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MASTER THESIS

THE MALAYSIAN VISITING FRIENDS AND
RELATIVES (VFR) MARKET INITIATED BY
THE MALAYSIAN STUDENTS IN SOUTH
ISLAND, NEW ZEALAND

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In loving memory of my late husband Allahyarham Ab. Rahim b. Hj. Mohammad.
May peace be upon you always and I miss you dearly.

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Abstract

In addition to the traditionally dominating countries within the international education market, the United States and the United Kingdom, new providers of educational products and recipients of student-generated VFR have been emerging over the last decade. Although, historically, the link between international education and the tourism industry has not attracted any significant research attention, recent studies (Cameron and Meade 2002; Kember 2002; Pope, Shanka and Ali-Knight 2002; Isa 2002) have identified the potential role of international students regarding the promotion of their host country as a VFR destination. By investigating the contribution of Malaysian international students towards VFR in New Zealand, this study attempts to facilitate a deeper understanding of the economic and social implications of international student-generated VFR.

Asian countries are reported to contribute the largest number of international students studying abroad. In New Zealand, the number of Asian students and, consequently, Asian VFR tourist has increased significantly in recent years, with Malaysian international students accounting for the largest group in New Zealand. Thus, this study investigates Malaysian students, who were studying in New Zealand in 2003, their families, who had already visited New Zealand and families, who intended to visit the host country. Research was carried out in form of questionnaires and interviews regarding the interaction between study, visitation and intention to visit.

Upon analysis of the results, the study finds that there are significant differences among the Malaysian ethnic groups in answering a few questions. Also, closeness to family, relatives and friends appears to be the major reason for the students to host VFR and for their VFR visitors to come and visit them in New Zealand.

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Preface

I have always liked entertaining people, organising activities and becoming involved in social clubs. When I came to New Zealand, these interests continued. I became actively involved with the Otago Malaysian Students' Association (OMSA) six months after I arrived in New Zealand. I met and got to know many other Malaysians through this organisation particularly in Dunedin, but also in other parts of New Zealand. I learned that there are quite a significant number of international students all over the country and, among these the proportion of Malaysian students is substantial. As the Honorary Secretary and later President for OMSA, I enjoyed close contact with the Malaysian High Commission in Wellington and other Malaysian student associations. Through my communications and observations of Malaysian students I learned that these students are frequently visited by their parents, relatives and friends travelling from Malaysia. I became familiar with one Malaysian family who liked to entertain guests from Malaysia. Sometimes these guests were not relatives but rather strangers who happened to visit Dunedin. It amazed me how kind the family was to their visitors. I have noticed that the majority of Malaysian students still hold strongly to their inner core of Malaysian culture. One manifestation of this is their readiness to host and entertain "Visiting Friends and Relatives" (VFR) at home. This realization triggered my interest to learn more about Malaysian students, especially with respect to the frequency that they hosted visitors during their stay in New Zealand.

I personally entertained, at my flat, a few Malaysian strangers and friends who contacted me through email during my first year in Dunedin. A few family members, other relatives and friends will be visiting me in Dunedin before I will have finished my studies. Additionally, I often receive emails and phone calls from Malaysians, who are strangers to me, asking about New Zealand and Dunedin. Some of them get my contact information from mutual acquaintances. Since I like entertaining people, I feel happy and proud to help my visitors in some way to become familiar with Dunedin and New Zealand. Since coming to New Zealand I feel as if I am playing a dual role; I promote Malaysia to everybody in New Zealand and at the same time I promote New Zealand to those back in Malaysia. Interestingly, a few of my international friends have visited Malaysia and I have helped them by providing information about Malaysia. Sometimes I feel that my heart belongs to two countries, Malaysia and New Zealand. Of course, I still love Malaysia more than my new country, New Zealand, but New Zealand is my first choice for a place to live. I even plan on sending my daughter to New Zealand for her education when she finishes her

secondary studies in Malaysia. I always promote New Zealand to other people, either for a holiday or to further their education. I am proud that more than five people have come to New Zealand for their tertiary education because of my promotion. I will continue to promote New Zealand to all my family members, relatives and friends in the future and I am sure that I am not the only person doing this. Hence, I became very interested to find out about the role other Malaysian students play in promoting New Zealand to their families, relatives and friends, and to what extent they have managed to attract visitors to come and see them in New Zealand. Also I would like to look at the role students have played in creating a tourist market, through the operation of VFR, in the several areas where they have settled to study.

This situation is not confined to the Malaysian students. I have known a variety of international students from the University of Otago who host on a VFR basis, at intervals, throughout the duration of their study. This is a very interesting phenomena and I do not think the tourism stakeholders realise the importance of the international students in stimulating the VFR market. The students are contributing to the tourism industry and, thus, to the wider local economy. Domestic and international students both play a similar role in attracting people to visit the place where they study but, since I am an international student myself, my concentration and interest is more on the international students' perspective. Therefore, I think it is timely for me to do a research study on this topic.

1.1 Background to Research Study

The intention of this research study is to examine the contribution of Visiting Friends and Relatives (VFR) tourism initiated by the international students. The roles that the students are playing in promoting tourism and in becoming hosts for their VFR visitors from their home country will be analysed. This study looks at aspects of VFR tourism in New Zealand, which is initiated by the international students. The focus will be on the Malaysian international students in the South Island of New Zealand, the Malaysian VFR tourists who come to visit them and the potential VFR tourist market of international students from Malaysia.

People have travelled since the beginning of time and the reason and motivation for people's travel to a destination can be very complex, multiple and vary from one another. The list of what motivates people to travel can be from a very simple or a complicated and multi reasons. Tourism researchers note that people have many different reasons for taking either domestic or international holidays (Pearce 2003; Saarinen 2000). The traditional reasons for people travelling used to be for the four 'S's which is; sun, sea, sand and sex (Nicholson-Lord 1997). However, these are not really applicable or suitable to describe tourism in today's world anymore (Saarinen 2000). Tourists nowadays travel to a destination for a variety of factors and purposes and among the popular purposes for them to travel identified by the World Tourism Organisation (WTO) is for holiday (leisure/recreation), business, visiting friends and relatives (VFR), sports and religion. WTO categorised the purpose of people travelling under three categories that are;

- a) Leisure, recreation and holidays;
- b) Business and
- c) VFR, Health, Religion and others

VFR has become an increasingly important purpose and trend for people travelling domestically and internationally. On the international VFR scene, countries, which have a significant number of immigrants and expatriates living there, can easily attract this type of tourists. Lehto, Morrison and O'Leary (2001) reported that VFR comprises a considerable part of the international travel market, especially for countries with a strong immigration tradition like Britain, the United States, Australia and New Zealand.

New Zealand has been one of the countries that have a substantial number of immigrants and the number is increasing every year, especially immigrants from Asian countries (Statistics New Zealand 2003; Asian 2000 Foundation 2002). In addition, Tourism News (2002) points that a report by New Zealand International Education Marketing Network (NZIEMN) identifies that the number of foreign students studying in New Zealand has steadily increased, and it shows Asians as being the biggest group of international students in New Zealand. One of the reasons contributing to the large numbers of Asian students studying in New Zealand is the significant increase of immigrant families from Asia (Beaver and Tuck 1998). Meanwhile, students can be considered as immigrants or short-term immigrants or even sojourners by looking at the length of time they migrate to one place either domestically or internationally. This is because during their study or migration period, the students will spend most of their time at that particular place rather than at home. Some international students might migrate more than three years at one place to finish her/his study.

Migration is getting very complex lately and there are many patterns of migrations happening in this new era. Skeldon (1992) points out the complexities in producing typologies of migration for the Asian region and identifies a few migration flows, which are; settler migration systems, student migration systems, contract labour systems, skilled labour systems and refugee movements. Other normal terms being used when discussing about the new pattern of migration are circle migration, return migration, conventional migration, business migration and chain migration. However, there is very small numbers of literature review on VFR tourism and its relationship to immigration even though slowly the topic is gaining attention by the academicians (Williams and Hall 2000; Kang and Page 2000; Duval 2001; Go 2002; Isa 2002). Interestingly, more tourism scholars are starting to realise the important roles played by immigrants towards the tourism industry specifically the VFR tourism market.

In light of what has been said about VFR and the influx of Asians to New Zealand, this research on VFR market is timely as it would give a better understanding of the contributions and influences of foreign students on the international tourism market in New Zealand.

1.2 Research Issues

Historically, VFR tourism has been regarded as mainly internal travel but now it has developed to be international as well as domestic travel (Moscardo, Pearce, Morrison, Green and O'Leary 2000). On the one hand, VFR is not something new to the tourism industry; it has been happening for centuries. During the Grand Tour era in the eighteenth century, VFR tourism became very popular for the wealthy families of Europe who sent their sons for an education around Europe. These sons would be sent to stay with friends of family and relatives until they finished their studies (Seaton 1994). On the other hand, people in the tourism industry have only recently realised the importance of the VFR market and started to appreciate the contribution of it to the industry but it is still not enough. Research data on the VFR is still low and sometimes almost non-existent, especially on developing countries like Malaysia. This topic is still a novel topic in countries like New Zealand and Malaysia compared to other tourism studies (Isa 2002; Pope, Shanka and Ali-Knight 2002).

International students can play a significant role in attracting a large number of VFR to visit them in the host country where they are studying, especially during their graduation time. The income generated from international education has a significant contribution on a host country's economy. The United States (US) is known as the world market leader in the international education field and in general has become 'big businesses'. In 1998, it was estimated that the international education sector in US generated between US \$630 billion to US \$680 billion (Light, 1998). While Western Australia reported they gained around AU \$350 million per annum from the international students activities in the region (Pope et al 2002). A significant portion of this income would understandably have been through VFR.

In Asian cultures, VFR activities form a very important aspect of their lifestyle. People from Asia are still living within the culture of strong family ties and connections including with their relatives and friends wherever they are. Malaysia shares many similarities with the Asian culture due to its location in South East Asia. Hence, it is not surprising to learn that Asians are reported to be the largest market of VFR outbound travellers in the future (Omstedt 1997). This is due to the growth in numbers of Asian immigrants all over the world and the fact that the Asian culture places high priority on maintaining a close relationship with immediate family and extended family.

One Asian country which is considered as a very important in generating and receiving international tourists in the world is Malaysia (World Tourism Organisation 2000). Malaysia is recognised by the Organisation for Economic Co-operation Development (OECD) (2002) as one of the important countries that contribute significantly to the international education sectors, especially to the English speaking countries. OECD continues by reporting that New Zealand is identified to be one of the English speaking countries which have a high number of Malaysians. This study thus looks at Malaysian VFR in the New Zealand context.

1.2.1. Participants for the Study

There are three main reasons why Malaysian VFR tourists and students have been selected as samples for this study. Firstly, Malaysian students are one of the largest groups of foreign student studying in English speaking countries (OECD 2002) and secondly Malaysian tourists generate importantly to the international outbound tourism market (WTO 2002). The last reason is because the contribution of international students to the tourism industry is hardly been recognised by people in the industry. Hence, it is important to study the contribution of Malaysian students on the VFR market. This is necessary in order to streamline and identify the activities that will be appropriate and those that are culturally sensitive for those VFR tourists from Malaysia when they are abroad.

The study listed below why Malaysian students and their VFR tourists were chosen to be in the study;

- a) Malaysian students represent one of the largest groups of international students studying in New Zealand at the moment, meaning they can attract a significant number of VFR tourists to the country (Kember 2002; Cameron and Maede 2002).
- b) There are significant numbers of Malaysian immigrants in New Zealand (Statistics New Zealand 2002).
- c) The contribution of international students' activities to the New Zealand economy is great.
- d) Malaysia is a developing country, which contributes numerous outbound tourists including to New Zealand (WTO 2002; Tourism New Zealand [TNZ] 2003).

1.3 Purpose and Objectives of the Study

The main purpose of the study is to investigate the motivation and characteristics of the Malaysian VFR market to New Zealand initiated by the Malaysian students. The study is also aims to find out the role that the Malaysian students play in attracting and promoting New Zealand to their family and friends back home. To fully tap this vast potential market, specific marketing strategies need to be developed to enhance the satisfaction of both the VFR tourists and the destination country. Also, it will give some indications for the New Zealand tourism key players to identify their attractions and help them promoting New Zealand especially to Malaysian VFR market. Finally to find out the students' feelings in becoming VFR hosts for their visitors. For that purpose, six objectives are drawn up, and these are;

- i) To examine the travel motivations of the VFR tourists when visiting the students,
- ii) To investigate possible ethnic differences in the experiences of hosting VFR for the student in New Zealand,
- iii) To determine the main activities and attractions visited,
- iv) To give an indication of the expenditures of VFR visitors visiting students, and
- v) To identify and suggest the needs of VFR tourists,
- vi) To make recommendations of tourists destinations development.

1.4 Importance of the Study

This study is important because the international education sector can play a very important role in a country's economy. The size of the international education market is estimated to be \$100 billion annually and can itself be called a worldwide industry (Machi 1998). Educational activities, especially international education, will normally lead to other activities, particularly activities related to tourism and the economy. The NZIEMN Project Manager, Peter Laursen suggests that the indirect benefit from international education to the tourism industry is very significant. This is based on the notion that international students behave like tourists, and will engage in typical tourist activities while studying overseas (Tourism News 2002). Thus it is creating inbound tourism that can stimulate the economy of an education destination. Laursen continues by saying "...there is a natural overlap between study and tourism. Students engage in tourism experiences during their stay as do their friends and family when they come to visit..." (Tourism News 2002:10).

This study is important as it will provide new understanding of the relationships and linkages between the VFR tourism initiated by international students during their sojourn in a foreign country. Also, this research project will contribute and add to the limited work in this area and will be beneficial to the tourism industry and education sectors. Most importantly it will contribute more literature particularly on the VFR topic and also to other related topics like the contribution of international students to the tourism industry; some indication of VFR expenditure pattern; the role the international students play in their host country; how many times a student host visitors during their study period and type of activities the VFR tourist and the student engage in.

This research will try to understand students' VFR visitors and potential visitors' prime motivation in visiting the student as in this industry; tourists' motivation is a very important aspect. This study is very important to the New Zealand and Malaysia tourism industry and education sector especially in understanding the international students' VFR market. So far, there has been no study conducted on Malaysian VFR tourists in relation to Malaysian students in New Zealand. Thus, this research study is intended to bring equal benefits to the international education sector and the New Zealand and Malaysian tourism industries.

1.5 The Current Situation

With more than 80,000 foreign students enrolled at New Zealand schools and tertiary institutes, more people are starting to realise the importance of this sector to New Zealand (Za'za' 2003). These foreign students are identified to contribute significantly particularly to the tourism industry. The students play an important role in attracting the VFR tourists not only by promoting the place but also by helping in planning out the itinerary for the tourists (Isa 2002). That applies to both local and foreign students since the students are more experienced than the tourists at one place. Isa (2002) points that the students would suggest the activities their VFR tourists should do and where the tourists should go on a trip. In a way the student sometimes play a consultant role for their visitors. Earlier, Laurenson in Tourism News 2001 suggested that the international education industry and the tourism industry should work hand in hand for the benefit of both parties.

As a speech given by New Zealand Minister of Education, Mr Trevor Mallard points the monetary value of New Zealand education exports to India is estimated at about

\$80 million a year. That includes not only the tuition fees paid here by Indian students, but also the money spent by the students on living expenses or recreation (The Indian 2004). From here it demonstrates that international students involve actively in tourism activities when they study abroad.

The Malaysian government has also started to pay more attention to the international education sector due to the great contribution of this sector to its economy. Presently more than 600 private education institutions ranging from secondary schools to universities and branch campuses of foreign universities have been set up to cater for both local and foreign demand. There are also at least twelve public or government universities in Malaysia. For the year 2000, about 26,000 foreign students from nearly 100 countries including Indonesia, China, India, West Asia and Africa opted to study in Malaysia (MATRADE 2002).

1.6 Structure of Thesis

This thesis is divided into six main chapters. There are two literature review sections; the first part of the literature review discusses literature on topics related to the growth of VFR tourism and also touches on the World VFR tourism. Topic on the development of the tourism industry in New Zealand and Malaysia will be discussed in chapter two. Other related topics included in second chapter of this thesis are immigration and transnationalism, ethnic and cultural tourism, travel motivation and the push and pull factors of VFR travellers. Also included is a model by Hall and William (2002) on the relationship of immigration movements to VFR tourism and the connection of immigration patterns to VFR tourism will be presented at the end of the chapter two.

Chapter three examines topics related to the international education sector and its relationship to the tourism industry, concentrating on the VFR market. History of Malaysia and New Zealand relationship in education sector will also be discussed in this chapter. The discussion on the influence of international students as sojourners on VFR tourism, particularly in New Zealand will be presented as well. This will provide an indication on the significant role of Malaysian students to the tourism industry in New Zealand.

The fourth chapter describes the research method applied in the study. This includes a description of the qualitative and quantitative methods used to conduct the surveys.

The process involved in distributing and collecting primary data will be explained with details about the respondents' profiles. Chapter five presents the data analysis and the results obtained through the use of the Statistical Package for Social Science (SPSS) for quantitative method and phenomenological approach for qualitative method. The data and results of all three groups of respondents for this research study will be presented together according to themes. The themes are promotion; life and experiences in New Zealand and future planning. The final chapter will present the conclusions and recommendations based on the findings of this study.

CHAPTER TWO: GENERAL BACKGROUND OF TOURISM AND WORLD IMMIGRATION

2.1 Introduction

The purpose of this chapter is to discuss the characteristics and components that help build the VFR tourism market and its characteristics based on the previous researches and articles on this topic and anything relating to it. This chapter begins with a discussion on international migration and transnationalism, it will then look at diaspora and ethnic tourism which are linked to the VFR sector. Tourism travel motivation and the push and pull factor for VFR tourists will also be discussed. Later, this study will examine the relationship of all those components to the VFR tourism sector. Finally, this chapter will look at VFR tourism in New Zealand and Malaysia by comparing the connections and relationships of VFR to all the components that contributed to the creation and growth in the tourism industry.

2.2 World Tourism and VFR Tourism

Tourism is an umbrella industry comprising a range of goods and service sold both to residents of an area as well as to tourists. Unlike other goods and services, the dollar value of tourism purchases is very hard to count and is thus be estimated, largely by conducting surveys among the purchasers. This makes the industry complicated to understand (Dickman 1997). However, with the introduction of Tourism Satellite Account (TSA) by WTO in 1991 the contribution of the tourism industry is no longer a problem to calculate.

A few developed countries like the US, the United Kingdom, Canada and New Zealand are among the first countries in the world to use TSA to calculate the contribution of the tourism industry to their countries' economy since the middle of 1990s. For New Zealand the TSA is linked to the existing of New Zealand System of National Accounts. Satellite accounts involve the rearrangement of existing information found in the national accounts so that an area of particular economic or social importance can be analysed more closely and accurately (Statistics New Zealand 2003). Developing countries like the Philippines, Austria, Thailand and Malaysia also are implementing TSA for their tourism industry in the year 2000.

Tourism is a very unstable industry; characterized by unpredictable outcomes, which have been historically diverse but largely categorized as negative externalities for

Tourism is a very unstable industry; characterized by unpredictable outcomes, which have been historically diverse but largely categorized as negative externalities for groups concerned with natural resources and culture (Goeldner and Ritchie 2003). Therefore, it is hard to find an acceptable and common definition of tourism, and tourist let alone VFR tourism due to the multidimensional aspects of the industry. The most common definition of the tourism industry used in so many tourism publications and accepted by most tourism key players is the definitions by the World Tourism Organisation (WTO). WTO (2002, p. 1) defines tourism as:

“the set of activities of a person travelling to a place outside his or her usual environment for less than a year and whose main purpose of travel is other than the exercise of an activity remunerated from within the place visited.”

There are however some exclusions to the WTO definition. Those who are excluded from the definition are people travelling to work or school each day or people crossing international borders. Soldiers, nomads, refugees, diplomats and other specific groups are also not included in the definition (WTO 2002).

However, Tourism Works for Queensland (2002, p. 1) defines tourism as:

“ the temporary short-term movement of people to destinations outside the places where they normally live and work, together with their activities and experiences during these trips which include pleasure, entertainment, culture, business, conferences, visiting friends and relatives, adventure, shopping, dining, challenge and self-development, or a combination of these reasons”.

Both the definitions by the WTO and Tourism Works for Queensland include domestic and international tourism. To sum up,

- Domestic tourism involves resident visitors travelling within the economic territory of the country in which the visitors live.
- Inbound tourism involves non-residents visitors travelling to another country or outside the economic territory in which the visitors live.

WTO also has other definitions of tourist, visitor and same day visitor. According to WTO, tourist is a visitor who stays at least one day (24 hours) in collective or private accommodation in the place visited. A visitor is any person who travelled to a place other than that in which s/he has his/her usual residence but outside his/her usual environment for a period not exceeding 12 months and whose main purpose for the visit is other than the exercise of an activity remunerated from within the place visited. A same-day visitor is a visitor who does not spend a night in a collective or

private accommodation in the place visited. All of them (tourist, visitor and same day visitor) are included in tourism statistics (WTO 2002).

While the debate continues on the definition of tourism and there are so many tourism experts defining tourism in their own words one has to accept the fact that it is just impossible to get everybody to agree to just one definition on tourism or even VFR tourism. Some definitions are simple and very brief while some are complicated and are even defined by number of miles a person should be away from home in order to be called a tourist. Tourism is certainly hard to define but easy to recognise (Schaller 1996).

Regardless of the ongoing argument on the definition, the tourism industry has proved to be a very important and fast-growing international industry. The smallest countries to the biggest country on the earth are talking about tourism. Tourism is always seen as a dynamic tool for economic development in both high and low income countries and it can help to diversify a country's economy (Gibson 1993; Pearce 2003).

A report by Schaller (1996) highlights that in 1950 the international tourist arrivals all over the world numbered only 25 million and rose to 183 million in 1970. In 1988 the number went up to 400 million and for the millennium year the number of international tourist reached 680 million. A recent report released by the WTO indicates that for the first time ever in history the number of international tourists exceeded the 700 million marks (WTO 2003).

On the one hand this industry is a very fragile industry that is easily affected by fluctuating economic trends, fuel costs, political unrest and unforeseen events such as the 1986 nuclear accident at Chernobyl and international acts of terrorism (Christiansen 1989). On the other hand, tourism has proved that the industry has a very strong resilience and recovered very fast over turbulent times. As an example according to WTO (2003) report, the September 11, 2001 terrorist attack did not affect the rising number of international tourist travelling all over the world last year.

This year, once again the tourism industry is being tested very hard with the US and Iraq war and SARS disease. Many countries especially in Asia reported that their countries have been affected very badly due to these two occurrences. The industry can only see the result of the whole damage early next year (2004) when WTO

releases its report on how bad the industry has been affected this year by the two biggest incidents. Besides this, terrorist attack is still the biggest threat for the industry and until today, it is still happening all around the globe almost every month especially in the Middle East countries like Iraq and Turkey.

From the early 1990s people in the tourism industry especially the academics started to focus their research attention to VFR, an issue that had been neglected by key industry players. Unfortunately, the study of the VFR topic is limited to countries like the US and the UK because of the significant VFR tourists visiting those countries. Research on VFR in developing countries is still lacking. The VFR purpose of visit always categorised as under holiday or pleasure by some countries and this makes auditing difficult. The documentation of VFR is not as good as on other types of tourism even though people always claim VFR is among the popular reasons for tourists to travel. Even though some countries realise the importance of VFR tourism to their country research on VFR is still lacking. As an example, almost half of the US domestic travellers visit friends and relatives but this market segment was marginalized and almost forgotten until the late 1980s (Hu, Morrison and O'Leary 2002).

The common reason for the poor documentation of VFR tourism is because the VFR tourists did not contribute to the accommodation sector. On the contrary, some studies report that many VFR tourists rather stayed at hotels than at their host's house. A study on international VFR in the US by Lehto, Morrison and O'Leary (2001) found that the VFR made substantial use of commercial accommodation.

The United Kingdom Tourism Survey (UKTS) claims that the VFR category has been neglected as a subject for analysis as a result of the low yields traditionally associated with VFR travel. However, the rapid growth in this sector over the last decade challenges this notion and more studies have been done on this subject all over the world. Morrison and O'Leary (1995) for example, point out the same argument that the VFR market has often been ignored by researchers and marketers who assume that these activities are hard to manage and that its economic importance is minimal when, according to these authors it is not. This is substantiated by claims that these tourists are bigger in numbers and have greater economic impact than was previously thought (Morrison and O'Leary 1995).

Williams and Hall two prolific VFR researchers claim, VFR activity should be treated as a new form of leisure consumption, stretching relationships across space since migration has become a very popular trend all over the world. The importance of VFR market has been emphasized from a few different perspectives. The sheer volume of VFR traffic has been a convincing indicator with VFR consistently being reported as one of the major motivations for domestic pleasure travel (Lehto et al 2001).

Normally VFR tourism is initiated out of the desire to be around family and friends or an obligation to keep close relationship and contact between the travellers and the host (Morrison, Woods, Pearce, Moscardo and Sung 2000; Duval 2001; Go 2002; Isa 2002). Likewise, Isa (2002) finds that closeness to relatives and friends is the prime motive for the Malaysian VFR to visit their children, relatives or friends studying in New Zealand.

To find out whether VFR is the prime motive for a visitor to visit one place or is it because of other reasons is another problem. For instance, some tourists travel to one place because to attend conferences and at the same time to visit friends or relatives at that place. However, sometimes decision to attend a conference at one place is because the person wants to visit friends or relatives over there. Thus, it shows that it is hard to really understand the real reason for a person to travel sometimes (Rusk 1998).

Recently, there are even moves to break down the VFR category into sections. Seaton (1994) for example suggests the VFR be separated into three groups that are (i) visiting relatives (ii) visiting friends and (iii) visiting friends and relatives. This move is supported by Jafari (2000) who says that further studies have revealed that VFR is not a homogeneous group since visiting friends can be quite different from trips to visit relatives.

Another suggestion made by Hu, Morrison and O'Leary (2002) who classify VFR into four categories; single-destination/single-purpose, multi-purpose, multi-destination, and multi-destination/multi-purpose. They argue that the rationale of dividing VFR into the four categories is because the four groups were found to be significantly different in reason for travel (tripographics) and some socio-demographic characteristics. In their study they examined the variety-seeking behaviour of the US travellers whose primary trip motive was to visit friends and relatives.

While Williams and Hall (2000) argue another form of travel that might help to shape the VFR segment is the retired immigration trend. This trend is very popular among the UK people and may spread soon to other countries. At the moment the retirement immigration trend is more popular for internal migration but is getting popular for external migration as well (Williams and Hall 2000).

Since the tourism industry is growing bigger every year and becoming an increasingly mature consumer industry, it is important to understand and recognise the tourist's motivation because that is basic to understanding the tourists themselves. Pearce one of the experts on tourist behaviour, points out that tourist behaviour and motivation will become a compulsory subject for all people in the tourism industry due to the changes of tourists and the industry itself. He asserts that tourists are becoming more educated and sophisticated while the industry is becoming more complex and varied (Pearce 1998). When the tourist's motivation is identified, it is easier to attract them to a destination and fulfil their needs and wants.

2.3 Tourism in New Zealand and Malaysia

International visitors to New Zealand contributed an estimated NZ \$5.168 billion in 2001. Holiday visitors are the main source of this contribution to the economy followed by VFR and business visitors. One of the reasons why the VFR is becoming the second largest group of international visitors to New Zealand is because New Zealand has a significant number of immigrants living in this country. This is an unexpected result and unexpected link between the number of immigrants from certain Asian countries and visitors travelling to New Zealand for VFR purposes especially from South Korea and Japan (Tourism New Zealand (TNZ) 2002).

A study done by TNZ (1995) reported the number of VFR tourists from Japan and South Korea increased to almost 300 percent (Collier 1999). The report further explains that between 1990 and 1995 the number of immigrants from Taiwan increased by 137 percent and from South Korea by over 200 per cent. Over the same period, the VFR market from Taiwan increased by 300 per cent while for South Korea the figure is in excess of 1000 per cent. These demonstrate a strong connection between the substantial numbers of immigrants and tourists from those countries (Collier 1999; TNZ 2002).

The latest 2001 census figures released by Statistics New Zealand 2002 indicated the dramatic increase of Asian population in New Zealand. With 140 percent increment in ten years, the total numbers of Asian is at 240,000 representing over six percent of the total New Zealand population. Two thirds of Asian population are concentrated in Auckland making one in every nine persons in Auckland to be of Asian origin. At the same time tourists from Asian countries especially from China, South Korea, Japan, India, Singapore and Thailand contribute significantly to New Zealand tourism industry (TNZ 2002).

Another great contributor to the expansion of VFR market in New Zealand is the significant number of international students particularly from Asian countries. For the year 2002 it was reported that New Zealand hosted approximately 18,100 international students studying from the lower level to the upper level of education in the country (NZEIMN 2003). The same scenario with the immigrants' pattern happened in the New Zealand international education field. The number of Japanese and South Korean foreign students increased tremendously for the past 10 years. Other countries that contributed significantly to the increase in immigrants and international student numbers are from China and India (TNZ 2003; NZIEMN 2003; Tourism News 2003).

Both immigrant numbers and international students' numbers in New Zealand show a constant growth of Asian immigrants and international students to this country. Since international students are also seen as potential immigrants, the growth of both aspects has some relationship. This number is considerably substantial for a country that only has 3.3 million populations. In addition, a research on ethnic diversity in New Zealand by Statistics New Zealand (2002) found that immigrants who are established tend to bring in additional family members. No doubt it shows there is a linkage between immigration and tourism.

A report by TNZ (2002) illustrated that the international tourists to New Zealand are reported to reach two million for the first time ever in history. While, the number of VFR visitors to New Zealand is up by 18 percent compared to the previous year and remains to be in the second place after holiday purpose. With the good image that New Zealand has had as a safe and friendly country, it indicates that the industry have a positive growth in the future (Tourism News 2003; TNZ 2002). In TNZ 2002 reports noted that Malaysia is considered among the top 20 countries in generating tourists to New Zealand.

Malaysia as a developing country in Asia is seen as a tourist-generating country. According to WTO (2002) report, Malaysia is among the top destinations in the world especially in Asia due to political and economic stability. The number of tourists to the country keeps on increasing every year making the industry the second largest income earner in Malaysia. The Malaysian government has been very supportive with their tourism promotion and campaign through their Ministry of Culture, Arts and Tourism (MOCAT) especially after the successful Visit Malaysia Year 1990. Every year the industry through MOCAT received an increment for their budget for promoting tourism activities in and outside Malaysia. For the year 2000, the industry generated RM 33 billion for Malaysian economy. In 2002, Malaysian government decided to increase the budget allocation to RM 400 million for the tourism industry (Utusan Malaysia 2002).

Mostly the tourists to Malaysia are from the South East Asian countries followed by Japanese, Taiwanese and Chinese. The Chinese from China are one of the biggest tourist groups to Malaysia (Asia Net 2002). Maybe this is due to the significant number of Chinese population in Malaysia which created interest for the Chinese tourists. The majority of international tourists visited Malaysia for holiday/pleasure purpose (43 percent of arrivals); followed by VFR (15 percent of arrivals); business (eight percent of arrival) and conferences and conventions (three percent of arrival) (World Travel and Tourism Council [WTTC] 2002). The report by WTTC (2002) also points that the VFR share in Malaysia is significantly higher than for competing destinations in Asia.

2.4 VFR Tourism in New Zealand and Malaysia

The tourism industry is becoming very important to the world's economy and creating many activities relating to the industry. Starting from 1980s, alternative forms of tourism began to spread and lots of new forms of tourism were introduced to the world; among them were nature tourism, soft tourism, responsible tourism, green tourism and ecotourism.

The VFR tourism market however, is not just another niche market for the industry nor a new form of tourism activity. The contribution of this market is very significant to the industry even though this market has only just got recognition from the key players from the tourism sector. When tourists travel because of VFR, the real motivation of taking the trip sometimes can be an obligation especially by the parents

to check on their children study overseas. In Asian culture, the obligation is even important because of the closeness of family ties. Asian children are more dependent on their parents as compared to the Westerners and at the same time Asian culture stresses the importance of family closeness with their extended family members. This explains why the Westerners classify Asians as group-oriented and Asian on the other hand; say that Westerners are individualistic (Kawato 1995).

For Asians, children are seen as central to a family and parents tend to be protective over their children and their relatives (Nicholson 2003). Hence, Asian VFR tourists can be great contributors to the VFR market all over the world especially for a place, which has a significant number of Asian students. In Asian culture, parents or the elderly have a strong obligation to look after their children who are not married. This responsibility becomes stronger with girls. This obligation is not just to take care of their family face or good name but also extended to a clan group. In addition, even if a person is not related to another person in one area the person's behaviour and attitude represent the area where the person comes from (Nicholson 2003; Wolf 2000). That is the reason why Asians is seeing to be a great contributor to the VFR tourism market.

Tourism New Zealand realises the great potential of Asian market to the tourism industry in New Zealand. This is due to the buoyant economies and growing affluence of many countries within the Asian region like China, Taiwan, Japan, Singapore and Malaysia which makes the market area very appealing to New Zealand tourism industry (TNZ 2002). New Zealand Prime Minister, Rt. Hon. Helen Clark has acknowledge this in a recent speech at the Seriously Asia Conference (2003, p. 1) "Asia is moving on without us, and it's our job to make ourselves relevant to and engaged in its future. New Zealand's relation with Asia is not in crisis but they do need momentum if our country is to be part of the dynamism of the region".

The importance of Asian tourism market to New Zealand is also due to the close relationship between Asian immigrants and international students from Asia and incoming tourists particularly from VFR market. Previous research studies proved the larger the number of immigrants living in a place the larger the number of VFR tourists likely to visit the place and the same scenario happens for internal migration too (Collier 1999; TNZ 2002; IOM 2002).

As an example, in the US the number of Philippines tourists to the country increased every year significantly. One of the reasons is because there are a huge number of Philippine immigrants in the US (Office of Travel and Tourism Industries (OTTI) 2001). In the UK a significant number of tourists from India visited UK every year because of the substantial number of Indian immigrants living in UK. Today, the tourism industry trend in many countries which have significant number of immigrants living there like the UK, US, Canada, Australia and New Zealand is that the VFR purpose is the top five largest groups of tourists visiting these countries. Since students are seen as short-term immigrants their contribution to the tourism industry needs to be recognised and investigated.

VFR is a very popular activity for Malaysian domestic tourism since a long time. The 'balik kampung' (go back to your home town) trend is very popular for all races in Malaysia especially during the festive seasons or long weekends holiday. Likewise, this trend is similar to the study done by Seaton (1996) who finds that transmigrant popular time to go back to their original place or having their family or friends coming to visit them are during the festive seasons of Jews, Muslims, Christians, Buddhist and Hindu celebrations. TNZ (2002) also noted that the South Asian market (India, Indonesia, Malaysia, Singapore and Thailand) peak period to visit New Zealand is during school holidays, religious celebration and public holidays. Since ages VFR activity has been a domestic affair in Malaysia. Recently it started to become an international market trend due to a substantial number of Malaysian immigrants, expatriate and international students staying overseas.

A report by New Zealand Tourist and Publicity Department (NZTP 1988) states that for the year 1987 every one in five Malaysian tourists came to New Zealand primarily to visit friends or relatives or both. Also, Malaysian visitors either on holiday or VFR tend to stay longer in New Zealand compared to Singaporeans. Recent reports released by Tourism New Zealand states that the trend of Malaysian visitors to New Zealand is still the same with holiday being the main purpose for them to travel to this country followed by VFR then business purpose (TNZ 2003). This finding is almost the same finding as the report by WTO on the international tourism industry trend. Holiday purpose is always the most popular reason for people travelling followed by other purposes like business and VFR (WTO 2003).

Another report conducted by McDermott Fairgray for the Tourism Research Council New Zealand in 2001 states that, VFR market will continues to be the second popular

reason for people visiting New Zealand in the future. For the year 2000 VFR market to New Zealand counted for 26.7 percent compared to holiday visitors which accounted for 52.0 percent. The report forecast that by the year 2007, VFR market will decline slightly to 26.4 percent and the holiday purpose would rise to 52.9 percent by that year. However one has to bear in mind that some of the holiday and business travellers come to New Zealand with two intentions, that is for holiday or business and at the same time to visit their friends or relatives in this country. The same report also shows that Malaysia will continue to be one of the important Asian countries contributing tourists to New Zealand. Even though holiday visitors are still the number one ranking with 14,000 Malaysian tourists expected to be here in 2000, but VFR visitors also contribute an important market to the tourism industry in New Zealand. The report estimated 4000 VFR travellers from Malaysia are expected to visit New Zealand in 2000. In 2007 it is forecasted that the number will grow to 6000 tourists. However, the number does not include Malaysians who are holding Permanent Residence (PR) because they are not counted as a tourist in the tourist statistics. If these PR holders are counted it is estimated that the economic contribution from the VFR market to the tourism industry is even greater.

The actual statistics of Malaysian visitors to New Zealand in 2000 however, showed a bit less than what the report expected. For that year the total number of Malaysian visitors to New Zealand for holiday purpose was 13,900 while for VFR purpose was 3 800 (McDermott Fairgray 2001). This could be due to the economic down turn in Malaysia which started from middle of 1997. The same report indicates that South Korean VFR tourists lead other Asian countries for this market segment and Malaysia is at number six behind Singapore.

A project done for Tourism New Zealand on the long haul travellers shows that all long haul holiday travellers describe a sense of discovery as a key part of their travel experience; that is a desire to discover and expand their world when taking up a long haul destination as their holiday. Malaysia can be considered as a long haul market for New Zealand tourism industry because the journey from Malaysia to New Zealand is more than six hours. The definition of long haul travellers by TNZ is people who travel for more than six hours by air to reach their destination (TNZ 2000). A direct flight from Kuala Lumpur will take nine to ten hours to Auckland and from Auckland which is located in North Island to Christchurch in South Island; it will take another one and the half hours. This means that Malaysian VFR who come to South Island

have to be on a flight for at least 11 hours, and thus fit in the category of a long haul traveller.

Another study done by TNZ (2001) on Asian holiday travellers to New Zealand find that Asian visitors are primarily motivated for a real nature experience when they decided to come here. A different study done by a German research project to investigate the vacation motives found that 71.7 percent of the respondents give answer 'to relax'. However, a Canadian study concluded that one out of three common factors motivating travel was 'the need to escape' followed by 'to experience new and different cultures' and 'jet setting, prestige seeking' (NTA Strategic Development Council 2003).

There are many researches done to find the motivation of holiday travellers but very few studies have been done to examine the motivation of VFR travellers specifically on the VFR long haul market travellers' motivation. Looking at the importance of the VFR market to New Zealand, the TNZ as the important key player for the industry in this country should take the initiative to conduct more research studies relating to VFR. Maybe to some extent the VFR long haul market travellers share some of the characteristics of the long haul holiday travellers' motivation.

2.5 Immigration and Transnationalism

The history of humankind on this planet is involved with migration (International Organisation for Migration [IOM] 2000). For thousands of years migration or immigration of people from one place to another place has been taking place and the phenomenon continues until today. There are many forms of migration, it can be temporary or permanent; between and within countries; legal and illegal; forced or voluntary; to cities or suburbs; for business or political reasons like being refugees; for a different environment or just for the sake of migrating itself (IOM 2000).

This migration movement and its process, creates transnationalism activities. Most transnationalism definitions are defined by authors from the anthropology field. Schiller, Bash and Blanc-Szanton (1992) in define transnationalism as a social process in which migrants set up social fields that cross geographic, cultural, and political borders. They continue by saying that immigrants are understood to be transmigrants when they develop and maintain multiple relations i.e. familial, economic, social, organizational, religious, and political that span beyond borders.

These 'transmigrants' and 'transnationalism' words are being introduced to describe the new trend in immigration patterns. The three anthropologists point out on this new form of immigration by stating "...our earlier conceptions of immigrants no longer suffice...now, a new kind of migrating population is emerging, composed of those whose networks, activities and patterns of life encompass both their host and home societies...." (Schiller, Bash and Blanc-Szanton 1992, p. 1)

Basch, Schiller and Blanc-Szanton (1994) make another statement by saying that an essential element is the multiplicity of involvements that the transmigrants sustain in both home and host societies. While Foner (1997) explains that transnationalism is often used in the field of transnational study and it refers to a series of economic, soci-cultural and political practices which transcends the territorially bounded jurisdiction of the nation state. The Jews, Chinese and Indian immigrants who have a significant number of migrants all over the world are known for having a good relationship, strong support and close contact among themselves all over the world. These three groups of migrants fit in the description of transmigrants characteristics.

A few studies in countries that have significant immigrant communities living there like New Zealand, Australia, Canada, the US and the UK found that the immigrant groups in these countries have a very close relationship with the tourism industry particularly in the VFR market. These groups of people always travel back and forth between their home countries and their host countries (Duval 2002). Their families, relatives and friends from their home country always come and visit them in their host countries and sometimes the immigrant would sponsor the whole trip for their visitors. This type of visitors normally arranged their itinerary themselves with the help of their family, relatives and friends in the country that the visitors planning to visit. They also known as free independent traveller (FIT) in the tourism industry. FIT is define as independent traveller who makes up their own itinerary as they travel around people who hire camper vans, cars and bicycles (Jolliffe 1997). This market is identified to grow very fast in New Zealand for the past few years (TNZ 2002).

A study on Vietnamese immigrants in Australia found there is substantial tourism growth potential for travel to Vietnam from countries (including Australia) where substantial Viet kieu communities exist (King and Nguyen 1998). Most of them express a desire to travel back to reaffirm their ethnic links when the opportunity comes. Another study done by Statistics New Zealand (2003) showed that the biggest increment number of tourists visited New Zealand was from China, India and

the UK. There were also significant net arrivals from South Africa, Japan, South Korea and Fiji. The number of immigrants from these countries staying and working in New Zealand is very significant and among the biggest immigrant groups migrates to New Zealand (Statistics New Zealand 2003).

Sahoo (2002) argues that during the earlier days immigrants or migrants used to be conceptualised in terms of dispersion from one place to another by permanent settlement on host society by adopting new languages, culture and life styles. It is believed that the pattern of immigrants' movement in the last decade is more for religious purposes, war and to look for more land to claim under one country's territory.

However, that is the image of olden days immigration that immigrants do not move to a certain place by choice but with special reasons. Today, the situation has changed with the advanced of globalisation technology especially communications technology and transportation. These have give a considerable impact on international migration as the immigrants develop different and multiple networks simultaneously with the society of origin and host society by communicating wjth their kith and kin. Later, this activity creates the potential tourism networks of visiting friends and families (Williams and Hall 2002; Hefti 1997). All the activities surrounding the new immigration societies today is described as 'transmigrants' and the process in which they are involved is called 'transnationalism' (Sahoo 2002). One of the factors which contribute to the increasing growth of the immigrant societies is because travelling has been made cheaper and faster making a lot easier for people to travel all around the world compared to before this (Niessen 2002; Lian 2002). Travelling is getting more convenient and affordable and almost every parts of the world can be reached by aeroplane nowadays.

Another definition of transnationalism by Koopmans and Statham (2001) is the characteristic of transnationalism in sustaining relations between one or more countries of settlement and a country or region of origin. While the OECD (2002) says transnationals' identity has always been regarded as a major characteristic of the international migration process.

However, Fitzgerald (2002) argues that the concept of transnationalism defined by Schiller et al. needs more carefully specified components and the need to unpacking the word 'transnationalism' itself. Nevertheless, this research project decided to use

the definition by Schiller et al (1992) on transnationalism since their definition matches perfectly to this research topic while Fitzgerald suggestion on a new definition of transnationalism is too complicated and confusing.

Perhaps the most remembered tragedy on mass forced migration is the forced slavery of 15 million African people to America. That incident created the African-American population, as they call themselves 'the Black community' in the United States today. As Castles and Miller (1998) argue, international migrations are greatly influenced by governmental policies and in most cases are started by decisions to recruit foreign workers or to admit refugees. This statement is true for most developed countries in the world, which have a significant number of immigrants now.

According to Immigration Workshop (2003) describe immigration as the act of moving out of one country into another while migrant is a person who moves to a "new" country to live there permanently. Arguably this definition does not really describe the true picture of the immigration pattern in today's world or, as some people call it, contemporary migration. The new trend of immigration existing nowadays is discussed further after this.

Therefore, from the discussions in this section a very close relationship and connection between ethnic tourism and immigrants who are involved in VFR activity can be seen. Another tourism scholar King (1994) has identified the relationship of ethnic tourism; another form of tourism to VFR tourism derives from the immigrants' activities. He states that ethnic tourists' primary motivation is ethnic reunion so they could have a desire to delve into family histories through travel to their country of birth. Due to such motivational factors, this type of ethnic tourism tends to be regarded as virtually synonymous with VFR tourism. A topic on ethnic tourism will be discussed on page 32.

2.5.1 World Immigration and Transnationalism Today

Nissen (2002) states that people are getting very mobile nowadays and such mobility occurs through temporary migration, return and circular migration, permanent settlement, cultural exchanges, scientific co-operation and international tourism and also through forced migration and asylum. There are a few other types or pattern of the modern immigration identified; there are return migrations or visits, chain

migrations and circle migrations (Hall and Williams 2002; Duval 2002). Chain migration is identified to be one of the reasons behind the significant enlargement of immigrants' population all over the world especially in developed and developing countries like the US (Federation for American Immigration Reform [FAIR] 2002). Chain migration happens when one immigrant sponsors several other immigrants for admission who are their spouse, children, parents or close relatives, who then sponsor several other immigrants themselves, and so on (Hall 1990; FAIR 2002). This sub-set of immigration pattern is identified as having taking place in the mid 1960s in the US, which led to additional millions being consigned to visa waiting lists to enter the country (FAIR 2002).

America is recognised to be one of the biggest countries in the world-hosting immigrants in their country due to their strong economy. It is reported that more than 50 million Americans, are immigrants or the children of immigrants (Hirschman et al 1999). Some of the political and civic leaders in the US use the slogan "nation of immigrants" to describe the country and as their national pride. Meanwhile, OECD recognizes a few others known as 'rich' countries in the world apart from the US for having a significant immigrant population. The countries are the UK, Australia, Canada and New Zealand (OECD 2002).

Barradas (2000) mentions that migration or invasion to another region happens when the essential resources can no longer be obtained by individuals to sustain themselves at their original location then they will migrate to the place where these resources are accessible. While Barsa (2003) claims an individual is seen as being motivated to migrate when that person sees others (immigrant) having advantages that the person does not have but could have if that person migrated (especially when he knows that those others got them via migration). Though this is always the popular purpose and common perception for migration, there are exceptions to it. It was always thought that most of the immigrants are moving from poor to rich nations, but the fact is that half of all cross border migration takes place within the developing world. A report by IOM (2000) finds that from the year 1970 to 1995, the top ten emigration countries in the world were the developing countries but not all the top ten immigration countries were the developed countries. In fact the same report shows that more than half of international migrants live in developing countries and the flow of international migration is bigger between developing countries rather than between developed and developing countries. One out of every 35 person worldwide is an international migrant by early 21st century and over the last 35 years; the number of

international migrants has more than doubled. Furthermore, in some cases the new trend of migration happening because of other reasons like retirement, marriage, new environment, labour migration and new challenge (Hall and Williams 2002; Kember 2002; IOM 2000).

The immigration issue gets even more complicated when the immigrants are involved in intermarriage or have local people as their partner, which results in having children with mixed identity. These children belong to two or more ethnic groups and this can cause confusion to others or even to the children themselves. It is reported that in America there has been so much intermarriage among the children and grandchildren of European immigrants that most white Americans now have multiple ethnic identities to choose from (Russell Sage Foundation [RSF] 2002). Imagine when these children have to fill up a form asking their ethnicity. It can be problematic to identify their ethnicity or race and perhaps we should call these children as globalise children since they do not belong to one specific ethnic group (Castles and Millers 1998; Eide 1999).

This intermarriage between immigrants and local people or among the immigrants themselves is something normal in today's world. Countries, which have large immigrant populations living there, will experience this situation. Once again the US is a good example; a study done by RSF (2002) finds that an estimated of 25 percent of Hispanics and Asians in the US marry a person from a different racial or ethnic group. Although African American intermarriage rates are much lower, there has been an upward trend over the last 30 years.

To date, a recent report released by the United Nations Population Division Department of Economics and Social Affairs (2002) highlights that currently there are 175 million people residing in a country other than where they were born, this is doubled than the number of immigrants in 1975. There is no country in today's world which remains unaffected by international migration flows. All countries in this world are being effected some how or another by the modern migration trend either by becoming emigration countries, immigration countries, transit countries or all three simultaneously (IOM 2003). A report by OECD states that immigration is still mainly driven by family ties even though there is a new pattern in the immigration style lately (The Hindu Group 2001).

There are many factors contributing to the new form and changes of transmigration and transnationalism. This sudden transformation is due to the globalisation, deterritorialisation, intensification of international migration flows, development of communication technology, the ease and speed in the field of transportation and the internationalisation of nation states in the modern world making it easier for migrants to keep in touch at all times (Hirshman et al 1999; Niessen 2002). Sahoo (2002) points out that compared to earlier dispersions, where immigration often led to isolation from homeland and kin because of the higher price of travelling and telephone call, the contemporary immigrants can easily sustain their kinship network globally. Consequently tremendous changes in the transnational linkages occurred and it has become possible for immigrants to network with each other simultaneously while staying at different places.

Some countries regard transnationalism as a way for the country to extend its international influence and in establishing links with another country. Beside that more countries are encouraging expatriates who live in a foreign country to claim dual citizenship hoping to capitalize on the political clout and financial (economic) resources of those who have built new lives abroad (Avila 2002). Thus, some countries like Britain, Ireland, Canada, Colombia, Mexico, Ecuador and the Republic of Dominica allow their people to have dual citizenship. Countries like India, France, Germany, the Philippines and South Korea are seriously thinking about doing the same thing (Fritz 1998 and Avila 2002).

Even so, one must remember not all immigrants move to their new country with the intention of settling down permanently. Some of these immigrants may have come to a new country with the intention of making a temporary sojourn to earn money or for the purpose of study and then to return home (Statistics New Zealand 2001). The topic of sojourn will be discussed in more detail in the next chapter.

In Malaysia where there is a significant number of Chinese and Indians who originated from China and India there is a great response from both ethnic groups every year to visit China and India. Majority of them still have many close relatives and friends in China and India. Strong bonds do exist among these two ethnic groups with their ancestral land even though some of them are the third or fourth generation of Chinese and Indian immigrants. Package tours and flights to China and India are very popular especially during the festive seasons. A significant number of Malaysian

Chinese and Indians from high and middle class income have been to China and India and a substantial number of Malay people also visited Indonesia.

The Malays who originated from Indonesia also have a strong influence to visit Indonesia to trace their original roots. The majority of Malay families in Malaysia have at least an Indonesian background. Indonesia is one of the most popular countries visited by Malaysian outbound tourists and due to its close proximity and easy accessibility a trip to Indonesia is very popular especially for those who are second or third generation of Indonesian immigrants to Malaysia. In fact in some parts of Malaysia there are Malay communities who still maintain their Indonesian cultures and use one of the Indonesian dialects in their every day activities and at the same time keep a very close contact with their relatives in Indonesia. At the same time, there are a few significant Malay communities in Malaysia who inherited other blood like Arabs who sometimes use Syed for a man and Sharifah for a girl in their names.

The same thing happens in New Zealand where the majority of the European community ancestrally are from the UK. In fact some of them want their ashes to be kept or scattered in that country after they die. Indians who are Hindu too are known for doing this. Normally the ashes of Hindus who die in another country will be flown to India and the ashes thrown in the Ganges River the holy river for Hindu religion (Associated Press 2001).

2.5.2. Anti Immigrant Movements

Anti immigrant sentiments occur in all countries that experienced large immigrant groups like in the US, the UK, Australia, Malaysia and New Zealand. This pattern of xenophobia still exists until today. For example after the September 11, countries like the US, the UK and Australia have in principle treated all immigrants from Muslim countries (Middle East and South Asians) as potential terrorists (Bashkar 2003; Younge 2003). Earlier on, during the World War II, due to President Franklin Roosevelt's Executive Order, 110,000 Japanese immigrants to the US were interned (Bhaskar 2003). Injustices, racism and mistreatments towards immigrants by local people are normal experiences for most of the immigrants (Committee Against Anti-Asian Voice [CAA AV] 2002; Bhaskar 2003; Sahoo 2001).

These anti immigrant movements can be from moderate movements or to very aggressive movements like the Klu Klux Klan group in Europe, the skinhead Road

Knights, and Black Power and Epitaph Riders in New Zealand who are also anti coloured people (Anonymous 1997). In New Zealand for instance the anti immigrant movements constantly raise issues against the growing Asian community in the country (Sinorama 1996). According to Kember (2002) a recent survey suggested Asians experience more discrimination than any other group in New Zealand and social tensions among ethnic groups do exist in New Zealand but within controllable situation. There is even one political party called "New Zealand First" headed by Winston Peters, which make the anti Asian issues as part of their party agendas. Public opinion polls done earlier found that half of New Zealand people felt that there were too many Asian immigrants in the country (Sinorama 1996).

However, based on the issues of anti Asian in New Zealand, it demonstrates that the Kiwi people always refer the 'Chinese' or those with oriental look as Asians. These can be seen from the interviews some of the media made on this particular issue with only the Chinese people. Hardly when they talked about Asians they would include the Malays or Indians in the discussion. Hence, it is necessary when discussing about Asians topic other Asians people like the Indians, Malays, Indonesians, Filipinos and Thailand should be included too. This is in order to make a fair generalisation about Asian communities.

Malaysia too had these anti Chinese immigrants' sentiment during the early days as an independent country. The racial tension between the Malays who are the local people and Chinese immigrants reached its peaked on 13th May, 1969 which was the worst racial tension in Malaysian history. Hundreds were killed and got seriously injured (Herbert 2003).

2.6 Transnationalism and Tourism Industry

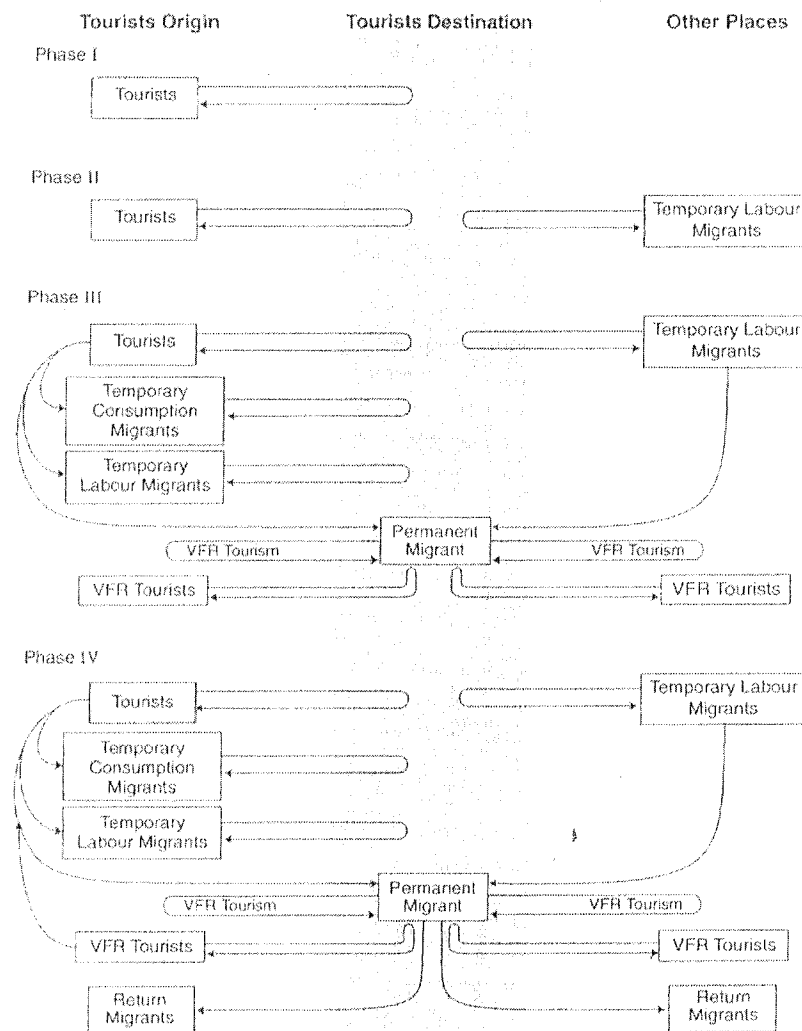
Indeed, VFR tourism is closely related to the history and development of international migration patterns, which are more permanent in nature (Williams and Hall 2002; King 1994). In this respect, it is argued that VFR is both a cause and an effect of such migration. If this is accepted, then changing patterns of such migration will create an ongoing pattern of changes in the nature of VFR tourism.

Immigration or migrations and transnational or transnationalism are two factors that have led to the expanding of VFR tourism both domestically and internationally. The increasing scale of migration and transnationalism will result in an increment in

tourism, especially VFR tourism in the future (Duclos 2000; Hall and Williams 2002). Lehto et al (2001)'s found that countries with large immigrant populations have a very strong VFR tourist flow. For example, temporary migrations by students who travel to study overseas generate VFR tourism by students' families and friends. Throughout the students' duration of study or during their sojourn, either her/his family members or friends will visit her/him at least once (Tourism News 2002). This activity normally occurs in order to maintain relationships between the students and friends and relatives of the students from her/his home country (Isa 2002). The students will promote their home country to the people in the students' host country and later on maybe people from another country will come to visit the students in her/his home country. The great contributor to the growth of VFR tourism is due to the existence of modern facilities which contribute to the availability of moderate and low priced travel, making frequent journeys to visit friends and relatives remaining in the migrants' source country popular and easy to access/reach out (Travel Medic 2002).

The concept of transnationalism and migration is not new and is noted as the key drivers of tourism that have not been fully acknowledged by the tourism industry (Williams and Hall 2000). That could be the reason why even though transnationalism research topic is getting wide attention due to the popular trend of migration and diasporic communities everywhere in the world yet research on its relationship to the tourism industry is still in its infancy. Many popular scholars in transnationalism and immigration research like Schiller, Basch, Foner and Portes are looking at a different angle of transnationalism. They are looking either at the anthropology, sociology or geography aspects like the conflicts transnationalism people experience and the dilemma of these people living in their new country rather than the relation to the tourism industry. Anthropology scholars have carried out a significant number of studies in their field on this topic. However, there are only a few authors in the tourism sector like Hall, Williams, Aitken, Page, King and Duval carrying out their research on transnationalism or migration by focussing on the tourism point of view.

Figure 1: Tourism migration relationships: an idealised evolutionary aggregate model



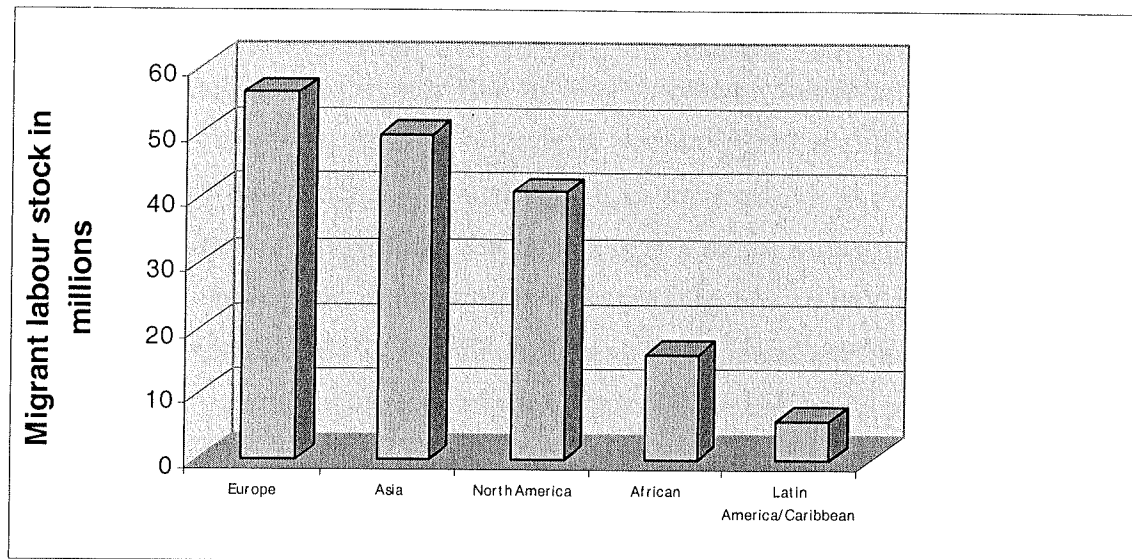
Source: Hall and Williams (2002) p. 9

As Williams and Hall (2000) argue, tourism itself constitutes some form of migration and as a result two distinctive flows of migration have been generated.

- i) Labour migration and;
- ii) Consumption-led migration

They continue by saying that it is important to emphasise that migration is actively helping to shape the tourism industry, e.g. through the development of VFR tourism and the development of export-oriented work skills, and is not just passively shaped by tourism. In addition, the IOM (2000) report on world migration points that Europe and Asia are recognised as the two continents with the biggest world labour stock as shown by the graph below. Interestingly, these two continents also have a significant flow of outbound and inbound tourists that contribute hugely to the world tourism market (WTO 2003).

Figure 2: Facts and Figures of World Migrant Labour Stock



Source: International Organisation for Migration (IOM) 2003

However, King (1994, p. 174) points out that one of the problematic aspects with regard to the close use of VFR and ethnic tourism is:

“The use of the VFR label as an alternative to ethnic tourism has come about for reasons of convenience. National and regional tourism organisations, for example, seem to prefer the term VFR, thereby categorising visitors by the type of accommodation used rather than by their motivation. The categorisation may in fact result in a failure to gain a full understanding of a significant market”.

The point that King (1994) trying to make is that it is difficult to disaggregate or separate VFR and ethnic tourism, a feature, which Dann (1993) also highlighted in relation to the use of nationality in establishing the origin of visitors. On the one hand sometimes tourism activity happens first before migration happens. For example, a person travels to a destination for a holiday or business purpose, then the person likes the place and decides to migrate to that place temporarily or permanently, or a person travels to a destination for holidays and to learn about a future migration opportunity (Williams and Hall 2000). On the other hand sometimes migration takes place first before tourism. For example a person goes and works in another country and when the person is stable he will start to invite his friends and relatives from his original country to come and visit him in his new host country. Sometimes this person even sponsors the whole trip for his visitor (FIT) and this will lead to chain migration, which is very popular among immigrants in the US (FIS 2002).

Many scholars in immigration subjects realised that there is a special bond or strong emotional feelings and social affection between the migrants and countries of origin (Philpott 1968; Philpott 1973; Duval 2001; Schiller 2001). In fact, many migrants remain intimately and integrally tied to their ancestral homeland, sometimes even after they become legal citizens of another country (Schiller 2001). Koopmans and Statham (2001) point out that transnational migrant do not leave their origins and past behind but take it with them. By maintaining their networks, they begin to act as conduits between the two or more nations where they have connections. Like a poem by Robert Browning (1845), a famous English poet describes the feeling of English man who had to stay abroad during the Grand Tour Era as "Home Thoughts from Abroad". Even though their bodies were somewhere else but their thoughts and minds always at home (Appendix A).

Without doubt there is indeed a very strong relationship between VFR activities and immigration. Study by Kang and Page (2000) on Koreans living in New Zealand has shown that 61 percent of the Korean immigrants made a trip back to Korea and VFR was the primary reason for that trip. A few studies by TNZ also found the same results were immigrant and tourist numbers from a few countries closely related to one another. Studies by Feng and Page (2000) and Lew and Wong (2002) stated that Chinese immigrant who stayed in another country is also known for taking a trip to China for in search of roots.

2.6.1. Diaspora Community

Diaspora is another term always associated in describing the immigrant and transnationalism process. The word diaspora came from the word dispersions which communities who for any reason have fled or been driven from their homelands (Riggs 2000). While according to Liley (2003) and Riggs (2000) diaspora means people who maintain the relationship between their country of origin and country of residence at the same time and maintain both cultures in their day-to-day lifestyle. People who adopt both cultures in their lives are known as diasporic communities. These communities hold and adapt a dual identity of their original country as well as use the new identity of the new country they live in.

Traditionally, until the late 1960s, there were three identified classical diasporas: Jewish, Armenian and Greek who were dispersed from their original land to other lands mainly because of war (Sayyid 2002). The three classical diasporas groups

were considered the paradigmatic case and always taken as an example model when discussing this matter. Other communities that are also included as the diaspora communities by diaspora and transnationalism scholars are the Black African, Irish, Chinese and Indian people.

In the past three decades, many dispersed peoples and communities, once known as minorities, ethnicities, migrants and exiles have been renamed 'diasporas' by some of their own artists, intellectuals, political leaders or by scholars (Sahoo 2002). Hence, it triggers arguments among the experts in this field on which immigrant groups are qualified to call themselves a diasporic community since not all immigrant groups have the characteristics of diaspora.

However, most of the modern diaspora communities today were not forced to leave their homeland. Cohen (1997) through his book called 'Global Diasporas' introduced a broader definition of diaspora. He states that diasporas must exhibit several of nine components identified by him such as; a collective memory or myth of a homeland, a troubled relationship with the host country and a sense of solidarity with co-ethnic members in a host country. While Riggs (2000) emphasizes the need to broaden up the typical definition of diaspora communities by pointing that there are different kinds of diaspora nowadays, he continues by showing two different types of modern diaspora groups that are state oriented diasporans and ethnonational diasporas (refer Riggs 2000).

In today's world the phenomenon of multi-ethnicity is not strange and alien anymore. Almost all countries in the world are having more than two ethnic groups living in the country. According to findings from the wall chart International Migration (2002) issued by the United Nations Population Division, Europe has the most number of immigrants living in the continent with 56 million of them followed by Asia hosting 50 million and North America which has 41 million migrants living there (United Nations Population Division Department of Economics and Social Affairs 2002). A number of authors have identified the emergence of a new form of 'postnational' citizenship or membership. This new form has extended across borders and supranational institutions and global legitimating discourses have superimposed their authority over the nation-state with the effect of rendering national citizenship increasingly irrelevant as a source of rights to immigrants (Jacobson 1996; Soysal 1994; Sassen 1998; Koopmans and Statham 2001). In the US for instance there is no part of American history or culture that has not been touched by immigrants or 'settler society'

(Hirschman, DeWind and Kasinitz 1999). Malaysia too has wide experiences on immigration and immigrants ever since its open door policy until now. When more than one race migrates to a single country it can create a mixture of cultures of all races. Malaysia has experienced this mixed culture since the 18th century while New Zealand is experiencing this at the moment. As Asia 2000 Foundation (2002) reported, New Zealand is increasingly becoming an ethnic and religion diversity country.

The last century saw the trend of diaspora communities changed. Today's trend sees a new wave of diaspora communities existing whereby a significant number of Asian immigrants especially the Chinese and Indians who have migrated to several countries particularly to the developed countries. The three countries recognised by the OECD which have a substantial number of Asian immigrants especially from China and India is the US, UK and Canada (OECD 2002). The great migrations of Chinese people to Southeast Asia happened during the Ming Dynasty (1368-1644), even though before that some migration already occurred (Lew and Wong 2002). In almost every country around the globe you go you can see these two ethnic groups existing. A country in Asia that has a considerable number of Chinese and Indian ethnic groups is Malaysia while New Zealand a country in Australasia too has a significant number of them.

There is evidence showing that immigrants' generation would go back to their ancestral countries to search for their ethnic roots. This type of tourism or called as ethnic or cultural tourism is very popular in Ireland, Germany and China.

2.7 Ethnic and Cultural Tourism

Ethnic and cultural tourism is recognised by tourism scholars to have a close connection to immigration and VFR tourism activity. This is due to some elements in both tourism segments, which are identified to have linkages to VFR activity like strong feelings towards their birth land. Sometimes, people get confused between the differences and similarities of ethnic tourism and cultural tourism because it is almost the same concept. Therefore, this study will discuss both forms of tourism.

There are a few definitions of ethnic tourism, a special interest tourism or niche market of the industry. Harron and Weiler (1992) argue that although there are a number of types of tourism that include culture and ethnicity in their tourism activity

programme, these are not necessarily ethnic tourism. They continue their argument by saying that ethnic tourism always involves some form of direct experiences with the host culture and environment, usually visits to native homes and villages to observe and/or participate in native customs, ceremonies, rituals, dances and other traditional activities which are different from the tourist's cultural background. Consequently, from this definition some tourism authors debate on the question or the difference between ethnic and cultural tourism. Likewise, Hinch and Butler (1996, p. 4) have the same idea as Harron and Weiler when they refer to ethnic tourism as an indigenous tourism and they define it as "tourism activity in which indigenous people are directly involved either through control and/or by having their culture serve as the essence of attraction"

Kang (1998) observes that ethnic tourism involves first hand experience with the practices of another culture, whereas cultural tourism involves exposure to culture in an indirect way, more as a backdrop than as the specific focus on travel. Hence, the tourist may perceive ethnic tourism as more authentic and more intimate than cultural tourism (Harron and Weiler 1992). These two definitions of ethnic and cultural tourism defined by Harron and Weiler (1992) and Kang (1998) are not related to VFR tourism or to immigration. While the common definitions by tourism researchers on this topic nearly all are related to exotic or first hand experience or getting exposure to the new culture. King and Gamage (1994) point out the lack of work done to observe the link between ethnic or cultural tourism to immigration even though the relationship between ethnic tourism and immigration is very obvious. They highlight that in ethnic and cultural tourism literature the term 'ethnic tourism' appears frequently as the search for exotic cultures, but travel expatriates to their country of birth have merited less attention.

For this research topic this study is looking for the definition of culture and ethnic tourism definition that is closely related to VFR tourism. This is due to transmigrants normally will want to expose their children who were born and lived overseas to their origin cultures or even to refresh their memories on their cultures. However, on the contrary if we look deeper, ethnic tourism has the closest link to the VFR tourism. A few researchers came up with arguments on this point. Studies have identified that it is a trend among recent and established immigrants in choosing their country of birth as their international travel destination. This is the characteristic of ethnic tourism that makes the significant link between tourism and migration. Relating to this trend Ostrowski (1991, p. 125) defines ethnic tourism as '...ethnic tourism is foreign travel

to an ancestral home without the intention of permanent settlement, emigration or remigration, or undertaking temporary paid work...'

Many scholars in the immigration field recognised that there is a special bond or strong emotional feelings or attachment and social affection between the migrants and their countries of birth and many make return visits, often visiting friends and/or relatives in their origin countries (Philpott 1968; Philpott 1973; Duval 2001; Schiller 2001; Kang 1998; Jackson 1990; King and Gamage 1994; Liu, Var and Timur 1984; Seaton 1994; Ostrowski 1991). In fact, many migrants remain intimately and integrally tied to their ancestral homeland, sometimes even after they become legal citizens of another country (Schiller et al 2001).

Another attempt is made by Jackson (1990) to explain the linkages of these two segments in the tourism industry. He makes a clear link between ethnic tourists and VFR type tourists with reference to Australia's case by stating that: "...the total flow of VFR as a proportion of the size of country of birth of migrant groups is significantly and directly related to the proportion of recent migrants..." Jackson (1990, p. 217). This means that countries that were recently populated by migrants may have inbound and outbound tourism flows associated with the ethnic roots of new immigrants.

A few studies reported that when a tourist makes a decision on their holiday destinations they normally choose destinations that have almost the same characteristics with their home countries or have some connections in certain aspects especially for the second or third generation of immigrant community (Hoivik and Heiberg 1980; Cooper 2002). Nguyen and King (1998) in their research study find that overall, the Viet kieu are found to exhibit positive views towards visiting Vietnam. Most of them express a desire to travel back to reaffirm their ethnic links as soon as they have the opportunity to do so.

2.8 Migration in New Zealand and Malaysia

Migration is not a new issue for New Zealand and Malaysia especially when both countries share something in common with the existence of Chinese and Indians living in the country. A significant number of Malaysian Chinese migrated to New Zealand and a smaller number of Malaysian Malays and Indians followed the Chinese foot steps. The Chinese and the Indians can be called migrant communities

and to some extent are suitable to be called diasporic communities. The Malaysian Chinese who migrated to New Zealand are those of the third or fourth generation of Chinese from China to Malaysia. Similarly, the Malaysian Indians who migrated to New Zealand are also the third and fourth generation of Indian people to Malaysia (Statistics New Zealand 2002). New Zealand is thus not the first country for these Chinese and Indian communities to migrate. Until today both New Zealand and Malaysia still receive a great number of migrants from Asian countries either on a permanent or temporary basis (Statistics New Zealand 2003; World Web Journal 2003).

Compared to New Zealand, Malaysian immigration policies are stricter and to get a Malaysian PR is not easy for migrants let alone Malaysian citizenship. Hence, Malaysia has more temporary immigrants rather than permanent immigrants and they are mostly labourers. For example, within a period of two months that is from August until October 2002 the Malaysian government gave approval to bring in 369,021 foreign labourers for the construction sector to the country (Utusan Malaysia 2002). Presently, it is estimated that Malaysia has approximately two million legal foreign workers and 500,000 illegal foreign workers working in Malaysia (World Web Journal 2003). During the 18th and 19th century, Malaysia was flooded with Chinese and Indian migrants but today Malaysia is flooded with Indonesians, Filipinos, Bangladeshis and migrants from other small Indo China countries in ASEAN (World Web Journal 2003; Abdullah 2001). This is due to the strong Malaysian economy compared to its counterparts.

New Zealand is known to attract large number of immigrants to the country because of its loose immigration policy due to the under population in New Zealand (Kember 2002). Only recently the New Zealand government started to implement a stricter immigration policy due to some pressure from the public and in order for them to get quality immigrants (Sinorama 1996; Kember 2002). Until 1996 it was reported that the European immigrants outnumbered other immigrants in New Zealand by 285,860 of them followed by Asians 117,800 and Oceania 153,980 people (Statistic New Zealand 2002). However, reports for the last few years by Statistics New Zealand (2002) indicate that the number of Asian immigrants in New Zealand has increased tremendously especially from China and South Korea.

2.9 Tourist Motivation

There are so many aspects which can influence tourist motivation. Basically motivations involve the inner needs and wants of a person. Sometimes, tourist motivation differs from one culture to another or one age group to another. To understand other people's culture is not an easy task indeed. Thus, to attract tourists to a destination needs careful planning and understanding of other people's cultures because failing to do so will result in misunderstandings and conflicts between intercultural factors. This is even problematic when different cultures contradict with one-destination rules and regulations (Pawanteh 1999).

There is evidence that one race can have a different opinion on one issue from another race. This is what Philipp (1993) found between black and white Americans in seeking novelty in their tourism preferences. Whites are more likely than blacks to agree with the statement "When I travel I like to be on streets I don't know" and "When I travel I like to stay at motels and hotels which I have never heard about". While earlier on, Gee, Choy and Makens (1984) mentioned that in order to market travel services and destinations effectively, there must be a degree of understanding on the part of tourism key players and suppliers about the motivating factors that lead to travel decisions and consumption behaviour.

The industry is not only facing the lack of research on VFR tourism affects but also the motivation behind VFR tourism and its economic contribution too are very hard to find. Tourism is increasingly seen as the solution to economic and employment problems at all levels of government in today's world (Pearce 1998). Therefore the developing competitive forces will require a clearer understanding of the processes individuals use in making travel choices. This is when tourist motivation comes in to the picture because motivations can affect the decision-making processes of a tourist.

Kent (1990) defines motivation as something related to an individual's needs and desires to do something. "Something" in Kent's definition has a huge coverage and could be anything. It could be travelling, cooking, shopping, clubbing, relaxing and sleeping. Until now, there has been no common understanding of what motivates tourists to travel. The topic on 'tourist motivation' has received great attention from the academics and a great number of publications and articles has been written on this area (Jafari 1987; Kang 1998).

A clearer definition of motivation is made by Kleinginna and Kleinginna (1981). They highlight the general agreement that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize people actions and give them directions. They list these three aspects which influence human motivation:

- internal state or condition that activates behaviour and gives it direction;
- desire or want that energizes and directs goal-oriented behaviour;
- influence of needs and desires on the intensity and direction of behaviour.

While Franken (1994) provides an additional component in his definition of motivation:

- the arousal, direction, and persistence of behaviour.

While still not widespread in terms of introductory psychology textbooks, many researchers are now beginning to acknowledge that the factors that energize behaviour are likely to be different from the factors that provide for its persistence. Two very popular theories of motivation, which have been adapted by so many researchers when they discussed human motivation in all fields are, "Maslow's hierarchy of needs model" 1943 and earlier version of "Murray's classification of human needs" of 1938.

2.9.1. Why People Travel

There are many reasons why people travel as they do and probably just as many why they do not. Motivations may also change over time and across situations for a person and for the tourism industry most forms of motivations are mixed (Pearce 2003; Cooper, Fletcher and Gilbert 1995; Williams and Hall 2002). Even though the motivations underpinning tourist travel are broad it must be understood if that operators are to match visitor experiences with their expectations although it is very hard to measure. Successful marketing campaigns require at least some knowledge of what factors underpin people's travel motivations especially nowadays when tourists are more educated and affluent (Richmond 2003; Pearce 2003).

Goeldner and Ritchie (2003) argue that it is a problem to identify the motivation for people to travel because it is different from one person to another. In addition, it involves human behaviour and psychological aspects. Nevertheless, understanding consumer motivation and behaviour is the core to the success of business practice.

For travel motivations, many researches have been undertaken in this field by a few authors like McIntosh, Goeldner, Ritchie, Pearce and Cooper (YEAR). In their work, McIntosh and Goeldner (1986) have identified four travel motivations, that is:

- Physical motivators: people travel to participate in sports, relax, improve their health and relieve tension.
- Cultural motivators: people travel to learn something new, experience another way of life and do something different.
- Interpersonal motivators: people travel to get away from family or others, escape from work, meet someone new and develop relationships with family or others.
- Status and Prestige motivators: people travel to gain recognition, attention and admiration of others.

Based on their identification of travel motivations, VFR falls under the interpersonal motivators since most VFR travellers take a trip to visit their friends or relatives to maintain the relationship between the travellers and the host.

Wahab (1975) points out that travel motivators can operate at two levels: the general level and the specific level. General motivator means motivators operate at a general level when they induce a person to engage in tourism. While, specific motivators means a selective motive made by a tourist in choosing a destination base on a few factors like security, language affinity, friends at the destination or less cost. From his statement, it can be concluded that VFR falls under the specific motivators since VFR visitors choose to visit one place because of they know a person who is staying there.

2.9.2. Motivation and Behaviour

Motivation is an energizing force thought to explain behaviour. Motivation is force directed toward a specific target force acting either on or within a person to initiate behaviour. Motivation and behaviour are both connected with the inner psychology of a human being and to understand them can be challenging (Collier 1999, Huitt 2001; Goeldner and Ritchie 2003).

Among the popular theories of tourist and leisure motivation are Iso-Ahola and Pearce. Pearce introduced a travel needs model in 1988 and 1992 and the model

has outlined seven features that are necessary for a good theory of tourist motivation.

Figure 3: Pearce Travel Needs Model

Item	Mean Importance Rating
Advertised low-cost excursions	2.24
Environmental quality of the air, water and soil	2.24
Indulging in luxury	2.20
Visiting places where my family came from	2.19
Activities for the whole family	2.16
Going places my friends have not been	1.97
Being able to communicate in the foreign language	1.96
Outdoor activity	1.92
Experiencing a simpler lifestyle	1.91
Doing nothing at all	1.83
Exercise and fitness opportunities	1.55
Roughing it	1.50

4=very important; 1=not at all important

Source: Pearce (2003) p. 251

According to Collier (1999) there are quite a number of studies done on motivation on why people travel but these are always criticised for not being quantitative in approach because normally studies are done using qualitative method. This is undeniable since motivation involves the inner feelings of a person and is a very subjective aspect to be measured by statistical method.

Human motivation is also related closely to the push and pull factor of why a person does a certain thing. The push and pull factor can make a person take a trip to a place. Therefore, it is very important for tourism scholars and those involved in this industry to understand these two inner factors in a person.

2.10 The Push and the Pull Factors

Rusk (1998) argues that the purpose or reason for people to take a trip and the activities that take place during the trip are two different factors. Both are very important aspects to be understood by government or the policy maker when they

want to make policy and business decisions. Therefore, to understand the push and pull factor for a tourist is a very important aspect in identifying the purpose or reason and the activities a tourist wants to pursue.

According to Dann (1993) the push factor is an internal feeling to the traveller and is aimed to satisfy various psychological needs which inspire a desire to travel. While, the pull factor is external to the traveller and stresses the benefits of a particular destination it determines where, when and how a person vacations. Hence, Dann (1993) argues that the push factor must exist before the pull factor since the push factor is the motivation or a force that prompts someone to travel or to leave for another place. Earlier, Crompton (1979) classified tourist push factors into categories such as relaxation, prestige, regression, escape and exploration. Almost on the same note, Fodness (1994) states that the need for escape or relaxation is a common motive for travel. However, this factor is still subject to changes consequent upon modernisation and other societal transformations rather than a complete explanation in itself (Saarinen 1999). While another author Kent (1990) points the pull factor is the drawing power of the destination area or images, which the individual possesses of the real world, which can draw a person towards another place.

Asia comprises of many races and religions. Asian value systems are being influenced by Buddhism, Confucianism, Hinduism, Islam and various forms of Shamanism (Kawato, 1995). The same scenario is typical in Malaysia where Islam, Buddhism and Hinduism influence the Malaysian cultures. It is important to state that Malaysia is a multi racial and multi religious country, which comprises of Malays and other Bumiputra (sons of soil/indigenous people) constituting to 58 percent, Chinese 24 percent, Indian 8 percent and other races 10 percent of the total estimated population of 23 million in July 2003 (The World Fact Book 2003). The Bumiputra or Malay cultures in Malaysia are influenced by Islam while the Chinese with Buddhism and Indian with Hinduism even though more Malaysian Chinese and Indians are becoming Christian nowadays (Nationmaster.com 2003). However, regardless of their ethnic and religion differences good and close relationship is very valuable in an Asian family and friendship system.

Therefore, the push factor for the VFR tourists to New Zealand is the closeness (obligation/responsibility) the visitor wants to be to the international students themselves as stated above. One of the pull factors for immigrants go to America is the desire to be with the family members who had immigrated and all international

student can be considered as a person who had immigrated to a new country. As Williams and Hall (2002) point out to some extent, the VFR activities like maintaining the family relationships and placing attachments can be called as a mutual travel obligation. While Saarinen (1999) identified the context of push factors that are created from everyday environment and its physical, mental and cultural features as are the individual and societal structures that create a (temporary) need to get away from home.

The international students manage to attract the VFR travellers to New Zealand or they have the power to make the VFR travellers to come here. There are a few pull factors for the VFR tourists who come here to visit the students. The other pull factors for the visitors can be the country itself (New Zealand), the currency exchange of New Zealand dollar and the distance between New Zealand, China and Malaysia. As Saarinen (1999) mentions in his article, the pull factors include tourist destinations, their representations and the process constructing them.

Based on the discussion on the pull and push factor, this research identifies the push and pull factors for Malaysian VFR who come to visit the Malaysian students in New Zealand. The push and pull factor model identified relating to this topic will be studied by this research.

Push factor

* Closeness to the student

Pull factors

- * New Zealand currency
- * New Zealand attractions
- * The students
- * New experience

3.1 International Education and the Tourism Industry

The central aim of this part two-literature review is to discuss the international education sector and its relationship to the tourism industry specifically in initiating VFR tourism. The chapter will then look at how international students in New Zealand help to shape the VFR market with the main concentration being on Malaysian international students and Malaysian VFR and potential VFR.

For many decades, the flow of international students to the United States (US) and the United Kingdom (UK) seemed to be never ending. US have been long hosting the most international students studying abroad with 34 percent of all world foreign students market followed by UK, 16 percent Germany, 13 percent France and Australia 8 percent (Avveduto and Brandi 2002). These two countries the US and the UK receive billions of dollars every year from education fees paid by foreign students (Bureau of Educational and Cultural Affairs 1999). A report by the Bureau of Educational and Cultural Affairs in 1999, points out, that a total of approximately 500,000 foreign students contributed US \$8.27 billion to the US economy, and in the UK, educational fees contributed approximately to US \$1.8 billion to the British economy in 1997-1998.

There are more international students enrolled in colleges and universities in the U.S. than in any other country as is reported by the Institute of International Education (YEAR). In the 2000/01 school year, the institute estimated that 547,867 international students were studying in the U.S., and most of these students, 302,058 or 55 percent came from countries in Asia, 80,584 or 14.7 percent from Europe, Latin America had 63,634 or 11.6 percent, followed by the Middle East with 36,858 or 6.7 percent, Africa with 34,217 or 6.2 percent, North America with 25,888 or 4.7 percent and Oceania with 4,624 or 0.8 percent. As a response to the high number of international students, an increasing amount of literature has addressed the specific needs, unique experiences, and acculturation patterns of these students (Essandoh, 1995, Hayes & Lin, 1994).

Similarly, but on a smaller scale, students from abroad are reported to have contributed US \$2.7 billion to the Canadian economy in 1996 (Machi, 1998). This shows how significant the education industry can be to a country's economy,

especially the contribution of international students. Mr Marchi, the Canadian International Trade Minister, illustrates this: "...Canada needs to approach the international marketplace for educational services with the same discipline and commitment that we bring to other sectors..." (Department of Foreign Affairs and International Trade, Canada 1998)

Students play a significant role in the VFR sector of the tourism industry by promoting the places where they study as tourist destinations, and organising trips. They also contribute to the industry by providing accommodation for visitors and in doing so; they contribute to domestic and international tourism (Isa 2002).

The reason why students choose to study abroad especially in countries where English is the first language is because the students can practise this 'world' language skill with the local people and other international students studying with them. In addition, these countries like US, UK and Australia normally are more advanced compared to the students' home countries and education resources are easily available. Meanwhile, the attractiveness of the English-speaking countries can be also due to the predominance and reciprocity of the language that certainly makes the choice easier for the international students (Avveduto and Brandi 2002).

3.2 International Education in New Zealand and Malaysia

Even though New Zealand is not a key player within the international education industry, Education New Zealand reports that it generates NZ \$ 1.1 billion a year in income, which means the industry is as big as the wool industry and four times bigger than the wine industry, in terms of export earnings (Tourism News 2002). New Zealand has also realised the importance of the international education industry for its economy and is currently holding one percent of the international market share of foreign students. As a result NZIEMN was established in the middle of 1990s to market New Zealand international education market to the world with special attention given to the Asian market. NZIEMN is a combination of important government agencies, which are involved directly in promoting and marketing New Zealand education to the international market. The agencies that form NZIEMN are the Ministry of Education, TNZ, Immigration Services and New Zealand Trade Industry. This body is playing a very active role in promoting New Zealand education to the world.

The education industry is recognised to be one of the important and fastest developing industries for Malaysia by the government (Utusan Malaysia 2003). The education field has always received one of the highest allocations by the Malaysian government. For 2004 budget, it received a quarter of the total spending allocation of RM 20.2 billion (Utusan Malaysia 2003; Market New Zealand.com 2003). Consequently there are more public and private higher education institutions in Malaysia now compared to ten years before. In addition to this, there are more Malaysian public and private education institutions which have twinning programmes with overseas colleges and universities including New Zealand. This strategy is not only good in attracting more Malaysian students to study in those countries but is also more economical for the students.

The number of foreign colleges and universities expressing their keenness to open up their branch campuses in Malaysia has increased significantly. This is due to the cheap cost of education and the low cost of living in Malaysia. The Menteri Besar (the head of state government) of Johor, Dato' Seri Abdul Ghani Othman announced that one foreign university agreed to set up a branch campus in Johor, West Malaysia in 2004 (Utusan Malaysia 2003). This move is believed to attract more foreign students especially from the West Asian market to Malaysia since there is a high demand for it (Utusan Malaysia 2003). Malaysian government is also serious in making the country an Asian centre of education by promoting the country's higher education programmes since the late 1990s especially to China, Brunei and Middle East (MATRADE 2002) (Appendix B).

When students study at tertiary institutions they migrate to that particular place temporarily until they finish their studies. This especially applies to international students compared to domestic students since some of the domestic students might study in their hometowns and stay in their hometowns. The duration of study can be short term or long term. In general, a normal degree programme offered by the majority of universities takes two to three years, with a master's degree taking an additional one to two years and a PhD taking between three to five years. Students who are studying at high schools abroad also play their part in contributing to VFR tourism. However, for the purpose of this research study, only tertiary students will be included in this study.

Isa (2002) in her exploratory research on Malaysian students' role in hosting VFR in Dunedin, points out almost all of her research respondents were visited more than

once by their families during their study. Study by Michael (1998) on international students in Victoria, Australia found that 55 percent of respondents have been visited by their friends and relatives during the course of their study. Out of that, approximately 40 percent said their friends and relatives visited them twice. This shows that international students are probably a significant factor in generating VFR tourism for Dunedin and other cities in New Zealand. However, research on the contribution of international students in VFR tourism is lacking and there are plenty of aspects on this topic that need to be investigated and looked into.

Ward (2001) reported that there are 7000 international students in New Zealand schools and at the same time approximately 11,000 in the tertiary sector, while a report by New Zealand Ministry of Education (2002) shows 11, 498 international students at public tertiary institutions in 2000 and the number is expected to grow to 28,000 in 2005. Out of that number, Asian students lead the international students for the country with 31.8 percentage from China followed by 17.9 percentage from Japan and 12.7 percentage from Malaysia. From these statistics, it shows that China, Malaysia and Japan are the main sources of international students for tertiary education in New Zealand. The majority of foreign students in New Zealand concentrate in Auckland while Canterbury and Wellington have significant numbers of foreign students too.

The Otago University Annual Report (2002) the university's Vice Chancellor points that the growth of the international student numbers is very substantial. There was 18.5 percent increment compared to a decrease of 2.6 percent of first year domestic student numbers. Otago University also is active in doing research on international students studying in New Zealand particularly in the university itself. However most of the research topics are not related to tourism as shown in appendix C, one of the research questionnaire conducted by the university in 2003.

During the students' period of study at one place, also known as their sojourn, many students received visits from their family and friends. Often, the students' families and friends visit the students a few times before they finish their studies at that particular place. These repeat visits naturally lead to a boost in the tourism industry and contribute to the local economy.

3.2.1. Malaysia and New Zealand Education Relationship

Malaysian international students are one of the greatest contributors to the international education sector all over the world. For instance, a report from Organisation for Economic Co-operation Development (OECD) states that most non-member countries of students coming to have their education at OECD countries are from Asian origin with China in the lead (8.6 percent), followed by Malaysia (3.8 percent) and India (2.8 percent) (OECD in Avveduto and Brandi 2002).

Even though the number of Malaysian students in New Zealand is not as high in other traditional countries like the US, UK and Australia, New Zealand is still a popular place for Malaysians to send their children to further their study, especially for higher education. Since the 1990s, a few Malaysian private colleges have been running reciprocal programmes with universities in New Zealand. For example, INTI and Rima College in Malaysia offer twinning programmes with Lincoln University. As part of this programme, students spend their final year of study in New Zealand (INTI College 2002; Rima College 2002). By enrolling their children in such a program, parents can save a lot of money on the cost of education, because they spend only one year in New Zealand. That is why this programme is currently very popular in Malaysia, especially amongst the Malaysian Chinese.

The education relationship between Malaysia and New Zealand was established in the 1950s when the Colombo Plan was first implemented (Goulter 1996). New Zealand is one of the favoured countries for Malaysian students when choosing a place to study overseas other than the US, UK, Australia and Canada. As a result New Zealand hosts a large number of Malaysian students every year. Kember (2002) reported that Malaysia has the highest number of international students studying at tertiary level in New Zealand. This provides a sound basis for conducting the research as the pattern of VFR tourism relating to Malaysian students in New Zealand has been in place for a long time. Table 1 shows the latest number of Malaysian international students in seven state-funded universities all over New Zealand.

Table 1: Numbers of Malaysian Students Paying International Students' Fees at Seven State-funded Universities in New Zealand as at June 2003.

No.	University	Location	Student Numbers
1.	Auckland University	Auckland	211
2.	Auckland University of Technology	Auckland	94
3.	Victoria University	Wellington	136
4.	Massey University	Palmerston North	210
5.	Canterbury University	Christchurch	104
6.	Lincoln University	Lincoln	55
7.	Otago University	Dunedin	125

Source: New Zealand Malaysian Student Department (MSDNZ) (2003)

One common thing New Zealand and Malaysia have is both countries were once British colonies, and they are now both members of the Commonwealth. The Colombo Plan programme attracted many Malaysians to study at New Zealand universities and a number of prominent Malaysian figures have been educated in New Zealand. One of them is Dato' Amar Leo Moggie anak Irok, the present Malaysian Minister of Energy, Communications and Multi Media, who is a graduate of the University of Otago.

Goulter (1996) who writes history of international education in New Zealand points that New Zealand started to market its international education massively from 1989 when the government changed its policy in allowing educational institutions to recruit fee-paying overseas students. He continues by stating that, even though foreign students have been in New Zealand since the 1950's under the Colombo Plan but the numbers were small and many were under overseas government's aid programme. However, starting from the early 90's most international students to New Zealand are paying their own way.

Lincoln University is said to have paved the path for foreign students to have their education in New Zealand even before the New Zealand government changed the policy (Goulter 1996; Lincoln University 2003). Lincoln University had been very proactive in seeking foreign students and identified a very huge market of potential students particularly in South East Asia. As a result, Lincoln has the most number of foreign students studying at the university percentage wise from a large number of countries (54 countries). Presently foreign students studying at Lincoln make up 19

percent the total number of students studying at the university (Lincoln University 2003).

In Dunedin, the University of Otago recently launched the “University of Otago Foundation” for Malaysian students, a new scholarship programme that aims to seek donations from Otago's Malaysian alumni for funding the studies of Malaysian students. In 2000, there were 2,000 Otago alumni living in Malaysia (University of Otago 2002). This program is intended to attract more Malaysian students to the University of Otago (University of Otago 2002; Otago Masuara 2002). The University also offers the “University of Otago Dr Sulaiman Daud Jubilee 125 Postgraduate Scholarship” for Malaysian postgraduate students to study at Otago University. This step will attract more Malaysian students to come and study in New Zealand.

Table 2: International Students' at Otago University by Country of Origin (1997 – 2002)

*All figures as at 31st. July 2002

Asia	1997	1998	1999	2000	2001	2002
Brunei	0	2	4	8	14	16
Cambodia	2	1	1	0	1	0
China	3	4	7	16	77	171
East Timor	0	0	0	0	1	1
Hong Kong	27	30	28	39	60	63
India	4	1	0	1	5	6
Indonesia	9	10	13	14	15	14
Japan	25	27	36	44	50	47
Korea (North)	0	0	0	0	1	1
Korea (South)	3	5	5	13	13	25
Macau	0	0	1	1	0	1
Malaysia	749	590	497	357	204	119
Myanmar	0	0	0	0	0	1
Nepal	2	2	2	5	5	4
Pakistan	3	2	1	2	1	1
Philippines	7	5	3	4	4	2
Singapore	27	19	32	34	30	32
Sri Lanka	2	2	1	0	0	1
Taiwan	3	8	12	20	22	24
Thailand	13	27	28	32	36	41
Vietnam	0	0	0	0	0	6
Total Asia	879	735	671	590	539	576

Unfortunately, the recent Asian economic crisis had a significant impact not only on New Zealand international education but also on the tourism industry, with visitors from Asia dropping by 38 percent between 1996 and 1998 (TIANZ 2002). The number of international students from some Asian countries dropped, including Malaysia which had been badly affected by the Asian economic crisis, which started at the end of 1997.

As a result, from 1997 until 2002, the Malaysian government almost completely stopped sending sponsored students to New Zealand except for a few postgraduate students. In 2003 it is reported that the number of Malaysian students has even decreased to just 109 in University of Otago until April 2003 with no new government sponsored students for undergraduate level (Chik 2003). However the number of Malaysian students in Canterbury University is increasing due to the sponsored students sent by Petroleum Nasional (PETRONAS) an influential Malaysian oil company starting from 2002 (Chik 2003). A few years back, the Jabatan Perkhidmatan Awam (JPA) a Malaysian government agency used to play a major sponsoring role for Malaysian students to New Zealand together with other government agencies, which sponsored a smaller number of students from Malaysia. In the early 1990s Malaysian students in Dunedin were approximately 700 in number (Ting 2003).

Unfortunately, the Asian Economic crisis which began in late 1997 caused the number of private (not sponsored) and sponsored students to drop dramatically, especially from Malaysia (Cameron and Meade 2002). Prior to the Asian economic crisis, 67 percent of the total number of international students at Otago University came from Malaysia in 1995; dropped to 16.5 percent for the year 2001 (Table 2).

Nevertheless, with the prominent role played by PETRONAS, the number of Malaysian students to New Zealand is likely to increase again starting from 2002. PETRONAS is expected to send more of their sponsored students to New Zealand particularly to Auckland and Christchurch due to the uncertainty of sending students to the US and the difficulty of getting a student's visa for Malaysians (Chik 2003). After the September 11 2001, the US embassy in Kuala Lumpur refused to renew student visas for 150 Malaysian students who went back to Malaysia for their holidays (Utusan Malaysia 2002). Ever since then, there were more cases reported by Malaysian students who were denied renewal for their student visas and because of this PETRONAS has changed its direction to send their sponsored students to New Zealand. In fact the Malaysian Prime Minister, Dato' Seri Dr Mahathir announced that the government would look at other alternative institutions of higher learning in other countries for Malaysian students, one of them being New Zealand (Utusan Malaysia 2002; Chik 2003).

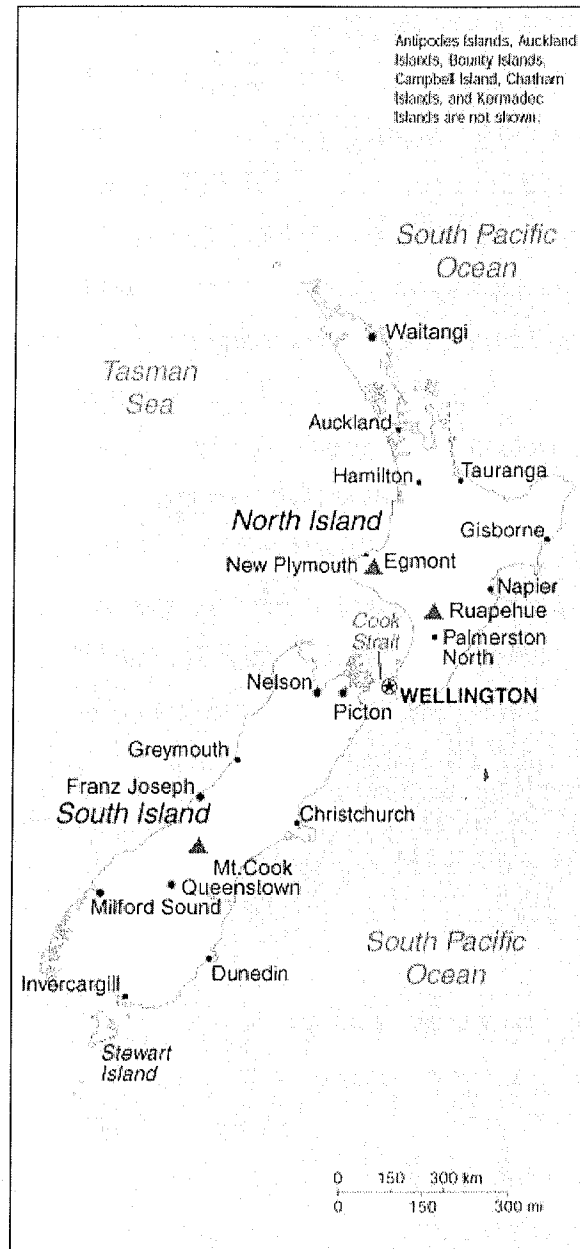
Normally, the majority of Malaysian government and private agencies scholars are from the Malay or Bumiputra ethnic group. This is due to the special privileges given

by the government to them. Majlis Amanah Rakyat or better known as MARA is another important Malaysian semi government agency which plays a big role in sponsoring these students overseas for their studies.

The most popular universities for Malaysian students to study at all level are Auckland University, Auckland University of Technology, Victoria University, Massey University, Canterbury University, Lincoln University and Otago University as shown on Table 1 (MSDNZ 2003). Presently, all of these universities have at least 52 to 211 Malaysian students who are paying international student's fees. Other universities in New Zealand like Waikato University and University College (UNICOL) have less than 50 Malaysian students studying there (Appendix D).

An estimation made by MSDNZ in 2003 reported there are more than 1,500 Malaysian students in New Zealand especially those who are holding PR status and are not registered with the agency. The seven universities also have very active Malaysian students' associations with around 60 to 160 Malaysian students as their members. It is estimated that more than half of other Malaysian students choose not to join the club at all especially the postgraduate students and those who are in New Zealand with their families (Wellington Malaysian Students' Organisation [WMSO] 2003; Canterbury Malaysian Students' Association [CMSA] 2003; Lincoln Malaysian Students' Society [LMSS] 2003; Otago Malaysian Students' Association [OMSA] 2003).

Map 1: New Zealand Map (North and South Island)



Source: Ingram (2003)

3.2.2. International Students in the South Island, New Zealand

It is reported that Auckland, Wellington and Christchurch have the highest number of international students studying in New Zealand at all level (Chik 2003, Chong 2003). However, for this research topic the concentration will be on Malaysian students studying at tertiary level in South Island, New Zealand. There are a significant number of Malaysian students in Dunedin too. The number of Malaysian students studying at tertiary level in Dunedin is one of the highest numbers in New Zealand (MSDNZ 2003).

International education all over the world recorded that 2.2 million students study outside their country. All major cities in the South Island, New Zealand offered tertiary education to international students. The biggest city in the South Island that is Christchurch followed by Dunedin, Invercargill, Queenstown and Nelson have approximately 4000 international students studying at tertiary level in the year 2002. There are approximately 800 international students at Canterbury University and 822 international students from 54 countries in Lincoln University. Otago University has the biggest number of international students compared to Canterbury and Lincoln University. For the year 2002 Otago University had 1,441 international students and China contributed the largest number of international students for the university. However, the number of international students particularly from Malaysia is more than reported since all universities and polytechnics did not count international students who are holding PR as international students. This is due to the reason that those who are holding New Zealand PR are paying the same amount as other Kiwi or local people. Chong (2003) who is the Secretary of CMSA points out that as far as Malaysian students are concerned there are more Malaysian students in Christchurch particularly in Canterbury University compared to other tertiary institutions in the South Island. However, most of the Malaysian students at Canterbury University are holding New Zealand PR hence they do not appear in the international students' statistics.

Malaysian students continue to become one of the top ten largest international student markets for New Zealand and other developed countries in the world. For example, it is reported that until the late 1990s, most of the international students at the University of Otago, Dunedin came from Malaysia and Thailand through the Colombo Plan (Cameron and Meade 2002). The Colombo Plan, which ran from the 1950's until the 1980's, was a scholarship programme initiated by Commonwealth ministers during a meeting in 1950 in Colombo, Ceylon (now Sri Lanka) for Asian students to study overseas (The Foundations of The Colombo Plan 2002). Even after the Colombo Plan era, Malaysia students are still the great contributor of New Zealand international education sector. At the same time, the number of Malaysian immigrants to New Zealand increased every year significantly (Statistics New Zealand 2003). One of the reasons is because many students who finished their study in New Zealand continued to work over here and managed to get their PR status.

Otago University used to have the largest group of Malaysian government sponsored students particularly in medicine and education program before the economic down turn in 1997 (Ting 2003). Ting (2003), OMSA Vice President continues by saying that only in 2003 a few Malaysian government agencies started to send back small numbers of health science students to Otago University.

Lincoln University is regarded as the most internationalised of all New Zealand tertiary institutions with the highest proportion of international students. The university off shore teaching programmes and a wholly owned subsidiary called Lincoln International specialises in international consultancies and project management. Lincoln University has highest percentage of international students of any New Zealand university. International students began to study at the university since 1878 and the university have hosted international students from 60 countries (Lincoln University 2003).

In a way international students or education bring diversified benefits to New Zealand. In return the country and the local people can learn more cultures from all over the world. This helps them to know who their tourists are and helps to know their target market (Tourism News 2002).

Since Asian community is becoming one of the biggest communities in New Zealand, it is important for the local people to try and understand some of Asian values. What are actually Asian Values? The difficulties involved in defining "Asian" values also apply to the European context. Nevertheless, despite language differences Europe is much more homogeneous due to the largely Christian-influenced culture (Kawato 1995). Asian values and cultures however are very hard to define because of the multifaceted criteria.

Langguth (1996) explains the difficulties in defining Asian values in general. He points out the Indian subcontinent with India and Nepal has a mainly Hindu character. While Malaysia, Brunei, Indonesia, and Bangladesh are Islamic, with Indonesia and it's roughly 200 million inhabitants as the most populous Islamic state in the world. The case of Buddhism is more complicated and it has significant influence in Indochina, Thailand, Bhutan and Sri Lanka. Other currents of Buddhism determine religious life in Tibet (Lamaism) and Mongolia. The religious character of China, Japan and Korea are more complicated in terms of majority and minority concepts. In China, there is juxtaposition, even down to the level of individual

persons, of traditional Chinese popular beliefs, Buddhism and Confucianism, which, however, is viewed more as an ethical or moral view of the world. There is a similar situation in Singapore, where the population is to a large extent of Chinese descent. In Japan, there is a parallelism of Buddhism and Shintoism, the traditional Japanese religion. In addition to the community of Buddhism and Confucianist doctrines in Korea there is a substantial Christian section of the population. The Philippines with its mainly Christian character is a special case. Australia and New Zealand, which tend to belong to the Western-Christian world in cultural terms, must also rank as part of the Asia-Pacific region. Sweeping statements on Asia, therefore, are bound to be misjudgements in view of the fact that it is the continent with the greatest variety in geographical, cultural, religious, language, and political terms. Consequently perhaps it is much more difficult to define Asian values than European ones, since the discussion on values in each Asian country varies due to the heterogeneous religious background. The limitation of the discussion on values to Confucianism alone, which often occurs in the European discussion, is a clear oversimplification (Langguth 1996).

Hence, it is very difficult to define Asian values due to the complexity of Asian people and religions. However 'Asian values' definition is always stress on the importance of community rather than the individual, the privileging of order and harmony over personal freedom, refusal to compartmentalize religion away from other spheres of life, a particular emphasis on saving and thriftiness, an insistence on hard work, a respect for political leadership, a belief that government and business need not necessarily be natural adversaries, and an emphasis on family loyalty (Milner 2002).

Today, Asian region plays a very important role in the world economy because of their dramatic economic growth starting in the 1970s with Japan. In the 1980s countries like Korea, Taiwan, Hong Kong and Singapore followed Japan's foot steps and are known as Asian tigers. While in the 1980s and mid 1997 they were three aspiring tigers or baby tigers that are Thailand, Indonesia and Malaysia (Gin, 1999; Wolf 2000). Other sectors that have a great impact from the economic growth of this region is the education sector where Asian students are noted to be the biggest international students group to study overseas (OECD 2002).

3.3 International Students as Sojourners

A simple definition of sojourn is people who stay at one particular place for a short-term period or temporarily without the intention of staying at that particular place permanently (Princeton University 2001; Wordsmyth 2002). They are also called temporary residents or reside temporarily and spend only a certain length of time or briefly at one particular place (Princeton University 2001; Wordsmyth 2002).

Meanwhile a broader definition of sojourn by Pawanteh (1999) is a composition of the intercultural interactions of persons who are in another cultural context for a particular duration of time i.e students, diplomats and expatriates.

As discussed earlier some migrants migrated to certain places with the intention of going back to their homeland after a certain period of time. Although this viewpoint is in fact entirely typical of all first generation immigrants, regardless of home country, it was perceived as something uniquely Chinese. They would not become citizens, but instead simply "sojourners," was an affront to the newly forming American identity. The second threat was more concrete, and the same charge is still levelled today against unwanted immigrants -- they're stealing jobs.

Sojourn is an old English word meaning a temporary stay in one place but if a person is constantly on the move, than the person is not engaged in a sojourn nor can be called a sojourner. Students are the right group of people who have all the characteristics of sojourners either international or domestic students. Naturally, the experiences of one group of sojourners for example, students, will differ from those of diplomats or immigrants due to several factors (Pawanteh 1999). The international students normally live in a country with their cultural identities. Cultural identity is a collective awareness that is commonly felt and reflected by a group and incorporates the shared premises, values, beliefs and norms that patterns the everyday activities (Pawanteh 1999).

During their sojourn the students are involved in intercultural exchange with other international students and the local people too. This process might be quite a dilemma for some students to get used to the new environment for a while but later on once the students can adapt to their new environment things could be different (Zhang, Sillitoe and Webb 2000). They might like their new environment after all and this is the point when they start to settle down and get comfortable with one place.

3.4 The Relation of International Education to VFR Tourism

Both Malaysia and New Zealand began to realise the important role international students can play and contribute to the tourism industry. In New Zealand for instance a few government and private agencies work together to attract more international students to study in New Zealand through the establishment of NZIEMN (Poole 2001). Meanwhile in Malaysia, MATRADE was formed by Malaysian government to promote Malaysia in all aspects including tourism as well as education. Both New Zealand and Malaysia have realised the importance of international education which can contribute particularly to the tourism industry. However, until now not many researches have been done on the relationship between international education and tourism industry particularly in VFR market. For Malaysia, it is even harder to find study on this topic as compared to New Zealand. This topic is still very new to Malaysian.

3.4.1. International Students' Role in Attracting the VFR Market

Isa (2002) in her study finds that all her respondents who are international students at Otago University were being visited at least once by their VFR from Malaysia during their study period at the university. Studies done by Pope, Shanka and Ali-Knight (2002) and Michael (1999) find that tourism industry in Australia benefited significantly from international students VFR visitors who came to visit the students. Their studies also find that normally students will be visited more than once during their study period.

The US realised the important role international students can play in their country a long time ago. Nowadays, more developing countries have begun to open their eyes on the potential of international education which can benefit their economy. Malaysia for instance has been promoting their tertiary education actively for the past five years by concentrating on the Middle East, Africa and China market. During the Malaysian 2004 budget speech recently by the previous Prime Minister the importance of exporting Malaysian education to the outside world was stressed especially to the developing countries (Utusan Malaysia 2003). New Zealand is one step ahead than Malaysia in this field and is seen as the new emerging country in attracting overseas students to have their education in New Zealand (OECD 2002).

As academic sojourners the students play such an important role being a middle person between the two countries in giving a more accurate and right information

about their host and home countries. The students are also playing a dual role in promoting both countries to their family, relatives and friends (Isa 2002).

Studies by Hall and William (2002); Duval (2002); Go (2002); Isa (2002) found that VFR tourism and immigration process are related to one another. International students are considered as temporary immigrants because of their characteristics being in their host country for more than one year and normally return back to their home country after finishing their studies. Therefore, it indicates that during their sojourners period, the international students play a significant role in many aspects especially to the tourism industry of their host country through their activities. Due to this, international education is becoming very important to many countries and the competition in this field is also getting more intense in attracting overseas students to study at one university (Lawley and Perry 2002; OECD 2002; Cameron and Maede 2002; Michael 1999).

4.1 Methodology

This study utilized both quantitative and qualitative methods of investigation. This chapter presents a thorough discussion on how the study was conducted, and explains in detail the methodology.

The major respondents in this study were the Malaysian students in South Island, New Zealand and their VFR who had been visiting them. South Island is the emphasis of this study because there are significant numbers of international students, particularly from Malaysia, are located in the South Island, especially in Christchurch and Dunedin.

4.2 Respondents

Three different types of respondents are included in this study. They are identified as group one, the Malaysian students; group two, the students' VFR visitors and group three, the students' potential VFR tourists. Since this study applied both research methods to gather the data, a triangulation approach is used to analyse the data from the respondents.

Triangulation term refers to the use of more than one approach to the investigation of a research question in order to improve confidence in the ensuing findings (Bryman 2003). This approach is an emerging trend over the last decade to see the increasing blending of qualitative and quantitative data within a study to answer scientific and theoretical questions. In conducting these multi-method studies triangulation in research refers to the combination of two or more theories, data sources, methods, or investigators in one study of a single phenomenon to converge on a single construct (Hilton 2002). Denzin (1970) states that triangulation is implied for many enthusiasts the possibility of combining participant observation and interviewing so as to capitalize on their respective strengths, or to counteract the perceived limitations of each.

When representing the results, this study will combine both quantitative and qualitative results together. In using triangulation there are four basic types of them and in this study one of them is theory triangulation, which consists of using more

than one theoretical scheme in the interpretation of the phenomenon (Denzin 1970; Hilton 2002; Bryman 2003).

i) Group One - Students

In order to get access to the Malaysian VFR visitors, the study identified the popular tertiary institutions for Malaysian students to study. There are three popular universities in the South Island recognised to have a significant number of Malaysian students. Even though there are Malaysian students at other tertiary education sites in the other important cities in the South Island, Invercargill, Nelson and Queenstown the insignificant number studying at these and time constraints, meant they were excluded from the study. The universities covered by this study are:

- a) Canterbury University (Christchurch)
- b) Lincoln University (Lincoln)
- c) Otago University (Dunedin)

The researcher approached the Malaysian students' clubs at the university in Christchurch, Lincoln and Dunedin. Traditionally these places have been hosting a considerable number of Malaysian students since the 60s, and today in Christchurch there is a significant Malaysian population. Christchurch and Dunedin have more higher educational institutions that attract international students from all over the world to study. Until now Malaysian students have represented one of the biggest foreign students' groups studying at these three universities (Otago University 2003, Canterbury University 2003 and Lincoln University 2003).

In New Zealand there are two types of Malaysian students. The first group is Malaysian students who study in New Zealand as international students. This group travels in New Zealand with international student visas, which they renew on a year-to-year basis. These students do not hold New Zealand PR status but hold Malaysian citizenships and passports. The second group is students who hold New Zealand PR status and are considered as local students by the universities they are studying in, at the same time still holding Malaysian citizenship and passports. This group do not need to have a student visa to travel in and out of the country and are considered Malaysian citizens by the Malaysian government as long as they do not give up their Malaysian passport and become New Zealand citizens (Chik 2003).

All these three universities do not have separate figures to differentiate Malaysian students who hold PR status and those without PR status. Those who do not hold PR status are considered as international students, while Malaysian students who do hold PR status are considered as local students. As a result it is difficult to establish the exact number of Malaysian students studying at these three universities (Chik 2003).

- The sample

There are 294 Malaysian students have been identified to be included in the survey from three major universities Malaysian Students' Clubs in the South Island, New Zealand. These clubs were chosen since they have a significant number of Malaysian students' membership in their clubs.

The study did not include Malaysian students in North Island, New Zealand even though their number is substantial because of a few factors. Firstly due to time and financial constraints and secondly only Victoria University in Wellington has a proper Malaysian students' club. Hence, to distribute the questionnaire to the Malaysian students in other universities in North Island could be chaotic and time consuming since they do not have a proper organisation for the researcher to contact.

Two out of three Malaysian students' clubs in South Island included in the study have more than 100 Malaysian members except for LLMS, which only has 51 Malaysian members. Based on their registered members for the year 2003, OMSA has 166 members with 80 percent being Malaysians. Meanwhile CMSA has 138 members with around 80 percent Malaysians for the year 2003. There were 70 questionnaires distributed through CMSA while OMSA received 60 and LLMS was given only 50 questionnaires since they have the lowest number of Malaysian members. This is also due to the smaller number of Malaysian students studying at Lincoln University as compared to the other two universities even though Malaysians constitutes the highest percent of international students studying over there. The questionnaires for the students were distributed from early July until early October.

The questionnaires were distributed by the researcher personally to the Malaysian students' clubs through their Presidents and Secretaries. The study targeted to get at least 50 returned questionnaires from the three students' clubs in order to make assumptions from their answers.

- The Actual Responses

A total of 66 questionnaires were returned from CMSA; 53 questionnaires from OMSA and 20 questionnaires from LMSS. This can be considered as a fair response rate for a research study that has a few limitations. In order to get a good response rate, the researcher distributed the questionnaires personally to all the students' clubs at the three universities during their major activities. When ever time permitted, the researcher administered the questionnaire distribution herself and sometimes with the help from the Malaysian students' clubs Presidents and Secretaries to monitor it. Constant follow-up with the Presidents and Secretaries of the three clubs were done which contributed to the good response rate the study received. All the clubs and students cooperate fully to this study project. Out of the 139 returned questionnaires only 33 respondents gave their contact information of their VFR visitors in Malaysia. Out of that number, 13 respondents gave either email or phone numbers of their visitors from Malaysia. As a result only 20 questionnaires could be sent to the students' VFR in Malaysia.

4.2.1. Student's Questionnaire

All the questions for the student's questionnaire tried to cover the five objectives this study hopes to achieve. The questionnaire is divided into two sections that is section A and B. Section A is a mixture of questions on social, opinions and experiences while section B is on a demographic profile of the respondents (Appendix E).

This study used a few techniques in designing the questionnaire for the students like skip-pattern, open ended question, multiple response and 5 points Likert scale. For skip pattern the respondents are required to skip certain questions if stated by the question. While multiple response asked them to tick as many answers as applicable to their answers and open ended questions let the respondents write what ever answers they want to write. The questionnaire has also optional answers option for the respondents and they need to specify their answer if they tick that box.

Two types of 5 points Likert scale were designed for the students' questionnaire. The first one describes number 1 as 'Not At All Likely' and 5 represents 'Very Likely'. The second 5 points Likert scale describes number 1 'Strongly Disagree' and 5 'Strongly Agree'.

Questionnaire for the Malaysian students were expanded from the researcher's previous work on "Malaysian Students' Role in Hosting Malaysian VFR Tourists in Dunedin". In her previous study she interviewed both Malaysian students and their VFR visitors including all the three major races in Malaysia that is Malays, Chinese and Indians. This mix is a good representation of Malaysian students and VFR in New Zealand. The present study also used other research studies as a guideline in developing the questionnaire to be used.

Questionnaires for the students were designed to elicit information about their hosting experiences, expenditure pattern when they hosted VFR, cultural aspects, opinions, feelings, future work plans, the role they played for their visitors, their demographic and to generate further contact details of their VFR in Malaysia or in New Zealand. The present study also included all three major races in Malaysia as respondents that are Malays, Chinese and Indians. The majority of Malaysian students studying at the tertiary level in New Zealand are Chinese, followed by Malays and Indians. Hence, the questionnaires were distributed mostly to Chinese students followed by Malays and Indians.

Questionnaires were distributed through Malaysian students' clubs at Canterbury, Lincoln and Otago universities. Also a four pages questionnaire and a covering letter introducing the research and informing respondents of the nature of the study was distributed to both these students and their VFR in Malaysia.

4.2.2. Student's Pilot Test

A pilot questionnaire was tested on ten Malaysian students in Dunedin recruited through Otago Malaysian Students' Association (OMSA). This testing allowed the questionnaire to be refined and ensured that the respondents had no difficulties understanding the questions. Also, analysis of the pilot questionnaire meant that there were no problems in analysing the later data.

The respondents experienced problems with some questions in the questionnaire because they failed to read the instructions carefully. Also when asked about whether or not the students' had hosted VFR during the past three years many respondents who hold PR status put 'No' as their answer even though they had in fact hosted VFR many times. This is because they thought that their VFR visitors from Malaysia like

their parents who came to visit them are not considered as their visitors since their parents also are holding PR status.

In some cases respondents provided more than one answer, missed answers or gave ambiguous answers, these cases the researcher assisted the respondents with their completion of the questionnaire. Nonetheless this assistance was insufficient to ensure that all students' respondents supplied contact details for recruiting other potential respondents in Malaysia. Correcting this omission would have been too illusive for the researcher to pursue.

4.2.3. Analysis

Questionnaire responses were analysed using SPSS version 10.1 for Windows. The tests used were frequency, mean, standard deviation and non-parametric tests. The result and discussion of data obtained for this study will be presented according to the theme identified by this study. A few themes that are suitable to explain the nature of questions asked in the questionnaires will be used to present the result.

Non-parametric tests are best for analysing these data since they involve assumptions e.g. normality of distribution (Easton and McColl 2003). The most suitable tests in this study are Mann Whitney U test, Chi square test and Cross Tabulation test.

ii) Group Two - VFR Visitors

The design of the questionnaire for the first group was to get at least half of the Malaysian students who were included in the study to provide the contact information of their VFR visitors in Malaysia who have visited them in 2001-2003 in New Zealand. Hence, the study targeted to get around 70 contact details on the VFR visitors.

- The Actual Responses

Based on the students' information about their VFR visitors from Malaysia a total of 20 questionnaires were distributed by mail to the students' VFR visitors in Malaysia. Only seven of them returned the questionnaire in the paid postal envelopes attached together with their questionnaire earlier on. While another seven returned

questionnaire from the VFR obtained from those who were visiting the students in South Island, New Zealand during the questionnaire distribution period. The distribution of VFR questionnaire was done from middle August until early November 2003. All together the researcher got 15 questionnaires from the VFR visitors from Malaysia. It means the study received more than 50 percent response rate from the Malaysian VFR.

4.2.4. VFR Visitor's Questionnaire

Like the first group of respondents, the VFR questionnaire tried to cover the five objectives that this study aims to achieve. The Malaysian students' VFR too is divided into two sections that is section A and B. Section A is a mixture of questions on social, economic, opinion and motivation while section B is to get a demographic profile of the respondents (Appendix F).

This study has used a few techniques in designing the questionnaire for the VFR visitors like skip-pattern, open-ended question, multiple response and 5 points Likert scale. For skip pattern the respondents are required to skip certain questions if stated by the question. While multiple response asked them to tick as many answers as applicable to their answers and open ended question let the respondents write what ever answers they want to write. In this questionnaire also has optional answers option for the respondents and they need to specify their answer if they tick that box. Only one type of Likert scale is being used for this group that is when number 1 represent 'Strongly Disagree' and 5 'Strongly Agree'.

The questionnaire for VFR tourists was another expanded work of researcher's previous work on similar topic in Dunedin. NZTP (1988) study on Singapore and Malaysia tourist also was used as a guideline to create the questionnaire for this study.

The questionnaire for the students' VFR visitors in Malaysia were designed to get information on the VFR tourist motivation for visiting the students, VFR experiences, some indications on their expenditure when they visited the students, needs and wants and their feelings.

4.2.5. Analysis

The same program and technique used for the first group of respondents were used to analyse the VFR visitors' questionnaires. The results and discussion of data obtained for this study will be presented according to the theme identified by this study. A few themes that are suitable to explain the nature of questions asked in the questionnaires will be used to present the result.

Non-parametric tests are best for analysing these data since they involve assumptions e.g. normality of distribution (Easton and McColl 2003). The most suitable tests in this study are Mann Whitney U test, Chi square test and Cross Tabulation test.

iii) Group Three - Potential VFR Visitors

A total of five to ten potential VFR tourists in Malaysia who have friends and relatives who are studying in South Island, New Zealand were identified to be included in the focus group interviews. The respondents contact information in Malaysia was obtained from the researcher's personal contact with the Malaysian students in New Zealand and they are to represent the three major races in Malaysia. These potential VFR visitors are chosen from those who have never been to New Zealand before and are aged above 18 years old. The focus group interviews took place in Malaysia within one-week period in July 2003.

- The Actual Responses

Only five potential VFR tourist respondents from the Malay ethnic group were interviewed due to the time constrain the researcher had in Malaysia. The interviews were tape recorded after getting approval from the respondents. This is necessary since the researcher does not want to miss any important point given by the respondents and to treat the interview sessions more relax and like a conversation rather than like an interview. All respondents signed a consent form giving permission to be interviewed and all the information gathered is to be used for this project only. However, the respondents have the right to pull out from the study anytime they want or ask the researcher not to publish any part of the interview they are not comfortable with (Appendix G and H).

A few people who are directly involved with Malaysian students in both cities were interviewed for some background information and a few personal communications with a few Malaysian individuals in Malaysia and in New Zealand. Among those who have been interviewed for the qualitative survey are:

- Mrs Normah Chik, Malaysian Education Attaché I, NZMSD Wellington
- Mr Abdul Halim Ismail, Malaysian Education Attaché II, NZMSD Wellington
- The Presidents or Secretaries of the three students' club included in the study Christchurch, Lincoln and Dunedin, which are;
 - OMSA
 - CMSA and
 - LMSS.

4.2.7. Potential VFR Visitors Focus Group Interviews

The questions for this group of respondents were expanded from researcher's earlier work on Malaysian VFR in Dunedin. Previous informal communication with some potential Malaysian VFR tourists also was used to design the semi-structured questions for this group (Appendix I).

Focus group interviews are used to draw upon potential VFR visitors' attitudes, feelings, beliefs, perceptions, opinions, experiences and reactions about New Zealand and also about the Malaysian students' role in promoting New Zealand to them. The interview also asked about their plans to visit the students in New Zealand. These attitudes, feelings and beliefs may be partially independent of a group or its social setting, but are more likely to be revealed via the social gathering and the interaction which being in a focus group entails. Compared to individual interviews, which aim to obtain individual attitudes, beliefs and feelings, focus groups elicit a multiplicity of views and emotional processes within a group context. Due to time constraint faced by the researcher in completing the interview sessions, a focus group enabled the researcher to gain a larger amount of information in a shorter period of time (Gibbs 1997).

4.2.8. Characteristics of Administering the Potential VFR Visitors' Focus Group

The respondents could understand almost all the questions except for a few words. They did not really understand the meaning of 'Kiwi people' and the 'obstacles' for them to visit New Zealand. However, when the researcher translated these concepts in Bahasa Melayu or Malay language they understood the questions better. Most of the time, the interviews were conducted in the English language. However, the respondents were given a choice to answer the interview questions in English language or Malay language. During the interview session, the respondents answered the interview questions bilingually.

4.2.9. Interview Context

Qualitative technique is the best method to use with this group of respondents since this study attempts to understand their internal feelings and perceptions about New Zealand and what role they think Malaysian students played in promoting New Zealand to their family and friends in Malaysia. The respondents are free to give their answers and explain in more detail about it. Focus group interviews with a group of two and three respondents were done and the conversation tape-recorded. The researcher also used a small notebook to write down the respondents' behaviour and body gesture in answering the questions. This is important so that the study can analyze the interview in an accurate manner (York, 1998). Detailed recording is a necessary component of interviews since it forms the basis for analysing the data. Also, it is necessary for the interviewer to observe and later interpret the descriptions of participants' characteristics, enthusiasm, body language, and overall mood during the interview (Frechtling, Sharp and Westat 1997). At least 33 semi-structured questions were asked to the potential VFR respondents and the answers are analysed by the researcher.

4.2.10. Analysis

Interviews were transcribed and then analysed using a phenomenological approach, which means that the voice of the respondents is used to develop frameworks or meaning and explanation. The findings can include direct quotes – both 'soundbites' and more extensive quotes – from participants to illustrate points (Lester 1999). The data gathered included the interview transcripts, tape recordings, jottings or other records and all of these were analysed.

4.3 The Making of Questionnaires and Interview Questions

Since this study has three different sets of questionnaire for three different groups of respondents there are a few steps involved in doing and creating the questionnaires in order to get the accurate answer for the study. The first questionnaire the research created is for the Malaysian students studying in the three biggest universities in South Island, New Zealand followed by questionnaire for the student's VFR tourist and finally the potential VFR from Malaysia. For all three questionnaires the same steps were taken in coming up with the most perfect questionnaires for the study. All questionnaires had to under at least four screening before the final questionnaires were distributed to the respondents.

First step – the researcher threw as many ideas as she can on questions to be asked to all three groups of respondents. The questions for this first step covered every aspect of the three groups of respondents. Without thinking of relevance to the research topic, grammatical error, redundancy and leading questions the first step saw 114 questions created for the students, while 92 questions were created for VFR and 48 questions were created for potential VFR.

Second step – after the first step, the researcher grouped all the questions into few categories identified to represent each of them. Questions for the students were grouped into six categories that is;

- A. Experiences in Malaysia
- B. Experiences in New Zealand
- C. Students' communication with Malaysians
- D. Carriers (promote) and Barriers (against)
- E. Self image/Prestige
- F. Others/General

Third step – Next step was to short-list the questions. Selection was being done and only questions, which are related to the research topic and its objectives and have importance to the study, were being selected while the other questions were dropped. Questions, which were redundant, too general and unclear were modified or just dropped out from the selection. The short-listed questions in this step have some weight to the topic of this research study. After the process of short-listing, the questions were tested on a few colleagues who have experience in hosting VFR during their study period in New Zealand. For the first questionnaire on students, 60

questions were short-listed and tested on a few colleagues. From those 60 questions this study identified that around 54 questions were suitable to be used for the final questionnaire. This is also due to limited space because this study decided to distribute a four page questionnaire for the student and the student's VFR group.

Fourth step – this is the final step in designing the questionnaires for this research study. For the final step, only questions which were really related directly to the topic and have support from other literature reviews or other questionnaire samples were picked to be in the final questionnaire. As a result, 54 questions were identified as suitable to be included in the questionnaire for the student, while for the student's VFR, 50 questions were picked to be included in the questionnaire and for potential VFR visitor only 33 questions were chosen for the semi structured interview session with that group. This final screening of the questionnaires and interview questions was done very meticulously to minimize any errors for the final questionnaires to be distributed to the respondents. At this stage the study checked the questionnaires for grammar, the length of the questions, the language used the clarity of questions, the flow of the questions asked from one to another, any repetition among the questions and clear instructions and statements given to the respondents.

5.1 Introduction

This chapter is divided into two parts. The first part presents analysis and discussion of questionnaire responses by the Malaysian students' studying in New Zealand and their VFR visitors. Responses from focus group interviews conducted with potential VFR visitors in Malaysia are added whenever required. There are two groups of student respondents, those who have not hosted VFR and those who have hosted VFR within the last three years. The second part of this chapter will discuss the overall summary of the three groups of respondents.

Non-parametric tests are used to analyse the data. These tests are the Mann Whitney U test, Chi-square test and Cross Tabulation test on the Likert Scale questions. Mean and Standard Deviations, tables, graphs and charts are used where necessary.

5.2 The Questionnaire and Interviews Results and Discussion

Results and discussion are presented thematically i.e. according to concepts that emerged from the analysis of the data. Three suitable themes are identified to explain the results obtained by this study. All answers from the three groups of respondents are grouped together and divided into the most suitable theme. The most suitable words that describe the overall results were chosen to represent each theme. The three themes identified describe the nature of the questions asked of the respondents.

For the open-ended questions, data coding was done on the answers before a conclusion is drawn from them. Out of the 139 total numbers of respondents for the student's group only 77 respondents wrote their answers for the open-ended question. For VFR visitor's open ended answers question, only seven respondents wrote their suggestions on question what are the things the visitor would like to see more in New Zealand. Some of the students and VFR visitors gave more than one answer for this type of question.

- Respondents' Background

- a) Students Group

There are 48 percent respondents who are holding New Zealand PR status and 52 percent who are not. Most of the respondents (48 percent of them) are from Canterbury University followed by Otago University with 37 percent respondents and Lincoln University with the least respondents with 14 percent. The majority of the respondents are Chinese with 63 percent of them followed by 28 percent Malays and one percent Indians and others. Others here are being from Punjabi and Bidayuh ethnic group. Another seven percent of respondents did not state to which Malaysian ethnic group they belong to. Almost the same distribution of questionnaire was answered by 49 percent male respondents 45 percent female respondents.

The latest New Zealand census figure reports that one in 15 New Zealander is now of Asian descent which is doubled than between the year of 1991 and 2001 (Asia 2000 Foundation 2002; Statistics New Zealand 2003; Kember 2002). New Zealand now has more Asian descent than of Pacific descent and Malaysia is known as one of the Asian countries that have substantial numbers of New Zealand PR holders especially from the Chinese ethnic group. There are many factors contributing to why the majority of Malaysia students in New Zealand are from Chinese ethnic even though Malays are the biggest ethnic group in Malaysia. One of the prime reasons is due to the quota system imposed by the Malaysian government starting in 1971 where the Malays/Bumiputra is given priority to enter the public universities or colleges (Guan 2000). Another reason is because the Chinese people in Malaysia are better off than other races in Malaysia followed by the Bumiputras and Indians (Nationmaster.com 2003). The Malaysian Chinese are the key players in Malaysian economic and many of them are successful. In fact, the majority of Malaysian Chinese have historically played an important role in trade and business and dominate it until today. The Malaysian Prime Minister says that the Malaysian Chinese are three times better off than the Malays in Malaysia (Utusan Malaysia 2003). Christchurch is one of the important cities in New Zealand that has a significant Malaysian community (Chong 2003). Hence, the study gets the highest response rate from Canterbury University although CMSA has the second highest Malaysian students' club members after OMSA.

b) VFR Visitors Background

The VFR visitors' results demonstrate that 60 percent of VFR visitors have been to New Zealand before their child/ren/relative/friend studied here while another 40 percent have not been here before. Out of those who have been here, 50 percent came in 1997 and the others (17 percent) came in 1993, 1995 and 2001 while another 50 percent did not give their answer. When asked whether any of them have been to other countries to visit other child/ren/relative/friend who studied there, 27 percent respondents have done that. More than half of VFR respondents are Chinese with 60 percent, followed by Malays (33 percent) and another seven percent Indians. There are 40 percent respondents who are the fathers of the students followed by 33 percent of them are the mothers while 13 percent relatives and friends. The majority of the respondents are married (87 percent) compared to only 13 percent who are not married. Most of the respondents are aged between 41 years old to 60 years old with 40 percent respondents representing both groups of age between 41-50 and 51-60. Seven percent of the respondents represent other age group category. Interestingly none of the respondent did not get education at all or studied until primary level. All of them had at least secondary school (20 percent) while the majority of them had university education background with a representation of 67 percent. Another 13 percent went to college for their education. More than 26 percent respondents split equally in the income level group of RM 1000 – RM 3000 and RM 5,000 – RM 7,000. While another 24 percent equally fall under income level of RM 3,000 – RM 5,000 and RM 9,000 and above. None of the respondents falls under income level that is less than RM 1,000.

The results show that New Zealand is quite popular for Malaysian tourists. More than half of VFR visitors have been to New Zealand before they have their child/ren/relative/friend studying here. Maybe at that time they travelled to New Zealand as a pleasure/holiday tourists. The TNZ (2002) report states that Malaysian tourists are one of the most important inbound tourists from Asia. This results show how international students contribute significantly to the world tourism industry especially to the VFR tourism market. The decision of holidaying or travelling for some of the parents sometimes depends on whether they have their children staying at one place. As indicated by a few studies before this there is a very strong connection between VFR tourism and all types of immigration process like labour migration and temporary migration (students) (Hall and Williams 2002; Duval 2002; Go 2002; Isa 2002). The same pattern appears in the students' group results and

VFR visitors on their ethnicity. The results illustrate that more Malaysian Chinese VFR visitors answered the questionnaire and visited New Zealand compared to other ethnic group from Malaysia. Majority of the respondents had university qualification; this could be one of the reasons why they sent their children to have university education in New Zealand. Normally parents who studied at college and university would want their children to have at least the same qualification or higher than what they themselves have. Also, for the Malaysian Chinese middle and upper income class, higher degree qualification is very important in their lives and for their children (Nationmaster.com 2003).

5.2.1. Theme One: Promotion Activities

- How the Students Promoted VFR

The question asked whether the student would encourage more Malaysian to come and study at the university the student are studying right now illustrates a significant majority of respondents (80 percent) who would do that compared to just 15 percent students would not. Statement stating that students play a major role in attracting friends and relatives to one place in New Zealand for the students' who have not host VFR in New Zealand points that majority of the respondents (55 percent) either agree or strongly agree with the statement. While another 31 percent respondents neither agree nor disagree with the statement and the balance 15 percent disagree or strongly disagree. Likewise, almost the same result is demonstrated by students' who have hosted VFR in answering the same statement. Majority of them (68 percent students) agree or strongly agree compared to just 13 percent that disagree or strongly disagree with the statement. Another 15 percent preferred to be neutral that is neither agree nor disagree.

The statement that asked whether the student's promote New Zealand as a place to visit to all his/her family, relatives and friends in Malaysia illustrates the majority of respondents who did not host VFR either agree or strongly agree with the statement (59 percent). Only 10 percent of the respondents disagree or strongly disagree with the statement and none of the respondents chose the extreme negative answer (strongly disagree). The other students chose neither agree nor disagree. For the group who have hosted VFR visitors, only three percent of the respondents disagree while 27 percent of them chose neither agree nor disagree for their answers. A significant majority of respondents agree and strongly agree with the statement with

a representation of 70 percent students. Another similar statement saying the student encouraged their family, relatives and friends to visit them in New Zealand illustrates 75 percent who have hosted VFR agree and strongly agree with the statement. Another 24 percent neither agree nor disagree and only two percent disagree while none strongly disagree with this statement.

A study by Lawley and Perry (2002) reported that there are four main factors influencing choice of studying overseas for Malaysian and Thailand students in New Zealand. One of the factors is country characteristics where the opinion of family and friends are very important for the students in making their decision. From this study's results and Lawley and Perry (2002) it demonstrates how Malaysian students in New Zealand can influence other peoples' decisions. Malaysian students in New Zealand are also very proud with their universities and would encourage more Malaysian to come and study at their universities. Study by Isa (2002) points that the Malaysian students studying at Otago University are very happy and satisfied with the facilities provided by the university for them and would encourage more Malaysian students to study at Otago University (Appendix J). In addition, the results show the students realise the important role they are playing in promoting New Zealand or their host country to their family, relatives and friends in Malaysia particularly in VFR tourism. The students are aware of the role played by other international students in promoting their host country in their home country too. Obviously from the result it points that Malaysian students are promoting New Zealand to their family, relatives and friends back home all the time, sometimes without them realising it through their life story in New Zealand, photos, souvenir items and printing media. The international students are playing an ambassador role in promoting their host country and due to this the NZIEMN Manager regards them as Very Important Person (VIP) tourists (Tourism News 2003). As Michael's (1999) study reports in 1997 the international students in Victoria, Australia contribute approximately AU \$8.2 million for their travel expenditure and the sum reaches AU \$17.2 million if their VFR are included to Victorian economy. From the researcher's personal communication with Malaysian students in New Zealand, many of them always host their Malaysian friends who are also studying in New Zealand from different areas. These activities also contribute not only to the domestic tourism industry but also to the local economy of one particular place.

- Recommended Activities for Visitors

Only students who hosted VFR visitors answered this question on recommended activities for their visitors. The results illustrates that the majority of the students (68 percent) either agree or strongly agree with the statement that says the student's would show the university he/she study i.e. the building and library as one of the attractions to their visitor(s). Another 13 percent respondents disagree or strongly disagree and the rest chose neither to agree nor disagree with it (19 percent). Statement on there are not many activities for VFR visitor(s) to do in New Zealand shows almost the same number of students who agree or strongly agree (36 percent) and with 34 percent neither agreeing nor disagreeing with statement. The balance 31 percent disagree or strongly disagree with it. Christchurch and Queenstown topped the list of recommended places by the students to their VFR visitors (80 percent). This is followed by Dunedin with 69 percent suggesting the city as a place to visit while 41 percent suggested their VFR to visit North Island. The least popular place the respondents suggested to their visitor is Invercargill while only three percent students suggested it to their visitor(s). The second unpopular place for the student to suggest to their VFR is Lincoln (eight percent) and places, which are not stated by the question. Other places that are not stated in the questionnaire suggested by 12 percent students for their visitors to visit is Milford Sound, Hokitika and West Coast. Nelson and Steward Island are also not popular in the students' suggestion of places with only 16 percent and 13 percent students suggested their VFR to go there.

The university building is something that an international and local student normally is proud to show to their visitors. For many countries in the world, university building is always listed as a popular tourist attraction place for tourists to visit in the tourism pamphlets especially for international tourists. An example is the Otago University, tourist coaches always stop at the university's clock tower which is the landmark of the university for photo taking session. The results on statement saying there are not many activities for VFR visitors to do in New Zealand show similarity to the students' VFR visitors and potential VFR tourists' answers. Those students who agree with the statement may be due to the comparisons between tourists' activities in New Zealand and Malaysia or between New Zealand and other countries. In Malaysia for example there are more activities for people to do that cater for all ages and types of people and most shopping complexes and other tourists attractions places in Malaysia is open until late evening. Once again the results demonstrate that Malaysian international students contribute significantly to the tourism industry at one place by

suggesting their visitors to visit certain places and on what activities to do. In 2001, international students from Asia are reported to contribute NZ \$1 billion into New Zealand economy (Asia 2000 Foundation 2002). Places which are not really popular as tourist attraction like Lincoln for example will be a dead place if Lincoln University is not located there and if international students did not study there or perhaps only small number of tourist will visit the place just like Invercargill and Nelson. However, because the VFR visitor's main intention is to visit the student, they would travel to those areas even though those areas do not offer much to the visitors.

- Visitors and Potential Visitors Source of Information

The question asked about the visitors' sources of information when they decided to visit New Zealand illustrates that 80 percent relied on their child/ren/relative and friends. Apart from that 40 percent got the information from the pamphlets/brochures and 33 percent of them went to get their information from the travel agents. Another seven percent got it from television advertisements and magazines. Other sources of information the respondents' seek were from the tourist information centres and website. The potential VFR also indicate that apart from the students they obtained their information about New Zealand from the Internet, movies like Lord of the Rings and Malay dramas and other mass media information.

During the interview session with potential Malaysian VFR tourist they mentioned that they depended heavily on the student's information about New Zealand as their first hand guide. Some of the students promoted New Zealand through the souvenir items, magazine, photos and pamphlets that they took back to Malaysia. As the potential VFR tourist respond; "Since I know the student so the student brought back the souvenirs so aaa...I mean the New Zealand products I think...yeah...I think I'm closer...like the Kiwi bird, the ashtray of Kiwi bird I'm beginning to appreciate New Zealand more ok". The word of mouth promotion is identified as the best promotion tools in marketing especially in generating 'referrals' or repeat visit (Tourism Authority of Thailand 1999).

5.2.2. Theme Two: Experience in New Zealand

- Students Experience as Sojourners

When asked who sponsored their study in New Zealand 66 percent of the respondents said that their parents are the prime sponsors. Another 17 percent were sponsored by the Malaysian government agencies and 11 percent are sponsored by Malaysian private agencies. New Zealand agencies sponsored five percent respondents and two percent of Malaysian students are self-sponsored which is categorised under other category. There are some students who have been to New Zealand before their study here with 37 percent said that they have been to this country while 60 percent have never been to New Zealand before. From those 37 percent students, 46 percent respondents said that their previous visit to New Zealand did not affect their decision at all to come to this country for their study in the following question. While 20 percent respondents said that their previous visit did affect their decision in choosing the university to study and another 15 percent of them in choosing the program to study.

The result shows that most Malaysian students in New Zealand are sponsored by their parents. However, latest developments show that many organisations that used to sponsor a significant number of Malaysian students particularly the Malay students to study in the US changed their attention to New Zealand. As a result, a total of 34 Malaysian students in Auckland and Christchurch presently studying engineering and accounting are sponsored by Petroleum Nasional (Petronas) a very well known Malaysian petroleum company starting in 2002. According to Chik (2003) Malaysian Student Attaché 1 to New Zealand, Petronas will send more of their sponsored students to New Zealand particularly to Auckland and Christchurch instead of the US. A few Malaysian government agencies also confirmed in sending a significant number of Malaysian students to New Zealand beginning 2004 (Chik, 2003; Market New Zealand.com 2003). As such, there will be a significant number of sponsored students from Malaysia to New Zealand starting 2004 and in the future.

In the 1980s, the US international education market dominated this sector with 40 percent of the 1.3 million students studying in the US. However, by the late 1990s the market started to change and in 1997 only 32 percent international students enrolled in the country. The US educator realised one of the reasons for that declining number to their country is because of the aggressive competition from other English-speaking

countries like New Zealand (Bureau of Educational and Cultural Affairs 1999). Furthermore, there are a significant number of Malaysian Chinese students who are holding New Zealand PR and are sponsored by their parents for their education. Those New Zealand PR holders are paying local fees making it cheaper for them to study in New Zealand rather than in Malaysia (Chong 2003). Almost all of these students got their PR status through their parents and it is a normal trend for successful Malaysian Chinese to migrate to Western countries like Australia, the US, the UK and New Zealand permanently or temporarily (Nationmaster.com 2003). This is one of the characteristics of modern immigrant nowadays where some immigrants visit a place as a tourist or for holiday first before they decided to migrate to that particular place permanently or temporarily after that Hall and Williams (2000). In addition, from the researcher's informal talk with the students, nearly all of the students who are holding PR status work part time to gain additional income for themselves. Since they are holding PR status it is easy for them to get a job in New Zealand. The researcher got to know that some students who are studying here are the second generation of students to New Zealand from Malaysia. Interestingly, quite a few of them have cousins, aunties, uncles and relatives studying or staying in New Zealand. This is known as chain migration, another form of modern migration patterns where immigrants follow their family, relatives or friends who have migrated to a new country (FAIR 2002).

a) Interaction with local people

When asked about their opinion on whether Kiwi people are very warm and friendly majority of the respondents who have not hosted VFR agreed or strongly agreed with a 64 percent representation. Only ten percent disagreed or strongly disagreed and another 27 percent respondents neither agreed nor disagreed. The result for students who hosted VFR points that a significant majority of the respondents agree and strongly agree (72 percent) that New Zealand people are very warm and friendly. None of them put strongly disagree and only two percent put disagree and another 27 percent neither agree nor disagree with the statement. A very significant majority of respondents (75 percent) gave positive answers that is agree and strongly agree on statement that says Malaysia will always be 'home' to the student. In fact it emphasizes that the majority of the respondents (49 percent) chose the extreme positive answer (strongly agree). A further 22 percent people are in the middle range and only three percent disagreed while none strongly disagreed.

The local people friendliness is a very important aspect in the tourism industry. If the local people show that they are very easy to approach and accept tourists or foreigners more tourists will tend to visit one place (Dickman 1997 and Pearce 1982). For tourists to feel welcome at one place is very important because when they feel comfortable with that place the chances of the tourist to come back and visit the place or return visit is greater (Dickman 1997). Majority of the Malaysian students think that Kiwi people are friendly which means they think that Kiwi people are accepting their presence as students in New Zealand. Amazingly, a substantial number of the respondents will always consider Malaysia as their 'home' and most of them chose the extreme positive answer. Hence, it is proven at least by this study that closeness is the answer to describe the feelings of Malaysian students towards their homeland Malaysia and to host Malaysian VFR visitors is one way to 'bring' Malaysia to them. The students always think that Malaysia is their home even though physically they are in New Zealand. This finding is the same with a few early research studies on topic that is similar to this study especially on immigrants feeling towards their home country (Duval 2001, Go 2002 and Isa 2002). Their home country is always regarded as 'home' and close to their heart.

b) Hosting VFR

When asked whether the student feel lonely right after their visitor(s) return to Malaysia, 40 percent neither agreed nor disagreed with this statement. While 38 percent of the respondents disagreed or strongly disagreed compared to only 22 percent who agreed and strongly agreed with this statement. A representation of 54 percent respondents agreed or strongly agreed to the statement that the students felt emotionally closer to Malaysia when they hosted VFR. Only eight percent respondents disagreed or strongly disagreed with this statement and another 38 percent neither agreed nor disagreed. A minority of the respondents (21 percent) disagreed and strongly disagreed to the following statement saying the students missed their visitor(s) right after the visitor returned to Malaysia. Another 41 percent respondents agreed or strongly agreed while 38 percent respondents neither agreed nor disagreed with the statement. Of the students who have hosted VFR the results show that 79 percent students have been visited by their mothers; 73 percent students have been visited by their fathers and 61 percent students have been visited by other relatives. Another 57 percent respondents have been visited by friends and seven percent of the respondents have been visited by others. Among the other category of visitors the students stated they hosted are parent's friend,

family friend, new Malaysian student (stranger) and husband. On the student's role in hosting their VFR the answer is equally splitted into 50 percent respondents said that they did not help plan the itinerary for their visitors and another half said they helped their visitor(s) with the itinerary. Majority of the students (65 percent) played a tourist guide role and 60 percent helped to drive their visitors around when they became the hosts. Only 39 percent students said they helped to book the accommodation and attractions for their VFR while eight percent played other roles when hosting their VFR here. Other roles they played being tagging along with their visitors and providing food for the visitors. Only 46 percent respondents have hosted VFR within 2001-2003 compared to 54 percent respondents who have not.

Majority of those who hosted VFR have hosted it only once with 22 percent representation followed by 19 percent respondents who hosted VFR twice within 2001-2003. More than 14 percent respondents hosted it three times and 13 percent of the respondents hosted four and five times. Another nine percent of the respondents hosted VFR for ten times and four percent of them became VFR host for six times and two percent respondents hosted VFR for eight, 12 and 15 times. Many students received visitors this year (2003) with 71 percent of them followed by 22 percent students who hosted VFR in 2002 and six percent in 2001. Most respondents (67 percent) have been studying in New Zealand for more than a year while another 31 percent are here for less than a year. None of the students who have not hosted VFR strongly disagree with the statement on New Zealand is one of the most beautiful countries in the world. Only three percent students disagree with the statement and a significant majority of them agree and strongly agree to it (74 percent students). Another 23 percent students chose neither to agree nor disagree. A huge majority of respondents (77 percent) who have hosted VFR agree or strongly agree that New Zealand is one of the most beautiful countries in the world compared to only seven percent respondents who disagreed or strongly disagreed with the statement while the balance (16 percent) are neutral.

From all the students' responses on their inner feeling towards hosting VFR visitors from Malaysia in New Zealand it emphasizes that the students feel lost right after their visitors return to Malaysia. Again it demonstrates that the students like to be reminded of their homeland and Isa (2002) found the same results in her work. The results shows that the students' mothers like to visit the students more often compared the students' fathers. This is quite a stereotype role in Asian family where the mother will normally take care of the children rather than the father. Some of the

mothers are not working so they can spend more time with their children in New Zealand. Most of the students played as a consultant or advisor role for their visitors apart from being a tourist guide. This is the same outcome as Isa's (2002) exploratory study and interestingly not many students realise that they actually played other roles sometimes like providing of food, accommodation and transportation. A very small number of them realised about the other roles they are playing for their visitors. From the informal talk the researcher had with some of the students who have been studying in New Zealand for a while they never received any VFR from Malaysia because they always go back home at least once a year. Also, it is quite common for Malaysian students to go back to Malaysia at least once a year or more. Also, some of the students are staying with their parents who are holding PR and working in New Zealand. Hence, technically for them their parents were hosting the VFR not them. In a way this result shows an indication that most students received VFR visitors every year. Some of them host VFR visitors more than once in a year.

The longer a student studies at one place the higher the chances for that student to become a host for VFR visitors more often, not only from the student's home country but also from his/her country mate who studies in the same country but in other areas. On normal circumstances the student would become VFR host at least once during her/his study period. As Mr Laurensen in Tourism News (2003) says the significant growth of earnings from the international education in New Zealand is because the students stay for a long time to finish their study and they attract visits from family and friends. Malaysian students find that New Zealand is a beautiful country and this is the same outcome as the NZTP study in 1988. The study found that Singaporeans and Malaysians have a high perception of New Zealand in terms of their scenery and people's attitude compared to Australia.

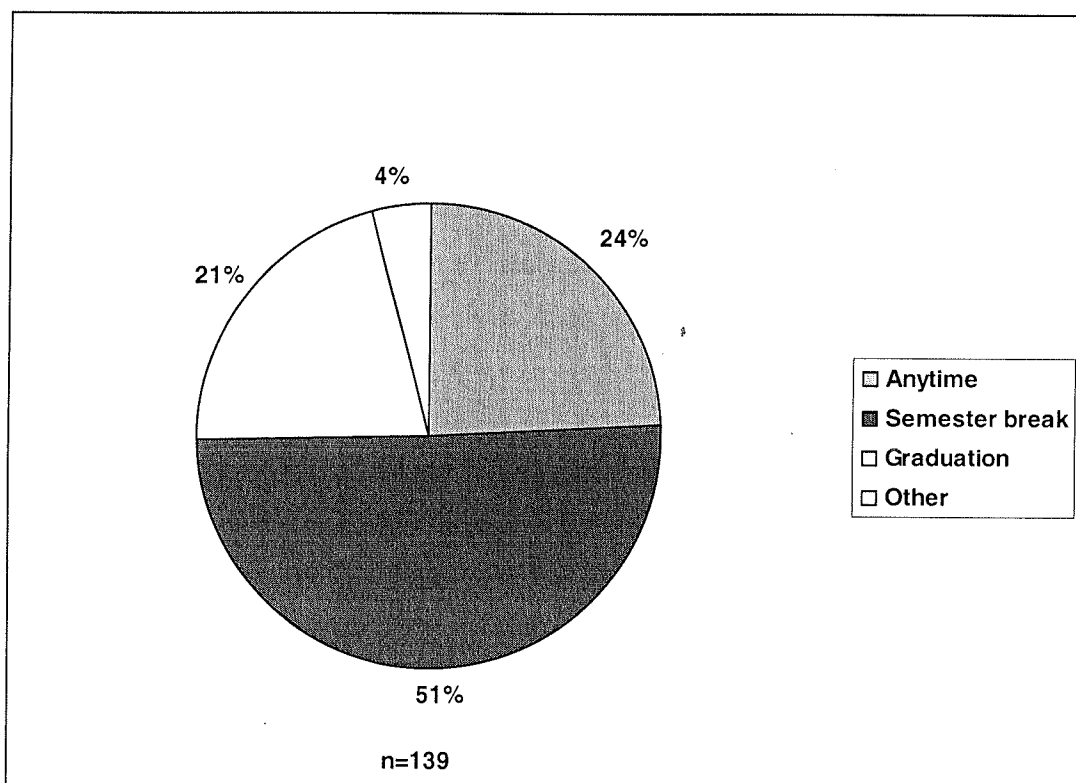
- Constraints Experience

- a) Preferred Hosting Time

Majority of the respondents (50 percent of them) preferred to host their visitors during the semester break. Another 24 percent said anytime of the year, while 21 percent preferred during the graduation and another four percent students chose other times; two percent chose summer break and one percent did not answer this question.

This result is slightly different from the findings by Pope, Shanka and Ali-Knight (2002) study in Western Australia where graduation is the most popular time for VFR to visit the students. However, the result indicates the students' preferences not the VFR visitors' preference. Normally, graduation time is the most popular time for students' families to come and visit them since that is one of the most important days in the students' lives. The interview result with the potential VFR said that money is their major constraint to come to New Zealand since they want to bring more than two other people to visit New Zealand with them. However they will make sure they visit the country before the student finish their study in New Zealand.

Figure 4: Students Preferred Time to Host VFR Visitor



b) Social

Only 23 percent respondents who have not hosted VFR disagreed or strongly disagreed with the statement saying that the student feel safer in New Zealand rather than in Malaysia. The majority of them (48 percent) agreed or strongly agreed that they feel safer here and another 29 percent neither agreed nor disagreed as their answers. Almost the same pattern is repeated with the group who have hosted VFR on the same statement as above with 64 percent respondents agreeing and strongly agreeing compared to only nine percent disagreeing and strongly disagreeing to it

while another 27 percent neither agreeing nor disagreeing. The next statement saying that New Zealand does not have much interesting culture that can be claimed as its own apart from Maori culture shows that 33 percent respondents who have not hosted VFR neither agreed nor disagreed with the statement. Nevertheless, 48 percent of the respondents either agreed or strongly agreed with it and less than 19 percent of them disagreed or strongly disagreed with this particular statement. Almost the same pattern can be seen from the respondents who have hosted VFR where 36 percent agreed and strongly agreed with the above statement. Another 34 percent respondents neither agreed nor disagreed while the balance (30 percent) either disagreed or strongly disagreed with it. For the statement on whether the respondent prefer to live in a Western or Asian community, majority of them (56 percent) (who have not hosted VFR) disagreed and strongly disagreed with it. Another 24 percent of them chose to be neutral compared to 31 percent who agreed or strongly agreed to that statement. Another same trend can be seen on the statement asking whether the students (who have hosted VFR) prefer to live in a Western community like New Zealand than in an Asia community like Malaysia. Another 41 percent chose to neither agree nor disagree while 36 percent disagreed or strongly disagreed with the statement. Only 23 percent said agreed or strongly agreed.

The study asked the students if they have adapted some aspects of Kiwi culture in their lifestyle and almost the same number of respondents who have not hosted VFR agreed to the statement (41 percent) and 39 percent neither agreed nor disagreed with the statement and the rest (20 percent) disagreed or strongly disagreed. A total of 56 percent who have hosted VFR agreed or strongly agreed with the statement saying that they have made an effort to adapt some aspects of Kiwi culture in their lifestyle. Another 34 percent students neither agreed nor disagreed with it and only minority of them did not agreed with the statement (two percent). A small majority with a representation of 43 percent students preferred not to agree nor disagree with the statement on New Zealand people tend to be very racist towards Asian people. While another 39 percent either chose to agree or strongly agree to it and another 19 percent of them disagreed or strongly disagreed with the statement for those who have not hosted VFR. While those who have hosted VFR illustrate that a small majority of the respondents (36 percent) chose neither to agree nor disagree with the statement that says New Zealanders people tend to be very racist towards Asian people. Another 34 percent of respondents disagreed or strongly disagreed; and 30 percent of them strongly agreed or agreed with it.

This result is the same with the research findings by Prospect Research that found New Zealand appeared to be perceived with the highest level of safety above Australia, Canada, UK and the US by the international students (Tourism News 2003). Compared to New Zealand, Malaysia has a high crime rate especially in big cities. Thus, it is not shocking for most Malaysian students to think that New Zealand is safer. However, one must remember that Malaysian's population (23 million) is very much higher than New Zealand's population (3.3 million). With the difference of almost eight times between Malaysia's and New Zealand population's Malaysia is still considered a safe country. New Zealand has a very high image as a very safe country not only by Malaysian students but by other international students as well (Tourism News 2003; Kember 2002). New Zealand can be considered, as a young country with most of its population with the second or third generation of immigrants. As a result, there is no special culture that is believed to belong to New Zealand since these cultures belong to other countries brought by these immigrants. Many writers state New Zealand's culture is a blend of Polynesian and European cultures (Johnson 2003; Lonely Planet 2003). Dunedin city for instance has a great influence of Scots culture or also known as Celts (Dunedin City Council 2002) while Christchurch city has a great influence of English culture (Christchurch City Council 2002), but again it is not the originality of Kiwi culture.

Actually there is not much difference between the Asian and Western cultures. The Westerners have experienced what Asian is experiencing today long time ago. Asian cultures regardless of their religious believe are changing nowadays by adapting more western cultures in their lifestyle. Kawato (1995), claim this thing happens due to the economic expansion it helped to increase each individual's wealth 400 years ago in Western Europe. Consequently, it frees people from an excessive dependence on the family and society and the Western Europe people changed their cultures slowly until what they have today. The Asian is expected to experience the same thing as more Asian people become westernised. The trend of individualism in Asian culture is not because of "the evil influence of the Western culture" as stated by some Asians, but occurs from the true nature of human beings (Kawato 1995). To stop this trend from happening is very hard.

However, today many Asian immigrants to other Western countries are spreading Asian cultures to the Westerners too. World nowadays is becoming a mixed culture society and is called borderless world since no particular cultures is not influence by other cultures. Asian and western cultures keep on changing and to some extend

there are some similarities between the two. Majority of the students agreed that they adapted some Kiwi cultures in their lifestyle statement. This is the same pattern experienced by people who live in two countries. Interestingly, these people who are involved in transnationalism, migration or sojourn tend to have two personalities which is a blend of a person's origin culture mixed with the new culture from the new country the person lives in (Duval 2001; Pawanteh 1999; Isa 2002). Pawanteh (1999) continues by saying that this scenario is a consequence of their sojourn; their cultural identities have experienced a transformation into one that is "bi-cultural or dual-featured identity". In today's world by reality and historically, nobody can claim that they belong to one culture or to one ethnic group only. This is because everybody belongs to more than just one ethnic group or culture. There is no race or ethnic, which originated from that particular one place. All of us are children of immigrants one way or another. Berger (1963, p. 10), come up with a very interesting phrase regarding identities and culture. He says; "Identities are socially bestowed. They must also be socially sustained and fairly steadily so. One cannot be human all by oneself and, apparently, one cannot hold on to any particular identity all by oneself"

In Malaysia, the three big ethnic groups (Malays, Chinese and Indians) influence Malaysian cultures and lifestyle. However there are some small influence of other minorities' races in Malaysian cultures like the Siamese, Dutch and Portuguese (Tourism Malaysia 2002). The results of respondents who agreed and disagreed with the local people being racist towards Asians are almost the same. Maybe those who agree with the statement had experienced something bad in New Zealand compared to those who do not agree with the statement. Where as those who preferred to be neutral may have heard about the bad incidents but have not really experience it yet. As Pearce (1982) says that positive inter-cultural contacts were defined as those in which the tourist was treated more like a friend or equal; where a tourist was made to feel as though an 'authentic' encounter had taken place; not as a tourist treatment. On the one hand, positive encounters were memorable because they were not like tourist contacts; they were not experienced as fleeting, artificial, superficial or contrived. On the other hand, negative experiences were presented as occasions when a tourist was overtly exploited, threatened by hostile behaviour, or ignored by hosts who appeared 'unwilling to share their life experiences even briefly' (Pearce 1982 p. 131). Most white New Zealanders have Chinese images when they talk about Asian people forgetting that there are other races as well in Asian community like the Indian, Malays and Filipinos. When certain issues arise around the Asian people in New Zealand, only Chinese people were being interviewed for their

comments on that matter. For example, reports on anti Asian in Sinorama Magazine (1996) only asked comments from the Chinese in New Zealand. From the researcher's personal communication with Malaysian students, only a few of them encountered bad experiences in New Zealand. Among the bad encounters were when the Malaysian Chinese were asked to go home to their own country while the Malaysian Muslim were being sworn at because of the September 11, 2001 terrorists attack.

c) Economic

Only those who hosted parent(s) answered the question asking whether they think they experienced any increments on their expenses during the hosting period. Majority of the respondents (56 percent) said they think they had increments on their food and beverages and transportation when hosting VFR. Another equally split answer gained for the question was on the transportation costs. Another 50 percent of the respondents said they had an increment to it and another 50 percent respondents said no to it. A total of 78 percent respondents said they did not have increments on entertainment cost while 50 percent respondents said no increment on shopping and 50 percent of them said yes to it. A small majority of 58 percent respondents did not think their sightseeing expenses increased when their parent(s) visited them compared to 42 percent respondents who said yes to it. There are 32 percent respondents said they did not experience any increment on any of their expenses when their parent(s) visited them and four percent respondents experienced increments on others expenses when they hosted their parents with two percent respondent said, there was an increment on electricity and phone bill. From those who hosted relatives, 50 percent think they experienced increments on their food and beverages. Only 34 percent did not experience increments on transportation and 58 percent of them say they did not experience increment on their entertainment expenses compared to 42 percent who say their expenses increased. Another 37 percent of the students think they experienced increments with their shopping expenses when they became the host for their relatives and 45 percent students said the same thing for sightseeing. Only 21 percent students did not experience any increments on any of their expenses when their relatives visited them and nine percent said other expenses increased when they were the host for their relatives with two percent having increased on electricity expenses. Of those who were hosting friend(s), 74 percent respondents experienced increment on the food and beverages expenses. Most of the students also experienced increments on

transportation with 63 percent and 43 percent respondents had increased entertainment expenses when they hosted their friends here. That shows 66 percent students did not experience increment on their shopping expenses compared to 34 percent of them who experienced it. For sightseeing activity the majority of them (63 percent students) had increment to their expenses while only nine percent of them did not experience any increments on their expenses when their friends visited them. Another nine percent experienced other increments on other expenses with two percent cited electricity expenses.

- Means and Standard Deviations of students who have not hosted VFR

Out of the nine statements from table 3 it shows that only one statement has a positive mean value that is more than four and only one statement that has a negative mean value that is less than three. While the rest of the statements emphasize that the respondents neither agree nor disagree with the statements or they are not sure with their opinion.

The standard deviation (SD) for all the statements showed that there is not really a huge gap of opinion differences among the respondents on answering the statements especially with two of the statements showing very low differences with values less than 1. Only one statement shows the highest standard deviation value of about 1.5.

Table 3: Students (who have not hosted VFR) Experience in New Zealand

Statement	Mean	SD
a) Students play a major role in attracting friends and relatives to one place in New Zealand.	3.57	1.068
b) I promote New Zealand as a place to visit to all my family, relatives and friends in Malaysia.	3.55	1.119
c) New Zealand people are very warm and friendly	3.73	.969
d) I have adapted some aspects of Kiwi culture in my lifestyle.	3.23	.967
e) I feel safer in New Zealand than I do in Malaysia.	3.36	1.280
f) Apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own.	3.47	1.107
g) I prefer to live in a Western community like New Zealand rather than in	2.81	1.468

an Asian community like Malaysia.		
h) New Zealand people tend to be very racist towards Asian people.	3.37	1.136
i) New Zealand is one of the most beautiful countries on earth.	4.08	1.024

1 = Strongly Disagree and 5 = Strongly Agree

- Means and Standard Deviations of students who have hosted VFR

The result for this group highlights that most of the students are not really sure with their opinion. Table 4 demonstrates ten statements showing mean values less than four compared to only three statements that have mean values higher than four which means over all the students agree with that particular statement. There are three statements that have negative mean values (lower than three).

For the standard deviation (SD) column it demonstrates that eight statements have small differences of opinion among the students with value less than 2 where else as another seven statements have a very low gap of differences in answering the question with a standard deviation value of less than 1.

Table 4: Students (who have hosted VFR) Experience in New Zealand

Statement	Mean	SD
a) My university (e.g. building and library) is one of the attractions that I show my visitor(s) when they visit.	3.77	1.179
b) Students play a major role in attracting friends and relatives to one place in New Zealand.	3.78	1.188
c) I felt lonely right after my visitor(s) went back to Malaysia.	2.73	1.167
d) I promote New Zealand as a place to visit to all my family, relatives and friends in Malaysia.	3.84	.739
e) New Zealand people are very warm and friendly.	3.91	.729
f) I have made an effort to adapt some aspects of Kiwi culture in my lifestyle.	3.64	.880
g) There are not many activities for my visitor(s) to do in New Zealand.	3.02	1.166
h) Apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own.	3.13	1.062
i) I prefer to live in a Western community like New Zealand rather than in an Asian community like Malaysia.	2.75	1.054
j) When I hosted Malaysian visitor(s) I felt like I was emotionally closer to	3.54	.877

Malaysia.

k) New Zealand people tend to be very racist towards Asian people.	2.95	.967
l) I missed my visitor(s) right after they returned to Malaysia.	3.14	1.045
m) New Zealand is one of the most beautiful countries on earth.	4.02	.820
n) I feel safer in New Zealand than I do in Malaysia.	3.83	1.001
o) Malaysia will always be a 'home' to me.	4.21	.901
p) I encourage my family, friends and other relatives to visit me here in New Zealand.	4.13	.833

1 = Strongly Disagree and 5 = Strongly Agree

- Mann Whitney U tests on students group results

There are three different tests done using the Mann Whitney U Test on the students' results. The first Mann Whitney U Test is to compare the answers given between Malaysian students who are holding New Zealand PR and non PR followed by students' who have been to New Zealand and those who have not been to New Zealand before they began their studies here. Finally, the third test was done between the male and female respondents. All the tests were done to look for any significant differences in students' answering patterns on their future work intention after they have completed their study in New Zealand.

1) Students who have not hosted VFR visitors

- a) Mann Whitney U test between New Zealand PR and non-PR students results with experience in New Zealand

Only two statements demonstrate significant 'P' value less than 0.05 while the rest showed insignificant results as shown by table 5.

- b) Mann Whitney U test between students who have been and students who have not been to New Zealand before they study here results with experienced in New Zealand

Interestingly none of the results show any significant differences for the group who have not hosted VFR visitors.

- c) Mann Whitney U test between students gender results with experienced in New Zealand

Amazingly there is no significant difference between the male and female respondents.

Table 5: Mann Whitney U tests between New Zealand PR and Non-PR Students Results with Experienced in New Zealand

Statement	P(i)	P(ii)	P(iii)
a) Students play a major role in attracting friends and relative to one place in New Zealand.	.001	.572	.220
b) I promote New Zealand as a place to visit to all my family, relatives and friends in Malaysia.	.087	.393	.388
c) New Zealand people are very warm and friendly	.666	.254	.785
d) I have adapted some aspects of Kiwi culture in my lifestyle.	.184	.689	.629
e) I feel safer in New Zealand than I do in Malaysia	.005	.226	.781
f) Apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own.	.385	.083	.155
g) I prefer to live in a Western community like New Zealand rather than in an Asian community like Malaysia.	.654	.789	.415
h) New Zealand people tend to be very racist towards Asian people.	.319	.851	.882
i) New Zealand is one of the most beautiful countries on earth.	.051	.141	.855

1 = Strongly Disagree and 5 = Strongly Agree

2) Students who have hosted VFR visitors group

- a) Mann Whitney U test between New Zealand PR and non-PR students results with experience in New Zealand

For the group who have been visited by Malaysian VFR none of the results highlight any significant results. The 'P' values results illustrate insignificant differences of opinion among those holding New Zealand PR and non-PR in answering this question.

- b) Mann Whitney U test between students who have been and students who have not been to New Zealand before they study here results with experience in New Zealand

For students who have hosted VFR only one statement shows a significant result, which means there is difference between respondents who have been to New Zealand before and those who have not in giving their answers for that particular statement.

- c) Mann Whitney U Test between students gender results with experience in New Zealand

There are insignificant 'P' values for nearly all statements except for one question with a value of 0.001. The results show that there are insignificant differences between the students' gender groups answer with their experience in New Zealand.

Table 6: Mann Whitney U test between Students Results with Experienced in New Zealand

Statement	P(a)	P(b)	P(c)
a) My university (e.g. building and library) is one of the attractions that I show my visitor(s) when they visit.	.838	.947	.056
b) Students play a major role in attracting friends and relatives to one place in New Zealand.	.769	.087	.707
c) I felt lonely right after my visitor(s) went back to Malaysia.	.302	.501	.798
d) I promote New Zealand as a place to visit to all my family, relatives and friends in Malaysia.	.136	.232	.110
e) I felt obligated to visit the student in New Zealand.	.899	.143	.270
f) I have made an effort to adapt some aspects of Kiwi culture in my lifestyle.	.037	.505	.665
g) There are not many activities for my visitor(s) to do in New Zealand	.072	.461	.476
h) Apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own.	.839	.458	.776
i) I prefer to live in a Western community like New Zealand rather than in an Asian community like Malaysia.	.074	.042	.278
j) When I hosted Malaysian visitor(s) I felt like I was emotionally closer to Malaysia.	.703	.747	.139
k) New Zealand people tend to be very racist towards Asian people.	.539	.479	.763
l) I missed my visitor(s) right after they returned to Malaysia.	.241	.680	.656
m) New Zealand is one of the most beautiful countries on earth.	.552	.744	.609
n) I feel safer in New Zealand than I do in Malaysia.	.220	.655	.001

o) Malaysia will always be 'home' to me.	.045	.348	.147
p) I encourage my family, friends and other relatives to visit me here in New Zealand.	.076	.312	.035

1 = Strongly Disagree and 5 = Strongly Agree

- Visitors Experience Visiting New Zealand

More than 26 percent visitors have been to New Zealand three times while 13 percent of the visitors have been to New Zealand for the first time, six times, ten times and eleven times. Another seven percent have been to New Zealand for twice and eighteen times.

There are 80 percent of the VFR respondents came to visit the students in New Zealand this year while seven percent visited the students in 2001 and 2002. Another seven percent did not answer this question. From the interview done earlier with potential VFR tourists they say they are planning to visit New Zealand soon but depends on their financial situation.

- a) Tourists Activities

None of the respondents visited Nelson, Invercargill and Stewart Island when they were in New Zealand. The majority of the visitors (87 percent) visited Christchurch, 67 percent visitors visited Dunedin and 60 percent visited Queenstown and 53 percent visitors visited North Island. Only 13 percent of the visitors visited Lincoln when they were in South Island. For potential VFR tourists they do not have any specific places to visit except the place where the student is studying and their plan to visit other places would depend on the student's suggestion and advise. When asked about their activities they undertook when they were in New Zealand none of the respondents did camping and clubbing activities. A majority of the respondents (93 percent) were involved in sightseeing and shopping activities while 13 percent were involved in other activities, which are not stated in the questionnaire while only seven percent were involved in adventure and sports activities. This result is almost the same as the potential VFR tourists where by sightseeing and shopping are the two major activities they planned to do. Other than that they want to do soft adventure like canoeing, visiting other Malaysian people in New Zealand and getting involved in Malaysian people functions as commented by a potential VFR tourist, the activities they want to do in New Zealand; "Sightseeing, visiting and probably if the

students' have their function I would like to attend to see how they socializing something like that...". Almost the same pattern can be seen in the next statement; the main activity for the visitors to do when they travel to New Zealand was sightseeing with 53 percent respondents either agreeing or strongly agreeing to it compared to 20 percent disagreeing or strongly disagreeing and 27 percent of them neither agree nor disagree. All the potential VFR tourists also want to take part in this activity if they visit New Zealand. Majority of the visitors either disagree or strongly disagree (53 percent) with the statement that there are not many tourist activities in New Zealand that the visitor can do or take part in. Only 27 percent agree with the statement while the balance 20 percent neither agree nor disagree to it.

That result points out that places that have high international students studying around that area will be visited more often compared to other areas. A few studies showed the significant contribution of international students to places like Victoria, Western Australia, Dunedin, Christchurch, Wellington and Auckland (Shanka et al 2002; Michael 1999; Otago University Annual Report 2002). The results demonstrate that adventure activities like tramping, camping, skiing and snow boarding which New Zealand is popular for are not really appealing to the Malaysian VFR and potential VFR tourists especially for those aged 40 years and above. Not many Malaysians want to get involve in those kinds of activities but all of them would really want to do sightseeing and shopping activities. Scenic beauty is one of the primary reasons for visitors to come to New Zealand (Tourism News 2003).

b) The Push and Pull Factors to Visit the Students

When asked about their main reason travelling to New Zealand, a big majority of VFR visitors (73 percent respondents) answered to visit friends and relatives followed by 20 percent respondents answered for other purposes and seven percent answered for holiday/pleasure. Other purposes being for PR compliance, temporary stay and study tour. The focus group interviews with the potential VFR in Malaysia also gave the same results indicating that VFR is their main motive followed by other purposes that are holiday/pleasure and studying. The statement that Malaysian students play a major role in attracting Malaysian tourists to New Zealand shows 67 percent respondents agreed or strongly agreed with the statement compared to only 27 percent respondents who disagreed or strongly disagreed to it and seven percent remain neutral. The same result is indicated of the interview where by the potential VFR visitors say the students promote New Zealand to them all the time.

The statement on whether the visitor would visit New Zealand if their child/ren/relative/friend were not in New Zealand illustrates almost an equal number of respondents strongly agreeing to strongly disagreeing with 27 percent disagreeing. Another 20 percent respondents strongly disagree, neither agree nor disagree and agree while the balance (13 percent) strongly agree. While the potential VFR visitors say that they would still go and visit New Zealand even if the student is not there and if they have the money but they might spend less of their time in New Zealand. A big majority of respondents (67 percent) either agree or strongly agree with the following statement that the main reason they visited New Zealand was to be close to the student. Another 20 percent disagree or strongly disagree with the statement and the balance 13 percentage chose to be neutral. The next statement showed almost the same pattern where majority of the respondents (67 percent) chose to agree or strongly agree compared to 20 percent respondents who disagree or strongly disagree. Another 13 percent respondents chose to neither agree nor disagree with the statement that states the visitors felt obligated to visit the students in New Zealand. A very big majority of respondents (87 percent) answered either agree or strongly agree with the statement that the respondents felt a great relief after visiting the students in New Zealand compared to only 13 percent who disagree or strongly disagree with it. None of the respondents chose to neither agree nor disagree for this statement.

This indicates that students play a huge role in attracting their VFR visitors to visit them at one place. The international and local students generate income to a particular place significantly. The Vice Chancellor of University of Otago report in the university's Annual Report 2002 states that the major role of the university to the Dunedin city economy is at NZ 746.3 million; while Christchurch city benefiting by NZ \$29.7 million and Auckland by NZ \$ 2.1 million. The tourism industry is one of the important industries benefited from the students studying at Otago University (Otago University Annual Report 2002). Maybe because of Asian cultures stress on the importance of family closeness making the VFR tourists chose closeness to the students to be their answer. However, from the researcher's observation around a few universities in New Zealand not only Asian students host their VFR quite often but other international students from other countries also always host their VFR visitors. This result is supported by Angus (1990) research when he noted that the rationale for taking VFR trips and the factors influencing the choice in destination depend on the strength of the sense of obligation to visit family members. Meanwhile, the World Tourism Organization (WTO) classifies travel motivations into two

categories: (i) obligatory, and (ii) non-obligatory. Angus further confirmed this typology through his research findings that travelling for VFR and business purposes falls under the obligatory motivation, while travelling for holiday purposes is non-obligatory. The VFR visitors agreed that obligation to visit the students is one of the reasons for them to visit New Zealand.

c) Accommodation

The question asks about the primary form of accommodation for the visitors to stay when they visited New Zealand show that 60 percent of the respondents stayed with child/ren while another 27 percent stayed at the hotel/motel and the balance stayed at private accommodation. Other types of accommodations did not have any representation from the respondents. Interestingly the potential VFR also point out that they are going to stay with the students if they visit the students. The most popular secondary form of accommodation used by the VFR visitors when they visited the students was private accommodation with 40 percent of the respondents followed by hotel/motel (27 percent). Another 27 percent visitors say none of the answers for this question is applicable for them while 13 percent VFR visitors stayed at rented house and seven percent stayed with child/ren. Other types of accommodation the potential VFR visitors think of using is hotel or motel.

Some of the students' parents the researcher talked to informally earlier, bought houses in South Island, New Zealand for their children to stay during their study here especially in Christchurch city. Also, whenever they come to New Zealand for visiting they will stay at their own house. Hence, the argument made by some people from the tourism industry particularly from the accommodation sector saying that VFR tourists do not use commercial accommodation on their trip to visit their relatives and friends is totally wrong (Morrison et al 2000). While Dickman (1997) argue even though VFR make little use of formal accommodation facilities when they are visiting their families, they may make use of hotels, motels or other forms of paid accommodation while making stopover visits.

d) Transportation

The VFR visitors used a few modes of transportation when they travelled around in New Zealand. The majority of them used private cars (67 percent) followed by 47 percent who hired car/van/caravan and another 40 percent of them used domestic

flights to travel in New Zealand. Only 13 percent of the respondents used the tourist coach to travel. None of the visitors chose to either agree or disagree for the next statement saying it was very hard to get an airline seat from Malaysia to New Zealand. There are 60 percent of the visitors either agree or strongly agree compared to 40 percent who disagree or strongly disagree with the statement.

From the researcher's observation it is almost normal for international students who are studying in New Zealand to have a car during their study period. That is why the results show that the majority of the VFR visitors used private cars as compared to other modes of transportation when they tour New Zealand. A majority of VFR visitors stated that it is hard to get a flight seat from Malaysia to New Zealand. This result is the same with NZTP (1988) study that reported Malaysian tourists complain about getting flights from Malaysia to New Zealand and there is no direct flight from Malaysia to the South Island. There is a significant Malaysian community in South Island especially in Christchurch where the majority of them are from East Malaysia. From the casual communication with them, they would really like if Malaysian Airlines or Air New Zealand could offer direct flights from Malaysia to Christchurch or even better from Sarawak to Christchurch. Presently only Malaysian Airlines fly directly from Kuala Lumpur to Auckland and there are no direct flights from Malaysia to the South Island. This daily flight (once a day) is always full and passengers have to do the bookings a few months in advance to ensure seats on the Malaysian Airlines. The nearest point for Malaysians to travel to South Island is from Singapore to Christchurch but it will be an added expenses. However, according to MAS General Manager for New Zealand, it is almost certain that Malaysian Airlines is going to fly from Kuala Lumpur to Christchurch soon due to high demand from their passengers. Malaysian Airlines are also thinking of opening their sales office in Christchurch (Yong 2003 personal comm.).

e) Length of stay

Majority of the respondents (80 percent) stayed for 10 days for their recent visit in New Zealand. The rest 20 percent of the respondents stayed in New Zealand between five days to 720 days. While the potential VFR indicated that they are planning to visit New Zealand for more than one week to four weeks.

According to TNZ (2002) study, the majority of Malaysian tourists prefer to stay from one to two weeks. From the informal talk the researcher had with the respondents,

visitors who stayed in New Zealand for more than a month visited the students frequently and normally stayed at their own house. That is why some of the parents can stay in New Zealand for a very long period of time because they have their second home here.

f) Expenditure

Majority of the VFR visitors (33 percent) spend their money in Christchurch followed by 27 percent visitors in Dunedin and North Island and 7 percent in Queenstown. Another seven percent did not answer this question. The next question asked the visitors to break down their expenses approximately when they visited New Zealand according to seven categories that are food and beverage, accommodation, transportation (excluding the return airfares between Malaysian and New Zealand), entertainment, shopping on souvenir items, sightseeing and other. The results show that the highest expenditure the respondents spent on was food and beverages. There are 13 percent of the respondents estimated that they spent approximately NZ \$2,000.00 each for food and beverages followed by expenditure on accommodation with another 13 percent spending about NZ \$1,000.00 each for the same expenses. Transportation falls to third place, followed by sightseeing, entertainments, shopping on souvenir items and other expenditure. Only 20 percent of the respondents wrote their approximate expenditure under other category and it is for sundries purchase, getting ice-skating and cook wares. The interviews earlier on with the potential VFR tourists from Malaysia indicated that they were willing to spend NZ \$1,500 to NZ \$4,500 for their trip to New Zealand excluding the return airfare.

The study assumed that the visitors spent more than what they stated especially those who came to New Zealand last year or the year before because they tend to forget a few things about their expenditure. Sometimes there is some expenditure that is too personal or hard for the visitor to report like spending money at casino. Normally Asians people especially Chinese like to visit casino when they are on holiday (Michael 1999).

g) Attractions

The statement that says tourist attractions in New Zealand are mainly nature-based attractions illustrates all of the respondents (100 percent) who either agree or strongly agree with 60 percent of them agreeing and another 40 percent strongly

agreeing. Potential VFR tourists also said the major attraction of New Zealand is the environment or beautiful scenery. For open ended questions the result shows that two respondents want to see more cultural festivals in New Zealand while the other answers are different from one respondent to another. Among other interesting answers given by the respondents is to have more affordable accommodation for tourists, cheaper and advanced rail system, cheaper parking space, cheaper ferries fares, more adventure activities, bigger shopping arcades and souvenir shops in the cities which must be located in a strategic locations and are easily accessible.

Isa (2002) and NZTP (1988) research found that among the positive comments from the students' parents and tourists about this country are like: "...Everywhere was postcard like scenery..." or "...The people here are so friendly to you..." and "...The services here are so good...". From the interviews, it was gathered that the potential VFR tourists expressed their keenest to come to New Zealand regardless whether they know of anybody studying in New Zealand or not. However, since they know somebody is studying in New Zealand, their interest to visit the country is greater and if possible they want to visit the country when the student is still there. At least they will have free accommodation in New Zealand while the student is still studying here. They have a positive image of New Zealand and now they have a better image and clearer picture of the country since the person they know always update them with the latest news about New Zealand. They can get first hand information compared to the time they had to get all the information only from the media or other secondary resources. They believe the story the students tell them more than they believe the media. Interviews with potential VFR tourists who are Muslims demonstrate that New Zealand has a good and safe image. The comments; "As a Muslim...since I heard from my friend's experience I don't think I will have any problems regarding the immigration even that we are Muslim lah". Many Malaysian tourists want to come to New Zealand again as they have a high positive image of New Zealand people, its nature and currency exchange (NZTP 1988). However, more advertisements and promotions about New Zealand should be done in Asian countries particularly in Malaysia where a substantial number of Malaysian students are studying here every year. At the same time, New Zealand should try to attract the Malaysian Australian students' VFR market to visit New Zealand when they are visiting Malaysian students in Australia. Furthermore, it is quite cheap and very convenient to fly from Australia to New Zealand. This market should be tapped into when New Zealand do their marketing promotion. Compared to Australia, advertisements and promotions of New Zealand are considered low in Malaysia.

h) Culture

More than 53 percent visitors disagree with the statement that says apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own compared to 33 percent who agree or strongly agree to it. Another 13 percent neither agree nor disagree with the statement.

This is in contrasted with the students' group results perhaps due to the fact that the VFR visitors stayed in New Zealand just for a short while and did not really pay attention to this aspect.

i) Cost

The majority of the respondents (67 percent) chose to either agree or strongly agree with the statement that New Zealand is one of the cheapest destinations among the Western countries, while 20 percent remained neutral and seven percent either disagreed or strongly disagreed with the statement. The next statement on travelling in New Zealand was very costly overall; none of the respondents strongly disagree with it but 33 percent disagreed with it. However, majority of them (53 percent) either agreed or strongly agreed and the balance 13 percent neither agreed nor disagreed. The statement that New Zealand's low currency, compared to other Western countries, attracted visitors to travel here showed that a small majority of the respondents either agreed or strongly agreed with the statement with a representation of 47 percent compared to 20 percent who disagreed or strongly disagreed. The balance (33 percent) rather chose to be neutral. The next statement had a majority of the visitors (53 percent) neither agreeing nor disagreeing with the statement (saying accommodation facilities for tourists in New Zealand are very expensive compared to Malaysia) followed by 33 percent disagreeing and strongly disagreeing. Only 13 percent visitors agreed or strongly agreed to the statement.

Another contrastive result from the visitors that New Zealand is one of the cheapest destinations among the Western countries showed an opposite result. Majority of the visitors agreed that New Zealand is one of the cheapest western countries and at the same time agreed that to travel in New Zealand is very costly.

j) Variety

The respondents split almost equally in giving their answers to statement that says the range of New Zealand souvenir items is very limited with 40 percent of them either disagreeing or strongly disagreeing. Another 33 percent chose to be neutral and the balances (27 percent) choose to either agree or strongly agree. The interview result with potential VFR visitors points that the souvenir items Malaysian people asked to get from New Zealand are 'All Black' rugby team jersey or sheep based product.

- Means and Standard Deviations (SD) of VFR Visitors Experienced Visiting New Zealand

From the table below it demonstrates that most of the statements have mean values that are less than four but more than two. Meaning, most of respondents are not sure of their answers and would rather be neutral in giving their answers. However there are a few statements that show that the mean values are less than three. For these statements it highlight that the majority of the respondents disagree with the statements while statements that have mean values of more than four emphasize that the respondents agree with the statements. Only two statements have more than four mean values compared to ten statements that have mean values around three and five statements that have mean values around two.

For the standard deviation value it shows that the majority of the statements have SD of more than 1 but less than 2. This means that there are only small differences of opinions between the respondents in giving their answers. There are 13 statements that have a SD value of more than 1 but less than 2. The SD value, which is, less than 1 means that there are very low gaps of differences or almost none among the respondents in giving their opinions. Only four statements have SD values of less than 1.

Table 7: VFR Visitors Experienced Visiting New Zealand

Statement	Mean	SD
a. If my child/ren/relative/friend was/were not in New Zealand I would not have gone to New Zealand.	2.80	1.373
b. Malaysian students play a major role in attracting Malaysian tourists to New Zealand.	3.40	1.121
c. Apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own.	2.87	1.060
d. The main reason I visited New Zealand was to be close to the student.	3.67	1.234
e. I felt obligated to visit the student in New Zealand.	3.47	1.246
f. I felt a great relief after I visited the student in New Zealand.	3.87	1.060
g. New Zealand is one of the cheapest destinations among the Western countries.	3.60	1.056
h. Accommodation facilities for tourists in New Zealand are very expensive.	2.80	.941
i. The range of New Zealand souvenir item is very limited.	2.87	1.060
j. Travelling in New Zealand was very costly overall.	3.27	1.033
k. New Zealand's low currency, compared to other Western countries, attracted me to travel there.	3.33	1.113
l. My main activity when I travelled in New Zealand was sightseeing.	3.40	1.121
m. Tourist attractions in New Zealand are mainly nature-based attractions.	4.40	.507
n. There are not many tourist activities in New Zealand that I can do or take part in.	2.60	1.056
o. It was very hard to get an airline seat from Malaysia to New Zealand.	3.27	1.438
p. I plan to visit the student again in New Zealand in the future.	4.13	.990
q. I plan to go again to New Zealand in the future even after the student finishes her/his study.	3.67	.816

1=Strongly Disagree and 5=Strongly Agree

- Mann Whitney U tests on VFR Visitors Respondents Results on Likert Scale Question

There is only one Likert Scale question used for the second group of respondents. The Mann Whitney U Test between was done between VFR visitors' gender results and their opinions about New Zealand and VFR activities.

- a) Mann Whitney U Test between VFR Visitors' Respondents Gender Results on their opinion about New Zealand and VFR activities.

Amazingly the Mann Whitney U Test run by the study on respondents' gender and their opinions about New Zealand and VFR activities demonstrates insignificant result. Therefore, there are no significant differences between the male and female respondents in answering this question.

The same results appear when the study tests those who have visited other child/ren/relatives or friends who are/were students in other countries before this with the Likert scale question. None of the results shows any significant value.

5.2.3. Theme Three: Future Plans

- Students Work Intention

The study asked about the respondent's intention of work plan in five popular countries. The result shows that a small majority of the students (36 percent) are not likely or not at all likely to work in New Zealand followed closely by 33 percent who said they are likely or very likely to work here after they finish their studies. More than 31 percent are not sure whether to work in New Zealand or not. The next statement, on whether they have planned to work in Malaysia found 45 percent said that they are likely or very likely to return home and work in Malaysia after their studies. Another 30 percent are still unsure of their future plans and only 24 percent of them said that they are not likely or not at all likely to work in Malaysia. Majority of the respondents (58 percent) say they are not likely or not at all likely to work in Australia followed by 24 percent who are unsure about their plans. Only 17 percent are certain of going to work in Australia after their degree. A significant representation of respondents with 64 percent, stated that they are not likely or not at all likely to work in the United Kingdom after their study. Another 14 percent said they are likely or very likely to work in the UK and another two percent did not give their answers. The rest of them have not decided on their working plans to the UK (19 percent). Almost a similar pattern can be seen in the following question whereby 65 percent of the students said that they are not likely or not at all likely to work in the US compared to 14 percent of the respondents who said they are planning to work in the US. Another 21 percent of students were unsure about their answers. The last statement for their future work plan shows 49 percent students are not likely or not at all likely to go and

work in the countries that the study did not mention in the statement compared to only 24 percent students who said likely or very likely. More than 27 percent of the students chose neither.

This result is the example of labour migration that is happening in today's labour market all around the world (Hall and Williams 2000). In Australia and New Zealand for instance, even though there is an increment towards trained workers, overseas migration remains an important factor (Cooper 2002). It illustrates that there are quite a substantial number of Malaysian students who have the intention to work in New Zealand after they finish their studies even though a small majority of them want to go back and work in Malaysia. Some of them are still unsure about their plans but it indicates that some of them might stay in New Zealand looking for jobs. Some of the respondents especially those who are sponsored students either with the Malaysian government or private agencies are required to go back to Malaysia right after they finish their studies because of their contract with their sponsors (Chik 2003). Some New Zealand private agencies also have that kind of agreement with their scholars whereby their scholars must go back to their home country after they finish studying in New Zealand. Most Malaysian students are still interested to go back and work in their home country even though New Zealand can offer better salary. However, to get work visa in New Zealand is getting harder every year and that could be the reason why many students want to return home.

From the results above it illustrates that the students other popular choice of countries to work in is Australia and the US. However, there are insignificant number of respondents who intent to work in other countries which are not mentioned in the study and in the UK. Their reason maybe because the UK cost of living is very high and other countries, which are not mention by this study (do not have similarities in terms of the history and cultural connections like Russia and Africa). Cooper (2002) emphasizes that people require familiar standards of facilities and services, which may have to be imported and among the characteristics of holiday destinations chosen by tourists is significantly determined by those aspects (similarities in terms of the history and cultural connections). Through this mechanism of expatriate working abroad, have brought with them tourism related labour migration (Cooper 2002; Williams and Hall 2000). Also, maybe since the study did not mention other countries making the respondents lacked of choices in giving their answer.

- Means and Standard Deviations of Students Future Work Planning

The study presented the mean and standard deviation results of Likert scale on the future work planning of the student's group. For the first statement it illustrates that five out of six statements have mean values of less than three, which means over all the respondents disagree with the statement. Only one statement has a mean value of 3.41 that highlights the fact that the majority of the respondents are not sure of their answer by choosing to be neutral.

Table 8: Students future work planning

Statement	Mean	SD
a) I will be working in New Zealand after my degree	2.84	1.405
b) I will be working in Malaysia after my degree	3.41	1.287
c) I will be working in Australia after my degree	2.27	1.250
d) I will be working in the United Kingdom after my degree	2.10	1.222
e) I will be working in the United States after my degree	2.05	1.273
f) I will be working in the countries that are not stated above after my degree	2.51	1.388

1 = Not at All Likely and 5 = Very Likely

- Mann Whitney U test on Students Future Work Planning

The two types of students' respondents for this test are those who have not hosted and those who have hosted VFR visitors. The first Mann Whitney U Test is to compare the answers given between Malaysian students who are holding New Zealand PR and non PR; followed by students who have been to New Zealand and those who have not been to New Zealand before they began their studies here. Finally, the third test was done between the male and female groups of respondents. All the tests were done to look at any significant differences with students' answers on their future work plans after completion of studies in New Zealand.

Table is used to present the Mann Whitney U test results. The value of 'P(a)' represents the first test result; while 'P(b)' for the second test and 'P(c)' for the third test.

- a) Mann Whitney U test between New Zealand PR and non-PR students on future work planning

The results from the table below illustrates that the first three statements have significant answers between the two groups of students who hold PR and non-PR. The P value demonstrates the value that is less than 0.05 which means there are significant differences between the students holding PR and non-PR in giving their answers for those three particular statements.

However, other three last statements are not significant with a P value of more than 0.05 which means there are no significant differences of answering patterns between the two groups of students for the last three statements. In conclusion there are three statements that have significant and three statements that have insignificant answers between these two groups.

- b) Man Whitney U test between students who have been and who have not been to New Zealand before they study here on future work plans

Almost the same results are obtained for students who have been and who have not been to New Zealand before they began their study here on their future work plans. The first three results show significant values which means there are differences in the answering pattern of the students respondents.

- c) Mann Whitney U test between gender and future work planning

For gender test only two statements show significant values with less than 0.05. The other four statements have insignificant results.

Table 9: Mann Whitney U test Results on Students Future Work planning

Statement	P(a)	P(b)	P(c)
a) I will be working in New Zealand after my degree.	.000	.000	.352
b) I will be working in Malaysia after my degree.	.001	.042	.153
c) I will be working in Australia after my degree.	.000	.038	.011
d) I will be working in the United Kingdom after my degree.	.174	.687	.049
e) I will be working in the United States after my degree.	.653	.083	.891
f) I will be working in the countries that are not stated above after my degree.	.275	.547	.032

1 = Not at All Likely and 5 = Very Likely

- Students Hosting Intention

For open-ended question on students' future planning on their hosting intention, a majority of them with a representation of 62 percent want to be a VFR host for Malaysian visitors more often in the future. While another 38 percent do not want to become VFR host. The students were asked to write down their reasons for the above question in the open ended question. Of those, 77 respondents who gave their answers there are 26 respondents want to share a few interesting aspects of New Zealand with their visitors from Malaysia. The aspects they want to share are the beautiful scenery; friendly and different environment and cultural diversities. Five of them combined their answers as to strengthen family relationship and have fun to become a host for VFR. Another ten students give closeness as their answers. Closeness to Malaysia by getting latest information about home and Malaysian food; close to family, relatives and friends from Malaysia and to meet Malaysian people in New Zealand. The next popular answer given by the students are the 'attractiveness feelings' with fun being the most popular answer with a representation of ten of them, followed by exciting, love to be a host, nice and cool feeling. Another three respondents wrote they want to promote New Zealand where else another three respondents state that they feel good helping other people, while two of them say this is the time they can travel with their visitors around New Zealand at the same time. Other interesting answers given by the respondents are that it is an obligation; it is part of Malaysian culture and to give warm welcome to the visitors.

From those 18 students who do not want to host VFR in the future gave a variety of reasons. Six of them said they were busy with their studies, looking for jobs, do not want to be busy entertaining people and family commitments. Three respondents are

not familiar with New Zealand yet while two respondents said New Zealanders are racist towards Asians. Other reasons being inexperience, never like to entertain people, want to concentrate on studies, used to New Zealand lifestyle and not interested except for family obligations.

- Visitors VFR Intention

Almost all respondents either agree or strongly agree with the statement saying that they plan to visit the students again in New Zealand in the future (60 percent) compared to only seven percent strongly disagreeing with the statement while another 33 percent neither agreeing nor disagreeing with it.

- Chi Square tests on Students Results and VFR Visitors Results

- a) Tests on students ethnic groups with other selected questions

For Chi Square test the study ran the tests between the Malaysian students' ethnic groups with a few questions and some of the results are shown in appendix K. The results show that nearly all Chinese respondents are sponsored by their parents for their studies in New Zealand compared to the Malays. As a result the Chi Square value is less than 0.05. Another significant result with the Chi square value of .003 occurs between the ethnic groups and whether the student has visited New Zealand before studying here. Interestingly nearly all Chinese respondents (43 of them) have visited New Zealand before they came to study here compared to other ethnic groups. The test shows that the Chinese students spent more time with their studies in New Zealand. In fact seven of them have studying in New Zealand for more than 10 years. A significant result demonstrates the intention of work plans among the ethnic groups where there are significant results for their work plans in New Zealand, Malaysia, Australia and the United States.

Surprisingly there is insignificant result among the ethnic groups and their intentions of work in the United Kingdom after they finish their studies. There is insignificant result for the question on whether the student adapted some aspects of Kiwi culture in his/her lifestyle where the Chi square value is more than 0.05. Another interesting insignificant result is demonstrated in the statement that says the student prefers to live in a Western community like New Zealand rather than in an Asian community like Malaysia.

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- b) Tests on VFR visitors with gender, age group, ethnicity, education attainment and income level

For Chi Square test on VFR visitors, the study ran the test between the visitors' gender, age group, ethnicity, educational attainment and income level with some questions.

- c) Age Group

The test between the VFR age group and the Likert scale question illustrates those only three statements which say New Zealand's low currency, compared to other Western countries, attracted the visitor to travel here has a significant value of 0.039. While another statement that states the visitor main activity when the visitor travelled in New Zealand was sightseeing also shows a significant Chi Square result (0.048). The last statement that shows a significant result with 0.011 is when it says the visitor plans to visit the student again in New Zealand in the future. These statements demonstrate a significant gap of differences among the respondents. However, the rest of the statement did not show a significant result.

- d) Ethnic Group

The test between the VFR ethnic groups in answering the Likert scale question shows all insignificant result except for one result that is almost significant when the statement says tourist attractions in New Zealand are mainly nature-based attractions with the Chi Square value of 0.057.

- e) Education Level

The education level of respondents and the Likert scale question show a significant result for the statement that says apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own.

- f) Income Level

The last Chi square test on the Likert scale question is done with the VFR income level group and it highlights that there is a varying answering pattern for the statement that states Malaysian students play a major role in attracting Malaysian

tourists to New Zealand. The statement that the range of New Zealand souvenir item is very limited also shows a significant result with a 0.009 value. Another statement that shows a significant result is that there are not many tourist activities in New Zealand that I can do or take part in (0.032).

- Cross-tabulation tests on Students Respondents and VFR Visitors' Results

The study has done cross tabulation tests on a few questions from the questionnaire. The tests are to compare if there are any differences with the answering pattern among the respondents.

- a) PR and Non-PR on a few of other questions.

From the test the study finds that most respondents from the Canterbury University are holding PR status with a representation of 38 of them compared to 28 respondents are non-PR. There are almost an equal number of respondents who have holding PR status (26 respondents) and non-PR (25 of them) from the Otago University, while only two respondents hold PR status from the Lincoln University. The results emphasize that among the Malaysian government sponsored students, five students are PR and 18 students are non-PR. The majority of the students who are PR are likely and very likely to work in New Zealand once they finish their studies here (37 students). Interestingly a big majority of students who are not PR (42 respondents) are not at all likely to work in New Zealand after they finish their studies in this country. The results highlighted by the test show that those who have PR status hosted more VFR compared to those who are not New Zealand PR. Interestingly both groups either agree or strongly agree with the statement on the student feels safer in New Zealand rather than in Malaysia.

Another test was done on the statement that says Malaysia will always be home to the student demonstrates an interesting result where the majority of PR holders (29 of them) agree or strongly agree with the statement. The same pattern emerges among the non-PR holders and none of them from both groups strongly disagree with the statement. The result from this test showed that the majority of Chinese respondents are PR of New Zealand with 57 respondents compared to only 6 Malays and 1 Indian.

b) Female and Male answering pattern

There are not many differences in the answering patterns among the male and female respondents identified in this test except for a few questions. There is a difference in the answering pattern between male and female respondents who have not hosted VFR. A small majority of male respondents agree or strongly agree with the statement that they have adapted some aspects of Kiwi culture (17 of them). There are 14 female respondents who represent the majority group is being rather neutral or unsure about their answers by choosing neither to agree nor disagree. For the statement that says the student feels safer in New Zealand rather than in Malaysia shows 14 male students who agree or strongly agree with the statement while 25 female students chose the same answer on. Interestingly none of the female students disagree or strongly disagree with it compared to five male students who disagree or strongly disagree with the statement. There are more male respondents for Malay/Bumiputra ethnic as compared to the female respondents from the same ethnic group. However, for the Chinese, there are more female respondents and no female respondent from the Indian ethnic group in this study.

c) Ethnic groups answers

There are a few interesting results the study managed to get from the answers obtained from the different ethnic groups of students. The Canterbury University has the highest Malay and Chinese respondents. Majority of the Malay/Bumiputra students are sponsored by either the Malaysian government or the Malaysian private agencies for their education over here (29 students) compared to only five Chinese students sponsored by the Malaysian government. Interestingly the majority of the Chinese respondents (43 students) have been to New Zealand before they began their studies in this country compared to only seven Malay/Bumiputra respondents. The longest a Malay/Bumiputra student has been studying in New Zealand is five years. However, there are two Chinese students who have been studying in New Zealand for 13 years and both Indian respondents have been here for one year.

The Chinese students are more positive of working in New Zealand after completing their studies here as compared to the Malay/Bumiputra students who disagreed or strongly disagreed with the statement. The Malay/Bumiputra are positive of going back home and work in Malaysia as compared to the majority of the Chinese respondents who are not sure. The majority of Malaysian students do not have plans

to work in Australia. Both the Indian respondents are likely and very likely to work in the United States after they finish their studies in New Zealand compared to the majority of other ethnic groups who are not likely or not at all likely to work in the United States. A majority of the Chinese students agree with the statement compared to a majority of Malay/Bumiputra are not sure with their answers on statement that says the student have adapted some aspects of Kiwi culture.

The statement that student prefer to live in a Western community like New Zealand rather than in an Asian community like Malaysia points that Chinese respondents have almost an equal distribution in answering it. Only a small majority disagrees with it (17 respondents) while another 15 respondents agree with the statement and another 13 of them are neutral. The majority of Malay/Bumiputra respondents disagree with the statement. The next statement that says that student feel lonely right after Malaysian VFR went back to Malaysia shows a majority of the Chinese students disagreeing with it while majority of Malay/Bumiputra are unsure of their answer and six of them agreeing with it. Majority of the Malay/Bumiputra students who have hosted VFR disagree with the statement that student prefer to live in a Western community like New Zealand rather than in an Asian community like Malaysia. Majority of the Malay/Bumiputra hosted their VFR twice with six representations while for Chinese respondents most of them have hosted VFR four and five times with a representation of six respondents for each of it.

5.3 Summary Results of Respondents

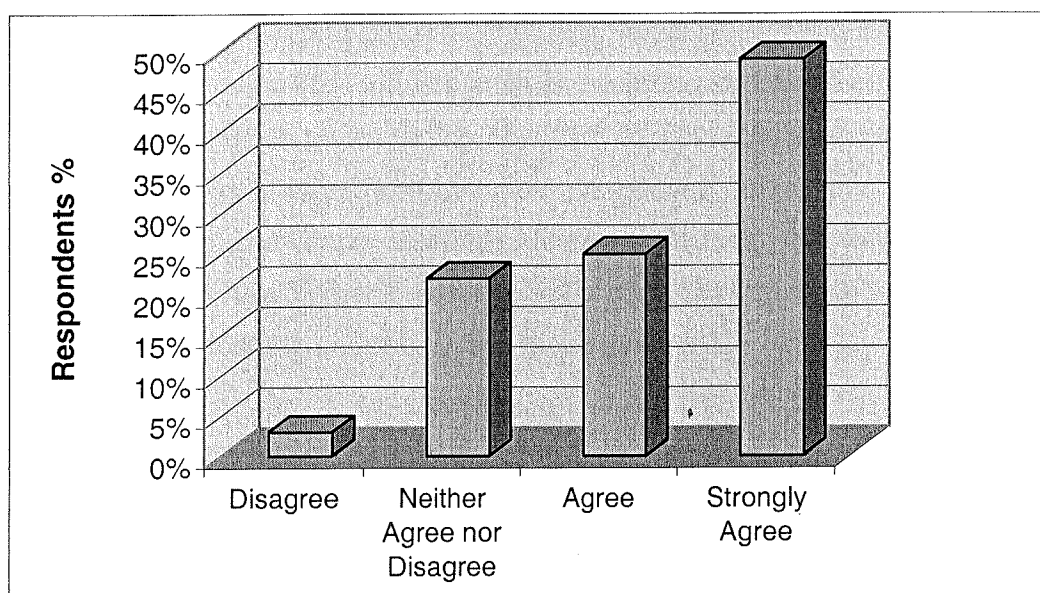
Under this section, the significant findings from the three groups of respondents will be drawn out. A few interesting findings have been identified by the study while doing the analysis on all of the respondents.

5.3.1. Students Group

From the analysis and the discussion section, the study finds a few remarkable results which are even though there is one percent respondents put their ethnic group as other but when they specify it they are not really fit into the other category. This is because one of them is Punjabi, which can be considered as Indian and another one Bidayuh who actually falls under Malay/Bumiputra category. From the findings it illustrates that almost all Bumiputra/Malay and half Indian students in New Zealand are Malaysian government or private company sponsored while nearly all

Chinese and half Indian students are sponsored by their parents. This is due to the special status and priority given by Malaysia government to the Bumiputra/Malay people. The majority of the Malaysian students are from the Chinese ethnic group. More than half of the Chinese respondents have been to New Zealand before they came to study in New Zealand. There are more Chinese students who are holding PR status compared to other Malaysian ethnic groups. Nearly all respondents agree with the statement that Malaysia will always be 'home' to them. In fact a majority of them chose the extreme positive answer as shown on figure 5 below.

Figure 5: Malaysia will always regard as 'home' to the student



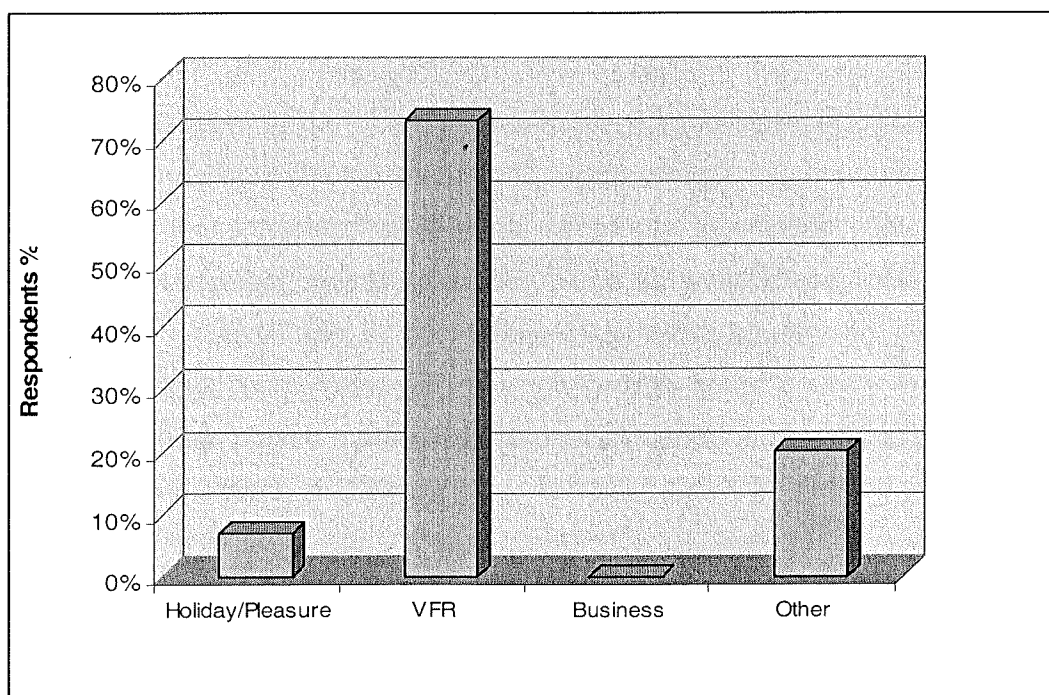
The interesting result demonstrates that there appears to be a significant difference on the answering pattern between the Malaysian ethnics groups especially on their intention of work plans. This result answered the first objective of this study. However, the result is some how different from the NZTP research study in 1988. In NZTP study, it demonstrates that the age of a person normally will influence its behaviour rather than their ethnicity or cultures. A significant number of Malaysian students expressed their desire to work either in New Zealand or Malaysia. Those Malaysian students who are holding New Zealand PR are almost certain of not going back to Malaysia after the completion of their studies while students who are not holding New Zealand PR would rather choose to work in Malaysia especially those who are on Malaysian government and private companies' scholarships.

5.3.2. VFR Visitors and Potential VFR Visitors Group

A few interesting insights were gained from the VFR visitors and potential visitors data analysis and discussion. When the respondents visited South Island, more than half of them stayed with the students. If the visitors travelled to other areas, they normally stayed in private accommodation and hotel/motel around New Zealand. There are no significant answers between the ethnic groups compared to the students' groups except for one statement. Likewise, the education level of respondents also does not demonstrate significant differences except for one statement. However, VFR respondents' age and income group show a few significant differences in the answering pattern. Another interesting result is almost half of the respondents have been VFR tourists in other countries and some of them have been to New Zealand more than ten times. The VFR tourists disagree with the statement that says New Zealand does not have much interesting culture that can be claim as its own apart from the Maori culture. Maybe as tourists the visitors only visited places that offered New Zealand experiences and most of them were only involved in sightseeing and shopping activities when they were here.

The push factor to visit New Zealand is for VFR purpose. This result answered the second objective of this study when it shows that the VFR visitors and potential visitors depend heavily on the students as their first hand and reliable information. The average expenditure for the VFR visitors in New Zealand was estimated around NZ \$1 500 excluding the return air fare from Malaysia.

Figure 6: VFR Visitors Main Reason to Visit New Zealand



6.1 Conclusion

The tourism industry is a very complex industry because of its connection and involvement with other industries plus the characteristics of the industry itself is very unique and multifaceted. Hence, to understand the needs and wants, motivation and behaviour of tourists can be very hard. However, from this research study, a few important conclusions can be made and it can assist the tourism stakeholders to come up with better marketing planning especially in attracting the VFR tourists particularly from Malaysia and Asia. Conclusion on the role played by the international students in this chapter will help the tourism industry people specifically to realise the contribution of the international students in this industry.

Students have the pull power to attract visitors to one place through out the duration of their study. In a way they help to boost the local economy when they study and host their visitors. They also tend to spend more whether they realise it or not. The study findings point out that apart from increment ,on food and beverages and transportation other expenses like power bill and phone bill also tend to increase. Study by Pope, Shanka and Ali-Knight (2002) find that the international students in West Australia contribute significantly to West Australia's economy every year. Likewise, other studies and reports on the international students' contribution to the local economy like the Otago University Annual Report (2002), Mr Machi the Canada Minister of Trade (1998), Kember (2002) and Cameron and Maede (2002) proved the same results that international students contribute significantly to the local economy.

This study also illustrates that international student specifically from Malaysia and their VFR visitors do contribute something to the South Island's economy. Thus, the study concludes that international students contribute significantly not only to the tourism industry but other industries at one place as well. These foreign students normally play an active role in promoting their 'new' country to other people particularly from their home land and promoting their home country in their 'new' home. This dual roles played by the international students need to be explored more in depth by future research studies.

Closeness to students is the push power for Malaysian VFR visitors to visit the students in New Zealand and by staying with children, relatives and friends, visitors

hope to strengthen their relationship with students and visitors. The more frequent parents can visit their children in New Zealand the more closer they would feel to one another and the parents will feel relief after doing that. However, only those who have the money and time are able to do that more often.

Almost the same scenario is true from the student's results where by closeness to family and home (Malaysia) is their main motive to host VFR from Malaysia. These can be seen from their responses when they state that when hosting VFR they can catch up with their visitors about the happenings in Malaysia, and get Malaysian food.

In most cases the students engage by in word of mouth advertisement with their VFR tourists which is the most powerful form of advertisement even agreed by the marketing people. Being a unique industry with intangible product, word of mouth can be a very powerful tool in tourism and in attracting VFR tourists.

New Zealand has a great potential to attract more VFR to their country because of the large number of immigrants living here especially, the Asian VFR market. Since Asian culture stresses on the importance of family reunification and friendship, a bigger number of Asian VFR will visit New Zealand in the future. At the moment New Zealand is receiving a significant number of tourists from China, South Korea and Japan. These countries have very big immigrant communities staying in New Zealand (Statistics New Zealand 2002; TNZ 2003). However, with the increasing number of immigrants from Malaysia, India and Middle East, New Zealand can attract more tourists from these countries.

Australia is seen as the number one competitor to New Zealand in all aspects. Asians have a high perception of Australia regardless of any sector. Australia is more advanced than New Zealand and the number of Asian tourists and international students in Australia is bigger than in New Zealand. Australia has a better image in the Asian countries and Asia and Australia have better collaboration compared to New Zealand. In NZTP (1988) report on Singapore and Malaysian overseas market finds that the majority of Malaysians and Singaporeans have stronger awareness and knowledge of Australia as a travel destination than New Zealand especially for those who have not been to Australia or New Zealand.

However, things have changed now especially with the recent development in today's world. New Zealand could take the advantage in promoting the country to the world especially to Asian countries. Australian image has been affected badly by 2003 US – Iraq war because of their involvement with the war and pro US policy. Many countries do not agree with the war especially the Muslim countries like the Asian Muslim countries such as Malaysia, Indonesia, Pakistan and Bangladesh. Malaysia as a Muslim country also is strongly against the war and criticised Australia on this matter especially among the Malaysian Muslims. Before this there were a few issues created by Australian politicians that hurt Asians and the recent step by supporting the US in attacking Iraq. Many Asians know that Australia is perceived to be very racist to Asians sometimes. The NZTP (1988) states that the main negative comment about Australia given by the respondents from Malaysia and Singaporean is the perceived racist attitudes of Australians. Australians are regarded as unfriendly and arrogant towards 'coloured' people. This should be the right time for New Zealand to take the chance of 'stealing' the international students and tourist market from Australia (Appendix L). The same report also indicated that visitors are more likely to re visit New Zealand than Australia because of factors like they have to spend more money in Australia because it is more expensive than in New Zealand because of the currency exchange. Australia is too big and will take longer time for the visitors to visit all the attractions. Australia is less well known for its scenic beauty and in terms of climate not as appealing as New Zealand because it is warmer. Many Muslim students nowadays try to avoid studying in the US, the UK and Australia after these countries imposed bad image among the Muslim countries. New Zealand can attract these Muslim students market because of the country's good image on this issue.

Many Muslims are scared to travel and further their study in the US and the UK which used to be the traditional countries for the Asians to have their education. Being a Muslim, the researcher have heard many bad comments and impressions from other Muslims about the US, UK and Australia. With recent developments and after the September 11, 2001, many countries like Australia, the US and the UK are strengthening their immigration criteria regarding Muslims and students who convene to their countries either temporarily or permanently. However, New Zealand has an open policy and is seen as a neutral country especially by the Malaysian Muslims. New Zealand has the right potential to attract a significant number of Asian Muslims and Middle East students to study in this country.

Malaysia for instance, is a moderate Muslim country and sends thousands of students to study abroad every year especially to the US and the UK. After the September 11 2001, the US, the UK and Australia applied stricter and tighter immigration regulations especially on Muslims and it caused immigration problems for some Muslims to travel. A statement by the US Embassy says, over the past year mandatory security checks caused severe delays in the issuance of visas to students from countries on the Department of State's "watch list." Many students from countries in the Middle East, as well as Pakistan, Malaysia and Indonesia, faced delays of three to six months, or outright denials of their visa applications (US Embassy Malaysia 2003). Consequently the Malaysian government had decided to cut down the number of Malaysia students to be sent to these countries and New Zealand has been the choice for the Malaysian government to send their international students lately.

In addition, the competitive currency of New Zealand dollar could be the major attraction for the VFR market from Asia plus the distance between these two continents is closer compared to Europe or the United States. New Zealand is at an advantage to attract more VFR tourists from Asian due to this geographic reason. Also, Malaysian VFR tourists think that the travelling expenses to New Zealand are reasonable.

This study found that majority of Malaysian tourists has a positive outlook about this country and would very much to visit or re visit New Zealand. As far as New Zealand's image is concern it is seen as a safe, friendly, beautiful, peaceful and reasonable country to travel to by the Malaysian tourists. Malaysian Muslims think that New Zealanders would give a fair treatment to them and there would not be any problem for Muslim tourists to travel in New Zealand.

Unfortunately, the frequency and the availability flights to New Zealand is one of the reasons for some people not to travel to New Zealand more often. While there is easy accessibility and cheaper rate to a few important cities in Australia from any Asian countries compared to New Zealand. In Malaysia for instance there are heaps of holiday package tours, flights and twinning education programmes between the universities in Australia and Malaysia compared to New Zealand. Malaysian tourists to Australia can deal directly with Australian High Commission in Kuala Lumpur regarding their travelling or if they have any difficulties with any immigration procedures. However, any inquiries about immigration procedures to New Zealand

must go through the New Zealand immigration office in Singapore which is problematic. From the informal conversation the researcher had with some of Malaysian students they reported that they almost cancelled their plan to come and study in New Zealand because of the problems they encountered in getting student visas. Things are different for international students who want to study in Malaysia. One of the Chinese students' agencies from China reported that Malaysian immigration is the easiest organisation for issuance of study visas for students from China compared to other countries and the US (US Embassy Malaysia 2003).

Human beings easily forget things happening around them and the industry has proven it right. The industry showed how terrorist attack on several popular destinations in the world recovered very fast after the incidents took place like in Egypt and Turkey. The US, the UK and the Australia is bad omen for most people especially the Muslims but in another five years people will just forget everything and these countries will once again become the top tourists destination. Hence, New Zealand should take this chance in building a good name and good relationship with countries all over the world especially with Asian and Muslim countries. With the right approach New Zealand can have stronger connections with other countries in the world.

Another important point from this study indicates that more activities, which can suit Asians, including Malaysians at all age levels, need to be identified by tourism stakeholders in New Zealand. New Zealand is still lacking in activities that can suit children, teenagers and elderly people. The country is really suitable for young people especially for those who like adventure activities like skiing, snowboarding, fishing and camping. Tourists of other age groups tend to get bored after a while in New Zealand especially during winter when they have to spend more time indoors than outdoors. This study finds that the VFR tourists and potential VFR tourists are not really interested to do the adventure activities which New Zealand is well known for; instead they want to do more sightseeing and shopping activities.

New Zealand is also lacking in its original culture whether in their food, lifestyle, fashion or language. The Maori culture is the only unique culture in this country but even the Maori people are very much influenced by the Western culture and lifestyle nowadays. Meanwhile, the 'pakeha' people of New Zealand or European descendents do not have a specific culture that they can claim to be the country's culture in on any aspect. Likewise, this thing is not just happening only in New

Zealand but all over the world where the culture or traditions of one race is no longer original or practised by the younger generation. This is something that happens naturally as the world is getting advanced in everything. To stop this advancement is almost impossible. The Malaysian students' group also finds that New Zealand does not have much cultural activities to offer to the tourists apart from Maori culture. However, the VFR tourists group disagree with the particular statement on New Zealand does not have its original culture. Perhaps because their stay in New Zealand is just for a short while hence they are unable to tell or notice this matter.

There appears to be a different behaviour and way of thinking between the Malaysian ethnics groups of students and age of a person for the VFR visitors' group. This is different from the study done by NZTP (1988) where by they segregate their respondents based on age group rather than their ethnicity due to significant similarities one age group has regardless of their ethnicity.

In the future there will be more collaboration between Malaysian government and private agencies with New Zealand government and private agencies especially in the education field (Chik 2003; New Zealand Ministry of Education 2003). Both governments are showing their desire in strengthening their relationship in more fields especially in the education sector where many MoU had been signed by Malaysian Ministry of Education and a few New Zealand universities (Chik 2003). The private agencies from both countries also are reported to have more collaboration with each other in the future (Chik 2003; New Zealand Ministry of Education 2003). For example the Tourism Malaysia "Malaysia Truly Asia" advertisement campaign has been on New Zealand television very frequently for the past few months compared to the previous year. This step will attract more tourists from both countries to visit one another.

This year alone, a few ministries in Malaysia particularly the Malaysian Ministry of Education kept on sending their top officers a few times to New Zealand to look for more collaboration between these two countries. According to the NZMSD in Wellington there are more than 10 groups from the Malaysian Ministry of Education which came to New Zealand through out this year and there will be more Malaysian sponsored students to be sent to this country from 2004 onwards. Apart from looking for more opportunities to have collaboration between both countries, it is cheaper for the Malaysian government to send their sponsor students to New Zealand. Just recently the biggest group of Malaysian local universities students and a few top

officers from the Ministry consisting 40 in numbers visited New Zealand for almost three weeks for study trip (Chik 2003).

Recent development also shows that Kuala Lumpur and Wellington are having more cooperation with each other (Utusan Malaysia 2003). Tourism New Zealand and Tourism Malaysia both are doing promotion of both countries in a few cities in New Zealand and Malaysia. In the 2004 budget speech former Malaysian Prime Minister, Tun Dr Mahathir Mohamad said that more tourism promotions will be done for the new tourism market for Malaysia and one of the countries is New Zealand (Utusan Malaysia 2003).

6.2 Recommendations

The study has come up with a few recommendations for people who are directly or indirectly involved in the tourism industry in both countries. The recommendations are;

- a) There should be more direct flights from Kuala Lumpur to New Zealand by Malaysian Airlines or Air New Zealand.

At the moment there is only one direct flight daily by Malaysian Airlines from Kuala Lumpur to Auckland. There should be a direct flight from Kuala Lumpur to the South Island, New Zealand; perhaps to Christchurch to capture a bigger VFR market and more tourists from Malaysia to the South Island, New Zealand.

- b) There should be more collaboration between Malaysia and New Zealand in all sectors especially in the tourism industry and education sector.

Even though there is more collaboration between the Malaysian and New Zealand private and government sectors compared to the last couple of years, certain aspects that both countries can work hand in hand. The opportunity for both countries to use each others knowledge should be used to the maximum.

- c) New Zealand should open an immigration office in Malaysia in order to attract more Malaysian and international students to the country.

Presently all visa applications from Malaysia must be done through the Singapore office which can be quite costly for some people to go to Singapore. The fact that there is no New Zealand immigration office located in Malaysia can make potential tourists to New Zealand cancel their intention to visit New Zealand. In comparison, Malaysian can deal direct with all immigration and other problem with the Australian High Commission in Kuala Lumpur. From the researcher's personal experience and personal communication with a few Malaysian students studying in New Zealand nearly all of them faced difficulties dealing with New Zealand immigration office located in Singapore. There are possibilities that potential Malaysian students and visitors to New Zealand might cancel their intentions to visitor study in New Zealand because of this problem. In Malaysia we can hardly hear any news on New Zealand except for their rugby team "All Black", New Zealand dairy products, Sir Edmund Hilary and recently their 'halal' lamb meat. Other than that Malaysians know nil of what is happening in New Zealand, meaning more promotion campaigns should be carried out in Malaysia by New Zealand tourism organisations.

- d) The New Zealand immigration service must ensure integrity by being fair in, visa applications for everybody in line with ,New Zealand government's guidelines.

The immigration office in New Zealand so far is not biased like the US immigration office particularly towards the Muslims. They should keep up and maintain their fair policy to everybody.

- e) New Zealand government should maintain their policy towards world issues in order to capture more international tourists' and students' market from the traditional education countries like the US, the UK and Australia.

With this, more people will come to visit and study in this country especially people from the Muslim countries who have bad impression on the US, the UK and Australia.

- f) Malaysian students who are going to come here to study need to be given proper information about the country and their culture to avoid cultural shock especially for those who just completed their high school in Malaysia.

Students who had been studying in New Zealand can help to give information on students' life in New Zealand to the Malaysian students. This is necessary for first time students studying abroad and to Muslim students on where to get 'halal' food and other matters religious pertaining to issues. The step taken by the Otago University in giving recognition for ex students who played active role in university's alumni is very good. This recognition would encourage more ex students to play active role in promoting the university they used to study before.

- g) MOCAT should do more advertisements and campaigns on Malaysia in New Zealand as well as create more awareness in Kiwi on Malaysia. At the same time Tourism New Zealand also should do more promotion campaigns about New Zealand in Malaysia especially now that Muslims have positive outlook about New Zealand.

Tourism Malaysia is seen to take a more active promotion role recently by advertising about Malaysia in New Zealand television. Unfortunately, the advertisement timing falls outside the prime time where few people watch the television programme at that particular time.

- h) The shopping hours in New Zealand's major cities need to be extended especially during the peak period because tourists like to shop when they visit a place.

Common complaint among the Malaysian tourists is the opening hours of shopping mall in New Zealand. Even during summer when the day is longer than night, shops still close at 5.00 pm compared to Malaysia, where all the major shopping malls are opened until 10.00 pm.

6.3 Suggestions for Future Research Study

Some people say international education and its relation to the tourism industry is a novel research topic in New Zealand. The study finds that this statement is true thus; more research study on this topic is needed. There are many aspects of international education and its relationship to the industry that can be looked into. For future research it is hoped that a thorough investigation on the economic contribution of the international students to the tourism sector in New Zealand will be looked into. Study on the economic contribution of VFR tourists initiated by the foreign students in New

Zealand can be a very interesting topic to examine too and can be a very broad topic by itself. Another interesting angle that needs more attention and inspection is the social impact international students' encounter while studying in New Zealand and experiences of the local people and local students with the foreign students studying in New Zealand. More research study needs to be done on the dual role played by international student during their education sojourn overseas.

Time constraints is one of the major constraints this study are facing especially by the researcher's sponsor to finish her research. The researcher could not spend too much time on the distribution of the questionnaires and the return of the questionnaires. Hence, it affected the whole process of this study and this research can only concentrate in the South Island. Therefore, future researchers must do a research in both islands since the major concentration of international students including Malaysia is in the North Island, particularly in Auckland. A bigger number of respondents should be included in the study to get better results and generalizations to be made from their responses.

In order to conduct the research study in South and North Island not only more time is needed but also more funding is required. Funding is another problem for this study where very limited funding was given. Thus, the researcher cannot really spend a lot of time in Christchurch and Lincoln to administer the questionnaire distribution. The researcher only travelled five times to Christchurch and Lincoln for the purpose of questionnaire distribution and collection. If more funding is allocated for the study the researcher could have spent more time in these two places and made frequent trips. Due to time and financial constraints the researcher could not administer the questionnaires the whole time or employ a research assistant for the study. Middle persons were used to distribute some of the questionnaire to the students. Due to that, more than half the respondents failed to follow the questionnaire instructions especially for the last question.

Future researcher can also do a study on Malaysian students by separating them into two groups that is those who are holding New Zealand PR and non-PR. This study notices that these two groups have differences in their behaviour and thinking. This would be very interesting to investigate and to find out the differences and similarities between these two groups of students from Malaysia.

More than half of respondents did not really read the questionnaire instructions properly or did not read it at all. Hence, quite a number of them did some mistakes in answering the questionnaire. However, since, the same problem was faced by the study during the pilot test the researcher managed to correct some of the mistakes. For future study, the questionnaire instructions and statement should be clearer, simple and short so that the respondents can read and understand without any problem.

If the researcher cannot self-administer the questionnaire the person in charge must be well informed on how to administer the questionnaire properly. Questionnaires that were not self administered by the researcher for this study had many problem as an example respondents from Lincoln University. As a result not many contact details were obtained from Malaysian students on their VFR visitors in Malaysia even though the respond rate was quite reasonable and almost half the respondents have been visited by visitors from Malaysia. Future research must take this into consideration and it is advisable to employ a research assistant who understands really well about the research topic and the questionnaire. If possible it is necessary to employ a full time based research assistant to administer the questionnaire.

Another problem faced by the researcher during the distribution of the questionnaire is the right time to approach the students. Since, the distribution of questionnaires were done during club activities, some of the respondents did not really give full concentration in answering the questionnaires as compared to when the respondents were in a more relaxed situation. Since the researcher administered the questionnaire alone sometimes it was hard for her to check whether the respondents answered the questionnaire correctly after they returned the questionnaire to her especially when both parties are in a hurry. If more resources are used perhaps more quality responses could have been obtained from the respondents.

Even though the researcher has easy access to Otago University students but it was very difficult to get time to distribute the questionnaire as most of the time the questionnaire was distributed during OMSA activities and the students were busy mingling around and socializing rather than filling up the questionnaires. Some of the students did not even return the questionnaires.

The questionnaires for both students and VFR were in English. Maybe that is one of the reasons why the response rate for VFR respondents especially, are not very

good, as some of Malaysians cannot understand and speak English very well. If possible a translation of questionnaire should be done at least in Bahasa Melayu so that respondents can chose to answer either in English or in Bahasa Melayu or whichever language they are comfortable with. This is to make sure that more respondents will reply and maximise the quality of responses.

For the VFR questionnaire, perhaps another method of distribution is suitable to get their reply rather than using the mail survey and getting the contact details from the Malaysian students in New Zealand. More time should be allocated to collect the questionnaires from both students and VFR for future research study so that more follow up could be done and a better response rate could be obtained.

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Appendix A – Poem by Robert Browning “Home Thoughts from Abroad”

Home Thoughts From Abroad

Oh, to be in England
Now that April's there,
And whoever wakes in England
Sees, some morning, unaware,
That the lowest boughs and the brushwood sheaf
Round the elm-tree bole are in tiny leaf,
While the chaffinch sings on the orchard bough
In England--now!

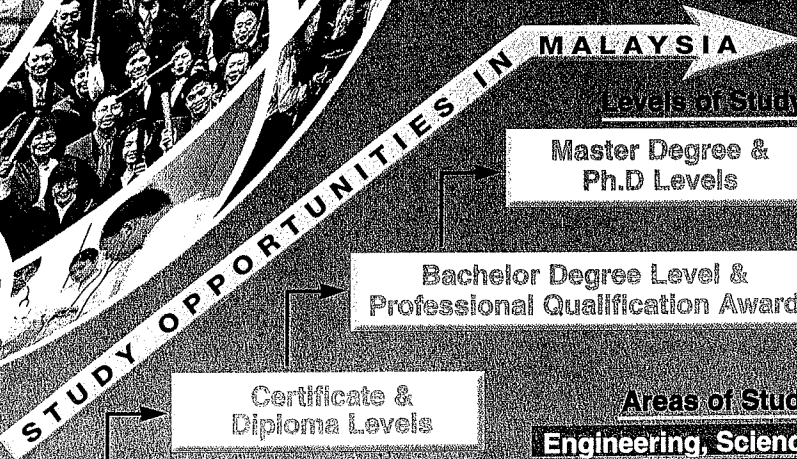
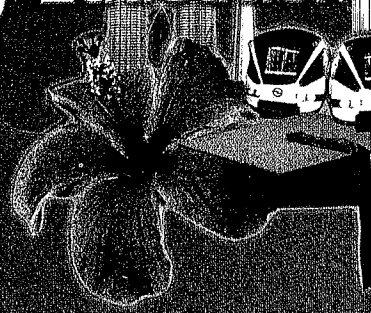
And after April, when May follows,
And the whitethroat builds, and all the swallows!
Hark, where my blossomed pear-tree in the hedge
Leans to the field and scatters on the clover
Blossoms and dewdrops--at the bent spray's edge--
That's the wise thrush; he sings each song twice over,
Lest you should think he never could recapture
The first fine careless rapture!
And though the fields look rough with hoary dew,
All will be gay when noontide wakes anew
The buttercups, the little children's dower
--Far brighter than this gaudy melon-flower!

Robert Browning (1845)

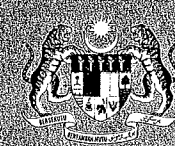
Appendix B – Malaysian International Education Promotion by MATRADE

MALAYSIA

Your Gateway to Quality Education



For more information please contact



Department of Private Education
 Ministry of Education Malaysia
 Level 1, Block K, Damansara Town Centre,
 50604 Kuala Lumpur, Malaysia
 Tel: (+603) 25850671 Fax: (+603) 2538463
 Email: jps@jps.moe.gov.my

Pre-U, 'A'-Level

Websites:

www.studymalaysia.com/jps
www2.moe.gov.my/jps

Appendix C – Sample of Questionnaire for Malaysian Student from Otago University

Dear student,

To complete this survey, you need to read each question. Then just circle the number to indicate your answer.

Please try your best to complete all of the questions. If you cannot answer a question or do not understand it, please move onto the next one.

Once you have completed the survey, place it in the envelope provided (postage has been paid) and post it to an independent data analysis company which is acting on our behalf.

This is an anonymous and confidential survey. The responses are being analysed by an external organisation, so we urge you to be very honest in your assessments.

For completing the survey we will provide you with a free Hoyts cinema ticket as a token of our appreciation.

To receive your ticket you will need to enter your student ID. However this is not compulsory: *you may remain anonymous.*

The closing date is October 10th so please don't delay.

The address for returns is: New Zealand student study, PO Box 551, Mt Eliza, Victoria 3930 Australia.

No stamp needed.

Many thanks for your support and cooperation. Your response is extremely important to us.

Please circle a number in a box to indicate your answer.

A. At which university are you currently studying?

Auckland	1
AUT	2
Canterbury	3
Lincoln	4
Massey	5
Otago	6
Victoria	7
Waikato	8

B. What level of programme are you studying?

Undergraduate	Postgraduate coursework	Postgraduate research
1	2 (go to E)	3 (go to E)

C. Are you on a twinning programme or is the entire duration of your degree at a New Zealand university?

Twinning	Entire duration
1	2

D. Where did you study immediately before studying in New Zealand?

--

E. What course are you studying?

Business / accounting	1
Computing / IT	2
Sciences	3
Arts	4
Engineering	5
Multi-media	6
Other	7

F. How many years will you spend in New Zealand (in total) on your existing programme?

One	Two	Three	Four
1	2	3	4

G. What year level of your programme are you currently studying?

First	Second	Third	Fourth
1	2	3	4

H. What is your age range?

18 or under	19-20	20-21	22-23	24-25	26-27	28 or over
1	2	3	4	5	6	7

J. Gender:

Male	Female
1	2

OPTIONAL

What is your student ID number:

(This is optional. You do NOT need to enter your ID number. However, by entering your ID, we will be able to send you a free Hoyts cinema ticket)

Q1. What first motivated you to study overseas? (circle one or more)

Desire to travel / live overseas	1
Wanted to study in an English speaking environment	2
Friends / family studying overseas	3
Encouraged by a teacher / teachers	4
Encouraged by parents / family	5
Saw television images of a particular country	6
Learned of the opportunity via the Internet	7
Unable to gain a place on a preferred course at home	8
Less expensive / no more expensive to study overseas	9
Have previously lived or studied overseas	10
Better quality of education overseas	11
To achieve a different experience / qualification than peers	12
Wanted to go to New Zealand	13
Other:	14

Q2. Please indicate whether New Zealand or Australia is stronger in terms of the following, or whether you believe that there is no difference between the two. Please try to answer each point.

	New Zealand	Australia	No difference
Reputation of university education	1	2	3
Links with institutions back in Malaysia	1	2	3
The quality of the education system	1	2	3
Access to a university place	1	2	3
The variety of courses	1	2	3
Lower tuition fees	1	2	3
A seamless and integrated education system	1	2	3
Recognition for previous studies / credit transfer	1	2	3
Highest academic standards	1	2	3
Established twinning / lateral entry arrangements	1	2	3
The best teaching facilities	1	2	3
The most attractive studying environment	1	2	3
The existence of places in your field of study	1	2	3
Easier access to Malaysia	1	2	3
General standards of safety	1	2	3
An established destination for Malaysian students	1	2	3
Best employment opportunities after graduating	1	2	3
Community recognition back in Malaysia	1	2	3
Lower costs of living	1	2	3
Easier to obtain a visa	1	2	3
Overall lifestyle	1	2	3
Most welcomes international students	1	2	3
Better part-time employment opportunities	1	2	3
Migration opportunities	1	2	3

Q3. How important were the following study considerations in your final decision to study in New Zealand.

Please rate your answer on a scale of 1 to 10 where 1 means unimportant and 10 means very important. Answer each point.

STATEMENT	Totally unimportant							Very important			
	1	2	3	4	5	6	7	8	9	10	
Reputation of university education	1	2	3	4	5	6	7	8	9	10	
Links with institutions back in Malaysia	1	2	3	4	5	6	7	8	9	10	
The quality of the education system	1	2	3	4	5	6	7	8	9	10	
Access to a university place	1	2	3	4	5	6	7	8	9	10	
The variety of courses	1	2	3	4	5	6	7	8	9	10	
Lower tuition fees	1	2	3	4	5	6	7	8	9	10	
A seamless and integrated education system	1	2	3	4	5	6	7	8	9	10	
Recognition for previous studies / exemptions	1	2	3	4	5	6	7	8	9	10	
Highest academic standards	1	2	3	4	5	6	7	8	9	10	
Established twinning / lateral entry arrangements	1	2	3	4	5	6	7	8	9	10	
The best teaching facilities	1	2	3	4	5	6	7	8	9	10	
The most attractive studying environment	1	2	3	4	5	6	7	8	9	10	
The existence of places in your field of study	1	2	3	4	5	6	7	8	9	10	
Reputation of the university back in home country	1	2	3	4	5	6	7	8	9	10	
First university to offer a place	1	2	3	4	5	6	7	8	9	10	
Easier to find information on universities and courses	1	2	3	4	5	6	7	8	9	10	
Accelerated fast-track programme	1	2	3	4	5	6	7	8	9	10	
Recommendation of agent	1	2	3	4	5	6	7	8	9	10	

Q4. How important were the following living considerations in your final decision to live in New Zealand.

Please rate your answer on a scale of 1 to 10 where 1 means unimportant and 10 means very important. Answer each point.

STATEMENT	Totally unimportant							Very important			
	1	2	3	4	5	6	7	8	9	10	
Easier access to Malaysia	1	2	3	4	5	6	7	8	9	10	
General standards of safety	1	2	3	4	5	6	7	8	9	10	
Already had friends studying here	1	2	3	4	5	6	7	8	9	10	
Already had family studying here	1	2	3	4	5	6	7	8	9	10	
An established destination for Malaysian students	1	2	3	4	5	6	7	8	9	10	
Community recognition back in Malaysia	1	2	3	4	5	6	7	8	9	10	
Lower costs of living	1	2	3	4	5	6	7	8	9	10	
Easier to obtain a visa	1	2	3	4	5	6	7	8	9	10	
Friends studying here	1	2	3	4	5	6	7	8	9	10	
Most welcomes international students	1	2	3	4	5	6	7	8	9	10	
Better part-time employment opportunities	1	2	3	4	5	6	7	8	9	10	
Migration opportunities	1	2	3	4	5	6	7	8	9	10	
Attracted by the promotional material / images	1	2	3	4	5	6	7	8	9	10	
On campus accommodation	1	2	3	4	5	6	7	8	9	10	
Large community of Malaysian students	1	2	3	4	5	6	7	8	9	10	
Preference of parents/ family	1	2	3	4	5	6	7	8	9	10	

Q5. What were the three most important reasons why you eventually chose New Zealand.

Put your first reason in the first column, the second in the second column etc.

	First reason	Second reason	Third reason
Links with institutions back in Malaysia	1	2	3
The quality of the education system	1	2	3
Access to a university place	1	2	3
The variety of courses	1	2	3
Lower tuition fees	1	2	3
Recommendation of agent	1	2	3
Recognition for previous studies / exemptions	1	2	3
High academic standards	1	2	3
Established twinning / lateral entry arrangements	1	2	3
The best teaching facilities	1	2	3
The most attractive studying environment	1	2	3
General standards of safety	1	2	3
Already had friends studying here	1	2	3
Already had family studying here	1	2	3
An established destination for Malaysian students	1	2	3
Best employment opportunities after graduating	1	2	3
Community recognition back in Malaysia	1	2	3
Lower costs of living	1	2	3
Easier to obtain a visa	1	2	3
Recommendation of institution back in Malaysia	1	2	3
Overall lifestyle	1	2	3
Most welcomes international students	1	2	3
Better part-time employment opportunities	1	2	3
Family preference	1	2	3
Migration opportunities	1	2	3

Q6. Please indicate whether you agree with the following statements. Please rate your answer on a scale of 1 to 10 where 1 means you strongly disagree and 10 means you strongly agree. Answer each point.

STATEMENT	Strongly disagree										Strongly agree									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
My choice of university is largely determined by the links of the partner institution in Malaysia	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
The entry requirements of Australian universities are lower than New Zealand universities	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
I was advised where to study by my institution / college back in Malaysia	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
New Zealand is becoming an increasingly attractive option for Malaysian students	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
The standards of university education are higher in New Zealand than Australia	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
It is much easier to find information on Australian universities than New Zealand universities	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Employers in Malaysia consider Australian and New Zealand degrees to be very similar	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
The New Zealand university system is based upon the British model	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Support services, such as accommodation and student health, are much better in Australia than New Zealand	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Australia offers more pathways into university than New Zealand	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Q7. Where did you initially turn for information about studying overseas?

	First place	Second place	Third place
Teacher at school / institution back home	1	2	3
Parents / family in home country	1	2	3
Family overseas	1	2	3
International Office at college / high school	1	2	3
New Zealand Trade and Enterprise	1	2	3
Friends studying overseas	1	2	3
Friends / family who have studied overseas	1	2	3
An exhibition / fair	1	2	3
An education agent	1	2	3
IDP	1	2	3
An Internet search engine	1	2	3
Directory (printed)	1	2	3
Directory (electronic / on the Internet)	1	2	3
British Council	1	2	3
Foreign embassy in home country	1	2	3
Other	1	2	3

Q8. When you first sought information, how much of a priority were the following. Please rate your answer on a scale of 1 to 10 where 1 means very low priority and 10 means very high priority. Answer each point.

STATEMENT	Very low priority										Very high priority									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Course choices	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Content of courses	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Cost of studying in New Zealand	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
How the education system works	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Cost of living in New Zealand	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Entry requirements	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Accommodation options	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Information about the different cities and locations	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
How to apply for a place	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Graduate employment rates	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Quality measures and processes	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
English language requirements	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
The application process	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Visa systems and requirements	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Q9. How important were the following in deciding at which university to study.

Please rate your answer on a scale of 1 to 10 where 1 means unimportant and 10 means very important. Answer each point.

STATEMENT	Totally unimportant										Very important									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Wanted to study in a particular city	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Friends studying here	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Attracted by the promotional material / images	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Reputation of the university	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Strong support for international students	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Large group of students from your home country	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Reputation in your chosen field / discipline	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Recommendation of school / institution at home	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
High academic standards	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Existing twinning / lateral entry arrangements	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
On campus accommodation	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
First to offer a place	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Large community of Malaysian students	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Recognition for previous studies / results	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
The amount of credits towards advance standing	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Accelerated fast-track programme	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
The best teaching and learning facilities	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Recommendation of agent	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Preference of parents/ family	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Q10. How useful did you find the Internet for obtaining the following: Please rate your answer on a scale of 1 to 10 where 1 means not at all useful and 10 means very useful. If you did not use the Internet for finding the piece of information, please indicate with a '0'.

STATEMENT	Did not use	Not at all useful										Very useful									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Information about university options	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Information about course options	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Explaining the system of visas	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Finding entry requirements	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Comparing the different options	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Explaining the application process	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Completing the application forms	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Finding information to assist with an application	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Finding information about other students from your home country	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Finding out about accommodation	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Finding out about the city	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Study / tuition fees	0	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Q11. How much influence did the following people have upon your decision to study in New Zealand.

Please rate your answer on a scale of 1 to 10 where 1 means no influence at all and 10 means a great influence.

STATEMENT	No influence										Great influence									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Education agent	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Friends at your previous institution / college	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Employer	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Spouse or partner	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Your previous institution / college	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
New Zealand Trade and Enterprise staff	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Parents / Friends / family who studied in New Zealand	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Teachers at your previous institution / college	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Q12. Did you go to an education agent, or seriously consider using an education agent:

Yes (go to Q13)	1
No (go to Q14)	2

Q13. Why did you use, or seriously consider using an education agent?

	First mention	Second mention	Third mention
Helped friends / family in the past	1	1	1
Know the agent	2	2	2
Less expensive to use an agent	3	3	3
Agents have the most up to date information	4	4	4
Agents have knowledge of courses	5	5	5
Easier to obtain a place through an agent	6	6	6
Agents understand the application process	7	7	7
Agents know how to structure an application	8	8	8
Agents have direct contacts at the university	9	9	9
Agents are able to keep in touch with the university	10	10	10
Their knowledge of the system	11	11	11
Their ability to provide independent advice	12	12	12
It is easier to use a third party	13	13	13
It makes the process faster	14	14	14
Agents are aware of the risks	15	15	15
It reduces the chance of making a mistake	16	16	16
Agents enjoy preferential treatment	17	17	17
They are directly connected with the university	18	18	18
Other:	19	19	19

Q14. How much support do you believe education agents provide with regard to the following. Please rate your answer on a scale of 1 to 10 where 1 means no support and 10 means a great deal of support. Answer each point.

STATEMENT	No support										Great support									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Providing the latest information about universities and courses	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Advice about available places	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Advice regarding costs of studying / living	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Explaining the system of visas	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Applying for a visa	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Requesting specific information to assist with the application	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Explaining the application process	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Completing the application forms	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Helping to prioritise an application	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Providing alternative options if an application is rejected	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Arranging travel	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Arranging accommodation	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Providing pre-departure information	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Arranging payments and finance	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Q15. Overall, how reliable and up to date do you consider information is from the following sources.

Please rate your answer on a scale of 1 to 10 where 1 means not reliable and 10 means very reliable. Answer each point.

STATEMENT	Not reliable										Very reliable									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Education agent(s)	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
The Internet	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Institution / college back in Malaysia	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
The website of your existing university	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
New Zealand Trade and Enterprise	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Printed material from your current university	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Information from other universities in New Zealand	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Your school / college back in your home country	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Q16. How possible is it to conduct the following activities entirely on the Internet. Please rate your answer on a scale of 1 to 10 where 1 means not at all possible and 10 means very possible. Answer each point.

STATEMENT	Not at all possible										Very possible									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Finding information about universities in Australia	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Finding information about universities in New Zealand	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Calculating how much it costs to study / live in New Zealand	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Making an application to a university	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Paying the university fees	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Receiving official confirmation of a place	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Finding and arranging accommodation	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Making a visa application on-line	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Obtaining pre-departure information	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Q17. Do you believe New Zealand universities consider an application more or less favourably, or no different, if the application comes from the following. Answer each point.

	More	Less	No difference
Directly from the applicant to the university	1	2	3
Through an education agent	1	2	3
Through a partner institution in Malaysia	1	2	3
Via the Internet	1	2	3
At an exhibition	1	2	3
Via Trade New Zealand	1	2	3

Q18. During your application process, how could the universities you considered have improved the information they provided you.

	First mention	Second mention	Third mention
Faster feedback to questions	1	2	3
More information about course content	1	2	3
More personalised responses (feel less like a number)	1	2	3
More information of accommodation	1	2	3
More information on 'additional costs' of application	1	2	3
More information on application status	1	2	3
More information on entry requirements	1	2	3
Alternative course offerings	1	2	3
More information on the visa system	1	2	3
Information about bridging programmes	1	2	3
Timetable advice	1	2	3
Better pre-departure information	1	2	3
More information on living costs	1	2	3
More information about the city / location of your university	1	2	3
Nothing else	1	2	3
Other:	1	2	3

Q19. During your application process, how satisfied were you with the information received from the following sources.

Please rate your answer on a scale of 1 to 10 where 1 means very unsatisfied and 10 means very satisfied. If you did not use the source, please indicate with a '0'. Answer each point.

STATEMENT	Did not use	Very unsatisfied									Very satisfied	
		1	2	3	4	5	6	7	8	9	10	
Education agent(s)	0	1	2	3	4	5	6	7	8	9	10	
The Internet	0	1	2	3	4	5	6	7	8	9	10	
The website of your existing university	0	1	2	3	4	5	6	7	8	9	10	
Printed material from your university	0	1	2	3	4	5	6	7	8	9	10	
New Zealand Trade and Enterprise	0	1	2	3	4	5	6	7	8	9	10	
Your previous institution/college in Malaysia	0	1	2	3	4	5	6	7	8	9	10	
Friends / family already in New Zealand	0	1	2	3	4	5	6	7	8	9	10	
The Faculty / department at your university	0	1	2	3	4	5	6	7	8	9	10	

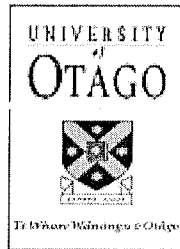
	First source	Second source
Google	1	2
Yahoo	1	2
An Internet search engine	1	2
Education agent in your home city	1	2
New Zealand High Commission	1	2
An exhibition / fair	1	2
School library	1	2
Teacher / careers advisor / counselor at the institution / college	1	2
Friends studying in New Zealand	1	2
Family living in New Zealand	1	2
IDP	1	2
New Zealand Trade and Enterprise	1	2
Don't know	1	2
Other:	1	2

Appendix D – Numbers of Malaysian Students Paying International Fees at New Zealand Universities as at June 2003

No.	University	Location	Numbers	Sponsored/Private
1.	Auckland University	Auckland	25 186	Sponsored Private
2.	Auckland University of Technology	Auckland	3 91	Sponsored Private
3.	Waikato University	Hamilton	1 17	Sponsored Private
4.	Massey University	Palmerston North	4 206	Sponsored Private
5.	International Pacific College	Palmerston North	- 14	Sponsored Private
6.	Victoria University	Wellington	4 128	Sponsored Private
7.	UNICOL	Palmerston North	- 44	Sponsored Private
8.	Canterbury University	Christchurch	27 77	Sponsored Private
9.	Lincoln University	Lincoln	2 52	Sponsored Private
10.	Otago University	Dunedin	18 107	Sponsored Private

Source: NZMSD (2003); Universities' International Offices (2003)

Appendix E – Sample of Student Questionnaire



Department of Tourism
University of Otago
PO. Box 56, Dunedin
New Zealand
Phone: 64 3 4795872
Email: ssuria4@yahoo.com

Dear student of Malaysia

My name is Siti Suriawati Isa (Siti Isa) and I am a postgraduate tourism student at Otago University, School of Business. I am, presently conducting research as part of the Master of Tourism (Thesis Programme) in the Department of Tourism. The aim of this study is to investigate travel to New Zealand by Malaysian tourists.

Your participation with this questionnaire is an integral component of the success for this study. All replies will be anonymous and all information you provide will be **strictly confidential**. Results will only be used in aggregate form and for statistical purpose.

Please read **ALL** instructions to the question before answering. At the end of this questionnaire I am asking everyone who fills in this questionnaire if they would be kind enough **to provide me with A NAME AND CONTACT DETAILS** of those visitors from Malaysia who have visited them in New Zealand. I would like to contact those visitors and present them with a short questionnaire about their visit and their experiences in New Zealand. Note that you are under no obligation to provide this information! In the questionnaire that I send to them, I will indicate that I obtained their name and address from you directly. I will not give their contact details to any other party, nor will I contact them in the future regarding any other issue other than this research.

All of the information that they provide will be treated as strictly confidential, which means that I will not be allowed to share their responses with anyone (including yourself). It would be much appreciated if you could return the completed questionnaire (in the free post envelope provided) as soon as possible.

**BY RETURNING THIS QUESTIONNAIRE, YOUR NAME WILL GO IN A DRAW TO WIN A
NEW ZEALAND COFFEE TABLE BOOK.
(WRITE IN YOUR EMAIL ADDRESS TO ENTER THE DRAW.....)**

If you have any questions regarding this research please do not hesitate to contact me or my supervisor, Dr. David T. Duval, on 64 3 479 5398 or via email at dduval@business.otago.ac.nz Thank you very much again for your time in completing this questionnaire.

Best regards,

.....
Siti Suriawati Isa

Section A. Please circle the answer or tick (✓) the appropriate box unless stated otherwise.

1. Do you hold a New Zealand Permanent Residence? ₁ Yes ₂ No
2. Which university are you studying at now?
₁ Otago University ₂ Canterbury University ₃ Lincoln University
3. Would you encourage more Malaysian students to come and study at your New Zealand University? ₁ Yes ₂ No
4. Who is sponsoring your study in New Zealand?
₁ Parents ₂ Malaysian government agencies ₃ Malaysian private agencies
₄ New Zealand agencies ₅ Other _____ (Please specify)
- 5a. Have you been to New Zealand before you studied here?
₁ Yes (Please continue) ₂ No (If NO, please go to Q6)
- 5b. If YES how has your previous visit to New Zealand affected your decision to study here? (Please tick all that apply)
₁ In choosing university to study ₂ In choosing program to study ₃ In choosing place to stay
₄ Not at all affected ₅ Other _____ (Please specify)
6. Including this year (2003), how many years have you been studying in New Zealand? _____
7. Many students often 'host' visitors from Malaysia. In other words, parents, other relatives or even friends often travel from Malaysia to visit students studying in New Zealand. If you were given a preference, which time of the year do you most prefer for hosting such visitors? (Please tick one box)
₁ Anytime ₂ Semester break ₃ Graduation
₄ Other _____ (Please specify)
8. Using a scale from 1 – 5, where 1 = Not At All Likely and 5 = Very Likely. Please circle the appropriate number to all the statements below.

- | | | | | | |
|--|---|---|---|---|---|
| a) I will be working in New Zealand after my degree. | 1 | 2 | 3 | 4 | 5 |
| b) I will be working in Malaysia after my degree. | 1 | 2 | 3 | 4 | 5 |
| c) I will be working in Australia after my degree. | 1 | 2 | 3 | 4 | 5 |
| d) I will be working in United Kingdom after my degree. | 1 | 2 | 3 | 4 | 5 |
| e) I will be working in the United States after my degree. | 1 | 2 | 3 | 4 | 5 |
| f) I will be working in other countries that are not stated above after my degree. | 1 | 2 | 3 | 4 | 5 |

9. In the past three years have you hosted any visiting friends and relatives from Malaysia? (Please tick one box)
₁ Yes (Please go to Q11) ₂ No (Please continue)

10. Using a scale below please read the statement and circle the appropriate number to the statement given.

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
------------------------	---------------	---------------------------------	------------	---------------------

- | | | | | | |
|---|---|---|---|---|---|
| a) Students play a major role in attracting friends and relatives to one place in New Zealand. | 1 | 2 | 3 | 4 | 5 |
| b) I promote New Zealand as a place to visit to all my family, relatives and friends in Malaysia. | 1 | 2 | 3 | 4 | 5 |
| c) New Zealand people are very warm and friendly. | 1 | 2 | 3 | 4 | 5 |
| d) I have adapted some aspects of Kiwi culture in my lifestyle. | 1 | 2 | 3 | 4 | 5 |
| e) I feel safer in New Zealand than I do in Malaysia. | 1 | 2 | 3 | 4 | 5 |
| f) Apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own. | 1 | 2 | 3 | 4 | 5 |
| g) I prefer to live in a Western community like New Zealand rather than in an Asian community like Malaysia. | 1 | 2 | 3 | 4 | 5 |

h) New Zealand people tend to be very racist towards Asian people. 1 2 3 4 5

i) New Zealand is one of the most beautiful countries on earth. 1 2 3 4 5

PLEASE PROCEED TO Q19.

11. Using a scale below please read the statement and circle the appropriate number to the statement given. After completing this section please continue to the next question.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

a) My university (e.g. building and library) is one of the attractions that I show my visitor(s) when they visit. 1 2 3 4 5

b) Students play a major role in attracting friends and relatives to one place in New Zealand. 1 2 3 4 5

c) I felt lonely right after my visitor(s) went back to Malaysia. 1 2 3 4 5

d) I promote New Zealand as a place to visit to all my family, relatives and friends in Malaysia. 1 2 3 4 5

e) New Zealand people are very warm and friendly. 1 2 3 4 5

f) I have made an effort to adapt some aspects of Kiwi culture in my lifestyle. 1 2 3 4 5

g) There are not many activities for my visitor(s) to do in New Zealand. 1 2 3 4 5

h) Apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own. 1 2 3 4 5

i) I prefer to live in a Western community like New Zealand rather than in an Asian community like Malaysia. 1 2 3 4 5

j) When I hosted Malaysian visitor(s) I felt like I was emotionally closer to Malaysia. 1 2 3 4 5

k) New Zealand people tend to be very racist towards Asian people. 1 2 3 4 5

l) I missed my visitor(s) right after they returned to Malaysia. 1 2 3 4 5

m) New Zealand is one of the most beautiful countries on earth. 1 2 3 4 5

n) I feel safer in New Zealand than I do in Malaysia. 1 2 3 4 5

o) Malaysia will always be a 'home' to me. 1 2 3 4 5

p) I encourage my family, friends and other relatives to visit me here in New Zealand. 1 2 3 4 5

12. Who has visited you from Malaysia? (Please tick all that apply)

- 1 Father
- 2 Mother
- 3 Other Relatives
- 4 Friend
- 5 Other _____ (Please specify)

13. Please write in the most recent month and/or year you hosted your visitor(s). _____

FOR QUESTIONS 14 THROUGH 17, I AM INTERESTED IN LEARNING MORE ABOUT THE SPECIFIC VISIT YOUR IDENTIFIED IN QUESTION 13

14. And thinking about that specific visit that you hosted (as indicated in Q13), please tick the places you suggested your visitors(s) from Malaysia to visit from the places listed below. (Please tick all that apply)

- 1 Nelson
- 2 Christchurch
- 3 Lincoln
- 4 Dunedin
- 5 Queenstown
- 6 Invercargill
- 7 Steward Island
- 8 North Island
- 9 Other _____ (Please specify)

15. What role did you play when you had visitors from Malaysia? (Please tick as many as apply)

- 1 Helping plan the itinerary
- 2 Being a tourist guide
- 3 Driving them around
- 4 Booking accommodation and attractions
- 5 Others _____ (Please specify)

Some students experience additional costs when hosting visitor(s). These next few questions focus on any additional costs or expenses that you incurred as a result of the visit that you have hosted. For example, some students find that they purchase more food or spend more money on entertaining overseas visitors.

16a. If you have hosted PARENT(S) please answer this question. If you have not hosted parent(s), please go to Q16b.

When hosting a parent or parents, please indicate for me, using the list below, those areas in which you believe you incurred additional expenses. (Please tick as many as apply)

- ₁ Food and Beverages ₂ Transportation ₃ Entertainment
 ₄ Shopping ₅ Sightseeing ₆ None
 ₇ Other _____ (Please specify)

16b. If you have hosted RELATIVE(S) please answer this question. If you have not hosted relative(s) please go to Q16c.

When hosting a relative or relatives, please indicate for me, using the list below, those areas in which you believe you incurred additional expenses. (Please tick as many as apply)

- ₁ Food and Beverages ₂ Transportation ₃ Entertainment
 ₄ Shopping ₅ Sightseeing ₆ None
 ₇ Other _____ (Please specify)

16c. If you have hosted FRIEND(S) please answer this question. If you have not hosted friend(s) please go to Q17.

When hosting a friend or friends, please indicate for me, using the list below, those areas in which you believe you incurred additional expenses. (Please tick as many as apply)

- ₁ Food and Beverages ₂ Transportation ₃ Entertainment
 ₄ Shopping ₅ Sightseeing ₆ None
 ₇ Other _____ (Please specify)

17. Please tick ONE word which best describes your feeling when hosting visiting friends and relatives (VFR) from Malaysia.

- ₁ Excited ₂ Fun ₃ Nice ₄ Good
 ₅ Happy ₆ Closeness ₇ Other _____ (Please specify)

18. Please write in the number of times you have been a host for Malaysian visitors? _____

19. Would you like to be a host more often for visitors from Malaysia in the future? ₁ Yes ₂ No

20. If so, why? _____

Section B. Please tick (✓) the appropriate box unless stated otherwise.

1. To which Malaysian ethnic group do you belong?

- ₁ Malay/Bumiputra ₂ Chinese
 ₃ Indian ₄ Other _____ (Please specify)

2. Please indicate your gender. ₁ Male ₂ Female

Thank you very much for your kind cooperation. Now would you kind enough to **provide me with A NAME AND CONTACT DETAILS (address)** of Malaysian visitor/s who have visited you in New Zealand as you identified in **Q13**. Please indicate **your name and put it in bracket**, as I have to inform your visitor/s from whom I got their address. _____

Appendix F – Sample of Student’s VFR Visitor Questionnaire



Siti Suriawati Isa
Department of Tourism
University of Otago
PO Box 56,
Dunedin
New Zealand
Phone: 60 3 4795872
Email: ssuria4@yahoo.com

Dear Sir/Madam:

My name is Siti Suriawati Isa (Siti Isa) and I am a postgraduate tourism student at Otago University, School of Business. I am presently conducting research as part of Master of Tourism (Thesis Program) in the Department of Tourism. The aim of this questionnaire is to investigate **the trip you took to visit Malaysian student in New Zealand**. Your name and address was obtained from Malaysian student who is studying in New Zealand when they completed a questionnaire.

Your participation is an integral component for the success of this study. All replies will be anonymous and all information you should provide will be **strictly confidential**. Results will only be used in aggregate form and will only be used for this research.

Please read **ALL** instructions to the question before answering. Once completed, it would be much appreciated if you could return the questionnaire (in the free post envelope provided) as soon as possible.

**BY RETURNING THIS QUESTIONNAIRE, YOUR NAME WILL GO IN A DRAW TO WIN
A NEW ZEALAND COFFEE TABLE BOOK.
(YOUR EMAIL ADDRESS TO ENTER THE DRAW.....)**

If you have any questions regarding this research please do not hesitate to contact me or my supervisor Dr. David T. Duval on 64 3 479 5398 or via email at dduval@business.otago.ac.nz Thank you very much for your time in completing this questionnaire.

Best regards,

Siti Suriawati Isa

Section A. Please tick (✓) the appropriate box or write in your answers unless stated otherwise.

1. Please write in the most recent trip you went to New Zealand (year)? _____

2. What was the main reason for you to visit New Zealand?

- 1 Holiday/Pleasure 2 Visiting Friends and Relatives
3 Business 4 Other _____ (Please specify)

3. What was your **primary** form of accommodation in New Zealand?

- 1 Hotel/Motel 2 Rented house 3 Bed & Breakfast
4 Lodge 5 Backpackers/Hostel 6 Private Accommodation
7 Stayed with child/ren 8 Other _____ (Please specify)

4. Kindly indicate any secondary form of accommodation during your stay in New Zealand? (Please tick all that apply)

- 1 Hotel/Motel 2 Bed & Breakfast 3 Backpackers/Hostel
4 Rented house 5 Private Accommodation 6 Stayed with child/ren
7 Not applicable 8 Other _____ (Please specify)

5a. What places listed below have you visited? (Please tick all that apply)

- 1 Nelson 2 Christchurch 3 Lincoln
4 Dunedin 5 Queenstown 6 Invercargill
7 Steward Island 8 North Island

5b. At which place did you spend your money the most? _____

6. Please indicate the types of activities you undertook during your stay in New Zealand? (Please tick all that apply)

- 1 Adventures activities (i.e. jet boat, 2 Camping 3 Sightseeing
 bungy and gliding)
4 Shopping 5 Sports 6 Clubbing
7 Other _____ (Please specify)

7. What do you think is New Zealand's **greatest** attraction to you?

- 1 A chance to see family and friends 2 Scenery 3 Culture
4 Rugby 5 Shopping 6 Services
7 Other _____ (Please specify)

8. From the list below which mode of transportation did you use when traveling in New Zealand? (Please tick all that apply)

- 1 Domestic flight 2 Hire car/van/caravan 3 Private car
4 Tourist coach 5 Other _____ (Please specify)

9. What sources of information did you consult before you went to New Zealand? (Please tick all that apply)

- 1 Child/ren/Relative and Friends 2 Travel agent 3 TV advertisement
4 Magazines 5 Pamphlet / Brochures
6 Other _____ (Please specify)

8. How many time/s have you been to New Zealand? _____

9a. Have you been to New Zealand before your child/ren/relative/friend studied here?

- YES₁ (Please continue) NO₂ (Please go to Q10a)

9b. If your answer is **YES** what year was it? _____

10a. Have you visited other child/ren/relative or friend who is/was a student in other countries before this?

- YES₁ (Please continue) NO₂ (Please go to Q11)

10b.If **YES** where was it (country/place)? _____

11. In your most recent trip how long has been your average length of stay in New Zealand (in days)? _____

12. Your relation to the student _____

13. Where is your child/ren/relative or friend are/is studying in New Zealand? _____

14. Based on the categories below can you please identify how much approximately you spent in total when you were in New Zealand?

- a) Food and Beverage.....NZ \$ _____
- b) Accommodation.....NZ \$ _____
- c) Transportation (excluding the return airfares between Malaysia and New Zealand).....NZ \$ _____
- d) Entertainment.....NZ \$ _____
- e) Shopping on souvenir items.....NZ \$ _____
- f) Sightseeing.....NZ \$ _____
- g) Other (Please specify).....NZ \$ _____

15. What are the things would you like to see New Zealand have more of? _____

16. Using the scale below please read the statement and circle the appropriate number to the statement given.

Strongly disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly agree 5
------------------------	---------------	--------------------------------	------------	---------------------

a. If my child/ren/relative/friend was/is not here I would not come to New Zealand.	1	2	3	4	5
b. The Malaysian student played a major role in attracting Malaysian tourists to New Zealand.	1	2	3	4	5
c. Apart from Maori culture, New Zealand does not have much interesting culture that can be claimed as its own.	1	2	3	4	5
d. Closeness to be with the student is the main reason I visited New Zealand.	1	2	3	4	5
e. I feel obligated to visit the student in New Zealand.	1	2	3	4	5
f. I felt a great relief after I visited the student in New Zealand.	1	2	3	4	5
g. New Zealand is one of the cheapest destinations among the Western countries.	1	2	3	4	5
h. Accommodation facilities for tourists in New Zealand are very expensive.	1	2	3	4	5
i. New Zealand souvenir items are very limited.	1	2	3	4	5
j. Travelling in New Zealand was very costly.	1	2	3	4	5
k. New Zealand's low currency compared to other Western countries attracted me to travel to New Zealand.	1	2	3	4	5
l. My main activity when I travelled in New Zealand was doing sightseeing tour rather than other activities.	1	2	3	4	5
m. The tourist attractions in New Zealand are mainly nature-based attractions.	1	2	3	4	5
n. There are not much tourist activities in New Zealand that I can do and take part.	1	2	3	4	5
o. It was very hard to get a flight seat from Malaysia to New Zealand.	1	2	3	4	5

p. I plan to come again to New Zealand in the future even after the student finishes her/his study.

1	2	3	4	5
---	---	---	---	---

Section B: Please answer all the questions below.

1. Gender

₁ Male

₂ Female

2. Age

₁ Below 20

₂ 21 – 30

₃ 31 – 40

₄ 41 – 50

₅ 51 – 60

₆ Above 61

3. What is your highest educational attainment?

₁ None

₂ Primary school

₃ Secondary school

₄ College

₅ University

₆ Other _____ (Please specify)

4. What is your marital status?

₁ Not married

₂ Married

₃ Widowed

₄ Divorced

₅ Other _____ (Please specify)

5. Income level (monthly)

₁ RM 1,000 and below

₂ RM 1,000 - \$ 3, 000

₃ RM 3,000 - \$ 5,000

₄ RM 5,000 - \$ 7,000

₅ RM 7,000 - \$ 9,000

₆ RM 9,000 and above

THANK YOU

Appendix G – Sample of Consent Form for Interview Respondent

**The Malaysian Visiting Friends and Relatives (VFR) Market Initiated by the
Malaysian Students in South Island, New Zealand**

CONSENT FORM

I _____ have read and understood the Information Sheet and this Consent Form. I also acknowledge that:

- I have received an adequate explanation of all likely risks, effects, discomforts or inconvenience arising from participation in the project;
- I understand that participation is voluntary and they have the right to withdraw from participation at any time and that they may withdraw any data they have supplied (up to the point of analysis/publication);
- my participation/interview/activity will be video-taped/audio-taped/photographed (*if applicable*);
- that I am satisfied that the confidentiality of the information that I will provide will be safeguarded subject to any legal limitations;
- I understand that I will not be identified in any publication arising from the research; (*where participants elect to be identified, a tick-box could be included on the consent form to record this*);
- I understand any special risks involved (eg. mandatory reporting).

With this understanding, I agree to take part in this research.

NAME (Please print)

SIGNATURE

WITNESS'S NAME (Please print)

WITNESS'S SIGNATURE

INVESTIGATOR / RESEARCHER'S SIGNATURE

DATE

Appendix H – Sample of Information Letter for Interview Respondent

The Malaysian Visiting Friends and Relatives (VFR) Market Initiated by The Malaysian Students in South Island, New Zealand

June 2003

Dear Madam/Sir,

I am a Master's student in the [Department of Tourism] at the University of Otago and working under the supervision of Dr David Timothy Duval and Professor Michael C. Hall. I am conducting a qualitative research study on the Malaysian Visiting Friends and Relatives (VFR) Market Initiated by the Malaysian Students in South Island, New Zealand as the thesis component of my degree requirements. I am requesting your cooperation as a voluntary participant in this study, which I hope is going to help generate a more in-depth understanding of the role played by the international students in helping to promote a destination for their friends and relatives.

As an international student in New Zealand myself I can see that the international students in New Zealand hosted many visiting friends and relatives during their stay here. However not many people in the industry realise this fact. On one hand international students can play a very important role in marketing their host country to their friends and relatives in their home country and on the other hand the students are marketing their home country to the local people and other foreign students in their host country. I also want to investigate the contribution of Malaysian VFR market to the tourism industry in New Zealand generally. At the same time trying to find out how many friends and relatives of Malaysian students in Malaysia have plan to visit New Zealand.

For this reason, I am inviting you to assist me by agreeing to participate in the study, which will last for approximately one week in total. If you agree, I wish to conduct a one-on-one interview with you that will last about 30 to 45 minutes. With your [written] permission, I would like to tape-record this interview. The interview will focus on your work history, your current professional duties, and your thoughts and perspectives on various aspects of the EFL training industry and on the particular program(s) that your institution offers.

All data generated during this study will remain confidential. Your name will NOT be revealed in the published study, and only Dr David, Professor Michael and I will have access to the primary data. All data, including observation notes and audio cassettes, will be destroyed once the study is concluded. You will be free to raise questions or concerns with me or Dr David throughout the study. You are under no obligation to participate in an interview, and you may withdraw at any time if you choose. If you chose to withdraw from the study, you may request that all interview tapes / transcripts or other notes collected in your presence be either destroyed or given to you.

This project has been approved by the Department of Tourism Ethics Committee. If you wish, you may request a copy of the summary of findings from the study.

Thank you for your consideration. Please contact me at [64 3 4795872] or my Supervisor Dr David at [64 3 4795398] with any concerns you may have.

Sincerely,

[Siti Suriawati Isa]

Appendix I – Sample of Student’s Potential VFR Visitors’ Interview Questions

Sample of Potential VFR Visitor Interview Question

1. When do you plan to visit the student in New Zealand?
2. After listening to the student's story about New Zealand do you have a different perception on that country compared to before this?
3. What do you think are the most interesting features of New Zealand?
4. How do you feel about going to New Zealand?
5. Did you ask the student when is a suitable time for her/him to host you in New Zealand or do prefer any suitable or particular time to visit New Zealand?
6. Where do you plan to stay most of your time if you go to New Zealand?
7. Do you have any plan to send your other child/ren or other family members to New Zealand?
8. Where did you get your information about New Zealand apart from the student?
9. Do you plan to visit New Zealand mainly because of the student?
10. If the student were not in New Zealand would you visit New Zealand?
11. Is the student promotes New Zealand constantly to you?
12. Do you feel you are closer to New Zealand now than before the student went to study there?
13. What did the student comments on Kiwi people?
14. What did the student comments on the country?
15. As a Muslim do you feel scare to go to New Zealand?
16. Did you ask about Kiwi people's treatment to the Muslim people?
17. What is your perception of New Zealand?
18. Are you interested to meet other Malaysian people in New Zealand?
19. Are you curious of the way the Malaysian community live in New Zealand?
20. Is it hard to get information about New Zealand in Malaysia?
21. What do you expect the student to do in helping you to visit New Zealand?
22. Is money the major obstacle for you to visit New Zealand earlier?
23. Are there any other obstacles for you to visit New Zealand beside money?

24. What souvenir did you ask the student to buy from New Zealand when the student came back to Malaysia for a holiday?
25. What are the souvenirs Malaysian people have asked you to buy in New Zealand?
26. Which cities or towns are you planning to visit when you go to New Zealand?
27. Are you planning to visit the student's university?
28. How long do you plan to stay in New Zealand?
29. How many people are going to travel with you to New Zealand?
30. How much money are you willing to spend in New Zealand (excluding return air fare)?
31. What activities do you plan to do in New Zealand?
32. Do you think you are going to face any problem being a Muslim tourist in New Zealand?
33. Do you think the Kiwi people are ignorant about the Muslim religion?

Appendix J – One of the facilities provided by Otago University for their International Student



STUDENT LEARNING CENTRE WORKSHOPS

New Timetable September/October 2004

STUDENT LEARNING CENTRE
Higher Educational Development Centre
Ground Floor
Information Services Building
(Central Library)
Tel: 479-5786
email: student-learning-centre@otago.ac.nz
Website: www.otago.ac.nz/slc

*Please contact us to Register for workshops
All workshops free of charge! All Welcome*

ESSAY WRITING (Students should come to one of both Essay Writing I and II)

Essay Writing I

Pre-writing and structuring an essay

Thurs 9 Sept 2.00 - 3.30 pm

Wed 15 Sept 1.00 - 2.30 pm

Essay Writing II

Writing and editing an essay

Thurs 16 Sept 2.00 - 3.30 pm

Wed 22 Sept 1.00 - 2.00 pm

Essay Writing for Students for students from non-English speaking background

Essay Writing I

Thurs 9 Sept 10.00 - 11.30 am

Tues 21 Sept 2.00 - 3.30 pm

Essay Writing II

Thurs 16 Sept 10.00 - 11.30 am

Tues 28 Sept 2.00 - 3.30 pm

Effective Reading

Mon 13 Sept 12.00 - 2.00 pm

Fri 24 Sept 10.00 - 12.00 pm

Improve Your Writing

Thurs 23 Sept 2.00 - 3.30 pm

Note-taking & Note-making

Mon 20 Sept 1.00 - 2.30 pm

Oral Presentation Skills

Wed 15 Sept 10.00 - 11.30 am

Thurs 23 Sept 10.00 - 11.30 am

Referencing

Tues 14 Sept 3.00 - 4.30 pm

Tues 21 Sept 10.00 - 11.30 am

Wed 22 Sept 11.00 - 12.30 pm

Grammar and Punctuation

Thurs 30 Sept 2.00 - 3.30 pm

Science Report Writing

Thurs 30 Sept 10.00 - 11.30 pm

Business Report Writing

Wed 22 Sept 4.00 - 5.30 pm

Exam Workshops

Essay Writing for Exams

Tues 28 Sept 11.00 - 12.30 pm

Tues 5 Oct 5.00 - 6.30 pm

Thurs 14 Oct 2.00 - 4.00 pm

Exam Preparation and Revision

Wed 29 Sept 10.00 - 11.30 am

Tues 5 Oct 2.00 - 3.30 pm

Wed 6 Oct 12.00 - 1.30 pm

Thurs 7 Oct 2.00 - 3.30 pm

Wed 13 Oct 5.00 - 6.30 pm

Thurs 14 Oct 10.00 - 11.30 am

Exam Technique

Mon 27 Sept 2.00 - 3.30 pm

Mon 4 Oct 10.00 - 11.30 am

Thurs 7 Oct 6.00 - 7.30 pm

Tues 12 Oct 3.00 - 4.30 pm

Exam Panic

Times to be advised

Appendix K – Sample of Some Chi Square Test Results of the Student Questionnaire

Test between Respondents Ethnic Groups and Respondents Sponsored

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	70.838	12	.000

Test between Respondents Ethnic Groups and Respondents Intention of Work in New Zealand

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.502	12	.002

Test between Respondents Ethnic Groups and Respondents Intention of Work in Malaysia

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.444	12	.000

Test between Respondents Ethnic Groups and Respondents Intention of Work in Australia

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.280	12	.000

Appendix L – Sample of promotion leaflet by Department of Tourism, Otago University

TOURISM

Otago

UNIVERSITY
of
OTAGO



Te Whare Wānanga o Otago

what is tourism?

Tourism is the industry of fascination. Anything that fascinates people will inspire them to want to see it, learn about it and experience it. Take, for example, the movie 'Lord of the Rings'. It unlocks people's fascination and imagination – and because it was filmed in New Zealand, it inspires people to see, learn about and experience this country. The world is full of fascination, limited only by our imagination; this is the reason why tourism is said to be the world's largest industry.

The tourism industry is expanding in all directions. Gone are the days when all you did was spend wearying days on planes and buses in passive sightseeing tours. In the 21st century, tourism is about things like accessing the soul of a place by unlocking its heritage, culture and spirit; it's about putting on amazing events that leave people feeling like they're in heaven; it's about giving people a glimpse of nature's breathtaking diversity; and it's about giving people experiences of a lifetime.

Tourism is also about down-to-earth things like hospitality, planning, managing and marketing. The solid skills in business that you will learn from doing a Tourism degree will equip you to realise your dreams.

some reasons for studying tourism

Tourism is a good subject for those with a passion for people and travel.

You can do a Graduate Diploma in Tourism by distance learning.

Tourism gives me an extensive range of job opportunities. The sky's the limit – I can even create my own job by developing a new tourism-related venture!

Tourism is a good subject for people with an interest in entertainment, leisure and service.

Tourism gives me a thorough understanding of the knowledge and skills I need to work anywhere in the tourism industry.

Tourism is the world's biggest industry – do you want to miss out?

CAREER OPPORTUNITIES

With a degree in Tourism, you can work in all fields of tourism, hospitality, entertainment and leisure. With tourism being one of the largest industries in the world, there is no shortage of places to work! The industry world-wide is a multi-billion-dollar affair and therefore has a huge demand for people to keep it running.

In particular, the industry needs people who have the managerial and business knowledge and skills necessary to work in it effectively and efficiently. With a Tourism degree, you will learn how to plan, develop, market and manage tourism destinations and products, and manage and work in tourism-related organisations. You will also have a knowledge of the industry globally and an understanding of issues like sustainability and professionalism. Because the degree is kept up to date with the latest of what's required by the industry, your skills will certainly be in demand.

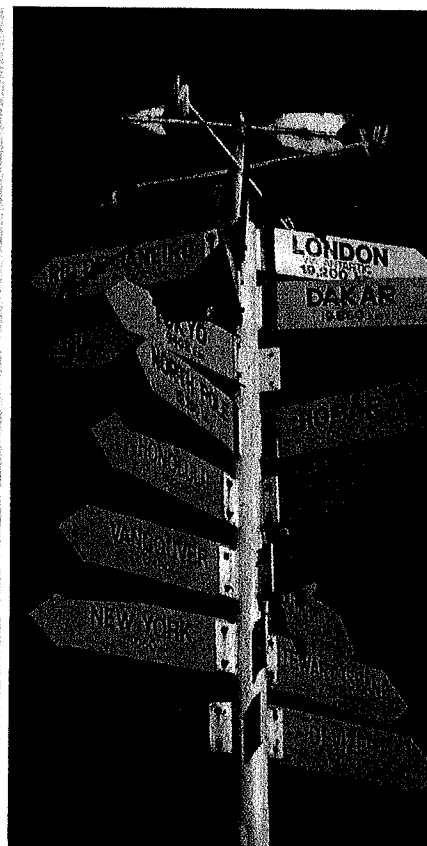
Tourism graduates can also go on to do postgraduate study. The Tourism Department at Otago is one of the main centres in the Asia-Pacific region where tourism research is carried out. It is known internationally for its excellent research in areas such as tourism business, food and wine, heritage tourism, visitor management, special interest tourism, tour guiding, sustainable tourism and tourist behaviour.

Graduates can find jobs in the following areas:

- Marketing
- Promotions
- Business and organisation management
- Event and convention management
- Heritage management
- Facilities management
- Interpretation
- Visitor management
- Tourism planning
- Ecotourism
- Museums and art galleries
- Tour guiding
- International tourism
- Government, such as regional promotion and local government
- Small business operations, such as in adventure tourism or ecotourism

Examples of what Otago graduates have done include:

- Promotion Officer of a city
- Manager, United States-based tourism research consultancy
- Arts, cuisine, wine and travel writer for a daily newspaper
- Overseas Officer for the New Zealand Tourism Board
- Senior Lecturer in Tourism Marketing in Australia
- Tourism Marketing Co-ordinator, Destination Lake Taupo
- International Promotion Officer, Tourism New Zealand
- Director of his own hell-skiing and tour company
- Regional Economic Development Manager
- Lecturer in Tourism at a regional polytechnic
- Director of his own award-winning ecotourism company



Otago

www.otago.ac.nz

No background in any particular subject is needed to study tourism at the 100-level. Economics 101 and Marketing 101 are required to study the tourism second-year papers. Therefore, it is best to take these in the first year.

what will I learn?

In the first year, you take two tourism papers: one covering the tourism industry and the principles of tourism and the other examining the issues of global tourism. First-year papers give students a basic grounding in the industry and in core business skills. The second paper looks in-depth at tourism in each region of the world, using case studies to illustrate the various issues. In the second year, you take three papers that examine tourism at the destination level: one that looks at the impact of tourism; one that examines the development and planning aspects of tourism; and one on marketing in tourism. You can also choose to do a paper on the wine industry. This is taught at a summer school and includes exciting activities like wine tasting.

In the third year, you study a range of papers that provide more sector-specific applied management knowledge and competencies. The core paper is a destination study in which students present the results of their research to the local industry and community. You also have the choice of doing papers on how to manage resorts, facilities, events, conventions and visitor centres, heritage, interpretation and tour operations. All of these papers include applied projects that are run in conjunction with various sections of the tourism industry. The degree is designed to be flexible so that you can make it work for you and what you want to do with your future.

For the Tourism degree, you are also required to complete six 100-level commerce papers. Details of first-year papers are published in the Prospectus and papers at higher level are in the Guide to Enrolment published with enrolment material each year.

how will I study?

You will attend lectures and tutorials. A tutorial is a small discussion group lead by a tutor. Some papers require computer-related assignments. In these cases, you may have computer labs to help you complete your work. On average, a paper that is worth six points is estimated to require 12 hours study per week for 15 weeks, at a total of 180 hours.

Assessment is different for each course. Information on assessment is found in the course books given out to students at the beginning of the academic year. Types of assessment include tutorial exercises, essays, group projects, reports and exams. You will be given your grades for your internal assessment work during the semester.

Students choosing to study for a Graduate Diploma in Tourism can choose to do this as a distance-learning course.

The University runs a Student Learning Centre, which provides a free service helping students with all aspects of learning and assessment.

what subjects go well with tourism?

Tourism goes well with the following subjects:

- Management
- International business
- Marketing
- Entrepreneurship
- Economics
- Information technology
- Social sciences
- Languages
- Māori studies

student exchange

The University of Otago has exchange agreements with more than 60 institutions in over 20 countries. If your marks average B or better, you may qualify to attend one of these institutions for one semester or for a year. You pay only your New Zealand fees and complete your qualification within the same timeframe as if you'd never been away.

The School of Business has 21 specific business exchanges, and international business students are encouraged to attend any one of these institutions, which offer a variety of business courses.

MICHAEL GRACE

profile

When Michael left school, he decided to take a year off because at that stage he wasn't sure what he wanted to do. He travelled to England and worked as a house tutor in a boarding school, teaching physical education and various sports. While there, he travelled throughout the United Kingdom and Ireland and did a Contiki tour



through 13 western European countries. As a result of these experiences, and the fact that he couldn't see himself doing anything else, he decided to study tourism. "Tourism is what I wanted to study and Otago was the university that I wanted to study at."

Michael hadn't studied anything like tourism before and so didn't know what to expect. To his surprise and delight, things went very well and he thoroughly enjoyed it. He says the lecturers were approachable and this made seeking help enjoyable. Because of the flexible structure of the degree, he was able to keep his options open. This turned out to be beneficial because he ended up studying marketing as well, which he otherwise wouldn't have done. He found the degree very challenging. Tourism is a very broad subject and the degree covers an amazing number of issues. But this triggered his thirst for knowledge in other areas.

Since completing his undergraduate degree, Michael has been working at Over The Top Helicopters. He worked there in the 2000-2001 university holidays and has returned because the experience he is gaining from working in the industry (and Queenstown) is invaluable.

Michael has been accepted into the Graduate Diploma in Tourism, which he will study in 2002. He wants to set himself up with all the advantages possible for when he enters the workforce.

Any questions about Tourism, contact:

Department of Tourism
School of Business
University of Otago
PO Box 56
Dunedin
Tel 64 3 479 8520
Fax 64 3 479 9034
Email tourism@otago.ac.nz

For general University of Otago enquiries:

Tel 0800 80 80 98
Email university@otago.ac.nz
Or write
Liaison Office, University of Otago,
PO Box 56, Dunedin, New Zealand



Te Whare Wānanga o Otago

www.otago.ac.nz/tourism