

**Domestic tourism experience of Indian nationals  
studying in New Zealand**

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## Abstract

The Organisation for Economic Cooperation and Development (2017) stated that the number of international students escalated from 1.3 to 5 million over a span of 24 years (1990-2014). Apart from paying fees, international students also contribute to their host country's domestic tourism by spending money on various aspects such as accommodation, transport, activities, and meals (Payne, 2010). Payne (2010), Ryan and Zhang (2007), and Cloesen (2006) argued that the importance of international students to a country's domestic tourism industry is under-researched, so there is limited literature on this topic. This research explores the domestic tourism experience of international students studying in New Zealand, with a focus on Indian nationals.

A quantitative research method was used for data collection, using an online survey with 31 questions created in Qualtrics, and distributed to Indian nationals through Facebook pages such as *Indians living in Auckland*, and *Indians living in New Zealand*. Data were collected between November 2019 and March 2020. Data from the 70 valid responses were transferred from Qualtrics to the Statistical Package for Social Sciences (SPSS) software for analysis.

The study found that more than one overnight trip was undertaken by 63% of the respondents. The findings further revealed that Indian nationals preferred to stay in hotels and motels rather than backpackers' accommodation or other hostels. The most popular destination was Rotorua, and social media was the primary source for them to obtain knowledge of the destination. The findings also showed that students preferred to travel to a destination close to their place of study. The most popular activities undertaken by them were going to the beach and attending bars and night clubs. The primary motivation behind their overnight trips was to "relax," "have fun," and "chill out." From the data collected, it was estimated that

overall expenditure was NZD631 per person per trip, of which NZD120 was spent on meals, NZD139 on accommodation, NZD165 on transport, and NZD207 on tourist activities. The significant findings were that the Indians from polytechnic institutes and private institutes spent more than did those from universities. The results offered opportunities for future research arising from the limitation of the study.

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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.*

Amarjeet Singh

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## **Ethics Approval**

This research received approval from AUT Ethics Committee (AUTEC) on 12th November 2019, with approval number 19/410.

## **Chapter 1. Introduction**

According to the Organisation for Economic Cooperation and Development (OECD) (2011), overseas study is becoming popular for various reasons, such as obtaining qualifications, acquiring different business methods, and securing future employment. The OECD estimated that eight million students globally would study in other countries by 2025. The OECD (2017) also found that the number of international students escalated from 1.3 to 5 million over a span of 24 years (1990-2014). The British Council (2014) estimated that 338,000 Chinese students 209,000 Indian students would study abroad for their postgraduate qualifications, by 2024. The OECD maintained that the United States (US) took the most international students (18%) followed by the United Kingdom (UK) (10%), Australia (7%), Germany (7%), France (7%), and New Zealand (1.9%). In Australia, 21.5% of tertiary students were enrolled as international students, and in New Zealand, 14.6% were international students (OECD, 2011). In 2018, 117,248 international students enrolled with New Zealand educational providers (Education New Zealand, 2019). The New Zealand education providers received NZD1.08 billion as tuition fees from these international students (Education New Zealand, 2019). In 2016, 21% of international students in New Zealand came from India (Education New Zealand, 2017). Apart from paying fees, there were likely to be further economic benefits of hosting international students.

International students become tourists while studying, spending in various sectors such as accommodation, transport, food, and miscellaneous activities, generating significant revenue and employment. Bunghez (2016) concluded that tourism plays an important role in the social, economic, cultural, and political aspects of destinations. Bunghez (2016) also argued that tourism is beneficial in terms of various government fees and taxes. In 2019, domestic tourism expenditure was approximately NZD23.7 billion in New Zealand (Stats NZ, 2019).

Payne (2010) conducted a study focusing on the domestic tourism of international students in New Zealand. Payne (2010) stated that international students travelled mainly during semester breaks, public holidays, and weekends. Cloesen (2006) focusing on students from English language programmes in New Zealand, and Ryan and Zhang (2007) conducted the same study on Chinese students in New Zealand. They all found that international students play a pivotal role in boosting New Zealand's economy. After China, India was the second largest market for New Zealand education providers (Education New Zealand, 2017) at the time of writing this thesis. It was therefore considered timely to update the data by focusing on Indian nationals studying in New Zealand. The aim of this research is to understand domestic tourism experience of Indian nationals studying in New Zealand for example, how much they travelled and spent in New Zealand, and what type of accommodation, activities, food, and transportation they preferred and what motivated them. Such a study could also determine how satisfied the students were with different aspects of their overnight trips in New Zealand. By studying the tourism activities of Indian students in New Zealand, this research expects to help tourism operators formulate improved strategies for attracting more Indian students.

A quantitative research method was adopted for data collection. An online survey with 31 questions was created in Qualtrics software, and distributed to Indian nationals through Facebook pages. Indian Facebook pages of Indian nationals living in New Zealand were identified, and information about the study and a website link and bar code were posted on those pages. Data were collected between November 2019 and March 2020.

Chapter 2 reviews the literature relevant to this study, focusing on journal articles, books, and government reports; the chapter also reviews the literature on international tourism,

domestic tourism, and international students. After reviewing the relevant studies, the discussion addresses the important topic of why international students, especially those from India, are important for domestic tourism. As the world is currently struggling with the COVID-19 pandemic, the chapter also describes the ways international students can help with New Zealand's economic recovery. This chapter also reviews the literature on motivational and customer satisfaction theories.

Chapter 3 explains the method adopted for data collection. It describes how the survey was created, how the data collection occurred, how the data were analysed, where and when the research was conducted, and justifies the selection of the specific methods used. Chapter 4 presents the findings, and the methodological limitations of the study. Chapter 5 discusses the findings, and presents tables, graphs, and cross-tabulations to support the discussion, and Chapter 5 compares the findings with relevant previous research. Chapter 6 presents a conclusion to the study.

## **Chapter 2. Literature Review**

### **2.0 Introduction**

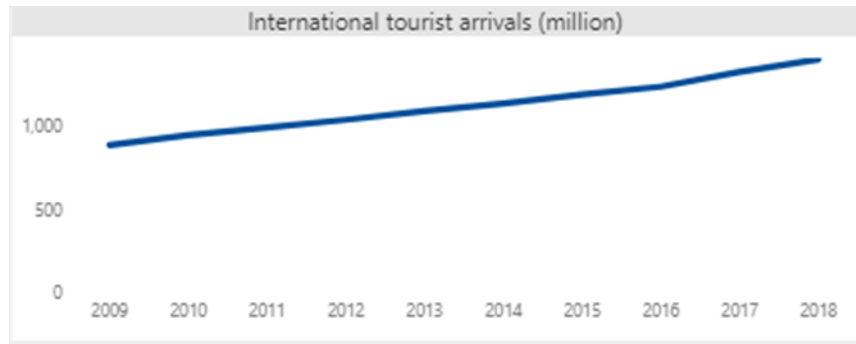
This chapter is divided into several sections. Section 2.1 describes the overall view of international tourism and domestic tourism. Section 2.2 reviews the literature on international students, explaining why and where Indian internationals prefer to study overseas, and explores the role of international students in the domestic tourism industry. Section 2.3 reviews the research on a similar topic, explaining why the study of one nationality is essential.

### **2.1 International and domestic tourism**

According to the World Travel and Tourism Council (2019), tourism contributes USD8.9 trillion to the global economy and supports 319 million jobs. The tourism industry grows every year. International tourist arrivals escalated from 809 million in 2005 to 1,458 million in 2019 (World Tourism Organization [WTO], 2019). Tourism arrivals are predicted to reach 1.8 billion globally by 2030 (WTO, 2011). Due to strong competition, it has become important for tourist service providers to find and maintain the loyalty of tourists visiting their destination (Horng et al., 2012). A destination's main stakeholders therefore need to focus on researching and developing its tourism industry in depth. Figure 1 presents the number of foreign tourists' arrivals, showing annual increases each year from 2009 to 2018.

**Figure 1**

*International Tourism Arrivals Worldwide: 2009-2018*



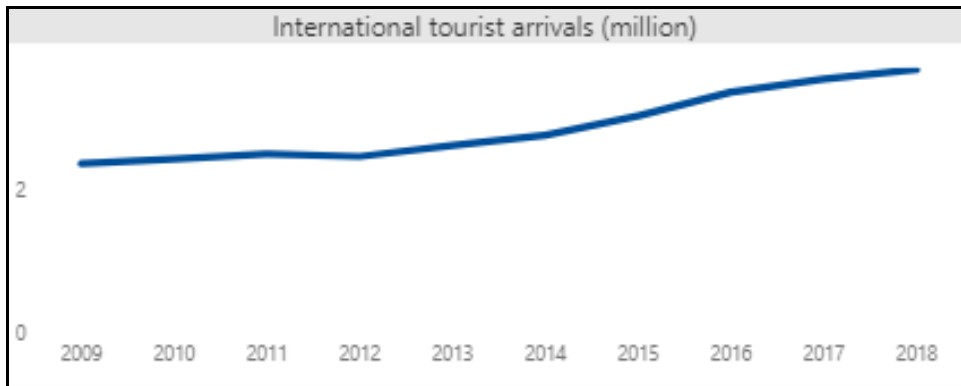
From *United Nations World Tourism Organization*. (<https://www.unwto.org/global-and-regional-tourism-performance>). Copyright 2020 by UNWTO.

The increasing tourists' arrivals bring many benefits to the destinations. The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2018) found that tourism creates 10% of the world's jobs and taxes, generating USD655 billion globally. It is estimated that by 2027, tourism will open up 400 million jobs worldwide. Significant benefits of tourism are job creation, foreign currency earnings, infrastructure development, poverty eradication, inequality reduction, and balanced regional development. Tourism boosts a country's economy, and creates benefits in terms of the social and environmental aspects. International tourists' arrivals in New Zealand are also increasing every year. The graph in Figure 2 presents the growth of international tourism in New Zealand from 2009 to 2018; in 2018, there were 3.7 million foreign tourists arrivals in New Zealand (WTO, 2018).



**Figure 2**

*International Tourists' Arrivals in New Zealand*



From *United Nations World Tourism Organization*. (<https://www.unwto.org/global-and-regional-tourism-performance>). Copyright 2020 by UNWTO

People travel overseas for many reasons, such as tourism, business, education, and medical, bringing benefits to the tourism industry of the host destination. MarketLine Industry Profile (2020) segmented the New Zealand travel and tourism industry, and found that travel intermediaries generated the most revenue, accounting for 38.9% of total value. Foodservice was the second largest segment, at 32.7% (See Table 1). This was followed by airlines (15.2%), the casino and gaming industry (7.1%), hotels and motels (5.8%), and passenger rail (0.4%), all of which benefit from international travellers.

**Table 1**

*Segmentation of New Zealand Travel and Tourism Industry: NZD Billion, 2018*

Category	2018	%
Travel Intermediaries	9.1	38.9%
Foodservice	7.6	32.7%
Airlines	3.5	15.2%
Casino&Gaming	1.6	7.1%
Hotels&Motels	1.3	5.8%
Passenger Rail	0.1	0.4%
Total	23.2	100.1%

From *MarketLine*. (<https://advantage.marketline.com/HomePage/Home>). Copyright 2020 by the Progressive Digital Media Ltd.

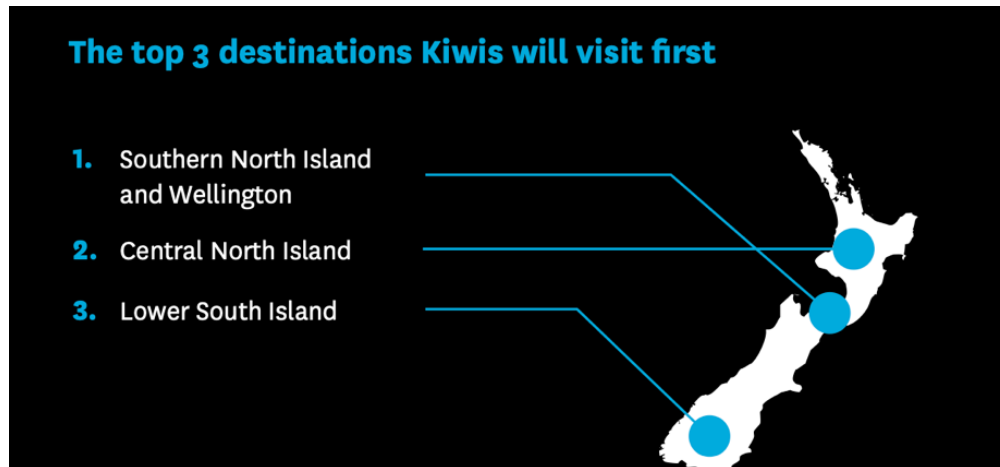
There are many benefits of domestic tourism, but researchers have focused more on the benefits of international tourism than those of domestic tourism. The WTO and the World Travel and Tourism Council (WTTC) reported variations in the ratios between domestic and international tourism. The WTTC (2018) estimated that domestic tourism contributed between 71% and 75% of total travel spending worldwide in 2018. In 2017, domestic tourism contributed 73% of the global tourism spend of USD3.971 trillion (WTTC, 2018), indicating that domestic tourism is expanding more than is international tourism. These figures are based on historical data, so the actual number of domestic tourists and their economic impacts could be higher. Domestic tourism is more sustainable and resilient than is international tourism (Barkin, 2001; Singh, 2009; Stone & Nyaupane, 2016), and from an economic point of view, it is less dependent on the global economy. For example, domestic tourism incurs less economic leakage, because domestic tourists tend to use local goods and services and visit rural areas that international tourists do not go to. Small tourism businesses such as

restaurants, accommodation, and travel agencies, need large investments and are mostly owned by local people. These local businesses can accrue more benefits from domestic tourists than from international tourists.

There is a narrow cultural distance between the host and guest in domestic tourism. It is possible that international students know little knowledge about their host country, but still know more than do the international tourists. Studying overseas in a host country means they already know something of the language, cultures, customs, and values of the host country, causing less social disruption. The New Zealand Government reported that the main purpose of travel for New Zealanders in 2019, was leisure. New Zealanders made 45 million domestic trips per year, of which 61% were day trips, and 39% were overnight. Around 90% of people use cars for domestic travel in New Zealand (Tourism New Zealand, 2020). The Government estimated that domestic tourism can lower the impacts of COVID-19 in New Zealand. Gössling et al. (2020) stated that the COVID-19 pandemic has affected the entire world, as at the time of writing, there is no vaccine and a lack of medical capacity in some countries to effectively treat the disease. During this pandemic, stay at home orders and global travel restrictions are affecting the global economy. The United Nations (WTO) (2020) has estimated that international arrivals could decline by 60% - 80% compared with 2019. COVID-19 is affecting hotels, airlines, travel agencies, the meetings, incentives, conferences and exhibitions (MICE) industries, and sports events, restaurants, cruises, and various other local businesses. Because of this, unemployment has increased around the world, and most hotels are closed or face reduced occupancies. This trying time has forced business operators to think about the benefits of domestic tourism (Gössling et al., 2020).

**Figure 3**

*COVID-19 Domestic Travel Predictions*



From *New Zealand Tourism*. (<https://www.tourismnewzealand.com/>). Copyright by 2020 Tourism New Zealand.

Rotorua may become a popular destination for those living nearby, or even from Auckland and Wellington; it is estimated that 70% of New Zealand tourists travel within the island of their residence. Wellington could also become popular for those living in the upper South Island, and the upper south can also be visited by those living in the lower South Island. Tourism New Zealand (2020) predicted that the top three destinations for domestic tourism are the southern North Island and Wellington, the central North Island, and the lower South Island (see Figure 3). International students can be an active market in New Zealand for domestic tourism promotions. The borders to New Zealand were closed in March 2020 to most international visitors, which severely impacted New Zealand's tourism sector. In April 2020, the Government directed Tourism New Zealand to concentrate on domestic tourism, to restart New Zealand's economy. Before COVID-19, NZD23.7 billion tourism expenditure accrued from New Zealanders, but they also spent NZD9 billion each year on overseas travel.

This NZD9 billion can be redirected to help expand domestic tourism in New Zealand, and international students become important participants in domestic tourism.

## **2.2 International students and domestic tourism**

When students leave their home country and travel to another country for the purposes of studying for a specific period, they are known as international students (UNESCO, n.d.).

According to the New Zealand Immigration Act, 1987, a study permit is required for study in New Zealand, and students are termed “international students” if they meet the following criteria:

1. They do not have a New Zealand passport;
2. They do not hold a residence permit;
3. They made a temporary visit to New Zealand, but their situation has changed to study or training in New Zealand.

According to the OECD (2011), overseas study is becoming popular for various reasons, such as the acquisition of different business methods, and to secure future employment. By 2009 the US had the largest number of international students (18%), followed by the UK (10%), Australia (7%), Germany (7%), France (7%), and New Zealand (1.9%) (OECD, 2011). According to the OECD, eight million students will study overseas by 2025, and the number of international students escalated from 1.3 million within 24 years (1990-2014) to five million. The British Council estimated that by 2024, 338,000 Chinese students would be studying abroad, and 209,000 Indian students. In 2016, 131,609 international students enrolled with New Zealand educational providers (Education New Zealand, 2016). The numbers escalated from 97,880 in 2010 to 110,790 in 2018 (Education New Zealand, 2018). The New Zealand international education industry received NZD1.08 billion in tuition fees

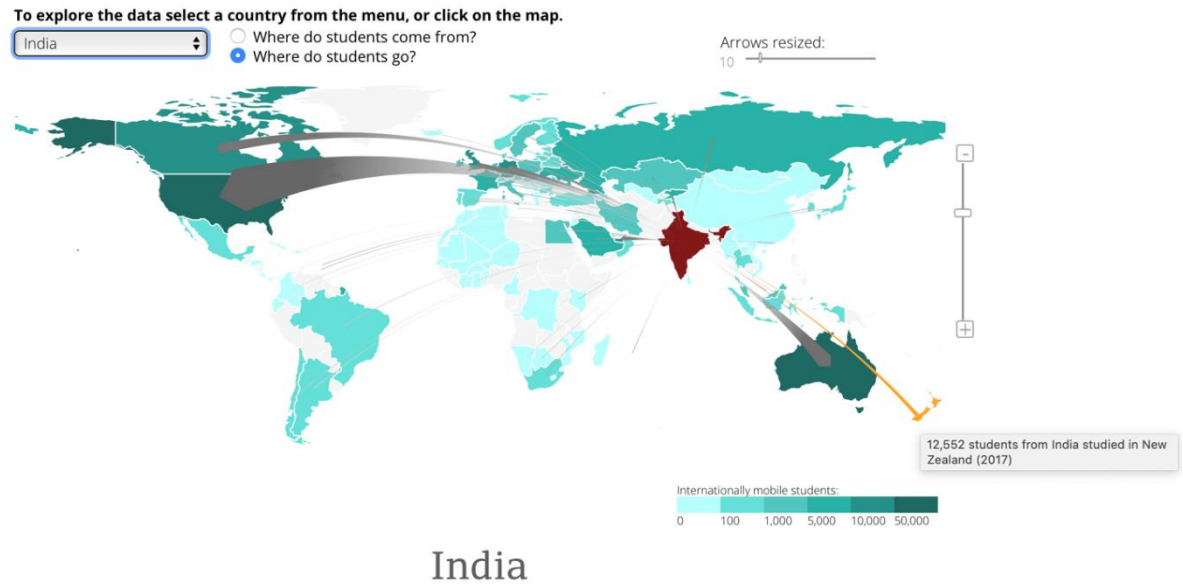
from international students with 110,790 international students: 89,160 students from Asia, the largest market (Education New Zealand, 2017). Asia remained the largest market from 2010 to 2018, with most students coming from China. After China, India was the second largest market, with 16,500 students in 2018 from India, and 36,000 students from China – more than twice the number of those from India (Education New Zealand, 2018).

At the time of writing, there were eight state funded universities, 16 polytechnic institutes, and 550 private institutes with English language schools in New Zealand (Education New Zealand, 2020). In 2018, 1,930 Indian students were studying in universities, compared with 1,570 in 2017. However, Polytechnic institutes had more Indian students than the university sector, as in 2018, there were 7,250 Indian students in Polytechnic institutes, and 3,395 students in private institutes - significantly fewer than in the university sector. These data show that Indian students prefer to study in polytechnics, followed by private institutes, and universities. This trend remained the same for the Indian market from 2010 to 2018. However, this trend is opposite in the case of Chinese students. Chinese prefer to study in a university rather than a polytechnic or private institute, as 12,875 were enrolled in universities, 5,120 in polytechnics, and 3,310 in private institutes. (Education New Zealand, 2018).

The United Nations (UN) Educational, Scientific and Cultural Organization (2017) illustrated the flow of Indian nationals to different countries for overseas study (see Figure 4). Table 2 depicts the top nine countries visited by Indian nationals for higher study in 2017. In 2017, 1,42,618 Indian nationals studied in the US, 51,976 in Australia, 32,616 in Canada, 16,421 in the UK, 13,387 in Germany, 13,370 in the United Arab Emirates, and 12,552 in New Zealand.

**Figure 4**

*The Flow of Indians to Overseas for Higher Study*



From *UNESCO*. (<https://en.unesco.org/>). Copyright 2020 by the UNESCO.

**Table 2**

*Number of Indians Travelling Overseas for Higher Study*

## India

Destination country	
United States	142,618
Australia	51,976
Canada	32,616
United Kingdom	16,421
Germany	13,387
United Arab Emirates	13,370
New Zealand	12,552
Ukraine	7,669
Kyrgyzstan	6,828

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Haldorai et al. (2017) found multiple reasons for Indian students to go abroad for higher study, such as institutional factors, country image, social media influences, positive programme evaluation, and personal factors. Institutional factors included indicators such as university partnerships, the opportunity to work, and international exposure. Country image indicators were geographical location, cultural proximity, immigration prospects, future employment, and visa processing. Social media influences included indicators such as Facebook pages, student testimonials, advertisements, blogs by faculty members, and instant messages from an advisor or counsellor. In the category of programme evaluation, indicators included duration of the programme, programmes unavailable in the home country, and a wide range of programmes available overseas, all of which influenced Indian students to go abroad for higher study. Personal factors were influences from international experience,



family and friends, previous experience, and the presence of other students from India. The Ministry of Business, Innovation, and Employment (MBIE) surveyed 9000 visitors every year to understand their tourism experiences, but they did not focus on foreign fee-paying students because their primary motivation was to focus on tourism in New Zealand. However, apart from their fees, there are other significant benefits to the host country offered by international students.

### **2.3 The role of international students in domestic tourism**

Research shows that international students play a vital role in the tourism industry, although the topic is under-researched. Weaver (2003) observed that international students contribute to the tourism industry in their country of study. International students have educational qualifications, broad-mindedness, and exposure, which can help with intercultural harmony. He found that international students travelled in Australia during their study period for recreational or social purposes (Weaver, 2003). Nearly 80% of international students hosted visitors from their home country, and two-thirds of the study's respondents stated that they recommended others from their home country to study in Australia. He also found that international students spent an average of AUD12,000 on tourism-related activities within Australia. Contact with local people and length of stay were considered to positively impact socio-cultural aspects (Weaver, 2003). Weaver (2003) argued that travelling within a country makes substantial contributions to local tourist attractions. Chen and Kerstetter (1999) considered that international student travellers were a lucrative segment in tourism. Field (1999) and Son (2003) also argued that international students could engage with domestic tourism on their semester breaks, and Leiper et al. (1998) stated that urban areas are more popular than are rural regions for tourism. International students can therefore help to increase tourism to rural areas, as education providers also exist in those areas.

International students also make indirect contributions to domestic tourism. They invite parents, friends, and relatives during their study period for graduation ceremonies or other purposes (Weaver et al., 2003). Dockery et al. (1999) explained that local areas gained benefits when international students hosted their family or friends during their studies, and Taylor et al. (2004) also explained that visiting friends and relatives provide significant benefits to the tourism industry. The education sector receives revenue from international students, while at the same time, it acts as a catalyst for friends and relatives to visit students during their study period (Shanka et al., 2001).

Roppolo (1996) also noted that when family members or friends returned to their original country and shared their experience of the trip with others, it can create a positive image of the destination in others' minds. Ritchie and Priddle (2000) stated that half of the respondents to their study invited family members from their home country when they were studying in Australia. Other research by Taylor et al. (2004), found that two out of three international students had invited their parents to visit.

Payne (2010) conducted a study of international students to understand their domestic tourism experience in New Zealand, and found that Rotorua (48.3%) was the most popular destination visited by them. This was followed by Taupo (40.7%), Hamilton (39.5%), Wellington (23.8%), Bay of Islands (23.3%), Coromandel (21.5%), 90 Mile Beach (19.2%) and Tauranga (18%). Cloesen (2006) conducted a study of international students studying tertiary level English language at the Christchurch Polytechnic Institute of Technology (CPIT) in Christchurch, New Zealand. Queenstown, Dunedin, Wellington, and Auckland were found to be the most popular destination for respondents, and Queenstown and Dunedin scored highest for attractions, because respondents mentioned that there were more options,

such as natural and man-made attractions, nightlife, and beautiful scenery. Immigration New Zealand (2018) introduced new rules for post-study work visas in 2018. The length of a work visa after study in New Zealand now depends on the city and the education level studied. For example, for international students studying at level 7 (i.e. the final year) of a bachelor's degree or higher in Auckland, they would get a three-year work visa, whereas if they study at level 7 on a diploma or lower in Auckland, then they would get a two-year visa. If international students study in other cities apart from Auckland, they would get at least a two-year work visa regardless of the level of study. This is because the New Zealand Government wants to develop the less crowded cities, and may be helpful for domestic tourism, because international students now studying in all areas of New Zealand. The primary focus of international students is their study, and after that, they may engage with domestic tourism. Payne (2010), Ryan and Zhang (2007), and Cloesen (2006), found that international nationals in New Zealand play a vital role in domestic tourism. These researchers found that almost half of the respondents (47%) had undertaken at least one overnight trip in New Zealand. They also found that international students spent money on different aspects, such as accommodation, food, transport, and tourist activities generally. In 2018, of 110,790 international students, 89,160 were from Asia, of which 16,500 students were from India (Education New Zealand, 2018). The benefits from these students can be estimated from data in previous research. For example, of 110,790 international students, if 60% engaged with domestic tourism while studying in New Zealand, significant revenue would be generated. The New Zealand Government may work with education providers to open the borders for international students with special arrangements for 14 days of quarantine, to help rebuild the economy of New Zealand after the effects of COVID-19. According to previous research, international students mostly travel near to where they are studying.

Payne (2010) focused on international students while studying in New Zealand. She sought to understand the different aspects of the domestic tourism experience in New Zealand, such as travel behaviour, consumption of the tourism product, destination visited, funding of trips, expenditure, and motivations. According to her findings, international students travelled regularly, and nearly half of the students studied made at least one overnight trip a year. She also found that international students preferred to engage with domestic tourism on semester breaks and public holidays, when they could travel to regional, rural, and urban areas (Payne, 2010). The summer semester break (November-February) was the most popular time for overnight trips within New Zealand, and that weekends and the summer semester break (November-February) were the second most popular time for travel over all (Payne, 2010). Most international students found out about destinations with the help of word-of-mouth recommendations from friends and family. Backpackers' hostels were the preferable option for accommodation.

Furthermore, Payne (2010) found that most respondents (73%) were based in universities, 10% were on English language programmes at private tertiary institutes, 7% were in private tertiary institutes, and 5% were studying in polytechnic institutes. The limitation of Payne's (2010) study however, is that most of the respondents were from one university education provider, and the remainder were from private and polytechnic institutes. International students prefer to study with different education providers such as in universities, so those in private institutes and polytechnics may have different tourism experiences when travelling domestically in New Zealand. Payne (2010) collected data from 400 international students, and had 221 useable responses, of which most were from India. The top five countries who participated in Payne's research were India (27%), US (13%), China (9%), Korea (8%), and Germany (6%). Most (82.6%) were based in Auckland during the study period. Other major

locations were Christchurch and Dunedin, recorded as 6% and 3.7%, respectively. The majority of respondents (87%) were in the North Island, with only 10.2% from the South Island. According to Payne (2010), most respondents travelled to Rotorua from Auckland. Ryan and Zhang (2007) and Cloesen (2006) observed that international students like to visit the nearest areas of interest to where they are studying. For example, those studying in Auckland are most likely to travel to North Island attractions, and the same for the South Island.

Arcodia et al. (2006) observed that some researchers recognised the indirect and direct contributions of international students, but national tourism bodies ignored the existence of such markets. They found that international students were a significant part of Australia's tourism industry. Cloesen (2006) studied English language students studying in CPIT; most respondents were from China (62%), followed by those from Korea (12%), and Japan (7%). Ryan and Zhang (2007) also studied the domestic tourism experiences of Chinese students while studying in New Zealand. Overall, the previous research shows that international students play a significant role in domestic tourism.

## **2.4 Rationale for studying a single nationality**

The question arises as to why research on Indian nationals is so vital to the domestic tourism experience of students in New Zealand. A similar study of one nationality was conducted by Ryan and Zhang (2007), who focused on Chinese students at the University of Waikato. Cloesen (2006) undertook the same type of research with a focus on tertiary English language students at CPIT, and a third study was conducted by Payne (2010) targeting all international students in New Zealand.

However, Chadee and Cutler (1996) considered that the international student market should be divided according to ethnicity, to best understand travel patterns, characteristics, and preferences during travel. Field (1999) conducted a study in the US to understand the tourism experience of international students, and found that nationality influenced travel patterns. Field (1999) found that students in Australia and New Zealand travelled most during their breaks, followed by those from Latin America, India, Turkey, and other parts of Asia. Pope et al. (2002, as cited in Michael et al., 2003) found that travel expenditure changed significantly according to nationality. They found that Asian students were significantly different from European students, as Asian students spent less than did European students on tourist activities. Also, Asian students looked for higher standards in accommodation than did European students, and were price sensitive to car rentals. Shanka et al. (2002) maintained that Asian students liked to travel in groups more than did European and Australian students. Kim and Jogaratnam (2003) stated that apart from ethnicity, the market can be divided according to gender, age, income, length of stay, marital status, and group size. Chen and Kerstetter (1999) had a similar view to that of both Kim and Jogaratnam (2003) and Chadee and Cutler (1996), suggesting that international students' travelling patterns can be influenced by home country, gender, and household status. For example, students with scholarships may spend less, but students with support from family can spend freely.

Parry (2020) maintained that few countries in the world have cultural diversity, and India is one of these countries. India has different cultures, languages, ethnicities, and caste groups. A variety in any country is difficult to manage, as it is in India, but India's political system is able to manage the diversity (Parry, 2020). The current India's population is 1.3 billion which is 17% of the world's population, making India the second most populous country after China (United Nations, 2020). There are many different religions in India, for example, Hindus

(79.8%), Muslims (14.2%), Christians (2.78%), Sikhs (1.7%), Buddhists (0.7%), Jains (0.37%), and other religious communities (0.66%). India has many states; there are 122 major language groups and 22 regional languages. Each state in India contributes to a deeply rooted diversity in terms of religion, caste, language, and ethnicity, etc. When a country has such diversity in a population of 1.3 billion, then motivations, behaviours, spending, and expectations may differ between India's states. Amin (2020) was interested in the impact of diversity on tourism and found that diversity can play an essential role in different segments of society and the economy, especially in the context of tourism activities. Ethnic and cultural diversity can help in knowledge, traditions, skills, and customs that can enhance ideas and creativity. MacCannell (1992) argued that diversity brings socioeconomic changes in society.

## **2.5 Motivations in tourism**

The term “motivation” is a psychological aspect, and is defined as a driving force existing in individuals and impelling them to pursue something (Schiffman & Kanuk, 2009). In tourism, “motivation” means a group of needs that make people liable to undertake in certain tourists’ activities (Pizam et al., 1979). According to Crompton (1979), travel motivation is an important topic in tourism because it relates to tourists' behaviour. From understanding tourists' behaviour, tourism can be developed. Researchers have formulated push and pull factors, which can be an important component to enhance decision-making. Crompton (1979) stated that push factors traditionally used to define why people travel on holiday. The majority of push factors are intangible, and generated internally in an individual, pushing them to do certain things (Uysal & Hagan, 1993). They can include escape, relaxation, adventure, and communicating with other people (Crompton, 1979; Uysal & Hagan, 1993; Zeppel & Hall, 1991). From a tourism perspective, policymakers in tourism need to understand what motivates people to visit a destination, as understanding that can help to

develop products and services accordingly. Crompton (1979) stated that the factors influencing the destination choices of tourists are known as pull factors. These are factors generated by destinations, or an external force generated by a destination, that help in the decision-making process of tourists selecting one particular destination over another. A destination may be excellent in attractiveness with desirable features, which will pull tourists towards itself. For example, tangible resources such as historical sites, indigenous cultures, beaches, and sporting events, can be pull factors of destinations (Crompton, 1979).

There are other types of factors, such as determinant and motivational. According to Swarbrooke and Horner (2007), determinant forces describe an individual's facilitators or restrictions affecting a trip, such as the date of the trip, length, companions, and expenses. These can also relate to external factors, such as friends' opinions, tourist marketing, media, political and economic factors at the place of origin and destination, and personal things such as income, health, family, knowledge, and attitude. Masiero and Nicolau (2012) explained that increases in price reduce the consumption of tourism products, and tourists can be attracted to destinations when airlines or destinations offer substantial discounts. Cuervo (1967) introduced four motivational factors in tourism: physical, cultural, interpersonal, and status/prestige. Physical factors relate to rest, health, sports, and reducing the stress of the daily routine. Cultural factors relate to learning something new about cultures and languages, and interpersonal factors are related to making friends, romantic partners, and visiting parents and friends. Status is involved in the consumption of tourism products because of personal development and self-esteem; that is, tourists may want to tell others that they are special because they have visited exotic places. Swarbrooke and Horner (2007) described two types of motivational factors: emotional (adventure, romance, and religion) and personal development (learning something new or gaining knowledge); these factors were all



discussed by Cuervo (1967). The main overall factors are personality, lifestyle, previous experience as a tourist, and image.

It may be important to understand whether these motivational factors remain the same or change over time. A change in motivational factors can rise because of changes in personal circumstances, such as marriage, childbirth, or variation in income. To engage in a trip, there will not be just one motivational factor; for example, travelling with family can arise from different motivational factors to those related to travelling alone or with friends. Chen et al. (2014) conducted a study of Chinese backpacker travellers and found that travelling offers social interaction, self-actualisation, destination experience, escape, and relaxation. Zhang and Peng (2014) sought to understand Chinese tourists' motivations to visit Cairns, Australia. They found push factors such as relaxing, doing something new, and increasing knowledge and experience were motivators, and found main pull factors of scenery, natural environment, and wildlife. The motivations of international students may be different from those of others. As stated by Caber and Albayrak (2016), motivation in tourism can be divided into three groups. The first group relates to personal motivations and demographic characteristics. The second group shows the relationship between customer satisfaction and behavioural intention, and the third group shows that motivations can be used for market segmentation. Oh et al. (1995) studied the relationship between push and pull factors by focusing on respondents travelling abroad. They found six push variables of knowledge, sport, novelty/adventure, entertainment/prestige, kinship/social interaction, and escape/rest. They also found pull factors such as cultural/historical, safety/upscale, activity/sports, nature/outdoor, and inexpensive/budget. Payne (2010) found that her respondents' travelling motivations were: escaping from study, travelling with friends, relaxing, taking a break, and

sightseeing. Ryan and Zhang (2007) also found almost the same motivational factors: relaxing and having fun, or changing to do something different.

## **2.6 Source of information about destination**

The internet has radically changed the way tourists find information about a destination, plan trips, make reservations, and share their travel experiences (Buhalis & Law, 2008). Traditional sources have been replaced by social media, blogs, and websites (Chung & Koo, 2015). Social media helps people understand others' experiences and publishes content such as comments, text, photographs, and videos (Boyd & Ellison, 2007). Social media helps with decision-making, travel planning, accommodation, activities, food, and attractions (Xiang & Gretzel, 2010). Payne (2010) found that most respondents learned about a destination through word-of-mouth from friends and family. Interestingly, internet and guidebooks were the second most important sources identified by Payne (2010). Ryan and Zhang (2007) found that international students utilised the Automobile Association (AA) information, word-of-mouth, friends, and family, and Cloesen (2006) found that word-of-mouth was the most preferable method. Richards and Wilson (2004) noted that 72% of their respondents used the internet to plan their trips.

There are various Facebook pages related to travel, such as those for Indians living in New Zealand, and Indians living in Auckland, Hamilton and Christchurch. Only Indians are allowed to join these groups, and they must currently be in New Zealand or planning to come to New Zealand. On these pages, posts are related to accommodation, selling items, making suggestions, any offering general information. The pages acting as a marketing tool to promote New Zealand and help students in India planning to come to New Zealand for higher education. Travel agencies are also permitted to join these pages to share their domestic

tourism products and offer discounts. Using these kinds of Facebook pages, travel agencies also inform Indians about domestic destinations in New Zealand.

## **2.7 Satisfaction**

Previous research has not determined how many international students are satisfied with tourism in New Zealand, such as with the infrastructure, food, accommodation, tourism activities, hospitality, shopping, signage, and so on. Liu et al. (2020) argued that customers are useful for a business, regardless of its size. Customers' motives are to purchase goods and use all the services provided by a business (Gomez et al., 2004). Razak et al. (2020) observed that customers can act as a revenue driver for a business, so it is a business's responsibility to identify customers' needs and wants (Hasim et al., 2018). The sustainability of a business depends on the profits generated from customers (Mohd Farid et al., 2015). Kadir and Shamsudin (2019) argued that without customers, there would be no business. Customer satisfaction plays an important role, because tourists may be attracted to a product by looking at its ratings. Businesses can use “customer satisfaction” as a tagline on social media to attract more customers (Mohd Farid et al., 2019). Kim et al. (2019) noted that customer satisfaction occurs when customers are satisfied with the quality of a product or overall experience.

Gredt et al. (2019) described *customer satisfaction* as a positive reflection experienced by customers with an organisation. When customers are satisfied with an organisation's services, they are more likely to revisit, which has the benefits of retaining existing customers. As stated by Giovanis et al. (2014), existing customers can bring a 60% - 70% success rate, and new customers can bring only a 5% - 20% success rate to a business (Razak et al., 2020). Satisfied customers share their experience with four to six people, which increases business profits (Mohd Farid et al., 2019). Satisfied customers help to maintain

organisational culture as a whole (Javalgi et al., 2014); for example, they can provide a positive experience for staff (Lussier & Hartmann, 2017), mainly those who directly engage with customers (Sabbagha et al., 2016). When a business successfully meets the wants and needs of customers, then it can say “the customer is satisfied” (Razak et al., 2020), which means businesses should ensure that their products are perfect for customers (Shamsudin et al., 2019) because there can be negative consequences of dissatisfied customers. As observed by Huaman-Ramirez and Merunka, (2019) due to technology, customers can give their feedback online using social media platforms, which means they can spread their negative experiences to many people. Broetzmann et al. (1995) explained that dissatisfied customers share their experiences with 9 to 15 people, and approximately 13% of dissatisfied customers share their experiences with more than 20 people (Borishade et al., 2018).

People focus more on negative comments than on positive comments, which impacts financially on businesses. Peterson and Crittenden (2020) estimated that 96% of dissatisfied customers do not complain, and 91% just leave and do not return.

The Ministry of Business, Innovation, and Employment (MBIE) (2017) surveyed international tourists to understand their satisfaction. They found that most visitors were extremely satisfied with visiting New Zealand, and were most satisfied with the natural, and built environments, and sense of safety. Safety and security in a destination helps to gain competitive advantages. For example, the Christchurch terrorist attack in 2019 might have affected the image of New Zealand (Anderson, 2019). Before visiting any destination, individuals generally check its safety and security. The great majority of international visitors responded that their expectations of New Zealand were met or exceeded, and nearly 80% agreed to recommend New Zealand to others. Dissatisfied respondents explained that New

Zealand lacked quality facilities, public transport, and customer service. As stated by Ritchie and Crouch (2003), a destination can have a competitive advantage over the comparative advantage if, and only if, the destination has advanced tourism aspects.

## **2.8 Comparative advantage and competitive advantage**

Ritchie and Crouch (2003) defined *comparative advantages* and *competitive advantages*. *Comparative advantages* are defined as the natural resources of a destination provided by God and/or nature when the destination and its society developed. They include historical and cultural resources, the economy, human and physical resources, knowledge, and the basic infrastructure that tourists expect to be present. *Competitive advantages* involve a destination's effectiveness and efficiency in deploying its resource endowments, which help in the growth and development of tourism sectors. When both comparative and competitive advantages exist in one destination, it can increase its overall ability to compete in the tourism marketplace. That is, competitive advantages are the ability of destinations to use all the resources effectively over the long term. This can be explained by comparing two destinations, for example, Singapore and Russia. Russia is rich in physical, historical, and cultural resources, but lacks human knowledge, capital resources, infrastructure, and tourism superstructure. Singapore has few natural, historical, and cultural resources, but other production factors surpass those of Russia.

Furthermore, Singapore can utilise its competitive resources more effectively than can Russia. The main assets of Singapore are hotels, airlines, cleanliness, hospitableness, and competitive prices. It is important to understand where a destination stands in terms of transport, accommodation, directional signage, variety of things to see and do, shopping, food and beverages, entertainment/nightlife, easy access to the rest of the region,

infrastructure, hospitality, and safety (Ritchie & Crouch, 2003). Once tourists receive positive or negative experiences from all these factors, they share their experiences with others, creating a positive or negative destination image. These factors can help tourists in their decision-making when selecting one destination over another.

Another components explained by Ritchie and Crouch (2003) are culture and history, which is also vital in tourism because it offers unique experiences to tourists. Payne (2010) found that international students had little interest in culture and history, which means there is a pressing need to do further research to determine why. She found that only 13% of the study's respondents had seen a Māori cultural related show or event. She explained that many international students visit Rotorua, which is a New Zealand's pre-eminent Māori culture city, but most did not show interest in this aspect of the city. McKercher (2002) stated that there are many types of cultural tourists, such as purposeful cultural tourists, sightseeing cultural tourists, serendipitous cultural tourists, casual cultural tourists, and incidental tourists. Purposeful cultural tourists are those for whom cultural tourism is a primary motive for visiting a destination. Sightseeing cultural tourists are those for whom cultural tourism is a primary motive for visiting a destination but with little experience. Serendipitous cultural tourists are those who do not like to visit a destination for cultural tourism, but can still have a deeply cultural tourism experience. Casual cultural tourists have less interest in cultural tourism, and the experience is also less at the end of their trip. The incidental cultural tourist has less interest in cultural tourism, but engages in cultural activities and has a shallow experience. The next component to be discussed is the number of tourist activities that should be present in a destination. Payne (2010), Ryan & Zhang (2007), and Cloesen (2006) found that international students engage with a number of activities in New Zealand.

The studies reviewed did not ask respondents about the quality of infrastructure, which is a crucial component of core resources and attractors. A destination's general infrastructure plays a vital role in the tourism industry, with transportation services and facilities, roads, railways, bus services, airports, ferries, etc (Ritchie & Crouch, 2003). A transport system should be reliable, efficient, clean, and safe for a positive experience. Gunn (1988) and Inskip (1991) stated that infrastructure acts as a foundation to increase the attractiveness of a destination; for example, a good road infrastructure makes it easy for tourists to access places. Communication infrastructure, such as directional signs, can also play a vital role in providing information about tourists' destinations (Ritchie & Crouch, 2003). Signs are essential for domestic tourism where people like to travel by car. Payne (2010), Ryan and Zhang (2007), and Cloesen (2006), found that most international students in New Zealand travelled by car. When accessibility is easy for tourists, they can go to regional areas, which means they are spreading their spending around New Zealand. International tourists may not visit local regions as much as do international students, as they have one to two-year visas.

Accessibility factors such as visas, permits, route connections, airport hubs, and airport capacity, should not be complicated in a destination (Ritchie & Crouch, 2003). This means tourism resources such as beaches, mountains, parks, and lakes, should be easy to access in a destination with the help of roads and railway lines etc. New Zealand has beautiful natural landscapes that are an asset to its tourism industry. The hospitality sector is also responsible for delivering high quality and memorable experiences (Ritchie & Crouch, 2003). Hospitality can be influenced by hotels, travel agencies, airlines, local people, and many more businesses. If there is a genuine desire to encourage international students to visit regional New Zealand, a way can be found; the New Zealand Government is working hard with the education sector to give an outstanding experience to international students. However, some

private education providers have been closed by the New Zealand Qualification of Authority (NZQA) and at these private education providers, the majority of students were from India (Radio New Zealand, 2017). Although the NZQA placed the students in other institutes, shutting down education providers can affect the future markets of international students.



## **Chapter 3. Methodology**

### **3.0 Introduction**

This chapter explains the methods employed in this research. Section 3.2 reviews the research objectives, and section 3.3 elucidates the research method adopted to achieve the research objectives. This is followed by an explanation of where and how this research was conducted and who the target participants were. It also clarifies why only a single methodology was adopted in this research. Finally, the chapter includes an explanation of ethical considerations, and issues of validity and reliability.

### **3.1 Research objectives**

The overall aim of this research was to understand the domestic tourism experience of Indian nationals studying in New Zealand, such as how much they travel in New Zealand, what motivates them, and what type of accommodation, food, activities, and transport they prefer, and how much money they spend. It also sought to determine how satisfied international students are with factors related to tourism in New Zealand.

### **3.2 Ontology and epistemology**

*Ontology* is defined as what can be known, or is the philosophical study of being (Crotty, 1998). *Ontology* means what we believe, can exist, and *epistemology* is the study of knowledge - how we can know anything, and what we know, and the person who wants to know (Berryman, 2019). This research compares epistemological and ontological knowledge. For example, what we know can be compared with what is already known about international students and their contribution to domestic tourism. This research utilised a government report to understand how many Indian students were studying in New Zealand,

and found that India is the second largest market for New Zealand after China. Similar previous research was found to help understand the importance of international students to the domestic tourism of New Zealand. After reviewing all available information, it was concluded that the study of international Indian students in tourism is needed. A quantitative research method was used by distributing an online survey on Indian Facebook pages. The researcher is an Indian national and has studied social research knowledge and research design. How we can know anything, what we know, and the person who wants to know, are mixtures of epistemology and ontology. For example, if a person is sitting in a room and believes it is raining outside, then that person can be right or wrong; however, another person may be standing outside and saying it is raining outside by observing the rain. This is *epistemology*, and can help form the belief that international Indian nationals contribute to domestic tourism during their study period in New Zealand. However, a belief can be converted to truth by conducting an online survey and reviewing previous research. Ontology and epistemology both help provide in-depth information about the researcher's beliefs in relation to the nature of the truth, nature of the world, and ways of being in the world. Other terms are those of “positivist” and “interpretivist.” Positivists deal with bias, objectivity, and validity, and interpretivists do not, because these are not consistent with their ontology and epistemology (Guba & Lincoln, 1982). Interpretivists think of confirmability, dependability, credibility, and transferability (Guba & Lincoln, 1982). That is, a positivist can calculate how many students are studying at university, and interpretivists determine why they are studying at university. Overall, positivists use quantitative research methods, and interpretivists use qualitative research methods.

### **3.2 Quantitative research method and social media**

To achieve the study's objectives, a quantitative research method was adopted, and an online survey was posted on Indian Facebook pages. Baltar and Brunet (2011) pointed out that Facebook is a useful source for time and cost savings in research, and helps to access hard to reach populations, which is not possible through conventional survey methods. Facebook is a social network site that allows individuals to create profiles, upload photos and videos, send messages, and make friends. It includes marketplaces, groups, events, and general pages. Pages on Facebook allows users to create and promote a public page related to a specific topic or community. Baltar and Brunet (2011) maintained that this method can generate responses from desired respondents, and an online survey is a useful tool for understanding human behaviour. Many scholars consider that the internet is the ideal way to obtain non-random survey data, and social network sites can help to find hidden contacts or hard to reach populations. Brickman-Bhutta (2012) suggested that the new way to run surveys quickly is through a social network site.

The social network site method is inexpensive and easy to manage. Evans and Mathur (2005) stated that online surveys can be attractive and easy to use. Due to advances in technology, there are now settings in online survey software to ensure participants cannot proceed to the next question before answering the previous one, and they can also see the previous question. Participants can also see their overall responses to every question at the end. Other settings can make sure participants cannot repeat the survey after they have finished, and surveys can include all kinds of questions such as open-ended, close-ended, and ratio/interval question formats. After the last response is submitted, the survey responses can be recorded in the database immediately. However, online surveys have some limitations, such as having

respondents with a lack of knowledge of online surveys, privacy-related issues, and the lack of human contact in online surveys.

Michael et al. (2004) employed a quantitative research method to understand the travel behaviour of international students in Australia. They distributed 600 questionnaires and received 219 valid responses, with a response rate of 36.5%. Payne (2010) adopted a quantitative research method after reviewing 19 studies, of which 13 used a quantitative research method. Cloesen (2006) employed a quantitative research method by targeting all international students in New Zealand. Ryan and Zhang (2007) adopted qualitative and quantitative research methods by focusing only on Chinese students studying in New Zealand. A quantitative research method is used to quantify data and involves a numeric or statistical approach to research design. Leedy and Ormrod (2001) noted that a quantitative research method is based on surveying and experimentation. This method helps in the collection of data so that information can be quantified to support or refute “alternate knowledge claims” (Creswell, 2003, p.153). Creswell (2003) explained that quantitative research methods originated in the physical sciences, chemistry, and physics. Over the past decades, quantitative research methods have been found not only useful in the natural sciences, but in social science as well. Sometimes quantitative research methods bring more in-depth information than a qualitative approach. However, sometimes both methods can obtain adequate information hidden within data. Both methods are different in terms of data collection and data analysis approaches. A quantitative research method was used in this research because variables in quantitative methods are numerical, and data analysis can be accessible and quick with software such as SPSS. Results deriving from this method are also given more credibility by policy and decision-makers. However, researchers firmly believe that both approaches are essential and the selection depends on the research's objectives, as

both methods have their strengths and weaknesses (Kumar, 2018). A quantitative research method, with an online survey, enabled this research to ask in-depth questions in the survey.

Specific Facebook pages were targeted for the research because Indian nationals in New Zealand have created a number of Facebook pages such as *Indians living in New Zealand*, *Indians in Auckland*, *Indians in Hamilton*, etc. Potential subscribers need two forms of eligibility to join these Facebook pages, such as being an Indian national in New Zealand or planning to come to New Zealand. The pages are useful for providing information about accommodation, marketing, news, study, etc. When new Indian nationals enter New Zealand on different visa categories, they are often advised by their friends to join these pages. The majority of Indian nationals come to New Zealand first on a student visa. Indians study with all types of education providers in New Zealand, such as polytechnics, universities, and private institutes; however, most prefer to study in private institutes, as noted in the previous chapter. Targeting Facebook provided an easy way to obtain a balanced response rate from all types of the education providers. Additionally, this method makes it easy to understand the consumption of tourism products, spending patterns on different aspects of tourism, motivational factors, and satisfaction levels etc. The findings of this research can be used to predict future spending on domestic tourism by international Indian students in New Zealand.

### **3.3 Survey instrument and questionnaire development**

In the review of research on relevant topics, some limitations were identified in some methods; these limitations need to be overcome if possible. The online survey was created with the help of Payne's (2010) research. However, this research includes additional questions such as those about satisfaction levels. The survey and advertising material were developed with a uniform resource locator (URL) link and quick response (QR) code for data

collection. To make the survey more attractive, there was a prize for one lucky winner of a NZD100 voucher. The survey was created in Qualtrics because this was a resource available through Auckland University of Technology (AUT). In total, 31 questions were generated in the survey with Qualtrics software. There are many benefits of using Qualtrics; for example, a researcher can see how the survey will look on a computer and on a mobile telephone. There are many settings in the Qualtrics that can be added in the survey, such as the auto log out from the survey if the candidate is not eligible to continue.

### ***3.3.1 Information about the survey and consent***

The starting pages of the online survey contained information about the survey and consent. This page let the respondents make mindful decisions about the research; for example, they should know the research's aim, benefits of the research, time, privacy of their response, and approval from the ethics committee. After reading this, respondents were asked if they agreed to answer the survey questions.

### ***3.3.2 Qualifying questions***

Some qualifying questions were added in the survey to ensure only appropriate candidates joined the study. These questions were asked to make sure participants were Indian nationals studying in New Zealand and were 18 years old or more.

### ***3.3.3 Demographic questions***

Some demographic questions were asked to collect data on gender, age, state of India, location of their study, type of international student, type of education provider, and type of programme enrolled. This helped to understand how far students travelled from their residence and where they travelled to for an overnight trip. It was essential to understand what type of education providers in New Zealand were preferred by Indian students

undertaking an overnight trip, as this would enable tour operators to target Indian students. An open-ended question was added in the survey where they respondents could state destinations they travelled to in New Zealand.

#### ***3.3.4 Consumption of tourism products and spending***

In this section, questions were related to the consumption of tourism products, in an effort to understand different aspects of tourism, such as how many overnight trips were involved, where they went to, their motivational factors, the activities they did, accommodation, transport, food, spending, and satisfaction. Altinay and Paraskevas (2008) stated that surveys consist of three common types of questions: open-ended, close-ended, and scale or interval formats. This research used open-ended, and closed scale/interval questions. There are some benefits of these types of questions. For example, open-ended questions allow respondents to express themselves freely (Frazer & Lawley, 2000). Closed questions are instrumental for collecting information from respondents quickly, and in data collection, analysis, and coding (Altinay & Paraskevas, 2008).

Brotherton (2015) observed that a Likert scale is useful for understanding the extent of respondents' agreement with a statement. It is easy to create and suitable for an online survey (Grover & Vriens, 2006). Traditional guidelines indicated that a Likert scale with five or seven should be present in the survey; however, respondents take more time with a higher number of intervals on the Likert scale. Grover and Vriens (2006) mentioned that a larger scale can make respondents confused and tired. Payne (2010) used a four-point Likert scale in her research. After reviewing the literature on motivations, it was decided to use a four-point Likert scale to measure respondents' motivations for their overnight trips. Satisfaction with multiple factors such as infrastructure, accommodation, safety, hospitality, signage, and

accessibility were included in the survey, because these factors are considered pivotal for a destination (see Ritchie & Crouch, 2003).

### ***3.3.5 Transport***

The types of transport preferred by respondents to reach their desired destination were also sought. As Payne (2010) and other researchers stated, most international students use their cars to travel around New Zealand. This research sought information on how Indian nationals studying in New Zealand travelled on their overnight trips. A closed question with multiple choices such as “own car,” “rental car,” “bus,” “train,” “ferry,” and “by air” was added in the survey.

### ***3.3.6 Companions***

The survey also included a question about who travelled with the respondents. The question included choices such as a “friend,” “family member,” “alone,” “group tour,” etc. In previous research it was noted that some tourists like to travel independently, and some like to travel in a group of friends (Shanka et al., 2002).

### ***3.3.7 Awareness about the destination***

It was also important to identify how Indian nationals became aware of a destination. Tourist operators can utilise the findings of this type of research to understand where they should market their tourism products or destinations to attract Indian nationals. For this, a closed question was added in the survey with options such as “social media,” “travel agents,” “travel brochures,” “classrooms,” etc.



### ***3.3.8 State in India***

As mentioned in the previous chapter, India is a big country with deeply-rooted diversity, so it is important to know which state of India respondents come from. Each state in India has its own culture, food, language, behaviours, and education levels, which is why respondents were asked to indicate which state in India they were from.

### ***3.3.9 Spending***

There is no doubt that international Indian nationals engage in domestic tourism in New Zealand, which enhances New Zealand's economy. It was therefore important to know how much respondents spent on different aspects of tourism. Some questions in the survey were added, for example, on how much respondents travelled, and how much they spent on activities, transport, accommodation, and food on their overnight trips in New Zealand.

### ***3.3.10 Motivations***

Previous research found three common motivational factors that influenced international students in relation to domestic tourism: escaping from study, relaxing, and having fun. To understand whether the reasons remained the same or were different for Indian nationals, scaled questions were developed to test several motivational factors. A four-point Likert scale was added in the survey to understand motivational factors.

### ***3.3.11 Activities***

Payne (2010) used the International Visitors Survey (MBIE) to determine the number of activities students were involved in. This research also utilised the International Visitors Survey (MBIE) to include tourist activities in the online survey.

### ***3.3.12 Satisfaction and recommendation***

To understand the satisfaction with an overnight trip by Indian nationals while studying in New Zealand, factors from Ritchie and Crouch's (2003) model such as transportation, accommodation, directional signage, variety of things to see and do, shopping, food, and beverage, infrastructure, hospitality, etc were included. A four-point Likert scale was used to determine the extent to which students were satisfied with the various factors. Previous similar research did not ask how much students were satisfied with these aspects on their overnight trips. Findings from this research may help destinations understand which tourism products and services New Zealand needs to improve. After testing satisfaction, the survey included a question asking whether respondents would recommend others to take an overnight trip.

### ***3.3.13 Raffles***

In the last question, respondents were asked if they wanted to register for raffles. They were given two options, yes or no. Those who selected "yes," were taken to another survey for the prize. To protect their privacy, another questionnaire was created with just one question to obtain their email and name for the prize, which ensured their name and email address were kept separated from their responses to the survey.

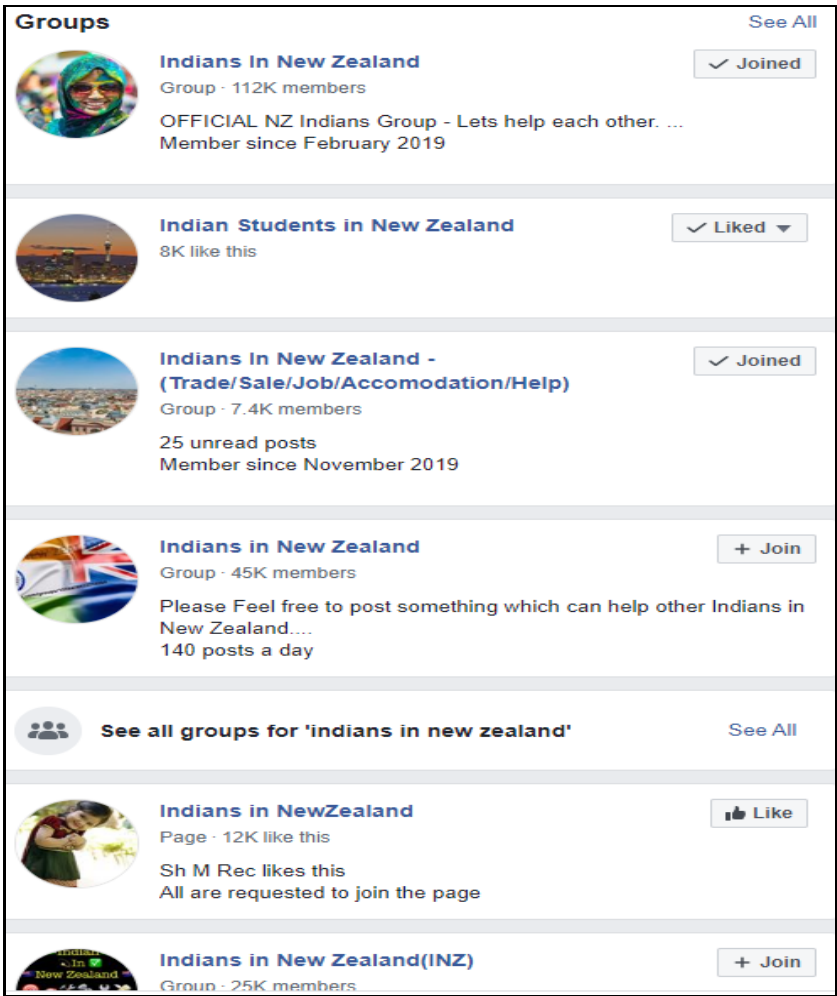
### ***3.3.14 Survey distribution***

After creating the survey and obtaining ethics approval, the survey information was distributed to Indian nationals on social media such as Facebook. Qualtrics made it simple to distribute the survey because it included the option to create a URL link and bar code, which gave direct access to the survey. The survey was live from November 2019 to March 2020. There are around four Indian Facebook pages (see Figure 5) such as *Indians Living in New*

*Zealand, Indians in Auckland* or *New Zealand*, etc. Advertising material (see Figure 6) with a URL link and bar code was sent to the administrators of the Facebook pages, and after they had accepted it, the information was posted on those Facebook pages.

**Figure 5**

*Facebook Pages*



From *Facebook*. (<https://www.facebook.com/>). Copyright 2020 by the Facebook.

**Figure 6**

### *Advertising the Survey*



Are or were you an Indian international student in New Zealand?  
If yes can you please help me to complete this survey. There will be an opportunity for one  
lucky winner to win voucher of NZD100. – Huge Thanks!

*Tourism experience of Indian Nationals in New Zealand during their study*

**What is the survey about?**  
This survey is to understand tourism experience of international Indian students in New Zealand. It is important to understand how much they travel in New Zealand during their study, what motivates them and what type of accommodation, activities, food, the transportation they prefer.

**Who am I?**  
I am pursuing a Master degree in International Tourism Management at Auckland University of Technology and this survey is part of my thesis.

**Participants**  
All Indian Nationals over the age of 18 studying in New Zealand are eligible for the survey.

**How long does it take?**  
It will take 10-20 minutes to complete this survey.

Interested participants scan the QR code or login using below link. Click on the link to complete the survey.  
[https://aut.au1.qualtrics.com/jfe/form/SV\\_di3ptnbzAqGnlkB](https://aut.au1.qualtrics.com/jfe/form/SV_di3ptnbzAqGnlkB)

**AUT**

**\$100**  
GIFT VOUCHER

QR code

Scenic view of New Zealand

## **3.4 Data analysis**

The survey was started by 77 respondents and after filtering produced 70 valid response. The data were collected in Qualtrics and transferred to SPSS for analysis. Qualtrics was also used to generate tables and bar graphs. The data analysis occurred over stages.

### **Stage 1**

Descriptive analyses with pie charts and bar graphs were generated in SPSS to understand the respondents' demographic profile: gender, state in India, residence during study in New Zealand, education provider, and level of study.

### **Stage 2**

After analysing the demographic characteristics, the consumption of tourism products was analysed. Again descriptive analyses with bar graphs and pie charts were generated to show

the number of overnight trips, travel times, choices of transport, spending patterns on tourism products, accommodation, places of eating, activities, sources of information about the destinations, travelling companions, and source of funds for the trips. The bar graph showing the tourist activities was generated in Qualtrics.

### **Stage 3**

At this stage, analyses were related to how satisfied respondents were with various factors during their overnight trips, and recommendations to others about their destination. To assess satisfaction, a data report was taken from Qualtrics as a four-point Likert scale. Recommendations of the destination to others were analysed with SPSS in the form of a graph.

### **Stage 4**

After analysing the satisfaction levels, cross-tabulations were undertaken in SPSS to see if there were any significant differences between variables. Cross-tabulations showing significant differences in the variables were considered.

The outcomes of their analyses are presented in the chapters on the findings and discussions.

## **3.5 Validity and reliability**

*Descriptive research* can be defined in many ways. It is used to describe the facts and characteristics of a given population systematically and accurately, to describe what is existing, or the frequency of something that occurs, or categorise information, or determine the characteristics of something such as a person, situation, or group, or discover relationships between or among variables. The common types of descriptive research, are descriptive surveys and descriptive longitudinal studies. In a descriptive survey, information

is collected from respondents to describe their preferences, practices, and characteristics. It is easy to collect data on a small number of variables from a large number of subjects. A descriptive survey can use data from a questionnaire or interview. A descriptive longitudinal study uses repeated data, to describe stability, changes, or trends over time. Quantitative or qualitative data can be generated from a descriptive study. One of the purposes of descriptive statistical techniques is to describe distributions with either frequencies or percentages, but they can also be presented using bar graphs or pie charts. The data collected should be valid and reliable (Dulock, 1993).

The instruments used in research should be standardised and previously tested with a population. Heale and Twycriss (2015) defined *validity* in a quantitative study as the extent to which a concept is precisely measured. *Reliability* is defined as the consistency of a measure, and indicates how likely the same result will occur if the research were to be conducted by different researchers on different occasions. Reliability cannot give exact measures, but can provide an estimation about something. The data in this study were not statistically significant, but most of its findings were consistent with those of Payne (2010), Ryan and Zhang (2007), and Cloesen (2006), which indicates the results are valid and reliable to some extent. Most of the survey questions were the same as Payne's (2010) questions, with permission from Payne (2010). To make sure only Indian nationals were targeted, the advertising material was posted on Facebook pages visible only to Indians living in New Zealand or planning to come New Zealand.

### **3.6 Research ethics**

The questionnaires, advertising material, and ethics application, were examined by a research supervisor and sent to the AUT ethics committee for assessment. This research got ethic approval from AUTECH with an application number 19/410 (See appendix A).

### **3.7 Limitations of the research**

This research had some limitations, which are explained next.

#### ***3.7.1 Sample size***

The data collection was by online survey and distributed to Indian nationals via Facebook pages. Around six Facebook pages were found, which only Indian citizens could join, providing they met one of two main requirements. They had to be in New Zealand, or planning to come to New Zealand. Out of 77 initial responses, 70 were able to finish the survey. The low response rate was attributed to two main reasons. The first, was that the survey was distributed during the summer semester break, and the second reason, was that the research focused on just one nationality. This offers an opportunity to make a recommendation for future research on a single ethnicity. For a study of international students, the survey should be distributed during the semester rather than in the semester break. A higher response rate could offer more in-depth insights into Indian nationals' tourism behaviour, consumption of products, and motivations. It could also increase the validity and reliability of the data.

#### ***3.7.2 Day trips***

The MBIE defined a *day trip* as a trip in which tourists travel at least 40 kilometres from their residence and return to their residence in the evening. This research did not ask respondents about day trips because this would have increased the survey's time duration and complexity.

However, understanding day trips could provide more in-depth information about the tourism experiences of international Indian students.

### ***3.7.3 Single nationality***

This research was limited to one nationality only; future research could target all nationalities.

### ***3.7.4 Single methodology***

One limitation of this study could be the use of just a quantitative research method. A qualitative approach can impart more knowledge; for example, it could identify barriers for of international tourists wanting to take an overnight trip. Furthermore, interviews with respondents could provide information about day trips. With a focus on one nationality, in-depth interviews could generate useful knowledge, because the researcher could recruit the target nationality, and data will be more reliable.



## Chapter 4. Findings

The previous chapter explained the methodology used in this research. This chapter presents the analysis of the data and the research findings.

### 4.0 Introduction

There were 31 questions in the survey on demographic characteristics, consumption of tourism products, motivations, and satisfaction. The survey was started by 77 potential respondents and after filtering, produced 70 valid responses. The start of the survey consisted of qualifying questions for respondents, to ensure they were over the age of 18 and were Indian nationals studying in New Zealand.

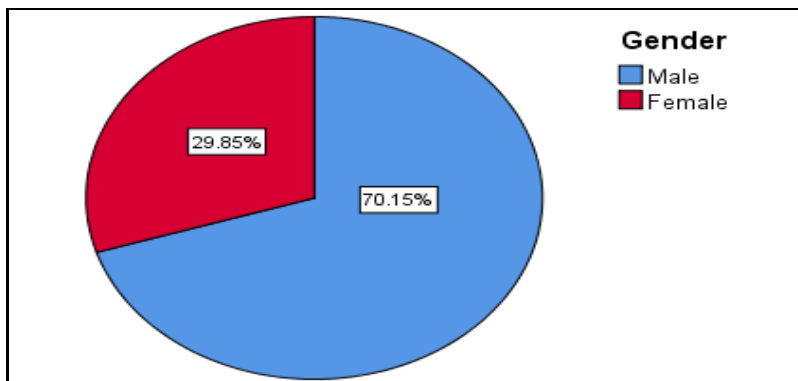
### 4.1 Demographic analyses of findings

#### 4.1.1 Gender

There were fewer female than male respondents to this study. A gender difference was identified: around 70% of the respondents were male, and around 30% were female (see Figure 7).

**Figure 7**

*Gender*

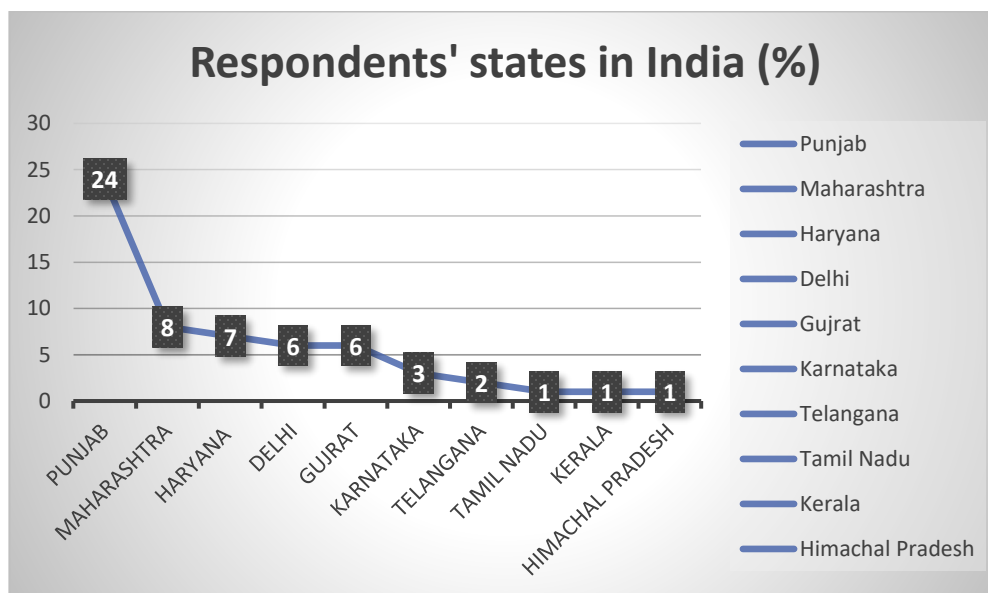


#### 4.1.2 States in India

According to the United Nations (2020), the population of India is approximately 1.3 billion, which means it is the second most populous country after China. In India, there are 29 states and seven union territories. As India is a big country, it was important to know which states the respondents came from in India. The analysis showed that respondents came from ten different states in India: 41% were from the Punjab, 13% from Maharashtra, followed by Haryana (12%), Delhi (10%), Gujrat (10%), Karnataka (5%), and Telangana (3%) (see Figure 8).

**Figure 8**

*States in India*

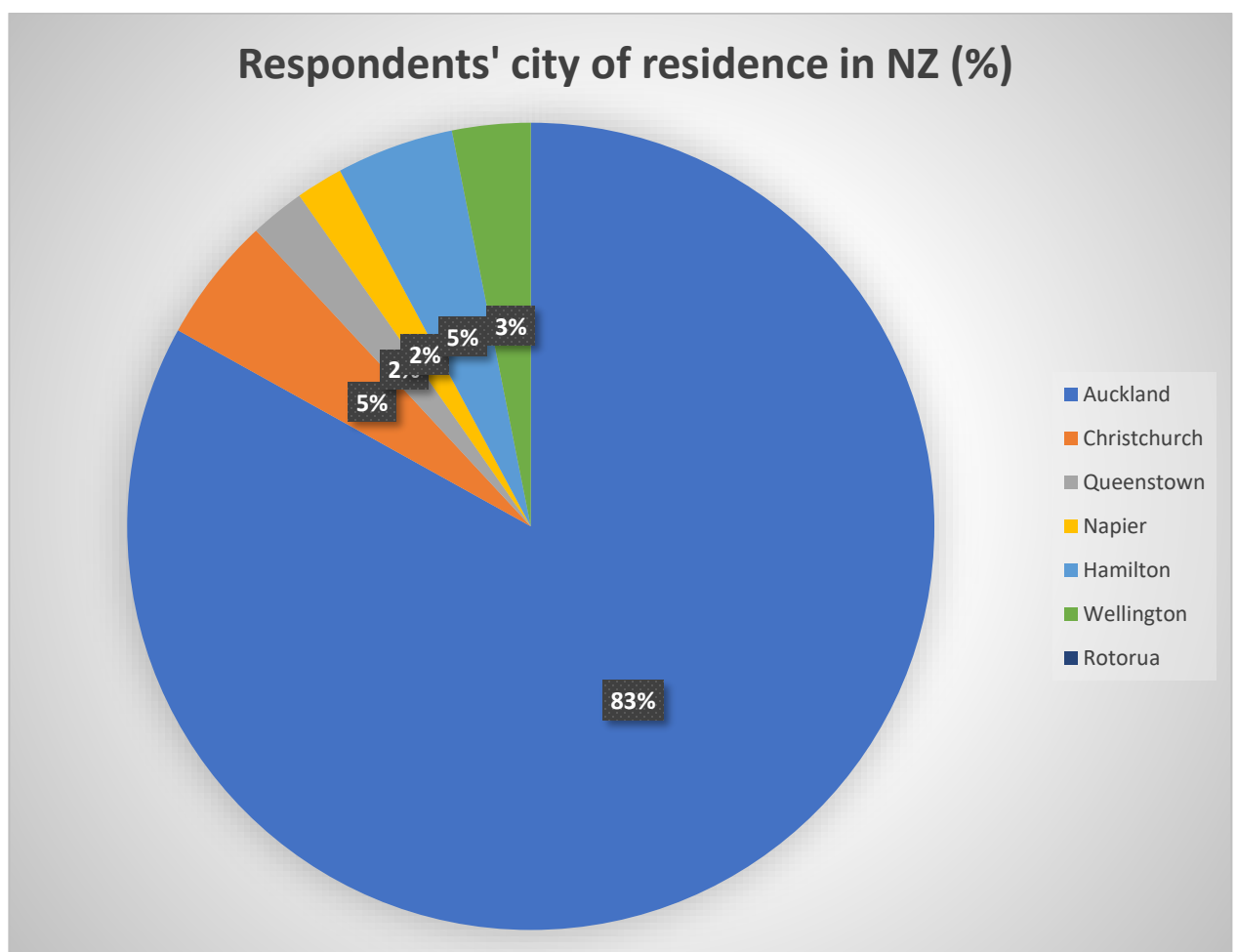


#### ***4.1.3 Residence of city during study in New Zealand***

Figure 9 shows that around 80% of those surveyed lived in Auckland during their study period, and 5% were living in Hamilton. There were only 5% studying in Christchurch, followed by Wellington (3%), Napier (2%), and Queenstown (2%).

**Figure 9**

*Residency of City in New Zealand during Study Period*

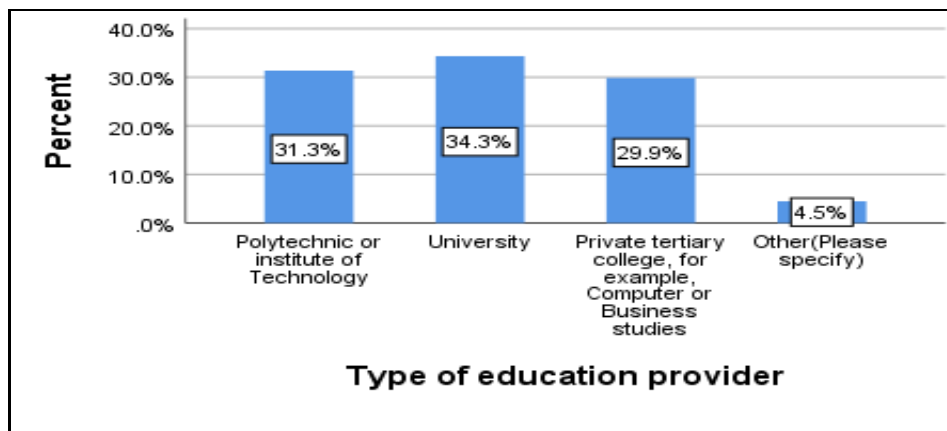


#### ***4.1.4 Education providers in New Zealand***

Figure 10 presents data on the respondents who made an overnight trip during their study period in New Zealand, in terms of whether they were studying in universities, polytechnics, or private institutes. Most of the surveyed students were studying in universities (34.3%) and polytechnics (31.3%), with fewer in private institutes (29.9%).

**Figure 10**

*Respondents' Education Providers*

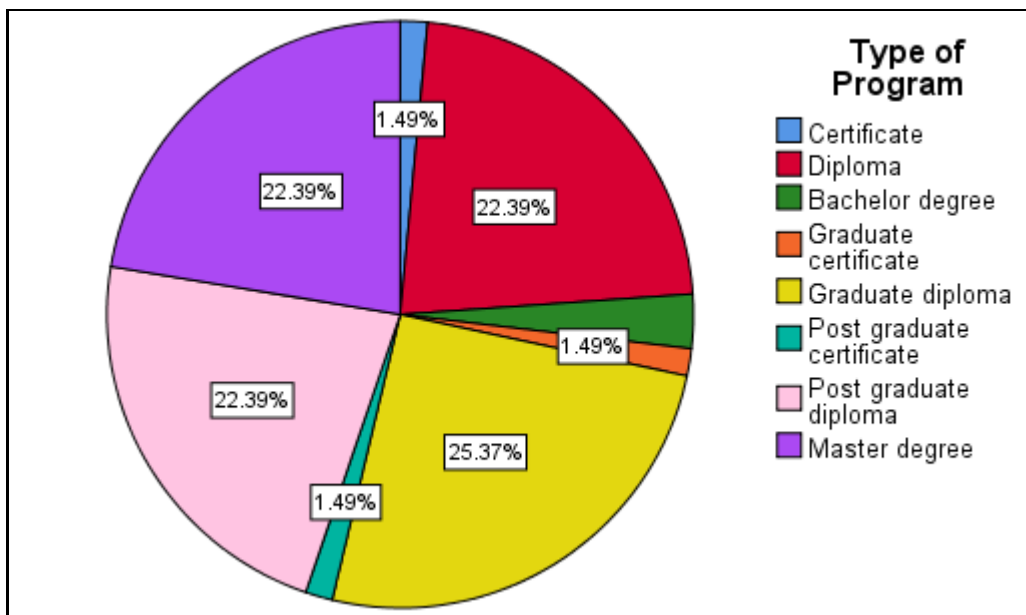


#### 4.1.5 Level of education

Figure 11 illustrates that approximately 22% of those surveyed responded that they are/or were studying for master's degrees, post-graduate diplomas, or under-graduate diplomas. There were very few students studying for under-graduate certificates, post-graduate certificates, graduate certificates, or bachelor's degrees – these accounted for around one percent of the total. Overall, most respondents were studying and/or studied graduate diplomas, master's degrees, post-graduate diplomas, or under-graduate diplomas.

**Figure 11**

*Level of Education*



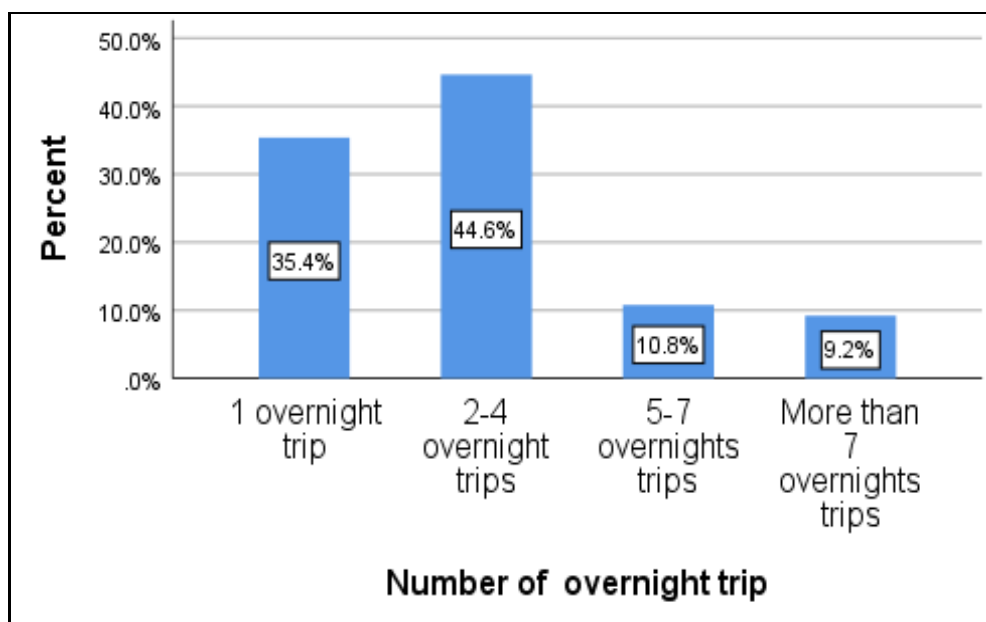
## 4.2 Consumption of tourism products

### 4.2.1 Number of overnight trips

Nearly 44% of the respondents engaged in two to four overnight trips, and approximately 35% responded that they had taken only one overnight trip. This research also found that around ten percent of the participants went for five to seven overnight trips, and the rest (nearly nine percent) pursued more than seven overnight trips (see Figure 12). The majority of respondents had been for two to four overnight trips.

**Figure 12**

*Number of Overnight Trips*



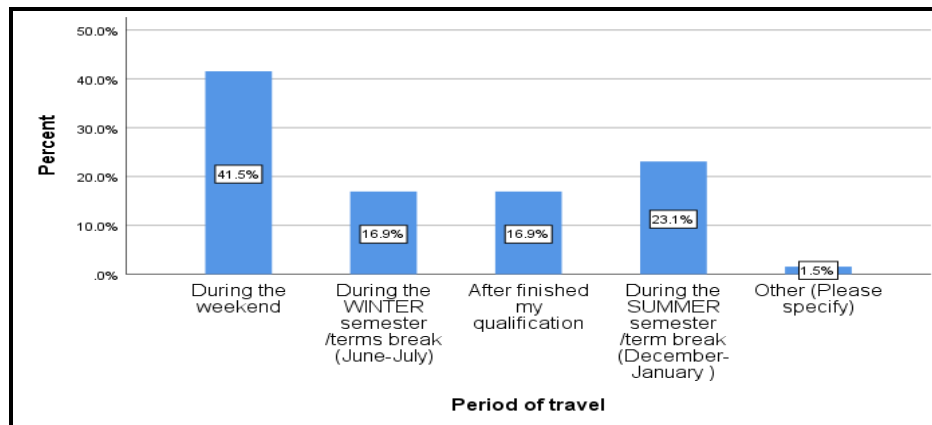
### 4.2.2 Time of travel

Respondents were requested to give the period of time for their overnight trips in the past 12 months. Results showed that nearly 41% went for an overnight trip during the weekend, and 23.1% went during their summer/term break (December-January). Around 17% went for an

overnight trip during the winter/semester break (June-July). Others (around 17%) preferred to go for an overnight trip after finishing their qualifications. Overall, weekend and summer semester breaks were the most popular times for respondents (see Figure 13).

**Figure 13**

*Time Period of Overnight Trip*

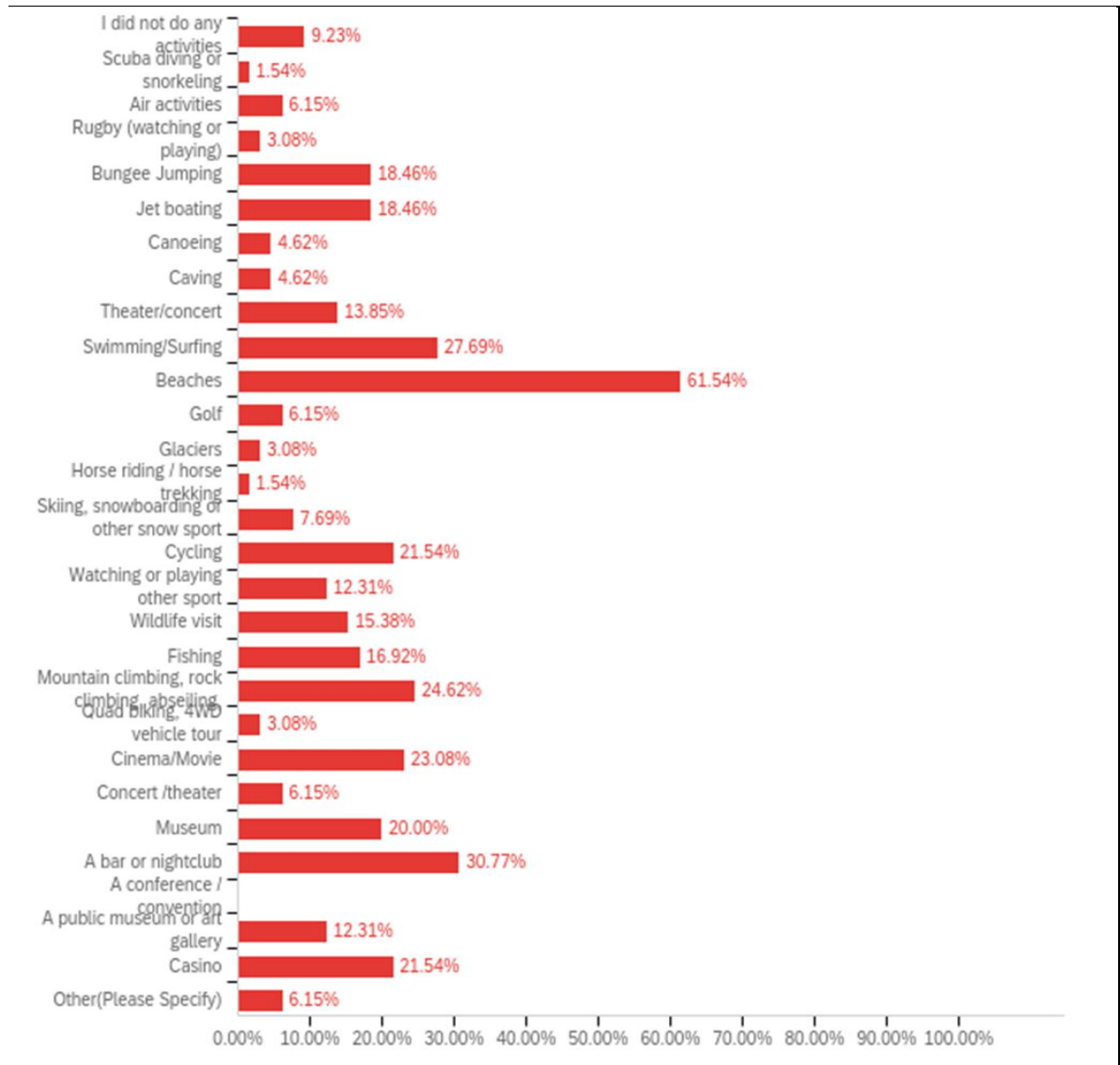


### 4.2.3 Activities

There were questions in the survey related to the types of activities respondents undertook during their overnight trips. Several activities were mentioned in the survey, and Figure 14 shows that around 61% of the respondents took an interest in beaches. This was followed by bars and nightclubs (approximately 31%). Activities such as visiting a swimming pool (27.69%), going mountain climbing, rock climbing, or abseiling (24.62%), were those least popular for respondents. Indian nationals took little interest in activities such as horse-riding (1.54%) and scuba diving (1.54%). However, they showed interest in museums (20%), cinemas (23.08%), fishing (16.92%), bungee jumping (nearly 18%), jet boating (18.46%), and cycling (21.54%).

**Figure 14**

*Activities*



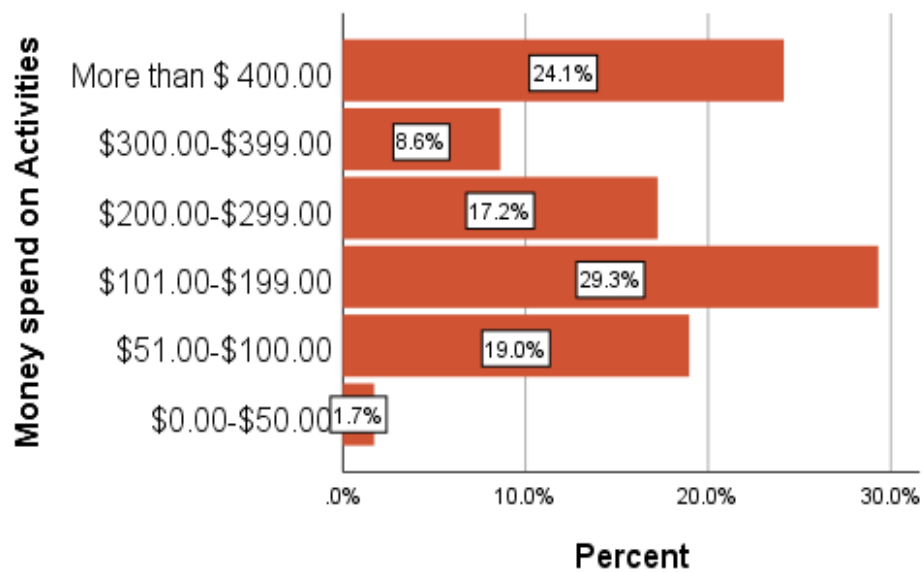


#### 4.2.4 Spending on activities

Almost 29% of the respondents spent between NZD101 and NZD\$199, and more than NZD400 was spent by nearly 24% of the respondents on activities. Of total respondents, 19% spent between NZD51 and NZD100, 17% spent between NZD\$200 and NZD\$299, and less than 10% (8.6%) spent between NZD300 and NZD\$399 on activities (see Figure 15).

**Figure 15**

*Spending on Activities*

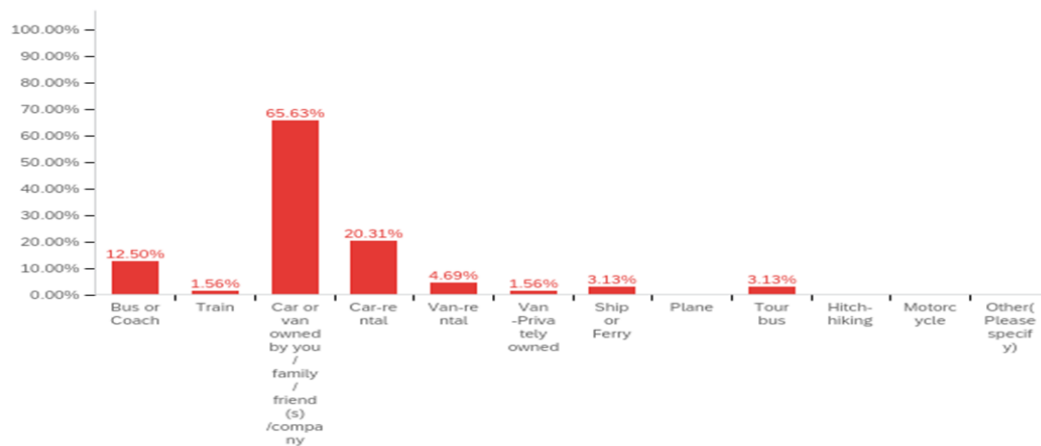


#### 4.2.5 Transport

It is important to know the most popular sources of transport utilised for overnight trips. Figure 16 shows that around 65% of the respondents travelled in their own cars. Some (20.31%) hired a rental car, and approximately 12% travelled by bus, van rental (4.69%), boat (3.13%), or tour bus (3.13%). One unanticipated finding was that none travelled by air. Overall, travelling in their own car was the preferred way for respondents to complete their trip.

**Figure 16**

*Transport*

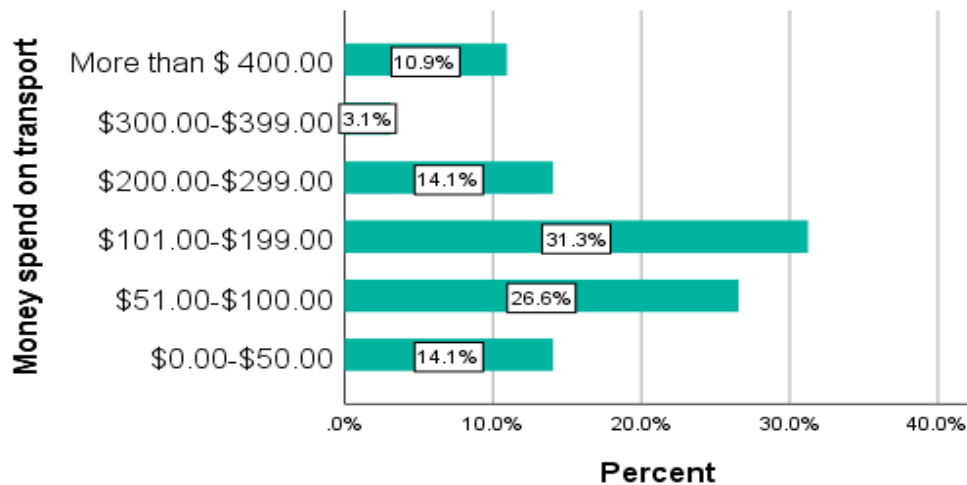


#### ***4.2.6 Spending on transport***

Respondents were asked about their spending on transport. Almost 31% spent between NZD101-NZD199, and nearly one-quarter of the respondents spent between NZD51 and NZD100. Fourteen percent responded that they spent less than NZD50, and others (nearly 14%) spent between NZD200 and NZD299. More than NZD400 was spent on transport by nearly ten percent of the respondents (see Figure 17).

**Figure 17**

#### ***Spending on Transport***



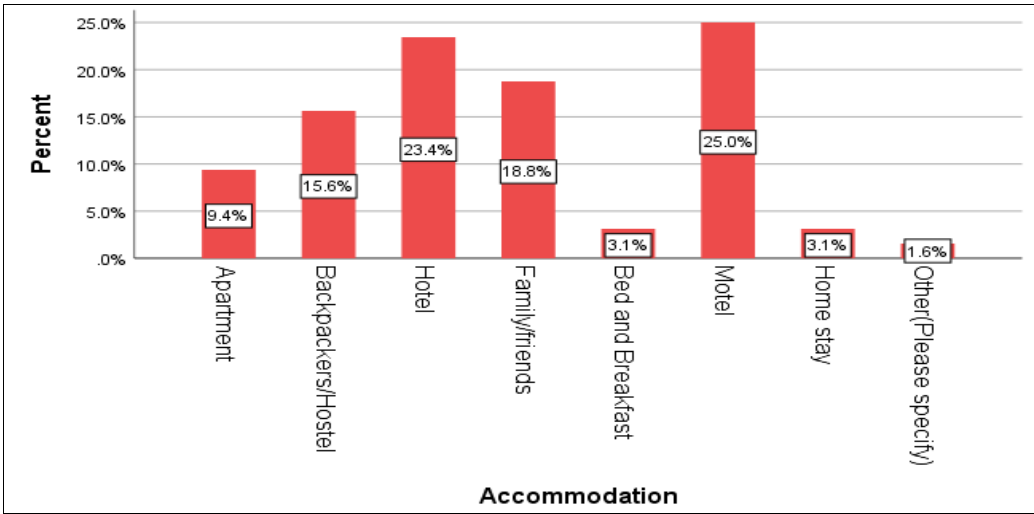
#### ***4.2.7 Preferred accommodation***

One-quarter (25%) of the respondents stayed in a motel, and 23.4% in a hotel. Nearly 18% preferred to stay with families or friends, almost 15% stayed in backpackers' or similar hostels, and some (9.4%) stayed in an apartment during their visit. The least preferred option

were beds and breakfasts (3.1%) and homestays (3.1%). Overall, motels and hotels were most popular for respondents during their overnight trip (see Figure 18).

**Figure 18**

*Preferred Accommodation*

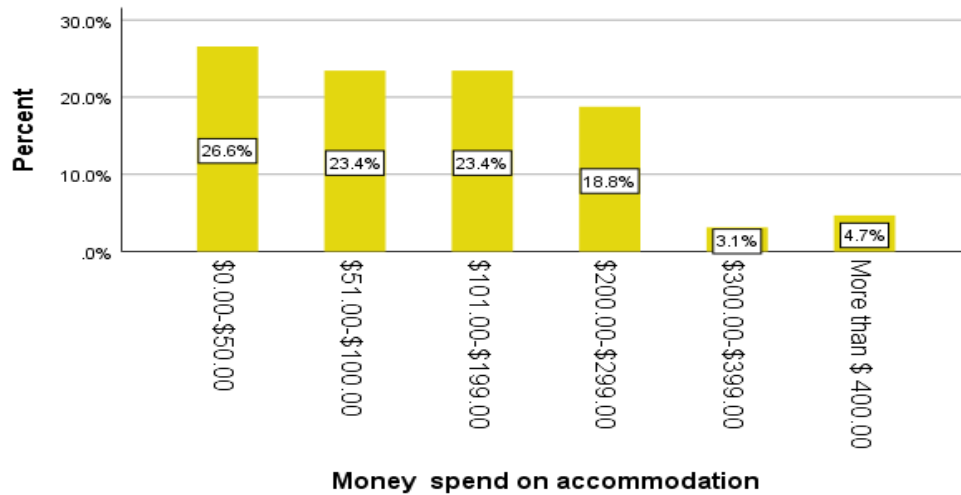


#### 4.2.8 Spending on accommodation

The study found that 26.6% of the respondents spent less than NZD50 on accommodation. Nearly 23% spent between NZD51 and NZD100, and 23.4% spent from NZD101 to NZD199. Approximately 18% spent NZD200 to NZD299, and around three and four percent spent between NZD300 and NZD399 and more than NZD400 respectively (see Figure 19).

**Figure 19**

#### *Spending on Accommodation*

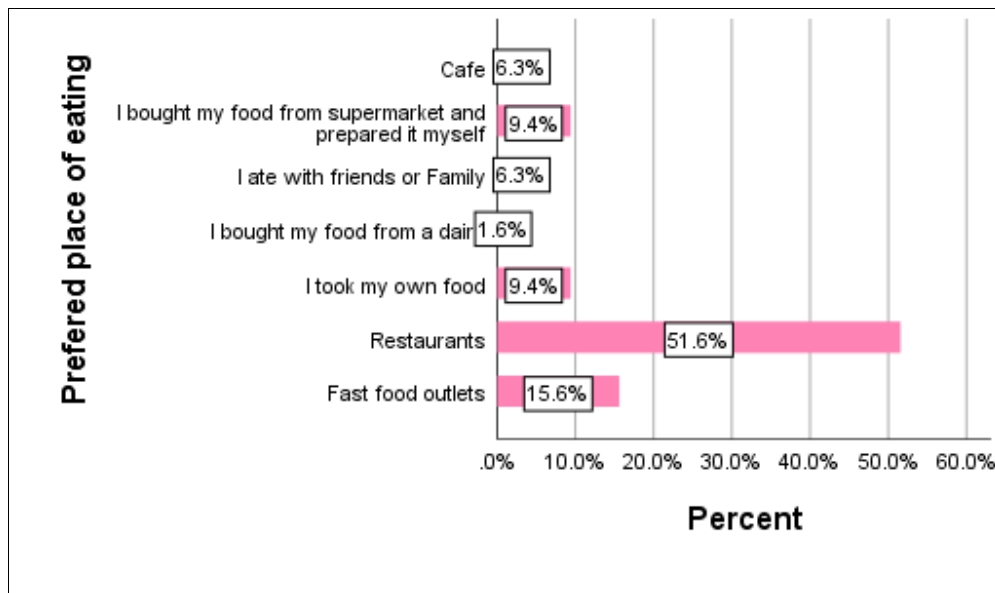


#### ***4.2.9 Eating places***

Respondents were also asked to indicate where they ate during their overnight trips. It was interesting to find that more than half (51.6%) preferred to eat in restaurants, and 15.6% preferred fast-food outlets. Others (9.4%) brought their own food, and nearly 9% bought food in supermarkets and prepared it themselves. Cafés were less popular for Indian students, accounting for around six percent of the total eating places (see Figure 20).

**Figure 20**

#### ***Eating Places***



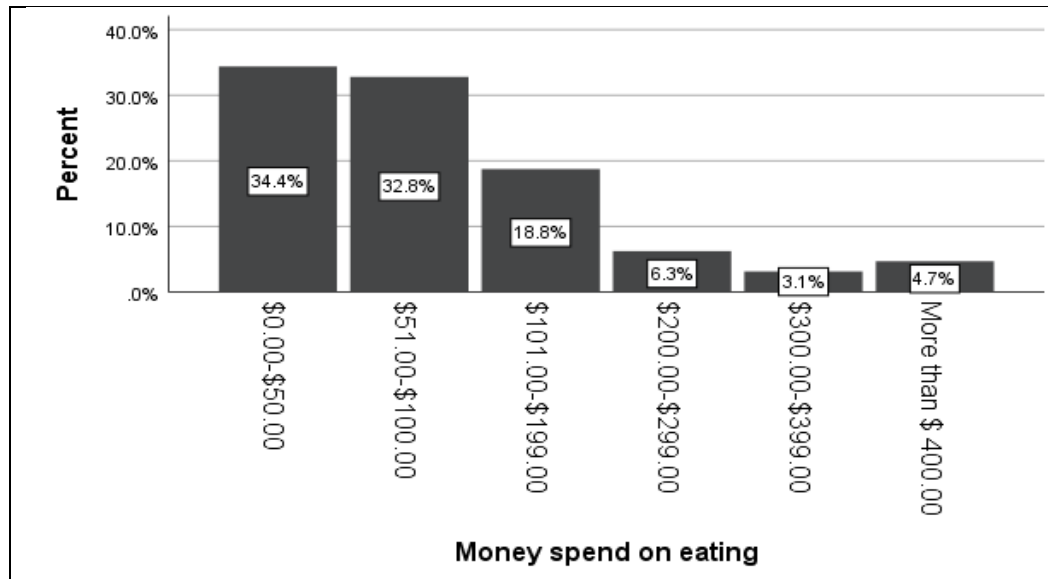
#### ***4.2.10 Spending on eating***

Almost 34% of the respondents spent less than NZD50, and nearly 32% spent between NZD51 andNZD100 on eating during their overnight trips in New Zealand. Around 18%

spent between NZD101 and NZD199, and almost 6% spent more than NZD200, but less than NZD299. Very few spent more than NZD400 on food (see Figure 21).

**Figure 21**

*Spending on Eating*



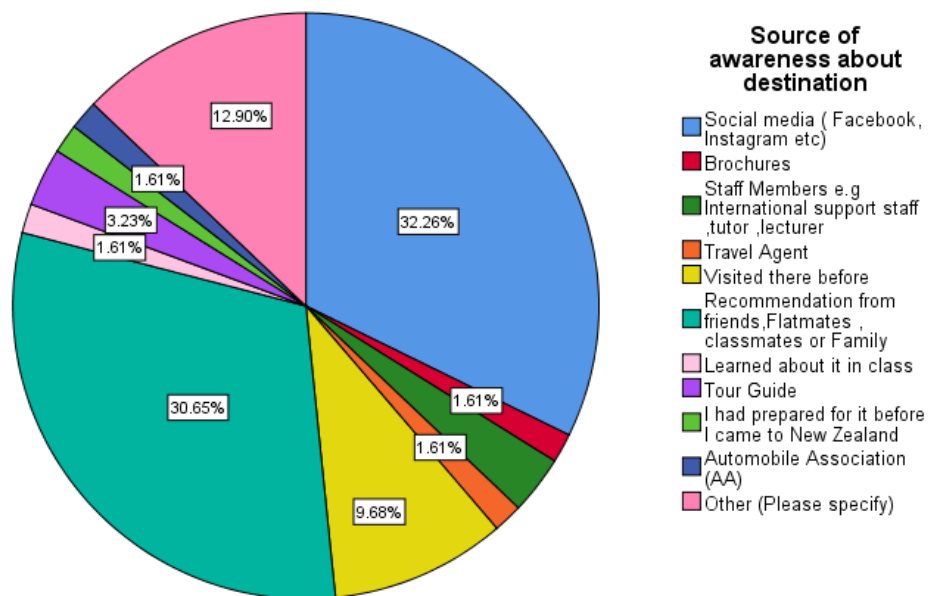
#### ***4.2.11 Sources of information about destinations***

It was interesting to discover how the respondents became aware of destinations. Two social media platforms were mentioned in the study, as respondents used social media and friends,

classmates, flatmates or family, to learn about destinations. Social media was a popular source of information about destinations to respondents. As presented in Figure 22, around 32% of the respondents came to know about a destination with the help of social media, and nearly 30.65%, with the help of friends, classmates, flatmates, or family. It was interesting to see that around 13% found out about destinations in the classroom. Approximately 9% visited destinations in New Zealand without any recommendation. Brochures (1.61%), travel agents (1.61%), tour guides (3.23%), and the Automobile Association were less used by the respondents.

**Figure 22**

*Sources of Information*



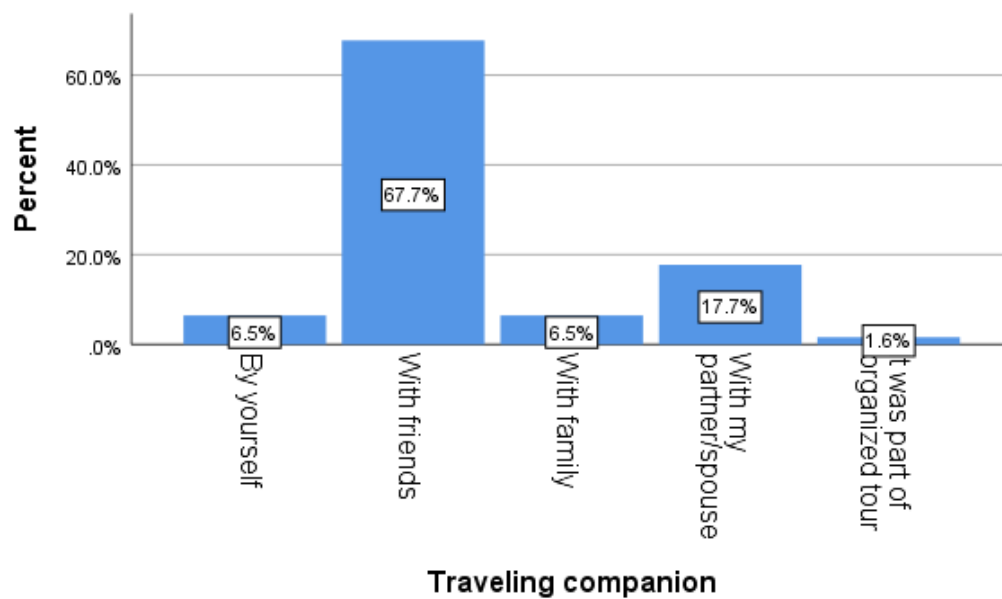


#### 4.2.12 Travel companions

More than half of the respondents (67.7%) experienced an overnight trip with their friends, and almost 17% experienced an overnight trip with their partner or spouse. A few respondents (6.5%) preferred to travel alone for an overnight trip, or with their families (6.5%). Nearly 2% were part of an organised tour (see Figure 23).

**Figure 23**

*Travel Companions*

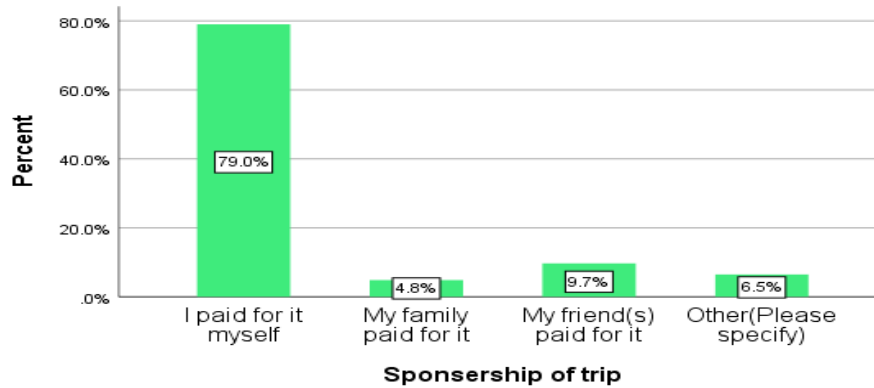


#### 4.2.13 Trip funding

79% of the respondents funded themselves, and less than 10% received financial help from family or friends for their overnight trip (see Figure 24).

**Figure 24**

*Trip funding*



**4.2.14 Motivations for overnight trips**

Most of the respondents (80%) mentioned that to relax, chill out, and have fun was the most important motivation for engaging with domestic tourism during their study period (see Table 3). This motivation was followed by those of sightseeing (76.36%), having a holiday with friends (69.09%), increasing knowledge of New Zealand (67.27%), doing something different (65.4%), and going with friends or family who were also travelling (60%). A few respondents travelled to participate in or support a friend in a sports tournament (23.64%) or go shopping (29.9%) as their important motivations. Those who travelled to experience Māori culture, food, or a cultural show were 38.18% of total respondents.

**Table 3***Motivations for Overnight Trips*

#	Question	Not Important at all						Most important reason I went on holidays		Total
1	To celebrate and off semester, exam or study	27.27%	15	12.73%	7	10.91%	6	49.09%	27	55
2	To take a break from study	21.82%	12	5.45%	3	18.18%	10	54.55%	30	55
3	To increase my knowledge of New Zealand	5.45%	3	12.73%	7	14.55%	8	67.27%	37	55
4	To participate in or support a friend in a sports tournament	56.36%	31	9.09%	5	10.91%	6	23.64%	13	55
5	To participate in tourist activities or attraction	25.45%	14	12.73%	7	21.82%	12	40.00%	22	55
6	To go on holiday with friends	12.73%	7	1.82%	1	16.36%	9	69.09%	38	55
7	To go sightseeing	9.09%	5	5.45%	3	9.09%	5	76.36%	42	55
8	To go shopping	47.27%	26	10.91%	6	12.73%	7	29.09%	16	55
9	To look for future/further study opportunities	45.45%	25	10.91%	6	5.45%	3	38.18%	21	55
10	To experience Māori cultural/food/Cultural show	29.09%	16	16.36%	9	16.36%	9	38.18%	21	55
11	To escape from day to day life	10.91%	6	7.27%	4	27.27%	15	54.55%	30	55
12	To relax /chill out/have fun	3.64%	2	3.64%	2	12.73%	7	80.00%	44	55
13	To visit friends, family or relatives	32.73%	18	16.36%	9	3.64%	2	47.27%	26	55
14	To look for career opportunities	40.00%	22	5.45%	3	10.91%	6	43.64%	24	55
15	To do something different /just for a change	7.27%	4	9.09%	5	18.18%	10	65.45%	36	55
16	To go with friends or family who were also going there	16.36%	9	7.27%	4	16.36%	9	60.00%	33	55

## **4.3 Satisfaction**

### ***A. Transport***

Well-developed transportation networks can be an essential influence on the decision-making processes of tourists. Transportation includes road, rail, bus, airlines, cruise lines, etc. The findings showed that nearly 51% of the respondents were very satisfied, and almost 35% were extremely satisfied with transportation in New Zealand. Fewer participants were somewhat satisfied (12.73%) and not satisfied (1.82%) with the transport (Table 4).

### ***B. Accommodation***

Accommodation is also an essential branch of the tourism industry. The findings showed that nearly 46% of those who responded were very satisfied, and almost 39% were extremely satisfied with the accommodation sector. This was followed by those who were somewhat satisfied (nearly 13%) and not satisfied (approximately 4%) (Table 4).

### ***C. Directional signage***

Directional signage is an important factor in tourism, as it can help tourists find their way to a destination. The survey results showed that almost 47% of the respondents were very satisfied, and around 35% were extremely satisfied with directional signage in New Zealand. A small percentage of respondents were somewhat satisfied (12.73%) and not satisfied (3.64%) with directional signage (see Table 4).

**Table 4***Satisfaction Levels*

#	Field	Not Satisfied	Somewhat Satisfied	Very Satisfied	Extremely Satisfied	Total
1	Transportation	1.82% 1	12.73% 7	50.91% 28	34.55% 19	55
2	Accommodation	3.64% 2	12.73% 7	45.45% 25	38.18% 21	55
3	Directional Signage	3.64% 2	12.73% 7	47.27% 26	36.36% 20	55
4	Variety of things to see and do	7.27% 4	10.91% 6	47.27% 26	34.55% 19	55
	Shopping	30.91% 17	25.45% 14	27.27% 15	16.36% 9	55
	Food and Beverage	12.73% 7	30.91% 17	29.09% 16	27.27% 15	55
	Entertainment / Nightlife	10.91% 6	23.64% 13	30.91% 17	34.55% 19	55
	Easy access to the rest of the region	9.09% 5	30.91% 17	38.18% 21	21.82% 12	55
	Infrastructure	7.27% 4	34.55% 19	36.36% 20	21.82% 12	55
	Hospitality	10.91% 6	21.82% 12	40.00% 22	27.27% 15	55
	Safety	7.27% 4	14.55% 8	38.18% 21	40.00% 22	55

Showing rows 1 - 11 of 11

***D. Variety of activities***

A destination should have a variety of activities for tourists to enjoy. Almost 35% of the respondents were extremely satisfied, and nearly 48% were very satisfied with the variety of activities available. Almost 10% were somewhat satisfied with the variety, and nearly 7% of the respondents were not satisfied with the variety of things to do in New Zealand (Table 4).

***E. Shopping***

Around 17% of the respondents were extremely satisfied with shopping in New Zealand, and approximately 27% were very satisfied. More than half (almost 55%) were somewhat or not satisfied with the shopping in New Zealand (see Table 4).

### ***F. Food and beverages***

One unanticipated finding was that only 28% of the respondents were extremely satisfied with food and beverages, and almost 29% were very satisfied. Approximately 42% were somewhat or not satisfied with food and beverages in New Zealand (Table 4).

### ***G. Entertainment and nightlife***

Nightlife and entertainment play a vital role in a destination. The findings showed that more than half of the respondents (around 64%) had a memorable night out during their overnight trip in New Zealand. The rest (33%) were those least satisfied with the entertainment or nightlife in New Zealand (Table 4).

### ***H. Infrastructure***

Around 22% of the respondents were extremely satisfied, and nearly 37% were very satisfied with the infrastructure of New Zealand. The other respondents (almost 42%) were those least satisfied with infrastructure (Table 4).

### ***I. Hospitality***

The revisit intentions of tourists to a destination may be influenced by hospitality factors. Around 68% of the respondents were satisfied with New Zealand hospitality, and the others (32%) were those least satisfied with the hospitality (Table 4).

### ***J. Safety***

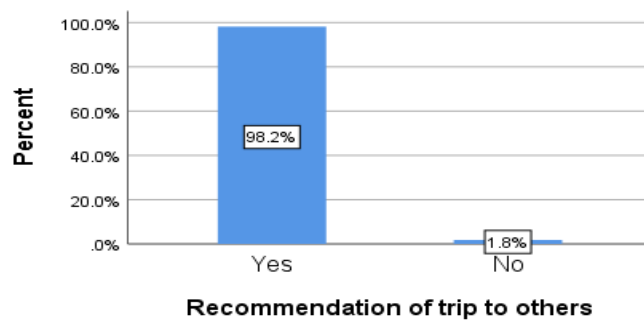
Safety is the most crucial part of tourism. Some tourists check safety measures before going anywhere. The positive result from the findings was that around 80% of the respondents were satisfied with the safety of New Zealand, and the other 20% were those least satisfied (see Table 4).

### ***K. Recommendations***

When all the contributing factors are satisfied or dissatisfied, then the destination's overall positive or negative image can be generated in a tourist's mind. They may or may not recommend the destination to others as a result. The findings showed that almost 98% of the respondents would recommend their destination to others, and only 2% of the respondents would not recommend the destination (see Figure 25).

**Figure 25**

#### ***Recommendations to Others***



## **4.4 Cross-tabulations**

Cross-tabulations were generated in SPSS; only those cross-tabulations which had significant differences in the variables are presented.

### ***4.4.1 Type of education provider by number of overnight trips***

One cross-tabulation was generated to estimate the total number of overnight trips undertaken by respondents. In the case of universities, 22 Indian students went on an overnight trip, of whom ten went on two to four overnight trips, and eight went on one overnight trip. Four of

the respondents had been for between five and seven overnight trips. There were 20 Indian students from Private institutes, of whom 11 had been on two to four overnight trips. Only six respondents had been for one overnight trip, and three had been on more than five overnight trips. Eight of the polytechnic's respondents had been for two to four overnight trips, and the other eight had been for one overnight trip. There were only four who had been for more than five overnight trips. The total overnight trips can be predicted by combining all the overnight trips. In the case of two to four overnight trips, the middle value (three overnight trips) was taken from the total sum of trips. It was estimated from this, that the polytechnics' respondents had been for 62 overnight trips, as had 62 of the universities' respondents. However, the respondents from private institutes had been for only 52 overnight trips (see Table 5). The total number of overnight trips was around 176.

**Table 5**

*Type of Education Provider by Number of Overnight Trips*

Case Processing Summary						
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Type of institution and overnight trip	65	59.6%	44	40.4%	109	100.0%

Type of institution & overnight trips in New Zealand					
Count	1 overnight trip	2-4 overnight trips	5-7 overnights trips	More than 7 overnights trips	
Polytechnic or institute of Technology	8	8	1	3	20
University	8	10	4	0	22
Private tertiary institute, for example, Computer or Business studies	6	11	2	1	20
Other (Please specify)	1	0	0	2	3
Total	23	29	7	6	65



#### 4.4.2 Type of programme by overnight trips

Most of the respondents were studying for a diploma, graduate diploma, post-graduate diploma, or master's degree. Table 6 shows that 15 of the diploma's respondents had been for 56 overnight trips (5+15+12+24), two of the bachelor degrees' respondents had been for four overnight trips (1+3), 16 of the graduate diplomas' respondents had been for 47 overnight trips, and 14 of the post-graduate diplomas' respondents had been on 41 overnight trips. Of the Masters' respondents, 14 had been on 38 overnight trips. Overall, the diploma respondents travelled more. Results also showed that Indian nationals may be less interested in bachelor's degrees, graduate certificates, and post-graduate certificates. Tourism operator may find it productive to target Indian nationals from master's degrees, post-graduate diplomas, graduate diplomas, and under-graduate diplomas (see Table 6).

**Table 6**

#### *Type of Programme by Overnight Trips*

Case Processing Summary						
Type of Programme and how many overnight trips	Valid		Missing		N	Total Percent
	N	Percent	N	Percent		
	65	59.6%	44	40.4%	109	100.0%

Type of Programme and number of overnight trips in New Zealand					
Count	1 overnight trip	2-4 overnight trips	5-7 overnights trips	More than 7 overnights trips	Total
Certificate	0	1	0	0	1
Diploma	5	5	2	3	15
Bachelor degree	1	1	0	0	2
Graduate certificate	0	0	0	1	1
Graduate diploma	7	6	1	2	16
Post graduate certificate	0	1	0	0	1
Post graduate diploma	5	6	3	0	14
Master degree	5	9	1	0	15
Total	23	29	7	6	65

#### 4.4.3 Type of education provider by accommodation spending

The Indian students studying in different education providers spent differing amounts on accommodation. The findings (see Table 7) showed that ten of the respondents from polytechnic institutes spent NZD51-NZD199, and five spent NZD200-NZD399. Eleven of the respondents from universities spent NZD0.00-NZD50.00, and nine spent NZD51-NZD199. Only two respondents spent more than NZD200 on accommodation. Eight of the respondents from private institutes spent NZD0.00-NZD100, and 11 spent NZD101-NZD299. Just one respondent spent more than NZD400 on accommodation. Overall, 17 of the respondents spent less than NZD50, 15 spent NZD51-NZD100 and 15 spent NZD101-NZD199. There were 12 respondents who spent NZD200-NZD299, and five spent more than NZD300 on accommodation. Overall benefits for the accommodation sector can be calculated by adding up all the totals. For example, for NZD51-NZD100, we can take higher value, and it can apply to all the intervals. Using this method, the total expenditure from polytechnic respondents was estimated at NZD4100, university respondents at NZD2,450, and those from private institutes at NZD3,200. The total spending on accommodation sector was NZD9,750.

**Table 7**

#### *Type of Education Provider by Accommodation Spending*

Case Processing Summary							
	Valid		Missing		Total		
Type of institution and spending on accommodation	N	Percent	N	Percent	N	Percent	
	64	58.7%	45	41.3%	109	100.0%	

Type of institution and spending on accommodation							
	\$0.00-\$50.00	\$51.00-\$100.00	\$101.00-\$199.00	\$200.00-\$299.00	\$300.00-\$399.00	More than \$400.00	Total
Polytechnic or institute of Technology	2	5	5	3	2	2	19
University	11	5	4	2	0	0	22
Private tertiary institute, for example, Computer or Business studies	4	4	5	6	0	1	20
Other (Please specify)	0	1	1	1	0	0	3
Total	17	15	15	12	2	3	64

#### 4.4.4 Type of programme by accommodation spending

Table 8 shows that the 14 diploma respondents spent NZD3,350 on accommodation, which was more than that spent by those on other programmes. This was followed by 16 graduate diplomas respondents (around NZD3,100), 14 of post-graduate diploma respondents (around NZD2,050) and 15 master's degree respondents (around NZD1,650).

**Table 8**

#### *Type of Programme by Accommodation Spending*

Case Processing Summary						
	Valid		Missing		Total	Per cent
	N	Percent	N	Percent	N	t
Type of Programme and spending on accommodation	64	58.7%	45	41.3%	109	100.0%

Type of Programme and spending on accommodation							
Count							
	\$0.00-\$50.00	\$51.00-\$100.00	\$101.00-\$199.00	\$200.00-\$299.00	\$300.00-\$399.00	More than \$400.00	Total
Certificate	0	1	0	0	0	0	1
Diploma	3	1	2	5	2	1	14
Bachelor degree	0	1	1	0	0	0	2
Graduate certificate	0	0	0	1	0	0	1
Graduate diploma	2	5	4	3	0	2	16
Post graduate certificate	0	1	0	0	0	0	1
Post graduate diploma	5	2	5	2	0	0	14
Master degree	7	4	3	1	0	0	15
Total	17	15	15	12	2	3	64

#### 4.4.5 Education provider by time of year for trip

The findings show that the majority of the polytechnic respondents (nine) travelled during

the weekend. Out of 20, four respondents travelled during the winter semester break (June-July), the summer semester break (December-January) was mentioned by only four respondents, and two travelled after their study had been completed. The weekend was the most popular time for an overnight trip by the university respondents. Out of 22, eight of the respondents studying at university travelled during the weekend, six travelled during the summer semester break, and five travelled during the winter semester break (June-July). The respondents from private institutes travelled more on the weekend than any other period. Of 20, nine travelled during the weekend, five travelled during the summer semester break (December-January), four travelled after their study, and the remaining two travelled during winter semester break. The weekend was the most popular period for travelling; of 65 respondents, 27 travelled during the weekend, 15 travelled during the summer semester break, 11 travelled after their study, and 11 travelled during the winter semester break (June-July) (see Table 9).

**Table 9**

*Education Provider by Time of Year for Trip*

Case Processing Summary						
Type of institution & time of the year for overnight trip	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	65	59.6%	44	40.4%	109	100.0%

Type of institution & time of the year for overnight trips						
Count	During the weekend	WINTER semester /terms break (June-July)	After finished my qualification	SUMMER semester /term break (December-January)	Other (Please specify)	Total
Polytechnic or institute of Technology	9	4	2	4	1	20
University	8	5	3	6	0	22
Private tertiary institute, for example, Computer or Business studies	9	2	4	5	0	20
Other (Please specify)	1	0	2	0	0	3
Total	27	11	11	15	1	65

#### 4.4.6 Type of programme by time of travel

Table 10 shows that most of the diploma respondents preferred to travel during their summer semester break and after their study. However, most of the graduate diploma, master's degree respondents preferred to go during the weekend, and post-graduate diploma respondents preferred to travel during the weekend and summer semester break (see Table 10).

**Table 10**

#### *Type of Programme by Time of Travel*

Case Processing Summary						
Type of Programme and time of travel	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Type of Programme and time of travel	65	59.6%	44	40.4%	109	100.0%

Type of Programme and time of the travel						
Count						
	During the weekend	During the WINTER semester /terms break (June-July)	After finished my qualification	During the SUMMER semester /term break (December-January)	Other (Please specify)	Total
Certificate	0	1	0	0	0	1
Diploma	3	2	5	5	0	15
Bachelor degree	2	0	0	0	0	2
Graduate certificate	0	1	0	0	0	1
Graduate diploma	10	2	2	1	1	16
Post graduate certificate	0	0	1	0	0	1
Post graduate diploma	6	2	0	6	0	14
Master degree	6	3	3	3	0	15
Total	27	11	11	15	1	65

#### 4.4.7 Destination visited by type of education provider

It is useful to know the destinations visited by respondents during their study period in New Zealand. According to the findings (see Table 11), Rotorua was one of the most popular destinations. For example, of 65 respondents, nine visited Rotorua. Wellington was the

second most popular destination visited by seven respondents, and Taupo was the third most popular destination visited by six respondents. As shown in the table, other popular locations were Cape Reinga (five), Auckland (four), Piha (four), Hamilton (four), Queenstown (four), and Coromandel (three). Taupo was a popular destination, visited by four university students, and Rotorua was a popular destination visited by respondents from polytechnics (four) and private institutes (four). More detail about other destinations is presented in Table 11.

**Table 11***Destinations Visited by Type of Education Provider*

	University	Polytechnique	Private college	Others	Total
Auckland	2	2			4
Bay of Island	1				1
Beach			1		1
Cape Reinga	1	2	1	1	5
Coromandel	2	1			3
Dunedin		1	1		2
Fletcher's bay	1				1
Gisborne		1			1
Hamilton	1	3			4
Muriwai Beach			2		2
Mount Ruapehu			1		1
National Park	1	1			2
Napier			1	1	2
New Plymouth	1				1
Piha	2	1	1		4
Queenstown	1	2	1		4
Rotorua	1	4	4		9
Rotorua skyline			1		1
Taupo	4		1	1	6
Tauranga	1		1		2
Tongariro National Park			1		1
Taranaki	1				1
Wellington	2	1	4		7
Wahiki Island	1				1
Waikanae		1			1
	22	20	20	3	65

**4.4.8 Money spent on activities by type of education provider**

Money spent on activities varied by respondent. The findings show that 17 respondents spent NZD101.00-NZD199.00. More than NZD400 was spent on activities by 14 respondents, 11 spent NZD51.00-NZD100 and 10 spent NZD200-NZD299. For polytechnic students, seven spent NZD101-NZD199, and eight from the universities spent NZD51-NZD100. More than

NZD400 was spent on activities by seven of the respondents from the private institutes. It was estimated from the cross-tabulations (see Table 12) that private institutes' respondents spent the most (NZD5,440) on activities, followed by those from polytechnics (NZD4,910) and (NZD4,610) university respondents. Overall earnings from tourism activities was estimated as NZD14,960, but may have been less because 61% of the respondents mentioned that they took an interest in beaches. Around 31% visited a bar or night club, and activities such as swimming (27.69%), mountain climbing, rock climbing, and abseiling (24.62%) were the least popular activities.

### Money Spent on Activities by Type of Education Provider



#### 4.4.9 Type of programme by spending on activities

Data in Table 13 show that diploma students spent the most on activities. Diploma respondents spent NZD4,100, followed by graduate diploma respondents (NZD3,350), postgraduate diploma respondents (NZD3,330) and master's degree respondents (NZD2,700). Overall, it was estimated that NZD9,380 was spent on activities.

**Table 13**

#### *Type of Programme by Spending on Activities*

Type of Programme and spending on activities	Case Processing Summary					
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Type of Programme and spending on activities	58	53.2%	51	46.8%	109	100.0%

	Spending on Activities						Total
	\$0.00- \$50.00	\$51.00- \$100.00	\$101.00- \$199.00	\$200.00- \$299.00	\$300.00- \$399.00	More than \$ 400.00	
Certificate	0	0	1	0	0	0	1
Diploma	0	1	5	2	1	5	14
Bachelor degree	0	1	1	0	0	0	2
Graduate certificate	0	0	1	0	0	0	1
Graduate diploma	1	1	5	2	2	4	15
Post graduate certificate	0	0	1	0	0	0	1
Post graduate diploma	0	3	1	4	2	2	12
Master degree	0	5	2	2	0	3	12
Total	1	11	17	10	5	14	58

#### 4.4.10 Money spent on transport by type of education provider

Table 14 shows how much money was spent on the transport by the respondents based on type of education provider. Out of 19, six of the polytechnic respondents spent on transport between NZD101-NZD199, and five spent NZD51-NZD100. Out of 22, eight university respondents spent NZD101-NZD199 and six of the 20 private institute respondents spent in the same range. It was estimated that respondents from private institutes spent the most on transport (NZD4,460), followed by those from polytechnics (NZD3,990) and universities (NZD3,100). The overall spending on transport was estimated at NZD11,550. More detail on spending patterns is presented in Table 14.

**Table 14**

#### *Money Spent on Transport by Type of Education Provider*

Case Processing Summary						
Money spend on transport and type of institution are	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	64	58.7%	45	41.3%	109	100.0%

Money spend on transport and type of institution					
	Polytechnic or institute of Technology	University	Private tertiary institute, for example, Computer or Business studies	Other (Please specify)	Total
\$0.00-\$50.00	1	6	2	0	9
\$51.00-\$100.00	5	6	4	2	17
\$101.00-\$199.00	6	8	6	0	20
\$200.00-\$299.00	2	2	5	0	9
\$300.00-\$399.00	2	0	0	0	2
More than \$400.00	3	0	3	1	7
Total	19	22	20	3	64

#### 4.4.11 Money spent on meals by type of education provider

Data in Table 15 show that polytechnics respondents spent more money on eating, followed by respondents from private institutes (NZD2,840) and universities (NZD2,000). Overall spending on meals was estimated at NZD8,410.

**Table 15**

#### *Money Spent on Meals by Type of Education Provider*

Case Processing Summary						
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Money spend on meals and type of institution	64	58.7%	45	41.3%	109	100.0%

Money spent on meals and type of institution					
Count					
	Polytechnic or institute of Technology	University	Private tertiary institute, for example, Computer or Business studies	Other (Please specify)	Total
\$0.00-\$50.00	3	10	8	1	22
\$51.00-\$100.00	6	9	5	1	21
\$101.00-\$199.00	5	3	4	0	12
\$200.00-\$299.00	2	0	1	1	4
\$300.00-\$399.00	2	0	0	0	2
More than \$ 400.00	1	0	2	0	3
Total	19	22	20	3	64

#### 4.4.12 Money spent on meals by type of programme

Table 16 shows that 16 of the graduate diploma respondents spent the most on meals (NZD2,800), 14 of the diploma respondents spent NZD2,220, followed by post-graduate diploma students (NZD1,550) and those on master's degrees (NZD1,800).

**Table 16**

#### *Money Spent on Meals by Type of Programme*

Case Processing Summary							
Type of Programme and spending on meals	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
Type of Programme and spending on meals	64	58.7%	45	41.3%	109	100.0%	

Type of Programme and spending on meals							
Count							
	\$0.00-\$50.00	\$51.00-\$100.00	\$101.00-\$199.00	\$200.00-\$299.00	\$300.00-\$399.00	More than \$400.00	Total
Certificate	0	0	1	0	0	0	1
Diploma	4	4	4	0	0	2	14
Bachelor degree	2	0	0	0	0	0	2
Graduate certificate	0	1	0	0	0	0	1
Graduate diploma	4	5	2	3	1	1	16
Post graduate certificate	1	0	0	0	0	0	1
Post graduate diploma	5	6	2	1	0	0	14
Master degree	6	5	3	0	1	0	15
Total	22	21	12	4	2	3	64

#### 4.4.13 Destinations visited by place of residence

Table 17 shows the destinations visited by respondents according to their place of residence, when on an overnight trip in New Zealand. These data help to understand how far respondents travelled from their places of residence. Most lived in Auckland city. The most popular destination visited by Auckland's respondents was Rotorua, as out of 57, nine

respondents visited Rotorua from Auckland. After this, Wellington (five) and Cape Reinga (five) and Hamilton (four) were also popular places for Auckland's respondents.

**Table 17**

*Destination Visited by Place of Residence*

	Auckland	Christ-church	Hamilton	Napier	Queens-town	Rotorua	Wellington	Total
Auckland		1	1					2
Bay of Island	1							1
Beach	1							1
Cape Reinga	5							5
Coromandel	2		1					3
Dunedin	1				1			2
Fletcher's bay	1							1
Gisborne	1							1
Hamilton	4							4
Muriwai Beach	2							2
Mount Ruapehu	1							1
National Park	2							2
Napier	1	1						2
New Plymouth	1							1
Piha	3			1				4
Queenstown	3	1						4
Rotorua	9					1		10
Rotorua skyline	1							1
Taupo	5						1	6
Tauranga	2							2
Tongariro National Park	1							1
Taranaki	1							1
Wellington	5		1					6
Waiheke Island	1							1
Waikanae							1	1
Total	57	3	3	1	1	1	2	68

## 4.5 Summary of the findings

- A. A total of 77 people started the survey, of whom 70 respondents were able to finish.
- B. In this research, there were 70.15% male and 29.85% female participants.
- C. Most (41%) were from the states of Punjab and Maharashtra (13%), Haryana (12%), Delhi (10%), Gujrat (10%), Karnataka (5%), and Telangana (3%).
- D. Respondents were studying on graduate diplomas (25.37%), under-graduate diplomas (22.39%), post-graduate diplomas (22.39%), and master's degree (22.39%) when they took an overnight trip in New Zealand.
- E. Eighty percent of the respondents were studying in Auckland, and five percent were in Hamilton, five percent in Christchurch, three percent in Wellington, two percent in Napier, and two percent in Queenstown.
- F. Most (44%) went for between two and four overnight trips.
- G. Overall, most preferred to travel during the weekend, followed by summer semester breaks, winter semester breaks, and after finishing their study.
- H. The most popular tourism activities were to see beaches (61%) and bars and clubs (31%).
- I. The majority of the respondents (65.63%) travelled in their own cars.
- J. Most stayed in motels (25%) and hotels (23.4%).
- K. They mostly preferred to eat at restaurants (51%).
- L. Social media was the most utilised source of information about destinations, followed by friends, flatmates, and family.
- M. The majority of respondents (67%) preferred to travel with their friends.
- N. Seventy-nine respondents were able to fund their trip themselves.

- O. It was estimated that polytechnics respondents went on 62 overnight trips and university respondents went on 62 overnight trips. Private institutes' respondents participated in 52 overnight trips.
- P. Diploma students (22.39%) went on 56 overnight trips, graduate diploma students (25.37%) went on 47 overnight trips, postgraduate diploma students (22.39%) went on 41, and master's students (22.39%) went on 38 overnight trips.
- Q. The respondents from private and polytechnic institutes spent more money than did university respondents on various tourism aspects such as accommodation, transport, activities, and meals.
- R. Diploma students spent the most on tourism aspects such as accommodation, activities, meals, and transport, followed by respondents from graduate diplomas, post-graduate diplomas, and master's degrees.
- S. Rotorua was the most popular destination for respondents to visit, followed by Wellington, Cape Reinga, and Hamilton.
- T. The main motivational factors were relaxing, chilling out, having fun, and sightseeing (76.36%), going on holiday with friends (69.09%), increasing knowledge of New Zealand (67.27%), doing something different (65.4%), and going with friends or family who were also travelling (60%). The less appealing motivational factors were sports tournaments (23.64%), to go shopping (29.9%), and to experience Māori culture, food, or a cultural show (38.18%).

## **Chapter 5. Discussion**

The previous chapter presented the data analysis and findings. This chapter discusses the primary findings, and results that may be helpful for tourism and future research.

### **5.1 Overview of the previous research**

The study of a single nationality was conducted by Ryan and Zhang (2007). They focused on Chinese nationals who studied at the University of Waikato in Hamilton. Cloesen (2006) conducted a similar study concentrating on tertiary English language students studying at CPIT in Christchurch. In his research, 62% of the respondents were Chinese. Payne (2010) also conducted similar research, targeting international students in New Zealand. She collected data from 400 international students and had 221 usable responses, of which most were from Indians. The top five countries represented in Payne's research were India (27%), US (13%), China (9%), Korea (8%), and Germany (6%).

### **5.2 Gender**

In Payne's (2010) study, 53.4% of the respondents were male, and 46.6% were female. In Cloesen's (2006) study, 44% of the respondents were male, and 56% were female, and Ryan and Zhang's (2007) respondents were 48.9% males, and 51.1% females. However, this research found a significant difference in gender; that is, around 70% of respondents were male, and only 29.85% were female. It is possible that Indian females are less interested in New Zealand for higher study, or the survey data were skewed. If so, this can be tested in future research. The New Zealand government could start a unique scholarship or allocate a quota to educate Indian women. This will generate more international students, and contribute to tourism.



### **5.3 States in India**

The population of Punjab is approximately 27 million. According to Immigration New Zealand (2017), 20,824 decisions had been given on Indian student visa applications from 2016 until 31 May 2017. The approval rate of student visas for Indians was 50%, which means 10,435 student visa applications were approved. Immigration New Zealand also uploaded the list of student visa approval rates according to the states in India. Between 1 January and 31 May 2017, a higher number of student visa applications was received by Immigration New Zealand from the state of Punjab, than any other state in India. Of 1,620 Punjabi applications, 891 were approved. Of the 2,932 student visa applications approved from India over five months (1 January to 31 May 2017), 30% (891) were from Punjab, 11.14% from Gujrat, 11.32% from Maharashtra, 5% from Tamil Nadu, 4% from Haryana, 6% from Delhi, and 0.3% from Himachal Pradesh. Overall, it can be seen that most of the international students come from the state of Punjab. This research confirmed this, as 41% of the Indian nationals who participated in the study came from the state of Punjab. These were followed by Maharashtra (13%), Haryana (12%), Delhi (10%), Gujrat (10%), Karnataka (5%), and Telangana (3%). As noted in the literature review, few countries have as much cultural diversity, as India. India has many different cultures, languages, ethnicities, and caste groups (Parry, 2020). This means tourism behaviours such as motivation and consumption of tourism products can be different according to where people come from in India (Amin, 2020). Future research could divide data according to the states in India.

### **5.4 Overnight trip**

The findings showed that the majority of respondents went for two to four overnight trips, a similar result to that of Payne (2010). In Payne's (2010) study, 47.3% of the respondents had been for two to four overnight trips. Around 26% had been on one overnight trip, and more

than five overnight trips had been experienced by 26.5% of the respondents. Ryan and Zhang (2007) found that most Chinese students travelled once a year for two or more days during their study in New Zealand. They stated that nearly 44% of their respondents had been on two to four overnight trips. Approximately 35% of their participants mentioned that they had been on just one overnight trip during their study period in New Zealand. The Indians from polytechnic institutes went on 62 overnight trips, as did those from the university sector. However, private institute participants went on 52 overnight trips. Respondents studying in private institutes went on fewer overnight trips, but spent more. Overall, 176 overnight trips were taken by Indian nationals during their study period in New Zealand, which averages to each respondent having at least two overnight trips. This average can be applied to the wider population of Indian nationals studying in New Zealand. As mentioned in the literature review, in 2018, 16,500 Indian nationals were studying in New Zealand (Education New Zealand, 2010-2018). If 16,500 is multiplied by two overnight trips, it can be speculated that 33,000 overnight trips had been taken by Indian nationals during their study period in New Zealand.

## **5.5 Time of the trip**

Payne (2010) found that the summer semester break and weekends were the most popular time for international students to travel, as nearly half of the respondents mentioned this. This research has similar results to those of Payne's (2010) study, as around 41% and 23% of her respondents indicated that they travelled during weekends and the summer break, respectively. However, the trips taken in the winter semester break and travel after study cannot be ignored. In this research, 16% of respondents mentioned that they went on overnight trips during the winter semester break, and another 16% travelled after their study was finished. This is a higher percentage than that in Payne's findings, as she found around

six to eight percent of respondents travelled during the winter break and after their study. The decision-makers in the tourism industry can produce policies to make the winter semester break popular for international students. For example, they offer special discounts during the winter semester break, and communicate with education providers to market their products.

## **5.6 Destinations visited and place of residence while studying**

Most respondents (80%) in this study lived in Auckland. However, Indian nationals are studying in many New Zealand cities, so if they are studying in the South Island, most will travel more in the South Island than in the North Island. Similarly, if they are studying in the North Island, more will travel around the North Island than around the South Island. The findings of this research and previous studies show that international students prefer to go to destinations near their place of residence. This research found that Rotorua was the most visited destination (9 respondents out of 65), followed by Wellington (seven), Taupo (six), Cape Reinga (five), Auckland (four), Piha (four), Hamilton (four), Queenstown (four), and Coromandel (three). Rotorua (see Figure 26) is located in the North Island, and one of the main tourism destinations in New Zealand. This destination is a well-known spa resort, and has various attractions and activities around adventure tourism, etc. This city is also a centre of Māori culture.

**Figure 26**

*Rotorua, New Zealand*



From *International Association on the Genesis of*

*OreDeposits*. [http://www.elementsmagazine.org/archives/e16\\_3/e16\\_3\\_soc\\_IAGOD.pdf](http://www.elementsmagazine.org/archives/e16_3/e16_3_soc_IAGOD.pdf).

The findings of this study are consistent with those of Payne (2010), and after ten years, the result has remained almost the same. Payne found that Rotorua (48.3%) was the most popular destination visited by respondents, followed by Taupo (40.7%), Hamilton (39.5%), Wellington (23.8%), Bay of Islands (23.3%), Coromandel (21.5%), and 90 Mile Beach and Tauranga (18%). Cloesen (2006) conducted a study of international students from a tertiary English language programme in CPIT in Christchurch. Christchurch is in the South Island, and the findings showed that Queenstown, Dunedin, Wellington, and Auckland were the most popular destination for respondents. Queenstown and Dunedin were the most popular, because respondents mentioned that there were many options such as visiting natural and

man-made attractions of nightlife, and beautiful scenery. It can be concluded that international students travel to many destinations during their study period in New Zealand. As mentioned in the literature review, the New Zealand Government has changed the rule relating to the duration of post-study work visas, according to the city of study, and the type of educational qualification attained, which suggests the Government may want to develop other areas apart from Auckland. This rule will convince future Indian students to select education providers in remote areas and travel for an overnight trip from the remote area to nearby destinations, spreading their spending across New Zealand.

## **5.7 Activities**

Respondents participated in different tourism activities during their overnight trips. The findings showed that around 61% of respondents visited beaches, and around 31% respondents went to a bar or night club. Of all respondents, 27.69% went swimming or surfing, and 24.62% enjoyed activities such as mountain climbing, rock climbing, abseiling or quad biking. Around 21% showed an interest in cycling, and 20% visited a museum. Other activities pursued were bungee jumping (18%) and jet boating (18.46%). Payne (2010) stated that respondents to her study enjoyed eating out (60.6%), visiting beaches (57.5%), shopping (40.9%), going on sightseeing tours (33.2%), visiting a bar or nightclub (22%) swimming (30.1%), and going to the cinema (around 20%) all of which were popular activities for the international students. Ryan and Zhang (2007) found that Chinese students mostly enjoyed outdoor activities, such as visiting Hamilton's gardens, lake, or zoo, or going swimming, climbing, horse-riding, or white-water rafting. Another interesting finding of this research was that 23.08% of respondents showed an interest in the cinema; this was similar to Payne's (2010) result.

The spending pattern of participants on activities were different however. This research found that 29% of respondents spent in the range of NZD101-NZD199 and more than NZD400 was spent by 24% of the respondents. Payne (2010) found that 27.8% of respondents spent more than NZD400, 17.5% spent NZD101-NZD199, and the other 17% spent NZD300-NZD399. The spending of respondents on activities was NZD4,910 (polytechnic students), NZD4,160 (university students), and NZD5,440 (students at private educational institutes). Total expenditure on activities was estimated at around NZD14,510. This estimate is based on 70 Indian students, so for all Indian students (16,500) spending would be significant. This amount may be lower or higher however, as most respondents took an interest in the beach, which is free of charge. The findings suggested that international students are providing benefits to business operators near the beach, such as restaurants, hotels, operators of adventure sports, cinema operators, bars and clubs, cycling operators, transport, and museums etc. There are many cinema operators in New Zealand such as Event Cinemas, Rialto, Bridgeway, and Hoyts. People also watch the latest or even old Indian movies in New Zealand. Policymakers could organise events near the beach related to Indian and Māori culture. They could sell and promote many tourism products near the beaches. Bars and clubs were the second most popular tourism activity. Locating (especially the Indian bars and clubs) close to a popular destination, can offer a “wow” experience to Indian students, who can enjoy Indian songs and culture.

## **5.8 Transport**

The Indian nationals preferred to travel in their own cars. Findings show that 65% of respondents used their cars to complete their overnight trip. Payne (2010) and Ryan and Zhang (2007) also had the same finding. This research's findings showed that only 12.5% of respondents used buses to reach their destination, and 20.31% used a rental car. This is

interesting in terms of the satisfaction levels of respondents as discussed in the transport section. Only around 34% of the respondents were extremely satisfied with the transport system in New Zealand, which provides direction for more development in the transport system. Ritchie and Crouch (2003) observed that a developed transport system can make it easy for tourists to access remote area in the destination for example the findings of research stated that only 20% were extremely satisfied with easy access to other regions.

This research showed that almost 31% of respondents spent NZD101-NZD199 on transport. Only 18.5% spent NZD300-400, nearly 26% spent NZD51-NZD100, and 14.1% spent NZD200-NZD299. This result is very close to that in Payne's (2010) findings. Payne (2010) mentioned that only 18.6% of her respondents spent in the range of NZD101-NZD199 on transport, 24.7% spent NZD51.00-NZD100.00, and 14.9% spent NZD200-NZD299. It is estimated that polytechnic respondents spent NZD3,990, university respondents spent NZD3,100, and those in private institutes spent NZD4,460 on the transport sector. The overall expenditure on transport by Indian nationals in this study was NZD11,550.

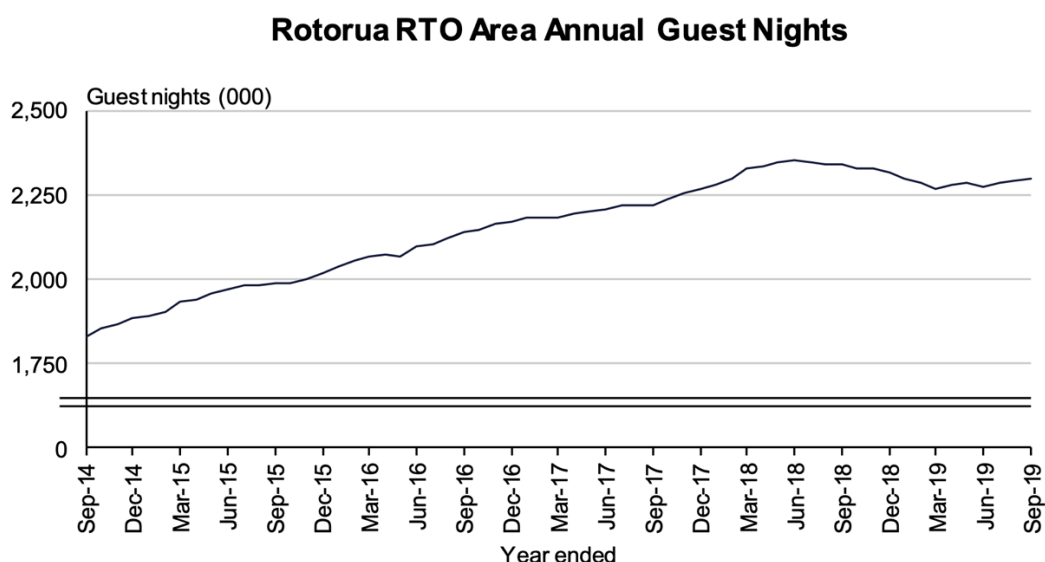
## **5.9 Accommodation**

The findings showed that the majority of the respondents (25%) preferred to stay in a motel (25%) or hotel (23.4%), followed by family and friends (18.8%) and backpackers' hostels (15.6%). Ryan and Zhang (2007) also found that most respondents preferred to stay in a motel. In Payne's (2010) study, 28.8% of respondents preferred to stay in backpackers' hostels, 20.9% stayed with family or friends, and 20% in a motel. Beds and breakfasts were the least popular choice for respondents. Overall findings suggested that Indian nationals preferred to stay in motels and hotels, similar to the Chinese (Ryan & Zhang, 2007). Payne's respondents were from a mix of countries, such as India (27%), US (13%), China (9%), Korea

(8%), and Germany (6%), which may explain why most respondents preferred to stay in backpackers' hostels. The preference of Indian nationals for hotels and motels was also observed by Pope et al, (2002, as cited in Michael et al., 2003), who found that Asian students preferred higher standards of accommodation than did European students. This research found that the majority of respondents (26%) spent NZD0-NZD50, on accommodation, 23.4% spent NZD51-NZD100, and another 23% in the range of NZD101-NZD199. Few spent more than NZD300 on accommodation. In Payne's (2010) study, most of the students (37.7%) spent in the range of NZD50, 22% spent over NZD200, and 18.8% spent NZD51-NZD100. The total spending by respondents on accommodation was NZD9,750 of which polytechnic institute respondents spent NZD4,100, university respondents spent NZD2,450, and private institute respondents spent NZD3,200.

**Figure 27**

*Rotorua Guest Nights*



From *Statistics New Zealand*. (<https://www.stats.govt.nz/>). Copyright 2020 by the Crown.



Statistics NZ (2019) provides regular data to help to understand the accommodation sector in New Zealand. The current research found that Rotorua was a popular destination for Indian nationals studying in the North Island, so includes a report of Rotorua guest nights for comparison. In Rotorua, there were 2,297,300 guest nights, of which international guest nights were 1,014,426, and domestic guest nights were 1,282,874 (Statistics NZ, 2019). Clearly, there were more domestic guest nights than international guest nights. The same trend was evident in 2018. Also, hotels had more guest nights than motels, followed by backpackers and hostels. The occupancy rate was higher in hotels (75.9% in 2019), followed by motels (66.8%) and backpackers' (29.2%). Figure 27 shows that guest nights for Rotorua increased from 2014 to 2018, then slightly decreased from September 2018 to September 2019. However, a decline rate in international and domestic tourists can be seen from September 2019 to September 2020 and perhaps longer, because of COVID-19. Overall, hotels, motels, and backpackers' hostels should be ready to deal with this decline by focusing on domestic tourism, especially international Indian students. This also gives direction for the backpackers and hostels to create plans to attract Indian nationals, as they mostly prefer to stay in a hotel or motel.

## **5.10 Eating**

This research found that more than half of the respondents were most interested in eating at restaurants (51.6%). After restaurants, fast food outlets (15.6%) were the second choice. Other options such as cafes, their own food, and shopping at a supermarket were the least popular choices. Payne (2010) found that 28.3% of respondents bought food from the local supermarket, and 20.4% ate at restaurants. Fast food was less popular; only 14.7% of respondents preferred to eat this. Cafés (1.6%) and takeaway outlets (4.2%) were also not popular. Ryan and Zhang (2007) found that fast food and takeaway shops were the most

popular choices. This research found that Indian nationals preferred to eat at restaurants (51.6%), and Ryan and Zhang (2007) found that Chinese nationals preferred to eat at fast food outlets and takeaways. However, Payne (2010) found that the local supermarket was most popular with her respondents, and restaurants were the least popular.

It is also interesting to see the differences in spending on meals. Payne found that around 37% of respondents spent in the range of NZD50, 28.8% spent in the range of NZD100, and 6.8% spent in the range of NZD300. This research found that 34% of the respondents spent in the range of NZD50, 32% spent NZD51-NZD100, 18% spent NZD101-NZD199, and around 6% spent more than NZD200. Very few respondents spent more than NZD400 on food. It was estimated that the spending of respondents on food was NZD3,570 (polytechnic students), NZD2,000 (university students), and NZD2,840 (private institute students). The overall expenditure on food was NZD8,410.

### **5.11 Travel companions**

Payne (2010) found that most respondents preferred to travel with friends. This research also found the same result, as the majority of respondents (67.7%) went on an overnight trip with friends, and around 17% travelled with their family or spouse. As noted in the literature review, Shanka et al. (2002) reported that Asian students like to travel in groups, but that European and Australian students like to travel alone. The findings of this study suggest that only 6.5% of the respondents travelled with their family, perhaps because most Indian nationals preferred to travel with friends. Another possibility is that they were busy with study, or did not invite their parents to New Zealand as they may not necessarily be able to afford it due to currency rates or their expenditure on tuition in New Zealand. As noted in the literature review, the education sector receives revenue from international students and, at

the same time, acts as a catalyst for friends and relatives to visit students during their study period (Shanka et al., 2001). Ritchie and Priddle (2000) reported that half of their respondents invited family members from their home country while studying in Australia. In other research by Taylor et al. (2004) around two out of three international students had invited their parents. Roppolo (1996) observed that when family members or friends returned to their original country, and share their experience of the trip with others, this can create a positive image of the destination in others' minds.

### **5.12 Funding the trip**

This research found that 79% of the respondents funded themselves on their overnight trip, and around nine percent were supported by their friends for their trip. Fewer respondents (4.8%) needed help from their families. Payne (2010) stated that 57.6% of her study's respondents funded themselves, 15.2% were supported by their family, and only 4.1% were given money by their friends for an overnight trip. According to Immigration New Zealand, international students can undertake part-time work (up to 20 hours) during their study period in New Zealand, and work full time during scheduled holidays or term breaks. International students can also use the Fund Transfer Scheme (FTS) before coming to New Zealand (Immigration New Zealand, n.d.). The aim of the FTS rule is to make sure international students have sufficient funds to support themselves during their study period in New Zealand. The FTS rule applies to four countries: China, India, the Philippines, and Sri Lanka. Under this rule, applicants have to transfer at least NZD12,000 to a New Zealand bank, and the bank blocks this fund when the student arrives in New Zealand, releasing around NZD1,000 each month for one year. As 70% of the respondents mentioned that they were able to sponsor their overnight trips by themselves, their funds may have come from India for their living expense under the FTS rule. Indian students receive help directly from their

parents, but they can also utilise their wages from part-time work or full-time salary, for an overnight trip.

### **5.13 Sources of information**

According to this research, social media (32.26%) was the main source of awareness about a destination for respondents. This finding supports those in the literature, which showed that the internet has replaced traditional sources for collecting information about a destination, and social media such as Facebook and Instagram play an important role in this. The second most popular source was friends, flatmates, classmates and family (30.65%); 12.90% of the respondents learned about their overnight destination in class. Other options such as travel agents, guidebooks, tour guides, and the Automobile Association were less attractive. Payne (2010) found that most respondents learned about a destination through word-of-mouth from friends and family. She also found that the internet and guidebooks were the second most popular source. However, this research found that that these sources were less attractive. Indian nationals depend mostly on social media and word- of- mouth to learn about a destination. Tourism operators can therefore market their products on social media and through education providers.

### **5.14 Motivations**

According to this research, 80% of the respondents thought that relaxing, chilling out, and having fun were the most important reasons to go for an overnight trip. The second most important reason was to go sightseeing (76.4%), the third reason was to go on holiday with friends (69.1%), and the fourth reason was to increase knowledge of New Zealand (67.3%). The least important reasons were to participate or support friends in sports (23.6%), or to go shopping (29.1%). Payne's (2010) findings identified two significant motivators: travel with

friends, and also chill out, relax, and have fun. Ryan and Zhang (2007) found that having fun with friends or having a break from study were the primary motivators for respondents to go on holidays. As noted in the literature review, there are many motivational factors for tourists' travelling. Push factors such as relaxation, having fun, chilling out, and going on holiday with friends were those most popular with Indian nationals. Pull factors identified in this research were going sightseeing, participating in sports, going shopping, and increasing knowledge of New Zealand. Tourism operators can create their advertising material according to the most common motivational forces of Indian students, and share it on social media.

This study also found that approximately 38% of the Indian nationals considered seeing Māori or other cultures as most important, consistent with the work of Payne (2010) and Ryan and Zhang (2007), who also reported low scores for the cultural tourism. However, as mentioned in the literature review, there are different types of cultural tourists such as purposeful, sightseeing, serendipitous, casual, and incidental cultural tourists (McKercher, 2002). According to the findings, around 38% of the respondents can be considered as *purposeful cultural tourists*, as their primary motive to visit a destination was to participate in cultural tourism. The rest of the respondents who considered cultural tourism as not important, can be considered as *casual cultural tourists* because they had less interest in cultural tourism, and at the end of the trip, they also had less experience of cultural tourism. These respondents can also be considered as *sightseeing cultural tourists*, because sightseeing was considered the most important reason to visit a destination by almost 76% of respondents. As defined by McKercher (2002), *sightseeing cultural tourists* are those whose primary motive is to participate in cultural tourism, but ultimately, they had less experience with cultural tourism. Aside from this, all respondents can be considered as

*incidental cultural tourists* and *serendipitous cultural tourists*. *Incidental cultural tourists* are those who have little interest in cultural tourism, but during a trip, they may engage with cultural activities. *Serendipitous cultural tourists* are those who do not visit a destination because of cultural tourism, but end up having a deeply cultural tourism experience. Almost 67% of respondents considered increasing their knowledge of New Zealand as their most important motivator, indicating that they experienced cultural tourism during their overnight trip. Ryan (2002) sought to understand why tourism products based on Māori culture are unappealing to Pakeha society in New Zealand. Ryan (2002) argued that European New Zealanders are not drawn to Māori culture as an attraction. Carlson (1998) found there is lack of knowledge about *te Māori rei* (things Māori) in Pakeha (non-Māori), so it can be expected that cultural differences as a basis for attraction to the domestic market may have little appeal. Immink (2000) maintained that Māori warrior images and the *haka* (Māori war dance) deter some Asians from visiting New Zealand. The current study found that only 38% of respondents considered tourism products based on Māori or any other culture were an important motivator to visit a destination. It is also possible that most students may have little interest in any cultural tourism, and not just Māori culture.

### **5.15 Education providers and type of programme**

There are different types of education providers in New Zealand, such as the universities, polytechnic institutes, and private institutes. These education providers attract international students from many countries. China is the primary market for New Zealand education providers, followed by India. Data in this this research showed an almost balanced response from three types of education providers' respondents: private institutes (29.9%), polytechnics (34.3%), and universities (31.3%). Payne (2010) reported that 73% of her respondents were studying in universities, 10.3% studying English in private institutes, 6.9% in other private

institutes, and 5.7% in polytechnic. She also found that most of her respondents (43%) were studying on a bachelor's degree programme, 13% on an English language course, 11% on an undergraduate diploma programme, 9% on a master's degree programme, and 8% were studying for a graduate diploma. The current research drew responses from respondents studying for a diploma, graduate diploma, postgraduate diploma, or master's degree. The data showed that Indian nationals from polytechnic and private institutes spent more money than did those from universities. Interestingly, the MBIE (date) reported that most Indian nationals prefer to study in private and polytechnic institutes than in universities, whereas Chinese nationals prefer universities to private and polytechnic institutes. This suggests that to enhance domestic tourism in New Zealand, decision-makers could attract Indian nationals firstly from private and polytechnic institutes, and secondly, from universities. The New Zealand Qualification Authority (NZQA) closed many private institutes in New Zealand because of poor educational performance and non-compliance with NZQA rules ("Private tertiary institution closed after widespread plagiarism," 2017). In 2019, a private institute closed by the NZQA affected Indian Nationals, who comprised the majority of the there ("Export education industry 'ripping people off' - immigration lawyer," 2019). This may affect the decision-making of Indian nationals towards study in New Zealand, and indirectly, may negatively affect domestic tourism.

## **5.16 Accumulated benefits for New Zealand**

Overall benefits of Indian international students to the domestic tourism industry in New Zealand can be calculated by adding the expenditure from all sectors (i.e. accommodation, transport, food, and activities) in the study. From this, it can be estimated that respondents from the university sector spent NZD11,710, and polytechnic respondents spent NZD16,570. Private institute respondents spent NZD15,940 during their overnight trips in New Zealand.

The total expenditure for all overnight trips are therefore estimated at around NZD44,220, based on 70 Indian nationals studying for one to three years. After study, they may again engage in domestic tourism if they stay on a work visa, which could open opportunities for future research. The total expenditure per person per overnight trip is calculated to be around NZD631 (NZD44,220/70), averaging to NZD120 (NZD8,410/70) for meals, NZD139 (NZD9,750/70) for accommodation, NZD165 (NZD11,550/70) for transport, and NZD207 (NZD14,510/70) for tourist activities. These calculations are based on one overnight trip, but 63% of the respondents took more than one overnight trip, which means the benefits are even more. During 2015-2018, there were 28,605, 27,720, 19,995 and 16,555 Indian international students studying in New Zealand respectively (Education New Zealand, 2018). Therefore, assuming all (or at least half) of the Indian international students in New Zealand engaged in overnight trips, it would be interesting to calculate the contribution they make to the domestic tourism industry.

The United Nations (2019) reported that New Zealand is ranked 14th ranked (i.e. 0.921) on the global human development index. Mohanty et al. (2016) argued that infrastructure plays an important role in achieving and maintaining a high human development index, which in itself, has many benefits. A higher value in the human development index means high productivity in different aspects such as health, education, labour force, infrastructure, and so on. The findings of this research showed that most respondents were satisfied with transport, accommodation, directional signage, variety of activities, hospitality, safety, and entertainment. The fields where New Zealand can improve, are shopping, food and beverages, and infrastructure, as only about half of the respondents were satisfied with these factors.



As noted in the literature review, COVID-19 has affected many small and large businesses. Many people lost their jobs in the tourism and hospitality industry, and these tourism and hospitality businesses need to depend on domestic tourism in the immediate future. According to the above estimates, international Indian students can have an essential role in the domestic tourism of New Zealand, as the findings of this research showed that 98.2% of respondents agreed to recommend the destination to others. When one student travels and has a “wow” experience at a destination, there is a strong chance that they will recommend the destination to others.

When Indian international students engage with domestic tourism in New Zealand, they spend on all aspects of tourism, such as accommodation, food, transport, and tourist activities, which creates different types of employment within New Zealand, such as direct employment, indirect employment, and induced employment (see Dwyer et al., 2020). Direct employment is generated from tourist consumption, which means it involves jobs in which workers engage with the production of direct tourism outputs. Airline, hotels, transport, travel agencies, and the food industry are the best examples of indirect employment. Indirect employment is created when workers are involved indirectly with tourism, for example, in the supply of goods and services such as delivering fuel to airlines, etc. Induced employment is employment resulting from the economic impacts of tourism.

## **Chapter 6. Conclusion**

Chapter 4 analysed and presented the findings of this research, and chapter 5 discussed the findings by comparing them with previous research and government reports. This chapter concludes the study.

### **6.1 Introduction**

Section 6.2 reviews the objectives of this research, and Section 6.3 illustrate the key findings and how this research contributes to the literature. After this, Section 6.4 explains the limitations of the research, and suggested future research is proposed in Section 6.5.

### **6.2 Objectives of the research**

The aim of this research was to understand the domestic tourism experience of Indian nationals studying in New Zealand. It had various objectives related to what motivated them to undertake an overnight trip, what their city of residence was, which types of education providers they were enrolled when they took their overnight trip, how many overnight trips they went on, what type of accommodation, activities, food, and transport they preferred, how much money they spent, and how satisfied they were with the different tourism factors.

### **6.3 Key findings and contributions to the body of knowledge**

This research reports that Indian nationals frequently engage with overnight trips during their study period in New Zealand, which means they contribute to domestic tourism by spending money on accommodation, transport, meals, and activities. More than half of the respondents engaged in more than one overnight trip. The direct and indirect tourism business operators were therefore gaining significant revenue from them. The students were satisfied with infrastructure, transport, signage, and safety, but were least satisfied with the shopping in

New Zealand. The findings suggest that the majority of Indians who come to New Zealand for higher study are from the state of Punjab. There was a low response rate in this study, but this finding is consistent with data from Immigration New Zealand, so is considered valid.

The weekends and the summer semester breaks were found to be popular times for an overnight trip, consistent with those in previous research. This suggests that tourism operators can market their products close to this period, and also offer discounts to make the winter semester break more attractive. The popular activities were visiting the beach and attending a bar or club. Policymakers can organise something at the beach or near the beach to provide economic benefits, or a cultural event as, the findings of this research, and those in previous research, show that culturally-based tourism products are not very important to international students. Bars and night clubs were the second most popular activities, so it could be helpful to open an Indian night club or bar, where Indian songs are played.

This study also found that international Indian students had little interest in staying in backpackers' hostels, which provides opportunities for reflection for the accommodation sectors. Social media was the main source for Indians to go to for information about their destination. Most Indian nationals preferred to travel with friends rather than on their own. The marketing of destinations could therefore reflect the likelihood that Indian nationals like to travel with friends. The motivations for taking overnight trips were relaxing, chilling out, having fun, sightseeing, go on holiday with friends, increase knowledge of New Zealand, do something different, and to go with friends or family who were also going away. The respondents from private and polytechnic institutes spent more money than did the university respondents. The Government could therefore offer some support to private and polytechnic institutes.

Despite its exploratory nature, this study contributes usefully to the literature. Similar to research conducted by Payne (2010), Ryan and Zhang (2007), and Cloesen (2006), this research added to the body of knowledge by focusing on a single nationality and arguing that the market of international students has a vital role in the domestic tourism industry. As COVID-19 has affected the entire world, the New Zealand Government could develop policies to support education providers, particularly private and polytechnic institutes. By focusing on the limitations of this study, future research can aim to offer more precise information about this.

#### **6.4 Limitations**

This study has some limitations which can be considered as opportunities for future research. One of the limitations of this study was its low response rate. This was because the data collection occurred during the summer semester break, and focused on one nationality. A higher response rate could provide more valid and reliable data. A second limitation was that the study focused only on overnight trips, not on day trips, which could be useful to explore for their benefits to domestic tourism. This study used a quantitative research method for data collection and analysis. Mixed method could surrender more in-depth information, for example, barriers to travelling and taking day trips. Using a qualitative research method, this study could have recruited Indian nationals studying in New Zealand for in-depth interviews, to increase the validity and reliability of the data.

#### **6.5 Future research**

This research has raised many questions in need of answering. This study and data from Immigration New Zealand has shown that most Indian nationals studying in New Zealand come from the state of Punjab, so future research can focus on the domestic tourism

experience of Punjabi students studying in New Zealand. As mentioned in the literature review, India has deeply rooted diversity, so the behaviours of tourists from different states may be different. Future research can also consider why respondents from other states were less interested in studying in New Zealand, because the answer may help increase the number of international students, which will provide benefits to the domestic tourism industry.

This study sought to understand Indian nationals' tourism experiences during their study period, but future research could be based on after their study, during their work visa period. The previous and present research found that international students were not very interested in cultural tourism, which is a topic for future research. Future research could also examine the accommodation sector, as this study and data in previous research, indicated that Asian people like to stay in hotels and motels, so research is needed to determine why they prefer these to backpackers' hostels.

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# Appendices

## Appendix A: Ethics approval from AUTECH



### Auckland University of Technology Ethics Committee (AUTECH)

Auckland University of Technology  
D-88, Private Bag 92006, Auckland 1142, NZ  
T: +64 9 921 9999 ext. 8316  
E: [ethics@aut.ac.nz](mailto:ethics@aut.ac.nz)  
[www.aut.ac.nz/researchethics](http://www.aut.ac.nz/researchethics)

12 November 2019

Hamish Bremner  
Faculty of Culture and Society

Dear Hamish

Ethics Application: 19/410 Tourism experiences of Indian nationals studying in New Zealand

I wish to advise you that a subcommittee of the Auckland University of Technology Ethics Committee (AUTECH) has **approved** your ethics application.

This approval is for three years, expiring 11 November 2022.

#### Non-Standard Conditions of Approval

1. On the advertisement, please make it clear that you are seeking Indian national students;
2. On the Information Sheet, please state that completing the anonymous survey will be taken as consent to participate in research, and should they wish to leave their name for inclusion in the prize draw, these details will be kept separate from the survey responses.

Non-standard conditions must be completed before commencing your study. Non-standard conditions do not need to be submitted to or reviewed by AUTECH before commencing your study.

#### Standard Conditions of Approval

1. The research is to be undertaken in accordance with the [Auckland University of Technology Code of Conduct for Research](#) and as approved by AUTECH in this application.
2. A progress report is due annually on the anniversary of the approval date, using the EA2 form.
3. A final report is due at the expiration of the approval period, or, upon completion of project, using the EA3 form.
4. Any amendments to the project must be approved by AUTECH prior to being implemented. Amendments can be requested using the EA2 form.
5. Any serious or unexpected adverse events must be reported to AUTECH Secretariat as a matter of priority.
6. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTECH Secretariat as a matter of priority.
7. It is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

AUTECH grants ethical approval only. You are responsible for obtaining management approval for access for your research from any institution or organisation at which your research is being conducted. When the research is undertaken outside New Zealand, you need to meet all ethical, legal, and locality obligations or requirements for those jurisdictions.

Please quote the application number and title on all future correspondence related to this project.

For any enquiries please contact [ethics@aut.ac.nz](mailto:ethics@aut.ac.nz). The forms mentioned above are available online through <http://www.aut.ac.nz/research/researchethics>

Yours sincerely,

Kate O'Connor  
Executive Manager  
Auckland University of Technology Ethics Committee

Cc: [amarjeet967@gmail.com](mailto:amarjeet967@gmail.com)

## Appendix B: Survey with participant information sheet and consent

### Tourism experiences of Indian nationals studying in New Zealand

#### Survey Flow

Standard: Information about survey and consent (2 Questions)  
Standard: Qualifying question (1 Question)  
Standard: Qualifying question (1 Question)  
Standard: Information about you (6 Questions)  
Standard: How many OVERNIGHT trips have you been on? (2 Questions)  
Standard: Where did you go and what did you do? (4 Questions)  
Standard: Transport used on your MOST RECENT overnight trip (2 Questions)  
Standard: Accommodation you stayed in (2 Questions)  
Standard: Where did you eat? (2 Questions)  
Standard: Other information (3 Questions)  
Standard: Why did you go? (2 Questions)  
Standard: Your Satisfaction with Your Trip? (2 Questions)  
Standard: Prize (1 Question)

Branch: New Branch

If

If Would you like to enter a raffle for the chance to win a prize? Yes, Is Selected

EndSurvey: Advanced

Branch: New Branch

If

If Would you like to enter a raffle for the chance to win a prize? Yes Is Not Selected

EndSurvey:



---

## **Start of Block: Information about survey and consent**



My name is Amarjeet Singh and I am pursuing a Master degree in International Tourism Management at Auckland University of Technology. I would like to ask you some questions regarding your domestic tourism experience in New Zealand.

### **A. What is the aim of this research?**

The aim of this research is to identify tourism behaviour of international Indian students studying in New Zealand. It is important to understand how much they travel in New Zealand during their study, what motivates them and what type of accommodation, food, the transportation they prefer.

### **B. What are the benefits of this research?**

The tourism industry, education providers & Government can initiate something to enhance students 'tourism experience. It may help to make better tourism policy for International Indian students or all International students. There will be an opportunity for one lucky winner to win voucher of NZ\$100.

### **C. What will happen in this research?**

This survey asks you simple questions about you on holiday. This survey will ask you questions about the places that you have travelled to in the last 12 months. There are questions about what you did on holiday How long you were on holiday How you get to your holiday city or town Why you went on holiday Other questions about you

### **D. What are the costs of participating in this research?**

This should take about 15 -20 minutes. If you don't want to finish this survey, then you can logout at any time.

### **E. How will my privacy be protected?**

You do not have to put your name in the survey. If you do feel concerned, then do not answer any more questions. Just log out of the survey. All the answers will be kept in a safe place and your answers will be kept confidential.

### **F. Where will the results of this survey be published?**

The result of this survey will be written in my master's thesis. If you want a summary of the results, then I can email this to you. You will be able to ask for this at the end of the survey.

This survey has been passed by the Ethics Committee at AUT.

**G. 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, who is Dr. Hamish Bremner. His email is hamish.bremner@aut.ac.nz. Concerns regarding the conduct of the research should be notified to the Executive Secretary - Kate O'Connor, ethics@aut.ac.nz , 921 9999 ext 6038 (Limited).

H. Read through this page and if you agree click on the YES button. If you do not agree then just click on the NO button and you will be logged out of the survey. Thank you

---

Page Break



Q2 Do you agree to fill out this survey?

- ☐ Yes, I agree to fill out this survey. (1)
- ☐ No, I do not agree to fill out this survey. (2)

*Skip To: End of Survey If Do you agree to fill out this survey? = No, I do not agree to fill out this survey.*

**End of Block: Information about survey and consent**

---

**Start of Block: Qualifying question**



Q3 Are you 18 years of age or older?

- ☐ Yes (1)
- ☐ No (2)

*Skip To: End of Survey If Are you 18 years of age or older? != Yes*

**End of Block: Qualifying question**

---

**Start of Block: Qualifying question**



Q4 In the last 12 months while studying in New Zealand have you been on an overnight trip in New Zealand? An overnight trip is a when you travel 40 kilometers or more away from your home and then stay away for at least one night or longer at your destination.

- ☐ Yes (1)
- ☐ No (2)

*Skip To: End of Survey If In the last 12 months while studying in New Zealand have you been on an overnight trip in New Zea... != Yes*

**End of Block: Qualifying question**

---

**Start of Block: Information about you**



Q5 Are you male or female?

☐ Male (1)

☐ Female (2)

Q6 How old are you?

---

Q7

Which state of India do you belong to?

---



Q8 What type of international student are you?

☐ Study abroad student (1)

☐ Scholarship Student (2)

☐ Exchange student from an overseas scholarship (3)

☐ International student (4)

☐ Other (5) 

---



Q9 What type of institution are you studying at?

- ☐ Polytechnic or institute of Technology (1)
  - ☐ English Language College (2)
  - ☐ University (3)
  - ☐ Private tertiary college, for example, Computer or Business studies (4)
  - ☐ Other (Please specify) (5)
- 



Q10 What type of Programme are you studying? choose only one option.

- ☐ English Language (1)
  - ☐ Certificate (2)
  - ☐ Diploma (3)
  - ☐ Bachelor's degree (4)
  - ☐ Graduate certificate (5)
  - ☐ Graduate diploma (6)
  - ☐ Post graduate certificate (7)
  - ☐ Post graduate diploma (8)
  - ☐ Master's degree (9)
  - ☐ Doctorate (10)
  - ☐ Other (Please Specify) (11)
- 

**End of Block: Information about you**

---

**Start of Block: How many OVERNIGHT trips have you been on?**

Q11 In the last 12 months how many OVERNIGHT trips in New Zealand have you been on?

- ☐ 1 overnight trip (1)
- ☐ 2-4 overnight trips (2)
- ☐ 5-7 overnights trips (3)
- ☐ More than 7 overnights trips (4)



Q12. What time of the year did you go on your OVERNIGHT trips? Tick as many answers as you like.

- ☐ During the weekend (1)
- ☐ During long weekends (2)
- ☐ During the WINTER semester /terms break (June-July) (3)
- ☐ Before I started my qualifications (4)
- ☐ After finished my qualification (5)
- ☐ During the SUMMER semester /term break (December-January) (6)
- ☐ Other (Please specify) (7)

**End of Block: How many OVERNIGHT trips have you been on?**

---

**Start of Block: Where did you go and what did you do?**

Q13 Please think about the MOST RECENT OVERNIGHT trip you went on and answer the following questions based on this trip. This section is about place you visited, what you did and how much you spent.

---



Q14 For your MOST RECENT OVERNIGHT trip where did you go to?

☐ Please State (1) \_\_\_\_\_





Q15 What activities did you do on your MOST RECENT OVERNIGHT TRIPS? Tick all the activities you did.

- ☐ I did not do any activities (1)
- ☐ Scuba diving or snorkeling (2)
- ☐ Air activities (3)
- ☐ Rugby (watching or playing) (4)
- ☐ Bungee Jumping (5)
- ☐ Jet boating (6)
- ☐ Canoeing (7)
- ☐ Caving (8)
- ☐ Theater/concert (9)
- ☐ Swimming/Surfing (10)
- ☐ Beaches (11)
- ☐ Golf (12)
- ☐ Glaciers (13)
- ☐ Horse riding / horse trekking (14)
- ☐ Snowboarding (15)
- ☐ Skiing, snowboarding or other snow sport (16)

- ☐ Cycling (17)
  - ☐ Watching or playing other sport (18)
  - ☐ Wildlife visit (19)
  - ☐ Fishing (20)
  - ☐ Mountain climbing, rock climbing, abseiling, (21)
  - ☐ Quad biking, 4WD vehicle tour (22)
  - ☐ Cinema/Movie (23)
  - ☐ Concert /theater (24)
  - ☐ Museum (25)
  - ☐ A bar or nightclub (26)
  - ☐ A conference / convention (27)
  - ☐ A public museum or art gallery (28)
  - ☐ Casino (29)
  - ☐ Other (Please Specify) (30)
- 

***Skip To: End of Block If What activities did you do on your MOST RECENT OVERNIGHT TRIPS  
?Tick all the activities you did . = I did not do any activities***

---



Q16 How much money (New Zealand dollars) did you spend on your activities on your MOST RECENT OVERNIGHT TRIP?

- ☐ \$0.00-\$50.00 (1)
- ☐ \$51.00-\$100.00 (2)
- ☐ \$101.00-\$199.00 (3)
- ☐ \$200.00-\$299.00 (4)
- ☐ \$300.00-\$399.00 (5)
- ☐ More than \$ 400.00 (6)

**End of Block: Where did you go and what did you do?**

---

**Start of Block: Transport used on your MOST RECENT overnight trip**



Q17 What was the MAIN type of transport you used on your MOST RECENT OVERNIGHT trip? Tick only one type of transport

- ☐ Bus or Coach (1)
  - ☐ Train (2)
  - ☐ Car or van owned by you / family / friend(s) /company (3)
  - ☐ Car-rental (4)
  - ☐ Van-rental (5)
  - ☐ Van -Privately owned (6)
  - ☐ Train (7)
  - ☐ Ship or Ferry (8)
  - ☐ Plane (9)
  - ☐ Tour bus (10)
  - ☐ Hitch-hiking (11)
  - ☐ Motorcycle (12)
  - ☐ Other (Please specify) (13)
- 



Q18 How much money (New Zealand dollars) did you spend on transport on your MOST RECENT OVERNIGHT TRIP?

- ☐ \$0.00-\$50.00 (1)
- ☐ \$51.00-\$100.00 (2)
- ☐ \$101.00-\$199.00 (3)
- ☐ \$200.00-\$299.00 (4)
- ☐ \$300.00-\$399.00 (5)
- ☐ More than \$ 400.00 (6)

**End of Block: Transport used on your MOST RECENT overnight trip**

---

**Start of Block: Accommodation you stayed in**



Q19 What was the MAIN type of Accommodation you stayed in during your MOST RECENT OVERNIGHT trip? Tick only one type of accommodation.

- ☐ Apartment (1)
  - ☐ Backpackers/Hostel (2)
  - ☐ Hotel (3)
  - ☐ Family/friends (4)
  - ☐ Bed and Breakfast (5)
  - ☐ Motel (6)
  - ☐ Home stay (7)
  - ☐ National Park hut (8)
  - ☐ Other (Please specify) (9)
- 



Q20 How much money (New Zealand dollars) did you spend on accommodation on your MOST RECENT OVERNIGHT trip?

- ☐ \$0.00-\$50.00 (1)
- ☐ \$51.00-\$100.00 (2)
- ☐ \$101.00-\$199.00 (3)
- ☐ \$200.00-\$299.00 (4)
- ☐ \$300.00-\$399.00 (5)
- ☐ More than \$ 400.00 (6)

**End of Block: Accommodation you stayed in**

---

**Start of Block: Where did you eat?**



Q21 On your MOST RECENT OVERNIGHT trip where did you mostly eat?

- ☐ Fast food outlets (1)
- ☐ Restaurants (2)
- ☐ I took my own food (3)
- ☐ I bought my food from a dairy (4)
- ☐ I ate with friends or Family (5)
- ☐ Food was provided by the tour company (6)
- ☐ I bought my food from supermarket and prepared it myself (7)
- ☐ Cafe (8)
- ☐ Other (Please State (9) \_\_\_\_\_



Q22 How much money (New Zealand dollars) did you spend on your meals on MOST OVERNIGHT trip?

- ☐ \$0.00-\$50.00 (1)
- ☐ \$51.00-\$100.00 (2)
- ☐ \$101.00-\$199.00 (3)
- ☐ \$200.00-\$299.00 (4)
- ☐ \$300.00-\$399.00 (5)
- ☐ More than \$ 400.00 (6)

**End of Block: Where did you eat?**



---

**Start of Block: Other information**



Q23 What was the main way that you found out about your MOST RECENT OVERNIGHT Trip destination

- ☐ Guide Books (1)
  - ☐ Social media (Facebook, Instagram etc.) (2)
  - ☐ Newspaper -English Language (3)
  - ☐ Newspaper-Other than English (4)
  - ☐ Brochures (5)
  - ☐ Staff Members e.g. International support staff, tutor, lecturer (6)
  - ☐ Information centers (7)
  - ☐ Travel Agent (8)
  - ☐ TV programme (9)
  - ☐ Visited there before (10)
  - ☐ Recommendation from friends, Flat mates, classmates or Family (11)
  - ☐ Learned about it in class (12)
  - ☐ Tour Guide (13)
  - ☐ I had prepared for it before I came to New Zealand (14)
  - ☐ Automobile Association (AA) (15)
  - ☐ Other (Please specify) (16)
- 



Q24 On your MOST RECENT OVERNIGHT trip who did you travel with

- ☐ By yourself (1)
  - ☐ With friends (2)
  - ☐ With family (3)
  - ☐ With my partner/spouse (4)
  - ☐ It was part of organized tour (5)
  - ☐ Other (please specify) (6)
- 



Q25 Who paid for your MOST RECENT OVERNIGHT trip?

- ☐ I paid for it myself (1)
  - ☐ My family paid for it (2)
  - ☐ My friend(s) paid for it (3)
  - ☐ Other (Please specify) (4)
- 

**End of Block: Other information**

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**Start of Block: Why did you go?**

Q26 We all go on a holiday for different reasons. This section asks you about the main reasons why you went on your MOST RECENT OVERNIGHT trip.



Q27 From the following list of reasons, tick how important each of these reasons was for you in your decision to go on this trip.

	Not Important at all (1)	(2)	(3)	Most important reason I went on holidays (4)
To celebrate and off semester, exam or study (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To take a break from study (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase my knowledge of New Zealand (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To participate in or support a friend in a sports tournament (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To participate in tourist activities or attraction (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To go on holiday with friends (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To go sightseeing (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To go shopping (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To look for future/further study opportunities (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To experience Māori cultural/food/Cultural show (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To escape from day to day life (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To relax /chill out/have fun (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To visit friends, family or relatives (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To look for career opportunities (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do something different /just for a change (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To go with friends or family who were also going there (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Why did you go?

Start of Block: Your Satisfaction with Your Trip?

Q28 Thinking about your MOST RECENT OVERNIGHT trip, how satisfied were you with?

	Not Satisfied (1)	Somewhat Satisfied (2)	Very Satisfied (3)	Extremely Satisfied (4)
Transportation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accommodation (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directional Signage (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of things to see and do (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shopping (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food and Beverage (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertainment / Nightlife (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy access to the rest of the region (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infrastructure (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q29 Would you recommend to others about the destination that you visited for your MOST RECENT OVERNIGHT trip

☐ Yes (1)

☐ No (2)

**End of Block: Your Satisfaction with Your Trip?**

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**Start of Block: Prize**

Q30

Would you like to enter a raffle for the chance to win a prize?

☐ Yes (9)

☐ No (10)

**End of Block: Prize**

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