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# Cross-cultural study of Asian and European student perception

## The need to understand the changing educational environment in New Zealand

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### Abstract

**Purpose** – The paper seeks to explore educational objectives and attitudes to assessment methods between Chinese and New Zealand European students.

**Design/methodology/approach** – A conceptual framework developed from the literature and feedback from the pilot study, explains the impact of factors on curriculum development in this study. This conceptual framework was designed to give preliminary insights into the subject area and form the basis of the research. Curriculum development and teaching style are seen as the product of cultural impact. The cultural impact is made up of factor inputs from demands made on the educational system. The prime data collection method was a self-completion questionnaire. The population group was postgraduate management students at the Albany Campus of Massey University in New Zealand.

**Findings** – The responses from 110 postgraduate students in management studies at the Albany Campus of Massey University in Auckland, New Zealand, suggest that there is a relationship between culture and education. The study shows that the two student groups have different educational objectives and prefer different assessment methods.

**Research limitations/implications** – Since this research is exploratory in nature and is restricted by sample size, the analysis of the research data was restricted to univariate analysis. In developing teaching styles and assessment methods at tertiary educational institutions where there are students from other cultural backgrounds, it is necessary to understand the reasons why these students enrol in various courses. To develop assessment methods without taking into consideration the learning styles of a changing student population will limit the extent to which expected knowledge transfer takes place.

**Practical implications** – This study shows that postgraduate students in management studies from different cultural backgrounds, ethnicities and nationalities may respond to educational styles differently. To force students into an existing mould is problematic and does not serve well in a globalisation process that is now imposed on all nations.

**Originality/value** – The quality of postgraduate management courses rests in part on the diversity of the student population, which in turn enriches the educational contribution of students generally. It is left to the teaching staff and the tertiary institutions to decide how to harness this variation. Educational paradigm shifts in technologies, methods and perceptions are needed if changes in education styles are to take place. Re-allocation of resources to postgraduate education, in line with a dynamic and changing environment, is equally important.

**Keywords** Students, Educational development, Assessment, China, Europe, New Zealand

**Paper type** Research paper



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In October 2004 the Organisation for Economic Development and Cooperation outlined three strategies that importing or exporting students nations have been engaged in as follows (Lauren, 2005):



- skilled migration – for example, Canada and Germany have heavily subsidised students in critical disciplines in the hope that will settle after graduation where they studied;
- capacity building – for example, China and Singapore have sent students abroad as a way of building their own teaching and research capabilities;
- revenue generating – for example, Australia and New Zealand have treated higher education as an industry and charging foreign students full tuition.

It is against this backdrop that countries are competing for students. As countries view international education as a resource, it becomes even more critical that opinions of these students, as stakeholders of the education system, are also taken into account in improving the performance of education delivery methods.

Many business schools are trying to internationalise their programs and their student base. For example, US universities and colleges have grown somewhat dependent on international students to fill excess capacities (Ryland, 1992b). Some acknowledge that admission standards have been relaxed for overseas students but justify this as reflecting the deepening international flavour of today's commerce (Blass, 1996, p. 38). The challenge for universities is to maximise the benefits of an international student body whilst minimising some of the problem areas.

Culture is also a complex phenomenon. There is no universally accepted means of measuring culture, nor has there been any satisfactory method to examine the interaction between cultural elements and other factors which may be at play. Some talk about core cultural beliefs, such as the Confucian view that "all things are beneath contempt, only education is to be esteemed" (Staff, 1995, p. 3). Others are highly motivated because of "their old-world respect for authority means that they tend to be serious and hardworking" (Ryland, 1992a, p. 117).

It can be theorised that individual behaviour of immigrants with respect to participation in education and educational aspirations generally is determined by a complex *potpourri* of:

- cultural factors;
- family influences;
- individual personality type (e.g. achievement oriented);
- English language competence;
- motivation for migration; and
- other personal circumstances such as financial position and employment status.

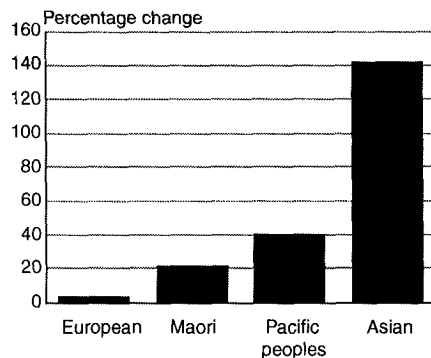
An understanding of these issues is very important. It is without doubt that education has become a significant overseas revenue earner for New Zealand. A better understanding of the issues that impact on the performance of these immigrant students can help educators to design course delivery methodologies which may better cater for the educational needs of foreign and immigrant student groups, improve communication and cross-cultural understanding, and most importantly provide an equitable and culturally sensitive platform for knowledge transfer. In many instances, adequate academic system support for foreign and immigrant students is lacking. This situation places a responsibility on faculty members, who are often unprepared to teach large numbers of foreign students, and who may in any case lack the resources or even the willingness to help. Frequently, international students react to academic

and social difficulties by withdrawing rather than by voicing their concerns, with the result that many opportunities for cross-cultural teaching and learning are lost (Ryland, 1992a).

On the other hand, there is evidence that international students often have a less-than-perfect campus experience (Ryland, 1992a; Ward, 2001; Ward and Masgoret, 2004). This is particularly true for Asian students, whose numbers are growing dramatically. These students are found to experience disproportionately high levels of academic dissatisfaction, stress, and general adaptation problems during their stay in foreign countries. Lansdale (1984) studied foreign engineering students and found that most were critical of their programmes. In a study of international students in the USA public administration programmes, Ryan *et al.* (1987) found high levels of financial problems, lack of social contact with Americans, difficulty in English, time pressure in exams, and difficulty in understanding American examples in class, in addition to problems of ethnocentrism, discrimination, and alienation.

With the increase in international students and new immigrant enrolments at tertiary educational institutions, the quality of education, the student experience and teaching methodologies in New Zealand and Australia are in question (Berno and Ward, 2004; University of Melbourne, 2004; Ward and Masgoret, 2004). In 2003, the Vice Chancellor of the University of Melbourne invited Deans of the University faculties to submit a report on the teaching and learning approaches in Asia that should be taken into account in the design and delivery of academic programmes (University of Melbourne, 2004). This request was made in the interest of designing teaching methodologies that enhanced the western institutional traditions and being culturally and intellectually sensitive in the East Asian region. The Vice Chancellor highlighted that many classes at the university comprise over 50 per cent students from Asia and there was a growing number of offshore programmes in Asia and that Asian students participating in online courses. Similar growth was also witnessed in many Australian and New Zealand universities.

The population composition in New Zealand is changing from a bicultural (European and Maori) to a multicultural framework and these changes have direct and immediate impact on the nation's educational systems. The changes in the New Zealand population composition from 1991 to 2001 are illustrated in Figure 1. Yet the Treaty of Waitangi of 1844, and its ratification emphasises a national framework that is based on a European–Maori imperative. In recent years, however, with the inflow of immigrants from different parts of the world, including the Asian continent,



**Figure 1.**  
Change in ethnic groups  
1991-2001

Source: Statistics New Zealand. (2001).

New Zealand is experiencing a greater diversity of cultures. Between 1995 and 2001 the New Zealand Asian postgraduate student population increased by 62 per cent while the New Zealand European and Maori postgraduate student population increased by ten per cent and 42 per cent, respectively. In the same period the New Zealand international postgraduate population increased by 47 per cent. In 2003 the export education industry contributed to New Zealand 1.7 billion dollars to the local economy from \$530 in 1995 and created 20,000 jobs (Ward and Masgoret, 2004). Currently 4.8 per cent of New Zealand school children are New Zealand Asians. The projection of the 1986 census is that New Zealand will have nine per cent of the population as Asian by origin. Many universities in Australia and New Zealand have, as a source of income, increased their quota of international students as institutional funding have dropped drastically in recent years. The University of Melbourne, for example has plans to increase its international student population by 2007 from the 2003s 21 per cent to 28 per cent of total student population (University of Melbourne, 2004).

The literature on foreign students thus suggests that there is a real need for programmes that address the academic needs of non Western students, especially needs related to cross-cultural communication, study skills, taking tests, and English language skills.

The challenge is to not only accommodate the wide range of difficulties that particularly new immigrants may have, but also to maintain support for non immigrant students. Like all walks of life, there is the constant danger that most resources are directed to visible problem areas that may have lower feedback than other areas of endeavour.

### The study

This paper reports on an exploratory study using postgraduate management students to examine the extent (if any) to which educational objectives and attitudes to postgraduate assessment methods differ between Chinese students and New Zealand European students.

Since the establishment of the campus at Albany, Massey University has faced a phenomenal growth in postgraduate management education. The most obvious characteristic of the postgraduate population is the large number of Asian students, especially students of Chinese ethnicity, in proportionate terms well beyond those in the wider population.

Teaching staff in the postgraduate programmes have observed and reported that the objectives and behaviour of the Asian students are distinctively different to New Zealand European students. For example, developing language skills, meeting people and getting a New Zealand qualification for obtaining job appeared to be dimensions that dominated the thinking of Asian students. The question was raised whether students from other cultures have different educational goals and attitudes towards education when compared to New Zealand European students.

The answer to this question is complex. We can speculate that if differences exist, they may be due to: English language competence, cultural factors, students' background, and quite likely other factors such as financial resources and employment status. A pilot study taken in one of the postgraduate management class and responses from a focus group suggested that Asian students have different educational expectations and goals and they had preference for different examination methods to local students. The Chinese students were identified as they comprised a single large homogeneous group.

In the New Zealand education system where English is the language of communication and assessment, poor English language skills limit the educational achievement of students whose first language is not English. The ramifications of poor communication may hinder the effectiveness of the wider class program through lack of participation in class discussions and group work. The hurdle for foreign and new immigrant students is conversational English, which is not easily acquired without the experience of living and communicating in an English-speaking community. Active involvement and participation in class work is a desired input in management courses. Speaking in front of other students can be a formidable challenge for non-native speakers, and they typically resort to silence to avoid making mistakes (Ryland, 1992a).

### Research strategy and hypotheses

The following conceptual framework in Figure 2, developed from the literature and feedback from the pilot study, explains the impact of factors on curriculum development in this study.

This conceptual framework is designed to give preliminary insights into the subject area. The conceptual framework formed the basis of the research thrust. The curriculum development and teaching style are seen as the product of cultural impact. The cultural impact is made up of factor inputs from demands made on the educational system.

Culture is an important determinant that decides relationships between nations. New Zealand's participation in the globalisation process and in the Asianisation of economies in the region requires an approach that allows identification of cultural variations and compatability of systems.

In order to undertake exploratory study into this complex area, this research attempts to study perceptions of educational methodologies in the conduct of management education by Chinese and New Zealand European students.

Based on the discussion above, the following hypotheses were developed:

- H1.* Chinese students have different educational objectives to that of the New Zealand European students.
- H2.* Chinese students have different preferences for course assessment methods to that of the New Zealand European students.
- H3.* After prolonged exposure to the New Zealand education system, Chinese students will change their educational preferences.

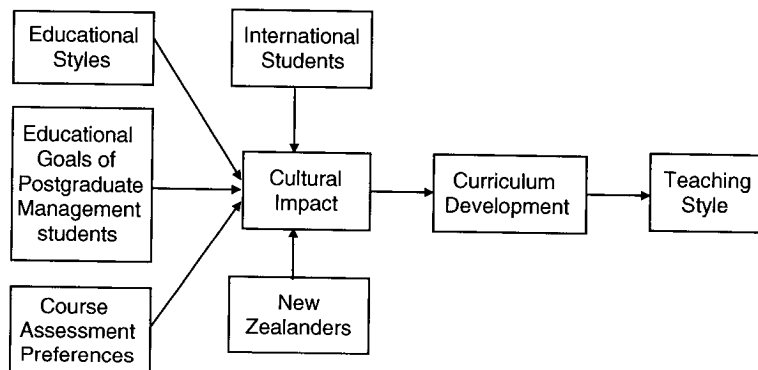


Figure 2.  
Conceptual framework

### Research methodology

The population group is the postgraduate students in management studies at the Albany Campus of Massey University. This is an easily accessible population, and is small enough to enable contact with the complete population. The disadvantage of studying such a population is that subgroups within the population, for example various ethnic groups, may be too small for meaningful analysis. This means some unstructured experimentation with the collected data is required. For example, immigrant groups may have to be grouped in like categories to achieve meaningful comparisons with other groups within the population. To overcome this problem, the largest Asian population, the Chinese, and the New Zealand European students, were selected for analysis.

The prime data collection method was a self-completion questionnaire. The development of the questionnaire has been based on ideas flowing from Hofstede's discussion of culture and educational preferences (1991), with some secondary ideas generated from the education oriented questions asked in the executive survey used in the international institute of management development (IMD) report on world competitiveness (World Economic Forum and IMD, 1995). At the core of the questionnaire are a series of questions measuring educational style preferences using a 6-point Likert scale (from score 1, definitely disagree to score 5, definitely agree; and score 6, not applicable).

The educational objective questions (21 in all) in Part A of the questionnaire were supplemented by a ranking exercise (Part B). This exercise is to get the respondents to identify the three most important educational goals to them, irrespective of whether they are included in the 21 questions in Part A. An important part of the questionnaire is to measure respondents' attitudes towards various course assessment methods (examination, individual assignments, group assignments, and oral presentations). These questions attempt to go beyond simply the assessment method most preferred and ask about the fairness of each method, enjoyment, learning value, and best measure of abilities.

A further section (Part C) of the questionnaire attempts to measure a range of ad hoc attitudes towards education. This informal exploration of other dimensions on education attitudes may yield interesting responses and which may aid ongoing research development.

Since this research is exploratory in nature and is restricted by sample size the analysis of the research data was restricted to univariate analysis. The Kruskal-Wallis test was used to examine responses between group variables.

### Results and discussion

The characteristics of the respondents are presented in Table I. As can be seen the male students (64 per cent) are more than female students in the sample population. Most of them are in the age range 25-39 years old (73 per cent), 68 per cent of the respondents are married (two per cent live with their partner). In ethnicity, the Chinese students are dominant, accounting for 71 per cent of the sample. The second largest ethnic group is the European (19 per cent). The other ethnic groups account for only 10 per cent of the sample population. Most of the recent international students are born and educated in the People's Republic of China (75 per cent) and intend to permanently live in New Zealand (89 per cent). Most of the international students have lived in New Zealand for one or two year (33 per cent and 43 per cent, respectively). Over half the student sample (55 per cent) are unemployed and are full-time students. Almost all the students have

CCM		Per cent
13,2	Age (years)	
	18-24	12
	25-29	23
	30-34	34
	35-39	16
148	Above 40	15
	Sex	
	Men	64
	Women	36
	Marital status	
	Married	68
	Not married	32
	Ethnicity	
	NZ (European)	19
	Chinese	71
	Korean	1
	Other	4
	Completed education	
	Technical diploma	2
	University degree	57
	Postgraduate diploma	29
	Master degree	11
	PhD	1
	Country of origin of international students	
	Taiwan	9
	China	76
	Malaysia	2
	Korea	1
	Other	12
	Current employment	
	Unemployed	55
	Full-time employment	19
	Part-time employment	26
	Experience in New Zealand of international students (years)	
	0	15
	1	33
	2	42
	3	6
	4	4

**Table I.**  
Demographic responses  
of students ( $N = 110$ )

completed a university degree (two per cent only completed technical institute diploma), 11 per cent of students have completed master level studies in other universities, and one respondent has a PhD degree.

This research has focused on the Chinese-speaking Asian students primarily as this is the largest ethnic group within the sample population. The responses from this Asian population is then compared with the responses from the New Zealand European students.

**Educational goals and aspirations**

The means for the 21 educational goal statements are summarised in Table II and ranked. High scores represent agreement while low scores represent disagreement.

As can be seen in the table, the most important educational objective for the European students is "to learn new skills so that I can change my career", but for the Chinese students it is "to obtain a qualification essential to my career". The significant differences in educational objectives between New Zealand and Chinese students appear to be found in the statements that rank from 14 to 19 in Table II. The Chinese students' current educational goals are:

- to improve my ability to work with other cultures;
- to improve my standing with business associates and friends;
- to make new friends;
- to improve my communication skills;
- to improve my knowledge just for the sake of it; and
- to meet my employers' requirements that I undertake formal study.

In contrast, the New Zealand students seem not to support these educational objectives.

To further examine the relationships between the 21 educational goal variables and ethnicity, the Kruskal-Wallis test was performed. As can be seen in Table III, the

Rank	Current formal educational goals	NZ (mean)	Chinese (mean)
1	To learn new skills so that I can change my career	4.150	3.893
2	To improve my management skills	4.143	4.132
3	To undertake a personal challenge	4.105	3.945
4	To obtain a qualification essential to my career	4.095	4.364
5	To get a qualification that will look good on my resume	3.900	3.962
6	To better understand NZ business methods	3.667	3.922
7	To discover things that may be useful for my business	3.500	4.189
8	To help me obtain a job	3.500	4.143
9	To enhance my leadership skills	3.429	3.442
10	To improve my skills of working with other people	3.333	3.733
11	To be able to work more effectively in group situations	3.143	3.500
12	To establish new business contacts	3.000	3.174
13	To show my children the importance of continuing education	2.917	2.286
14	To improve my ability to work with other cultures	2.905	3.654
15	To improve my standing with business associates and friends	2.850	3.587
16	To make new friends	2.810	3.467
17	To improve my communication skills	2.800	4.051
18	To improve my knowledge just for the sake of it	2.750	3.480
19	To meet my employers' requirements that I undertake formal study	2.071	3.392
20	To show my parents I can do something worthwhile	2.000	2.393
21	To use up my spare time	1.737	2.292

**Note:** A higher score means respondents agree with the statement, while a score under 3 means respondents tend to disagree with the statement

**Table II.**  
Educational goals of  
European and Chinese  
students



significant differences in educational objectives between New Zealand and Chinese students are ( $p$ -value < 0.05):

- to improve communication skills;
- to meet employers requirements;
- to improve ability to work with other cultures;
- to improve standing with business associates and friends;
- to discover useful things for business;
- to make new friends; and
- to improve knowledge for the sake of it.

The Chinese students tend to support these educational objectives, while the New Zealand European students tend not to support them except the objective to discover useful things for business. The most significant difference in response to educational objectives between the two ethnic groups is in to improve communication skills ( $p$ -value = 0.000), and the second is to meet employers requirements' ( $p$ -value = 0.004). These responses reflect that developing English language competence and gaining qualifications for employment are the most important educational drivers for the Chinese students in the new country. The relatively strong emphasis by the Chinese students on to improve standing with business associates and friends appears to support narrowing of power distance through education in a collectivist Confucianist culture (Bond, 1987; Bond and Hofstede, 1988)

Based on the above findings the results of this study suggests that "European students have different educational objectives to that of the Chinese students" is supported.

### Course assessment methods

In this section, course assessment methods were examined. The means of four course assessment methods (examination, individual assignment, group assignment, and oral presentation) are ranked from the most to the least preferred choice in five benefit factor categories: enjoyment, learning value, fairness, best measure of abilities, and most preferred method of assessment.

This is illustrated in Table IV. Individual assignments is the preferred choice by both the European and Chinese students as the most desired course assessment in all

Rank ( $p$ -value)	Educational goals	NZ (mean)	Chinese (mean)	NZ vs Chinese ( $p$ -value)
1	To improve communication skills	2.800	4.051	0.000
2	To meet employers' requirements	2.071	3.392	0.004
3	To improve ability to work with other cultures	2.905	3.654	0.021
4	To improve standing with business associates and friends	2.850	3.587	0.028
5	To discover useful things for business	3.500	4.189	0.030
6	To make new friends	2.810	3.467	0.039
7	To improve knowledge for the sake of it	2.750	3.480	0.040

**Note:** A higher score means respondents agree with the statement, while a score under 3 means respondents tend to disagree with the statement.

**Table III.**  
Significant different  
educational goals  
between NZ and  
Chinese students

Rank	Assessment methods	NZ (mean)	Chinese (mean)
In terms of enjoyment			
1	Individual assignments	1.450	1.625
2	Group assignments	2.571	2.113
3	Oral presentations	2.800	2.759
4	Examinations	3.100	3.208
In terms of learning value			
1	Individual assignments	1.476	1.526
2	Group assignments	2.750	2.018
3	Oral presentations	2.850	2.981
4	Examinations	2.950	3.196
In terms of fairness			
1	Individual assignments	1.550	1.569
2	Examinations	2.381	1.982
3	Oral presentations	3.000	3.000
4	Group assignments	3.150	3.160
In terms of measuring ability			
1	Individual assignments	1.350	1.509
2	Examinations	2.619	2.556
3	Group assignments	3.150	2.740
4	Oral presentations	2.900	3.143
In terms of most preferred			
1	Individual assignments	1.500	1.618
2	Group assignments	2.850	2.189
3	Oral presentations	2.750	2.868
4	Examinations	2.900	3.231

**Table IV.**  
European and Chinese students' ranking of assessment method

Note: Ranking from 1 = most to 4 = least

five benefit factor categories. It is also interesting to note that both groups of students have rated individual assignments and examination as the assessment methods that are fair (non-discriminatory) and measures performance ability. In the categories of enjoyment value, learning value, and preferred assessment method, examinations is ranked last by both groups.

To further examine the differences between the New Zealand European students and the Chinese students to attitude towards various course assessment methods the data were subjected to the Kruskal–Wallis test. The significant results are summarised in Table V.

As can be seen in Table V, significant differences in attitudes between the New Zealand European and the Chinese students in attitudes towards various course assessment methods are found only in learning most from group assignments and preference for group assignments.

The Chinese students tend to support that they learn most from group assignments and as such group assignments is the most preferred course assessment method. This

Assessment methods	NZ vs Chinese ( <i>p</i> -value)
Learning most from group assignments	0.006
Preference for group assignments	0.015
Fairness in examinations	0.146

**Table V.**  
Significant Kruskal–Wallis test results of assessment methods by European vs Chinese students

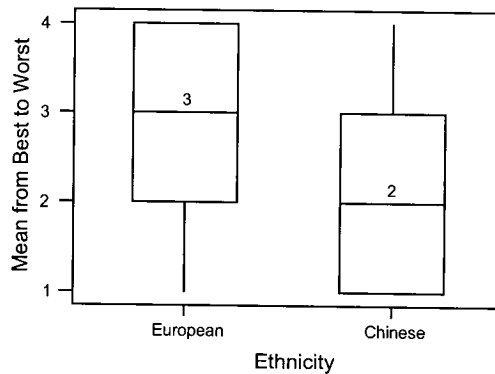
is not supported by the European students (see Figures 3 and 4, a lower score supports preference for assessment method).

Hypothesis 2 that "The European students have different preferences for course assessment methods to that of the Chinese students' is partially supported. The difference is in the learning experience from group assignments and group assignments as the preferred assessment method. The Chinese students preference for these two methods are significantly different to New Zealand European students ( $p = 0.006, p = 0.015$ ). Both groups however support examination as the least preferred method of assessment and as having the least learning value. Examination and individual assessment are however seen by both groups as non-discriminatory and the best measure of ability.

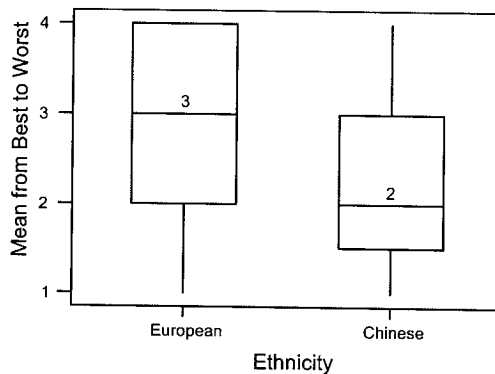
To assess if the Chinese students educational goals and objectives have changed over prolonged exposure to the education system, Kruskal-Wallis test was conducted. The findings are illustrated in Table VI.

The finding supports the view that over a prolonged period there is some convergence in the perception of educational goals and objectives. The findings suggest that communications skills improved over a two-year period ( $p = 0.036$ ) and that working in a multicultural educational environment has given the Chinese students increased ability to work with other cultures ( $p = 0.046$ ). The Chinese students, especially those from mainland China, are from monocultural societies with

**Figure 3.**  
Learning most from group assignments by European (NZ) and Chinese students



**Figure 4.**  
Preference for group assignments by European (NZ) and Chinese students



Educational goal	NZ vs Chinese ( <i>p</i> -value)	Lived in NZ <2 years vs >2 years ( <i>p</i> -value)
To improve communication skills	0.000	0.036
To meet employers' requirements	0.004	0.186
To improve ability to work with other cultures	0.021	0.046
To improve standing with business associated/friends	0.028	0.179
To discover useful things for business	0.030	0.218
To make new friends	0.039	0.090
To improve knowledge for the sake of it	0.040	0.797
To show children importance of continuing education	0.133	0.823
To improve skills of working with other people	0.240	0.328
To work more effectively in group situations	0.269	0.017
To show parents doing something worthwhile	0.330	0.764
To establish new business contacts	0.667	0.061

**Table VI.**  
Summary of significant  
Kruskal-Wallis test  
results on educational  
goals

very little exposure to a multicultural environment (Selvarajah, 1998). The two years in a multicultural education system provided the ability to understand other cultures and this exposure has also given them the confidence to work effectively in groups ( $p = 0.017$ ).

### Conclusion

In developing teaching styles and assessment methods at tertiary educational institutions where there are students from other cultural backgrounds, it is necessary to understand the reasons why these students have enrolled in the selected courses. Preferred assessment methods are often based on students' expectations, previous experiences and educational abilities (or lack of) in a given environment. To develop assessment methods without taking into consideration the learning styles of a changing student population will limit the extent to which expected knowledge transfer takes place.

The New Zealand educational environment is changing as more Asian immigrants and fee paying Asian students seek educational opportunities in New Zealand. The growth in postgraduate management education in New Zealand is boosted by the enrolment of these Asian populations. The growth in postgraduate management education is expected to increase further with the entry of immigrants seeking local qualifications for entry into the labour market and from students arriving in New Zealand from Asian economies in search of educational opportunities.

In many postgraduate classes the number of Asian students out-number the local student population. The expectations and needs of students has generally changed and this places demands on resources which have been allocated on traditional educational values. The present environment is dynamic and changes are happening in tertiary education which also requires a rethink on the application of educational methodologies in the present climate.

The study suggests that the educational objectives and some preferred assessment methods of the Asian students may be different to that of the New Zealand students. This may be due to a number of factors. The cultural background being one reason and the other may be the lack of proficiency in the English language. Many of the Asian students are from families where English is not the first language of communication and this places them at a disadvantage in courses, such as in business and the social

sciences, where artistry of the English language is expected. It is understandable, then, why the Asian students have given preference for group assignment as the preferred method of examination, as assessment is based on group effort rather than assessment on individual performance. The local students on the other hand prefer individual assignments as preferred method of examination, This reluctance to participate in group assignments is also expected as they perceive that the task of maintaining literary artistry is borne by them.

The quality of postgraduate management courses, rests on the diversity of the student population and it invariably will enrich the educational contribution of students generally. It is left to the teaching staff and the tertiary institutions on how they harness this variation. Educational paradigm shifts in technologies, methods and perceptions are needed if changes in education styles are to take place. Re-allocation of resources to postgraduate education, in line with a dynamic and changing environment, is equally important. It is also the view of this research that educational goals and objects of students will change over a prolonged period of exposure to students from other cultures.

This study shows that the postgraduate students in management studies who are from different cultural background, ethnicity and nationality, may respond to educational styles differently. To stereotype students into an existing mould is dangerous and does not serve well in a globalisation process that is now entrusted upon all nations.

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