



**Assessment on Foreign Students' Social Integration
in Arcada**

Peniel Woldetsadik

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Arcada University of Applied Science
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Abstract:	
<p>The aim of this work was to assess the level of social integration among foreign and local students in Arcada. The study was also attempted to assess the demand of foreign labor in Finnish labor market in respect of diminishing number of tax payers and high number of retirees in near future.</p> <p>Furthermore, in this thesis it had been studied whether international students are well prepared in terms of integration as a potential solution for Finnish labor demand. In the theoretical part of the study, the author took a look at the concepts of integration of immigrants in relation with current Finnish labor market demand. In addition, the economic consequence of population aging and foreign students employment are discussed. The empirical part surveyed international students in Arcada in form of questionnaire mostly to asses local and foreign integration level of students.</p> <p>The result was that local and international students live in two separate social lives in Arcada. As a reason, international students have very low local language skill, lack interaction motivation, low participation in extracurricular activities and lack of information about Finland before arrival.</p> <p>The study concluded that foreign students lack adequate preparation to be effective in Finnish labor market even though they are potentially part of the solution for the Finnish aging labor force.</p>	
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Peniel Woldetsadik

1. Introduction

1.1. Background

According to (SIMO, 2014), the number of international students is rising since 2000. High number of foreign students has increasingly travelled to Finland for study. In particular, tuition free education in Finnish Universities and Universities of Applied Sciences has attracted foreign students from all over the world. However, (Heikkilä, 2012) mentioned that the integration of foreign students with Finnish society is not successful yet. This is clearly shown by low level of employment among foreign graduates. According to (Heikkilä, 2012), one factor that may hinder a foreign graduate from employment could be his own cultural background and lack of Finnish language skill. On the other hand, unnecessary discriminatory requirements on immigrant job seekers by employers have also precluded foreign graduates from employment (Heikkilä, 2012).

The same author, (Heikkilä, 2012), had also discussed, the situation is affecting negatively not only on the foreign graduates themselves, but the whole society. This can be clearly shown particularly in context of population imbalance in Finland. Finland, similar to many of other developed countries, is facing a low level of population growth and decline in working-age population. It is even expected the situation to be worsen in the coming decade because of the considerable proportion of current work force retirement in few years' time. Unless this problem is addressed effectively, population imbalance will force a diminishing working population to support many retirees. Consequently, the national saving will decrease and resources will divert from other sectors such as education and health to support high number of retirees (Heikkilä, 2012). This is not a threat only for future retirees but it also directly influences the economic growth of a country as well as the overall global economy in the long run (Heikkilä, 2012).

In this thesis, foreign students in Arcada University of Applied Sciences are surveyed to identify the challenges facing foreign students as they attempt to integrate with Finnish society. The thesis concluded with the set of measures that are required to be implemented by Arcada, local students as well as foreign students.

1.2. Objectives and Research Questions

The main objective of this thesis is to answer the following: Are foreign students at Arcada well prepared for participation in the Finnish labor market? Depending on the main research question, the study is also assessed the following sub objectives:

- To assess foreign students motivation to integrate with local students in Arcada
- To identify the existing favourable conditions in Arcada which are facilitating foreign students integration with local students in Arcada.
- To reveal challenges facing foreign students in their effort in integrating with local students in Arcada.
- To describe the current situation of immigrants in Finnish labor market.

1.3. The scope and limitations

The scope of this thesis is to assess the level of social integration among foreign and local students in Arcada. This study is also attempted to assess the demand of foreign labor in Finnish economy and how well foreign students in Arcada are prepared to be effective in Finnish labor market. Even though the idea of immigrant integration can be seen from different angles, in this thesis, the integration is only studied in terms of labor market.

1.4. Structure of the study

The study starts with the overview of movement of people from origin to different destinations. It also discusses the current immigration situations, especially within EU countries, and triggering factors that increases the number of immigrants from year to year. Then it continues with discussion on integration and its importance for both receiving and newcomer.

The next part focuses on Finnish labor market in relation with rapidly aging population and employability of immigrants in replacing retiring work force. Further, these statements will be supported by recent studies, done by responsible authority, and figures from Statistics Finland.

The second part of the study is discussed the information collected from Arcada foreign students using questionnaire (Appendix 1). The responses are analysed and related with theoretical facts. Then, final conclusion and recommendation are forwarded based on findings and facts.

2. Immigration

International Organization for Migration (IOM) defined immigration as “A process by which non-nationals move into a country for purpose of settlement” (IOM, 2014). The history of immigration begins when people started to move from country of origin to new location in search of better life. The motive for immigration is to fulfil basic needs such as food, shelter, and work. At the same time immigration is source of population growth for destination countries (IOM, 2014).

According to (World Population policies (WPP) 2013 p.108) projection, the total number of immigrants reached 232 million in 2013, and expectation is high to rise in the coming years. The number of migrants from less developed regions to more developed regions increase by 42 million between 1990 to 2013, that was 40 million in 1990. This figure increases the total number of migrants from 1990 to 2013 to 82 million and among all international migrants 60 percent were living in more developed regions. Immigrants represent 10.8 and 1.6 percent of the total population in developed nations and developing nations respectively (World Population policies (WPP) 2013 p.108).

As WPP 2013 report describes, immigration and emigration are mainly concentrated in major regions of the world. Between 1990 and 2013 the first highest share of international migration was added in Northern America (25 million), second highest in Europe (23 million) and third highest in Asia (21 million). However, in the past decade contribution to international immigration stock of Northern America declined. On the other hand it grows considerably in Europe and Asia. In addition, in 2013, from the total global migration 31 percent goes to Europe while it was the origin of 25 percent of all emigrants. Asia also hosted 31 percent from the global migration while it was the origin of 40 percent of all emigrants (WPP 2013 p.108ff).

The same report, WPP 2013 p.111, reported that most of developed region governments decided to adjust their migration policy. As WPP report, some countries like Greece and Denmark, modified their migration policy to safeguard migrant rights, whereas United Kingdom and Netherlands, developed more restrictive

migration policy that tightened migration process. On the other hand some countries like Sweden modified their policy to improve immigrant management.

According to (WPP 2013 p.110) report, starting from 1990, state of developed regions reconsider immigration policies that block immigration flow to these regions. Consequently, rapid growth of immigration into developed regions was registered in the same year following newly adopted immigration policy. Those governments with the reformed policy to raise immigration flow increased from 2 percent to 24 percent between 1996 and 2013. Furthermore, all 12 countries of developed regions with encouraging immigration policy were from Europe. These countries are from Eastern Europe (Belarus, Bulgaria, Poland, Romania, the Russian Federation, Slovakia and Ukraine) Western and Northern Europe (Austria, Finland, and Sweden) and Southern Europe (San Marino and Slovenia).

As IOM reported in 2013 (IOM, 2013, p.14), natural population increase (*positive difference between death and birth rate*) in European countries is continuously decreasing. The foreseeable problem is discussed in this report; the natural population increase in Europe has been negative between 1990 and 2000. However, due to high number of international migrant spill, net migration is projected to cover the gap from 2010 up to 2020.

2.1. Push and pull factors behind Migration

There are economic, social and environmental factors that force people to move from origin of living to a new location. These forces are usually classified into push and pull factors. Those concerning home country as push factors, while those concerning host country as pull factors. There are several pull factors attracting immigrants into developed countries. For instance, strong economic and social developments registered in developed countries has speed up migration into these areas.

According to OECD report (See OECD, 2009 p.59), higher standard of living in OECD countries is mentioned as the main pull factor of migration into the region. Following this, the longer life expectancy in these countries increase the demand of caregivers like trained nurses. In addition, changing age pyramid and the declining number of young workforce to secure retirement funds open doors for migration.

On the other hand, push factors are triggering people to fly to new destination. In the same OECD report (p.146ff) it is mentioned that those specially living in economic, demographic, social, environmental and political unstable areas of Africa, Latin America, Caribbean and The Middle East are forced to leave their country of origin in search of better life. Most of inhabitants of these continents are young people who outstrip home country looking for quality education, better living condition and secured living environment. Governments of these regions who fall to provide basic living requirements for their people are losing huge number of skilled and semi-skilled young generation every year.

Combination of push and pull factors in aggregate shapes migration and influences socio-economic changes globally. In consequence, migration has a potential to bring ethnic and culture diversity, environmental change and technological revolutions (OECD report p.146ff).

2.2. Integration

Recently, integration is becoming an important issue to deal with as globalization is changing the world to a village. Due to many reasons, huge number of people are moving to new locations to establish permanent life. As the number of immigrants increase, successful integration process is essential with host society. Social integration successfulness depends on welcoming culture of a society that hosts the newcomers. In addition, integration is relatively easy going in pre-arranged integration system, which is adopted by the society to accept new member among them. Because of this world countries are including integration policies that facilitate assimilation and adaptation to a new environment. (Migration Policy Institute, 2003)

According to Jeannotte (2008), immigrant integration is a process that requests two-way interaction between immigrants and host society to build secure and cohesive community. New comers face the dilemma of keeping their ethnic identity as the same time adopting a new culture, politics and environment of receiving country. However, the successfulness of integration depends on how the host society is accommodating newcomers in the society.

As Ministry of Employment and the Economy of Finland (2013), growth in immigration causes the need to develop public services. Following this, Finnish Government is applying the first ever Government Integration Program for 2012–2015. The plan is to support the process of immigrants' integration to view themselves as permanent, equal and welcome components of Finnish Society.

The overall objective of integration program for 2012-2015 is to support participation by immigrants, interaction between different population groups and good ethnic relations. The program focuses on employment of immigrants, and support for immigrant children, young people, families and women.

The Government Resolution includes integration objectives and measures on the following themes:

- Focus areas of communal integration
- Supporting the integration of families through basic services
- Immigrants in the labor market
- Foreign students as a resource
- Placement in a municipality for all people under international protection
- Funding for the Government Integration Program's implementation

According to the Government program's target the intent is to reduce unemployment among immigrants by half by 2015. Particularly, to bring immigrants to circle of integration training, work trials, or other labor market services. Foreign nationals are also encouraged to find work and to become entrepreneurs (Ministry of Employment and the Economy, 2013).

2.3. Social Integration

“Social integration is defined here as the process of promoting the values, relations and institutions that enable all people to participate in social, economic and political life on the basis of equality of rights, equity and dignity” (Ferguson 2008, p.6). As Ferguson explains, the process of social integration does not exert

force on individuals but facilitates and requires the will of people. It can also be said social integration works based on mutual interaction that promotes unity in diversity.

Ferguson also mentioned that social integration provides attention for three different but related elements that ensure people to live and work together equally. The elements are:

Recognition: it is about accepting diverse social groups with their cultures and identity. Finding recognition creates acceptance feeling and it raises co-operation of diverse social groups, cultures and identity in order to promote respect, dignity and co-operation.

Representation: having a voice in political matters boost belongingness feelings as well as pave a way to give attention for different groups interests and participating in decision making.

Redistribution: is about fair distribution of socio-economic resources among individuals and reduce the gap raises from wealth, ethnicity, region, gender, age or other social identity grounds.

3. Finnish Labor Market

As different reports show, Finnish labor market is adding new work forces in low rate in comparison to the rate of retirement. One of the factors that expected to weaken Finnish labor market is unable to balance work force demand and supply. The country has lower fertility rate, comparing with other Nordic countries. On the other hand, life expectancy is increasing and the market is demanding for many qualified care givers than previous decades (Heikkilä & Pikkarainen 2005 p.1).

3.1. Population Growth and Aging

Sluggish population growth and rapid population aging are emerged as basic problem in developed countries. These nations are facing population imbalance due to low reproduction rate and high number of old age in the population. Finland is also in the same situation may be even worse because of smaller population size.

Within the next ten years, the country age structure will expect to show significant changes when baby-boom generation, those born after mid of 1940, retire. Finland's age group of 65 years old and above is expected to grow remarkably while working age group and others size diminishes in the decade 2010. At the same decade, working class is estimated to decrease by 30,000 every year. Consequently, there will not be sufficient labor force to cover this gap in labor market that Finland expects.

As it has been shown in other developed countries, such as Canada and Australia, it is possible that immigrants could compensate for any future labor shortages in Finland. Foreigners, naturalized immigrants and new immigrants are considered as potential sources for immigrant labor reserve in Finnish labor market. Notably, it is wise to attract immigrants into labor market while the working-age population growth is declining (Heikkilä 2012,p.3).

3.2. The Economic Consequence of population Aging

Finland is a leading country for having rapidly growing old age population, as a result of lower birth rate and higher life expectancy, comparing with other OECD countries repetition. The old-age population is regularly growing over the past four decades and further projections shows even to raise faster between now and 2060. As

the result, public expenditure is expected to rise sharply to cover the expense of taking care of elderly. (de la Maisonneuve 2014, p.6ff)

The unbalanced growth of population number between young and old age population exerts pressure on public finances as well as on labor supply. A rapidly growing number of old age population increases spending for pension and health care. On top of that while retirement age remains unchanged, medical breakthroughs and early life style changes together push up Finland's population life expectancy. This simply implies that the demand for long-term care will put pressure on total public health expenditure. Aging does not only pressure public finance but also reduces labor supply leading to labor shortage. Participation of old age employees is declining that decreases the overall participation rate in labor supply. (de la Maisonneuve 2014)

3.3. Immigrant population

First of all let's clear up the term immigrant since it is a broad concept. Who is an immigrant? Many use the word immigrant and foreigner interchangeably to refer different nationality people who come to a new place for living. However, the term "immigrant" includes labor migrants, refugees, foreign students and returnees who have been outside of their origin country for a while (Annual report on Immigration 2010, p.3).

Finland has old history of migration. Emigration to other Western countries has been widely practiced by Finnish citizens in search of better job opportunities. Since there is old relation with Sweden, it has been destination for many Finns. The history of immigration changed starting from 1990 when Finland accepts ingrian Finns as returnee. Following this, the country continues receiving immigrants, those who flew from war regions, from Somali and Iraqi in first half of 1990s. There have been established reception centres in different locations to host refugees (Heikkilä 2012, p.3). The Finnish parliament decided how many quota refugees to accept each year. Therefore, the country has received 750 refugees every year since 2001 (*MIGRI, 2014*).

3.4. Immigrants and Labor Market

Economic globalization has been expanding across Europe in the 1990s and migration to the continent has increased since the beginning of the 21st century. Specially, employment migration takes the bigger share in total migration to attract qualified professionals into the Nation.

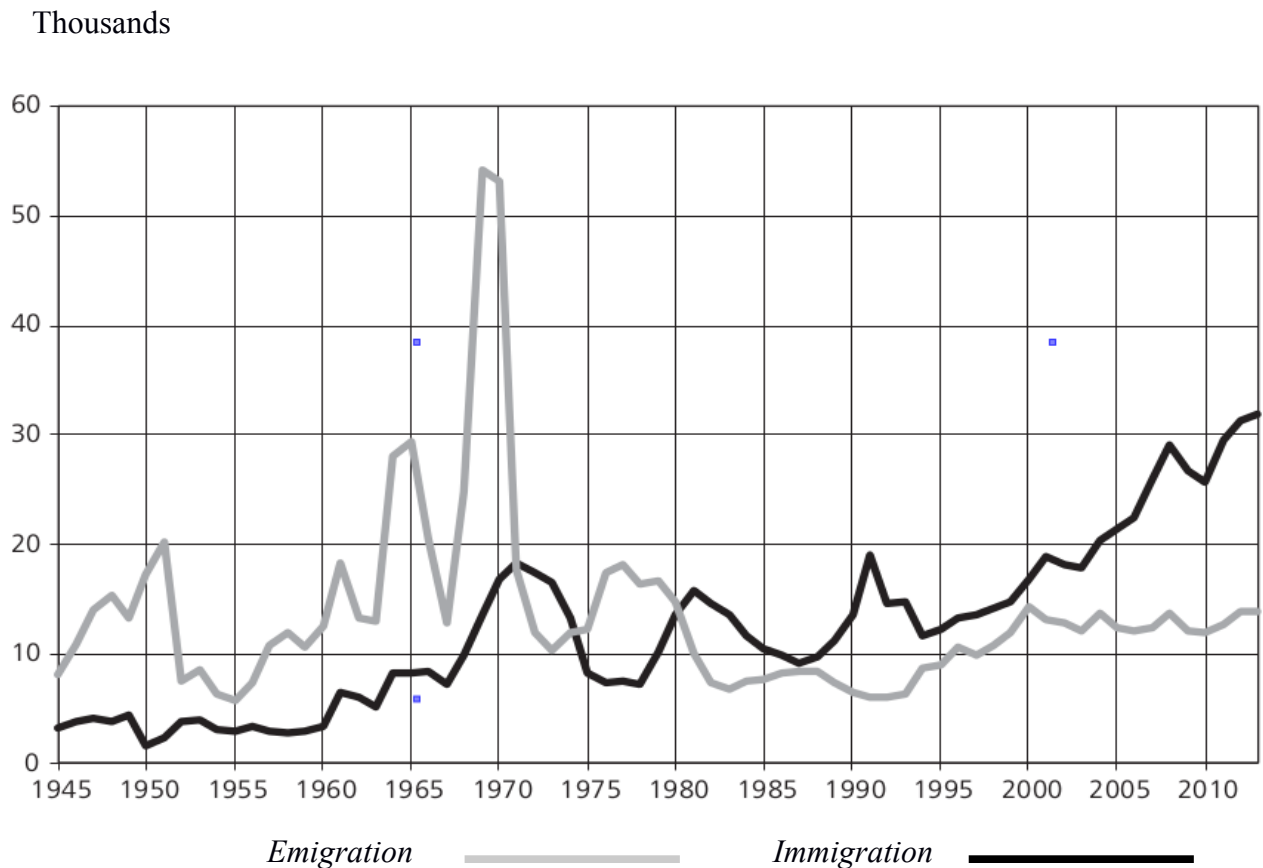


Figure 1: Immigration and emigration in 1945-2013
Source: Statistics of Finland

Even though there is competition on qualified labor migration, unskilled immigrants are also wanted in many European countries. In fact, sectors that are dependent on unskilled immigrant labor are not less in number in European countries (Ristikari, 2012).

States, like Finland, employment for labor purpose was not practical in the past. Many of immigrant arrivals in 1980s and 1990s, were from UN refugees, asylum seekers, Ingrian Finns and *other nationals marrying a Finn*.

Thousands

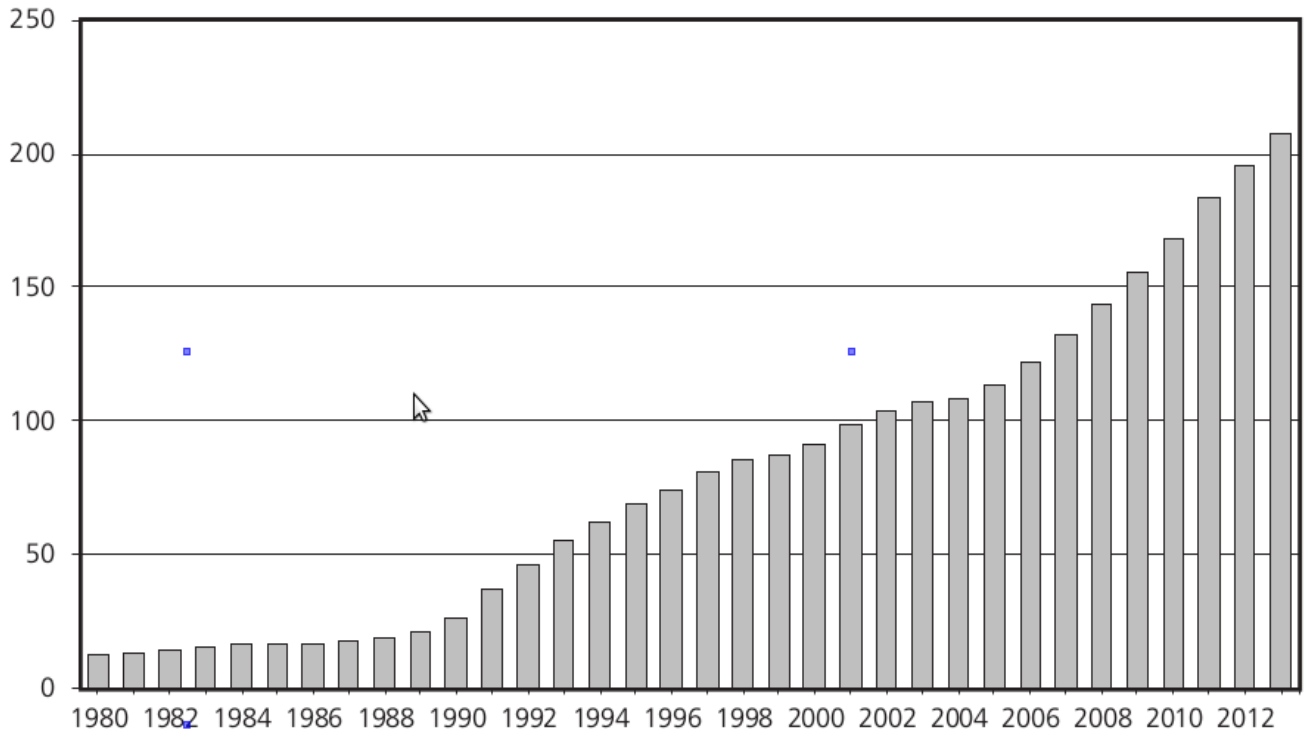


Figure 2: Number of Foreign Citizens in 1980-2013
 Source: Statistics of Finland

Finns, as many developed countries, follow modern democracy that develops the idea of equality between citizens. The core idea of democracy is treating citizens equally and creates equal access to education, health care, labor market etc regardless of their religion, age, ethnic group and background. However, when it comes to labor market immigrants are not equally treated and face discrimination and inequality. As many reports showed the most vulnerable immigrants for discrimination and inequality in Finland are those coming from developing countries. Comparing to Finns, they are in less secured labor market even though achieved Finnish education to improve their labor market status (Ristikari 2012, p.13-14).

Getting a job for foreigners is a very difficult task in Finland. Discrimination is at high level while immigrants applying for a job even where Finnish language skill is

less important. An entry-level job and recruitment phases are identified as the main difficulty areas that immigrants face in the process to be employed. Employers also discriminate foreign applicants directly just by looking applicant names list. An evidence of discrimination is seen when a foreign job seeker, tired of rejected applications, called for job interview when changes his name to common Finnish name.

Even though the situation is worse for refugee-status immigrants, skilled immigrants also face similar situation in the labor market because of special language skill requirement. It is not uncommon to see highly skilled qualified immigrants to work in low skill occupations such as cleaning.

On other hand, some *labor-intensive* service sectors such as elderly care are relatively open for foreigners. However, in general, Finnish employers are highly reluctant to employ foreigners with foreign qualification and demand high Finnish language skill from foreigner with Finnish qualification. As the result, large proportions of immigrants are passive participant in the labor market. (Ristikari, 2012, p.120-121)

3.5. Employment of immigrants

Back to 1990s immigrants' employment were mostly in trade regardless of gender. However, research and education have been the most popular sector that involves immigrant women. Women *have also been* employed in agricultural sector in some part of the country. Specially, some sectors like cleaning and sanitary preferably employ women than men. Many immigrant women are also employed in social works.

Industrial sectors like forestry, manufacturing, and metal works employ immigrants regardless of gender. The beginning of 2000s has been pointed the need for more labor in *construction* area. As a reason it has been potential job source mostly for men immigrants. Recently, transportation sector is also recruiting immigrant bus drivers mainly in southern Finland.

According to (Heikkilä, 2012), in the year 2004 cleaning, sales work, and teaching and education are areas where female immigrants recruited mostly from higher to

lower respectively. As well as, in the same year immigrant men are mainly recruited in restaurant service but also work in the field of technical planning, supervision and research, teaching and education, and ground transportation.

Heikkilä also mentioned that immigrants employment profession is mostly vary from region to region among the country even though similarities appear. For instance, in varsinais-Suomi is well known with metal manufacturing where it is very common to see many immigrant employees working on shipbuilding. On the other hand, in Päijät-Häme and Etelä-Savo, where wood manufacturing industries are many in number, is the second largest job source for immigrants. There are many foreign doctors and researchers in Eastern Finland since locals refuses to work in this area. In addition, in Uusimma, cleaning work is generally considered as the most common profession to engage immigrants. However, research shows that it is the second most common job among immigrant workers (Heikkilä 2012, p.10ff)

3.6. Student immigration and employment

Finnish higher education institutions have noted the importance of internationalization. The aim is to build Finnish higher education that are selected by international students, teachers and researchers for education and work destination. Having this in plan, Finnish higher education institutions register remarkable achievements regarding increasing number of international students over the last decade. The number of admitted students grows from 6000 in the year 2000 to 17,600 at the end of 2011 and expected to reach 20,000 in the year 2015. (CIMO 2012, p.1)

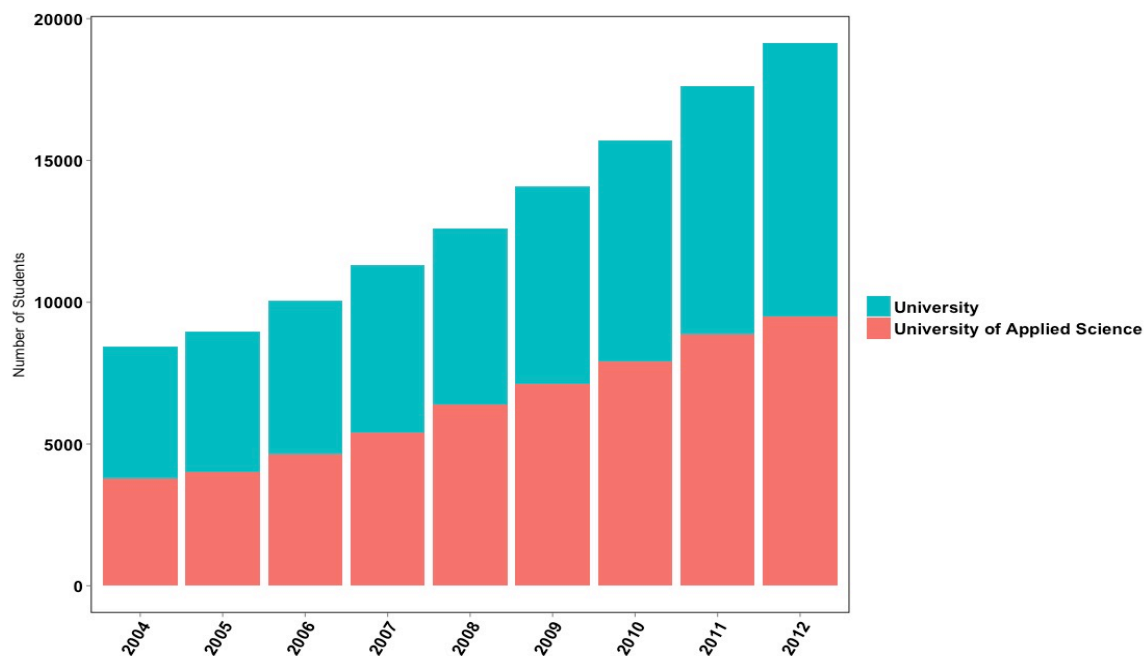


Figure 3: Foreign students admission in Finland Higher Education Institutions 2004-2012
Source: Statistics of Finland

According to CIMO 2015 report (CIMO, 2015), the majority of international students choose to live in Finland after one year of their graduation. Bachelor degree holders from Applied Sciences and Universities are more likely to remain in Finland than Master's degree holders and doctoral degree level. One of the reasons is applied sciences students spend 3.5-4 years to complete a Bachelor's degree while university students completed Master's degree only in two years. Therefore, applied science students get the chance to adopt with the culture that helps them to settle in Finland. Consequently, university of applied sciences bachelor degree graduates take the largest share to be employed than university BA graduates in the labor market.

Field of study also affects international students decision to stay or not in Finland. For instance some field of studies like Natural resources and the Environment, Social sciences, Business and Administration, and culture are among less likely to find job in Finland. Besides, many of foreign programs given in foreign language are in the field of Social Sciences, Business and Administration or in Technology, Communication and Transport where student's head to abroad in search of job related with their field. Starting a couple of years ago, the social and health care sector are becoming the potential employment sector for international students. Due to increasing number of old age people in the country, the sector is expecting more and more nurses and caregivers to reply for the increasing demand.

	Degrees 2011, number	Not in Finland 2012, %	Employed in Finland 2012, %	Student in Finland 2012, %	In Finland, other 2012, %
University of applied sciences, Bachelor's degree	1036	25,9	49,4	7,3	17,4
Traditional university, Bachelor's degree	93	22,6	46,2	23,7	7,5
University of applied sciences, Master's degree	54	24,1	59,3	1,9	14,8
Traditional university, Master's degree	1006	35,7	41,8	3,5	19,0
Doctoral degree	236	41,1	36,9	0,8	21,2
Other (licentiate, specialisation in medicine)	19	10,5	78,9	0,0	5,3
Total	2444	31,1	45,5	5,6	17,9

*Table 1: The situation in 2012 of international students who completed a higher education degree in Finland in 2011, by educational level
Source: CIMO Facts Express Number 5b 2015*

CIMO in relation with Statistics Finland conducts series of studies about what happens to students a year after their graduation. CIMO has studied this trend for about four years now and continues studying on the issue. The study indicates almost 50 percent of international students who studied in Finnish higher education institutions have employed a year after their graduation. However, the percentage of employed students has decreased in a few years. The worsened employment situation in the country is mentioned as the first reason for the drop. Another reason is number of foreign students who are completing higher education degree is increasing from year to year (CIMO 2015,p.1-2).

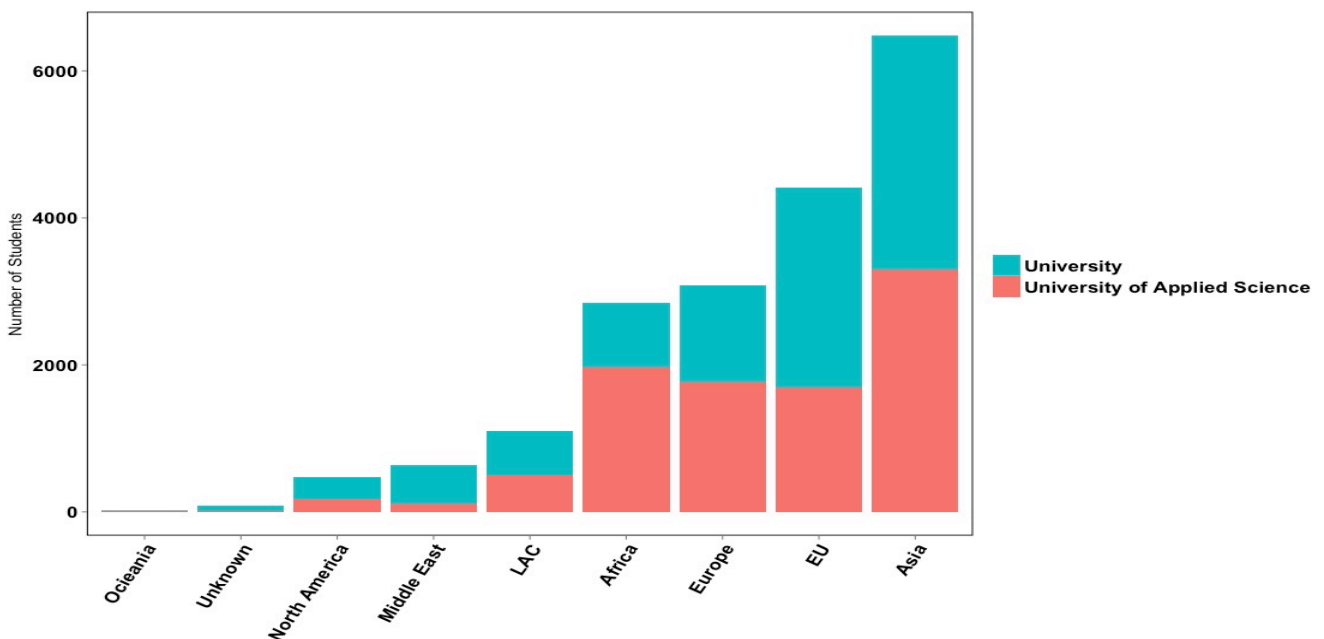
As the figure shows in table 1, the number of international students who awarded BA degree in 2011 from University of Applied Sciences accounts more than 40 percent from the total graduates in the same year. From these students 49.4 percent of them employed in Finland in 2012. Comparing to traditional university, it is the highest number of foreign students who are employed after a year of their graduation. As the same time International students who leave the country after their graduation take a share of 25.9 percent. These students either get back to their home land or travelled to different destinations. About 7.3 percent continues their study in Finland and about 17 percent remain in Finland with different status.

International students with Master's degree from UAS have the highest employment rate. In 2012 about 60 percent of graduates have employed in Finland. However, many international students are unable to join the program since it requires previous work experience. However, the chance to continue for their second degree is limited unless and otherwise they have to provide previous work related experience.

There are some limitations on the data used above. The statistics obtained from Statistics Finland doesn't specify what type of work graduates are working on. It doesn't answer also; are they working on their level and field of education? The second limitation is only one year is short to settle for new graduate.

3.7. Finland as a study destination

Destination choice may directly or indirectly relate with what a student wants to study. Especially for those who want to look for job after completing their education choice of destination really matters.



LAC*=Latin America and The Caribbean
 EU*= European Union

Figure 4: The origin of foreign students studying at universities and polytechnics
 Source: Statistic Finland, 2012

In 2012, students arriving from Asia take the largest share of foreign students in Finland, followed by EU and Africa respectively. The total number of students from Asia is estimated to be 6482 that consists of 3188 in universities and 3294 in polytechnics. On the same year, EU students are the second largest group of foreign students in Finland. There were 4412 EU students in both universities and polytechnics. Among them, majority of EU students, 2726, had joined traditional universities. Similarly, in 2012, Students from Africa are the fourth largest group of foreign students in Finland. From the total of 2846 African students, 1963 of them go to polytechnics and the rest go to Universities. (Statistics Finland 2012)

Finland is being one of international students choice to study in UAS and traditional universities. A study published by the international study choice platform study Portals, Finland wins Student Satisfaction Awards in 2014. The study includes nearly 7000 international students' satisfaction voice that gave Finland 9.2 out of 10 followed by Sweden & Denmark (Study in Finland, Student Satisfaction Award, 2014).

3.8. Arcada as study destination (survey study)

An integration survey study is done by department of Students Services in 2013. The survey includes 50 international students from estimated foreign population of 280.

"The main objective of the survey was to gather data which would enable the Student Services Department to plan and implement better and more effective policies and programs to assist foreign or international students to integrate more effectively into the life at the Arcada University of Applied Sciences and Finnish society in general, both as students and potential professionals."

According to the collected data, 62 percent of them replied, they knew very little about Finland before they arrived to the country. However 38 percent of population responded that they knew "very well" or "reasonably well" before arrival. A little more than half of respondents had "very little" information about Finnish Culture as well as history.

The study finds out international students language skill was quite low. From the total population only 14 percent of the surveyed students were confident to speak "quite well" and "very well" Finnish language. The rest (76 percent) of students speak and

understand "very little" Finnish. There are only 9 students that speak and understand, the second official language of Finland, Swedish. However, 94 percent of surveyed students mentioned they would like to learn Finnish or Swedish language as well as the host culture to improve their future career opportunity.

Communication and socialization with host students was the other study point in this study. About 28 percent of students replied that they "quite often" communicated or socialized with host students while 50 percent of surveyed students communicate and socialize only "sometimes". Surprisingly, only 4 percent (two students) mention that they regularly communicate and socialize with local students while 9 students barely communicate and socialize. The students give some reasons why communication and socialization is not easy going with local students

- Finns are reserved to communicate with foreigners
- Lack of Finnish language
- Unable to find social organization that works to develop communication and socialization among foreign and local students
- Foreign students have tendency to stick with their own nationality group rather than socializing with locals

4. Description of Methods

The issue of social integration was studied with the help of literatures, journals, government yearly reports and statistical data. First, the topic was approached from a theoretical standpoint. The researcher referred different related concepts from secondary materials, and then these concepts combined together and taken as foundation for the empirical study.

Secondly, in empirical part, researcher conducted quantitative approach, basically questionnaires to survey foreign students perspective about social integration. Based on this approach the researcher applied random sampling method to collect the data. Finally, conclusion and recommendation were drawn based on theoretical and empirical *findings*.

4.1. Data Collection and Presentation

This chapter presents the analysis of the collected data through the questionnaire. The total number of respondents was 52 and all of them study in Arcada University of Applied Sciences. The questionnaire contains 23 open and close ended questions. To make the data analysis logical, the questions in the questionnaire were grouped into three categories based on their objectives and property. The questionnaire starts from questions that are focused on general aspects and moves gradually to core points of the research area.

The first part of data analysis rotates around foreign students' origin, age, years in Arcada and study departments. These are like spring board to examine about the main issues in this research.

The second part mostly includes components that contribute for detail exploration before the more specific questions. It is mainly focused on local language skill, information before arrival, opportunity on communication and socialization, extracurricular activities, and plan after graduation. The third part is focused on students' interaction, ways of communication and cultural influences (if any) for better socialization.

This chapter only presents the collected data rather remarks regarding the data implications. However, explanations are given in the next chapter by relating responses one to another.

4.2. Creditability of Research Findings

4.2.1. Reliability

According to Bryman and Bell (2011, p.11), reliability is whether "the results of a study are repeatable" or in other words whether the result is similar when other researcher do the same study.

Specially, quantitative research is concerned about reliability whether the applied measures are stable or not. In this research paper, the author used quantitative research method with literature reviewed from secondary resources. According to Davino and Fabbris (2013, p.109), "if we assume that the measures of time invariant variables are independent a comparison over time gives an indication of reliability". Therefore, in the case of this research, the comparison made with a survey research done by Arcada staff in 2013 results almost the same findings. Both studies apply mostly similar measuring variables and the findings are almost the same. For this reason, the research findings are believed to be reliable.

4.2.2. Validity

According to Bryman and Bell (2011, p.11), "it concerned with the integrity of the conclusions that are generated from a piece of research". In other words validity measures the success of the research in order to achieve the aim of the study.

In this study, the research findings are gathered and analysed based on the information gained from distributed questionnaire for foreign students in Arcada, statistical data and studies done by concerned offices. The findings are not far from studies done by governmental offices as well as international organizations working on social integration. Hence, this research tried to show the situation at hand to be recognized in Arcada. Moreover, the results are expected to be reflected the current situation as the same time findings are strongly believed to be springboard for taking required measures by Arcada as well as research topics for further studies.

4.3. Results

4.3.1. The country of origin

The researcher forwarded this question to find out main regions that immigrant students are coming from to Finland. There are 46 respondents in this question from 18 different countries.

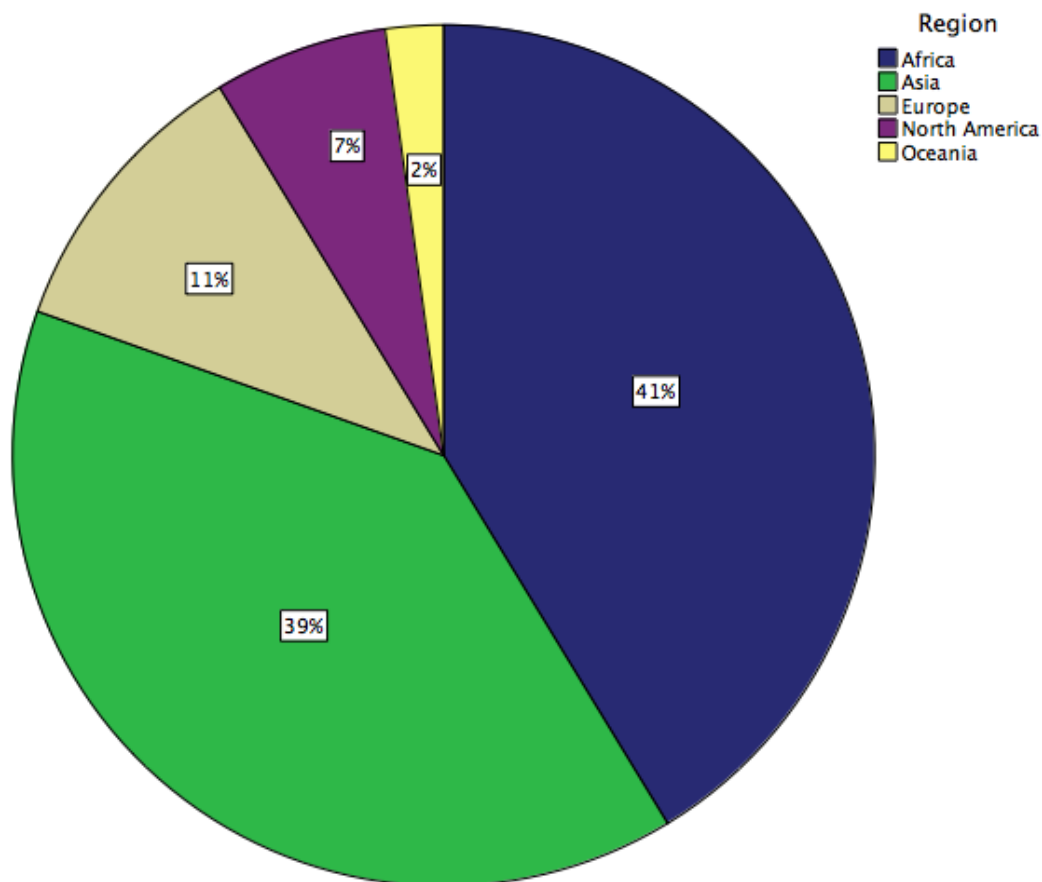


Figure 5: Country of Origin

From the questionnaire, about 41 percent of them are from Africa, 39 percent from Asia, 11 percent from Europe, 7 percent from North America and 2 percent from Oceania. This shows how Arcada students have opportunity to experience new culture in diversity.

The data shows that almost three quarters of students are coming from less developed countries. However, Europe is also the main source of international students in Arcada. As well as, Finland is among those countries revised their policy to increase inflow of immigrants.

4.3.2. Age distribution

In questionnaire, respondents' age were also asked to assess the age composition of international students in Arcada if foreign students are promising answer for Finnish labor market demand. Therefore, the students are asked to fill their age range rather than specific number.

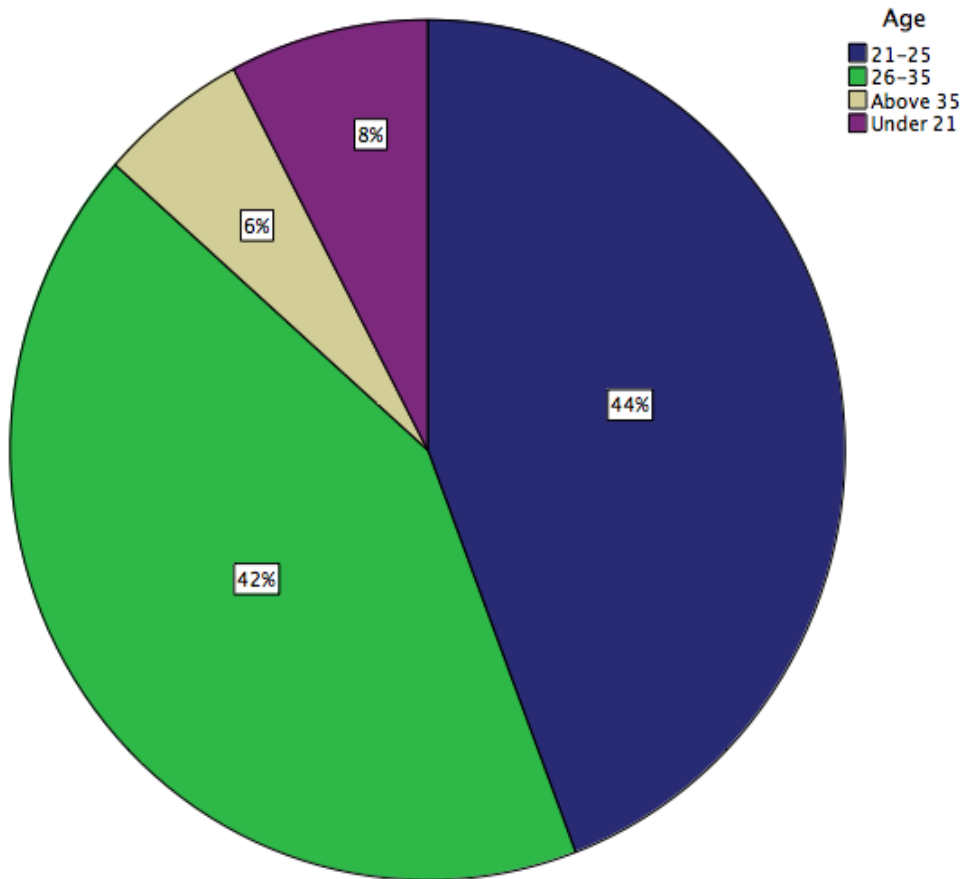


Figure 6: Age distribution

From the questionnaire, it is found that about 44 percent of foreign students are

between 21 and 25 years old. The second highest age range of students is from 26-35 and accounts about 42 percent from the total respondents. And 7.7 and 5.8 percent of respondents are in age groups under 21 and above 35 years old respectively. In general, majority of international students in Arcada are in age range of 21 to 35.

Young age workers are potential sources for labor market demand to work actively for longer years. Specially, some areas with labor shortage like caregivers in elderly homes and nurses in hospitals and clinics are mostly young workers in this age group.

4.3.3. Duration in Arcada

Respondents were also asked how long they have been studying in Arcada. The answering options were less than 1 year, 1-2 years, 2-3 years, 3-4 years and more than 4 years. The aim was to see if there is any correlation between time spent in Arcada and level of interaction between foreign and local students.

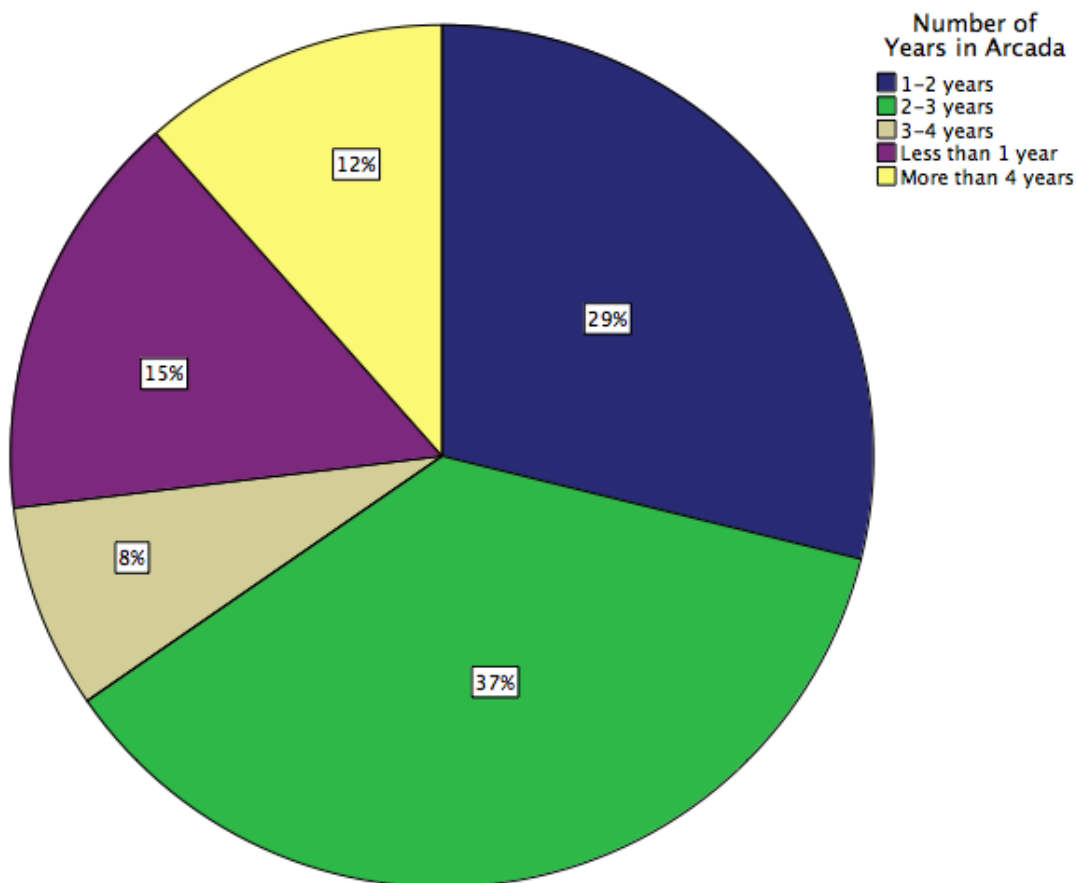


Figure 7: Duration in Arcada

As it is shown in the above figure, 37 percent of respondents have been studying in Arcada for 2-3 years and 29 percent of them have been studying for 1-2 years. This shows about 34 percent of students have spent at least two years in Arcada.

Nearly, 15.4 percent respondents have studied in Arcada for less than a year. In addition, 7.7 percent and 11.5 percent of respondents have stayed in Arcada for 3 to 4 years and above 4 years respectively.

4.3.4. Study field

Respondents were also asked to specify their study field. This question targeted to know if there is better communication and integration between foreign and Finnish students in specific field of studies. The field of studies are Nursing, Materials Processing Management (formerly Plastics Technology), International Business and Marketing.

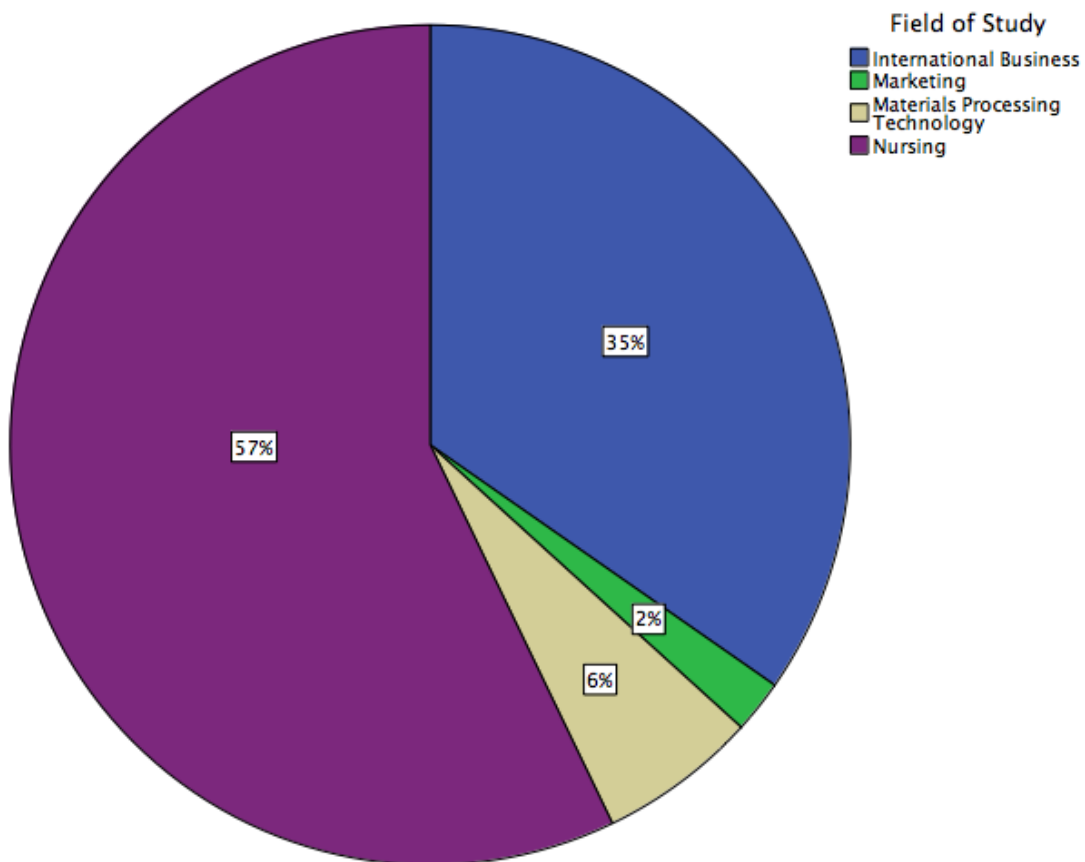


Figure 8: Field of Study

A total of 49 students responded this question. As can be seen from the above figure 92 percent foreign students are in International Business and Nursing departments. There are 6 percent respondents from Materials Processing Technology and 2 percent from Marketing.

4.3.5. Language Skill

Respondents were also asked whether they have the skill in Finnish or Swedish language. The skill level is measured as "fluent", "moderate", " little", "very little" and "none". This question targets to identify language skill of international students as well as its influence on communication and integration while studying in Arcada.

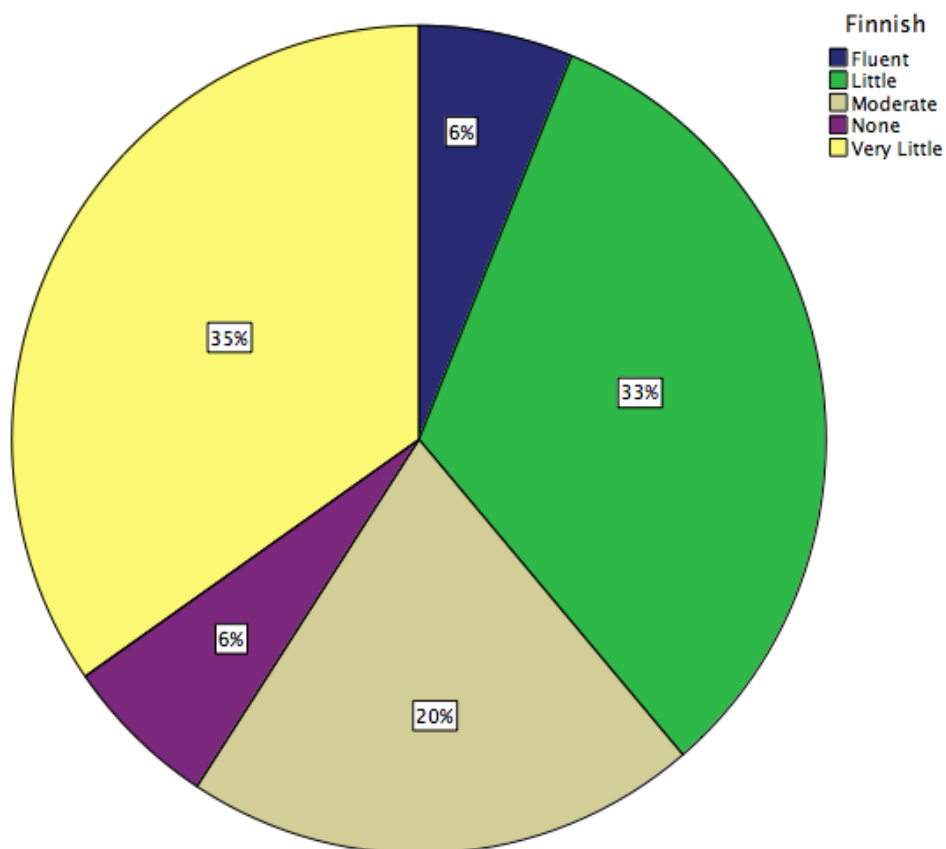


Figure 9: Language skill (Finnish)

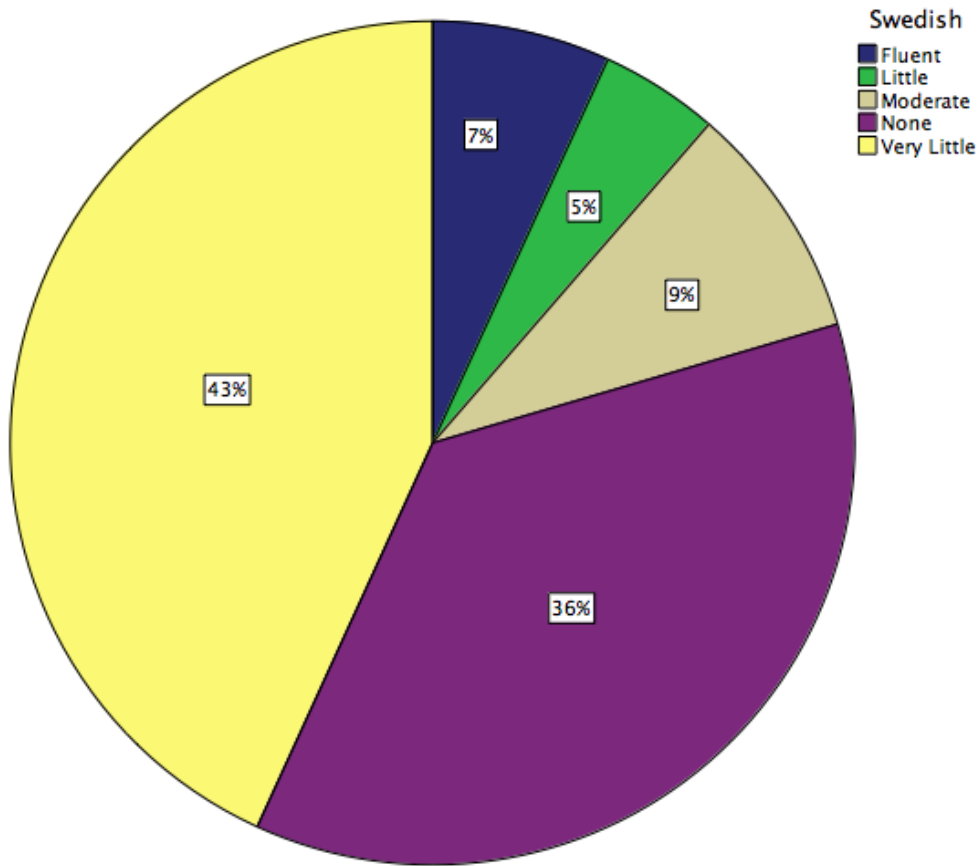


Figure 10: Language skill (Swedish)

From the total of 52 respondents 49 students answered this question. About 35 percent and 43 percent of respondents have "very little" Finnish and Swedish language skill respectively. 33 percent rated their Finnish language skill as "little" while only 5 percent of respondents rates their Swedish skill as "little".

20 and 9 percent of respondents rated their Finnish and Swedish language skill as "moderate" respectively. About 6 percent and 36 percent of respondents have "none" Finnish and Swedish language skill respectively. There are 6 and 7 percent of respondents who rated their Finnish and Swedish language skill as 'fluent' respectively.

4.3.6. Prior information about Finland

Respondents were also asked how much they knew about Finland before their arrival. They are requested to give their responses as “little”, “very little”, or “nothing”. The purpose of this question was to find out how well prepared foreign students adopt with the new environment in new country.

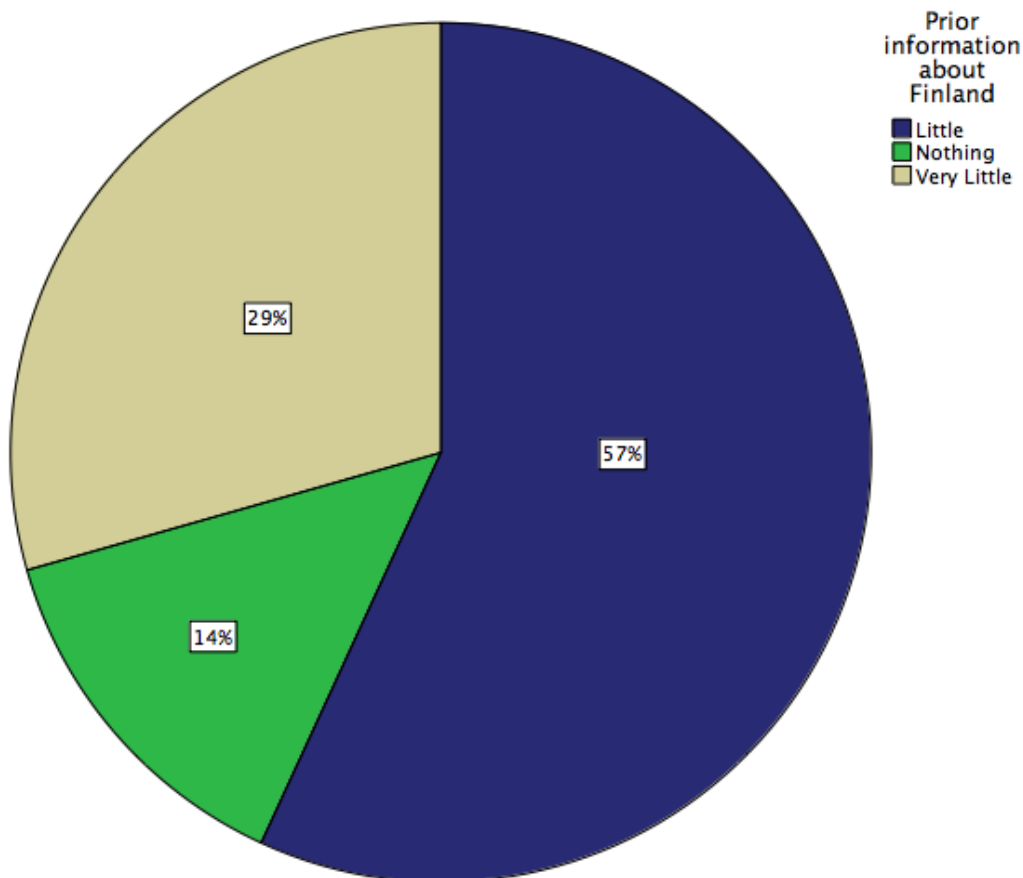


Figure 11: Prior information about Finland

From the above chart depicts, 29 percent of respondents have "very little" information about Finland before arrival. Similarly, there are 57 percent of respondents with "little" information about Finland. The rest of respondents, 14 percent, know “nothing” about Finland before coming to the country.

4.3.7. Opportunity to start communication with Finnish students

Respondents were also given a "yes" and "no" question to determine whether they use an opportunity to start communication with their host counterparts. This question aims to find out the level foreign students are motivated to establish communication with Finnish students in Arcada.

From the total of 52 respondents, nearly 58 percent do not use any of the opportunities to start conversation with local students. However, 42 percent of respondents use opportunities to communicate with local students.

4.3.8. Socializing with Finnish Students

Respondents were also asked how important it is for them to socialize with local students while studying in Arcada. They answered this question as “very important”, “important”, “less important”, and “not important”. The aim of this question is to observe students view on socialization in context of their will for integration with Finnish society.

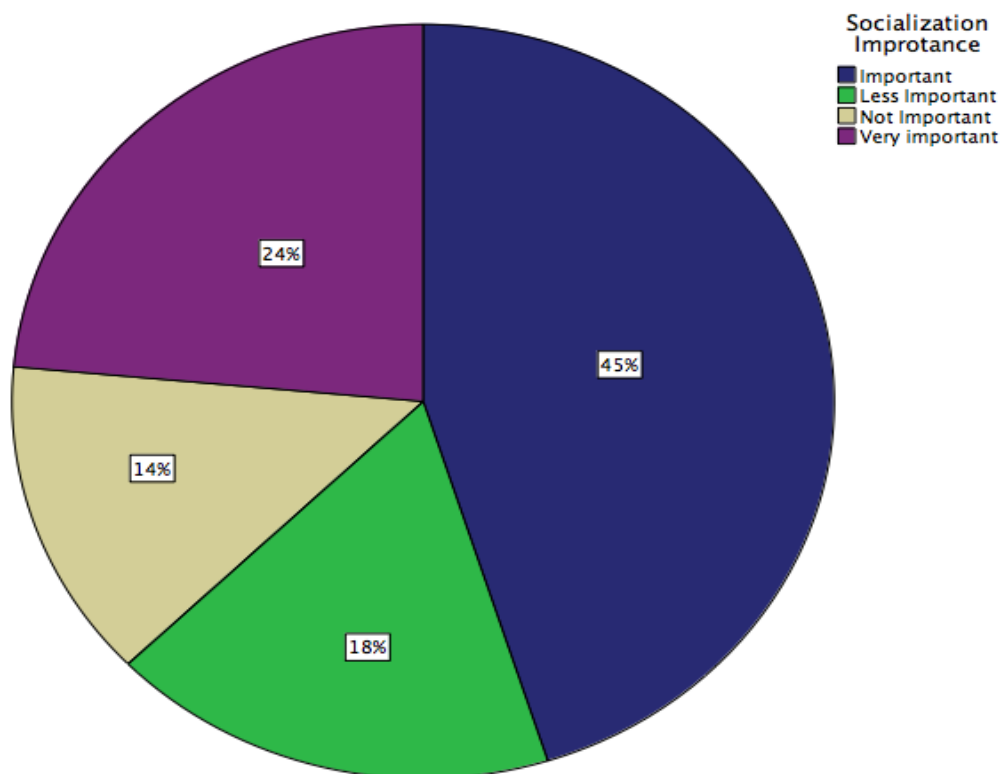


Figure 12: Importance of socialization

The above chart indicates that out of 51 respondents nearly 24 percent of them conclude that socialization is "very important". Nearly 45 percent and 18 percent of respondents think that socialization is "important" and "less important" respectively. The rest of students, 14 percent, reply socialization is "not important" at all.

4.3.9. Attending extracurricular activity

Respondents were also asked about whether they attend extracurricular activities in Arcada. The activities included parties, sports or any other get together activity that allow students to participate. This question was in two parts. The first one asks whether foreign students are attending extracurricular activities or not. In the second part, for those attending extracurricular activities, give options to choose which activities they are attending more frequently. Multiple responses were allowed because one student may attend more than one activity.

Noticeably, 37 respondents (71 percent) out of 52 respondents do not attend any extracurricular activities in Arcada but only 15 respondents attend certain activities among mentioned above.

4.3.10. Residing in Finland after graduation

Respondents were also asked about their intention to reside in Finland after graduation. This question was directed to know how foreign student future plan to reside in Finland affects his/her level of interaction with other local students. The question first asks whether students are planning to reside in Finland and if not then it asks their reason(s).

The collected data shows, from 52 students almost 85 percent of them planned to stay in Finland after graduation. However, 6 students were not willing to stay in Finland after graduation and 2 of them mentioned the reasons behind. Both students give similar reason for why they don't plan to stay in Finland, because "Finland is not offering enough professional jobs for foreign students".

4.3.11. Interaction with Finnish students

Respondents were also asked about their interaction with host students. The idea behind the question was to analyse if there is established ground to promote integration between foreign and host students. The answer options provided was "yes" if they are interacting well and "no" if not. In addition, there was extension question

provided to specify their reasons if they say “no”.

The collected data shows, almost 60 percent of respondents interact well with Finnish students while 21 individuals or 40 percent of them do not interact with Finnish counterparts. Out of 21 "no" respondents only 15 give their reasons in the extension question. Based on the given answers, the researcher categorized responses into 3 groups: "socio-cultural difference", "no chance to meet Finns", and "indifferent for interaction". Accordingly, 8 students' response fall in socio-cultural difference category while 5 individuals' responses categorized in lack of opportunity to meet Finns. The other 2 students mentioned their indifference for interaction with Finns.

4.3.12. Communication and socialization with host students

Respondents were also asked about their experience on communication and socialization with their Finnish counterparts. This question was directed to know limitations for foreign students in the integration process. The answer options provided was "communicate and socialize", "communicate but not socialize", "neither communicate nor socialize". There is also an extension question, asking for reason(s) for "neither communicate nor socialize".

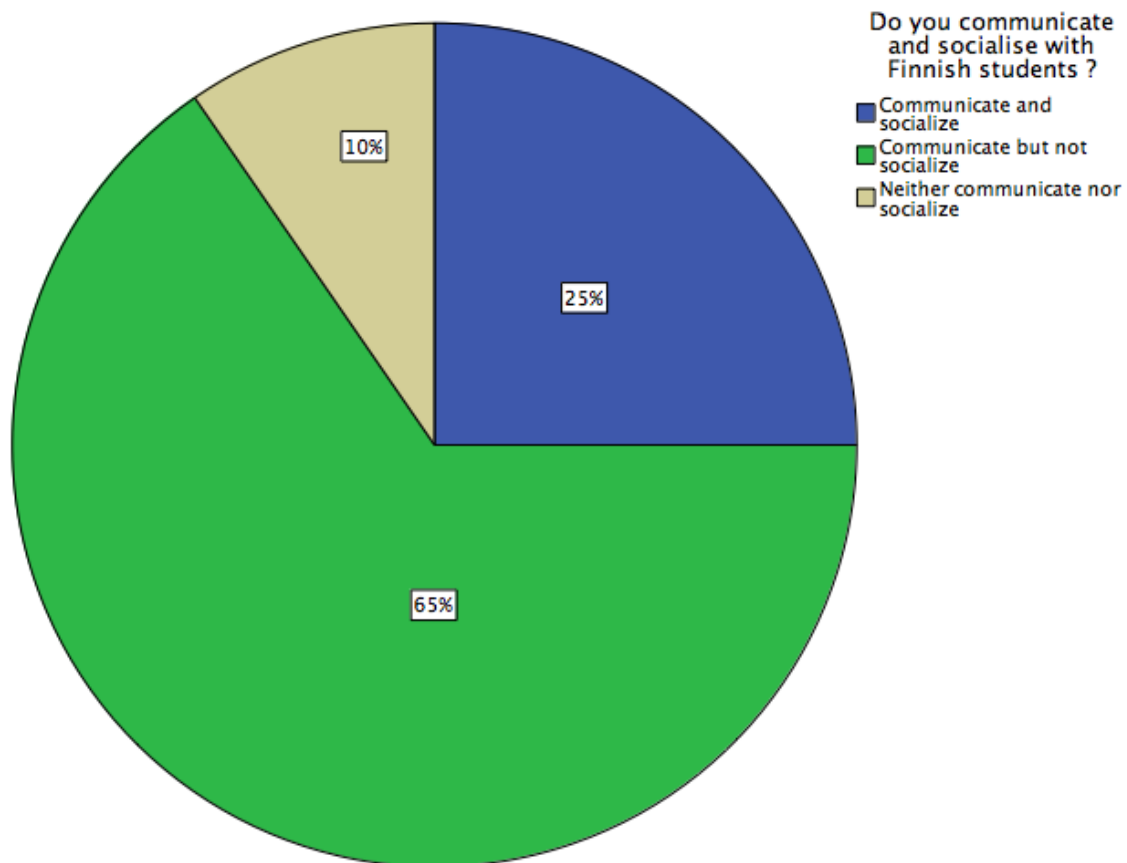


Figure 13: Communication and socialization with Finnish students

Out of 52 respondents, 34 individuals or 65 percent communicate but do not socialize, 13 or 25 percent individuals communicate and socialize, 5 individuals or 10 percent do neither communicate nor socialize with host students. However, from these 5 students, only 3 of them give their reasons. The common reason they forwarded is, “It is difficult to make friendship with local students since they prefer living isolated as well as consider foreign students as aliens”.

4.3.13. Favourable conditions for communication and socialization

For this question around 39 percent of respondents said group work is the practical way to open discussion with Finnish students. About 21 percent of respondents mentioned lunch and coffee gathering, group work and informal clubs and extracurricular activities are better opportunities for communication and socialization. The rest of respondents choose lunch and coffee gathering and group work for their good situations to interact with their local counterparts.

4.3.14. Communication initiation

Respondents were also asked about trend on communication initiation between them and host students. This question aims to answer foreign students' motivation to interact with their counterparts as the way of developing integration. The answer options provided was "mostly me", "mostly host students" and "me and host students equally".

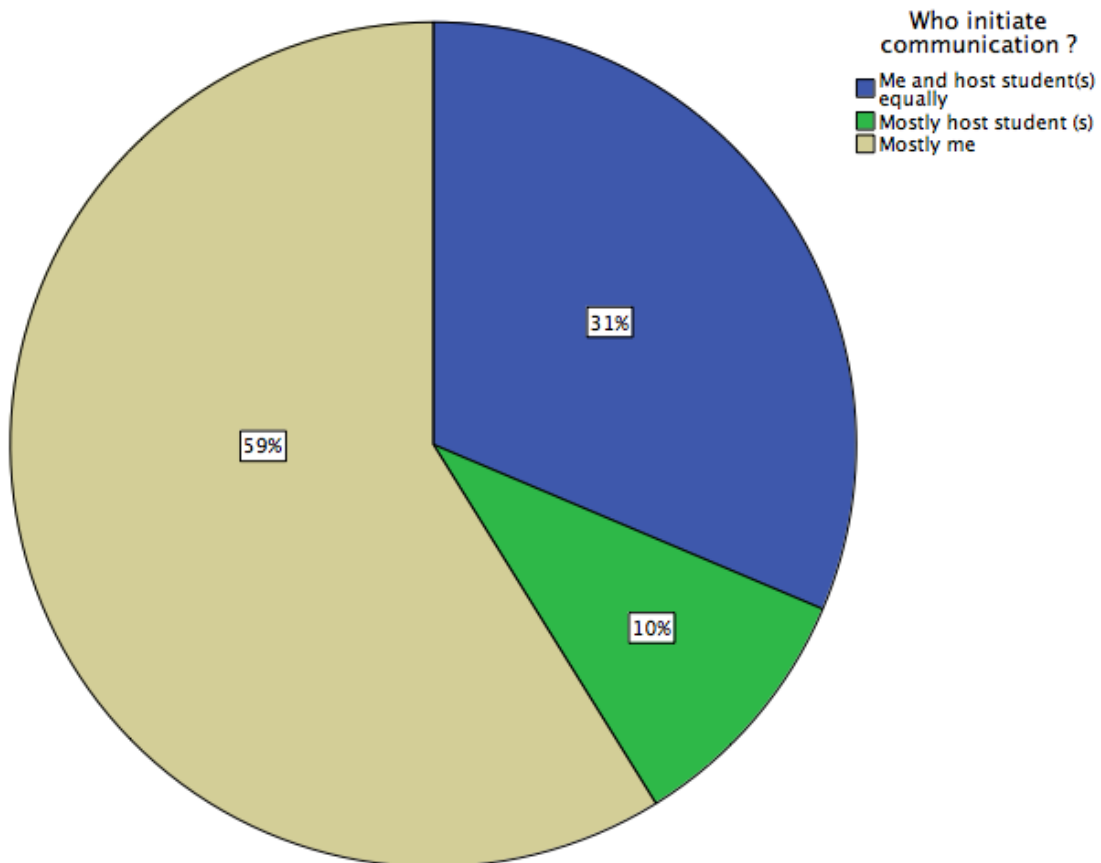


Figure 14: Communication initiation

As the above chart shows that about 59 percent of respondents take responsibility to start communication between host students and them. On the other hand, 10 percent of students said communication mostly initiated from host students and nearly 31 percent replied that both parties take responsibility to initiate communication.

4.3.15. Finnish culture and learning experience

Respondents were also asked whether the Finnish culture affects their learning experience in Arcada. The aim of this question is to analyse the positive or negative effects of host culture on foreign students integration process. In this question there are two parts; the first part gives "yes" or "no" options; whether there is culture effects on students' learning experience while the second part leaves open space to specify reasons of influence.

All sampled students (52) gave their responses for this question. Thirty individuals or 58 percent of respondents were not affected by Finnish culture while studying in Arcada. However, 22 individuals or 42 percent of respondents said there is of course host culture influence on their study. From 22 respondents, 15 of them explain how host culture influences their study.

Accordingly, the researcher categorized the explanations into 2 groups; positive and negative. Following this, 9 individuals' responses fall into positive group, and 6 individual's responses fall into negative group.

4.3.16. Challenges as a foreign student

Respondents were also asked about what type of challenges they are struggling with in Arcada. The purpose of this question is to analyse the type of challenges; whether they are directly related or influence on the integration process for foreign students. Since the question is open ended, the responses are categorized into 4 groups based on their nature into "social-life linked challenges", "study linked challenges", "neutral" (neither social-life nor study linked) and "none" (no challenge at all).

Out of 52 respondents 44 of them gave their response for this question. Twenty- eight or 64 percent of them mentioned social life linked challenges, such as language and communication problems, Finnish weather, and depression are cited in this group. Ten students or 23 percent of respondents stated that study linked challenges. In this group, problems such as lack of job opportunity, inconvenient class schedule, and uncooperative teachers are included. Two students or 4 percent of respondents gave vague reasons that cannot be understood clearly by the researcher. Four individuals or 9 percent of respondents said they do not face any challenges at all.

4.3.17. Measures to improve interaction

Respondents were also asked to suggest recommendations they believe could step up their integration with host students and improve their overall learning experience in Arcada, if implemented.

From 52 students 29 gave their recommendations that they think could improve their interaction. The researcher categorized the recommendations into 4 groups: “Arcada and its teacher related”, “foreign student related”, “Host student related”, and “foreign and host student related. Twenty-two or 76 percent of respondents gave “Arcada and its teacher related” recommendations. Three or 10 percent of respondents gave “foreign student related” recommendations. In addition, two individuals or 14 percent of total respondents for each group gave “host student related and "foreign and host student related" recommendations.

5. Discussion

5.1. Country of origin and age distribution

As it has been discussed in literature part, thousands of immigrants are moving from developing countries to developed nations. This is mainly triggered by the immigrants' search of better life in developed nations. The number of immigrants in Europe is continuously rising comparing to other developed regions.

Free education is one of pull factors that attract immigrants from developing regions to choose Finland as their destination. The collected data shows that more than 60 percent of respondents are students from developing regions, namely Africa and Asia.

Since these students are looking for better life they wish to find job equivalent to their education. This indicates better work opportunity offered from Finnish employer fulfils immigrants' target for better life and gives the chance to settle permanently in Finland. In return, the society and the labor market will find young workers to replace retirees and long year taxpayers that support the economy.

Here, social integration becomes important issue that facilitates foreign students' future in Finland. As discussed in chapter 2, integration is not a quick fix but a process that demands to be worked on it from the beginning. As a matter of fact, social integration also demands two-way initiation between host nation and newcomer.

Facilitating social integration among foreign students and Finnish society has mutual benefits. As mentioned in chapter 3 Finnish labor market is expected to add more work forces than any other Nordic country. The main reasons are lower fertility rate with increasing life expectancy, which demands many qualified caregivers. On top of this, exerted pressure on public finances also request solution by adding young taxpayers into labor market. As the collected data shows, more than 80% of respondents' age range is from 21-35. This shows immigrant students are potential solution to solve labor shortage with the ability to participate actively for longer years in the labor market. Specially, training and integrating foreign students can lessen labor shortage in some specific sectors such as health and elderly care.

5.2. Study years and field of study

CIMO (2015) has mentioned that Applied Science students take the best advantage from spending longer years on their study than Master's degree students of university. Those Applied Science students have the chance to adopt with the culture as well as develop better understanding of host society. They also build and improve social integration that helps to see settlement opportunity in the future.

The other issue that directly influences international students' decision on stay or not in Finland is study field. As CIMO (2015) reports, social sciences, Business and Administration and culture are less likely to find job in Finland. Still, majority of English program studies are available in social sciences, Business Administration or in Technology forcing international students to look for job opportunities abroad. From the collected responses 57 percent of students are studying Nursing, 35 percent are studying Business Administration, 6 percent are in Materials processing department and 2 percent are in marketing department.

According to CIMO report, starting from recent years, social and health care sector is giving employment opportunity for international students due to increasing number old age population. For this reason, graduate nurses and caregivers have better work opportunity in the country. However, those studying Technology and Business Administration are still under pressure to look for job opportunities abroad.

5.3. Language skill and knowledge of host country

Language is such an important tool for successful communication among people. Its requirement in notion of integration as a two-way interaction is essential. As it is mentioned in theory part of this thesis, pre-arranged integration system is hardly supporting immigrants to easily integrate with host society. That includes building immigrants knowledge on host society culture, norms and values before (in student case) and after arrival. For instance, as the collected data in this research shows, forth of foreign students who got a chance to study in Finland have "little" or "very little" background information about the host country. It is helpful to have adequate information about hosting country to establish interaction before arrival.

Besides, easily accessible language education does facilitate assimilation process in a

new environment. Despite the fact that, the result on the collected data revealed international students' language knowledge of both local languages is quite low; 67 percent speak "little" or "very little" Finnish and only 3 percent speak "fluent" Finnish or Swedish.

As it is discussed in chapter 3 under the topic Arcada's Integration Survey, lack of local language skill is still quite high among international students in Arcada. Also majority of students don't have enough background information about the society culture, norms, & values that support their integration process to be easy going. Let alone the others, both conditions are quite enough to be great obstacle for international students to integrate with Finnish society. Despite this, however, 87.7 percent of students have a plan to stay in Finland after graduation to find a job related with their study.

5.4. Communication and Socialization with local students

As it is discussed in chapter 2 social integration process doesn't exert pressure on participants but requires willingness. It works on the base of mutual interaction that develops unity in diversity. Based on this fact, the researcher tried to understand international students motivation to start communication with local students. From the total respondents almost 58 percent of them do not use opportunities to interact with local students. It is clearly seen on participation in extracurricular activities facilitated by the school. As the collected data shows, only 15 out of 52 sampled students actively participate in arranged parties, sports, or any get-together activities in Arcada. However, about 68 percent of students agreed with socialization is "very important" and "important" to develop their integration in Arcada community as well as in future.

5.5. Interaction, communication and socialization with local students

It is fact that integration develops when there is ground for interaction that develops to communication then grows to socialization. As it is observed from the collected data, about 60 percent of sampled students have interaction with their Finnish counterparts. Having interaction is encouraging condition to be developed to the next stages; communication and socialization. This is because, as it is mentioned in chapter two, integration is a process that requires time, effort and willingness from participants. It

also requests suitable conditions to start interactions that facilitate the integration process to be successful.

As it is seen in collected data there is encouraging (60 percent) share of students who have established interaction with host students. However, there is still considerable amount (40 percent) of foreign students that have poor interaction with local students. Nineteen students gave reasons why they did not interact adequately with host students. Six of the 19 respondents stated that Finnish students are "shy" to interact with foreign students. Four students mentioned that cultural diversity restricted interaction with host students. Five students stated that chance to meet Finnish students is very limited which does not allow them to develop interaction. The other four respondents mentioned that lack of Finnish language and willingness is mainly the obstacle to establish interaction with their local counterparts.

Regarding communication and socialization with host students, international students have different experience. Out of 52 sampled foreign students, 65 percent of them only communicate but not socialize with local students. Those who communicate as well as socialize, account 25 percent. The remaining 10 percent of respondents stated that they "neither communicate nor socialize" with host students.

The main reasons mentioned for lack of communication and socialization are absence of social clubs to encourage integration as well as absence of compulsory events, that expose foreign students to the wider Finnish community inside as well as outside Arcada. Another reason mentioned by one student is cultural differences, which result in restricted communication and socialization between foreign and local students.

One can conclude from the above discussion that the majority of international students have not yet started socializing beyond communication with local students. This clearly shows integration process in Arcada is yet limited to interaction stage.

5.6. Existing favourable conditions for communication and socialization

A favourable ground is necessary to facilitate and develop interaction between foreign students and host students. For about 39 percent of foreign students, group works creates the ground for discussion with their Finnish classmates. In addition, lunch and

coffee gathering, informal clubs and extracurricular activities are important to open discussion with their counterparts accounts about 21 percent. About 17 percent of students choose lunch and coffee gathering and group work as effective grounds to start interaction with host students. However, 59 percent of foreign students claim that initiation for communication mostly comes from foreign students even though it is a duty of both parties.

In addition, Arcada have made considerable effort to make English, in addition to Swedish and Finnish, to be one of official language in Arcada community. Having information in English is very useful for International students to integrate with Arcada community, since most of them do not speak local languages upon arrival. It also facilitates communication between local and foreign students.

According to the researcher opinion, communicating with English language has its own positive and negative effect on international student integration. Positively, it facilitates the day-to-day communication among students as well as with Arcada staffs. English language is also very important for international student since it is teaching language in international program. It is crucial for international student to establish friendship with local student especially on the first years of joining higher institution in non-English speaking country. That means it is used as a tool to promote integration without speaking any of local languages because integration starts from establishing communication with people around us. Negatively, do not force foreign student to speak Finnish or Swedish language in order to develop their language skill. As it is well discussed, knowing local language is very important for foreign student in order to find jobs related with their training. Consequently, it affects the confidence to participate in social gathering that directly put pressure on social integration of foreign students.

In order to sum up the above idea, English language is very important for all international students to communicate vertically with Arcada teachers and staffs and horizontally with local students. However, foreign students are still need to develop their local language skill while studying with host students.

5.7. Finnish culture and learning experience

Culture is social behaviour of a society that influences a particular people or society. Since it has a tight relation with behaviour, it influences life style and is easily shown to other people. Having this in mind the researcher tried to look at Finnish culture in relation with international students learning experience.

As students responded in the collected data, the Finnish culture affects 42 percent of respondents (22 individuals) learning experience in one way or another. To look at this closer, students were asked to explain and 15 individuals stated how it affected their education. Those who were positively affected mentioned that they noticed progressive change on their communication skills with classmates as well as teachers. Also helps them to be punctual, motivate to be more active in-group work, reading, gathering information and taking responsibility.

Oh the other hand, those negatively affected students noticed that Finnish culture is more of individualistic. Host students do not ask questions in classes as well as do not want to study in-group. Moreover, they prefer to work individually rather than discussing with classmates or asking teachers' assistance. Getting used to "Finnish quietness" is also mentioned as a negative reason. According to responders, this particular issue is difficult to adapt to in the beginning and later on it becomes boring, which makes it more difficult to tolerate. Another respondent mentioned that the teachings mainly focus on "Finnish" perspective, rather than showing the big picture.

5.8. Challenges facing foreign student

In this research, it is recognized that international students' challenges are mostly originating from sphere of social life. Almost 85 percent of surveyed foreign students faced various type of challenges in Arcada. Majority of students, about 63 percent, mentioned mainly social life related challenges. Unable to speak local language is given as the main challenge by foreign students. Moreover, lack of language restricted their interaction with local counterparts as well as social life outside Arcada.

The second mostly mentioned challenges are related with Finnish culture. Foreign students find it difficult adopting with a culture that celebrates individualism. As a result, they think they are forced to stick with friends from the same ethnic

background or other foreign students in Arcada. Because of this they stay away from adapting with local culture, language, norms and values. At the same time sticking only with same background students increases the tendency of isolating from hosting society and influences integration to be sluggish.

Seasonal depression related with the country's weather is also common challenge facing foreign students. This factor decreases productivity and motivation in their study.

The second type of challenge is related with study life of foreign students. About 10 students mentioned that challenges they face are directly related with study life. Students mentioned there is not enough opportunity to study local languages besides own study. Mandatory local language courses are given only in the first year of admission. However, this doesn't make them ready to work after completing their study.

Others said lack of practical training arrangement is also a challenge. Due to this, students are not obtaining enough practical knowledge in their study. Lastly, foreign students also indicate poor job opportunity during the study as well as after graduation as a challenge.

5.9. Measures to improve interaction

Depending on type of challenges, a total of 29 international students forwarded some measures that would help to improve their interaction with host students. Majority of students, 22 of them, suggested measures to be taken by the institution (Arcada) and teachers. They requests both to encourage social interaction among students through extracurricular activities, by arranging local language courses, by applying interactive teaching method such as group assignments, as well as by arranging common courses for both local and foreign students.

In addition, releasing more information in English is also mentioned as an important measure to assist international students in their interaction with Arcada community. The responders also indicate the interaction will be smooth if the host students show more positive attitude towards foreign students and their culture.

Some also suggested foreign students themselves should increase their self-initiation

towards interaction by participating and taking responsibility in activities like student union. Joining such activities will help to develop sense of belongingness as well as encourage others to involve in different activities.

5.10. Analysis of Correlation

According to SIMO (2015) Applied Science students are in a better position to promote integration since they spend more years on study. However, statistical result generated from collected data shows correlation coefficient between level of foreign students 'communication and socialization and number of year(s) spent in Arcada is almost zero. In other words, studying for more years doesn't improve foreign students' communication and socialization level with host students according to the statistical correlation test . (Appendix: 2A)

Similarly, as the collected data shows, 85 percent of foreign students have a plan to stay in Finland after completing their study. This finding initiated the researcher to take a closer look at whether their future plan motivated them to establish more interaction with local students. The assumption behind this analysis is if foreign student establish strong interaction with local student, then the interaction will help him/her to learn local languages and culture easily . Consequently, this creates more job opportunity for foreign students after they complete their study. However, the correlation result didn't show having this plan never motivated foreign students to interact more with local students. This has given further evidence why foreign student don't have adequate local language skills even after staying in Finland for number of years. (Appendix: 2B)

Moreover, about 69 percent of international students recognized socialization with local students is important in promoting integration. However, only 29 percent of samples foreign students attend extracurricular activities as a means to interact with local counterparts. As the correlation coefficient shows, there is no correlation between two variables. This indicates, though international students recognize socialization is important, they lack to take practical measure in order to facilitate interaction with local students. (Appendix: 2C)

6. Conclusion

The aim of this research was to assess the level of social integration among foreign and local students in Arcada. The study was also attempted to assess the demand of foreign labour in Finnish labor market in respect of high number of retirees in near future. The study was focused on international students of Arcada University of Applied Sciences.

The main objective of this research was to answer;

Are foreign students at Arcada well prepared for participation in the Finnish labor market?

Depending on the main research question the study would go along remembering the following sub-questions:

- To assess the motivation of foreign students to integrate with local students in Arcada
- To identify existing favourable conditions in Arcada which are helping foreign students to integrate with local students in Arcada.
- To reveal challenges facing foreign students in their effort to integrate with local students in Arcada.
- To describe the current situation of immigrants in Finnish labor market.

The results of the research were discussed in two parts; the first part analysed general concepts of immigration and integration as well as explore why Finnish labor market demands foreign work force. In addition it discussed about student immigration and employment. The second part analysed the results of the survey and discussed in relation with the obtained results as well as answers the research objectives.

The results of the study were local and international students live in two separate social lives in Arcada. This situation verified in ways that indicate interaction and socialization, local language skill, motivation to communicate, attending extracurricular activities to promote interaction and challenges foreign students faces. As a reason, international students are not well preparing to integrate with the society in order to cover the shortage in the labor market. On the other hand, the result showed that the Finnish labor market is in demand of young labor force in order to increase tax payers number in the economy at the same time of replacing retirees. However, the analysis

could draw a conclusion that foreign students lack adequate preparation to be effective in Finnish labor market even though they are potentially the solution for the Finnish population imbalance.

7. Recommendations

To Arcada University of Applied Sciences

- Facilitating job opportunities for graduated foreign students
- Increase integration awareness for both local and international students
- Emphasis on before arrival information for international students
- Encourage foreign students to participate in extracurricular activities
- Facilitate learning opportunities of local languages behind foreign students study years
- Remind teachers to include teaching methods that promote integration, such as group work, between local and foreign students
- Encourage local students to show welcoming approach to foreign students.
- Posting more English language information

To foreign students

- Take the initiation towards integration
- Improve your local languages skill for better job opportunities

To host Students

- Host students' attitude change towards international students. Instead use the opportunity to learn from new cultures.

7.1. Suggestions for Further Research

In this study the researcher limited the survey questions only for international students. This is because of the scope of the study intended to find out. One interesting continual research could be to include local students' suggestions regarding integration with international students in his/her survey to find balanced result. In addition, involving suggestions from those who played big role in Arcada students interaction, such as international office, teachers, student union...would help to understand the raised issue in-depth.

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Appendices

Appendix 1A

Survey questionnaire

Which official working language(s) do you speak ?

Finnish

Swedish

Do you interact well with Finnish student(s) ?

- Yes
- No

If your answer is 'No' for the above question, please specify the reasons.

How much do you know about Finland before your arrival ?

- Little
- Very Little
- Nothing

Do you communicate and socialize with Finnish students ?

- Communicate and socialize
- Communicate but not socialize
- Neither communicate nor socialize

If your answer for the above question is 'Neither communicate nor socialize', please explain the reason(s).

Do you use every opportunity to start communication with Finnish students?

- Yes
- No

In what situations do you communicate and socialize with Finnish students ?

(You can choose more than one option)

- Lunch and coffee gathering
- Group work
- Informal clubs and extra curricular activities
- Other:

Who initiate communications between you and Finnish student (s)?

- Mostly me
- Mostly host student (s)
- Me and host student(s) equally

How important is it for you to socialize with Finnish students?

- Very important
- Important
- Less Important
- Not Important

Do you attend any extracurricular activities such as parties ,sports, or any get together activities in Arcada ?

- Yes

- No

If your answer is 'Yes' for the above question, which activities do you attend more ?

(You can choose more than one answer)

- Parties
- Sports
- Other get together activity in Arcada
-

Do you intend to stay in Finland after graduation?

- Yes
- No

If your answer is 'No' for the above question, please explain the reason(s)?

Which country of origin do you come from ?

How old are you?

- Under 21
- 21-25
- 26-35
- Above 35

How long have you been studying in Arcada?

- Less than 1 year

- 1-2 years
- 2-3 years
- 3-4 years
- More than 4 years

What are you studying in Arcada?

Does the Finnish culture affect your learning experience in Arcada ?

- Yes
- No

If your answer 'Yes' for above question, please explain how ?

As a foreign student, which challenges are you struggling with in Arcada/Finland?

What measures would help improve your interaction with host students and overall learning experience in Arcada ?

Appendix: 2A

Correlations

			Communication and Socialization	Years in Arcada
Spearman's rho	Communication and Socialization	Correlation Coefficient	1.000	-.021
		Sig. (2-tailed)	.	.882
		N	52	52
	Years in Arcada	Correlation Coefficient	-.021	1.000
		Sig. (2-tailed)	.882	.
		N	52	52

Appendix: 2B

			Work in Finland after Graduation	Interact with Finns
Spearman's rho	Work in Finland after Graduation	Correlation Coefficient	1.000	-.057
		Sig. (2-tailed)	.	.698
		N	49	49
	Interact with Finns	Correlation Coefficient	-.057	1.000
		Sig. (2-tailed)	.698	.
		N	49	52

Appendix: 2C

			Attending Extracurricular Activities	Importance of Socialization
Spearman's rho	Attending Extracurricular Activities	Correlation Coefficient	1.000	-.160
		Sig. (2-tailed)	.	.263
		N	52	51
	Importance of Socialization	Correlation Coefficient	-.160	1.000
		Sig. (2-tailed)	.263	.
		N	51	51