

The role of leadership in the experiences of Asian international students' hospitality studies

Diosdado Camacho Dalosa

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Supervisor: Dr Christine Jenkin

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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 where 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.

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Ethics Approval

Approval to use human subjects for research was granted by AUT Ethics Committee (AUTEC). The approval was given for a period three years commencing 29 June 2012.

The Ethics application reference number was 12/133.

Dedication

This thesis is dedicated to all my children who were my inspirations throughout my study. To my daughters: Gina, Rowena, Pamata and Katerina; to my sons: Ronald, Lorenzo, John and Joseph, may this academic work serve as my legacy to all of you. To my children Pamata, Lorenzo, John, Joseph and Katerina who were living with me at home at the time of my writing, I thank them for understanding my inconsistent moods created by the stress of work and studies. The success of this journey is attributed to the sacrifices they have made for me.

Abstract

This research explores the experiences of Asian International Students (AIS) who were studying professional cookery at a private training institution after reports (Tan, 2011) indicated that AIS was being described in New Zealand as “a ghetto education destination” by students in order to express their disappointment during their study in New Zealand. The reports concerned the New Zealand export education industry. The Ministry of Education recognised that the sustainability of the New Zealand export education industry rested on educational and social factors including institutional capacity and client satisfaction. This study was undertaken, therefore, to enable deeper insights about issues which occur for AIS.

A case study was designed to investigate one particular institution with a focus on the leadership behaviours, and interactions between host educators and students. Eight participants were interviewed. The participants were the institution leader, two tutors, and five AIS. The data obtained were analysed using QSR NVivo software.

The study found that AIS’ attitudes about their study experiences are marked by a frustration that the skills they learnt from their host institution did not meet the demands of the hospitality industry. AIS believed that their host institution’s lack of adequate learning facilities prevented them from achieving their learning goal/s. The issues AIS raised in this study could, however, help educational leaders in designing adequate educational resources and facilities appropriate for AIS. In turn, this could influence overall perceptions about the study experiences of AIS in New Zealand.

Abbreviations

Abbreviations	Meaning
AIS	Asian International Students
BC	Before Christ
CHC	Confucian Heritage Culture
FTE	Full Time Equivalent
GDP	Gross Domestic Product
HSI	Hospitality Standards Institute
IPA	Interpretive Phenomenological Analysis
ITO	Industry Training Organisation
IS	International Students
NZQA	New Zealand Qualification Authority
USA	United States of America

1. Chapter One: Introduction

My interest in wishing to study the role of leadership in the experiences of Asian international students' (AIS) hospitality studies was sparked by one of my experiences teaching AIS in a tertiary institution. I was intrigued by the students' different learning behaviours and attitudes during theory and practical classes. As an Asian tutor, born and raised in the Philippines, I found their behaviours and attitudes very unusual. I started to think that there was something that bothered them. I was concerned that if they continued with their learning behaviours, they would fail to achieve their goal.

This chapter starts with the overview of the impact of AIS in New Zealand followed by stories about the background of this topic, my position as a researcher, my personal background, and my experiences in leadership which are relevant to this topic.

The export education contribution to New Zealand's gross domestic product (GDP) is substantial and increased from an estimated \$545m in 1999 to \$1.3 billion in 2001 (Ministry of Education, 2008). In 2004, the estimated contribution had passed the two billion dollar mark, with the industry's 'value-added' estimated at approximately \$2.2 billion. However, a Ministry of Education (2011a) report showed that the number of foreign fee-paying students has trended downwards since 2003. From a peak of 121,190 international fee-paying enrolments in 2003, there was a 25% decline to 91,392 enrolments in 2008. This decline initially affected mainly private training establishments and schools, although from 2005 a reduction in total enrolments within the public tertiary education sector was also recorded. In 2009 there was a 6% increase in international enrolments, reversing the trend since 2003, and a 3% growth occurred in 2010. The main beneficiaries of this growth were private training establishments, particularly English language schools

According to a 2011 Ministry of Education report (2011a), over 2007/08 the export education industry generated around \$2.3 billion of foreign exchange, of which \$70 million came from offshore provision. The industry's contribution to New Zealand's GDP was estimated at approximately \$2.1 billion after allowing for flow-on effects to other industries and leakages offshore. Clearly, the export education has been a rapidly growing industry in New Zealand. The report also showed that China is the largest country of origin of foreign fee-paying students, accounting for 24,800 out of 91,300 students. South Korea follows with 17,900 students, India with 11, 597, Japan with

9,745 and South East Asia provided the remaining student numbers (Ministry of Education, 2011a).

The significant growth in numbers of Asian International Students (AIS) studying in New Zealand has undoubtedly impacted on the cultural landscape of their host institutions. The cultural diversity and expectations these students brought created challenges to school leadership as members of the faculty, unfamiliar with Asian leadership approaches in dealing with Asian students, found themselves in the classroom with such students. At the same time, issues arose as students' experiences with their hosts did not meet their expectations. The Ministry of Education (2008) recognised that the quality of AIS experiences inside and outside of the classroom were core issues for the export education industry. The Ministry of Education also recognised that the sustainability of export education industry rests on educational and social factors including institutional capacity and client satisfaction. To ensure the sustainability of the export education industry, the Ministry of Education, with the collaboration of Education New Zealand and other agencies working with Asian international students, worked together to identify solutions to the issues involved in hosting AIS (Ministry of Education, 2008).

To consider the educational, social and cultural impacts of the large increase of AIS enrolled at New Zealand tertiary institutions, studies (Education New Zealand, 2005a, 2005b; Ho, Holmes, & Cooper, 2004; Holmes, 2005; Infometrics, 2006, 2008; Ward & Masgoret, 2004) were commissioned by the Ministry of Education to report on issues posed by the challenges in hosting AIS. Reports from individual studies (Campbell & Li, 2008; Ho et al., 2004; Holmes, 2005; Ward & Masgoret, 2004) were used as a platform for further studies to find solutions to issues attributed from AIS cultural traits; they were asked to align and develop strategies to meet the needs and expectations of AIS and to improve their experiences.

However, despite the effort by the Ministry of Education to improve AIS experiences, a newspaper report (Tan, 2011) emphasised that AIS continue to have negative perceptions about their learning experiences in New Zealand. This is an issue that needs to be solved if AIS are to be encouraged to patronise New Zealand export education. It is crucial, therefore, that this matter is investigated to find out how AIS negative experiences occurred in order that proper responses can be devised to make their experiences more positive.

In order for this thesis to explore the issue, I investigated a private hospitality training institution in Auckland in which the majority of students were AIS. I did this in order to provide a realistic understanding of the true nature of AIS experiences during their study. I felt that this study was necessary in understanding how to work effectively with AIS because I believe that positive AIS perceptions gained during their studies would encourage others to come to study in New Zealand. This would, moreover, help promote the export education industry in New Zealand.

1.1 Positioning myself as a researcher

As the writer of this thesis my personal background is relevant to the context of this study. My background and perspectives clearly provide readers with an insight to my philosophical, social beliefs. In turn, these impact upon my technical positioning within the study so as to provide a clear picture of the depth and width of the area bounded in this research.

I was born in a little village called Barrio Aroganga, in the town of Dolores, in the province of Eastern Samar. Samar is one of the islands in the Visayas region in the Philippines. The Philippines is divided into three regions, namely: Luzon, in the North, Visayas islands in the middle, and Mindanao in the South. Manila is the Philippines' capital city. I am the fourth child among the eight children in my family comprising five boys and three girls. I am a product of intermarriages between Spanish, Dutch, and Austronesian speaking grandparents. This makes me a second generation *Europino* (European mixed Filipino).

Both of my parents came from big families. My father had seven and my mother had twelve siblings. Together, the two families made up the majority of the inhabitants in our village. There were only very few people living in our village who were not closely related to us. The village was led by a barrio captain, who was usually elected by family heads. The barrio captain was perceived to be the wisest member of the community who could represent the village peoples in the wider political arena. The election of the village captain at that time was thus decided by families and their decisions were based on respect, trust, and relationship.

My family lived on the farm and our livelihood was sourced from our vegetable, rice, bananas and coconut crops; meat came from domestic and wild animals; fresh water fish and shellfish were drawn from the river. We bartered some of our produce in exchange for other essentials and sold the rest for cash to purchase other household

goods. Barter trading of produce in the village emphasises relationship and harmony; it involved sharing with other families whatever produce our family had in abundance and vice-versa. The story about my family and the village is relevant to my positioning as a researcher because it describes the influences which formed my leadership values and perspectives which would in turn help me in the interpretation of the leadership context of the study.

Experiences with leadership

During my life I have experienced a number of different kinds of leadership styles, some of which helped me validate the experiences of the Asian students with their tutors in this study. For example: as a student in the Philippines, I found school teachers to be very strict and autocratic: students had to respect and obey whatever the teachers asked them to do. When in the classroom, we were not allowed to call them by their first names. Students had to address them as “Sir” or Ma’am”. My parents would consent to the teacher’s exercise of discipline at school such as: punishment by picking up rubbish around the school yard; or cleaning the classroom after school. School teachers possessed authority and were highly regarded citizens in the community, so, teachers were embedded in our thinking as if they were our mothers, fathers or masters!

As students, we were home-socialised to neither challenge nor question the wisdom teachers provided to us. Students and parents strongly placed their trust in the teachers’ ability to provide knowledge to students. Teachers dictated all the learning agendas and terms of conduct and students were expected to be obedient. This was, after all, the teachers’ relationship with their students and was pivotal in order for them to be able to care, teach well, and guide students. Teachers in this cultural setting were thus very dictatorial. However, because of the importance students and their parents place on trust, respect and relationship, students felt connected to their teachers. The teachers’ authority kept students humble and obedient.

Humility is a common trait in Asian leadership, in which status, shame, and saving face are predominant values (White, Tynan, Galinsky & Thompson, 2004). Leadership for Asian people must, therefore, ideally focus on these values. A teacher’s autocratic and ‘parent figure’ behaviour oftentimes directly affect students’ engagement and motivation. Hence, this is perhaps the reason why Asian peoples could tolerate autocratic style of leadership because this style of leadership is rooted in paternalistic leadership (Cheng, Chou, & Wu, 2004) where a leader is perceived as a ‘father figure’

and dictatorial. As a result, I was socialised from home to be subjected to and to accept, an autocratic style of leadership.

Experiences with Western leadership

After graduating from high school I left the village to go to Manila to find a job. I got a job in the hospitality industry as a baker in an industrial cafeteria and then as pastry chef at an Italian restaurant in Manila. My journey as an international chef started during my employment with the Intercontinental Hotel in Dubai, United Arab Emirates.

During the two years I spent working as a chef in Dubai, I worked under European superiors. At that time, I found working under European leadership to be very challenging because of my unfamiliarity with their behaviours. I found them to be very straight-forward, result orientated, and non-relational. These leaders kept themselves distant from their followers. As time went by, I learned to accept their ways and when I was handed over the leadership, I led in the same manner my predecessor led because the behaviour at that time worked in that particular situation.

When I completed my contract in Dubai I went back to Manila to be the chef in charge in the main restaurant at the Intercontinental hotel and to work with Filipino staff. I found that the leadership strategy I learned from my European mentors did not work in the new environment. The Western methods of encouragement and the team building strategies I learned from my previous team leaders were resisted by my new team members. Facing challenges to get my team to work efficiently, I was at the edge of quitting the job.

After realising that my Westernised behaviour did not work with my new team, I started to reflect back on my Filipino perspectives of doing things. I changed my leadership strategy using a more humble and diplomatic approach by sharing my thoughts with my team and I started asking for their ideas. My team members' ideas collectively reflected the Filipino leadership perspectives which require a leader to be hospitable and accommodating to create a fun work environment. My team members voiced that their earlier resistance to cooperate had been due to my lack of understanding of their values, and advised me to lead the team according to their perspectives. I took my team's ideas and criticism of my leadership and started leading according to the team's perspectives. The experience taught me that in some cultures humility can generate respect, cooperation, and compassion. I also learned from experience that a humble leader could

encourage followers who oftentimes shied away from showing their potential because of feeling intimidated by a dominant and assertive leader.

My experience of working with people from a diversity of cultures has influenced my current leadership attitude and behaviour. However, despite the fact that I spent most of my working life in New Zealand, I have retained my Asian leadership value orientation. Hence, my 'Asian-ness' has played a critical role in the context of this study. It means that I place importance on humour, fun, harmony, a positive attitude and behaviours in order to create a friendly environment.

The wisdom I gained from my experiences became the mirror for my own professional practise as a chef and as a hospitality educator. These experiences increased my awareness about the importance of nurturing individual human values when leading people whether or not they are from the same culture. My 26 years of life and work experiences in New Zealand, Vanuatu, and Samoa broadened my inter-cultural competence. Hence, when I returned to work with Asian students in a tertiary institution, I was mindful of their values, beliefs, and expectations. Therefore, I was able to relate well with the students. As a result, the students were able to discuss with me issues regarding their study. Based on the students' stories, I found out that many of them were dissatisfied with their studies.

1.2 Background of the topic

The idea which led me to study this topic was conceived while I was teaching AIS in a tertiary institution. During that time, this particular institution was showing success in increasing the number of Asian students' enrolment. It was also the time when this training institution faced crises due to legal matters concerning students. The seriousness of the issue disrupted the school operation and caused the school to shut down. However, after a year-long legal argument with the authorities concerned, the school was finally cleared of any wrongdoing.

During the time when the institution was facing crises, I observed two contrasting events and experiences from the behaviours and attitudes of AIS, staff, and management at this institution. I referred to these events as, 'the good times' and 'the poor times'. During the 'good times' at the institution I have seen motivated, enthusiastic, persistent, and brilliant AIS who displayed 'can learn' and 'can do' attitudes despite their challenges in sustaining oral communication in English during class. I found AIS

usually compensated their lack of oral communication ability by being attentive during lectures and by being competent in using digital tools, and in multi-tasking. For instance, they were adept at listening and operating digital learning tools at the same time. This is how AIS managed their note-taking during lectures.

However, not all the tutors agreed to these tools being used during lectures and neither were they all tolerant to the use of these digital tools. Indeed, some tutors perceived these digital learning tools could aid AIS to cheat during tests, and so did not allow the use of these learning tools during class. The latter tutors' perceptions caused some students to react negatively and inhibited the enthusiasm and motivation of other students. This caused confusion and affected AIS learning behaviour and attitudes.

But, despite the effect of the tutors' differing classroom rules, these AIS were so persistent in wanting to achieve their career goals that they would network with other students just to get the translations of the lectures they were not permitted to translate during lectures. From what I observed, it was clear that the learning context was not their major concern but the process of learning the context was a paramount cause of anxiety. In this learning context, it was clear that AIS needed to be allowed to use their own best learning processes and this could include the use of available technology.

While working with AIS, I also learned the importance of fostering students' values and beliefs in order to motivate them to achieve their learning goals. By fostering their learning traits the students became trustful and more compliant in their classroom behaviour. This led me to understand that when trust, obedience and respect exist in the learning environment it increases student's learning performance.

During the 'poor times' as the management leaders and staff were stressed by the problems attributed from the constant checks by the authorities, I saw school leaders and staff became nervous with their students. Tutors and students' relationship were stressed. The changes of the classroom atmosphere severed tutors' connection with their students, and therefore, students started to lose interest in their learning and achievement expectations and would no longer pay attention to their tutors during lectures. Due to these first-hand experiences with AIS, I made an assumption that the students' negative attitudes and behaviours were caused by lack of leadership.

I postulate, therefore, that using an authoritative leadership style in this situation was necessary to build students confidence and trust. This could be achieved by assuring

students that despite the problems the school was facing, their goal was still achievable as long as they were motivated to complete required learning tasks in order to achieve the expected learning goals. In this situation, despite the exertion of authority, I was non-the-less also being democratic. I did this by asking for their input about how we could meet the demands of our timetable. By doing this, I got their commitment to engage in the tasks which were necessary for the completion of their study programme before the institution shut down. Eventually, I managed to sign off the remaining students before the institution temporarily ceased trading.

Thus, from this experience I had with AIS, I formed a theory that leadership is crucial in stimulating AIS attitude and motivation in order for them to achieve their learning goals. My personal concerns for AIS well-being sparked my interest in exploring the host institution's leadership and hospitality behaviour and practices to evaluate how these practices influence AIS perceptions. Additionally, I believe that exploring AIS perceptions about their experiences with their educators can help host institution leaders to better understand AIS needs and expectations.

1.3 The purpose of the study

The purpose of this study was to explore the role of academic leaders with respect to the experiences of AIS in their hospitality studies. The study had two aims. One was to find out the leadership perspectives in relation to practise at the AIS host institution, and the second was to explore AIS experiences during their study at the host institution. The research goal was to find answers to the three questions below. These questions were an initial iteration of my research curiosities but as can be seen in Chapter Six (p.91) they were adjusted as the research evolved:

1. What are the educational goals of the host institution and how does leadership of the institution translate these goals into practice?
2. How does the leadership style and tutors' behaviour impact on teaching and learning relationships in the institution?
3. What are the students' perceptions of their hospitality study?

My overarching assumption is that educational leadership influences students' experiences (Leithwood, Anderson, Mascall, & Strauss, 2010). The context for the study was an Auckland professional cookery school which was a private training establishment and within which, the majority of students are AIS. A case study approach was chosen for this research. The study involved an interview with the

institution leader to gather information regarding the leadership culture and practices at the cookery school. Then, two tutors were interviewed individually so as to explore the impact of educational leadership in the teaching and learning relationship in the classroom. Finally, five AIS were interviewed separately to summarise their perceptions about their learning experiences with their host educators. The data from the semi-structured interviews were analysed following interpretive methods and processes using QSR NVivo software.

As noted, the focus of the investigation was to document the perspectives on leadership of the institution's leader and tutors and the interaction between AIS and their host educators. Theories and concepts of leadership and hospitality were used to underpin the analysis and interpretation. This study is, therefore, informed by literature on international student perceptions, experiences, and government policy, as well as more general literature on educational leadership. In addition, this study was informed by theoretical analyses of the nature of hospitality in relation to education. The host institution's practice of hospitality, in particular, was central in understanding why AIS were dissatisfied with their stay in New Zealand.

In short, this study investigates current academic leadership issues in a learning institution that caters to AIS, issues which have in turn influenced AIS experiences during their stay in New Zealand. The study provides insights into the issues and the challenges encountered in leading AIS in New Zealand, and how leadership in higher education is linked to the behaviour and attitude of AIS during their study. The intention is to raise the awareness of host educators about issues and challenges involved in both hosting and working effectively with AIS.

The study started with Tan's (2011) assumption that AIS are resentful and ambivalent towards their hosts during their study in New Zealand, hence reinforcing negative perceptions about New Zealand education when they return to their home country. According to Tan, many AIS return home disappointed about the hosting capacity of their hosts and many students who returned to China viewed New Zealand as a ghetto education destination.

Despite the administration of the Code of Practice (Ministry of Education, 2010) in which the policy, processes and procedures were promulgated to protect the wellbeing of international students, AIS continued to be dissatisfied with hospitality in terms of meeting their expectations and needs (Ministry of Education, 2008). AIS' negative

perceptions about their experiences during their stay in New Zealand suggested that it is either the Code was not being appropriately implemented by host communities, institutions, and educational leaders or, that it was just being ignored. For that reason, it is relevant to evaluate how the Code is implemented by the host institution in this study.

The substantial economic value AIS contribute to the export education industry means that host educational leaders have an obligation to provide AIS with quality educational experiences in order to justify the contribution AIS make to the international education community. Hence, it is essential that host education leaders play an appropriate and ethical role to ensure quality education experience for their students. The discourses in this context raise questions such as:

- How should host educational leaders improve AIS experiences in their study in New Zealand?
- How is leadership essential in influencing AIS study experiences?
- Does the theoretical assumption that school leadership influences student learning, achievement and experiences (Leithwood et al., 2010) need to be explored deeper? and,
- What is the role of hospitality in this context?

These questions were explored in this study in order to describe the relationship between leadership, hospitality, and AIS' study experiences.

According to Butcher and McGrath (2004), friendship and hospitality offered to AIS could engender positive experiences, perceptions, and, memories. On the other hand, discrimination, isolation, and dislike would create long term negative perceptions. Clearly, therefore, it can be argued that initial host and guest exchanges are significant in shaping guests' perceptions of New Zealand and New Zealanders. Thus, in addition to exploring the concept of leadership, this study also investigated ways in which institutions practise hospitality through policy and principles of New Zealand traditional hospitality (Martin, 2008).

1.4 Structure of the thesis

The thesis is divided into six chapters. This chapter presented a brief historical background of the topic and the author's background and research position. It has also provide a rationale for the study, nominated the research purpose, and described the thesis structure. The second chapter provides a review and critique of the current

national and international literature relevant to the context of this study. Chapter three discusses research procedures employed and how the study addressed ethical issues and sought to ensure validity.

The findings in chapter four present the data and data analysis gathered from the eight research participants. This chapter also presents participants' demographics. Chapter five presents the discussion of the main themes emerging from the findings. A personal interpretation of the underlying concepts is explored to describe the determinants of the themes.

The concluding chapter summarises the findings, discusses their possible interpretation, and how they contribute to the body of knowledge about leadership. It re-evaluates the research questions and presents strategies for promoting successful experiences for AIS. It describes the research contribution derived from the significant findings of this study including information on the possible implications of the findings, and recommendations for solutions and improvement. This chapter also highlights perceived strengths and challenges of the study.

2. Chapter Two: The literature review

2.1 Introduction

This chapter reviews, analyses, and discusses theories and research on AIS education in New Zealand, from three perspectives. First, AIS cultural perspectives was an obvious lens to apply; second, consideration of leadership perspectives provided a crucial framework; and third, perspectives in hospitality provided an added dimension for critique. The aim of this chapter, therefore, is to explore issues regarding leadership and hospitality which relate to AIS during their course of study in New Zealand. The chapter examines literature in order to critique contributions, discern and analyse emergent themes, and most importantly, to evaluate current theories emerging from research, government documents, policies, reports, and public discourses relevant to the study of this topic. It also poses these questThe conclusion identifies a research gap that is central to the focus of the study.

2.2 Crisis in AIS education in New Zealand

There is a growing body of literature on the impact of international students (IS) and AIS on domestic politics, society, and economics (Infometrics, 2006). Research confirms that study fees contribute significant value to the New Zealand economy, and that export education contributes over two billion dollars annually in foreign exchange to New Zealand (Infometrics, 2006). Indeed, export education has become the country's fourth largest export industry. International students, including AIS, contribute to knowledge creation as institutions are forced to provide them high quality education (Infometrics, 2006). They also play an important role in the labour market through participation in their field after they qualify (Infometrics, 2006).

It is important to note that the term AIS in this literature exclusively refers to the international students (IS) from China, South Korea, Japan, India and South East Asia (Thailand, Malaysia, Vietnam, Cambodia, Singapore, Philippines, & Indonesia). See table 2.1.

Table 2.1. International students (IS) by origin(Ministry of Education, 2011a)

Origin	2006	2007	2008	2009	2010	%Change, 06 - 10
China	33,649	25,216	21,080	21,327	21,258	-37%
Sth Korea	15,930	17,500	17,331	16,070	15,282	-4%
Japan	14,299	12,325	10,755	9,761	9,745	-32%
India	2,599	3,855	6,348	9,252	11,597	346%
South East Asia	7,216	7,660	7,662	8,535	9,328	29%
Europe	7,139	8,536	8,832	9,857	9,747	37%
Latin America	2,968	3,226	3,514	4,222	4,404	48%
North America	2,746	2,751	2,704	2,737	2,742	0%
Middle East	2,113	3,022	4,463	5,920	5,953	182%
All other	7,924	8,411	7,393	7,843	8,418	6%
Totals	96,583	92,502	90,082	95,524	98,474	2%

Ministry of Education, 2011a, p .4

NOTE: China includes the Hong Kong SAR. South East Asia comprises Thailand, Malaysia, Vietnam, Cambodia, Singapore, Philippines, and Indonesia. Europe refers to Germany, France, Spain, Switzerland, Czech Republic, United Kingdom, Russia, and Italy. Latin America is Brazil, Chile, Colombia and Mexico. North America is a total for the USA and Canada. Middle East includes Saudi Arabia, Oman, and the United Arab Emirates (Ministry of Education, 2011a, p. 4).

A Ministry of Education (2011a) report showed that the number of foreign fee-paying students had been on a downward trend since 2003. This concern was recognised since 2000 by the export education industry and the Ministry of Education who then commissioned research to evaluate the impact of international students on teaching and learning. The goal of that research was to better inform policy development and effective planning in the area of international education, especially with respect to full fee-paying students (Asia 2000, 2003). The importance and magnitude of this ‘industry’ has already been outlined in chapter one.

In 2001, Colleen Ward was commissioned by the Ministry of Education to conduct a literature review to evaluate the impact of hosting international students on domestic students, educational institutions and host communities in New Zealand. Ward’s (2001) research pointed out that amongst areas which needed attention was the impact of hosting AIS. According to Ward, the international perspectives and the sets of

expectations which are based on previous learning experiences in their home countries that (as well as the prior experiences AIS brought to classroom discussions), has the potential to change both the content and process of education. Ward also said that AIS who did really well academically at home believed that they would continue to do well in New Zealand. However, they soon discovered that many of their learning strategies and beliefs about education do not work well in the new environment. As a result, Ward suggested that to ensure success, educators should consider new methods of instruction that are more consistent with AIS previous learning experiences. My personal view is that a blend of the most appropriate approaches to teaching should be used. This means that cultural responsiveness as well as the retention of what is already known by the teacher becomes the best approach to teaching. Such blend of pedagogies is centred on learners needs.

Despite the evidence Ward (2001) presented, including challenges and encouragement by AIS, educators made few changes in methods of instructions. A second study (Ward, 2002), however, indicated that there was a considerable mismatch between initial expectations and the actual experiences of AIS in New Zealand educational institutions. This explained the considerably less positive actual experiences than initial expectations reported by Asian students (Skyrme, 2008). It was also reported in other studies (Asia 2000, 2003; Ho et al., 2004) commissioned by the Ministry that the large increase of AIS enrolled at New Zealand tertiary institutions posed challenges to New Zealand host institutions in terms of AIS ability to adapt to New Zealand norms (Ministry of Education, 2008).

Australian studies on international students and AIS found issues similar to those encountered within New Zealand. For instance, Ballard and Clancy (1991) and Watkins and Biggs (1996, 2001) identified challenges related to AIS characteristics. Ballard and Clancy's study on international students in general highlighted two reasons contributing to problems with teaching international students. First was the matter of time-pressure associated with the perceived need for a higher investment of time as required when teaching AIS; second, was a sense of confusion by teachers and their lack of knowledge and experience with respect to teaching students from other cultures. According to Ballard and Clancy, the combination of time pressure and confusion about how best to proceed oftentimes produces frustration, and resentment can follow when this situation is not resolved.

On the other hand, Watkins and Biggs' (1996) study suggested that learning and teaching problems related to AIS were due to poor English, socio-cultural adjustment, and cultural differences. Biggs and Watkins proposed that poor English was often the result of differences in educational requirements between students' host and home countries. They suggested that a certain (minimum) English language proficiency threshold was necessary for AIS to study successfully in their host country.

Research from New Zealand (Skrme, 2008) and an Australian (Hellsten & Prescott, 2004) was conducted which aimed to find responses to needs identified in previous studies. Hellsten and Prescott suggested strategies which could implement culturally inclusive practices into teaching and learning and Skyrme recommended that host institutions should include preparation through familiarisation of specific discourses such as the host country's academic culture and orientation in the university rather than on expected English demands. For this thesis, these practices of cultural inclusiveness are important for AIS because they can help them to cope better with the learning culture to which they will become exposed.

The decline in the number of students in 2003 raised concerns in the export education industry and prompted the Ministry of Education and Education New Zealand to commission more research on international students. The research involved reviews of literature on cultural differences in teaching, learning and intercultural communication in multicultural classrooms. Ho et al. (2004) carried out research (on managing diversity in multicultural classrooms with the aim of creating awareness of cultural diversity in educational sectors. They also wanted to provide guidelines which could help educators to effectively manage diversity in their classrooms and institution; as well as improving educational outcomes for international students. They also wanted to 'internationalise' the educational experiences of domestic students.

Ho, et al. (2004) identified challenges AIS face in the multicultural classroom. They argued that the difficulties were not due to deficits on the part of the newcomers, but arose because of mismatched expectations and intercultural communication styles between classroom participants. They recommended that a set of goals, guidelines, and strategies be identified to deal with inter-cultural differences in the classroom. This was similar to Ballard and Clancy's (1997) brief guide of good procedures for lecturers and supervisors in teaching AIS published earlier in Australia to resolve similar issues as experienced by educators in New Zealand. Again, as will become apparent, these

principles of communication are relevant to the discussion section of this thesis (Chapter Five) because culturally responsive communication between a teacher and students is more effective and, therefore, central to learning.

A study conducted in New Zealand secondary school sector (Butcher & McGrath, 2004) presented evidence that educational leaders faced pressures in managing AIS teaching and learning differences. Butcher and McGrath (2004) asserted that with the decreasing number of foreign fee-paying students, New Zealand export industry was indeed facing a crisis and, therefore, it needed to evaluate pastoral care provisions and policy documents. This could, they reasoned, be achieved through research that considered international students' expectations and experiences. Butcher and McGrath then suggested that proper pastoral care and proactive responses to these needs are essential and necessary for the sustainability of New Zealand's export education industry.

The pastoral provision Butcher and McGrath's (2004) referred to was the Code of Practice (Ministry of Education, 2010) for the pastoral care of IS. The creation of the Code was prompted by the Government's grave concern on the welfare of IS and AIS likewise.

The purpose of this Code is to provide education providers framework for the pastoral care of international students. The Code required providers to be signatory to the Code in order to enrol international students. The Ministry of Education established the Code under section 238F of the Education Act 1989 which commenced on 31 March 2002, before being revised in July 2003, and again in 2010 (Ministry of Education, 2010).

Revisions of the Code occurred as a result of evidence presented to the Ministry of Education in order to protect international students and improve their study experiences whilst in New Zealand. In response to the issues highlighted by researchers in regards to challenges in meeting AIS expectations (see Ward, 2002; Butcher & McGrath, 2004; Skyrme, 2008), the Ministry of Education amended instructions in the Code of Practice in an effort to improve AIS actual experiences. The Ministry of Education also offered ideas on how best to manage these challenges through the publication of relevant educational leadership materials (Ministry of Education, 2011c).

Qualitative research was conducted by Campbell and Li (2008). They sought to highlight Asian student's voices about their learning experiences in New Zealand universities. Campbell and Li suggested that although Asian students were satisfied

overall with learning experiences in terms of education and support at their universities, they still experience challenges similar to those identified in other research such as, how best to fulfil their learning needs and expectations. The cumulative effect of such challenges influences AIS level of satisfaction with their learning experiences at their tertiary establishment. Thus, Campbell and Li suggested that it is important that lecturers and host institutions facilitate learning activities which bestow Asian students with adequate knowledge about academic discourses; they need to provide information that will help AIS to adapt to, and adopt as necessary, the learning and teaching culture of the host institution. Skyrme (2008) also suggested that to meet these challenges, it is important to review and adapt lecturers' pedagogical practices and to realign them to the needs of both local and international students. These items of literature were useful for this thesis because they helped to affirm my interest in finding out from AIS and Tutors about teaching and learning approaches. (See p. 8 and p.90 for research questions.)

It was apparent from the literature that AIS' impact on domestic education traditions, policies, the economy, and the community provoked mixed feelings and perceptions both of and by their host communities. This was evident in Ho and Cooper's report for Education New Zealand (2005) from a study which explored community interactions with AIS where members of the community were interviewed in four centres where a concentration of AIS was visible. The findings of the research suggested that, AIS did not mix well in the community because language and cultural factors impacted upon, and hindered integration. They recommended actions for these in the field of leadership such as encouraging community groups to make their services available to AIS; promoting inter-cultural understanding; improving support for AIS by providing training to providers in the community who deal with AIS as well as other international students. Their intention was to encourage interactions.

The Ministry of Education's (2008) report on experiences of international students showed that Chinese students tended to be the least satisfied with aspects of their accommodation, homestay arrangements, and social support. In comparison to other groups such as those from North America, other Asia, Middle East, and Pacific Islands, Chinese students were also the least satisfied with aspects of their academic progress.

The 2008 report provided evidence that there had been no improvement of Chinese experiences since the 2003 report. This explained why Chinese students were less likely to recommend New Zealand as a place of study, although, the report showed that

other Asians, apart from Chinese, also expressed mild dissatisfaction. But, surprisingly, the report showed that Chinese students were the group of Asian students most interested in getting a job and living permanently in New Zealand after finishing their study. Their eagerness and persistence to work and stay in New Zealand while they study and after completion of their study changed the labour market landscape.

However, as noted in Skyrme's (2008) research, many Chinese students returned to China with negative comments about their New Zealand study experiences. Negative comments by Chinese students returning to China were also highlighted in a 2007 report to the Ministry of Education published in 2008. Equally, negative Chinese AIS perceptions about their New Zealand experiences were detailed in a media report by Tan, who in 2011 cited comments by Labour MP Raymond Huo. Huo stated during a parliamentary caucus that ghetto education was the term being used in China and other Asian countries to describe the state of educational facilities in New Zealand. According to Huo, the poor standards and ethics by some enterprises had created a massive credibility issue for the sector (Tan, 2011).

The literature described above has indicated that there is indeed a crisis in the export-education in New Zealand. Challenges with respect to AIS cultural traits clearly implicate domestic policy and implementation strategies. Specifically, AIS contributions as well as challenges had visible and notable implications to the economy, politics, community, and social culture of New Zealand. Reviewing and critiquing the evidence above affirms to this researcher that there are still research and practice gaps which need to be considered in order to address the challenge of improving AIS study experiences. Quite simply, in order to encourage AIS to choose New Zealand as their study destination, it is essential that host educators improve the quality of students' experiences during their stay. Providers must do so in order to promote New Zealand export education and in order to lift New Zealand's reputation in the international export education market. Those challenges strongly underpin and justify this research.

2.3 Understanding AIS

Data indicate that out of the approximately 98,474 international students enrolled in New Zealand educational institutions in 2010, around 43,457 were enrolled in tertiary institutions. About 71% of them were categorised as AIS (Ministry of Education, 2011b). AIS were classified as those of Confucian Heritage Culture (CHC) where particular cultural traits deriving from Confucian values are prevalent to varying

degrees. Watkins and Biggs (2001) identified CHC as coming from countries such as China, Japan, Korea, Taiwan, Hong Kong, and Singapore.

In order to understand AIS' needs and expectations, it is important to know the reasons why they go overseas in search for study in higher education. The Chinese students for example, they go overseas because there is an inadequate supply of university places in China's higher education (Zhao & Guo, 2002). On average only 8% of high school graduates would be able to gain a place in local universities (Marginson, 2001). The difficulty in gaining entry into the universities by many students in China influenced the decision by some of the Chinese parents to send their children to study overseas (Yang, 2007).

According to Yang (2007), Chinese parents send their children to other countries, not only so that their children get exposure to foreign languages and cultures, but also so that their children can gain internationally recognised qualifications. Yang found that the choice of Chinese students' destination was usually a decision made jointly by students and parents. In choosing Australia for example, Chinese students' decisions are greatly influenced by a motivation to get access to a high quality education that could enable them to become set for a future career and employment. They also hope to gain permanent residence within the host country of their study destination. Yang suggested that when these motives, expectations and needs are met, Chinese students felt that their study in Australia was enjoyable and successful (Yang, 2007). The longer term motives and expectations of AIS, therefore, need to be clearly understood as an influence. This thesis amongst, other things, seeks to explore that matter.

Before discussing CHC, it is important to broadly consider the role and importance of culture because culture is a central component of this research. A useful definition of culture (Lewis, 1999) proposed that culture comprises the sum of the total inherited ideas, beliefs, values, and knowledge, which constitute the shared bases of social action; the total range of activities and ideas of a group of people with shared tradition. Similarly, Fan (2000) stated that culture can be described as the collection of values, beliefs, behaviours, customs, and attitudes that distinguish a society. Li (2004), also similarly suggested that cultural values shape learners' beliefs and attitudes, and guide their behaviour. Thus, understanding the peoples' cultural background is an important first step in understanding learners' beliefs about learning strategies because effective

teachers are aware of culture. For AIS, that includes having an awareness of Confucianism which is a dominant system of thought in China.

According to Li (2004), Confucianism is a stream developed from the teachings of Confucius and his disciples. It is concerned with principles of good conduct, practical wisdom and 'proper' social relationships. Confucianism influences Chinese attitudes towards life, sets the patterns of living and standards of social value, and provides the background for Chinese political theories and institutions (Li, 2004).

Within Chinese tradition, Confucius (551-479 BC) was a thinker, political figure, educator, and founder of the Ru School of Chinese thought (Li, 2004). "Ru" in English translation means soft, gentle, enduring, and can sometimes be interpreted as weak. However, paraphrasing the literature, Ru in Chinese language, suggests a commitment to learning, refinement, cultural accomplishments, and the practice of rites and music. This is applied to people whose understanding of virtue had more to do with good conduct than with fierce competence (De Bary & Bloom, 1999).

Louie (1986) stated that CHC's traditional respect for learning, authority and orthodoxy is emanated from the hallmark of Confucius' thought which emphasises education and study. In China, 'traditional' is often synonymous with the Confucius authoritarian principles of Wu Lun, which established unequal relationships between people in social relationships with central tenets on hierarchy and conformity (Li, 2004).

CHC has been described as collectivist culture (Trumbull, Rothstein-Fisch, Greenfield & Quiroz, 2001). Many contexts in literature discussed constructs of individualism and collectivism (Hofstede, 1980; Triandis, 1989). Vertinsky, Tse, Wehrung and Lee, (1990) implied that collectivism emphasises relationships, harmony, order, and discipline. Trumbull et al. (2001) made clear distinctions regarding people of collectivist and individualist cultures. According to Trumbull et al. (2001), collectivists promote respect for authority and group consensus, so that even if one is dissatisfied with the group he/she stays, whereas individualists emphasise self-expression and individual thinking and tend to leave the group when dissatisfied. While collectivist cultures emphasise developing and sustaining stable hierarchical roles, individualist cultures are associated with equal relationships and flexibility in roles (Trumbull et al., 2001). East and South Asians, Africans, Latin Americans and South Europeans are often quoted as people from collectivist cultures whereas New Zealanders, Australians, North and West Europeans, and North Americans of European backgrounds are named

as people from individualist cultures (Trumbull et al., 2001). The relevance of individualism and collectivism to thesis are obvious: leaders and tutors ought to be aware of such differences. This investigation will seek to clarify this matter.

Much of the literature regarding Asian educational tradition focuses on Confucian values and traditions (Watkins & Biggs, 1996). In East Asian countries education is highly desirable for two reasons: one is the perfection of the self and two is for the benefit of the wider society (Holmes, 2000). This notion supports Scollon and Scollon (1994) and Stevenson and Stiggler's (1992) suggestions that CHC educated scholars work towards fulfilling important positions in society, using their education to lead their community to prosperity. It reasons that while an individual strives for perfection from within themselves, the wellbeing of the family, community or collective is also a paramount goal and, therefore, the value of education is significant to both the individual and the collective.

Confucian tradition outlines the initial roles an individual performs as the Five Relationships, which is called Wu Lun in Chinese (Scollon & Scollon, 1994). These are: loyalty between ruler and subject; filial piety between father and son; obedience between husband and wife; respect between elder and younger; and trust between friends (Holmes, 2000; Scollon & Scollon, 1994). According to Scollon and Scollon (1994), this fundamental belief in Five Relationships is behind the CHC's positive attitude, willingness and achievement in education. Confucian practices may be considered outdated by anyone in modern China but the attitudes produced from Confucian ideals are still very influential (Jin & Cortazzi, 1998). Every day, Chinese people involve Confucianism in their lives in ways which are individually meaningful from within the cultural settings of which they are a part (Watkins & Biggs, 1996). Cheng, Chou and Farh (2000) emphasised from their research which sampled 543 subordinates from local businesses in Taiwan that under the influence of Confucianism, the father-son cardinal relationship is always considered paramount and supersedes all other social relations. In a father-son relationship under Confucian ethics, a father has authority over his children and all other family members and possesses absolute power and legitimacy (Cheng et al., 2004).

Confucian values and beliefs can be seen as the driver of East Asian Students' academic success. Stevenson and Stigler's (1992) documentation on academic achievement of East Asian students both home and overseas sheds some light on the influences of

socialisation in East Asian cultures; it clarifies attitudes towards education and provides reasons why they are academically more successful compared to learners in the United States. The reasons, according to Stevenson and Stigler, are because schools in Asia are made more central to the lives of the students than they are in America and the high value CHC places on academic success is a contributing factor. Japanese children, for example, are predisposed to the requirements of the school learning environment as they are socialised to be obedient, conforming and persistent (Stevenson & Stigler, 1992).

Stevenson and Stigler (1992) suggested that socialisation in East Asians' home environment had significant influence on East Asian students' attitude that leads to higher academic achievements. However, their findings did not specify ways in which home socialisation influences attitude of those Asians who study overseas on their own. But, because CHC tradition strongly influenced AIS attitudes (Jin & Cortazzi, 1998), a leadership based on Confucian values is pivotal to fostering, stimulating, and nurturing AIS attitudes. It clearly indicates that there is an element of influence that drives this issue which challenges AIS host educators and learners alike. Attitudes towards learning are an important consideration in this study.

AIS literature discourses identified a number of issues as well as solutions in managing challenges generated by AIS unique traits; however, because identified issues seemed to relate mostly to pedagogical matters, proposed solutions (naturally) focused mainly on developing appropriate classroom teaching and learning strategies. Although Ho et al (2004) found that contextual teaching and learning is critical in meeting AIS' expectations, none of the research addressed the imperative of understanding AIS attitudes (Jin & Cortazzi, 1998; Stevenson & Stigler, 1992). Hence, attitude is a central concern of this thesis.

Quite simply, although it seems that measures and strategies applied within teaching and learning were devised with positive intentions, they have had little effect in meeting AIS expectations. Attitudes remain implicitly embedded with traditional values and beliefs; they are placed deeply within pedagogical expectations; attitudes to teaching and learning, moreover, are seemingly stimulated by leadership approaches rather than by strategic contextual teaching strategies (Jin & Cortazzi, 1998). Thus it is argued here that, beyond underlying long term motives, another important factor impacting upon AIS satisfaction is leadership which is discussed below following some commentary about the context of leadership for AIS.

2.4 Leadership in context for AIS

It is clear that international literature confirms the centrality of school leadership to school improvement and student outcomes, and that it most effectively influences school outcomes indirectly through multiple variables (Day & Leithwood, 2007; Goleman, 2000; Leithwood, 2007; Leithwood et al., 2010). Research into educational leadership in New Zealand has shown that concepts and styles variously include transformational (heroic), instructional, transactional, and distributive leadership. Leadership, whatever its form, is required to deal with a multi-cultural environment, and with multi-organisational situations.

However, many of these leadership concepts and styles are Western conceptions but those who are unfamiliar with a New Zealand context are typically steeped in processes learned within altogether different environments (Cheng et al., 2004). Moreover, Western leadership styles work differently in an Asian context compared to Asian leadership styles. This means that while Western leadership styles may have worked effectively for Asians who are well-immersed in (and used to) a non-Asian environment, they only have a moderate effect on Asians who are not. Leaders should, therefore, consider using a style of leadership that is relevant to the context of the situation or location from which AIS have come.

Hersey and Blanchard's (1977) notion is that the most successful leaders are those who adapt their leadership style to the maturity of the individual or groups they are attempting to lead or influence. Leithwood, Jantzi and Steinbach (1999), also argued that outstanding leadership is exquisitely sensitive to context and its circumstances or its geographical location.

Similar views were articulated by Goleman (2000) who metaphorically compared leadership styles as to golf clubs in which the demand of the shot requires the golfer to ponder his club selection to use for the shot. For a leadership to be effective, leaders must consider situations and the nature of task to be accomplished and choose a leadership style to suit the situation. Therefore, in this context, the emphasis would be the kind of leadership behaviour that would be effective for AIS studying hospitality. Perhaps, a Western style of leadership that is Asian friendly or an Asian inspired leadership.

Bryman (2007) proposed that to be an effective leader in higher education, a leader needs to be considerate, trustworthy, with personal integrity, treating academic staff

fairly, providing resources, and adjusting workloads in order to promote cooperation. Ramsden, Prosser, Trigwell, and Martin (2007) found that a collegial commitment to enhancing student learning is associated with the experience of the context of teaching and to lecturers' approaches to teaching. Richards (2011) suggested that leadership in higher education needs to be contextualised, with consideration of leadership of what, for what. Higher education also needs academic leadership that places students in the centre of the learning process and leaders who prioritizes instruction in response to student diversity and interests, and possess strong interpersonal skills (Onwuegbuzie, Witcher, Collins, Filer, Wiedmaier & Moore, 2007).

Ministry of Education (2011c) proposed that academic leaders in New Zealand needed to possess four qualities in order to be effective educational leaders such as, *manaakitanga* (leading with moral purpose), *pono* (having self-belief), *ako* (being a learner), and *awhinatanga* (guiding and supporting). These leadership qualities underpin principals' ability to lead their schools effectively. Having a sense of moral purpose and a commitment to improved learning and social outcomes is not just related to supporting and guiding students, this also involves a commitment to the professional growth and support of other school leaders and teachers (Ministry of Education, 2011c). Therefore any international institution's leadership must possess *manaakitanga* qualities to take account of the concepts of AIS benevolent leadership perspective. As *manaakitanga*'s central emphasis are placed on hospitableness and moral leadership, this can nurture, foster and stimulate AIS's Confucian influenced attitudes. These leadership traits, although intended for schools, are important considerations for this thesis and the investigation of leadership styles in hospitality education.

2.5 The importance of leadership

Bush (2008) has referred to leadership as a process of influence. With respect to this thesis, it is reasoned that in order to influence AIS experiences, the leadership of hosting institutions and communities is pivotal and is, therefore, a key concern of this thesis as is the need to develop strategies which can meet AIS needs and expectations. Indeed, such ploys, it is argued, successfully reinforce AIS positive attitudes and behaviours; processes of influence will neither be achieved by ignoring AIS traits, nor by coercing AIS to adapt to the culture of host institutions and communities. Instead, influence can be achieved by leaders facilitating processes for staff so that they accommodate traits

which AIS are used to as they gradually learn to adapt to the culture of their host communities¹.

It is in that regard that leadership is especially pivotal; education providers need to understand the motives, needs and expectations of AIS in order to be able to influence AIS learning experiences. That is why, amongst other things, this research explores AIS attitudes with respect to teaching and learning with host educators. Arising from this are research questions such as:

- How does leadership stimulate the attitude of AIS who have CHC values and beliefs?
- What leadership style best nurtures and stimulates AIS attitudes with respect to improving study experiences?
- What are the characteristics of CHC's perspectives of leadership and,
- In what ways can leadership from New Zealand education providers best meet AIS expectations?

Given that leadership is process or processes involving influence, the literature on leadership in education is especially relevant in this study because educational leadership is central in influencing learning experiences (Leithwood et al., 2010). Notwithstanding this, a central theme in contemporary leadership discourse is that leadership is a process of influence between leaders and followers.

But quarrels over definitions abound. Bottery (2004), for instance claims that leadership is a highly contested concept about which there has been much debate. Indeed, the National College for School Leadership (2003) commented that by one estimate there are 350 definitions of the term and some of the key words surrounding the term confuse rather than clarify (Ribbins, 1993). However, as Bottery pointed out, the various meanings of the term can have direct implications for challenges being considered. Hence, when certain duties and responsibilities are attached to a particular meaning, leadership definitions cannot simply describe but instead contribute expand upon existing challenges for leaders (Bottery, 2004).

Burns (1978), who introduced the concept of transformational leadership, defines leadership as leaders encouraging followers to act for certain goals which represent the

¹ At the same time, it is recognised that AIS culture can provide hosting communities and individuals with learning opportunities

values and motivations, the wants and the needs, the hopes and opportunities of both leaders and followers. Cuban's (1988) definition of leadership is linked to change, and he described leaders as people who shape the goals, motivations and actions of others to initiate change to reach existing and new goals. However, Sinclair (2007) argued that to use one's role as a leader primarily to transform others is often to treat people as instruments, as a means to someone else's ends. The traditional view that the leader's job is to change the behaviours, actions and beliefs of others is based on flawed assumptions, Sinclair said. Thus, according to Sinclair, leadership is a relational process in which leaders inspire or mobilise others to extend their capacity to imagine, think and act in positive new ways. Kouzes and Posner (1987) who analysed the personal best leadership experiences of leaders in business, described leadership as encompassing five parts: challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart. Followers believed in a vision because of the leader's ability to give life to it through expressiveness, warmth, and friendship. While these various characteristics are interesting, they do not serve as relevant measurable traits for this thesis and for that reason, they will be noted and ignored.

For the purpose of this research, my definition of leadership is in line with the notion in which leaders inspire or mobilise followers to extend their capacity to be creative through relationships (Sinclair, 2007). Furthermore, that this is done in ways that a vision is given life through warm and friendly expressions (Kouzes & Posner, 1987). The actions of the leader in this concept could promote friendship and engender followers' trust. As leaders win the trust of followers, those leaders could and should inspire and motivate their followers to fulfil commonly held goals. In this thesis, therefore, an important dimension of evaluation is to determine whether or not AIS and the Leader, and the Tutors, have goals in common.

2.6 Western vs. Asian leadership

There are key differences and similarities between the Western transformational leadership and the Asian paternalistic leadership which were outlined in the introduction to this thesis. According to Cheng et al. (2004), transformational leadership in the West and paternalistic leadership in Chinese societies, originated from distinct leadership theories bred in different cultural contexts with dissimilar fundamental assumptions about the rights and obligations of the superior and the inferiors. They both demonstrate leadership patterns and specific individual styles as perceived by

subordinates. For instance, a paternalistic leader displays authority, control, and image building (Cheng, Chou, & Farh, 2000) while a transformational leader shows personal charisma and intellectual inspiration (Bass, 1985). These two leadership styles do have something in common. Consistent with an old Chinese saying: ‘Similarity exists in dissimilarity and vice versa’, transformational leadership from the West and Chinese paternalistic leadership may contain general transnational behaviours which are applicable across cultures, as well as emic² behaviours that are unique and are only applicable in a particular cultural setting (Yang, 2000).

According to Burns (1978), transformational leadership can be seen when leaders and followers make each other advance to a higher level of morale and motivation through the strength of their (the leader’s) vision and personality. Transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals (1978). Bernard Bass expanded upon Burns original ideas to develop what is today referred to as Bass’ Transformational Leadership Theory. According to Bass (1985) transformational leadership can be best appraised based on the impact that it has on followers. Transformational leaders, suggests Bass, garner trust, respect, and admiration from their followers. Bass claimed that there are four different components of transformational leadership. One is intellectual stimulation; the second is individualised consideration; the third is inspirational motivation and lastly is idealised influence (Bass, 1985). Thus, transformational leadership encourages followers to be creative; encourages open communication; supportive; serves as a role model to followers. That model is particularly relevant for this study because for AIS, the Tutors are seen as leaders to be respected and admired.

Cheng et al. (2004) defined another style of leadership, Paternalistic Leadership, as a style that combines strong discipline and authority with paternal kindness and moral integrity couched in a personalistic atmosphere. According to Cheng, this definition entails three important elements: authoritarianism, benevolence, and moral leadership. Authoritarianism refers to a leader’s behaviour that asserts absolute authority and control over subordinates and demands unquestionable obedience from subordinates. Benevolence means that the leader’s behaviour demonstrates individualized, holistic concern for subordinates’ personal or familial wellbeing. Moral leadership can be broadly depicted as a leader’s behaviour that demonstrates superior personal virtues,

² The term emic refer to an insider’s perspective of a phenomenon (as opposed to etic where those same phenomena are seen from an outsider’s perspective).

self-discipline, and unselfishness. Benevolent leadership contains behaviours such as 'individualized care' and 'understanding and forgiving'. Moral leadership entailed behaviours, such as integrity and fulfilling one's obligations (Cheng et al., 2004).

Cheng et al. (2004) proposed that the influence of authoritarian leadership in paternalistic leadership is disappearing due to modernisation, industrialisation, and globalisation, as more and more Chinese are giving up authority orientation. Bass (1985), however, argued that moral and benevolent leadership is valued well, and may even become more important in modern organisations because moral leadership, through transformational leadership, sets up an integrity paradigm and stresses that a leader should lead by example. Thus, if authoritarianism is no longer given importance as Cheng et al. (2004) suggests, and Western leadership already possesses one important attribute of CHC's paternalistic leadership, then it is clear that the only missing element in Western leadership that is needed to become 'Asian friendly' is to add benevolence.

Yang, (1957) proposed that benevolent leadership generates indebtedness on the part of subordinates, who try to reciprocate to the leader's benevolence in which reciprocity may be driven by genuine gratitude, personal loyalty, or obedience to and compliance with the leader's requests, even beyond what is normally required by the subordinate role. For Asian people, benevolent leaders are perceived as welcoming, generous and hospitable (Cheng et al., 2004). As a benevolent leader's behaviour demonstrates personal, familial concern, understanding, forgiving, and kindness, these behaviours are appropriate influencing tools to nurture CHC's attitudes. By extending benevolence to AIS they will generate reciprocity and stimulate their natural CHC attitudes from which trust, obedience, and loyalty are drawn.

In this thesis it is contended that Western educational leadership, can extend benevolence to AIS by ensuring that education providers demonstrate hospitality so that AIS feel safe and protected. Benevolence demonstrated in this manner, according to Butcher and McGrath (2004), goes some way towards promoting trust and connectedness which are primary concerns for AIS. Indeed, from my personal observations, it appeared that the lack of connectedness with their host was a reason for significant number of AIS in New Zealand feeling ambivalent about their experiences. Thus, in this thesis it is contended that the caring aspects in hospitality can improve

connectedness by developing AIS trust and friendship and, as will be demonstrated, that matter is explored within the research.

2.7 Understanding hospitality

Hospitality is a virtue belonging to humans, suggests O'Connor (2005). The word "hospitality" is derived from the Latin 'hospes', which is formed from hostis, which originally meant "to have power" and hostire means "equalize or compensate" (C. Lewis, 2000). The old testament provides evidence that hospitality has historical acceptance, and, has been encouraged for in the Holy Bible it said, "do not mistreat or oppress a foreigner, for you were foreigners in Egypt" (Exodus,22:21, New International Version). In tracing the origin of hospitality, Tanaka's (1980) investigation went as far back to the homo sapiens living in the hunter/gatherer society. During that time hospitable behaviours were used to open up the doors of desirable groups of Homo sapiens. They did this in order to establish kinship and achieved it by exchanging hunted foods and to signify acceptance to the new group (Tanaka, 1980). The hospitable exchanges of Homo sapiens suggested that the concept of hospitality is a reciprocal relationship between host and guest.

Concepts of hospitality can, of course, always be interpreted according to the context of its environment. Hemmington (2007) identified concepts of hospitality in three domains namely, the social, the private, and the commercial environment In an attempt to interpret the concept that captures the generic essence of hospitality, Brotherton and Wood (2000), interpreted hospitality as a voluntarily contemporaneous human exchange. They reasoned that it is designed to enhance the mutual wellbeing participating parties. Hospitality, they suggested can be achieved through the provision of accommodation, and/or food, and/or drink. However, Hemmington argued that this interpretation of hospitality does not capture the sense of the industry in the real world that is creative, vibrant, and exciting. Slattery (2002) noted that Brotherton and Wood's interpretation of hospitality is a barren conception of commercial hospitality and hospitality management. Hemmington also said that Brotherton and Wood as well as Slattery's interpretation is preoccupied with the products rather than experience. In my research the above discussion is relevant because AIS expect to encounter genuine hospitality that is in keeping with the hallmarks of the hospitality industry.

Other interpretations of hospitality are linked less to commercial interest and more to cultural tradition. For example, the Māori concept of hospitality is manaākitanga which

also be interpreted as kindness (Ritchie, 1992). Manaākitanga emphasises the importance of fostering and nurturing relationships to preserve their mana (prestige) (Martin, 2008). Ritchie (1992) identified manaākitanga associated with themes such as: responsibility to hospitality, reciprocity and caring. According to Tourism New Zealand (2011), Māori hospitality is of prime importance. It includes being hospitable to and, looking after visitors and caring how others are treated no matter what their standing in the society. The traditional value of manaākitanga in Māori culture has a positive influence on the unique Kiwi-style of hospitality (Tourism New Zealand, 2011, date unknown).

Bearing in mind the literature on contrasting leadership styles, and the tensions which exist between Western and Asian approaches to responding to leadership, the connection between AIS expectations and Māori conceptions of hospitality may be useful. The Māori conception of hospitality relates well to AIS values and expectations in hospitality as it favours AIS face consciousness values (Chan, Wan, & Sin, 2007). For Asians, face is a favourable public self-image, a valuable social asset that can be claimed only through social interactions (Goffman, 1967; Tanaka, 1980); it is equivalent to a person's social self-worth (Ting-Toomey & Kurogi, 1998) or the aspect of self-esteem that is socially determined (White, Tynan, Galinsky, & Thompson, 2004). Face is contingent upon other people's attitudes and behaviours in social interactions, so, in CHC culture, face is threatened when a person's feelings or wants are ignored, disapproved or challenged (Brown & Levinson, 1987). Burns (1998) suggested that loss of face can be brought on by being asked a question one is unable to answer, or being challenged on a point. Having one's face threatened may lead to negative emotional responses such as annoyance, anger, and outright hostility (White et al., 2004). In this research it is argued that it is important for leaders to be aware of the face consciousness values and that is, therefore, a dimension to be considered when interpreting leadership behaviours.

2.8 Summary

The literature reviewed and critiqued has shown that studies focussing on AIS and leadership in hospitality have yet to be undertaken. Studies concerning issues regarding AIS experiences focused largely on AIS pedagogical contexts and ways in which educational institutions could manage those issues. These studies, however failed to capture the essential elements which construct AIS expectations. Furthermore, efforts in research to improve AIS experiences failed to consider the style of leadership that

could influence AIS experiences. Based on the context of literature reviewed in this chapter, I propose that a hospitable leadership that can foster AIS cultural values will ensure positive educational experiences for AIS in New Zealand. The research question guiding this thesis is: how does leadership influence the experiences of AIS? It is contended that host educators could influence AIS perceptions by understanding their motivational perspectives and changing their own expectations. Leadership and hospitality concerning AIS thus warrants investigation. This study will, therefore, explore leadership and hospitality issues of AIS who are studying hospitality. More specifically, this study will explore the perceptions of students, leaders, and teachers in order to answer the question of how leadership influences the experiences of AIS studying hospitality. As will become apparent, a case study framework was used to explore this and the justification for following that research framework is outlined in the next chapter.

3. Chapter Three: Research procedures

3.1 Introduction

This chapter outlines the methods and processes used within this study to explore the role of leadership in the experiences of Asian International Students (AIS) who study hospitality. I chose a qualitative research methodology because of the subjective and interpretive nature of the study. More specifically, the qualitative paradigm employed a case study because that approach allowed me to focus on a single case in a natural setting. Using a case study also enabled me to capture the complex reality of the case being investigated. In this particular study, I wanted to explore the perceptions of five AIS, two tutors and the host institution leader who were all based within the same international professional cookery school. I used eight separate one-on-one interviews which were recorded to collect my data. Data were analysed using an interpretive phenomenological analysis and NVivo software. This chapter also describes how hospitality principles were practised to help manage the data collection and to ensure that the study was carried out in an ethical way.

3.2 Methodological framework

In this study, I used qualitative research because it is capable of detailing a fuller picture of AIS' situations and interactions. Qualitative research is usually associated with the social constructivist paradigm which emphasises the socially formed nature of reality (Williams, 1998). For the social constructivist paradigm, according to Williams, the frame of values, beliefs, and perceptions of a person about the world are reinforced by people around them (Williams, 1998). Qualitative research aims to uncover the lived reality or constructed meanings of the research participants. This approach is seen as involving an interpretive or subjective methodology, and is about recording, analysing, and attempting to uncover the deeper meaning and significance of human behaviour and experience, including contradictory beliefs, behaviours, and emotions (Williams, 1998). Researchers using this qualitative methodology are usually interested in gaining rich and complex understanding of people's experiences. In qualitative research, the participant's narratives are, therefore the highlights within the findings but the researcher's interpretations are equally important in highlighting key factors which can give rise to new knowledge and understandings.

Qualitative research thus reduces the distance between context and action through transformation of meanings (Van Maanen, 1983). Qualitative research is commonly

used in social research because, as argued by researchers such as Mutch (2005), qualitative approaches are more valid and reliable than quantitative in uncovering people's views. The subjective nature of qualitative research provides a fuller picture of the lived situations which allows the opportunity to gather rich description and illuminate the phenomenon of interest (Mutch, 2005). Qualitative social research includes a range of collections of systematic methods which can produce knowledge about peoples' lived situations (Neuman, 1997) including AIS and those with who they are associated within the hospitality education sector.

3.3 Interpretive paradigm

Qualitative research approaches are interpretive in nature. According to Williams (1998) paradigms shape how we perceive the world and are reinforced by those around us. It is important for researchers to recognise their paradigm, as it allows them to identify their role in the research process, determine the course of any research project and distinguish other perspectives (Williams, 1998). In addition, this allows researchers to give voice to the feelings and perceptions of the participants under study (Lodico, Spaulding, & Voegtle, 2010). Thus, the researcher's position in qualitative research is critical to the boundary the study generalises.

My paradigm in this research is shaped by my cultural values and beliefs as derived from my Asian background. In addition to my experiences in hospitality as a student, a tutor, and of having been a leader within an organisation, the relevance of my background to the context of my study is strengthened by the values, beliefs, perceptions, and experiences I shared with the people under study. By using this paradigm, I had, therefore, the opportunity to add my voice to interpretations of perceptions of participants responses as well as my own views of dimensions of this study.

According to Williams (1998), in organisational research terms, a paradigm encompasses three levels: The philosophical basic beliefs about the world we live in; the social level, where guidelines exist as to how a researcher should conduct their endeavours; and lastly, the technical level in which methods and technique are ideally adopted when conducting research. Hence, the qualitative nature of research relies on the researcher's access to these paradigm levels.

3.4 Research purpose

In qualitative research according to Creswell (2012), a purpose statement and research questions are central components of the phenomenon being investigated. As the qualitative approach is interpretive, and interpretive research is primarily exploratory and descriptive in purpose, the processes in exploratory research design can assist the investigator to discover what can be learned about the area of interest (Sarantakos, 1993). Williams (1998) added the notion that the purpose of using a qualitative approach is to allow the researcher to identify processes to solve particular problems through the review and synthesis of existing knowledge. Processes may involve investigations, explorations and analysis of more general issues, and/or the creation of new systems.

In order to determine the most suitable methods for exploring and describing the role of leadership and the impact that leadership has had on the quality of study experiences of AIS, relevant research questions needed to be developed. Understanding the overall purpose and context of the study was important, therefore, as this allowed me to formulate and articulate appropriate research questions but the exploratory nature of the study prompted me to opt for qualitative methods and to use qualitative analysis software for data analysis.

According to Babbie (1989), exploratory research is flexible; it can address research questions of all types (what, why, how); it is used when problems are in a preliminary stage, when the topic or issue is new and data are difficult to gather. Exploratory research is often used to generate formal hypotheses to gather preliminary information that will help define problems and suggest hypotheses. Lester (1999), proposes that exploratory research often relies on secondary research such as reviewing available literature and/or data. It uses qualitative methods such as informal discussions with informants and more formal approaches such as in-depth interviews, focus group, projective methods, case studies or pilot studies (Lester, 1999). Thus, as the nature of this study is exploratory, a case study was selected and a qualitative approach to data analysis was used.

3.5 Case studies (and ethics introduced)

Gobo (2011) states that case study denotes research which is system bounded in space and time and embedded in a particular physical and socio-cultural context. A case study as a research approach focuses on one or just a few instances of a particular

phenomenon with a view to providing an in-depth account of events, relationships, experiences or processes occurring in a natural setting (Denscombe, 2010). Case studies aim to illuminate the general by looking at the particular and values the opportunity to explain 'why' certain outcomes might happen than just find out 'what' those outcomes are (Denscombe, 2010).

According to Denscombe (2010), making a strategic decision to devote all of their efforts to the one instance gives case study researchers the opportunity to gain valuable in-depth and detailed insights. Thus, choosing to study a single institution despite being a comparatively small sample, could enable me to devote all my efforts to deal with the delicate and complex socio-cultural context in this research. Specifically, the use of a case study would enable me to gather meaningful details about the relationship of staff (tutors and those in leadership positions) with respect to students' experiences. My interest was in addressing the questions 'what' 'how' and 'why' such phenomena and behavioural existed in this particular setting being studied.

In summary, drawing on the concepts of a case study described above, and the persuasive reasoning associated with single site studies, I determined that this research approach, based within a single institution, best suited the overall thrust of my study. Put another way, I was sure that the socio-cultural, physical boundary and the particularity of the instance of the international cookery school being explored in this study well suited the use of a case study approach. As my objective was to focus on exploring AIS experiences and the importance of leadership, I reasoned that the processes used in a case study would provide in-depth accounts of events occurring within the lived settings of participants. Using interviews would enable me to capture interpretations and accounts of events which had occurred and these would provide me with explanations of AIS experiences from a range of perspectives (those of students, tutors and leaders).

Case study has been classically considered a soft form of research because of its focus on contemporary issues, and the researcher having no control on behavioural events such as experiments and historical events (Yin, 2009). However, according to Yin (2009), triangulation is important. Yin note that the challenges in conducting the research rigorously to arrive at generalised conclusion, has an essential tactic the use of multiple sources of evidence. Pertinent data can then be converged via triangulation and this makes it a more robust form of research.

For this thesis, the case study method allowed me to capture the complex reality of the relationship of leadership to the quality of AIS study experiences in hospitality because it invited and encouraged the use of different methods; it allowed me to mine variety of data sources, and various types of data. Although I used one particular method that was essentially suitable for this particular study, I used multiple data sources to explore the phenomenon including the leader's story, and tutor narratives, as well as student perceptions of their experiences,

However, I also had to be mindful of the weaknesses of this approach because according to Denscombe (2010) there can be issues and challenges arising from case studies. These included the demands associated with negotiating access to study settings and the challenge of achieving the aim of the study without altering the natural setting. Nonetheless, in this case study, I negotiated my access by establishing good relationships with people in the study and I sought not to alter the natural setting. By forming good relationships, potential participants were already familiar with me before I sent them an invitation to participate in this study. My membership in the industry also gave me prior knowledge of the people at my study setting which facilitated my access to the study setting without difficulties.

The other concerns Denscombe's (2010) pointed out when accessing people and settings in a case study are the ethical problems which can be generated with regards to confidentiality and privacy. People participating in a study often worry about getting intimidated once they are identified as the source of information. However, building rapport with my potential informants prior to data collection allowed me to discuss with informants the best practice concerning how to address confidentiality. Thus, I internationally considered participants' ideas when deciding the appropriate time and place to share information.

With regards to the protection of participant privacy, it is often a concern that those being researched can shy away, or can become defensive and disguise their normal behaviour and, make up narratives in order to protect their privacy. Getting obscured information can possibly happen, therefore, because those being researched might behave differently than usual owing to the knowledge that he/she is under a 'microscope' can generate a belief that his/her privacy is being threatened. However, because I share similar socio-cultural background with all my research participants, I believe this concern was minimised. Making the participants aware of our common

socio-cultural background and, that we shared similar values and beliefs, made them feel comfortable and able to speak freely thereby sharing their experiences with true feelings and emotions. My socio-cultural membership eased the ethical concern of protection of privacy (ethics are discussed in detail later in this chapter). Hence, I believe this allowed me to gather un-obscured information.

Managing these issues and challenges in case studies could help reduce criticisms about the credibility of generalisations made from case study findings. These criticisms could create perceptions that data produced in this approach are often soft, and that case studies lack the degree of rigour expected in social science research (Denscombe, 2010). The management in the processes in this study defended these criticisms. I could argue that the interpretive methods and the focus on qualitative processes used in this study produced hard data because it provided better descriptive accounts of the situation

Denscombe (2010) also warns case study researchers to be mindful to details and rigour when demonstrating the extent of generalisations made from the instance or case study. However, by choosing the one cookery institution that enrolls AIS as the instance and the institution leader, tutors, and the current students' perspectives as the multiple source of information, thereby I defined the boundaries needed to be observed in this study. Thus, data collection methods and processes were articulated to cover the boundaries to study.

As well as exploring what happened overall, I classified research questions into 'how' and 'why' questions, following Yin's (2009) suggestion. This was to differentiate the most important conditions among the various research methods I used and to develop the type of questions to validly ask in this case study. Doing so, defined the research questions which were suitable to use in the data collection process that would capture details of how and why interactions occurred.

Case study was a valuable method of research, with distinctive characteristics that provided me qualitative data crucial to the purpose of my study. It allowed me to collect genuine and authentic data that provided hard forms of evidence. Its use and reliability should make it a more widely used methodology by potential researchers once its features are better understood (Denscombe, 2010).

Although there are various methods and data sources a case study can use, I chose to use recorded interviews to gather information in this study because I believed that

through this method I would be able to explore the inner world of my participants. Thus, I could discover their ideas, meanings, feelings, motivations, intentions and attitudes. My reasons for choosing the method of study are outlined further below.

3.6 Interviews

My decision to conduct interviews was influenced by the sensitiveness of the issue I investigated. In fact, interviews are regarded as one of the most important tools for gathering case study information. But I also chose the interview method because, according to Denscombe (2010), the main purpose of using interviews in research is to enable the investigator to better understand the life and world of the interviewee in a particular situation. Specifically, I used semi-structured interviews because I wanted to ensure that research participants would have the freedom to talk about sensitive issues.

Kvale and Brinkmann (2009), noted that when an inter-change of views occurs between two people conversing about a theme of mutual interest, it is regarded as an interview. Such an event involves conversational skills and the ability to ask questions which are of mutual interest to both the interviewee and the interviewer. The interview is conducted in order to stimulate interactions which will produce knowledge. Kvale and Brinkmann further state that research is not a conversation between equal partners because the researcher defines and controls the situation. The researcher introduces the topic of the interview and critically follows up the interviewee's answer to his questions. Hence, an interviewer is expected to have predetermined questions to ask or to have topic that can generate a series of other questions during a conversation leading towards information being gifted by the interviewee about the situation being investigated.

However, although an interview is regarded as a conversation, it involves a set of assumptions and understandings about the situation which are not normally associated with casual conversation (Denscombe, 2010; Silverman, 2011). In a research interview, conversations are not recorded secretly. For the participant's words to be recorded, the participant has to agree with the researcher's agenda of discussion in order that potential problems such as bias, error, misunderstanding, and misdirection one minimised (Holstein & Gubrium, 2011).

Miller and Glassner (2011) also suggested that in-depth interviewing provides more than just information on cultural and subjective meanings, with rigorous analysis of accounts. It can also provide evidence about the nature of phenomenon under

investigation as well as insights into whatever cultural frames or regimes of thought people use to make sense of their experiences. In this study, I used interviews to gather my data because I felt that it remains the most personal and considerate way to approach the sensitive context of my research. In addition, by giving the participant my personal presence in the interview conversation, I was able to share the joys and drama of the participants' stories. Hence, I believe I was better able to capture the complex reality of the participant's experiences.

Access to the case

The site of the case study was a small international cookery school in Auckland. At the time of the study, the institution was headed by an Asian director, and the tutors and staff were a mix of Western and Asian ethnicities. In 2011, when the data were collected, the school comprised around 40 students and five staff/tutors and the director. However, the number of enrolments was growing and heading back to its former capacity of around 200 students.

Invitations were to participate in this study sent to the institution leader (see Appendix A) who was the school director; two male tutors (see Appendix B) who were the first that accepted my invitation; and to five students (see Appendix C) of whom three were Chinese, and two were from India. All participants were provided with separate information sheets. Separate information sheets were necessary to address participant's different requirements in terms of interview approaches. Another consideration was the privacy and confidentiality requirements for each group. As students' participation required more privacy and confidentiality, the information sheet needed to differ from with those of the leader and the tutors.

Participant selection

Hospitality students were selected in this case study because hospitality had a large concentration of Asian students from which study participants could be enlisted. To recruit the research participants, I posted a note on the school's notice board inviting potential participants who might be interested in participating to e-mail me. I waited for two weeks before I received responses. I contacted the potential participants and discussed the purpose of the research, their process, and arranged to meet them to negotiate with each of them the best way and most convenient for them to conduct the interview.

Beyond the students, participants selected in this case study were the school director (Leader) who volunteered and gave me access to the site; two male European Tutors whom I selected through a system of ‘first to respond, first selected bases’. The five AIS comprised of three males and two females each of whom I selected through a ‘first over 20 years old to respond first selected’ basis. See (Table 4.1) for demographic information concerning research participants’. Although an age limit to participate in the research was clearly written in my invitation to participants during recruitment, I made sure to ask the first five student respondents about their age to avoid the issue of needing to obtain parental consent for participation. I also recognised that the sample was very small in comparison to some other case studies but I was not concerned about this as case studies are generalisable to theoretical propositions and not to populations or a sampling universe (Yin, 2009).

Clearly there was no way that participants could be anonymous to the researcher as the design involved face-to-face interviews. So, to manage privacy issues and confidentiality of information, all communication concerning the research and their participation was addressed to the participant’s own e-mail addresses. When verbal communication was required, respondents were only contacted on their personal phone so that, to the best of my ability, I was able to guarantee privacy and confidentiality.

Data collection preparation

For the interviews, I prepared two audio recorders, a logbook, and notebook in which to write interview notes. I organised schedules to meet with my participants. I interviewed the Leader and Tutors at the case study site. I interviewed the AIS at Mission Bay. Although, I offered to pick them up from their address, they insisted that they would prefer to arrange for their own transport. I copied the questions I prepared (see Appendix D) to ask during interviews to each participant in my notebook to make sure that I asked the right questions and follow-up questions as necessary.

It is important to note that although I invited my participants to the interview, I considered myself the guest of my participants. I say this because as a researcher, I am the guest in the participant’s personal space (Stake, 1994). Indeed, I made my participants aware of that before we started our interview. A consequence of this was that, knowing I was the guest, my participants tried to provide me with as much information as they could afford to share with me. As their guest that was culturally appropriate.

Although I did not mention to my participants about that I intended to offer them a koha at the conclusion of the interview, as a guest (in hospitality sense), it was ethical for me to offer \$20 dollars New World shopping voucher to each of my hosts, my participants, to show my gratitude for their hospitality.

The interview process

My initial plan to interview only the director and to hold a focus group for tutors and Asian students. That arrangement did not eventuate because of the difficulty of scheduling meetings with participants. In addition, organising a focus group was impossible due to tutors and students having different times of availability. Tutors work different shifts and it would not be fair for them to come to the meeting on their days off. Students would have been even more difficult to gather together because of their diverse study and social schedules. Hence, my decision to conduct one-on-one interviews with participants was the most feasible and achievable method available to me for collecting the data. It was also convenient for my participants because each one were able to choose the time and place for the interview with only the researcher's timetable to negotiate with.

The other reason why I chose not to conduct focus groups with student participants was drawn from my experience with Asian group discussions. I have found that often in such situations, the superior speaker of English language tends to dominate discussions; others shy away and shut down. One-on-one interview was the ideal way, therefore, to interview participants for this study.

During the interviews, I tried to manage the conversation without being directive. My goal was, as far as possible to ensure that they stayed on the topic and my role was principally to encourage an exchange of ideas. As noted earlier, because I was investigating three different 'social groups', I used a semi-structured interview approach, i.e. there was a pre-designed thematic framework but the ability to range beyond that framework was preserved. My intention was to gather rich data that could provide me with an in-depth picture of their feelings about the topic in question. Accordingly, I approached my interviews to each 'social group' in different ways bearing in mind each participant's capacity to share information.

Overall, my use of these interview methods for data collection enabled me to derive insights into my participants' opinions, feelings, emotions and experiences. These matters became apparent as they unfolded and shared with me, their meanings of their

lived experiences (Kvale & Brinkmann, 2009). As noted previously, an interview constructs knowledge through interactions between the researcher and the participant (Kvale & Brinkmann, 2009). It does so by stimulating interactions with the interviewee and as will become apparent in the following chapters; I was able to co-construct knowledge for both of us during our shared interactions. Certainly, the participant's responses during interview interactions helped me understand why a range of behaviours occurred, and sharing this created a new knowledge for both of us.

Tutor interviews

My first interview was with one of the tutor participants. It was held in the interview room provided for me at the institution. Although an interview with one of two tutor participants was conducted instantly at the time they had each accepted my invitation, it was not until four weeks later that I was able to interview the second tutor. This was because the second (tutor) participant preferred to be interviewed during the school break so that the interview would not interfere with teaching preparation that had already been scheduled.

Because of their tight teaching schedules, I could only interview the tutors during time which were scheduled for 'paperwork'. The leader had also advised me not to hold them up for too long so that they, the tutors, could prepare their teaching plan for the next day. For those reasons, I limited my interview with each tutor participant to a strict thirty minutes, and this applied even to the tutor who was interviewed during his break.

Interview questions to the tutors were focused on finding out about their relationship with their leader and their behaviour with students. The questions I asked were influenced by the fact that I was a former tutor in this institution. For that reason, I was able to navigate around the interview topic and I could also create relevant follow-up questions on the spot.

After 30 minutes of recording each interview, I offered each of my participants my koha, a \$20 dollars New World shopping voucher, as a token for the hospitality. Both Tutors refused to take the koha so I invited them to dine at the restaurant where I work but only one took up this invitation. I advised them also that I would be in touch later when the transcript had been prepared and was ready for them to check the accuracy of their stories.

Student Interviews

Although the Institution Leader offered me the use of the interview room to interact with my research participants, the student participants believed that using the interview room was not safe in terms of confidentiality as the room was in full view of administrative staff at the institution. They were concerned about the possibility of the tutors knowing who was being interviewed. It was agreed, therefore, that all five student participants would be interviewed away from the precincts of the institution.

I arranged the meeting with my first female student participant at Burger King in Mission Bay thinking that we could conduct the interview inside. However, after realising that the noisy surrounding could cause interference with audio recording, my participant and I decided to record our interview near the beach. We sat looking out to the sea and had an effective conversational interview. I asked her my main questions and follow-up questions (See Appendix D). And, I also made challenging statements to invite her to give her opinion. The recording went well and a good quality audio output was achieved. After that successful session, I decided to invite all the other student participants to that the same place in order to conduct the interview sessions.

Using a semi-structured interview with open-ended questions to student participants kept us within the context of the topic. However, to probe respondents more deeply, I needed to ask follow-up questions and at times I had to make challenging statements to invite them to talk about their stories in the area in which I was interested. In this way, I was able to gain insights into their inner feelings, and emotions. Stimulating additional responses was, in hindsight, a useful mechanism for being able to gather and share meaningful perceptions of their reality.

Interview with leader

The interview with the Institution Leader was held at her office. She asked to be interviewed last. I arrived at her office 30 minutes earlier than my appointment time to make sure that I was composed and relaxed. While I was waiting to be invited to her office I set-up my audio recorders and tested if they were functioning properly. Once in the room, we spent five minutes having casual conversation before turning on the audio recorders.

During my interview with the Leader, the prepared questions (See Appendix D) were focused on finding out information about the Institution and her leadership style. I

wanted to see how this affected tutors and students. As well, I invited her into a conversation that would enable us share stories which went far back into her childhood and cultural roots. I wanted to try to determine what influenced her leadership style today. Thus, quality data from the Leader regarding her leadership behaviour were gathered. The interview lasted for over an hour including unrecorded conversations.

At the conclusion of the interview I thanked her and offered a koha of \$20 dollars New World shopping voucher but she did not accept it. Instead she asked me if I could take her students for work experience at my workplace. I told her that I would relay her request to my manager and would tell her of my employer's decision with regards to her request. I also told her that I would come back after I had transcribed the interview so that she could check and affirm the accuracy of the transcript. Happily, as my manager was agreeable, I was able to offer three students two weeks each of work experience.

In all the interviews with participants, I refrained from taking notes so that I could make them feel my presence because I noticed that my participants would stop talking every time I started writing on my notes. Deliberately, therefore, I minimised my note-taking and just listened attentively; I wanted each of our interviews to be very personal, passionate and to the point. I believe that my personal presence encouraged the participants in giving me their genuine responses to my questions.

Transcribing the data

I transcribed each of my interviews straight after each one was completed. I listened to the recorded data several times to make sure that I could capture every word said by participants. Although I had a few challenges with accents and speed of talking by some participants, by repetitiously listening the recording, I managed to transcribe all the data.

There was an advantage to not gathering all the data at once. Spreading the interviews meant that I was able to read through previously collected and now transcribed data iteratively. This meant that I had time to make reflections of what each of their stories, and elements within each story, actually meant to me with respect to the research. It also gave me time to 'thematise' the data while I was waiting for the next interview to take place. This meant that when I collected the data which followed, I had already been able to consider tentative themes which might emerge. This intentional scrutiny of

what had gone beforehand become even more useful after each subsequent interview data transcription had been completed.

Data analysis and interpretation

Yin (2009), states that the analysis of case study evidence is the least developed and most difficult aspect of case studies. He presented two strategies for general use to help case study users ease the challenges inherent in case study analysis: one is to rely on theoretical propositions of the study, and then to analyse the evidence based on those propositions; the other is to develop a case description, which would then serve as a framework for organising the case study. For this study, I followed the first of these two: that is, I followed the strategy that relied on the theoretical proposition/hypothesis that leadership influences AIS experiences.

As the use of other methods is encouraged in case study, I followed what is known as an Interpretive Phenomenological Analysis model (IPA) (Smith, Flowers, & Larkin, 2009). In this model, data become organised into themes and sub-themes in order to capture the essence of human experience. It does so by describing with great precision the personal experiences of participants (Lodico et al., 2010).

Through repeated reading of the data looking for similarities of responses I was able to observe repeated trends which emerged then as themes. Given my shared common socio-cultural values and beliefs with research participants, using IPA allowed me to analyse and interpret meanings conveyed by participants based on their descriptions of their lived experiences. My subjectivity allowed me to navigate in-between the values and perspectives of the three groups of participants. Vagle (2010) says that, “The notion of ‘between’ is important, as this is where phenomenological meanings reside” (p. 397).

Following the IPA model (Smith & Osborn, 2008), I managed the data analysis by coding the themes using NVivo 9 as the tool. I found that using NVivo tools was very helpful and convenient because it eased the process of analysis and it cut down the time normally used in the traditional method of data analysis, i.e. manually coding materials, often iteratively until meanings have been extracted to a point of saturation. NVivo tools helped me with respect to organising the data, and enabled me to search for solid grounds or evidence which would support my interpretations of the findings.

I used NVivo as a tool to enable me to better understand the meaning of my participants' stories about their experiences because, according to Lester (1999), phenomenology is concerned with the study of experience from the perspective of the individual. Lester adds that, epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation. Therefore, they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom (Lester, 1999).

Ethical considerations discussed further

After getting Auckland University of Technology Ethics Committee (AUTEK) approval I contacted the director of my case study site and asked permission to distribute my written invitations to potential participants at the site. I went to the site and posted my invitation on the students' café notice board, the reception notice board and notice board in the tutors' room. I waited for a few weeks before eventually receiving inquiries from potential participants

I met each participant who responded to my invitation and gave them an information sheet. For each of them, I explained the processes involved in the research and answered questions about the research. After each participant had agreed to take part, I arranged the time and place of the interview for each interview. I asked each participant to sign a consent form (see Appendix E) before I started each interview. During individual interviews, I made sure that I followed the ethical practices proposed in my ethics application for a case study. A table of my ethical practices, derived from Tolich and Davidson is presented below (Tolich & Davidson, 1999).

Table 3.1 Ethical principles (informed by (Tolich & Davidson, 1999))

Ethical principles	Case study
Do no harm	Participants were advised not to answer questions they are not comfortable answering. Participants could stop the interview at any time they wish.
Voluntary participation and informed consent	Information forms were given to each potential participant and opportunity was provided to ask questions prior to participation.
Participants could withdraw up until the time at which data collection was completed	Leader and tutors participants were not guaranteed anonymity because of a small

Anonymity	number of staff at the case study site. Student participants were interviewed away from the institution. Code names were used in to all participants in the write up of the literature
Confidentiality	Participants were visible, were named and their actions were revealed unless comments were made which I deemed to be irrelevant to the focus of the study.
Avoid deceit	No deceit was involved. Data analysed and reported faithfully. Transcripts of the participants interview were sent to them by e-mail and there were opportunities for corrections and comments both verbally and written.

Participants were advised at the beginning of the interview that they could stop the interview. They could do this at any time during the interview if they experienced discomfort or embarrassment. To mitigate the discomfort student participants may potentially have experienced in regards to their relationship with their tutors, they were advised not to answer any question if they felt uncomfortable about doing so. The potential discomfort that could be experienced with regards to professional relationships between the Leader and the tutors was mitigated by assuring them that comments made in one-on-one interviews would not be linked to them personally. Moreover, I told them that I would use pseudonyms and take care not to identify the institution.

According to Foucault (1980), power is used to influence the behaviour of others with or without resistance by using authority to legitimise the use of power within a social structure. Power is often expressed as upward or downward. With downward power, a company's superior influences subordinates and with upward power, it is the subordinates who influence the decisions of the leader (Boonstra & Gravenhorst, 1998). In this study, if the influences came mainly from the Leader and this would indicate that the institution had a downward power structure. For that reason, to be ethically considerate, any discussion of power relationships between the leader/manager and staff/tutors was avoided. I wanted to ensure that no harm was done to either of the parties. I advised participants that if the interview did cause them any harm, counselling services were available for them. Information about the counselling was included in the information sheet in the recruitment process.

In order that they would be able to speak freely about their positive or negative experiences within the institution they were attending, the selection of student

participants was kept confidential. Communication with participants was through private and personal addresses and private phone numbers to ensure confidentiality. There were no perceived coercive influences or power imbalances between the researcher and participants and I considered their preferences on the time and place for interviews.

Participants were asked to volunteer and give their consent to be interviewed and were provided with the opportunity to ask questions prior to participation. The return of their signed consent forms (to me) indicated that they had made an individual decision to participate. Participants were advised that they could withdraw their participation any time and up until the time at which data collection was completed. Participants were also given a choice about whether or not to answer questions they did not feel comfortable answering in order to safeguard them from potential emotional harm. However, all participants willingly answered all the questions I asked.

To avoid deceit, each participant was given a copy of the transcription of their own story. This enabled them to check the transcript for correctness, or for comment. To address confidentiality pseudonyms have been used in the final report. I can only say that data were analysed and reported faithfully.

In this research, I acknowledge that it was possible that I influenced the interpretation of data. My prior experiences as an Asian student, a cookery tutor as well as a chef who led a team in the hospitality industry, could undoubtedly have some bearing on my interpretation of participants' stories. But in a constructive manner, my experiences in those positions have provided me a range of different angles with which to view and describe my participants' stories. It follows, therefore, that my interpretations of data may have been selective but there is, nevertheless, some advantages to interpretations being informed by researcher experience. In this thesis, I was inclined to take what I would consider to be meaningful descriptions of participants' stories which were based on my own similar experiences. That was a strength rather than a weakness.

Summary and conclusion

The strengths and weaknesses of using a case study approach to this research were discussed and critiqued to define the appropriateness of that strategy to the social and cultural context of this investigation. Processes and methods of this approach, which were critical to ensuring the rigour of this study, were also described and critiqued. Aspects of case study methodology which could cohere with the values and beliefs of

research participants were also described and ethical matters were addressed. It was argued that the case study approach usefully addresses the delicate process of exploring the inner world of the subjects of the study.

The review of interview methods described how a focused interview was used to gather participants' stories. A semi-structured but more extensive interview was conducted with the Leader; a more open-ended type of semi-structured interview was used to gather students' accounts of their study experiences; and time restricted semi-structured interviews were employed to collect tutors narratives in this case study.

The theories and principles in this qualitative methodology research clearly influenced the processes used in this study but notwithstanding this, there is no doubt that the quality of data produced by following case study methodology contributed largely to the authenticity and reliability of the research. Thus, using a case study approach permitted me to explore the issues influencing the experiences of AIS which will be reported in the next chapter.

4. Chapter Four: Findings

4.1 Introduction

In this chapter information shared by the research participants during eight 30 minutes individual interviews is reported. As noted, interviews were carried out with three different levels of participant: the Institution Leader, two Tutors, and five AIS. This chapter begins with the descriptions of the case study profile and participants' demographics.

Data analyses of participant responses to the research questions are presented. These include responses by:

- the Leader on questions about the Institution's hospitality, and leadership practices, and behaviours which might provide indications about aspects of her leadership style;
- Tutors on questions about their professional relationship with their Leader, and their relationships with their students, particularly exploring how the Tutors perceived their Leader as well as AIS;
- AIS on questions about their learning experiences in their host institution, and their perceptions about their Tutors.

4.2 The case

The case in this study was a small Auckland based international cookery school. It was a private training establishment (PTE) registered by the New Zealand Qualification Authority (NZQA) under the provisions of the Education Act, 1989 and its subsequent amendments. This cookery school attracted a large number of students who come to do a diploma in international cookery, a qualification required to become a professional chef. Graduates from this programme qualify to work in both the private and commercial sector of the hospitality industry.

The three-level establishment has two kitchens and six classrooms, a library, computer room, study room, and a tearoom. It provides free car parking to staff and students. It is also in the vicinity of restaurants, cafes, and takeaway shops. The establishment is reported to employ only staff with hospitality industry experience. A large number of its students were from China, Korea, India, and other South East Asian countries.

4.3 The participants

The Leader participant was the institution director or principal. Although this study is about AIS experiences, the leader's narratives in this research were important to evaluate the attitude and behaviour of AIS from a different perspective. It would also validate how the school's leadership influenced AIS study experiences. Although clearly the Leader's story would explain why, how and when interactions between Tutors and AIS occurred, it would also ideally illuminate other factors such as those which may have caused reported interactions to occur. By interpreting these commentaries, it becomes possible to determine to what extent the imperatives of the hospitality industry on the one hand, and the style of leadership behaviour on the other, influenced the experiences of students at the institution.

One of the Tutor participants was senior and the other was junior. All five student participants were in the classes of the two tutor participants. Tutors' perceptions were vital in determining the kind of relationship they had with their students and how they interacted with them. Tutors' interaction with students described their classroom leadership and hospitality behaviours. The Tutors' demographic profile helps explain how Tutor's experiences attributed to their interaction with AIS. Likewise, Tutors' narratives were crucial in identifying influences which affected their behaviour towards students. Moreover, their narratives helped me to understand how AIS perceived their experiences at their host institution.

Table 4.1 Some demographic characteristics of participants (Dalosa, 2014)

Participants	Name	Age	Gender	Nationality	Prior education
Leader	Karen	40+	Female	Chinese	Master in Educational Leadership & Management
Tutors	Al	40+	Male	New Zealand	Hospitality Diploma
	Stan	30+	Male	American	Hospitality Diploma
Students	Gigi	29	Female	Indian	High School Diploma
	Aaron	27	Male	Chinese	Bachelor in Logistics
	Sharon	25	Female	Chinese	Bachelor in Chinese Language & Literature
	Prem	25	Male	Indian	Master in Business Administration
	Andrew	23	Male	Chinese	Bachelor in Business

As can be seen in Table 4.1, participants were well-educated – all but one student had a University qualification. Students aimed to either return home when they completed their qualifications or wanted to remain in New Zealand.

Student participants interviewed in this research were from two ethnicities. Three were Chinese students and two were Indian students. Both ethnicities were represented by a female research participant. Although I was hoping to recruit participants from other ethnic groups, the number of students who volunteered was limited to these two ethnicities and in anyway, the sample size was very small indeed. As a result, it is not possible, nor even desirable to seek to generalise findings. The benefit of having Chinese and Indian student participants, however, was that they represented the largest cohorts of AIS at the institution as well reflecting ethnicities of international students in the country. But whether or not their perceptions would be representative of a large population of students remains questionable.

Participants' demographic characteristics were, however, an important aspect to this study as it enabled me to map links between motivations, expectations, behaviours, attitudes, and experiences. The information helped in the interpretation to participants' perceptions as well as provided a specific boundary to be studied.

In the findings presented below, I chose code names or pseudonyms for each of the research participants in order that they remain anonymous. I chose Gigi, Aaron, Sharon, Prem and Andrew for students; Al and Stan for Tutors; and Karen for the Leader. Student participants were asked about their family background so that I might better be able to understand their home and socialisation history and the nature of their formative home leadership. Becoming privy to such information would, I hoped, help me to better understand how their individual motives and attitudes were framed.

- Gigi was a Sikh female Indian student who is married to an agent of international students in India. She lived in a big family home with five bedrooms and a jacuzzi. Although she was only a high school graduate, she spoke well in English. She came from Amritsar, a Punjabi capital popular for its Golden Temple, is a holy place for the Sikh community. She came to New Zealand to study the one year diploma in international professional cookery programme.
- Aaron was an unmarried Chinese student from Shandong province in China. He said that Shandong has the strongest economy in China. He lived with his parents, grandparents and a sibling. His parents own a fruit and vegetable shop in Shandong. He graduated with a bachelor degree in logistics. He spoke

English in a slow and selective manner but could easily be understood. He came to New Zealand to study international professional cookery and intended to find a job in New Zealand after graduation so he can apply for residency. His relative who lived in New Zealand had helped him to come over to study in order to improve his life. This was his first time in the hospitality industry.

- Sharon was a single Chinese female student from China. She came from Anhui, a province in the middle part of China. She lived there with her parents and a sibling for twenty years before going to another city to complete her bachelor's degree in Chinese language and literature. She spoke good English but she had no experience in the hospitality industry. The reason she came to study cookery was to get an experience and to live and work in a foreign country like New Zealand. She enrolled in the cookery programme because she thought that it was easier to get a job with a cookery qualification, than with her university qualification.
- Prem was a single male from the North side Punjab in India. He came from a family background of vegetable farming. He was supported by his parents to complete a masters' degree and worked as a manager in a car dealership and a beverage company in India. However, because of his interest in hospitality he came to New Zealand to study the international cookery programme. He was supported by his parents through the fund transfer scheme (FTS). This scheme allows Indian parents to have control over the amount of money that their children have access to as they pursue their education in a foreign country. His ambition was to work and live in New Zealand because he liked the purity and clean environment of the country.
- Andrew was unmarried Chinese student from Hubei province in Central China. Besides his good command of English language, he spoke Mandarin. He lived with his parents back in China. His father was a judge and his mother worked for the Chinese Government. His study in New Zealand was supported by his parents. He was the only child and was raised following Confucian philosophies. After finishing a Bachelor's degree in business in Australia, his parents sent him to New Zealand to complete a Masters' degree in business. However, without his parents' knowledge he had enrolled in the professional cookery programme so he could get a job easily after graduation, and, therefore, become more independent from his parents.
- Although both Tutors had sufficient years of experience as chefs in the hospitality industry, Stan, the junior Tutor, had no previous teaching experience in hospitality. However, he had taught English language in China for two years, and therefore, understood Chinese values and culture. He admitted, however, to having very little knowledge of Indian culture, values, and beliefs. Although he was an American, he adapted to New Zealand culture because he had been living and working in New Zealand for seven years.
- Al, the senior Tutor, had a long history of experience teaching international students in several professional cookery schools in Australia and New Zealand. He was a well-known figure in the hospitality industry as a chef and educator. He had passion for studying international gastronomy. He was married and had

a teenage child. His responsibility at the host institution was to design the teaching programme and schedules in accordance with the NZQA unit standards criteria.

- Karen, the Institution Leader was a Chinese educated migrant who came to New Zealand after completing a university degree in China. Karen had been in New Zealand for over 20 years and adapted to New Zealand ways of doing things. In the previous ten years she ran an English language, business and a cookery school in Auckland. She was married to the former director of the host institution.

The next section presents the participants' stories.

4.4 Leader's story

From the questions asked to Karen, the Leader (See Appendix D), four key themes emerged from her stories. These themes as discussed in the previous chapter emerged through repeated reading of the data looking for similarities of responses. These were: Leadership style; Moral leadership; Hospitality practices; and, External influences. These matters are discussed in the next paragraphs.

Leadership style

I asked Karen about her leadership style and behaviour to determine the leadership culture at the host institution leadership. Karen described the context of leadership at the institution. She said to me that staff meetings were conducted weekly to discuss issues listed during the week to give tutors opportunity to bring up whatever concerns they had encountered during the week. However, if it was something that needed to be solved straight away, she never waited until the next staff meeting to discuss the matter. She said, she listened to everyone's input and to whoever considered themselves as part of the team, including staff and students. She also provided financial support to practical ideas staff raised that required financing.

In Karen's view, there was a good leader and tutor relationship at the institution. As leader, she supported the teaching staff in professional development depending on whatever qualification the tutors had. Professional training was provided to tutors who wanted to improve their teaching skills. This included such aspects as: NZQA 4098, assessment training; moderation training; and any teaching requirement needed to meet any new teaching trends. She said that she based her style on transformational leadership. I asked her to explain the strategies employed in the transformational leadership. Karen replied:

It's about involving almost everyone there and openly discussing whatever issue there is, and then try to get solutions out of it.

Karen described the leadership strategies she applied at the host institution as a transformational leadership pattern, a Western leadership style where she invited everyone's input in the decision to move forward. She indicated this by saying that her leadership considers students and staff ideas important to improve the running of the institution. At the same time, although she confirmed that she applies a transformational leadership style, her comment below indicated the presence of Asian leadership influence as well:

With the Asian education background, I was thinking in some way I benefited from that because our traditional education is quite strict and because of that we all have a very strong foundation from academic side. So, we don't make clever or smart way to explain it but most Asian people are very good at logical thinking and they have got used to write down their issues and logical results on that issues... we are well trained by that.

Her comments indicate that although she learned and adapted to the Western leadership strategies during her time in New Zealand, her ways of thinking were still strongly influenced by leadership experiences from her country of origin. Her leadership perspectives were, in her view, derived from Western and Asian influences, and she applied whatever leadership style she saw to be relevant and applicable to situations she encountered (Hersey & Blanchard, 1977).

Moral leadership

To explore the Leader's ideas about moral leadership, I asked if she was aware of the Code of Practice that comprises regulations promulgated to protect international students in New Zealand. She told me that as every training provider is required to be a signatory of the Code, the institution strictly followed the Code of Practice to hosting international students in New Zealand. In other words, by virtue of being aware of the Code, it could be expected that the leader would assume and practice moral responsibility to AIS.

To probe deeper on this matter, I asked about the institution's method of recruitment of AIS. According to the Leader, because the institution relied mainly on the overseas market, the recruitment process was organised in conjunction with overseas student recruitment agents who approached the institution to be its agent. However, the institution filtered the applications of potential agents by checking agent's history and

references. The goal was to ensure that the institution signed an agreement only with reputable agents.

The Leader's behaviour indicated that the institution took the welfare of the students seriously. In sum, the Leader only negotiated recruitment agreements with agents whom she deemed to have been found to be honest and who had integrity. They had been checked out so as not to damage the institution's reputation. In regards to arrangements of agent's commission, the institution followed the market trends.

To understand the Leader's integrity deeper, I asked her how the institution advertised and showed her a printed out copy of the institution's vision statement taken from the institution's website page. She quickly pointed out that the statement in the website was purely to inform potential students that the institution was a legitimate education provider and was recognised by the Government. She hastened to tell me that the organisation wanted to ensure potential students that the Immigration Department could consider visa applications from overseas students. She also said that the institution relies on word of mouth in advertising, with the help of previous graduates who are now working in the industry.

I asked how the leadership exercised its obligations with regards to protecting and caring for AIS. She said:

Each one was given a student's handbook, a physical copy; you can also download it from our website. There is a physical copy given to students during the orientation week. We explain sentence by sentence... it says what the students supposed to know. That also... a part of the thing we are going through at [the] initial stage and later on... if the students have an issue like homestay or banking or whatever issues, our students' services staff will be the one to help or we help them to find job.

The Leader's comment indicated how the institution met its moral obligations to students and how the host obligation is practiced in line with the Code of Practice.

Hospitality practices

The second main question concerning leadership was to probe the Leader's hospitality behaviour and hospitality practices at the institution. I wanted to determine the level of welcome extended to AIS on their arrival at the institution, so I asked the Leader how the institution ensures that AIS are welcomed warmly on their arrival. She said:

On orientation day, as a cookery school we always serve light meals. It is normally cooked by our existing students. I will always allocate one student's

service staff to be with [the] student for a while until the basic things are explained properly – to make sure they know how to go home, what bus they are going to take and where to buy bus ticket. That’s the kind of special care for the students who are new in the country.

The Leader’s comments indicated that the hospitality practices at the host institution were appropriate when welcoming the newcomers. When I asked whether the institution provided special care for students with special needs, she explained that:

We don’t have a special treatment for any nationality. We treat them equally but at the same time for [the] student service side, we provide service staff of different nationality. So, in that case, if the students do feel there’s a language barrier or culture barrier, and then they can approach that staff from the same nationality.

When the Leader mentioned about the language and culture barrier a newcomer might have, it prompted me to ask how the institution evaluates each student’s English comprehension and ability to study the programme in which they have enrolled. I also wanted to discover how the leadership assesses the needs of students. She replied:

Yes, that’s called ‘entry test’. Entry test is the way to know before they join the training what’s the English level at that point. One thing is using it as a reference to check their progress later on and also as an entry point then we know which class suit them the most. After that, we decide which class we allocate to them.

When I asked if the students were aware of the entry test, she said:

Yes, when they sit the exam we tell them that we assessing them and their entry level... that [we] will make a judgement [about] what level suits them.

The Leader added that the institution provides evaluation forms for students to complete in order to get their feedback, and the students are encouraged to write down any concerns they have with regards to their study. The Tutors also give their feedback regarding some students of concern during staff weekly meetings.

The Leader’s responses to these series of questions suggested that the institution provided a warm and welcoming reception to AIS as part of a host’s moral obligations to AIS. As soon as they were admitted, the hospitality obligations were shared with the class Tutors. It would appear, therefore, that hospitality interactions were also observed in the classroom from the time students started their course.

I wanted to learn about the Leader’s personal feelings concerning the motives and values of the institution. Specifically, I wanted to determine whether or not they matched the institution’s mission statement as outlined on the website. That mission statement claims that its mission is “to meet the needs of its students by providing top quality technology in teaching”. This was Karen’s narrative about that:

I believe people have to be happy to deliver. If staff is not happy they won't be happy to pass on their knowledge to the students. If a student is not happy they won't have the energy that is used to learn something. If a whole team is a kind of harmony kind of atmosphere and as a teacher and management staff, we encourage people to use their creative thinking to learn more of cooking skills and also tell and encourage the teachers to teach in an interesting way and be more accepted whatever you want to pass to the students and then the final result will come out.

In her view, a happy environment energised teaching and learning and encouraged creativity. She also believed that harmony is central to creating a good learning atmosphere and is essential for the survival of the school as a business. She indicated that the key goal of the institution was to create a more talented work force that could benefit society and change lives of many people who come to New Zealand to study, work, and settle down. She clearly believed that the institution's goal was realistic and achievable, and, therefore, she was confident that they achieve solid results within the institution.

To explore the Leader's attitude still further, I asked her if the institution had sufficient facilities and equipment for the current programme being offered to AIS; were the facilities and equipment able to simulate students' cook-to-order skills? She said that the students were provided with sufficient cooking recipes, work experience placement, and condensed training. She also said:

I think for our cookery students, we provide more than enough. In my belief it's more than any school in the market. In that condensed training, they will be well equipped when they really go out to work.

The condensed training that the Leader mentioned is the two weeks industry placement where the institution offers its students for unpaid two-week work stints of placement to local hospitality establishments. However, not all students get the opportunity to get the experience because oftentimes the hospitality establishments only invite those students with skill levels which are compatible to the type of food operation in which it is engaged. Other students of the institution do not get provided with enough training to be equipped to work in the industry. Thus the Leader's comment selectively referred to those students who had an opportunity to complete a two week period of industry placement. Nevertheless, the Leader was confident that students from her institution could get work after finishing their study.

External influences

The last domain of inquiry I explored with the Leader was to find out if there were influences other than the institution's leadership which could contribute to AIS experiences. She told me about the Hospitality Standard Institute's (HSI) assessment criteria. The cookery school uses the unit standard assessment system that is usually designed by HSI for NZQA. According to Karen, the assessment criteria were not realistic, and do not meet the needs of the current market because some of the assessment criteria are outdated and no longer apply to contemporary trends within the industry. She commented that:

The standard is raised all the time, you can't use the old rules for the new practice... HSI should have adopted the same system, they really should look at that what the current market can do and then decide what the solutions can be.

After hearing Karen's story, I was confident that I had explore the four factors which had the potential to influence AIS study experiences at the institution (that is, the leadership style, the moral leadership displayed, hospitality practices and external influences, particularly from the HIS). The pressure to meet the HSI assessment requirement could especially have affected the Tutors' hospitality and leadership behaviour with their students, and so, would possibly have had an indirect bearing upon AIS experiences in the classroom. Given this, it was important that the Tutors' narratives are carefully considered in order to determine specific factors which may have influenced the quality of AIS experiences.

4.5 Tutor narratives

As noted previously, I interviewed one senior and one junior Tutor and both were male and of European ethnicity. The objective of gathering the Tutors' narratives was to identify factors which might shape their attitudes and behaviours towards AIS.

The Tutors' narratives, however, described their relationship with their Leader as well as with their students. Their narratives verified the validity of the Leader's account and explained their perceptions of AIS behaviours and attitudes. More specifically, the Tutors' narratives identified various factors which influenced their attitude and behaviours towards AIS, and identified possible solutions concerning how AIS experiences could be improved. These responses are presented across three themes which emerged and these were:

1. Tutors' relationship with the Leader.
2. Tutors' relationships with their students.

3. Tutors' hospitality practices.

It should be remembered that, as described in the previous chapter, all interviews were conducted face-to-face and one-on-one. However, as will become apparent below, my reporting of the data has been thematic rather than trawling repetitiously through individual responses.

Tutors-Leader relationship

My first question to each of the Tutors was to gather details about how they viewed their professional relationship with their Leader. Both Tutors indicated that they had a good working relationship with their Leader. Their working relationship was enhanced by weekly meetings. During the meeting they were given opportunities to raise any issues they had encountered during the week and they were encouraged to give feedback (both positive and negative) concerning issues raised by the Leader. This was consistent with the Leader's narratives. However, the junior Tutor commented that he interacts more often with the senior Tutor than with the Leader. He said that whenever the Leader asked him to do things they were always reasonable requests. It was apparent, therefore, that the leadership at the institution was seen as collegial and relational. According to Al, the more senior of the Tutors:

Our professional relationship is actually very good and we verbally interact on a daily basis.

And, Stan, the junior Tutor said:

I have more interaction directly with Al than I have with Karen but every time Karen asks for something it's not kind of out of line.

Tutors' comments about leadership indicated that they were happy with the way the Leader managed and led the staff and Tutors. However, when I asked them if the institution is providing sufficient facilities for student learning, both of them admitted that in their opinion, there were not enough facilities and equipment available to provide quality learning. This was contrary to what the Leader had said. Al commented:

No, we don't have enough facilities. We definitely lacking in frying styles of cooking and char grilling style of cooking.

However, Stan turned the lack of equipment into a positive by teaching students how to be resourceful and by encouraging students to develop their creativity. His comment was:

In some kitchens you are not gonna get the best kind of gear... I use that to work with the students on...oh, well, you don't have this big pot what you going to use instead?...you still gonna have to do the dish...so, how do you do it?...and coming up with alternative methods.

The Tutors commented that the lack of equipment and facilities affects students' experiences but each Tutor shared the view that it, the lack of facilities and equipment, does affect students' quality of learning. In addition, Al indicated that the lack of equipment and facility did not change his relationship with his students because as he said:

My relationship with the students is not affected because they don't know that side of things but it impacts on what we can teach them. I have to change it to suit only what we have in the school.

Although the Tutors were able to manage the lack of facilities and equipment, it put pressures on them as they had to think of other alternatives and modify recipes that would meet the accreditation criteria of both NZQA and HSI. Stan stated:

At the moment it's been quite hectic with Al and myself drawing out the plans, making our resources, and adapting that to what we are running. I find sometimes my time is quite pushed for making sure that we got all the recipes written out and the lesson plans developed and making sure that we married that to the NZQA standard and HSI standard.

Clearly, the pressures on Tutors stemming from the lack of available teaching resources often affected their mode of teaching. The Tutors felt that the lack of equipment put pressure on them to put in extra effort and time in order to meet their students' learning needs. Thus, in that respect, the Tutors were not altogether happy with the institution's Leader.

Relationship with AIS

After gathering information regarding their reactions both to and from the institution's leadership, and discussing with the Tutors how the institution's leadership affected their attitude and behaviour with AIS, I asked each of them how they work with their students. Tutors' responses are detailed below:

Stan described his teaching strategy and how he motivated AIS.

For the theories, basically, I give them information and see how well they're absorbing it and then give them follow up questions to check the knowledge. I might do a couple of pop quizzes and things like that, and then go back and do a review to make sure they are understanding the important aspects of what needs to be included in their evidence records and stuff like that.

I probed deeper, as to how AIS reacted to this teaching strategy. Stan said:

I think they were actually a little happier with the practical side of things because I was actually showing them more techniques and stuff like that... and when they actually did the dishes, and when I am giving them more feedback on techniques while they are preparing, I think they appreciate that more.

In response to my question about how they reacted to their students' learning behaviours and how they worked with them, each Tutor indicated positive and negative reactions to AIS learning behaviour. They each demonstrated different approaches about how they managed AIS learning behaviours and indicated that their previous experiences as a tutor played a critical role in managing AIS learning behaviours. This was evident when Al said:

Based on one-to-one assessment and one-to-one feedback that I give the students, and going around and looking at them on a practical level, I can see individual student's requirements and you can tell the difference between a student that wants to achieve and a student that is here because of the system that he is playing.

Al indicated that he manages AIS learning behaviours by applying an intervention strategy that targets that specific AIS behaviour. This was his comment:

I focus on the ones that want to achieve and learn the most and get whatever they can out of the school. Other ones I don't pay attention to and I don't give extra effort to.

Al's strategy in giving personal presence to students who were keen to achieve was intended to encourage and spur those other students who demonstrated a lower level of interest in assigned learning tasks. His practice principle was that students needed to engage in the learning tasks if they wanted his personal attention.

Stan had experienced teaching in China. His responses to AIS behaviours indicated that he was not very well oriented with the majority of non-Chinese AIS. This was evident in Stan's narratives when he said:

For me, at the moment, is probably to get more of the Indian side of the student intake more motivated. But, I keep on working on what I have to do to get them involved.

Stan, because of his experience in China, had found ways to work with Chinese students. However, he was not certain how he could better manage Indian students. Stan was, therefore, at the stage of reflective and experiential personal learning because he knew that he needed to understand other AIS cultural values and beliefs. His

comment indicated that he was trying his best to find appropriate ways for motivating Indian students.

The Tutors' varying classroom leadership styles and strategies, as described through their narratives, indicated some of the challenges they faced in aligning with AIS traits and attributes. Their leadership strategies as Tutors indicated that they lacked orientation to, and responsiveness to, AIS cultural values and beliefs. To enhance the Tutors' classroom leadership qualities it is, therefore, important that the Tutors understand AIS cultural values and beliefs.

Tutors' hospitality practices

Because I wanted to find out about the tutors' attitude towards AIS, I asked them how they felt about their students. I carefully observed their body language and the tone of their voices during the interview. During Al's interview he said:

I have one student who was studying here in New Zealand for many years and just keep following the system year after year and then I had a message from the reception an hour ago saying that this particular student wants me to be a referee for a job trial and so what I said was, 'you're dreaming'.

My observation indicated that tutors' attitudes towards this student were leaning to the negative side because of his lack of understanding to the student's values, intention and expectations. Al indicated some annoyance and dislike for the student because of his knowledge that the student's real intention to study in New Zealand was to get permanent residency. He felt that other students who also showed a low level of engagement during class did not have a genuine intention of becoming a professional chef but were concerned only to get the qualification so that they could apply for the residency.

Another example of tutor negativity towards a student was evident when the junior Tutor said to his Indian student, who was concerned about cooking meat because of her Sikh religious beliefs which prohibit Sikh Indians from cooking and eating meat:

Look...unfortunately, if you are going to go into the industry, it's gonna be something you have to do...the best thing I can suggest to you is find someone you can trust and get them taste your food...no matter what, if you are going into a restaurant, this is something you gonna have to do because if not, you're gonna be stuffed.

The Tutors' attitudes to students were also shaped by the programme the institution offered. The programme was framed and assessed in such a way that all the elements in

a unit standard had to be achieved by students. In practice this meant that it was compulsory for students to be able to demonstrate how to produce food based on cooking recipes provided for assessments. That was what they were assessed on.

Perhaps, a reason for tutors not seeming consider AIS cultural or religious beliefs was that they, the students, were required to meet the assessment criteria for the unit standard. As noted, to achieve a unit standard, a consistent standard of outcomes is required to be demonstrated by the student. Hence, in this situation, Tutors' attitudes towards AIS may have been influenced by the external imperative of needing to meet NZQA unit standard assessment requirements. Religious and cultural beliefs simply do not fit that NZQA mould.

It is important to note that the Hospitality Standard Institute (HSI) is the Industry Training Organisation (ITO) that oversees training development in the hospitality industry and then reports those developments to the New Zealand Qualification Authority (NZQA). To confirm with the tutors that their attitude was influenced by external factors, their views regarding HSI's interventions to the running of the institution were noted. I wanted to determine the impact of HIS upon the experiences of staff as well as students at the institution. What emerged from their comments was the view that the majority of staff at the institution felt that the HSI's assessment system and methods did not validate the current market trends because most of its assessment criteria in their evidence record forms were outdated and old. This was evident in Stan's comments. He said:

I find it quite ironic that HSI, a big brand supplying to so many different institutions, and some of their evidence records has mistypes in it and its really poor layout of their evidence records and guidance. I think if it does go the way that the industry thinks it's going to go, that HSI won't have much of a hold on the assessment criteria that the actual establishment has to assess and it does go more towards the integrated assessment.

These Tutor concerns about following assessment criteria designed by HSI clearly affected their teaching behaviours and attitudes. They felt that by following the assessment criteria, they were compromising students' needs to learn the necessary skills demanded in the current market. However, if the Tutors did not follow HSI's requirements, they were compromising the institution's accreditation. It is evident that the power struggle of who has autonomy to design assessment criteria for the cookery programme was causing confusion with the standard and quality of the cookery programme. Without valid and current assessment criteria to use in assessing skills

relevant to the current trends, the standard and quality of the international cookery programme in New Zealand would be compromised. This could also lead to a manipulation of the system just so that institutions become able to match the minimum standard of the criteria. Thus, it can be argued that external influences which affected tutors also affected AIS study experiences.

4.6 Students' perceptions

The perceptions of five student participants regarding their reception at the host institution as well as the hospitality in the classroom are presented here. Themes which emerged from the student responses to questions regarding their experiences are outlined below. The seven themes traverse:

1. Welcoming.
2. Kindness.
3. Friendliness.
4. Caring.
5. Protectiveness.
6. Home leadership perspectives.
7. Expectations, beliefs, and motivations.

Welcoming

All students interviewed were impressed with the Institution's initial reception of them. They said that food was provided for them during the orientation day, and as a group they had an opportunity to meet their tutors, and were introduced to other students. They were toured around the city and shown restaurant businesses in the suburbs. This was evident in Andrew's comment:

They organised food, take me around the suburb and tell me about the different restaurant like... Chinese restaurant, takeaway restaurant, Western restaurant and told me about how real food is making.

Other students who arrived at the institution alone, and missed the orientation were also shown around the school and shown around the suburb:

When I arrived, a new batch was starting and it was orientation day and the host educators come to our class and told us the course content of the year programme and they explained to us what we are going to learn (Gigi).

They showed us to the hotel then they took us to commercial kitchen tours (Aaron).

This was then, the typical welcoming practice of the institution for students who arrived on their own. The institution usually allocated an existing student to do this job. It, therefore, indicated that the institution was intent upon providing a very welcoming environment. This supported the Leader account of the welcoming practice.

Kindness

All students said that they had a good relationship with each other in the classroom. They helped each other 'like a big family'. As Aaron said:

We are more than friends...we are just like a big family. My classmates, my tutors...we are in good harmony.

Based on students' comments, there was evidence that suggested kind interactions between students and tutors and the comments indicated that students were experiencing a 'good' atmosphere that enhanced that quality of their learning.

Friendliness

Likewise, students' experiences with regards to friendliness were mostly positive. Students felt that they were all getting along, and having fun learning. As Sharon said:

Yeah, they are all friendly, we can joke around. Tutors are friendly. School management is pretty good. I am happy with what they are providing me.

However, a student from India commented that sometimes she felt that there was discrimination because the Chinese students received more attention than the Indian students. This was Gigi's comment:

Sometimes we feel that sometimes discrimination is there because there are Chinese students and they are saying that us, Indian students, are not so serious in our studies and we are not so respectful.

Because of cultural misunderstanding, ambivalent expressions can become a common occurrence within this kind of socio-cultural environment. Although Gigi said that tutors in New Zealand are friendlier than tutors in India, tutors and other students at the institution misinterpreted the straight-forwardness of Indian students. They saw them, the Indian students as disrespectful. This was evident in Aaron's comment which says:

Yeah, sometimes we are friendly to each other, sometimes we're not because maybe it is the culture difference. We're not used to their cooking. They are talking everywhere, maybe they feel free everywhere.

Except for mentioning an occasional lack of understanding between different ethnic groups, all five students indicated that classroom relationships were very good and they felt they were all learning in harmony with their tutors.

Caring

Students described how their tutors cared for them. They said that tutors always made sure that students understood course content and the lectures. Tutors explained to them carefully what they were going to learn and how they were going to learn. Moreover, students were often reminded by tutors to be serious with their study. Andrew commented that:

He also pushes me like...he wants to be strict on me because he saw that I got a potential to be a good chef in the future.

Protectiveness

Students said they oftentimes became intimidated by the strict rules of the institution. Although some students saw rules as a good thing, others did not. However, all students indicated that a reason for this was because of their poor understanding of the level of commitment required in studying the programme. It would appear, therefore that the AIS trait of being obedient and having a resilient nature played a part in the protective practices of the institution. This was indicated by Prem's comment:

They gave long lecture of what you need to do, to live, to study and concentrate on your attendance. You need to attend... like... eighty five per cent... they have rules. They are very strict about attendance in class, you know. They are really strict about time and like to be strict on the students because we would like to become a chef and they tell us about how to manage our hygiene and how to... like, the procedures... like, the cooking techniques and... it's very helpful. I think experience here is good.

Students were made to understand that the strict rules imposed on them by the institution were a part of their study visa agreement. That was why students were made aware of their obligations to follow the rules.

Home leadership perspectives

Participants were asked about their perceptions of leadership they had experienced within their home country and how these formed a basis of their expectations of leadership within their host institution. My hope was that their responses would provide an explanation about their attitudes towards their experiences of leadership during their period of study.

All five student participants shared similar experiences when talking about their home country. As noted earlier, their studies here were supported by their families. As Andrew said:

Yeah...my parents pay my school fees.

Sharon also said that,

Yeah...my parents...they support me financially.

It could be said that the student persistence to achieve their stated educational and qualification targets could be attributed to their desire to reciprocate generosity and support to the people who had supported them. Hence, AIS focus and persistence to achieve their goals were reflected by their attitudes and classroom behaviours.

With regards to their leadership experiences during their study in their home country, all informants indicated that teachers in their home country were stricter and imposed strict discipline largely because their schools had larger numbers of students. Within their home settings, they noted, students do not have opportunities to interact with teachers; they only get to listen to whatever information the teachers provide and try to memorise what the teachers told them in class. A comment given by Sharon said:

In China, we have completely different system than here in New Zealand. When I was studying a bachelor's degree in China, tutors have always teach us the theory and then gave us the exam and...we are trying to remember all the theories and do the exam and we don't focus on the research and the real technical things.

Although all student noted that they were accustomed to strict teacher rules operating within classroom in their home country, they also commented that they enjoyed the ways in which they were taught New Zealand because teachers provided opportunities to practice technical skills. This was evident in Andrew's comment:

When I am studying here in New Zealand, I really found that is helpful that education here is much more... they teach us how to do the research... how to practise our technical skills of doing things... it's really more helpful than China.

In comparing standards of teaching between their country of origin and their host institution, students consistently indicated that they liked the way they were learning at the institution because they enjoyed the experience of independent learning.

AIS leadership expectations, beliefs and motivation

All student participants indicated that although they had autonomy with respect to their study, they would have liked Tutors to guide them about how to study because they were not unfamiliar with course requirements. With the exception of one Indian female student, Gigi, all participants were satisfied with the way their tutors taught them. According to Gigi the facilities were insufficient and the course content did not meet her expectation because:

I think to compare us to big colleges that have so much equipment and so much better kitchens and... they are not teaching us... they don't spend enough money in the practical classes. For two weeks we are just sitting and doing the assignment. That's why sometimes, I feel like going to the principal and tell her to do more practical and less theory.

When I asked Gigi why she thought that the institution did not have sufficient facilities, she said that after visiting another institution and seeing what facilities they provide the students there, then she realised that her host institution was not up to standard with their facilities. She also added that as a consequence of completing workplace experience, she discovered that the course content was not relevant to what the industry actually does. For that reason, she felt she was not getting value for the money she had paid. Although this was disturbing to her, she was reluctant to say something to her Tutors because she did not want to cause problems for other students. This was her comment:

In India if we don't like the tutors we can go straight and tell the principal and we can ask to change our tutor because we are the one who paid the fees. Here, the Indian people will not say something about their tutor because we are afraid that our tutor will go against that is why we don't have the confidence to talk to principal. Here we have no choice, if we are given that tutor we have to obey her or him. We think that we have no right to say something. We are just so afraid to say something about our tutors. In my class the people are so afraid and say that we don't have to say this, we don't have to say that. You know here in New Zealand we are under the influence.

Because I did not understand what she meant by 'under the influence' I asked her if she meant 'restrained or controlled'. She said that Indian students were underestimated; in her view, they were pre-judged by their hosts who believed that their main purpose for studying in New Zealand was to gain residency.

Madam (in reference to the institution leader) said to us that our tutors said to her that, us Indians are not so serious about our study so, if there is a need for us to ask for reference for a job they will not give us a reference... if we are not serious enough in our studies.

Although the other four participants indicated satisfaction with how they were taught by their Tutors, they acknowledged that they had not had industry work experience and had yet to see how a real commercial kitchen operates. As discussed earlier when describing my interview with the Leader (p. 52) comments about helping her to arrange a workplace opportunity for students at the Italian restaurant in Mission Bay where I work was welcomed. (Specifically, it will be recalled, I offered two weeks of work experience for some participants but only after my restaurant manager had agreed to this.)

To find information about how AIS expectations were influenced by their own cultural beliefs, I asked each informant how they compared their study experiences from their home country to New Zealand current experiences. Gigi, an Indian Sikh student said:

The college are having a very limited place and very small. Colleges in India are very big, very big campus, good management, so many people are there to manage the school. Here, there are few people to manage the college because colleges here are small. Here, if we are not liking the tutor, the Indian people will not say something. In my point of view, in the foreign country, you have more right to say because you are not from this country, you are just like a guest and if you are a guest then you have more right to demand.

Prem, the other Sikh student also said that:

If you are not with your family, you are not a Sikh. If you are not working or don't have a job, you are not a Sikh.

Prem's comment surprised me. However, his comment was consistent with Sikh philosophies (Sikhs. Org., 2011) which explain why Sikh students were so persistent in trying to find an employment while they were studying. The Chinese informants, however, appeared to be more interested in getting their qualification and learning the skills demanded by the industry because they wanted to integrate their prior knowledge with the New Zealand way of doing things. They also indicated that they were prepared to adapt to New Zealand culture. This was evident in their comments:

When I'm planning to come here I heard one famous phrase that the 100% pure New Zealand, that's why ... this is the most important... I just want to know how beautiful is it? I saw some pictures in the internet in China and it is very beautiful (Aaron).

First is, the fees in New Zealand is cheaper than the British and United States. Second is, in New Zealand I can learn English... prepare my English speaking. The third thing is that New Zealand has a very good education system and it is good for my future (Prem).

I choose New Zealand because of its good education systems, atmosphere, the climate and the people here are good friendly (Sharon).

Although all participants had different expectations, motives, and intentions in coming to study in New Zealand, they indicated that their individual motive was also influenced by their cultural background. Aaron from China said,

I want to live in foreign countries... to try to feel their life, their environment and their culture and my relative who lives in New Zealand also want to help our family to improve our life so, I came to New Zealand to make my dream come true.

The other Chinese participants shared Aaron's motive. They also wanted to learn skills to be able to get a job; they hoped to stay, and integrate into the New Zealand culture. However, Prem, an Indian student said that his motivation for coming to study in New Zealand was influenced by his belief that New Zealand is cheaper than Canada or America. It was also because New Zealand was a safe and peaceful country. Although he had an MBA degree from India, he said that the MBA was his father's choice for him. But, what he really wanted was to be a chef because, according to him, if he gets his training from other countries it becomes easier to get a job in the hospitality industry in India. He planned, therefore, to go back to India to apply the knowledge he wanted to acquire from New Zealand.

Likewise, Gigi, the other Indian student said her motive was to learn to be a chef because she plans to open her own restaurant in India. She said, the choice to come to New Zealand was not because it was cheaper than any other country, but because her partner was an agent for international students. She was sent to New Zealand to fulfil her dream to become a chef because her husband believed that the cookery schools in New Zealand were good.

Although all the three Chinese students expressed satisfaction with how their host institution was meeting their expectations, they indicated that they would be happier if they were able to get work experience so that they could apply what they were learning at the institution to a real-life situation and thereby be able to evaluate their skills.

Yeah, what I want is the institution to give us much more time on the pasta and Italian dishes (Andrew).

Another reason was that they wished to improve their English speaking skills and to meet Kiwi people and make friends and as Aaron said:

I want to make some native Kiwi people as my friends. From cooking I can make more friends from classmates and I can practise my English. So, it is important for us to get a diploma or certification.

However, the Indian students did not seem to share the same perceptions as the Chinese students because as Gigi commented:

I came to New Zealand because it has a good school in cookery and I want to make my career in this field because personally I am having interest in being a chef and I just want to be absolute and very efficient in hospitality management and all. I personally want to open a restaurant... but we are paying fifteen thousand and facilities do not justify the amount of money we are paying. All of us know that practical is more important. In this school, personally, I am not so satisfied because after being in the workplace experience I realised that I think I am zero. I feel that I have not learned much from the college. After five months in this course I think I don't even know how to chop onions very quickly. I don't have the knife skills.

Gigi's comments about her dissatisfaction were, it would seem, driven by her comparison of her host institution to another institution she had seen. Prem, the other Indian informant shared the same opinion after having experienced the industry workplace and comparing the equipment they used at the institution to that used within his workplace. However, Prem, did not share Gigi's emotion because according to him, he has a job now and although his job is not about cooking, he is happy.

4.7 Summary

The information presented in this findings chapter was sourced from all three levels of participant: the Institution Leader; two Tutors; and, two Indian and three Chinese students. Themes which emerged from participant responses were identified and analysed by interrogating the data and this was achieved by using NVivo software.

Findings indicated that while the Leader believed she used a transformational leadership style, she also followed Chinese leadership values. Responses by the Leader on questions about the Institution's hospitality practices also indicated that hospitality was practiced appropriately within the Institution. The Leader believed that the Institution had met its obligation as specified within the Code of Practice for the Pastoral Care of International Students. She also believed that her Institution had provided AIS with well-qualified Tutors who had the requisite abilities to teach AIS sufficient professional cookery skills so that they would be able to secure jobs in the hospitality industry.

Responses by the Tutors on questions about their professional relationship with their Leader indicated that there was a good Leader-Tutor relationship and this was affirmed by the Leader. However, the tutors' narratives indicated that aspects of internal and

external leadership influenced their classroom behaviour. A key factor was the pressure that derived from the imperative of having to meet (contestably invalid) NZQA assessment criteria which were designed by HIS. The Tutors argued that skills learned and assessed using NZQA unit standards criteria, did not match with the demands of the contemporary hospitality industry. In addition, the comparative lack of teaching resources was seen as (negatively) affecting their ability to teach AIS sufficient of the skills demanded in the hospitality industry even though creative solutions could be explored.

They also believed that the assessment criteria in the cookery curriculum was old and did not align with the trends in the hospitality industry. Even though the Tutors indicated that the issues in the alignment of assessment criteria and the lack of resources did not affect their relationship with their students, they indicated that it affected their teaching patterns and this may have lead to confusion by Asian International Students. Additionally, the Tutors' negative behaviours and attitudes towards students were attributed to their unfamiliarity with AIS cultural values and beliefs. For example, the Tutors were not aware that some of their Indian students did not like participating in cooking activities when it involved using ingredients that were prohibited due to their cultural belief and values. Such beliefs clearly influenced AIS perceptions negatively when they reflected on the quality of their study experiences at the institution.

Responses by AIS on questions about learning experiences in their host institution indicated that they were satisfied with what their host institution provided. However, when they saw facilities and equipment at workplaces, and the skills required by workplaces, their positive perceptions towards the host institution changed. AIS believed that their host educators provided them with more theory lessons than practical sessions in order to cut their operating cost. Although AIS agreed that theory lessons comprised an important dimension of the course, they were disappointed with the (insufficient) amount of time that was allocated to teaching practical cookery skills. Additionally, AIS believed that the learning components of the programme were insufficient to provide them skills needed to become a professional chef. Hence, AIS aspirations to become an 'absolute' chef were unlikely to become reality.

Overall, themes which emerged from the data suggested that AIS learning expectations had not been met. Overall, therefore, it seems that AIS experiences with their host educators were less than positive. The quality of their experiences was certainly

influenced by an expectation that they would learn sufficient skills from their host educators to be able to meet entry requirement into the hospitality industry. Their goal was to enter that industry as qualified chefs.

The implications of the concepts and themes which have been presented in this findings chapter are discussed in greater depth within the next chapter. A key component of that chapter will be the drawing in of relevant bodies of theory and applying the intertwined concepts in hospitality and leadership to the learning experiences of AIS.

5. Chapter Five: Discussion

5.1 Introduction

My experience working with AIS as a tutor in an international cookery school in Auckland enabled me to form the hypothesis that AIS resentment and ambivalent feelings had developed from the frustrations and failure of being able to achieve personal goals. Indeed, it was also my concern about the well-being of AIS that sparked my resolve to investigate the issues and challenges AIS face during their study. To achieve this, my qualitative investigation focused conducting semi-structured interviews with five AIS, two Tutors and the Institution Leader. Questions asked explored the relationship between leadership and the quality of AIS experiences during their studying of hospitality studies. In this chapter, it should be noted that points of discussion have been reinforced by participant quotes from time-to-time as deemed appropriate.

This approach drew on Leithwood et al.'s (2010) view that school leadership influences learning experiences. The findings tend to support a range of leadership theories and concepts, especially those proposed by Bass (1985), and J. M. Burns (1978), who wrote about transformational leadership, as well as Cheng et al. (2004) who wrote about paternalistic leadership. Additionally, this chapter discusses my research findings with reference to studies which emphasised the importance of friendship and hospitality as a mechanism for improving the quality of experiences of international students in New Zealand (Butcher & McGrath, 2004; Campbell & Li, 2008; Skyrme, 2008; Ward & Masgoret, 2004).

In the previous chapter it was revealed that AIS were satisfied with their host institution's warm welcoming reception. The degree of hospitality that AIS experienced during their arrival demonstrated to them that their host educators were serious about providing them a friendly learning environment. AIS experiences with that form of hospitality clearly had a positive effect on their motivation to learn. However, during classroom interactions, it appeared that there were tensions which developed due to cultural differences such as learning and teaching perspectives, and, the educational content.

Significant themes which emerged from the data were concerned with leadership styles and behaviour, hospitality practices and attitudes, and, the impact of external influence by the HSI and NZQA requirements. These factors contributed to the attitudes and

behaviours AIS and their host educators displayed during interactions, which in turn, contributed to the ambivalent and sometimes resentful views AIS sometimes demonstrated during their study. These matters are covered in the discussion that follows and will be evaluated against theories and concepts of research publications which are relevant to this topic.

5.2 The leadership

As the Institution Leader was of Chinese ethnicity and educated in China, may not be surprising that her behaviour was consistent with Asian ways of thinking and discipline. However, after over twenty years of being in New Zealand, she said that she had adopted the ‘Western’ ways of thinking and doing things to fit into the New Zealand system. As a result, although she was influenced by the paternalistic style of leadership (Cheng et al., 2004). For this study, that meant her values for harmony, strong discipline, and authority were combined with maternal kindness and moral integrity. She also encouraged her management staff to be creative and encouraged tutors to teach in what she termed ‘an interesting way’. This indicated that she followed and applied elements of transformational leadership as well, given that transformational leadership encourages followers to be creative, encourages open communication and is supportive; while serving as a role model to followers (Bass 1985). In fact, it seemed apparent that this leader could drive her staff to achieve the school’s mission statement to create a work force that would benefit society.

The Leader revealed that by following the Code of Practice for pastoral care of international students (Ministry of Education, 2010) in accordance with Section 238F of the Education Act, 1989, she was able to demonstrate that her institution was serious about the welfare and protection of AIS. Her institution gave students information regarding the Code to make sure they knew about their rights and privileges as well as how they could settle in their new environment. She also provided help for students, for example, with respect to finding accommodation, transportation, and financial issues. Students were allocated with service and support staff to guide them on their study during the first few weeks at the institution, and then, after settling in, the pastoral duty was passed on to their respective tutors.

The Institution Leader also provided tutors with training required to work with AIS (such as, NZQA 4098 (Assessor’s training) and moderation skills training). Her goal was to help tutors provide fair and justified decisions when assessing the learning

performance of AIS. Likewise, by carefully selecting only credible and legitimate agents for recruiting international students to study at the institution, the host leader shielded students from the deceptions of rogue agents. The host leader's actions thus demonstrated moral leadership behaviours such as integrity and fulfilling her strongly held beliefs (Cheng et al., 2004).

During the interview, the Institution Leader said that her vision for the institution was to create a talented workforce that could benefit society. Her goal was to provide her students with skills and a qualification that would enable them to engage in the private and commercial sector of the hospitality industry. Her leadership goal and vision were consistent with Kouzes and Posner's (1987) description of best leadership experiences of leaders in business such as: challenging processes, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the hearts of followers. However, even though she complied with the challenging process of the Code of Practice and the Industry Training Organisations, the lack of equipment and learning resources at the institution would have hindered the tutors' ability to teach AIS sufficient skills, and also, would have stalled their capacity to hone their talents. It can be argued, therefore, that the Leader's goal of creating a talented workforce constituted a difficult task for the tutors as well as the AIS.

The way the Institution Leader welcomed her students by providing them with food upon arrival and then touring them around to see the hospitality businesses in Auckland area, was perceived by students as an act of warm and friendly hospitality. This was consistent with Butcher and McGrath's (2004) idea of how to respond to the needs of AIS.

The orientation given to AIS during their arrival was intended to familiarise them with the learning culture at the institution; the intention was also to ensure that AIS succeed and therefore, fulfilled the Leader's goal. This provision links to Campbell and Li's (2008) suggestion for educators and host institutions. They propose that educators and agencies need to ensure AIS have adequate knowledge of academic discourses which can help them adapt to the learning and teaching culture of their host institution. The entry test AIS were given during their arrival was to ensure that the students were placed in a programme that was suited to their English competency level. This entry test was also used to determine what kinds and levels of additional support might be required for them to succeed in their studies.

However, despite her recognition that there was an issue regarding the assessment context of NZQA unit standard and its applicability (validity) to the learning context of the institution, the Leader did not seem to be aware that focussing on achieving NZQA standards might affect her students. Instead, she instructed her tutors to develop learning resources that would match the NZQA assessment criteria even though the tutors had consistently criticised the obsolescence of the assessment criteria and its lack of relevance to the current industry demand. For example, the Tutors argued that the NZQA assessment criteria in unit standards required students to compose complex dishes instead of focusing the assessment criteria on the students' knife handling skills and cooking techniques which are amongst the most important requirement for entering the industry. The Leader's decision to comply with NZQA assessment criteria, suggested a similarity with what Sinclair (2007) argues when he claims that using one's role as a leader primarily to transform others, often leads to people becoming treated as instruments, a means or mechanism for achieving someone else's ends. In this case, the Leader's role was to facilitate the goals set by a higher authority because of a fear that if the Institution did not comply, it would be in danger of losing accreditation. Undoubtedly, therefore, she was in a highly vulnerable position.

5.3 The host institution's hospitality

It emerged in the findings that AIS were particularly happy with the educators' hospitality upon their arrival. Orientation day gave students the opportunity to see the products they were expected to learn and thus they were able to visualise the learning outcome or finished products which would be produced at the conclusion of their intended course of study. The students were impressed with the warmth and attention given to them by their hosts. There was enough evidence in the findings to demonstrate that the host institution acted in line with Skyrme's (2008) recommendation, namely that it is advisable to include familiarisation with the learning culture and environment during the orientation of AIS.

The findings also suggested that the host institution met its obligations to the Code of Practice (Ministry of Education, 2010) by providing its students with guidance and care. Additionally, the host institution's initial hospitality created a good impression. This was consistent with Butcher and McGrath's (2004) notion that a host's initial hospitality can promote friendship and influence the quality of AIS experiences. This was evident in students' comments below.

I think people there are quite friendly and... they really teach me a lot of things that I need to know (Andrew).

The atmosphere, the climate, the people are good here and more friendly (Gigi).

Yeah. They are all friendly. We can joke around. Tutors are friendly. School management are pretty good. I am happy with what they are providing me (Sharon).

However, even though AIS were impressed with their reception during arrival, the interaction in the classroom had a greater influence on their overall experiences during their study. This suggests that tutors should have a capability to manage the classroom interaction especially when there is a diversity of members. This fits Ho, Holmes, and Cooper's (2004) view who suggested in their study about creating awareness of cultural diversity in educational sector to assist educators in effectively managing diversity in the classroom and improve educational outcomes for international students. AIS study experiences depend significantly on tutors and students' relationship in the classroom.

Likewise, AIS individual motivation to study professional cookery had a big influence on their perceptions. Findings showed AIS came to study with different intentions, aspirations and expectations. These comments from students provided explanations.

I came to study cooking because I can make more friends and I can practice my English with classmates (Aaron).

Maybe if I go back to China I start my own Italian restaurant (Andrew).

I want to live in foreign countries... to try to feel their life, their environment and their culture, so, I came to New Zealand to make my dream come true (Sharon).

Indians are not so interested in people who want to learn cookery, for that reason we come to other countries to learn cookery. Cookery is not popular in India, to be a cook or to be a chef or to be in hospitality management or something is not a popular job. Cookery courses in India are not so advanced... the techniques we learn from here are more advanced (Gigi).

Their views about the quality of education were critical to the fulfilment of these students' individual intentions, goals, and aspirations as well as the quality of their experiences during their study. Thus, when AIS perceived that the learning content of the course would not fulfil their instrumental career goal they got frustrated and this impacted upon their whole attitude and learning motivation. Due to this, tensions had developed between educators and AIS – tensions which added to the cultural tensions that were developed during the classroom interaction.

5.4 Relationships

Leader-tutor relationships

The relationship between the Institution Leader and the Tutors at the institution appeared to be good. According to the Tutors, they worked together in planning, organising, and operating the cookery school to ensure it was a better education provider as well as a business. The leader discussed events at the school with the tutors on a daily basis and also discussed issues which needed to be resolved or challenges which needed to be solved. However, the tutors indicated that they felt some sort of tension because they could see flaws in what they were doing for the school as a business and for the students in a vocational education sense. But they also felt that they were not in a position to correct such perceived faults and it was this inability to act that was causing tension between the leader and tutors.

As has already been described, one of the flaws tutors saw was the lack of the right or adequate equipment to be able to teach their students certain tasks. The students also were disappointed after discovering that the equipment and facility at the host cookery institution was inferior compared to that found and used in other cookery schools. On top of this, when students went for their internship, they found out that a lot of what they had been taught and had learned at the institution did not meet workplace standards. This, they said, contributed to their poor performance. The lack of learning equipment and up-to-date facilities at the host institution meant that students were unable to obtain necessary skills which were required in the hospitality industry. This affected the students' behaviour and attitude towards tutors as well as their attitude about the value of their qualification which is in line with Zopiatis' (2007) findings.

The other tension for Tutors was not having a facility that could simulate the real-world of the hospitality industry where students' practical skills could be honed. This forced tutors to modify learning materials to work around the lack of equipment and facility in order to meet the HSI's accreditation requirement. This limited the amount of content the students learned in the practical lessons. For this reason, it is highly likely that the students could not meet the skills expectations of their prospective employers in the hospitality industry, and so, ended up losing confidence in their future hospitality endeavours (Zopiatis, 2007). Thus, rightly or wrongly, this reflected on perceptions of the tutors' teaching effectiveness (by the tutors themselves and the AIS. The absence of contemporary gear and space was, therefore, the main key to their disappointment.

Tutor-student relationship

AIS indicated that during the course of their study, there were tensions caused by lack of cultural understanding between them and the tutors. Tutors were unfamiliar with students' cultural values and beliefs and oftentimes misinterpreted students' attitudes. Likewise, there were cultural tensions between Indian and Chinese students. The concept of tension in this context is limited to the definition of tension as a strained relationship between people or groups (English, 2010). This concept of tension, which considered the existence of competing forces and forms, represents an appropriate model for analysis in this context.

The cultural tensions in the classroom emerged from competing behaviour and attitudes of the classroom participants. For instance, the Chinese students seemed to be more favoured by their tutors because they tended to be respectful and obedient. In contrast, the Indian students said they felt ignored because they were perceived by the tutors to be very challenging students to motivate, and were not very respectful to the tutors.

Although, in this study students perceived their tutors as kind and friendly, the tutors' perception about their students and the interaction in the classroom suggested otherwise. Tutors perceived that Indian students who were passive and disengaged during the class were not so serious about their study and viewed that these particular students were just there to 'play the system'. In the Tutors' views, students who were passive and disengaged come to study just to use the process to get permanent residency in the country. This was evident in AI's comment.

A lot of them say that they want to do well because they want to get the best chance of getting a decent job to meet the requirement in the industry and then you get the one that is... you ask them straight away... why you are here? ... because this is the process for them to get a permanent residency and they are just here following the system and trying to tick all the tees and put all the dots where they're meant to be.

However, according to some students, their passiveness and disengagement was due to the content and materials used in the practical cookery lessons. In addition, many of the materials used in the practical learning activity prohibited them from participating for religious reasons (see Abou-Absi, Petryk, & Maheu, 2005). There is no cookery school in Auckland that provides the facility or materials for Sikh and Muslim students who might require a separate halal kitchen or halal meat. As a result, it would always be a challenge for a teacher to engage with Sikh and Muslim students. Likewise, students who believed that the learning context could implicate religious protocol would be

unlikely to participate in that particular learning activity. This could also have caused the tension in the classroom.

I think beef soup is not served in any restaurant. We are just here to learn how to make beef soup, something like that (Gigi).

Perhaps this comment was one of the reasons why Tutors said they found Indian students difficult to inspire to participate in the learning activities because Indian Sikhs do not eat beef.

Interactions between the Leader and Tutors as well descriptions by AIS of their relationships with their tutors in the classroom identified several factors which impacted upon the individual career goals of AIS. Factors included cultural tensions, the learning context not being in-line with current demands of the industry, and insufficient learning equipment being available to hone skills. In their view, these factors had influenced the quality of AIS study experiences at the host institution.

The tutor's behaviour to the different groups of students caused tensions in the classroom. Likewise, the eagerness of Indian students to get a job while they were studying was also misinterpreted. Host educators thought that Indian students only come to study to get access to local jobs and permanent residency and it is reasoned that the tutors' unfamiliarity with students' cultural values and beliefs may have triggered such thinking. If the tutor was aware of the Sikh student's values, pre-conceptions could have been avoided because in a Sikh culture part of being a Sikh is to work. The evidence is quoted in Sikhs philosophy "He who eats what he earns through his earnest labour and from his hand gives something in charity; he alone, knows the true way of life" (Guru Nanak Dev 1469-1539, Rag Sarang, pg. 1245). According to Sikhs.org (2011), this quote meant Kirat Karna which translates as the approved way of living one's life is honest labour and work, and, therefore, it is considered honourable to earn one's daily bread through honest work and not by begging or dishonest means.

The findings suggested that the educators' biased reactions to some of their students' attitude and behaviour was due to lack of knowledge about students' cultural values and beliefs. This is consistent with Ho, Holmes, and Cooper's (2004) theory that in order to improve teaching and learning interactions, educators need to create awareness of cultural diversity and manage diversity in the classroom appropriately. Thus, to eliminate cultural tensions and improve the educators' and students' relationships, educators must improve their cultural awareness (Watkins & Biggs, 2001).

The learning context in the professional cookery course that was not in line with demand in the industry had significant effect to AIS learning and career achievement. There were two reasons for this. The first was AIS were oftentimes prevented from engaging in the learning activities because of the learning content's sensitivity to their cultural beliefs. The second was the practical applicability of the qualification to the students' intended workplace environment after finishing the course. For example, if the student intended to go back to her/his home country to work in the hospitality industry, then the context of education learned would probably not be used fully in the home country. This is evident in comments below.

In my point of view, practical classes must be more than theory but here they do more theory. I think in percentage, practical should be 70% and theory is 30% because in the kitchen you show your practical skill not theory skill. If you want to be a chef then a chef should learn how to bake things but in our course baking is not there. We are doing a level five course but they are teaching us theory classes more and the practical classes less. If we are to be a chef, we have to learn the practical. To be a chef, you should learn how to use a knife, not a pen (Gigi).

Hence, the educational context of the host Institution caused tension in the classroom because some students were reluctant to participate in the learning process. Believing that the learning context would not be valuable in the intended workplace environment, students became passive and less engaged in the learning activities. This is consistent with Burns (1978) suggestion that leaders should encourage followers to act for certain goals that represent the values and motivations, the wants and the needs, the aspirations and expectations of the followers. Thus, to encourage AIS participation in the process, tutors should be flexible with respect to the content of learning materials. They should be flexible because the international perspectives and the diverse sets of expectations AIS brought from their home country were based on previous learning experiences and these needed to be matched, in flexible and innovative ways with the contents and processes of course requirements and expectations (see Ward, 2001).

For that reason, it is argued in this thesis that educators should diversify their learning approaches to cater to a variety of purposes and that they should mould intended applications to fit the prior educational experiences of AIS. This way, AIS would be more likely to be encouraged to engage in every aspect of learning activities in order to develop skills required which could align with their intended work environment.

Additionally, the NZQA and the hospitality ITO (HSI), which set the standard of hospitality qualifications in New Zealand, should consider other learning perspectives

when setting the standard of the educational context of qualifications. They should do this so that there is a consistency that does not displease AIS. The educational curriculum should give more importance to practical learning skill and less on theory because practical cooking skill is what the students said they aspire to learn. Strong leadership on the part of the host institution is necessary to influence the educational bodies to ensure that the context of the professional cookery programme meets the differing expectations of the hospitality industry, otherwise, a negative perception can develop when students start to realise that many practices which have been learned in the classroom are different from what they experienced in work settings (Zopiatis, 2007).

Campbell and Li's study (2008) pointed out the importance of the role of lecturers and host institution in providing AIS with adequate knowledge of academic discourses which can help students to adapt to, and eventually adopt, the learning and teaching culture of the host institution. Even though AIS were familiarised with the learning culture and environment of the institution during the orientation, AIS were not so familiar with Western teaching and learning methods and processes. For that reason alone, it is essential that tutors are responsive to AIS learning perspectives. Tutors need to be able to negotiate the most appropriate learning methods and processes with their students. In this study, it was found that host educators provided AIS with adequate knowledge in academic discourses, as both the Leader and the AIS said they received curriculum materials and had course expectations described to them.

The methods of instructions and processes of teaching and learning which were familiar to some students had a positive effect to their perceptions and experiences. However, other methods which were alien to some students were perceived as strictness and caused resistance and disobedience for some students. If the methods of instructions and processes were conducted in ways which were clearly understood by AIS, tensions may have been avoided. In a manner that is consistent with Ward's (2001) recommendation, therefore, it can be argued that educators should adjust their methods of instruction and their teaching processes so that they are more in line with the ability of their students to adapt to what must be seen by them as being foreign methods and processes. Thus, the role of tutors is important to ensure that AIS become able to grasp tasks which are essential to them successfully achieving set learning objectives as well as their own learning goals.

The culture in the host institution and the attitudes of host educators towards Asian students were important factors in determining the quality of interactions between tutors and students in the classroom. The host institution leader's attitude to the students was also reflected in the tutors' teaching attitude and behaviour. For instance, when the host institution regards AIS as a commodity or products, tutors oftentimes focus on the needs of the industry. Under such a mantra, they tend to teach students in a non-relational manner, as opposed to following teaching processes which consider the motivation of students similar to those displayed when students were regarded by tutors as guests or customers (Chandana, 2001). -

The findings presented some evidence to describe the leadership culture and the classroom interactions at the institution. Findings provided explanations of how non-relational teaching influenced AIS attitude and behaviour. The Institution Leader stated that:

School is a business we have to consider the financial part... we need to be viable for surviving but the key aim... the key goal at this school is really [to] create more talented work force which can benefit society... whatever nationality they are, they all come here – they want to work, to settle down, they want to have their lives changed.

The Leader's comment above, which described her behaviour and attitude towards the tutors and students, suggested that she encouraged a relational teaching culture at the institution. However, as has already been strongly emphasised, the pressure of aligning the teaching resources with the requirement of HSI affected the tutors' teaching behaviour and attitudes. This is consistent with Leithwood et al.'s (2010) theory that the leader's mental state indirectly affects students' learning experiences and achievement. This is because when tutors are stressed about their teaching materials, their mood can become conveyed to their students. The Tutors' comments which bear this out are written below:

I have to modify recipes, modify requirement from HSI. I think through HSI, using the evidence record is basically giving HSI more opportunity to sit there and poke at you. I don't think they give you a true guideline of what you are supposed to get and so it leaves it open to interpretations.

The lack of available teaching resources to fit HSI's assessment criteria had clearly bothered the Tutors and, therefore, affected their teaching behaviour and attitude. One of the Tutors said that he was able to work around the learning resources which were available in the institution in ways which would support HSI requirements. However, in his view, the lack of learning resources limited him in the way he would have liked to

teach his students. But, he still believed that this did not affect his relationship with his students. The Tutors belief was at odds to one of the AIS responses as shown in Gigi's comment below:

If the college is taking responsibility, as we are doing professional cookery – we will become efficient cooks. From my heart and my mind I want to learn. At the moment, I think I am not so efficient because I don't get enough knowledge from the tutor because, if the tutors don't have enough knowledge to teach us, how can we learn enough to work as a chef.

The lack of teaching resources had been blamed by students for tutors' lack of teaching knowledge and, therefore, caused distrust and disrespect of the Tutors by AIS. This in turn affected the students' willingness to engage in the learning activities and, therefore, compromised the fulfilment of their career intentions. However, if the resources were managed well, in line with the qualification standards and criteria, this issue may have been avoided. The fact that the institution was in the stage of re-organising its resources due to the temporary closure of the school, contributed to the mode of the Tutors' teaching practices. Reasons suggest that the lack of adequate resources contributed to the tension in the classroom. Clearly, at a practical management and educational level, the industry and school leaders should coordinate better so that both education and industry practices might become aligned (Zopiatis, 2007).

Zopiatis' (2007) research, which investigated hospitality industry-education relationship in Cyprus, shed light on gaps between industry and hospitality education. Zopiatis found that many hospitality students develop negative perceptions about their hospitality studies because they are unable to apply concepts taught in the classroom environment to their actual hospitality establishment. The hospitality industry is a profit orientated organisation, therefore, when hiring staff it has strong preference for recruiting applicants who have practical skills. The hospitality industry's expectations often cause concern to hospitality education providers because of their uncertainty that graduates may not meet industry expectations (Zopiatis, 2007).

Similar to Zopiatis (2007) study, my case study found that one of the factors that influenced the quality of AIS experiences at their host institution was finding out during their internship that the knowledge and skills they had learned in school did not meet the workplace requirements. When students started to realise that practices they had learned in the classroom were different from those they had seen or been asked to perform within the industry, they developed a negative perception and began to doubt the validity of their education as provided by their host institution. Hence, this

diminished AIS motivations to pursue their goal; it created disappointment for students and developed distrust to their host educators. This would have damaged their hopes to achieve their career aspirations (Zopiatis, 2007). It is essential, therefore, that host educators collaborate with industry leaders in order to diminish discrepancies between hospitality education and industry expectations. Such collaboration would not only reduce tensions but would also enable AIS to more easily fit into the workplaces.

The challenges relating to this issue depend upon the belief of institutional leaders that they are doing a good job in preparing their students for their chosen industry and that theoretical concepts provided to students will provide them with necessary analytical skills for when they engage in work within hospitality organisations (Zopiatis, 2007). Hospitality educators should be aware that the employers in the hospitality industry expect certain level of skills from graduates of hospitality educational institutions; employers, not surprisingly, become disappointed when they see that graduates are unable to perform well in the workplace due to a lack of requisite skills.

In this case study, the perceptions of the host Institution Leader, Tutors and AIS, clearly indicated that the lack of practical lessons caused the students' disappointment and frustration. Zopiatis (2007) suggested that educators need to collaborate with the industry workplaces for internship to help students develop their practical skills that cannot be simulated within their host institution. Clearly, therefore, hospitality educators and industry leaders need to sit down and discuss ways to narrow the gap between hospitality education and industry expectations.

It is concluded that strong leadership on the part of host institution educators is needed as they collaborate with other stakeholders. It is necessary for them to not only understand, but also to be able to negotiate in ways which will overcome factors which hinder AIS, their clients, from achieving their goals. This means that matters such as: cultural tensions; Euro-centric educational approaches; non-relational teaching; and hospitality industry standards need to be considered.

5.5 Concluding comments

Themes discussed in this chapter have pointed out that the quality of AIS experiences for this research are affected by generosity and personal attention (Cheng et al., 2004), cultural awareness, learning processes and context (Ward, 2001), and by teaching behaviour and pastoral care (Ministry of Education, 2010). Each of these matters is important to AIS.

It was also been noted that although the Institution Leader verbally expressed her school's mission as being a desire to create a workforce that could benefit society, actions within the PTE were not always conducive to that. The lack of the Institution Leader's attention to, and support of, the needs of Tutors as well as students in terms of learning resources, contributed to Tutors experiencing emotional strain. This affected their teaching behaviours and attitudes which in turn had a bearing upon the quality of student learning. Likewise, the tutors' lack of awareness about AIS culture impacted upon teaching and learning relationship in the classroom; the lack of awareness of AIS values, beliefs, motivations, and expectations brought tensions to the classroom which added to challenges tutors faced in engaging AIS with practical learning activities.

Although AIS were satisfied with hospitality at the institution, there was evidence that they were unhappy with the standard of skills they were provided as these did not meet industry entry criteria. The lack of collaboration between leaders of the host institution, the industry training organisation, and the industry meant that the educational context was not in synchronisation with the ITO's assessment and industry standard. Hence, AIS were frustrated about not having the required practical skills which the industry demanded of them.

These tensions could have been alleviated if all parties had cooperated: hospitality managers, NZQA and HSI. They need to collectively harmonise the educational context, assessment standards, and the actual demands of the industry in order to provide a professional qualification that AIS would consider valuable in fulfilling their career aspirations. This is consistent with Holmes' (2005) notion that a lack of leadership may contribute to AIS becoming disengaged with their learning. Overall, this study has strongly indicated that effective leadership is a necessary and central component for improving the quality of AIS experiences.

6. Chapter Six: Conclusion

6.1 Introduction

Despite the challenges I went through to engage in this study, I persevered in order to be able to advocate for AIS who study hospitality as well as for tutors who are torn between their concern for AIS and loyalty to their school leader. The urge to embark upon this journey began after observing the negative attitudes displayed by AIS while I was teaching at a private training institution for cookery students. I was curious about finding out how and why these negative attitudes occurred.

As I came from the Philippines, I had a fair idea about which attitudes and behaviours to expect from AIS. My expectation was that AIS would be compliant and respectful to their tutors. However, what I observed in the class was the opposite. But, after discussing their behaviour with AIS, I found out that they were unhappy about the authenticity and worth of their study as offered within their host institution. I realised that their issues were probably related to the management and leadership of the institution. And it was my concern about the quality of AIS experiences during that particular time that urged me to investigate this matter further in order to see if I could develop a solution that might help to improve AIS experiences.

Uncovering AIS concerns about the management and leadership at their institution urged me to focus more specifically on how the performance of the host institution leader and the behaviours and practices of institution educators influenced the perceptions of AIS. My investigation, therefore, had two aims: first, to find out about the host institution leadership style and practices; and second, to understand AIS perceptions of their intended and actual journey within their host institution.

Using a case study methodology at a private training institution that offered a qualification in cooking for AIS, I interviewed the leader and two tutors. My research objective was to gather data which enabled descriptions of how leadership beliefs were translated into practice. During the interviews, I found out that the leader firmly believed that the institution had sufficient facility and equipment to provide AIS with adequate skills to work in the hospitality industry after graduation. In contrast, the tutors were aware that the lack of equipment constrained them from providing AIS with necessary skills which they would encounter. There was a disconnect between industry standards and what was taught.

To better understand AIS perceptions of their goals and actual experiences, five separate interviews were conducted to gather the descriptions of AIS interactions with their tutors in the classroom. It emerged from AIS that they felt discouraged by the lack of equipment as that hindered them from being able to learn those skill demanded of them by the hospitality industry. Moreover, many of the practical learning materials and processes used in cookery lessons were not suitable for Indian Sikhs students because the ingredients (meats) being used in the practical cookery lessons were inappropriate to their particular religions. Sikh students, therefore, oftentimes refused to participate in the practical learning activities and preferred to just watch the performance of the other students. This meant that they were able to avoid contact with meat as a cooking material. However, the Sikh students' refusal to engage in the cooking activities was misinterpreted by their tutors as an act of disrespect which caused the tutors to ignore them. This made Sikh students more distant to their tutors in the classroom.

AIS description of their interaction in the classroom with their tutors clearly indicated that there was lack of learning resources to provide AIS with knowledge that was consistent with their values and beliefs. In addition, the perceived lack of relevance of some of the curriculum for AIS caused them to become passive in the classroom. Following my analysis of AIS stories, I came to a conclusion that the tutors lacked awareness of AIS cultural values and beliefs and this caused students to be distant to their tutors and caused tensions within the classroom.

In summary, although the findings indicated that AIS were satisfied with host institution's initial hospitality, I found strong evidence that the quality of AIS experiences were impacted by complex factors including cultural tensions which arose due to a lack of cultural awareness by educators. In addition, as has already been emphasised, AIS encountered educational contexts and processes which do not match the industry demands. They also encountered non-relational teaching which was incongruent within a hospitality industry that sets high expectations and standards in that domain. These factors were all critical in causing AIS resentment and frustration in particular because such factors were seen to hinder the fulfilment of the individual career aspirations, motivations and goals of AIS. Such factors, moreover, were able to be attributed to an absence of mutual understanding and collaboration between AIS educators, industry leaders, and educational leaders.

I have detailed how the research procedures and processes used in this study enabled me to generate a clear description of the context and the participants and in particular, those procedures allowed me to capture impressions of AIS experiences during their period of study at their host institution. They provided me with what can be described as authentic data to analyse. The interpretive phenomenological analysis (Smith & Osborn, 2008) model and the NVivo tools I used to analyse and interpret the data, enabled me to gain deeper insights into my overall goal of understanding how leadership influenced AIS study experiences.

6.2 Significant findings

The findings of the study presented strong evidence that the host institution's hospitality played an essential part initially in affecting AIS experiences. Perceptions in that regard were positive. However, hospitality alone could not influence or detract from the overarching instrumental career goals of AIS. For AIS to achieve their career aspirations and to fulfil their individual intentions for coming to New Zealand to study, they required adequate facilities within which they would be able to acquire those skills to which they aspired. It was apparent, therefore, that host educators needed to develop individualised learning pathways which could facilitate the acquisition of skills which would align with the career intention of AIS.

Additionally, although this study indicated that the tutors made an effort to relate to their students using strategies at hand, their lack of cultural awareness blocked them from reaching out to students who were culturally sensitive to the educational context of the programme. It could be clearly concluded, therefore, that such educators need special continuing professional development programmes which could improve their knowledge and appreciation of AIS cultural perspectives. It goes without saying that such continuing education should enable tutors to better manage their teaching and learning content. It should equally enable them to improve their teaching methods and processes in ways which are appropriate for culturally sensitive group of students. By responding this way, cultural tensions in the classroom would become minimised and enthusiasm could be stimulated so that AIS became more likely to freely participate in the classroom activities. Indeed, having every student included in all learning activities would do much to promote a hospitable and quality learning environment.

Host institution leaders should, therefore, arrange to provide professional development and training in order to increase awareness of the cultural diversity of their students.

They need to enable this in order to improve their tutors' cultural awareness so that they can learn to manage the numerous challenges which go hand-in-hand with teaching AIS. To that end, the existing educational context as well as the current methods and processes used all need to be evaluated. They need to be reviewed in order to ensure that they are adequate and valid for AIS, the client base.

But beyond that, AIS hospitality education providers urgently need to collaborate with hospitality industry leaders. They need to negotiate with them in order to align the context of their schools' educational methods and processes with industry standards. Successfully negotiating existing tensions would ease the transition of AIS into the industry's workplace environment.

Similar to the reasons why Chinese students went to Australia to study (Yang, 2007), it was found in this research that AIS came to New Zealand to gain internationally recognised qualifications. However, the AIS interviewed in this case study found that the Euro-centric educational contexts and the foreign methods and processes provided by their hospitality educators was challenging. This was perhaps because the educational contexts, methods and processes in the educational institution in this study did not meet their learning needs and expectations (Campbell & Li, 2008) and it has been suggested that this was a principal reason for AIS struggling to achieve their learning goals. If the programmes were devised with AIS specific learning perspectives in mind, educators could probably minimise tensions and positively influence AIS perceptions about their journeys. NZQA could manage this by adding a separate qualification framework especially for international students who intend to use their qualification in their home countries. An industry work-skill focused, for instance.

It is important that host institutions pay attention to these factors which have affected AIS experiences as identified in this study. They need to pay attention in order to ensure that AIS become provided with a hospitable environment because that is necessary for fostering cultural values, beliefs, and attitudes which can lead to the successful completion of educational goals which not only comply with the requirements of the host institution, but also with the personal aims of the AIS.

In essence, this means that educational leaders and educators must find win-win strategies with which they can manage cultural tensions within what is a Euro-centric educational context. They must adapt what seems to AIS to be foreign educational methods and processes. They must ensure that non-relational teaching becomes altered

so that the hospitality industry's expectations are still met while also ensuring that the goals of AIS are achieved. By limiting the negative impact of these factors, AIS are more likely to improve their commitment to their learning and to achieve the goals they have aspired to. In the longer run, this would make a positive impact on their perceptions about their journey and could engender trust, respect and loyalty to the host institution and educators. In turn, this would encourage those students to promote New Zealand hospitality export education. That would be a win-win situation.

6.3 Research questions, goals and outcomes revisited

To determine whether or not I succeeded in meeting the goals of this study, it is important to revisit the research questions and how they were addressed. The findings of the study which were discussed in chapter five were the outcomes of the three research questions nominated below. These questions differ from those shown on page eight in Chapter One of this thesis because, as the stories of participants unfolded, the nature of the investigation shifted:

1. In what ways does the host leader translate her espoused leadership intentions into practice?
2. What are the impacts of her leadership on the tutors' teaching and the students' learning relationships?
3. What are the students' perceptions of their hospitality study and why do they hold those perceptions?

To address the first question, the Institution Leader was interviewed I wanted to get her story about her leadership perspectives and how she applied them in practice. The Leader's story indicated that her espoused transformational leadership mission *to create a skilled workforce that benefit society* was not being fully supported by her theory in action. Although the leader showed appropriate hospitality to AIS, and followed the Code for the pastoral care of AIS, she did meet, according to AIS, their learning expectations. This was due to tensions stemming from the institution's lack of learning materials and equipment, and the institution's obligation to meet NZQA assessment criteria designated for the qualification being taught. Additionally, by failing to communicate with leaders from the hospitality industry, the host institution leader missed out on an opportunity to introduce new requirements to the industry such as: adequate knife skills, bulk preparation skills and time-management skills. Quite clearly, she was not able to provide her tutors with adequate teaching resources which aligned

with industry demands. This absence of resources impacted upon the ability of the tutors to provide authentic, industry relevant skills for AIS.

The second question was addressed by interviewing two Tutor participants separately to gather information about how they worked with AIS students. Based on my analysis of the Tutors' stories, I came to the conclusion that the tutors' teaching effectiveness was inhibited by the lack of teaching and learning resources. This reflected in the Tutors' behaviour as they were unable to deal with the passiveness and non-compliant behaviours of their students. In turn, such behaviour affected the quality of student learning.

When the Leader received the complaint from the Tutors about the passive and non-compliant behaviour of Indian students, she could have encouraged the students to discuss the problems with her discreetly instead of blaming them. In doing so, the Leader may have missed out on an opportunity to gain valuable information about the reasons why Indian students were passive and non-compliant to their tutor. Even though the Leader encouraged open communication with the tutors, in their opinion she neglected to hear, and more importantly, to listen to the Indian students' concerns. Maybe, in hindsight, if the Leader had given the Indian students the opportunity to communicate with her more openly, she could have learned about the specific learning preferences of the Indian students. This could have then be used to inform tutors' professional development.

One-on-one interview with five AIS participants addressed the third research question concerning what student perceptions of their experience were and why they held such perceptions. The interviews gathered details of AIS experiences at the institution as well as their perceptions about the classroom interactions. From the information I gathered, I discovered that AIS were satisfied with the hospitality at the institution but they were frustrated that the skills that they were being taught in the classroom did not meet the expectations of the hospitality industry. AIS could not, therefore, fulfil their career aspirations and this caused them to doubt the value of their education. A ripple effect of poor publicity, therefore, became inevitable. Given the above comments, I suggest strategies in the following paragraphs which could help improve AIS experiences.

6.4 Strategies for promoting successful experiences for AIS

The perceptions I gathered from AIS provided me with details about both positive and negative learning experiences at their host institution. As the findings in chapter four indicated, the initial hospitality, including the way AIS were welcomed by their host educators, the friendly environment and the kindness of tutors were some of AIS positive experiences during their study. AIS perceived that allowing them to call their tutors on their first names was an act of kindness. This was because in their home country, they were required to address their teacher by *Sir or Ma'am* as an expression of respect and to acknowledge teacher's authority.

However, I found that due to the disappointment that actual industry practices were different to what AIS were learning at school, they were not unhappy about their experiences. This, as has been stated often, was mainly due to equipment, tools, and the learning resources not aligning with industry demands. Therefore, in order to promote successful experiences for AIS, I make a number of suggestions:

1. Students should individually be pre-assessed of their prior knowledge of the programme and also their intention of studying the programme so they can be directed to appropriate learning activities.
2. Leaders should give their tutors professional development in order for tutors to become aware of the specific learning needs of their students, so, that tutors can prepare culturally valid learning materials for different culture groups. This would allow tutors to negotiate appropriate alternative materials or a facility that AIS may be provided with to use during practical activities.
3. The most important strategy is to teach students with the most current learning materials which are aligned to the current trends in the hospitality industry. The teaching and learning resources should be developed in line with the hospitality industry trends, to enable students' skills to match with industry demand.
4. Above all this, I believe that it is crucial that host educators are open-minded, forthcoming, and hospitable in their behaviours with AIS. Respecting AIS cultural values, beliefs, and attitudes would make them continue to feel welcome, safe and trustful. For this reason alone educators need professional development to learn culturally appropriate practices for all students, especially Sikhs.

6.5 Research contribution

The findings of this study may contribute in some small way to the body of literature on experiences in New Zealand, more particularly perceptions of AIS in the hospitality education sector. The issue voiced by Indian Sikh students about the lack of appropriate learning materials which conform to their religious beliefs, highlighted the need for providers of hospitality education in New Zealand to provide learning facilities and materials which are suitable for Indian Sikh students. The perceptions of Indian Sikh students could inform host educators and make them become more aware of such matters. Changing current practices would make these students feel included and would make tutors become aware of Sikh perceptions of what 'hospitality' entailed.

This research has raised awareness of challenges host educators and leaders in hospitality. With the rising number of students from the Middle East and India coming to study hospitality in New Zealand, it is crucial that leaders of hospitality education become more aware of the learning needs and expectations of these students. Likewise, the issues illuminated in this study with regards to the synchronisation of the assessment standard between institutional/NZQA expectations and actual industry practices could raise awareness by leaders within the host would ensure that the students' educational aspirations to align more with industry demands become achieved. I suggest there is a pressing need for mutual cooperation, collaboration, and coordination between leaders of hospitality education and industry training organisations and the hospitality industry.

6.6 Implications

Several implications arise from this study. First, is the assessment standard for the cookery programmes offered by the hospitality training institution, second, are the economic implications for training institutions, and third are the tutor's training requirements for working with AIS. Finally, are the leadership practices among the stakeholders such as: HSI, the hospitality industry, and education providers who work for and with AIS.

To ensure that skills learned by AIS at school are relevant to current practices in the hospitality workplace, research into the content of HSI must be undertaken to see if the curriculum is up-to-date. This is to make sure that the materials being used to assess the cookery qualification are aligned with learning materials provided by education providers. This mean that HSI really do need to consult with the industry leaders in order to ascertain what the current skill demands are within the industry. Such

consultation must happen before it designs assessment materials. Matching materials with valid needs would ensure that education providers become better equipped to work with students. They would be able to assess their performances more reliably based on new improved and valid assessment criteria.

For some educational providers, changing the practical assessment requirements can be problematic in terms of financial measures because such changes could involve the need to purchase new tools and equipment. However, if it means that their students will learn the skills demanded in the current market, education providers should be obliged to facilitate the changes, which will affect the education provider's operational expenditure. But the plus side of this would be that they are more likely to ensure a continuous supply of AIS and the financial benefits which they bring with them.

The diversity of students studying professional cookery means that tutors are required to have cultural awareness in order to negotiate cultural issues concerning students. Thus continuing education is needed that will help tutors identify appropriate methods and strategies for working with their students whilst promoting harmony in the classroom.

Finally, this study highlights impoverished working relationships between industry leaders, the leaders of the ITO and the host institution leaders. AIS frustrations of not achieving their career aspirations were quite clearly caused by unsynchronised educational processes and contexts and this was predominantly due to the lack of collaboration, communication, and coordination between the hospitality industry, ITO and host institution. It is, therefore, crucial that leaders of the organisations mentioned seek and drive improved collaboration and action. My summary of the research has been based on evidence presented in the findings which above all, has suggested that AIS were not satisfied with their journey at their host institution.

6.7 Recommendations

It is recommended:

1. That leaders of the ITO, hospitality industry and providers of hospitality education collaborate with each other in order that the context of hospitality education becomes structured in accordance with actual industry practices. This is a crucial recommendation.
2. That hospitality educators align their educational context to the hospitality industry's demands and work alongside HSI to develop and design assessment

materials which are valid for the qualification so that students become able to learn and be assessed against actual industry practices. This recommendation is important for boosting student enthusiasm and participation in learning authentic skills.

3. That educators learn about the perspectives and experiences of their students that they may be culturally aware and thereby minimise classroom tensions. Using the students' own previous knowledge and experiences when teaching students can better harmonise teaching and learning interactions in the classroom. This is especially important when working with culturally diverse students.
4. That host educators provide students with alternative materials which align with their (religious) values and beliefs during practical cookery lessons. For instance, this should involve the use of halal meats and a separate kitchen facility for the Muslim students, in order to avoid contamination with non-halal materials used by other students. This could encourage everyone's participation in practical learning activities and would help encourage more students from the Middle Eastern countries to come to New Zealand in order to study hospitality. However, in order to determine the actual and potential numbers of Sikh and Muslim students wanting to study in New Zealand, a further study would be required.
5. That host institution leaders improve the cultural awareness of tutors or teachers' by providing them with professional development that will enable them to understand a diversity of cultural values, beliefs and attitudes. This will enable them to improve their classroom leadership as understanding the different cultural perspective of students would diminish or overcome cultural tensions in the classroom. It is considered crucial that institution leaders become more aware of the professional development needs of their tutors and teachers especially as this impacts upon AIS and their willingness to buy into export education.

6.8 Future research

As Indian international students are new to New Zealand international education market, their being a minority during previous research about AIS has meant that very little attention has thus far been paid to issues and needs pertaining to Indian international students. But with a large number of Indian international students now

travelling to New Zealand to study, a sound economic and educational case can be made for a further study being undertaken in order to explore the experiences and needs of Indian students.

6.9 Strengths and challenges of this study

Because of the small size of this study, it is obvious that no generalisations can be made. The small sample used for this study was consistent with the small number of students and staff located at the case study site which only had 40 students and seven staff working at the time at which this study took place. The small number of participants and limited representation by Asian ethnic groups who volunteered to participate in the study simply does not allow generalisations to be made and neither does a qualitative case study lend itself to generalisations being made. Additionally, it is likely that tutors were being careful not to provide information that could jeopardise their employment and relationship with their leader. Hence, the tutors are likely to have intentionally held back information that could be crucially important to the richness of the data. However, the rich information shared by outspoken Indian students painted a fuller picture of interactions occurring within the institution. They described in greater detail the general picture that had already been outlined by Chinese students and their tutors.

Although the small sample in this study might not have provided sufficient data to make generalisations on AIS in the case study, the findings indicated that AIS needs leadership for teaching and learning that is both hospitable, and addresses the learning motivation, and purposes for which AIS enrolled. For that reason alone, those in positions of leadership for learning should consider the diverse motivations, expectations, needs, and purposes of AIS who come to New Zealand to study. Doing so will provide AIS with enjoyable and memorable experiences during and after their study in New Zealand. The findings in this study validate the report publicised by Tan (2011) in relation to the perceptions of AIS during their study in New Zealand.

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Appendices

Appendix A: Leader Participant Information Sheet



Date Information Sheet Produced: 25 June, 2012

Project Title:

The role of leadership in improving Asian international students' study experiences in hospitality

Invitation

My name is Diosdado Dalosa. I am a Masters student at AUT University. You are warmly invited to take part in this research project. Your ideas and knowledge will give us a better understanding of best practise in international cookery education. It is important that you understand why this research is being done and what it will involve. Please take time to read the following information carefully. Please notify me if there is anything that you are not clear about in the following information. Take time to decide whether or not you wish to participate in this project. Thank you for taking time to read and consider the following information.

What is the purpose of this research?

The purpose of this research is to investigate the relationship of leadership to the quality of students' experiences in hospitality. The research aims to inform institution leaders about leadership perspectives of Asian international students. In addition, as a student studying at AUT University I am required to carry out research as part of my study for the Masters of Education in Tertiary Teaching.

How was I identified and why am I being invited to participate in this research?

You have been selected to participate in this study because you are currently teaching in a New Zealand international school of hospitality. If you like to be involved please contact me at pxc4549@aut.ac.nz.

What will happen in this research?

Taking part in this research project is entirely voluntary. It is up to you to decide whether or not you want to take part in this project. If you do decide to participate in this research project you will be asked to sign a consent form. An interview session will be arranged to suit your comfort and schedule. Information collected from the session will be recorded by audio tape and notes, so the information gathered is accurately recorded. You have the right to withdraw from this project at any time you may wish up until the analysis of the data is started. Withdrawing will not affect any benefits that you are entitled to in any way. After I have written up what has been recorded in the interview, I will supply you with a copy of what you said to confirm its accuracy.

What are the discomforts and risks?

It is unlikely there will be any risks or discomfort but you may feel uncomfortable sharing information. For this reason you will have autonomy as to which aspects are shared and with me.

How will these discomforts and risks be alleviated?

You can pause or stop the interviews at any time. In addition, you do not have to answer any questions that would cause you extreme discomfort. If you become too distressed, the interviewer will stop the interview, give you some time to recover, and ask you if you want to stop or continue.

I have included below contacts for counselling. If you have the desire to speak with a counsellor or health professional, below are website/contact available to you:

AUT Health and Counselling Wellbeing: <http://aut.ac.nz/student-life/student-services/help-and-advice/health,-counselling-and-wellbeing/counselling>.

This site offers both face-to-face and online counselling services. Phone: (09) 921 9992 (City campus) and (09) 921 9998 (North Shore). Please contact our centres at WB219 or AS104 or phone 09 921 9992 City Campus or 09 921 9998 North Shore campus to make an appointment. Let the receptionist know that you are a research participant and give the researcher's contact details.

What are the benefits?

This project allows the opportunity to share knowledge, ideas, and views about good leadership and teaching practices in education, drawing from Asian cultural perspectives. In sharing perceptions and expectations in leadership, teaching and learning, tutors will benefit from the knowledge that can be drawn from Asian students' perspectives. Understanding Asian students' perspectives it will help tutors and leaders identify teaching and leadership approaches that can match Asian students'

expectations. Thus, it will enhance the institution's leadership and tutors' teaching quality. Asian students' positive experiences from the institution's leadership may bring goodwill to the institution.

How will my privacy be protected?

To maintain your privacy you will be asked to provide a pseudonym that will be used whenever your story is referred to in the thesis. No individual details that might identify you as a participant will be revealed in the study. However, please be advised that only limited confidentiality can be offered to you because you are the only designated leader. Therefore, others in the institution may know about your research participation.

What are the costs of participating in this research?

There will be no financial cost to participant/s in participating in this research. Your only cost will be time. It is estimated that the interview will be 30-60 minutes long. Participation in this research is completely voluntary.

What opportunity do I have to consider this invitation?

You have two weeks to respond after receiving this information sheet. You can contact me by email at pxc4549@aut.ac.nz if you need more information.

How do I agree to participate in this research?

To participate, you need only fill in and sign a consent form. If you would like to participate, please contact me at pxc4549@aut.ac.nz or my mobile 02102242613 and give me details of how you would like me to contact you (email, phone, postal address), I will arrange to send you a consent form.

Will I receive feedback on the results of this research?

Results of this research project will be published in a thesis and after graduation will be available for you to access. A summary of the final report of this research will be sent to you.

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, Chris Jenkin at AUT (921 9999 extn. 7911) or E-mail: chris.jenkin@aut.ac.nz.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEK, Dr Rosemary Godbold, rosemary.godbold@aut.ac.nz, 921 9999 extn. 6902

Whom do I contact for further information about this research?

If you have any questions or want to be part of the project please contact the researcher.

Researcher contact details:

Dado Dalosa

Email: pxc4549@aut.ac.nz

Mobile: 02102242613

Project supervisors Contact Details:

Dr. Chris Jenkin

Phone: 921 9999 extn. 7911

E-mail: chris.jenkin@aut.ac.nz

Thank you very much for your kind cooperation.

Dado Dalosa, researcher (Chef/Chef tutor, Mamma Mia Restaurant)

Appendix B: Tutor Participant Information Sheet



Date Information Sheet Produced: 25 June, 2012

Project Title:

The role of leadership in improving Asian international students' study experiences in hospitality

Invitation

My name is Diosdado Dalosa. I am a Masters' student at AUT University. You are warmly invited to take part in this research project. Your ideas and knowledge will give us a better understanding of best practise in international cookery education. It is important that you understand why this research is being done and what it will involve. Please take time to read the following information carefully. Please notify me if there is anything that you are not clear about in the following information. Take time to decide whether or not you wish to participate in this project. Thank you for taking time to read and consider the following information.

What is the purpose of this research?

The purpose of this research is to investigate the relationship of leadership to the quality of students' experiences in hospitality. The research aims to inform institution leaders about leadership perspectives of Asian international students. In addition, as a student studying at AUT University I am required to carry out research as part of my study for the Masters of Education in Tertiary Teaching.

How was I identified and why am I being invited to participate in this research?

You have been selected to participate in this study because you are currently teaching in a New Zealand international school of hospitality. If you like to be involved please contact me at pxc4549@aut.ac.nz.

What will happen in this research?

Taking part in this research project is entirely voluntary. It is up to you to decide whether or not you want to take part in this project. If you do decide to participate in this research project you will be asked to sign a consent form. An interview session will

be arranged to suit your comfort and schedule. Information collected from the session will be recorded by audio tape and notes, so the information gathered is accurately recorded. You have the right to withdraw from this project at any time you may wish up until the analysis of the data is started. Withdrawing will not affect any benefits that you are entitled to in any way. After I have written up what has been recorded in the interview, I will supply you with a copy of what you said to confirm its accuracy.

What are the discomforts and risks?

It is unlikely there will be any risks or discomfort but you may feel uncomfortable sharing information. For this reason you will have autonomy as to which aspects are shared and with me.

How will these discomforts and risks be alleviated?

You can pause or stop the interviews at any time. In addition, you do not have to answer any questions that would cause you extreme discomfort. If you become too distressed, the interviewer will stop the interview, give you some time to recover, and ask you if you want to stop or continue.

I have included below contacts for counselling. If you have the desire to speak with a counsellor or health professional, below are website/contact available to you:

AUT Health and Counselling Wellbeing: <http://aut.ac.nz/student-life.student-services/help-and-advice/health,-counselling-and-wellbeing/counselling>.

This site offers both face-to-face and online counselling services. Phone: (09) 921 9992 (City campus) and (09) 921 9998 (North Shore). Please contact our centres at WB219 or AS104 or phone 09 921 9992 City Campus or 09 921 9998 North Shore campus to make an appointment. Let the receptionist know that you are a research participant and give the researcher's contact details.

What are the benefits?

This project allows the opportunity to share knowledge, ideas, and views about good leadership and teaching practices in education, drawing from Asian cultural perspectives. In sharing perceptions and expectations in leadership, teaching and learning, tutors will benefit from the knowledge that can be drawn from Asian students' perspectives. Understanding Asian students' perspectives it will help tutors and leaders identify teaching and leadership approaches that can match Asian students' expectations. Thus, it will enhance the institution's leadership and tutors' teaching quality.

How will my privacy be protected?

To maintain your privacy you will be asked to provide a pseudonym that will be used whenever your story is referred to in the thesis. No individual details that might identify you as a participant will be revealed in the study. However, please be advised that only limited confidentiality can be offered to you because there are not many tutors in this institution. Therefore, there is a high possibility that others in the institution will be aware of your research participation.

What are the costs of participating in this research?

There will be no financial cost to participant/s in participating in this research. Your only cost will be time. It is estimated that the interview will be 30-60 minutes long. Participation in this research is completely voluntary.

What opportunity do I have to consider this invitation?

You have two weeks to respond after receiving this information sheet. You can contact me by email at pxc4549@aut.ac.nz if you need more information.

How do I agree to participate in this research?

To participate, you need only fill in and sign a consent form. If you would like to participate, please contact me at pxc4549@aut.ac.nz or my mobile 02102242613 and give me details of how you would like me to contact you (email, phone, postal address), I will arrange to send you a consent form.

Will I receive feedback on the results of this research?

Results of this research project will be published in a thesis and after graduation will be available for you to access. A summary of the final report of this research will be sent to you.

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, Chris Jenkin at AUT (921 9999 extn. 7911) or E-mail: chris.jenkin@aut.ac.nz.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEK, Dr Rosemary Godbold, rosemary.godbold@aut.ac.nz, 921 9999 extn. 6902

Whom do I contact for further information about this research?

If you have any questions or want to be part of the project please contact the researcher.

Researcher contact details:

Dado Dalosa

Email: pxc4549@aut.ac.nz

Mobile: 02102242613

Project supervisors Contact Details:

Dr. Chris Jenkin

Phone: 921 9999 extn. 7911

E-mail: chris.jenkin@aut.ac.nz

Thank you very much for your kind cooperation.

Dado Dalosa, researcher (Chef/Chef tutor, Mamma Mia Restaurant)

Appendix C: Student Participant Information Sheet



Date Information Sheet Produced: 25 June, 2012

Project Title:

The role of leadership in improving Asian international students' study experiences in hospitality

Invitation

My name is Diosdado Dalosa. I am a Masters' student at AUT University. You are warmly invited to take part in this research project. Your ideas and knowledge will give us a better understanding of best practise in international cookery education. It is important that you understand why this research is being done and what it will involve. Please take time to read the following information carefully. Please notify me if there is anything that you are not clear about in the following information. Take time to decide whether or not you wish to participate in this project. Thank you for taking time to read and consider the following information.

What is the purpose of this research?

The purpose of this research is to investigate the relationship of leadership to the quality of students' experiences in hospitality. The research aims to inform institution leaders about leadership perspectives of Asian international students. In addition, as a student studying at AUT University I am required to carry out research as part of my study for the Masters of Education in Tertiary Teaching.

How was I identified and why am I being invited to participate in this research?

You have been selected to participate in this study because you are currently teaching in a New Zealand international school of hospitality. If you like to be involved please contact me at pxc4549@aut.ac.nz.

What will happen in this research?

Taking part in this research project is entirely voluntary. It is up to you to decide whether or not you want to take part in this project. If you do decide to participate in this research project you will be asked to sign a consent form. An interview session will

be arranged to suit your comfort and schedule. Information collected from the session will be recorded by audio tape and notes, so the information gathered is accurately recorded. You have the right to withdraw from this project at any time you may wish up until the analysis of the data is started. Withdrawing will not affect any benefits that you are entitled to in any way. After I have written up what has been recorded in the interview, I will supply you with a copy of what you said to confirm its accuracy.

What are the discomforts and risks?

It is unlikely there will be any risks or discomfort but you may feel uncomfortable sharing information. For this reason you will have autonomy as to which aspects are shared and with me.

How will these discomforts and risks be alleviated?

You can pause or stop the interviews at any time. In addition, you do not have to answer any questions that would cause you extreme discomfort. If you become too distressed, the interviewer will stop the interview, give you some time to recover, and ask you if you want to stop or continue.

I have included below contacts for counselling. If you have the desire to speak with a counsellor or health professional, below are website/contact available to you:

AUT Health and Counselling Wellbeing: <http://aut.ac.nz/student-life/student-services/help-and-advice/health,-counselling-and-wellbeing/counselling>.

This site offers both face-to-face and online counselling services. Phone: (09) 921 9992 (City campus) and (09) 921 9998 (North Shore). Please contact our centres at WB219 or AS104 or phone 09 921 9992 City Campus or 09 921 9998 North Shore campus to make an appointment. Let the receptionist know that you are a research participant and give the researcher's contact details.

What are the benefits?

This project allows the opportunity to share knowledge, ideas, and views about good leadership and teaching practices in education, drawing from Asian cultural perspectives. In sharing perceptions and expectations in leadership, teaching and learning, tutors will benefit from the knowledge that can be drawn from Asian students' perspectives. Understanding Asian students' perspectives it will help tutors and leaders identify teaching and leadership approaches that can match Asian students' expectations. Thus, it will enhance the institution's leadership and tutors' teaching quality. Students will benefit from responses leader and tutors can draw from the findings of this research. The responses will then help students manage their study and improve the quality of experiences in the institution.

How will my privacy be protected?

To maintain your privacy you will be asked to provide a pseudonym that will be used whenever your story is referred to in the thesis. No individual details that might identify you as a participant will be revealed in the study. The leader and tutors will not know who is participating in the research.

What are the costs of participating in this research?

There will be no financial cost to participant/s in participating in this research. Your only cost will be time. It is estimated that the interview will be 30-60 minutes long. Participation in this research is completely voluntary.

What opportunity do I have to consider this invitation?

You have two weeks to respond after receiving this information sheet. You can contact me by email at pxc4549@aut.ac.nz if you need more information.

How do I agree to participate in this research?

To participate, you need only fill in and sign a consent form. If you would like to participate, please contact me at pxc4549@aut.ac.nz or my mobile 02102242613 and give me details of how you would like me to contact you (email, phone, postal address), I will arrange to send you a consent form.

Will I receive feedback on the results of this research?

Results of this research project will be published in a thesis and after graduation will be available for you to access. A summary of the final report of this research will be sent to you.

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, Chris Jenkin at AUT (921 9999 extn. 7911) or E-mail: chris.jenkin@aut.ac.nz.

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEK, Dr Rosemary Godbold, rosemary.godbold@aut.ac.nz, 921 9999 extn. 6902

Whom do I contact for further information about this research?

If you have any questions or want to be part of the project please contact the researcher.

Researcher contact details:

Dado Dalosa

Email: pxc4549@aut.ac.nz

Mobile: 02102242613

Project supervisors Contact Details:

Dr. Chris Jenkin

Phone: 921 9999 extn. 7911

E-mail: chris.jenkin@aut.ac.nz

Thank you very much for your kind cooperation.

Dado Dalosa, researcher (Chef/Chef tutor, Mamma Mia Restaurant)

Appendix D: Indicative Interview Questions

Indicative questions: Leader

- 1) *Tell me about your leadership style? Why? Can you explain further?*
- 2) *How does your leadership ensure that AIS are treated warmly and fairly?*
- 3) *How do principles of hospitality translate into action for AIS?*
- 4) *Anything else you can tell me about this matter?*

Indicative questions: Tutors

- 1) *Can you tell me about your professional relationship with your leader/manager?*
- 2) *How do you get to know your students?*
- 3) *How do you feel about them?*
- 4) *Can you tell me how you work to your students?*
- 5) *Anything else you can tell me about this matter?*

Indicative questions: Students

- 1) *Tell me about home?*
- 2) *Can you tell me the reason why you choose to study in New Zealand?*
- 3) *Can you tell me how your school welcome you on your arrival? ...how do you feel about that?*
- 4) *Can you tell about how is your study in your country (study experience) compared to New Zealand?*
- 5) *Tell me about your experiences about your study here?*
- 6) *Anything else you can tell me about this matter?*

Other questions which emerged:

Leader:

- 1) *How do you recruit your students?*
- 2) *Are you familiar with the Code of Practice?*
- 3) *How do you welcome AIS when they arrive at your school?*
- 4) *Is there anything you want to do in the future to improve your institution?*

Tutors:

- 1) *Can you tell me about your teaching experience with AIS?*
- 2) *Can you tell me how your teaching resources and methods affect AIS learning experiences?*

Students:

- 1) *Why did you choose to study cookery?*
- 2) *How do you support your study?*

Appendix E: Consent of Participation to Research



Project Title:

The role of leadership in improving the quality of Asian international students' study experiences in hospitality

Project supervisor: Dr Chris Jenkin

Researcher: Dado Dalosa

- I have read and understood the information provided about the research project.
- I have had the opportunity to ask questions and to have them answered.
- I understand that the information that I will be given will be collected and gathered for future report.
- I understand that participants will be kept anonymity at all times
- I understand that I may withdraw myself or any information that I have provided for this interview at any time without being disadvantaged in any way.
- I understand that I can view the researchers report if I may wish to
- I agree to take part in this research
- I agree to publish this research in the future
- I wish to receive a copy of the report from the research
- Tick one: Yes No

Participant's name:

Participant's Signature:

Participant Contact Details (if appropriate):

Date: