Settlement Intentions of Post-Secondary International Students in Manitoba

by

Swati Mandal

A Thesis submitted to the Faculty of Graduate Studies of

The University of Manitoba

in partial fulfilment of the requirements of the degree of

Master of Arts

Department of Sociology

University of Manitoba

Winnipeg, Manitoba, Canada

THE UNIVERSITY OF MANITOBA

FACULTY OF GRADUATE STUDIES

*****

COPYRIGHT PERMISSION

Settlement Intentions of Post-Secondary

International Students in Manitoba

By

Swati Mandal

A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of

Manitoba in partial fulfillment of the requirement of the degree

Of

Master of Arts

Swati Mandal©2009

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

International students enter Canada to attend postsecondary educational institutions primarily for quality of education and the value of degree or certification in the global labour market. Considering the labour shortage and population decline Canada is facing in the near future, both provincial and federal governments are focusing on retention of locally trained international students. This study examines the settlement intentions of international students upon completion of their post-secondary education. Utilizing both social capital framework and critical race theory, I investigate influence of social capital and perceptions of discrimination and racism in settlement decisions of post-secondary international students in Manitoba. A survey is utilized to collect data from a representative sample of international students aged 18 years or older of either sex who are currently attending post-secondary institutions in Winnipeg. Data are analysed using both qualitative and quantitative methods. Principle component factor analyses are performed to create indices of social capital and perceptions of racism and discrimination. Neighbourhood social capital is identified as an important predictor of settlement, while perceptions of discrimination and racism do not largely affect their settlement decisions. Employment is considered as an important motivating factor of their settlement strategy. Future prospects of the study are highlighted.

CHAPTER 1: INTRODUCTION

Every year, students around the world come to Canada to attend various

post-secondary institutions. In 2006, 61,703 students entered Canada on student

visas which account for nearly one quarter of all temporary migrants in the

country (Citizenship and Immigration Canada, 2007). Over half of international

students (52%) come from Asian countries such as China, Taiwan, Hong Kong,

Korea, Japan and India, with the rest from France, United States, Mexico,
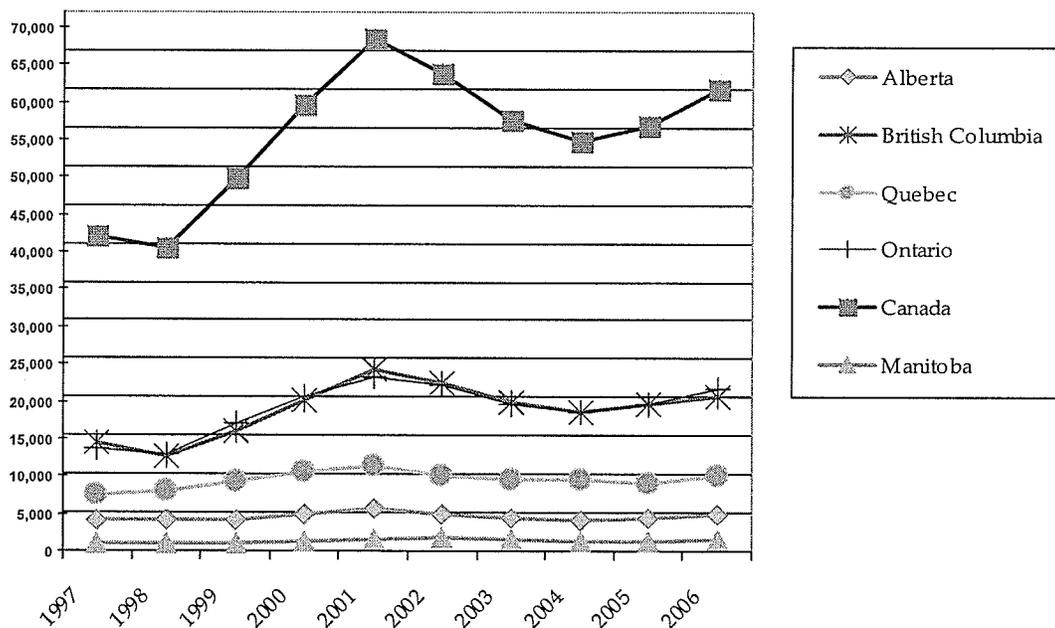
Figure 1.1: International Students' Arrivals in Canada by Province, 1997- 2006
Source: Citizenship and immigration Canada (2007)

Germany, United Kingdom, Brazil and Colombia. The highest numbers of international students select Ontario or British Columbia (Citizenship and Immigration Canada, 2007). Figure 1.1 represents the trends of arrival of international students by provinces.

Migration to Manitoba to obtain post-secondary education had remained steady over the past decade. In 2006, Manitoba received nearly 1,500 students, with just over 80% residing in Winnipeg (Citizenship and Immigration Canada, 2007). Figure 1.2 outlines international students' flows in Winnipeg and the province of Manitoba.
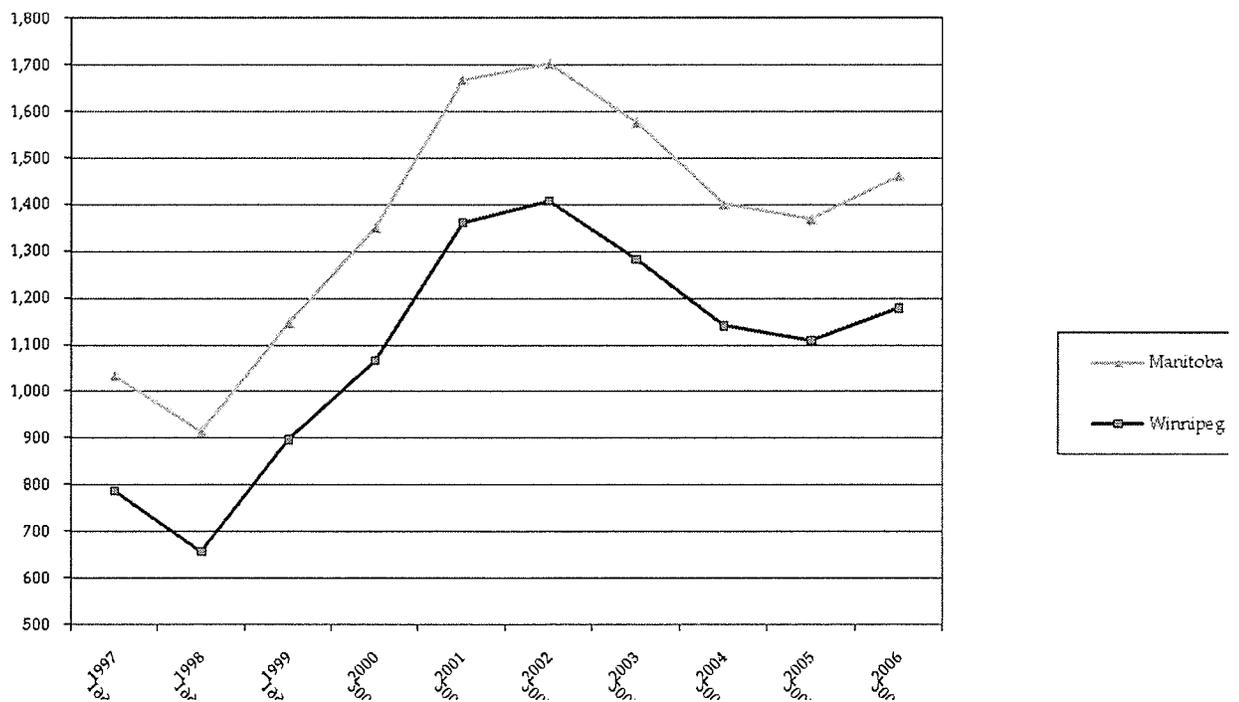
Figure 1.2: International Students' flows in Winnipeg and Manitoba, 1997- 2006
Source: Citizenship and immigration Canada (2007)

Often, students coming to Canada on study permits attend post-secondary institutions as a route for future immigration to Canada or (sometimes) the United States. Others come with the intention of returning to their home country upon completion of post-secondary education (Mahroum, 2000). For many international students, settlement decisions change as their stay in Canada increases. What we do not know is how many students intend to stay and what their motivations are for remaining post graduation.

More recently, Canada, following the lead from Australia, has taken interest in encouraging international students to settle here permanently. The rationale is that international students are trained in Canada so they have the necessary experience to enter into the Canadian labour market. International students can also help, in a small way, to temper the inevitable population decline that this country faces in the near future. Manitoba, along with other provincial and federal governments, has recently developed new legislation to make permanent residency easier for international students. With the introduction of the Canadian Experience Class by Citizenship and Immigration Canada in July 2008, greater numbers of international students are expected to settle in Canada permanently. The International Student Stream of the Manitoba Provincial Nomination Program (MPNP) is specially developed for post-secondary international students and their families to encourage them to

become permanent residents of the province (Manitoba Labour and Immigration, 2007). The province also offers information sessions on a regular basis to assist international students with their questions about the International Student Stream. This research on settlement intentions of international students in Manitoba can provide insight on whether changing immigration policies are helping international students to make their settlement decisions.

This study consists of two studies. Using the survey, I conducted for the Immigration and Multiculturalism Division of Manitoba Labour and Immigration and an additional data I collected from additional respondents as part of the thesis research, the present study examines the factors that influence international students' decisions to come to Canada to attain post-secondary education and their future settlement intentions upon graduation. By using critical race theory and a social capital framework, the study helps in better understanding of permanent settlement intentions and future labour market trajectories of these international students. In next few paragraphs, the technical terms of the study are discussed followed by the research questions and hypotheses.

Definition of Terms

International students refer to foreign students who are neither Canadian

citizens nor Permanent Residents (landed immigrant) of Canada. They require

student authorization from the government to study at Canadian post-secondary

institutions and to stay in Canada (Citizenship and Immigration Canada, 2009).

International students are sometimes referred to as foreign students in this study.

The Manitoba Provincial Nomination Program (MPNP) is a settlement

program offered by the province of Manitoba (Manitoba Labour and

Immigration, 2009). The program is intended to attract skilled workers who

have the training, work experience and language ability to work in the province

and make positive contributions to the economy. There are two streams for

prospective immigrants to apply: the General Stream and Priority Assessment

Stream (Manitoba Labour and Immigration, 2009). Assessment in the General

Stream is based on applicant's age, education, work experience, official

language proficiency and adaptability. The Priority Assessment Stream

incorporates the Employer Direct Stream, International Student Stream, Family

Support System, Community Support Stream and Strategic Recruitment

Initiative. Prospective foreign students may apply for permanent residency

status through the priority assessment stream.

The International Student Stream is a priority assessment stream in the

MPNP. International students graduating from post-secondary institutions in

Manitoba are eligible to apply for nomination under this stream. International students from other provinces may also apply for a nomination through this stream, under certain conditions (Manitoba Labour and Immigration, 2009).

The *Canadian Experience Class* is a settlement program recently introduced by Citizenship and Immigration Canada. This new category allows post-secondary international students and temporary foreign workers to apply permanent residence status from within Canada. Unlike the Skilled Worker or Provincial Nominee programs, the Canadian Experience Class does not use a 'points system' (Citizenship and Immigration Canada, 2009). The program considers the work experience or level of education of an applicant who is already living in Canada. An international student applicant must complete at least two years of post-secondary education and have a year of work experience (gained after graduation) to apply for permanent residence status through the Canadian Experience Class (Citizenship and Immigration Canada, 2009). This immigration class is developed to encourage skilled workers and international students to stay in Canada permanently and contribute to the Canadian economy.

Research Questions

Scholars have rarely given serious attention to issues of international students, particularly the factors motivating their decision to come to Canada and future settlement intentions (Agarwal and Winkler, 1985; Cameron, 2006; Chen and Barnett, 2000; Cownie and Addison, 1996; Hodges and Welch, 1992; Popadiuk and Arthur, 2004; Yang et al., 2006; Zhao et al., 2005). None have examined the influence of social capital and perceptions of racism and discrimination in the settlement intentions of international post-secondary students which is the objective of the present study.

This thesis addresses the following research questions:

1. What are the factors that motivate international students to come to Canada to pursue post-secondary education?

2. To what extent does social capital influence the future settlement intentions of international students?

3. To what extent do perceptions of discrimination and racism influence settlement intentions of international students?

The thesis is organized around five chapters. The study focuses on social capital framework and critical race theory as the theoretical basis of this empirical investigation which is discussed in the next chapter. This chapter also

highlights existing literature related to the study. Chapter 3 outlines the methodology of this study. The discussion of research results follows in Chapter 4. Finally, conclusions are drawn by summarizing the major findings of the study and its future scope for research in Chapter 5.

CHAPTER 2: SOCIAL CAPITAL, CRITICAL RACE THEORY AND REVIEW OF LITERATURE ON INTERNATIONAL STUDENTS

Social capital and critical race theory have taken prominence in studies on immigrants, particularly visible minorities (Bankston, 2004; Coleman, 1994; Dika and Singh, 2002; Field, 2003; Halpern, 2005; Israel et al., 2001; Kao, 2004; Taylor, 1998). Social capital not only enjoys popularity in academic research, but the Canadian government has also identified it as a priority for social policy (Voyer, 2004). Despite its popularity, however, social capital remains a controversial concept. It is evident that social capital has weaknesses and strengths which are discussed in greater detail in this chapter. For this thesis, Coleman and Portes' notions of social capital are used to develop a framework that can be used to understand how social capital networks may influence permanent settlement decisions of international students. In addition, critical race theory is used to examine how perceptions of racism and discrimination affect the settlement-decision-making processes of international students.

The purpose of the chapter is to critically review some of the existing research, examine how social capital and critical race theories can be conceptualized and discuss important research on international students. This

review serves as a basis for the operationalization of social capital framework

and critical race theory that is discussed in Chapter 3.

Social Capital Framework

Social capital is an elusive concept and its precise definition has not yet to

be achieved. In the late seventies, Loury (1977, 1981), an economist, re-

introduced the term social capital to refer to the resources that are inherent in a

community or a family. A more systematic and widely accepted definition of

social capital was first offered by Pierre Bourdieu (Portes, 1998). Bourdieu (1985)

defines social capital in terms of a network of social relationships that facilitate

or benefit members in a group environment. This network helps produce

economic capital, but only under certain conditions. For instance, an immigrant

who works in a friend's grocery store utilizes community social capital to gain a

job and receive earnings. During the late 1980s, James Coleman offered a more

refined definition of social capital as:

> *... constitut(ing) a particular kind of resource available to*
> *an actor. Social capital is defined by its function. It is not a*
> *single entity but a variety of different entities, with two*
> *elements in common: they all consist of some aspect of*
> *social structures and they facilitate certain actions of actors*
> *— whether persons or corporate actors — within the*
> *structure.* (1988: S98)

The structural aspect of social capital refers to relationships among social actors. A network of friends can be considered as social capital where number of friends belonging to the network (referring to quantity) and structure and network (how the closely friends are connected with others) are important. The structure of the network may serve certain functions such as encouraging academic performance. For example, friends may help each other doing homework or motivate each other to participate in class discussions. The structural and functional aspects of social capital are observable within families, neighbourhood communities and relationships among coworkers.

Social scientists began utilizing the concept on a wider scale decades after it was first introduced. Portes (2000), one of the proponents using social capital in migration research, views social capital both at individual and community level. At the individual level, social capital refers to ties between individuals and their communities resulting in personal benefit. For example, a graduate student who belongs to an academic community may get a job being referred by a professor (who is also a member of a same academic community). At a group level, social capital implies the benefit of ties manifested in a group or community. A group that has members with various socio-economic status benefits from more socially powerful and economically advantageous members for the prosperity of the group. Despite its popularity, Portes' notion of social

capital has been criticized (Dika and Singh, 2002; Israel et al., 2001). Some

scholars argue that social capital is a group resource accessible only to members

of the group or community (Israel et al., 2001, Astone et al., 2004). This

represents a problem with unit of analysis especially when researchers treat

social capital as an individual level concept instead of a group or community

level concept. In other words, individual-level influences cannot be separated

from community-level influences leading to tautological problems. In order to

avoid the tautological problems associated with social capital, Portes suggests a

distinction of resources from the "ability to obtain them by virtue of

membership in different social structures" (Portes, 1998: 5). Portes suggests that

the problem lies in equating social capital with resources acquired through it.

The distinction between the two is explicit in Bourdieu's study and obscured in

Coleman's analysis. Leads to similar reasoning as social capital cannot be both a

resource and an outcome.

Nan Lin offers a relatively more inclusive definition of social capital.

According to him, social capital is an "investment and use of embedded

resources in social relations for expected returns" (Lin, 2000: 786). He (2000: 786,

2001) focuses on "social resources" that individuals, groups, or communities can

access or use. He conceives social capital both at a structural level (identified as

the accessibility of social capital from network of relationships) and at a

functional level (defined as utilization of social capital capitalizing on structure

of networks) (Lin, 2001). The structural aspect of social capital facilitates the

functional aspect in benefitting members of a group. For example, close

connections within the structure of group members build trust and as a result,

members become more supportive of each other. Furthermore, Lin believes that

social capital is not equally accessible to all members of a group or a

community. Socio-economic standing in a society plays an important role in the

degree of access to group resources (Lin, 2000). For example, members of a

social group with low socio-economic status may have access to social networks

that are poorer in resources. This gives them access to less powerful forms of

social capital. Similarly, "resource-rich" networks offer both greater quality of

resources and a larger variety (Lin, 2000: 787). As a result, individuals from

resource-rich networks have access to a wider variety of information and have

the power to influence diverse socio-economic groups compared to those

belonging to resource-poor networks.

For most social scientists, social capital is one form of non-material

capital, which exists in the relationships among individuals in a group

(Coleman, 1990; 1994). Social capital is not limited to certain groups of people. It

is available to people from all privileged and less powerful classes in society

(Coleman, 1988; Field, 2003). People who are not privileged may be better able

to mobilize resources or make use of a large number of resources to achieve thir goal. For example, micro-enterprise groups of women and examples of strong and well connected large networks where networks are very effective in helping them get loans and run business. However, as discussed above, the quality and quantity of these networks determines the outcomes.

Researchers are now refining the concept, identifying various sub-components, in an effort to create a more inclusive definition of social capital. Consequently, social capital incorporates obligations, expectations and trustworthiness, norms of reciprocity, bounded solidarity and information channels inherent in social groups (Coleman, 1988; 1990; Portes, 1998). Their collective contribution to reframing the concept has gained some support in the research community even though confusion remains. These sub-elements of social capital are discussed below.

In a group environment, networks of relationships encourage people to help other group members. This generates certain expectations and obligations among group members (Coleman, 1988). Supporting group members creates expectations in return. Expectations set the level of obligations; higher expectation result in higher obligations among group members (Coleman, 1994). Expectations and obligations are also associated with trustworthiness (Coleman,

1994). Lack of trustworthiness in a group negatively affects social capital among

its members and its ability to facilitate actions beneficial for group members

(Coleman, 1994; Portes, 1998). In general, social capital depends on expectations,

obligations, and trustworthiness within any group.

'Norms' are another component of social capital. Norms encourage

particular types of behaviour and restrict others (Coleman, 1988). For example,

norms in a family that provide rewards for high achievement in school may

encourage individuals to work harder and may result in good grades. Similarly,

firing an employee for starting work late on a regular basis may teach a lesson to

other employees who come to work late occasionally.

Norms of reciprocity refer to the uniformity of rules and regulations of a

group that members are expected to follow. Members of a group are bounded

by those group-norms which benefit other group members through their

membership in the group. Solidarity in a group as a source of social capital is

referred to as bounded solidarity. Furthermore, networks of social relations

facilitate in developing information channels that make certain actions possible

for the individuals (Coleman, 1988; 1990). The information, shared among the

group members, requires certain obligations in exchange.

Whether in family or in community, social capital plays an important role in facilitating productive actions of individuals. Community resources are a crucial determinant in this regard. Social capital within a community may allow members to access other members' economic and human capital. For example, university students have access to academic resources of their professors as well as university resources. If their professors are highly connected, they too become a valuable resource especially when students look for work or advance to higher study. Students also receive valuable information about various awards and employment opportunities from these sources. However, the quality and quantity of social capital depends inherently upon the structure of a community and nature of relationships among its members. Both qualitative (nature of relationships) and quantitative (structure) aspects of community social capital networks such as neighbourhood, peer group and workplace social capital networks may significantly influence international post-secondary students. Both quantitative and qualitative aspect of a family social capital is applicable for international students. International students living far from their parents and siblings are unable to take advantage of receiving financial assistance from immediate family members. However, they still may receive financial and emotional support living far from their families. Some international students financially support their families back home. Living far

from families and in a new country may increase the ties that international students have with community members in Canada and they may tend to lean on them for support in the absence of their other networks.

Limitations of Social Capital Framework

Research based on social capital suffers from three general weaknesses. First, there is lack of clarity in the conceptualization and operationalization of social capital and this causes disagreements among scholars and creates inconsistency in its application. The most troubling issue is that the definition of social capital varies from one to another scholar. The result is a disjointed concept with no widely accepted operational indicators. Because of the definitional concerns, there is also a considerable debate about whether or not social capital can be considered a unified theory. As a result, no unified theory of social capital has emerged. The theorization and conceptualization of social capital requires additional research for complete development of the concept.

A second weakness is the tendency for many studies to create a tautology by combining the definition of social capital with its functions (Coleman, 1988). For example, a study may report that immigrants find jobs more quickly compared to others when academic qualifications are controlled. The study may also find that immigrants are offered jobs by ethnic community members who

own businesses. The explanation is that the ethnic community provides jobs and it is also a source of social capital needed to find a job. In short, it is a source of social capital and an outcome of social capital. As a result, the reasoning is circular and it ignores the complexities of community relationships.

The third weakness is that most studies define social capital positively. Such definitions prevent the possibility of studying negative impacts of social capital (Kilbride, 2000; Putnam, 2000; Aguilera, 2003). Gangs would be one example of a source of negative social capital. Networks of relationships among gang members are similar to other supportive communities (such as an academic community) in many respects which have overall ill effects to a society. Because there is a preponderance of research on positive aspects of social capital, its negative consequences are largely ignored.

The purpose of this study is neither to criticise how social capital is conceptualized and operationalized in social science research nor to focus on other weaknesses of social capital.

While social capital is important in understanding how relationships may influence settlement intentions, it is unable to account for racism and discrimination effects. Critical Race Theory is used in the study to explain experiences of discrimination and racism.

Racism and Its Forms

Racism broadly refers to an ideology implying a natural superiority of

the dominant culture or racial group and inferiority of another cultural or racial

group (Fleras and Elliot, 2007; Li, 1999; 2001). The notion of racism is deeply

rooted in the hierarchy of superiority which is changing in nature (Essed 2004;

Reitz and Breton, 1994). Social scientists categorize racism into several discrete

forms including individual racism, institutional racism, subtle racism,

systematic racism and most recently, democratic racism. The term democratic

racism was introduced by Frances Henry and Carol Tator (1994) in the mid-

1990s. They define democratic racism as an ideology in which both racist and

modern democratic values such as fairness, justice and equality coexist.

Democratic racism is mainly articulated in a hidden or covert manner which is

nearly invisible and very difficult to detect or punish. However, it exists in the

racist ideology of everyday lives, opinions and feeling of individuals in

democratic societies. This form of racism is most predominant in Canada and is

a central topic in much survey research.

Racism is embedded in the prejudiced attitude and behaviour of

individuals over other racialized groups (Henry et al., 2006). At the individual

level, racism implies that the attitudes, beliefs and opinions of individuals are

shaped by their feelings of superiority in values, customs and norms over other

racial groups (Henry et al., 2006). Individual racism can be direct or overt while

democratic institutional and systematic racism are indirect or unconscious.

Psychologists view individual racism as an outcome of deviant personality

which is associated with the socio-economic status of individuals (Ngo, 2006).

However, sociologists disagree on this point (Dunk, 1998; Reeves, 1983). The

individual forms of racism are more of an overt manifestation of verbal or

physical discrimination according to sociologists. An example from a highly

popularized incident in the New Brunswick Legislature illustrates the

individual form of racism. Several MLAs reportedly referred to MLA Brad

Green (of Maliseet descent) as "Tonto" and made several references to him

living in a teepee and criticising his right to hunt out of season. The comments

of the MLAs are not based on any solid evidence rather it is embedded in

prejudiced attitudes towards Aboriginal populations. Generalization of certain

racialized groups based on the feelings of superiority embedded within a larger

ideology of racism. These racist comments are regularly made against several

ethnic minorities in Canada. Most famously, former Prime Minister J Chretien

was referred to Filipino MP and Cabinet Minister Ray Pagtakhen as "looking a

bit Chinese" while on a trade mission to China.

Racism is also observed in the policies and practices of social institutions such as education, media and justice, which is referred to as systemic racism (Henry et al. 2006). Henry and her colleagues (2006) state that systemic racism results in the unequal distribution of social, political, or economic rewards and resources among racial groups. Systemic racism in its covert form is difficult to detect. This is a kind of racism, critical race theory has intended to identify.

Critical Race Theory

Critical race theory developed in the 1970s by Black American scholars to oppose the continuation of racialization of non-white groups in the United States. However, the theory has been largely confined to legal scholarship (Wilkinson, 2003). Canadian social scientists have only started to utilize this theory recently. Critical race theory is intended to reveal how race operates in subtle forms in the legal system and social institutions (Aylward, 1999). Critical race theorists argue that considerable changes in organizations of a society are necessary in order to uproot discrimination and racism prevalent in social institutions (Wilkinson, 2003). More recently, critical race theory is used to describe how racism and discrimination affect the academic performance of racialized groups in the United States (Parker and Lynn, 2002; Smith-Maddox and Solórzano, 2002; Solórzano and Yosso, 2002).

Matsuda (1991: 1331) views critical race theory as a complex theoretical movement "toward the elimination of racism and as part of a larger goal of eliminating all forms of subordination". Critical race theory is developed along a number of dominant themes (Matsuda, 1996). First, racism is considered a social fact, manifested in institutional policies and practices of a society that is designed to create diversity and eliminate discrimination benefitting white people (Matsuda, 1996; Wilkinson, 2003). Second, critical race theorists move beyond just the systematic analysis of existing legal rights to see how the legal system contributes to unconscious and democratic form of racism in a society (Aylward, 1999; Matsuda, 1996). This is an example of systemic and subtle forms of democratic racism that facilitate subordination of racialized groups as more predominant, damaging and lasting than the individual form of racism.

Third, critical race theorists call for a deconstruction of the "colour-blind" approach of laws to challenge the "neutrality "and "objectivity" of law that facilitates oppression of people of colour (Aylward, 1999: 34). Such deconstruction of legal rules, principles and policies is designed to confront subtle forms of discrimination perpetuated by the legal system. Fourth, contextualizing the event and a "storytelling" or "narrative" approach are suggested by critical race theorists to measure racial discrimination (Aylward, 1999: 35). The story-telling techniques allow the lawyers and others to narrate

the experiences of racism and oppression in a way that has not been done in the past. The final premise of critical race methodology is reconstruction as an alternative to the existing doctrine. In other words, institutional policies, practices and procedures need to be reformed in a way that no longer benefits single privileged group (Taylor, 1998).

A few Canadian scholars have written about the influence of race and racism on Canadian law in since early 1990s. Lewis defines racism in the judicial context as:

> ... an attitude in the judicial decision-making process which assumes that inherent superiority of the values of the dominant cultural/racial group and the concomitant inferiority of another cultural/racial group. The issues of racism is fundamentally about power of the mass and the shared value system; the power to shape reality in accordance with one's values; the power to give voice to or to silence the diversity of others; the power to rewrite history and to develop legislation which meets the socioeconomic imperatives of the majority. (1994: 15)

Thornhill (1994) suggests that the Canadian legal system needs to be changed significantly in order to address racism and discrimination within it. These critical race scholars focus on deconstruction of legal rules and reconstruction of the principle and policies from a critical race perspective.

Aylward (1999) gives an example of a situation where critical race theory was used in Canada for the first time in defense of the case of a young African-Canadian boy, R.D.S. (Supreme Court of Canada, 1997, cf. Alyward, 1999). While returning from the grandparents' house, R.D.S. saw a police officer arresting his cousin. R.D.S. asked the white police officers the circumstances of his cousin's arrest and whether he should call his aunt. After an alleged confrontation, the police officers took him into custody along with his cousin. In Youth Court, R.D.S. was charged for verbally assaulting the police officer and pushing him with his bicycle (Alyward, 1999). Eventually, the case moved from the Youth Court through the Provincial Appellate Courts and ultimately, after 3 years, the case was resolved in the Supreme Court of Canada where R.D.S. was absolved from all the charges against him. The basis of the Supreme Court's judgment in favour of R.D.S. was framed around critical race theory, especially considering social context of the case such as prevalence of racism in Canadian societies and in that particular community.

In the R.D.S. case, racism and discrimination is evident in the context of the interaction between the white justice and policing employees (police officers and court officials) and the non-white group in the predominantly Black neighbourhood of Nova Scotia. The narrative approach allows the lawyers representing the case of R.D.S to "tell the story" of the racial antagonism

between the police and the Black community at that location at the time of

encounter (Alyward, 1999: 85).

Limitations of Critical Race Theory

Critical race theory is a complex and multifaceted theoretical movement

which is often criticized as being too cynical and conspiratorial (Taylor, 1998).

The basic assumptions of critical race theory and its assumption of continued

subordination of racialized groups, particularly Blacks, are excessively negative.

In addition, critical race theory is difficult to argue and to prove that this type of

racism occurs given the obscure nature of this type of racism. The use of the

theory is relatively new in the Canadian socio-legal context and is rarely used or

cited even in legal articles. Some lawyers may be reluctant to examine the racial

implications of particular cases because of their complexity and many of them

are reluctant to take advantage of critical race litigation (Wilkinson, 2003).

Measuring racism and discrimination is a complex process considering

the limited time and resources available to complete the study. Hence,

perceptions of racism and discrimination are considered instead of racism and

discrimination. Subtle forms of racism prevalent in post-secondary educational

institutions are examined utilizing a series of ordinal level close-ended

questions (See list of items in Appendix I). The premise of the critical race theory

is used as a tool to predict future settlement intentions of international students in the study. "Narrative" and "story-telling" approaches in critical race theory are used to contextualize international students' experiences of racism and discrimination with their intentions to stay upon completion of post-secondary education. Open-ended questions are asked for this purpose to obtain better information. This is not a "perfect" way to measure this type of racism but does assist me in gauging their experiences, if any, in their settlement process.

Studies on International Students

Although international students form a significant portion of the temporary migrant population in Canada, a very few studies have examined their motivations to attend school abroad and post-graduation settlement intentions (Agarwal and Winkler, 1985; Cameron, 2006; Chen and Barnett, 2000; Cownie and Addison, 1996; Hodges and Welch, 1992; Myles and Cheng, 2003; Popadiuk and Arthur, 2004; Yang et al., 2006; Zhao et al., 2005). Furthermore, the majority of these studies are based on research conducted in the United States. Scholars document many reasons why foreign education is attractive. High quality of education, reputation of post-secondary institutions, availability of financial support and many other social factors motivate international students to move to foreign countries to attend post-secondary institutions

(Barber and Morgan, 1987; Chen and Barnett, 2000; Chirkov et al., 2007;

Harman, 2003).

Many international students are motivated by the reputation of the post-

secondary institution and the quality of education it offers (Chirkov et al., 2007).

Gender also contributes to a differential in motivations of international students

(Chen and Barnett, 2000). Females place greater emphasis on gender-equity in

the countries where they wish to pursue their post-secondary education

(Agarwal and Winkler, 1985; Solmon and Young, 1987) while male students

value the reputation of the educational institution and financial support more

than any other factors (Barber and Morgan, 1987; Chen and Barnett, 2000).

Research on gender issues also reveals that women are under-represented and

men are over-represented in the international student cohort (Wright, 1997).

Natural science and engineering students seeking graduate degrees are attracted

to technologically advanced countries with better laboratory facilities as they are

concerned about the quality of educational facilities (Barber and Morgan, 1987).

Availability of financial support from host countries is also identified as

one of the most important motivations for international students (Barber and

Morgan, 1987; Chen and Barnett, 2000). Financial supports include scholarships,

stipends, bursaries and government funding. A distribution of financial support

among international students varies by their level of study. In a study, Harman (2003) reports that a majority of foreign graduate students (52%) secure financial support before registering in academic programs. The amount of financial support received by international students depends upon their previous academic achievements, previous work experience, resources available at the university and funding available by professors (Barber and Morgan, 1987). A small number of the graduate students and a majority of undergraduate students lack adequate research supports and experience financial problems.

Upon arrival, international students face a variety of problems in a new environment in a new country. One of the most significant challenges identified by researchers is a language barrier (Kim, 2006). Difficulties with the language of the host country affect the integration of international students in the mainstream society both academically and socially (Cownie and Addison, 1996; Ramburuth and McCormick, 2001; Yang et al., 2006). Other challenges include adjusting with the new educational system, perceptions of discrimination and racism, dietary changes and locating affordable accommodation (Frey and Roysircar, 2006; Lin and Yi, 1997). Evidence suggests that international students who share a common language, similar cultural norms and demographic characteristics with the host country are less likely to experience serious academic problems (Popadiuk and Arthur, 2004). However, self-determination

to study abroad (in this case, Canada) often facilitates faster adjustment of international students (Chirkov et al., 2007).

Regardless of their pre-arrival motivations and post-arrival experience, many international students come to Canada as a route for future settlement or use their Canadian education to relocate to other countries, mainly to the United States (Mahroum, 2000). Others come with the intention of returning to their home country to work. A study conducted in the United States reports that irrespective of their original intentions, a considerable number of international students eventually settle in the countries where they undertake their post-secondary education (Finn, 1997). A study in Northern California reveals similar findings. Nearly one in three international students settles in the same state where they attained their postsecondary credentials (ACTEAM, 1999). A study involving Ph.D. students from an Australian university documents similar findings (Harman, 2003). Canada is beginning to recognize this phenomenon and has introduced the Canadian Experience Class in July 2008. This stream of immigration is intended to make the process of permanent settlement easier for international students already living in the country. However, scholars have not widely examined this phenomenon in Canada.

In general, studies on social capital in education focus primarily on the academic performance of students irrespective of their age, gender, ethnic origin and other socio-demographic characteristics (Coleman, 1988; Driessen, 2001; Fulgini, 1997; Israel and Beaulieu, 2004; Kao, 2004; Neri and Ville, 2008). For example, Coleman (1988) utilizes social capital as a means of enhancing accumulation of human capital but not among immigrants. A majority of the studies on social capital and facilitation of academic achievements focus either on high school students or on young adults. In a recent study on the influence of social capital in the development of human capital among international students from Australian universities, scholars observe that it is not associated with better academic performance but is related to increased well-being of the students (Neri and Ville, 2008). Again, social capital in family, school and community significantly affect the academic achievement of high school students (Israel et al., 2001; Israel and Beaulieu, 2004). In this study, the influence of social capital is examined in settlement intentions of international students in Canada to see if the trends observed in the United States (Finn, 1997; Harmon, 2003) are similar.

International students' experiences of discrimination and racism are significantly reviewed in the studies conducted in the United States (Frey and Roysircar, 2006; Klomegah, 2006; Lee and Rice, 2007; Spencer-Rodgers, 2001).

Students enrolled in post-secondary institutions often report that they experience subtle forms of racism during their studies (Lee and Rice, 2007). Some students perceive cultural and verbal discrimination. For example, in a study conducted in the United States, Lee and Rice (2007) observe that international students attending US universities have reported verbal assaults. Students from Middle East and Asian are the most affected by this form of racism. Another recent study on international students documents how their perceptions of the country decline due to their experiences of discrimination and racism (Spencer-Rodgers, 2001). Those experiencing racism are less likely to enjoy living in the United States. Furthermore, the literature on university students suggests that international students experience more serious alienation and feel left out compared to American-born students (Klomegah, 2006).

Academic work in critical race theory is beginning to generate interest in sociology and education in Canadian literature (Calliste and Sefa Dei, 2000). In a study on teaching practices, Schick (2002) describes how racism and discrimination are sustained in the operation of post-secondary educational institutions. According to her, even the mandatory multiculturalism course requirements appear to support discriminatory practices at universities. This is evidenced by the criticisms of the students registered in the course. For example, some of the white students criticize the course because they are "forced" to take

it. Some feel the course is not necessary because they feel racism does not exist or they are convinced it will never be an issue in their classes. Others feel that they are white and they cannot have an objective discussion about race.

International students are attracted to post-secondary institutions outside their country due to the pursuit of better employment in the global market, the quality of education it offers, and the lower cost of education. The students wish to settle in the area near their post-secondary institution. However, settlement intentions of these students depend on several factors including their networks, availability of jobs and other social factors. Literature on international students shows that most of the studies are conducted in the United States. Studies on international students in Canada are rare and more than 10 years old. A social capital framework helps in understanding how network of relationships affect future settlement decisions of international students. Similarly, critical race theory is expected to shed some light on the context. The next chapter outlines the methodology of the study.

CHAPTER 3: METHODOLOGY

This chapter discusses hypothesis, data collection, sampling methods the

LIM survey and the thesis survey, mode of administration, sample criteria,

sample characteristics, operationalization of variables, limitations of the study,

data analysis and ethical considerations for this research.

The following hypotheses are tested in this study:

H[1]. Students select Canada mainly because of the high quality of post-

secondary education.

H[2]. International students with greater availability of social capital are

more likely to stay in Canada after graduation.

H[3]. Perceptions of discrimination and racism have a negative influence in

the settlement intentions of international students.

H[4]. Employment opportunities related to academic field positively

influence future settlement intentions of international students.

Data Source

The data collection method for the thesis was conducted in two phases.

In March 2008, I was contracted by Immigration and Multiculturalism Division

of the Labour and Immigration Manitoba (LIM) to conduct a study entitled

"Immigration and Settlement Intentions of Post-Secondary International Students in Manitoba". The survey conducted for LIM has three main objectives. First, it identifies factors that influence international students' decisions to come to Manitoba as post-secondary students. Second, the survey examines international students' decisions to work and settle in Manitoba upon completion of their post-secondary education. Third, it assesses the depth of international students' knowledge of the provincial immigration programs. I continued this work for my master's thesis with permission from LIM. The sample for the LIM project, n= 29, is too small to conduct a meaningful statistical analyses. The idea for the thesis was to increase the sample size to 60 international students. As a result, in phase II, I pooled the thesis respondents with the LIM study participants to create a final sample of 60 respondents. Undertaking the same techniques and survey procedures, I have interviewed additional 31 respondents to provide a sample that is large enough to accommodate some simple scale development and a multivariate analysis.

Statistical tests are conducted to examine whether respondents of the LIM survey are similar to the respondents of the present survey. One of these sets of samples will be weighted in case a statistically significant difference is found.

Sampling Method of the LIM Survey and the Thesis Survey

In the LIM survey and thesis research, international students are recruited by using a combination of canvassing, respondent-driven sampling method and key stakeholder-referral (Figure 3.1 and Figure 3.2). The recruitment table (Table 3.1) reflects the details of recruitment process.

Table 3.1: Recruitment of International Students

Part I: Study for LIM	Number of respondents	Part II: Study for thesis	Number of respondents
Referral by agency	5	Poster	2
Respondent Driven Sampling	24	Referral by agency	3
Sub-total	**29**	Respondent Driven Sampling	26
		Sub-total	**31**
TOTAL			**60**

Respondents for the study are obtained using a non-probability sampling technique, namely key informants, canvassing and respondent-driven sampling. Non-probability sampling is the most feasible method of generating a sample because there are no list detailing international post-secondary students in Manitoba, their backgrounds or their contact information from which a random sample can be drawn. A situation such as this is one in which non-probability sampling routinely occurs (Babbie, 2001; Berg, 2001). Respondent-driven sampling (RDS), is a recent development in sampling methodology, and is the

primary selection method used for selecting respondents for this study. This sampling method is based on the premise that peers are better able to locate and recruit other members of a hidden population (Heckathorn, 1997, 2002), more so than outside researchers and support workers. Respondent-driven sampling combines a modified form of chain-referral, or snowball, sampling, with a mathematical system for weighting the sample to compensate for its not having been drawn as a simple random sample (Heckathorn, 2002). This sampling procedure is primarily used in consideration of cost and time (quicker and easier) than other methods currently in use (Abdul-Quader et al., 2006; Salganik and Heckathorn, 2004). The limitations of non-probability sampling including respondent-driven sampling and its implication for data analysis are discussed later.

Initially, a key informant, International Centre for Students (ICS) at the University of Manitoba, put me in contact with a few international students by providing names and contact information of three international students studying at Fort Gary Campus of University of Manitoba. The international students are contacted via telephone to set up an interview at a jointly convenient location and time. Informants at University of Winnipeg and Red River College did the same for Labour and Immigration Manitoba study participants.

Posters were displayed on the display board at the International Centre

for Students (ICS) and several other display boards at the University of

Manitoba to attract potential respondents. Pamphlets posted in these places

provide a brief description of the study, the sample requirements and contact

information of myself. Two post-secondary international students took interest

in the study seeing pamphlets. Others are referred by various agencies or by

fellow international students.

Most of the participants were recruited using the respondent-driven

sampling method. Once the respondents complete the survey they are asked for

the contact information of individuals they know, who meet the selection

criteria and who might be interested in completing the survey.

Twenty-six international students currently enrolled at the University of

Manitoba are recruited for the study by using respondent driven sampling. The

recruitment process is performed in few waves. Three international students are

recruited using my personal contacts in wave one. These initial respondents are

asked to provide contact information of potential recruits upon completion of

the interview and this process continues in successive waves until the desired

sample size is reached (Des Jarlais, 2007). More international students are

interviewed in wave three, four and five, respectively. This provides the

researcher an access to a different pool of respondents for wave two of recruitment than it could be attained by personal connections alone. Thus, the basic assumption of the sampling method (if peer recruitment proceeds through a sufficiently large number of waves, the composition of sample become more stabilized, independent of the researcher from which recruitment began, and thereby overcoming any bias the nonrandom choice of the researcher may have introduced) are met (Heckathorn, 1997). The ways in which respondents are recruited are also recoded in diagrams (Figure 3.1 and Figure 3.2).

The respondents for phase II of the study are subtly different from the LIM survey. Unlike the LIM survey, only international students from the University of Manitoba are contacted because we found no statistically significant differences by the educational institutions (Mandal and Wilkinson, 2008). The statistical methodology is also more complex for the thesis. Hence, I performed factor analyses to develop scales of perceived discrimination and racism and social capital. Finally, empirical data are interpreted using critical race theory and social capital framework towards an analytical discussion which was not part of the original study. From now on, I refer to the sample in singular terms as the respondents have been pooled into a single database for analytical purposes.

Part I.I
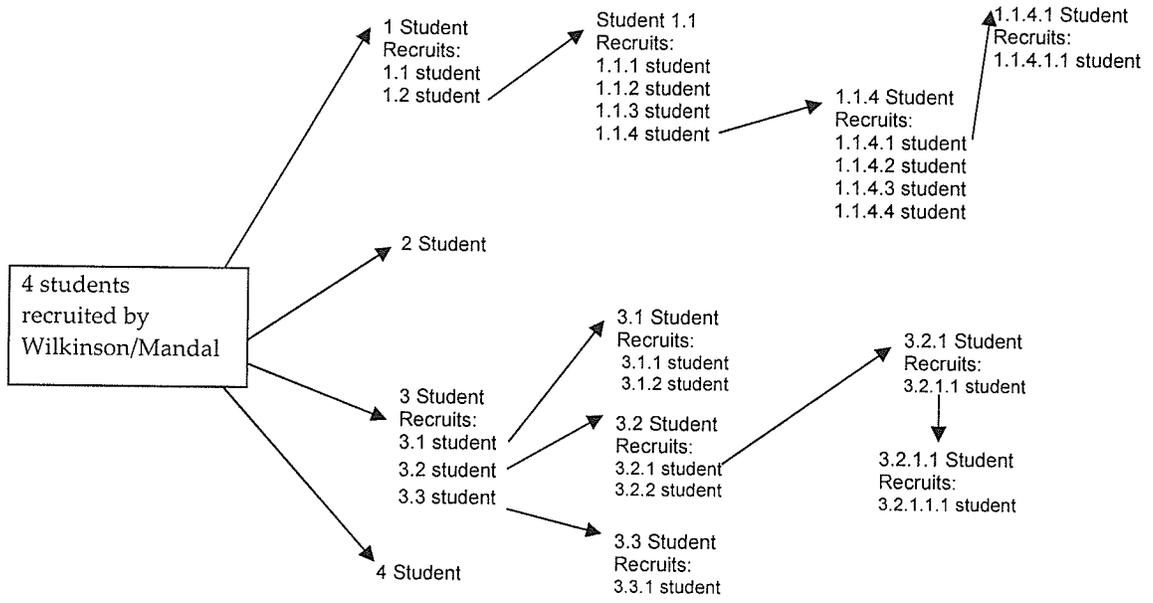
Wave One	Wave Two	Wave Three	Wave Four	Wave Five	Total
n=4 students	n=5 students	n=8 students	n=5 students	n=2 students	n=24

Part I.II
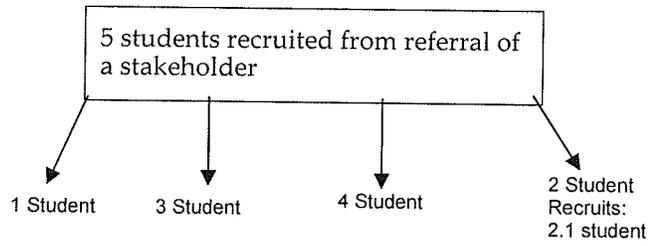
Part I: n=24   Part II: n=5   Total: n=29

Figure 3.1: Process of Recruitment for the LIM Survey

Part II.I

```
                                           1.1 Student
                                           Recruits:
                                             1.1.1 student ──────►  1.1.1 Student
                                             1.1.2 student           Recruits:
                  1 Student                                          1.1.1.1 student
                  Recruits:          1.2 student                     1.1.1.2 student
                  1.1 student        recruits:                       1.1.1.3 student
                  1.2 student          1.2.1 student
                                       1.2.2 student
                                                                              1.1.1.3 Student
    ┌─────────────┐                                                           Recruits:
    │ 3 students  │                                                           1.1.1.3.1 student
    │ recruited by │                                           2 Student      1.1.1.3.2 student
    │ Mandal      │ ──────────────────────────────────────►   Recruits:
    └─────────────┘                                            2.1 student
                                                               2.2 student
                                          3.1 Student
                  3 Student               Recruits:
                  Recruits:                3.1.1 student
                  3.1 student              3.1.2 student
                  3.2 student  ──────►    3.2 Student
                  3.3 student             Recruits:
                                          3.2.1 student ──────►  3.2.1 Student
                                                                  Recruits:
                                          3.3 Student            3.2.1.1 student
                                          Recruits:              3.2.1.2 student
                                          3.3.1 student
                                          3.3.2 student
```

Wave One	Wave Two	Wave Three	Wave Four	Wave Five	Total
n=3 students	n=7 students	n=9 students	n=5 students	n=2 Students	n=26

Part II.II

```
    ┌─────────────────────────────────┐
    │        3 students               │
    │ recruited by key informant      │
    └─────────────────────────────────┘
         ↙          ↓          ↘
    1 Student   2 Student    3 Student
```

Part II.III

```
    ┌─────────────────────────┐ ──────► 1 Student
    │      2 students         │
    │ recruited by canvassing │
    └─────────────────────────┘ ──────► 2 Student
```
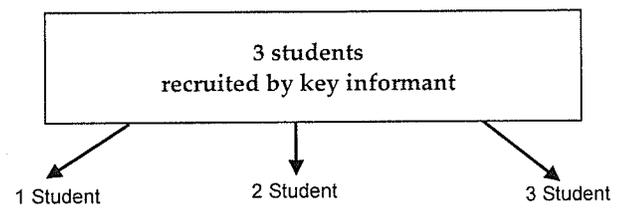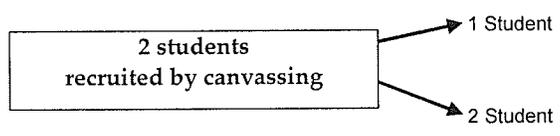
Part I: n=26   Part II: n=3   Part III: n=2   Total: n=31

Figure 3.2: Recruitment Process for the Thesis Survey

Limitations of Sampling Design

The greatest limitation of non-probability sampling stems from the inability to generalize the findings from such a sample to the population of interest (Babbie, 2001; Berg, 2001). Randomization is the basic assumption of probability sampling where there is a known, equal chance that member of the population will be selected into a sample (Das, 2005). Non-probability samples are not random and it is generally assumed that a select subset of the population has greater likelihood of being included in the sample. Selection bias may occur for many reasons. For example, the individuals in the sample could be very similar to each other in a number of potentially important ways. As a result, data analysis from non-random samples negates a condition of statistical procedure. Respondent-driven sampling and key informant recruitment methods risk generating a sample that is internally consistent but is not representative of the wider community. Respondent driven sampling may lead to the risk of not attaining enough variation in terms of types of responses could be accumulated, owing to similar experiences and world views between responses (Chaturvedi, 2005). For example, a respondent may give a response to a question about school experience. A close friend of that respondent, if interviewed, may give a similar response. This may skew the data. Similarly, a student who has not received much help from an instructor in a course may

speak poorly of it. Those who are close to that person, using their friend's experience as a reference, may respond in similar ways. Researchers have little power to prevent this type of bias (except through probability sampling) because they have little or no control over who is recommended by respondents (Fink, 1995b). To "correct" this type of error, the responses of the students from wave three, four and five are given more "weight" in the statistical analysis than those contacted in wave one and two to reduce the extent of error in the sampling procedures. A weight of one was assigned to respondents recruited in wave one. A weight of two was assigned to those recruited in wave 2, with corresponding weights assigned to successive waves. There were five waves of recruitment, meaning participants in wave 5 were assigned a weight of 5 points. This weighting scheme does not solve all the problems associated with respondent driven sampling (i.e,. it does not rid the sample of all biases), however, it provides a more meaningful pool of students with differentiated experiences than could be attained using snowball or convenience sampling alone. Further, it allows me to conduct statistical analysis with an otherwise non-probability sample.

The time difference between first and second set of interviews may affect the responses acquired from study participants. This may lead to type I error (Weisberg, 2005). To reduce this error to some extent, the second set of students

is contacted at a similar time of an academic year. As the first set of students were contacted close to the end of the winter term in 2008, the second set of students were contacted at the same time in 2009 winter term, similar periods in the school year. A comparison between the results of the two studies ensures that the data have similar values.

Mode of Administration and *Survey Instrument*

Data are collected by using an interviewer-administered face-to-face structured survey method. It includes a questionnaire comprising of both open-ended and close-ended questions. Questions include motivations of coming to Canada, Manitoba and Winnipeg, selection of post-secondary educational institutions, future settlement intentions, perceptions of discrimination and racism, availability of social capital and knowledge of various provincial immigration programs. Information about academic performance, previous work experience and academic performance are also gathered. Demographic questions comprise of questions related to age, gender, ethnicity, marital status, income, length of stay in Manitoba, level of study, period of arrival in Canada, living arrangement, status of employment and language proficiency. Each interview lasts an average of one hour and has been audio-taped to assist in recording narrative responses. Interviews for this research are conducted in

March-April, 2009; the LIM interviews are conducted in March 2008. A copy of the questionnaire appears in Appendix I.

Sample Criteria

Winnipeg is a logical geographical area for the provincial survey as over 80% of all international students arriving in the province live in the city (Citizenship and Immigration Canada, 2007). Inclusion of international students in the study rests on several criteria. Respondents are required to i) be full-time international students ii) be studying at a post-secondary institution iii) be aged 18 years and older of either sex, and iv) have working knowledge of spoken English to participate in the interview process. Only one person per family can participate in the study. Altogether 60 international students are interviewed for the purpose of the study.

Limitations of Sample

The study has certain limitations in its methodology which needed to be discussed. Primarily, a small sample size may cause problems with generalization since statistical significance is dependent on a larger sample size (Weisberg, 2005). To reduce this problem to a certain extent, the P value has been set at 0.10 though this increases the chance of type II error (failing to reject

Ho when it is true). The smaller sample size also leads to greater likelihood of standardization error. This affects the ability of generalizing the research results.

Sample Characteristics

A majority of the students (68%) are currently registered in undergraduate level programs, while the rest are enrolled in graduate degree programs specializing in Science, Arts, Medicine, or Engineering. Nearly two-thirds (63%) of international students in the study are taking courses either in the Faculty of Arts or the Management Faculty. About 45% of respondents enrolled in their academic program before September 2006; the remaining were admitted later. A significant portion of international students (35%) believe that their academic performance is very good and a few (22%) indicate average or poor academic performance. Nearly half of the post-secondary students (43%) receive some financial support from their educational institutions to pursue higher education. Half of the international students (50%) expect to graduate and enter into the labour market by or before May 2010. The table (Table 4.1.1) of sample characteristics appear in chapter 4.

International students come from a number of different countries. About one-quarter (25%) are from African countries, while (66%) are from Asian countries. Nearly half of the respondents (48%) came to Canada before 2006.

About one-quarter of international students (23%) are born prior to 1981 and just over half of the students (59%) are male. A majority of international students (55%) earn less than $10,000 per year. A significant number of respondents (42%) live with their roommates. The mean, standard deviation and range for each of the independent variables used in the analysis are given in Table 3.2.

Table 3.2: Mean, Standard Deviation and Range of Independent Variables

Independent Variables	Mean	Standard deviation	Range
Family and friends social capital	1.02	0.770	0-2
Neighbourhood social capital	0.50	0.748	0-2
Workplace social capital	0.68	0.833	0-1
Obligation and expectation	0.78	0.415	0-1
Perceptions of discrimination and racism	1.22	0.640	0-2
Most important reasons of coming to Canada	0.40	0.494	0-1
Program of study	0.63	0.485	0-1
Awareness of International Student Stream of MPNP	0.40	0.494	0-1
Expected graduation	0.50	0.504	0-1

Operationalization of Variables

The main dependent variable, settlement intentions of international students and the main independent variables including social capital and perceptions of discrimination and racism are operationalized. Operationalization of other independent variables such as country of origin,

primary motivations for coming to Canada, program of study, expected

graduation and awareness of International Student Stream in MPNP are

discussed afterwards.

Dependent Variable: Settlement Intentions

"Settlement intentions" of post-secondary international students is the

main dependent variable in the present study. Three close-ended questions are

asked to examine the settlement intentions of international students and are

measured at three different levels: settlement intentions in Winnipeg, within

Manitoba and within Canada (refer to the coding in Table 3.3). Responses are

recorded into three categories: stay, leave and undecided. All the responses are

scored from 0 to 2 in the order of negative towards positive settlement

intentions. A preliminary factor analysis is conducted to create a new variable to

combine settlement intentions into a single measure. The initial factor analysis

for three items clearly demonstrates this solution would not be factorable (Pett

et al., 2003)[1]. As a result, each item is treated by examining separate models.

Open-ended questions are also asked to learn more details about reasons of

international students' settlement intentions and these responses are analyzed to

provide a context to the results.

---

[1] The Keyser-meyer-Olkin Measure of Sampling Adequacy (KMO) is unacceptably low (.599).

Table 3.3: Measurement of International Students' Settlement Intentions

Area	Stay	"Undecided"	Leave
Winnipeg	2	1	0
Manitoba	2	1	0
Canada	2	1	0
Settlement Intentions	6: Intend to stay	3: "Undecided"	0: "Intend to leave"

Independent Variable: Social Capital

Social capital implies gaining benefits from a network of relationships that results in productive activities for racialized groups (Coleman, 1994; Teachman et al., 1997). Several questions are asked to measure networks of relationships, obligation and expectation, trust and information channels as elements of social capital. Respondents are informed about their expectations of help from their family, friends, neighbours and coworkers, whether they receive support from expected sources, whether they feel obligated to return the help, whether they trust their network of relationships and whether they receive information from their network of relationships. Questions appear in the social capital section of the survey questionnaire (appendix I, question 31-39(b), 41, 43(a) and 49).

Several items regarding family and friends social capital networks,

workplace social capital networks, neighbourhood social capital networks and

obligation and expectation are included using principle component factor

analyses. Information channels[2] and trust[3] are excluded from the analysis

because they produce an unsatisfactory result in factor analysis.

Initial factor analyses for a social capital factor used all 21 survey items

(see Appendix I: question 31 and 35). The diagnostics from the analyses

demonstrate this solution is not factorable (Pett et al., 2003)[4]. To create a

'factorable' solution, it is necessary to reduce items in the dependent variable.

In order to improve the factor model, the items that were weakly

correlated with other items were removed (Pett et al., 2003). In the analysis,

items whose highest correlations with another item were 0.3 or less were

removed[5]. Based on these criteria, a two-factor solution was created. For the first

---

[2] The variable, information channels, seeks to measure from responses about international students' source of knowledge of Manitoba Provincial Nominee Program and the International Student Stream of MPNP. Almost all the international students identify network of friends as the primary source of information, while others are uninformed about provincial immigration policies. The addition of this indicator results in skewness and kurtosis.

[3] A question (Do you trust people who try to help you?) is asked to respondents to measure their trust. Almost all the respondents (98%) report that they trust people who try to help them; so it had to be excluded from the analysis.

[4] The KMO is close to a marginal level (.619). The Bartlett's coefficient is significant indicating the sample size is large enough to conduct a factor analysis.

[5] Tabachnick and Fidell (2001) also advises items with correlation of 0.3 or lower are not useful for factor analysis, as the low correlations are early indicators of items that are unlikely to cluster with other items on factor loadings.

factor, 16 items[6] were removed because of lack of content validity. The remaining items[7] measured the expected and obtained support from networks of relationships from family and friends. The KMO was improved reasonably to .798 with a significant Bartlett's coefficient and a factor explaining 58.87% of the variance[8]. Items were loading higher than 0.68 on the factor (Comrey and Lee, 1992)[9]. Table 3.4 represents the factor loadings from the component matrix. A Cronbach's alpha score of 0.825 for the five items confirms the internal cohesion of the items. An index of the items is created and utilized as an independent variable, called family and friends social capital network in the analysis.

Table 3.4: Factor Loadings of Family and Friends Social Capital Network

Items	Factor 1
Expected support from immediate family (question 31.i)	0.842
Expected support from friends (question 31.iii)	0.684
Expected support from ethnic friends (question 31.iv)	0.763
Obtained support from immediate family (question 35.i)	0.709
Obtained support from friends (question 35.iii)	0.826

---

[6] Items not related to the expected and obtained support from immediate family and friends are removed to create a factor.

[7] The five items such as question 31(i), 31(iii), 31(iv), 35(i) and 35(iii) are considered to obtain one factor. See Appendix I.

[8] Extraction method in use is Principal Component Analysis.

[9] According to Comrey and Lee (1992), loadings higher than 0.71 are excellent, loadings lower than 0.63 are considered very good, loadings lower than 0.55 are considered fair and items with loadings lower than 0.32 should be removed from the factor as they do not explain a sufficient amount of the variance for that factor.

The factor is recoded and respondents are assigned into one of three categories based on their responses to five questions. The categories are labelled as "Low", "Medium" and "High" rates of access to family and friends social capital networks[10]. Respondents belonging to "Low" category score between 1 and 15. The "Medium" category consists of respondents scoring in the range of 16-20. The "High" category includes respondents scoring between 21 and 25. A majority of the students (43%) have moderate levels of social capital networks compared to 30% of having high rates of the social capital network.

A factor of workplace social capital networks is also created. Altogether, 5 items[11] load on a single factor[12]. The loadings are excellent on this factor (see Table 3.5). The Cronbach's alpha is 0.916. An index of workplace social capital networks is devised to use an independent variable in the following analysis.

The factor, "workplace social capital networks", is recoded into two categories: "Low Workplace Social Capital" and "High Workplace Social

---

[10] Categories namely "Low", "Medium" and "High" are valued as 0, 1 and 2 respectively. Extraction method is Principal Component Analysis and single factor is extracted.
[11] Five Items on the workplace social capital are used to create a factor. These items include question 31(vi), 31(vii), 31(viii), 35(vii) and 35(viii). See Appendix I.
[12] The KMO appears as .749 with a significant Bartlett's coefficient, and a factor explaining 75.27% of the variance.

Capital"[13]. Over three-fourths of study participants (78%) have no or low rates

of workplace social capital.

Table 3.5: Factor Loadings of Workplace Social Capital Network

Items	Factor 1
Expected support from coworkers (question 31.vi)	0.931
Expected support from ethnic coworkers (question 31.vii)	0.819
Expected support from non-visible minority coworkers (question 31.viii)	0.840
Obtained support from ethnic coworkers (question 35.vii)	0.832
Obtained support from non-visible minority coworkers (question 35.viii)	0.911

A factor of neighbourhood social capital networks is devised with 5

items[14] which results in a two-factor solution[15] (see Table 3.6). Factor 1 is utilized

for the study. The reliability test[16] is performed to confirm internal cohesiveness

of the items and further to create an index.

Factor 1, "neighbourhood social capital networks", includes three

categories: "Low", "Medium" and "High" availability of neighbourhood social

capital networks[17]. Scores of respondents in the range of 1-5 (low), 6-15

---

[13] Respondents scored between 1 and 10 belong to the first category and respondents scored between 11 and 25 belong to the second category.

[14] Items used to create a factor of neighbourhood social capital include question 31(ix), 31(x), 31(xi), 35(v) and 35(vi). See Appendix I.

[15] The KMO for which is .639, with significant Bartlett's coefficient. Extraction method in use is Principal Component Analysis and two components are extracted. All the variables are loading on the first factor explaining 61.31% of the variance.

[16] Cronbach's Alpha score is 0.840.

[17] "Low", "Medium" and "High" categories are valued as 0, 1 and 2, respectively.

(medium) and 16-25 (high). Nearly two-thirds (65%) have low levels of

neighbourhood social capital compared to 15% with high access. Factor 2 is not

used in any analysis.

Table 3.6: Factor Loadings of Neighbourhood Social Capital Network

Items	Factor 1	Factor 2
Expected support from neighbours (question 31.ix)	0.736	0.577
Expected support from ethnic minority neighbours (question 31.x)	0.760	-0.522
Expected support from non-visible minority neighbours (question 31.xi)	0.944	-0.082
Obtained support from ethnic neighbours (question 35.v)	0.716	0.615
Obtained support from non-visible minority neighbours (question 35.vi)	0.810	-0.474

A factor[18] on obligation and expectation is created using two survey items

(see Table 3.7). An index of obligation and expectation is devised as an element

of social capital.

The factor "Obligation and expectation" includes two categories: "Low"

and "High" levels of obligation and expectation[19]. Just over three-fourths of

---

[18] The KMO of the factor is .873 explaining 87.29%of the variance; the Bartlett's coefficient is significant. Principal Component Analysis is conducted as an extraction method. A component is extracted. Cronbach's Alpha score is 0.845.
[19] "Low" and "High" level of obligation and expectation are valued as 0 and 1 respectively.

international students (78%) have high rates of obligation and expectation from their network of relationships.

Table 3.7: Factor Loadings of Obligation and Expectation Social Capital

Items	Factor 1
Do you think you are obliged to persons who have helped you?	0.934
Can people who have helped you expect help from you?	0.934

Independent Variable: Perceptions of Discrimination and Racism

Discrimination based on race is a socially constructed phenomenon, referring to a system of exercising power over others based on natural superiority of race or colour (Henry et al., 2006). Existing literature suggests that discrimination and racism play a role in the lives of many international students (Lee and Rice, 2007). However, it is difficult to measure the subtle forms of racism and discrimination that may exist in academic institutions. In prior research (Klomegah, 2006) on settlement intentions of international students, perceptions of discrimination and racism are documented as an influencing factor and I have attempted to do the same in this study.

Respondents are asked a number of questions about their perceptions of peers' and instructors' discriminatory and racist behaviour at post-secondary

institutions. Respondents expressed their feelings about whether their instructors treat them fairly, whether their instructors treat all the students equally, whether their classmates respect their ethnic identity and whether they feel comfortable expressing their opinion in classes (question no. 10(a): see appendix I). An open-ended question such as "Tell me more about your experiences of discrimination and racism" is also asked to measure international students' perceptions of discrimination and racism from a qualitative standpoint (Question no. 10.b: see appendix I) and are used to provide context to the study.

Table 3.8: Factor Loadings of Perceptions of Discrimination and Racism

Items	Factor 1	Factor 2
Whether respondent receives fair treatments from instructors (Question 10.a.ii)	0.832	-0.068
Whether instructor treats all students equally (Question 10.a.iii)	0.799	-0.260
Whether respondent gets extra help from instructors (Question 10.a.iv)	0.712	-0.398
Whether instructor offers extra help to all students (Question 10.a.v)	0.748	-0.504
Whether respondent feels comfortable expressing opinions in class (Question 10.a.vi)	0.688	0.085
Whether respondent gets differentiated treatment for the accent by instructors (Question 10.a.viii)	0.685	0.547
Whether respondent feels like an outsider at post-secondary institutions (Question 10.a.x)	0.753	0.129
Whether respondents feel to be disrespected by classmates for having different ethnic identity (Question 10.a.xii)	0.775	0.508

To create a measure of perceptions of discrimination and racism, another factor analysis is conducted. Altogether, 8 items[20] comprise a two-factor solution[21]. Table 3.8 indicates the factor loadings from the component matrix. As most of the variables are loading on the factor 1, it is used in this analysis[22].

The index was recoded into three categories[23]. The first category (Low) involves international students who perceive none or little discrimination and racism. The next category (Medium) includes the students with low perceptions of discrimination and racism. Respondents perceiving medium to very high levels of discrimination and racism are included in the "High" category. Over half of respondents (53%) have low perceptions of discrimination and racism while 35% of them have moderate perceptions.

Other Variables

Other independent variables include country of origin, primary motivations for coming to Canada, program of study, expected graduation and awareness of International Student Stream in MPNP. Scholars have used a number of the above-mentioned indicators in studies on international students

---

[20] Question 10(a)ii, 10(a)iii, 10(a)iv, 10(a)v, 10(a)vi, 10(a)viii, 10(a)x and 10(a)xii are considered to create the perceptions of discrimination and racism factor (see Appendix I).

[21] The KMO (.759) is slightly decreased. However, the Bartlett's coefficient is significant, and the factors explaining 69.68% of the variance. Principal Component Analysis is used for extraction of components and two factors are extracted.

[22] Cronbach's alpha score for the eight items confirming internal cohesion of the items is .885.

[23] Categories include "Low", "Medium" and "High" and are valued as 0, 1 and 2 respectively.

and observed statistically significant relationships (ACTEAM, 1999; Barber and

Morgan, 1987; Chen and Barnett, 2000; Cownie and Addison, 1996; Lee and

Rice, 2007; Neri and Ville, 2008; Yang et al., 2006).

Country of origin is an important independent variable of the study.

Respondents' countries of origin are recoded into dummy variable (0 = Non-Asian

countries, 1 = Asian countries). The category "Non-Asian countries" consists of

international students who move to Canada from Brazil, Kenya, Nigeria,

Table 3.9: Country of Origin of International Students by Level of Education

Undergraduate Level	Graduate Level
Brazil	Bangladesh
Bangladesh	China
China	Egypt
India	India
Japan	Iran
Kenya	Italy
Korea	Korea
Malaysia	Nigeria
Nigeria	Ukraine
Tanzania	United Arab
Zimbabwe	Emirates

Tanzania, Zimbabwe, Italy, Iran, United Arab Emirates, Egypt and Ukraine.

International students originated from Asian countries are included in the

category "Asian countries". Two-thirds (66%) of respondents have Asian origin.

Table 3.9 reflects country of origin of international students by their level of education.

Another variable, the primary motivations for coming to Canada, is recoded into dummy variable (0 = Other, 1 = High standard of post-secondary education). "High standard of post-secondary education" consists of respondents who primarily relocated to Canada for its high standard of the post-secondary education. The category "Other" involves respondents who did not consider high standard of Canadian post-secondary education as the highest motivating factor for coming here. Nearly two-fifths (38%) chose post-secondary education in Canada for its high standard of educational institutions.

Program of study (0 = Undergraduate level, 1 = Graduate level) is an important benchmark variable in the present study. Recent research suggests that program of study and settlement intentions among individuals are related to each other (Harman, 2003). The category "Undergraduate level" includes those who are seeking certificate, diploma and bachelor degrees. A majority (68%) of international students in this study are registered in undergraduate programs. 'Graduate level' consists of those who are enrolled in the master's or Ph.D. programs. The proportion of graduate and undergraduate students in Winnipeg is reflected in the study, which was kept in mind during the recruitment of

respondents.

The variable, expected graduation, is also examined in the literature related to settlement intentions of international students (ACTEAM, 1999). Expected graduation is (0 = Nearing graduation, 1 = Continuing student) is recorded into a dummy variable. Respondents not expecting to graduate before May 2010 belong to "Nearing graduation" category, while the "Continuing student" category includes students graduating before May 2010. This sample is evenly balanced between nearing graduates and continuing students.

The variable awareness of International Student Stream in MPNP is dummy coded as 0 = No, 1 = Yes. The first category involves respondents who are not aware of the program. The second category includes international students who are aware about the immigration program. Three-fifths (60%) of the students are aware of this immigration program offered by the province.

Data Analysis Techniques

Three levels of data analysis are performed in the present study: univariate, bivariate and multivariate, in addition to a factor analysis used to constitute the indices discussed above. The univariate analysis describes the distribution of the main independent and dependent variables. Bivariate analyses are used to assess the influence of social capital, perceptions of discrimination and

racism, level of education, gender, length of time in Canada and other main independent variables on primary motivations of coming to Canada and post-secondary settlement intentions of international students. Crosstabulations and tests of significance, along with correlations, are performed. Multivariate analysis such as multinomial regression is also attempted, even though the sample size is very small. Unfortunately the results are not definite and will be discussed at the end of Chapter 4.

Limitation in Data Analysis Techniques

A small sample size means some tables need to be collapsed for analytical reason and to maintain anonymity of respondents. Empty cells also affect the Chi-square score, showing that a significant relationship exists between variables while they are not statistically significant. The sample size also contributes to the failure of producing a reasonable multinomial regression model. As a result, assumption of random sampling method is violated in the study though respondent driven sampling method is expected to mitigate that problem somewhat. Finally, the sample is collected from Winnipeg area only. So, the sample does not entirely represent international student population in Manitoba.

Ethical Issues

Ethical issues such as consent of respondents and confidentiality of responses are important aspects of any survey research. Respondents are asked to sign consent forms before starting the face-to-face interview process. Completed questionnaires and consent forms are stored in a locked cabinet in the office located at the University of Manitoba. All responses are kept confidential and are only accessible to Dr Wilkinson and myself. Responses are not released to any third party including Labour and Immigration Manitoba. Names of international students are not used in analysing the data.

Pseudonyms are used for analysis purposes. No other identifying characteristics are used in the survey questionnaire or reporting of the results. Serial numbers are created for each survey only for identifying respondents from one another and record keeping purposes. If the respondents are interested to learn the results of the study, their names and email addresses are collected to provide them with summaries of the results. In that case, the names and email addresses of the respondents are collected on separate sheets and stored in a secure location, separate from consent forms and completed survey questionnaires.

Interviews were audio-taped with the permission of respondents to keep the original essence of the responses in the analysis and to aid in qualitative data recoding. However, the recorded conversations are destroyed upon completion of the thesis project. There are no risks associated with the project and respondents are not offered any remuneration for participating. The survey was reviewed and approved by the Psychology/Sociology Research Ethics Board, University of Manitoba, Manitoba.

The purpose of the study is to identify primary motivations of international students in their selections of post-secondary in Canada. The main objective is to examine the settlement intentions of international students upon completion of post-secondary education. Furthermore, influences of social capital, perceptions of discrimination and racism and available employment opportunities are assessed in the settlement decisions. The next chapter discusses the results of the analyses followed by a discussion of the results.

CHAPTER 4: RESULTS AND DISCUSSION

"Many students want to come to Canada to fulfil their dream of coming to a foreign country and many people just come with the expectation of having better lives... Some of their dreams come true once they attain their education and obtain job related to their field. Others who don't get jobs in their field (of study) are either do odd jobs or forced return to there home country after completion of (post-secondary) education. A very few people (international students) return to their home country by choice. Does not matter whether we (international students) are treated badly by the white people or not, we just want to stay in here and earn in dollars."

Emilohi, graduate student, University of Manitoba

This chapter discusses the characteristics of study participants, motivations for their relocation to Canada, Manitoba and Winnipeg and factors influencing their future settlement intentions.

Characteristics of Study Participants

It is important to know the characteristics of the study participants in order to understand the results. Three-fourths of respondents (75%) attend post-secondary education at the University of Manitoba. Figure 4.1.1 outlines the distribution of students by post-secondary institutions.

Post-secondary institutions consider various factors before accepting or funding foreign students (Johnson 1988; Yang et al. 2006). One essential admission criteria is official language proficiency. Most North American post-

secondary institutions require high scores on standardized English language tests along with excellent academic background. High entrance requirements often make international students fearful about not obtaining admission. As an outcome of this concern, half of the study participants (50%) applied to two or more post-secondary institutions in Canada in addition to the one they are currently attending.
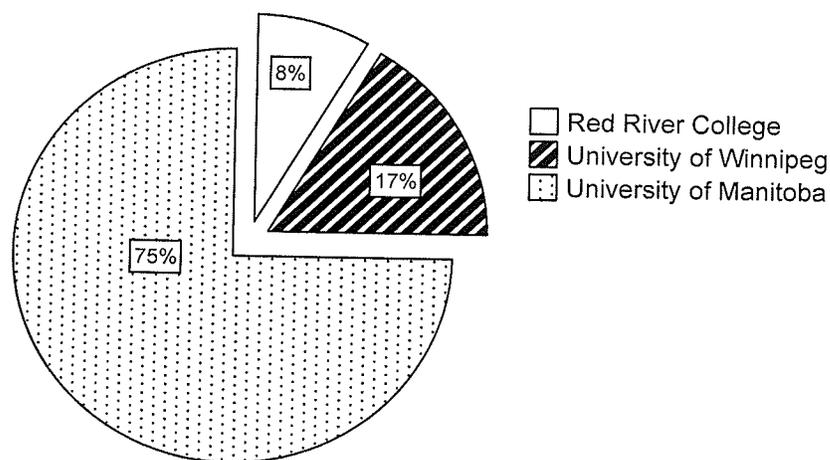
Figure 4.1.1: Post-Secondary Institutions of Study Participants

Respondents admitted in undergraduate programs have different characteristics than those in graduate programs. Table 4.1.1 outlines various socio-demographic characteristics of international students by their program of study. A majority of the students (68%) are enrolled in undergraduate programs and 69% of those are 25 years and younger. More undergraduate students (86%)

than graduate students (61%) are unmarried. Nearly three-fourths of the

undergraduate students (74%) are from Asian countries compared to 50%

graduate students.

Table 4.1.1: Socio-Demographic Characteristics by Program of Study

	Program of study	
	Under-graduate	Graduate
Gender: Male	59%	61%
Age: 25years and younger*	69%	22%
Marital status: Single*	86%	61%
Country of origin: Asian countries*	74%	50%
Time of arrival in Canada: Prior to January 2006	55%	33%
Area of study: Arts or Management Faculty*	83%	22%
Perception of academic performance: Very good or excellent*	26%	50%
Financial support from post-secondary institution*	24%	89%
Expected graduation: Before May 2010	55%	39%

* indicates statistically significant relationships between the variables at $P<0.10$.

Undergraduate students (83%) are mainly admitted into the Arts or

Management faculties, while more graduate students (78%) are enrolled in

Science, Agriculture and Food Science, Medicine and Engineering faculties. Just

over one-fourth of undergraduate and one-half of graduate students rate their

current academic performance as very good or excellent. More graduate

students (90%) receive financial support from their post-secondary institutions

than undergraduates (24%). Most of the financial supports such as scholarships, fellowships, bursaries and awards are made available to students based on their academic performance. Statistically significant relationships are found when age, marital status, country of origin, area of study, academic performance and financial support from post-secondary institution are considered by program of study.

Regardless of their program of study, most study participants are full-time students and enrolled in various academic programs. Figure 4.1.2 shows the program of study of international students participating in the study. Nearly two-thirds (60%) are enrolled in undergraduate programs. A small number of respondents (12%) are registered in Ph.D. programs, while one-fifth (20%) is seeking masters' degrees.
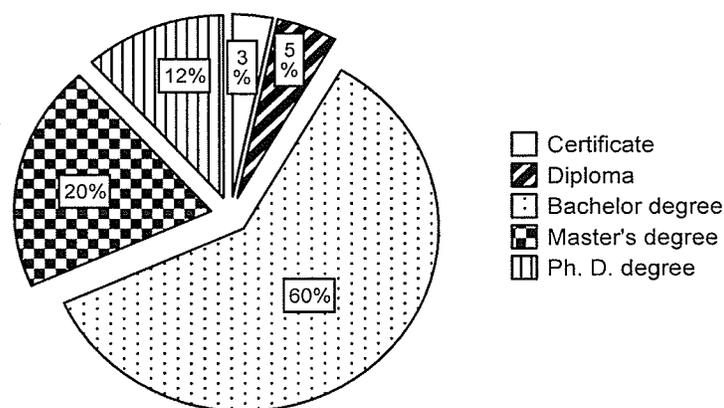
Figure 4.1.2: Program of Study of Participants

Table 4.1.2 lists the specific degree program by level of study. One-third (33%) study participants are attending degree program in Faculty of Arts and another one-third (31%) are in Business.

Table 4.1.2: Academic Specializations of International Students

Graduate Program	Undergraduate Program		Certificate or Diploma
	Single Major	Double Majors	
Biosystems Engineering	Accounting	Anthropology and Psychology	Civil Engineering
Chemistry	Business Administration	Bio-chemistry and Biology	Commerce/Industry Sales Marketing
Civil Engineering	Chemistry	Criminology and Political Studies	Green Space Management
Community Health	Computer Science	History and Political Studies	-
Computer Science	Economics	Psychology and Anthropology	-
Economics	Global Political Economy	Rhetoric and Communication	-
Electrical Engineering	Labour Studies	-	-
Mathematics	Marketing	-	-
Microbiology	Mathematics	-	-
Political Studies	Political Studies	-	-
Sociology	Social Work	-	-
Statistics	Urban Studies	-	-

Pre-Arrival Motivation for Canadian Post-Secondary Education

Post-secondary education in foreign countries, particularly in developed countries, is attractive to many students. Quality of education, reputation, alumni, availability of financial support and location of post-secondary institution are the primary motivating factors to obtain foreign credentials for many international students. This section outlines students' concerns before their arrival.

Motivation for Selecting Canada to Pursue Higher Education

Figure 4.2.1 shows the primary motivations of respondents to select post-secondary institutions in Canada. A majority of the international students (55%) choose Canada because of the high quality of education. Social considerations such as social security, rate of crime and standard of living are important for 15% respondents, while the financial aspects of post-secondary education are concern for 20% of them.
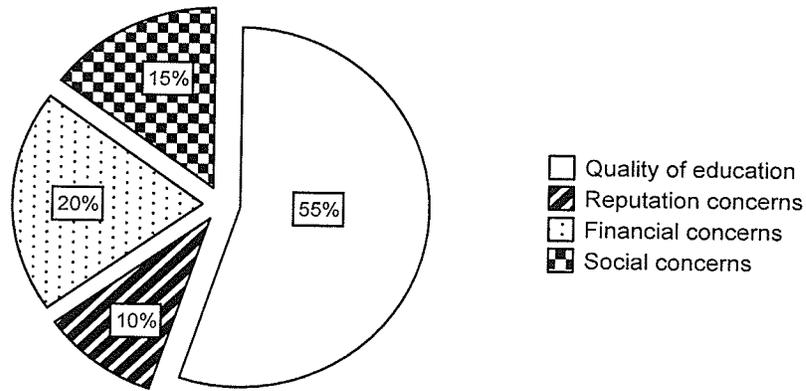
Figure 4.2.1: Motivation for Selecting Canada for Post-Secondary Education

Table 4.2.1 shows gender differences in the international students' motivations for choosing Canada to pursue higher education. More men (67%) cite the quality of education as the primary reason for coming to Canada than women (38%). Reputation of the educational institution was a concern for over one in five females (21%) and for 19% of male participants. Women (33%) are more likely to have social concerns such as crime, freedom of speech and less pollution than men (3%).

Table 4.2.1: Motivation for Selecting Canada by Gender

		Gender		Total
		Female	Male	
Motivation for selecting Canada for higher education	Concerns of quality of education	38%	67%	55%
	Financial concerns	8%	11%	10%
	Reputation concerns	21%	19%	20%
	Social concerns	33%	3%	15%
Total		100%	100%	100%

The relationship is statistically significant at p<0.01. Chi-Square= 11.315.

Scholars in the United States document similar findings in research regarding selection of country for post-secondary study (Agarwal and Winkler, 1985; Chen and Barnett, 2000). They observe that men are highly concerned about quality of education and reputation of institution, while women prioritize social concerns. Time of arrival in Canada or level of education did not have any statistically significant relationship for selecting this country.

An open-ended question was asked to respondents to provide additional details about their reasons to pursue post-secondary education in Canada. One of the students reports, "I came to Canada because of better quality of Canadian education and also I was thinking of going to some English speaking country... and Canada perfectly fitted in my expectation" (Giacobbe, graduate student, University of Manitoba). Another international student remarks:

> *Compared to some other countries like US or United Kingdom, Canada offers high quality educational system with a relatively low tuition fees. Cost of living in Canada is low as well comparing to England... I will have opportunities to work here after graduating from school.* (Jahed, undergraduate student, University of Winnipeg)

Many other international students have similar reasons for coming to Canada. Reputation, for example, was a concern for Lalita. She maintains that, "North American degrees are always good and have high values in the job market through out the world... and I like to build a good future" (Lalita, graduate student, University of Manitoba).

International students, irrespective of their continent of origin, report financial considerations as one of the important reasons for coming to Canada. A South Asian graduate student states:

> *I came to Canada because I got fellowship only from this university. Beside, I knew my supervisor before coming here — not personally though. Also, I knew that my supervisor is a very renowned scientist. Over all, I wanted to take advantage of getting better educational opportunities in Canada at the same time working with a very knowledgeable person.* (Rabindra, Graduate student, University of Manitoba)

There are other factors affecting international students' decisions to enroll at post-secondary institutions in Canada. These include lower cost of living,

fulfilling dream of living in a North American country and other personal reasons. An Asian student, for example, reports:

> *I came to Canada firstly because my parents want me to have North American degree. My score in GRE was very low for getting admission in US universities; so my parents send me here. I have to do whatever they want as they are paying for my education... With foreign education, I can have very good job in China if I go back. I am also learning English; and in China, big companies look for people who speak better English...* (Ying, undergraduate student, University of Manitoba)

High parental expectations also influence some international students to move to Canada. Others fear discriminated after the 9/11 terrorist attacks in United States. An African student notes:

> *My parents gave me two options: one is (schooling in) South Africa and second is (schooling in) Canada because they did not want to send me to United States for the 9/11 incident. I choose Canada because standard of education and living are high in here and another reason is 'self-discovery' staying far from parents. Also, I have friends and relatives in Canada.* (Fasil, undergraduate student, University of Winnipeg)

Another Chinese undergraduate student remarks:

> *I came to Canada because it has a good educational system. Also, Canada has friendly immigration policies unlike United States and some European countries. Also, the way of life is very relaxed in here. And, I am a city girl and cities in Canada are much more developed because Canada*

itself is a first-world country. (Ping, undergraduate
student, University of Manitoba)

In short, quality of education and reputation of post-secondary

institutions jointly play important roles in motivating international students to

relocate to Canada. Another important factor affecting international students'

decisions is the cost of receiving post-secondary education. Costs of education

vary from one province to another and by post-secondary institution. The next

section discusses international students' rationale for choosing Manitoba for

post-secondary education.

Motivation for Selecting Manitoba to Pursue Higher Education

Respondents report four main motivations for selecting Manitoba to

pursue post-secondary education: accepted only by post-secondary institutions

in Manitoba, low tuition fees, low cost of living and other reasons. Other reasons

include good provincial immigration policies, having friends or relatives in the

province and a better place for future settlement.

Figure 4.2.2 represents pre-arrival motivations of the students for

choosing Manitoba. The highest percentage of respondents (43%) come to

Manitoba because it is the only place that accepted them for post-secondary

studies. Another 25% of the students come to Manitoba because of a low cost of

living, while nearly one-fifth moved here because of low tuition fees.
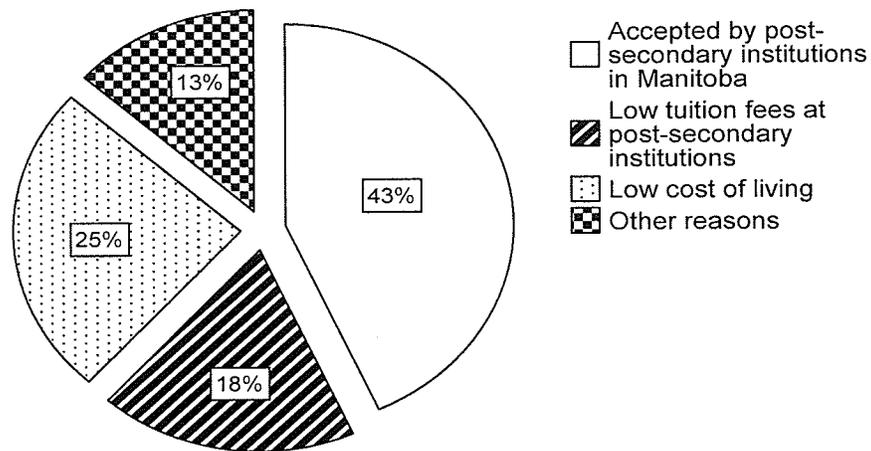
Figure 4.2.2: Motivation for Selecting Manitoba for Post-Secondary Education

Table 4.2.2 shows the primary reasons for attending post-secondary education in Manitoba by program of study. Just over two in five graduate students (44%) choose Manitoba because they obtained admission only at post-secondary institutions in the province compared to 43% undergraduates. Nearly two-thirds of respondents only applied to one post-secondary institution that they are currently attending. Low tuition fees are a more important factor for undergraduate students (24%) than graduate students (6%). This is not surprising considering more graduate students than under-graduate students receive financial support from educational institutions of the host country. Nearly one-third of graduate students consider other reasons to come to

Manitoba, for example, good provincial immigration policies, having friends or relatives in the province and a better place for future settlement.

Table 4.2.2: Motivation for Selecting Manitoba by Program of Study

		Program of study		Total
		Under-graduate level	Graduate level	
Motivation for selecting Manitoba for higher education	Accepted by the educational institutions in MB	43%	44%	43%
	Low tuition fees at the educational institutions	24%	6%	18%
	Low cost of living	26%	22%	25%
	Other reasons	7%	28%	14%
Total		100%	100%	100%

The relationship is statistically significant at p<0.10. Chi-Square= 6.401.

Table 4.2.3 reveals the relationship between expected graduation date and motivation for selecting Manitoba for the higher education. One-third (33%) of those expecting to graduate in the next year choose Manitoba for post-secondary education because they were only accepted by the educational institutions here, while only 53% of the continuing students came to Manitoba for similar reasons. A significant percentage of those nearing graduation (30%) considered low tuition fees at post-secondary institutions as the most important

motivation in selecting Manitoba. Low cost of living was an influencing factor for 33% of those nearing graduation and 17% for those newer to their program of study.

Table 4.2.3: Motivation for Selecting Manitoba by Expected Graduation

		Expected graduation		Total
		Nearing graduate	Continuing student	
Motivation for selecting Manitoba for higher education	Accepted by the educational institutions in MB	33%	53%	43%
	Low tuition fees at the educational institutions	30%	7%	18%
	Low cost of living	17%	33%	25%
	Other reasons	20%	7%	13%
Total		100%	100%	99%

The relationship is statistically significant at p<0.05. Chi-Square= 9.506.

In sum, a statistically significant relationship is observed between program of study and motivation to come to Manitoba (Table 4.2.2). These differences also appear between expected graduation date and pre-arrival motivation to Manitoba (Table 4.2.3). Time of arrival in Canada and gender effects on reasons for coming to Manitoba were investigated, but found no statistically significant relationship.

Study participants also elaborated on their reasons for choosing Manitoba in open-ended questions. Their reasons are found to be multifaceted. For example, a diploma-seeking student notes:

> *I came to Manitoba because the program I was looking for is only offered by this school in Canada. And, of course, I got accepted by this school. So, I decided to come here. Another reason is low cost of living and low tuition fee at the school because I don't get money from the school...*
> (Yarah, undergraduate student, Red River College)

Low tuition fees are an important deciding factor of international students coming to Manitoba. Many students from developing or under-developed countries are primarily concerned about the tuition fees and cost of living. A good number of African and Asian students came to Manitoba because of this. A student from Africa, for example, chooses Manitoba because:

> *The tuition fees at post-secondary institutions are lower in Manitoba; and also I have my cousins here attending the same school (and) the same degrees... They moved here before me. So, they helped me to move here. That is why my parents allowed me to come here for higher education.*
> (Oba, undergraduate student, University of Winnipeg)

Another undergraduate student notes that:

> *My brother was here. He told me about this school. The tuition fees are affordable in the school and so is the cost of living. He told me it has a nice school environment;*

professors are helpful; small classroom… Also, my brother attended the same school and got job quickly after finishing his degree. Hopefully, I will have a job too when I will graduate. (Natasha, undergraduate student, University of Winnipeg)

Another international student reports:

My credentials are recognized by University of Manitoba; I got the admission here with scholarship; and I found tuition fees and other fees like renting apartment are comparatively cheaper than UBC or UofT. And, I heard that it is easier to get Canadian immigration through the provincial (nominee) system. (Fuji, graduate student, University of Manitoba)

A student from South Asia decided to move to Manitoba for a unique reason. The student wants to open a business upon completion of his post-secondary education. This student notes:

Manitoba is not a very mature province in terms of doing business. Manitoba has less population, less industries, less competition and huge opportunities for doing business. Places like Ontario or Alberta or Vancouver are highly business-oriented, but Manitoba still has some room to expand. My dad has business of car parts and my dream is to spread his business all over world. I have done lots of research online before choosing Manitoba for post-secondary education" (Asad, undergraduate student, University of Winnipeg)

As the quotations show, students have different reasons for coming to Manitoba. Some students move here because of their parents' wishes, others for

relatively low costs involved with obtaining post-secondary education. Another

student mentions that her husband choose to come to Manitoba, so she applied

at the University of Manitoba and then moved here after obtaining admission.

Another student came to Manitoba because of a perception of a low rate of

crime in the province. The next section investigates the students' rationale for

choosing Winnipeg to pursue post-secondary education.

Motivation for Selecting Winnipeg to Pursue Higher Education

A majority of the international students coming to Manitoba to attend

post-secondary education reside in Winnipeg (Citizenship and Immigration

Canada, 2007). Technical colleges (such as Red River College), universities (such

as the University of Manitoba and the University of Winnipeg) and English

language training institutes in Winnipeg offer various career-oriented programs

to fit both native-born and international students' desires for better future. A

number of post-secondary institutions are located outside Winnipeg including

Thompson, The Pas and Brandon. I asked the respondents to reflect on their

choice of Winnipeg.

Similar to their reasoning for selecting Manitoba, international students

choose these educational institutions concerning quality of educational

opportunities, reputation, financial issues and for other reasons. Quality of

education is a concern for a majority of the international students (65%) living in

Winnipeg and attending school here, while 22% are concerned about financial

issues.

Respondents are asked why they selected Winnipeg for their studies. A

student reflects on her decision, "(The) University of Manitoba is one of the best

universities in Canada and Asper School of Business is well-known in whole

North America. Also, it is (located) in the capital city of a province" (Ping,

undergraduate student, University of Manitoba). Another student remarks that

the "good universities of this province are in Winnipeg" (Joseph, graduate

student, University of Manitoba).

International students come to Winnipeg for other reasons as well. For

example, some students are concerned about future employment opportunities.

These students believe that if they can stay within the city, it would be easier to

find a job in their field. Their immediate concern was to getting education from

well-reputed and facilitative post-secondary educational institutions. These

students believe that employers prefer to hire individuals who have graduated

from reputable educational institutions. An East-Indian student notes:

> *Before coming here, I have done lots of online research. I*
> *have considered lab facilities of a university, opportunities*
> *of quality of education, the value of the degree in the job*

> *market and financial commitment from the school before start attending this school. I am not from a rich family; I am the eldest son in our family and I still need to send money to India for my brothers' education. So, my primary interest was coming here to make some money and help my family.* (Brijendra, graduate student, University of Manitoba)

Living in a big city is as important as the quality of education for some international students because of the availability of amenities. These students have priorities such as access to relatively small but close networks, eating ethnic food and watching ethnic movies. A student from China reports:

> *I decided to attend school in Winnipeg firstly because Winnipeg is a reasonable city and a capital of a province. I love shopping and there are lots of malls in Winnipeg. There are many Chinese restaurants although the food of these restaurants does not taste as good as like China. I (was) born and grow up in a Beijing and I am used to of living in big cities... Also, my dad advised me to attend this school because of high standard and low tuition fee of the school.* (Abril, undergraduate student, University of Winnipeg)

Respondents (90%) attending post-secondary education in Winnipeg are satisfied with the quality of education they receive, including its academic facilities. However, not all students are happy with their decision. Nearly one in ten international students are dissatisfied with their decision to educate themselves here. Their reasons vary based on professional to personal issues

with professors, peers, neighbours and co-workers. Some of those respondents are struggling economically and they are dissatisfied for not receiving funding or enough funding from their post-secondary institutions. A few international students have strained relations with their professors causing frustration. An Asian student, for example, reports:

> *I think the professors treat (me) differently because my speaking (spoken) English is bad. She sometimes ignore(s) me in the class. She kind of shows (pretends) that she did not hear what I said but I am 100% sure that she heard me. I am not (a) good-looking (girl) and I don't have nice dresses (clothes)... may be that's why she hates me too. She does not know that my parents are not so rich... I work in KFC to go to university here....* (Xuedan, undergraduate student, University of Manitoba)

Another student believes that a professor does not give him good grades because he is black and Muslim. This student remarks,

> *You know, it's all about feeling and I can feel that very well. I will not mention the name because the final exam is not over yet but he is a real racist. It's not about my English... I grew up in England and I speak very good English... You can't believe that he allowed to write make up test to others but he did not let me do that.... I don't blame him a lot for that. It's just a social situation. People don't trust black guys. They think black people are criminals. I had the similar feelings from the cashiers in the stores.* (Jack, undergraduate student, University of Manitoba)

Over all, more undergraduate students than graduates perceive more discrimination and racism against professors. A graduate student remarks that, "some professors know that Asian students are hard working... and they don't complain if we give them more work. Those professors take advantage of their knowledge about international students" (Mainak, graduate student, University of Manitoba). None of the graduate students reports their experience of discrimination and racism has affected their grades. However, graduate students report experiencing subtle forms of discrimination and racism from fellow students. An Iranian student, for example, notes:

> a student from my department, for example, says pardon me every single time I say something to her... and this is going on for (the) last two years. Now, I don't talk to her if I don't have to. I sometimes feel that she intentionally uses heavy words because she knows that English is my second language. This is frustrating... but what can I do? We work under same supervisor. I just want to finish my Ph.D. soon and to get an assistant professor job. (Hassan, graduate student, University of Manitoba).

While some respondents seek post-secondary education only in Canada, others applied to different countries as well. In this study, a majority of the students (62%) did not seek admission in countries other than Canada. Those who have considered schooling in other countries apply to post-secondary institutions in United States, Australia, England and other English-speaking

Western European countries. One-fourth of respondents (25%) applied to two different countries compared to 13% seeking admission in three or more countries, including Canada. The next section examines the respondents' reasons for future settlement in Canada, an important discussion given the Canadian Experience Class.

Future Settlement Intention

To maintain their student status, international students must register for every semester of the academic year and must be making normal progress as full-time students until their degrees are completed (Citizenship and Immigration Canada, 2007). As long as students do not violate these or other regulations of Canada, they may seek and receive extension (generally an annual extension) of their study permit. Many of these study permit holders eventually plan to settle in Canada permanently and sponsor their family members here, while others are either undecided or wish to leave Canada. In this study, most of the students (85%) intend to settle in Canada permanently, although only 38% plan to sponsor their family members once settled. In this section, settlement intentions of study participants are measured at three levels: settlement intentions within Canada, within Manitoba and in Winnipeg.

Future Settlement Intention in Canada

Figure 4.3.1 shows the future settlement intentions of international students in Canada. Over four-fifths of respondents (85%) wish to settle here after graduation, although some (8%) are undecided about their future. Fewer students (7%) have no intention of staying in Canada permanently.
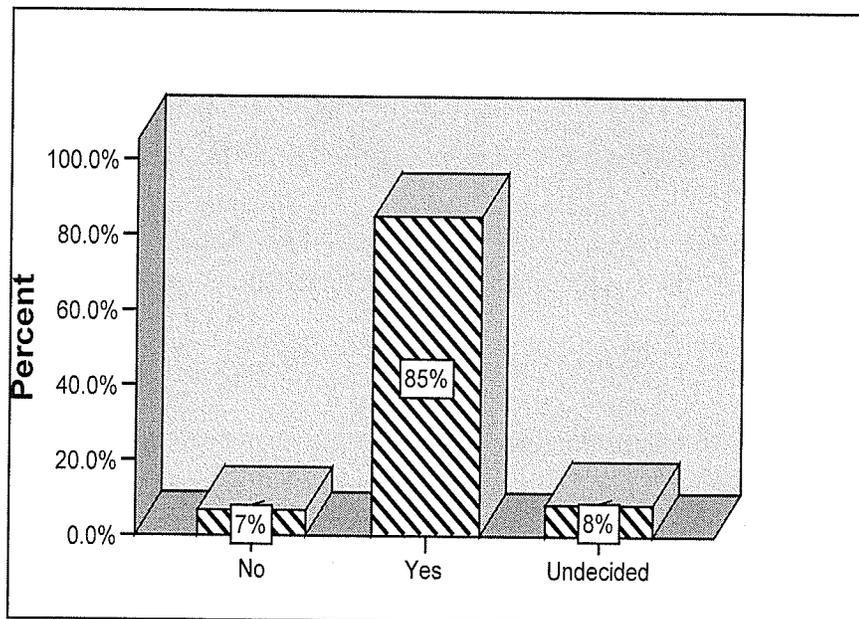
Figure 4.3.1: Settlement Intentions in Canada upon Graduation

Because so many respondents intend to stay here, few variables have a statistically significant relationship. One relationship that stands out is observed between family and friends social capital networks and settlement intention in Canada when the sample is weighted.

Table 4.3.1 examines the relationship between strength of family and friend social capital networks and settlement decisions. There is a positive relationship between strength of family and friends social capital networks and intention to settle in Canada permanently. Respondents (89%) with high rates of family and friend social capital networks are more likely to settle in Canada compared to 87% of those with medium and 74% of those with low access to social capital networks. Nearly one-fifth of international students (17%) with low rates of family and friends social capital networks do not wish to stay here

Table 4.3.1: Settlement Intention in Canada by Family and Friends Social Capital Networks

		Family and friend social capital networks			Total
		Low	Medium	High	
Intention to settle in Canada upon graduation	Yes	74%	87%	89%	84%
	Undecided	9%	7%	7%	7%
	No	17%	6%	4%	9%
Total		100%	100%	100%	100%

The relationship is statistically significant at $p<0.10$. Chi-Square= 8.248.

permanently; the rate is higher than those with medium (6%) and high (4%) availability. In short, the greater the availabilities of family and friends social capital networks increase the likelihood of settling in Canada among the students.

Table 4.3.2 shows the distribution of international students by perceptions of discrimination and racism and their future settlement plans in Canada. Almost all the students (91%) experiencing moderate rates of discrimination and racism expect to stay in Canada after graduation compared to those experiencing high (80%) or low (71%) of discrimination and racism. In short, there is a relationship between perceptions of discrimination and racism and intention to settle but it is not linear.

Table 4.3.2: Settlement Intention in Canada by Perceptions of Discrimination and Racism

		Perceptions of discrimination and racism			Total
		Low	Medium	High	
Intention to settle in Canada upon graduation	Yes	71%	91%	80%	85%
	Undecided	-	6%	15%	8%
	No	29%	3%	5%	7%
Total		100%	100%	100%	100%

The relationship is statistically significant at p<0.10[24]. Chi-Square= 7.977.

Many international students intend to live here permanently in expectation of having better career opportunities and quality of lives than if they returned. International students report that a network of relationships also plays an important role in their settlement decisions. I asked some open-ended

[24] The empty cell in the table may affect the statistical relationship between the two variables.

questions about the role of family and friends social capital networks on settlement intentions. A student notes that, "I would like to stay here and build a good career of mine; also, I have a Canadian girlfriend, she can not think of moving from Canada; ... so, I kind of decided to settle in Canada" (Joseph, graduate student, University of Manitoba). Another student from Western Europe states:

> The reason why I like to settle in Canada in the future is – I believe that I will have much better career opportunities in Canada. And, I can only speak English other than my native language. So, I was not really interested in moving to a country where English is not a first language. And, Canada is a developed country and it is quite established. Canada is also very multicultural from all aspects.
> (Symon, graduate student, University of Manitoba)

Some students would like to settle in Canada because it is a non-violent and peaceful country where people are very welcoming. They feel more secure in Canada because they perceive lower rates of crime. Some students feel that they are becoming accustomed to the Canadian socio-cultural system; hence, they have no intention to move elsewhere. Others are attracted by the Canadian health insurance program. A student from Asia, for example, remarks that:

> My main reason of settling in Canada is: 1) it is a peaceful country; there are no political problems and corruptions... 2) Canadian economy is very good... 3) Good job opportunities for international students. 4) And it will be

> *unfair if I don't mention it - health insurance policies in Canada are really really the best in the world.*(Kuddus, undergraduate student, University of Winnipeg)

In general, students plan to settle in Canada permanently because it is a economically developed country with good opportunities for internationl students. A Chinese student motes:

> *I like the social environment of Canada. Compare(d) to China, Canada is much more of a developed country... it is a country with full of opportunities for interantional students. I can get immigration once I will be done (graduate); then I will possibly settle here for rest of my life.* (Fenfang, undergraduate student, Red River College)

A small number of international students are undecided about permanent settlement. Many of these students are concerned about getting job opportunities related to their field just as Canadian-born graduates. Employment opportunities play an important role in their decision making process. An international student notes that:

> *I like to settle in Canada because standard of living is high; better opportunities for me and for my family;... and low competition at work because of less population. If I don't settle in Canada, that means I did not get a job in my line of work. Getting job is sometimes difficult for international students. They don't qualify for government jobs. Again, it is difficult to get PR (Permanent Resident Status) without a job offer. I am worried that I may have to move*

> *somewhere to find a job although I (would) like to stay here.*
> (Lalita, graduate student, University of Manitoba)

Few international students intend to leave Canada for personal reasons, while others are afraid of obtaining jobs because of the current economic recession. A student notes:

> *It is so difficult to get a job in here (Canada) these days because of economic downtime… and I can't take a stress of living here and doing odd jobs like a friend of mine. So, I decided to return to my home country where I can get a well-paid job.* (Mainul, graduate student, University of Manitoba)

A student states that "I want to return to my home country and serve my country" (Saila, graduate student, University of Manitoba). She further adds that her country lacks professionals for the development of the country. Another student prefers to relocate to United States. His argument is: "I hate cold and it is so cold in here; also I have relatives in United States" (Fasil, undergraduate student, University of Winnipeg).

Future Settlement Intention in Manitoba

Unlike their intentions to stay in Canada, fewer students wish to stay in Manitoba upon graduation. Just under half of international students (43%) intend to settle in Manitoba after their graduation compared to 35% respondents

who are undecided (Figure 4.3.2). Another 22% have no intention of staying in

the province.
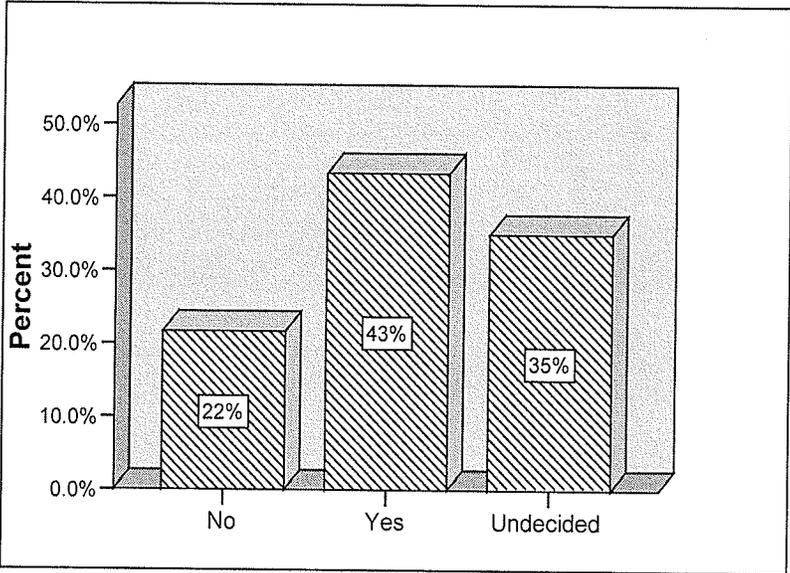
Figure 4.3.2: Settlement Intention in Manitoba upon Graduation

Table 4.3.3 examines the relationship between neighbourhood social

capital networks and intention of settling in Manitoba. Over four in five

international students (89%) with high rates of social capital in their

neighbourhood intend to settle in Manitoba permanently, while one-fourth of

those medium and nearly two-fifths with low rates of neighbourhood social

capital networks feel the same way. International students with greater access to

neighbourhood social capital networks are more likely to settle in Manitoba

after completion of their post-secondary education. No statistically significant

relationships are found when other types of social capital factors are considered.

Table 4.3.3: Settlement Intention in Manitoba by Neighbourhood Social Capital Networks

		Neighbourhood social capital networks			Total
		Low	Medium	High	
Intention to settle in Manitoba upon graduation	Yes	38%	25%	89%	43%
	Undecided	31%	67%	11%	35%
	No	31%	8%	-	22%
Total		100%	100%	100%	100%

The relationship is statistically significant at p<0.01[25]. Chi-Square= 14.986.

When respondents are asked to provide more detail on why they intend to settle in Manitoba permanently, a significant portion of them report two fundamental reasons. Firstly, they have already developed a network of relationships with their ethnic and non-ethnic friends, co-workers and neighbours and, secondly, quality of life concerns. Quality of life means many things including low rates of discrimination and racism, costs of living and good provincial immigration policies. A graduate student from Europe, reports that:

> *I have already established a good relationship with the people who are from my country. So, I am not really interested to move to a new place and start all over again (make new friends)... And, a cheap cost of living in Manitoba is very attractive, specially the accomodation is so reasonable here. It's just quite affordable for me to live*

[25] The empty cell in the table may affect the statistical relationship between the two variables.

here. (Symon, graduate student, University of Manitoba)

Similarly, an Asian student notes that:

> *I intend to stay in Manitoba at least for next 10-15 years firstly because Manitoba is a very friendly province; Manitobans are very welcoming to people from other parts of the world.... And I develop a very good relationship with my neighbours and friends. Again, I understand issues of Manitoba being a student of Urban Studies. So, I like to settle here and contribute to Manitoban economy.* (Machiko, undergraduate student, Universuty of Winnipeg)

Table 4.3.4 depicts the distribution of international students by their intention of settling in Manitoba and experience of racial discrimination. As previous tables, perceptions of discrimination and racism have mixed effects on attitude toward staying the province. Over half of respondents (52%) who hold moderate perceptions of discrimination and racism intend to stay in Manitoba compared with 30% with high and 43% with low levels respectively. Over 50% of the students experiencing high discrimination and racism are undecided about their future settlement plans.

Table 4.3.4: Settlement Intention in Manitoba by Perceptions of Discrimination and Racism

		Perceptions of discrimination and racism			Total
		Low	Medium	High	
Intention to settle in Manitoba upon graduation	Yes	43%	52%	30%	43%
	Undecided	-	30%	55%	35%
	No	57%	18%	15%	22%
Total		100%	100%	100%	100%

The relationship is statistically significant at p<0.05[26]. Chi-Square= 10.936.

Some international students are satisfied with their quality of lives in the province. Others intend to settle in Manitoba to obtain nomination for permanent residency. They believe that it is faster and easier to receive landed immigration status through the MPNP than other routes for permanent residency. An international student states:

> *I know that Manitoba has good immigration policies; I like to stay here and get immigration. I have already got a job in Manitoba; and my friends are here too. So, how can I move from Manitoba?...* (Ping, undergraduate student, University of Manitoba)

A small number of international students remain undecided about staying in Manitoba after graduation. They are afraid they will not find jobs in Manitoba related to their fields of study. An international student notes, "I am

---

[26] The empty cell in the table may affect the statistical relationship between the two variables.

thinking of settling in Manitoba because of low population density in Manitoba, so you are not crowded by people all the time" (Mosi, undergraduate student, Red River College). He continues, "however, if I get a better paying job somewhere else, then I will possibly move from here". A University of Manitoba student who has never been to any other provinces notes that:

> *... Manitoba is a very nice province except the weather... If I can find a job I will stay here. But if a find a better job in a better place with nicer weather, then I don't know what I will do. Actually, there are more Chinese people in Toronto and Vancouver.... I don't know may be I will feel more comfortable in those places.* (Zhong, graduate student, University of Manitoba)

It should be noted that almost all international students who are willing to settle in Manitoba on a permanent basis, intend to settle in Winnipeg after graduation. The next section examines factors infuencing their settlement decisions and other reasons for choosing Winnipeg for future settlement.

Future Settlement Intention in Winnipeg

As with the likelihood of the staying in the province, just under half of respondents (48%) intend to stay in Winnipeg permanently after graduation and over one-third (35%) is still undecided (Figure 4.3.3).
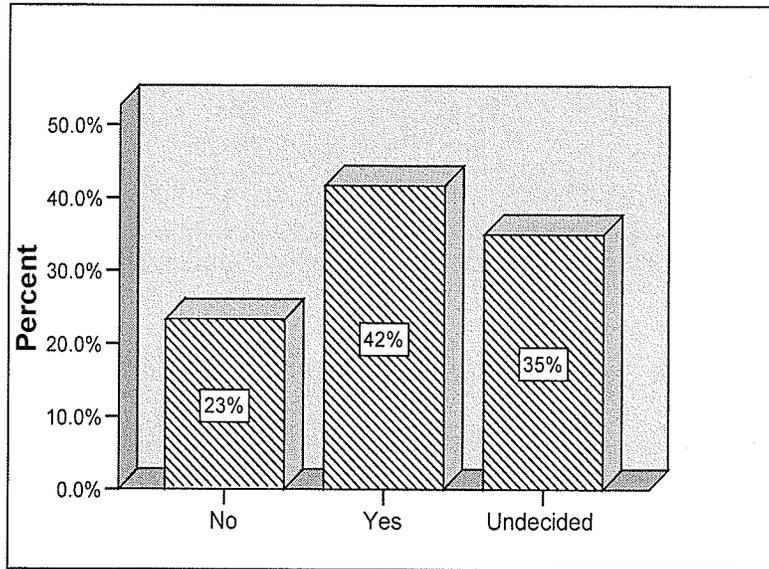
Figure 4.3.3: Settlement Intention in Winnipeg upon Graduation

Table 4.3.5 shows neighbourhood social capital network and settle

intention in Winnipeg upon completion of post-secondary education. A majority

of the study participants (67%) with high rates of neighbourhood social capital

networks intend to stay in Winnipeg permanently compared to 36% of those

with low and 34% of those with medium availability. A fair percentage of the

students (33%) with low access to neighbourhood social capital networks are

unwilling to settle in Winnipeg. Typically, international students with greater

expected and obtained support from neighbourhood networks are more likely

to settle in Winnipeg upon graduation. No statistically significant relationships

are found when family and friends social capital networks, workplace social

capital networks, obligation and expectation and perceptions of discrimination and racism are considered with intentions to settlement in Winnipeg.

Table 4.3.5: Settlement Intention in Winnipeg by Neighbourhood Social Capital Networks

		Neighbourhood social capital networks			Total
		Low	Medium	High	
Intention to settle in Winnipeg upon graduation	Yes	36%	34%	67%	40%
	Undecided	31%	58%	33%	37%
	No	33%	8%	-	23%
Total		100%	100%	100%	100%

The relationship is statistically significant at p<0.10[27]. Chi-Square= 8.760.

When international students are asked to elaborate on their settlement plans in Winnipeg, they identify many reasons. One of those reasons is employment opportunities. International students believe they have better employment opportunities in Winnipeg than in other parts of Manitoba. An international student specifies, "… if I stay in Manitoba, I will definitely stay in Winnipeg not anywhere else…. Because all the jobs are in here" (Subir, undergraduate student, University of Manitoba). Another international student reports:

---

[27] The empty cell in the table may affect the statistical relationship between the two variables.

> *Winnipeg is the biggest city in the province. And, I personally believe that more job opportunities are available in bigger cities. So, I think it will be easier for me to find a job in Winnipeg rather than other small places in Manitoba. Also, I like to do shopping and having fun at my leisure, which will not happen in places like Brandon.* (Henry, graduate student, University of Manitoba)

Some international students consider settling in Winnipeg because the citizens are less prejudiced. An African student believes:

> *There is less competition in Winnipeg because it is a less populated mid-size city... good for me because I like to live a relaxed and peaceful life. Winnipeg suits me the best. Also, I am living in Winnipeg for about five years. I develop good relationships with a group of ethnic people from my community; they help me a lot whenever I ask for it. Also, most of my roots (immediate family members) are here.* (Simba, undergraduate student, University of Winnipeg)

Like Simba, many other students, to some extent, have similar attitudes towards settling in Winnipeg. An Asian student states:

> *I am going to finish my degree soon from a school at Winnipeg. I am living here for quite sometimes; I am quite familiar with the city; therefore, I am not really interested to move to a brand new place. I like to start my career living at Winnipeg. Another reason why I like the city is - it is nice and small in size.* (Jahed, undergraduate student, University of Winnipeg)

Hence, for this and many other reasons, the students who are studying in Winnipeg for longer periods and expecting to graduate soon are more likely to settle here.

Table 4.3.6 examines the relationship between expected graduation and intention of settling in Winnipeg. Over half of respondents (53%) graduating soon intend to settle in Winnipeg compared to 27% of the continuing students. More of the recent arrivals (30%) plan to leave Winnipeg, while 17% of those expect to graduate next summer. Another 43% of recent arrivals are undecided about their future settlement. More continuing students than nearing graduates are either undecided or not willing to settle in Winnipeg.

Table 4.3.6: Settlement Intention in Winnipeg by Expected Graduation

		Expected graduation		Total
		Nearing graduation	Continuing students	
Intention to settle in Winnipeg upon graduation	Yes	53%	27%	40%
	Undecided	30%	43%	37%
	No	17%	30%	23%
Total		100%	100%	100%

The relationship is statistically significant at p<0.10. Chi-Square= 4.537.

Some international students are undecided about settling in Winnipeg. Their decisions primarily depend upon availability of the job. The respondents express interest to stay in Winnipeg if they have job offers. They may move if they fail to obtain jobs related to their area of study. Only one respondent shows an interest in settling outside Winnipeg but within Manitoba. This respondent maintains, "I don't like to stay in Winnipeg because I don't like Winnipeg's social structure; particularly how natives are discriminated and alienated from the mainstream social system" (Mosi undergraduate level student, Red River College). The African-origin respondent is fearful of being discriminated in Winnipeg. However, no statistically significant relationship is found between perception of discrimination and settlement intention of international students in Winnipeg.

A multinomial logistic regression, is conducted as the categorical dependent out come has more than two categories (stay, undecided and leave). The dependent variable, settlement intention in Winnipeg, is examined, while the independent variables include perceptions of discriminations and racism, expectation and obligation, neighbourhood social capital networks, workplace social capital networks, family and friends social capital networks, period of expected graduation, the most important reasons of coming to Canada, awareness about the International Student Stream of the PNP, level of education

and country of origin. Proportion of variation as explained by the model is 52%[28]. The results indicate that nearing graduates are more likely to settle in Canada than continuing students. International students with high rates of neighbourhood social capital network are more likely to settle in Winnipeg. Those who come to Canada for its high standard of post-secondary institutions are more likely to stay. International students who are aware of the International Student Stream of the PNP also have positive settlement intentions in Winnipeg. In other words, international students who use their information channels to learn about immigration programs are more likely to settle here than those lack awareness. Furthermore, international students are with moderate or high of perceptions of discrimination and racism are more likely to be undecided about their settlement intentions. Graduates are more likely to be undecided about their settlement intentions than undergraduate students. However, due to the small sample size, the model is not stable. As a consequence, the value of pseudo R squire is affected by a large number of variables and the small sample size.

---

[28] Cox and Snell: 0.460; Nagelkerke: 0.521; McFadden: 0.287.

Discussion of Results: Pre-Arrival Motivation for the Canadian Education

An objective of this study is to determine the factors that motivate study participants to come to Canada: whether the decisions are based mainly on the quality of educational opportunities, the costs of foreign education, or other reasons. A primary factor influencing international students' decisions to come to Canada is quality of education of host country vis-à-vis their home country. My study corroborates the finding of Agarwal and Winkler (1985) that the quality of educational opportunities is an important determinant for relocation of foreign students to English-speaking countries. In my study, the effect of quality of education is significantly more pronounced. Thus, the findings of my study support the first hypothesis that is students select Canada mainly because of the high quality of post-secondary education.

Gender difference is inevitable in the motivations of respondents seeking educational credentials outside their country. Females are more concerned about social aspects of living in a new country than quality of post-secondary education. Crime rates and higher social security, freedom of speech and relaxed way of living are identified as important social issues among female respondents. My study confirms the gender difference in motivations of obtaining foreign education as documented by other scholars (Agarwal and

Winkler, 1985; Barber and Morgan, 1987; Chen and Barnett, 2000; Solmon and Young, 1987). Academics notice that female students place greater emphasis on gender equity in the country where they pursue post-secondary education (Agarwal and Winkler, 1985; Solmon and Young, 1987), while male students value reputation, quality of education and financial support (Barber and Morgan, 1987; Chen and Barnett, 2000). Financial support is important for most students because of high costs of post-secondary education. This is the only gender difference I found in this study.

The costs of post-secondary education consist of two elements: tuition fees and the cost of living. Costs also vary by region. Manitoba is one of the cheapest in both accounts. My findings indicate that a majority of respondents from South Asian and African countries are highly concerned about tuition fees and costs of living than those from European countries. My study confirms Bolton's (1997) findings that financial concern is an important factor for foreign students, mostly those from developing countries. European students may not be as concerned about the tuition fees as their currency has a greater value in Canada and they are likely to be more affluent than students from developing nations. Although the sample size of this study is too small to define a trend, countries of origin patterns in international students' motivation to come to Canada is noted.

International students often seek financial support from their post-secondary institutions mainly due to high costs of obtaining foreign credentials. Receiving financial support such as scholarships, research funding, bursaries, or fellowships depends upon previous academic performance, letters of reference and academic discipline. My findings indicate differences by level of study in financial support received by international students; graduate students are more likely to receive funding compared to undergraduates. This is consistent with how funding operates for Canadian-born students. There are many reasons why graduate students receive more funding to continue their higher education. One important reason is that post-secondary institutions allocate more money for graduates than undergraduates. The logic is that gradates are performing research and making a contribution to research. Furthermore, international students are required to have an excellent academic background and good English language proficiency in order to get admission in the graduate program. Therefore, many graduate students are already pre-screened to be eligible for financial supports educational institution. Similar findings are reported among international students in United States (Poyrazli and Kavanaugh, 2006).

Attracting more students to the province is important for both the educational institutions and the province of Manitoba. Attracting international students is especially significant for post-secondary institutions as the post-

secondary institutions seek diversify their campuses. A consequence is that greater number of the students coming to the province contributes to the provincial economy. Hence, attracting foreign students is beneficial for both provincial government and the educational institutions.

Discussion of Results: Future Settlement Intention

At the onset of this study, I hypothesized that international students with higher levels of social capital networks are more likely to settle in Canada permanently after graduation. I also thought that perceptions of discrimination and racism would have negative influence on the settlement intentions of international students. Finally, I proposed that availability of employment opportunities related to academic fields positively influences future settlement decisions of international students. The following section discusses these hypotheses in detail.

Respondents enrolled in Canadian post-secondary institutions report a variety of settlement intentions. A vast majority of the students intend to settle in Canada permanently, while nearly half intend to stay in Manitoba after they graduate. Studies conducted in United States have similar reports, a majority of international students tend to settle in the state in which they attain their post-secondary education (ACTEAM, 1999; Finn, 1997). Participants of my study are

more reluctant to settle in the province upon their initial arrival. However, their willingness to stay in Manitoba increases over time. In short, as they become more familiar with Manitoba, their probability to stay increases. However, while most wish to stay in Canada, only half want to stay in Manitoba.

Attracting students to post-secondary institutions will not be enough to keep them in Manitoba. Even though they have become familiar with the city, they are less certain about staying in Winnipeg. It is in the best interest of the province to keep international students here. The rationale is that international students are trained in Manitoba and they can more easily fit into the provincial labour market. Manitoba needs to pay serious attention to promoting the benefits of various provincial programs for more international students to settle here. For example, the Manitoba Tuition Income Tax Rebate Program could be advertised more promptly as a majority of the students know little about the program. Posters of the programs at post-secondary institutions, public transportation and other public places may increase awareness. International students also have little knowledge of the Post-graduate Work Permit Program. Additionally, the International Student Stream of Manitoba Provincial Nominee Program is intended to make the immigration process quicker for international students, but many have never heard of this opportunity. Some of the respondents have suggested the province to open a small office in major post-secondary

institutions to assist the students with immigration issues, while others suggest organizing information sessions at their educational institutions. Sending brochures outlining provincial policies beneficial for international students with admission information may encourage potential international students to come to Manitoba for post-secondary education and settle here upon completion of their academic program.

Almost none of the participants intend to move from Canada and settle elsewhere; of those students some wish to move to United States or return to their home country. The students plan to relocate to United States primarily for two reasons: they have relatives and they believe they would have better opportunities there. International students who wish to return to their home country document personal reasoning for their move. From a policy perspective, it is important for the Canadian government to keep international students in the country. Being trained in Canadian environment, international students can seamlessly enter into the labour market. This is supposed to be further facilitated by the introduction of Canadian Experience Class.

Various social factors may affect international students' future settlement decisions. For the purpose of this study, influences of family and friend/ workplace/ neighbourhood social capital social capital networks on the

settlement decisions of international students are examined. No statistically significant relationship is found when a workplace social capital network is considered in settlement intentions of respondents, but other forms of social capital networks had some influences.

Family and friends social capital networks are defined as support received from immediate family members, ethnic friends and non-ethnic friends, following Coleman and Portes' notions of family social capital. Both qualitative (both financial and emotional support) and quantitative (counts of expected and obtained support) aspects of Coleman and Portes' concepts are considered. However, other elements of Coleman's conception of social capital such as information channels and obligation and expectation could not be included in the analysis for statistical reasons. Neither of those aspects of social capital had any statistically significant relationships to settlement intentions. Similar to my study, scholars examining the effects of social capital in academic achievement of youth found similar results that information channels and obligation and expectation do not influence academic performance (Teachman et al., 1997). Perhaps these elements of social capital are less important for studying international students. My sample is too small to say for certain.

The existence of family and friends social capital networks does influence future settlement intentions of international students. The students with greater availability of family and friend social capital networks are more likely to stay in Canada after they graduate. Those with lower availability of this form of social capital are much less willing to stay in Canada. Immediate family members and friends provide financial and emotional support to the students. Additionally, those students can sponsor their family members or friends to settle here in future. This supports the hypothesis that international students with higher levels of social capital networks are more likely to stay in Canada after graduation.

While family and friend social capital networks play an important role in settlement intentions in Canada, neighbourhood social capital networks significantly influence the decision to stay or leave in Winnipeg and Manitoba. A neighbourhood social capital network is a form of community social capital involving support of ethnic and non-ethnic neighbours. High rates of neighbourhood social capital networks among international students increase the propensity to want to stay in Winnipeg. My findings are similar to a study on post-secondary students in Australia. Neri and Ville (2008) report a stronger influence of social capital among international students in their propensity to stay compared to Australian-born students. They note that international

communities in Australia and support from neighbours influence international

students' willingness to settle in the country, while Australian-born students are

more likely to leave upon graduation.

Study participants are also asked a series of questions to measure their

perceptions of discrimination and racism and its influence on their settlement

decisions. Most respondents perceive low rates of discrimination and racism in

their post-secondary institutions. A statistically significant relationship

however, is found between settlement intentions in Canada and perceptions of

discrimination and racism, but the relationship is not linear. Almost all

respondents who intend to settle in Canada perceive at least low rates of

discrimination and racism. As a result, my findings on perceptions of

discrimination and racism among international students become inconclusive in

relation to the hypothesis; perceptions of discrimination and racism have a

negative influence in the settlement intentions of international students, due to

the nonlinearity of relationship between the variables.

I can speculate some reasons why the results on racism and

discrimination are inconclusive. First, there is a possibility that international

students are experiencing less discrimination in Canada than their home

countries. I did not ask respondents any question to examine this aspect of their

lives. Second, international students, specially those from developing countries, may enjoy the the high standard of living in Canada. As a result, they may be more tolerant to some levels of discrimination and racism. Others may ignore their experience of discrimination and racism in order to provide better lives to their children. Again, no questions are asked to ascertain the reason for the mixed results on racism and the decision to stay permanently in Canada.

The power of critical race theory is that it allows me to investigate some subtle forms of discrimination and racism that are not easily discussed in surveys. By asking respondents open-ended questions about their experiences, I was able to identify both subtle and overt forms of racism. Their responses tend to support the results from quantitative analysis. For the most part, respondents do not perceive discrimination and racism and do not wish to leave the country. However, there are some instances of racism as perceived by a few international students. For example, Xuedan reported to be treated differently by her professors because of her accent and skin colour. Another international student, Jack, also perceived racial discrimination based on skin colour (Black). He was reluctant to talk about it in greater detail as he had yet to write the final examination at the time of the interview. Hasaan also reported discrimination due to his "non-Canadian" accent. Another student, Zhong, wishes to move to Vancouver or Toronto as more Asians are there in those cities. He thinks he

would feel more comfortable in those cities. Despite these negative reports, however, due to the nature of the data collection instrument that did not allow narrative discussion, I was unable to fully utilize this theoretical construct.

Another important predictor of settlement intentions of respondents is employment opportunity. A considerable number of international students are undecided about their future settlement due to fear of availability of employment opportunities after graduation. Almost all international students state that availability of a job is a primary motivating factor in their settlement decisions. Some international students are more optimistic about job attainment in Manitoba than others. An Asian student, enrolled in a short-term job-oriented program, has a positive attitude towards obtaining a job at Winnipeg after completion of post-secondary education. Another African student states:

> *Although I am not here for a long period of time, still I trust that I will have a job once I will graduate. I will prefer to stay in Winnipeg as I have my cousins here. My cousins have good jobs and they are in the process of Provincial Nominee Program…* (Oba, Undergraduate student, University of Winnipeg)

Similar to Canadian-born students, there is a great deal of anxiety about getting a job after graduation. Unlike those born here, the prospect of

employment also has an implication for future settlement for those students. A
student from Asia notes:

> *It is not easy to get a job roughly within three months of*
> *graduation. First, getting a job is a time consuming thing*
> *and it may take over three months to complete the process*
> *of putting an application, to be interviewed by the company*
> *and then get selected for a position. And, sometimes,*
> *employers consider applicants who are either Permanent*
> *Resident in Canada or Canadian citizen… Unfortunately, I*
> *may have to return to my home country because I will be*
> *graduating within a few months and I don't have a job yet,*
> *although I wanted to stay here at least for next 10 years.*
> (Farida, Graduate student, University of Manitoba)

Thus, the findings support my last hypothesis: "employment
opportunities related to academic field positively influence future settlement
intentions of international students".

Social capital framework and critical race theory contribute to our
understanding of settlement intentions of international students. Some elements
of social capital influenced the future settlement intentions of international
students. For example, neighbourhood and family and friends social capital
networks are identified as important predictors in this respect. Unfortunately,
other indicators of social capital elements did not influence settlement decisions
of international students. Although the sample size is too small for
generalization, networks of relationships were more powerful predictors than

expectation and obligation, trust and information channels. A majority of

scholars focus primarily on network of relationships while utilizing social capital

theory (Bourdieu, 1985; Field, 2003; Fulgini, 1997; Israel et al., 2001; Lin, 2000;

Neri and Ville, 2008). Similar to the findings on social capital, only particular

elements of critical race theory are applicable in this study and support findings

of other scholars (Parker and Lynn, 2002; Smith-Maddox and Solórzano, 2002;

Solórzano and Yosso, 2002; Wilkinson, 2003). Qualitative and quantitative

aspects regarding perceptions of discrimination and racism are only partially

measured in this study, so we should not conclude that critical race theory is a

poor theory for understanding settlement issues. As a result, considering the

limited research has been done using critical race theory, it is difficult to access

the efficacy of the theory.

International students report several other motivating factors influencing

their decisions about permanent settlement. These motivations include better

opportunities for respondents, better opportunities for their families, low cost of

living, low tuition fees at post-secondary institutions, better school system for

children, network of relationships and other personal reasons.

The most beneficial theoretical framework, however, turns out to be social

capital. There are many instances where respondents indicate the value of

family and friendship networks in their decisions to settle and work in Canada. Of the many comments I have included in this thesis, several have indicated that family and friends have contributed greatly to their desire to stay in Manitoba and in Canada. For example, Fasil, a graduate student, reported that having friends and relatives in Winnipeg partially motivated him to move here. Oba came here to attend post-secondary institution for the same reason. She has cousin living in Winnipeg who helped her to move here. Another undergraduate student, Natasha, mentioned that having a brother in Winnipeg was a primary motivator for her move. Some international students report that they have already developed good relationships with friends and neighbours and that they would prefer to stay in Winnipeg after graduation. While the conceptualization and operationalization of social capital remains incomplete, my thesis does provide evidence that these networks do play a role in decision making among international students.

CHAPTER 5: CONCLUSION

Attracting international students to post-secondary institutions is not

enough to keep them in the province after graduation. A considerable

percentage of the international students intend to move from Manitoba (Mandal

and Wilkinson, 2009). The main objective of this research is to identify the

factors influencing the settlement decisions of international students. It is also

important to understand the barriers that hinder their successful settlement.

Following the basic framework of social capital, I propose that greater the

availability of social capital networks increases the chance of settling in Canada

permanently, while perceptions of discrimination and racism decrease that

possibility. Additionally, I hypothesize that employment opportunities in the

field of study positively related to permanent settlement in Canada and

Manitoba after graduation.

In this thesis, I also identify some of the factors motivating international

students to select Canada for higher education. This is a goal of both the post-

secondary institutions and the provincial government. From the standpoint of

the post-secondary institutions, international students increase the diversity of

the campus. Canadian-born students benefit by having a culturally and

religiously diverse campus and may learn more about international issues as a

result. A differing world-view is also beneficial for intellectual development. From the standpoint of the government, the intention is to attract more foreign students in the country and eventually involve them in the Canadian labour market as evidenced by the introduction of the Canadian Experience Class and the emphasis on economic immigration embedded within the IRPA and federal policies and programs. As a result, it would be beneficial for the province as well as the country, if significant numbers of international students settle here after graduation.

For a majority of study participants, high quality of post-secondary education and reputation of the educational institutions are the main motivating factor for their selection of Canadian post-secondary education. The cost of education internationally, including tuition fees and costs of living, jointly play an important role in motivating these students to choose Manitoba over other provinces. Even though international students pay differential fees, they believe these are still significantly lower than the fees charged to international students in other provinces. From a policy perspective, this may be an issue for universities and the province to consider as lowering differential fees may attract even more students to Manitoba. Encouraging students to remain permanently in the province may be matter of spending more time in Manitoba, but high tuition fees discourage them from coming in the first place; the

province may want to consider a strategy of working with its post-secondary institutions to attract more foreign students with lower tuition fees.

Almost all of the international students intend to settle in Canada once they graduate from their current program. This finding confirms other research. Cervantes and Guellec (2002) find that students from China and India were still working in the United States five years after receiving their post-secondary degrees. With the introduction of the Canadian Experience Class, it is clear that the Canadian government wants to convince a portion of highly trained international students to stay. The province of Manitoba has also responded by introducing the International Student Stream of the PNP. Being trained in a Canadian environment, international students easily be entered in the labour market and contribute to the Canadian economy. International students can also temper the inevitable population decline that Canada and the province face in the near future. In short, there is a need for the province to work closely with educational institutions to attract and retain international students.

Unlike their intentions to stay in Canada, fewer international students wish to settle in Manitoba upon graduation. However, time in the province increases the desirability to stay among international students, according to this study. Like Canadian-born students, having secure employment is a significant

factor in selecting a place to relocate. Manitoba may be the attractive place for post-secondary education, but graduates will leave if they cannot find work.

There are several ways to entice international students to remain in the province. The following are recommendations based on the 60 students I have spoken with during this study. The province may offer services to increase the employability of international students and for recent international graduates. Often international students require help with writing resumes and cover letters, improving their communication skills and participating in job interviews. Although these services are currently available to young immigrants and the Canadian-born, international students should have access to similar kind of support from the provincial government to facilitate their entry to the labour market. Similar to federal government, the provincial government may open more employment opportunities for recent international graduates. Restrictions on a majority of provincial government jobs based on permanent residency status should be removed because this group is unfairly disadvantaged. According to the Canadian Human Rights Code, international students should have the same rights as others, regardless of their citizenship status.

Almost half of the international students are far less certain about their stay in the province, although they are more likely to settle elsewhere within Canada. Provincial records indicate that 31,224 migrants arrived in Manitoba between 2001 and 2005 but 6,621 left accounting for 21% outmigration rate (Manitoba Advanced Education and Training, 2006). Considering the high rates of out-migration relative to other provinces, it becomes more important to keep the students in the province and engage them in the provincial labour market. One way the province could increase the likelihood of staying is to promote the provincial programs such a Manitoba Tuition Income Tax Rebate Program, Post-Graduate Work Permit Program and Manitoba Provincial Nominee Program. The benefits of these may interest students who are otherwise undecided about their future settlement and encourage them to stay in the province permanently. Updated government websites with this information should help international students to gain a detailed knowledge of these provincial programs.

The theoretical implications of this thesis are less clear. As stated in Chapter 4, family and friends social capital networks play an important role in international students' decisions to stay in Canada permanently or leave, according to my findings. International students with larger family and friends social capital networks are more likely to settle in Canada permanently. The finding indicates that a basic assumption of social capital theory is met; social

capital facilities actions of individuals. In the present study, family and friend social capital networks assist international students in their decisions to settle in Canada upon graduation and this is supported by both qualitative and quantitative results. However, not all the elements of social capital are engaged in this decision making process. Other components of social capital theory including workplace and neighbourhood social capital networks, trust, obligation and expectation have no effect on the settlement intentions of international students. This may be for two important reasons. Firstly, my sample is small and non-random. This may cause problem in generalizing the findings. Secondly, there are issues with conceptualization and operationalization of the theory that may affect the analysis of empirical data. Because the theory lacks a consistent conceptualization in the existing research, investigators have no common ground eradicating the efficacy of all aspects of this concept. In short, social capital may exist in some forms, but we do not have the correct conceptualization of the theory or operationalization of the concept to fully measure it either qualitatively or quantitatively.

Some factors motivate international students to settle in Canada, while others act as barriers. Following the basic assumptions of democratic racism and critical race theory, perceptions of discrimination and racism of international students are expected to have a negative influence in their settlement decisions.

However, findings of this study suggest that international students who wish to stay in the province may be influenced by racism and discrimination, but in ways that are less clear. This could for a number of reasons. An important reason is that post-secondary institutions are perceived to be more racist than other institutions in society. Another possibility is that racism and discrimination may play smaller role in their decision-making process. Less discrimination and racism here compared to homeland might be an issue among international students. Perhaps standard of living outweighs unpleasantness associated with discrimination and racism. The results are not clear for couple of reasons. First, perceptions of discrimination and racism are measured only at post-secondary institutions. I did not ask about discrimination elsewhere in Canada or Winnipeg. The contribution of these factors may mitigate the effect of racism and discrimination on the decision making process, but my data cannot shed light on this. Also, I did not conduct unstructured qualitative interviews that focused expressly on their experiences of discrimination. This did not allow the respondents to utilize the story telling/narrative approach that is central to the critical race perspective. This was a significant reason why the critical race perspective did not play a central role in the discussion of the results.

Suggestions for Future Research

A number of directions can be taken from this research for conducting future research. Following the present study, a more comprehensive examination of international students can be conducted using a larger and randomly-selected sample. This would give validation to the present study considering limitations of sample size and sampling procedure. If the findings of such studies were similar to the findings of present study, the statements made about the motivations for selecting Canadian post-secondary institutions and future settlement intentions of international students could be made with more confidence. A comparative study can be conducted involving international students from other provinces to examine to what extent settlement intentions of the students vary by province.

Additional research can be conducted by incorporating other measurable elements of social capital. For example, creating trust or information channel variables by gathering more information on those can be useful. Looking at other components of social capital such as trust, norms of reciprocity and bounded solidarity would advance our knowledge of social capital in settlement decisions of international students. A more comprehensive study of international students can be conducted to examine whether influences of social

capital vary by ethnic group. In short, more research can to be done on refining the concept of social capital.

A future investigation can also refine our understanding of subtle forms of discrimination and racism. Further advancement can be made by analyzing experience of discrimination and racism outside the academic institutions. For example, experience of racial discrimination at stores, workplaces and within neighbouring communities may influence settlement decisions of international students. More attention can be paid examining effect of discrimination and racism in other areas related to settlement such as employment attainment and health. A more inclusive study can be conducted considering all the themes of critical race theory rather than just using story-telling and narrative approach.

Developing a study that would allow the international students to be tracked for at least one year after graduation can be prudent. It can provide an overview of the job search strategies and employment situation of international students after they graduate, the percentage of the students remaining in the province and their socio-demographic characteristics. A comparative study can also be conducted focusing on similarities and differences of international and Canadian-born post-secondary students in their future settlement intentions, utilization of social capital and experiences of discrimination and racism.

In short, this research addresses many questions but also leaves many unanswered. Attracting students to the province may become an important issue as well as retention of locally trained, skilled international students has implications for the economic well-being of the province. Considering the amount of money Manitoba spends towards the training of international students, it is the best interests of the province to ensure that these highly skilled students to stay here after they graduate.

REFERENCES

Abdul-Quader, A. S., D. D. Heckathorn, K. Sabin, and T. Saidel (2006) "Implementation and Analysis of Respondent Driven Sampling: Lessons Learned from the Field", *Journal of Urban Health*, Vol. 83 (7): i1 – i5.

ACTEAM International Corporation (1999) "The European Entrepreneurial Presence in the USA", A study carried out for the IPTS, Unpublished.

Agarwal, V. B. and D. R. Winkler (1985) "Migration of Foreign Students to United States", *Journal of Higher Education*, Vol. 56 (5): 509 – 522.

Aguilera, M. (2003) "The Impact of the Worker: How Social Capital and Human Capital Influence the Job Tenure of Formerly Undocumented Mexican Immigrants", *Sociological Inquiry*, Vol. 73 (1): 52 – 83.

Astone, N. M., C. A. Nathanson, R. Schoen, Y. J. Kim (2004) "Family Demography, Social Theory and Investment in Social Capital", *Population and Development Review*, Vol. 25 (1): 1 – 31.

Aylward, C. A. (1999) *Canadian Critical Race Theory: Racism and the Law*, Fernwood Publishing: Halifax.

Babbie, E. (2001) *The Practice of Social Research*, Wadsworth/Thomson Learning: Belmont.

Bankston, C. L. III. (2004) "Social Capital, Cultural Values, Immigration and Academic Achievement: The Host Country Context and Contradictory Consequences", *Sociology of Education*, Vol. 77 (2): 176 – 179.

Barber, M. and R. Morgan (1987) "The Impact of Foreign Graduate Students on Engineering Education in the United States", *Science*, Vol. 236 (4797): 33 – 37.

Berg, B. (2001) *Qualitative Research Methods for the Social Science*, Allyn and Bacon: Massachusetts.

Bolton, Stephen (1997) "Marketing Our Education to the World: A Report on the Changing International Perspectives of the College/CEGEP Community in Canada", *CBIE Research Series*, Paper No. 10.

Bourdieu, P. (1985) "The Forms of Capital", *Handbook of Theory and Research for Sociology of Education*, Edited by J. C. Richards, Greenwood Press: New York, Pp. 241 – 258.

Breuning, M. (2007) "Undergraduate International Students: A Source for Intercultural Education of American Peers", *College Student Journal*, Vol. 41 (4): 1-8.

Calliste, A. and G. J. Sefa Dei (2000) *Anti-racist Feminism: Critical Race and Gender Studies*, Fernwood Publishing: Halifax.

Cameron, J.D. (2006) "International Student Integration into the Canadian University: A Post-World War Two Historical Case Study", *History of Intellectual Culture*, Vol. 6 (1): 1 – 18.

Cervantes, M. and D. Guellec (2002) "Brain Drain: Old Myths and New Realities", OECD Observer, No. 230. Accessed online at http://www.ocedobserver.org.proxy2.lib.umanitoba.ca/news/fullstory.php/aid/6 73/The_brain_drain:_Old_myths,_new_realities.html

Chaturvedi, R (2005) *Understanding Social Capital: A Preliminary Analysis of the Norm of Reciprocity and Bounded Solidarity*, Thesis, University of Manitoba.

Chen, T. and G.A. Barnett (2000) "Research on International Student Flows from a Macro Perspective: A Network Analysis of 1985, 1989, 1995", *Higher Education*, Vol. 39 (4): 435 – 453.

Chirkov, V., M. Vansteenkiste, R. Tao and M. Lynch (2007) "The Role of Self-Determined Motivation and Goals for Study Abroad In the Adaptation of International Students", *International Journal of Intercultural Relations*, Vol. 31: 199 – 222.

Citizenship and Immigration Canada (2009) "Canadian Experience Class: Who Can Apply", accessed online at http://www.cic.gc.ca/english/immigrate/cec/language.asp, dated July 31, 2009

Citizenship and Immigration Canada (2009) "Studying in Canada: Study Permit" Accesses online at http://www.cic.gc.ca/english/study/study.asp, dated September 10, 2009

Citizenship and Immigration Canada (2007) *Facts and Figures 2006: Immigration Overview – Permanent and Temporary Residents,* Minster of Public Works and Government Services: Ottawa.

Coleman, J. S. (1988) "Social Capital in the Creation of Human Capital", *American Journal of Sociology,* Vol. 94: S95 – S120.

Coleman, J. S. (1990) "Social Capital". *Foundations of Social Theory,* The Belknap Press of Harvard University Press: Cambridge, Pp. 300 – 321.

Coleman, James S. 1994. "Social Capital, Human Capital and Investment Youth", *Youth, Unemployment and Society,* Edited by A. C. Petersen and J. T. Mortimer (Ed.), Cambridge: University Press Cambridge, Pp. 34 – 50.

Comrey, A. and H. Lee (1992) *A First Course in Factor Analysis,* Erlbaum: Hillsdale.

Cownie, F. and W. Addison (1996) "International Students and Language Support: A New Survey", *Studies in Higher Education,* Vol. 21 (2): 221 – 231.

Das, N. G. (2005) *Statistical Methods: I and II,* M. Das and Co.: Calcutta.

Des Jarlais, D. C., K. Arasteha, T. Perlisa, H. Haganb, A. Abdul-Quaderc, D. D. Heckathornd, C. McKnighta, H. Bramsona, C. Nemethe, L. V. Torianf and S. R. Friedman (2007) "Convergence of HIV seroprevalence among injecting and non-injecting drug users in New York City", *Journal of the International AIDS Society,* Vol. 21 (2): 231 – 235.

Dika, S. L. and K. Singh (2002) "Application of Social Capital in Educational Literature: A Critical Synthesis", *Review of Educational Research,* Vol. 72 (1): 31 – 60.

Driessen G. W. J. M. (2001) "Ethnicity, Forms of Capital and Educational Achievement", *International Review of Education,* Vol. 46 (6): 513 – 538.

Dunk, T. (1998) "Racism, Ethnic Prejudice, Whiteness and Working Class", *Racism and Social Inequality in Canada: Concepts, Controversies and Strategies of Resistance, Edited* V. Satzewich, Thompson Educational Publishing: Toronto, Pp. 201 – 222.

Essed, P. (2004) "Everyday Racism: A New Approach to the Study of Racism", *Race Critical Theories: text and context,* Edited P. Essed and David T. Goldberg, Blackwell Publishing: Oxford, Pp. 176 – 194.

Field, J. (2003) *Social Capital,* Routledge: New York.

Fink, A. (1995b) *How to Sample in Survey,*The Survet Kit #6, Sage Publications: Thousand Oaks.

Finn, M.G. (1997) *Stay Rates of Foreign Doctorate Recipients from US Universities, 1995,* Oak Ridge Institute for Science and Education.

Fleras, A. and J. L. Elliot (2007) *Unequal Relations,*Prentice Hall: Scarborough.

Frey, L. and G. Roysircar (2006) "South Asian and East Asian International Students' Perceived Prejudice, Acculturation and Frequency of help resource Utilization", *Journal of Multicultural Counseling and Development,* Vol. 34: 208 – 222.

Fuligni, A.J. (1997) "The Academic Achievement of Adolescents from Immigrants Families: The Roles of Family Background, Attitudes and Behaviour", *Child Development,* Vol. 68 (2): 351 – 363.

Halpern, D. (2005) *Social Capital,* Polity Press: Cambridge.

Harman, G. (2003) "International PhD Students in Australian Universities: Financial Support, Course Experience and Career Plans", *International Journal of Educational Development,* Vol. 23: 339 – 351.

Heckathorn D. D. (1997) "Respondent driven sampling: a new approach to the study of hidden populations", *Social Problem,* Vol. 44: 174 – 199.

Heckathorn D. D. (2002) "Respondent driven sampling, II: deriving population estimates from chain-referral samples of hidden populations", *Social Problem,* Vol. 49: 11 – 34.

Henry, F. and C. Tator (1994) "The Ideology of Racism—'Democratic Racism'", *Canadian Ethnic Studies,* Vol. 26 (2): 1 – 14.

Henry, F., C. Tator, W. Mattis and T. Rees (2006) *The Colour of Democracy: Racism in Canadian Society*, Harcourt Brace and Company Canada, Ltd.: Toronto.

Hodges, C. R. and O. M. Welch (1992) "Academic achievement of College-Bound Minority Students and the Foreign Language Imperative: A Strategy for Change", *Teaching German*, Vol. 25 (2): 158 – 163.

Israel, G. D. and J. L. Beaulieu (2004) "Laying the Foundation for Employment: The Role of Social Capital in Educational Achievement", *The Review of Regional Studies*, Vol. 34 (3): 260 – 287.

Israel, G. D., J. L. Beaulieu and G. Hartless (2004) "The Influence of family and Community Social Capital on Educational Achievement", *Rural Sociology*, Vol. 66 (1): 43 – 68.

Kao, G. (2004) "Social Capital and Its Relevance to Minority and Immigrant Populations", *Sociology of Education*, Vol. 77 (April): 172 – 183.

Kilbride, K. (2000) "A Review of Literature on the Human, Social and Cultural Capital of Immigrant Children and Their Families with Implications for Teacher Education", *CERIS Working Paper Series*, Paper No. 13: 1 – 16.

Kim, S. (2006) "Academic Oral Communication Needs of East Asian International Graduate Students in Non-Science and Non-Engineering Fields", *English for Specific Purpose*, Vol. 25: 479 – 489.

Klomegah, R.Y. (2006) "Social Factors Relating to Alienation Experienced by International Students in the United States", *College Student Journal*, Vol. 40 (2): 303 – 315.

Lee, J. J. and C. Rice (2007) "Welcome to America? International Student Perceptions of Discrimination", *Higher Education*, Vol. 53: 381 – 409.

Li, P. S. (1999) "Race and Ethnicity", *Race and Ethnic Relations in Canada, Edited by* In P. S. Li, Oxford University Press: Toronto, Pp. 3 – 20.

Li, P.S. (2001) "The Racial Subtext in Canada's Immigration Discourse", *JIMI*, Vol. 2 (1): 77 – 97.

Lin, J.C.G. and J.K. Yi (1997) "Asian International Students' Adjustment: Issues and Program Suggestions", *College Student Journal*, Vol. 31 (4): 473 – 479.

Lin, Nan (2000) "Inequality in Social Capital", *Contemporary Sociology*, Vol. 29 (6): 785 – 795.

Lin, N., Y. Fu and R. Hsung (2001) "The Position Generator Measurement Techniques for Investigations of Social Capital", *Social Capital: Theory and Research*, Edited by Nan Lin, Karen Cook and Ronald S. Burt, Aldine Transaction: London.

Loury, G. (1977) "A Dynamic Theory of Racial Income Differences", *Women, Minorities and Employment Discrimination*, Edited by P. Wallace and A. LaMond, Lexington Books: Lexington, Pp. 153 – 186.

Loury, G. (1981) "Intergenerational Transfers and the Distribution of Earnings", *Econometrica*, Vol. 49: 843 – 867.

Mahroum, S. (2000) "Highly Skilled Globetrotters: Mapping the International Migration of Human Capital", *R & D Management*, Vol. 30 (1): 23 – 31.

Mandal, S. and L. Wilkinson (2008) *Immigration and Settlement Intentions of Post-Secondary International Students in Manitoba*, Settlement and Multiculturalism Division, Manitoba Labour and Immigration, Manitoba.

Manitoba Advanced Education and Training (2006) *Manitoba Labour market Overview and Outlook 2006*, Labour Market Information Unit, Policy and Planning Branch, Winnipeg, Manitoba.

Labour and Immigration Manitoba (2007) *Manitoba Immigration Facts – 2006 Statistical Report*, Multiculturalism division, Winnipeg, Manitoba.

Matsuda, M. (1991) "Voices of America: Accent, Antidiscrimination Law and a Jurisprudence for the Last Reconstruction", *Yale Law Journal*, Vol. 100: 1329 – 1407.

Matsuda, M. (1996) *Where is Your Body? And Other Essays on Race, Gender and the Law.* Beacon Press: Boston.

Myles, J. and L. Cheng (2003) "The Social and Cultural Life of Non-Native English Speaking International Graduate Students at a Canadian University", *Journal of English for Academic Purposes,* Vol. 2: 247 – 263.

Ngo, B. (2006) "Learning from the Margins: The Education of Southeast and South Asian Americans in Context", *Race Ethnicity and Education,* Vol. 9 (1): 51 – 65.

Neri, F. and S. Ville (2008) "Social Capital Renewal and the Academic Performance of International Students in Australia", *The Journal of Socio-Economics,* Vol. 37: 1515 – 1538.

Parker, L. and M. Lynn (2002) "What's Race Got to Do with It? Catitical Race Theory's Conflicts with and Connections to Qualitative Research Methodology and Epistemology", *Qualitative Inquiry,* Vol. 8 (1): 7 – 22.

Pett, M.A., N. R.Lackey and J.J. Sullivan (2003) *Making Sense of Factor Analysis: The Use of Factor Analysis for Instrument Development in Health Care Research,* Sage Publications: Thousand Oaks.

Popadiuk, N. and A. Nancy (2004) "Counselling International Students in Canadian Schools", *International Journal of Advancement of Counsellin,* Vol. 26 (2): 125 – 145.

Portes, A. (1998) "Social Capital: Its Origin and Applications in Modern Sociology", *Annual Review of Sociology,* Vol. 24: 1 – 24.

Portes, A. (2000) "The Two Meanings of Social Capital", *Sociological Forum,* Vol. 12 (1): 1 – 12.

Poyrazli S. and P. Kavanaugh (2006) "Marital Status, Ethnicity, Academic Achievement and Adjustment Strains: The Case of Graduate International Students", *College Student Journal,* Vol. 40 (4): 767 – 780.

Putnam, R. (2000) *Bowling Alone: The Collapse and Revival of American Community,* Simon & Schuster Adult Publishing Group: New York.

Putnam R. (2001) "Social capital, measurement and consequences", *ISUMA - Canadian Journal of Policy Research,* Vol. 2: 41 – 51.

Ramburuth, P. and J. McCormick (2001) "Learning Diversity in Higher Education: A Comparative Study of Asian International and Australian Students", *Higher Education*, Vol. 42 (3): 333 – 350.

Reeves, F. (1983) *British Racial Discourse*, Cambridge University Press: Cambridge.

Reitz, J. G. and R. Breton (1994) "Prejudice and Discrimination", *The Illusion of Difference: Realities of Ethnicity in Canada and United States,* Renouf Publishing Company Ltd: Toronto, Pp. 64 – 88.

Salganik, M. J. and D. D. Heckathorn (2004) "Sampling and Estimation in Hidden Populations Using Respondent-Driven Sampling", *Sociological Methodology,*Vol. 34: 193 – 239.

Schick, C. (2002) "Keeping the Ivory Tower White: Discourses of Racial Domination", *Race, Space and the Law: Unmapping a White Settler Society*, Edited by S. H. Razack, Between the Lines: Toronto, Pp. 99 – 120.

Smith-Maddox, R. and D. G. Solórzano (2002) "Using Critical Race Theory, Paulo Freire's Problem Posing Method and Case Study Research to Confront Race and racism in Education", *Qualitative Enquiry*, Vol. 8 (1): 66 – 84.

Solmon, L. C. and B. J. Young (1987) *The Foreign Student Factor: Impact on American Higher Educatio*, Institute of International Education: New York.

Solórzano, D. G. and T. J. Yosso (2002) "Critical Race Theory Methodology: Counter-Storytelling as an Analytical Framework for Education Research", *Qualitative Enquiry*, Vol. 8 (1): 23 – 44.

Spencer-Rodgers, J. (2001) "Consensual and Individual Stereotypic Beliefs about International Students among American Host Nationals", *International Journal of Intercultural Relations*, Vol. 25: 639 – 657.

St. Lewis, J. (1996) "Racism and the Judicial Decision Making Process", *Perspectives on Racism and Human Services Sector: A Case for Change*, Edited C. E. James (ed.), University of Toronto Press: Toronto.

Supreme Court of Canada (1997) R.D.S. v. the Queen (1997) 151 D.L.R. 4th 193.

Tabachnick, B. and L. Fidell (2001) *Using Multivariate Statistics*, Allyn and Bacon: Needham Heights.

Taylor, E. (1998) "A Primer on Critical Race Theory", *Journal of Blacks in Higher Education*, Vol. 19 (Spring): 122 – 124.

Teachman, J. D., K. Paasch and K. Carver (1997) "Social Capital and the Generation of Human Capital", *Social Force*, Vol. 75 (4): 1343 – 1359.

Thornhill, E. M. A. (1994) "Focus on Racism: Legal Perspective from a Black Experience", Currents 8.

Voyer, J.P. (2004) "Foreward", *Journal of International Migration*, Vol. 5 (2): 159-163.

Weisberg, H. F. (2005) *The Total Survey Error Approach: A Guide to the New Science of Survey Research*,The University of Chicago: Chicago

Wilkinson, L. (2003) "Six nouvelles tendances de la recherché sur le racisme et l'inegalite au Canada", *inCahiers de recherché sociologique*, Vol. 39: 109 – 138.
Wright, C. (1997) "Gender Matters: Access, Welfare, teaching and Learning", *In Overseas Students in Higher Education*, Edited by D. McNamara and R. Harris, Routledge. New York, Pp. 91 – 107.

Yang, R.P., K. A. Neels and K. D. Saumure (2006) "Multiple Roots to Cross-Cultural Adaptation for International Students: Mapping the Paths between Self-Construals, English Language Confidence and Adjustments", *International Journal of Intercultural Relations*, Vol. 30: 487 – 506.

Zhao, C., G. D. Kuh and R. M. Carini (2005) "A Comparison of International Student and American Student Engagement in Effective Educational Practices", *The Journal of Higher Education*, Vol. 76 (2): 200 – 231.

APPENDIX–I

Table 4.4.1: Socio-Demographic Factors Influencing Settlement Intentions of International Students

Influential factors for the students who wish to settle in here	B	B	Influential factors for the students who are undecided
Neighbourhood social capital networks	18.774*	5.117	Neighbourhood social capital networks
Medium level of perceptions of discrimination and racism	0.264	0.075*	Medium level of perceptions of discrimination and racism
High level of perceptions of discrimination and racism	0.142	0.024*	High level of perceptions of discrimination and racism
Time of expected graduation	0.048*	0.351	Time of expected graduation
The most important reasons of coming to Canada for post-secondary education	18.330*	17.967*	The most important reasons of coming to Canada for post-secondary education
Awareness of the International Student Stream of the PNP	0.111*	0.151	Awareness of the International Student Stream of the PNP
Level of education	0.372	0.135*	Level of education

Wish to settle: n=25; *Significant at $p < 0.10$.
Undecided: n=21; *Significant at $p < 0.10$.
The reference category is: No.

Integration and Labour Market Intentions of Post-secondary International Students in Manitoba - A Manitoba Labour and Immigration Survey

Instructions

This is a study of the future settlement and work intentions of international students. You will be asked questions from this questionnaire. Please answer each question to the best of your ability. Your responses will be audio-taped for analysis purposes. Your responses will not be judged. Your responses will be kept anonymous and confidential. Any contact information you may leave will be kept in a separate, locked filing cabinet and not linked to the data you provide. You are free to decline to answer any question for any reason without explanation. Participation in this survey is voluntary. The survey should take 55-65 minutes to complete.

Thank you for your participation in this survey.

If you have any further questions or concerns, please feel free to contact Dr. Wilkinson or Ms. Mandal.

Research Team Contact Information:

Lori Wilkinson, Ph.D.
Associate Professor and Associate Head
Department of Sociology
University of Manitoba
Winnipeg, Manitoba R3T 2N2
Phone: (204) 474-8491
E-mail: Lori_Wilkinson@umanitoba.ca

Swati Mandal, MA
Graduate Student
Department of Sociology
University of Manitoba
Winnipeg, Manitoba R3T 2N2
E-mail: swati.mandalghosh@gmail.com

1. (a) Including all courses or training taken, what is the highest level of formal education you have attained in **Canada?**

_____

1. (b) Please indicate your current program of study.

_____

2. What school do you currently attend?

_____

3. When **(year/month)** did you start attending this school? _____

4. Please indicate your student status. _____

[Probe: Part-time/ full-time/exchange student; are you bachelor/ masters/ Ph. D. student]

5. How would you rate your academic performance at this school?

1. Very Poor
2. Poor
3. Average
4. Good
5. Excellent
8. Don't know
9. Refused

Now I would like you to think about how you compare your academic performance to other students.

6. How do you rate your academic performance at **this school** as compared to:

	Very Poor	Poor	Average	Good	Excellent	Don't Know	Refused
i) My grades at previous schools.	1	2	3	4	5	8	9
ii) Other international Students at this school.	1	2	3	4	5	8	9
iii) All other students (excluding international students)	1	2	3	4	5	8	9

7. (a) Have you received any fellowship(s)/scholarship(s)/bursary(s)?

1. No ──────▶ Go to question no. 8
2. Yes
8. Don't know ──────▶ Go to question no. 8
9. Refused ──────▶ Go to question no. 8

7. (b) What is the total value of your fellowship(s)/ scholarship(s) bursary(s) **(in Canadian $)?**

_____

7. (c) Is this scholarship(s) from Canada? [Please select all that apply]

1. No, from another country
2. Yes (Please name the scholarship): ─────────────
8. Don't know
9. Refused

8. In what year do you expect to complete your certificate/ degree/ diploma?_____

9. (a) Do you have any future **educational plans** after you complete your current program?

1. No ──────▶ Go to question no. 10
2. Yes ──────▶ Go to question no. 9. (b)
8. Don't know ──────▶ Go to question no. 10
9. Refused ──────▶ Go to question no. 10

9. (b) Tell me bit more about your educational plans.

_____

_____

_____

9. (c) For what reason or reasons do you plan to further your education or training in the future?

_____

_____

_____

9. (d) Where do you hope to pursue your future education?

_____

10. (a) PLEASE LISTEN TO THE FOLLOWING STATEMENTS.
Choose the answer that best describes your feelings about receiving unfair treatment at school as an immigrant.

	All the time	Most of the time	Some Times	Rar-ely	Ne-ver	Don't know	Refu-sed
i) I enjoy my time at school in Canada.	1	2	3	4	5	8	9
ii) My instructors treat me fairly.	1	2	3	4	5	8	9
iii) My instructors treat all students equally.	1	2	3	4	5	8	9
iv) I get extra help from my instructors when I need it.	1	2	3	4	5	8	9
v) My instructors offer extra help to all students.	1	2	3	4	5	8	9
vi) I feel comfortable expressing my opinion in class.	1	2	3	4	5	8	9
vii) I skip classes.	1	2	3	4	5	8	9
viii) I feel that my instructors treat me differently because of my accent.	1	2	3	4	5	8	9
ix) I feel that my instructors treat me differently because of my skin colour.	1	2	3	4	5	8	9
x) I feel like an outsider at school.	1	2	3	4	5	8	9
xi) I feel my instructors treat me differently because I am an international student.	1	2	3	4	5	8	9
xii) I feel that my classmates respect my ethnic identity.	1	2	3	4	5	8	9

10. (b) Tell me more about your experiences of discrimination and racism.

_____

_____

_____

_____

Now I would like you to think about your overall future plans after finishing school.

11. What would you like to be doing 10 years from now?
[Probe: what job do you hope to be doing? What type of work?]

_____

_____

_____

11. (a) Do you have knowledge of tuition income tax rebate program in Manitoba?

1. No ⟶ Go to question no. 12

2. Yes ⟶ Go to question no. 11. (b)

8. Don't know ⟶ Go to question no. 12

9. Refused ⟶ Go to question no. 12

11. (b) What do you know about this program?

_____

_____

> **SECTION B: INTENTIONS OF SETTLING IN CANADA AFTER GRADUATION**
> Now I would like to ask you some questions about your intentions after finishing school.

12. Would you like to stay in **Canada** after graduation?

1. No ⟶ Go to question no. 12. (b)

2. Yes ⟶ Go to question no. 12. (a)

3. Undecided ⟶ Go to question no. 12. (a) and 12. (b)

9. Refused ⟶ Go to question no. 13

12. (a) Please tell us why you would like to stay in **Canada**.

_____

_____

_____

_____

12. (b) What reasons make you want to leave **Canada**? ⟶ Go to question no. 15.

_____

_____

_____

13. Would you like to stay in **Manitoba** after graduation?

1. No ——▶ Go to question no. 13. (b)
2. Yes ——▶ Go to question no. 13. (a)
3. Undecided ——▶ Go to question no. 13. (a) and 13. (b)
9. Refused ——▶ Go to question no. 14

13. (a) Please tell us why you would like to stay in **Manitoba**.

_____

_____

13. (b) What reasons make you want to leave **Manitoba**? ——▶ Go to question no. **15**

_____

_____

14. Would you like to stay in **Winnipeg** after graduation?

1. No ——▶ Go to question no. 14. (b)
2. Yes ——▶ Go to question no. 14. (a)
3. Undecided ——▶ Go to question no. 14. (a) and 14. (b)
9. Refused ——▶ Go to question no. 15

14. (a) Please tell us why you would like to stay in **Winnipeg**.

_____

_____

_____

14. (b) What reasons make you want to leave **Winnipeg**?

_____

_____

_____

15. Are you satisfied with your decision to attend this school?

1. No ——▶ Go to question no. 15. (b)
2. Yes ——▶ Go to question no. 15. (a)
3. Undecided ——▶ Go to question no. 15. (a) and 15. (b)
9. Refused ——▶ Go to question no. 16

15. (a) Why do you think that you made right decision by choosing this school?

_____

_____

_____

15. (b) Please tell us why you are dissatisfied with your decision of attending this school.

_____

_____

16. Do you intend to return to your home country or move to another country permanently? (Please specify where :_____)

1. No ⟶ Go to question no. 16. (b)

2. Yes ⟶ Go to question no. 16. (a)

3. Undecided ⟶ Go to question no. 16. (a) and 16. (b)

9. Refused ⟶ Go to question no. 17

16. (a) Why do you intend on returning to your home country/new country?

_____

_____

16. (b) Please tell us why you do not want to return to your home country/new country?

_____

_____

17. What would motivate you to settle in **Canada** permanently?

_____

_____

18. What would motivate you to settle in **Manitoba** permanently?

_____

_____

19. We would like to know what would influence your motivation to **stay in Winnipeg/stay in Manitoba/stay in Canada/move elsewhere** (select appropriate response).

PLEASE LISTEN TO THE FOLLOWING MOTIVATING FACTORS.
CHOOSE THE ANSWER THAT BEST DESCRIBES YOUR FEELINGS.

	High Motivation	Medium Motivation	Low Motivation	Don't Know
i) A job	3	2	1	8
ii) Family reasons	3	2	1	8
iii) Better opportunities for me	3	2	1	8
iv) Better opportunities for my family	3	2	1	8
v) Better school system for children	3	2	1	8
vi) Low cost of living	3	2	1	8
vii) Low tuition fees at school	3	2	1	8
viii) Other (please specify):____	3	2	1	8

SECTION C: SCHOOL HISTORY OUTSIDE CANADA
Now I would like to learn about your schooling prior to coming to Canada.

20. What is the highest level of formal education you attained outside of Canada?
[Probe: **(a)** Indicate name of degree or diploma or certificate. **(b)** What was the major field of study or specialization for your highest level of education attained outside Canada **(c)** What was the language of instruction of your highest level of education attained outside Canada **(d)** In what country did you attain this education?]

_____

_____

_____

_____

SECTION D: WORK HISTORY PRIOR TO ARRIVAL IN CANADA
The next few questions are about your work experience outside Canada.

21. Did you hold a paid job prior coming to Canada?

1. No ——————▶ Go to Section E
2. Yes ——————▶ Go to question 22. (a)
9. Refused——————▶ Go to Section E

**THINKING ABOUT THE LAST JOB YOU HELD IMMEDIATELY
BEFORE YOU CAME TO CANADA:**

22. (a) Did you work full-time or part-time?

1. Part-time
2. Full-time
8. Don't know
9. Refused

22. (b) What was your position?_____

22. (c) What was your job description?

_____

22. (d) In what country did you work just before coming to Canada?

_____

**SECTION E: PRE-MIGRATION FACTORS
Now I would like to ask you about your decisions to come to Canada.**

23. Why did you choose to come to Canada for higher education?

_____

_____

_____

23. (a) Which one of these reasons would you say is the main reason for staying
in Canada?

_____

24. What are the main reasons you choose to come to **Manitoba**?

_____

_____

_____

24. (a) What was the most important reason for coming to Manitoba?

_____

25. What were the main reasons you choose to attend UofM?

_____

_____

_____

25. (a) What was the most important reason for you to choose your post-secondary educational institution?

_____

26. Did you apply to any other Canadian schools?
1. No ————▶ Go to question no. 29
2. Yes
8. Don't know
9. Refused

27. How many schools did you apply to including UofM? _____

28. Were you accepted by any other Canadian schools beside the one you are currently attending?
1. No ————▶ Go to question no. 29
2. Yes
8. Don't know
9. Refused

28. (a) How many schools were you accepted by excluding UofM?_____

28. (b) Why did you not choose those schools?

_____

_____

29. What school(s) have you attended in Canada other than UofM?

_____

30. Did you apply to schools in other countries? 1. No ————▶ Go to question no. 31 2. Yes 8. Don't know ————▶ Go to question no. 31 9. Refused ————▶ Go to question no. 31	**30. (a)** Please name the countries. _____ _____ _____

30. (b) If you got admission in schools from other countries, please tell us your reasons for not attending those schools?

_____

> **SECTION F: SOCIAL CAPITAL**
> Now I would like to ask you some questions about people from whom you could ask for 'help' in Canada. Help involves providing assistance with small projects such as providing short-term child care, giving emotional support during serious personal and family problem, and/or help to move.

31. PLEASE LISTEN TO THE FOLLOWING STATEMENTS. CHOOSE THE ANSWER THAT BEST DESCRIBES YOUR FEELINGS.

	All of them	Most of them	About half of them	Few of them	None of them	Don't Know	Ref-used
i) Of the people whom could you ask for help, how many are members of your family or those of your spouse's family/ or those of your common-law partner's family?	5	4	3	2	1	8	9
ii) I can ask for help from my **relatives** in Winnipeg.	5	4	3	2	1	8	9
iii) Of the people whom could you ask for help, how many are friends?	5	4	3	2	1	8	9
iv) I can ask for help only from my ethnic friends in Winnipeg.	5	4	3	2	1	8	9
v) I can ask for help only from my non-visible minority friends in Winnipeg.	5	4	3	2	1	8	9
vi) Of the people whom could you ask for help, how many are co-workers in Winnipeg (if applicable)?	5	4	3	2	1	8	9
vii) I can ask for help only from my ethnic co-workers (if applicable).	5	4	3	2	1	8	9
viii) I can ask for help only from my non-visible minority co-workers (if applicable).	5	4	3	2	1	8	9
ix) Of the people whom could you ask for help, how many are neighbours?	5	4	3	2	1	8	9
x) I can ask for help only from my ethnic neighbours.	5	4	3	2	1	8	9
xi) I can ask for help only from my non-visible minority neighbours.	5	4	3	2	1	8	9

32. What kind of help do you expect to receive from all these sources?

_____

_____

_____

33. Of the **[question no. 30]** people from whom you could ask for help, how many of them would you say you feel emotionally close to? By close, I mean with whom you feel comfortable talking about personal matters.

_____

_____

34. Are you satisfied with this number of people with whom you feel emotionally close?

1. Highly unsatisfied ⟶ Go to question no. 34. (b)
2. Unsatisfied ⟶ Go to question no. 34. (b)
3. Neither satisfied nor dissatisfied satisfied ⟶ Go to question no. 34. (a)
4. Satisfied ⟶ Go to question no. 34. (a)
5. Highly satisfied ⟶ Go to question no. 34. (a)
8. Don't know ⟶ Go to question no. 35
9. Refused ⟶ Go to question no. 35

34. (a) Why are you satisfied?

_____

_____

_____

_____

34. (b) Why are you unsatisfied?

_____

_____

_____

_____

35. Now we would like you to think about the help you get from different people and when do you get help from them.

PLEASE LISTEN TO THE FOLLOWING STATEMENTS.
CHOOSE THE ANSWER THAT BEST DESCRIBES YOUR FEELINGS.

	All the time	Most of the time	Some Times	Rarely	Never	Don't know	Refu-sed
i) Immediate family members	5	4	3	2	1	8	9
ii) Relatives	5	4	3	2	1	8	9
iii) Ethnic friends	5	4	3	2	1	8	9
iv) Non-visible minority friends	5	4	3	2	1	8	9
v) ethnic neighbours	5	4	3	2	1	8	9
vi) Non-visible minority neighbours.	5	4	3	2	1	8	9
vii) Ethnic co-workers (if applicable)	5	4	3	2	1	8	9
viii) Non-visible minority co-workers (if applicable).	5	4	3	2	1	8	9
ix) Others: Please specify _____	5	4	3	2	1	8	9

36. Thinking about the help you receive from all sources, from where and whom did you get help? [Probe: (a) family members (b) relatives (c) ethnic peers (d) White friends (e) ethnic neighbours (f) White European neighbours (g) ethnic co-workers (h) White co-workers (i) Other, please specify]
What kind of help did they give you? [Probe: (a) language help (b) advice/counseling (c) information (d) transportation (e) legal help (f) child care etc.]

_____

_____

_____

_____

_____

36.(a) Now we would like to ask question about your experiences of community support.
PLEASE LISTEN TO THE FOLLOWING STATEMENTS.

CHOOSE THE ANSWER THAT BEST DESCRIBES YOUR FEELINGS.

	All the time	Most of the time	Some Times	Rar-ely	Ne-ver	Don't know	Refu-sed
Thinking about the people, you receive support from, please rank your feelings on a scale of 1-5 of the following people.							
i)Ethnic friends	5	4	3	2	1	8	9
ii)Non-ethnic friends	5	4	3	2	1	8	9
iii) Instructors	5	4	3	2	1	8	9
iv) Ethnic co-workers (if applicable)	5	4	3	2	1	8	9
v) Non-ethnic co-workers (if applicable)	5	4	3	2	1	8	9
vi) Neighbours	5	4	3	2	1	8	9
Thinking about the people and their monetary status, you receive support from please rank your feeling on a scale of 1-5 of following people.							
vii) Ethnic peers who have more money	5	4	3	2	1	8	9
viii) Non-ethnic peers who have more money	5	4	3	2	1	8	9
ix) Ethnic peers who have less or no money	5	4	3	2	1	8	9
x) Non-ethnic peers who have less or no money	5	4	3	2	1	8	9
xi) I feel more comfortable interacting with friends from my own ethnic group.	5	4	3	2	1	8	9
xii) I feel more comfortable interacting with friends who are not member of my own ethnic group.	5	4	3	2	1	8	9

37. Do you trust the people who try to help you?

1. No ———▶ Go to question no. 37. (a)

2. Yes ——————▶ Go to question no. 37. (b)

8. Don't know——————▶ Go to question no. 38

9. Refused ————▶ Go to question no. 38

37. (a) Please tell me the reasons why do not you trust the people who try help you?

_____

_____

37. (b) Who do you trust the most?_____

37. (c) Who do you trust the least?_____

37. (d) Please tell me why you trust them.

_____

_____

38. Do you think you are obliged to help those persons who have helped you?

1. No——▶ Go to question. no. 38. (b)

2. Yes ————▶ Go to question. no. 38. (a)

8. Don't know————▶ Go to question. no. 39

9. Refused————▶ Go to question. no. 39

38. (a) Why?

_____

_____

38. (b) Why not?

_____

_____

39. Can the people who have helped you expect help from you?

1. No ————▶ Go to question. no. 39. (a)

2. Yes ————▶ Go to question. no 39. (b)

8. Don't know————▶ Go to Section G

9. Refused ————▶ Go to Section G

39. (a) Why do you think that people should **not** expect any help from you?

_____

_____

39. (b) Why do you think that people should expect help from you?

_____

40. Do you know that Manitoba has a Provincial Nomination Program?

1. No ————▶ Go to question no. 43
2. Yes————▶ Go to question no. 40
8. Don't know ————▶ Go to question no. 43
9. Refused————▶ Go to question no. 43

40. Please tell us what you know about this program.

_____

_____

_____

_____

41. How did you learn about this program? [Please select all that apply]

1. Online
2. Friends
3. Relatives
4. Provincial Nomination Program office in Winnipeg
5. Other (please specify):_____
8. Don't know
9. Refused

42. Please tell us your opinion about this program.

_____

_____

_____

43. Do you have knowledge of international student stream in PNP?

1. No ————▶ Go to question no. 44

2. Yes————▶ Go to question no. 43. (a), 43. (b), and 43. (c)

8. Don't know ————▶ Go to question no. 44

9. Refused————▶ Go to question no 44

43. (a) How did you come to know about this stream? [Please select all that apply]

1. Online
2. Friends
3. Relatives
4. Provincial Nomination Program office in Winnipeg
5. Other (please specify):_____
8. Don't know
9. Refused

43. (b) Please tell us what do you know about the criteria of international student stream in PNP.

_____

_____

43. (c) Please tell us your opinion or thoughts about this stream.

_____

_____

44. Please tell us what are the challenges do you expect to face regarding settling in Manitoba.
[Probe: Challenges towards finding suitable job/Challenges to look for immigration/Financial challenges/Challenges towards communication/Challenges towards finding an accommodation/Others]

_____

_____

_____

45. (a) Why?

_____

_____

_____

_____

45. (b) Do you have knowledge about the post-graduate work permit program in Manitoba?

1. No ————▶ Go to question no. 46
2. Yes————▶ Go to question no. 45. (a)
8. Don't know————▶ Go to question no. 46
9. Refused————▶ Go to question no 46

45. (c) Please tell us what do you know about the program.

_____

_____

46. We would like to know if you had advice for the government of Manitoba with regard to any other programs or services they could offer to international students coming to Canada.

_____

_____

_____

47. Do you know that the Citizenship and Immigration Canada has introduced a new immigration class created the Canadian Experience Class to make the immigration process easier for international students?

1. No ————▶ Go to question no. 51
2. Yes————▶ Go to question no. 48
8. Don't know————▶ Go to question no. 51
9. Refused————▶ Go to question no. 51

48. Please tell us what you know about this program.

_____

_____

_____

49. How did you learn about this program? [Please select all that apply]

1. Online
2. Friends
3. Relatives
4. Provincial Nomination Program office in Winnipeg
5. Other (please specify):_____
8. Don't know
9. Refused

50. Please tell us your opinion about this program.

_____

_____

_____

SECTION H: INFORMATION ABOUT RESPONDENT
Finally, I like to ask you some questions for statistical purposes.

---

51. Gender: [Do not ask]
1. Male   2. Female

52. What is your date of birth (YYYY/MM/DD)? _____

53. In what month and year did you arrive in Canada (MM /YYYY)?_____

54. What is your country of origin? _____

55. What is your ethnic background (indicate all)?_____

56. What is your marital status? ————▶ If single, go to question no. 57

---

56. (a) Does your spouse or common-law partner live in Winnipeg with you?

1. No ————▶ Go to question no. 56. (b) and 56. (c)
2. Yes ————▶ Go to question no. 56. (b) and 56. (c)
9. Refused————▶ Go to question no. 57

56. (b) Does he/she go to any school in Manitoba?

1. No
2. Yes
8. Don't know
9. Refused

56. (c) Does your spouse/common-law partner works in Manitoba?

1. No
2. Yes
8. Don't know
9. Refused

57. What is your program of entry in Canada (immigration class)?

---

58. Do you have a job in Winnipeg?

1. No ──────▶ Go to question no. 58. (a)

2. Yes──────▶ Go to question no. 58. (b)

8. Don't know──────▶ Go to question no. 59

9. Refused──────▶ Go to question no. 59

58. (a) What are the reasons you do not work? ──────▶ Go to question no. 59

_____

_____

_____

58. (b) How many job(s) do you have?_____

58. (c) Please tell us about the job(s) you have currently.

_____

_____

_____

58. (d) What is/are your position(s) at work?

_____   _____

_____   _____

58. (e) Please tell us what best describes your work situation(s)? [Please select all that apply]

1. Summer only
2. Temporary
3. Contract
4. Occasional
5. Part-time
6. Full-time
7. Other (Please specify):_____
8. Don't know
9. Refused

59. Are you aware that you can work off campus?

1. No
2. Yes
8. Don't know
9. Refused

60. What is your gross family income (in Canadian dollars)? ─────────────

61. Who do you currently live with in your place of residence? [Please select all that apply.]

1. Roommates
2. Parents
3. Spouse
4. Children
5. Other (Please specify):_____
9. Refused

62. What is the main language, other than English, do you speak and understand?

_____

63. Please rate your English abilities.

	Very well	Well	Manageable/ Moderate	Poor	Very poor	Don't Know	Refused
i)Speaking	5	4	3	2	1	8	9
ii) Read	5	4	3	2	1	8	9
iii) Write	5	4	3	2	1	8	9

64. Have you taken or presently taking "any other/any" English Language training? [Ask if applicable]

1. No ————▶ Go to question no. 65
2. Yes, currently————▶ Go to question no. 64. (a)
3. Yes, finish English language training————▶ Go to question no. 64. (a)
8. Don't know————▶ Go to question no. 65
9. Refused————▶ Go to question no. 65

64. (a) How has your English language training helped you in your day-today life?

_____

_____

65. What language(s) do you speak most often at home?

1. English
2. French
3. Other (Please specify):_____
8. Don't know
9. Refused

66. How would you rate your abilities in a language other than English (if applicable)?

	Very well	Well	Manageable/ Moderate	Poor	Very poor	Don't Know	Refused
Speaking	5	4	3	2	1	8	9
Reading	5	4	3	2	1	8	9
Writing	5	4	3	2	1	8	9

67. Are you currently sponsoring or do you intend to sponsor "anyone else/anyone" to come to Canada?

1. No ————▶ Go to question no. 67. (b)

2. Yes, in the past ————▶ Go to question no. 67. (a)

3. Yes, in the future ————▶ Go to question no. 67. (a)

8. Don't know ————▶ Go to question no. 67. (b)

9. Refused ————▶ Go to question no. 67. (b)

67. (a) Can you tell me a bit more about the sponsoring process?
[Probe: Who are you sponsoring?/ how are they related to you?/ where are they living now?]

_____

_____

_____

67. (b) Do you aware about your opportunities of bringing your family members in Canada?

1. No ————▶ Thank the respondent for participating in the survey

2. Yes ————▶ Go to question no. 67. (c)

8. Don't know ————▶ Thank the respondent for participating in the survey

9. Refused ————▶ Thank the respondent for participating in the survey

67. (c). Please tell us what you know about bringing you family member in Canada.

_____

_____

68. Would you consider staying in Manitoba if you know that the province might assist you in sponsoring these individuals?

1. No

2. Yes

3. Undecided

9. Refused

Remember to thank the respondent once again for participating in the survey

Consent Form: International Students

Settlement Intentions of Post-secondary International Students in Manitoba

Principal Researcher: Swati Mandal, Graduate Student, Department of Sociology
319D Isbister Building Email: ummanda2@cc.umanitoba.ca

Thesis Adviser: Dr. Lori Wilkinson, Associate Professor and Associate Head, Dept. of Sociology
331 Isbister Building '

This consent form is a part of the process of informed consent and a copy should be kept for your own records. This form gives you basic information of what your participation involves. If you would like to have more detailed information of the research project or something mentioned here, you should feel free to ask. Please take time to read the form carefully to ensure that you have an understanding of the information described.

Purpose
Every year, a significant number of international students from various parts of the world come to Canada to pursue their post-secondary education. In 2006, 61,703 students entered Canada on student visas. Approximately 1,500 international students came to Manitoba for their advanced studies and 80% of them live in Winnipeg. This research aims at identifying primary motivations of international students to come to Canada/Manitoba/Winnipeg for attending post-secondary education. A total of 21-30 international students, those are currently enrolled at post-secondary schools in Winnipeg, are interviewed. This study investigates the factors that affect international students' decisions to stay, work, and settle in Manitoba/Canada. The study also reveals the depth of international students' knowledge of Canada's immigration policies and Manitoba Provincial Nomination Program.

You are being invited to participate in a face-to-face interview. However, your participation is STRICTLY voluntary. If you agree to take part in this research, you will be requested to answer a few questions but are free to decline to answer any question for any reason.

This research is conducted for the partial fulfillment of my master's program in the department of Sociology at the University of Manitoba under the supervision of Dr. Lori Wilkinson.

Procedure

You have been contacted to participate in this research because you are an international student attending post-secondary education at the University of Manitoba and you have responded to the advertisement about this study.

If you agree to participate in this research, a face-to-face interview of 55-65minutes will be conducted. The interview will be arranged at a mutually agreeable location and time. The meeting will be audio-taped with your permission. You will be asked questions about your decision to study in Canada and to settle here upon graduation. These questions will include your school experiences, experiences of discrimination (if any), your social networks, and some basic demographic questions for statistical purposes. The responses will be analyzed statistically but no identifying information will be used. Your long answers will be used to contextualize the statistical results.

Risks

There is no anticipated physical or psychological risk involved in this study. Should you decline to participate, your access to employment, settlement and/or counseling services, academic grades, and/or legal rights will not be affected in any way now or in the future if you decline to answer question(s). You are free to decline to answer any question for any reason without explanation at any time of the interview process. Please indicate if you feel that a question is sensitive and you do not want the specific information to be disclosed. Confidentiality will be ensured in the following ways:

- Your name and contact information will only be included in the signed consent form, and the forms will be stored in a locked office at the University of Manitoba.

- Your name, postal address, and/or email address will not be recorded in the interview transcriptions.

- Any identifying information will be removed from transcriptions.

- Data will be analyzed and presented as a group. Your information will not be "singled-out".

- Data will be kept in the researcher's office in a secure cabinet and only accessible to the researcher and the master's thesis adviser.

- Audio-recordings will be destroyed once transcriptions have been made.

- Data will be destroyed upon completion of this project or no later than December 2010.

Direct Benefits

There are no direct benefits for your participation in this research project.

Costs and Compensation

There is no cost to you for participating in this project and there will be no compensation.

Questions

Please contact Swati Mandal (contact information above) about any questions you may have about this project. You may also contact her master's thesis adviser Lori Wilkinson (contact information above).

Consent

Your signature on this form indicates that you have understood the information regarding participation to your satisfaction and agree to participate in the research project as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at anytime of this interview session. You have every right not to answer any question. Your continued participation should be as informed as your initial consent, so, you should feel free to ask for clarification or new information throughout the study. You will be provided a summary of the findings if you express your interest to have that.

This research has been approved by the Psychology/Sociology Research Ethics Board. If you have any concerns or complaints about this project, you may contact any of the above-named persons or the P/SREB   . A copy of this consent form has been given to you to keep for your record and reference.

_____   _____

Signature of Participant   Date

_____

Printed Name of Research Participant

_____   _____

Interviewer's Signature   Date

_____

Printed Name of Interviewer

I consent to having this interview audio-recorded:

No ( )

Yes ( )

I am interested in obtaining a summary of the findings from this research project:

No ( )

Yes ( ): if yes, how would you like to receive the results?

By email ( ) Please provide email address: _____

By surface mail ( ) Please provide mailing address:

_____

_____

A summary of the research findings will be provided to you upon completion of thesis or before December 2009.

APPENDIX-IV

Contact Information Incase of Distress
1. *Student Counseling and Career Centre*
474 University **Centre**
University of **Manitoba, Winnipeg, MB** R3T 2N2
Phone: (204) 474-8592
Fax: (204) 474-7558

Drop-In Times for Regular Session (September – April):
Monday, Tuesday, Thursday, Friday
9:30 am – 11:00 am
1:30 pm – 3:00 pm
Wednesdays
1:30 pm – 3:00 pm

Drop-In Times for Summer Session (May – August):
Phone: (204) 474-8592

2. *Klinic Community Health Centre*
870 Portage Avenue, Winnipeg, MB R3G 0P1
Phone: (204) 784-4090
Fax: (204) 772-7998

Drop-In Times for Central/Downtown Location
545 Broadway, Winnipeg, MB R3C 0W3
Mondays & Wednesdays Noon – 7:00 pm
Tuesdays, Fridays & Saturdays Noon – 4:00 pm

Drop-In Times for Transcona/River East/Elmwood Location
845 Regent Avenue West, Winnipeg, MB R2C 3A9
Tuesdays Noon – 7:00 pm

Drop-In Phone: (204) 784-4067

3. *International Centre for Student*
541 University **Centre**
University of **Manitoba, Winnipeg, MB** R3T 2N2
Phone: (204) 474-8501
Fax: (204) 474-8501

APPENDIX-V

PARTICIPANTS REQUIRED FOR A RESEARCH STUDY

I am conducting a study about future settlement and work intentions of international students in Manitoba. This research is conducted for the partial fulfillment of my master's program in the department of Sociology at the University of Manitoba under the supervision of Dr. Lori Wilkinson.

I am looking for international students aged 18 years and older, studying in University of Manitoba, and staying in Canada on Visitor Visa or Student Visa.

If you agree to participate, you will be asked to participate in a face-to-face interview with me. It will take 55-65minutes and will be audio-taped with your permission. The interview will be arranged at a mutually agreeable location and time. You will be asked questions about your decision to study in Canada and to settle here upon graduation. Some basic demographic questions will also be asked for statistical purposes. You will be asked to sigh in a consent form which will be provided at the meeting. All the information you provide will be kept anonymous and confidential. There is no cost to you for participating in this project and there will be no compensation.

If you are interested in participating, please contact Swati Mandal at: **ummanda2@cc.umanitoba.ca**

For any further concerns or questions, please feel free to contact, Dr. Lori Wilkinson at the Sociology Department, University of Manitoba.