enjoyable as possible is, however, is often not only focussing on the interests of international students. Having students from abroad, especially those who graduate, implies numerous benefits for the university itself, like an increased international reputation, a cultural diverse campus and also financial amenities.

For these reasons, it is especially important for universities to attract international

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students and to offer them a pleasant stay. To be able to comply with these duties, universities are more and more building links with universities in different countries in order to attract international students and enhance their global reach (Pimpa, 2003). Also, by recruiting international students, universities often respond to increasing globalization (Asmar, 2005).

Due to the fact that the presence and integration of international students is a matter of common interest and comprehends issues from various fields such as economy, sociology, psychology and politics, it is a topic that can increasingly be found in scientific research.

While most findings in the past concentrated on international students in terms of integrating them in the local students body, more and more findings suggest that this is only a small part that plays a role in the overall process of international students' integration.

More and more researchers underline the importance of the university and local students in the process of integration. Asmar (2005) for example, states that too much attention has been paid to alleged deficits or extra needs international students have. The author argues that instead of focussing only on international students when trying to improve integration on campuses, one should pay closer attention to the internationalisation of local students by providing them with intercultural competences and educate them in order to face a cultural diverse and globally connected environment.

Aside from the role of international and local students in the process of the integration of international students, there are numerous other factors which have been found to have a significant effect. Political changes, cultural differences and prejudices, the living situation, the academic environment, friends and family, motivation and communication channels are only a few examples.

Universities have to take as many factors as possible into account when trying to understand how international students feel, how the interaction between local and international students can be improved and how they can provide students from all over the world with all they need for a professional, comfortable and enjoyable experience. Also, it is crucial for universities to stay up-to-date in order to react adequately to changes and prevent discomfort, because one thing is for sure: *"The world – and the world of education – has and will continue to change"* (Kissock & Richardson, 2010).

1.1. Internationalisation of Higher Education

The history of internationalisation of higher education starts far back in time, in the 13th century, when the University of Paris first accepted students from outside France (Lee & Rice, 2007). Taking this into account, one can say that internationalisation of higher education is almost as old as higher education itself. Since then, much has changed in higher education, international students have become a regular part of the picture and the term internationalisation has developed to a catchword (Yang, 2002). In fact, international students make about 20% of today's international travellers (Brown & Aktas, 2011).

While the interest in the topic of internationalisation has increased, its number of

1.1. Internationalisation of Higher Education

varying definitions has as well. As Yang (2002) states, there is no distinct general consensus on the concept of internationalisation, even though there exists more and more need to promote internationalisation of higher education. Wächter (1999) made a step towards a consensus on internationalisation of higher education by defining it as the *“process of systematic integration of an international dimension into the teaching, research and public service function of a higher education institution”*.

Naturally, internationalisation of higher education means not only recruiting students from abroad, but there are numerous factors that play a role in the process of internationalisation. There are benefits resulting from internationalisation of higher education both for students and universities, and, of course, quite a few challenges which national students, international students and the universities have to deal with. Damme (2001) for example, states that the challenges that internationalisation brings along are huge and force universities to work out new forms of policies and efforts regarding internationalisation.

These policies and efforts can have various goal, for example *“the diversification and growth of financial input by the recruitment of fee-paying foreign students, the broadening of curricula and educational experiences for domestic students in foreign partnerinstitutions, regional networking in order to allow a more cost-effective use of resources and to provoke a process of collective institutional learning and development, or the enhancement of the quality of education and research by bringing students and staff in the realm of international competition”* (Damme, 2001).

Since globalisation is increasing and more and more borders are open for students travelling freely, the student body of many universities, especially of those offering English-speaking programs, have experienced significant change during the last years (Skyrme, 2007).

In line with the change of the student body constellation, universities are forced to develop international orientation and to offer global experiences to their students in order to prepare them for the global and highly qualified job market and also to equip them with social and cultural competences, and linguistic skills (Llewellyn-Smith & McCabe, 2008).

In most cases, universities and academic staff are having difficulties dealing with conflicting needs, challenges, accountability issues and complying expectations (Kissock & Richardson, 2010). When universities find a way to deal with the mentioned problems, internationalisation of higher education can be a valuable experience and can offer *“rich opportunities for students and staff from very different cultural backgrounds to listen to each other, learn from each other, and develop the skills they will need to be productive members of the world community”* (Leask, 2009).

Some countries are said to be more concerned with the internationalisation of higher education than others. Damme (2001) for example, states that some countries have been busy formulating aspiring policies in terms of internationalisation of higher education, like New Zealand, the Netherlands, Hong Kong, Australia and Japan.

On the one hand, formulating such ambitious goals is, of course, advantageous for the positive development of internationalisation of higher education. On the other hand, one has to keep an eye on the intentions, as international students are sometimes seen as economic revenue by universities which can result in low advertence

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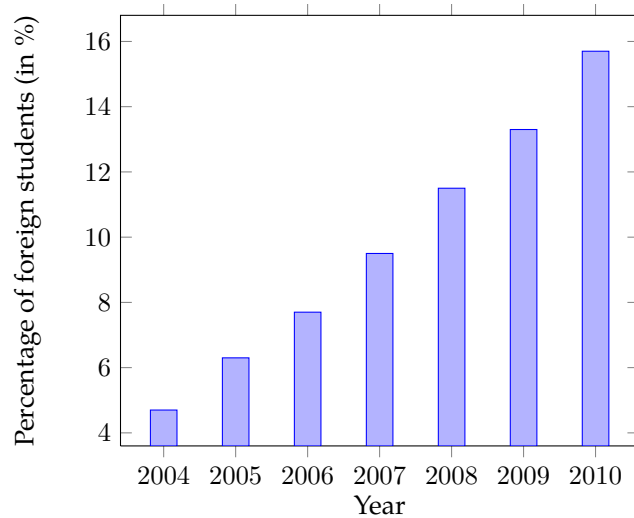


Figure 1.1.: Percentage of Foreign Students at the University of Twente Based on the Total Number of Students Enrolled

for the students' academic and cultural experiences (Lee & Rice, 2007). This issue is also known as the *"irony of globalization"* (Habu, 2000).

In order to make internationalisation of higher education successful and a valuable benefit for everyone involved, universities should pay attention to all factors that play a role, not only to the recruiting of international students. Unfortunately, much that is known about internationalisation of higher education is based on trends and figures of enrolment rather than actual experiences of international students (Lee & Rice, 2007).

Universities should begin with measuring the satisfaction and experiences of enrolled students as a start (Lee & Rice, 2007) and should monitor internationalisation strategically and carefully as it is a vulnerable issue (Teichler, 1999).

1.2. Internationalisation at the University of Twente

The University of Twente (UT) got and is still getting an increasing number of international students for one of the bachelor or master programmes that are offered by the university. As one of the main goals of the University of Twente is to become explicitly more international in the future, this number of students who come from abroad is believed to further increase significantly.

During the past years, the number of international students has increased constantly. Figure 1.1 shows the total development of international student enrolment compared to the number of enrolled Dutch students¹.

¹<http://www.utwente.nl/feitenencijfers/onderwijs/totaal/internationaal.doc/>

1.2. Internationalisation at the University of Twente

In its Strategic Vision 2009-2014, which is also called Route '14, the University of Twente describes its students and alumni as their ambassadors whose knowledge, attitudes and skills demonstrate what they have learned during their study. The university further states that science is international and they therefore have always been active beyond the Dutch borders. They believe that an international campus provides added value to the working environments and learning experiences.

Moreover, it is stated that the University of Twente has *"the most active student population in the Netherlands and even sets an international standard"*. At the UT, numerous associations are engaging in the process of internationalisation which is often accompanied with challenges due to changes of the students population. It is argued that these groups have to find ways in order to integrate international students in the community and to make activities more attractive.

The popularity of living on the campuses is, according to the UT, partially influenced by the increase of international students.

In terms of initialising and implementing internationalisation, the University of Twente is taking numerous steps. It would take a lot of this paper's space to list all the activities and aspects the university takes in terms of internationalisation, so we only present a few to give an overview.

First of all, numerous divisions and associations of the university are engaged in the process of internationalisation. There is, for example, an International Office, a Student Union, many international students associations, ESN and AEGEE.

To bring together all these parties and in order to centralise all activities regarding internationalisation, a platform has been built up. This platform is called UniTe and defines itself as *"the platform for internationalization and integration at the University of Twente"*. It consists of mainly all international associations of the UT, like International Office, the Student Union, student council party UReka, the PhD network, AEGEE, ESN Twente and numerous study and (international) student associations. The platform meets every two weeks to talk about current issues, problems, plans and potential ways to improve internationalisation. UniTe was founded in 2005 under the name PITS (Platform for International Twente Student associations) by International Office in order to create a platform on which student association can exchange on the topics integration and internationalisation.

Moreover, the University of Twente is participating in the EU's Erasmus programme and is also having contact regarding exchange programmes with universities outside the European Union. With participating in this programme, the University of Twente provide its students, both international and local, with the possibility to spend (a part of) their study abroad.

This programme is not only available for the university's students, but also for the academic members of staff at the UT. With the Erasmus staff exchange, the university makes it possible for its staff to teach in another country within the EU for up to six weeks time. Not only the academic staff members are provided with such a possibility to enhance their intercultural skills and experiences. The University of Twente is also engaged in the ECIU Staff Development Programme, which aims to increase the mobility of administrative staff members. The goal here is to *"strengthen non-academic staff members' international and transinstitutional competences and qualifications by visiting*

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or receiving a guest from another ECIU institution”.

Furthermore, ESN is offering a language exchange programme for both international and Dutch students. In this programme, an international and a Dutch student are brought together in order to teach each other their languages. The goals of the language exchange programme are to offer international students a possibility to learn Dutch, to provide a Dutch student with the opportunity to learn another language and to promote intercultural exchange at the university.

On its website, the university offers a wide range of information for international students. Many crucial aspects are explained very detailed, such as how to apply for a study programme at the UT, which issues have to be dealt with upon arrival and upon departure, characteristics of the Dutch culture and academic environment, international housing, visa, financial issues, student life on campus and health matters. In addition to general information about studying in the Netherlands and specifically at the UT, the university also provides videos of international students talking about their experiences of living abroad, cultural differences, the environment in the classroom and the interaction with local Dutch students. These videos aim to provide international students to get to know how international student life at the UT is first-hand.

In addition to the university's website, the International Office of the UT is also hosting a Facebook page for international students. On this fan page, which is supervised by employees of International Office, international students can ask questions, exchange and promote events. About 1404 students are a member of this Facebook page (on 01-10-2011) who make this page an active and vivid platform for international students.

In terms of activities for international and Dutch students, the university plans regular parties and other events. Examples for such activities are: international food festivals, sport events, workshops, short trips and cultural events.

One event that was a huge success and which is still named when asking international students about nice activities in terms of internationalisation is 'Dine with the Dutch'. This event has been initiated by ChOOSE (cooperation of four Christian Dutch student unions) together with Student Union and ESN. Here, international students have been invited to have dinner with Dutch students in a typical Dutch student house. The aim was to bring together Dutch and international students in an informal setting and to get to know more about each other's culture.

The University of Twente has also published information about internationalisation for the teaching staff on its website. Here, the university presents its vision in terms of growth and diversification regarding internationalisation. The university states that there is little space for expansion in the Netherlands, so the focus has to be set on international growth. The UT argues that the main starting point in order to grow internationally is to focus on the quality of education and research. The university knows about its responsibility for cultural integration of international students and therefore argues that it has to provide adequate facilities to accompany the students and that its members have to exhibit certain language skills and show respect for the international students' cultural differences. It also claims that students exchange has to be possible for every programme without students having to experience delay in

1.2. Internationalisation at the University of Twente

their study.

The University of Twente knows of the importance of international experiences for the employment market of higher-educated people. Therefore, the university aims to enhance “*internationalisation at home*” which refers to giving local students the possibility to get to know people from different regions around the world. The aim is to provide a multicultural environment wherein new ideas and perspectives are developed and respect plays an important role. To achieve these goals, the university wants to implement internationalisation within and outside the curriculum in order to attract local and international students and provide those with a satisfying environment.

For the future, the university has formulated ambitious goals concerning internationalisation in its Strategic Vision 2009-2014. In this document, it is described that the university aims to have approximately 35% of the students coming from foreign nationalities. These students are believed to mainly come from Germany, and other regions of Central and East Europe.

In the Strategic Vision 2009-2014, the University of Twente further states that it believes the boundaries between European higher education systems to have largely disappeared and that students from the EU will be able to start a study programme anywhere in Europe. Moreover, the UT believes that English will be the logical language of education in the future and that the first language will not longer be Dutch.

To achieve the goal of more international students at the university, the UT plans to provide more bachelor programmes in English. Here, the focus lies more on improving and extending existing programmes rather than implementing new studies. Those English-speaking programmes are not only considered to be more interesting for international students; there is also an increased demand for English programmes from Dutch students.

The University of Twente aims to increase its number of exchange students, both international students coming to Twente and Dutch students spending some time abroad. Exchange students are said to be an important part of the international campus and therefore exchange has to be promoted at the UT.

The University of Twente strives for a growing number of students from different cultural, ethnic and social backgrounds and formulates ambitious goals in terms of internationalisation. In order to achieve these goals, there are numerous obstacles to overcome to adequately integrate international students on both social and academic level to create a comfortable environment for both local students and international students.

At the UT, there is a big gap between international and Dutch students. There is little interaction between the groups both inside and outside the classroom. Despite numerous attempts to close this gap and improve the interaction between local and international students, the UT is still looking for ways to create one student body wherein interaction, exchange and integration is ongoing.

In order to find a way to improve internationalisation at the University of Twente and to enhance international students’ integration, answers to several questions have to be found that can be used to formulate strategies and approaches to achieve the goals. Questions that might be asked in order to find indications for how to close the

Preliminary
problem statement

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gap between international and local students are:

Preliminary Research Questions

- Are there factors that predict the success of international students' integration? Which are they?
- How can a university promote integration and internationalisation under local students?
- What are factors that can enhance the contact between local and international students?
- How does the relationship with teaching staff members influence the integration of international students?
- Which role does the relationship with local students play for international students' integration?
- Which are factors that hinder the integration of international students?

To find indications to answer the questions above, findings from relevant literature will be presented in the following chapter. After the literature has been reviewed, the preliminary research questions will be translated into the final research questions on which we aim to give an answer in the present study.

2. Studying Abroad

As we learned in the previous part, more and more students decide to spend (a part of) their study abroad. In the following chapters, we want to take a closer look at the reasons and motivations that lie behind students' decision to study abroad, we will inspect the benefits studying abroad can bring to all involved parties, but we will also take a look at the challenges and problems that are implicated.

2.1. Motivation of Students to Study Abroad

It is a fact that an increasing number of students chooses to leave their home country in order to start or continue higher education at a university abroad. But what are the reasons that lie behind their decision to study in a (in most cases) foreign country? Which factors effect the students' choice to study elsewhere? And how do these factors influence their study abroad?

When it comes to the very beginning in the decision process to study abroad, there are various ways in how the primary thought of studying at a foreign university arises. In most of the cases, the initial idea to spend their study abroad is developed by the students themselves. This means that the students are weighing their possibilities in terms of higher education and develop the idea to take up a programme at a university abroad on his or her own free will. Not only the actual choice to take the step of studying abroad, but also the choice of country, university and programme is then made freely by the student. This, of course, does not mean that advice from family members or other persons in the student's environment does not play a role. Important to notice here is that the most basic and important decisions are made by the student without feeling pressure to conform in a certain way. For those students, the motivation to study abroad mostly arise in desire to travel, meeting new people, get to know a different culture, improve linguistic skills and having fun. When looking at research on the topic, the interaction with local students has been found to be another crucial factor in the decision making process (Llewellyn-Smith & McCabe, 2008). For many students, the decision to take up a study abroad is also based on professional aspects: *"Many international students have given much thought to their career interests and goals, which have led them to seek out educational and training opportunities"* (Reynolds & Constantine, 2007).

In some other cases, the family or the broader environment has a huge influence on the student, so that he or she is forced to begin a study at a renowned university abroad or feels the pressure to take this decision based on the expectations from family and/or environment. In this case, we can say that the student's choice to take up a study at a foreign university is affected by (an)other person(s) and can therefore not

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be considered as the student's own free will. Recommendations and interpersonal influence of family members has been found to be one of the most crucial sources when it comes to services that are more complex like international education (Pimpa, 2003).

Once a student has done the choice to study at a university abroad, the next step is to decide in which country to study, followed by the choice of city, university and study programme (Llewellyn-Smith & McCabe, 2008). These decisions, including the basis choice to study abroad, are said to be the five basis choices a student does before starting to study at a foreign university (Pimpa, 2003). Again, a difference has to be made regarding the level of free will of the student to make these decisions. For students who can freely decide where to study and which programme to follow, aspects like academic reputation, quality of study programs, costs, atmosphere on the campus, extracurricular activities, facilities, number of international students and accommodation are important factors to base the decision where and what to study on (Llewellyn-Smith & McCabe, 2008). When it comes to choose a destination for the study abroad, the following aspects play an important role: cultural attractions, safety, price, natural environment and climate (Llewellyn-Smith & McCabe, 2008).

Just like the actual choice to study abroad, other factors are also affected by family and the environment. Research found that siblings and parents have a huge impact on the student's choice of academic course, country and university (Pimpa, 2003). Especially the family has been identified as a key push factor which strongly affects the choices students make in terms of international education (Pimpa, 2003). This often results in students who are not satisfied with their study and have the permanent feeling that they study for others which puts them under additional pressure. Students who were forced to study abroad by their family are constantly afraid of failing and disappointing their families which only increases the stress they are confronted with. This phenomenon can often be found with Asian students studying abroad. Families from Asian cultures often have, in comparison to more Western cultures, influences on the students' choices concerning international education in many ways. Financial dependence and high expectations are influencing the students the strongest (Pimpa, 2003). This additional pressure resulting from expectations of the family gives Asian students high levels of stress which adds to the academical pressure they already experiencing (Lewthwaite, 1996). This can lead to higher failure, dissatisfaction, decreased well-being or even drop-out.

2.2. Benefits of Studying Abroad

Studying at a university abroad brings benefits to numerous groups: the international students who spend their study abroad, the local students who study and sometimes live together with the students from abroad, the universities that host the students from different countries, the academic staff members who are provided with an international classroom and often also the families and friends from both international and local students.

When looking at the main benefit international students experience when studying

2.3. Problems International Students are Facing and their Effects

abroad, students report that it is getting in contact with other people. Llewellyn-Smith and McCabe (2008) for example, state that one-third of international students report that 'meeting new people' is one of the things that gives the students the most satisfaction when evaluating their international experience. Besides valuable interaction with students from other cultures, studying abroad also results in memorable experiences, improved linguistic and cultural skills, added value to the study, an interesting addition to the curriculum vitae, long-lasting acquaintances and international job options. The international student experience is also proven to have beneficial effect on a range of personal qualities like increased self-esteem, more awareness of the world and cultural differences, reflecting on issues and a higher level of independence (Kissock & Richardson, 2010).

As mentioned before, studying abroad also brings some advantages to the academic staff. Teaching a diverse student population offers teaching personnel a higher level of appreciation and awareness for different cultures and countries and gives new perspectives in terms of conversations in the classroom (Lee & Rice, 2007). The teaching personnel gets new impressions, they can also improve their English language skills and can talk to students about differences in terms of teaching techniques in their home country. It is also interesting for them to see how the relation between students and academic staff differs from the one in the students' home countries.

When looking at the universities, the benefits of international students starting a programme are multifaceted. First of all, international students are a valuable part of a university's student population and provide the university with an international and modern sphere and makes it more attractive to prospective (international) students. Nowadays, higher education institutions are expected to operate on a more international level, so an international focus, English-spoken programmes or at least plans to become more international in future are believed to be found at all universities. Another important benefit for universities hosting international students is based on financial aspects. International students who graduate at a university abroad are attractive for the institutions because the international student is paying a high amount of study fees and the university is also given a certain sum for every graduated (international) student by the government.

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Even though students who spend some time abroad for their study mostly report that this time was a valuable experience and an important part of their life they would not want to miss, international students are also very often confronted with problems, especially in the first period of time they spend abroad. The decision of studying abroad that students make also includes leaving their friends and family at home and start a completely new live in a foreign country with often a different language, a culture that differs significantly from the one they are used to and a different style of academic education.

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It is believed that all international students experience some amount of stress when entering the new country and university, only the level of stress differs from student to student. Also students who are used to travel and spend part of their study abroad and therefore gained more experience and intercultural skills than those who did not spend time abroad, are exposed to psychological challenges when arriving at the new environment (Cemalcilar & Falbo, 2008). Some international students are able to cope with the challenging conditions better than others, but students just starting their life at a university in a foreign country are inevitably experiencing a certain degree of uncertainty and vagueness in their new environment (Kashima & Loh, 2006). This stress can result in experiencing loneliness and helplessness, homesickness, decreased well-being, depression (Volet & Ang, 1998) and international students who feel constant anxiety based on *"the lack of predictability in anticipating the new culture's worldview and ways of being"* (Fritz, Chin, & DeMarinis, 2008).

When looking at reported problems by international students, difficulties with language, financial problems and feeling isolated from other (especially local) students are frequently named as the biggest problems among students from abroad. International students feel a strong desire to succeed and to be accepted by others in their new environment and are often too shy to get help when needed because they feel insecure about their language abilities (Robertson et al., 2000). These challenges international students are confronted with when adapting to their new environment are additional to typical stressors of student life, such as academic pressure, financial difficulties, career-related issues and experienced loneliness (Reynolds & Constantine, 2007). The new environment also includes different values, beliefs and attitudes in addition to the student experiencing a loss of familiar characteristics which makes the international students feeling more and more under pressure (Lewthwaite, 1996). It has been found that especially the first four months at a foreign university are psychologically and socially challenging for the students because they still need to orientate and find support at this stage (Cemalcilar & Falbo, 2008).

Because international students mostly come to a foreign university to follow a post-graduate programme, the students are having only 2-4 years in order to cope with initial difficulties and have to adapt quickly to the new environment in order to be able to enjoy their stay (Lewthwaite, 1996), which puts international students under additional pressure. When becoming a student, especially at a foreign university with a different culture and language, it is important to construct a new identity, to develop new academic qualities and to find a sense of belonging in order to cope with the situation adequately (Wilcox, Winn, & Fyvie-Gauld, 2005). In addition to a lack of social support, confusion about the procedures concerning the enrolment, insufficient social support and problems with accommodations are other challenges international students have to face (Lee & Rice, 2007).

Due to the fact that international students are only part of the foreign universities for a foreseeable time, often have limited time to stay in the country (visa) and have to follow a strict time table, they are mostly focussed on their academic programme so that they can graduate on time and do not accumulate an extension of their study, which does not leave them time to do other things. Most students try to find a healthy balance between work and leisure time, but it still remains a problem due to strict

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guidelines they have to follow in order to successfully graduate on time (Wilcox et al., 2005).

Additionally, their career goals are often affected by the adjustment process and limited competence in social and academic contexts which makes it even harder for international students to succeed (Reynolds & Constantine, 2007). Many international students are willing to get in contact with the host students and identify the social and linguistic benefits this would bring, but they are not able to realize these goals due to their academic workload and their insecurity about their language skills (Lewthwaite, 1996). The intensity of the assignments, language problems and the academic cultural differences puts international students under pressure which results in a dissatisfying amount of contact with local students, especially in the first months after the students arrived (Brown, 2008).

However, contact to host students is still one of the main reasons for international students to study at a university abroad. Unfortunately, findings suggest that difficulties international students are confronted with in developing friendships with host students are found everywhere and affect the students' international experience significantly in a negative way (Volet & Ang, 1998) and that international students are often unable to form satisfactory relationships with the host students (Pritchard & Skinner, 2002).

Due to the fact that they left all of their networks at home and they experience significant distress because of this, "*international students with interdependent selves strongly desire alternative social networks that can validate their sense of self*" (Yeh & Inose, 2003). One problem here is that, based on cultural differences, this formation of intercultural relationships and networks are often happening too slowly or in other cases to quickly to be long-lasting (Lewthwaite, 1996). Being faced with a lack or loss of social support is one of the most crucial problems for international students, moving to a completely new environment makes them feel less confident, experiencing more stress and being confused (Poyrazli, Kavanaugh, Baker, & Al-Timimi, 2004).

Failing to establish valuable contacts with other (local) students at the university abroad has also been found to be one of the most meaningful reasons for international student drop-out. Here, international students were mostly dropping out in the first year of their study abroad (Christie, Munro, & Fisher, 2004). Aspects as difficulties in making new friends, feeling isolated and being dissatisfied with the social environment are all contributors to international students' non-completion. Drop-out among international students is often a result of loneliness, isolation, financial difficulties and poor choice of courses (Christie et al., 2004). Dropping out of the programme before graduating is not only having a negative effect on the students' social, psychological and economic well-being, but also affects their families and, eventually the countries the students come from (Westwood & Barker, 1990). Knowing that it has an effect on other people too, international students are put under additional pressure as they do not want to disappoint themselves and their families in case of leaving university early without a diploma.

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In terms of integration of international students, we distinguish between two sorts of integration: social and academic integration. Both forms of integration differ in terms of location, nature, characteristics and their effects on the overall integration of international students in the host culture. There are opposed opinions when it comes to the importance of the two forms of integration. Some researchers consider academic integration being the most important factor in the international students' integration process, others regard the social integration as the crucial factor in the process of integration.

Tinto (1998) for example, states that academic integration is often considered to be the more eminent form of involvement when it comes to the integration of international students. On the contrary, other researchers state that the social integration is the most important aspect of the overall integration of international students in the host culture as it serves the students with a substitution for the family and friends they leave behind in their home country, helps them to build up a social network in the host country and increases the students' sense of belonging in the new and unfamiliar environment (e.g. Ye, 2006, Wilcox et al., 2005).

In this chapter, we will take a closer look at the two forms of integration, their nature and characteristics, and their effects on international students and their overall integration in the host culture.

3.1. Social Integration

When it comes to social integration, there are numerous varying definitions to be found in related literature. Redmond and Bunyi (1993) for example define social integration as *"the degree to which an individual is able to assimilate into the social or relational network of a given culture ability to establish interpersonal relationships as an important dimension of intercultural effectiveness"*. The two authors also define it as a person's ability to interact with locals, to maintain and develop relationships with people from their host country. As a measure for social integration, Redmond and Bunyi (1993) introduce the intensity of contact with local families, the number of friends from the host country an international student has, and the fact if international students join an association wherein national people can be found as well.

Another definition is given by Rienties, Grohnert, Kommers, Niemantsverdriet, and Nijhuis (2011) who define *"social integration as the extent to which students adapt to the social way-of-life at university"* and make a distinction between formal social integration

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which is referred to as the integration that is enabled by the university and informal social integration which equalizes the students' social network, for example friends and family.

The social network of an international student is a key term when it comes to social integration. When students decide to study abroad and leave for their international experience, they leave their familiar social network back home. Not only the lack of a social network has an effect on social integration; also an international student's age, sex, origin, culture, language abilities, skills in terms of intercultural communication and marital status play an important role in the process of social integration (Redmond & Bunyi, 1993).

Social integration can be divided into several parts: the social integration in the classroom (with fellow students and/or the academic staff), the social integration outside the classroom (friends, room mates,...) and the relations an international students has back home (friends, family,...) play a very important role on how the students feel in the new environment (Rienties, Beausaert, et al., 2010).

Due to the fact that international students leave their friends and families behind, they are feeling forced to build up a new social network in their host environment (Lacina, 2002). Building up a social network cannot be done within a short amount of time, feelings of loneliness and homesickness are therefore experienced by a large part of the international student population.

In the first few days or weeks after the students arrived in their host country, friends and family from home can function as a buffer and generate a feeling of belonging until the international students build up their new social networks (Wilcox et al., 2005). An international student has to find his or her place in the new environment and also has to maintain the "old" role that has been built up in the home country.

International students have to develop, form and maintain their new social identities in the host country (Kashima & Loh, 2006) which is often a challenge for them. The lack or loss of social support makes international students feel confused, tense and less confident, so they are constantly trying to change this state (Poyrazli et al., 2004). Defining a new social identity helps the students to cope with stress and to confirm their sense of self (Yeh & Inose, 2003).

In order to build up a social network, international students are looking for contact and interaction with other students at the university. The first goal is to find some social connections, if those connections are other international students or students from the host country is of secondary importance (Boekestijn, 1988). Yet, in practice, most international students develop a social network with mainly other international students, only few local students can then be found in their network. Pritchard and Skinner (2002) for example, state that international students mainly develop and maintain more intimate friendships with other international students and that their relationships with local students are mostly based on their academic environment.

Once a social network has been built, it offers the students a number of benefits. Beside the obvious benefits like having friends to talk to and to spend their time with, international students who have a strong social network are experiencing less acculturative stress (Ye, 2006), are more likely to take part in extra-curricular activities (Christie et al., 2004), experience a more pleasant adjustment (Fritz et al., 2008), and are even-

3.2. Academic Integration

tually more likely to graduate (Rienties, Grohnert, et al., 2011).

Wilcox et al. (2005) state that *“the presence or lack of social support networks and supportive interactions is a major factor for students in deciding whether to stay or leave.”* When looking at social integration, it is important to note that the social integration of international students is crucial for their overall satisfaction with the university. A student who is adequately integrated is believed to be more satisfied with the university, to achieve better results in class and to be less likely to leave the university before graduating (Thomas, 2002).

Additionally, interacting with local students rather than only reading about it provides international students with a greater understanding and knowledge of the host society and those that are similar to it (Gill, 2007).

It is stated that building a social network and being involved is primarily important in the first year of studying abroad (Tinto, 1998). Furthermore, it has been found that both social and academic integration play a more important role in institutions that handle a four-year programme than in two-year institutions (Tinto, 1998). Nowadays, social support does not necessarily have to derive from personal face-to-face contact; more and more (international) students are getting social support online. In social groups on the internet, students can talk about their interests and concerns. They are offered support around the clock and can choose the level of intimacy of the contact, for example in forms of public or private messages (Ye, 2006).

Unfortunately, although a lot of universities provide their students with numerous opportunities for social interaction, there often is very few social contact between students from different cultural backgrounds (Summers & Volet, 2008).

3.2. Academic Integration

Comparable to the social integration, there are also numerous different definitions of the academic integration. The term has been initially brought up by Tinto (1975) who referred to it as the congruence and commitment a student experiences within the academic system. Another definition comes from Kraemer (1997) who defines academic integration as *“the development of a strong affiliation with the college academic environment both in the classroom and outside of class”* and further states that it *“includes interactions with faculty, academic staff, and peers but of an academic nature (e.g., peer tutoring, study groups)”*. Furthermore, Braxton, Milem, and Sullivan (2000) state that *“academic integration reflects a student’s experience with the academic systems and academic communities of a college or university”*.

Rienties, Grohnert, et al. (2011) refer to Baker and Siryk (1999) in their paper who introduce four concepts in the field of academic integration which are: 1) *Academic adjustment* which means how well a student can deal with academic requirements 2) *Social adjustment* which can be explained by the degree to which a student is able to cope with social requirements, for example working together with other students 3) *Personal and emotional adjustment* meaning the trouble a student experiences while getting used to the academic life 4) *Attachment* which refers to how far a student is committed to the educational goals. It has been found that those four concepts of aca-

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ademic integration have a positive effect on the performance and progress of a student (Rienties, Grohnert, et al., 2011).

Next to social integration, academic integration of international students plays a crucial role and is an important mediator of the international students' overall integration and satisfaction with their study abroad. Important factors regarding the academic integration of international students are, for example, the teaching quality of the professors, adequate course contents, the quality of English spoken by the teaching staff, academic support outside the classroom, exchange with fellow students about the course content, and support/motivation giving to the students by the academic staff. Consequently, all these factors play an important role on the satisfaction of international students and have to be sufficiently available in order to improve international students' integration.

Brown (2008) states that it is mostly more important for international students to understand the culture of the academic world than it is for local students due to the fact that study performance is affected by how well students are able to assimilate to the standards of the academic culture. Academic staff members, for example tutors, are an important factor when it comes to deal with the students' initial stress and challenges: *"their feedback on the participants' academic work, empathy with their experience, guidance for taking part in academic activities and clear instructions for completing tasks were seen as invaluable for students' adaptation"* (Gill, 2007). The support given to the students by academic staff members is crucial when it comes to promote integration in a course (Wilcox et al., 2005).

In order to enhance the academic integration of international students, teaching staff should promote and motivate working together in mixed groups which is important to *"achieve the educational and social goals of internationalisation"* (Summers & Volet, 2008). Supporting this approach, Tinto (1998) suggests that *"institutions would reorganize their curriculum into learning communities which enables students to share learning across the curriculum"* and institutions should encourage students learning together rather than studying apart.

It has been found that assignments that have been done in groups with students from different cultural backgrounds achieve better grades on average and that the performance of a study group is influenced by its cultural diversity (Summers & Volet, 2008). Also, interaction inside the classroom is a good way to enhance involvement outside the classroom because learning together in groups gives students the opportunity to make friends at the same time which can be seen as a bridge that connects the academic and social life on the campus (Tinto, 1998). Adaptation has been found to be positively influenced by the students' relationships and networks they build up (Gill, 2007).

Two interesting findings have been published by Rienties, Grohnert, et al. (2011) who found that, contrary to common beliefs, local students do not integrate better than international students on the academic level. Furthermore, the authors state that how successful international students' academic integration proceeds is influenced by their level of Westernness and that Dutch students perform less when it comes to academic integration than Western students or mixed Western students.

Comparable to social integration, there are also numerous problems at universities

3.3. Social and Academic Integration Combined

when it comes to academic integration. Although the institutions formulate goals and approaches to increase and improve academic integration, it is a big challenge to achieve these goals in practice.

3.3. Social and Academic Integration Combined

As it has already been stated in the introduction of this chapter, there are conflicting opinions when it comes to the importance of social and academic integration. Some researchers state that social integration plays a more crucial role in the overall integration of (international) students, for example Wilcox et al. (2005). Other researchers state that academic integration is more important for the involvement as it is often the first form of interaction and can function as *“a vehicle for involvement beyond the classroom”* (Tinto, 1998).

Until now, it is challenging for researchers in the field of academic and social integration to come to a conclusion about which form of integration is more important in terms of the overall integration process.

When looking at the effect of social and academic integration combined in order to investigate the overall integration process of (international) students, more consensus can be found. Researchers in the field share the opinion that a combination of social and academic integration works best in order to integrate successfully. Tinto (1998) for example states that it is most likely that students persist when they are both academically and socially integrated. Furthermore, it has been found that social and academic integration play a more important role in a four-year than in a two-year institution (Tinto, 1998).

3.4. The Concept of Acculturation

When looking at the integration of international students, acculturation plays an important role. There are many definitions of the term acculturation that have been formed by researchers. A researcher who has been significantly engaged in the topic of acculturation is John W. Berry who sees acculturation as a part of culture change as a broader concept.

According to Berry, acculturation is a result of intercultural contact and has impact on all groups who are engaged in this interaction (Berry, 2003). Poyrazli et al. (2004) are referring to another definition from Berry et al. (1987) by stating that *“acculturation is defined as a process of cultural change that results from repeated, direct contact between two distinct cultural groups”*.

Similar to this definition and much earlier in time, namely in 1936, Redfield et al. defined acculturation as *“the process of bidirectional change that occurs when two ethno-cultural groups come in sustained contact with each other”* (Bourhis, Montaruli, El-Geledi, Harvey, & Barrette, 2010).

Acculturation has to be seen as a multidimensional process which includes changes in values, behaviours, cultural identity, language and attitudes (Oudenhoven, Ward,

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& Masgoret, 2006) and affects all parties involved (Berry, 2001). There are many cultural differences involved in the process of acculturation, for example a different language, other dressing standards, different food preferences and social rules (Berry, 2005). How coping with these differences, also named mutual adaptations, proceeds, differs between all individuals. There are people who can process these adaptations quickly and without much trouble, but it can also result in acculturative stress or create a conflict between the cultures involved (Berry, 2005).

There are different acculturative strategies that can be applied in the acculturation process in order to be able to cope with issues resulting from cultural differences. Berry (2005) differs between the following four strategies: integration, assimilation, separation and marginalization.

The strategy of integration can be described as the option that is chosen when there is a desire to become a member of the host society and interact with its members while maintaining one's own heritage (Berry, 2005). In order to apply the integration strategy, the host culture must be open to interact with people from a different cultural background and the non-dominant group has to adapt the home culture's basic values (Berry, 2001).

The strategy of assimilation includes that there is no desire to maintain the original cultural identity and that frequent contact and interaction with other cultures is aspired.

The separation strategy can be defined as the wish to only maintain one's own cultural heritage and to avoid having contact with people from other cultural background. There is no interest in adapting values from the host society (Berry, 2005).

When the strategy of marginalization is applied, individuals do not feel the need to maintain their original heritage on the one hand but also have no interest in interaction with people from the host society and becoming a part of it on the other hand (Berry, 2005).

Not all individuals undergo acculturation in the same way; which strategy is used depends on several cultural and psychological factors and also on the opportunities that are provided by the host society in order to apply the varying strategies (Berry, 2005). If, for example, integration is chosen as an acculturation strategy, openness for different cultures is needed from the host society in order to apply integration successfully. Also, it is possible that people can switch between the acculturation strategies and that the host society consists not only of one majority culture but several different ones (Oudenhoven et al., 2006).

It has been found that people who can choose freely how much interaction they would like to have with the host culture are more likely to apply the strategy of integration or assimilation (Berry, 2003). Further, integration has been found the most preferred acculturation strategy but is sometimes blocked by the host society (Oudenhoven et al., 2006).

The previous described acculturation strategies were mainly formulated for the non-dominant group but can also be translated to the dominant group which plays an important part in the choice of a strategy. For the dominant group, the strategy of integration can be described for the host society as a whole having the goal to achieve cultural diversity (Berry, 2001). The strategy of assimilation would be referred to as a

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“melting pot”. The separation strategy would be forced by the dominant group and translated to *“segregation”*. Finally, the strategy of marginalization would be termed *“exclusion”* in the dominant group (Berry, 2005).

In the Netherlands, a policy goal is it to achieve multiculturalism, meaning that cultural differences are respected and that minorities are provided with the possibility to keep their ethnic culture while having the right to be part of the society (Arends-Tóth & Vijver, 2003). Other findings suggest that more and more Dutch people prefer assimilation and that there are rather negative attitudes towards immigrants lately (Oudenhoven et al., 2006).

In the case of international students, they are surrounded by new impressions and cultural differences with which they have to cope when they first arrive in the host country. Therefore, it is more difficult for international students to acculturate than it is for local students (Poyrazli et al., 2004). During this time, *“the process of acculturation allows individuals to adapt to a new environment, making the transition easier to handle”* (Wadsworth, Hecht, & Jung, 2008). In the process of acculturation, potential for conflicts is constantly arising for which a solution has to be found for all parties that are involved in the process (Berry, 2005).

When it comes to acculturation, attention has to be paid to the fact that international students differ from other immigrant groups who exhibit other characteristics (Cemalilar, Falbo, & Stapleton, 2005). Still, the acculturation strategies can be applied to the situation of international students spending some time abroad. It becomes especially valuable when it is combined with the exploration of the possibilities and limitation given by the dominant group.

Therefore, when looking at the acculturation strategies that are chosen by international students, it is very important to also explore the impact of the dominant group in order to get a clear picture of why certain strategies are chosen or have to be chosen by international students.

Acculturative Stress

In relevant literature, acculturative stress is often also called culture shock and defined as the stress an individual is experiencing when being surrounded by numerous new impressions, challenges and adaptation demands in a foreign environment. An individual in a foreign society undergoes many changes that can cause acculturative stress such as changes in routines, identity, relationships and ideologies (Ye, 2006).

Acculturative stress can be a side effect in the process of acculturation and can be experienced socially, psychologically and physically (Poyrazli et al., 2004).

Jandt (2004) states that acculturative stress *“results from an awareness that one’s basic assumptions about life and one’s familiar ways of behaving are no longer appropriate or functional”*.

Jandt (2004) is further referring to the stages of a culture shock described by Adler (1975) and Pedersen (1995).

In the first stage, also called the initial contact, an individual is initially euphoric about the new and exciting situation when first arriving in the host country.

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The second stage is also named the disintegration stage and comprehends that an individual experiences the differences in the new cultures and is not longer able to use familiar cues.

In the third stage, also referred to as the reintegration stage, a person is developing new cues in the host environment and is able to function in it. Also, feelings of "being different" often occur during this stage of the culture shock.

The fourth stage, or the autonomy stage, describes the individual as being able to see positive and negative aspects of the host culture and becomes more comfortable and having the ability to predict things in the culture. In this stage, individuals feel more in control and less isolated from the host environment.

In the last stage of a culture shock, also referred to as the interdependence stage, the individual is feeling comfortable to cope with both the home culture and the home culture which is a result of achieving so-called biculturalism.

There are conflicting opinions when it comes to the question if every sojourner experiences acculturative stress when entering the host society for the first time. While a number of researchers say that all individuals are exposed to acculturative stress and only the intensity of the stress varies, Brown and Aktas (2011) for example states that not all individuals suffer from acculturative stress. Jandt (2004) states that *"from 30% to 60% of expatriates suffer serious culture shock, whereas about 20% have no difficulty and enjoy the challenge"*.

Every individual experiences acculturative stress in a different way and with a different intensity. Nevertheless, it is possible to define variables that can predict how well a person can cope with acculturative stress. Furnham and Bochner (1986) for example introduce six predictive variables for dealing with acculturative stress.

They distinguish between individual characteristics such as language ability, age and autonomy; biological factors, for example health state; the perceived control of making contact with people from the host society; geopolitical factors that are currently playing in the host culture; interpersonal aspects such as a defined role and social support; and the attributes of the host culture itself.

Acculturative stress can have numerous symptoms such as depression, anxiety, homesickness, physical illness, dissatisfaction, confusion, loneliness, fear, helplessness and low self-esteem (e.g Brown, 2008, Westwood & Barker, 1990). But there are not only negative aspects: *"Acculturative stress may be a positive and creative force with an educational impact to stimulate, motivate, and enhance the individual's long-term acculturation"* (Pedersen, 1995).

When it comes to acculturative stress of international students, there are many interesting facts that can be found in literature on this topic. Brown and Aktas (2011) for example found that many problems international students experience nowadays are caused by acculturative stress.

Several aspects have an impact on acculturative stress of international students. Redmond and Bunyi (1993) found that students from Eastern cultures are experiencing more acculturative stress than other international students in general.

It has been explored that speaking the host language or English in an adequate way and the time an international student has spent in the host country are positively related to both sociocultural and psychological adjustment (Kashima & Loh, 2006). In

3.5. Differences in Culture and their Effects on the Integration Process

line with that, Yeh and Inose (2003) found that *“self-reported English language fluency was a significant predictor of acculturative distress”*.

Furthermore, Ye (2006) states that older students experience a greater amount of acculturative stress and that women are having less acculturative stress due to the fact that they are seeking more help than men do.

It has also been found that the level of acculturative stress experienced by international students has a negative effect on the students' career aspirations (Reynolds & Constantine, 2007).

Another interesting finding comes from Ye (2006) who found that *“perceived online informational support was a negative predictors for all the four types of acculturative stress (fear, perceived discrimination; perceived hatred, negative feelings caused by change)”*.

Therefore, when looking at how well international students cope with acculturative stress, the above mentioned aspects have to be taken into account and it has to be explored if those have an effect on the students' ability to deal with acculturative stress.

3.5. Differences in Culture and their Effects on the Integration Process

When looking at the integration of international students, one has to take cultural differences into account which may be responsible for the students' integration to, on the one hand, fail or being hindered and, on the other hand, to succeed or being supported. It is obvious that cultural differences have an impact on a student's ability to integrate in the host society during a study abroad.

Culture can be defined as *“the collective programming of the mind which distinguishes the members of one category of people from those of another”* (Hofstede, 1984). Another definition can be found in Dainton and Zelle (2005) who take over the definitions of culture by Collier (1989) and state that culture is *“one's identification with and acceptance into a group that shares symbols, meanings, experiences, and behaviour”*.

Jandt (2004) states that understanding culture begins with the understanding of all experiences that its members have in life, for example *“language and gestures; personal appearance and social relationships; religion, philosophy, and values; courtship, marriage, and family customs; food and recreation; work and government; education and communication systems; health, transportation, and government systems; and economic systems”*.

Important to take into account is the fact that there is not always a majority culture but there may be subcultures within a culture. Subcultures are parts of the dominant culture and *“are often based on economic or social class, ethnicity, race, or geographic region”* (Jandt, 2004).

When it comes to the study of culture, Geert Hofstede's dimensions of culture are widely accepted and adapted during the last decades in the field of cultural studies. Dainton and Zelle (2005) for example describe Hofstede's dimensions of culture as *“a typology useful for assessing cultural differences across social contexts”* and make them one of their main chapters in the explaining theories of culture.

In its basic form, Hofstede (1984) distinguishes four dimensions of culture which are

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1) Power distance, 2) Individualism - Collectivism, 3) Masculinity - Femininity and 4) Uncertainty avoidance.

In the first dimension, Power distance, Hofstede (1984) refers to *"the extent of which the less powerful person in a society accepts inequality in power and considers it as normal"*. He further states that being unequal can be found in every culture but that the tolerance of accepting this inequality differs between cultures.

The dimension individualism versus collectivism is described as individualistic cultures being mainly focused on their own interest and those of their close family while collectivist culture are feeling to be part of 'in-groups' which focus on the interests of their members and from which they cannot release themselves. Hofstede (1984) further states that *"a collectivist society is tightly integrated; an individualist society is loosely integrated"*.

The difference of a masculine culture and a feminine one is mainly the different social role of men and women in a society. In a masculine culture, there is a strict distinction between the role of a man and a woman, where men are expected to be competitive, ambitious and material-oriented, while women are expected to be caring, serving their men and children and focused on non-material aspects of life. When looking at feminine cultures, there is less distinction between the role of a man and a woman. In general, feminine cultures are less competitive and ambitious and allow both sexes to concentrate on less material aspects than in a masculine culture (Hofstede, 1984).

The dimension of Uncertainty avoidance describes the *"extent to which people within a culture are made nervous by situations that they consider to be unstructured, unclear, or unpredictable, and the extent to which they try to avoid such situations by adopting strict codes of behaviour and a belief in absolute truths"* (Hofstede, 1984). Further, he states that cultures which incorporate a strong level of uncertainty avoidance are likely to be intolerant, emotional, seeking for security and aggressive while cultures exhibiting a weak level of uncertainty avoidance are likely to be more tolerant, reflective and accept personal risks.

Because the first four dimensions were seen as having a Western bias, Hofstede has been adding a fifth dimension called Long-term versus Short-term Orientation later on (Dainton & Zelle, 2005). Here, Hofstede describes the difference between cultures that associate value on long-term aspects such as thrift and perseverance, and cultures that have a short-term orientation and strive for immediate fulfilment and want to achieve quick results (Dainton & Zelle, 2005).

The dimensions of culture introduced by Hofstede give a good basic overview of the differences in culture and are a first indicator for explaining culture differences in general and also their effect on the integration of individuals in a foreign environment. When applying the dimensions in practice, one has to be careful when comparing cultures as some of them may overlap in certain dimensions but then might differ significantly in another dimension. Furthermore, these dimensions are a generalization of cultures, so it is always important to not apply the dimensions without taking individual differences into account (Dainton & Zelle, 2005).

Next to the cultural dimensions that play an important role in the differentiation of culture, there are numerous other variables that are crucial when explaining differences in culture and their effect on the integration process. International students

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have to cope with numerous cultural differences in comparison to their home culture in addition to the loss of their familiar network which puts the students under additional pressure (Lewthwaite, 1996).

One important distinction that has to be made is the difference that is given in diverse cultures in terms of the concept of friendship (Lacina, 2002). Not only can friendship itself be defined differently in diverse cultures, also the number of friends and the frequency of interaction can vary significantly.

This finding is especially interesting when it is translated to the integration process of international students. Dutch students are very often described as being very helpful inside and outside the classroom but it is very hard to interfuse with them on a friendship level. International students who are used to a different concept of friendship might perceive this Dutch closeness when it comes to friendship as a sign of rejection and might be dissatisfied with their integration. Then, they are likely to seek friends from cultures that share their concept of friendships or at least from a culture where friendship is defined similar.

Depending on the country where international students spend their study, students from certain cultures have more difficulties in integrating than students whose culture is more similar to the one of the host country. This cultural distance makes it, for example, harder for Asian students to adapt in a Western country than for an international student who also comes from a Western country and shares certain cultural characteristics (Ye, 2006).

To give another example, it has been found that *“students from Europe, Britain, and South America reported the strongest skills and least amount of stress”* and that *“students from Eastern cultures generally reported more difficulty, specifically students from Korea, Southeast Asia, Japan, and Taiwan”* (Redmond & Bunyi, 1993). Reasons for these issues are often language difficulties, a lack of support, academic pressure and homesickness (Wei et al., 2007).

Also, Reynolds and Constantine (2007) state that international students from Latin America, Asia and Africa were more concerned about their skills on academic and social level and had therefore difficulties in identifying positive career aspirations and outcomes which might have a major effect on the students' career planning and goals.

Students from European societies going to America seem to suffer less from acculturative stress compared to Asian international students because the cultures are considered to be Western and therefore fundamentally similar (Poyrazli et al., 2004). Also, when taking the culture dimensions from Hofstede into account, Western countries have mainly individualistic cultures in contrast to most Asian countries which are very collectivism oriented (Ye, 2006).

In general, it has been found that international students are very sensitive when it comes to the attitudes that are hold by the host society towards their home country (Sam, 2001). In line with that, Lee and Rice (2007) state that differences in social acceptance have been found depending on the home country and original culture of international students. It is therefore very interesting and valuable to take the attitude hold by the host society into account when assessing the integration of international students as this might have a significant impact on the process.

Furthermore, cultural differences have to be taken into account when developing a

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strategy to integrate international students into the local social and academic environment. Whereas a student from a certain culture likes to integrate by partying with local students, an international student from another culture might prefer a different way to interact with (local) students. Integration strategies for international students therefore do not have to be limited to a universal level but have to be adapted to the target group one wants to reach.

3.6. International Students Staying in their Own Group

An observation that can be made on international campuses is that international students are mostly part of a group with other students from their home country or part of a group of other international students. Instead of interacting with local students, they prefer to have contact with other international students, especially with those who share cultural characteristics. International and local students are living in separate social groups and are consequently living a different social life (Rienties, Grohnert, et al., 2011).

Universities are constantly trying to encourage interaction between international students and the local student body, but these efforts are often hindered by the formations of international groups and groups of local students. Still, numerous international students are likely to affiliate with co-culturals (Boekstijn, 1988) and are failing to make contact with local students and other people from the host society (Pritchard & Skinner, 2002).

In order to solve this crucial problem, one has to look at the reasons behind the grouping of students in order to find a way how to prevent it and motivate students from different cultural backgrounds to interact with each other.

When international students first arrive in the new environment, they are often perceived and also see themselves as newcomers and are therefore looking for interaction with people who share this status which leads to the transformation of a subgroup in the dominant society rather than becoming a part of it (Bourhis et al., 2010).

As being international students in a new environment, they share the same characteristics although they may not share cultural aspects such as religion, culture, political background and social characteristics (Lacina, 2002). They share an educational goal and are connected by being a group in transition that has to get used to a new environment and an unfamiliar culture (Ye, 2006).

Interacting with others from the same country or culture gives international students the possibility to maintain their identity in the new environment; if there are no other students from the same culture, the one that is closest to it will be chosen naturally (Volet & Ang, 1998).

International students feel comfortable having contact with other international students who share their cultural characteristics as it "*could help reduce inter-group tension, prejudice, hostility and discriminatory behaviour, and to help increase international understanding and co-operation*" (Sam, 2001).

Also, when a common cultural background is given, communication and group management is a lot easier than in groups with varying cultural backgrounds (Volet &

3.7. Relationship Between Local and International Students

Ang, 1998). Sharing the experience of being foreign in the host culture and the fact that communication is easier makes international students prefer interaction with other internationals or co-nationals (Cemalcilar, Falbo, & Stapleton, 2005).

This separation of local and international students is also present in the classroom. A majority of students report that they would rather work on an assignment with people who share their cultural background. Volet and Ang (1998) found four types of reasons for local and international students preferring to work in their "own" group: the simplicity of speaking the same language; a cultural-emotional connectedness; negative stereotypes; and pragmatism.

Another reason why international students prefer to work together with co-culturalists is their focus on academic and professional goals (Pritchard & Skinner, 2002). International students are often provided with a scholarship from their home university and therefore have to study hard in order to graduate on time and achieve good results. Local students are often under less pressure to perform well and to have no delay in their study; their focus might therefore be another. International students who are in the same situation and under great pressure to succeed can understand each other better, work for the same goal and can therefore do assignments more consistently and efficiently.

3.7. Relationship Between Local and International Students

The relationship between international and local students is often a problem for universities. Although universities do a lot to improve the relationship on both social and academic level, it still is not as good as it should be.

Most international students stay with other international students and also the local students are not showing much interest in interacting with international students on the campus, in class and during their free time. Students often report that superficial contact like helping when there is a problem and having small-talk is going well, but that there is no profound interaction between local and international students in most cases.

International students are often disappointed by a poor relationship with local students as it is one of the main reasons why students decide to study abroad (Llewellyn-Smith & McCabe, 2008). When being asked to describe what they had imagined differently before coming to the host society, numerous international students answered that they expected to have more contact with local students rather than other international students. It is a pity that the relationship is not satisfactory as interaction between international and local students is providing a number of benefits for all involved.

First of all, a good and lively relationship between international and local students provides the universities with a multicultural campus, academic environment and social life. Local students benefit from exploring new cultures, different learning methods, developing an international network and making friends from different cultures.

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The academic environment could be more internationalised providing both students and teaching staff with intercultural skills, interesting new learning approaches and “thinking outside the box”.

Furthermore, international students get to know much more about the host society itself, the cultures, its values, attitudes and traditions. Building up a network with local students provides international students with social and academic support from people who know the local system, the ability to improve their language skills, good friends in the host country and even career opportunities. International students who are having contact with local students have further been found to be more satisfied with their study abroad.

Another benefit of a healthy relationship between international and Dutch students is for local companies to win competent international employees. International students who feel integrated in the host society and have good contact to local people are more likely to stay in the host country to look for a career opportunity.

When looking at relevant literature about the topic, a lot of effects on the international students’ integration process could be found for the contact with local students. Westwood and Barker (1990), for example, found that interacting with local students has a benefit on both the international students’ academic and social success.

The authors further state that students who have contact with students from the host culture are more likely to finish the study programme and graduate. Poyrazli et al. (2004) state that the relationship with local students has a positive effect on international students’ achievement of academic goals, their adjustment outcomes, their social network, and the level of stress they experience.

Furthermore, interacting with nationals provide international students with “*more critical information about how to function in the new society, that is, learning the unwritten codes of the local culture*” (Westwood & Barker, 1990). This helps international students to adjust more quickly to the new situation (Westwood & Barker, 1990) and helps them to integrate successfully into the host society.

It has also been found that “*the more international ties the students have developed in the new country, the better adjusted they were psychologically*” (Kashima & Loh, 2006). In line with that, Fritz et al. (2008) found that international students who have an unprofitable relationship with local students are suffering under a decreased well-being.

Arends-Tóth and Vijver (2003) state that interaction with local students and mutual expectations have been found to have a significant effect on the outcomes of international students’ acculturation process.

When it comes to the benefits that intercultural contact provides to local students, Westwood and Barker (1990) present the following: added cultural sensibility and awareness; international links and friendships; the opportunity to interact in a global community; future work, travel and study chances; and cross-cultural experiences that also increase career opportunities in the home country.

When it comes to factors that influence the relationship between international and local students, not only the university has influence on the success of this relationship, but there are several other factors that play an important role.

Redmond and Bunyi (1993) for example, identify various aspects that are crucial for a successful relationship between host and international students. According to the

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authors, one important aspect is empathy (or social decentering) which is defined as *"the ability to communicate with others in a culturally appropriate manner"*.

They further state that knowledge about the host culture plays an important role which is characterised by understanding the traditions, historical backgrounds, values, and beliefs of the host culture. As another crucial factor regarding the relationship between host and international students, the authors mention language competence, further defined as the ability of international students to speak, understand and read the host culture's language.

Related to the importance of language competence, the authors also specify the effectiveness of communication as an important aspect. Here, the international students' ability to deal with misunderstandings, to communicate with national students and to understand their feelings is central. Moreover, Redmond and Bunyi (1993) identify adaptation as a further significant aspect: *"Successful adaptation is largely determined by interpersonal flexibility, in other words, how well the international students have been able to adapt to different points of view, suspend judgement when confronted by cultural differences, and solve problems created by cultural differences"*.

When looking at possible reasons for the poor relationship of international and local students worldwide, one can gather numerous interesting findings from relevant literature. Lee and Rice (2007) for example, state that international students often have to deal with misperceptions about their home culture and are therefore frequently subject to stereotyping.

It also seems that the greater the cultural distance is between an international and a local student, the more stressful the interaction is for both parties and the less likely the development of a relationship is (Ye, 2006). Having to deal with misunderstandings and being forced to develop interpersonal relationships has been found to have a decelerating effect on international students' social integration (Lewthwaite, 1996).

According to the theory of similarity, the degree of similar characteristics has significant influence on the attraction for another person; including that dissimilarities and similarities intensify positive and negative attitudes towards other people (Boekestijn, 1988).

Other factors that affect the relationship in a negative way are language difficulties which are often resulting from a lack of English-speaking abilities on both sides, academic issues, a lack of self-confidence to initiate contact with students from another culture, and perceived discrimination (Poyrazli et al., 2004). Volet and Ang (1998) underline the importance of language for the relationship of students from different cultures as *"the sense of belonging, bonding and familiarity provided by the co-national peer group is enhanced by common language"*.

Not only international students feel often insecure about the relationship they have with local students. It has been found that local students often do not feel adequately prepared for interacting with international students inside and outside the classroom (Leask, 2009).

Other aspects that hinder local students to seek contact with international students are uncertainty about their English-speaking skills, a lack of knowledge about other cultures and their attitudes, and their missing need to establish relationships outside their local network. Berry (2001) further states that *"only when people are secure in their*

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own cultural identity will they be able to accept those who differ from themselves”.

Boekestijn (1988) brings up the concept of interaction fatigue, meaning that members of the host society are avoiding contact with people from different cultures as they fear superficial and difficult interaction due to problems concerning their low expressing capacity in the new language.

Further, Bourhis et al. (2010) state that another problem is an individualistic orientation, meaning that members of both the host society and the minority community identify themselves as individuals rather than as being a part of a group. This weakens their perception as groups which can have a negative effect on them interacting with other groups.

It is important to note that both parties, in this case international and local students, play a crucial role in the lack of cross-cultural interaction (Volet & Ang, 1998). When looking at the relationship between international and local students and when trying to analyse this relation, it is important to take both parties into account. This is the only way to sketch an adequate picture of the process and consequences of integration (Boekestijn, 1988).

When we take the relationship between local and international students to the Netherlands, it has been found that Dutch students are significantly more interacting with other local students and that there are major differences between Dutch social contacts and those from other cultures (Rienties, Grohnert, et al., 2011). As stated before, the attitude of Dutch people has been found to become more negative recently and that more and more Dutch people prefer assimilation over other acculturation strategies from people with a different cultural background (Oudenhoven et al., 2006). Of course, these findings are general and can not be translated to the situation on Dutch campuses.

Other differences that show a segregation of the Dutch and international social world are the facts that Dutch students are more likely to interact only with other local students, that they are more often members of student associations and that they tend to have a part-time job besides their study (Rienties, Grohnert, et al., 2011). Due to limited social contacts, academic pressure, time constraints and lacks of Dutch-speaking ability, international students are less likely to have contact with Dutch students, work in the Netherlands and get involved in student life at their host university.

When taking a closer look at the relationship between international and local students on the academic level, we can find that the relationship needs some improvement as well. International students often report to have problems with initiating contact with local students in the classroom.

Comparable to the social life, it can be observed that local students are mainly interacting with other students from the host culture while international students are seeking contact with each other. Here again, international students share the same characteristics and are in the same situation of getting used to the new teaching methods, grading systems and (sometimes) studying in English.

Therefore, the contact of international students with locals is mostly limited to their professional and academic goals while they maintain close friendships with other international students outside the classroom (Pritchard & Skinner, 2002).

Another problem that influences the relationship between international and local

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students in a negative way is sometimes the segregation by the teaching staff members.

Unfortunately, some academic staff members have the opinion that international students have little in common with local students and therefore treat international students differently (Asmar, 2005). When this occurs, international students are often separated from local students during group work and are sometimes even provided with different teaching materials due to the fact that they do not speak the host language.

Although local students are often very helpful answering international students' questions about study-related issues, most local students prefer to work with other locals on assignments. This attitude can also be observed for international students as they follow the same academic goals and share certain characteristics that are different from those of local students, for example different learning schedules, study approaches and priorities.

Volet and Ang (1998) state that the benefits of contact between students from different cultures should not be underestimated. Berry (2001) further states that *"the presence of international students on university campus provides a unique social forum for enhancing all students' understanding and appreciation of the richness of other cultures"*.

Therefore, the relation should be promoted and supported on the informal and formal curriculum and intercultural engagement should be rewarded as the relation between international and local students is often depending on such motivations (Leask, 2009).

When it comes to the formulation of strategies to improve the relationship between local and international students, it is important to know that only bringing students together, both inside and outside the classroom, does not result in satisfying intercultural interaction (Leask, 2009). It takes more to develop and maintain a healthy relationship from which all parties involved benefit.

It is also crucial to take into account that are not only two groups, international students and local students, but that there is a variety of cultural communities which need to be included when trying to improve the situation (Asmar, 2005).

Also in class, intercultural interaction has to be promoted by all people involved to reach the goal of internationalisation, for example by motivating mixed group work or by implementing cultural differences into the curriculum. Peer-pairing programmes have found to be a good start in the process of improving the relationship between international and host students (Summers & Volet, 2008).

Campuses provide an excellent forum to promote intercultural interaction and mutual understanding when they are used the right way (Volet & Ang, 1998). It is important that all people involved are understanding the concept of internationalisation and are willing to work together in order to reach a common goal.

3.8. Satisfaction of International Students

In order to gain a complete picture of the integration of international students, it is important to take a look at their satisfaction as this contributes significantly to their integration process and outcome.

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When looking at international students' satisfaction, it is important to note that satisfaction is a subjective criterion that cannot be assessed by available data but can only be reported by the students themselves (Sam, 2001).

Measuring satisfaction in the educational setting gives us the possibility to understand how an international student adapts to his or her new environment in the host society (Wadsworth et al., 2008).

It has been found that there is a relation between the presence of friends from the host culture and international students' satisfaction with their stay abroad (Westwood & Barker, 1990). Furthermore, students who had a satisfying social support network have been found to experience less negative feelings resulting from change, less perceived hatred and less perceived discrimination (Ye, 2006).

The amount of opportunities given by the host society to international students for being immersed in the host culture and language has also been found to influence the students' satisfaction with their integration (Lewthwaite, 1996).

In terms of international student integration in the Netherlands, it has been found that *"non-Western students are less satisfied with their social life and have less contact to Dutch and other Western students"* (Rienties, Grohnert, et al., 2011).

Summary Literature Review

We now want to give a short summary of the findings from relevant literature on the topic internationalisation and the integration of international students we presented in the previous section.

The number of students spending (a part of) their study abroad is constantly rising and internationalisation is becoming more and more important. Meeting new people from various backgrounds, getting to know a new culture, becoming more independent, studying in an advanced academic environment and learning a new language are only some reasons for students deciding to start a programme abroad.

Welcoming international students provides universities with a multicultural social and academic environment, a more international image, cooperation and exchange with other international universities and intercultural-oriented staff members and students.

Although internationalisation brings numerous benefits, it is difficult for universities to deal with its challenges in an appropriate way. For universities all over the world that welcome students from abroad, it is a challenge to promote internationalisation under its members and local students and they are also facing difficulties in integrating international students adequately. Often, a vision, goals and a clearly formulated strategy in terms of internationalisation are missing.

For international students, it is especially difficult to adjust to the new environment abroad in the first couple of days or weeks. When deciding to study abroad, they leave their familiar social network behind and are forced to create new social contacts in order to form a new identity in the unfamiliar environment. In the meantime, international students often experience loneliness, decreased well-being, homesickness or depression due to the lack of a social network. These feelings are experienced additionally to the academic pressure of the unfamiliar learning environment. Also,

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dependent on their origin, some international students have to deal with completely different characteristics of the host culture, unfamiliar values and beliefs, different food and an unfamiliar climate in the host country.

The difficulties that international students experience during the first time after their arrival in the new environment are also called acculturative stress. Acculturative stress can be experienced physically, socially and psychologically (Poyrazli et al., 2004) and is defined as *"results from an awareness that one's basic assumptions about life and one's familiar ways of behaving are no longer appropriate or functional"* (Jandt, 2004). Not all students experience acculturative stress in the same way. The ability of international students to deal with acculturative stress is believed to have a significant effect on their integration process.

Building up new social contacts in the unfamiliar environment has top priority for international students. Most of them wish to have contact with local students as this was one of the main reasons why they decided to study abroad. Unfortunately, contact between local and international students is often poor which results in disappointed and dissatisfied international students as expectations concerning interaction with local students remain unmet.

As a result of poor interaction with locals, international students are likely to affiliate with other students from abroad. International students often share characteristics and academic goals which makes it easier for them to understand each other's situation. Also, communication is a lot easier with co-culturals which is another reason for international students to stay in their own group.

When talking about international students' integration, we distinguish two kinds of integration: social and academic integration. Social integration is defined as *"the extent to which students adapt to the social way-of-life at university"* (Rienties, Grohnert, et al., 2011) or as *"the degree to which an individual is able to assimilate into the social or relational network of a given culture ability to establish interpersonal relationships as an important dimension of intercultural effectiveness"* (Redmond & Bunyi, 1993). Academic integration is defined as the commitment and congruence a student experiences within the academic system (Tinto, 1975) or as *emph* *"the development of a strong affiliation with the college academic environment both in the classroom and outside of class"* (Kraemer, 1997). There is congruence in relevant literature that the success of integration is the highest when students are both academically and socially integrated.

There are numerous factors that have an effect on international students' integration. For example, the initial motivation of students to study abroad is believed to affect their integration process significantly. When the prior motivation of an international student is to get a good diploma, integration will be less successful than for an international students whose first priority is getting to know new people and the host culture.

Cultural differences are also believed to have an effect on an international student's integration process. Culture has been defined by Hofstede (1984) as *"the collective programming of the mind which distinguishes the members of one category of people from those of another"*. Cultures can differ significantly in terms of values, beliefs, attitudes and behaviours. Hofstede (1984) for example distinguishes between individualistic and collectivist cultures as well as more masculine and feminine cultures. When taking

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cultural differences into account, it is believed that integrating in a host culture that is more similar to the familiar one is easier than integrating in a cultural that differs significantly from one's own culture.

Another aspect that influences international students' integration process is the academic work load. For international students, it is often hard to find a healthy balance between work and leisure time. As most international students are provided with a scholarship, they experience additional pressure to succeed and therefore spend most of their time studying which leaves little time for social activities.

In order to adequately promote internationalisation and improve the integration of international students, universities should take the previously mentioned findings into account in order to make internationalisation an enjoyable and beneficial experience for all parties involved. Here, more focus has to be put on the satisfaction of international and local students instead of mainly concentrating on enrolment figures.

4. The Role of the University

It is no surprise that universities play a crucial part in the integration of international students. Not only do they provide social and academic forums where students from all cultures can meet and interact, also their policies regarding internationalisation of the social and academic environment have significant influence on the attitude towards internationalisation of the campus and on how the integration of international students is perceived and proceeded.

In general, the university and its subcomponents are highly involved in the students' life as they crucially determine how student life looks like by being the superiority when it comes to student housing, social facilities, study programmes, curricula, teaching staff, support and finances.

Internationalisation and the integration of international students has to be lived within the whole university. All organisational levels have to be involved in the process of internationalisation in order to make it a success. Universities further have to understand why international students have the desire to study abroad and why they choose a specific university and study programme (Llewellyn-Smith & McCabe, 2008). Once these factors have been understood and implemented by the university, more international students will be attracted (Llewellyn-Smith & McCabe, 2008).

Today, there are several problems concerning internationalisation of universities that complicate international students' stay and integration. Many of these problems can be prevented by the university. To give an example, Westwood and Barker (1990) introduce a lack of familiarity and information overload as problems that complicate the integration of international students.

Further, student accommodations, complicated enrolment procedures, a lack of social support, and dissatisfying support services have been identified as common problems (Lee & Rice, 2007).

Universities often do the mistake to concentrate on only international and exchange students while planning events and developing strategies to integrate these students rather than taking as well local students into account so that intercultural interaction can take place (Llewellyn-Smith & McCabe, 2008).

As stated earlier in this study, contact with local students is one of the main reasons why international students decide to study abroad (Llewellyn-Smith & McCabe, 2008) and has also been found to have a positive effect on international students' academic and social success (Westwood & Barker, 1990).

Furthermore, universities often focus too much on isolated projects while trying to internationalise the curriculum and pay insufficient attention to study programmes that would not profit from internationalisation at first sight (Leask, 2009). Therefore, universities often forget that all people graduating at a university will be working in a

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global environment in the future, regardless if they are communication professionals, doctors, accountants, lawyers or engineers (Leask, 2009).

Lee and Rice (2007) argue that *“more attention should be paid to the experiences of international students than on the actual numbers of international students at campuses as a marker of internationalization”*. The authors further state that future research should investigate more in the attitudes towards international students held by academic staff members and their consciousness concerning the internationalisation of the university as these factors have crucial influence on the way they teach and behave towards international students.

When it comes to strategies to improve internationalisation, relevant literature provides some stating points that universities could consider. In general, once internationalisation has been formulated as a goal and first steps have been taken, universities should observe it properly. Teichler (1999) stated that *“internationalisation needs careful strategic monitoring because it is vulnerable”*.

As noted earlier in this paper, it is not enough to mix international and local students on the campus in order to promote and achieve intercultural interaction (Leask, 2009). The university has to play an active part in bringing together local and international students by stimulating guided interaction to help the students to make contact (Westwood & Barker, 1990).

Moreover, universities should strive for a dynamic combination of informal and formal curricula to shape all students' experiences (Leask, 2009) and help them to interact. Universities have to change their curricula in order to enable shared learning for all students and reorganise the classroom to stimulate collective learning (Tinto, 1998).

Lee and Rice (2007) stress that *“the experiences and satisfaction of international students already enrolled should be considered first if internationalization is truly the goal”*.

The Way to Internationalisation

Regarding internationalisation of the university, there are numerous strategic components involved. In order to successfully integrate internationalisation in the university's agenda, a number of steps have to be taken.

Universities are organisations with an organisational identity which determines its traits, characteristics and members (Albert & Whetten, 1985). An organisational identity should answer the questions *“Who are we?”* and *“What makes us unique?”* (Corley et al., 2006). To formulate, publish and live the organisational identity is crucial for every organisation, thus for the university as well. It is important to note that an organisation can have several identities and that these can change over time (Pratt & Foreman, 2000). Therefore, a university can formulate a separate organisational identity in terms of internationalisation but has to be careful that this identity can still be matched to the university's other identities.

When the university has worked out an organisational identity in terms of internationalisation and has taken a look at its current situation, a vision regarding internationalisation has to be formulated. Here, it is important to involve all levels of the

university in order to formulate a clear and representative vision that can be understood by all people involved. The vision also has to be realistic and compatible with the university's current identity and reputation.

Once such a vision regarding internationalisation has been formulated, it has to be presented to all people at the university in order to provide them with the possibility to grapple with it and to give them the opportunity to ask questions or discuss it. Before formulating this vision, one has to take the current situation into account. This is a valuable starting point in order to determine what needs to be changed, what can be further developed, what has to be dropped and what is needed at the university.

After a clear vision has been formulated and published, the university should formulate concrete goals they want to achieve in terms of internationalisation. Once these goals have been developed, an action plan has to be formulated. On this plan, it has to be determined how the goals will be achieved; when the goals are expected to be accomplished; why this specific goal is important for the internationalisation of the university; and what is needed to achieve the formulated goals. Again, the current situation, such as the experience and satisfaction of enrolled international students (Lee & Rice, 2007), has to be taken into account to be able to formulate realistic and valuable goals.

At this stage, it is again important to publish the goals to the respective level of the university, to give people the possibility to ask questions and discuss about the formulated goals. One has to make sure that all goals are understood so that people can strive to achieve them in an adequate way.

In order to achieve the goals, the university has to provide its members with necessary tools such as equipment, knowledge, support and training so that they are prepared and able to practise internationalisation on the specific level. Moreover, the implementation of internationalisation has to be monitored and frequently updated so that people keep it in mind and it remains an important aspect on the university's agenda.

To support and improve internationalisation, a university has to constantly remind its members of achieving the formulated goals and develop new goals once the old ones have been achieved. Also, a university has to maintain the conversation with its members and be up-to-date in terms of new developments in the field of internationalisation.

Only when the university listens to its members, including students, teaching staff, administrative personnel, management level and other stakeholders, and provides them with the possibility to give feedback, an interactive dialogue about internationalisation can take place.

A university should recognise that the success of internationalisation has to be measured by the satisfaction and experience with internationalisation of all people involved rather than by the number of international students (Lee & Rice, 2007). Internationalisation of the university is a universal concept rather than a process that can be taught top-down. All levels of a university have to be equally involved and have to be provided with a clear and transparent vision and realistic, achievable goals in order to make internationalisation work. Otherwise, internationalisation will bring more challenges and stress than it provides benefits to all people involved.

5. The Study

In this chapter, it is described why the present study is relevant, a problem statement is presented and the research questions are formulated. Furthermore, the methodology of the study is presented, including the sample, the settings, the approach, questions that have been asked and how the questions have been evaluated in order to formulate the results of the study.

5.1. The Relevance of the Study

The University of Twente is strongly interested in finding ways to improve the relationship between Dutch and international students. Although the university takes a lot of steps to achieve this goal, both on social and academic level, there still is a significant segregation of local and international students at the UT.

In line with the growing number of international students signing up for one of the programmes at the University of Twente, the amount of challenges experienced by international students, local students and the university increases as well. Most of these problems are resulting from dissatisfying integration of international students in the local student body and academic environment. Concrete problems that have been stated with regard to insufficient integration of international students in the Dutch culture and academic setting are:

- separation of local and international students
- international students having problems to follow courses adequately
- students leaving the university before graduating
- international students being dissatisfied with their study programme
- decreased well-being of international students
- international students experiencing a feeling of “being left out”
- accommodation problems
- failure to participate in the collaborative learning mode

Since quite a long time, the University of Twente is engaged in finding ways to successfully form one group of students, consisting of both international and local Dutch students who get to know and appreciate the cultural differences and opportunities resulting from them. In order to reach this goal, the university is, among other

5. The Study

approaches, doing research on the situation and satisfaction of the international students (by means of the International Student Barometer) and by organising numerous and varying events and activities in order to bring Dutch and international students together.

Still, there is a relatively big gap between international and local students. It appears that Dutch students like to stay with one's peers and also that international students are mostly looking for social or academic contacts within their own cultural group. Interesting to state here is that there appears to be no obvious barriers between international students from different countries.

When looking at recent literature on the topic of integrating international students successfully in the local student body, you can see clearly that the problems the University of Twente is facing in terms of integrating international students are the same that other universities all over the world have to struggle with. This phenomenon of international and local students being separated on the campus is not a specific problem of the University of Twente, but one all university over the world that welcome international students have to deal with. Due to the increasing number of students who spend (a part of) their study abroad, universities are forced to react on this mobility of students and provide them with an adequate social and academic environment and support.

An intercultural campus provides several benefits for local students, the university, academic staff members and international students. In order to profit from these benefits, a healthy relationship between international and local students is needed.

One of the most important reasons for international students' choice to study abroad is getting to know people from the host society and become friends with them (Llewellyn-Smith & McCabe, 2008). The actual situation on the campuses is therefore strongly disappointing for international students and leave them dissatisfied with the amount of contact to local students.

Interaction with local students has been found to have a positive effect on international students' well-being, identification with the institute, commitment, achievement of academic goals, graduation and acculturation process (e.g. Westwood & Barker, 1990, Fritz et al., 2008, Arends-Tóth & Vijver, 2003, Poyrazli et al., 2004).

The improvement of the relationship between local and international students is also important for the university's future plans in terms of internationalisation. The University of Twente plans to have 35% of the students coming from foreign countries by 2014. In order to be able to deal with this increased number of international students and to provide them with a satisfying experience at the university both inside and outside the classroom, the UT has to find a way to improve the current situation in terms of internationalisation quickly.

The situation concerning internationalisation and the integration of international students are unique for every university that welcomes students from abroad. Problems that one university is facing do not necessarily have to be experienced by another university. The challenges with which universities are confronted with can differ significantly between universities located in the same country or even in those that are located in the same region.

Although a number of studies have been published about the integration of inter-

5.2. Problem Statement and Research Questions

national students and internationalisation of a university, those studies are mostly concerned with a specific university, a certain country or a specific group of international students sharing the same origin. We believe that most of the results discussed in relevant literature is not necessarily valid for an individual university in the Netherlands, for example the University of Twente, and therefore not representative for all universities that welcome students from abroad.

In order to analyse the individual situation at the University of Twente in terms of integration of international students and internationalisation, the present study focuses on international students at the UT only. With this approach, we aim to find results that are specifically applicable for the University of Twente to formulate concrete strategies for improvement. The present study aims to detect factors that have a significant effect on international students' integration at the UT, how these aspects affect the integration process and how the universities can use these findings to improve internationalisation and the integration of international students in the future.

Furthermore, a number of factors have already been found to have an effect on international students' satisfaction and their integration process. In the present study, we want to test these findings from relevant literature in the setting of the University of Twente to see how much they apply in this case and in how far they are universally valid. We will compare the results of the present study with the findings from former studies in the field and then discuss the differences and consistency to see if and how our study adds value to the general study of internationalisation and the integration of international students.

5.2. Problem Statement and Research Questions

Universities all over the world are confronted with challenges resulting from increased students mobility and the raise of international students following study programmes abroad. The average student body of universities offering English-speaking programmes has significantly changed during the last decades (Skyrme, 2007) and forces universities to react on these changes resulting from the increasing globalisation (Asmar, 2005). New policies have to be formulated and new efforts have to be made in order to be able to adequately deal with the challenges (Damme, 2001).

Although the presence of international students provides benefits to all parties involved, offering the students an adequate social and academic environment and a satisfying relationship with local students is often a problem. In most cases, universities struggle with a significant gap between local and international students which has not only a negative effect on the cultural interaction on the campus but also implies a number of disadvantages for international students such as dissatisfaction with the study, unmet expectations and decreased well-being.

Interaction with local students has been found to be among the most important reason for students' decision to study abroad (Llewellyn-Smith & McCabe, 2008). In many cases, international students' expectations concerning interaction with local students are not met which results in dissatisfaction with the gap between local and international students.

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Those challenges concerning internationalisation of higher education and the dissatisfying relationship between local and international students is experienced by all universities welcoming international students to a certain degree, also by the University of Twente. Although the university is actively working on improvements to bring Dutch and international students together, there still is a big gap between the two groups which has to be overcome.

The gap is visible in both the social and academic environment at the University of Twente. International and Dutch students often prefer to stay in their own groups, both during their free time and during classes resulting in living a different social life (Rienties, Grohnert, et al., 2011). This effect seems to be reinforcing itself, meaning that international students are likely to affiliate with other international students (Boekstijn, 1988) and therefore fail to increase their interaction with host students (Pritchard & Skinner, 2002).

The University of Twente is very much interested in finding a way to improve the situation between international and local students both inside and outside the classroom. The present study makes an attempt to offer support in order to achieve this goal. We aim to investigate the current situation in terms of internationalisation and the integration of international students at the UT and translate our findings into concrete strategies that can be used by the university to improve the situation. In order to achieve this aim, the following research question has been formulated:

Research Question

Which factors have the most significant effect on international student's integration process at the University of Twente and how can the university influence those aspects in order to improve the process of internationalisation and the integration of international students in the social and academic environment?

In order to answer this question, the following sub questions have been formulated:

- What are the factors that can be used to predict the success of international students' integration? (1)
- Which factors explicitly hinder the integration of international students? (2)
- How does the relationship with staff members influence international students' integration? (3)
- Which role does the relationship which local students play for the integration of international students? (4)
- How can a university promote integration and internationalisation under local students? (5)

5.2. Problem Statement and Research Questions

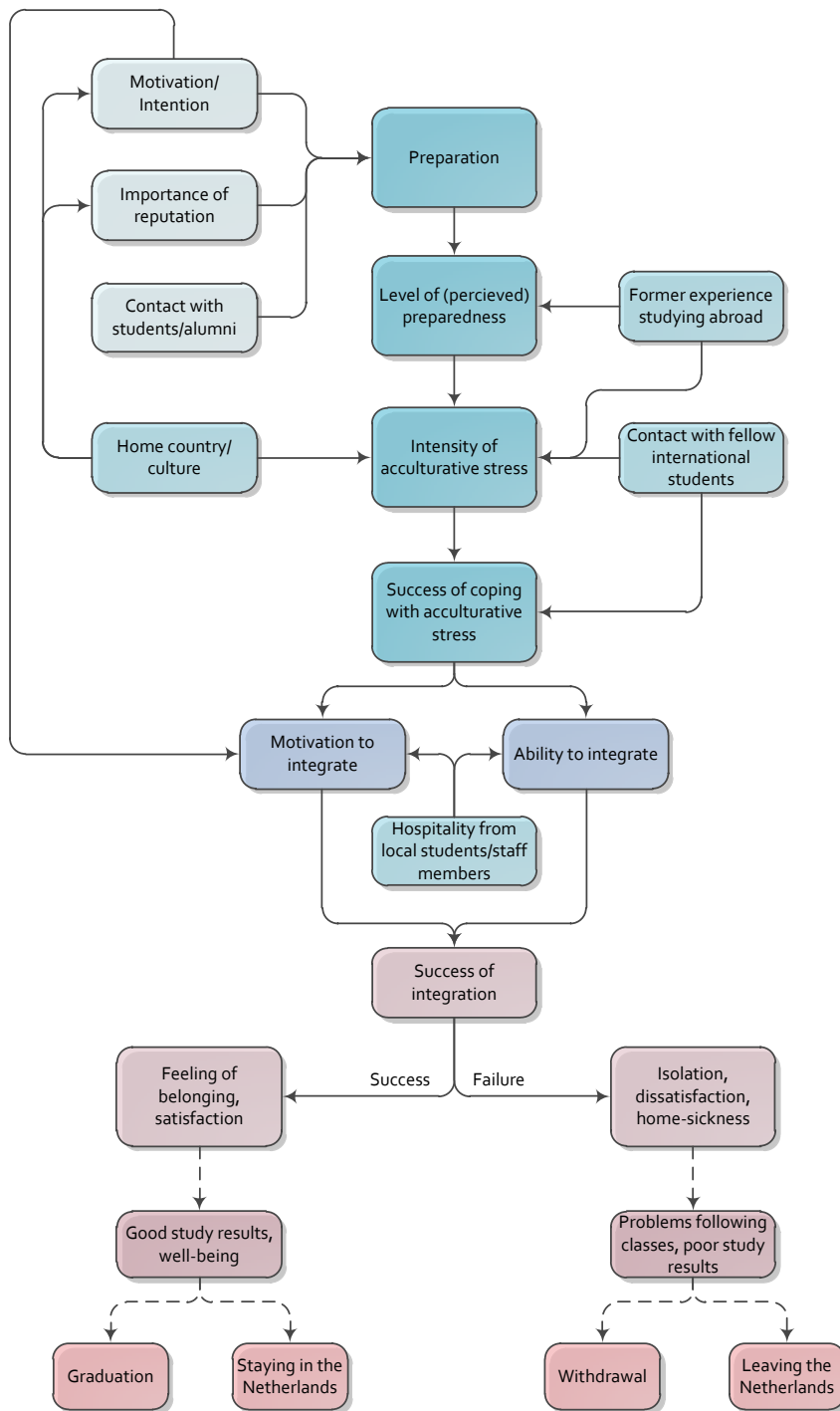


Figure 5.1.: The Factors of and Effects on the Success of International Students' Integration.

5. The Study

5.3. Hypotheses

In order to formulate hypotheses which can be proved within the present study to answer our research question(s), a schema has been developed which is called "The Factors of and Effects on the Success of International Students' Integration". This schema can be found in Figure 5.1 which has served as a basis for our hypotheses. Here, we will select those relations that are expected to have the most valuable outcome in terms of finding factors that have a significant effect on the integration of international students. Based on the basic schema, we will focus on smaller schemas for our hypotheses in order to concretise the relationships we believe to have a crucial effect regarding international students' integration at the University of Twente.

The choice of the following relations is based on the author's thoughts about the integration process of international students and with regard to the outcomes and suggestions for further research directions from related articles in relevant literature. A detailed description of the effects and relations that are presented in this schema can be found in the appendix.

One relation that is believed to play a major role in the process of integration of international students is the effect of the motivation/intention to study at a university abroad on the motivation to integrate. Students are likely to have different motivations and intentions when they choose a university abroad to begin a study. Some students are purely interested in getting a diploma from a renowned university as quickly as possible, whereas others students' intention is to get to know the new culture and people and study results might play a secondary role.

The primary intentions students have to join a university abroad in order to start a study is expected to have great influence on the general motivation of international students to integrate in the local culture and student body. Hereby, students who have the intention to study only to achieve a good diploma are believed to have a lower motivation to integrate as contact with local students and participating in activities is believed to steal time the students can use for their study.

On the other hand, students whose primary goal is to get to know other people and the local culture will have a higher motivation to integrate. Regarding this relation between motivation/intention to study and the motivation to integrate, the following hypothesis can be formulated:

Hypothesis 1

H1: International students who have the motivation to get to know the host culture and its people beside their academic goals are more likely to integrate.

As we also believe that the motivation or desire to integrate play a crucial role in the process and the success of international students' integration, Figure 5.2 has been created in order to specify the relationships that will be tested in the present study.

Taking this into account, questions about the students' primary motivation/intention to study at the University of Twente have to be determined and related to their general motivation to integrate in the local culture. H1 will be proven if a significant relation between the primary motivation of international students to study abroad and their general motivation to integrate can be found. Hypothesis 1 aims to answer sub research questions (1), (2) and (5).

Another relation that is especially valuable to investigate in and believed to play

5.3. Hypotheses

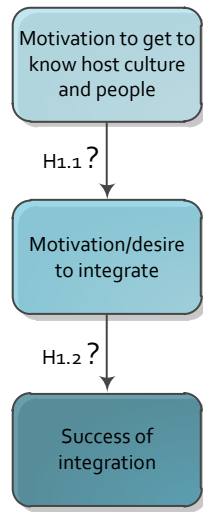


Figure 5.2.: Relations to be Tested for Proving Hypothesis 1

a crucial role in the process of international students' integration is the level of (perceived) preparedness on the intensity of acculturative stress.

The level of (perceived) preparedness refers to how much a student feels prepared for the challenge of studying in another country. The level of (perceived) preparedness is influenced by several factors, such as the preparation a student conducts before starting to study abroad and the former experience of studying at a foreign university.

The intensity of acculturative stress is referring to the dissonance between expectations and the actual situation a student is confronted with when starting to study abroad. The international student has to deal with numerous challenging aspects such as a new language, different habits, different food and varying attitudes and values. It is believed that the level of (perceived) preparedness has a significant effect on the intensity of experiencing acculturative stress when first joining the new environment and university life.

Hereby, it is believed that students who have a lower level of (perceived) preparedness will experience more intense acculturative stress and that students who have a high level of (perceived) preparedness will experience acculturative stress as less intense.

H2: The intensity of acculturative stress that international students experience is negatively linear related to their level of (perceived) preparedness. Hypothesis 2

Figure 5.4 shows a schema of the relationships that will be tested in order to prove Hypothesis 2.

H2 will be proven if a significant relation between the (perceived) preparedness of international students and the intensity of acculturative stress can be found. Hypothesis 2 aims to answer sub research questions (1) and (2).

The following relation that is valuable to take a closer look at when trying to find

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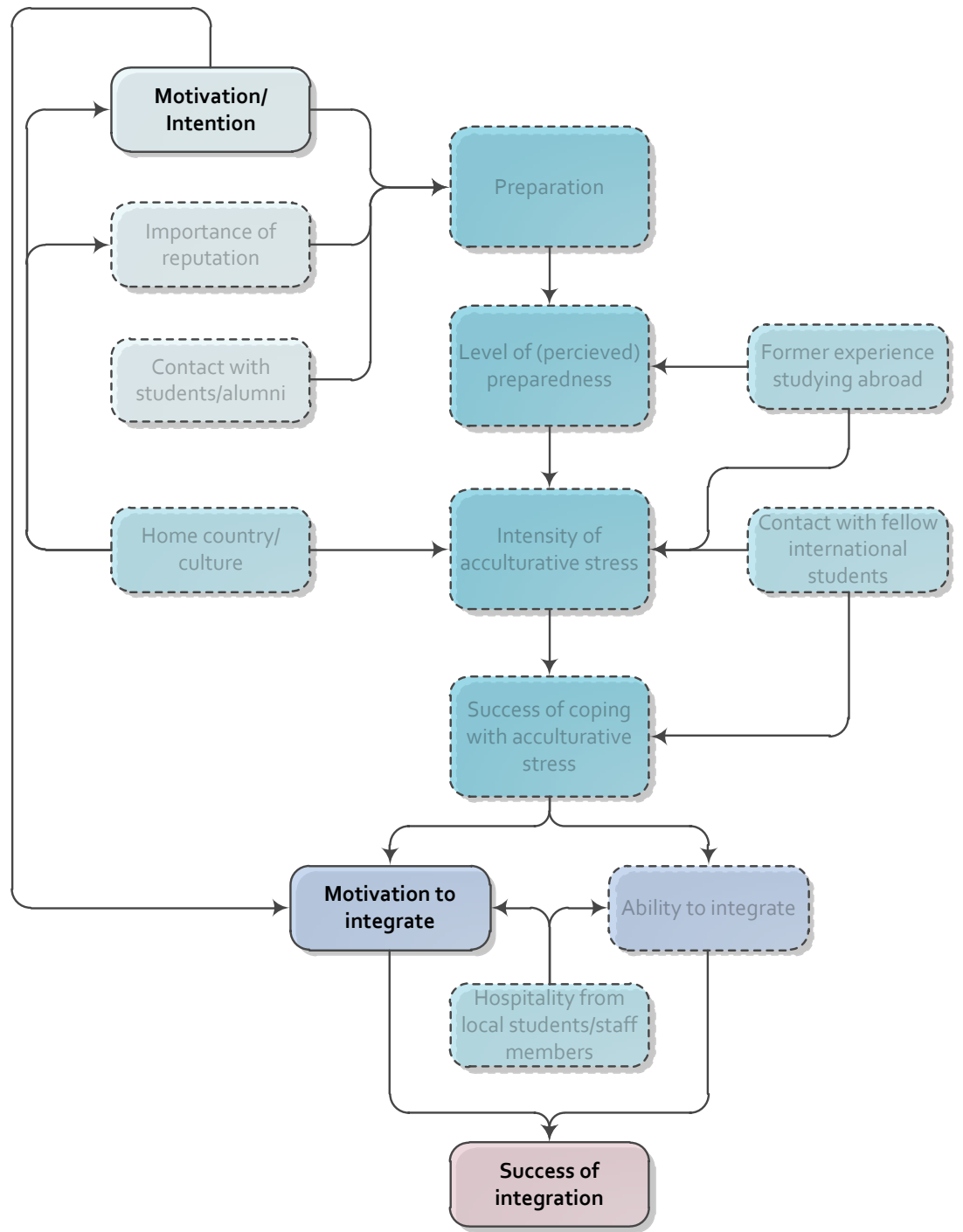


Figure 5.3.: Hypothesis 1 in the Overall Schema (Figure 5.1).

5.3. Hypotheses

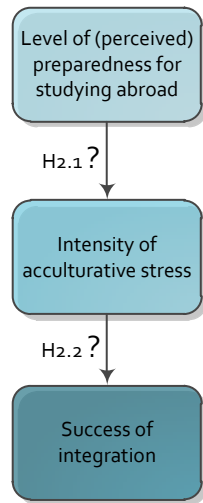


Figure 5.4.: Relations to be Tested for Proving Hypothesis 2

effects and factors that influence international students' integration is the relation between hospitality from local students and members of staff on the ability to integrate.

This relation is actually regarded as being the most important as the willingness of local students and staff members to incorporate international students is expected to be the most essential factor for the students' success to integrate. Without a certain level of hospitality from local students or members of the academic staff, international students will never be able to integrate properly regardless their level of preparation, motivation or intensity of acculturative stress.

Local people can be seen as having a gate keeping function in the process of international students' process of integration. Even though a student might have all the motivation, preparedness and ability he or she needs to successfully integrate in the new environment, it needs a certain level of hospitality from local people for them to actually be able to adequately integrate.

H3: The hospitality of local students and members of staff a crucial indicator for international students' ability to integrate in the local environment. Hypothesis 3

In order to demonstrate the relationships we want to test to prove Hypothesis 3, Figure 5.6 has been developed. Again, the ability to integrate is crucial for the overall integration process and success of international students.

H3 will be proven if a significant relation between the hospitality of local students and members of staff and international students' ability to integrate in the local environment can be found. Hypothesis 3 aims to give an answer to sub research questions (1), (2), (3), (4) and (5).

A complete overview of the relations we will be given in order to prove our three hypotheses can be found in Figure 5.8. Here, one can see that all three relationships

5. The Study

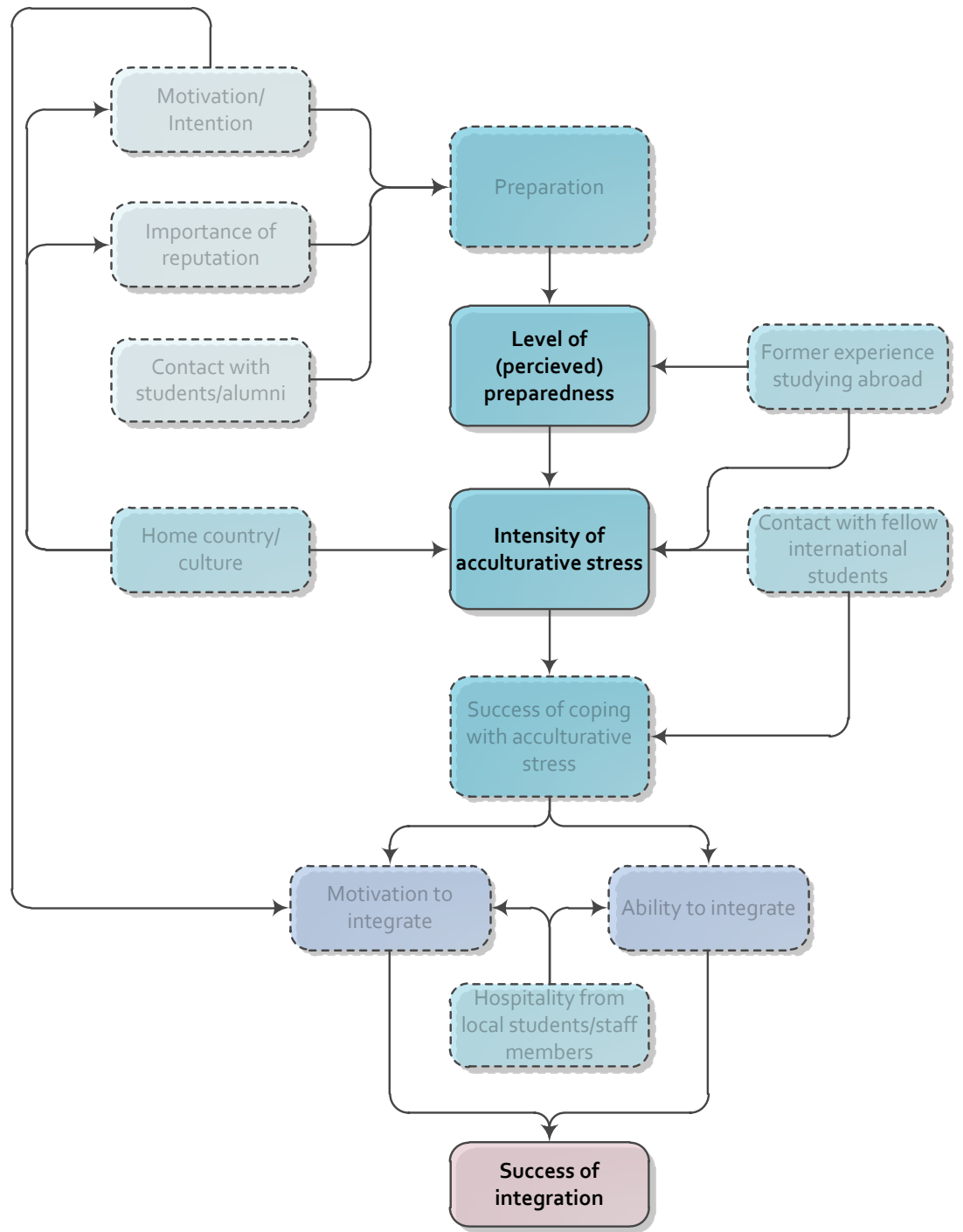


Figure 5.5.: Hypothesis 2 in the Overall Schema (Figure 5.1).

5.3. Hypotheses

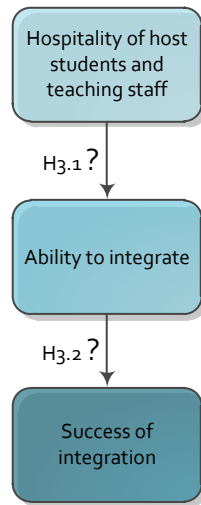


Figure 5.6.: Relations to be Tested for Proving Hypothesis 3

that are described in Hypotheses 1,2 and 3 are eventually significant for the success of international students' integration and therefore valuable to investigate in.

5. The Study

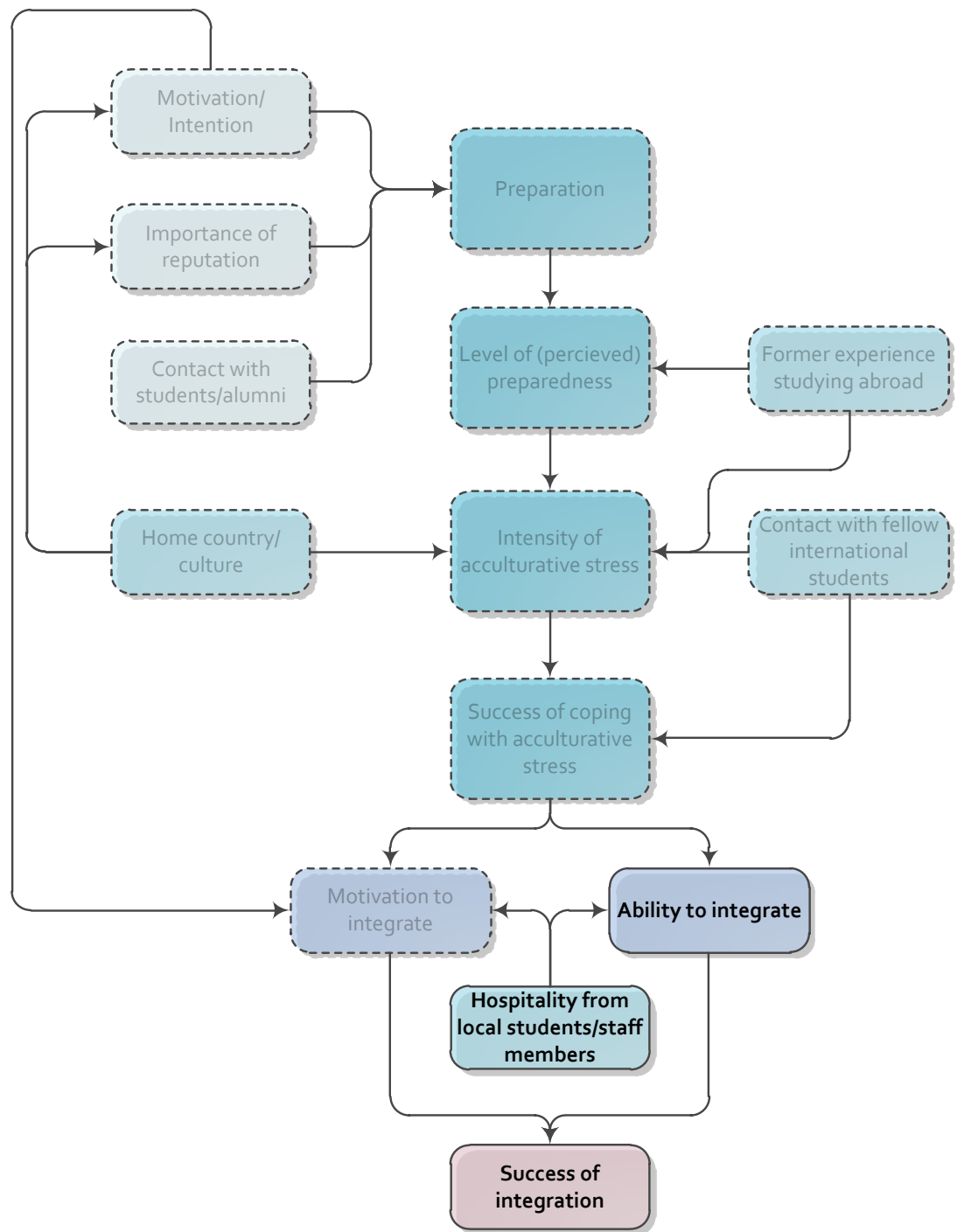


Figure 5.7.: Hypothesis 3 in the Overall Schema (Figure 5.1).

5.3. Hypotheses

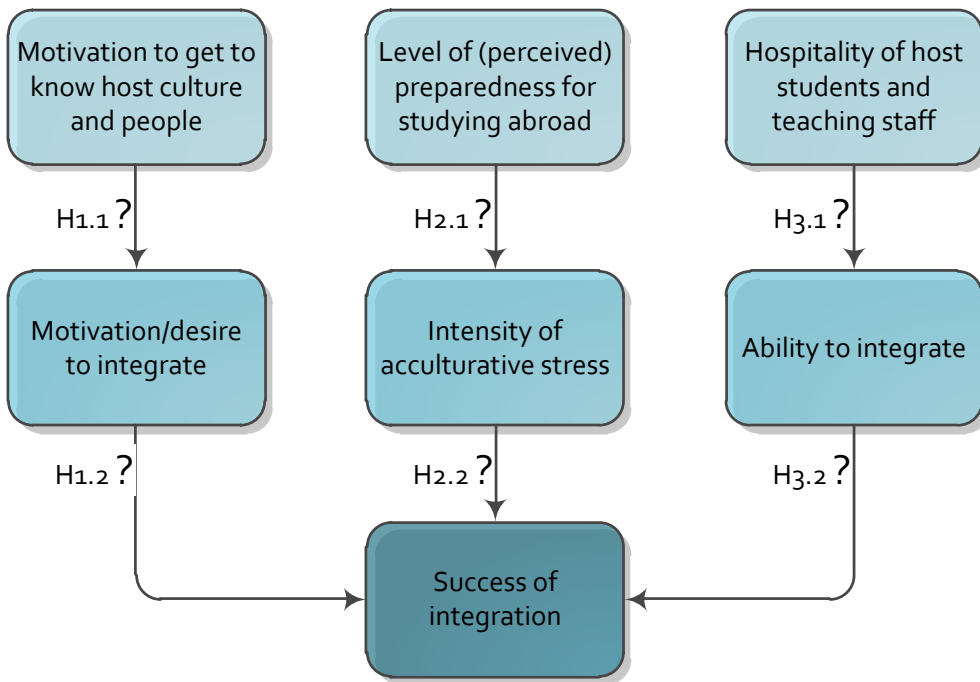


Figure 5.8.: Overview of Relations to be Tested for Proving all Three Hypotheses

5. The Study

5.4. Methodology

In order to find reasons for the dissatisfying situation between international and Dutch students and to find possible solutions to improve the situation, a qualitative method of gathering data from international students has been chosen: interviews. The main goal of these interviews was to find out more about the experiences of international students at the UT regarding their satisfaction with the social and academic environment, their adjustment during the first time after their arrival and their relationship with fellow Dutch students. In addition to the interview, the students were given a short questionnaire on which they had to fill in general demographic data and had to rate 15 statements.

5.4.1. Sample

In order to include a sample that is representative for a larger student body of the University of Twente, students from different ethnic backgrounds, age-groups, fields of study, gender and level of graduation have been interviewed. Due to the diversity of the sample which has been used, it is believed to have achieved more representative findings in comparison to a more homogeneous sample.

The sample included 14 international students, 9 male and 5 female students, with a mean age of 25.8 years. The study language of all interviewees was English and 35.7% of the students had prior experience of staying abroad.

A part of the interviewees has been contacted on the basis of a participant list for a workshop Dutch culture which has been given in 2010. The students received an e-mail with a short introduction of the study and an invitation for an interview. The respond rate on this e-mail was about 50%.

The other part of the students have been contacted based on a list from International Office. These students were willing to be interviewed for videos which are published on the UT's international website.

To find people willing to be interviewed about their experiences as an international student at the University of Twente in a different way from the above mentioned methods has been challenging. In a first attempt, a mail has been sent to a large number of international students at the university in cooperation with the Student Union and their mailing list for international students. Unfortunately, only one student responded to be willing to participate.

After no other students had responded, several messages have been put online by the author of the study, mainly on the Facebook page for international students from the UT. Again, the respond rate was dissatisfying: no student was willing to participate in the interviews. This shows that the majority of international students at the UT is not willing to be interviewed which might be a result of disinterest, time constraints, absence or shyness.

A part of the interviewees has been contacted on the basis of a participant list for a workshop Dutch culture which has been given in 2010 which the author of the present study also participated in. The students received an e-mail with a short introduction

of the study and an invitation for an interview. The respond rate on this e-mail was about 40%.

The other part of the students have been contacted based on a list from International Office. These students have stated to be willing to be interviewed for videos which are published on the UT's international website. As the interviews of the presented study aim to improve the situation between local and international students at the UT, the author has been giving permission to contact the students. The response rate was about 75% in this case.

The 14 students who have been interviewed had 13 different nationalities; 7 coming from a country in Asia, 4 students from Europe, 2 students from North-America and 1 student from South-America. 14.3% of the students began their study in 2009, the rest of them in 2010.

5.4.2. Settings

The interviews have been held in two different settings. The first setting was a quiet office in one of the buildings at the University of Twente. This room was about 16 m² big and contained one table and four chairs.

When the students arrived, they were welcomed, invited to take a seat and offered a cup of coffee or tea. Afterwards, they were given the questionnaire and a pen and left quietly until they finished the questionnaire. The students were told that they can ask questions at any time.

After the questionnaire has been filled in, the interview started. The students were told that some questions of the interview might overlap with questions they already answered in the questionnaire. The interview has been recorded with a visible recording device which had to be activated when the interview started and deactivated once the interview was finished.

Beside the student and the interviewer, there was no one present in the room. Also, no interview has been disturbed by external influences. Once the interview has been finished, the student was thanked for his or her time and guided outside if this was wished by the student. Before, they were asked if they had interest in the outcome of the study and promised an e-mail with the finished article.

The second setting were interviews taken via the online VoIP software Skype. Before the interview, an adequate date and a point of time have been agreed on and the contact details for Skype have been exchanged. When the interview was held, the students were asked if they are ready via chat and then called by the interviewer. The sound quality has been checked and some students activated their web cam.

The students were thanked for the interview before it started. The interview was recorded with the same device used in the first setting and additionally recorded by a sound device which has been installed on the interviewer's computer to guarantee the interview has been recorded. The same questions as in the first setting were asked to the international students.

Equally to the first setting, the students were thanked for their time after the interview and asked if they were interested in the outcome of the study. As the questionnaire could not be handed out in person, a mail has been sent to the student after the

5. The Study

interview with the questionnaire attached. All students have returned the questionnaire per e-mail.

The interviews took between 27 minutes and 75 minutes.

5.4.3. Approach

The purpose of the interviews was to learn more about the international students' positive and negative experiences, challenges, satisfaction and interaction with international and Dutch students at the university. In order to stimulate a conversation about these rather personal topics, the interviews have been held informally and without much control or guidance in a certain direction by the interviewer.

Although a list of questions has been used to frame the interview, the students were given enough space to tell their story. In order to gain valuable information, the interviewer sometimes deviated from the original list of questions and asked more questions about a specific topic that has been brought up by the international student during the interview.

Interviews have been chosen as a qualitative method of data collection as they offer the possibility to go beyond a strict schedule, provide the opportunity to ask questions and the interviewer can adjust to each student individually and can direct the interview in order to gain profound insight.

The interview has several advantages as it *"gives high-quality information that can be probed in detail in a face-to-face relationship"* (Downs & Adrian, 2004).

The issue of social and academic integration, combined with the condition of adjusting to a new environment and culture, is mainly based on personal impressions and perception which are difficult to catch in quantitative research.

Interviews are therefore a suitable tool in order to gain insight into the students' personal experiences with the social and academic environment they operate in.

5.4.4. Questions

The questions of the interviews can be divided into the following categories: Pre-arrival, arrival, current situation, relationship with Dutch students, contact to people at home, academic aspects and future plans.

To give a better overview of the questions that have been asked, we are presenting some of the questions per category. Also, to present the coherence with the three hypotheses we formulated earlier, the numbers behind the questions that have been asked in the interviews indicate for which relation(s) they are relevant. To recall, the hypotheses can be found in Figure 5.8.

Pre-Arrival

- What are your reasons for studying abroad?
- How did you prepare for your study abroad before you came to the UT?

- How was your impression of the Netherlands and the Dutch people before you came here?

Arrival

- How did you feel when you first arrived at the university?
- Are there things that were completely different from what you imagined?
- Were there circumstances that made it difficult for you to settle?
- Can you think of certain incidents which made you feel especially welcome?
- Can you think of certain incidents which made you feel left-out?

Current Situation

- Are you satisfied with your current living situation?
- Can you understand a bit of Dutch?
- Are you a member of a student or study association?

Relationship with Dutch Students

- How would you generally describe the relation between international and Dutch students at the University of Twente?
- What are the benefits of having contact with Dutch students?
- What are problems that complicate the relationship with Dutch students?
- What is needed to improve the relation between Dutch and international students?

Contact to People at Home

- Do you have regular contact with people at home?
- Do you think it is important to remain in contact with people in your home country?

Academic Aspects

- Are you satisfied with the academic environment at the UT?
- Are there things that are different in terms of your study than expected initially?
- Do you prefer working together with Dutch or other international students?
- How do you perceive your relationship with the academic staff of the university?

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Future Plans

- Are you seeing yourself having a future in the Netherlands?

As mentioned before, these questions were just a framework for the interview. The questions have been formulated based on the topics that would indicate how satisfied international students are with the social and academic environment are, how they participate in student life, how they perceive the relationship with Dutch students and what is needed to improve this relationship and their overall satisfaction with their stay abroad.

The purpose of the questions was to stimulate the students to tell their personal story about their stay as an international student at the university. The questions were formulated in a way that there was enough time and space for the students to think about their perceptions and to also recapitulate what they have experienced so far. As the data of the students has not been published, there was no need for them to answer questions in a socially desirable way. The questions were used to go beyond general and superficial reporting about student life.

For the present study, it was also valuable to ask for concrete incidents that are responsible for international students not being or feeling integrated in the local social and academic environment or, contrary, which incidents were responsible for international being or feeling integrated.

When taken the International Student Barometer (ISB) into account, a quantitative questionnaire developed by International Office and sent to all international students at the UT, the interviews that were conducted for the present study can be seen as a qualitative extension of the ISB.

The questions on the questionnaire which has been handed to the students as well were mainly used to include some quantitative analysis in the study. Also, these questions were necessary in order to have a quantitative analysis that can be analysed with statistical software in order to indicate relations and their effects on the integration process of international students.

On this questionnaire, the international students first had to fill in some demographic data, such as nationality, age, and gender. Afterwards, they had to answer some questions about why they chose to study at the University of Twente and how they prepared before coming here. For these questions, the students had multiple answers available.

In addition to the questions the students answered about their reasons for studying at the UT and their preparation, our participants also rated 15 statements. These statements were mainly about their satisfaction with both the social and academic life at he UT, their relationship with Dutch students, contact to other international students, their relationship with academic staff members. The statements were used to collect data for a quantitative analysis which was afterwards compared to the qualitative results from the interviews.

To rate the statements, the international students were provided with a 5-point Likert-scale. The scale provided a range of 5 possible answers from 1 (strongly disagree) to 5 (strongly agree). This scale has been chosen on the author's preference and

was based on comparable studies in relevant literature. Again, numbers behind the statements indicate for which relations they might be relevant, based on Figure 5.8.

To give an impression of the statements the students had to give their opinion on, some examples are presented:

- I am satisfied with my stay in the Netherlands.
- I am satisfied with the contact I have with Dutch students.
- I feel that I am integrated at the University of Twente.
- I felt well-prepared when I arrived at the University of Twente.
- It was hard for me to get used to the new environment.
- I still have difficulties to get used to the environment.

5.4.5. Evaluation

Before the interviews could be evaluated, a transcription of each interview had to be made. During the transcriptions, patterns and possible categories could have already been detected in the answers given by the interviewees.

In order to confirm patterns and categories, the grounded theory approach has been used to evaluate the interviews. The grounded theory method has been first introduced by Glaser and Strauss in 1967 and although the theory itself has not been changed since it was introduced, its procedures have over the time (Corbin & Strauss, 1990).

After the data has been collected and first potential cues have been considered, the interview transcriptions have been worked out in order to find categories that can be detected as central themes which can be found in all interviews. These categories are used to highlight similarities and also differences that seem to play an important role when comparing the interviews with international students.

The transcripts of the interviews have been evaluated by using the method of constant comparisons. Here, an incident that could be found in an interview is compared to other incidents in other interviews in order to find similarities and differences to detect cues and group them to certain themes. This method of grounded theory is believed to prevent bias and to achieve more precision and consistency (Corbin & Strauss, 1990).

The quantitative analysis that has been done with means of the questionnaires has been analysed with the statistical software SPSS. Here, next to basic information such as averages and deviations, relations between several aspects of international student life have been analysed.

6. Results

In this section, the results of the study are presented. First, the results of the statistical analysis based on the questionnaires are presented and discussed. After that, the results from the interviews are introduced.

6.1. Statistical Results

The data from the questionnaires that were handed to the international students before or after the interviews, have been analysed with the statistical software SPSS, version 16.0. A correlation test has been chosen in order to find correlations between the different categories on the questionnaire, to find out how they are correlated (negatively or positively) and how strong the correlation between the variables is.

The results of the statistical analysis will be presented in two parts. First, we will take a look at the correlations that are significant at the 0.01 level (two-tailed) and which are therefore highly correlated. After that, correlations which are significant at the 0.05 level (two-tailed) are presented. Every correlation that has been found will be discussed shortly in order to show their importance for the present study.

A correlation that has been found to be significant at the 0.01 level is the correlation between an international student's perception of being prepared for the stay abroad and his or her feeling of being integrated at the University of Twente. Here, the correlation value is 0.666 with a p-value of 0.009.

This finding suggests that international students who feel well-prepared before they come to the university in order to study abroad are experiencing a stronger feeling of being integrated at the university than students who did not feel well-prepared before studying abroad. This correlation is positive, meaning that the more prepared an international student feels, the more integrated he or she feels at the university. This finding is a first indicator for hypothesis 2 we formulated earlier to be proven. This counts for both the relation between the level of (perceived) preparedness on the intensity of acculturative stress a student experiences (H2.1) and for the intensity of acculturative stress and the success of integration (H2.2).

Another correlation that has been found to be significant at the 0.01 level is the correlation between international students' satisfaction with contact to Dutch students and their feeling to be integrated. The correlation value here is 0.672 with a p-value of 0.009.

This finding is specifically important and interesting for this study as it shows that the contact between international and local students plays a significant role in the students' integration process and their satisfaction with it. As it is a positive correlation, it shows that international students who are more satisfied with their contact with

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Dutch students are feeling more integrated at the University of Twente. This indicates that hypothesis 3.1 (the relation between the hospitality of Dutch students and members of staff on the ability to integrate and also hypothesis 3.2 (the relation between the ability of international students to integrate and their success of integration) might be proven true.

Moreover, a correlation between international students' difficulties to get used to the new environment during the first time after arriving and the difficulties they still have to adjust to the new environment has been found. The correlation value here is 0.69 with a p-value of 0.006.

This correlation suggests that international students who had problems getting used to the new environment when they first came to the University of Twente still have difficulties to adjust to the new environment today (12-24 months after arrival). As this correlation is positive, it can be stated that the more difficulties an international student had to get used to the environment, the more problems he or she still has to get used to it.

Another finding is the correlation between international students' perception of being well-prepared and their recommendation to study at the University of Twente to a friend. A correlation value of 0.738 with a p-value of 0.003 has been found here.

This positive correlation suggests that the more prepared an international student feels before starting to study abroad, the more would he or she recommend a study at the University of Twente to a friend. As recommendations are a good marketing tool for the University of Twente, this finding might be taken into account in order to stimulate international students' recommendations to other international students.

Several other correlations have been found to be significant at the 0.01 level which play a less important role for this study. Nevertheless, they will be presented as they might be interesting for future work and might also play a role in the international students' integration process.

One of these correlations is the correlation between an international student's perception of being well-prepared and his or her satisfaction with the study programme. The correlation value here is 0.726 with a p-value of 0.003.

Furthermore, a positive relation between the feeling of being well-prepared and an international student's satisfaction with the teaching staff at the University of Twente has been found (0.687; 0.007). Another positive correlation between the satisfaction with the teaching staff and an international student's satisfaction with his or her study programme has been found (0.803; 0.001).

Moreover, an international student's willingness to recommend a study at the UT has been found to be correlated with his or her satisfaction with the programme (0.874; 0.000) and seeing the possibility to have a future in the Netherlands (0.720; 0.004).

We will now take a look at the correlations that have been found to be significant at the 0.05 level.

First of all, a positive correlation between an international student's past experience abroad and his or her perception of being integrated at the University of Twente has been found. Here, the correlation value is 0.633 with a p-value of 0.015.

It can therefore be stated that a student who had prior experience with studying abroad before coming to the University of Twente has a stronger feeling to be integ-

rated at the university than a student with no prior experience abroad. This is an indication for H2.1 (the relation between the level of (perceived) preparedness and the intensity of acculturative stress) and also H2.2 (the relation between the intensity of acculturative stress and the success of international students' integration) to be true could be found here.

Another interesting finding is the correlation between the difficulties an international student experiences in terms of getting used to the new environment and his or her feeling of being integrated at the university. This correlation is negative with a correlation value of -0.597 and a p-value of 0.024.

When looking at this correlation, it can be suggested that the more problems an international student experiences with getting used to the new environment, the less integrated he or she feels at the University of Twente. Therefore, it is crucial for the university to further investigate in support for international students during the first time after their arrival.

Interesting to note is that a positive correlation has been found between the perceived integration at the university and international students' recommendation to study at the University of Twente to a friend. The correlation value is 0.637 with a p-value of 0.014.

This correlation suggests that the more integrated an international student feels at the University of Twente, the more likely it is that he or she recommends the study to a friend.

Other correlations that can be found at the 0.05 level are:

A positive correlation between prior experience abroad and the satisfaction with contact to Dutch students (0.571; 0.033);

A positive correlation between the satisfaction with the teaching staff and the recommendation to a friend (0.657; 0.011);

A positive correlation between the influence of the family and the feeling of being well-prepared (0.574; 0.032);

And a positive correlation between the influence of the family and the difficulties of getting used to the new environment (0.586; 0.028).

A table of the outcome of the statistical analysis can be found in the appendix.

6.2. Interview Results

Several categories have been found in the interviews with international students that are indicated to have an effect on the dissatisfying relationship between international and Dutch students at the University of Twente. These categories can again be assigned to the various themes we used for the list of questions presented earlier which are: pre-arrival, arrival, current situation, relationship with Dutch students, contact to people at home, academic aspects and future plans.

In this section, the different categories will be presented and discussed for each theme. Furthermore, every category will be giving some citations from the interviews to give an example of the international students' statements.

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6.2.1. Pre-Arrival

In the first theme, the pre-arrival, a number of categories could be found that play a role in the process of international students' integration.

The first category that we found is the motivation to study abroad. Here, the international students specified that they decided to study abroad for the following reasons: dissatisfying study facilities in the home country; the offer of a scholarship; good references on the curriculum vitae; the wish to be more independent; indirect pressure from friends and family; experiencing a new culture and getting to know new people; and being asked by their employer in the home country. These reasons play a crucial role for our first hypothesis, both for the relation between an international student's motivation to study abroad and his or her motivation to integrate (H1.1) and the relation between the motivation to integrate and the success of integration (H1.2).

"Where I come from, technical studies are not that good. You have good professors but not so good equipment."

The second category that could be found in the theme pre-arrival is the reason for studying at the University of Twente. Here, a number of international students argued that they got a scholarship for the UT and therefore decided to come here. Other reasons were the good reputation of the University of Twente in internet rankings; getting recommendations for the UT by students or alumni; the geographic location of the university; low costs; the Dutch culture; and the study programmes and specialisations.

The next category is the preparation before coming to the university. Most of the students reported that they looked up information about the university online. They checked online rankings, visited the UT's website and some of the interviewees also contacted current students or alumni. All respondents said to have prepared themselves for the study abroad, but the intensity of preparation differed a lot. While some students only looked up some information about the university due to time problems, other international students prepared by contacting people at the university, looking up information about the Dutch culture, climate, traditions, people, history and political situation. Some even took a small course about the Netherlands and the Dutch culture or did a basic Dutch language course. A number of students also joined the university's Facebook page to get information and exchange with other students. Some students stated that they wished to have prepared more and felt worried because they did not:

"Because I already worked, I did not have time to prepare very well. I was very worried before I came here. I tried to contact some people over here, but that did not really work. I just kept searching for information about a telephone, a bank account, the study program, but most of the time I felt worried, so I did not prepare very much. I e-mailed with a person at our faculty about who will pick me up at the airport and information about important documents. I did not look up information about the Dutch culture and the Dutch people because I don't care. I knew that I came here so I just judge when I am here."

And another example:

"I took a basic Dutch course back home, taught by a Dutch woman. She knows not only the language but also the culture, so she could tell us a lot about it. I knew what to expect when I

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came here. This helped me to prepare for my stay in the Netherlands very much. It was nice to get the information from a Dutch person. She told us what to expect so we did not have much of a shock when we came here."

An interesting finding is that all students who did another study or internship abroad before stated that this prior experience made them feel more prepared for the study at the University of Twente:

"This is my second time studying abroad, so it was not as difficult to adjust as the first time going abroad. This time, I worried a lot less and I was excited to go abroad again. I already had experience of being an international student when I came here, I expected to be uncomfortable in certain situations, so I was prepared for it more than the first time."

This indicates significance for both H2.1 (the relation between the level of (perceived) preparedness for studying abroad and the intensity of acculturative stress) and H2.2 (the relation between the intensity of acculturative stress and an international student's success of integration).

Another category that could be found which belongs to the theme pre-arrival is the impression of the Netherlands and Dutch people before the international students came here. Most student imagined the Netherlands as a free and open country. They expected it to be small and flat with a lot of bicycle lanes.

6.2.2. Arrival

The most important category in the theme arrival is the feeling of international students during the first days after they arrived at the university. For most of the interviewees, this time was an uncomfortable experience. The first days (and sometimes weeks) after their arrival at the University of Twente, the students found it difficult to adjust to the new situation and did not feel well. This category is especially important for the process of integration and shows how much acculturative stress international students experience during the first time and is an indication for hypothesis 2.2. Due to its importance, a number of examples taken from the interviews will be presented:

Example 1:

"When I came here, I felt so nervous and I remember I felt so weak, so the health, I also felt unconscious. I think I was too nervous when I came here the first week. I felt nervous to go the bank, open an account, use the machine, to fill in the important documents. I did not know where to go and what to do."

Example 2:

"It was difficult for me at the beginning, to adjust to the weather and the culture. It was very different from my home country."

Example 3:

"First, when I arrived here, it was difficult for me because I was alone. I knew only one person, no one else. That was a bit difficult. When I arrived here, it was a weekend, so it was dead calm here on the campus. I thought it is very sad the first few days. But after a time it became better and it was a good orientation stage. I expected a more exciting environment before I came here, I had to get used to it."

Of course, not all students experienced difficulties when coming to the university:

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"The first few days were pretty easy because everything was ready. I did not have to worry about a visa, a room and ESN also helped us to open a bank account and took us to parties and so on. There were always some activities, it was only fun, no problems."

Or:

"In the beginning, I had problems with opening a bank account, and I had all my money in cash. Apart from that, everything was quite straight forward."

Expectations and things the students imagined differently could be stated as a category for arrival. For many students, it was difficult to get used to the Dutch openness, straightforwardness and their critical approaches:

"In my home culture, before we talk about something, we talk around the bush. We also do not insult people. And we also do not want to be insulted. We are very indirect and the Dutch people are very direct. Because of this we often step back when we talk with Dutch students."

Another example:

"In my home country, we are not so direct, you always have to read in between the lines and you have to interpret a lot. If you say things directly, you are considered as rude."

This is also the case in the academic environment:

"The educational system is different from the one in my home country. The way they teach is different and also the way they speak to each other. At home, we mostly keep quiet in the class and accept everything the teacher says. And here it is very open."

A topic that also often occurred during the interviews is high academic pressure that has not been expected before starting the study abroad:

"I study very hard because I have a scholarship, so everything is very scheduled. You could say that Deadline is my last name. I did not imagine that it would be like that. I imagined myself studying in a cosy place in Europe, with a book in a garden in the sun, but it is nothing like that."

Some students also reported to have expected a different, more advanced political situation before they came here:

"One of the things I began to see and found strange was: how can such an advanced country and society be going a little bit into racism in some sense? It reminds me of what happened in Germany when I read it. It is kind of scary to see that. For me it is like: history repeats itself. They are trying to kick out the immigrants. That is very weird and scary. I thought an advanced society would be different."

Another example:

"Sometimes when there is an anti-immigrant demonstration, I feel not very welcome and worried. On the news as well, you hear a lot about it. We sometimes hear that on some days it is better to not go to the city. The campus is open, we do not experience it there."

6.2.3. Current Situation

Most of the students who have been interviewed lived with other international students in a building on the campus or in a flat close by when the interviews were taken. Many of these students have been assigned to a room in the campus houses when they arrived and still live there.

The living situation varies a lot: some students share a kitchen and living room with others, some only a bathroom and a few students had their own place. The students

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told to be mostly satisfied with their living situation, but most of them think the rooms are too expensive and plan to move to the city or a place close to the campus.

A student told that he looked for accommodation in a Dutch student house as he would have liked to live together with fellow Dutch students. He had several interviews but has not been accepted in any of these flats:

“I also tried to live with Dutch people but I did not get into it. I think the reason is that I do not speak Dutch. I would like to live with Dutch people because I have met a lot of international people but I haven’t had the possibility to live with Dutch people. Dutch students can tell me more about the Netherlands and the atmosphere here. I think I could do more in my free time with Dutch students than with international students.”

In most cases, the interviewees were satisfied with living together with other international students due to cultural differences. Nevertheless, some students would prefer to also live with Dutch students.

“In our building, we have home parties where people eat together, that’s all we do, not do much more. Western cultures and Asian cultures are very different. We have different habits for free time. Western people go to parties, we Asian people stay at home.”

Another example:

“I live on campus, in an international building, I only share my floor with another student. There is not much interaction. I would rather live between the students. But I also enjoy the silence now. If I would live between the Dutch students, I think interaction would be better, because you could also talk about topics outside school. On the other hand, I would not want to live between the students as I have to concentrate to finish my study on time which I think would not be possible between the students with their parties and so on. The general impression that you get is that Dutch students really like to party.”

6.2.4. Relationship with Dutch Students

All students who have been interviewed stated that there has to be some improvement of the relationship between Dutch and international students. Students say that there is obviously a big gap between local and international students which is difficult to close.

“The relation between international and Dutch students is not really good. The gap is always there, the international students are always with other international students and the Dutch students are always with the Dutch students. I think it is because we have the same culture background and share the same experiences. And I think the Dutch like to stay in their own group, it is safer.”

In terms of their leisure time, most interviewees specified that they only interact with other international students and have very little, often dissatisfying contact to Dutch students. All of them stated that they would like to have more interaction with Dutch people but that this is very difficult to achieve.

“I think the situation of international and Dutch students is friendly, but they do not really mix. For example, when there is an international party, only few Dutch people come and the other way round. They see that there is nobody to connect with and leave. I heard that international people do not like the Dutch music. I think an initial push to mix is missing.”

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When you go with a small group you are overwhelmed by the big Dutch group and if you go with a big group, you normally stay in this group and do not mix as well."

Another example:

"I do not spend time with Dutch students, we should really do something about that. Dutch people are very nice but it is difficult to make friends with them. It is nice to talk with them, but not to be close to them."

When it comes to language being a potential problem in the relationship between Dutch and international students, the interviewees had varying opinions:

"Maybe the international students are a bit afraid to speak because they think that their English is not good enough. They may look a bit clumsy when they approach Dutch students, that might be a reason."

Another example:

"There is a language barrier; Dutch people mostly do not want to speak another language. There a lot of associations and groups on the campus but there is mostly Dutch spoken. It is easier to make friends with other international students than with Dutch students, they are pretty close. When you are foreign and do not understand Dutch, you are unhappily excluded. And the same goes for making friends."

Or:

"And everybody knows English, it is very easy to communicate with people."

The gap between international and Dutch students is not only visible in the social environment, many students detect the gap in the academic environment as well.

"The relation between the international students and Dutch students is good when you have to work in groups, but otherwise there is not much interaction. As an international student, you would really like to talk to a Dutch student because they know the system and everything. When international students try to contact Dutch students, the Dutch students are sometimes unwilling because they already have their own groups."

Another example:

"Small talk in the class is okay, but when I work on a project, it is not okay. I once had an assignment where I had to do interviews. I mailed Dutch students but they did not answer. They did not say that there are busy or have no time, they just ignored the mail. As international students, we stick together."

Many students state that they have high academic pressure which effects their contact with Dutch people in the classroom. A lot of international students, unlike Dutch students, have a scholarship and therefore have to fulfil commitments. This often leads to factors of stress and less interaction between Dutch and international students:

"We international students really care about the score, we have to finish on time. When we want to have a good score, we prefer to work together. Because it is easier for us, we understand each other. If we work with the Dutch, we are afraid that they dominant us and we do not know what happens to us. We always fight for a good score. It will be dangerous for us if we fail. If you do not graduate on time, we will have to pay money and more time in a very far country. It will affect our future, affect our plans. We are more strict, Dutch students are more relaxed, we are not like that. We work all the time, every day all the time. That is what I see in the international group. We have not much leisure time."

In the classroom, not only the students' relation has influence on the integration process; also, the students stated that the teaching staff plays an important role. Most

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students suggest that the teaching staff should promote internationalisation more in the classroom.

Another category that could be found is the benefits of having contact with Dutch students. Although most international students stay with other internationals both inside and outside the classroom, they perceive a lot of benefits that could be provided by contact with Dutch students.

“The benefits of having contact to Dutch students are that you can improve your Dutch if you are willing to learn it, you can find study partners who know the system here, when there is team work here, it is useful to have Dutch students as partners.”

Or:

“Sometimes you do not know what happens in the Netherlands. You hear about it but you do not get the details and you do not have enough background knowledge. It would be nice to talk to a Dutch person about it, then you know more and understand better. Also, when you talk to people you get information you would not get otherwise. For example where you can get a travel ticket cheaper and so on.”

Another example:

“In general, it is good to have contact with Dutch people because they can help you with administrative tasks like letters and so on. Also, a lot of information is provided in English only, also study material and e-mails. That is difficult for us then.”

Or:

“The benefits of having regular contact with Dutch students are that the Dutch know the system and have a lot of experience with the teachers and know them very well, if you need something Dutch students always know where to get the information from. If you really want to be successful academically, you really need someone who knows the system very well. There are people like mentors, but I think you really need someone your age, a colleague. The Dutch students know a lot, they study their whole life here.”

Another category that could be explored in the interviews and that can be a reason for a dissatisfying relationship between Dutch and international students is the accommodation on the campus. The situation at the University of Twente in terms of international student housing is that most international students are being offered a room on the campus with other international students. Mostly, international students accept these rooms as they have no possibility to look at the accommodation before. Although many students are satisfied with their accommodation with other international students, housing is often referred to as a problem that complicates the relationship between international and local students.

“A big problem is housing at the campus. Dutch and international people do not really live together. It is difficult to get into a house with Dutch people if you do not speak Dutch.”

Another example:

“They would have to change the housing policies to improve the situation.”

Or:

“We cannot live together, for example. I do not know if there are houses where Dutch and international students can live together, I have not heard about any. I have applied to live in Dutch student houses but I have been rejected many times, so I simply gave up. I would like to live with Dutch people because if you live with local people, you can develop a network in the country; this is good for your future. This is something I learned during my previous study

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abroad. If you make friends with only international students, they are spread all over the world and most of them do not come to settle here permanently."

When looking at results, one can state that strong indication for our hypothesis 3.1 (the relationship between the hospitality of Dutch students and the ability to integrate) and for hypothesis 3.2 (the relation between the ability to integrate and international students' success of integration) could be found in this section.

6.2.5. Contact to People at Home

All interviewees reported to have contact with people from their home country; mostly with friends and the family. The frequency of this contact varies: some student have daily contact with their friends and family back home while other international students only have contact once a month.

The most common channel to communicate with people from the home country are social media (mainly Facebook), chats, and online VoIP software (mainly Skype). Writing e-mails and calling with a telephone is used less.

All international students who have been interviewed said that they consider it to be very important to stay in contact with people at home. The reasons for the importance are: letting people know that everything is fine, maintaining one's social network back home, to hear news about current events in the home country, and to be provided with a feeling of safety to know that there people back home who are supportive.

"It is important to stay in touch with the family at home because my family has to update me here. I still keep in touch with friends, I want to know what happens. It also feels safe to have people at home."

Another example:

"I have regular contact with friends and family at home, mostly via telephone or e-mail. I think it is important to stay in contact with them in order to keep your sanity here. Then I know that there is a place I can always go to."

Or:

"I stay in contact with my friends and family at home, but not as much as in the beginning. I am getting used to it and make more and more friends. I stay in touch with Skype and Facebook. It is important to keep in contact with people at home. But they often have a different impression what you are going through, so I cannot talk honestly about the way I feel, they would worry. So I also say that everything is good, but I often do not feel good. They worry that I do not feel fine and welcome. I do not want them to worry about my situation."

6.2.6. Academic Aspects

Most students who have been interviewed stated to be very satisfied with the academic environment at the University of Twente. In comparison to their home country, the university provides excellent facilities and professional teaching staff.

"The academic environment is very professional and friendly. The courses are less demanding than in my home country but here you have a lot of assignments. I also have the feeling that feedback is very important here. New to me is that in the Netherlands you have open book

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exams; I did not know that from my home country. I think it is a good thing because it is more realistic."

Another example:

"The teachers over here work more professional. It is a completely different world compared with my home country. We did not learn so much. We learn to solve problem, which is a good thing. We also learn how to work professionally. It is easy to approach the teachers."

Or:

"The academic environment is good but it is really really high-demanding."

Although the international students are mostly satisfied with the academic environment at the University of Twente, some reported uncomfortable situation inside the classroom:

"We have to do the assignments in English, we spend much attention on the grammar. We are so ashamed if the teacher says your English is not good. We really care about it. The Dutch students can do it in Dutch. They have less pressure. If we do not study hard, we fail."

Another example:

"When you come to the library, they are numerous books in Dutch, so you cannot use those books. You can only use the abstract which is mostly in English or you can risk to put it in Google Translate, but that is not the right way to do it."

Or:

"I once took a math course that was only for Dutch students, but I had to take it. So the teacher decided to separate me because I was the only international student. It was difficult and I did not pass the exams. When the teacher finally invited me to the group, it was nearly the end of the course. He did that because he did not want to make the course more difficult for the Dutch students, so he offered me to come to him once a week."

Most of the interviewees stated to have no difficulties to follow the classes or to pass the exams. The only thing that has come up more often was the English-speaking ability of the teaching staff. Some students were not satisfied with it and stated to have some difficulties understanding the professors in the classroom. This problem also occurs the other way around: teachers often have problems to understand international students' English which complicates communication inside the classroom.

This indicates significantly that hypothesis 3.1 and hypothesis 3.2 could be proven to be true.

When being asked if the international students would prefer to work with Dutch or international students, most of them said to prefer working with other foreign students:

"When it comes to group work, I would prefer to work with international students. It is a different way of working. International students have a tight schedule and have to work fast and understand each other's problems. I think that there is different treatment for international students than for Dutch students. I think they give more freedom to Dutch students than to international students."

Another example:

"There are two separate groups. When the teacher assigns us to groups, we agree to work together, but it is not comfortable. We international students really care about the score, we have to finish on time. When we want to have a good score, we prefer to work together."

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6.2.7. Future Plans

When the international students were asked if they see themselves having a future in the Netherlands, the answers were varying. Some students stated that they would really like to stay in the Netherlands but see problems concerning their lack of speaking Dutch. Other students could imagine to stay but have to go back to their home country after graduation:

"I have a contract in my home country, so I will go back home after graduating. I want to develop my country. I can imagine to go abroad again, but not here again."

Another example:

"We scholarship students from my country do not really think about a future in another country. We have to go back after graduation. Maybe for a PhD, but not for work. We have to go back to our home country to develop our own country. I would love to go back here or somewhere else after few years, but it is not possible. Our agreement when we got the scholarship is that we come back and work there for a long time. I do not have a contract or something, but I feel I have to do it. It is an agreement."

Or:

"I would be happy to stay in the Netherlands after my graduation. Holland has higher living standards, the pay is better and you can build up a better career here. Except for the weather, it seems to be better in the Netherlands. The only thing that holds me back is the language."

Most of the international students would recommend the study at the University of Twente to a friend. Especially the academic environment is advisable.

"I tell my friends that the study groups are very good here and the environment is very green. It is not like this in my home country, I really like that."

Another example:

"I would very much recommend to study at the UT to a friend. I could tell what makes the university unique, which is in first case the campus."

Or:

"If you want to study in an organized environment, then I would recommend to study here. If you go abroad to study, go and study. It may be socially tough, but I should do it. If someone asks me if the Netherlands is a good country to study, I would say yes. If you are here to study, this is your main priority. If someone asks me how the social life is, I would say that it was hard, especially at the beginning, but that does not matter because you are here to study. You mainly came here to study, then you should do it."

6.2.8. Advises from International Students

International students also have numerous suggestions how the relationship between them and Dutch students could be improved. Most students say that there is a need for a mediator, someone who initiates the contact between Dutch and international students. Although the university provides many platforms for students to interact and exchange, there is no healthy mix of local and foreign students.

"I think we have to improve the mutual understanding between Dutch and international students. We have to organise more events that are non-academic. We have to go outside together, really mixed then. For example, explore the city together or going camping together."

6.2. Interview Results

Mostly, events are organized for Dutch or international students. They always say that it is open for anybody, but in practice, they talk Dutch for example and then we cannot understand it."

Another example which includes a suggestion for the classroom:

"We need someone who can initiate, I think the teacher has to do something. He can do it through the way they communicate in class, in the way they assign groups, but not forcing. Also by the way they give assignments. So that Dutch students need international students and international students need Dutch students. I think it will be bad if they just tell us to form a group with two Dutch students and one international, then we would ask for a favor. But the way they give the assignments can be better. Teachers can do it through the way they teach, they communicate, they assign the lesson."

Or:

"In order to improve the situation between the international and Dutch students, the teacher has to do something about it. In some cases in my class, the teacher even separates us on purpose. In some cases it is good, in other cases it is really not good. The teacher also has to integrate us more. I think if we had more contact in class, we would also have more contact with them outside the classroom."

A number of events that were organised by the university left a good impression:

"More initiatives like "Dine with the Dutch" are needed to improve the situation between Dutch and international students. There has to be more interaction. Maybe there has to be more advertising about the benefits. That would make it easier to go along with."

Another example:

"The whole kick-in was really nice, but again there was a lot of separation. Also at the big finale, they played mostly Dutch music so the international students went to their own smaller parties. It was more about meeting other international students than actually mixing with the Dutch. The kick-in is a good opportunity but it was not fully used to mix Dutch and international students. This could be improved. There have to be events that put emphasis on mixing the two groups. If that will not happen I think it will stay that way."

There have also been a lot of strategic advises for the University of Twente. The interviewees underlined the importance of clear communication and internationalisation to be a part of all levels of the university.

"The university has an internationalisation plan which says that they want more international students. But that is more marketing than what is really happening inside the university. When you come here to study and do not understand or speak Dutch, you are screwed. Although they know that the university has to be more international, they cannot force the employees to do things. And then it goes wrong because some people do not follow the path giving by the university in terms of internationalization. The marketing of the university is very good but the interior is really bad. What they are selling outside does not correspond what happens inside the university."

Another example:

"I think the Student Union and the university have to do something. They cannot only use the International Student Barometer, they have to do something in practice, not only on paper."

Or:

"The right way to implement internationalization is from bottom to top in terms of the organization. Right now, it is the other way around at the UT. The decision to internationalize

6. Results

the university came from the board and they are informed that everything is being done but it is not. The university is more a Dutch university than it is an international university. They should focus on one language, either Dutch or English, and keep it then. Now, there are two languages at the same time and it is very difficult. All information should be available in the two languages."

Another example:

"The internationalization of an organization is pretty much the same thing as in a university. The internationalization has to come from bottom to top and all people included have to understand the added values. International students do not only bring money but also the diversity to the Dutch and their way of thinking, their rationality."

Many statements have been made about the use of English at the UT. Most students are not satisfied with the information that is provided by the university.

"The main problem at the UT is that the UT is considered as the last resort university for people who want to study at a place where Dutch is still predominant. Not only when making friends but also during the study. When a course is completely in English, the teacher has to treat the students as a whole. In a course, the bibliography for Dutch students was huge and the one for international students was quite small compared to that. The teacher also divided the class in Dutch and English-speaking students, so there was not interaction at all."

Another example:

"On the UT website, most of the information in English are not updated for months. There is such a big difference between the content provided in Dutch and the content in English. Also the UT News, they have only two international sides and they are mostly about what international students do. But as an international student, you really want to know what Dutch people do. You want to know what is going on with Dutch students on the campus. That is an important part of the integration."

Or:

"The associations for example are willing to have international students there. But only as long as they know when they are coming and when they are leaving. Because they have to prepare to talk in English then. But besides that, they do not really want to integrate them completely."

6.3. Findings Based on Demographic Data

As our data from the interviews and the quantitative analysis also provides us with interesting correlations based on demographic data from the participants, we want to see if there are significant differences in terms of age and origin of the international students.

Age In order to find differences between various groups of age, we divided the sample into the following age groups:

- international students younger than 25 years (<25); n=7
- participants between 25 and 28 years (25-28); n=5

6.3. Findings Based on Demographic Data

- students older than 28 years (>28); n=2

After looking at the quantitative analysis and the qualitative data from the interviews of the different age groups, the following correlations could be found.

International students aged younger than 25 years from our sample are significantly more satisfied with their study programme in comparison to participants older than 28 years. This could be explained by the increased living and learning experience of older students. It can be assumed that older students have already gained more experience and knowledge in comparison to younger international students and are therefore more demanding and expect more from their study programme. When these expectations are not met, a negative effect on their satisfaction with the study programme can be the result.

Also, older students often have practical work experience and might therefore miss the practical approach in their study programmes. Younger students who just graduated from school or finished their Bachelor studies are still in the learning mode and therefore used to the more theoretical approach of a study programme at a university which affects their satisfaction with the programmes.

Another correlation that could be found when comparing the different age groups is the relation between feeling integrated at the university and age. Students younger than 25 years are found to feel significantly more integrated than their fellow international students older than 25 years.

Again, this result might be explained by the fact that younger students are still used to university life and it might be easier for them to make new friends more quickly. Older students, who have built up a strong and more exclusive social network in their home country and often already have a family they spend a lot of time with, might find it more difficult to build up a new social network in the unfamiliar environment.

Furthermore, older students might be more serious than younger international students which means that they are less likely to participate in the activities organised for the students and therefore it is more difficult for them to integrate.

A correlation between the age and an international students' feeling of being well-prepared when starting a study programme at the University of Twente has been found. International students from our sample younger than 25 years did feel more prepared for the study abroad than students between 25 and 28 years and older than 28 years.

A possible explanation for this correlation between feeling well-prepared and age might be that younger students are still used to life as an (international) student and might therefore feel more prepared to start a study (abroad) than older students who often have working experience and are less used to life as a student. Many of the older students in our sample stated to have picked up the study at the UT due to their work in their home country, they want to be further educated. Time constraints resulting from having a job and perhaps also a family might explain why older students feel less prepared than younger students who have more time to gather information.

Another correlation has been found between the age of an international student and the influence of his or her family on the choice of studying abroad. International students in our sample in the age groups younger than 25 years and between 25 and 28

6. Results

years are significantly more influenced by their family on their choice to study abroad than their fellow international students aged older than 28 years.

This might be explained by the students' level of dependence on the family in the different age groups. Younger students are often more depending on their family, both in terms of financial and safeness aspects. They are less autonomous, ask for the opinion from their family more often and are also mostly supported financially for their study (abroad). Younger students who are more dependent on their family therefore might have a feeling of obligation and feel that they should include their family in the decision process of studying abroad as they support them. They are more likely to ask their family's opinion and acceptance than it is the case with older students who are less dependent.

Older students often have a family on their own, are financially independent and have more responsibilities they have to comply with. They are often more autonomous and therefore less likely to be influenced by their family in decision processes.

The last significant correlation that has been found is between age and the will to stay in the Netherlands after graduation. Older students (older than 25 years) are significantly less likely to stay in the Netherlands after their graduation at the UT than their fellow younger international students.

Again, this correlation might be explained by the fact that older students often have a job in their home country to return to after graduation or have responsibilities for their own family back home. Younger students who do not have such responsibilities yet are more likely to weigh their future possibilities, are less dependent and can therefore imagine to stay in the Netherlands (at least for a certain period of time) after graduating.

Origin We think that it would be valuable to know the differences concerning the origin of international students in terms of integration and internationalisation. In order to find possible differences concerning correlations between the various origins from the international students we interviewed, we divided our sample into the following categories:

- European; n=3
- Asian; n=8
- South-American; n=2
- North-American; n=1

A number of interesting differences between the various origins from the students we interviewed could be found.

First of all, a significant correlation has been found between the origin of an international student and his or her satisfaction with the study programme. Here, European students are considerably less satisfied with their study programme than their fellow international students from Asia, South-America and North-America. Students from South-America reported to be most satisfied with their programmes.

6.3. Findings Based on Demographic Data

An explanation for this correlation between origin and satisfaction with the study programme can be found in the interviews we held. Here, especially students from Asia and South-America reported to be enthusiastic about the facilities provided by the university, the learning material and the quality of teaching. They report that the facilities in their home country are often of less quality and hinder their study progress. They also complimented the specialisation the UT offers and reported that higher education in their home country is often more global. Also, they report to like the close cooperation with companies the university offers in order to prepare students for working life and enables them to make first business contacts.

European students, on the other hand, might be used to the higher quality standards of a university and might therefore be more critical about the quality of their study programme.

Another factor that might be responsible for the correlation between origin and the satisfaction with the study programme is the level of speaking English. European students often reported about the dissatisfying quality of English spoken by the teaching staff. Students from Asia or South-America complain less about this quality, which might be explained by the fact that the majority of students from these countries are less used to speak and listen to English than their fellow European international students are.

Similar to the previous correlation is one between origin and satisfaction with the professors at the University of Twente. Again, European students are less satisfied with the teaching staff at the university than students from South-America and Asia. Here, the same explanation is presumable as for the correlation between origin and satisfaction with the study programme. The English-speaking qualities of the professors might be criticised more by European than by Asian and South-American students and also the familiar quality of teaching can be an indicator for the differences in satisfaction with the professors.

Another significant correlation that has been found is between origin and the level of feeling integrated at the University of Twente. Interestingly, European students report to feel significantly less integrated than international students from Asia and South-America. Normally, one would expect non-European students to feel less integrated as the UT is located in the Netherlands (Europe) and therefore European students would be expected to feel more integrated due to shared cultural characteristics, which is not the case in our sample.

A possible explanation is the vivid culture of student associations from Asia and especially South-America. There are a number of very engaged and active associations for both South-American and Asian students which might explain why students from these regions feel more integrated as they have much interaction with other students and participate in numerous activities. However, it is important to notice that this feeling of being integrated is based on the integration in a certain association with mainly students sharing a background which can not be confused with the integration in the local student body. Although students from Asia and South-America feel more integrated, one has to take into account how integration is defined in this case.

The correlation between the origin of international students and the influence of their family has also been found to be significant. Students from Europe and North-

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America have found to be less influenced by their families than students from Asia and South-America.

This correlation might be explained by one of Hofstede's cultural dimension, namely Individualism vs. Collectivism. Most European cultures are said to be more individualistic while Asian and South-American cultures are more collective. Family and the broader environment play a much more important role in Asian and South American cultures than in European and North-American cultures.

Individualistic cultures are attaching great importance to independence and are rewarding individualistic achievements more than collective ones (Dainton & Zelley, 2005), which explains the low influence of families from European and North-American students.

In collective cultures, like Asian and South-American, identification is mostly understood through group membership and the collective achievement is more important than individualistic goals (Dainton & Zelley, 2005). Decisions are more often made with the family members and other people in the person's close environment which explains that the influence of the family is much higher on students from South-America and Asia than on European or North-American students.

The last correlation that has been found to be significant is between the origin of an international student and the difficulty he or she has to settle in the new environment. Here, European students report to have less difficulties settling in the new environment than students from Asia and South-America.

In the interviews with the students, an explanation for this correlation could be found. Asian and South-American students stated that they experienced much difficulties with getting used to the new educational style, the independence a student is giving during his or her study in the Netherlands, the significant cultural differences, values, beliefs and habits, the climate, the food, and the unfamiliar infrastructure and facilities.

Although students from Europe are experiencing difficulties with settling as well, factors such as climate, cultural differences and facilities are believed to affect them significantly less than students from South-America and Asia.

In order to improve the integration of international students at the University of Twente, it is important that the university takes the above mentioned differences regarding demographic characteristics into account when formulating a strategy in order to improve the situation.

The correlations in this section based on demographic data have been found in a rather small sample. Therefore, we want to stress that the correlations found may not be representative for a larger student population or international students at other universities. The correlations were only significant for the chosen sample. Differences in terms of demographic data are highly valuable for the study of internationalisation and the integration. Universities can use such findings to adjust their communication and integration strategies to specific groups of international students instead of treating them as one group. This specific approach towards international students is believed to be more successful than a general approach towards international students.

7. Conclusion and Discussion

In the following chapter, we will recapitulate the present study so far, present and discuss the results that have been found, look at limitations of the study and formulate suggestions for future research on the topic.

7.1. Recapitulation of the Study So Far

Although the University of Twente takes a lot of steps to integrate international students in the local environment, there still is a big gap between international and local students inside and outside the classroom.

Both Dutch and international students prefer to stay in their own group which results in dissatisfying interaction between them. The current situation at the University of Twente in terms of internationalisation and integration of international students needs to be improved so that one student body is created in which intercultural exchange on social and academic level can take place.

The University of Twente has formulated ambitious goals regarding internationalisation in the future, both in terms of the number of international students and the quality of education, intercultural skills, facilities and support. Accompanied with these ambitious goals come challenges the university has to deal with in order to facilitate internationalisation in an appropriate way. Only when internationalisation is alive in all levels of the organisation, when it is carefully monitored and improved, and when new developments are taken into account, internationalisation can be a beneficial experience for all parties involved.

In our literature study, we found that the mobility of students from all over the world has increased significantly during the past decades and is believed to further rise remarkably in the future. Universities worldwide are challenged to react on the internationalisation of higher education rapidly in order to provide both local and international students with platforms for intercultural exchange both inside and outside the classroom.

Not only do universities feel the pressure of preparing and supporting international students before and during their stay, but they also have to prepare and train local students and staff members to adequately deal with cultural differences and implement those in their daily life.

These challenges are not limited to certain universities but have been found to be faced by all universities that welcome students from abroad. In order to cope with these problems and to improve the relationship between local and international students, universities do not have to rely on only general strategies of internationalisation, but have to assess their individual situation in order to formulate vision, goals

7. Conclusion and Discussion

and strategic plans.

By looking at relevant literature, crucial indicators for a healthy relationship between international and Dutch students have been found. There is a distinction between the social and academic integration of an international student; where social integration can be defined as *“the extent to which students adapt to the social way-of-life at university”* (Rienties, Grohnert, et al., 2011) and academic integration can be referred to as *“the development of a strong affiliation with the college academic environment both in the classroom and outside of class”* (Kraemer, 1997).

Social and academic integration have both been found to play a crucial role in international students' integration process. Although there is no consensus about which form of integration is more significant, it is out of the question that a combination of social and academic integration is most beneficial for the integration of international students. Therefore, both forms of integration have to be assessed and taken into account in order to find an adequate way to integrate international students in the student body of the University of Twente.

Further, it has been found that the intensity of acculturative stress an international student experiencing when entering the new environment has an effect on his or her integration at the university. Acculturative stress can be defined as the stress an individual is experiencing when being surrounded by new impressions, challenges and adaptation demands in a foreign environment. Acculturative stress is believed to have a significant effect on an international students' integration process. The level of experienced acculturative stress and the ability to cope with it adequately differs for all individuals. Therefore, the University of Twente should find a way to reduce international students' acculturative stress to help them to adjust more quickly to the new environment.

The relationship between international and local students is influenced by numerous factors, such as a language barrier, cultural differences, variations in age, differing concepts of friendship and different academic priorities. Also, the university plays an important role as it provides exchange facilities, study curricula, accommodation and its attitudes towards and communication of internationalisation.

In order to find a way to close the gap between local and international students, the present study has been conducted. Its main goal was to find reasons for the dissatisfying relationship and the attempt to formulate strategies to improve the situation.

After a problem statement and research questions have been presented, three hypotheses have been formulated which all included relationships with an effect on international students' integration that needed to be tested.

In order to test the hypotheses and get a clear picture of the situation in terms of internationalisation, interviews with international students from the University of Twente have been conducted. The interviews aimed to find out more about the current situation at the university, to detect problems in terms of integration from an international student's perspective and to gain an informative basis of how the relationship between Dutch and international students can be improved. The sample consisted of 14 international students from 13 different countries.

Beside the interviews that have been conducted with international students, a questionnaire has been handed out in order to detect significant correlations between vari-

ous variables that play a role in the process of integration.

The interviews have been evaluated with the grounded theory approach while the quantitative analysis has been done with the statical software SPSS version 16.0.

7.2. Classification of the Results

In this section, we will take a look at the results which have been formulated in the previous chapter and translate those results to our hypotheses in order to see if they could be proven true or not.

When looking at the results, a significant positive correlation between having problems getting used to the new environment and still having difficulties to adapt to the environment later on has been found. Therefore, it can be stated that the intensity of acculturative stress has a significant effect on an international student's integration process.

Hypothesis 2, which we formulated earlier, aimed to prove a correlation between the (perceived) level of preparation and the intensity of experiencing acculturative stress (H2.1) and a relation between the intensity of acculturative stress and the success of international students' integration (H2.2). Although a direct correlation could not be found in the quantitative analysis, the interviews that were conducted supported this hypothesis. **H₂**

Many international students stated that looking up information about the university, the Dutch people and their culture helped them to prevent acculturative stress during the first time after their arrival. Furthermore, all students who had prior experience with studying abroad said that this helped them to get used to the new environment more quickly. They knew what to expect and already experienced how being an international student feels like (which indicates H2.1 to be true). Some students stated that taking a basic course on the Dutch culture in their home country helped to sketch their expectations and prepared them for their student life in the Netherlands.

Furthermore, the quantitative analysis found a correlation between the (perceived) level of preparation and the (perceived) level of feeling integrated at the university. Although this does not directly support Hypothesis 2.1 or 2.2, the finding can still be used to state that the (perceived) level of preparedness still has a significant effect on an international student's feeling of being integrated.

In eleven cases from our sample (which is 78.57%), significant results in favour of a correlation between international students' (perceived) preparedness and their (perceived) level of being integrated could be found. Furthermore, a significant correlation between the problems experienced during the first time (acculturative stress) and the level of (perceived) integration could be found in ten cases in our sample (71.43%). As stated before, this correlations suggest an indirect prove of Hypothesis 2.1 and 2.2 as they show a significant effect on international students' integration.

As Hypothesis 2 could not be proven in the quantitative analysis but only in the outcomes of the interviews, it can be stated that H2 has partially been proven. An illustration of the results can be found in Figure 7.1.

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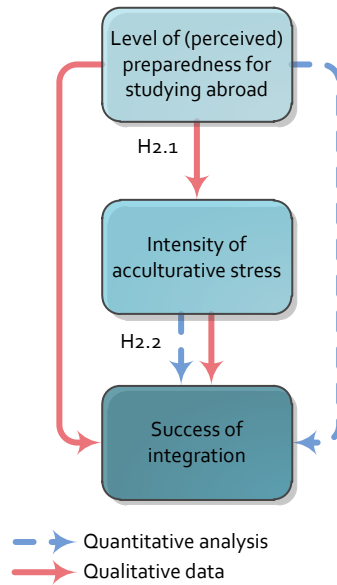


Figure 7.1.: Results after Testing Hypothesis 2

According to relevant literature, an unfavourable relationship between international and local students is a problem which all universities who welcome international students have to deal with. Due to the fact that the number of international students has increased over the last decades and is expected to increase further in the future, universities are dealing with many challenges that go along with the internationalisation of higher education.

Related literature stated that interaction with local Dutch has several positive effects on an international student's integration process. For example, adequate contact with local students has been found to have a positive effect on international students' well-being, identification with the institute, commitment, achievement of academic goals, graduation and acculturation process (e.g. Westwood & Barker, 1990, Fritz et al., 2008, Arends-Tóth & Vijver, 2003, Poyrazli et al., 2004).

Although the interaction between international and local students provides numerous benefits to all people involved, reaching a satisfying level of contact is hard to achieve. In our interviews, students often sketched the scenario that they would like to integrate more and have more contact with Dutch students but often fail to initiate this interaction. Most students wish to have more contact with Dutch students at the University of Twente and are dissatisfied with the current amount of interaction.

This is also supported by our quantitative analysis where a significant correlation has been found between the satisfaction of contact with Dutch students and an international student's level of (perceived) integration at the university. In nine times out of our sample of 14 international students, the data worked in favour of Hypo-

H₃

7.2. Classification of the Results

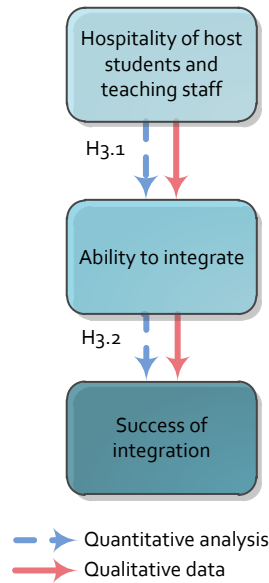


Figure 7.2.: Results after Testing Hypothesis 3

thesis 3 which is 64.29% of the sample. In comparison, there were five cases where no significant prove for Hypothesis 3 could be found, which is 35.71% of the sample.

Local students have a gate keeping function. International students who have a strong desire to integrate might still fail to do so if the host environment does not provide the students with sufficient space and possibilities to integrate. International students often report that superficial contact with Dutch students is easily made, but that frequent interaction and the development of a friendship is difficult to achieve. Therefore, many international students stopped trying to interact with Dutch students and maintained to have contact with other international students instead.

When taking these findings into accounts, it can be suggested that Hypothesis 3.1, which aimed to find a correlation between hospitality of local students and members of staff and international students' ability to integrate in the local environment, is proven to be true. Also, it can be stated that the ability to integrate has significant influence on the success of international students' integration, which proves Hypothesis 3.2 to be true.

Figure 7.2 illustrates our findings for Hypothesis 3.

Hypothesis 1.1, which aimed to prove a correlation between an international student's primary motivation/intention to study abroad and his or her motivation to integrate in the local environment, is difficult to be proven with quantitative analysis. Therefore, we have to rely on the interview outcomes in order to prove hypothesis 1.

It has been found in the interviews that most international students have a scholarship for the University of Twente. All students with a scholarship reported that the

H₁

7. Conclusion and Discussion

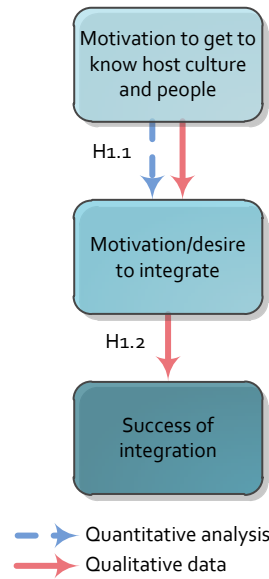


Figure 7.3.: Results after Testing Hypothesis 1

academic pressure that goes along with a scholarship influences their social and academic life. The students argued that they often have no time for social activities and have to concentrate on their study a lot in order to succeed and keep their scholarship.

Most students stated that they had expected much less academic pressure before they came to the UT.

This pressure to succeed in the academic environment also influences their interactions in the classroom. Many students report that they prefer to work together with other international students as they are experiencing the same amount of academic pressure and share the desire to get good grades. They perceive Dutch students as very relaxed in the classroom, think that they work less and have less drive to achieve good grades.

Most students with a scholarship have their priorities on studying and achieving a good diploma rather than feeling a strong need to interact with Dutch students. This situation is not desirable for international students as most of them would like to integrate but do not find the time for it due to their work load.

When taking these findings into account, it can be stated that Hypothesis 1 can be proven. Nevertheless, future research should further explore this relationship and try to find a way to prove the correlation quantitatively as it provides universities with valuable information. As a certain amount of motivation to integrate is needed for international students to successfully integrate in the local student body and environment, Hypothesis 1.2 can also be stated to be proven true.

Figure 7.3 shows the relationships that could be found for Hypothesis 1.

7.2. Classification of the Results

Furthermore, correlations have been found between the willingness to recommend the study at the University of Twente and his or her feeling of (perceived) preparedness before arrival and also the level of (perceived) integration.

We learned that universities have to implement their internationalisation strategies in all levels of the university in order to make it successful. A clear vision and concrete goals have to be formulated and published throughout the whole organisation. Many university focus on the number of international students when trying to assess internationalisation while it is more important to explore international students satisfaction and wishes to measure the success of the internationalisation process and outcomes.

Therefore, the University of Twente should take a closer look at its implementation of internationalisation and pay more attention to assess international students satisfaction and needs in order to improve the students' integration. Also, local students have to be more involved in the process of internationalisation as they play a crucial role in it. Local students have to be provided with possibilities to interact with international students and have to experience the benefits of intercultural interaction.

It is perceived by international students that the UT is mainly engaged in planning events for international students rather than activities that stimulate interaction between Dutch and international students. The university should therefore put the focus more on intercultural exchange between those groups of students.

In general, it has been found very valuable to talk with international students about their personal positive and negative experiences, problems, satisfaction and wishes in order to find a way to bring them together with Dutch students. Using in-depth interviews has been proven to be an adequate way to go beyond quantitative findings and allow to find differences that have to be taken into account when developing integration strategies for international students.

In order to give a complete overview of the results that have been found in the present study, Figure 7.4 has been created. It shows that Hypothesis 3.1 and 3.2 could be proven true as a correlation between the hospitality of local students and members of staff and international students' ability to integrate in the local environment and the importance of being able to integrate on the success of integration has been found both in our quantitative and qualitative data.

We also found a significant correlation between an international student's primary motivation/intention to study abroad and his or her motivation to integrate in the local environment which proves Hypothesis 1.1 to be true. As mentioned before, Hypothesis 1.2 could also be proven true as it takes a certain amount of motivation from international students to successfully integrate in the environment and the local student body.

Hypothesis 2 could only be proven partially as there has no significant relation been found in the quantitative results but only in the qualitative data. In our statistical results, however, we found a strongly significant correlation between an international student's perception of being prepared for the stay abroad and their feeling of being integrated at the University of Twente. This proves that the level of (perceived) preparedness has a significant effect on an international student's (perceived) integration at the university.

7. Conclusion and Discussion

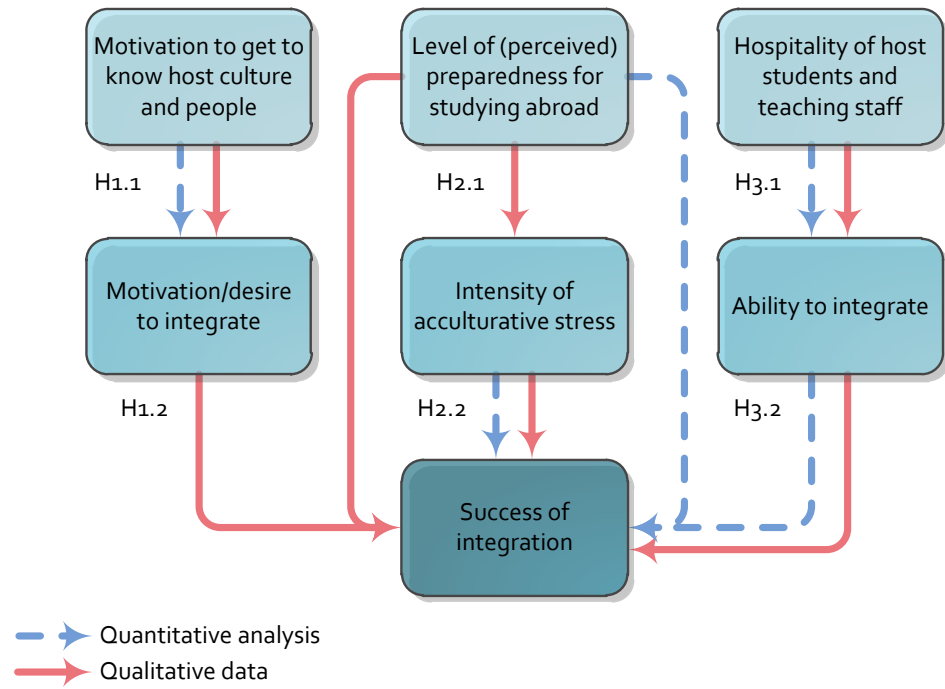


Figure 7.4.: Overview of Results after Testing all Three Hypotheses

7.2. Classification of the Results

We now want to use our findings from relevant literature, the results from our quantitative and qualitative analysis and the previous made conclusions in order to answer our research question we formulated in chapter 5.2.

To recall, our main research question was:

Which factors have the most significant effect on international student's integration process at the University of Twente and how can the university influence those aspects in order to improve the process of internationalisation and the integration of international students in the social and academic environment?

In order to find an adequate answer to this, several sub-questions have been formulated.

We will now take a closer look at these sub-questions in order to eventually give an answer to our main research question.

First Sub-Question:

What are the factors that can be used to predict the success of international students' integration?

To answer this questions, we will take a look at Figure 7.4 that gives an overview of the three hypotheses that have been tested in the present study and the results. In this figure, we see that the following factors have been proven to have a significant effect on an international student's success of integration and can therefore be used to predict the integration success:

- The initial motivation and desire of an international student to integrate in the new environment
- The intensity of acculturative stress an international experiences when entering the new environment
- The ability to integrate provided by the university, local students and staff members
- The level of (perceived) preparedness for the experience of studying abroad

Second Sub-Question:

Which factors explicitly hinder the integration of international students?

When looking at relevant literature and the results from our interviews with international students, we can conclude that the following factors have a detaining effect on the integration of international students: separation during classes, speaking the local language which cannot be understood by international students, isolation in terms of housing, a significant difference between the expected and the actual situation, insufficient support from the university, inadequate contact to the professors, rejection

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from or dissatisfying/superficial interaction with local students and high academic pressure (mostly related to a scholarship).

Although the University of Twente takes its responsibility towards internationalisation and the integration of international students seriously, there are a number of aspects that need improvement.

When it comes to extracurricular activities, the University of Twente is already putting a lot of effort in improving the current situation. However, most of these activities are specifically for either Dutch or international students. The international students who have been interviewed stated that there have to be much more activities that aim to bring Dutch and international students together in future as the current situation is dissatisfying.

Furthermore, most of the students stated in the interviews to be unhappy about the accommodation situation at the University of Twente. They are mostly accommodated with other international students and therefore do not have regular contact with Dutch students. Finding a room with Dutch house mates is perceived to be almost impossible as Dutch students prefer to live with people who speak (a certain level of) Dutch. As frequent interacting with local students is one of the most important reasons for students to start a study abroad, the current situation with separate housing is dissatisfying for the international students from which a majority would really much like to live together with Dutch students.

Also in class, there are still some aspects that need improvement at the University of Twente. International students reported that they often feel separated from their fellow Dutch students, for example when the professor begins talking in Dutch, when they is different study material for international and Dutch or when international students are put under higher academic pressure than local students. The majority of the interviewed international students stated that the situation inside the classroom is often dissatisfying while it would especially be important and promising to motivate interaction between Dutch and international students during classes as this is a first step towards integration and a good basis for intercultural exchange outside the classroom.

Another aspects that obviously needs some improvement is the provision of information for international students. When looking at the online appearance of the University of Twente, there are some significant differences between the information provision in Dutch and English. While the Dutch version of the websites is always up-to date and provides the visitor with numerous information about the university, campus life, study programmes, regulations and information about staff members, the English version lacks a lot of these information or contains Dutch language in it. This is not only the case on the university's online presence, but also counts for the information from associations at the UT. As most information about study, student, sport and culture associations is only provided in Dutch, it minimises the chance for international students to get informed about the association and also to eventually join it.

Figure 7.5 shows an overview of factors with a detaining effect on international students' integration at the University of Twente.

7.2. Classification of the Results

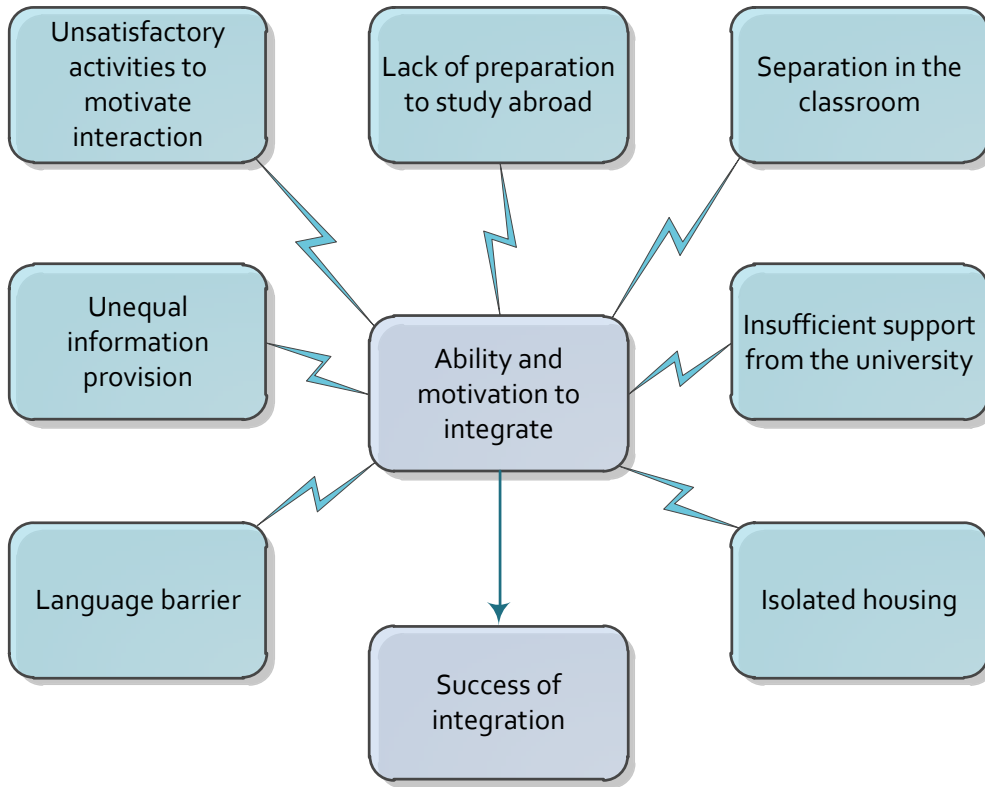


Figure 7.5.: Factors with a Detaining Effect on International Students' Integration at the University of Twente

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Third Sub-Question:

How does the relationship with staff members influence international students' integration?

We learned from relevant literature and our findings from the interviews and quantitative analysis that the academic integration of international students play an important role in the overall integration process and the satisfaction of international students.

Academic members of staff are an important factor regarding academic integration of international students and the internationalisation of a university. We learned that academic members of staff are exhibiting a gate-keeping function, meaning that they can provide students with intercultural skills, an international learning environment and intercultural exchange on the one hand, but are also able to detain these qualities and experiencing from the students by hindering interaction between local and international students with means of separation.

Unfortunately, the international students we interviewed reported, that separation between local and international students is often happening, for example by professors talking in English, varying study material for international students or students being grouped with either all international or all Dutch students. This separation inside the classroom has also been found in relevant literature. Asmar (2005) for example, states that teaching staff often has the impression that international students have little in common with the local students which often results in separation and unequal treatment.

The feedback provided by academic staff members is crucial for international students to adjust to the unfamiliar academic environment which has an effect on the students' performance and satisfaction (Brown, 2008). International students need clear instructions, support and empathy from the teaching staff in order to perform and adjust adequately (Gill, 2007).

In order to adequately integrate in the student body inside the classroom, international students need to be supported by the teaching and administrative staff. The majority of the students we interviewed stated that the academic members of staff should more initiate interaction between them and Dutch students as contact and integration inside the classroom is a good initial aid for social integration and intercultural interaction outside the classroom. This is supported by Tinto (1998), who stated that involvement outside the classroom is often resulting from interaction inside the classroom and that group work in a course can be seen as a bridge for friendships in the social environment.

The interviewees stated that by stimulating interaction between Dutch and international students, for example through starting a discussion or formulation the assignments in a certain way, academic staff members can enhance intercultural interaction, international group work and eventually academic integration. Relevant literature supports this finding. Wilcox et al. (2005) for example, state that the support provided by the teaching staff plays a crucial role in the promotion of integration inside the classroom.

Furthermore, academic staff members are important representatives of the general attitude held towards internationalisation of a university and international students.

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By separating international and local students, treating them unequally and providing varying learning material to the groups of students, academic staff members give a negative impression towards integration and internationalisation.

In order to stimulate internationalisation inside the classroom, universities should reorganise their curricula and promote intercultural exchange inside the classroom rather than individual learning in order to improve the integration of international students inside the classroom (Tinto, 1998).

Fourth Sub-Question:

Which role does the relationship which local students play for the integration of international students?

As we learned before, interaction with local students is the main reason for students to decide to study abroad. The majority of international students in our sample stated that having interaction with Dutch students and meeting new people in general were their main motives to decide to start a study at the University of Twente. Unfortunately, most students we interviewed are not satisfied with the amount of interaction with Dutch students at the UT and wished for more contact with local students.

Literature shows that this situation and dissatisfaction is experienced by international students at universities all over the world. Contact to host students plays a major part in the decision making process of students who think about starting a study abroad (Llewellyn-Smith & McCabe, 2008). However, international students are often unable to form contact with local students which leaves their expectations unmet (Pritchard & Skinner, 2002).

When students decide to study abroad, they leave the social networks they have built up in their home country behind. Once an international student has entered the new environment, he or she has to construct a new identity in order to deal with the situation adequately and find a sense of belonging (Wilcox et al., 2005). This formation of a new identity while still maintaining their 'old' identity and roles back home is often challenging for international students (Kashima & Loh, 2006) but also enable them to cope with stress and confirm a sense of self (Yeh & Inose, 2003).

We could also find these facts in our interviews. The majority of international students from our sample reported that it has been difficult for them to act in the new environment without friends or other people they knew and that it was important for them to engage in interaction with other students as soon as possible. Unfortunately, this interaction is in practice mostly with other international students although contact to local students is always desired.

Supporting our findings from the interviews, Summers and Volet (2008) state that interaction between students from different cultural backgrounds is rare although universities do their best to provide platforms for social interaction.

International and local students often live in separate social groups and therefore a different life (Rienties, Grohnert, et al., 2011) as they often interact with other international students rather than local students (Boekstijn, 1988). Thereby, interaction with local students provides numerous benefits for international students. Contact

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with local students offer students from abroad greater knowledge and understanding of the host culture (Gill, 2007) and has a positive effect on the students' academic performance, their adjustment progress and their level of experienced stress (Poyrazli et al., 2004). Westwood and Barker (1990) also found that there is a relation between the presence of interaction with local students and international students' satisfaction with their stay abroad.

Suchlike benefits of having contact with local students have been reported by the international students in our sample as well. Understanding the Dutch education system, a better idea of what is demanded from the teaching staff, learning how to behave in certain situation, getting support for routines like banking and travelling and getting to know more about the host culture have been mentioned as benefits from interaction with local students.

In practice, interaction between international and local students is often limited to the academic environment and friendships are mostly held with other internationals (Pritchard & Skinner, 2002). This aspect of interaction with local students has also been found in our interviews. International students frequently stated that it is, on the one hand, easy to make superficial contact with Dutch students when it comes to the study, but that they have, on the other hand, difficulties in building up meaningful networks or even friendships.

Therefore, similar to the academic staff, local students also exhibit a gate-keeping function in the interaction process of international students. Their acceptance and support is needed in order for international students to be able to integrate adequately. Even if an international student is highly motivated to integrate in the local student body, he or she will not be successful in doing so without the cooperation of local students.

The relationship with local students plays an important role in the integration process of international students as it is the main reason for students deciding to study abroad. Therefore, integration and internationalisation have to be promoted more under local students in order to improve the interaction between international and local students and to meet the expectations students from abroad hold when they start a study in a foreign country.

This importance of local students in the integration process of international students and the need to promote internationalisation brings us to the next sub-question.

Fifth Sub-Question:

How can a university promote integration and internationalisation under local students?

As we learned before, local students play a crucial role in the integration process of international students as they have a gate-keeping function. The cooperation, interest and empathy of local students is required in order to make adequate integration possible and desirable for international students.

Unfortunately, local students often do not recognise the benefits that internationalisation and the presence of international students on the campuses bring. Local

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student often stay in their own group and do not interact much with students from different cultures both inside and outside the classroom.

Recently, too much attention has been paid to international students in the discussion about internationalisation and integration. Researchers claim that it is important to also include local students in the discussion when trying to improve the situation on campuses. Asmar (2005) for example, suggests that universities should focus more on local students when trying to promote integration and internationalisation, for instance by providing them with a culturally diverse environment, equip them with intercultural competences and prepare them for a globally connected environment. Llewellyn-Smith and McCabe (2008) support this opinion by saying that universities are more and more forced to prepare their students for a global and qualified job market by providing them with intercultural skills, global experiences and linguistic skills.

Linguistic skills is in this word a key phrase that plays an important role in promoting integration and internationalisation under local students. Many international students fear interaction with local students as they feel insecure about their English-speaking skills and also those from the local students (Robertson, Line, Jones, & Thomas, 2000). One way to promote internationalisation at a university would therefore be increasing the situations in which English is spoken. If a university motivates students to speak English more often, students would not have to feel unsure about it any more and interaction could be increased.

This problem concerning insecurity of linguistic skills has also been found in our interviews. Here, international students often complained about local students starting to speak Dutch all the time and even if they talk English with local students or professors, they often feel insecure due to their accent which is often not understood by other people.

Not only the linguistic skills in terms of speaking English could be a way to promote and improve internationalisation under local students. Redmond and Bunyi (1993) for example, state that empathy is a crucial aspect of improving integration and internationalisation which they define as *"the ability to communicate with others in a culturally appropriate manner"*.

Unfortunately, local students are often avoiding students from other cultures as they are afraid of difficult interaction and superficial contact which has been introduced as the concept of interaction fatigue by Boekstijn (1988). In order to prevent this fear of getting into contact with students from other cultures, the university has to provide qualitative platforms where students can discuss and exchange about relevant topics without risking superficial conversations.

International students are sometimes confronted with prejudices and misperceptions which makes them subject to stereotyping (Lee & Rice, 2007). As one can imagine, these aspects do not support integration and integration at a university. Universities should therefore find ways to prevent such misperceptions and prejudices, for example by providing students with information about different cultures, stimulate group work or organise events that motivate intercultural exchange.

In general, universities have to show local students the benefits of having contact with international students. One way to do so is by rewarding intercultural engage-

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ment (Leask, 2009). This way, internationalisation is seen as something positive and the focus can be put on integration of international students.

At all times, it is important to include both the social and academic environment as the combination of social and academic integration of international students has been found to be most effective (Tinto, 1998).

By answering the five sub-questions, we have made a first step towards answering our main research question. In order to combine the sub-questions with an adequate answer to the main research question, an advice for the University of Twente has been formulated. Here, the main research question will be answered, extended with additional information that are important to improve internationalisation and the integration of international students at a university.

7.3. Advice for the University of Twente

Based on the findings from relevant literature on the topic of internationalisation of higher education and the integration of international students and our own findings from the present study, we will formulate concrete advices for the University of Twente. Here, we want to take a closer look at what has to be implemented, changed, improved or dropped in order to successfully accomplish internationalisation, to adequately integrate international students at the UT and to promote intercultural exchange between all members of the university.

As we learned before, internationalisation has to be lived within the whole organisation, in this case the university. An international orientation cannot be established in only certain departments, within a short amount of time or with little effort. Internationalisation is an on-going process rather than a state wherein all members of an organisation have to be included and engaged in.

A first step to implement internationalisation in an organisation is the engagement of the management as they exhibit a role model function for the other members of the organisation and a certain level of authority. The management can provide the members of the organisation with a clear vision, mission and concrete goals that are strived to achieve in future. Important to notice here is that these aspects cannot be formulated without input and feedback from the members themselves.

As we noted earlier, internationalisation is not a top-down process but a balanced one within the whole organisation. Formulating concrete goals and a vision towards internationalisation is only a starting point in order to set the focus on making the university more international in future.

Although the University of Twente has been formulating a vision and clear goals to be achieved in terms of internationalisation and the integration of international students, the implementation and execution of these aspects is not satisfactory. When talking to members of the organisation, we often got the impression that little effort has been made in order to monitor, support and further develop internationalisation at the University of Twente.

It seems like there are numerous, simultaneous approaches being made in different departments of the university which cannot be put together to a global concept

7.3. Advice for the University of Twente

of internationalisation as the supervision and support for these projects is missing. Formulating goals and strategies in terms of internationalisation is not sufficient and does not necessarily mean that they will be achieved. The University of Twente needs a clear and comprehensive vision, goals and strategies that are realistic and achievable in order to successfully implement internationalisation and a satisfying integration of international students.

At the moment, it seems like the major part of the responsibility in terms of internationalisation has been left with institutions like International Office and the Student Union and is not equally distributed within all levels of the University of Twente. The university has to realise that those institutions are a big help in the process of internationalisation and can definitely be consulted for formulating strategies and goals, but that they are not responsible or able to implement and maintain internationalisation at the university on their own. It seems today that the UT tries to reach internationalisation and an appropriate integration of international students at as little effort and costs as possible. The university has to understand that an investment of time, effort and also financial resources is needed in order to be able to successfully implement, monitor, support and improve internationalisation long-term and be willing to make this investment when internationalisation is truly the goal.

An important aspect in terms of internationalisation of a university is internationalisation inside the classroom. When talking to international students at the University of Twente, most of them state to have experienced uncomfortable situations in the classroom which made them feel left-out. Such incidents have been reported with both the fellow Dutch students and the teaching staff. Some negative aspects that have been addressed are insufficient study material in English, professors starting to speak Dutch during class, the feeling that Dutch students are getting preferential treatment, exclusion by both the fellow Dutch students and professors, insufficient knowledge of the education system and additional pressure due to a scholarship.

In order to solve these problems or at least improve the situation inside the classroom, the university has to provide training and support to both the faculties and the teaching staff. Most professors and members of staff are not equipped with an international background and are therefore not familiar with teaching or working with international students. A language barrier or cultural differences (in terms of education) makes communication and understanding each other often difficult.

The University of Twente should therefore invest in training its teaching staff, by providing for example English courses, intercultural communication workshops and information about different cultures and how to deal with them. It is important for teaching staff members to know how to teach students from different cultures in an international classroom so that all students have the same treatment and possibilities.

The Dutch culture is a very individualistic, direct, independent, open and critical one to which the majority of international students is not used to and experiences problems with. It is the task of the faculties and the teaching staff to take these differences into account and design courses and exams in a way that all students, independent from their cultural background, can follow and benefit from it.

Also, there were numerous complaints from international students about the information provision in English. It seems like that there is much more study material

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in Dutch than in English and as well that the majority of books that can be found in the library are in Dutch and therefore not suitable for international students. The university should really focus on providing international students with a sufficient amount and quality of English study material so that they can accomplish their scripts and exams in the same way that Dutch students can. The information provision and the study material are amongst other things the most important resources for a student to graduate. Therefore, at a university with an international orientation, all students should be adequately provided with these assets.

When taking a closer look at the information provision in English at the University of Twente, a frequently mentioned problem in the interviews with international students was the presence and quality of websites about the university and its subgroups in English. When randomly surfing on the websites of the university, it soon becomes obvious that there is a lot less information in English than there is in Dutch. Of course, the information provision in Dutch and English has not to be perfectly synchronised, but the situation at the University of Twente is still dissatisfying. The main online presence of the UT is quite good, but when taking a look at the student portal 'My University' for example, there can hardly any information in English be found. It is therefore more than crucial for the University of Twente to pay attention to up-to-date information on its websites. Otherwise, the UT will not be taken seriously as an international university.

Also, most of the websites from student or study organisations are only in Dutch. The engagement in associations is very common and vivid at the University of Twente. Unfortunately, it is hard for international students to gather information about most of these associations as they do not speak Dutch. This language barrier and lack of information provided in English consequently create an obstacle for international students and are often the reason why international students feel not welcome and therefore refuse to join. Normally, being a member of a student or study association is a good way to get into contact with other students and find new friends, so the fact that international students are often not able to join such an association has a bad influence on their integration process. The University of Twente should therefore find a way to improve the situation and could take a look at the sport associations where problems for international students to join seem to be less present.

Another important aspect that has been mentioned a lot in the interviews with international students is the housing on campus. The majority of the interviewed students stated that they would rather live with Dutch students than with only other international students. Some of them tried to get a room in a Dutch student house on campus but have been rejected, mostly for the fact that they do not speak the Dutch language. As we learned earlier, one of the main reasons for students deciding to study abroad is to get to know people from the host culture. It is therefore unsatisfying for international students to live only with other international students and do not have the possibility to get to know the host-culture first hand. Although some international students are more than happy to live with other foreign people, the majority would like to (also) live with Dutch students on the campus of the University of Twente.

We know that bringing together Dutch and international students in student houses in a difficult task for the university as Dutch students are able to freely choose their

7.3. Advice for the University of Twente

new flat mates, mostly by the means of interviews. Although the university cannot and should not force Dutch students to live with international students, they could try to find a way to promote and motivate intercultural flats on the campus.

The gap between Dutch and international students is not only noticeable when it comes to housing or teaching classes. Also outside the classroom, in the students' leisure time, there is a dissatisfying amount of interaction between Dutch and international students. When asking for reasons for this gap, the international students in our interviews mentioned that the language barrier, academic pressure, cultural differences and a lack of platforms that promote the exchange between Dutch and international students are mostly responsible for it. Especially the last reason, the lack of exchange platforms, is a factor that can be improved by the university. Although the UT organises a lot activities, those are mainly addressed to either Dutch or international students. However, in order to increase and improve interaction between Dutch and international students, the university should focus more on creating events and activities that promote intercultural exchange.

In the interviews, the international students reported that they normally do not attend activities for Dutch students as they do not know anybody and that they also have difficulties bringing Dutch students to their international events. Therefore, the university should create more platforms for international and Dutch students to exchange. One example for such an activity that has been mentioned a number of times during the interviews was 'Dine with the Dutch' where international students have been invited to a Dutch student house to have dinner together. The interviewees reported that this was a huge success, that they got to know a number of nice Dutch students they still have contact with and that they wished that there were more initiatives like this.

Another factor that influences the relationship between international and Dutch students is the attitude towards internationalisation and foreign students held by the local students. Many Dutch students have a healthy social network when starting a study at the UT and it is easy for them to make new friends at the university. As they have a sufficient social network including their Dutch friends and their family, Dutch students might not see the additional benefits resulting from interaction with international students.

The University of Twente can change the attitude held by Dutch students about students from abroad in various ways. The university could find ways to promote intercultural exchange and present its benefits to Dutch students. Dutch students should also be invited more often and more pro-actively to international events. The UT could also, as mentioned earlier in this chapter, motivate Dutch and international students living together. Concerning integration and interaction inside the classroom, the teaching staff could promote and implement exchange between international and Dutch students also, for example by designing exercises in a way that the students need each others' help.

Another way to increase internationalisation and improve the integration of international students at the university is training for the local students. As stated earlier, Dutch students are already having a sufficient and functioning social network and therefore have to be shown the benefits that intercultural contact with international

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students brings for them.

The University of Twente has to position itself as an international university from the very beginning, for example already in the selection process of students. The students who apply for the UT have to realise that the university has a strong international focus and that intercultural exchange is lived both inside and outside the classroom. Another suggestion that is advantageous for the internationalisation is the choice of English as the main language. When everybody has a sufficient skill of talking English and this language is spoken everywhere at the UT, the obstacle of talking English to international students will be smaller for Dutch students and make intercultural communication more easy and likely.

Another factor that has been mentioned by the interviewed students is their study pressure hindering interaction with other students. A lot of international students are constantly feeling under high academic pressure, especially when they have a scholarship and therefore are forced to achieve good grades and graduate on time. They often feel that Dutch students experience less academic pressure and have more free time. To not be distracted from their study, international students often choose to interact with other international students who are in the same situation and feel the same amount of pressure and time constraints. The University of Twente could help international students to find more time for social activities with other (Dutch) students by providing them with support, create activities with Dutch students that are not too time-consuming or spread the exercises more over the year so that there always remains a certain amount of time for extracurricular activities.

All in all, the University of Twente has to find a central starting point from which internationalisation will be implemented, promoted and monitored. At the moment, there are several approaches proceeding in terms of internationalisation at the UT that cannot be summed up to a clear strategy following common goals. Internationalisation today mainly lives within the responsible institutions such as Student Union or International Office. The University of Twente has to find a way to implement internationalisation slowly but surely until it becomes an on-going process in every-day life. A certain amount of skill, time and investments will have to be made in order to reach the goal of becoming an international university. Internationalisation has to be continuous and needs strategic monitoring as it cannot be occasionally present to be successful.

Maybe the University of Twente should engage in an exchange with other Dutch universities to see how the general challenges of internationalisation and integration of international students can be handled successfully.

7.4. Limitations of the Study

The present study has a number of limitations which will be discussed in this section. The presentation of these limitations will be divided into several categories: pre-testing, sample, interviews, inclusion of Dutch students and staff members, and cooperation with the university.

7.4. Limitations of the Study

Pre-testing The present study did not work with a pre-test to see if the chosen methodology provides sufficient validity. Only the interview questions have been pre-tested once in order to see if they meet the desired requirements in terms of content and duration.

By working with a pre-test, the results of the present study would have probably been more valid and representative for a larger student population.

Sample First of all, the sample used in this study is a relatively small one. Due to time constraints and difficulties with finding respondents for the interviews, only 14 international students of the University of Twente have been interviewed. Although this sample size was sufficient to find significant cues and themes which are important for the integration of international students, a larger sample size may have found additional aspects and would have strengthened the study's results and representativeness. Future research on the topic of internationalisation and the integration of international students at the University of Twente should definitely include a larger sample in order to make the results more valid and representative.

Moreover, the selection of the participants brings some amount of bias to the present study. The majority of the students who have been interviewed have been selected based on a participants list from the "Workshop Dutch culture" that had been offered by the UT in 2010. This means that the chosen participants already exhibited an interest in the Dutch culture by signing up for the workshop. It can also mean that the students know each other and went to the workshop together resulting in interviewees from the same environment which has a negative effect on the representativeness of the sample and the results.

The other participants have been chosen based on a list of students who said to be willing to be interviewed for videos on the UT's international website. Therefore, one can say that all interviewees show either some interest in the Dutch culture already (workshop) and/or have the desire and motivation to improve the situation in terms of international students at the University of Twente (videos).

Regarding this, potential students who have no interest in the Dutch culture and people and are also not interested in improving the current situation at the university have been left out although it would have been valuable to interview these students as well. Future research on this topic should therefore try to also include respondents who are less interested in integrating in the student body although these people might be hard to find. In order to find reasons why international students do not want to integrate and how this can be changed by the university, including those students is extremely important and valuable as it might result in different results and new conclusions.

Interviews While most of the interviews have been held in person in a room at the University of Twente, some interviews had to be conducted via Skype, an online VoIP software, due to logistical and time constraints.

Although no difference in duration, quality and content of the interviews conducted in the different ways could be remarked, we believe that a face-to-face approach would

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have been better for all interviews as it gives the interviewer impressions based on facial expressions and gestures one can react on during an interview. These additional variables are not given in an interview conducted via VoIP software.

Inclusion of Dutch Students and Staff Members The present research on internationalisation and the integration of international students at the University of Twente has only gathered data from international students. No interviews with Dutch students or (academic) members of staff have been conducted due to time constraints.

As we learned in the previous chapters, local students, academic staff members and the university itself play a very important role in the process of international students' integration. Therefore, it would have been highly valuable to include Dutch students, members of the teaching staff and other employees in the study in order to create a complete picture of internationalisation and integration at the UT.

In order to have a reliable evaluation of the situation in terms of internationalisation and the integration of international students, the attitudes, observations and opinions from both Dutch students and staff members should have been taken into account as their stories might have been completely different from those of international students and therefore could have influenced the results significantly.

Cooperation with the University Although there has been some exchange between the author of the present study and institutions like International Office and Student Union, it can be considered retroactively that more cooperation with the University of Twente would have helped to improve the quality of the study.

Most information about the situation, vision, goals and planning of internationalisation has been gathered by the author online or via e-mail. It is believed that more contact and cooperation with the university would have provided new perspectives, different priorities and would eventually have had an influence on this study's results, structure and benefits for the University of Twente.

Theoretical Value of the Study The aim of this study was mainly to find reasons for the big gap between international and local students at the University of Twente inside and outside the classroom and to formulate concrete strategies based on relevant literature and our findings for the university to improve the current situation and take a step towards systematic internationalisation.

Although we based our study on findings from relevant literature and interesting findings from former studies on this topic, the actual added value for science of the present study is relatively low. Our findings are mainly serving the University of Twente in order to formulate strategies for the integration of international students and internationalisation rather than provide relevant findings for the theoretical framework.

Even though the purpose of the study was a more practical one from the beginning, it would have been beneficial to find results that add value to the scientific discussion. Now, we mainly used the findings of scientific research on the topic to build up

7.5. Suggestions for Future Research

our theoretical framework and tested the already existing results from former studies rather than deliver new, valuable findings to the discussion.

7.5. Suggestions for Future Research

There are several aspects the author would suggest for future research in the field of internationalisation and integration of international students at the University of Twente.

First of all, it is advisable to also include Dutch students and staff members in future research in order to create a clear and comprehensive picture of internationalisation and international students' integration at the UT. Those parties play a crucial role and should therefore be taken into account in future studies.

Furthermore, as mentioned in the previous section, the sample size of 14 international students is too small to be representative for the whole international student body of the University of Twente. Although the present study gives a good first impression on international students' attitudes, satisfaction and advice for improvement, a larger sample size should be used in future to improve the study's validity and generalisation for other Dutch educational institutions.

The present study gives a broad overview of numerous variables and factors that influence international students' integration process and tries to take all those aspects into account when testing hypotheses and formulating valuable results for the University of Twente. Although this is a good starting point, future research should concentrate on only one of the presented relationships and specify it so that more profound findings can be presented which can be used to formulate concrete plans for improving the situation between international and Dutch students.

One should, for example, either concentrate on the social integration or the academic integration of international students at the University of Twente and additionally take Dutch students and staff members into account.

Future research should discuss the present study with the University of Twente, assess what the university is still missing in order to get a clear picture of internationalisation and international students' integration to be able to formulate concrete action plans and build up a research on that.

As internationalisation is becoming more and more important and universities have to deal with the challenges that come along, the author of the present study instantly hopes that further research will be conducted on the topic so that international students, local students, the university, its members of staff and all other parties involved can improve and enjoy internationalisation at the University of Twente.

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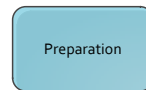
A. The Factors of and Effects on the Success of International Students' Integration

To give a written explanation of the schema displayed in Figure A.1, we will present a short description of all factors and their effects on the following aspects. The goal of this schema is to give an overview over how the success of international students' integration is affected by numerous factors. This schema can then be taken as a guideline for the questions that will be asked in interviews with international and Dutch students. With this schema in mind, the interviewer can detect critical factors that have an effect on the students' integration and continue to ask specific questions in order to find valuable and detailed reasons and backgrounds.

In order to give a detailed explanation of the schema, we will explain each aspect and its relations/effects separately.

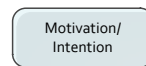
A.1. Preparation

The preparation is referring to the actions and intensity a student puts into preparing for the university he or she is going to study at. The intensity and form of preparation can differ strongly between the students. Some students might only prepare for the most obvious issues like travelling and accommodation, other students might prepare more intensively by, for example, collect information about the country, the culture, the people, the university and/ or the study programme. You can also think of dividing the preparation in an academic level (information about the university and the study) and a social level (information about culture, people, fellow students, ...).



A.2. Motivation/Intention

The motivation/ intention in this case is meant to describe the reasons the international student has to study at this specific university. A student can have several motivations and intentions when starting a study. Some students for example are choosing a specific study in a foreign country in order to get to know new people, a new culture and/ or a new language. In this case, the cultural experience is determining the student's intention and motivation.



A. The Factors of and Effects on the Success of International Students' Integration

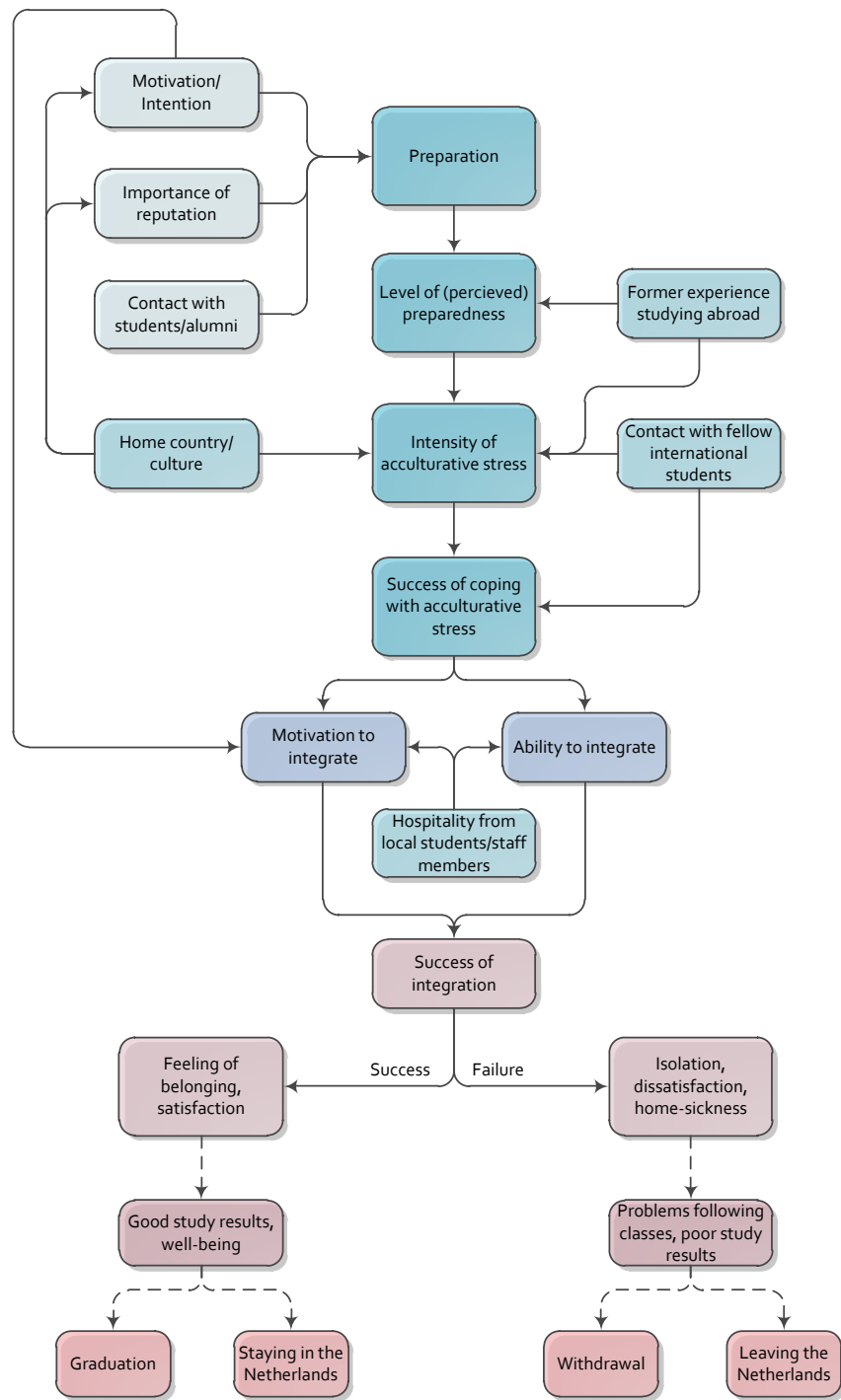


Figure A.1.: The factors of and effects on the success of international students' integration.

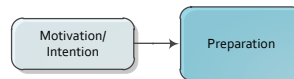
A.3. Effect of Motivation/Intention on the Preparation

In a different scenario, the student's intention to study at a (specific) university in a different country might be only getting a (valuable) diploma from a foreign university as quickly as possible and then leave the university and the country again in order to work in their home country again.

It is obvious that differing motivations and intentions to study abroad are likely to have an effect on the level of integration of the international student.

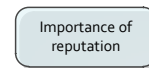
A.3. Effect of Motivation/Intention on the Preparation

As described above, students can have different motivations and intentions for starting a study abroad. For one student the cultural exchange and experience is most important, the other student only aims on getting a valuable diploma as quickly as possible and might have no interest in getting to know the foreign culture. These differences in motivation and intention have an effect on the form and intensity of preparation the student conducts before getting to the foreign university.



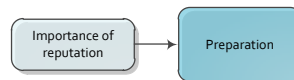
A.4. Importance of Reputation

The importance of the reputation is referring to how important the reputation of the university is for the student. For some students the reputation or the ranking of a university is very important and even is the most crucial aspect of their decision. Other students do not really spend attention to the reputation the university has but consider other aspects, for example location, programme offer or financial aspects to be more important.



A.5. Effect of the Importance of Reputation on the Preparation

The individual importance a student assigns to the reputation of the university he or she is going to join can have a significant effect on the preparation a student conducts before arriving at the university. Students who regard the reputation of a university as especially important will follow a different pattern than students who consider other aspects like location, student body or financial aspects as more important. A student who assigns much importance to the reputation will have a closer look at rankings, benchmarks and testimonials. Students who concentrate on other aspects are more likely to collect information about the people at the university, the country and the possibilities the university offers beside the programmes.

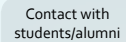


A. The Factors of and Effects on the Success of International Students' Integration

The different intensity and forms of preparation resulting in the varying levels of importance a student assigns to the reputation of the university can consequently have an effect on the level of (perceived) preparedness a student holds.

A.6. Contact with Students/Alumni

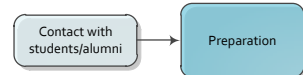
Contact with students or alumni is corresponding to the possibilities of exchange the student to be has with students who are already studying at the specific university or the contact with alumni who already graduated at the university and can therefore advise the student. The contact and exchange with actual students and/or alumni can be seen as a pool of first-hand information the student can use to create a first picture about the university and the surrounding he or she is going to join.



Contact with students/alumni

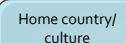
A.7. Effect of Contact with Students/Alumni on the Preparation

As the information a student gets from the contact with actual students and alumni from the university is first-hand, this exchange can be regarded as having a great impact on the preparation a student is conducting before joining the university. A student who is having contact with another student or alumni will get a lot of information about the university and the surrounding which he or she would probably not have gotten without this contact. Based on the information the student gets, the follow-up preparation will be likely to differ from students who did not have contact with other students or alumni as they will pay attention to different aspects based on their pre-knowledge.



A.8. Home Country/Culture

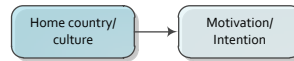
The aspect home country/culture is referring to the differences in culture, especially attitudes, values and expectations that different countries can have. While in some countries reputation, respect, achievement and modesty are important cultural aspects, these aspects can be less important in other countries where sociability and cultural exchange are more important. International students who are coming to a specific foreign university can therefore inhabit varying attitudes, values of and expectation from the university and its people.



Home country/culture

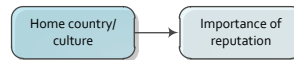
A.9. Effect of Home Country/Culture on Motivation/Intention

The attitudes and values that students from a foreign country inhabit can have huge effect on the motivation/intention the students have to study at a university abroad. Students who come from a country which has values as achievements and reputation will choose a well-known university and will be more likely to graduate as quickly and successfully as possible. International students from another country might come to the university expecting to meet other people, get to know the local culture and concentrate less on achieving good results in a short time. Based on these facts, one can recognize that the cultural from the home country has a significant effect on the motivation/intention of an international student concerning the study.



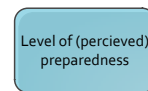
A.10. Effect of Home Country/Culture on Importance of Reputation

As stated before, the culture of a country can vary strongly in terms of the importance of reputation of the university an international student is going to study at. Students from two different countries can therefore have completely different opinions on the importance of reputation. It can therefore be concluded that the culture a student is coming from has significant effect on the level of importance that is linked to the reputation of the university.



A.11. Level of (Perceived) Preparedness

The level of (perceived) preparedness is referring to how much a student feels prepared for the challenge of studying in another country. Aspects that can play an important role in this case can be knowledge about the university, information about the foreign culture and people, knowledge about the study programme and courses or having everything fixed before arrival (travel, accommodation,...). Another important factor here is the level of comfort a student experiences when thinking of going to a foreign country to study. Is the student confident about it or rather afraid? Does he or she look forward to it or are insecurity and fear dominant?

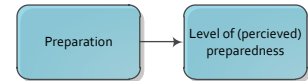


It is further important to state that we make a difference between actual preparedness and perceived preparedness. A student who has collected as much information as possible (which is likely to be regarded as well-prepared) can still feel unprepared whereas a student who has not sorted out everything might feel prepared.

A. The Factors of and Effects on the Success of International Students' Integration

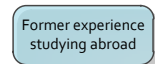
A.12. Effect of Preparation on the Level of (Perceived) Preparedness

The preparation a student conducted before actually arriving at the university abroad can have a strong effect on the level of (perceived) preparedness an international student is experiencing. The relation between preparation and (perceived) preparedness can be regarded as positively linear in this case, meaning that more preparation normally leads to a higher level of (perceived) preparedness for the challenging experience of studying abroad.



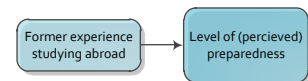
A.13. Former Experience Studying Abroad

Former experience in studying abroad is referring to the time a student has already spent as a student in a foreign country. A student can for example have done his or her bachelor degree in a foreign country or could have spent a semester abroad.



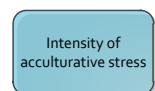
A.14. Effect of Former Experience Studying Abroad on the Level of (Perceived) Preparedness

Not only the preparation can have a significant effect on the level of (perceived) preparedness. Another important factor that can have influence on it is experience in studying abroad. Students who have gained former experience in studying abroad are therefore believed to have a higher level of (perceived) preparedness as they have already been confronted with this challenging experience and therefore know what to expect and how to handle the situation.



A.15. Intensity of Acculturative Stress

When looking at current literature on the topic integration of international students, an aspect that is frequently-mentioned is the acculturative stress which students experience when joining the new university and its environment. Students who are coming to study abroad have to deal with numerous challenging situations, for example a different language, different values and attitudes, other habits, different food and so on. Coping with the acculturative stress that students experience is a task that is handled differently by each student and is affected by different factors. The intensity of the acculturative stress in this case means in how far the habits, attitudes and values differ

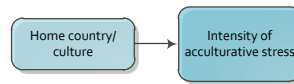


A.16. Effect of Home Country/Culture on the Intensity of Acculturative Stress

from the students' home country and how intense the students perceive this shock.

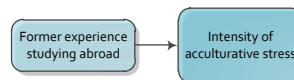
A.16. Effect of Home Country/Culture on the Intensity of Acculturative Stress

One aspect that has an effect on the intensity of the acculturative stress that students experience when joining the university and its environment is the culture they are used to from their home country. This means that students whose home culture strongly differs with the local culture are experiencing a more intense acculturative stress than students whose culture is comparable to the local culture.



A.17. Effect of Former Experience Studying Abroad on Intensity of Acculturative Stress

Former experience of studying abroad can also have a huge impact on the intensity of the acculturative stress an international student experiences. Students who have already gained experience in studying in a foreign country are aware of what to expect and therefore believed to have a less intense acculturative stress than a student who is studying abroad for the first time. Taking this into account, it can be stated that former experience in studying in a foreign country has an alleviative effect on the intensity of a acculturative stress.



A.18. Contact with Fellow International Students

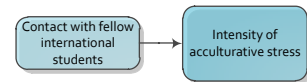
Contact with fellow international students is referring to the contact and exchange an international students has with students from his or her home country who are also studying at the same university or as well with other international students who are coming from a different country than their home country. International students can exchange information and impression they get from the local environment and advice each other when facing problems or difficulties.



A. The Factors of and Effects on the Success of International Students' Integration

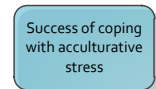
A.19. Effect of Contact with Fellow International Students on Intensity of Acculturative Stress

Contact with fellow international students is believed to have an alleviative effect on the intensity of the acculturative stress as students can talk about difficulties they are experiencing and help each other to cope with the situation. Students from a comparable background are believed to experience comparable impressions and challenges. When being able to exchange experiences and to talk about difficulties, international students are expected to perceive the acculturative stress as less intense than students who have do not have the possibility to exchange with other international students who are confronted with the same situation.



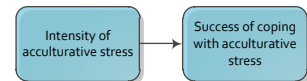
A.20. Success of Coping with Acculturative Stress

Success of coping with the acculturative stress is referring to how well students get over the first shock they experienced. Students who are starting to study abroad have to deal with and adjust to numerous new impressions and challenging situations. This is handled differently by the international students and is therefore also resulting in different levels of success of coping with the acculturative stress.



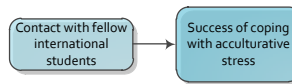
A.21. Effect of Intensity of Acculturative Stress on Success of Coping with Acculturative Stress

One factor that has impact on the success of coping with the acculturative stress is the intensity of the acculturative stress. Students who are experience a very intense acculturative stress are believed to have to put more effort in coping with the shock in order to successfully resolve it. Students who are experiencing a rather weak acculturative stress are therefore expected to have more success regarding coping with the acculturative stress as they are not experiencing as much dissonances as students with an intense acculturative stress.



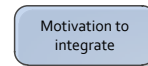
A.22. Effect of Contact with Fellow International Students on Success of Coping with Acculturative Stress

Another factor that affects the success of coping with the acculturative stress is the contact with fellow international students. When students are having the possibility to exchange with fellow international students who are experiencing the same difficulties, they are believed to have better chances to successfully cope with the acculturative stress they are confronted with.



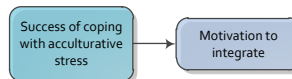
A.23. Motivation to Integrate

The motivation to integrate is in this case referring to how willing students are to integrate in the local university and culture. Are international students doing attempts to integrate, for example by getting into contact with local students? Or do international students prefer to stay in their own group or even on their own? Motivation in our case means that students have the desire to become a part of the environment they are living in and actively participate in the events which are happening at the university and its surrounding.



A.24. Effect of Success of Coping with Acculturative Stress on Motivation to Integrate

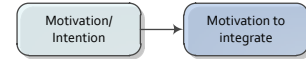
One factor that affects the motivation to integrate is the success of coping with the acculturative stress. Thereby, students who could successfully deal with the acculturative stress they experienced are believed to have a greater motivation to integrate than students who are still experiencing problems with coping with the acculturative stress. International students who successfully resolved the first shock are expected to be motivated to take another step and to be curious in learning more about the culture they just got used to by dealing with the acculturative stress. Students who are still dealing with difficulties in terms of coping with the acculturative stress are less likely to be motivated in taking the next step, namely integrating in the host culture.



A. The Factors of and Effects on the Success of International Students' Integration

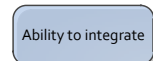
A.25. Effect of Motivation/Intention on the Motivation to Integrate

The motivation of integrating is also affected by the motivation/intention the students have when starting to study at a specific university abroad. International students whose main goal it is to achieve a diploma as soon as possible and to achieve the best results will be less likely to have a high motivation in integrating in the local culture as they might see this integration as an unnecessary distraction from achieving their actual goals. Students who, on the other hand, have the intention to get to know the host culture and meet new people are expected to have a greater motivation to integrate. Taking this into account, it can be stated that the original intention international students have when starting to study abroad has a significant effect on their motivation to integrate.



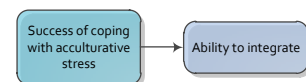
A.26. Ability to Integrate

The ability to integrate is referring to the possibility an international student has in order to integrate and which factors hinder the integration. The ability to integrate can for example depend on the spoken language, former experiences and, as well, the courage to integrate. If international students feel unable to integrate due to missing courage to get into contact with local students or because they do not speak the local language, their ability of integrating is limited. Time pressure can also be responsible for the inability to integrate. Students who have a scholarship and therefore have to graduate on time may be willing to integrate but eventually are not able to do so because work load and pressure to finish the study early.



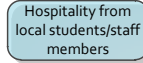
A.27. Effect of Success Coping with Acculturative Stress on Ability to Integrate

As well as the motivation to integrate, the ability to integrate is also affected by the success of coping with the acculturative stress. Students who were not able to deal with the initial shock of a new culture are also believed to be unable to take the next step, namely being able to actually integrate in the host culture. Resolving the acculturative stress therefore considered to be necessary in order to be able to integrate adequately in the new culture.



A.28. Hospitality from Local Students/Staff Members

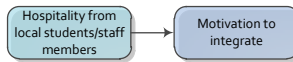
The hospitality from local students or members of staff is referring to how willing local people are to get into contact with international students. Are the people welcoming the students and interested in their story? Are they doing attempts to help them integrate? Or are the people at the local university reserved towards international students and prefer to stay within their own group? The hospitality in this case is the cooperativeness of local people to include the international students in their social and academic group.



Hospitality from local students/staff members

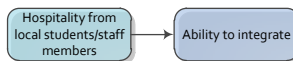
A.29. Effect of Hospitality from Local Students/Staff Members on the Motivation to Integrate

The hospitality of local students and members of staff has a significant effect on the international students' motivation to integrate. If the international students feel welcome and experience cooperativeness of local people to include them in their group, they are more motivated to integrate than when experiencing rejection. If they are for example invited to participate in activities together with local people, they will be more likely to accept and participate than when they have to organize their participation on their own. When taking a look at the overall integration of international students, it can be stated that the hospitality of the local students and members of staff is one of the most important factors for the success of international students' integration.



A.30. Effect of Hospitality from Local Students/Staff Members on the Ability to Integrate

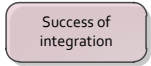
The hospitality from local students and staff members also has an effect on the ability of international students to integrate. Even if the students are motivated to integrate, their ability to do so might be hindered by rejection from local people. On the other hand, making the international students welcome gives them the ability to integrate.



A. The Factors of and Effects on the Success of International Students' Integration

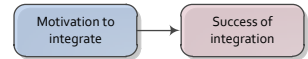
A.31. Success of Integration

The success of integration is referring to the level of how the student has integrated. In this case, not only the measurable aspects such as frequency of contact with local people play a role but also the student's satisfaction with the integration is a crucial factor. Does the student stand in frequent contact with local students or staff members? Does he or she actively participate in events and activity offered by the university? Would the student consider him- or herself as integrated and is he or she satisfied with it? All these are aspects that have to be taken into account when looking at the success of integration.



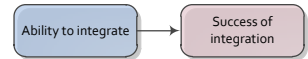
A.32. Effect of Motivation to Integrate on Success of Integration

The motivation to integrate has a huge impact on the success of the integration. If international students are not motivated to integrate and consequently do not take actions to integrate, the success of the integration, of course, will not be great. On the other hand, if the international students are highly motivated to integrate, the success of the integration will consequently be expected to be high as well.



A.33. Effect of Ability to Integrate on Success of Integration

As well as the motivation to integrate, the ability to integrate has a crucial effect on the success of the integration. If international students are not able to integrate (caused by internal or external factors) and consequently do not or cannot take actions to integrate, the success of the integration, of course, will not be great. On the other hand, if the international students are able to integrate and actually use this ability, the success of the integration will consequently be expected to be high as well.



A.34. Success of Integration (Success or Failure)

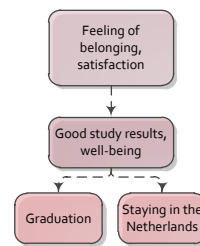
The success of integration can take two different directions: international students can either succeed in integrating into the host culture or they can fail. Success in this case is referring to the student being successfully integrated and also being satisfied with the level of integration, failure in this case means that the student is not (sufficiently) integrated in the local culture.

A.34.1. Success

When international students succeeded in integrating, they experience a feeling of belonging and are satisfied with their situation in the foreign country.

The satisfaction and feelings of belonging a student experiences when he or she is successfully integrated can result in well-being and good study results.

International students who experience well-being and achieve good study results are more likely to graduate and even stay in the host country to do another study or start to work.

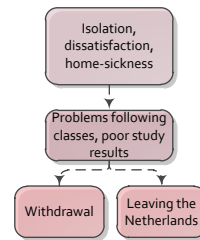


A.34.2. Failure

When international students fail on integrating into the host culture, they experience a feeling of isolation, are dissatisfied and might also be home-sick.

When international students feel isolated, dissatisfied or home-sick, it can result in problems following classes and consequently poor study results. Such students are also more likely to suffer from indispositions.

International students who experience isolation and achieve poor study results are more likely to leave the university early without a diploma and go back to their home country.



B. Statistical data

			abroad	sat_stay	sat_prog	sat_prof	sat_con_int	more_con_int	sat_con_nl	more_con_nl	integrate	well_prep	family	get_used	settle	still_diff	stay_nl	recommend	
sat_prog	r	0.869	0.048																
	p	0.930	0.026	1.000															
sat_prof	r				1.000														
	p	0.712	-0.108	0.001	0.803														
sat_con_int	r					1.000													
	p	0.373	0.258	0.106	0.450	0.672	0.124	0.397	0.246										
more_con_int	r						1.000												
	p	0.813	-0.070	0.899	-0.037	0.679	-0.122												
cat_con_nl	r							1.000											
	p	0.033	0.571	0.475	0.208	0.485	0.204	0.848	0.056	0.955	-0.017	0.240	-0.336	1.000					
more_con_nl	r								1.000										
	p	0.373	0.258	0.298	0.300	0.479	-0.206	0.751	-0.093	0.569	-0.167	0.487	0.203	0.798	-0.075	1.000	1.000	0.000	0.000
integrate	r										1.000								
	p	0.015	0.633	0.055	0.524	0.053	0.526	0.453	0.218	0.110	0.446	0.204	-0.361	0.009	0.672	1.000	1.000	0.000	0.000
well_prep	r											1.000							
	p	0.093	0.467	0.165	0.393	0.003	0.726	0.007	0.687	0.556	0.172	1.000	0.000	0.092	0.467	1.000	0.000	0.000	0.000

