Barriers and Attractors for Māori in tertiary education

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Attestation of Authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except were explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning."

Dominique Hayward

For Papa and Danica

Ka nui taku aroha ki a koe

Abstract

Māori are under-represented across all levels of education in New Zealand. Although this trend has improved over time, a gap remains between tertiary education and Māori participation rates. One question is whether universities' recruitment strategies are targeting Māori students effectively. The focus of this research on Māori was firstly, to identify significant issues which contribute to the weak educational outcomes (particularly regarding participation and completion) and secondly, to explore both why and how university recruitment strategies can target these issues more effectively.

A qualitative and comparative research design was developed to explore these topics. In order to provide the research context, the literature review identifies and discusses the political, socio-economic and educational trends for indigenous peoples abroad, then moves to New Zealand and Māori. Semi-structured, open-ended interviews were conducted with both staff recruiters and students at the same university. The questions were directed towards canvassing their views on university recruitment strategies and their effectiveness in engaging Māori students. This method allowed for both an organisational perspective to be presented (through staff interviews) as well as the views of the recipients (students) of the strategy implementation. A process of thematic analysis was used to distil key findings from the interviews. These findings were discussed in conjunction with the literature presented and the personal experiences and prior research of the researcher.

A number of key findings emerged; worldwide, indigenous students are under-represented in higher education and this trend is reflected in New Zealand with Māori being under-represented in tertiary education. Universities are actively seeking to recruit Māori students. These reasons include legislative and moral obligations, as well as to meet aspirational targets. Parallel to universities' desire to recruit Māori are students' recruitment experiences. Findings revealed that there are a number of key influences in students' decisions. The three key factors universities can use advantageously in their recruitment were: relationships, finance and support. Relationships, finance and support can form a central part of universities' recruitment

strategies and provide a foundation to help universities develop a targeted framework directed towards raising Māori representation in tertiary education. Examples of current recruitment strategies that align with these recommendations are Auckland University of Technology's Prefect Training Programme- Māori and the Māori Liaison Service.

Not all Māori students are struggling to meet academic requirements however, this research has highlighted a number of key factors relevant to the educational experiences of Indigenous students; providing the 'what' and 'why' universities' recruitment strategies should target these groups. What remains outstanding is how universities can provide a culturally sensitive framework for recruitment. The experiences of Māori students, as provided through their interviews, have indicated ways in which successful recruitment could be achieved. The thesis recommends the need for universities to plan and implement proactive, successfully positioned recruitment strategies in order to successfully attract Māori students.

Chapter 1: Introduction

Māori are under-represented across all levels of education in New Zealand. Although this trend has improved over time, a gap remains between tertiary education and Māori participation rates. The purpose of this research project was to investigate Māori participation in education, the barriers Māori face and how university recruitment strategies can actively address these issues. A broad review of international literature relating to education and Indigenous and ethnic minority students is presented focussing on political, socio-economic and educational issues. The literature then moves to the New Zealand context and Māori specifically. The local literature discussed demonstrates that this topic is a complex multi-disciplinary issue, encompassing a wide range of contextual factors: including Treaty of Waitangi obligations, government policy, socio-economic factors, prior educational trends for Māori, the quality of secondary school educational experiences and academic preparedness, the organisation's strategic priorities as well as access to resources and funding.

The empirical component of this research project included interviewing both university staff recruiters and Māori students in their first year. The basis for questions relating to staff focussed on the current recruitment strategies of their organisation and their role in that, while questions for students were centred on their secondary schooling experiences and recruitment experiences. These questions were intended to reveal the thoughts of both groups of participants on the rationale for targeted recruitment of Māori, current recruitment strategies and their effectiveness in attracting Māori students to a particular university. These responses became the basis of the findings and a platform for discussion, comparing the trends of the literature with the realities of staff and students' experiences.

Rationale

There are many reasons why this is an important topic to address. The foremost reason is the legislative requirements of the Treaty of Waitangi. The Treaty

established a special 'bicultural relationship' between Māori and the Crown which incorporates notions of 'participation', 'protection', and 'partnership'. However, in spite of this early safeguard Māori as a social group have historically been disadvantaged in New Zealand (Marie, Fergusson & Boden, 2008). The government or 'Crown' has attempted to acknowledge, and in some ways redress that by including specific desired outcomes for Māori in all aspects of national strategic planning such as increased participation rates in education. In addition, the Tertiary Education Commission and the Ministry of Education incorporate goals for improving Māori participation in education at a strategic level and identify a number of aspects that contribute to this goal (Ministry of Education, 2007; Ministry of Education, 2010). In targeting Māori and successfully recruiting them, tertiary institutions are adopting practices that reflect, and are responsive to national priorities.

Another impetus for doing the research is that Māori socio-economic trends highlight welfare dependency, crime, drug and alcohol abuse, poor educational attainment and low incomes as significant issues (Department of Corrections, 2008; Marie et al. 2008; Madjar, McKinley, Jensen & Van Der Merwe, 2010; Ministry of Health, 2007; Ministry of Social Development, 2010; Statistics New Zealand, 2006; Statistics New Zealand, 2011; Yuan, et. al., 2010). Māori demographic projections predict that Māori are comparatively more youthful than the non-Māori population. In 2005 the median age of 22.9 years old compared to the total New Zealand population median age of 36 years (Ministry of Education, 2005; Statistics New Zealand 2009 a). Additionally, the Māori population is increasing in size, expected to exceed 810,000 and will represent 16% of the entire population by 2026 (Statistics New Zealand, 2007a). Considering both current trends of over representation in negative socio-economic outcomes and projections of an increasing Māori population, there is a significant need for action.

> According to international studies, there is a strong correlation between educational qualifications, long-term employment and life-long earnings, and Māori, Pacific and children from low income backgrounds comprise a rapidly increasing proportion of the youth population (and hence the future workforce) in New Zealand. If relatively few of these young people acquire degree level

qualifications (and particularly University degrees, which attract a premium in life-long earnings), the country's prospects of sustaining a high income, high value economy into the future are significantly diminished (Madjar, et. al., 2010, p.3).

Education contributes to the solution for overcoming the cyclic negative socio-economic patterns restraining Māori. According to Statistics New Zealand (2007a) data and Madjar, et. al., (2010) Māori will represent a high proportion of the future workforce of New Zealand. Māori will need to be educated to maximise their potential to contribute to their own standard of living and the economic state of the nation. Given there is a broader implication for New Zealand society, the existence of these social patterns should increase the national prioritisation of Māori participation in education. At an institutional level, universities can be actively responsive by implementing recruitment strategies that capture Māori and therefore contribute to social transformation for Māori.

While these socio-economic trends prevail, there are also a number of positive economic indicators. In 2007, Māori businesses contributed 2% to New Zealand GDP, valued at over $2.5 billion (Te Puni Kokiri, 2008). Total Māori owned commercial assets were valued at $16.5 billion as of 2006, 40% of which were invested in the tertiary industry (Te Puni Kokiri, 2008). Furthermore, Māori entrepreneurial activity was high at 17.7% of the Māori population compared to 17.6% for New Zealand (Te Puni Kokiri, 2009). Internationally, only Thailand and Venezuela had higher rates of entrepreneurial activity (Te Puni Kokiri, 2009). These statistics highlight the potential for Māori to be significant contributors to the New Zealand economy and thus emphasises the need to recruit them into the education sector.

The findings of this research project could contribute to existing knowledge on Indigenous students and higher education and add a New Zealand perspective to international research. Given our unique context (such as the legal implication of the Treaty of Waitangi) it could offer ideas that other countries could learn from or use as

a comparison base. The research presented in this thesis acknowledges the uniqueness of Indigenous and ethnic minorities. The goal of this research project is not to erode that by generalising findings across each group, but rather advocate the implementation of targeted and tailored recruitment strategies by universities. Yet the success of a recruitment plan concerning Indigenous and ethnic minority students will require commitment from institutions who wish to recruit them (Lopez, Wadenya and Berthold, 2003). So perhaps this research will also serve as a wero (challenge) to New Zealand institutions, to consider the extent of their commitment to Māori.

Finally, education is noted as a precursor to higher incomes and therefore a higher standard of living (Marie, Fergusson & Boden, 2008). The researcher wanted to examine if strategies regarding Māori are simply looking to increase numerical representation or whether they are accompanied by planning that focuses on the best outcomes for Māori students and thus places them in a position to succeed at tertiary level and in wider society. I am deeply connected to this research on a number of levels. Given that I am a Māori student, have worked within AUT University, with Māori students, and have previously conducted a number of research pieces in this area, I have become passionate about investigating ways that universities can provide opportunities for Māori to succeed in education, and society more generally. The following are my experiences, thoughts and reflections that led to this topic.

In deciding to do post-graduate study, I wanted to consider what I could do within my discipline that would interest me. The original concept for the research project came about from social discussions with Māori peers. I began asking about how and why they went to university. Each person's story began well before their last semester in secondary school. The more I heard, the more I realised it was indeed those stories I wanted to hear. From a research perspective, given that I did my under-graduate degree in human resource management I felt that investigating recruitment was both interesting and fitting. It enabled me to see how theory was practised in an organisational setting. In order to make the research more personal, I decided to

focus on Māori and education, as I felt that in order to carry out a research piece as significant as a thesis, I would need to have some connection to my work. Making the topic about my own people provided me with a sense of duty to complete it.

I grew up with a strong desire to learn and be successful. Rather than become a product of my environment, which had some parallels to the negative socio-economic issues impacting Māori which will be discussed, I wanted to be different. My grandparents and parents emphasised that education would play a key role in my future. They encouraged my ambition and supported me in the decisions I made. I was identified as an 'achiever' from quite young, so benefited from attention being made to my progress. I was able to attend several one-day university visits at both the University of Auckland and AUT, as well as number of leadership programmes. The Careers Advisor at my secondary school walked me through entry requirements and provided me with options from every university that satisfied my interests, and I was made aware of the range of scholarships available. At the time those opportunities made little difference to me, but as I speak to other students now, I realise how fortunate I was to have had those forms of assistance available to me.

Through a chance meeting with Hariata Mareroa, I gained a three year scholarship. That meeting, which started off as a chat about where I was from (whakapapa) because she shared the same first name as my maternal grandmother, was the sole factor in my own decision to attend AUT. I had made my mind up early on that the only way I would go to university was with a scholarship and I was offered one as a result of that meeting (and subsequently achieving all the requirements for entry). As a young Māori, I became increasingly aware that finishing secondary schooling was a major event as I watched many others leave early from high school. I was the first in my extended family and social circle to successfully complete NCEA Level One, Two and Three at secondary school and gain University Entrance.

In several of my interviews, both in the pilot, and the student interviews from this research project, I felt strongly connected to others who shared a similar story to me, both regarding being first generation and accepting scholarships as their entry to tertiary study. At the same time, I also felt strongly connected to students whose stories were entirely different to my own. Listening to these students, both socially and formally (through interviews) made me appreciate how much more difficult my own journey could have been and their thoughts truly engaged me. I related a lot of these conversations to the material I had read regarding Māori, socio-economic circumstances, and education trends. On a deeply personal level, it is hard to uncover such negative trends about your own people. Whilst the severity of the picture painted does not reflect my own experiences entirely, I knew, from having heard it myself, that others were living examples of these problems.

I feel that it is important to acknowledge that not all Māori are influenced and affected by everything that follows. I make an informed assumption that the majority experience a number of the issues at differing levels over the course of childhood and teenage lives. At the same time as I looked in sadness and disgust at these problems, particularly the socio-economic trends, I gained determination to prove why the research topic was such an important topic to address. I also felt privileged to become a voice for those students who did not give up on education even when facing extremely difficult barriers that were predicted to inhibit them.

Structure

There are a number of key components that make up this thesis. First, in chapter two a literature review is presented which identifies and discusses the political, socio-economic and educational trends for Indigenous peoples abroad and then focuses specifically on Māori and New Zealand. There are numerous international studies regarding ethnic minority students in higher education. A number of these studies formed the basis for the literature review conducted in the first part of this report. Ultimately the literature review identifies several key challenges faced by Indigenous students and some ethnic minority students internationally when they seek to

participate in higher education. Māori and the New Zealand context are then examined to address any commonalities and differences when compared with international minorities. The following section of the literature review then examines what factors become important for recruitment strategies to address if they are to be effective in targeting and capturing Māori students. These were made relevant to a number of the key barriers to Māori participation in education. This section was not intended to provide an exhaustive list of recruitment strategies but prompt thought regarding the need to tailor recruitment to significant issues.

Chapter three details the methodology, method, and outlines the process of data analysis. The epistemological, axiological and ontological perspective of the researcher and project are outlined to provide a framework for research design. The design of the project is then detailed with particular emphasis on the method of collecting primary data, that being semi-structured, open-ended interviews. The selection process for interview participants is discussed, with presentation of the formal ethics procedure that was accepted and followed. Interviews were conducted by the researcher with both university staff recruiters and Māori university students studying in their first year.

As a result of the interviews, a number of key findings emerged. A process of thematic analysis was used to identify significant themes providing a platform for discussion. Staff interviews are presented first to provide an organisational perspective on current recruitment strategies and roles. The student interviews findings follow, focussing on students' secondary school experiences and career aspirations. Motivations to study, key influences on decisions and recruitment experiences are also identified and discussed in the findings. The order of the findings is intended to provide a 'theory versus practice' format for further consideration in the findings. These findings were presented in chapter four.

Finally, in chapter five key findings, relevant to the broader picture of Māori and participation in tertiary education, are identified. Findings were compared to the trends and issues highlighted in the literature review centring on the ways in which these are similar or different. The discussion then moves towards the researcher's

concept of a heuristic model of recruitment success factors based on the most significant of findings identified by the interviews. Overall, the findings highlight that there are three key factors universities can use advantageously in their recruitment: relationships, finance and support as these had the most influence in student decisions. These factors are discussed in detail with a recommendation that they provide a framework to help universities recruitment strategies directed towards raising Māori representation in tertiary education. Several key limitations of the project were identified and discussed. Areas for future research were also identified as potential opportunities to test and explicate the model.

Chapter 2: Literature Review

The first half of this chapter will look into a number of international studies concerning Indigenous people and ethnic minorities and issues regarding the political context, socio-economic positioning and educational experiences. The second half of the chapter explores a number of key issues that relate to the research topic but focus on Māori and the New Zealand context. It will outline the key political and legislative obligations of the tertiary sector, the socio-economic position of Māori in order to understand some of the barriers Māori students face when considering tertiary study and then detail a number of trends in the educational history of Māori and identify and discuss some of the key issues facing Māori learners.

The literature review will focus predominately on academic literature and governmental reports from New Zealand, Australia, the USA and Canada to highlight issues facing their Indigenous populations. For the purposes of this review, the following definitions will apply:

> "Native People" refers to descendents of the original populations that maintain a distinctiveness that can be identified, while "indigenous people" is a term that is reserved for Native people who face (or have historically faced) discrimination, hardship, etc because of their racial/ethnic identity (Walle, 2007, p.376).

It is worth noting that ethnic minorities have been included in the review as disadvantaged ethnic minorities are not necessarily 'native' or 'Indigenous'. They represent groups that have smaller representation than the majority (generally 'white' population) such as Pacific Islanders in New Zealand. In this literature review, a distinction has been made to separate ethnic minorities from Indigenous people, recognising the special status of Indigenous people as the quote above identifies.

Introduction

Significant demographic changes, particularly over the past two decades suggest that internationally, diversity has become more common amongst national populations. Broadly, diversity refers to differences between people, ranging from age, gender and ethnicity to educational attainment levels and socio-economic status (Strachan, French & Burgess, 2010). The origins of the concept lie in social justice movements, such as the Civil Rights Movements of the 1960's and 1970's and developed further with the publication of Workforce 2000 which identified growing changes in the age, gender and ethnicity of the US workforce (Johnston & Packer, 1987, cited in Strachan et. al., 2010). These demographic trends have persisted over time. Lopez et. al., (2003) project that, in time, 48% of the US population will consist of groups currently defined as ethnic minorities. Increasing diversity of any nature (ethnicity included) within national populations requires a workforce reflective of these differences. Yet Johnston and Packer (1987) cited in Strachan et. al., (2010) found workers of ethnic minorities were less educated and faced several barriers which restricted their ability to utilise job opportunities. Barriers vary as diversity is "contextually specific and linked to the demographic and socio-political features of the population…" (Strachan et. al., 2010, p.19) therefore different issues impact different people. The following will review ethnicity and whether it is a barrier in political, socio-economic and educational trends of Indigenous people and ethnic minorities internationally and in New Zealand.

International politics

Historically, it seems that most countries where Western dominance occurred experienced a long history of racial discrimination and policies that disadvantaged Indigenous people. However, the last two decades in particular have seen governments internationally change legislation that has historically discriminated against and/or inhibited Indigenous people and their rights. Indigenous groups have received some means of redress through legislation progressively introduced to remove the most blatant discrimination. This can be seen in anti-discriminatory national policy as well as in the many international conventions that have been

established in an attempt to create some social justice for these Indigenous groups. International conventions include the Universal Declaration of Human Rights (United Nations, n.d), the International Labour Organisation (ILO) Indigenous and Tribal People's Convention 169 (International Labour Organisation, 1991), the International Convention on the Elimination of All Forms of Racism (United Nations, n.d) and the Convention against Discrimination in Education (United Nations Educational, Scientific and Cultural Organization, 1960). Each has attempted to set the ground rules for government policy that gives Indigenous people rights, protection and equal opportunities. While there has been progression in terms of anti-discrimination legislation in reference to ethnicity, such as the conventions and programs mentioned above, there are limits to the extent to which these can be enforced in countries and monitored for compliance by these international agencies.

Further, with particular relevance to paid employment:

> In the US, Canada and Australia [and New Zealand], the indigenous population has been one of the most marginalised groups in the labour market in terms of standard criteria such as labour force participation rates, unemployment rates and earnings. In many OCED countries there are social justice programs that attempt to improve the position of such marginalised groups. Forms of protection and assistance range from anti-discrimination legislation through to targeted training and employment programs associated with affirmative action measures (Strachan et. al., 2010, p. 18).

Affirmative action refers to attempts to create equality for minority groups, largely through 'positive discrimination'. It is viewed by some as a means of redress for minorities within society that are disadvantaged and an opportunity to reduce disparity. Opponents of the concept view it as prejudiced, citing it is unfair to exclude or advantage others within society to cater to smaller groups. The view of this research project supports the need to legislate to address inequality as:

> Affording different treatment to individuals within a collective group in order to assist them to overcome natural or social differences is justified as a fair means

of overcoming systematic, social and/or individual differences (Poiner & Wills, 1991 cited in Strachan, et. al., 2010, p.49).

In order to address issues regarding representation and equality, Indigenous people have struggled for a stronger voice and influence in decision-making that affects them both on both an institutional level and a national level (Tomlinson, 1997; Zepke, 2009). There is a legitimate reason for this, as:

> Disadvantages do not necessarily accrue from ethnic or race-specific policies, they are the result of an absence of reference to minorities or minority issues. (Tomlinson, 1997, p.73)

Ultimately, to address the issues of Indigenous and ethnic minority students and educational attainment, governments internationally will need to be committed to a long-term and inclusive policy revision. The present social situation matched with educational attainment (which will be discussed in the following sections) suggests that there is still work to be done by governments on a national scale to effect the social environment of ethnic minorities, particularly Indigenous peoples, and in turn increase their participation in not only education but also society more generally.

Socio-economic factors and Indigenous peoples and ethnic minorities internationally

Socio-economic disadvantage plagues Indigenous populations internationally. Indigenous populations tend to be polarised by negative social and economic circumstances. A United Nations report cited in Amnesty International (2009) found that social and economic indicators that relate to quality of life were consistently lower for Indigenous people in Canada, including housing, crime and abuse, health and income. Social services for Native Canadians (First Nations) are under-funded, and there are high rates of drug abuse, suicide and violence in the home (Amnesty International, 2009). The Assembly of First Nations (2007) Royal Commission on Aboriginal People (in Canada) found, amongst other things that a third of First Nations people live in overcrowded homes, 6% have no sewage service, 4% no

running water or flushing toilets and 27,000 children were in care (10.23%) compared to 0.67% of the non-Aboriginal population.

Indigenous Australians are also disproportionately represented in negative socio-economic trends. Strachan et. al., (2010) stated that they are the most disadvantaged and marginalise group in Australia. Poor health, low levels of educational attainment, high levels of crime, criminal victimisation and imprisonment and high level of state welfare dependence continue to characterise the Indigenous Australian population (Day & Nolde, 2009; Strachan, et. al., 2010). Sadly, in this situation, as with other Indigenous people, these negative conditions contribute to low levels of labour force participation, low income and high levels of suicide (Strachan, et. al., 2010). Yet without employment they are likely to remain trapped in a cycle of poor socio-economic outcomes.

Native American Indians share many of the same social problems as those of First Nations and Indigenous Australians. Snipp (1992) examined the sociological perspectives on Native American Indians. A number of factors mentioned above are discussed in the article and support the notion that Native American Indians are disadvantaged: "American Indians were one of the most disadvantaged groups in American society: the poorest, least educated, most unemployed and unhealthiest" (Levitan & Hetrick, 1971 cited in Snipp, 1992, p. 363). Sadly, although these findings may be historical, the statement remains true today, almost twenty years on. With relation to Native American Indians and education, negative indicators include having high school dropout rates and poor educational attainment (Reyhner, 2001).

Poverty is a key issue that characterises the socio-economic environment of both Indigenous and ethnic minorities. As McLoyd (1998, cited in Ward, 2006) found, children most affected by poverty are those from racial/ethnic minority groups. The recurring theme of low-income households, state dependence and unemployment are indicators of this poverty. Poverty is a significant issue for First Nations people

with one in four children estimated to be living in poverty (Amnesty International, 2009). Amnesty International (2009) suggests that unemployment is in excess of 80% in some native communities in Canada. The levels of poverty experienced are unacceptable given that Canada is not a poor nation:

> Disparities between First Nations and Canadians can amount to billions of dollars on an annual basis. In 1996, the Royal Commission on Aboriginal Peoples (RCAP) estimated such costs to be $7.5 billion. (Assembly of First Nations, 2007, p.3)

In terms of how poverty affects education, Ward (2006) suggests that living in poverty is linked to lower levels of educational attainment. The relevance of money is clear. As Fekjaer (2007) pointed out, any educational choice an individual makes is likely to be influenced by the costs of study, and family income is likely to be one factor that will be taken into consideration. This is because parents with more financial resources are in a better position to support their children throughout their education (although it does not necessarily mean they will) and conversely, those that do not have financial resources are less likely to have the means to provide support (Fekjaer, 2007). In these environments, in which negative social outcomes are over-represented, it is not hard to see why educational attainment remains a problem for Indigenous people and ethnic minorities internationally. In terms of any institution seeking to recruit these individuals, there is a need to acknowledge their realities, such as the practical impact of low incomes in disadvantaging Indigenous and ethnic minorities from accessing higher education.

There is also specific evidence that suggests socio-economic environments more generally are related to educational outcomes. Cameron and Heckman (2001) found that family background played a significant part in the educational attainment disparity between Blacks, Hispanics and Whites. They noted that parental income was indicative of the disparity between ethnic minorities with regard to educational attainment in the USA. Bhattacharyya, Ison & Blair (2003) also support the notion

that income disparity is linked to poor educational attainment of ethnic minorities. These studies demonstrate how there is a correlation between these types of socio-economic factors and the educational achievement of ethnic minorities. Furthermore, another study found that parental educational attainment is even more of an accurate predictor of a students' own educational attainment than household income (Ward, 2006). Unfortunately, these predictors for educational attainment are also linked to future income patterns. Ultimately, both factors are closely related, with parents with little or no education having lower incomes. Leslie (2005) implies that earning and employment differences in the labour market between minorities and non-minority groups reflect the fact they are less qualified. As a result:

> Minority children are concentrated in families near the bottom of the overall family income distribution, where real earnings have declined in the past 15 years. (Cameron & Heckman, 2001, p.1)

This reality, coupled with an international trend of rising costs for studying puts minority students at a disadvantage in participating in higher education as the labour market positioning of their families tends to make the cost of studying beyond their means. These findings allude to larger, long standing social patterns that contribute to weak educational attainment and perhaps demonstrate why targeting wider social issues, such as poverty, could help reduce the educational difference between minority and non-minority students.

The effects of social class on educational attainment have been widely researched (Rothon, 2007). In terms of students in general, Fergusson and Woodward (2000) found that, of the participants in their New Zealand study, students of higher social status (as determined by their socio-economic position) are more likely to go onto universities. They claim that social stratification measures are more closely linked with educational attainment than any other factor. Connor, Tyers and Modood (2004) stated that access to higher education is influenced by social inequality and, unfortunately for Indigenous peoples and ethnic minorities, they generally have lower socio-economic status. Famer-Hinton (2008) also noted that given wealth and school quality are related, the likelihood that generational disadvantage will occur is strong.

Adding to this argument, Lopez et. al., (2003) they found that finance was particularly difficult for first generation students because they did not come from families of professionals. However, participants in Connor et. al., (2004) choose to enter higher education based on the known link between education and long-term earnings. The findings of their interviews identified the labour positioning of students' families and lack of educational background as motivation to access higher education because respondents equated it with better careers and higher future earnings. Therefore while parental/familial educational attainment might put minority students at a disadvantage it can also have a positive effect on their aspirations and decision to access higher education.

One of the key questions pertaining to all this information is why education is particularly important to Indigenous peoples and ethnic minorities is because of their socio-economic positions. As illustrated, they face a number of difficult environmental factors that make it hard to enter, achieve and complete higher education and yet continue to try and access it. One view, from a students' perspective, is that accessing and achieving in higher education can help with their desire to escape the limitations of their social status. Hobson-Horton and Owens (2004) found that the lack of recruitment of minority students was alarming given that 90% of the minority students in a study of large US urban schools equated college with their career aspirations. Furthermore, Crosnoe (2006) found evidence that children, including those who were disadvantaged, who succeeded and progressed through their education, could improve their socio-economic status.

> Education has a profound impact on both the individual and society at large, and it is one of the surest ways to increase one's social and economic levels and overcome the barriers of poverty and deprived social conditions. (Swail, 2000, cited in Swail, Redd & Perna, 2003, p.20)

Education and Indigenous people and ethnic minorities internationally

There is a vast amount of academic research and statistical information available that suggests why there is a need to recruit and/or retain all students (Robles, 2009), however there is less academic research on evaluating specific strategies and their influence on students' outcomes. Research has also found that the experiences of Indigenous and ethnic minority students are distinctly different from other students (Jones, Castellanos & Cole, 2002). Yet how these experiences differ is more difficult to generalise (Fekjaer, 2007).

There is a strong contrast between the preparation for higher levels of education of Whites/Asians in the USA and other ethnic groups (Farkas, 2003):

> Ethnic minority and low-income students typically attend racially isolated, low-performing elementary schools. In middle and high school they typically enroll in lower track courses within lower-performing schools, with a weaker academic climate. Their trajectory of academic achievement is consequently significantly flatter (Farkas, 2003, p.20).

There is evidence that minority student's progress through education with lower 'academic' skills from pre-school onwards. Farkas (2003) found that Blacks and Latinos enter schooling with less than adequate oral, written and mathematical skills compared to their White and Asian counterparts. Farkas suggests that those who begin with fewer skills fall further behind as they progress through education. This notion is supported in research by Niles and Byers (2008) regarding the education of Indigenous children in the USA. Given that education is something that is progressively built on over time, the gap between disadvantaged and advantaged groups widens (Crosnoe, 2006), leading to poor education outcomes. Indigenous students have higher levels of absence, suspensions and expulsions, and gain little or no formal qualifications (Day & Nolde, 2009) compared to non-minority students in secondary schooling. Sadly poor education trends and completion rates are also common for some non-Indigenous ethnic minority students. In 2003, 43% of Latinos and 21% of Blacks aged over 25 had not complete high school compared to 12% of Whites in the USA (Swail, et. al., 2003). Given the statistical evidence of weak

educational attainment amongst ethnic minority groups, a number of the studies sought to identify some of the key issues that contribute to these statistics. Prior educational experiences stood out as being particularly problematic.

Rather than analysing the education systems of each country (which is beyond the scope of this review) it was not difficult to identify some of the key issues that students face in pre-tertiary level education. These include career guidance, academic preparedness and, perhaps as a result, the entrance grades minority students have when applying for admission. Each of these factors will be discussed in turn.

Quality career guidance directs students onto appropriate pathways. Many Australian Aboriginal participants in Day and Nolde's (2009) study believed they were given poor career advice in secondary school on subject choices and career pathways. Furthermore in the UK, Bhattacharyya et. al., (2003) found that the entry qualifications and grades students had when they applied for entry affected whether they were accepted and the subject choices that were made available to them. This finding demonstrates why it is important that students are given clear career guidance in order to achieve the standard required for acceptance in their chosen programmes. However, the extent of influence tertiary providers can have on career advice given to students before entry is limited unless they develop relationships with secondary schools.

Internationally, academic preparedness is often cited as a key barrier to achievement for ethnic minorities in higher education (Day & Nolde, 2009; Hernandez & Lopez, 2004; Hobson-Horton & Owens, 2004; Smedley, Myers, & Harrell, 1993). Academic preparedness in this context refers to the extent to which students have the relevant academic and social skills to succeed in higher education; for example, time management skills and course-related knowledge.

Research in the US and elsewhere suggests that raising expectations and improving academic preparation for students before they enter tertiary education are key policies to close the opportunity gap. Financial assistance for needy students is necessary but not sufficient… (McLaughlin, 2003, p 40)

Schools have a role in preparing students with the academic skills they will need however students from ethnic minorities (such as African-Americans) are over-represented in under-funded schools with limited resources leaving students "minimally prepared for college" (Farmer-Hinton, 2008 p. 73).

Strong academic preparation can also help improve entrance marks yet it remains a problem for Indigenous and ethnic minority students. Research has identified that entrance results are comparatively lower for minority students (Day & Nolde, 2009; Leslie, 2005). Ethnic minorities in the UK were comparatively less qualified when they entered higher education compared to other groups (Leslie, 2005). Their lower grades put students in a more challenging position to access and then succeed in higher education. Contrary to weak grades restricting students upon entrance, other findings indicate that minorities maybe over-represented in specialised subjects in which it is harder to gain 'good' marks (Leslie, 2005). For example, engineering and law were popular subject choices for Blacks in the UK (Bhattacharyya et al., 2003). Furthermore minority students tended to have higher representations in subjects such as law, dentistry and medicine in a study by Connor, et. al., (2004). This trend puts minorities in a comparatively harder position upon undertaking higher education because they are choosing to study specialised subjects. Essentially, the importance of entrance grades on admission provides reason for secondary schools and tertiary providers to improve the quality of career guidance and academic preparation given to Indigenous and ethnic minority students.

Summary

This review has addressed some of the barriers to participation in higher education faced by both Indigenous and ethnic minority students. The literature highlights some

key issues students face internationally (including both Indigenous and ethnic minority groups) when they participate in higher education. Low finance and/or from low family income (Cameron and Heckman, 2001; Connor et. al., 2004; Maani, 2000; McLaughlin, 2003; Hernandez & Lopez, 2004) prior educational history and poor academic preparation (Connor et. al., 2004; Day & Nolde, 2009; Farkas, 2003; Hernandez & Lopez, 2004; McLaughlin, 2003) feature strongly. These issues are located in national and international socio-political contexts which help set the scene for participation of Indigenous and ethnic minority students in higher education. It is also important to note that while these indicators tend to put Indigenous and ethnic minorities at a disadvantage as a group in accessing tertiary education, they do not operate as determining the path of individual students.

New Zealand context

The purpose of shifting to the New Zealand context is to focus on Māori, and identify whether there are similarities and differences between the international literature reviewed and Māori participation in education. In this research project, the definition of Māori will align with the Statistics New Zealand definition: "'Māori' means a person of the Māori race of New Zealand; and includes any descendant of such a person" (Statistics NZ, 1998, paragraph 7).

The Māori population profile has changed over time. As mentioned earlier, it is predicted that people who identify as Māori will represent more than a quarter of the New Zealand population by 2026 (Statistics New Zealand, 2007a). Where once, the majority of Māori lived in rural areas, in 2006, 84.4% of Māori living in New Zealand lived in urban areas with a high proportion of Māori living in the North Island and a significant number, just under 25%, residing in the Auckland region (Statistics New Zealand, 2007). In 2008, the average weekly income for Māori living in Auckland was $587, compared to $503 in Northland and $575 in the Waikato region (Statistics New Zealand, 2012). Interestingly, the average weekly income for Māori in Wellington is the same as the Auckland region at $587 (Statistics New Zealand, 2012).

Politics

The New Zealand political landscape is unique particularly in its recognition of the rights of Indigenous people. In terms of the overarching political/legislative context, the most important legislation underpinning the relationship between institutions and Māori is the Treaty of Waitangi. The founding principles of the Treaty are linked to concepts of 'partnership' 'protection' and 'participation' with/of Māori. These concepts are central to many government policies (Kana & Aitken, 2007). Although there is the Treaty of Waitangi, in practice there is still a struggle (from a Māori perspective) to gain redress, and compensation for historical injustices.

Historically Māori have been disadvantaged and NZ has had a history of assimilation policies, such as the Native Schools Act 1867, which declared English was to be the only language used in education in NZ. This has changed over time, with the government becoming more open to addressing the needs of Māori. However, the increasingly multicultural nature of New Zealand society presents a challenge for the government with regards to their relationship with Māori under the Treaty of Waitangi (Maringi-Johnston, 2001). While multiculturalism recognises each culture for its own uniqueness, Māori then become just another interest group in society. In effect, this ignores the bicultural relationship between the Crown and Māori established by the Treaty of Waitangi, and as a result, Mairangi-Johnston (2001) believes Māori interests are underplayed. Views such as this generally stir strong mixed opinions.

In terms of how governmental policies shape educational strategies, New Zealand is far more progressive compared to other countries with Indigenous populations such as Australia. All New Zealand tertiary providers make some reference to the Treaty, particularly in their strategic plans which all prioritise Māori. Distilled from reading the strategic plans of all eight universities in NZ, the range of universities' responses to Treaty obligations are summarised in the following points:

- Cooperating with Māori.
- Providing opportunities to assist, develop and advance Māori.
- Developing a curriculum that acknowledges Māori perspectives.
- Preparing Māori to participate in NZ society socially, culturally and economically.

University governance

Universities in New Zealand are governed by the Education Act 1989, thereby giving them considerable independence from government control and freedom to make decisions in relation to all aspects of their operations in line with their role and function as a university. Sections 160 and 161 of the Act provide autonomy and academic freedom for universities in regards to government policy (Parliamentary

Counsel Office, 2011). Although universities have a degree of freedom from government control, section 181(b) requires universities to honour the Treaty principles (Parliamentary Counsel Office, 2011). This is to be done in recognition of a partnership between Māori and universities, and is to be carried out in good faith. However, the Tertiary Education Advisory Commission (n.d) highlighted an important aspect with regards to how Tertiary Education Institutions (TEI's) are held to their Treaty obligations. They stated that there were few mechanisms through which Māori could make TEI's accountable. The absence of measurements or benchmarks available to assess their performance in regard to Treaty issues makes compliance monitoring difficult for Māori. The Tertiary Education Advisory Commision's 62nd recommendation specified that initiatives for Māori should be stated and performance indicators supplied to determine whether the intention was realised (Tertiary Education Advisory Commission, n.d.). As a penalty for a TEI's inability to respond to Māori learner needs, the Commission further recommended (recommendation 63) that financial penalties are given or funding is altered.

Tertiary Education Commission (TEC)

One of the Tertiary Education Commission (TEC) goals for the sector is to achieve higher levels of educational attainment for Māori (Ministry of Education, 2010) reflected in the following:

- increasing numbers of Māori within the tertiary sector as students and staff,
- better performance by Māori learners, as well as
- protecting matauranga Māori (Māori knowledge).

The TEC is responsible for the government funding of the tertiary sector in New Zealand. Therefore, as the financial source for tertiary providers, these TEC priorities are taken into account. Further, in regards to TEC funding and equity commitments relating to Māori, tertiary providers must demonstrate a commitment to higher educational achievement, engagement with communities, reporting on trends and monitoring performance (Tertiary Education Commission, 2009) in order to receive equity funding from TEC and fulfil equity commitments for Māori.

Ministry of Education

The Ministry of Education is the government advisor on the NZ education system. Broadly, with regards to Māori and issues regarding education, there is an acknowledgement amongst Māori and non-Māori that without educational goals to support Māori, socio-economic and other goals important to Māori cannot be fully attained (Ministry of Education, 2007). To this end, the Ministry of Education (2007) in collaboration with Te Puni Kokiri, developed a framework named "Ka Hikitia-Managing for Success" consisting of education strategies focussed on secondary schooling. The emphasis was required because without successful engagement and achievement at secondary level there would not be Māori students to transition onto tertiary level study. Ultimately, the report advocated a positive approach when addressing current educational issues facing Māori students (Ministry of Education, 2007). Recommendations included:

- Treating funding and specialised programmes as investments in people rather than as 'interventions';

- Tailoring learning towards an individual student's needs rather than focus on their weaknesses;

- Collaborating rather than instructing.

Furthermore, the Tertiary Education Strategy 2010-15 outlines the government's priorities for the sector. Their goals include increasing Māori participation, developing Māori skills and capabilities so that more Māori students will succeed at higher levels, and enabling Māori "to enjoy education success as Māori" (Ministry of Education 2010, p.7).

The New Zealand secondary school framework

The New Zealand Qualification Authority (NZQA) is the administrator of the National Certificate of Educational Achievement (NCEA) which is both a nationally and

internationally recognised qualification (New Zealand Qualification Authority, n.d). It is taught in public schools in New Zealand but is not the only secondary school qualification available to students. Others include vocational certificates and Cambridge examinations.

Based on NCEA the following outlines the criteria for university entrance in New Zealand:

A minimum of 42 credits at Level 3 or higher on the National Qualifications Framework, including

(a) a minimum of 14 credits at Level 3 or higher in each of two subjects from the "approved subject" list, with

(b) a further 14 credits at Level 3 or higher taken from one or two additional domains on the National Qualifications Framework or approved subjects

and

ii. a minimum of 14 numeracy credits at Level 1 or higher in Mathematics or Pāngarau on the National Qualifications Framework

and

iii. a minimum of 8 literacy credits at Level 2 or higher in English or Te Reo Māori; 4 credits must be in reading and 4 credits must be in writing. The literacy credits must be selected from a schedule of approved achievement standards and unit standards. (Yuan, Turner, & Irving, 2010, p. 7).

Firstly, these criteria indicate that in order to gain university entrance students must have basic numeracy (or Pāngarau- the Māori equivalent) and literacy or Te Reo skills at NCEA Level One (or higher). In addition, they must have 42 credits at NCEA Level 3. These 42 credits must be gained in at least two approved subjects, with a minimum of 14 credits in each. The approved subjects for UE are organised

differently by different universities in terms of admission criteria however they cover the range of NCEA subjects that can be studied at secondary school.

Whether the NCEA framework is viewed as an effective measure of student achievement has been the topic of much debate since its implementation. A New Zealand Herald survey in 2005 found that only 31% of the 1000 parents surveyed had confidence in NCEA (Dye, 2005). Maxim Institute policy manager Nicki Taylor commented on how the results where indicative that the government's priorities were not aligned with those of parents, who were in strong support (79%) of schools being able to offer alternative options such as Cambridge-A exams (Dye, 2005). Although the understanding of NCEA and both the internal and external assessment processes has improved over time, there remains to be a lack of consensus on what system offers the best options for students and the best (and most accurate indicator of) achievement/performance.

Recent legislative change

Capped funding has been one of the catalysts for change in the current government's draft tertiary education strategy (Ministry of Education, 2010) and will (at least) indirectly influence the sectors ability to respond to Māori. In addition to capping other changes include altering the focus from low-level qualifications to higher level qualifications. As a result, government funding will be reduced for pre-degree qualifications and spent promoting strategies which support participation and completion at degree and post-graduate level (Ministry of Education, 2010). This could make it even more difficult for Māori to access tertiary education because they are most represented in pre-degree level qualifications. However, on the other hand it could also encourage Māori to enroll in degree level programmes. The outcomes of these changes will be reflected in the coming years and Māori student enrolment and course choices.

Beyond the fundamental issues of meeting its Treaty obligations in meaningful ways, as well as implementing government policy via TEC goals, any move by universities to increase Māori student participation through successful recruitment would serve to address a number of important social issues within the New Zealand context.

Socio-economic factors

Historically, many societal problems have comparatively higher incidence amongst Māori than non-Māori in New Zealand. These social problems vary and this section will focus on the following factors: income, living arrangements, crime, and health and addiction. Each of these will be discussed in turn as each of these factors can influence the possibility of young people participating in university study.

> Global under-representation of indigenous populations in higher education is the consequence of a multitude of obstacles that count against academic achievement. Not only do the obstacles reflect financial hardship aggravated by lower standards of health and education, but also a conflict between worldviews (Mihisuah, 2004, pp. 31-47 cited in Durie, 2009, p.4).

It is well-established that socio-economic factors are related to educational outcomes (Yuan, et. al., 2010). With regards to Māori specifically, Marie et al. (2008) examined two distinct aspects that could potentially explain poor educational attainment: cultural identity and social disadvantage. Firstly, they suggested that the process of colonisation and an imposed British framework conflicts with Māori values and beliefs in a way that fails to recognise differences and, as a result, Māori are marginalised in learning environments (Marie, et. al., 2008). Secondly, the socio-economic position of Māori families limits their access to and participation in the education sector (Marie, et. al., 2008). Ultimately the study found that socio-economic disparity more strongly explained the lack of educational attainment amongst Māori than cultural identity.

Income

The rationale for discussing income is captured in the following statement:

> Having insufficient economic resources limits people's ability to participate in and belong to their community and wider society, and otherwise restricts their quality of life. Furthermore, long-lasting low family income in childhood is associated with negative outcomes, such as lower educational attainment and poorer health (Ministry of Social Development, 2010, p. 66).

In 2010, the average weekly income for Māori was only 74% of European households at $547 compared to $737 (Statistics New Zealand, 2011). This may be a result of several different factors, which could include welfare reliance, low paying jobs and low formal skills (Statistics New Zealand, 2006). In terms of sources of income, in 2006, 26.7% of Māori over the age of 15 were receiving means-tested benefits compared to 10.5% of the non-Māori population (Ministry of Health, 2006). This trend will have changed over time. While current statistics were unavailable, unemployment rates have increased from 7.6% in 2006 (Ministry of Health, 2006) to twice that of non-Māori in 2009 at 11.2% (Department of Labour, 2009) which indicates welfare reliance is likely to have increased amongst the Māori population. Further findings also indicate that Māori who are employed, are over-represented in low-skilled jobs (Department of Labour, 2009; Statistics New Zealand, 2006) and therefore even as workers, Māori are on comparatively lower incomes than non-Māori. The perspective of this research project supports the Ministry of Social Development (2010) findings that as a result of limited financial resources, people are more likely to experience negative outcomes. As the statistics indicate, Māori are financially disadvantaged compared to non-Māori. As a result an assumption is made that they are disproportionately more likely to be exposed to negative outcomes including weak educational attainment.

Living arrangements

Living arrangements, particularly when considered with household income, are relevant to education as standard of living indicators. For the purpose of this discussion, living arrangements will include home ownership, state assistance, and

conditions such as overcrowding. The Social Report (Ministry of Social Development, 2010, p. 68) states:

> For lower-income households especially, high housing costs relative to income are often associated with severe financial difficulty, and can leave households with insufficient income to meet other basic needs such as food, clothing, transport, medical care and education. High outgoings-to-income ratios are not as critical for higher-income households, as there is still sufficient income left for their basic needs.

In terms of living arrangements, Māori households are commonly characterised by statistical indicators such as living in overcrowded situations, single parent environments and/or state assistance provided through benefits and housing. The Ministry of Social Development (2009) reported that as of 2008, 28% of households with at least one Māori adult were spending in excess of 30% of their income on housing compared to 8% in 1988. In 2006, 69.9% of Māori over the age of 15 years were not living in homes they owned compared to 43.7% of non-Māori (Ministry of Health, 2006). These statistics coupled with the income statistics previously mentioned indicate how 'out of reach' home ownership is for Māori. It should come as no surprise in 2009 Māori accounted for 38% of all people living in state housing (Housing New Zealand, 2009).

As of 2006, 22.8% of Māori lived in over-crowded housing compared to 7.9% of the non-Māori population (Ministry of Health, 2006). As of 2006, 30% of Māori were living in homes that required at least one more bedroom, and 32% of Māori were living in severe overcrowding, where at least two more bedrooms were required (Ministry of Social Development, 2009). Nevertheless, the Ministry of Social Development (2009) highlighted that cultural attitudes/practices and financial matters were determinates of perceptions of overcrowding. Steedman (2004) discusses the notion of overcrowding in a study focused on the tertiary aspirations of rurally disadvantaged Māori students. The following comment was made:

Overcrowding is a social construct originating from the western view of the nuclear family and carries negative connotations whereas the concept of living with extended whanau is part of the fabric that makes up many Māori families both in the city and rurally (Steedman, 2004, p.10).

Her study found that students' views on living with extended family were positive and therefore diverges from the prevailing belief that 'over-crowding' will have a negative impact on students. Overall, overcrowding is not inherently positive or negative. Culturally, the presence of whanau is a central part of Māori culture and can create positive experiences (such as a strong and readily accessible support network) and the opportunity to foster whanaungatanga while conversely, there are negative implications of multiple people living in restricted spaces, such as the higher likelihood of poor health.

Based on the largely negative statistics presented, the likelihood that living arrangements will impact Māori students' educational attainment adversely is strong. For example, state assistance (in this context, state housing) is an indicator of low income. Given the cost of tertiary study in New Zealand, those on low incomes are disproportionately less likely to finance an education while meeting basic needs such as food, are a priority. Another example of the influence on educational attainment is overcrowding. Overcrowding can increase the likelihood of illness, affecting a student's health and ability to attend and engage in schooling (Ministry of Social Development, 2009). There are a number of ways that living arrangements impact on study, and it is beyond the scope of this review to discuss each. The key observation made from reviewing governmental reports and research is that those groups, like Māori, who face challenges including low income, lack of home ownership and overcrowding, are more likely to have adverse quality of life outcomes such as health and educational attainment than those who do not face them.

Crime

The Department of Corrections (2008) identified:

- Criminal proceedings and imprisonment are high among Māori;

- Māori represent 51% of the prison population and have a high risk of re-offending;

- The re-imprisonment rate over a 48 month period is 55% for Māori offenders;

- Māori tend to begin offending and are convicted at young ages (57% of Māori were imprisoned for the first time at 19 years or younger).

The Ministry of Justice (2009) discussed the link between engagement in school and future criminality. The report identified areas of concern including truancy and suspensions which are strong predictors for later criminality; issues that Māori are disproportionately over-represented in (Ministry of Justice, 2009). In addition to future likelihood of crime, clearly if teenage Māori are committing crime, particularly that which is punishable by imprisonment before the age of 19 (as The Department of Corrections figures indicate) they are not likely to be attending secondary school.

Violent victimisation is also prevalent among Māori. In 2005 47.5% of Māori are victims of crime compared to the national average of 39% (Cunningham, Triggs, & Faisandier, 2007). The families of criminal offenders are often victims of their crime (Department of Corrections, 2008). An example is domestic violence. Morris, Reilly, Berry & Ransom (2003) found that 49% of Māori women had been abused or threatened with violence by their partners in their adult life which is well above the 24% level for European women. The impact, particularly on the children in these homes, is likely to have lasting negative affects which will impair their ability to learn. In support of this notion, the Ministry of Justice (2009) identified that parental conflict and disruptive home environments (amongst other things) can impact children's development negatively, leading to behavioural and learning problems and increasing the likelihood of children becoming offenders in future.

Child abuse is often a predictor of negative outcomes such as health and educational attainment (Child, Youth and Family, 2009) and is therefore another socio-economic issue worth discussing as it is statistically prevalent amongst Māori. Unfortunately, Māori children are subject to more reported abuse than non-Māori. Marie, Fergusson & Boden (2009) highlighted that 11.9% per 1000 children to be assessed for abuse or neglect were Māori in 2003 compared to 5.9% of non-Māori. Sadly in 2007, 46% of child abuse cases dealt with by Child Youth and Family Services (CYFS) were Māori children compared to 27.8% of Pakeha (Mitchell, 2009). Further, in 2007, 49% of the total number of children in CYFS care were Māori (Mitchell, 2009). Overall the statistics suggest that half of the children abused and/or at risk are likely to be Māori. Living in such volatile environments makes Māori children among the most vulnerable in New Zealand society[1].

Health and addiction

Māori have higher instances of poor health, alcohol/substance abuse and addiction than the non-Māori population (Ministry of Health, 2007; Ministry of Social Development 2010). Health has both direct and indirect impacts on educational outcomes (Ministry of Education, 2003b). Poor health can affect one's attendance (for example, absence due to illness) and capacity to learn (for example, hearing loss) therefore impacting education.

The Social Report (Ministry of Social Development, 2010) indicated that Māori are more likely than the non-Māori population to have patterns of hazardous drinking. Between 2006/2007 37.5% of Māori drank alcohol at potentially hazardous levels (Ministry of Social Development, 2010). Additionally, in 2008, 46% of Māori were

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[1] It is worth noting that although Māori statistics concerning child abuse are unacceptably high, New Zealand's overall child abuse record is also poor. The Ministry of Social Development (2010) stated that UNICEF had conducted a review of the 27 OECD countries regarding deaths resulting from the maltreatment of children and found that New Zealand had the third highest incidence of deaths of this nature.

smokers compared to 21% of non-Māori, and Māori women have the highest rates of smoking in New Zealand at 49.3% (Ministry of Social Development, 2010). These statistics are alarming given that tobacco use is "the leading cause of preventable death in New Zealand" (Ministry of Health, 2009, p1). Gambling is another prevalent addiction amongst Māori. The Problem Gambling Foundation of New Zealand (2009) found that 16% of the Māori adult population report problems with gambling and Māori spend almost twice the amount of non-Māori a year on gambling on average; an estimated $686 per year compared to $376 for non-Māori.

As a consequence of addiction financing a good education is difficult when the income is spent on alcohol, drugs and/or gambling. Such actions reduce the resources a household has to allocate towards transportation, textbooks and other education-related expenses. Aside from a lack of material resources, the psychological impact on children (for example emotional strain/stress) as a result of parental addiction can impact their capacity to learn and be engaged in schooling. These statistics provide yet another illustration of the extent to which social problems are adversely affecting Māori and their education.

Summary

In summary, the key social-economic factors that affect Māori who aspire to participate in higher education vary widely. The intention is not to over-exaggerate the impact of socio-economic factors on Māori students but highlight the extent to which it is a common occurrence. As the literature review established, socio-economic difficulties are common for Māori students. Paradoxically, while socio-economic factors can work as barriers to education, education is one way to free Māori from these circumstances. The former Māori Affairs Minister, Dover Samuels, (cited in Bennett, 2002, p58) identified education "as the 'key' to bridging the vast social and economic gaps between Māori and non-Māori" because of the flow-on effects it creates such as the opportunity of achieving a higher standard of living

which decreases the stresses and risks created by ill-health, violence, and the other factors mentioned.

Māori and education

> "Throughout the world members of low-income families and ethnic or minority groups tend to have lower levels of educational attainment (McLaughlin, 2003, p 36)".

This is true of the New Zealand context. Socio-economic disadvantage has proven to constrain Māori ability to participate in education (Marie, et. al., 2008). Research has found that because Māori are more socially disadvantaged in comparison to the non-Māori population, educational attainment is comparatively lower (Marie et. al., 2008). Studies have also identified several key factors which contribute towards Māori under-achievement at secondary schooling. Given that secondary school achievement plays a significant role in one's ability to gain admission into the tertiary environment, issues regarding secondary schooling are important to discuss. Of particular relevance to this study are issues regarding, school decile, status, subject choice, career guidance, and career aspirations. Each factor will be discussed in turn.

Secondary school and deciles

Secondary school deciles indicate the extent to which the school draws its students from low socio-economic communities; 10 having the lowest proportion of students from low socio-economic communities and 1 having the highest. Lower decile schools are reflective of the socio-economic environment of the community (Earle, 2007). This is supported by McLaughlin (2003, p.37), who states "Māori and Pacific Nations students are heavily concentrated among lower-income groups and are therefore disproportionately represented in low- and middle-decile schools." With regards to the implications that this concentration of location creates, Yuan, et. al., (2010) found that students from higher decile schools gain higher results, have higher levels of motivation to succeed academically, and are comparatively less likely

to be stood down, expelled, or be truant. Māori are more prevalent in low decile schools and tend to have a higher level of suspension, expulsion (Ministry of Education 2003b; Ministry of Education, 2010) and truancy rates (Ministry of Education, 2007, cited in Marie et. al., 2008). Therefore one can assume that Māori student educational attainment would in fact be weaker from an examination of attendance patterns alone.

Yuan et. al., (2010) also looked at how school decile and size affects university entrance (UE) success rates and found that there was strong evidence between decile and UE success rate, that is, the higher the decile of the school, the higher the UE success rate. What was not made explicit was whether there was any evidence to suggest higher decile schools offer a higher quality educational experience to their students than lower deciles, although an assumption can be made that they do. Again this reinforces the likelihood of Māori achieving weaker educational attainment given that the majority of Māori are of a lower socio-economic position than non-Māori and attend low decile schools.

Discussions around the links between education and indicators of academic achievement raise the question of whether Māori attending bilingual or immersion schools may put them at a disadvantage to non-Māori, given the emphasis on Māori language and kaupapa Māori teaching frameworks. Bilingual and full immersion Māori schools are part of an alternative education path that developed from the establishment of Kohanga Reo (Language Nests or pre-school) right through to Whare Wananga (at tertiary level). There were 24,805 Māori students in Māori medium schools in 2010 (Education Counts, 2010). Murray (2007) reported on the achievement levels of students in bilingual/immersion schools and found that they were just as academically capable of entering the tertiary environment as mainstream students. Their strengths however, lay in te reo Māori, mathematics, science and English which set them up well for a number of vocational pathways but may limit their ability to meet the entry criteria for more specialised disciplines, such as studying medicine or dentistry.

Secondary schooling and subject choice

> Māori and Pacific students and students from low decile schools are more likely than other students to take fewer subjects and standards from the approved subject list for the UE qualification, take fewer achievement standards, be assigned to the less academic versions of core curriculum subjects such as English, Science and Mathematics, and be enrolled in subjects made up solely of unit standards. (The University of Auckland, 2010, p. 8)

Madjar, McKinley, Jensen & Van Der Merwe (2010) highlighted Māori and Pasifika students take less 'approved' subjects (on average 2.7 and 2.5 respectively) compared to Pakeha who take on average 3.9. In order to meet the university entrance requirement for some specialised courses, at least three subjects are needed from the list of approved subjects. In addition many approved subjects must be taken from the early years in order to be taken in the last year of high school. As a result early subject decisions can lead to limited opportunities later on by restrict what programmes can be enrolled in at tertiary level (Madjar, et. al., 2010).

> Failure by many academically-able Māori and Pacific students to achieve the UE qualification and adequate grounding in relevant subjects at secondary school level acts as a major barrier to these school leavers going on to degree-level studies at universities or other tertiary institutions (Madjar, et. al., 2010, p.90).

There are a number of factors that influence students' decision making regarding their subjects. Madjar, et. al., (2010) discuss constraints to students' choices with relation to subjects taken at secondary school. Issues such as compulsory subjects, class availability, clashes between classes and timetabling problems, and the number of subjects one is allowed to take all impact their decisions on what to study. An important constraint, that is particularly relevant to business/commerce related programmes, is whether subjects (such as accounting) were offered in schools attended (Madjar, et. al., 2010) as subject choice availability is limited to what schools are able to provide. As Penetito (1993) found, one of the barriers to Māori

student success was the resource scarcity in schools they attend. While low decile schools receive government funding, extra activities and funding through the community (who are comparatively economically disadvantaged) are limited and contribute to limited school resourcing. This issue does however open the door to challenging the government's commitment to Māori student achievement. If Māori educational success is in fact a priority, perhaps more funding should be going into schools, giving them the resources they need to provide a wider range of programmes for all students.

Familial role in subject choice

Familial influence plays a role in subject choice. Engaging Māori families in a culturally sensitive manner and highlighting the importance and value of higher education is essential. The benefits of doing so are proven as Madjar et. al., (2010) found that parents were an important influence on students' choices, as reported by students themselves. Given that their research was focused on Māori, Pasifika and students from low socio-economic backgrounds, this finding is particularly relevant. Therefore, parents need to be actively engaged and informed about the university system in order to offer the best advice and support.

Career guidance

Career guidance is closely linked to subject choice. If Māori students are not given adequate guidance in secondary school to establish a career pathway, their tertiary choices will be limited. The Starpath Annual Report at the University of Auckland offered research that students have been steered into choices that did not provide a firm foundation to transition to tertiary level and identified inaccurate advice and guidance as a contributing factor (The University of Auckland, 2010). Madjar et. al., (2010) also found evidence that students are being directing into vocational subjects such as sport or drama regardless of whether students show potential to do 'traditional' subjects (such as science and mathematics), further contributing to weaker educational attainment (when compared to UE requirements). Unfortunately,

there is evidence that those students who do take less 'traditional' vocational subjects are less likely to gain university entrance (Madjar, et. al., 2010).

On a different note, Penetito (1993) analysed the compulsory school sector and Māori education. Although the findings are somewhat dated they do identify a number of interesting points that one can assume remain relevant today. In an analysis of 29 secondary schools reviews conducted in 1992, key aspects were identified as contributing to Māori achievement. While there were a number of points raised, those of relevance to this project are reflected in the following: Māori students who did in fact make it to their seventh form year performed well, and schools were encouraging Māori students to set goals beyond secondary education that aligned with both their ability and potential (Penetito, 1993). These points were important to discuss as the trends and issues presented tend to portray the secondary schooling experiences of Māori as being overwhelmingly negative. The second point demonstrates that there was an effort being made to guide and direct Māori students into positive post-secondary school education. Further analysis, in the form of a repeated study could strengthen this argument.

Career aspirations

In the context of this research project, career aspirations are defined as, seeking to know what Māori students want to be become, focusing predominately on the occupation they see themselves in. Katona (1971, p. 16) makes a number of valid and interesting comments on the concept of aspiration generally.

1. Aspirations are not static; they are not established once for all time.

2. Aspirations tend to grow with achievement and decline with failure.

3. Aspirations are influenced by the performance of other members of the group to which a person belongs and by that of reference groups.

4. Aspirations are reality oriented; most commonly they are slightly higher or slightly lower than the level of accomplishment rather than greatly different from it.

Overall, the amount of research examining Māori student career aspirations is limited. Steedman (2004, p.19) explored this issue and the results of her study indicated that rural Māori youth aspired to further their education and progress to a meaningful career or occupation.

"All of the students who were interviewed at the schools have definite aspirations in terms of their further education or training leading to a career or meaningful work. They were positive in their attitudes and expectations of themselves in this regard."

Results indicated that the students were motivated and clear about the choices they wanted to make, although those choices varied widely. With regards to actual aspirations, Steedman (2004) made a point of highlighting that none of the participants indicated a profession such as a doctor, lawyer or accountant. Whether that was an issue of the availability of tertiary providers in their areas or the lack of desire of a career with high status or so on was not established.

Trends for secondary school educational attainment

Unfortunately, challenges concerning secondary schooling and the aforementioned factors are reflected in the level of educational attainment Māori achieve. Statistics New Zealand (2006) reported that 39.9% of Māori have no formal qualifications compared to the national average of 25%. Additionally, and as a result, only 27.9% of Māori had post-school qualifications compared to 39.9% of non-Māori (Statistics New Zealand, 2006). Looking at NCEA results specifically, the New Zealand Qualifications Authority (2010) reported in 2009:

- The cumulative total of Māori students who gained NCEA Level 1 was 56.8% compared to 79.7% of NZ Europeans students.

- By Year 13, 94.7% of Māori students had gained NCEA Level 1, compared to 97.4% of NZ European students.

- Only 54.4% of Māori students attained NCEA Level 3, by Year 13, compared to 75.7% of NZ European students.

- In terms of meeting the requirements for university entrance, 44.1% of Māori gained university entrance compared to 70.6% of NZ European students.

These trends indicate a clear disparity in the results gained by Māori students when compared to NZ European students yet they also provide both rationale for secondary schools to provide specialised assistance to Māori students, particularly those who are considered 'at-risk' (such as Māori male students) and an opportunity to improve.

Māori and tertiary attainment trends

Whilst the education system seems to operate in a manner that works against Māori interests, the current picture of underachievement is not an accurate reflection of Māori potential (Sharples, P., cited in Dominion Post, 2009). Creating an educational system that is responsive to Māori needs is therefore very important and universities have a clear role to play. The aforementioned figures indicate that Māori face a number of challenges in the secondary schooling environment. Yet statistics of the last decade show a positive trend in terms of increasing tertiary participation.

Māori participation rates in the tertiary sector have improved significantly, well ahead of non-Māori in 2003 at 20.2% (Ministry of Education, 2005). In 2008, 64% of Māori students transitioned from secondary schooling directly to the tertiary sector (Ministry of Education, 2005). On the other hand, in terms of degree level participation, Māori participation rates were 3.2% in 2003, which is behind non-Māori (Ministry of Education, 2005). These figures indicate that while Māori participation in tertiary study is improving, their participation is most strongly represented in pre-degree level qualifications. In terms of retention the Ministry of Education (2005) reported that at Bachelors level, 47% of Māori students are retained compared to 52.2% of all

students. With regards to the percentage of those who completed, 35.7% Māori completed their Bachelors degree compared to 43% of all students (Ministry of Education, 2005). In all, increased participation is a positive outcome for Māori.

To an extent some of the improved trends are attributable to large shifts in legislation over the past two decades which have targeted Māori outcomes specifically (as discussed in the Political Context section). These appear to have been successful with the number of Māori students now enrolled in tertiary level education having significantly improving over the last decade. However, given that Māori are still over-represented in negative secondary education outcomes and the tertiary environment is tightening, strategies to recruit Māori must aim to be effective. Without taking away from the positive trend of increased participation, if secondary school education concerns are not dealt with effectively, it will be difficult to recruit Māori students to higher education. Awareness of the challenges Māori students face is a starting point to developing successful recruitment strategies.

Admission requirements

A broad discussion has previously been made (Yuan, Turner, & Irving, 2010) around the entry requirements for New Zealand universities which found Māori to be disadvantaged. The next study examined achievement and retention of Māori at Bachelor levels and provides more detail as to the trends. According to the report, done for the Ministry of Education entitled 'Te whai i ngā taumata atakura: supporting Māori achievement in bachelors degrees' by Earle (2007), the most successful group of Māori students were full-time students enrolled for the full year in degree level papers (Earle, 2007). Students with no qualifications or less than NCEA Level 2 are less likely to succeed at Bachelor level (Earle, 2007). In terms of retention, Earle (2007, p 21) found that "Students who pass less than 75 percent of their courses in the first year are significantly less likely to continue in further study." Students who are not enrolled full-time are also less likely to be retained (Earle, 2007). These trends highlight three key issues related to recruitment.

Standards for entry

University recruitment processes' need to pay close attention to their admission requirements. Previously, recruiting the largest number of students may have been a goal however capped funding is likely to alter that mindset. While restricting admission further may result in a decrease in Māori student numbers, the overall aims of the sector are stated as being concerned with Māori achievement (articulated in the TEC and Ministry of Education goals previously discussed). Recruiting students who are not academically prepared does not align with these aims or work in the best interests of Māori students.

Transition programmes

Trends identified and discussed throughout Earle (2007) provide an opportunity for universities. They provide valid justification for universities to invest in transition programmes and other similar strategies that prepare students adequately for the social and academic changes inherent in transitioning to university from secondary schooling. Many universities have a variation of programmes available to Māori students that do target the transition period but tracking students' achievement and monitoring their progress (on a long-term basis) prior to their enrolment is something that should be considered as an important investment.

Encouraging full-time study

Thirdly, incorporated into the idea of transition programmes monitoring students, there should be an emphasis on steering Māori students into full-time study in the first instance because full-time students have been more successful in their first year of study (Earle, 2007).

Gendered transition

Another interesting issue is that of the apparent 'gender gap' in transition to tertiary education. Callister, Newell, Perry & Scott (2006) examined 'the gendered tertiary

education transition' focusing on the enrolment and educational attainment of females and males in the New Zealand tertiary sector. Of particular relevance to this project, they found that the disparity between Māori females and males was the most significant (when measured as a ratio of female to male enrolments under the age of 30 years (Callister et. al., 2006). The following table (made from information sourced from Callister, et. al., 2006) highlights the extent of disparity:

Table 2.1: The ratio of female to male enrolments of domestic students under 30 years of age.

Year:	2000	2001	2002	2003	2004
Ethnicity:					
Māori	**1.29**	**1.50**	**1.67**	**1.67**	**1.66**
Pasifika	1.24	1.30	1.35	1.40	1.45
European	1.11	1.11	1.10	1.11	1.12

The table indicates that the total tertiary enrolment for Māori female students under the age of 30 years was 66% more than Māori males in 2004 (Callister et. al., 2006). Whether this trend has progressed cannot be established as the study has not been repeated but clearly there is a need to recruit more Māori males to universities. The trend highlighted here could also allude to a gap in the approach being taken by universities in recruiting Māori males.

In addition, Māori female students outperform Māori males in Bachelor degrees (Earle, 2007). This trend provides a rationale as to why it is important for Māori male students to be provided additional academic (and perhaps pastoral) support, given they are clearly an 'at-risk' category of students.

Importance of education

In a report for the New Zealand Treasury Maani (2000) compared income levels to higher education.

> The returns to education are greater for Māori compared to Non-Māori, despite lower attainment levels. This is primarily since Māori with no qualifications are relatively more disadvantaged with respect to Non-Māori than are Māori with qualifications (Maani, 2000, p.1).

The report suggested that there is evidence that educational attainment can be linked to relatively higher life-time income levels. This notion is supported by a Ministry of Education report on economic outcomes for Māori which found that Māori with qualifications did not experience significant income disparity compared to non-Māori, and were in fact advantaged and less likely to be reliant on welfare than unqualified Māori (Education Counts, 2005). Marie, et. al., (2008) and Morunga (2009) also attribute educational attainment to higher incomes and standard of living.

Summary

The challenges Māori students encounter regarding education are not dissimilar to those of the challenges highlighted as problematic for Indigenous and ethnic minorities abroad. Patterns of under-achievement are mirrored in the New Zealand context as well despite the New Zealand government being comparatively more progressive in terms of accommodating Indigenous rights/needs in their planning and policy.

Many of the issues addressed here do not have an accompanying instant or single solution. Research showed Māori are more likely to start a degree with lower levels of attainment and achievement in secondary school. As the discussion emphasises, a number of the barriers to participation in tertiary education stem from the secondary schooling experiences of Māori students. It is a clear implication of any tertiary strategy that without success in secondary school, Māori students cannot

progress to tertiary study however the extent of control that universities have in this period of students' education is not strong. The information presented indicates a gap in the relationship and a need for universities to engage more closely with secondary schools if they aim to successfully recruit Māori students in their final years of secondary education.

Recruitment strategies: what are Universities doing?

The previous sections of this literature review have identified and detailed a number of political, socio-economic and educational issues facing Indigenous people and ethnic minorities both abroad and in New Zealand. The aim of this section is to focus on Māori students and their entry to universities. This section will provide a broad overview of the most common recruitment strategies used. It will not identify and detail the full range of recruitment strategies used by New Zealand universities to recruit Māori students because from a methodological perspective, this project aims to inductively source information from participants.

What will recruitment strategies need to address in order to have impact on Māori students? Based on previous research (in a pilot study completed by the researcher in 2010) and the work presented in this literature review, the researcher has identified four aspects that recruitment strategies tend to target to successfully recruit Māori students. The four aspects are as follows:

1. Academic Preparedness
2. Whanau Engagement
3. Environment
4. Finance

Academic preparedness

As previously discussed academic preparedness has been identified by international literature and New Zealand studies as low amongst Indigenous and ethnic minority students. Universities can adopt several approaches including admission, bridging or transition programmes and mentoring programmes. Each approach will be discussed in turn.

Admission

Many New Zealand universities have introduced specific admission schemes that apply to traditionally under-represented groups such as Māori (Turner, Li & Yuan, 2010). A notable initiative that is widely known and has been established for some time is the Māori and Other Polynesian Admission Scheme (MOPAS). It is a University of Auckland admission scheme aimed at providing wider access for Māori and Pasifika students. The programme interviews potential students, taking into consideration things such as their academic ability, community leadership and motivation, in order to offer them pathways to study if their academic results were the sole criteria which excluded them. The scheme directly addresses The University of Auckland's commitment to promoting and recruiting a diverse range of students (The University of Auckland, 2008).

As the Undergraduate and Equity Taskforce Report (The University of Auckland, 2008) highlights, universities are unable to offer admission to all applicants on to their programmes, however, most institutions have an intention to create a diverse student body. One of the ways this is achieved at the University of Auckland is each faculty has a set number of places (or a quota) that targets Māori and/or Pasifika students. Māori do not have to apply on a quota scheme and nor do those places have to be filled. Initiatives such as these have been progressive, in terms of improving the recruitment of Māori. Conversely, opponents of such positive action tend to argue that these policies encourage racial segregation and 'reverse racism' through their selective criteria.

An interesting insight that the Admissions to Higher Education Steering Group makes is that while a fair admission process should give all potential recruits equal access, perhaps merit is not only defined by the highest grades but rather an assessment of an individual's achievement and potential.

> It is not the task of higher education admissions to compensate for educational or social disadvantage. But identifying latent talent and potential, which may not be fully demonstrated by examination results, is a legitimate aim for universities and colleges which seek to recruit the best possible students regardless of

background (Admissions to Higher Education Steering Group, 2004, p.5 cited in The University of Auckland, 2008, p.7).

This view recognises prior educational achievement as a valid predictor but emphasises the fact that it is not a complete reflection of circumstances. In addition, universities also strive to have a student body that is reflective of the regions and society in which they operate. Although educational institutions, such as universities cannot change the socio-economic backgrounds of students, they can focus on things that are within their influence, such as the quality of their programmes and teachers (Yuan, et. al., 2010) in order to create positive educational outcomes for Māori students.

Bridging/transition programmes

With regards to the transition to university for students and the recruitment process, The University of Otago was one of the first institutions in NZ to offer a foundation year (in 1997) that equips students with skills they will need on under-graduate programmes across a range of disciplines (The University of Otago, 2010). In addition they also offer a number of bridging programmes to upskill potential undergraduate programme students. Other examples include:

- The University of Auckland offers a University of Auckland Tertiary Foundation Certificate which can help prepare students that did not obtain UE and lack the required skills for degree level to achieve the standards needed for admission.
- The University of Waikato offers bridging pathways including the Certificate of University Preparation and more tailored programmes to assist adult learners in preparing for tertiary study (The University of Waikato, 2010).
- Canterbury University offer foundation courses and bridging pathways including a Certificate in University Preparation (University of Canterbury, 2010).

Programmes such as these address prior educational attainment, which is a challenge for Māori. These types of programmes are a valuable way to provide tertiary access to minority groups such as Māori. While these programmes are not implemented specifically for Māori, they do increase opportunities for Māori to access and participate in tertiary education.

Mentoring programmes

Although mentoring is not directly associated with recruitment, these programmes provide an important service that may encourage Māori students to enter a particular university as they provide an opportunity for additional academic support. Some examples of mentoring programmes offered include the University of Canterbury's 'Te Kete Matauranga'- a Māori academic mentoring programme for first year students that offers them guidance and advice (University of Canterbury, n.d). The University of Auckland also offer a 'Tuakana' mentoring programme for students (which are not limited to Māori students). Although mentoring is a factor in recruitment it is more strongly linked to the retention of students and is therefore not key to successful recruitment alone.

Whanau engagement

Engaging whanau in the education journey is also very important as they have a key influence in student choices. Given the disproportionately weak educational attainment of Māori, Māori students often have to look outside their traditional support networks for advice on tertiary choices. This is due to many families not being able to offer practical advice because of a lack of experience with the tertiary environment and university systems (The University of Auckland, 2010).

Further, a significant proportion of Māori students who enter the tertiary sector are first generation participants in higher education, creating additional challenges that will lead them away from their homes and whanau into an unknown tertiary

environment (Nikora, Levy, Henry & Whangapirita, 2002). Access to tertiary education is an issue for ethnic minorities internationally, particularly for Indigenous people who lived in communities that are isolated from developed cities. Access to tertiary education has been a factor for Māori in the past although that has improved over time. According to Statistics NZ (2009b), 28,221 Māori transferred to main urban areas from rural/independent urban areas and people aged between 18-22 years represented the highest bracket of the population moving from these rural areas. The desire to access tertiary institutions was listed as one of the most prevalent reasons for their decision to move (Statistics New Zealand, 2009b).

The amount of empirical research that links whanau influence with educational outcomes is limited. Research tends to highlight the economic benefits (such as higher income and employment rates) of educational attainment, ignoring the whanau's role in firstly nurturing aspiration amongst Māori and assisting Māori in realising those goals. The socio-economic factors identified previously tend to paint a picture that suggests Māori families are a long way from providing an environment that values and supports the educational journeys of their children. From a personal perspective, while the researcher does not identify with these trends, there is acknowledgement that much more could be done within whanau to encourage and support Māori students.

Once a family member successfully enters university education, they often become a role model for educational aspiration amongst their whanau. One family members' attendance can have a positive influence in 'normalising' tertiary education and contribute to others deciding to participate. However, on the other hand, the pressure to succeed (whether self-imposed or created by whanau expectation) can negatively impact Māori students' experiences if they feel they have to continue out of obligation rather than choice. This example is just one of many that demonstrates how familial influence can be positive or negative depending on the way the individual deals with being a 'first generation'.

While it is not the job of universities to provide solutions for whanau histories of weak educational attainment and lack of understanding, given the current challenges, it is important that universities attempt to be inclusive in their initiatives. Examples include engaging in meaningful dialogue with whanau, providing an environment where they feel they can ask questions openly, having resources available for them to access if they require further information and emphasising the benefits of supporting a student through their tertiary education journey. Several of these points can be achieved through Māori support services.

Environment

The environment includes any personal or academic issues impacting on Māori students ranging from their home environment, finance, accommodation, to help using library resources or accessing learning support functions within a university and anything in between. From a recruitment perspective, access to pastoral care/student services offered by the institution should be highlighted to students before they are enrolled so they know there is a place to go to seek help for any existing and potential academic and/or personal issues they face.

Doing so could help encourage them to study at an institution that does provide culturally appropriate care. The availability and support from the staff and fellow students is also a support network that Māori need. Many articles speak of 'space' for Māori as an important aspect for any institution to have. Morrison (1999) describes space as both a physical setting and psychological 'space'. Morunga (2009) also speaks of communal space for students as being linked to their sense of belongingness. Having knowledge that this 'space' is available to them can have an impact on a student's decision to study at a particular institution. In addition, Bennett (2002) recommends investing in Māori initiatives and space because research shows that Māori with a strong sense of Māori identity are more resilient to problems they may face while studying and attain higher educational achievement. At AUT the

cultural 'hub' for Māori exists around Te Tari Takawaenga Māori: Māori Liaison Services, who essentially provide the full range of support for Māori students (particularly scholarship students) for academic and personal issues. The availability of services that are culturally driven, such as that provided by AUT, could be a deciding factor in Māori student university choice.

Finance

As indicated by the socio-economic statistics for Māori, financing an education is a key challenge for Māori students considering participating at tertiary level as their incomes are disproportionately lower than non-Māori. One of the strategies used by universities are scholarships; many of which target financial hardship and/or Māori specifically. Many universities also have Māori liaison services which actively seek out scholarships offered by iwis and organisations, such as the Māori Education Trust, to assist Māori students in how they will finance their study. There are a number of scholarships offered by the Māori Education Trust for Māori students (Māori Education Trust, 2011). In addition, there are a number of grants and scholarships ranging in value and duration that are iwi-specific that are offered to members.

Summary

In order to address the issues facing Māori students, recruitment strategies need to be proactive in targeting four main factors; that I have represented in the figure below.

Figure 1: Significant factors to address in recruitment strategies
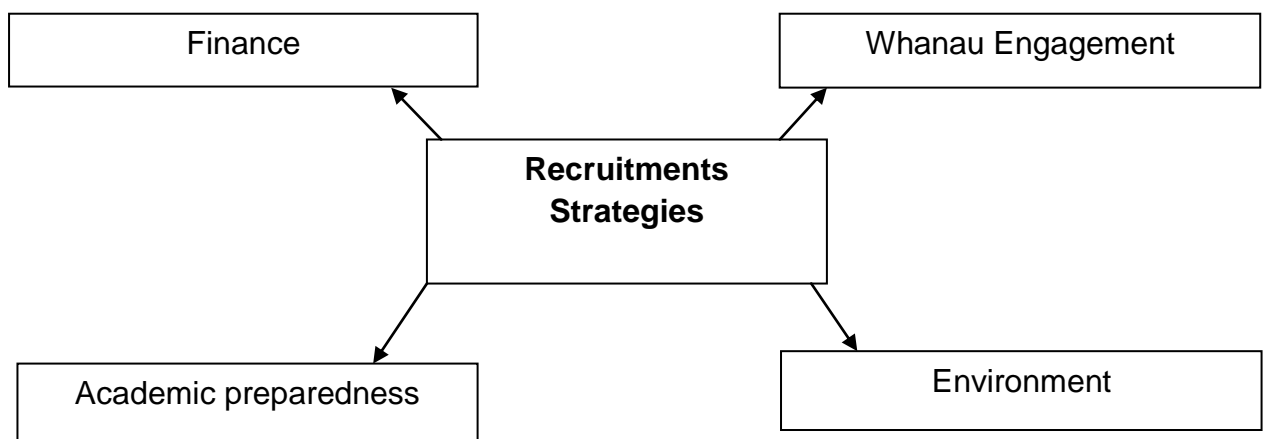
Auckland University of Technology's Approach

Auckland University of Technology (AUT) is a university tertiary provider that has three campuses in the Auckland region which cater to over 23,000 students (AUT, 2010b). It began as a technical institution and in 2000 the organisation officially became a university (AUT, 2010 b). AUT offer programmes in the following discipline areas: Applied Humanities, Business and Law, Design and Creative Technologies, Health and Environmental Sciences, and Māori Development (AUT, 2010b).

The over-arching goal of the organisation, relating to Māori specifically, is to be become the 'University of Choice for Māori'. They have incorporated their Treaty obligations in their Strategic Plan. These include:

• Building effective relationships with mana whenua, iwi and Māori communities

• Conducting research that benefits Māori and their communities

• Including Māori pathways in the curriculum

• Promoting access, success and advancement for Māori staff and students

• Valuing and promoting te reo and tikanga Māori

(Auckland University of Technology, 2010c p.11)

The aim to increase Māori participation can be linked to the fulfilment of legislative obligations presented by the Treaty of Waitangi, and having successful recruitment strategies forms a part.

A coordinated and centralised approach has been taken with regard to AUT's current recruitment direction. One participant in the pilot study discussed the kaupapa (thoughts/beliefs) of AUT's recruitment strategy (Hayward, 2010). It is centred on how best to engage with the customer (that is, students). As the participant stated, a key shift occurred when AUT recognised that many tertiary providers had similar branding, launched marketing campaigns at the same time and in the same manner.

Although AUT remains present at some of these events, such as Māori tertiary road shows, given that AUT is a relatively new university (having only been a university for ten years) they adopted a different angle to attract students. A key part of that was re-branding. AUT's branding was developed to focus on being the 'University for the Changing World'. Resources were reallocated to focus on relationship building because engagement with students, from a recruitment perspective, is of clear importance. A number of key external stakeholders, including whanau, local communities, iwi (tribes) and the government are involved in this process and AUT have sought to engage them as well, to effectively manage the needs of their current and future students.

The following are some examples of the recruitment strategies AUT implements that have relevance to Māori students aligned with the four key aspects of recruitment identified earlier.

Bridging programmes addressing academic preparedness

AUT offer a range of bridging programmes across different faculties to enable students that did not meet the requirements for degree programmes to attain the skills needed to enter at degree level. In many ways it is adopting similar approaches to other universities. One example is the Business School offers 'Introduction to Environment of Business' (IEOB) paper for students who were close to gaining NCEA Level 3. This is a semester long pathway, focusing on law, accounting and social science, designed to give students the skills and knowledge they require to gain entrance (and be successful) in the Bachelor of Business (AUT, 2009a). Currently, the completion of IEOB does not result in a qualification, but rather 30 points maybe credited towards the Bachelor of Business degree upon successful completion. The statistics for Māori student involvement on the IEOB pathway are not available so quantitative data cannot be included to support the goal of assisting Māori into tertiary education.

Prefect Training Programme (PTP) to address academic preparedness and environment

Prefect Training Programme (PTP) camps are a strong part of the recruitment strategies at AUT. These programmes are about supporting young leaders (Year 13 student prefects). This programme will be discussed in detail in the findings.

Māori Liaison services to address whanau engagement and environment

Te Tari Takawaenga Māori: Māori Liaison Services is the support service for all Māori students at AUT. The availability and support from the staff and fellow students there is a support network that Māori need. Māori Liaison Services also conduct secondary school visits each year targeting a number of areas that have high numbers of Māori students and are generally of low to mid decile (for example Okaihau College in Northland and Hato Paora College near Fielding) to engage students in the possibility of studying at AUT. The visits are done by the AUT Māori Liaison manager. Initially information is sent to schools asking if they would like a school visit or to stay at the University (where accommodation on AUT's Marae is booked). A range of issues are addressed in these meetings, from entry requirements and student loans, to the services offered outside of the faculty and what food you can buy from the café. The messages are delivered in a semi-formal, culturally appropriate way that aims to be entertaining, informative and fun. They are also generally a first point of contact with students and an AUT representative. This relationship is followed up by other visits and/or interviews for scholarships and so on depending on what the manager and the school contact feels will best meet the needs of the students. In terms of recruitment, from discussion with some of the school contacts that do engage with Māori Liaison representatives on these visits and the follow-up, they feel comforted in knowing that someone who genuinely has the students' best interests at heart is guiding them through the enrolment process.

In addition, Māori Liaison services from all the universities in NZ travel together to present tertiary options to Māori students in different schools across the country on the 'Kei A Tatou Te Ihi' (KATTI) ('We have the power') programme. While this is not

an AUT initiative, it fits well into the NZ government's tertiary education strategy. The strategy placed an emphasis on a previous report made by the Ministry of Education (2007), 'Ka Hikitia: Managing for Success', in which collaboration between universities is recommended as a strategy to help Māori students.

Scholarships to address finance

The AUT 2010 Scholarships Handbook lists over 80 different scholarships that students can apply for beginning with scholarships awarded when transitioning from secondary education to university right through to post-graduate study. There are 18 under-graduate scholarships and 5 post-graduate scholarships available in the Business school (AUT, 2009c) although these are not targeted at Māori specifically. Although the aim of these scholarships is not explicitly stated, one of the goals appears to be related to increasing and supporting Māori aspiration and achievement. One way those goals can be fulfilled is by offering financial opportunities for Māori students, in order to help them gain access to the tertiary sector.

Summary

This section has identified four key aspects that recruitment strategies need to target to address the needs of Māori students. Many universities are providing a number of services which address those four aspects. It was beyond the scope of this project and its methodological design, and the accessibility of information to present the full range of recruitment strategies. General knowledge and reading suggests while the examples listed in this section only represent a small range of initiatives, the breadth of all universities' recruitment is much more detailed and extensive. It is worth noting that there is a slight dominance of examples from the University of Auckland, however this was the result of their information being accessible to the public.

AUT has proactively targeted the four aspects the researcher found important to recruitment in various ways. Again, this section has only provided a limited range of initiatives, as not to understate or overstate them but to highlight examples of how they are engaging in strategies which aim to address obstacles to students' participation. This research aims to allow the interviews to highlight recruitment strategies as a means of addressing the initial research questions posed. Nevertheless, in identifying examples of the strategies used, it is clear that AUT are addressing some of the key barriers to participation faced by Māori students with practical initiatives.

Chapter 3: Methodology

This chapter will identify the research questions underpinning the project followed by a discussion of the axiological, ontological and epistemological perspectives of the researcher. The chapter will then examine the methodology and method, the rationale and the 'how' this study was conducted. A methodology is presented and the research design and data collection process used are detailed. Finally, the method of data analysis is explained.

Research questions

Research questions were created that sought to address the topic of prior educational attainment and career aspirations of Māori students studying in the first year. The questions also aimed to identify the university recruitment strategies used and how those strategies address these issues. In essence this research aimed to address whether universities are looking to simply increase the numerical representation of Māori in their institutions or implementing targeted recruitment strategies that will place Māori students in the best position to succeed at tertiary level. The following research questions were posed:

- What are the recruitment strategies, used by universities to target Māori students?

- Why is it important for universities to target Māori students?

- What are the key trends in educational attainment for Māori students?

- What are the career aspirations of Māori students?

- Are university recruitment strategies effectively targeting Māori students in a way that includes considerations of prior educational attainment and career aspirations of Māori students?

Axiology

The concept of axiology centres on the values people hold and contributes to how the researcher develops their research design (L. Giddings, personal communication, April 14, 2011). Concerning this issue, given that the researcher was Māori, an element of kaupapa Māori is present in that worldview because "all understandings are contextually embedded" (Patton, 2002, p. 96). The selection of this particular research topic indicates the values of the researcher, as it reflects an interest in a particular social group to which she belongs (Ponterotto, 2005).

Axiology in this context is concerned with values and what is viewed as important. The Māori concepts of whanaungatanga (unity and connectedness), kaitiakitanga (guardianship) manaakitanga (hospitality), aroha (love) awhina (support) and collectivism are of particular relevance to the axiological position of this study. These founding personal values played an important role in developing the research questions, selecting interviewing as a means of data collection and how the participants were treated. The researcher felt it was important to reflect these values in the research, particularly when interviewing, and believed this was achieved. A basic example was the offering of a koha (gift) in the form of a voucher to participants after their interviews were completed (which they were not aware they would receive) as a token of appreciation and reciprocity- two notions that fit well into the Māori concepts mentioned above.

Ontology

There were a variety of different approaches that could be used to explore these research questions. An initial goal was to understand the way the researcher viewed knowledge and would therefore plan to answer these questions. The most ideal way to do so was to understand the ontological perspective of the researcher and therefore how social reality or "the nature of existence" (Crotty, 1998, p.10) was viewed. The research was strongly influenced by a constructivist ontological perspective (Bryman & Bell, 2007) because the nature of the research questions

sought to evaluate recruitment strategies, predominately from students' own experiences and perceptions, rather than through a set of preset criteria. The subsequent findings are open to subjective interpretation and "can be understood only through understanding the meaning of the concept for those involved in this form of social action" (Bryman & Bell, 2007, p. 18).

Furthermore, as Bryman and Bell (2007) discuss, the constructivist paradigm challenges the notion that things, such as culture, are pre-determined. The student participants' may have been 'screened' to fit criteria for inclusion in the study but that did not mean they responded homogenously. The student participants did not necessarily share the same opinions solely because they are Māori however the goal was to identify recruitment strategies that are successful in attracting them as individuals. This aim fitted well into this ontological perspective because it is open to individual interpretation.

Epistemology

The research approach followed an interpretivist epistemology (Bryman & Bell, 2007) as this is the most suitable to deal with the context-specific nature of the research questions posed. Rather than solely seeking explanations, interpretivism allows for the subjective interpretation of findings in subsequent evaluations of primary data. This approach contrasts with the confirming/rejecting of propositions which is more reflective of a positivist approach.

Methodology

A qualitative approach was taken in conducting this research. Given the aforementioned ontological and epistemological assumptions, the ability to be flexible and interpretative allowed for a less than linear process to be followed in the collection and analysis of data (Flick, 2002). Creswell & Miller (1997) highlight that a qualitative approach focuses on the meaning of something to an individual rather

than viewing knowledge as being something external to an individual. As a result, there is a stronger emphasis on theory generation rather than theory testing; a common characteristic of qualitative work (Bryman & Bell, 2007). The aim of reviewing literature and analysing interview data in this project aligns with earlier comment as the participants' views were considered valuable and valid knowledge. The research aimed to discuss perspectives on recruitment strategies rather than test the effectiveness in tangible ways.

Quantifying results could have been a methodological issue however Crotty (1998) addresses this and regards quantification as important in investigation and compatible within a qualitative research paradigm. While quantification can be accommodated in qualitative research, there is a need to distinguish and consistently apply either a subjective or objective perspective to information (Crotty, 1998). Given the need to establish this, a subjective perspective was opted for this study as a means of analysing the issues presented by participant interviews to address the research questions.

Flick (2002) discusses culture as a variable in constructing social realities. In the pilot study conducted by the researcher (discussed later), participants did not seem to be culturally bound by their expectations of tertiary providers; ultimately culture did not play a significant factor. Therefore as a result of this pilot work although culture was canvassed as a potential explanation in this study it was not emphasised in questions.

The following issues will now be discussed as part of the rationale for the methodology chosen: trustworthiness, triangulation and personal experience.

Trustworthiness

The concept of trustworthiness is a core part of qualitative studies. Bryman and Bell (2007) identify four criteria that make up the key components to evaluate trustworthiness. These include: "creditability, transferability, dependability and confirmability" (Bryman & Bell, 2007, p.411) and will be discussed in turn. In this context credibility encompasses testing the processes and findings of the researcher (Bryman & Bell, 2007). There are number of parallels with the concept of validity. Bryman and Bell (2007, p.41) state validity is concerned with the "integrity of the conclusions that are generated from a piece of research". Although validity, as an evaluative criterion, features strongly in quantitative studies, it is not a key concept in this study. Having said that, the 'integrity' of the project was tested through triangulating data.

Transferability relates to the ability to generalise the findings in other contexts/time periods. One of the limitations of the research design is that research such as this study is high in contextual significance. Clearly both the issues facing Māori students and university recruitment strategies vary and change significantly over time. Asking students' and staff recruiters' perspectives at one point in time may produce a different response to another time or another student/staff recruiter depending on a wide range of variables. Nevertheless the ability to triangulate findings from several points of reference supports the use of this design because it allowed for the research questions to be viewed from different perspectives within a common context at the time the study was conducted.

Dependability is the qualitative researcher's equivalent to reliability (Bryman & Bell, 2007). Bryman and Bell (2007) discuss the researcher keeping detailed records of the processes they follow, such as in participant selection and data analysis so that an 'audit' could be made to distinguish dependability. This 'audit' would then determine whether the findings reached could be justified, in line with other concepts,

such as reliability, which seek consistency in research. The researcher was thorough in detailing the interview process and reviewed this through consultation with others.

Confirmability is another important criterion for evaluating qualitative research. Bryman and Bell (2007, p. 414) identify that while

> Complete objectivity is impossible in business research, the researcher can be shown to have acted in good faith; in other words, it should be apparent that he or she has not overtly allowed personal values or theoretical inclinations manifestly to sway the conduct of the research and findings deriving from it.

They do not elaborate on a particular measure for ensuring this. Interestingly, the statement seems to conflict with the overarching axiological perspective, which states that values deriving from Kaupapa Māori underpin the researcher's approach to the project. However, as this has been explicitly outlined and managed appropriately in order not to sway findings, the researcher believes that the confirmability of the project is not in question.

Triangulation

The purpose of triangulation is to enhance the data collection process by collecting evidence from several sources to test both the source and the researcher's interpretation of data (Wallendorf & Belk, 1989). Triangulation involves "using several kinds of methods or data, including using both quantitative and qualitative approaches" (Patton, 2002, p.247). Triangulation has been used in this research project by interviewing both Māori students and university staff recruiters as well as using quantification of interview findings, archival information and the experiences and perspectives of the researcher. It combines methods of data collection to strengthen findings and/or causal relationships "because each method reveals different aspects of empirical reality" (Patton, 2002, p.1192).
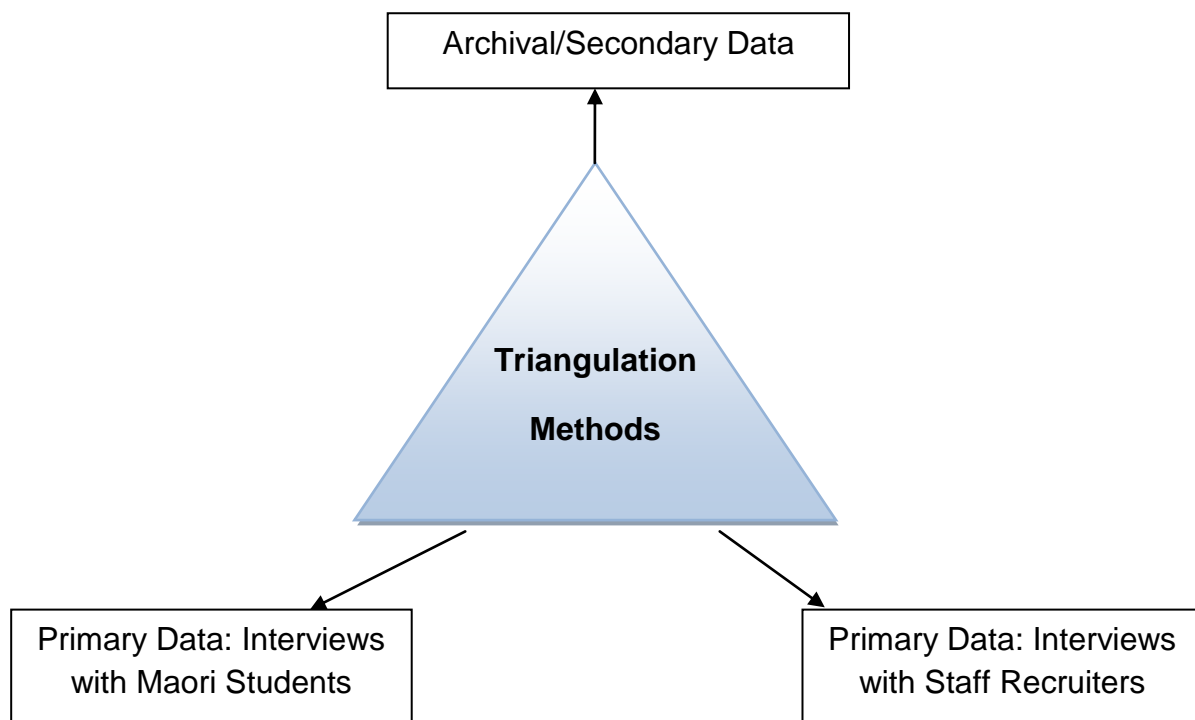
```
                    ┌────────────────────────┐
                    │  Archival/Secondary Data │
                    └────────────────────────┘

                         Triangulation
                           Methods

┌──────────────────────┐          ┌──────────────────────┐
│ Primary Data: Interviews │       │ Primary Data: Interviews │
│  with Maori Students  │          │  with Staff Recruiters │
└──────────────────────┘          └──────────────────────┘
```

Figure 3.1: Triangulation methods used

Personal experience

My own experience and perspective as a Māori student was also able to be accommodated within an interpretivist perspective. As Creswell & Miller (1997, p.37) state "not only is the researcher not absent from the narrative but he or she is also mentioned as having personal views and interpretations." Patton (2002, p. 64) states that "the perspective that the researcher brings to a qualitative inquiry is part of the context for the findings". Personal judgment on the part of the researcher can (and was) included in the subjective aspect of the research but limited in any 'verification' or judgment of data (Creswell & Miller, 1997). This is in line with Burck (2005, p.245) who cautions the researcher to "maintain self-reflexivity – to own their ideas and to bypass them in analysing the material, so that one does not discover what one already knew or hoped to find!". For the researcher to be reflexive it is a matter of continuously analysing personal perspectives as well as those of others (Patton,

2002) and this was maintained by the researcher throughout the course of data collection and analysis.

Summary

Overall, the following diagram shows the process that was used to establish the strategy for conducting the research:
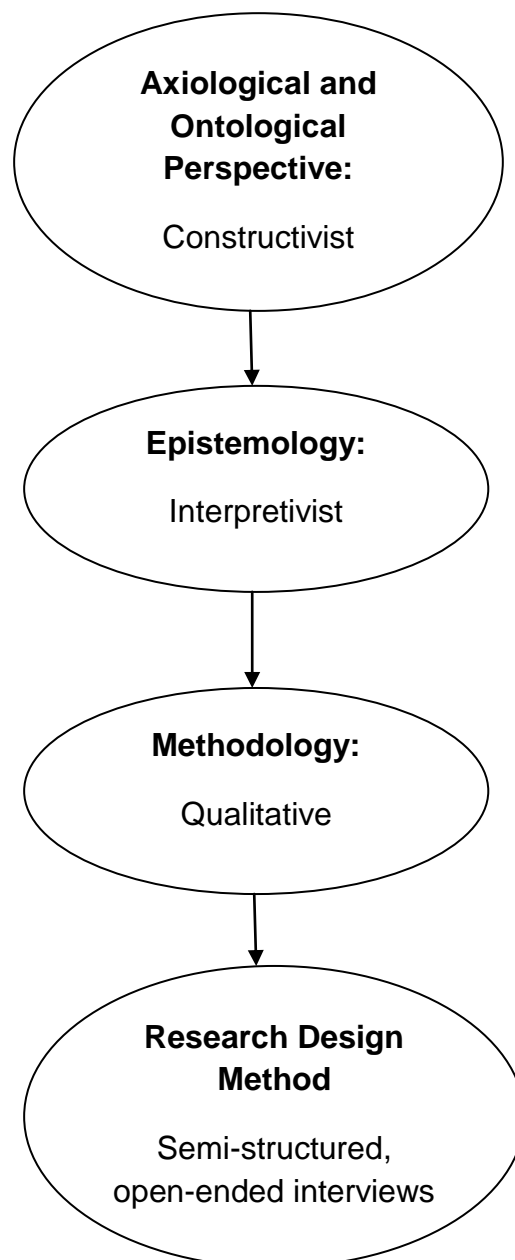

Figure 3.2: Methodological process

Research Design

A research design was used that allowed a comparison of policy (of universities) and practice (as viewed by both staff and student perspectives). The following will detail the process that was followed to conduct the research.

1. Secondary/archival data

In the first instance secondary data primarily via governmental and universities' reports/policy, and website material were used to develop a context and focus the scope of the research. This was followed, in more detail by reviewing trends in the educational attainment of Māori both at secondary and tertiary level. Some key issues Māori learners have regarding education were also identified and discussed.

2. Primary data

The primary data consisted of individual face-to-face interview responses from participants. The researcher opted to conduct interviews because she believed it was the most appropriate way to collect the information needed to address the initial research questions.

Interviewing

"Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit" (Patton, 2002, p. 341) and therefore interviewing was selected as the most appropriate way to gain insight into the participants' perspectives. Interviewing involves gaining participant's stories to understand their experiences as well as the context within which their perspectives are founded. As Seidman (2006, p. 7) discusses "telling stories is essentially a meaning-making process." Given the research paradigm that was selected, the notion that interviews involved participants detailing and reflecting on their experiences fitted well.

Individual interviews were conducted rather than group interviews because the researcher's view was that the participants would be more comfortable and honest about their experiences and perceptions. The likelihood of participants' responses being influenced by other people would also be limited. Additionally the researcher felt that staff interviewees in particular would be more open to participate in interviews if they could maintain their anonymity.

The interviews for both student and staff recruiters varied but the aim was to elicit the participants' perspectives on university recruitment strategies which targeted Māori, how well they worked and any other views of the strategies. Interviews consisted of semi-structured open-ended questions. While "open-ended responses permit one to understand the world as seen by the respondents" (Patton, 2002, p. 21) additional probing (or follow-up questions) were used, when needed, to explore responses in more depth. This allowed for the participant's experiences to be detailed, build context and provided participants with the opportunity to reflect on their experiences. The flexibility of additional questions within the interviews proved ideal for this research because it offered an opportunity for rich responses to be obtained (which was used further in the data analysis process).

Formulating questions for interviews

An interview guide was produced in the form of indicative questions (see Appendix 4 and Appendix 5) that would be asked to both student participants and staff recruiter participants (as a requirement of the ethics approval process) listing a number of questions (and issues) that were to be explored throughout the course of each interview. In each interview, each of the questions listed were asked. Patton (2002) highlights some of the advantages of having such a guide discussing how it allows for a systematic yet flexible approach to interviewing.

In developing the interview research questions the researcher drew the key aspects of each of the initial overarching research questions. For example 'At school, what

did you want to be when you grew up? (i.e what job did you see yourself)'. This question was used as a starting point to discussing career aspirations with student participants with a purpose identifying their career aspirations. The initial research questions were also used to develop the questions asked to staff participants. For example, staff interviewees were asked directly what recruitment strategies were currently used by AUT. The majority of the structured questions were either demographic/background questions such as 'what subjects did you take at secondary school?' or 'what is your role within the organisation?' or opinion and values questions (Patton, 2002) such as 'do you think it is important for universities to make services available specifically to Māori?' or 'how effective do you feel recruitment strategies that target Māori students are?'.

While the list of indicative questions was the basis of the interview, they were not the only questions asked. A number of probing questions were also asked throughout the course of the interviews to gain more depth from answers and encourage discussion. For example, when staff recruiters were asked to detail recruitment strategies, the researcher would ask them the rationale for an initiative's implementation or what aspect of the strategy made it tailored to Māori specifically to prompt more detail. Special caution was taken by the researcher in the preparation of questions not to include any leading questions as previous experience highlighted this can cause problems. While there was intention in directing the conversation towards specific issues for discussion, the aim was not to pre-empt findings in any way. Caution in leading was also maintained throughout the process of interviewing. When the interviews drew to a close, the final questions asked for the participants' final thoughts or additional views giving participants an opportunity to raise any further issues that they felt may not have been addressed.

Pilot interviews

The researcher had carried out a pilot research of a similar nature previously, as part of an Honours programme, interviewing a sample of first year Māori business

students about their recruitment experiences. This small project tested question choice and sequence and interview length. In addition, the researcher was able to learn and enhance interviewing techniques as a result of previous experience (such as probing, avoiding interrupting, leading questions or offering personal comments prior to the participant completing the interview). This experience was reflected on in the development of questions and in conducting interviews for this research project.

Recruitment process

In order to recruit potential participants and meet the ethical guidelines approved for research, advertisements were placed inviting anyone in the following groups to participate in the research (refer to Appendix 6):

- All Māori university students studying in the first year at AUT and/or

- Any university staff members who were involved in the planning, implementation and/or operationalisation of recruitment strategies that targeted Māori students.

The contact details of the researcher were placed on the advertisement so the researcher could be contacted if anyone was interested in participating. These advertisements were placed in areas that had high volumes of Māori students such as AUT's Te Tari Takawaenga Māori: Māori Liaison Service offices.

In addition to the advertisement the researcher also attended several student events that targeted Māori students, such as an over-night gathering of Māori students at AUT's Marae on 25-26 March 2011, in order to meet students and make the research project known and seek out potential participants. Given that the timing of this particular event came before ethics approval had been confirmed, the researcher did not proceed with gaining consent or interviewing but gave contact details to anyone eligible who was interested and informed them that contact would be made once ethics approval had been granted.

Once the potential participant or researcher had initiated contact an interview time was arranged. Any questions that potential participants had regarding the project were answered, however they were informed they would be given a detailed overview of the project and aims and their rights, regarding answering questions and the use of their information prior to the interview taking place. At the beginning of each interview, a discussion about the project and an information sheet detailing the research was provided (refer to Appendix 2 and Appendix 3). Throughout the course of the initial discussion about the project, clarification was sought that the potential participant met the criteria for selection.

Criteria for selection

In order to recruit the appropriate participants, the following criteria were used.

All potential participants who were willing and available within the interviewing timeframe and were either:

1. Students who self-identified as of Māori ethnicity (of any age or gender); who were enrolled (either part-time or full-time) in the first year of a Bachelor degree at a NZ university.

2. Recruiters were selected if they were working for a NZ university and their role involved any of the following activities: the planning, implementing, or operationalising of university recruitment strategies which specifically targeted Māori students.

Selection

The initial aim of the primary data collection was to interview between 10-20 Māori students and 3-10 staff recruiters. This number reflected time restrictions, project scope and location and access to Māori students and staff recruiters. In all, the number of participants recruited totalled 18, with 12 students and 6 staff recruiters taking part.

Procedure

If either of the selection criteria were met by potential participants, the researcher outlined the project using the participant information form. The researcher sought the potential participant's free and voluntary consent and a consent form (see Appendix 7) was signed prior to an interview being conducted. A copy of the consent form was also given to the participant for their own records.

Interviews were carried out in an environment that suited the participants. Student interviews were mainly completed on campus, on the Marae or in offices between classes while the recruiter interviews were usually completed at their offices after work hours on week days. The interview times varied significantly and ranged from 15 minutes to in excess of two hours. Student interviews tended to be shorter and less detailed than those of the staff recruiters. One of the reasons for this was the staff participants' knowledge of recruitment. Staff recruiters were very aware of the aims, actioning and outcomes of recruitment strategies and could therefore provide more detail than students.

Ethics

Ethics approval was sought from Auckland University of Technology Ethics Committee (AUTEC) to conduct interviews both with Māori university students studying in the first year and people whose employment role was involved in the planning, implementing and/or operationalisation of recruitment strategies that target Māori students. The application was submitted to AUTEC in March 2011. Approval for application number 11/56 (see Appendix 1) was granted on the 15th August 2011.

Issues of particular importance were confidentiality and anonymity given that interviews were to be conducted and formed a significant role in the research. In order to reduce the likelihood of any foreseeable risks to any of the participants in the

research, particularly concerning confidentiality and anonymity issues, the following processes were agreed upon:

- The interviews were not recorded in audio or visual form;

- Participants were given the option to decline answering any questions that they felt uncomfortable with;

- Reference was not be made to information provided by other interview participants;

- Anonymity and confidentially issues was addressed by not recording names on the notes taken in interviews and not identifying individual participants in the subsequent analysis and report;

- Consent forms were stored separately to the notes taken so that data could not be associated with specific individuals;

- Participants were informed they were able to obtain a copy of the final findings section of the report upon request.

Treaty of Waitangi and obligations

The researcher conducted research that through interviews with Māori students, aimed to represent their views on recruitment strategies that affect Māori students specifically. This aim can be considered a partnership as there is a degree of mutual reciprocity. The researcher was also willing to share personal experiences with students at the end of the interviews if they asked.

Takawaenga Māori Service (Māori Liaison) AUT were consulted in the design of this research project to ensure that the project did not adversely affect Māori and that it would be carried out in a way that was acceptable to and respectful of those involved. Participants were also encouraged to discuss what they felt was relevant and given the time they needed as well as the opportunity to decline to comment on questions/issues. In these ways, the concept of participation was incorporated into the research.

The researcher aimed to honour the 'protection' aspect of the Treaty obligations through maintaining the anonymity and confidentiality of respondents. Participants were informed that participation in the research was voluntary and they did not need to answer questions with which they were uncomfortable. Participants were also given the choice to withdraw their participation at any time before data collection was completed with the knowledge and agreement that their responses would be discarded.

Data collection

Note taking

The note-taking method was used rather than recording and transcribing lengthy interviews (particularly as some of the interviews were anticipated to, and did exceed the timeframe; several beyond an hour). The first step after transcription is to narrow down the text to points of interest/relevance (Seidman, 2006). Note-taking was used, and preferred as the means of data collection, as an alternative to transcription, because it already identifies key points.

Rich, detailed notes were taken with both groups of participants throughout the course of the interviews rather than audio-visual or tape-recording. A number of the staff interviewed provided supplementary documents such as pamphlets, reports or diagrams to explain the strategies they were discussing. This method of data collection allowed participants to speak freely without the anxiety of being directly quoted or their views being recorded in a manner that they viewed out of context. It also reduced the likelihood of technical failures and/or lost interviews as well as issues with storage and disposal (and therefore anonymity and confidentiality).

Observations from student interviews

One of the key observations the researcher made about the interview process concerned student responses. While the researcher had outlined the topics and aim of the research, there was almost a lack of substance in the delivery because the aim was to be 'semi-formal' in interviewing. When asked questions, the participants answered accordingly. The responses for the first few completed interviews were standard (and slightly disappointing in terms of the depth). The researcher recognised that the questions were slightly confusing for students because the language was formal, for example 'recruitment strategies'. Eventually the researcher realised that it was acceptable to change the approach to interviewing in order to gain some more depth rather than change the questions (which would have created its own methodological implications). This was achieved by the following process being developed.

1. Students were given questions and asked to consider and provide a written 'answer';
2. The researcher provided her 'recruitment story';
3. Students were asked to recall and discuss their own recruitment story;
4. The researcher discussed the aims of research and the value of the participants' responses;
5. The students were asked for any final thoughts/comments.

The students were given the list of the indicative questions (see Appendix 4) at the beginning of the interview. They were asked to read and answer the list prior to a conversation developing. They were also informed that if they had difficulties answering the questions that was fine. They were also advised they could mention anything that came to mind, regardless of how small or trivial they thought the researcher would consider the response. The aim was to draw the first things that came to mind. The researcher remained quiet while they did so.

The second step, while outside of the initial 'interview plan' was to provide the students with a brief version of the researcher's personal recruitment story, that is, the journey taken to get to university. This story was used to illustrate the key aspects that were influences in the researcher's decision. Although it was difficult to share personal stories with strangers, the value gained was worth the investment of the researcher's part. The researcher considered whether there was potential danger in influencing and/or leading participants' responses by providing her story. However, it was the researcher's belief that this risk was minimal. The potential risk was mitigated by the researcher reiterating to participants that their experiences were valid and the goal of the research project was to hear their story not her own.

The researcher's story then provided a platform for students to discuss their own varied stories. These accounts also provided a more insightful look into student recruitment experiences. It was also much easier to extrapolate key themes because interviews had focus points. The following example demonstrates the growth in findings from this technique. One participant had not gained NCEA Level 1 or UE. Looking at the answers on the paper provided no detail. When the participant was asked to tell their story, a story of migration, different education systems, difficulties adapting, social isolation and fear of failure arose. This provided a much wider understanding and context to two simple questions. While probing could have been adopted, the participant was initially very reluctant to share their story as "it made me feel dumb… I felt like a failure… I have tried really hard to answer the questions honestly… it wasn't as simple as failing…".

After the participants had told their story, the researcher used the opportunity to thank them for their honesty and participation. Although they were advised that nothing they said would be directly linked to their name at the beginning, reassurance was given that they would not be identified individually in the final research piece. Given that some students were very open with their struggles in this format of interviewing, the researcher felt it necessary to reiterate that assurance. This acknowledgement led the researcher to provide some detail around the goals of

the research and discuss where the participants' information fitted into the bigger picture of the research. Upon reflection, the researcher believes that was an appropriate way to relay the importance of their responses. The participants' comments were positive and many of them acknowledged their willingness to be involved in a project they felt someone was passionate about and valued. They were highly supportive of the researcher and the project.

To conclude, and based on the entire interview the researcher asked whether the participants had any further comments or ideas about university recruitment in general. Unsurprisingly, having followed the above process the participants were able to provide more information about what worked well for them in terms of the university appeal and the potential gaps in current strategies than they were when they filled in the indicative questions. They also appeared to have a clearer idea of the entire project and were able to offer ideas that aligned quite well. Their comments regarding what improvements needed to be made to current recruitment seemed more thoughtful and interesting. The researcher felt that these responses supported the decision to change the interview format.

Thematic analysis

As the data was collected, a code list was developed to incorporate the key themes that were emerging out of the interviews (refer to Appendix 8). The codes were sought inductively, rather than being pre-determined. Any categories that were identified from the interviews were used regardless of whether they were the opposite of other responses or did not share a commonality with any other response, such as only one of the student participants identifying 'no kapa haka' as a having a negative impact on their recruitment experience. Maintaining the process of recording each theme allows for the possibility of unanticipated issues to emerge. This process also aligns with Strauss's approach, discussed by Flick (2002, p. 189) which aims at "developing a theory starting from the distribution of perspectives on a certain issue or process".

A process of thematic analysis (Braun & Clarke, 2006) was used to inductively generate themes around recurring topics of interest from the interview data. This involved "identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). Some sensitisation to relevant categories occurred through review of prior studies in this area. The process of identifying the themes involved the researcher "searching for connecting threads and patterns" (Seidman, 2006, p. 125). Classifying and grouping related responses together then become the basis for identifying the key themes that emerged from interviews. For example, discussions which identified family, whanau and family members were grouped under 'family' as a theme. The analytical procedure followed was loosely based on Braun & Clarke's (2006) six-step process and included the following steps:

1. Reading and re-reading the data;

2. Generating initial codes and collating data relevant to each code;

3. Collating codes into potential themes;

4. Checking if the themes worked in relation to the data, and generating a thematic 'map' of the analysis;

5. Defining and naming themes in an ongoing process.

Chapter 4: Findings

This chapter will identify and highlight findings from the interviews conducted with staff recruiters and Māori students in their first year at Auckland University of Technology. The underlying aim of the research was to establish whether the recruitment strategies that are being used have any relationship with the experiences of the students that are the target of the recruitment strategies.

Firstly data from the interviews with staff recruiters will be identified and discussed. These interviews were conducted in order to:

- Identify the key recruitment strategies used by universities which target Māori students;
- Establish recruiters' opinions on their effectiveness;
- Discuss issues/challenges/areas for improvement identified by staff directly involved in the recruitment of Māori students.

The remainder of the chapter will focus on the student participants' responses. A series of questions were asked about their secondary schooling choices and experiences to gauge their prior educational attainment and academic 'preparedness'. They were then asked about their career aspirations and their decision to attend university with a view of isolating the drivers for the decision. Finally the students were asked about their recruitment experiences.

Section A: findings- staff recruiter interviews

The findings for staff recruiters will be organised under a series of headings: role, current strategies implemented, effectiveness of current recruitment strategies, rationale for strategies, challenges and areas for improvement in current recruitment plan.

Firstly, interview participants were asked to detail their role within their work organisation and aspects of their day-to-day jobs involved recruiting Māori students. Further questioning prompted participants to provide the rationale for these strategies and their views on effectiveness. The questions then asked staff recruiters to identify the challenges they faced in their roles as related to recruitment. Additionally, participants' opinions were sought on what could be done to improve existing strategies.

Role

The first question asked was the participant's role in the organisation. Each staff recruiter participant interviewed was directly involved in at least one aspect of the planning and/or operationalisation of recruitment strategies that target Māori students. The roles covered by those staff interviewed involved many different aspects:

- Direct involvement in planning recruitment initiatives;

- Concept development;

- Going into secondary schools and providing information about AUT, their programmes, study options and so on;

- Facilitating school visits;

- Marketing AUT directly to a Māori audience;

- Representing AUT at sponsored events;

- Providing course advice and entrance requirements;

- Offering scholarship, studylink and accommodation information;

- Documentation verification (for things such as scholarships);

- Enrolment support;

- Meetings with whanau.

- The coordination of transition programmes (such as signing students in, food preparation, arranging activities, campus tours).

This list does not provide the full range of responsibilities that the participants had relating to recruitment. While some roles were solely involved in recruitment, others roles included aspects of recruitment as part of the wider 'pastoral care' service that is offered to Māori by Student Services. As one participant commented, "There is a full programme that we do… recruitment is a crucial part of the job…we do what ever is in our power to get them to university".

In order to provide more detail some participants provided the researcher with other written documentation such as flyers (examples of information provided to students) advertisements of events (like Māori Expo) and course books which targeted Māori (such as the Te Ara Poutama prospectus). These advertisements and handbooks were used to supplement their discussions about their roles.

One of the staff members reported he was also involved in the reporting and evaluating recruitment strategies. The identification of this aspect of his role was a useful addition to the interview process because the participant could offer more information on the effectiveness of recruitment strategies and articulate successes (which will be discussed further on).

Current strategies implemented

Each participant identified more than two recruitment strategies that targeted Māori students. The participants emphasised different strategies depending on what department they worked for. A number of the recruitment strategies which target Māori were identified as part of a wider integrated model for student recruitment at Auckland University of Technology. Nine recruitment strategies were discussed, although three of these were more prominent for all interviewees.

- **Kei A Tatou Te Ihi- KATTI: A tertiary focus**

This programme is an initiative driven by the Māori Liaison Officers of all universities in the Auckland region whose aim is to improve educational outcomes for Māori and promote Māori participation in the education sector. Liaison Officers from five universities tour schools in the wider Auckland region to engage with students and promote career pathways *without* a goal or emphasis that focuses on recruiting to their specific organisation, "The goal is to encourage all Māori students to go to any university and pursue tertiary study". A number of interview participants identified this strategy. Although there is a goal of targeting Māori for AUT, the broader shared vision is to encourage Māori into the tertiary education sector, regardless of where they selected to go, demonstrating the staff's commitment to Māori beyond their individual recruitment roles and institutions.

- **He Ra Whakamarama: an AUT University programme**

This is a recruitment programme was developed by Te Tari Takawaenga Māori (Māori Liaison Servies: AUT). A participant stated that the programme is "founded on Mason Durie's work regarding how Māori communicate and form relationships and the needs they have which satisfy these". The core concepts of the programme incorporate Durie's suggestions on how Māori needs are satisfied. These include manaakitanga (protection/nurturing), tohatohatia (shared resources), pupuri taonga (guardianship of a whanau's physical, human resources and knowledge), whakamana (enabling) and whakatakato tikanga (ability to plan for the future). The participant's comments reflected a belief that the grounding of this programme in these concepts was 'the tikanga is culturally sensitive… our kids know that they are somewhere they can be safe, be themselves and get the help they need" and as a result, the programme is able to successfully engage students.

The programme is delivered to schools that AUT partners with and has three phases: He Ra Whakamarama (A Day of Enlightenment); Nga Ra Whakaterea (Days of Understanding); and Te Whakamana (Māori Student Advisor programme). He Ra Whakamarama involves secondary school students spending a day at AUT participating in a wide range of workshops. The purpose is to heighten the students' interest in remaining at secondary school and participating at tertiary level by presenting an interactive, informative and interesting programme. Nga Ra Whakaterea is a 2-3 day transition programme. All Māori students are invited to attend[2]. The aim of the programme is to help students engage with other Māori students, become familiar with the university (such as the location of student services and library) via campus tours and gain some valuable skills (via attending free credited papers that focus on time management and essay writing skills). Te Whakamana is a mentoring programme. Newly enrolled students[3] are assigned an advisor to meet with regularly throughout the year and discuss academic and pastoral care issues and seek advice. Although not directly related to recruitment, this phase is part of the wider strategy to engage the students.

- **Prefect Training Programme- Māori: An AUT Programme**

Prefect Training Programme (PTP) is a tailored social transformation youth engagement recruitment programme. Initially the programme was designed for secondary school prefects but the concept evolved has over time to include many target groups and Māori were identified as one of those groups. The overall programme (PTP- Māori is a group within the PTP initiative) attempts to address the 'tertiary readiness' of students. One participant provided the following detail to explain the purpose of PTP:

> "AUT identified a skill set, from the Centre of Excellence which they sought to develop within students to prepare them for tertiary study... students involved in

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[2] It is a condition of a number of AUT scholarships that Maori students attend the entire Nga Ra Whakaterea programme in order to keep scholarship.

[3] Any students who gain Maori scholarships funded by AUT are informed in at Nga Ra Whakterea that they are obligated to take part in these advisor meetings throughout the entire course of their study as a condition of retaining their scholarship.

PTP are taught about topics such as event management… public relations and public speaking… teamwork and business planning over the course of the year."

The interviewee explained how teaching students these practical skills and providing support to implement these frameworks means "the students are effectively given the tools to self manage their time, commitments and responsibilities and are in a better position to be able to cope with the expectations of university study." Students are followed up every 60-90 days by the initial AUT staff member they had contact with, in most cases the 'Ambassador'. This follow-up process gives staff the opportunity to bond with the students, form relationships and become more informed about what the students' needs are and therefore how they can assist them.

The participant stated that the aim of the programme, as it relates specifically to Māori, is to increase Māori participation in the education sector by "increasing Māori students' access to university and increasing Māori students' aspirations to attend university". PTP-Māori was identified as "the strength of [Māori] recruitment at AUT" by a number of the staff interviewed. PTP- Māori[4] is targeted at Māori immersion schools. In 2009, the first PTP- Māori was piloted in six Māori boarding schools with funding from the TEC to increase the number of Māori students enrolling at AUT. The rationale for targeting this group was that there are a number of 'aspirational' people that Māori can look up to however there is a need to make university relevant and accessible. While increasing Māori representation at AUT is one of the commitments of the recruitment team, students must also be equipped to successfully enter and then progress. PTP- Māori address both these points.

Students on the PTP are given individual development plans. The first term (as it relates to the NZ Secondary School calendar) focuses on goal setting. The second term focuses on the transition to university by putting in place, what the interviewee

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[4] PTP is a generic recruitment strategy within which Maori are one of the target groups and therefore PTP- Māori relates to targeting Māori specifically rather than as part of other interest groups.

referred to as an "action plan [for] exiting secondary education" (such as identifying the required number of credits in chosen subjects to attain university entrance). This 'action plan' is then focussed on for the rest of the year and managed closely by the AUT staff members involved who follow up on actions such as the student's enrolment progress and study link applications with students regularly.

The following model for PTP- Māori describes the stakeholders that are targeted and engaged in the programme and is a summary of the researcher and a participant's joint discussion:
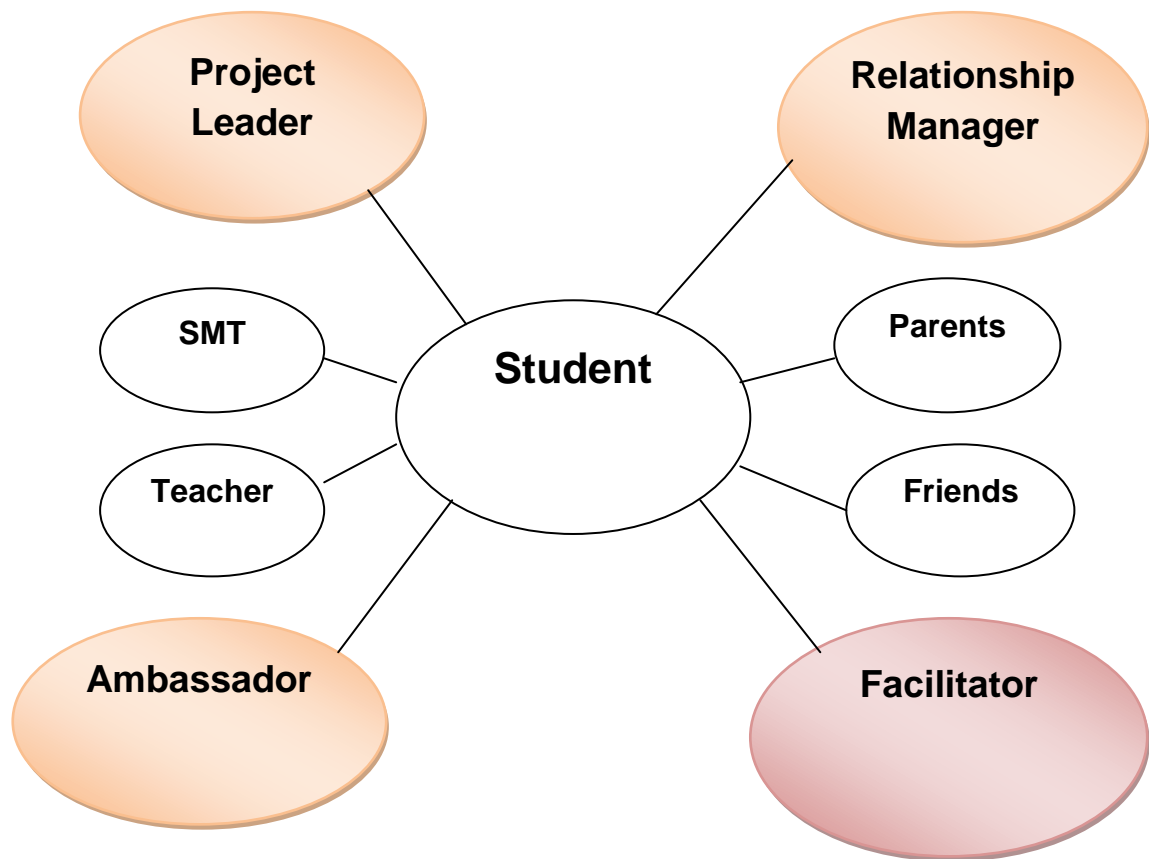

Figure 4.1: Stakeholders in PTP- Māori

Note: SMT- Senior Management Team includes the management team in secondary schools, Principal and Deputy Principal.

The coloured groups are roles that AUT have to engage students and support them onto the programme.

- The Project Leader is responsible for the concept and its implementation into secondary schools.

- The Relationship Manager's role is informative. They are responsible for providing information about the courses/programmes offered at AUT, the enrolment process and so on.

- The Ambassador acts as the 'mentor' for the group of students (from one school) and remains the point of contact and 'connection' between the students and AUT.

- The Facilitator is a student who is on the PTP, selected by AUT, to engage with the other students from their school who are participating in the programme, relationship build and pass on the concerns and issues of the other students to the Ambassador.

AUT also sought to partner with the schools' principals and Boards of Trustees (rather than solely the careers advisors) and local community members as well as whanau in order to engage the wider context in which the students live. This approach has been successful and in six years the number of schools involved has increased from six to 35 (in 2011), mainly in the Auckland region.

As the interviewee detailed, the recruitment strategy for each school differs depending on their specific needs. One of the examples provided by the interviewee was Hato Paora, a Māori Boarding School in Fielding involved in the programme. The school identified the need for a 'study wananga' to address students with weak academic skills. As a result of this, AUT involved other resources, such as Te Tari Awhina (Learning Centre) staff, to address the needs of students from that school.

- **Māori Expo**

The annual event began in 1995 and is held over two days in Auckland. AUT are the major sponsor of the event. It is an annual event that celebrates Māori success in education, culture, entertainment, sports, fashion, the arts and business. According to the staff participants who identified the Expo as a key recruitment strategy, the purpose of the event is twofold: to showcase Māori talent and to encourage Māori youth to think about their futures. The staff interviewed highlighted that the expo attracts a large number of visitors, largely from across the Auckland region, with:

- Approximately half being females;

- Over three quarters being under the age of 30 years old;

- Two thirds aged between 16-20 years old.

These statistics, while not specific, indicate that AUT are actively marketing to their prime audience.

- **Marketing Approach**

Presence at key Māori events has positive recruitment outcomes as it heightens the chance of 'capturing' Māori by introducing them to AUT's brand. A number of factors are also taken into account when information is being communicated to a Māori audience by AUT. These include advertising in Māori communities, using language that can be easily understood by the Māori community and/or making the advertising bilingual. For example, the Māori at AUT handbook highlights a range of courses across AUT and showcases Māori students, teachers and graduates. The participant who focussed on the marketing aspect of recruitment stated that this strategy (of showcasing Māori presence and success at AUT) had been researched and confirmed as appealing to a Māori audience.

Overall, there was a common knowledge amongst the staff interviewed about the key recruitment strategies being used by AUT however individual departmental recruitment strategies are less well-known. Each strategy is designed to provide a range of opportunities that may appeal to a range of students to increase their understanding of the tertiary environment. Some of the less common strategies mentioned by those interviewed are listed below:

- **He Pito Mata (Te Ara Poutama Industry Day):** This initiative involves inviting Māori secondary school students from various schools to come into AUT and learn about Te Ara Poutama (the Faculty of Māori Development) programmes and meet Māori industry professionals who have various careers.

- **Iwi Partnerships:** These involve establishing relationships with iwis, such as Ngati Whatua o Orakei. The nature of the relationship is collaborative and consultative, with AUT looking to involve iwi in strategy development and potential educational opportunities for their people.

- Another strategy involves the use of contemporary **Social Marketing** approaches such as AUT on facebook and social events such as post-graduate dinner functions.

- **Sponsorship of key Māori kaupapa events** e.g Nga Manu Korero and Te Atturea. Nga Manu Kōrero is a national Māori secondary school speech competition that AUT is heavily involved through scholarships. While this may not appear to be a strong strategy at first, exposure of AUT's 'brand' to a Māori audience can only heighten the chances of Māori students opting to study at AUT.

- A number of **generic strategies** such as "regional accounts" and "school accounts" management were identified. These 'accounts' are essentially established relationships with specific schools. As discussed briefly as part of an interview with a staff member involved in this aspect of recruitment, these relationships encompass a number of things including providing information/resources about courses and establishing scholarship opportunities for students.

Rationale for strategies

Many of the staff recruiters highlighted drivers for the implementation of these strategies: the under-representation of Māori in the tertiary sector, the disproportionately weak educational attainment of Māori students at both secondary and tertiary level and the Treaty of Waitangi obligations. Several of the participants were able to quote specific statistics that support the need to recruit Māori students. These included secondary schooling completion and attainment rates that were provided by schools, previous statistics they had received through their working relationships and/or Ministry of Education and Starpaths reports.

Beyond the reasons given above, a number of participants were of the view that one of the fundamental reasons that targeted recruitment of Māori students is necessary is that education is viewed as a means of social transformation. "A good education means our kids have better job opportunities… become role models for their whanau and other perspective students… and their successes can take away the lower socio-economic stigma that we always wear as Māori ".

Effectiveness of current recruitment strategies

Each recruitment strategy is firmly grounded in Kaupapa Māori (philosophy). On this basis, the strategies are effective in being culturally appropriate. The Māori concept that featured most strongly in interviews, repeated by a number of staff participants, was whakawhanaungatanga (relationship building). This concept relates to connection, relatedness and unity. It involves continually developing rapport, mutual trust and deepening the connection one has with another. The transition programme (Nga Ra Whakaterea) and PTP-Māori are good examples of how whanaungatanga is encouraged.

Māori student enrolment figures have proved that strategies, such as PTP-Māori have attracted Māori students from areas where they were not previously sourced.

These outcomes include attracting students from different geographical locations, such as Northland, as well as non-traditional sources, such as Māori boarding schools. Interviewees indicated that the increases in the number of Māori students who live outside of Auckland enrolling were viewed as successful outcomes because Auckland is the main catchment area for AUT. An example given by one interviewee was an increase in the number of Hato Paora Māori male students once AUT partnered with the school on PTP.

Another important finding that arose is that the effectiveness of recruitment strategies is difficult to measure. There are a number of contributing reasons. Firstly, there are a range of issues that students consider when selecting a university to attend. The influence of one strategy may not be able to be isolated from other interconnected factors that are simultaneously at play such as finance, access to traditional support networks, access to alternative providers and guidance. Additionally, the outcomes of enrolment as a result of programmes, such as KATTI, are not recorded as being institution specific. Nevertheless, staff comments tended to reflect that the outcomes of their recruitment programmes were positive. For example one staff member was able to provide AUT specific statistics that support the effectiveness of the PTP. The following are some examples of positive recruitment outcomes from PTP-Māori that the staff interviewee described:

- Mt Maunganui College had two relevant issues prior to AUT partnering with the secondary school on PTP. Firstly, their Māori students were not successfully progressing (or being retained) to Year 13. Secondly Year 13 Māori students were not involved in mainstream leadership roles. Since the PTP has been run with the school, not only has there been an increase in Māori students being retained in Year 13, "five of the 20 mainstream leadership roles were held by Māori students in 2011".

- Hato Paroa is a Māori Boarding School in Fielding which is not a traditional source of students for AUT. Since AUT partnered with the school, 100% of the students have identified university as their aspiration upon leaving secondary school, rather than the traditional and historical choices of students remaining

as full-time employment and/or the Armed Services. In 2011, 34% of the students asked at the school, selected AUT as the university they want to attend, compared to 17% for Massey University and 6% for Victoria University (of which both are closer geographically).

Areas for improvement in current recruitment plan

While all of the participants were positive about the current strategies being used, several were able to identify and discuss areas for improvement. The key area for improvement was identified as the need for AUT to further engage with secondary schools. Without effective partnership, one participant believed that the likelihood of gaining access to and encouraging students to complete their educational requirements and transition onto university is weak.

It was identified by several participants that Māori schools do not have the resources to put into transition and career planning programmes for their students. Additionally, one participant stated 'many schools do not have strong and direct relationships with universities' and therefore 'they are unable to provide students with detailed information such as which university is most suitable for the student's needs, entrance requirements for specialised programmes and specific course information'. As a result of this, one participant spoke of the "knowledge gap", namely that Māori students (and in some cases their teachers) do not know university entrance requirements or the difference between managed and/or limited entry and so on, restricting their choices and at times unnecessarily excluding themselves. Additionally, the participant discussed how some teachers and advisors at secondary schools are misinforming Māori students about the requirements and at times, encouraging students into vocational institutions and/or occupations rather than being given sufficient, accurate and more aspirational advice that could lead them to university study. The participant believed these issues play a significant role in both the lesser academic preparedness of Māori students and the career goals they set for themselves.

Another participant discussed the need to work with schools to address the individual issues of each student and identify the role their university and programme (PTP-Māori) has in facilitating between the student and the school. As a part of engaging students and schools, one participant also highlighted the need to manage closely the expectations of students. In terms of students who are not 'tertiary ready', the participant stated that "there is a commitment from those involved in the PTP- Māori programme to help students identify a pathway suitable for their ability." This was a particularly interesting finding and a credit to AUT's commitment to Māori youth that is situated more broadly than AUT's recruitment outcomes.

As these issues identify, the importance of relationships with secondary providers is vital in effective recruitment. These relationships were repeatedly emphasised as fundamental in steering students' decisions. Staff interviewed, who did decide to engage in conversation around strategy improvement were critical about this under-developed aspect of strategy planning. Their responses reflected a belief that there is a lack of focus on this crucial relationship.

Challenges

Challenges on how to engage and capture the interest of Māori students remained for even the most positive of staff recruiters. Three key challenges emerged from discussions with staff:

1. **"Normalising the practice of going to university amongst Māori."**

As discussed with several staff participants, the idea of going to university is not often an idea for Māori youth, let alone an aspiration. Nevertheless the notion that Māori do not want to go to university is being proven wrong by increasing enrolment statistics, particularly over the past decade. Staff participants' advocate the importance of encouraging academically prepared Māori students into university as a

standard pathway. The cumulative message was that, it would be a significant and positive step towards advancing the standard of living for Māori if university attendance was the 'norm' in every whanau.

2. Resourcing

According to one of the participants, the financial cost and resourcing requirements of recruitment activities such as PTP- Māori are huge: "We are talking about a lot of money… tens of thousands of dollars… it's not cheap to run a programme like this". While the current programme(s) demonstrates AUT's commitment to Māori through providing resources and budget to implement the programme, the interviewee believed that future growth will have to be supported by external funding.

3. Capped Equivalent Full-Time Student (EFTS) funding and the shift toward performance-based funding

The legislative changes to the sector prove challenging for recruiting Māori. Essentially spaces are limited and achievement is the priority. This will mean the focus of funding will be on outcomes such as achievement, completion and progression rates. Given that Māori are a high-risk group, it seems likely that the emphasis on targeted recruiting will inevitably shift as the educational trends for Māori presented earlier show they have weak attainment with regards to those outcome indicators. One participant used the University of Auckland as an example of evidence of the impact of these changes. The participant stated that "The University of Auckland have already announced they are reducing the funding for their outreach programmes and their goal now is prioritising admitting Māori students that are performing at a high academic level". The participant continued, posing the question "Could AUT be moving towards this as well?". If so, a clear implication is a reduction in funding for recruitment programmes targeting Māori.

Summary

All participants interviewed were directly involved in recruiting Māori, with all participants having an operational role. Furthermore, all of the participants have been involved in their roles for more than two years; one in excess of ten years, and were therefore well aware of the implications and outcomes of recruitment strategies. In addition to their operational knowledge, each participant was acutely aware of the organisation's goals for and commitment to Māori. This was evident in each one quoting at least one TEC, Treaty of Waitangi or Ministry of Education goal/aspiration or the strategic goals of AUT as laid out in the Strategic Plan throughout the course of the interview.

All the staff recruiters interviewed were positive about the recruitment strategies being used by AUT and discussed the need for a tailored approach to addressing the needs of Māori students as distinct from other students. A number of the participants were able to identify or make reference to how strategies implemented are grounded in kaupapa Māori (philosophy) and felt this added value to the strategies being used. The staff interviews were very informative, providing a view of what initiatives were used by AUT to attract Māori. These discussions demonstrated a variety of different opportunities being offered to Māori by a range of dedicated staff, as reflected in the way they engaged conversation about Māori and education.

While positive about the outcomes of recruitment initiatives they were involved in, many of the participants discussed the barriers and challenges to effective recruitment. Interviewees were not overtly biased in their views on their department's initiatives' successes because they were willing to identify and discuss at length where they felt improvements could be made. One of the strongest messages was the need to strengthen relationships with secondary schools and work collaboratively to improve achievement and retention before transition to university study could be achieved. Staff interviewed were aware that, in terms of educational outcomes, Māori are a risk group. They were also aware of the lasting effects of negative secondary

schooling experiences have on Māori students. Nevertheless all participants adopted an optimistic attitude towards the challenges.

Section B: findings- student interviews

This section reports the responses of student participants regarding their secondary schooling experiences and views on the recruitment process they experienced at AUT. The indicative questions, formulated in the process of seeking ethics approval (refer to Appendix 4 and Appendix 5) formed the foundation of interviews with additional questions asked if and when applicable to draw out further thoughts/experiences. The student interview findings are discussed in a chronological order: secondary school experiences and recruitment experiences.

Student participants were asked about the secondary schools they attended, their subject choices and their achievement (in terms of qualifications gained). They were also asked about jobs/careers goals and whether they took subjects that complemented those aspirations. The interview questions then focused on student participants' perceptions of the potential universities and their recruitment experiences. They were asked to identify both positive and negative experiences, as well as their thoughts on what could be done better by universities to recruit Māori students at AUT.

Secondary school experiences

Students interviewed attended a range of schools, which vary in decile level. The majority of participants attended secondary schools within the Auckland catchment, although others came from schools further away, such as Ngaruawahia High School and Opotiki College in the Bay of Plenty. The secondary schools attended by participants ranged from private schools (such as Baradene College), public mainstream schools (such as Massey High School) and bilingual schools (such as Hato Petera) to Māori immersion units within mainstream schools (such as Te

Rumaki te reo o Nga Puna o Wairea within Western Springs College). Accordingly, the deciles of the schools varied, ranging from Decile One to Decile Nine. None of the participants had transitioned from a full immersion Māori secondary school.

All of the participants took more than the minimum number of subjects required for university entrance in their final year at secondary school. All but one of the participants took at least five NCEA Level Three subjects in their final year at secondary school, with the majority taking six subjects. The one student who took four subjects did so to have an additional study period in secondary school to help get through the assessment requirements. One student also took a university paper in addition to NCEA Level Three papers. None of the participants had undertaken alternative secondary school qualifications, such as Cambridge-A exams although they were not asked directly whether they hoped to be offered or to take part in alternative assessment to NCEA in their interviews.

The subject choices students made varied. This finding is not surprising given that students' enrolled in *any* first year papers at university were encouraged to participate in the research. What this finding also demonstrates is that Māori students career/job aspirations are broad and diverse. A number of different subjects were taken, from dance and music, to media studies-related papers, depending on where the students' interests were focussed. These subjects were taken in addition to traditional core subjects such as English in every case.

Most of the sample gained good results in their final year of secondary school examinations. In terms of the results of final examinations, all but two of the participants gained both NCEA Level 3 and University Entrance. Given the statistics reviewed earlier in the literature review, this finding is particularly positive.

One of the participants did not gain university entrance because they did not meet the required number of literacy/numeracy credits at secondary school. That participant did however gain NCEA Level 3 and was accepted onto a bridging programme through their faculty which allowed them entry onto the degree programme. Although this pathway was discussed, when questioned later on about recruitment strategies, the participant was unable to identify bridging or assisted entry as a strategy that aided their access to participate in degree level study even though she had been involved in it.

Only one participant failed to gain both Level 3 and UE and the reason for this is complex. The participant had previously lived overseas and had completed secondary school up until the final year, before moving back to New Zealand. Upon arriving, the participant was faced with a completely different curriculum, classroom environment, new school and a foreign education system. She found it difficult to familiarise and understand the new system and catch-up on the assessments. As a result she failed. Eventually the student was introduced to an alternative pathway into university, through a family friend, and eventually gained enough confidence to pursue it. The participant completed a certificate in the previous year and was accepted onto the degree programme this year thus making her eligible to participate. This provides another example of how bridging programme are indeed helping Māori students gain access to degree level programmes.

Career aspirations

It is important to highlight in the student responses there was no distinction made between career, job and occupation. The words were used interchangeably by the participants and the researcher did not ask them to differentiate as not to over complicate the questions. The purpose of the question was to see whether participants could identify what they wanted to be in the future rather than whether they knew the semantic difference between a job and a career.

All of the participants were able to identify a job or career to which they aspired. While the jobs/careers varied for each student questioned, the identification of a specific 'career' aspiration was a positive finding. In addition, only one of the participants identified more than one job/career suggesting that, in general, students were very focussed in what they wanted to do.

Interestingly, the one student who did identify more than one career aspiration (of which one was to become an All Black) stayed on and did second year seven at secondary school. The reason he gave was being unsure at the end of seventh form what he truly wanted to pursue at tertiary level. During this additional year he was able to identify his passion for media, take the required subjects, gain some practical experience, pass the NCEA requirements and gain access onto the degree programme. The researcher was able to draw out this conversation and focus on career aspirations. The participant commented that while he was not the strongest academically, "I wanted to be able to be paid 'to be myself' in a job that allowed me to do so". This particular conversation added another dimension to the researcher's understanding of career aspirations amongst students and how they come to match those with the education path they choose. It also highlighted how seriously this student thought through his choice.

All of the students interviewed expressed that they were careful about their subject choice. They aligned their choices with programmes they felt would complement their future career/job goals. For example, one participant studied dance and physical education (P.E) at secondary school in addition to a core subject (English) because the participant knew they wanted to pursue dance at tertiary level. Many of the participants adopted a similar tactic, combining traditional subjects such as English and science with more 'vocational' subjects, such as dance, which met university entrance requirements. As one participant noted "I didn't want to go all the way and finish high school just to get down the track and have to go back and start again just to get a degree.... I wanted to get it done all at once and then go and make

money". Most participants' comments reflected the desire to aim for their occupation of choice and get qualified as soon as possible.

One student did mention that it was difficult for her to select subjects that aligned with her career aspirations as the secondary school she attended (Decile One) did not offer a wide range of subjects. While she had sufficient grades and choices to gain NCEA Level 3 and UE, she would have liked to have been exposed to course content that related more closely to what she pursued at tertiary level at secondary level to prepare more thoroughly for the transition, "It would have been cool to do some kind of media subject at school… probably would have helped me understand some of the stuff we are doing in class now…"

Another aspect of aspirations was the history of tertiary education amongst students' families. Five of the 12 participants were *not* the first in their family to attend university. This finding was unexpected as it is different from previous findings observed by the researcher in the pilot study (Hayward, 2010) where every participant interviewed was a first generation university attendee. When probed further to gauge the commonality of university study in families, the majority of participants identified a member of their immediate family (such as an older sibling) as having attended. It is important to highlight that none of the participants identified more than two people within their family that had attended university. Additionally, none of the participants identified one of their parents as having university qualifications. Further discussion revealed that university study was not a common pathway in participants' families, even for those who were not the first in their families to attend university. Overall, the findings indicate that although tertiary education is increasing it is still not a common path amongst Māori families.

Reasons for wanting to attend university

Participants cited a range of answers for wanting to attend university. The most common responses to *why* participants wanted to go to university included "family", to "further my qualifications", "earn heaps of money" and "get a successful job".

Family was the most common response given as a reason for wanting to attend university. Conversations varied around the context for this motivation but parents and grandparents featured strongly. While many of the participants identified supportive whanau one participant commented "eventually... after I couldn't find a job...and had avoided going to uni because I was worried I would fail... My mum told me that was enough, I was going to university... and so I did". The participant did not view her mother's comment negatively because it was motivation to pursue study.

A combination of family and career aspirations was also common. These responses, particularly when discussed together, stood out as very strong reasons for pursuing tertiary education. Participants who identified these factors were clear about why these were important; expressing hope that their future jobs would contribute to the wider benefit of their families, either financially or as a 'role model for others'. Participants' responses such as "Hopefully when I finish [my qualification] I get a good job so I can buy my mum and dad a house…" and "I just want my family to know, if I can do it [attend university and complete a qualification], they can too…" capture those hopes. The researcher was able to feel (and relate to) the importance placed in choices based on these factors on an emotional level.

Another response that communicated strong feelings from the participants was when students were offered scholarships to attend university. Scholarships were the other most common motivation for attending university. Two of the participants identified scholarships as their sole reason for going to university rather than a contributing factor in their choice to go. As one participant commented "It was awesome when I heard I got the scholarship… no way I would have got a student loan… I didn't want to be in debt for the rest of my life to study… probably would have ended up just

getting a job…". Consistent with earlier research (Hayward, 2010) scholarships remain an important source of financial assistance for Māori students and in both research projects were the sole deciding factor for some Māori students' enrolment.

"Making money" and "having a good job" were also influential in decision making. The two concepts were largely mentioned together as participants were aware that they needed to be qualified in many of their career goals to be successful in their chosen field. As one participant highlighted she was informed that most people in the profession had a degree (in the discipline she is currently studying) and therefore she rationalised that in order to be like them, she would need the same. This is another example of how career aspirations link closely to university decisions.

Summary

The above findings have highlighted that Māori students do have clear goals/aspirations for their career/jobs and they are proactive in matching their education choices in secondary school. In addition, Māori students are aware of and clear about the reasons they want to attend university and they are progressing towards their goals by successfully completing their secondary qualification and gaining university entrance into courses that reflect their aspirations. These findings appear to be in conflict with the prevalent literature and statistics reviewed earlier, which emphasise weak educational attainment and completion of Māori across the education sector.

Recruitment

The direction of questions then changed to investigate students' perceptions and personal experiences in the recruitment process. The following findings represent the key responses that arose from the questions posed.

A range of answers were given in response to what factors made students choose the university they now attended. The two most recurring responses were "scholarship" and "family". The source of scholarships influenced the choice of what university the students went to, specifically as these were awarded by AUT to the participants rather than by an external organisation such as the Māori Trust. Family were also very influential in decisions, but familial influence was not specifically linked to the university they selected. The aim of asking "why did you choose the university you now attend?" was to isolate things that universities did specifically to attract students. "Family" and "scholarship" responses to questions on what made them choose the university they attended tended to be more closely linked to why participants' wanted to go to university rather than why they chose one university over another institution. It was apparent that they felt these aspects were both important drivers in their decision and so the researcher chose not to make a distinction in the interviews. Upon reflection, the wording or order of the questions may have needed to be changed to make a clearer distinction.

One generic principal that was relevant to Māori students' decisions was the 'reputation' of a given university. One participant highlighted that her choice was made on the quality of the programme, "AUT's Communications degree is the best course regarding media in New Zealand". With regards to media studies specifically, it appears that participants who were studying within that Faculty had been aware prior to enrolment that the programme was held in high regard. This was a driving factor in their choice to study at AUT over other universities. Another participant identified "quality" (of the programmes offered) as a deciding factor in selecting a university. These responses justify continual development of university branding around the programme delivery and is an obvious point to recommend when considering strategic ways to improve recruitment.

Other responses included the "careers advisers" (from secondary school) and "student advisors" (from AUT). These advisors were able to provide information and options to students that helped guide them into the courses they wanted. One of the

participants'' commented on "not knowing the unknown" and how being supported and informed through the recruitment process helped her make a satisfying decision.

Another participant was very honest in her assessment of why she chose to attend university. She stated "Getting accepted into AUT's... course gave me the confidence, made me feel that it was possible for me to get a ...degree." This participant's choice was not made on the basis of anything other than entry. The conversation was particularly insightful as the student did not appear to be at risk of failing requirements (based on talk around secondary school experiences). This finding shifted the emphasis from university-driven initiatives to considering how personal choices can be made in isolation from external influences (such as recruitment initiatives).

The findings suggest that generic university recruitment events (such as career evenings) that are not specifically directed at Māori are not attracting Māori students' interest or involvement. Only one participant found the careers night held by the university to be a deciding factor in their decision to select the university they currently attend. When questioned further, it became apparent that the careers night was not the only exposure the participant had had with AUT. The participant had already had contact with staff members who were supporting him through transition to university. While the initial response could have been identified as the sole factor which attracted the student, further questioning revealed it was not the case.

Targeted recruitment

All of the participants answered "yes" when asked whether they felt it was important for universities to provide access to services specifically for Māori. Students' comments reflected that they were aware going to university was not a common aspiration amongst Māori. Their response of 'yes' was more closely associated to the notion that providing Māori with support may help those students encourage other

Māori into university. One participant summed up the view as "you just have to look at how many Māori are at university to see that something needs to be done so that more of us come here". The participant's view was that low representation of Māori at university was a reason to target Māori rather than a belief that Māori were 'entitled' to special treatment.

The researcher asked whether any aspects of the recruitment process were particularly targeted at participants because they were Māori and the majority of students replied "no". This response was interesting and aligns with previous work (Hayward, 2010). Participants were unable to identify things that are done intentionally to capture them as Māori enrolments. Indeed, one of the realisations that recurred throughout the interviewing process was that being Māori was *not* a relevant factor for the majority of the respondents when they were looking at potential universities. The general theme emerged that the only stage in the recruitment process where being Māori became relevant was when applying for scholarships. Therefore having this mindset may have limited the impact of targeted recruitment strategies because the students were not in fact looking specifically for "Māori help".

Additionally, students may not have been aware that aspects of recruitment were tailored to Māori specifically because they were seen as normal features (such as Māori support staff being available to help them) and therefore they did not stand out to students as services that deliberately targeted them. This notion was addressed in one of the staff interviews. One long-serving staff member reflected on the difference in the university environment for Māori compared to a decade ago. It was discussed how today's students are not aware of the difficulties that were involved in establishing and maintaining initiatives that are specifically Māori (such as building campus Marae or whanau space and having Māori support staff). It was the participant's belief that students have become accustomed to Māori support programmes, and therefore unconsciously expects them to exist anywhere they attend. This participant suggests that being able to identify recruitment strategies is

difficult for students because they are not specifically aware of their own expectations.

Although student participants did not expect to be targeted as Māori the majority did not attend any 'mainstream' recruitment events such as course information sessions. Follow-up questions revealed some of the aspects of recruitment used that impacted students' decisions. Questions aimed to identify what students felt were specifically Māori initiatives. Many interviewees were able to identify individual aspects of initiatives and students' comments reflected they viewed these things positively. Common responses included "Te Tari Takawaenga Māori" (Māori Liaison Services), "the Māori transition programme", the 'Māori culture', Māori scholarships and Te Tari Awhina. The interaction that participants had with Māori staff, notably the Māori Liaison Services staff was described as being positive and helpful in assisting students with course information and so on. The relationships built with these staff were encouraging for students who felt they had somewhere to go and get help to guide them in a new and at times overwhelming environment. The transition programme was also mentioned, and is driven by Māori Liaison therefore allowing the service to connect even more closely with students. One participant said "it [the transition programme] is a special welcoming for first year Māori students" and was positive about that experience of being involved even though it means coming into campus prior to the academic year starting for three consecutive days. Introduction to the Te Tari Awhina service (identified by one of the participants as a being a 'Māori specific initiative') was made through the transition programme as students involved are taught papers (that they are credited for) throughout the course of the programme. Although Te Tari Awhina is not a service specifically for Māori, it was interesting how the name is likely to have led the participant to identify it as Māori.

In addition, many of the participants found that 'Māori' aspects at AUT had a positive impact on their decision to attend. This is a difficult concept to explain and the researcher overlooked asking for a description of this notion during the interviews. Nevertheless they referred to everything, for example, the Marae on campus, the

bilingual signage, the carvings in the buildings, to the staff, the scholarships, the other students, the programmes. Essentially, a basic way to explain this concept is the existence of an environment that is welcoming and 'Māori friendly'. As one participant explained, " When we first came here and looked around I wasn't sure if it was my buzz… It was cool to go up to the Marae and meet other Māori's as well… whaea was nice…. All the people we met were nice… offered to help us… some of the classes had flash apple computers… it felt different [compared to school] but is was all good… they said they could help us if we needed anything… knew they would look after us …".

When students were asked whether any negative experiences influenced their decision on where to study, every participant except one responded "no". One participant identified that there was 'no kapa haka group" and felt this was negative. Aside from that particular factor, all of the participants expressed satisfaction with their experiences with universities prior to enrolling.

Recruitment experiences

Participants were asked to describe their recruitment experiences in as little or as much detail as they wanted. This particular question was asked to gauge what factors influenced student decisions, without an emphasis being placed on whether it (i.e the experience/initiative/person) was related to something Māori. A range of positive experiences were identified by students that influenced their decision on where to study. The most common positive experiences identified were receiving scholarships and their involvement in the PTP programme. As previously mentioned, there has been a significant increase in the number of Māori students enrolling at AUT from schools that AUT have partnered with through the PTP- Māori although students who were part of PTP were a minority in this study.

One of the participants discussed how she was interviewed for their place on the programme and how that process (and the outcome) had been positive. Of all the participants, this was the only one who was interviewed by the specific faculty she was applying to enrol in. She indicated that the interview had been a positive part of her experience, particularly as she was able to meet people involved in the programme. Some of the other participants were interviewed for their scholarships, and while they did not identify that process as being a positive part of recruitment, they viewed gaining the resulting scholarship as positive.

The general sentiment tended to be that participants had fun, felt supported and were adequately informed. These responses were more evident amongst participants who had been actively engaged, over a long period of time, prior to enrolment (such as those involved in PTP or whose scholarships were a result of school partnerships and relationships with university contact people). Their comments reflected a sense of being valued by AUT, something the established and close contact with the university's staff had been able to give them. As a result, the relationships they had formed were very influential in their choices. The importance of whanaungatanga came to the forefront with participants discussing interactions and relationships with people as key parts of their recruitment story.

Possibilities for improvement in recruitment

A range of suggestions were offered for how universities could better recruit Māori students. One participant discussed making study more attractive to Māori. He believed that university needed to stand out for students as different from high school- a strategy he felt would help capture students who had become disengaged in secondary school or who had had negative experiences and were not interested in attending as they equated university as being the same as secondary school. While the participant was not able to elaborate further on how this could be done, the discussion was very insightful. Rather than universities focussing on relationships

with secondary schools perhaps they needed to differentiate themselves in order to attract more students.

Two participants were enthusiastic about universities offering more "free feeds" after all, "offer me a free feed and you know I'll be there... I'll probably bring a few mates too... we all love free feeds". The idea, while basic, was both participants' idea of what would draw in more students. Other ideas included having "sports teams", "a whanau room", "a kapa haka group" and "good association". Each of these ideas were justified with the same rationale, "bringing people together" and a discussion of whanaungatanga emerged. Another participant spoke about the lack of faculty-driven events, like waananga, that could help bring students together and familiarise them with the university environment. Clarification was sought on whether these were things that students would look for prior to enrolling. All of the students believed that while it would likely be more important after they were enrolled (i.e as retention strategies), these things were relevant as attractors to university.

One participant felt that "free entrance to uni" or no fees would increase the number of Māori students enrolling at university. It was interesting that this idea was only suggested once as many of the students interviewed had applied for scholarships because they needed financial assistance. While it is highly unlikely that universities will not charge students, there are examples of programmes that are free of charge at other universities (such as the University of Auckland Certificate in Health Studies being free for Māori and Pasifika).

Upon reflection, student's lack of detailed responses regarding recruitment strategies was likely to be partially the result of the wording used by the researcher during the interviews. Given that they were first year students, the concept of recruitment strategies appeared to have been too 'technical' to them. Rather than using questions that would prompt them to think about things that made university

attractive to them or made them want to go to university, the questions were more formally phrased.

Summary of recruitment

Māori students were able to identify the key influences on their decisions to attend university. Some of these reasons reflected personal decisions around family and finance while others were the result of external influences such as support people and access to information. While students felt that there should be recruitment strategies that cater to Māori, there was a divide in the influence and impact that existing recruitment strategies had on their experiences as some students were not aware of, or were not affected by a number of initiatives that are used by AUT.

Students' recruitment experiences were largely positive. Prior engagement with the university, contact with the "Māori culture" at the university, Māori staff (particularly those from Te Tari Takawaaenga: Māori Liaison) and scholarships tended to be the most influential aspects in students' recruitment experiences. In terms of decisions, the majority of students were influenced by relationships that were formed and developed with significant people (from their whanau, secondary school or AUT) who mirror the students' aspirations and the belief that they would improve their career prospects (and earning ability) by being qualified.

Chapter 5: Discussion

As the literature review revealed, internationally, Indigenous students are under-represented in education and this trend is reflected in New Zealand with Māori. Statistics indicate poor educational outcomes including participation, achievement, completion and progression at tertiary level. The student interviews conducted in this study did not align with those findings. Only two of the participants interviewed did not gain NCEA Level 3 (one did not gain UE either). Additionally, students studied more subjects than required for UE. While the selection criteria excluded any students that were not studying in their first year at university and only a small number of students were interviewed, the findings illustrate that Māori are not excluding themselves or being excluded entirely from education. This provides a reason in itself to look at effective ways to recruit Māori students.

The finding above relates closely to secondary schooling and the experiences students had at secondary level. These experiences provided a picture of their academic preparedness prior to transitioning to university. Academic preparedness is an important consideration in terms of what elements to target in recruitment. If a student is not prepared sufficiently before commencing university, the academic (and social) requirements may act as a barrier to their transition and impact on their achievement, completion and advancement. A number of the studies discussed in the literature review were able to identify adequate academic preparedness as a significant issue for students of ethnic minorities internationally. However, findings from student interviews revealed that the majority of student participants' indicated that they had thought through their subject choices and were academically prepared. One exception had migrated back to NZ from a foreign schooling system and, although 'intelligent' had difficulty adapting to the final secondary schooling year and delayed entry to university study. This particular interview highlights an additional need to consider pathways of entry in terms of who/how recruitment initiatives target.

While the majority of participants transitioned immediately from secondary school, this will not be the only way students can access tertiary study. Staff interviews reflected an emphasis in targeting students directly from secondary school. Recruitment strategies such as Prefect Training Programme- Māori (PTP) and Kei A Tatou Te Ihi (KATTI) directly target secondary school students. The presence and sponsorship of events such as Manu Korero and Māori Expo also target secondary school students. Given that the literature review identified a number of issues acting as barriers to participation, including high truancy, suspension and expulsion rates amongst Māori, it is logical that recruitment targets students who are still engaged in education. While this is an appropriate direction, there is a need to further engage with secondary schools if recruiting Māori remains a goal. Several staff recruiters' suggestions for improvements to existing recruitment strategies reflected the importance of establishing and maintaining close relationships with secondary schools. Staff viewed acknowledging these relationships as important for universities in order to increase the opportunities to recruit Māori students.

Findings from staff interviews reiterated the Treaty of Waitangi obligations and weak educational attainment trends as sufficient rationale for targeting Māori. Student participant comments provide further reasons. All of the students interviewed were able to identify jobs/careers/occupations to which they aspired. Additionally, the majority of students considered their 'career goals' when selecting subjects at secondary level. Both of these findings demonstrate that students' were actively thinking about their futures. When discussing their 'career goals' and their reasons for wanting to study, some students identified getting a good job (and the financial benefits) as motivation. Some of the literature reviewed confirmed that higher education is an antecedent of higher incomes and a higher standard of living. In this way university recruitment contributes to a broader social picture for Māori.

The problem of Māori under-representation in tertiary education is not simply an issue of poor recruitment it is a complex, multi-faceted social issue. It is an issue that institutions, such as universities, have a role in addressing, but should not be held

completely responsible in providing a solution. Effective and efficient recruitment is a key contributor in a value chain of tertiary education. Performed successfully, it has the potential to provide a sound foundation on which to build the next steps of a culturally supportive and enabling tertiary education system. Providing targeted recruitment strategies for Māori is not only beneficial for universities through student representation, but also on a larger scale, it also contributes to the improvements in societies and contributes to raising the priority of education within New Zealand's Indigenous community. Further, from an economic perspective, recruitment which encourages Māori to participate in higher education works as one step towards a higher standard of living for Māori. These reasons provide broader rationale beyond legislative requirements and 'aspirational' goals.

One of the implications that arose as a result of discussions with participants and reflection from the researcher is the measures used by universities to assess the effectiveness of recruitment strategies in attracting students. The question needs to be raised around how universities define and evaluate success in terms of evaluating the effectiveness of recruitment initiatives. While participation, achievement and progression are used, the researcher believes that these measures insufficiently define and therefore inadequately evaluate success. Firstly, as highlighted in the staff recruiter findings, students may not be influenced to attend a university by a singular strategy but rather a combination of factors. While the offer of a scholarship may have contributed to increased participation, it may not be related to that student's achievement and/or progression into the second year of study. This line of reasoning is supported through the student's interviews that identified a number of factors that significantly contributed to their decisions to study and where to attend. As a result, the outcomes achieved by an individual student cannot be attached to an isolated factor, such as, for example, a course information session.

Secondly, the three common measures of success do not reflect the long-term changes in attitudes towards education that occur within individuals and their whanau as a result of study. As a first generation Māori student, the researcher herself has

become the 'education advocate' amongst a family that now has others seeking out degree level qualifications to advance their own aspirations. Is this not a direct outcome that should be deemed a success factor? Alternatively, what about the students, that are not represented in this study, who left university recognising it was not what they wanted but where able to identify something they did want to do and, as a consequence are successfully engaged? The list continues with a number of other situations that highlight just how weakly the measures of participation, achievement and progression rates define successful Māori recruitment. An analysis of western pedagogies and their view of success for minority groups was beyond the scope of this research project. Nevertheless, it is worth raising when participation rates became the only key indicator of successful recruitment? If universities stated priorities concerning Māori are genuine, then the researcher recommends that universities consider broader, more longer term measures of 'success' to accurately evaluate the outcomes of recruitment strategies on Māori students.

There are a number of key points that arise for recruitment strategies when illustrating the literature review and the findings of both staff and student interviews. Firstly, in order for recruitment to be successful, there must be a range of strategies implemented, as student experiences differ and therefore no one 'one-size-fits-all' initiative exists. While financial assistance may help provide access for one student, another may need a different form of assistance in order to prompt a decision to attend university. It is important to acknowledge that the aim of this research was not to homogenise individuals but to isolate key factors in order to understand what motivates and influences student choices. The number of strategies listed by staff members indicated that the need to provide range is already acknowledged by universities. The variety and scope of the roles held by staff interviewed is a further indication of the acknowledgment of and continuing need for a broad range of initiatives. Additionally, student interview findings identified a number of strategies that attracted them. A range of support strategies are needed as not all students are exposed to each strategy. There are many reasons, for example, the secondary school one student attends may not be in partnership with AUT's PTP programme.

While PTP Māori stood out as being a particularly successful recruitment strategy, it only has the capacity to reach a limited number of target schools.

A second key criterion for overall recruitment strategy involves the grounding of each strategy in kaupapa Māori; predominately around the concept of whanaungatanga. Findings from staff interviews indicated that a number of AUT's recruitment strategies targeted at Māori are founded in Kaupapa Māori. A significant feature reported in student interviews were interactions with Māori Liaison staff. Repeatedly, students identified a variety of significant people as key influences on their decisions: Māori Liaison staff, careers advisors, PTP Māori Ambassadors or respected whanau members such as parents and/or grandparents. These people tend to take on 'mentoring' type roles with students and are a source of trusted advice which students believe will lead them in the right direction. These influential relationships, which have a role in decisions, are not established immediately but are the result of time invested in getting to know students and their lives, needs and goals. Whilst it is hard to define whanaungatanga in Western terms, the concept of whanaungatanga represents the idea of relationship building very closely. The benefits for students differ. For a Māori student that is immersed in Māori culture, the presence of Māori concepts indicates to them an acknowledgement of its importance in their lives and demonstrates a commitment to Māori. Those Māori students who are not as closely connected to their Māori heritage may not appreciate such a foundation as strongly. Nevertheless as student interviews indicated, 'things Māori' (such as Māori staff, Māori curriculum, other Māori students, space for Māori to study and so on) were identified as having a positive impact on a number of the students' decisions.

As an extension of the recommendation to develop recruitment strategies in kaupapa Māori, and emphasise whanaungatanga this research recommends that universities invest in the staff they select to be the face of their university in schools. These people have an immeasurable influence on students and should be supported to build and maintain close relationships with students in the knowledge that that is likely to attract more Māori students than any generic course information session.

Not only did staff interviews indicate a genuine passion and commitment to engaging Māori students, student interview findings clearly demonstrate the success of Māori staff interactions. Relationships and relationship building is the first of three aspects identified by the researcher from the interview themes as pivotal in the 'how to develop recruitment strategies that target Māori'. The other two factors are finance and support which will be discussed in turn.

Previous research and the results of this study highlight the importance of financial assistance. Scholarship opportunities are another key factor in student choices. A scholarship offer has been the sole determining factor in students decisions on a number of occasions, including in two of the students interviewed in this particular project. On a more strategic and 'organisation focussed' note it is recommended that scholarships should be accompanied with an obligation by students to maintain a certain level of achievement in the course throughout the period they are being supported. This aligns with the spirit of reciprocity and teaches students that there is an expectation that they will succeed. Scholarships should not be viewed by recipients as a 'free card' to university, but as an opportunity to prove their ability to achieve. It is important to highlight that financial assistance alone is not enough to retain students. Scholarships need to be accompanied by matching services, implemented as part of a complementary retention plan to engage and assist the student.

Support and particularly recruitment support can be achieved effectively in a number of ways. Again, relationship building plays a role. The 'support' being referred to relates to the 'pastoral care' services provided by universities. If a student wants to enrol but does not know how, is there somewhere/someone that can help them? If a student from a rural area needs to find accommodation in Auckland while they study, is there someone who can help them? Many seemingly small obstacles can act as barriers to students who are unfamiliar with the tertiary environment. Having staff available to help support students through these forms of queries and provide a positive experience could have an influence on students' subsequent choices of

which university to attend. The researcher would suggest that support is not specific to Māori but applied to all students. The interactions that occur when this support is provided are a platform for staff to establish rapport with students, a first step in relationship building. Not only can this help with recruitment but also providing positive and helpful experiences plays a role in retaining students.

For students who are not as academically strong, support is even more essential. A different form of additional support can be implemented. One example is through assisted entry. Special admission programmes allow access for students who have not met the criteria others are held to, to participate in tertiary study. Assisted entry could be a useful strategy, like transition or bridging programmes, to increase the participation of Māori in tertiary study. These initiatives could be implemented within a process of reviewing applications from Māori students who were close to meeting university requirements (similar to the University of Auckland's MOPAS scheme). Conversely, assisted entry programmes can disadvantage students by creating over-optimistic expectations. An indication of any university's real commitment to Māori success includes providing continuing support for students beyond their enrolment.

A heuristic model of recruitment success factors

Cumulatively relationships, finance and support have most strongly influenced Māori students' decisions. They do not form the entire solution to Māori student recruitment but can play a significant part in engaging students. Distilled from the available evidence and processes of induction I have developed a descriptive model that best reflects the findings.
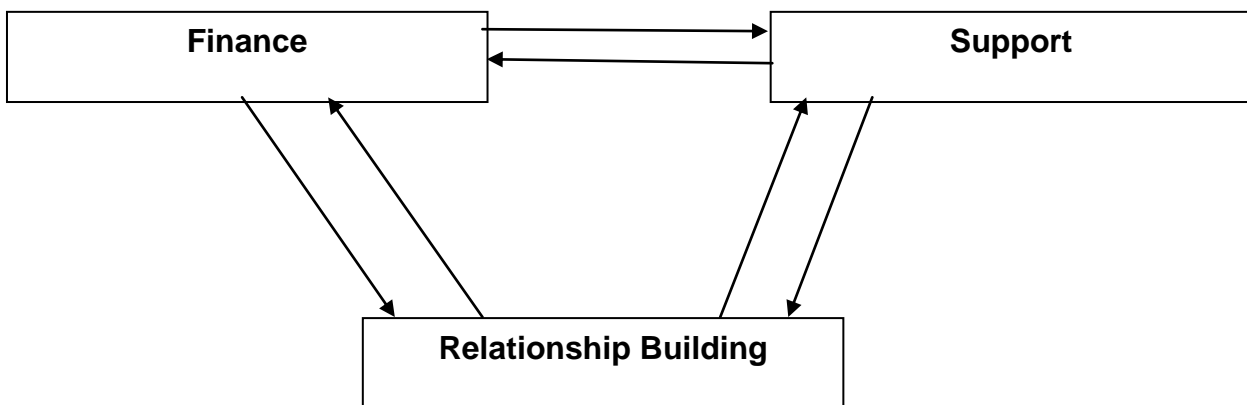
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Figure 6.1: Keys Aspects in Developing Successful Recruitment Strategies

The figure above identifies the key aspects which are most strongly associated with students' choices to attend the university in the study. The two directional arrows indicate that these factors are very closely linked. The interconnected nature of the factors varies. Without providing support when financial assistance is offered, the likelihood of successful recruitment is low. Without building relationships with students, a person will not be able to offer them any advice that is useful in supporting their decisions and so on. Additionally, why would a university offer financial assistance without first establishing a relationship with the recipient to gauge their commitment to study? A myriad of issues are involved in the students' decision-making process but the inter-dependent nature of these relationships is core.

These three factors have stood out as the essence of university influence in students' decisions to attend. The previous section on recruitment strategies identifies and discusses four key aspects that recruitment strategies need to target in addressing the needs of Māori students: academic preparedness, whanau engagement, environment and finance. This model (Figure 6.1) of recruitment success factors is closely related however it is more focused on *how* to shape strategy in a way that will effectively capture young Māori. The figure embodies a broad guide for strategic directions underpinned by the insight of staff recruiters and the experiences of student participants.

Limitations

The students interviewed were not able to easily identify recruitment strategies (as discussed). Upon reflection, this is likely to have been due to several factors. Firstly, students are not necessarily aware of the strategies used to recruit them. Secondly, in some cases, what students defined as a recruitment strategy varied significantly from that of the university. For example, a number of students discussed their interactions with Māori Liaison staff in questions relating to recruitment. From a strategic level, the university may not view these 'interactions' as part of a 'recruitment strategy' as it happens at an operational level. The researcher was able to identify early in the interviews that there was a mismatch between the term 'recruitment strategies' and the students' ability to identify and/or evaluate them. It was difficult to resist providing examples to prompt responses however they were not given during interviews because doing so would not have aligned with the intention to conduct the research from an inductive perspective. Consequently the range of recruitment strategies identified by students through students' eyes was somewhat restricted. The researcher does believe however, that the findings are reflective of the students' knowledge and experience and this is an accurate gauge of the strategies' effectiveness.

The findings from the student interviews highlighted that the researcher identified an issue with the wording of the questions asked in the early student interviews. A

revised interview format was incorporated into latter interviews (as discussed) however the initial questions were not changed. The researcher felt that consistent questioning was important to maintain the credibility of the findings regardless of whether responses lacked depth. While the style and format of questioning proved suitable for staff interviews (because they were aware of the terminology used by the researcher) if the project was repeated, the researcher would have reworded the questions asked in student interviews using less 'technical' language. Further development of the questions would emphasise what attracted students to university study, focussing on their individual experiences rather than recruitment strategies viewed from an institutional perspective.

Another important observation made throughout the course of the researcher's exposure to students and research (prior to and including this project) is that some students 'just decide to go to university'; maybe their friends were going to a particular institute or they wanted to move away from home. In conducting research, it was easy to over-complicate students' rationale. Stepping away from the need to 'critically analyse' students' behaviour and decisions, the researcher came to realise that university activity may in fact have no influence in some students' decisions, regardless of the scope of their recruitment strategies. Nevertheless this anecdotal reporting does not justify a lack of commitment to a diverse and tailored recruitment plan for Māori.

Finally, the sample size of the project limits the ability to generalise the findings to all Māori students at AUT or to Māori students in their first year of study at other Universities. A number of unanticipated factors contributed to the small number of interviews conducted. Firstly, there was a four month delay from the date the researcher submitted the ethics application (April) to final approval being granted to conduct interviews (August). A number of opportunities to interview both staff and students had to be forgone in that period of time to maintain the integrity of the data collection process and overall project. In addition the Universities' ethics committee sought clarification that the interview participants would be sourced from AUT alone.

Confirmation of the criteria was required for approval. Consequently, only staff and students from AUT were invited to participate, narrowing the potential pool of applicants. The implication of these restrictions means caution is required in overstating the applicability of findings beyond the sample group.

Chapter 6: Conclusion

An extensive literature review was conducted on Indigenous and ethnic minority students to provide some understanding of Māori participation in tertiary education and the issues they face in accessing higher education. The literature then focussed on the NZ context and how the political, socio-economic and education trends for Indigenous and ethnic minorities abroad were similar or different to the NZ for Māori entering the tertiary sector. Although over time minority representation at higher levels of education has improved, it is still lagging behind non-minority students. The access, participation and success issues of Māori in education tend to mirror other international Indigenous groups with an over-representation of negative educational outcomes. In particular, a number of negative educational achievement and attainment trends for Māori students were identified at secondary school level (Madjar, et. al., 2010; Ministry of Education, 2005; Ministry of Education, 2003b; Yuan, et. al., 2010). These findings differed from the experiences of students in this project. In terms of student interviews, most of the participants in this research had achieved satisfactory marks to gain university entrance without assisted entry. While the sample was small, it does indicate that not all Māori students are struggling to meet academic requirements.

The rationale for universities to target Māori students is clear. While there is a moral obligation to address Māori issues, there are also legislative measures to enforce political priorities (Ministry of Education 2010; Tertiary Education Commission, 2009). Societal changes (in relation to population demographics), and economic growth also contribute to the rationale. Although NZ literature is limited, the education section of the literature review clearly indicates that Māori face a number of barriers in education and, as a result, educational outcomes for Māori are weak (Marie, et. al., 2008; Madjar, et. al., 2010; McLaughlin, 2003; Nikora, et. al., 2002; Penetito, 1993; Yuan, et. al., 2010). Further the staff recruiters' interviews identified the difficulties Māori students have at secondary schooling, revealing achievement and attainment are important rationale for recruitment. From a 'human resources' perspective,

effective targeting leads to a better overall educational process. It is important to the value chain of tertiary education that recruitment is done effectively.

More broadly, targeted recruitment of Māori students has a long-term impact to increase the standard of living for Māori. The possibility of contributing to social transformation provides further rationale to support the need for universities to be responsive. Professor Mason Durie identified three ideal outcomes for all Māori at the Māori Education Summit in 2001:

- To live as Māori

- To actively participate as citizens of the world

- To enjoy a high standard of living and good health

(Ministry of Education 2003, p 14)

'To live as a Māori' means maintaining a unique sense of identity. This is a crucial outcome for Māori and contributes to whether Māori become engaged in all aspects of society or not. Recruitment that is tailored to acknowledge this identity provides evidence of a university committed to operating in accordance with the values it espouses. To this end, universities are actively contributing to a holistic model for Indigenous engagement in society.

The career aspirations of Māori students in this research revealed that Māori students did indeed have high career goals. The literature review did not delve in-depth into this issue as the topic has a breadth beyond the scope of this research project, however one of the studies (Steedman, 2004) discussed the career aspirations of rural Māori and found they too had clear goals for their career. Both of these data sources illustrate that while there is a negative trend of poor educational outcomes for Māori, there are students thinking ahead positively to their futures.

Current university recruitment strategies to target Māori students vary. The most commonly mentioned strategies in this research were AUT's PTP- Māori and KATTI; a multi-institutional initiative that aims to recruit Māori to higher education. This research has highlighted that there is still room for improvement in recruitment initiatives. The findings from student interviews demonstrate that there are key influences in decisions that can be incorporated into the planning and implementation of recruitment strategies.

This study did not systematically evaluate all of the recruitment strategies used by the university. Rather the focus was to identify and discuss key initiatives that were attracting students, as identified by students themselves. Based on the empirical component of this research project, it appears that there is an investment being made into successfully recruiting Māori students which is being driven by motivated and dedicated staff members. There is still more that can be done to improve the effectiveness of the existing strategies. There was a strong indication that a core group of significant individuals positively impact students' decisions. The broad strategic university-wide perspective on recruitment initiatives may overlook the worth and impact of key individuals, ignoring the benefit they provide in recruiting Māori students.

Future research

Clearly the researcher's identification of key influences in student decisions is an area for further development. It was not the aim of this project to build a definitive model. The key influences identified here were the work of a qualitative research design which acknowledges and allows for an element of subjectivity to be present. Inductive process from interview data created this material and therefore there is an opportunity for further testing.

Changing the focus of the research from first year Māori university students could also provide different issues. The sample of students interviewed in this project

transitioned predominately from secondary school. A longer comparative study that examined sub-groups of first year students could identify the same or different influences such as rural versus urban first years, full immersion secondary school participants versus mainstream school participants or mature learners versus students who transitioned directly from secondary schooling. Additionally, the experiences of women or men could be compared. If a university was looking at targeting a particular group of Māori, for example students from rural schools, then research with a narrow scope would be recommended.

The research findings indicate relationships, finance and support are significant influences on student decisions could be further explored in other under-represented groups, such as Pasifika. Moving beyond solely Māori students, and aligned with other government priorities, future research could compare for example, Pasifika educational issues and experiences with Māori and see how these differ. Conducting this research could identify how recruitment would need to be adapted for other interest groups. Testing different target groups, such as Pasifika or women, could create further weight in favour of the argument for more tailored university recruitment strategies. Universities could then advertise with integrity that they are the 'University of Choice'.

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Appendices
Appendix 1:AUTEC Application Approval

M E M O R A N D U M
Auckland University of Technology Ethics Committee (AUTEC)

To:	Judith Pringle
From:	**Dr Rosemary Godbold** Executive Secretary, AUTEC
Date:	15 August 2011
Subject:	Ethics Application Number 11/56 **University recruitment strategies: the match for first year Māori university students.**

Dear Judith

Thank you for providing written evidence as requested. I am pleased to advise that it satisfies the points raised the Auckland University of Technology Ethics Committee (AUTEC) at their meeting on 28 March 2011 and I have approved your ethics application. This delegated approval is made in accordance with section 5.3.2.3 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 12 September 2011.

Your ethics application is approved for a period of three years until 15 August 2014.

I advise that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through http://www.aut.ac.nz/research/research-ethics/ethics. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 15 August 2014;

- A brief report on the status of the project using form EA3, which is available online through http://www.aut.ac.nz/research/research-ethics/ethics. This report is to be submitted either when the approval expires on 15 August 2014 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that, as applicant, you are

responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at ethics@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Dr Rosemary Godbold
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Dominique Hayward dom_tui@msn.com, fxr9682@aut.ac.nz

Participant Information Sheet

Date Information Sheet Produced: 7 March, 2011

Project Title

University recruitment strategies: the match for first year Māori university students.

An Invitation

My name is Dominique Hayward and I am a postgraduate student studying Management/People and Employment. As part of my Master of Business I am completing a Research Project.

I invite you to be part of this study which would give you an opportunity to be interviewed by me about recruitment strategies for Māori first year students. Your participation is voluntary. Whether you choose to participate or not will neither advantage nor disadvantage you. Anything you say to me would be kept confidential and you will not be identifiable in the written report of the research. You can withdraw from the research anytime up until data collection is complete on August 30, 2011 and I will not use any data collected from our interview.

Purpose of research?

The purpose is to identify recruitment strategies that the NZ tertiary sector use when recruiting Māori students which address Māori students prior educational attainment and career aspirations. This research forms part of the assessment for my Master of Business.

How was I chosen for this invitation?

You are invited to participate as a Māori university student studying first year.

What will happen in this research?

If you agree to participate I would like to ask you some questions in an interview that will take no more than 30 minutes. No audio or visual recording of the interview will be made. I will take brief notes during the interview.

What are the discomforts and risks?

You do not have to answer any particular questions if you do not want to and I do not foresee any risks arising from this research.

All responses will be private and confidential. Any reference in the final report to comments you make will not have your name, role or any other identifiable factors that would risk your privacy.

What are the benefits?

This research will provide valuable research experience for me in my postgraduate study. It will also add to the knowledge on effective recruitment strategies targeting Māori students to benefit yourself, your whanau and the wider Māori community.

How will my privacy be protected?

The notes that will be taken in the interview will not have any names included. I will store the information separately to your consent form so that you cannot be identified. The final report will not include any identifiable factors that would compromise your privacy.

What are the costs of participating in this research?

None. Just your time should you agree to participate. I will also travel to a location that you agree on so that you do not incur any transport costs as a result of participating.

What opportunity do I have to consider this invitation?

The invitation to participate will be made in person. You will have the opportunity to decide during the invitation and information giving conversation.

I will be available to conduct the interviews from 1 May, 2011 and you will have until approximately 31 July, 2011 to consider whether you would like to participate and/or withdraw your responses.

How do I agree to participate in this research?

I will give you a consent form to sign which confirms that you agree to participate voluntarily.

Will I receive feedback on the results of this research?

If you wish to receive information on the research of the study please tick yes on the consent form and I will send you a summary on completion.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Professor Judith Pringle, *judith.pringle@aut.ac.nz*, 921 9999 ext 5420

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEC, Madeline Banda, *madeline.banda@aut.ac.nz* , 921 9999 ext 8044.

Researcher Contact Details: Dominique Hayward, AUT Faculty of Business & Law, *dhayward@aut.ac.nz*

Project Supervisor Contact Details: Professor Judith Pringle, AUT Faculty of Business & Law, *judith.pringle@aut.ac.nz*, 921 9999 ext 5420

Approved by the Auckland University of Technology Ethics Committee on 15th August 2011. AUTEC Reference number 11/56.

Recruiter Information Sheet

Date Information Sheet Produced: 7 March, 2011

Project Title

University recruitment strategies: the match for first year Māori university students

An Invitation

My name is Dominique Hayward and I am a postgraduate student studying Management/People and Employment. As part of my Master of Business I am completing a Research Project.

I invite you to be part of this study which would give you an opportunity to be interviewed by me about recruitment strategies for Māori first year students. Your participation is voluntary. Whether you choose to participate or not will neither advantage nor disadvantage you. Anything you say to me would be kept confidential and you will not be identifiable in the written report of the research. You can withdraw from the research anytime up until data collection is complete on August 30, 2011 and I will not use any data collected from our interview.

Purpose of research?

The purpose is to identify recruitment strategies that the NZ tertiary sector use when recruiting Māori students which address Māori students prior educational attainment and career aspirations. This research forms part of the assessment for my Master of Business.

How was I chosen for this invitation?

You are invited to participate as a member of university staff who is involved in the planning and/or operationalisation of recruitment strategies that target Māori students.

What will happen in this research?

If you agree to participate I would like to ask you some questions in an interview that will take no more than 30 minutes. No audio or visual recording of the interview will be made. I will take brief notes during the interview.

What are the discomforts and risks?

You do not have to answer any particular questions if you do not want to and I do not foresee any risks arising from this research.

All responses will be private and confidential. Any reference in the final report to comments you make will not have your name, role or any other identifiable factors that would risk your privacy.

What are the benefits?

This research will provide valuable research experience for me in my postgraduate study. It will also add to the knowledge on effective recruitment strategies targeting Māori students to benefit yourself, your organisation and the wider Māori community.

How will my privacy be protected?

The notes that will be taken in the interview will not have any names included. I will store the information separately to your consent form so that you cannot be identified. The final report will not include any identifiable factors that would compromise your privacy.

What are the costs of participating in this research?

None. Just your time should you agree to participate. I will also travel to a location that you agree on so that you do not incur any transport costs as a result of participating.

What opportunity do I have to consider this invitation?

The invitation to participate will be via email. You will have the opportunity to decide for two weeks following the email being sent.

I will be available to conduct the interviews from 1 May, 2011 and you will have until approximately 31 July, 2011 to consider whether you would like to participate and/or withdraw your responses.

How do I agree to participate in this research?

I will give you a consent form to sign which confirms that you agree to participate voluntarily.

Will I receive feedback on the results of this research?

If you wish to receive information on the research of the study please tick yes on the consent form and I will send you a summary on completion.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Professor Judith Pringle, *judith.pringle@aut.ac.nz,* 921 9999 ext 5420

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEC, Madeline Banda, *madeline.banda@aut.ac.nz* , 921 9999 ext 8044.

Researcher Contact Details: Dominique Hayward, AUT Faculty of Business & Law, *dhayward@aut.ac.nz*

Project Supervisor Contact Details: Professor Judith Pringle, AUT Faculty of Business & Law, *judith.pringle@aut.ac.nz*, 921 9999 ext 5420

Approved by the Auckland University of Technology Ethics Committee on 15th August 2011, AUTEC Reference number 11/56.

Appendix 4: Indicative Questions for Student Interviews

1. What secondary school did you attend?

2. How many subjects did you take?

3. What did you want to be when you grew up (i.e what job did you see yourself in) if any?

4. Did the subjects you took at secondary school match up/influence your career aspirations?

5. Did you gain UE?

6. Did you gain NCEA Level 3?

7. What made you decide to study at university?

8. How did you make up your mind?

9. Are you the first in your family to attend university?

10. Why did you choose to study at the university you now attend?

11. Were there any aspects of the recruitment process that were particularly targeted at you because you are Māori?

12. Please explain.

13. Do you think it is important for universities to make services available specifically to Māori?

14. Did you come across any when you were looking into universities to attend? If so, what were your impressions?

15. Did these have a positive/negative impact on your decision to study where you did?

16. Did you have any particularly positive experiences when looking at what university to attend? Please explain.

17. Did you have any negative experiences when looking at a university to attend? Please explain.

18. Do you have any suggestions on how universities could better recruit Māori students?

Appendix 5: Indicative Questions for Staff Recruiter Interviews

1. What is your role in the organisation?

2. Are you directly involved in the planning/operationalisation of recruitment strategies that target Māori?

3. What recruitment strategies does your organisation currently implement to target Māori students? Please explain in detail.

4. What is the key recruitment strategy used? Please detail.

5. Why is it used?

6. How effective do you feel these are targeting Māori students?

7. Could you suggest any other recruitment strategies that could be used? If so, please detail.

8. Any further comment…

Appendix 6: Advertisement inviting Participants in Research

Kia Ora and Greetings

If you are
- A Māori university student studying in the first year or
- A university staff member involved in the planning, implementation and/or operationalisation of recruitment strategies that target Māori students

You have been invited to participate in a research project that is based on:

"University recruitment strategies: the match for first year Māori university students."

Purpose:

To identify recruitment strategies that the NZ tertiary sector use when recruiting Māori students which address Māori students prior educational attainment and career aspirations.

This research will provide valuable information and research experience for Dominique Hayward; a young Māori Business student who is currently completing her Master of Business.

The interview will only take up approximately 30 minutes of your time and can be arranged in a location that suits you.

If you would like to participate, please contact

Dominique Hayward
Ph: 021-057-3098
Email: dom_tui@msn.com

Naku Noa
Dominique Hayward

(Student Researcher)

Consent Form

Project title: University recruitment strategies: the match for first year Māori university students.

Project Supervisor: Professor Judith Pringle

Researcher: Dominique Hayward

○ I have read and understood the information provided about this research project in the Information Sheet dated 13 April 2011.

○ I have had an opportunity to ask questions and to have them answered.

○ I understand that notes will be taken during the interview.

○ I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.

○ If I withdraw, I understand that all relevant information will be destroyed.

○ I agree to take part in this research.

○ I wish to receive a copy of the report from the research (please tick one):

Yes○ No○

Participant's signature:

....……………………………………………………

Participant's name:

....……………………………………………………

Participant's Contact Details (if appropriate):

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Date:

Approved by the Auckland University of Technology Ethics Committee on 15ᵗʰ August 2011, AUTEC Reference number 11/56.

Note: The Participant should retain a copy of this form

Appendix 8: Code List

Key words were extrapolated from the interviews with participants and then refined to common themes which have become the Code List.

Please note that while establishing the frequency of the codes was alluded to in the Findings and Discussion sections, frequency was not a priority given the methodological design of this research project.

The following were the key codes that arose from the student interviews:

- Family/Whanau
- Relationships
- Career/Job
- Scholarship/Finance
- Money/Finance
- 'Māori '
- Takawaenga Māori /Māori Liaison
- Te Tari Awhina

The following are the key codes that arose from the recruiter interviews:

- PTP
- KATTI
- Secondary Schooling
- Engagement
- Transition
- Relationships