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Nau mai haere mai ki Aotearoa: Information seeking behaviour of New Zealand immigrants

A research report
commissioned by

The New Zealand Federation of Ethnic Councils

Prepared by

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This report describes an online survey of the information seeking behaviour of immigrants to New Zealand. The research was commissioned by The NZ Federation of Ethnic Councils and conducted on behalf of the Centre for Applied Cross-Cultural Research by David Mason and Chris Lamain, School of Information Management, Victoria University of Wellington.

Abstract

This report is the outcome of Victoria University's Centre for Applied Cross-Cultural Research and the New Zealand Federation of Ethnic Councils' New Zealand immigrant information needs survey. The purpose of the survey was to assess the information requirements of immigrants before and after their arrival in New Zealand; the accuracy, reliability, usefulness, currency and accessibility of official and unofficial information; and the degree to which the immigrants had adapted to life in New Zealand. The survey was conducted during the period August to November 2006.

This research aims were: to determine whether government and non-government information sources are effective at providing accurate, reliable, and useful information to New Zealand immigrants; to determine whether the information available to New Zealand immigrants and their information behaviour influence their acculturation into New Zealand society.

This research builds on existing theory and demonstrates a link between immigrant information behaviour and acculturation. There is an extensive literature review. Theories of information behaviour and acculturation are synthesised and an immigrant information behaviour model is proposed. Content and factor analysis of the survey data was used to establish the existence of links between information, information behaviour and acculturation and to show how the timely provision of useful, accurate and current information through a variety of official and unofficial sources can positively influence the acculturation of New Zealand immigrants.

Executive Summary

Rationale for the current research

With nearly 20 percent of New Zealand citizens and residents born in another country the government want all immigrants to quickly and successfully establish themselves in local communities. Part of the New Zealand government's strategy for the successful settlement of immigrants includes enabling immigrants to access appropriate information that is available to the wider community (New Zealand Immigration Service [NZIS], 2004a).

The Survey

A survey, commissioned by the Federation of Ethnic Councils, was distributed to current NZ immigrants from a variety of backgrounds. Responses were obtained from 93 individuals, 78 of which proved useable. Surveys were administered through local community organizations or in an online format (see p30).

Respondents hailed from a wide range of countries (see p35) and had immigrated on a variety of visa categories (see p36). Both men and women filled out surveys (41% male, 53% female, 6% no gender indicated), and the amount of time that respondents had spent in New Zealand ranged from under two to over ten years.

The survey itself consisted of 22 questions, ten of which were open ended, allowing respondents to answer in their own words. The questions were designed to highlight the following areas:

- **Acculturation – How well have the immigrants assimilated into New Zealand society?**
- **Information behaviour (information needs and information seeking) –What information is accessed by immigrants? What information do they require? How do the immigrants access information?**
- **Information –What is the quality of the information?**
- **Barriers – How proficient are the respondents at both written and oral English communication?**

Surveys were collected and analyzed by the School of Information Management at Victoria University, working in collaboration with the Centre for Applied Cross-Cultural Research (CACR).

Summary of Findings

Does official and unofficial information meet the needs of New Zealand immigrants?

The criteria in answering this question were: A.) the accuracy, reliability and usefulness of relevant information and, B.) the timeliness and accessibility of that information, as perceived by New Zealand immigrants themselves.

- **The majority of respondents indicated that, overall, they had received a sufficient amount of official information before coming to New Zealand.**
- **Areas in which respondents indicated a desire for more information before their arrival included: settlement (26%), employment (17%), and finance (14%).**
- **For most respondents official information was useful (55% in the case of “life”; 40% in the case of “work”), accurate (56%) and up to date (45%).**
- **Upon arriving in New Zealand, respondents identified difficulties in locating information primarily related to employment, settlement and financial issues. Of additional concern for some respondents was information on the lifestyle typical in New Zealand.**
- **For the most part, respondents indicated that information was accessed via impersonal sources: the internet (28%) or books and media (15%).**
- **In addition to impersonal sources, many survey respondents indicated that friends (21%) and family (13%) had been important sources of information both before and after arriving in New Zealand.**
- **This was particularly true regarding unofficial information, highlighting the importance of social connections— family, friends, and**

community and ethnic organizations— in the information seeking behaviour of NZ immigrants.

- **A reoccurring criticism amongst respondents— one that echoes past research in New Zealand— involved the difficulty of obtaining accurate information on the employment situation (see p38). This included misinformation regarding the ease of finding employment in New Zealand and confusion regarding the qualifications necessary for certain skilled professions.**
- **The major barrier for immigrants in accessing information is proficiency with the English language (see p55).**

On balance, most respondents voiced moderately or strongly positive opinions regarding the availability and usefulness of relevant information. Areas for potential improvement include coordination of information sources between various employment bodies (i.e. the Medical Council of New Zealand, the Department of Labour, and source-country embassies) and collaboration with existing immigrant communities in New Zealand as primary sources of informal information.

Does information available to New Zealand immigrants, and their information behaviour, influence their acculturation into New Zealand society?

- **The majority of respondents (64%) felt they had adapted to life in their local communities and that they had been accepted by others as being part of those communities (see p51).**
- **The majority of respondents (70%) felt that they made the right decision in coming to New Zealand.**
- **Feeling accepted by members of one's community had a particularly strong positive correlation with feelings of positive adaptation and of having made the right decision in immigrating. This supports the essential role of community contact in the immigration experience.**

- **Responses revealed a positive relationship between adaptation outcomes (listed above) and the sufficiency of information services encountered before and after arrival in New Zealand.**

These findings suggest that amongst immigrants there is a strong link between the content and accuracy of information, information behaviour and the development of a sense of community, support, and belonging.

Conclusions

Following the analysis of data, a summary of the major findings is offered (see p61) and limitations of the study design, such as sample size and demographics (see p62) are discussed. The study was conducted through Victoria University and was not administered in any language other than English. As such, it cannot be considered a representative sample of the overall of New Zealand immigrant population. Additionally, the relatively small sample size (n=78) suggests that any conclusion based on the results be formed with caution. The report closes with a discussion of strengths and weaknesses in the area of information for NZ immigrants. The link between acculturation and information seeking behaviour is highlighted, as is the importance of community and ethnic organizations in disseminating information to immigrants. Further research into these relationships is recommended (see p65).

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Introduction

With nearly 20 percent of New Zealand citizens and residents born in another country the government wants all immigrants to quickly and successfully establish themselves in local communities. Part of the New Zealand government's strategy for the successful settlement of immigrants includes enabling immigrants to access appropriate information that is available to the wider community (New Zealand Immigration Service [NZIS], 2004a). Sources of information are likely to include: friends, relatives, the New Zealand Immigration Service and other government departments, embassies, immigration consultants, employers, community or religious groups and ethnic associations (NZIS, 2004).

Working through Victoria University's Centre for Applied Cross-Cultural Research, the New Zealand Federation of Ethnic Councils and local ethnic community organisations a New Zealand immigrant information needs survey was conducted over the period August to November 2006 to assess: the information requirements of immigrants before and after their arrival in New Zealand; the accuracy, reliability, usefulness, currency and accessibility of official and unofficial information; and the degree to which the immigrants had adapted to life in New Zealand.

This research project firstly aims to determine whether government and non-government information sources are effective at providing accurate, reliable, and useful information that is both timely and accessible for New Zealand immigrants. Secondly, the project aims to determine whether the information available to New Zealand immigrants and their information behaviour influence their acculturation into New Zealand society.

This research project builds on existing theory and demonstrates a link between immigrant information behaviour and acculturation. Through a critical literature review, this research project explores the links between information, information behaviour and immigrant acculturation and based on information behaviour and acculturation theories an immigrant information behaviour model is proposed. Content and factor analysis of the survey data is utilised to demonstrate the links between information, information behaviour and acculturation and how the timely provision of useful, accurate and current information through a variety of official and unofficial sources can positively influence the acculturation of New Zealand immigrants.

New Zealand immigration statistics, surveys and research

The New Zealand population is becoming more ethnically diverse due to increasing immigration from non-traditional source countries, particularly from the Asian continent (Statistics New Zealand [SNZ], 2004). New Zealand has approximately 50,000 people approved annually for residence in New Zealand with approximately 30,000 in the skilled or business streams, 15,000 in the family sponsored streams and 5,000 in the international and humanitarian streams (Department of Labour [DOL], 2005). The migrants' countries of citizenship vary greatly (see appendix A). Ethnic diversity will increase in New Zealand with the most significant change being in the broad Asian ethnic group. By 2021 this group will comprise 15 percent of the total population up from seven percent in 2001 (SNZ, 2005).

In the 2004/2005 fiscal year 48,815 migrants were approved for residence (see figure 1) 10,000 more than the previous year (DOL, 2005). The largest source of approvals were from the United Kingdom (31 percent) followed by China (10 percent) and India (7 percent). In the year to August 2006 there were increases in the net inflows of migrants from the United Kingdom, Fiji, India, Japan, Philippines, China, Germany and South Africa. The net inflow from Asia also increased over the same period (SNZ, 2006).

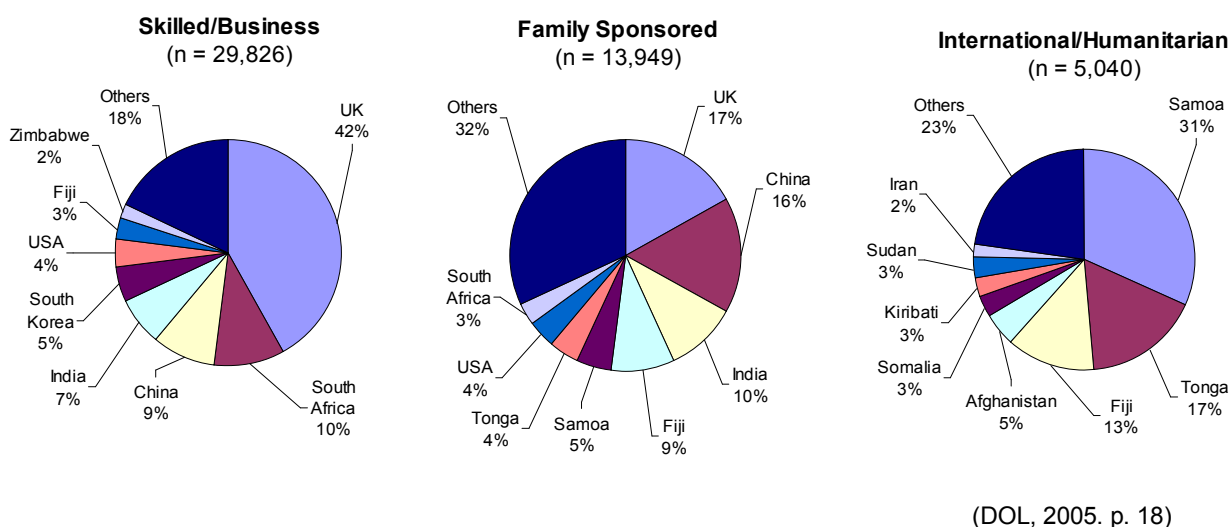


Figure 1: Nationality of approvals through the residence streams in 2004/2005

During the 2004/2005 fiscal year migrants from the United Kingdom made up 42 percent of the applications in the skill/business stream. 87 percent of the principal applicants in the

skill/business stream had a job or offer of skilled employment with 61 percent having an occupation in an area of immediate or long-term skill shortage (DOL, 2005).

In the family sponsored stream, the United Kingdom was again the largest source of immigrants (17 percent) with China accounting for 16 percent, India 10 percent, and Fiji 9 percent (DOL, 2005).

In the international/humanitarian stream, the Pacific nations were the largest source of immigrants with Samoa contributing 32 percent, Tonga 17 percent and Fiji 13 percent (DOL, 2005).

Immigration is not necessarily a fast process. There is often a delay of up two years between an immigrant receiving approval to enter New Zealand and actually arriving (Lidgard, 1996). From first deciding to migrate to sometime after arrival, immigrants can go through phases of adjustment to their new cultural environment including 'eager expectation, everything is beautiful, everything is awful, and everything is OK' (Dodd, 1995. p. 213). However, there is evidence that the phases espoused in Dodd's statement are often not the case – some immigrants can go from eager expectation to everything is awful rather quickly. For example, research carried out in New Zealand during late 1997 to early 1998 on immigrant medical professionals who had been granted entry visas prior to June 1995, identified concerns about New Zealand's immigration process (Selvarajah, 2004).

Overseas-trained medical professionals were led to believe that they were eligible to practice medicine in New Zealand with some actually having their medical degrees certified by the New Zealand Qualifications Authority (NZQA) as being equivalent to a New Zealand degree. Those with NZQA recognition were also informed that they did not require any other permit or validation to work or study in New Zealand. Despite the employment assurances implied by the granting of visas and NZQA qualification recognition, the employment rate of overseas-trained medical professionals was extremely low with 60 percent of them being unemployed. Only 13 percent had completed additional qualifications and were employed as medical doctors and none of them were employed in their field of expertise (Selvarajah, 2004).

The case of the overseas-trained medical professionals is a good example of the acculturation difficulties faced by New Zealand immigrants. The initial contact with New

Zealand was via government agencies that assessed qualifications and processed visa applications. The information provided to the doctors before their departure was often only provided by New Zealand embassy personnel. 'These doctors feel that they were misled by government and by the information, or lack of information, they received before they moved to New Zealand' (Selvarajah, 2004. p. 64). What the immigrant medical professionals had not been informed of was the additional qualification requirements that would be placed on them by the Medical Council of New Zealand. The post-immigration experience did not improve with the doctors' perceptions of New Zealand being poorer five years after their arrival particularly in the areas of equity and fairness in New Zealand, financial security and self-esteem. The President of the New Zealand Federation of Ethnic Councils, Dr Nagalingham Rasalingam, stated 'I have seen many sad cases of family break-ups, psychiatric issues and suffering because of misguided expectations' (cited in Selvarajah, 2004. p. 66). Most of the doctors were not aware of the employment situation in New Zealand prior to their arrival with 70 percent advising that if they had been informed of the work conditions for foreign-qualified medical professionals they would not have come to New Zealand (Selvarajah, 2004).

Another immigrant survey found that despite undertaking additional occupational training more than half of a sample of 39 professionals had lowered their occupational status after moving to New Zealand (Mace, Atkins, Fletcher & Carr, 2005). In many cases, immigrants' qualifications and training are not recognised in New Zealand (Butcher, Spoonley & Trlin, 2006) with the result that many immigrants feel they are underemployed. Some were retrained for jobs in which they already had experience but were not paid accordingly (Pernice & Brook 1996). These situations occur despite evidence from the International Adult Literacy Survey that the New Zealander-immigrant skill difference is quite small and an immigration policy aimed at enhancing 'New Zealand's overall level of human capital rather than merely to respond to current shortages in the labour market' (Kahn, 2004. p. 505).

Migration is emotionally upheaving where a major component of that upheaval is related to finding employment that is suitable to one's qualifications and experience (Mace et al, 2005). In a qualitative study of Indian women migrants in New Zealand, Pio (2005) found that for the majority of women in the research project the perceived negativity or unpleasantness of having to negotiate and renegotiate their social learning 'put a question

mark in their minds as to their suitability for work in the new country' (Pio, 2005. p. 68). So why do immigrants find it difficult to find employment in New Zealand? The jobs appear to be available – a review of quarterly time-series data from the third quarter 1983 to the fourth quarter of 1995 provided evidence that immigrants do not displace New Zealanders from jobs (Shan, Morris & Sun, 1999) and the current low levels of unemployment would tend to support this. The New Zealand Federation of Ethnic Councils declared at its 2001 conference 'that employment is the key to successful integration into, and participation in all aspects of New Zealand life' (Pio, 2005. p.59).

The New Migrant Follow-up Survey (DOL, 2005) surveyed immigrants in the skilled and business streams for information about employment, occupation, industry, location, satisfaction with New Zealand, and their experiences with the immigration process. In contrast to other literature, this survey found that, as at 30 June 2005, immigrants in the skilled and business streams had a high overall rate of employment (84 percent) in a wide variety of occupations with 79 percent of respondents either very satisfied or satisfied with their main job. Forty-five percent of respondents were employed in professional occupations, 16 percent in associate professional and technical occupations and 13 percent in legislative, administrative or managerial roles. The New Migrant Follow-up Survey also found that

81 percent were either satisfied or very satisfied with the quality of their accommodation, 89 percent were either satisfied or very satisfied with the quality of their children's education, 93 percent were either satisfied or very satisfied with living in New Zealand and only one percent were dissatisfied or very dissatisfied with living in New Zealand. New Zealand's climate, friendly people and leisure activities were the most likely positives and the distance from home and family, cost of health services, lack of driving skills, poor public transport were the most likely negatives (DOL, 2005).

While successful migrant adaptation into New Zealand society is achieved in many cases there are, as highlighted above, many cases which are not so successful. Why are migrants to New Zealand experiencing 'a negative mismatch between expectation and occupational outcome' (Mace et al. 2005. p. 98)? Why are New Zealand migrants feeling devalued with lowered self-esteem (Pio, 2005)? Answers to these questions and others like them are often difficult to answer. Acculturation studies abound that analyse the integration, separation, assimilation or marginalisation (Berry, 1994) of migrants into the host society. However,

such studies tend to look at the outcomes of migration in terms of employment, health, education, social adaptation etc. There appears to be very little research on the inputs e.g. information, to the acculturation process.

The focus of this research project is on the information behaviour of New Zealand migrants – information that will help them acculturate into the New Zealand society. This paper looks at the various sources of government and non-government information that is available to help migrants settle in New Zealand. A literature review looks at the role of information in the acculturation process from the information needs and information seeking points-of-view as well as the influence of language in the information seeking process. An information behaviour model is proposed. The paper then discusses the results of a migrant information needs survey conducted during September to November 2006, the applicability of the information behaviour model to New Zealand immigrants and recommends areas of future research.

Immigrant information sources

The case of the overseas-trained medical professionals highlights the importance of ensuring accurate and timely information is available to immigrants both before and after their arrival in New Zealand. The information can be sourced from both government and non-government sources but it must be readily accessible and useful. The case of the doctors stresses the importance of the provision of information in the successful acculturation of immigrants.

Immigrants require information about New Zealand covering a wide variety of topics: visas, work permits, health, education, social life, employment etc. Initially, such information is generally provided by family and friends (NZIS, 2004) with most immigrants also having a solid community support on arrival (Pernice & Brook, 1996). Official information is likely to be sourced from government agencies such as the New Zealand Immigration Service or the local New Zealand High Commission or Embassy. After arrival in New Zealand, both government and non-government sources can continue to be used to provide information for immigrants. Examples of information sources include:

- Government sources: Ministries and associated organisations like the New Zealand Immigration Service; websites; local community councils; 0800 helpdesks.

- Non-government sources: family; friends; community organisations; internet; media including television, radio, national and local newspapers; immigration and other consultants; structured learning programmes.

But are the various agencies doing enough to help immigrants settle in New Zealand? In her research into East Asian immigrants 10 years ago, Lidgard (1996) found there was general concern and criticism of the New Zealand Government's lack of preparation and support for new immigrants with no programmes planned to help integrate new arrivals into the workforce or culture. There was little support for immigrants once they have arrived in New Zealand (Lidgard, 1998). But has the situation improved with time? The New Zealand Immigration Service has published an immigration settlement strategy (NZIS, 2004a) which promotes a cross-government approach to migrant settlement. The strategy contains six goals (see figure 2) with one of the goals for migrants, refugees and their families being 'to access appropriate information and responsive services that are available to the wider community (for example, housing, education, and services for families)' (NZIS, 2004a. p. 4). The settlement strategy is intended to ensure a free-flow of information between all stakeholders – central and local government and communities (NZIS, 2004a).

<p>The New Zealand Settlement Strategy is focused on people who have come to live permanently in New Zealand. The Strategy's six goals are for migrants, refugees and their families to:</p> <ul style="list-style-type: none"> • obtain employment appropriate to their qualifications and skills • become confident using English in a New Zealand setting, or able to access appropriate language support • access appropriate information and responsive services that are available to the wider community (for example, housing, education and services for families) • form supportive social networks and establish a sustain able community identity • feel safe expressing their ethnic identity and be accepted by and become part of the wider host community • participate in civic, community and social activities <p style="text-align: right;">(NZIS, 2004a. p. 4)</p>

Figure 2: New Zealand settlement strategy: Strategy goals

Literature review

'It is assumed that people view the migration decision as one of utility maximization, i.e. they migrate in order to become better off in some subjective sense' (Zielger & Britton, 1981. p. 304). In order to maximise the benefits of migration to New Zealand and to

‘become better off’ migrants need to successfully adapt to the local culture and to maximise their satisfaction with life in Aotearoa. Levels of life satisfaction in a new country can be the result of a variety of reasons including job satisfaction, dissatisfaction with one’s original country of residence or an alternative place, community services, natural amenities, neighbourhood facilities etc (De Jong, Chamratrithirong & Tran, 2002).

There is ample literature on international migration to and from New Zealand (NZIS, 1998). Trlin and Barnard (1997) produced a list of over 900 immigration-related publications over the period 1992 – 1997. The University of Waikato carried out a similar survey and identified over 390 publications relating to aspects of international migration published between December 1994 and April 1998 (NZIS, 1998). Due to the high-profile nature of immigration issues and how immigrants are ‘fitting in’ in New Zealand society there is a significant number of articles published since 1994 relating to the adaptation of immigrants in relation to health, education, language, welfare and employment issues (NZIS, 1998). However, literature related to the *information needs* of New Zealand immigrants is limited. The main area of research in New Zealand addressing migrant information needs in part is being conducted by the New Zealand Immigration Service through its *Longitudinal Immigration Survey: New Zealand* (NZIS, 2004). Similarly at the international migration level, the dominant focus on migration research has been on the determinants rather than its consequences and has tended to emphasise earning and employment issues (De Jong et al, 2002).

Acculturation

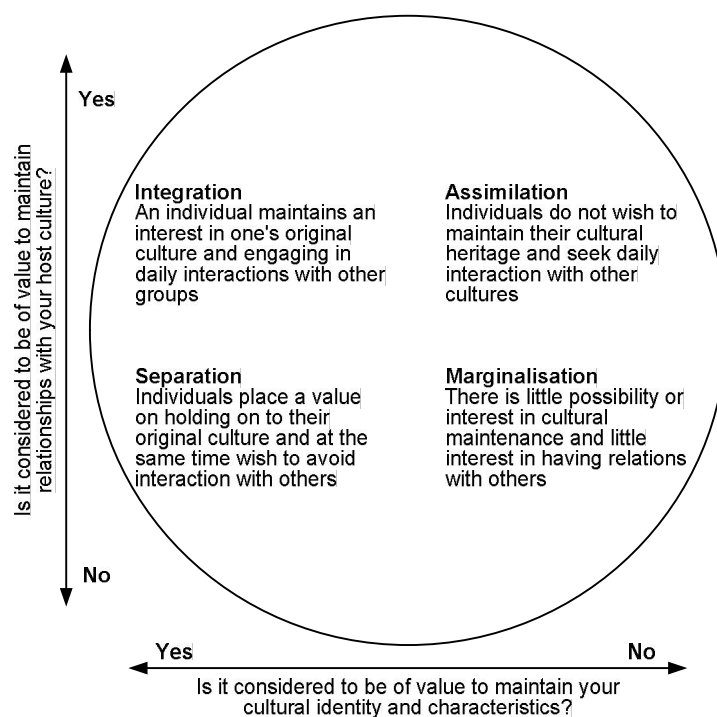
The long-term process of adapting to new cultural behaviours that are different from one’s primary learned culture is often referred to as acculturation (Dodd, 1995) and can result in changes to the values, norms and behaviours in both the immigrants and the host society (Rissel, 1997). Acculturation is strongly influenced by the structural and contextual factors in the host country and often results in a culture change that occurs when individuals with different cultures come into contact (Gibson, 2001). Successful acculturation is important for a variety of reasons for both the immigrant and host society. Successful acculturation should result in the satisfactory integration of the immigrants with the existing, for example, health, educational, employment and social services as well as an enhanced cultural environment for the host country.

Research on the reception and integration of immigrants recognises the impact that the characteristics of societies have as they host immigrants (Reitz, 2002). The process of migration can have the effect of parachuting persons and families into cultural environments that are significantly different from the ones in which they were mentally programmed – often without any mental preparation (Hofstede & Hofstede, 2005). This can create a natural anxiety (Dodd, 1995) where differing beliefs, in for example health, can be a barrier between the service provider and the immigrant (Allen, Matthew & Boland, 2004). While the importance of host society characteristics is getting increased scholarly attention and scrutiny (Reitz, 2002) the background of the immigrant also influences the acculturation process including their previous experience of western cultures (Gibson, 2001) and their individual human capital characteristics (education, experience, skills) which increases the likelihood of migration and employment in the destination country (De Jong et al, 2002).

While research on methods of assessing the success of acculturation in New Zealand is limited, some measurement scales have been developed and employed in the United States since the early 1980s (Barry, 2001; Cuellar, Harris & Jasso, 1980; Deyo, Diehl, Hazuda & Stern, 1985; Ghuman, 2000; Ramirez, Cousins, Santos & Supik, 1986; Rissel, 1997; Solis, Marks, Garcia & Shelton, 1990). A large component of these acculturation scales incorporates an assessment of English language skills along with other assessments of food eaten, media use, adherence to home traditions, and participation in cultural or religious events (Rissel, 1997).

Published acculturation scales tend to mainly look at the integration of non-English speaking immigrants into an English-speaking society e.g. East Asians (Barry, 2001), Hispanics (Cuellar et al, 1980; Ramirez et al, 1986) and male Arabs (Barry, 2005) in America; and Arabs (Rissel, 1997), South Asian adolescents (Ghuman, 2000) and Chinese consumers (Quester & Chong, 2001) in Australia. These scales are often based on Berry's (1994, 1997, 2001) four acculturation strategies of integration, separation, assimilation and marginalisation. Berry (1997) asked immigrants two key questions: (1) is it considered to be of value to maintain one's identity and characteristics; and (2) is it considered to be of value to maintain relationships with the larger society? The answers to these questions determine the style of acculturation (Mace et al, 2005) as shown in figure 3 and are supposed to explain behaviour at both the collective and individual levels (Ghuman, 2000).

In contrast, Gibson (2001) describes three patterns of acculturation: (1) the traditional model of linear acculturation and assimilation where immigrants advance economically and are socially, culturally and politically integrated in the middle class (2) accommodation and acculturation without assimilation where there is a strong ethnic enclave and preservation of their culture, and (3) downward assimilation which leads into poverty. Gibson (2001) then describes how children or second-generation immigrants can acquire knowledge and skills in the new culture and language as an additional set of tools to be used in conjunction with the child’s cultural repertoire – additive acculturation. Acculturation in second-generation children without changes in the first generation immigrants can lead to intergenerational conflict and estrangement or dissonant acculturation (Gibson, 2001).



(adapted from Berry, 1997; Mace et al, 2005)

Figure 3: Berry’s four acculturation strategies

Mace et al (2005) proposed an integrated model to look at the relationships between New Zealand immigrant job hunting behaviours, cognitive flexibility, acculturation style and the acculturation ‘fit’ between the immigrants’ acculturation style and New Zealand employers’ preferred style of acculturation for immigrants to adopt. The assessment of

acculturation style, based on Berry's acculturation model, found that New Zealand immigrants in the sample tended to rank integration and assimilation lower than the employers did. The pattern was reversed for separation and marginalisation which were ranked lower by employers than they were by New Zealand immigrants (Mace et al, 2005). This implies that employers of New Zealand immigrants considered it to be of more value for the immigrants to maintain a relationship with their host culture than the immigrants themselves did. Mace et al (2005. p. 103) state that 'the common denominator in both integration and assimilation, compared to separation and marginalisation, is a requirement that immigrants adapt themselves in some way to the norms and customs predominating in New Zealand at the present time'. Comparative research has demonstrated that marginalisation and separation are associated with high acculturative stress with integration associated with a low level of stress and assimilation with an intermediate stress level (Ward & Rana-Deuba, 1999). Not surprisingly, Mace et al's (2005) research using Berry's acculturation model tends to indicate high acculturative stress amongst immigrants and low to intermediate levels of stress amongst the employers.

Berry's model is 'widely recognised as exerting a prominent influence on theory and research in the field' (Ward & Rana-Deuba, 1999. p. 423). Ward & Rana-Deuba (1999) also note that the four strategies relate predictably to socioeconomic status, education, friendship patterns, and language use in the acculturation process. Berry used three methods to assess acculturation attitude: the ranked preferences of the four acculturation strategies; the assessment of attitudes toward host and co-national communities to classify participants into one of the four acculturation groups; and the simultaneous measurement of the four acculturation attitudes using separate subscales (Ward & Rana-Deuba, 1999). Although widely recognised, Berry's methods utilise scale items that are often lengthy and involve multiple concepts rather than single-notion items that can bring in issues outside Berry's original model of acculturation attitudes (Ward & Rana-Deuba, 1999).

Berry's acculturation model and the variety of acculturation scales based on this or similar models (for examples see appendix B) provide a means of assessing an 'outcome' or classification of acculturation i.e. the success or otherwise of the interaction of two or more cultures. What the scales fail to identify or classify are the 'inputs' required to achieve the outcomes. As previously noted, from an immigrant's point-of-view one of the inputs to successful acculturation is information. This has two aspects, the information

behaviour of migrants and the provision of accurate, accessible, timely and useful information by the host society.

Information behaviour

Shenton (2004) notes the importance of clearly explaining what ‘information’ is in the context of the particular project which in this case is taken to include any fact, idea, belief, interpretation or opinion that will help individual immigrants acculturate into New Zealand. Such information includes, but is not limited to, legislation (immigration, employment, taxation, road code etc), government assistance (housing, work and income etc), housing, employment, business, education, health, English and ‘Kiwi’ languages, community organisations, sport, The Treaty of Waitangi, climate, consumer prices and ‘life in general’ in New Zealand. While the context of ‘information’ in this regard will be further evaluated in the analysis of the migrant survey data it is clear at this stage that this definition of information can be seen to include elements of tacit and explicit knowledge in for example the ‘life in general’ element. This definition is also limiting in that it applies to the information that individual immigrants require for settlement in New Zealand rather than, for example, information related to global migration trends i.e. information at the micro rather than macro level.

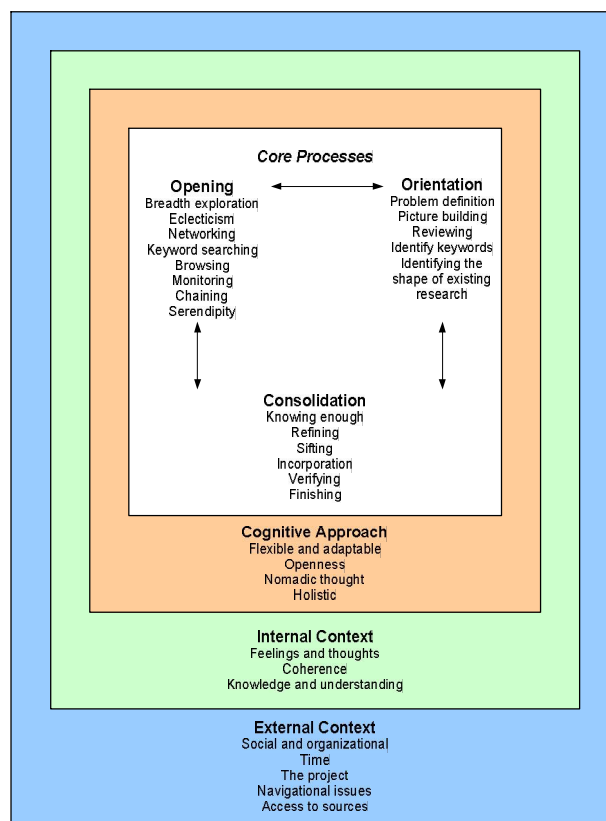
Most of the research on information behaviour has focused on information needs and information seeking (Fisher, Durrance & Hinton, 2004) and can be defined as ‘how people need, seek, give, and use information in different contexts’ (Pettigrew, Fidel & Bruce, 2001. p. 44). Information seeking behaviour is a basic human activity that contributes to learning, problem solving and decision making with one view positing ‘the individual as the basic unit of social life, the site of meaning and knowledge generation that guides the information seeking perspective’ (Mokros & Aakhus, 2002. p. 300). It is the process by which people actively acquire feedback through the use of strategies to understand, predict and control their environments. Information seeking can be used to increase the mastery of a task and reduce role ambiguity (Baldwin & Hunt, 2002; Meyers & Knox, 2001). Of particular importance to this project are the information needs of New Zealand immigrants and their information seeking processes i.e. how individuals proactively acquire feedback through overt and monitoring strategies in order to understand, predict and control their environments (Baldwin & Hunt, 2002).

Literature on immigrant information behaviour is sparse. Silvio (2006) explores the information needs and information seeking behaviour of immigrant southern Sudanese youth in London, Ontario. This exploratory study aimed at identifying the information needs of the Sudanese youth, their sources of information and their information seeking behaviour. Silvio (2006) notes that immigrants need information of all types constantly for the development of themselves and the environment they live in. He found that information needs crystallised into five major areas: educational (40 percent), health (5 percent), employment (20 percent), how to deal with racism (25 percent) and political (10 percent). Information sources were plentiful and included media (radio, television, newspapers), internet, organisations (libraries, churches, mosques, community centres, various employment resources) as well as through other individuals (colleagues, teachers, counsellors, neighbours, pastors, family doctor) (Silvio, 2006). Silvio (2006) also cites studies of immigrant child mediators in California by Chu (1999) and another on the roles and types of ethno-linguistic information gatekeepers in California by Metoyer-Duran (1991).

There is little literature directly related to the information behaviour of New Zealand immigrants. Of note is the work of Sligo & Jameson (2000) who looked at the knowledge-behaviour gap in the use of health information amongst Pacific Island women in New Zealand. They note that there are two issues: (1) how to make socially useful information freely available to those who need it, and (2) the information poor may have little understanding of how this information may be of benefit to them and therefore may not pay attention to it or know how to use it (Sligo & Jameson, 2000). They noted cultural barriers to the effective sharing of health information. For example, some Pacific Island languages do not have a detailed vocabulary for the requisite terminology associated with human anatomy and if during the translation, 'one word is wrong an entirely different message can be given' (Sligo & Jameson, 2000. p. 867).

Information behaviour has been studied for over 30 years with research into information seeking benefiting developments in information literacy. It is often portrayed as problem-solving using a linear process that occurs within context and where information is acquired through stages and iterative activities (Foster 2004). In contrast to the linear approach, Foster (2004) proposes a non-linear model of information seeking behaviour. This model is related to interdisciplinary information seeking processes used for example to address

questions related to how interdisciplinary scientists find and use information from outside their core disciplines. Foster's (2004) research, based on structured interviews with postgraduate interdisciplinary researchers and researchers representing many disciplines, found that their information seeking behaviours were not bound chronologically or by problem stage. From the emergent concepts of the interview analysis, Foster developed a nonlinear model of information seeking behaviour (see figure 4) which grouped the concepts into three core processes (opening, orientation and consolidation) that reflects the experience of information seekers. The core processes take account of the interaction between the information seekers and their cognitive approach and internal and external contexts. The relationship between the core processes and contexts allow each core process to feed into any other and be reiterative over time (Foster, 2004). The model offers a framework that reflects actual information seeking behaviours rather than the linear problem-solving models posited by other researchers. 'The interactivity and shifts described by the model show information seeking to be nonlinear, dynamic, holistic, and flowing' (Foster, 2004. p. 235).



(Foster, 2004)

Figure 4: Nonlinear model of information seeking behaviour

Mokros & Aakhus (2002) propose an alternative formulation to the worldview of information seeking behaviour – meaning engagement practice – by contrasting information with meaning, seeking with engagement, and behaviour with practice. They consider that meaning engagement practice enriches the information seeking process by dealing in a process of seeking meaning as opposed to information. They note that information seeking behaviour is a procedural practice with adaptive value when the circumstances are amenable to technical procedural logic where correct choices and accuracy are vital in preventing undesirable, harmful or catastrophic consequences. While this type of information seeking process profoundly matters in areas of risk, e.g. maintenance of a nuclear power plant they propose that such a process may at other times ‘fail to consider the relevance of meaning and personal identity when situated circumstances demand a socially grounded, relational appreciation of human existence’ (Mokros & Aakhus, 2002. p. 309).

The alternate view of meaning engagement practice highlights the importance in some circumstances of including the social element of interpersonal engagement to enrich the information seeking process. Baldwin & Hunt (2002) continue with the merits of extending the theory of information seeking to address interpersonal cultural communication and cross-cultural communication. They propose a three-axis model where different issues in information seeking will arise depending on the type of communication between the participants – interpersonal, intercultural and intergroup – with each type of communication creating different information seeking issues. Of note in relation to migrants, for effective intercultural communication one needs to be aware of cultural differences and have the skills to seek data to make predictions of the other person that incorporates both individual and cultural factors. Such awareness can lead to different methods of information seeking whether overtly or tacitly. When ‘we receive information from someone of a different culture, we attribute meaning based on our own culture’ (Baldwin & Hunt, 2002. p. 272). There are likely to be different information seeking goals and sources at work as migrants move from inter-individual to intergroup communication in search of information. In the case of intergroup communication, information can be sought from within one’s own group about one’s own role in the group or about others in the group. Information seeking can be used to break down stereotypes, identify tolerant and intolerant individuals, when to confront and when not to (Baldwin & Hunt, 2002).

Fisher et al (2004) note the plethora of information seeking models that overwhelmingly omit 'information use' and elaborate on the concept of information grounds proposed by Pettigrew (1999). Similar to the 'social context' of meaning engagement practice (Mokros & Aakhus, 2002) Pettigrew (1999. p. 814) proposes that an information ground is an 'environment temporarily created by the behaviour of people who have come together to perform a task, but from which emerges a social atmosphere that fosters spontaneous and serendipitous sharing of information'. In this context, an information ground can occur anywhere and provides a setting which facilitates formal and informal information sharing on a range of topics and in varied directions. Participants' need for information emerges through casual social interaction with information being shared serendipitously (Fisher et al, 2004). Immigrants have substantial information needs when adjusting to life in a new country (Fisher et al, 2004) and information grounds, whether they occur for example in the local library, doctor's surgery, hair salon or work cafeteria, can provide a valuable venue for information behaviour.

One example of the successful use of information grounds is highlighted by Fisher et al (2004) in their study of new immigrants in New York City. The study looked at literacy and coping skills programmes run by the Queens Borough Public Library (QBPL) staff and whether the programmes functioned as information grounds – whether information was shared as a result of proximity and participation in a common activity. The study found that the QBPL programmes enabled information grounds where immigrants were able gain a greater understanding of their social context by engaging in social networks while maintaining contact with their own culture and understanding their new American culture. The study also found that that the immigrants had personal gains in: building social networks; bridging cultural landscapes; developing self-confidence; gaining coping skills; gaining technology skills; preparing to become citizens; preparing for employment; and making gains for their families. The programme enabled the informal and formal sharing of information in rich information grounds that were ripe for facilitating information flows about possible topics like healthcare (Fisher et al, 2004).

While information grounds may provide a venue for information seeking, technology and networks also play an important role. The spread of information through the media, internet and networks can affect a person's decision to migrate. Once the decision to migrate has been made, the person 'becomes a new opportunity seeker whose search

process is guided by the formal and informal information acquired through the advanced communication sector or through informal contact networks' (Poot, 1996. p. 70). While information on a potential new place of living is readily available through the likes of the Cable News Network (CNN), the same media also provides information about the immigrants' homelands reducing the 'emotional distance' between migrants and their home countries (Poot, 1996) and assisting in adaptation. Post-immigration adaptation can also be shaped through the use of computer technology to break down the barriers posed by loss of social networks, social disconnection and limited language proficiency during early resettlement (Tsai, 2006).

By broadening the scope of information sources through computer technology, there can be less of a reliance on information from one's own ethnic group. While the immigrant community is a vital source of information (Poot, 1996), in one New Zealand study, a Korean respondent felt that it was dangerous to get information from other Korean migrants instead of getting information through New Zealand channels like university sources, government departments or the library (Lidgard, 1996).

The role of language in information seeking

Tsai (2006) in her study of Chinese families in America identified the use of computer technology as a way to overcome language barriers with language accommodation being the second highest priority for successful resettlement. Communication difficulties can be a major detractor from cultural adaptation (Dodd, 1995) with the most often repeated advice to Asian immigrants settling in New Zealand 'is to become as fluent as possible in English before arriving to settle' (Lidgard, 1996. p. 39). Language skills play an important part in information behaviour. Not only must the migrants have an understanding of the host country's main language, it is also critical for the host country to provide culturally and linguistically appropriate information for immigrant and refugee populations (Allen et al, 2004).

In New Zealand the hurdle for foreign and new immigrant students is developing conversational English (Selvarajah, 2006). Language appears to be 'the greatest barrier to accessing goods and services, a factor related to availability and/or accessibility of information in languages other than English' (Butcher et al, 2006. p. vi). Poor English

language skills can be socially isolating and prevent immigrants from adapting to their local communities.

Local communities are valuable sources of information on services which can help immigrants settle into New Zealand (NZIS, 2004a). White, Watts & Trlin (2002) conducted two studies in New Zealand, one among adult immigrants and refugees and the other among providers of English-language programmes. These studies indicated that the development of English-language proficiency is critical for facilitating social contacts, increasing opportunities for employment and becoming involved in the economic and cultural life of New Zealand (White et al, 2002). However, in a Department of Labour survey (DOL, 2006a) employers of immigrants noted that ‘a clear majority (90 percent) of employers reported that the job performance of the migrants they had hired was not affected by difficulties with the English language’ (DOL, 2006a. p. 58). Of the employers who noted that the immigrants had difficulty with the English language, two thirds of them reported that the job was made difficult by their spoken English and accent (DOL, 2006a).

While immigrants found it was primarily their responsibility to develop language skills, they arrived in New Zealand with the expectation that translation and interpretation services would be available with translation services highlighted as one of the main ways of gaining information (White et al, 2002).

Information behaviour model for New Zealand immigrants

Immigrants require information about New Zealand in order to make the decision to come here with the information being sourced from a variety of formal and informal channels. In order to be successfully acculturated into New Zealand society, the information needs to be useful, accessible, timely and accurate. There is a vast amount of information available that may be of use to New Zealand immigrants. Ensuring that the right information gets to the right people at the right time will always be a challenge for both the immigrants and those who are associated with them through either formal or informal channels.

Immigrant information needs will change over time. When first considering emigration, information about possible host countries will most likely be sought but this becomes more difficult with increasing distance between the host country and homeland (Poot, 1996). Having selected a country, information will be required on a variety of topics – most importantly immigration requirements. Additional general information on employment, education, health, accommodation, environment, cultural and social issues are also likely to be required prior to departure. Having arrived in New Zealand, more specific information would now be required to find permanent accommodation, a job, a school, a doctor, an electricity company, telephone services, a bank and local ethnic support to name a few areas where current information would be required. In addition, there will be the official information requirements to do with taxation, social welfare, drivers licence, rates etc.

Immigrant information behaviour is one of the keys to unlocking the plethora of information and determining what information is actually required. While studies indicate that New Zealand immigrants largely expect that it is their responsibility to find the information, they also expect that the government will guide them and provide assistance to find the necessary information for successful settlement in New Zealand (White et al, 2002). Local and national ethnic associations, community support groups, friends and family must all be a part of the process to determine what information is required and how to find it.

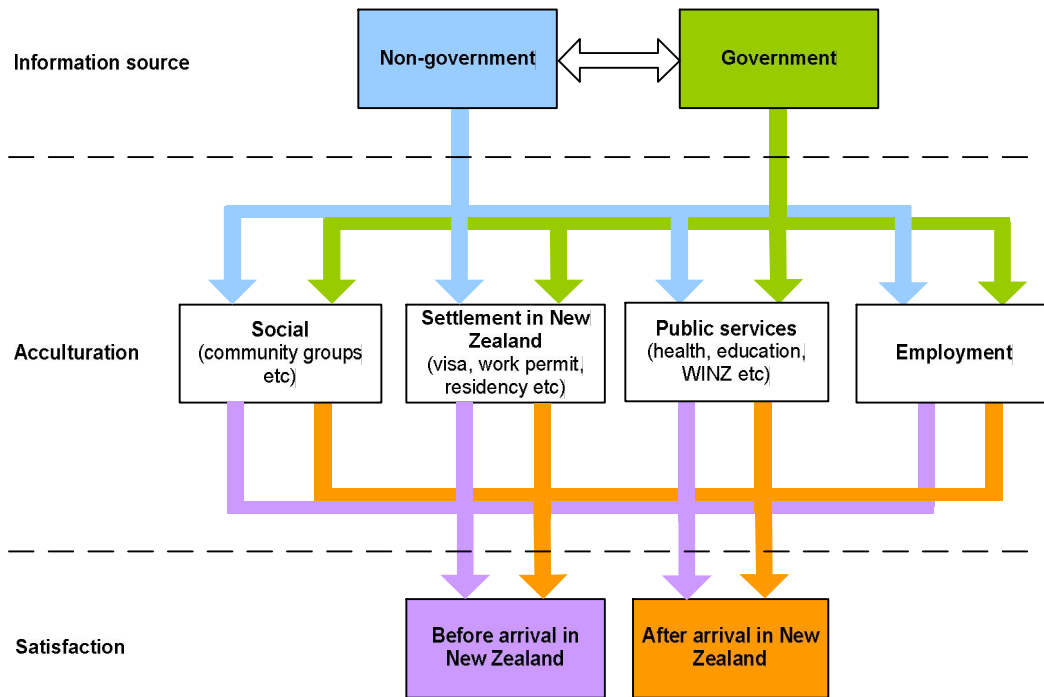


Figure 5: Information flow model for New Zealand immigrants

Information should flow from the various government and non-government repositories to individual immigrants to assist them in adapting and acculturating into New Zealand society (see figure 5). To assist the flow of information various information seeking behaviours will be employed as outlined in the literature review above, for example linear or non-linear information seeking, management engagement practice or information grounds. Restricting the flow of useful information will be ‘barriers’ such as distance, language, technology, accessibility and racism.

Based on the literature review, a model is proposed to describe the relationship between information and acculturation. This model (see figure 6) has at its centre information which flows to the outer of level of acculturation. Bridging the gap between acculturation and information is information behaviour represented by its two composite parts: information needs and information seeking (Fisher et al, 2004). The inner part, information needs, represents the information required by immigrants in order to acculturate into New Zealand society. The outer part, information seeking, represents the processes used by immigrants and others to determine, locate and provide the required information to meet the information needs.

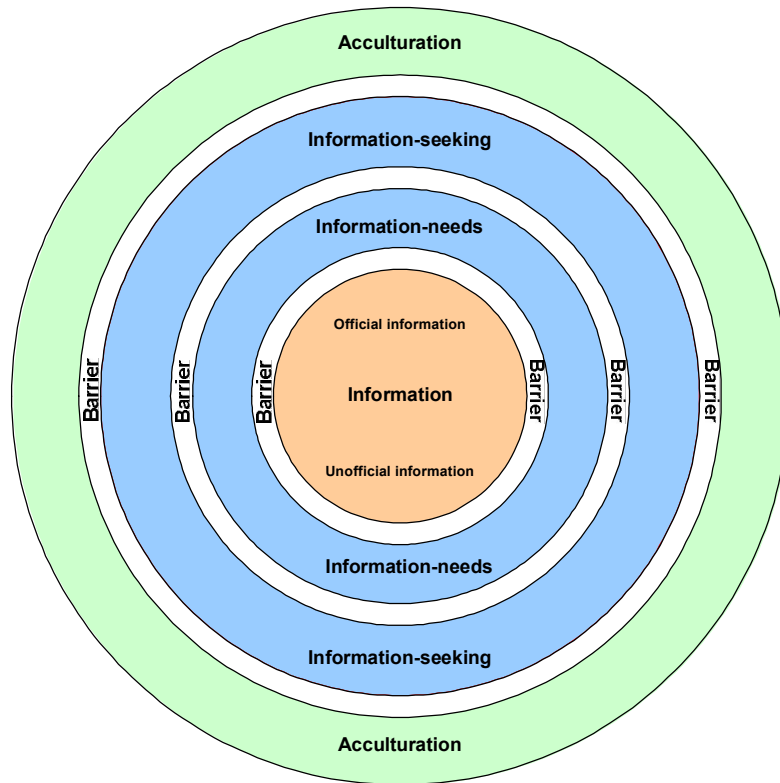


Figure 6: Information behaviour model for New Zealand migrants

Barriers exist at the information, information needs, information seeking and acculturation boundaries and as stated above restrict the flow of useful information. These barriers exist in many forms. One of the main barriers facing immigrants is the use of the English language. Difficulties in reading, writing and speaking English can create obstacles when trying to locate and request information through either the formal channels or in the informal, social environment. The following sections describe the layers of the model in more detail.

Information

As identified earlier, information is available from a variety of government and non-government sources.

Information available from government organisations

A review was conducted of the information available specifically for New Zealand immigrants from government organisations (for examples see table 1). The main information was provided by the Department of Labour and the New Zealand Immigration Service. Other government agencies provide information that may be of use to immigrants but do not have specific web pages for migrants. The main government ‘one-stop shop’ for information for migrants (see figure 7) was the New Zealand Immigration Service/Department of Labour website (<http://www.immigration.govt.nz>). This website provided information and links to a variety of topics and issues covering life and settlement in New Zealand. Under four broad headings (About New Zealand; Lifestyle; Opportunities; Will I qualify) information was provided on, for example, the people, history language, weather, landscape, laws, quality of life, leisure, lifestyle, housing, health, education, cost of living, employment and immigration. The information available under these headings provided an overview only. More detail on life in New Zealand is provided in the New Zealand Immigration Service’s booklet and compact disc – *Living in New Zealand: A guide for immigrants* – which provides information under the following headings: housing, health, education, work, business, Government, The Treaty of Waitangi, migrant stories and on arrival (see table 2). This booklet is also available online (<http://www.immigration.govt.nz/migrant/settlementpack/>).

In a recent Department of Labour survey 71 percent of the respondents rated the New Zealand Immigration Service web site as either useful or very useful, 61 percent rated the *Living in New Zealand: A guide for migrants* booklet as either useful or very useful and 62 percent rated the welcome pack as either useful or very useful (DOL, 2006).

Organisation	Description	Format
NZ Government	<p>Find out about immigrating to New Zealand</p> <p>If you want to live or work in New Zealand, you can get information to help you decide whether you are eligible to immigrate here and what opportunities are available. You can find out what New Zealand is like to live and work in and, if you</p>	Web link

	want to...	
Department of Labour	<p>Living in New Zealand</p> <p>This webpage links to information about moving to New Zealand as a family member of a New Zealand citizen or resident, or as a migrant from the Pacific Islands or Zimbabwe.</p> <p>Working in New Zealand</p> <p>This webpage links to information for people who want to come to New Zealand to work, including information about temporary and permanent work permits and how to apply.</p> <p>New Zealand opportunities</p> <p>This website has information about living in New Zealand for people considering moving here. It has information about New Zealand, including lifestyle, work opportunities and immigration options.</p>	<p>Web site: http://www.immigration.govt.nz/</p>
NZ Immigration Service	<p>Living in New Zealand: A guide for immigrants</p> <p>Welcome pack</p>	<p>Book/CD</p> <p>Web site: http://www.immigration.govt.nz/migrant/settlementpack/</p>

Table 1: Examples of immigrant information from government organisations

Official information was also supplied via web sites in 29 New Zealand High Commissions and Embassies. The information supplied by each of these offices via their web sites (<http://www.nzembassy.com/>) was standard and included information on a variety of topics including: New Zealand history, arts, business environment, climate, communications, creative industries, economy, education, energy resources, farming and forestry, fisheries, geography, housing, justice and the police, labour and employment, Maori society and culture, nature, newspapers and magazines, political system, science and technology, social services and accident compensation, standards, customs and units of measurement, tourism, trade and investment, transport, defence, foreign policy and overseas aid. The websites were available in English and in 17 cases a second language was provided. One website, Belgium, provided website information in three languages: English, Dutch and French.

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Haere mai & welcome to our Discover & Decide site

This section has been designed to give you a small taste of the country, the people and our way of life.

We've tried to give you the answers to the questions we know you have. Migrating is a huge decision so you've probably got a few. By the time you've finished here, we hope you'll be informed, better equipped and better off in New Zealand.

Enjoy your visit.

What industry are you in?

-- Select an Industry --

For information specific to your industry.

What country are you from?

-- Select a Country --

For information specific to where you come from.

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Register for our email updates



www.immigration.govt.nz

[Online Help](#)



Do you have the skills NZ needs?
Find out about Residence

Need help?

Forms and guides

Fees

Panel Doctors

Where to lodge your application

Operational Manual

Upcoming events

Visa-free countries

Things to know before you arrive

Immigration Act review (DoL website)



Discover & Decide

Find out what New Zealand has to offer:

- [Life in New Zealand](#)
- [Entry options](#)
- [Skills we need](#)
- [Our country, culture and history](#)



Apply & Settle

Our main immigration website featuring:

- [Latest news](#)
- [Residence, work, study, working holiday, and visitor visas and permits](#)
- [Skilled Migrant and Business Migration categories](#)



Employ & Assist

Tailored information and latest news for:

- [Employers](#)
- [Immigration advisers](#)
- [Education providers](#)
- [Settlement support service providers](#)
- [Airline and medical professionals](#)

ONLINE SERVICES LOGIN

- Lodge an Expression of Interest in becoming a resident under our Skilled Migrant Category.
- Use our [Working Holiday Schemes](#) Online system.
- Search [NetworkZ Online](#) to find job vacancies or skilled people looking for work in New Zealand.
- Create an online '[suitcase](#)' where you can store and manage your frequently-accessed pages.

Figure 7: New Zealand Immigration Service website

Housing	Health	Education
Renting a home Finding a rental home Tenancy agreement Paying rent Rights and responsibilities Problems in renting Buying a home Finding a home The sale process Links	Health services Service providers Mother and child care Private health care Other health care Prescriptions Accident insurance Patient rights and extra help	Early childhood education Primary and secondary school education School curriculum and subjects Choosing a school School requirements New Zealand Qualification system Tertiary education University guide Entrance requirements Student support Distance learning and ESOL Links
Work	Business	Government
Work opportunities Finding a job Conditions of employment Employment agreements Unemployment rates Links	Business the NZ way Business conduct NZ's stock market Business organisations Business tax Links	A parliamentary democracy Electing a government The law in NZ Legal help The NZ Police Paying tax Income tax Student loans Links
The Treaty of Waitangi	Migrant stories	On arrival
Greeting What is the Treaty? Who are Māori? The Treaty and immigration What the Treaty says The Treaty today The Treaty and employment The Treaty and education Further study Glossary of Maori words	Patricia Pawlak Montreal, Canada Tremayne Cornish Port Elizabeth, South Africa Ashok Sharma Chandigarh, India Kapka Kassabova Sofia, Bulgaria Zarli Sein Singapore Asa Lind Stockholm, Sweden Kit Wong Hong Kong Annatjie and Willie Steenkamp Port Elizabeth, South Africa Raymond Thompson London, England Mahender Paliwal Mumbai, India	Before you leave When you arrive Getting around Highlights for new migrants Becoming a New Zealander Getting to know us Life & leisure Practical matters Legal matters Links

(<http://www.immigration.govt.nz/migrant/settlementpack/> accessed 30 December 2006)

Table 2: Living in New Zealand – A guide for immigrants

Other information was also available via websites and other sources on education, health, employment, law etc but these were generally aimed at the New Zealand public at large with little or no content that was specifically aimed at migrants via, for example, their own website portal. As an example, information on the English for Speakers of Other Languages (ESOL) programme was available via the Ministry of Education's website (<http://www.minedu.govt.nz>) but was accessed via a section on 'schools' rather than a specific 'immigrant' section.

Information available from non-government organisations and other sources

Information is also available from a variety of non-government sources.

- Family and friends are able to also supply information on life in New Zealand from first-hand experience as either a resident or tourist.
- The internet is the prime source of information and arguably the most easily accessed source for a variety of information – both official and unofficial.
- The media (television, radio and newspapers) can also play a part in promoting New Zealand and providing an insight to the New Zealand lifestyle.
- The Citizens Advice Bureau provides free information on most issues including translation services, education, law, employment, housing and tenancy, budgeting, health and welfare, consumer rights and immigration (Kiwi Ora, 2006).
- Immigration consultants can be a source of information as can ethnic and community organisations.
- Formal training programmes like Kiwi Ora (Kiwi Ora, 2006) can also be sources of information about New Zealand.

Local councils are also beginning to provide information sites specifically aimed at attracting migrants to their areas. One example was the Wellington City Council which has established a web page for immigrants (<http://www.positivelywellingtonbusiness.co.nz/mainsite/Wellington.html>). This page provided brief information and links to other web sites on employment, lifestyle, immigration, study in Wellington and getting around the city.

Information seeking

Depending on the background of the immigrant and their reason for coming to New Zealand, different information-seeking tools are likely to be employed. Immigrants in the skilled and business streams are more likely to have sound English language skills, access to the internet and employment enabling them to be more likely to find suitable information than, for example, refugees in the humanitarian stream. Immigrants in the family sponsored stream are most likely to seek information from family and friends.

All of the information seeking models identified earlier (linear, non-linear, meaning engagement practice and information grounds) are likely to be employed in the information seeking process. The type of information needed and immigrant background are key factors that will influence which information seeking model is most applicable.

Although language will remain the main barrier, barriers to information seeking are likely to be 'technical' in nature. For example, information seeking opportunities can be restricted through a lack of accessibility to information, whether it is through a lack of access to the internet or the unavailability of transport to government or community organisations.

Information needs

If the reception and comprehension of useful information influences acculturation then the next link in the proposed model is the determination of what information is actually required i.e. the information needs. As previously noted, this is a two-way process with the immigrant needing to be aware of what information he or she requires and also the government and non-government members of the host country knowing what information should be provided. Determining what information needs to be conveyed, when it should be conveyed and in what form are key elements in the model linking information to immigrant acculturation. This process can be assisted through structured learning programmes, government organisations like the New Zealand Immigration Service or through professional immigration consultants.

Again, there are barriers. In determining what information is needed, people from the host country need to be aware of the cultural background and life experiences of the immigrants in order to ensure that appropriate and relevant information is provided. A lack of knowledge amongst host communities about the background and situations of new settlers

can be seen as discrimination (Butcher et al, 2006) and therefore a barrier in determining information needs.

Acculturation

The process of acculturation commences when a potential immigrant begins the search for information on likely host countries. By receiving useful, timely and accurate information a potential immigrant is able to make a reasoned decision on immigration. As in the case of the medical professionals mentioned earlier, accurate information on the New Zealand qualification requirements would have assisted them in their decision on whether or not to migrate to New Zealand. If they did decide to migrate, correct information on medical qualification requirements would have better prepared them for their new life in New Zealand.

Once in New Zealand, information on the myriad of regulatory, public service, social and community issues is required. The degree to which timely, accurate and reliable delivery of useful information via appropriate mediums is provided will affect the level of immigrant acculturation.

There are many barriers to the link between information and acculturation with the most likely barrier being language. New Zealanders working in public service, local community and commercial organisations generally speak English often creating difficulties for new immigrants to clearly express themselves or comprehend the information being provided. Language is a factor in all barriers within the model. Other barriers exist in the transmission of the required information with distance to New Zealand being one for potential immigrants. The further the potential immigrants are away from both official and unofficial information sources the greater the difficulty in obtaining useful information like job opportunities from a local newspaper.

Immigrant information needs research project

This research project builds on the existing acculturation and information behaviour theories by proposing a model which posits that useful information and immigrant information behaviour will positively contribute to successful acculturation. In order to be useful official and unofficial information must be accurate, reliable, timely and accessible.

This research project is aimed at firstly determining what useful information sources are available to immigrants before and after their arrival in New Zealand as well as determining whether that information is accurate, reliable, useful, timely and accessible. Secondly, the research project aims to explore the links, if any, between information, information behaviour and acculturation.

The following primary research question is proposed:

Are government and non-government information sources effective at providing accurate, reliable, and useful information that is both timely and accessible for New Zealand immigrants?

The following secondary research question is also proposed:

Does the information available to New Zealand immigrants and their information behaviour influence their acculturation into New Zealand society?

Methodology

A survey was developed comprising 22 questions (for the list of questions see figure 8) structured around the themes of: the information immigrants required before and after their arrival in New Zealand; the immigrants perceptions of the usefulness, accuracy and currency of official information; their perceptions of the helpfulness of government agencies; their qualifications; their English language skills; their experience of life in New Zealand; the immigration process; and demographic information. The themes of general information requirements before and after arrival in New Zealand were assessed using 10 questions that required free-text responses. The usefulness and accuracy of the information, English language skills and the immigrants' acculturation into New Zealand society were assessed using Likert-scale questions. A pilot version of the survey was tested

using 13 respondents from the New Zealand Federation of Ethnic Councils (7 respondents completed the pilot survey online and 6 respondents completed a paper version of the survey). Based on these responses, some questions were modified and additional questions added to establish the final version of the questionnaire.

The survey was structured to test the proposed immigrant information behaviour model with the questions designed to test (see Table 3):

- Acculturation – How well have the immigrants assimilated into New Zealand society?
- Information behaviour (information needs and information seeking) –What information is accessed by immigrants? What information do they require? How do the immigrants access information?
- Information –What is the quality of the information?
- Barriers – How proficient are the respondents at both written and oral English communication?

Model attribute	Survey question
Acculturation	8, 12, 13, 14, 15
Information needs	4, 6, 7, 11
Information seeking	1, 2, 3, 9, 11
Information	3, 4, 5, 6, 7, 8, 11
Barriers	3, 5, 6, 8, 14, 15
Demographics	16, 17, 18, 19, 20, 21, 22

Table 3: Model attributes vs survey questions

Pilot survey data was collected during August 2006 with data collection using the final version of the survey form occurring over the period September to November 2006. The data was collected via an online survey hosted on the website of the Victoria University of Wellington’s Centre for Applied Cross-Cultural Research (<http://www.vuw.ac.nz/cacr>).

Hard-copy versions of the survey were also distributed through various community and ethnic organisations and either completed during a meeting with the researcher or returned to the researcher via the post.

Information needed before arrival in NZ

1. What sources can you remember using or trying to use in order to get information or knowledge about life and work in NZ before you arrived here?
2. Before you arrived, what was the most useful source of information about life in NZ? What made it so useful?
3. Did you have the experience of expecting some information to be available from a particular source, and then being surprised when it was not there?
4. What was it you expected, and what was the source or sources?
5. Do you feel that any of the information you got before arriving in NZ was misleading or inaccurate? What was it about that that information that should be changed?

Information needed after arrival in NZ

6. What kind of information did you find most difficult to get before you arrived in NZ?
7. Looking back on the whole process of moving to NZ, and knowing what you know now, what information or knowledge did you not have that would have been very useful to you for getting settled in NZ?
8. When you first arrived in NZ, what things did you find most surprising or unexpected?
What kind of information did you find most difficult to get, after you arrived in NZ?
9. After you arrived, what was the most useful source of information about life in NZ? What made it so useful?
10. Is there anything else about your experience with getting information, either before or after you arrived in NZ, that you think we should know about? What things might help people coming here in the future?

Official information/qualifications/language/NZ

11. The following questions are about the information you were provided with from official sources.
SA = strongly agree; A = agree; N = neutral; D = disagree; SD = strongly disagree

Overall, I got enough information before coming to NZ.	[SA; A; N; D, SD]
The information I got about work in NZ was useful.	[SA; A; N; D, SD]
The information I got about life in NZ was useful.	[SA; A; N; D, SD]
Generally, the information about NZ was accurate.	[SA; A; N; D, SD]
Generally, the information about NZ was up to date.	[SA; A; N; D, SD]
The Internet was my main source of information.	[SA; A; N; D, SD]
The NZ Embassy / High Commission was helpful.	[SA; A; N; D, SD]
NZ official sources of information were helpful.	[SA; A; N; D, SD]
The NZ immigration office was helpful.	[SA; A; N; D, SD]
Official information needs to be much better.	[SA; A; N; D, SD]

12. Did you have your overseas qualifications recognised by the NZ Qualifications Authority (NZQA)?
[Yes; No]
13. What are your NZ equivalent qualifications?
[Answer this question if 'yes' answered for question 12]
14. The following questions are about your confidence and fluency in using the English language.
E = excellent; G = good; N = neutral; F = fair; P = poor

How confident are you when speaking English?	[E; G; N; F; P]
How accurate are you at reading and writing English?	[E; G; N; F; P]

15. The following questions are about your experience of life in New Zealand.
SA = strongly agree; A = agree; N = neutral; D = disagree; SD = strongly disagree

I made the right decision to come to New Zealand.	[SA; A; N; D, SD]
I have readily adapted to life in my local community.	[SA; A; N; D, SD]
I feel that I am a New Zealander.	[SA; A; N; D, SD]
I get plenty of support from my local community organisations.	[SA; A; N; D, SD]
I am accepted by others as being part of the local community.	[SA; A; N; D, SD]
I am able to fully utilise my skills in New Zealand.	[SA; A; N; D, SD]
I get plenty of support from government organisations.	[SA; A; N; D, SD]

The immigration process

16. Did you come here on your own, or did you come to NZ with others?
[On my own; With my family; Family came later; Non-family group]
17. When you arrived here, were there relatives or persona friends you could ask for help?
[Nobody; One; Some; Family; Whole community]
18. What country did you emigrate from?
19. How many countries had you lived in for more than six months before coming to NZ?
20. When did you first arrive in NZ as an immigrant?
21. What category of entry visa did you hold when entering NZ?
[Work (skilled migrant); Work (work to residence); Work (temporary work visa); Work (working holiday); Study; Family; Business; Other]
22. Are you male or female?

Figure 8: Immigrant questionnaire

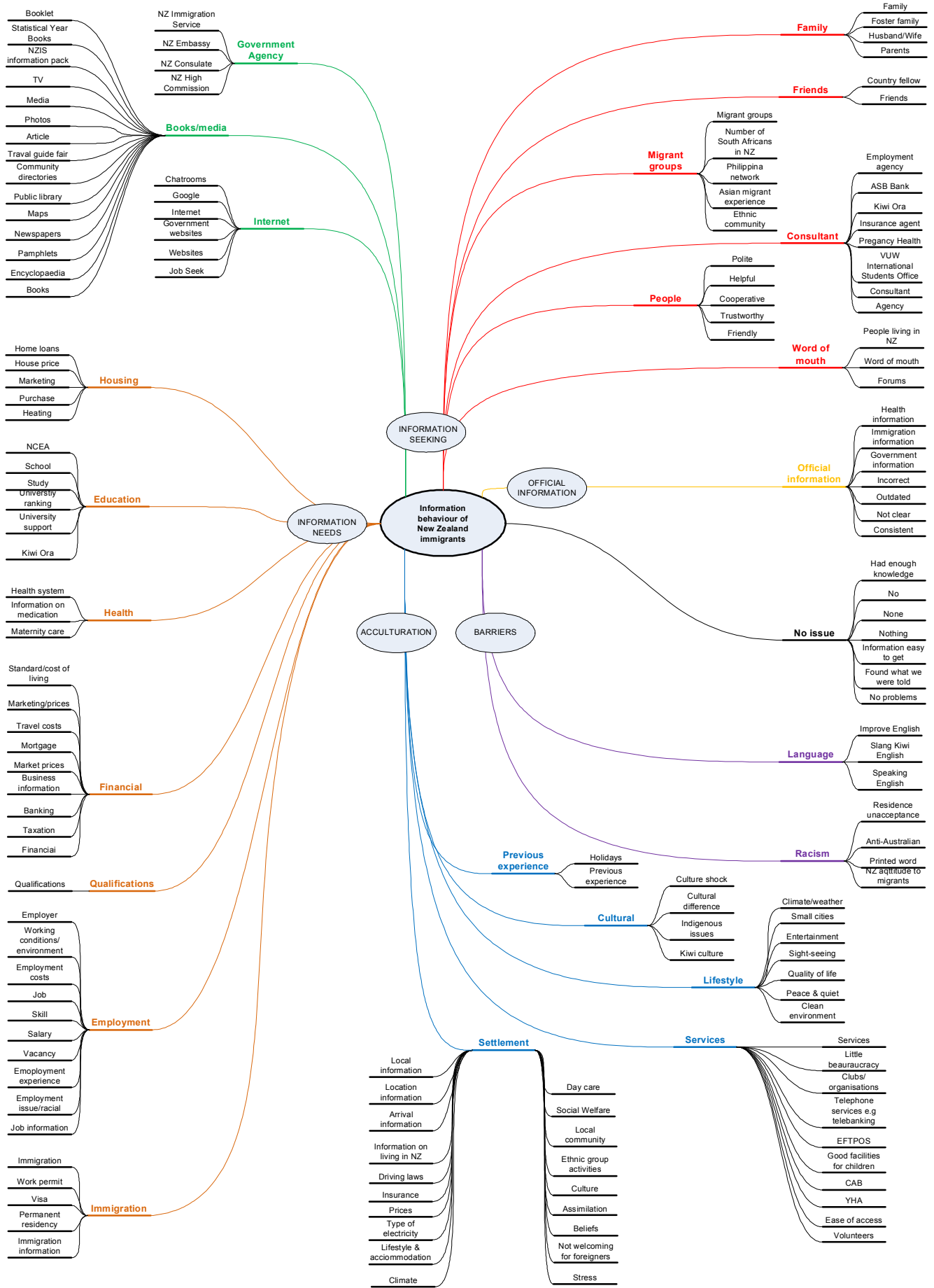


Figure 9: Information behaviour coding scheme

Content analysis provides a method for analysing written textual material (Insch & Moore, 1997) and was used to analyse the free-text responses to the first 10 survey questions. *In vivo*, deductive coding (Mayring, 2000) was utilised to establish categories for open-coding of the responses (see figure 9 and appendix C). The responses were reviewed for each of the 10 questions using the common coding scheme. Multiple codifications per response were possible. Qualitative and quantitative analysis was then carried out to determine trends within the responses.

Factor analysis is a statistical technique that enables the grouping of variables, for underlying or latent variables that cannot be directly measured, with large correlations into clusters. These clusters of different variables can be used to understand the structure of the variable set and to reduce the data set to a more manageable size (Field, 2005). Factor analysis enables the reduction of the data to determine whether there is a set of variables that explains the variation in the data (Hinton, 2004). SPSS was used to carry out exploratory factor analysis on the Likert-scale responses for information accuracy and usefulness, English language skills and acculturation by looking for the amount of shared or common variance between the variables.

Analysis

Using the methodology described above, the survey data was analysed to determine trends in the respondents' views on official and unofficial information, their information sources, their information needs and their ability to adapt to New Zealand.

This section firstly reviews the demographics of the survey respondents. Next analysis of the survey response data using content analysis and exploratory factor analysis is described. This analysis provided an overview of the survey data and identified trends related to both the primary and secondary research questions i.e. the quality and usefulness of official and unofficial information and the link between information and acculturation.

Demographics

Ninety-three responses were received. Of these, 15 paper versions were considered to be unusable. Fifty-eight percent of the responses were completed online and 42 percent of the responses were completed on paper. Forty-one percent of the respondents were male, 53 percent were female and gender was not stated for 6 percent of the online respondents (see figure 10).

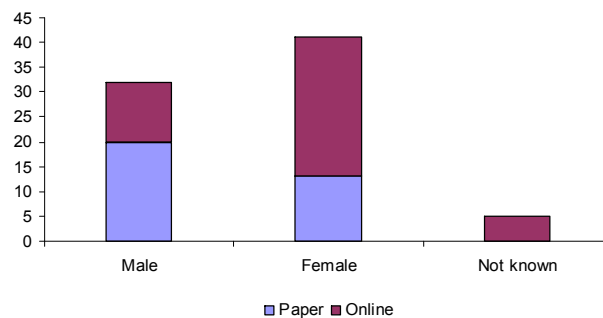


Figure 10: Respondents by gender (n = 78)

The respondents (see figure 11) were from China (13 percent), Bangladesh (12 percent), Fiji, (10 percent), Malaysia (8 percent), Philippines (6 percent), United Kingdom (5 percent), South Africa (5 percent), India (5 percent), United States (4 percent), Japan (4 percent), Australia (4 percent) and Colombia (3 percent).

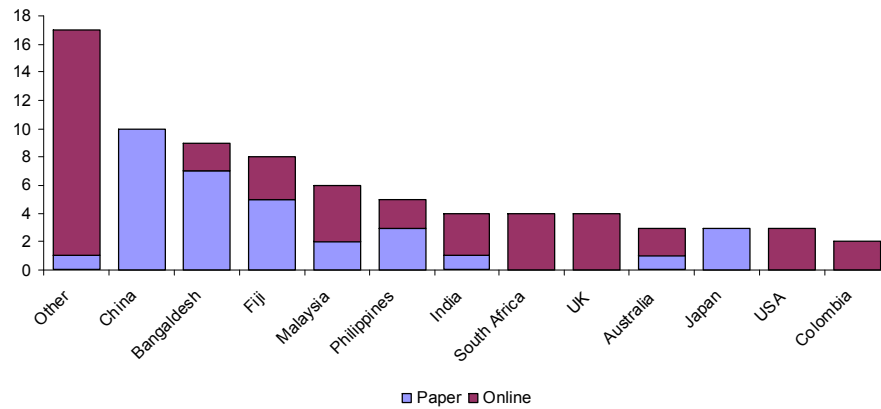


Figure 11: Respondents by country (n = 78)

Twenty-eight percent (n = 22) of the respondents had been in New Zealand for less than 2 years, 19 percent (n = 15) for 2 to 5 years, 18 percent (n = 14) for 5 to 10 years, and 24 percent (n = 19) for greater than 10 years (see figure 12).

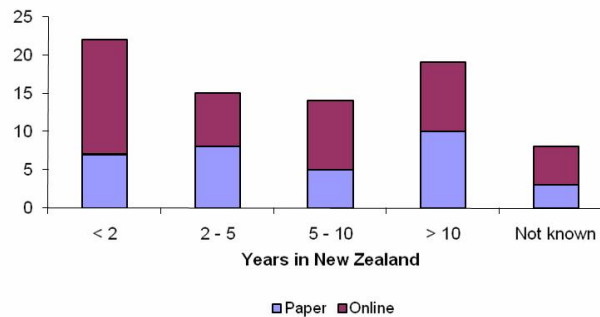


Figure 12: Respondents by years in New Zealand (n = 78)

The majority of respondents (52 percent) had lived in only one country for more than 6 months (see figure 13). Ten percent of the respondents indicated that they had not lived in any country for more than 6 months – this is presumed to be a misinterpretation of the question.

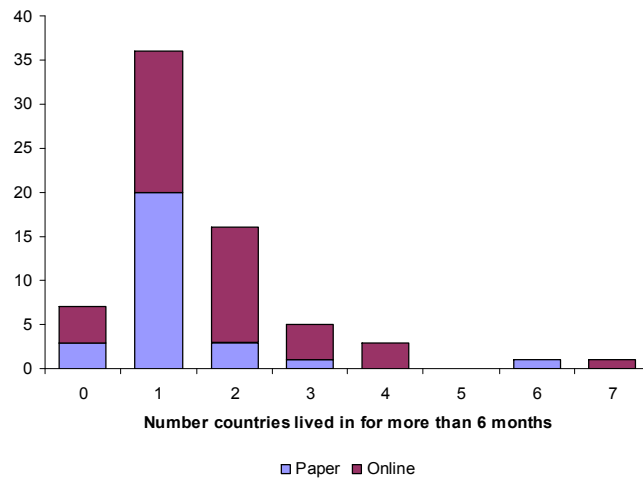


Figure 13: Number of countries lived in for more than 6 months (n = 69)

The majority of respondents were in the skilled migrant (32 percent), family (17 percent), study (9 percent) and work to residence (8 percent) categories (see figure 14).

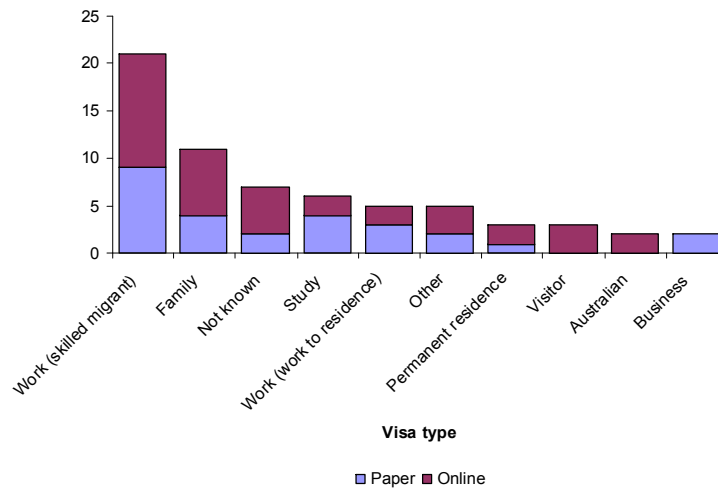


Figure 14: Respondents by visa type (n = 65)

The majority of respondents (53 percent) arrived in New Zealand with other family members (see figure 15).

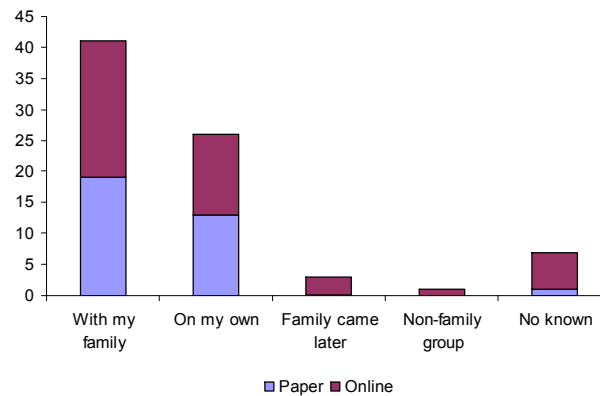


Figure 15: Respondents arrival with/without family (n = 78)

Information

Respondents identified various types of information that were difficult to obtain. The content analysis identified information (see table 4) that was difficult to obtain both before arrival (question 6) and after arrival in New Zealand (question 8), and information that the respondents did not have that would have been useful (question 7). Before arrival in New Zealand, information related to settlement (N = 20, 26 percent), employment (N = 13, 17

Attribute	Question (number of coded responses)		
	What kind of information did you find most difficult to get before you arrived in NZ?	When you first arrived in NZ, what things did you find most surprising or unexpected? What kind of information did you find most difficult to get, after you arrived in NZ?	Looking back on the whole process of moving to NZ, and knowing what you know now, what information or knowledge did you not have that would have been very useful to you for getting settled in NZ?
Settlement	20 (26%)	10 (15%)	4 (3%)
Employment	13 (17%)	13 (20%)	12 (10%)
Financial	11 (14%)	7 (11%)	14 (12%)
Lifestyle	0 (0%)	1 (2%)	24 (21%)
People	0 (0%)	0 (0%)	17 (15%)
Services	0 (0%)	2(3%)	13 (11%)
No issue	5 (7%)	15 (23%)	2 (2%)
Others	27 (36%)	17 (26%)	29 (26%)

Table 4: Information that was difficult to obtain

percent) and financial (N = 11, 14 percent) issues was the most difficult to obtain. After arrival, the same three categories were prominent with information related to employment

(N = 13, 20 percent), settlement (N = 10, 15 percent) and financial (N = 7, 11 percent) issues difficult to obtain. Of note, once the immigrants arrived in New Zealand a significant proportion of the respondents found the information they required (N = 15, 23 percent). With regards to information or knowledge that the immigrants did not have but would have been useful, the respondents indicated that information related to the New Zealand lifestyle (N = 24, 21 percent) and its people (N = 17, 15 percent) would be the most useful.

Information on most of the topics identified by respondents as being difficult to obtain information about was provided by the Department of Labour, New Zealand Immigration Service and the various New Zealand High Commissions and Embassies web sites.

However, the information on these web sites was brief and did not necessarily provide the full picture. As an example, the New Zealand Embassy web sites noted under labour and employment that New Zealand has a flexible labour market and a highly educated workforce with an unemployment rate of around 5 percent. The web site also stated that New Zealand has a high proportion of self-employed businesspeople and entrepreneurs. (<http://www.nzembassy.com/> accessed 31 December 2006). This gives the impression that employment will be readily obtained on arrival in New Zealand. However, many respondents felt otherwise. Typical survey responses regarding the information received about employment opportunities included:

- ‘When I came here I was told that unemployment was very low and that the job opportunities were very high but I was not told that most employers still looked for local experience.’
- ‘In all the literature I read it stated explicitly that [New Zealand] was a growing and rapidly developing economy looking for skilled migrants. However, the reality is that if you are non-European or even a non-white European, the opportunities are almost non-existent.’
- ‘Many immigrants told me that they misguided about their qualifications or skills. Doctors from Asia is a good example. Hundreds of doctors found out after their arrival that their qualifications are not recognised by NZ medical council.’

- ‘It was not inaccurate but misleading about qualification. Does not matter what education immigrants may have NZ employers don't value them except [for] a very few countries or people.’
- ‘Yes. Many of us came to New Zealand where it was fully advertised about jobs eg teachers but upon living in New Zealand it came to our knowledge it was not true, jobs are there but migrants not considered.’
- ‘The NZIS staff led people to believe that if potential new migrants completed all of the checklists of work experience verification, that actual work should be readily available - this was certainly not the case!’
- ‘Yes, according to statistics (skills shortage list) there were lot[s] of vacancies [especially] for secondary teachers but found it was disappointing when I could not get any job.’
- ‘I did not realise that finding a job would be so hard for me as an Asian immigrant. I think when we get [information] it does not differentiate from people/groups... but [the] situation seems different from European and Asians.’
- ‘Employment is advertised in local newspapers in Cape Town and when you call the person listed to find out more information, there are hidden costs. And if you delve a bit deeper and contact the company directly her in New Zealand they are not even aware of the advertisements!’

However, the majority of respondents agreed or strongly agreed that information about New Zealand (see figure 16) was accurate (n = 40, 56 percent) and up to date (n = 33, 45 percent). One respondent noted that ‘the information was pretty accurate and did stipulate that this [information] changes all the time and provides we addresses and telephone numbers you can call.’ As another example, a review of the New Zealand Immigration web site and the online version of ‘Living in New Zealand: A guide for migrants’ found that the information is routinely updated. When reviewed on 30 December 2006, it was observed that that the Government and Education pages had been updated on 17 December 2006.

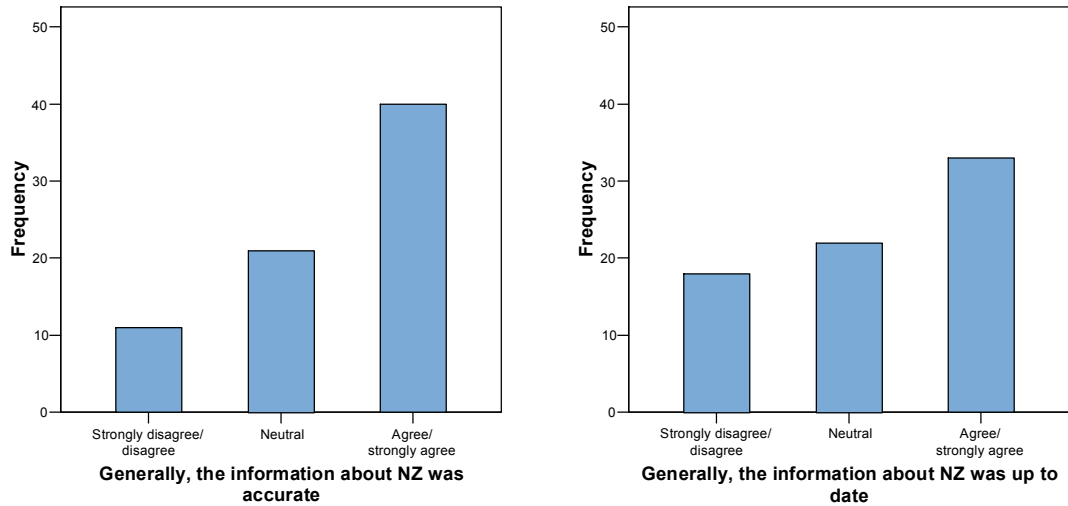


Figure 16: Accuracy and currency of information about New Zealand

However in another example from the New Zealand Immigration Service web site that relates to the cost of living (one of the topics respondents mentioned frequently as having little information about) an example of a Pak'n Save receipt for groceries (<http://www.immigration.govt.nz/NR/rdonlyres/BD844743-BEAC-450C-BD7C-F2458D70A94/0/PaknSavebill168x.jpg> accessed 30 December 2006) is not up to date. The receipt is dated 14 September 2004 and does not reflect current prices.

While most of the respondents comments about misleading or inaccurate information relate to employment issues, one respondent noted that 'someone told me that they do not have Nutella here – so I brought a big glass [jar] which was pretty much unnecessary.' Another respondent felt that information on the health system was misleading '...when we decided to migrate we were informed the health system in [New Zealand] is very good – this is not so. There is [a] long waiting list and sometime you are removed from the waiting list.'

Of significance, there were strong positive correlations (see table 5) between information being accurate and up to date ($n = 72$, $r = 0.704$, $p < 0.01$). There were also strong positive correlations between information about life in New Zealand being useful and accurate ($n = 72$, $r = 0.571$, $p < 0.01$) and up to date ($n = 73$, $r = 0.514$, $p < 0.01$).

Correlations

		The information I got about work in NZ was useful	The information I got about life in NZ was useful	Generally, the information about NZ was accurate	Generally, the information about NZ was up to date
The information I got about work in NZ was useful	Pearson Correlation	1	.467**	.483**	.372**
	Sig. (2-tailed)	.	.000	.000	.002
	N	70	70	69	70
The information I got about life in NZ was useful	Pearson Correlation	.467**	1	.571**	.514**
	Sig. (2-tailed)	.000	.	.000	.000
	N	70	73	72	73
Generally, the information about NZ was accurate	Pearson Correlation	.483**	.571**	1	.704**
	Sig. (2-tailed)	.000	.000	.	.000
	N	69	72	72	72
Generally, the information about NZ was up to date	Pearson Correlation	.372**	.514**	.704**	1
	Sig. (2-tailed)	.002	.000	.000	.
	N	70	73	72	73

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5: Information – Correlation results for survey question 11

There was a medium positive correlation between information about life and work in New Zealand being useful ($n = 70$, $r = 0.467$, $p < 0.01$). There was also a medium positive correlation between information about work in New Zealand and the information being accurate ($n = 69$, $r = 0.483$, $p < 0.01$) and up to date ($n = 73$, $r = 0.372$, $p < 0.01$).

With regards to the usefulness of information (see figure 17), the majority of respondents agreed or strongly agreed that information about life ($n = 40$, 55 percent) and work ($n = 28$, 40 percent) in New Zealand was useful.

Similar observations were found in a recent survey by the Department of Labour on employers of immigrants (DOL, 2006a) which found that:

- Forty-nine percent of the employers surveyed rated the timeliness of advice provided by the New Zealand Immigration Service as good or very good.
- Sixty-five percent rated the accuracy of the information as good or very good.
- Fifty-one percent rated the usefulness of the service provided by the New Zealand Immigration Service as good or very good.

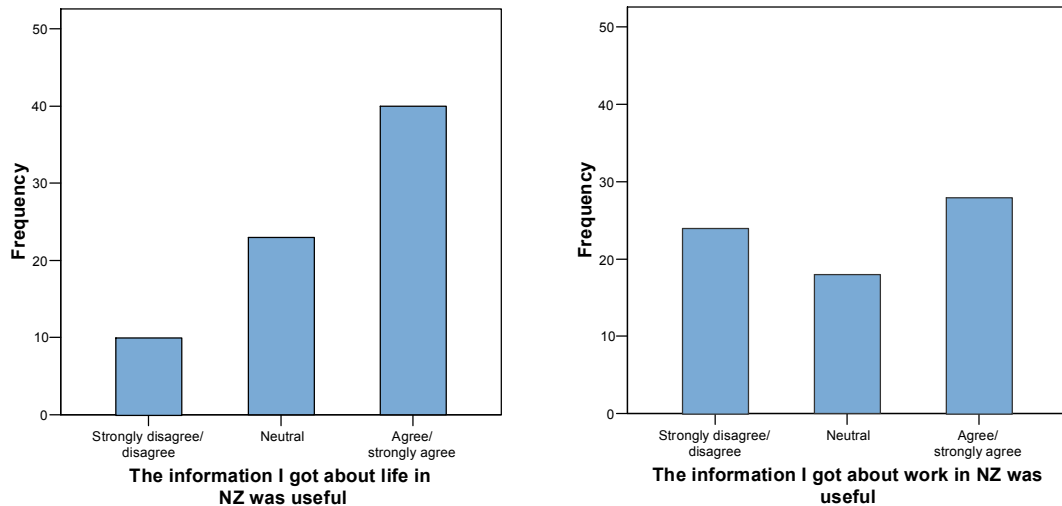


Figure 17: Usefulness of information about work and life in New Zealand

Information seeking

Using SPSS, the four Likert-scale questions relating to information seeking were evaluated (see table 6). With regards to immigrants using the internet as the main source of information, there were only weak positive associations with:

- official sources of information being helpful ($n = 72$, $r = 0.305$, $p < 0.01$);
- the immigration office being helpful ($n = 71$, $r = 0.275$, $p < 0.05$);
- the New Zealand Embassy or High Commission being helpful ($n = 71$, $r = 0.236$, $p < 0.05$).

There were, however, strong positive associations between official information sources being helpful and the New Zealand Immigration Service ($n = 72$, $r = 0.778$, $p < 0.01$) and the New Zealand High Commission/Embassy ($n = 70$, $r = 0.636$, $p < 0.01$) being helpful.

As indicated in figure 9, two groups of information seeking attributes were found from the content analysis: systems/organisations (the internet, government agencies, books and media) and human interface (family, friends, consultants, migrant groups, people in general and word-of-mouth). While the above correlations indicate that there are strong positive correlations between the official sources of information, the New Zealand Immigration Service, High Commissions and embassies the content analysis indicates that the internet was most likely to be the main source of information.

Correlations

		The Internet was my main source of information	The NZ Embassy/ High Commission was helpful	NZ official sources of information were helpful	The NZ immigration office was helpful
The Internet was my main source of information	Pearson Correlation	1	.236*	.305**	.275*
	Sig. (2-tailed)	.	.049	.009	.020
	N	72	70	72	71
The NZ Embassy/ High Commission was helpful	Pearson Correlation	.236*	1	.636**	.753**
	Sig. (2-tailed)	.049	.	.000	.000
	N	70	71	71	70
NZ official sources of information were helpful	Pearson Correlation	.305**	.636**	1	.778**
	Sig. (2-tailed)	.009	.000	.	.000
	N	72	71	73	72
The NZ immigration office was helpful	Pearson Correlation	.275*	.753**	.778**	1
	Sig. (2-tailed)	.020	.000	.000	.
	N	71	70	72	72

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6: Information seeking – Correlation results for survey question 11

As shown in table 7, the internet was mentioned most frequently by respondents as a source of information about life and work in New Zealand before arriving in New Zealand (N = 36; 28 percent) and then followed by friends (N = 27; 21 percent), books/media (N = 19; 15 percent), family (N = 17; 13 percent) and government agencies (N = 9; 7 percent). The content analysis is supported by the Likert-scale questions which indicated that that majority of respondents either agreed or strongly agreed (see figure 18) with the statement that ‘the internet was my main source of information’ (N = 40, 55 percent).

Attribute	Question (number of coded responses)		
	What sources can you remember using or trying to use in order to get information or knowledge about life and work in NZ before you arrived here?	Before you arrived, what was the most useful source of information about life in NZ? What made it so useful?	After you arrived, what was the most useful source of information about life in NZ? What made it so useful?
Internet	36 (28%)	26 (31%)	10 (14%)
Friends	27 (21%)	16 (19%)	16 (23%)
Books/media	19 (15%)	13 (16%)	10 (14%)
Family	17 (13%)	10 (12%)	4 (6%)
Government agency	9 (7%)	4 (5%)	3 (4%)
Migrant groups	0 (0%)	0 (0%)	6 (9%)
Education	0 (0%)	1 (1%)	6 (9%)
Others	20 (16%)	13 (16%)	14 (20%)

Table 7: Sources of information before and after arrival in New Zealand

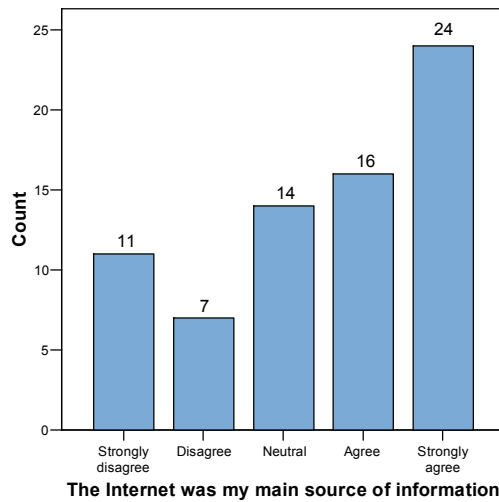


Figure 18: The Internet was my main source of information (n = 72)

The responses for the most useful source of information about life in New Zealand before their arrival indicated a similar pattern: the internet (N = 26; 31 percent), friends (N = 16; 19 percent), books/media (N = 13; 16 percent), family (N = 10; 12 percent) and government agencies (N= 4; 5 percent). However, after arrival in New Zealand the pattern changes with the internet no longer being the most commonly cited source of information. After arrival, friends (N = 16; 23 percent) are the most commonly referenced source of information with books/media and the internet equally referenced (N = 10; 14 percent) followed by migrant groups and educational institutions (N = 6; 9 percent) each. Of note, the use of family members as a source of information after arrival in New Zealand (N = 4; 6 percent) appears to have decreased from their use before arrival (N = 17; 13 percent).

The survey found that the internet was the most used source of information. Examples of responses included:

- ‘The internet [was the most useful source]. It was very informative because it was updated and unbiased information (sic).’
- ‘The internet [was the most useful source of information before arrival in New Zealand] as I was able to read New Zealand newspapers on a daily basis. Also explored real estate web sites in addition to [the] NZIS web site and all the links provided in there.’

- ‘The [New Zealand government] pages were good in terms of the paperwork processes of working in [New Zealand] and I noticed there was also information about health care and education. Most of the stuff online about [New Zealand] is directed to tourists, so it was nice to see what a beautiful country [New Zealand] is, but I didn't really learn about ‘life in [New Zealand]’.
- ‘[New Zealand] websites were very helpful and accessible, offering quite a lot of information on a wide range of topics. The material from the Embassy was also useful, particularly as it sign-posted to the websites.’
- ‘[The] Internet gave me very valuable information about [New Zealand] life related to standards of living, housing, study, [and] tourism.’
- ‘The [New Zealand] immigration web site provided detail[ed] information about like and work in New Zealand.’

The E-government strategy (New Zealand Cabinet, 2003) aimed to make the internet the dominant method of providing ready access to government information and to promote inter-agency collaboration and information sharing. A review of government websites found an example of such a service was the labour market portal *WorkSite/PaeMahi* (<http://www.worksite.govt.nz>). This portal is a multi-agency initiative to enable the accessing of New Zealand labour market-related information and services and was a good example of inter-agency collaboration (<http://www.e.govt.nz/about-egovt/strategy/cab-paper-strategy-200306/cab-paper-strategy-200306.pdf>). *WorkSite/PaeMahi* combined the resources of a number of government agencies (see figure 19) to help users make decisions about work by providing ‘information about education and training, career planning, finding work, finding employees and establishing and operating a business as well as publications and other information about working in New Zealand’ (<http://www.worksite.govt.nz/en/aboutus>). No equivalent web site portal for immigrant information was located.

In addition to the use of the internet, respondents also stated that that before arriving they got information about life and work in New Zealand from:

- ‘Contacts from friends who are already here.’

<p>The Department of Labour</p> <p>Employment Relations Service Occupational Safety and Health New Zealand Immigration Service</p> <p>Ministry of Education</p> <p>TeachNZ Education Gazette STEP Te Mana Te Kete Ipurangi</p> <p>New Zealand Trade and Enterprise</p> <p>New Zealand Trade and Enterprise Business Information Zone</p>	<p>Ministry of Social Development</p> <p>Job Bank Talent Bank Work and Income Study Link Heartland Services Office for Disability Issues</p> <p>State Services Commission</p> <p>New Zealand Government Jobs Public Sector Training Organisation Mainstream Supported Employment Programme Other State Sector Agencies</p> <p>Career Services</p> <p>KiwiCareers</p>
<p>Tertiary Education Commission</p> <p>New Zealand Qualifications Authority</p> <p>Inland Revenue Department</p> <p>Accident Compensation Corporation</p>	

(<http://www.worksite.govt.nz/en/aboutus> accessed 6 January 2007)

Figure 19: *WorkSite/PaeMahi* core agencies

- ‘Various holidays to New Zealand over many years.’
- ‘Previous student experience in New Zealand.’
- ‘The NZIS office located in Beijing as well as books purchased in the [United States].’
- ‘...my employer in [New Zealand].’

One respondent stated that ‘Our children were already in [New Zealand] so we visited them here and saw for ourselves the life here in [New Zealand]. We also travelled around and had a good look at the country. Then, once we had decided to apply for residency our daughter arranged for the [New Zealand Immigration Service] package and CD to be sent to us, explaining what we needed to do and more about life in [New Zealand].’

Four respondents noted that after arrival in New Zealand, the Kiwi Ora¹ programme (Kiwi Ora, 2006) was useful in providing information. As examples, respondents noted that the course provided ‘invaluable information and [a] guide of day to day life in New Zealand,

¹ Kiwi Ora ceased taking enrolments in November 2006. The Government and Wananga funding agreement was not extended and faced with an uncertain future it was decided to close the contract (Kiwi Ora, 2006).

the country and its people’ and it ‘provided all the relevant information needed for settlement in New Zealand’. This settlement programme was government funded and free to immigrants with permanent residency or citizenship status or, in special cases, to those with a demonstrated work experience or a history in immigration. It was a 12 month, home-based, distance-learning educational programme aimed at post immigration settlement with one of the aims being to help ‘immigrants to help themselves’. While a basic knowledge of English was required for the course, the programme enabled immigrants to receive support in their own language (Kiwi Ora, 2006). The course was divided into four ‘packs’ (see figure 20) and covered most of the issues raised by the respondents in the survey.

Pack 1	Pack 2
Banking and finance Housing Transportation Driving Employment Information gathering Geography	Employment Communications and technology Parenting Maori language Kiwi English Health History
Pack 3	Pack 4
The journey of Maori New Zealand identity Employment Community issues Politics and government Consumer rights Training and education Arts and culture	New Zealand environment Community groups Law and order New Zealand economy Employment New Zealand food and cooking Sport and recreation Water safety Women of our world

(Kiwi Ora, 2006)

Figure 20: The Kiwi Ora programme

While the programme provided information through structured information packages, Kiwi Ora had developed a community made up of a variety of nationalities, ethnicities and cultures and provided an environment for participants to share their experiences (Kiwi Ora, 2006). To complement the packages, Kiwi Ora provided advisers who were able to communicate with the immigrants in their own language. The Kiwi Ora information ground enabled participants to listen, work together and provide support in an environment

that enabled them to ‘share knowledge, music, language, culture, memories, laughter, food, thoughts, ideas, and aspirations’ (Kiwi Ora, 2006). In the words of one student ‘Kiwi Ora has given the right kind of support at the right time. So beautiful and helpful with excellent teachings. I am very thankful and obliged with their service’ (Kiwi Ora, 2006).

Information needs

The majority of respondents (60 percent) either agreed or strongly agreed that they had enough information before arriving in New Zealand (see figure 21).

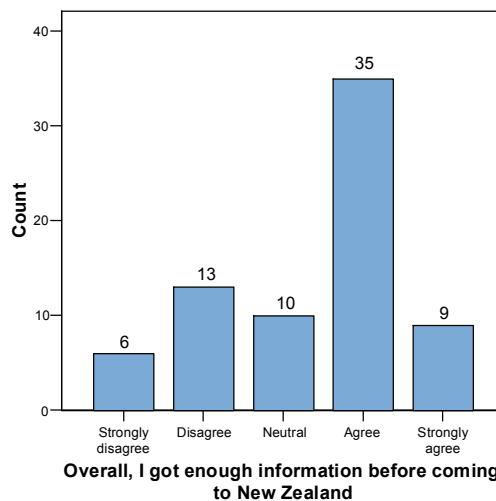


Figure 21: Information needs before arriving in New Zealand (n = 73)

This view is supported by the content analysis which found that the majority of occurrences (N = 33; 39 percent) indicates that there were no significant issues with sourcing information before arriving in New Zealand. However, in cases where information was not readily available from a particular source, the majority of occurrences related to employment (N = 21; 25 percent) or settlement (N = 12; 14 percent) issues. The most difficult information to obtain before arriving in New Zealand related to settlement (N = 20; 26 percent), employment (N = 13; 17 percent) and financial (N = 11; 14 percent) issues. Respondents noted that in relation to their information needs and what information was either difficult to get or not readily available:

- ‘It was difficult to find out how much stuff cost over here – food, rent, electric (sic), car and so on. The quotes I found online for expenses were much lower than the reality, especially regarding food, housing and heating costs.’

- ‘Information on home loans and buying a house generally [was difficult to obtain] – we wanted to use the equity in our home overseas to buy a property here. It was difficult to find out if this was possible... The whole silent auction/tender process was also unfamiliar to us – [it] would have been good to have some information to guide us through that process.’
- ‘Any information about Kiwis, their beliefs and their racial prejudices [was difficult to obtain] – if we had known then what we know now we would have gone somewhere else – anywhere else!’
- ‘Frankly speaking from A – Z everything is so difficult [at] first – visa, job search and also regarding settlement and from where relevant information can be sought.’
- It was difficult to obtain information ‘... about transferring money and the banking facilities here. Also the system of taxing was different for us. We also needed to know (and still don’t) about financial help we may expect later on. Probably also just laziness on our part.’
- It was difficult to get ‘any feedback form unsuccessful job applications; any understanding of what employers were really looking for behind the scenes – their real motivation for hiring staff.’
- ‘Food – how to cook New Zealand fish and [vegetables] – I bought myself a [New Zealand] cookbook (maybe the [the] Wellington City Council can market a local cookbook using local chefs/seafood/[vegetable] suppliers.’
- It was difficult to get information ‘about [the] living conditions [and] how to survive the cold weather, being vegetarian and not [being] able to get most of [the] vegetables in Dunedin.’

Looking back on the whole process of moving to New Zealand, and knowing what they know now, the majority of respondents felt that more information on the lifestyle in New Zealand (N = 24; 21 percent) would have been very useful for getting settled in New Zealand. Examples of information needed related to climatic conditions, cultural sensitivity of New Zealand citizens to new migrants, racism, the use of Kiwi slang, culture shock, cost of living and no help for new immigrants. Conversely, there were favourable

comments regarding the helpful, polite, trustworthy and friendly attitude of New Zealanders, the convenience of EFTPOS, the small size of the cities, the clean environment, and the commitment of different agencies and volunteers to help out in the settling process:

- It would have been very useful to have ‘better marketing of existing migrant groups that can assist with the whole settling in stage.’
- ‘Accurate information about the cost of living would have been very useful.’
- ‘I think it would have been more useful to talk to people about the migrant experience in [New Zealand] i.e. the non-white migrant experience, or the Asian migrant experience. What it is actually like living in [New Zealand] and the perceptions that Kiwis have towards other cultures and non-Europeans.’
- ‘Information about Indian ethnic groups and prayer places’ would have been very useful.
- It would have been very useful to have the ‘whole truth about the job market. I thought I could easily get a job here because I had read somewhere that highly skilled people in all areas were needed in [New Zealand] to work. This was just part of the reality.’
- ‘We did not know what consumables were available here and would maybe have brought a few more across with us... Also I needed some medication which was not available here, not the equivalent either, so [I] needed to know the procedure [to obtain the medicine] as everyone was very vague or had different opinions.’
- It would have been very useful to have information about ‘the culture of New Zealand. The culture at home is very different to the culture of New Zealand.’

In a Department of Labour survey (DOL, 2006) comparable statistical observations were made where:

- 24 percent of the respondents indicated that they would have benefited from more specific information about the New Zealand health system;
- 21 percent would have liked more information on the tax system;

- 21 percent would have liked more information on pension plans;
- 18 percent wanted more information on drivers licences and road safety;
- 15 percent said that more information on employment-related issues would have been useful;
- 15 percent stated that more information on housing would have been useful;
- 13 percent would have liked more information on education; and
- information on daily life (8 percent), budgeting and income support (7 percent), setting up a business (6 percent) and learning English (4 percent) would have been useful.

Acculturation

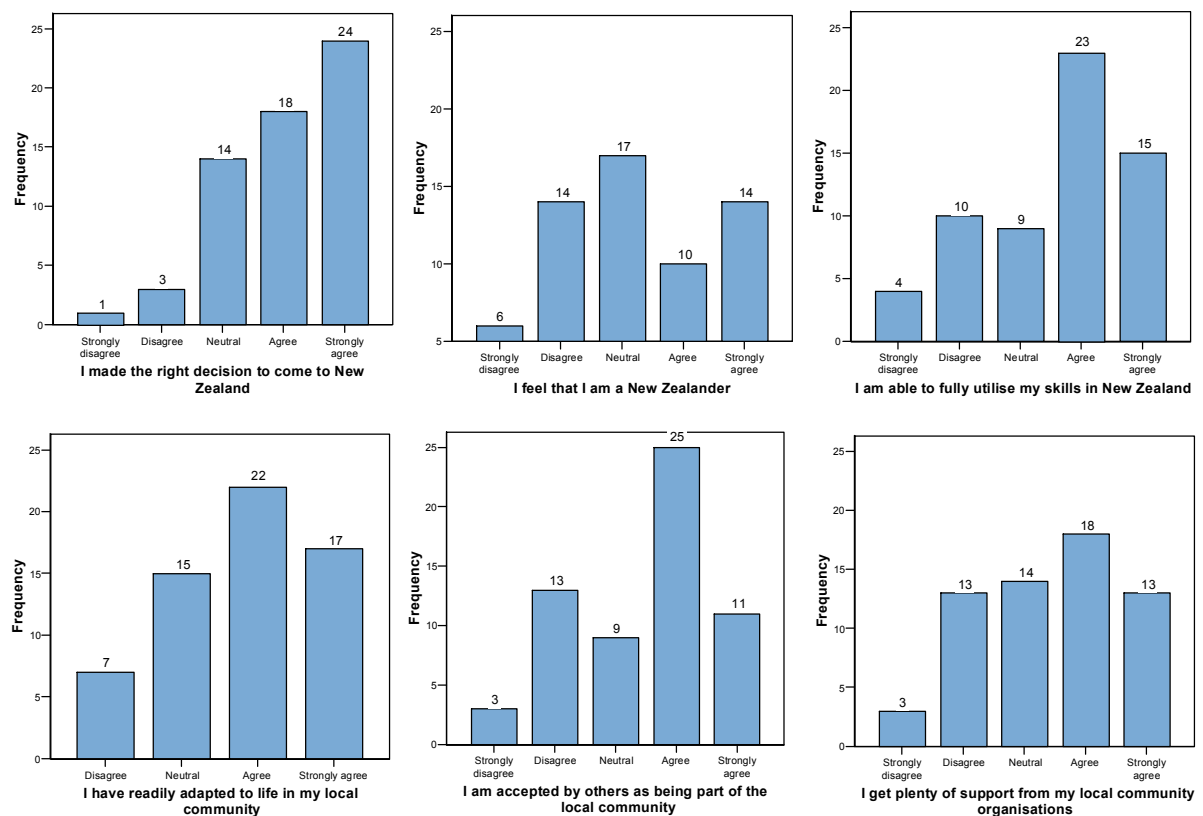


Figure 22: Experience of life in New Zealand

Acculturation was assessed by analysis of the questions about the respondents' experience of life in New Zealand (question 15) and the content analysis. The frequency distribution of the responses to question 15 (see figure 22) indicates that the majority of respondents

either agree or strongly agree that they made the right decision to come to New Zealand (n = 42; 70 percent) and that they can fully utilise their skills (n = 36; 59 percent). The majority of respondents also either agreed or strongly agreed that they had readily adapted to life in their local communities (n = 39; 64 percent) and were accepted by others as being part of their local communities (n = 36; 59 percent). However their views on getting support from their local communities were less enthusiastic with only 32 respondents (51 percent) either agreeing or strongly agreeing that they got plenty of support from local community organisations.

The content analysis indicated that most respondents did not find anything surprising or unexpected (N = 15; 23 percent) when they first arrived in New Zealand. However, there were 13 occurrences (20 percent) where employment and 10 occurrences (15 percent) where settlement factors were an issue. Generally these related back to either poor communication or inadequate information e.g. feedback from unsuccessful job applications, information on support services, immigration, customs, taxation and living conditions. One respondent raised the difficulties encountered in not being able to obtain a definition of what ‘Kiwi experience’ meant when applying for a job. Two respondents noted that it would have been very useful to have information:

- on ‘how important it was to assimilate in the New Zealand society – learning other cultures quickly and not to expect that the social systems will support you in everything. Be prepared to work hard and challenge the barriers’; and
- ‘about Kiwi culture and how it differs from most overseas cultures i.e. Kiwis are individualistic, [introvert] and rugby is most people’s religion even though they profess that they are a tolerant society.’

Some respondents noted the ‘insensitivity’ of New Zealanders to migrants:

- New Zealand citizens ‘... were not culturally sensitive to new migrants. They spoke to you like they would speak to someone in general.’
- ‘There is definitely racism here in [New Zealand] but many people don’t notice it or don’t want to face it.’

- It was surprising or unexpected to find ‘the racism and arrogance of locals towards anything Asian.’

The ability of the respondents to successfully acculturate into New Zealand society over time was assessed using SPSS and the responses to question 15 about the respondents’ experience of life in New Zealand with the resulting correlations shown in table 8.

Correlations

		I made the right decision to come to New Zealand	I have readily adapted to life in my local community	I feel that I am a New Zealander	I get plenty of support from my local community organisations	I am accepted by others as being part of the local community	I am able to fully utilise my skills in New Zealand	I get plenty of support from government organisations
I made the right decision to come to New Zealand	Pearson Correlation	1	.690**	.581**	.490**	.645**	.573**	.338**
	Sig. (2-tailed)	.	.000	.000	.000	.000	.000	.008
	N	60	60	60	60	60	60	60
I have readily adapted to life in my local community	Pearson Correlation	.690**	1	.632**	.614**	.782**	.669**	.318*
	Sig. (2-tailed)	.000	.	.000	.000	.000	.000	.013
	N	60	61	61	61	61	61	61
I feel that I am a New Zealander	Pearson Correlation	.581**	.632**	1	.734**	.754**	.632**	.442**
	Sig. (2-tailed)	.000	.000	.	.000	.000	.000	.000
	N	60	61	61	61	61	61	61
I get plenty of support from my local community organisations	Pearson Correlation	.490**	.614**	.734**	1	.766**	.491**	.504**
	Sig. (2-tailed)	.000	.000	.000	.	.000	.000	.000
	N	60	61	61	61	61	61	61
I am accepted by others as being part of the local community	Pearson Correlation	.645**	.782**	.754**	.766**	1	.670**	.392**
	Sig. (2-tailed)	.000	.000	.000	.000	.	.000	.002
	N	60	61	61	61	61	61	61
I am able to fully utilise my skills in New Zealand	Pearson Correlation	.573**	.669**	.632**	.491**	.670**	1	.391**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.	.002
	N	60	61	61	61	61	61	61
I get plenty of support from government organisations	Pearson Correlation	.338**	.318*	.442**	.504**	.392**	.391**	1
	Sig. (2-tailed)	.008	.013	.000	.000	.002	.002	.
	N	60	61	61	61	61	61	61

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 8: Acculturation – Correlation results for survey question 15

Successful acculturation into New Zealand society appears to be mainly determined by the respondents as a function of being accepted as part of the local community and their ability to adapt to that community. Of significance, the correlations indicate that for the immigrants there were strong positive associations between making the right decision to come to New Zealand and:

- readily adapting to life in the local community (n = 60, r = 0.690, p < 0.01);
- being accepted by others as being part of the local community (n = 60, r = 0.645, p < 0.01);
- feeling that they are New Zealanders (n = 60, r = 0.581, p < 0.01);

- being able to fully utilise their skills in New Zealand (n = 60, r = 0.573, p < 0.01).

The correlations also indicate that for the immigrants there were medium positive associations between making the right decision to come to New Zealand and:

- getting plenty of support from local community organisations (n = 60, r = 0.490, p < 0.01);
- getting plenty of support from government organisations (n = 60, r = 0.338, p < 0.01).

The correlations also indicate that for the immigrants there were strong positive associations between being accepted by others as being part of the local community and:

- readily adapting to life in the local community (n = 60, r = 0.782, p < 0.01);
- getting plenty of support from the local community organisations (n = 61, r = 0.766, p < 0.01);
- feeling that they are New Zealanders (n = 61, r = 0.754, p < 0.01);
- being able to fully utilise their skills in New Zealand (n = 61, r = 0.670, p < 0.01);
- making the right decision to come to New Zealand (n = 60, r = 0.645, p < 0.01).

There was a medium positive association between being accepted by others as being part of the local community and getting support from government organisations (n = 61, r = 0.392, p < 0.01).

With regards to immigrants feeling that they are New Zealanders, there were strong positive associations with:

- being accepted by others as being part of the local community (n = 61, r = 0.754, p < 0.01);
- getting plenty of support from the local community organisations (n = 61, r = 0.734, p < 0.01);
- readily adapting to life in the local community (n = 61, r = 0.632, p < 0.01);

- being able to fully utilise their skills in New Zealand (n = 61, r = 0.632, p < 0.01).

Barriers

As previously discussed, barriers can relate to language, distance, cultural background, discrimination or lack of accessibility to information. Review of the content analysis data indicates that respondents experienced issues relating to culture, language and racism. Some respondents experienced ‘cultural shock’, difficulties with the Kiwi slang and discrimination that appeared to create difficulties for acculturation to the point that one respondent found it ‘difficult to make friends without [being] able to speak like [a] Kiwi’. Another respondent’s family experienced discrimination to the point where they wanted to return to their home country. One respondent noted that ‘as a native English speaker, I was surprised that there were language problems – Kiwis use different slang and pronounce words differently than we do in the USA. I am still surprised how often Kiwis and I don’t understand each other when we are basically speaking the same language!’ Another noted that ‘we found the English language in [New Zealand] is more difficult to understand than other places.’

While the content analysis may indicate potential barriers being present through the use of the English language and Kiwi slang in particular, the responses to the Likert-scale questions (see figure 23) provided a different picture with the majority of respondents indicating that they had a good or excellent command of both written and spoken English. However, the response to the reverse-phased question, official information needs to be much better (see figure 24), is similar in distribution to the responses to the information questions (see figures 16 and 17) to suggest that not all respondents may actually have the level of English comprehension that they think they have. The majority of respondents felt that information about life in New Zealand was useful with information about New Zealand being accurate and up-to-date yet they felt that official information needs to be much better. The researcher observed difficulties amongst respondents in understanding a number of the questions when the paper survey forms were completed during ethnic community meetings. In a number of cases, respondents requested clarification and amplification of the meaning of questions before completing their responses.

While the ‘barrier’ experiences described by the respondents appear, to a certain extent, between all layers in the information behaviour model, they are primarily associated with

the acculturation boundary. While there were negative comments, one respondent provided the advice to ‘be prepared for the worse [and not to] expect or compare your status in your country with what is in [New Zealand]. Learn the way of life and ethnics (sic) before demanding for your rights. Understand the social policies and the Treaty of Waitangi and be passionate about wanting to be part of the New Zealand environment. Don't have a mind set of one foot in [New Zealand] and the other in your home country. Be positive of the decision you have made’. And yet another respondent noted that ‘new immigrants should do their homework, try to get as much information, do not live in dreams and expect [a] rose garden. Be ready for anything’.

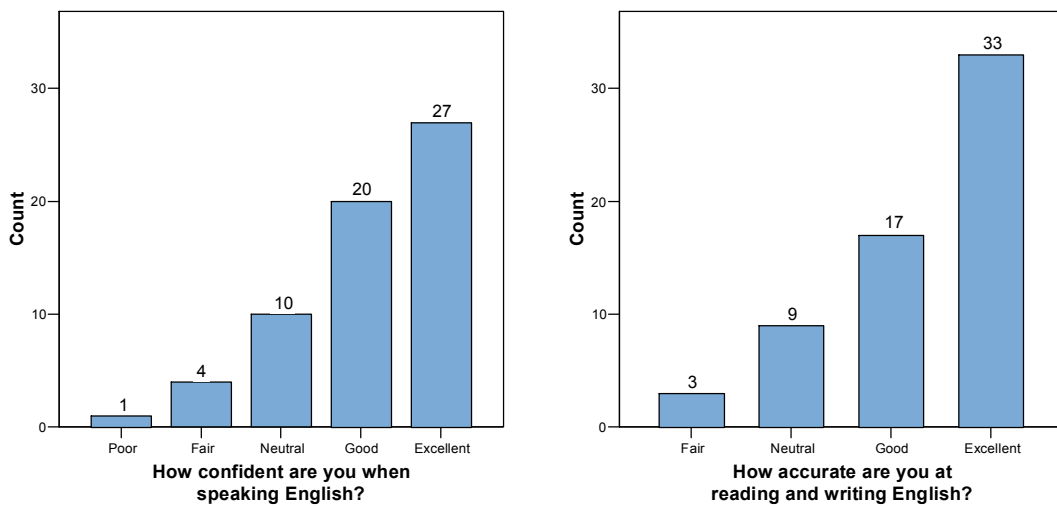


Figure 23: English language proficiency

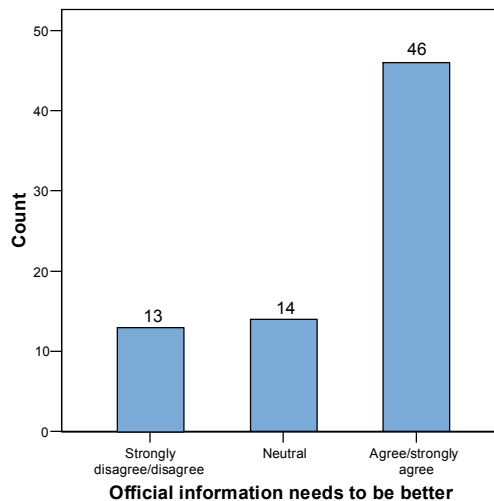


Figure 24: Official information needs to be better

Interrelationships

This section expands on the survey response analysis provided above and looks at the information as it relates to the proposed immigrant information behaviour model by looking at the interrelationships in the data between information, information seeking, information needs, acculturation and the barriers. Factor analysis was utilised to assess the Likert-scale responses to answer the following question: does information behaviour influence acculturation?

Acculturation was assessed using responses to the following variables:

- I made the right decision to come to New Zealand.
- I feel that I am a New Zealander.
- I have readily adapted to life in my local community.
- I am accepted by others as being part of the local community.
- I get plenty of support from my local community organisations.
- I get plenty of support from government organisations.
- I am able to fully utilise my skills in New Zealand.

Information behaviour was assessed using responses to the following variables:

- Overall, I got enough information before coming to New Zealand.
- The internet was my main source of information.
- New Zealand official sources of information were helpful.
- The New Zealand immigration office was helpful.
- The New Zealand Embassy/High Commission was helpful.

Information was assessed using responses to the following variables:

- The information I got about work in New Zealand was useful.
- The information I got about life in New Zealand was useful.

- Generally, the information about New Zealand was accurate.
- Generally, the information about New Zealand was up to date.

Using the above variables, the factor analysis determined three factors that are likely to contribute to the question ‘does information behaviour influence acculturation?’. The factor analysis, carried out using SPSS, used principal component analysis and orthogonal (Varimax) component rotation with Kaiser Normalisation (see table 9). The factor analysis (Determinant = 0.001; Kaiser-Meyer-Olkin measure of sampling adequacy = 0.810; Bartlett’s Test of Sphericity, Sig = 0.000) found three components in the responses to the acculturation, information behaviour and information variables identified above. The scree plot (see figure 25) confirmed that three components were reasonable as they were above the point of inflexion and had eigenvalues greater than 1.

Rotated Component Matrix

	Component		
	1	2	3
I am able to fully utilise my skills in New Zealand	.861		
I feel that I am a New Zealander	.855		
I am accepted by others as being part of the local community	.851		
I have readily adapted to life in my local community	.847		
The NZ immigration office was helpful		.885	
NZ official sources of information were helpful		.854	
The NZ Embassy/ High Commission was helpful		.845	
I get plenty of support from government organisations		.669	
Generally, the information about NZ was accurate			.892
Generally, the information about NZ was up to date			.817
Overall, I got enough information before coming to NZ			.718

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

Table 9: Rotated component matrix – acculturation, information behaviour, information

The rotated component matrix was reviewed and factors assigned to the variable groups (see table 10). The analysis indicates that respondents’ perception of their ability to adapt to New Zealand society through the utilisation of their skills, adaptation to and acceptance by the community, and their overall feeling of being a New Zealander can be influenced by the helpfulness of official information sources and the content and accuracy of information provided about New Zealand.

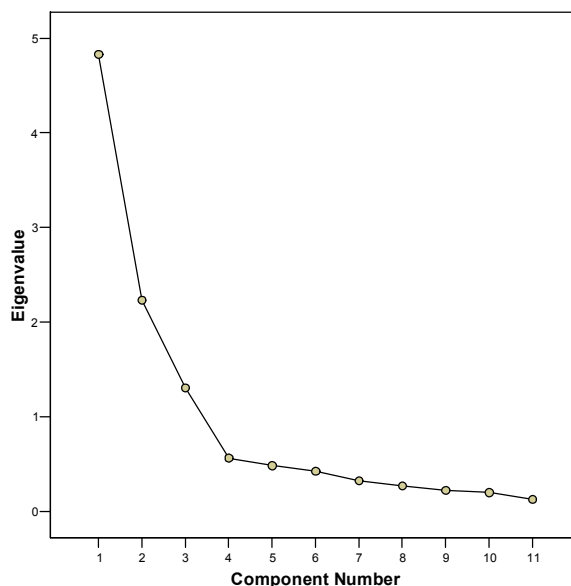


Figure 25: Scree plot – acculturation, information behaviour, information

Variable	Factor	Information behaviour model
I am able to fully utilise my skills in New Zealand I feel that I am a New Zealander I am accepted by others as being part of the local community I have readily adapted to life in my local community	Adaptation	Acculturation (Integration/Assimilation)
The New Zealand immigration office was helpful New Zealand official sources of information were helpful The New Zealand Embassy/High Commission was helpful I get plenty of support from government organisations	Helpful official information sources	Information needs Information seeking
Generally, the information about New Zealand was accurate Generally, the information about New Zealand was up to date Overall, I got enough information before coming to New Zealand	Information (content and currency)	Information

Table 10: Factors for information behaviour and acculturation

The factor analysis indicates that the linkages proposed in the information behaviour model may exist with the content analysis providing a suggestion that barriers, primarily in the form of the comprehension of Kiwi English, may also be present. The analysis shows that a relationship exists between acculturation, information behaviour (information needs and seeking) and information itself.

There is also a suggestion, but to a lesser extent, that the category of visa and the assistance of others can influence acculturation. The majority of respondents (n = 45; 63 percent) arrived in New Zealand with others. The majority of respondents (n = 56; 77 percent) were also able to ask for help from relatives or friends on arrival in New Zealand (see figure 26). Analysis indicates that there is a weak positive correlation between having relatives and personal friends the respondents can ask for help and making the right decision to come to New Zealand (n = 59, r = 0.293, p < 0.05). There is a medium negative correlation between coming to New Zealand on your own or with others and getting plenty of support from you local community (n = 59, r = -0.307, p < 0.05).

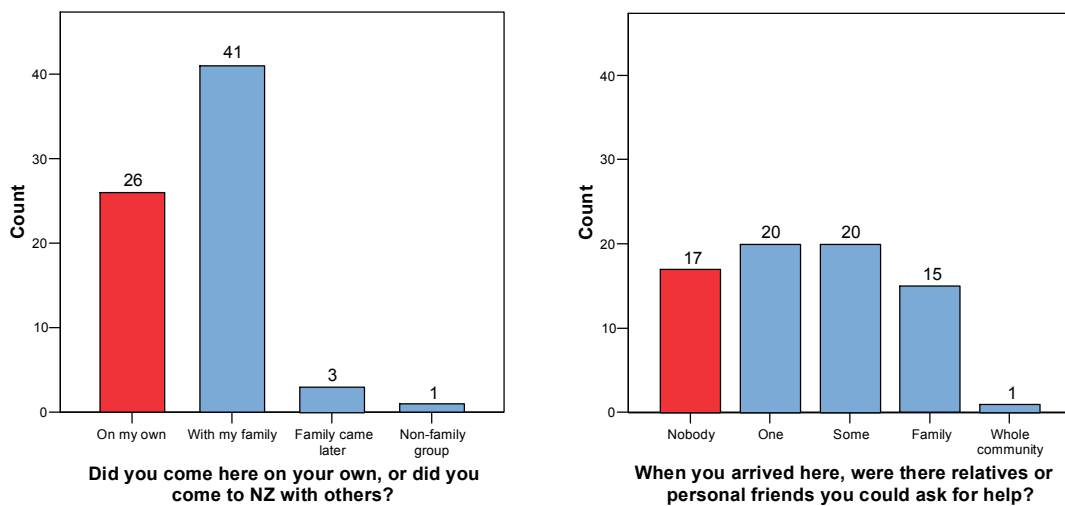


Figure 26: Arrival with and without assistance from others

There is also an indication that the category of visa can be a factor in acculturation. As shown in figure 14, the majority of respondents were in either the skilled migrant (n = 21, 32 percent) or family (n = 11, 17 percent) categories. These respondents are likely to have support on arrival in New Zealand from either an employer or family members. Of significance, the statistics indicate that there is a medium positive correlation between the category of entry visa on arrival in New Zealand and the usefulness of information the respondents got about life in New Zealand (n = 58, r = 0.330, p < 0.05) as well as their adaptation to life in the local community (n = 57, r = 0.329, p < 0.05). There is a weak positive correlation between the category of entry visa and having relatives or personal friends who can be asked for help (n = 58, r = 0.279, p < 0.05) as well as being accepted by others as part of the local community (n = 57, r = 0.267, p < 0.05).

There are no significant correlations between the gender of the respondents and the other variables other than a weak positive correlation with the number of countries lived in for more than six months ($n = 69$, $r = 0.248$, $p < 0.05$). A review of the data (see figure 27) did not indicate any trend of note. Overall, there do not appear to be any significant differences between male and female respondents.

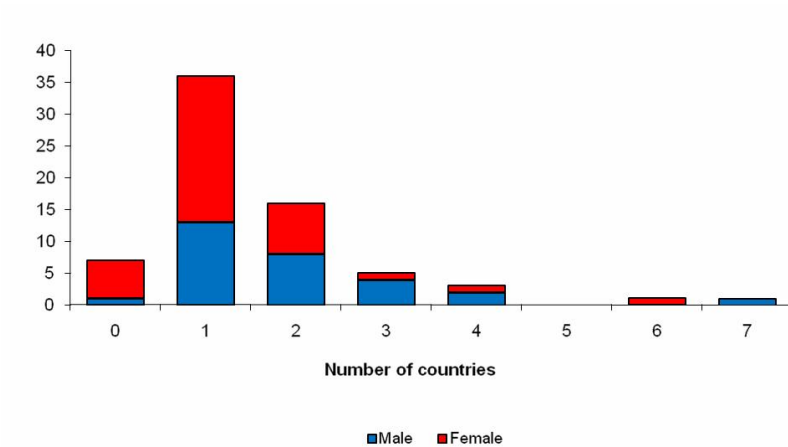


Figure 27: Number of countries lived in for more than 6 months ($n = 69$)

Analysis summary

The primary research question aimed to determine whether official and unofficial information meets the needs of New Zealand immigrants in terms of its accuracy, reliability and usefulness as well as its timeliness and accessibility. The majority of respondents indicated that overall they received enough official information before coming to New Zealand and that the information was mainly sourced from the internet, family and friends. Unofficial information was also available via the internet, family, friends and community and ethnic organisations. For the majority of respondents official information was useful, accurate and up to date. However, the respondents identified difficulties in locating information primarily related to employment, settlement and financial issues. The respondents also felt that more information on the lifestyle in New Zealand would have been of benefit.

The secondary research question sought to determine whether the information available to New Zealand immigrants and their information behaviour influenced their acculturation

into New Zealand society. The analysis indicated that the majority of respondents felt they had adapted to life in their local communities and that they had been accepted by others as being part of those communities. The majority of respondents also felt that they made the right decision to come to New Zealand. The factor analysis indicated that there was a link between the content and accuracy of information, information behaviour and acculturation.

Limitations

There are a number of limitations with this migrant information needs survey. First, there were difficulties experienced in getting immigrants to complete the online survey thereby limiting the ability to reach a wide and representative population sample. The survey was intended to be conducted primarily through the offices of the New Zealand Federation of Ethnic Councils. Assistance was to be provided to those with limited or no access to computers or those with poor English language comprehension. This method of conducting the survey did not function as planned. The researcher was assisted by being able to get surveys completed through the Victoria University of Wellington and local ethnic organisations like the Bangladesh community in Wellington. While this increased the sample size, these organisations were disproportionately represented in the sample when compared to the immigration statistics (compare figure 1 with figures 11 and 14) meaning that the sample is not representative of the New Zealand immigrant population due to the size of the sample, the ethnic distribution and type of entry visa of the respondents. The analysis is therefore only valid for this particular sample.

Second, the survey asked immigrants what information was either difficult to obtain or was not available. The survey did not ask immigrants what information was needed to settle in New Zealand and was readily available. Although it can be assumed that most information was readily available – 60 percent of the respondents agreed or strongly agreed that they got enough information before they arrived in New Zealand – the survey did not elicit the specific type of information they got or needed. This can be seen as a limitation in that the survey tends to obtain a view of what is not provided for in terms of information needs and does not provide a balanced view of what specific information immigrants required and was both available and unavailable.

Third, the structure of the survey, using a mix of free-text and Likert options, did not suit all respondents. During meetings with ethnic community groups, the researcher received

comments regarding the difficulty a number of respondents had in interpreting the first 10 free-text questions. This was supported by a review of the responses that indicated that some respondents did not clearly understand the intent of the questions or statements. As an example, in response to the question ‘Before you arrived, what was the most useful source of information about life in NZ? What made it so useful?’ the following responses were included:

- The fact that houses here are very cold and have poor insulation. Energy costs were quite high as well as rental fees for property. Supermarkets had too much to select from that it is confusing sometimes. The fact that I have to press a button otherwise buses will not stop was a surprise for me. In our country, buses stop on each bus stop. Left hand driving was another thing that took me a while to get used to.
- Cost of living.
- Less population, weather and also less crime made me choose [New Zealand].
- Dairy product and farm.
- Information on climate, workforce, housing and on schools.
- Cold and windy, only 4 million people, millions and millions of sheep... make me prepare things to come.

The above responses indicate that the question was not always clearly understood. Verbal feedback suggested that the survey may have been more easily understood if only multi-choice or Likert scale questions were utilised. The feedback also suggested that the questions may also have been better understood if the respondents had the option of completing the survey in their native language.

Fourth, the survey was only available in English and while most respondents felt that their English language comprehension was either good or excellent, although there is evidence in the review of the free-text responses to suggest that this may not be the case, the survey did not adequately sample immigrants with little or no comprehension of the English language. Accordingly, the survey was limited in its assessment of one of the proposed main barriers to successful information behaviour and acculturation, language.

Conclusion

Based on 78 survey results of an immigrant information needs survey conducted through the Victoria University's Centre for Applied Cross-Cultural Research over the period August to November 2006, this research project sought to determine whether government and non-government information sources are effective at providing accurate, reliable, and useful information that is both timely and accessible for New Zealand immigrants. In addition the project sought to determine whether the information available to New Zealand immigrants and their information behaviour influence their acculturation into New Zealand society.

The analysis found that for the majority of the population sample, government and non-government information sources were considered to be accurate, reliable, and useful. Content analysis identified that some respondents experienced difficulties in locating information primarily related to employment, settlement and financial issues. The respondents also felt that more information on the lifestyle in New Zealand would have been of benefit. Official and unofficial information was accessed mainly through the internet with family and friends also used as information sources before arrival in New Zealand. After arrival in New Zealand respondents made more use was made of friends and local community organisations as sources of information as opposed to family members.

The analysis also supported the view that for the population sample, the information available to New Zealand immigrants and their information behaviour influenced their acculturation into New Zealand society. Factor analysis of the survey data demonstrated that there was a link between the content and accuracy of information, information behaviour and acculturation. This view was supported by the majority of respondents indicating that they made the right decision to come to New Zealand and the majority also indicating that they received enough information before coming to New Zealand and that the information was accurate and up to date.

Based on existing information behaviour and acculturation theories, this research project demonstrated, for the population sample, links between information, the information seeking ability of immigrants, their information needs and their degree of acculturation into their host society. However, due to the size and demographics of the population

sample, this analysis was not representative of the New Zealand immigrant population and therefore further research based on the existing survey format is warranted.

In addition, further research in the area of immigrant information behaviour and acculturation would enhance an understanding of the importance of information, information behaviour and its influence on successful acculturation of immigrants. While this research project found that useful information was available it was not always readily sourced by the immigrants but did find that community and ethnic organisations were valuable information sources. Sligo & Jameson (2000) recommended further research into the degree to which people consider themselves part of the local community and how participation in the community relates to the acquisition of knowledge. Silvio (2006) recommended that more research be carried out by library and information science professionals in the area of information needs and information seeking behaviour of immigrants in Canada. Similarly in New Zealand, further research on how to provide information through community and ethnic organisations in a way that is readily accessible to and useable by New Zealand immigrants would be of benefit.

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Appendix A – People approved for residence in 2004/2005

(NZIS, 2005. pp. 85 – 87)

Appendix B – Examples of acculturation scales

<p>(Barry, 2005)</p>	<p><u>Male Arab Acculturation Scale (MAAS):</u></p> <p>Scale 1: Separation/assimilation I would much prefer to live in an Arab country Most of my friends are Arabs I behave like an American in many ways Generally, I feel more comfortable around Americans than I do Arabs</p> <p>Scale 2: Integration/marginalisation I mix equally well with Americans and Arabs I am equally at ease socializing with Arabs and Americans I have many Arab and American friends I have a lot of difficulty making friends</p> <p><u>Male Arabic Ethnic Identity Measure (MAEIM):</u></p> <p>Ethnic identity Religious-family values (14 items) Sense of belonging/Ethnic pride (7 items) Friendship (7 items) Ethnic Arab practices (5 items)</p> <p>Self-construal Independent Interdependent</p> <p>Personal self-esteem (10 items) Rosenberg self-esteem scale</p> <p>Collective self-esteem (16 items) Membership Private Public Identity</p>
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(Questaer & Chong, 2001)	(Barry, 2001)
<p>Measures</p> <p>Country of birth Self-identification (1986) Mother language Language in general Language at home Language at work or school Language among friends Language when shopping Ratio of time here: time overseas Music preference Movie preference How often travel back Three best friends' ethnicity Souise ethnicity (if married) Residential status in Australia</p> <p>Deshpande, R., Hover, W.D., & Donthu, N. (1986). The intensity of ethnic affiliation: A study of the sociology of Hispanic consumption. <i>Journal of Consumer Research</i>, 13, 214 -220.</p> <p>Hirschman, E.C. (1981). American Jewish ethnicity: Its relationship to some selected aspects of consumer behavior. <i>Journal of Marketing</i>, 45, 102 – 110.</p> <p>Lee, W.N. (1993). Acculturation and advertising communication strategies: A cross-cultural study of Chinese and Americans. <i>Psychology and Marketing</i>, 10(5), 381 – 397.</p> <p>Lee, W.N., & Ro Um, K-H. (1992). Ethnicity and consumer product evaluation: A cross-cultural comparison of Korean immigrants and Americans. In J.F. Sherry, B. Sternthal (Eds.), <i>Advances in Consumer Research</i>, Volume 19, Provo, UT: Association for Consumer Research.</p> <p>Smith, T.W. (1890). Ethnic measurement and identification. <i>Ethnicity</i>, 7, 78 – 95.</p> <p>Valencia, H. (1985). Developing an index o measure 'Hispanicness'. In E.C. Hirschman, M.B. Holbrook (Eds.), <i>Advances in Consumer Research</i>, Volume 12. Provo, UT: Association for Consumer Research.</p>	<p>Scale 1: Assimilation</p> <p>I write better in English than in my native language When I am in my apartment/house, I typically speak English If I were asked to write poetry, I would prefer to write it in English I get along better with Americans than Asians I feel that Americans understand me better than Asians do I find it easier to communicate my feelings to Americans than to Asians Most of my friends at work/school are American</p> <p>Scale 2: Separation</p> <p>Most of the music I listen to is Asian My closest friends are Asian I prefer going to social gatherings where most of the people are Asian I feel that Asians treat me as an equal more than Americans do I would prefer to go out on a date with an Asian than with an American I feel more relaxed when I am with an Asian than when I am with an American Asians should not date Americans</p> <p>Scale 3: Integration</p> <p>I tell jokes in English and in my native language I think as well in English as I do in my native language I have both American and Asian friends I feel that both Asians and Americans value me I feel very comfortable around both Americans and Asians</p> <p>Scale 4: Marginalization</p> <p>Generally, I find it difficult to socialize with anybody, Asian or American I sometimes feel that neither Americans nor Asians like me There are times when I think no one understands me I sometimes find it hard to communicate with people I sometimes find it hard to make friends Sometimes I feel that Asians and Americans do not accept me Sometimes I find it hard to trust both Americans and Asians I find that both Asians and Americans often have difficulty understanding me I find that I do not feel comfortable when I am with other people</p>

(Ghuman, 2000)

1. Girls and boys should be treated the same.
2. Schools should accept our traditional clothes.
3. We should attend our places of worship (Gurdwara, Mandir, Mosque).
4. I have no wish to go back to live in the country my parents came from.
5. I would like to see boys and girls from our community going out with other Australian boys and girls.
6. I would rather eat Indian/Pakistani food all the time.
7. We should always try to fulfil our parents' wishes.
8. We should celebrate Christmas as we celebrate our own religious festivals.
9. We are better off living with people from our community.
10. Parents and children should live on their own and not with grandparents and uncles.
11. A woman's place is in the home (house).
12. Only Indian and Pakistani doctors can understand our illnesses.
13. We should learn something about Christianity.
14. We should learn to read and write our language.
15. Sometimes we should cook other than our own food at home.
16. We should change our names so that teachers can say them easily.
17. I would only like to make friends with young people from our own community.
18. Boys and girls should be allowed to meet each other in youth clubs.
19. I would prefer to live in an area where there are families from our community.
20. We should visit the homes of our Australian (white and others) friends.
21. Indian and Pakistani films are more entertaining than English language films.
22. We should ignore our language if we want to get on in this country.
23. I feel very uneasy with white Australians.
24. There should be more marriages between our people and other Australians.
25. Men should make all the decisions about the affairs of the family.
26. I would not like our women to behave like Australian (whites and others) women.
27. We should be allowed to choose our own clothes.
28. We should visit English language cinemas and playhouses.
29. Marriage should be arranged by the family.
30. Our women should wear Australian/European style clothes (e.g. skirts, trousers).
31. The interest of the family should come before the individual (self).
32. The quality of Australian life is better than that of Indian/Pakistani.

(Rissel, 1997)

1. What language do you normally speak at home?
2. What language do you normally speak with your friends?
3. What language do you prefer?
4. What language do you read better?
5. What language do you write better?
6. What ethnic group do you identify with?
7. In what language to you usually think?
8. When did you last listen to [language] radio?
9. When did you last watch [language] TV or video?
10. What type of food do you eat more often?
11. How important to you is it that the [language] traditions be honoured/followed?
12. How often do you attend [language] recreational or religious events?

Appendix C – Content analysis results

Analysis after "final code" for 78 responses											
Attribute	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	n =
No issue			38 (58%)	33 (39%)	12 (17%)	5 (7%)	2 (2%)	15 (23%)	5 (7%)	6 (7%)	116
Employment	3 (2%)	1 (1%)	7 (11%)	21 (25%)	22 (31%)	13 (17%)	12 (10%)	13 (20%)		7 (8%)	99
Settlement			9 (14%)	12 (14%)	13 (18%)	20 (26%)	4 (3%)	10 (15%)		17 (20%)	85
Internet	36 (28%)	26 (31%)	1 (2%)			2 (3%)			10 (14%)	3 (3%)	78
Friends	27 (21%)	16 (19%)				1 (1%)			16 (23%)	2 (2%)	62
Books/media	19 (15%)	13 (16%)		1 (1%)					10 (14%)	4 (5%)	47
Financial					8 (11%)	11 (14%)	14 (12%)	7 (11%)		5 (6%)	45
Family	17 (13%)	10 (12%)				1 (1%)			4 (6%)	1 (1%)	33
Lifestyle			1 (2%)	3 (4%)			24 (21%)	1 (2%)		2 (2%)	31
Education		1 (1%)		3 (4%)	5 (7%)	3 (4%)	1 (1%)	3 (5%)	6 (9%)	4 (5%)	26
People		2 (2%)	1 (2%)				17 (15%)		3 (4%)	3 (3%)	26
Immigration			3 (5%)		8 (11%)	2 (3%)		4 (6%)		4 (5%)	21
Government agency	9 (7%)	4 (5%)							3 (4%)	4 (5%)	20
Services							13 (11%)	2 (3%)	3 (4%)	2 (2%)	20
Housing			1 (2%)	1 (1%)	3 (4%)	4 (5%)	5 (4%)			3 (3%)	17
Migrant groups						4 (5%)	2 (2%)		6 (9%)	5 (6%)	17
Cultural						4 (5%)	8 (7%)	1 (2%)		3 (3%)	16
Consultant	8 (6%)	3 (4%)				1 (1%)		1 (2%)	1 (1%)		14
Health			2 (3%)			1 (1%)	2 (2%)	6 (9%)		3 (3%)	14
Word of mouth	6 (5%)	5 (6%)							1 (1%)		12
Language						2 (3%)	4 (3%)	2 (3%)		2 (2%)	10
Official information				6 (7%)					1 (1%)	3 (3%)	10
Racism				1 (1%)			7 (6%)			1 (1%)	9
Previous experience	3 (2%)	2 (2%)		1 (1%)						2 (2%)	8
Qualifications			2 (3%)	2 (2%)	1 (1%)	2 (3%)				1 (1%)	8
n =	128	83	65	84	72	76	115	65	69	87	844
	(100%)										

