

Anni Turunen

Juha-Pekka Ontronen

INTERNATIONAL CLUB FOR
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MIKKELIN AMMATTIKORKEAKOULU

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Abstract <p>The purpose of this bachelor's thesis was to find out the current state of the International Club of Mikkeli University of Applied Sciences. Moreover, it was found out how it corresponds to the demands of the students. This thesis was an assignment from Mikkeli University of Applied Sciences (MUAS). Therefore it had an actual and practical purpose.</p> <p>The theoretical part of the thesis concentrates on cultural differences and internationalisation of students in higher education. Due to the fact that the International Club is meant for students coming from around the world, it was important to pay attention to cultural differences. MUAS is an institution of higher education, thus it was needed to examine also the internationalisation in general and in MUAS.</p> <p>In this study both qualitative and quantitative research methods were used. As a part of the qualitative study, two structured phone interviews were implemented. The interviews gave a possibility to compare the situation of international clubs in three towns; in Mikkeli, Jyväskylä, and Turku. They also gave an understanding of what activities and events there can be arranged at all. As a minor part of the study, also Facebook groups of the international clubs were examined. Moreover, a survey was implemented for Business Management students and exchange students in order to see the situation from students' point of view. The findings of the interviews were used when designing the survey form.</p> <p>The main findings were that the students in Mikkeli desire for more activities and events of any kind and that the International Club should increase the students' knowledge about its existence and its operations. Nevertheless, it was found out that there has been improvement in its operations recently.</p>		
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1 INTRODUCTION

When an international student arrives in a foreign country, everything is new and different than at home. He/she does not know anyone and the culture is different. International students need a lot of information and help to get to know other students. They want to get to know other students as soon as possible and they want to have activities. Therefore the Mikkeli Student Union MAMOK along with Mikkeli University of Applied Sciences (MUAS) has established an International Club (IC), as many other universities of applied sciences have. The IC makes it possible to become acquainted with other exchange students and organizes different kinds of activities. To sum up, the International Club of MUAS is meant for students who are interested in obtaining international contacts and participating in different kinds of activities.

In the beginning of the research process the persons who are in charge of the international operations at MUAS were interviewed. It came into knowledge that previously there have been problems with the operation of the IC. However, they pointed out that the level of operation has increased afterwards. They also stated that it would be good to find out how the students wish to be informed about the forthcoming events. Thus, the objective of this thesis was to find out the current state of the International Club's operations and to find out how does it correspond to the demand of the students. In addition, this research can be helpful for Mikkeli University of Applied Sciences as it tries to develop the operation of its International Club.

The topic of this thesis was an assignment from MUAS. The purpose of this bachelor's thesis was to examine how the International Club of MUAS could operate better and to attract more people to its events. We both have studied in the Business Management programme at MUAS and participated in the events organised by the IC during the first year of our studies. Therefore it was natural to choose this topic when MUAS suggested it. Moreover, we both have been as exchange students in a foreign country. Therefore, we can easily identify us with the incoming exchange students as they wish for tutoring and such activities where it is easy to make new contacts. It is easier for the exchange students to get to know other exchange students than local people, since they are in a similar situation and they have something in common.

Naturally, it is useful to spend time also with the local people, since they are the best source of the local culture.

In the research both qualitative and quantitative methods were used. As a qualitative method, phone interviews were used to gather information about international clubs from the personnel's point of view. On the other hand, surveys were used as a quantitative method in order to see the students' point of view. Moreover, as a minor part of the qualitative study, also Facebook groups of the international clubs were examined. The research data were analysed on the basis of the theories collected from books, articles, publications, and from the Internet. The structure of this thesis consists first of the theoretical part which includes theories related to culture, communication, decision-making, and internationalisation. Secondly, the research methods which were used in the study are introduced. Finally, the findings and conclusions are presented.

2 CULTURAL DIFFERENCES

Culture has many definitions but Professor Yong Zhao in his article states that the more generally accepted one is the concept by anthropologists Daniel Bates and Fred Plog: '*A culture is the system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through setting the scene learning*' (Bates & Plog, 1990). Zhao points out three important things which are included in the concept by Bates and Plog.

- Culture is not only about factual knowledge (such as knowledge of a capital city, history, or political system) but also beliefs, values, customs, and behaviours, things that cannot necessarily be explicitly described
- Culture is learned → also others can learn the system
- Culture is transmitted from generation to generation → a large part of a cultural system is unconscious which makes it difficult to teach to others

(Zhao, Preparing our young people for global citizenship, EQA Magazine, Winter 2009).

Edward T. Hall was an American anthropologist who became well-known for his work in intercultural relations and communication. Hall (1968) states that it is more essential to understand our own culture than to understand a foreign culture. He also states that culture hides things most effectively from its own participants, which is why it is needed to research our own culture. In order to do so, we need to expose ourselves to foreign ways. (Hall 1968, 39.) However, before it is possible to understand our own culture or the cultural differences between other cultures, we need to go more deeply into the concept of culture.

2.1 Layers of Culture

Geert Hofstede, Emeritus Professor from Maastricht University, has performed probably the most famous research about comparing and classifying national cultures.

Hofstede sees the culture as an onion with many layers. In his view, the culture can be revealed by peeling it layer by layer, like an onion. Each layer represents one level of the culture. Fons Trompenaars, a Dutch-born cross-cultural communication guru, supports Hofstede's culture onion. However, while Hofstede has four layers in his onion, Trompenaars has only three layers. The four layers in Hofstede's view (1994) are symbols, heroes, rituals, and values. Symbols, such as words, gestures, pictures, or objects, are the outermost layer reflecting things which have a certain meaning for people sharing a common culture. However, symbols are not long-lasting since all the time there appear new symbols and old ones fade away. As an example hair styles, flags, and the words in a language may change in the course of time. Heroes, such as Batman, are the next layer and act as model examples for people's behaviour. This is because people consider that heroes do possess features which are valued in their culture. (Hofstede 1994, 7-9.)

A hero can be a living or a deceased person, or it can also be an unreal cartoon character. The third layer in Hofstede's onion is rituals, such as religious ceremonies and ways of greeting, which are as such unnecessary in attaining a specific goal but important for the people in a culture. The innermost layer is composed of values which people interiorize already as a child. Since the values are learned in an early stage, people are unconscious of some of their values. Therefore it is impossible for an outsider to notice and to discuss about those values. It is possible to draw a conclusion from the

existence of unconscious values by observing the way in which people act in different situations. (Hofstede 1994, 7-9.)

Although Trompenaars has a different division of layers in his culture onion, meanings of the layers match principally with Hofstede's view. Trompenaars (1994) has specified the layers as explicit products, norms and values, and basic assumptions. Explicit products, such as the language, houses, and fashions, represent the part of a culture which is explicitly discernible. Trompenaars discusses about explicit products also as symbols, which matches with Hofstede's first layer. The middle layer, norms and values, is similar to Hofstede's innermost layer. Norms are a common concept in a culture and define how things **should** be done (right vs. wrong). Nevertheless, values define the meaning of good and bad and give people a feeling of what they really **aspire** or **desire**. The core, basic assumptions, differs most from Hofstede's layers. Basic assumptions are about human existence, survival, and problem solving. People have learned to survive in different kinds of environments, for example some people live in a droughty area while some others live in a cold area. People who face problems continuously will eventually solve those unconsciously since the solutions transform part of the 'absolute assumptions'. (Trompenaars 1994, 22-24.) From now on Hofstede's cultural view is used in this research, since Trompenaars' view is rather similar with his. Thus Hofstede's view is examined more thoroughly in the coming section.

2.2 Cultural Dimensions

According to Hofstede (1994), there are also 'several layers of mental programming' which correspond to the levels of culture presented by the culture onion. Examples of the mental programming layers are national level, regional, ethnic, religion, gender, generation, and class levels, and organisational level. (Hofstede 1994, 10.) The national level is the most important since as Hofstede (1994, 12) states it: '*it is immensely easier to obtain data for nations than for organic homogeneous societies*'. Lisa Hoecklin (1994, 48) supports Hofstede's view that the national level is the most important by stating '*national culture gives people their basic assumptions and values, that is, their ways of viewing the world*'. Thus Hoecklin also supports the innermost layer of Hofstede's cultural onion.

There are tons of national data available, because nations produce diverse statistics about themselves. However, Hofstede (1994, 12) also states that: *'Where it is possible to separate results by regional, ethnic or linguistic group, this should be done'*. Despite the fact, nationality is usually the only practicable criterion in an attempt to research cultural differences. Hofstede himself made a comprehensive research about national cultures and provides data for almost every country in the world on his website (<http://www.geert-hofstede.com>). In order to compare different countries and their cultures, Hofstede defined five cultural dimensions which are power distance, uncertainty avoidance, individualism, masculinity, and long-term orientation. A dimension is considered to be a cultural aspect which is measurable between different cultures. (Hofstede 1994, 14.)

Power distance indicates peoples' attitudes towards inequality. The situation is viewed from below. Small number means that inequality is low and high number means that unequal conditions prevail (Hofstede 1994, 24). Uncertainty avoidance reveals how well a nation tolerates uncertainty and confusion. Nevertheless, uncertainty avoidance should not be mixed up with risk avoidance. In uncertainty tolerant nations, people are more open for things different from usual. In addition, they try to keep rules in their society at a minimum. At the same time they are curious, emotional, aggressive, and active. In uncertainty avoiding countries people try to minimize the risk of anything surprising to happen therefore they have a great deal of rules and other safety measures. People in uncertainty intolerant nations are also considered to be quiet, easy-going, controlled, and lazy. (Hofstede 1994, 111-115.)

Individualism reflects whether a society is towards individuals, who should look after themselves, or collectivism, where people have been part of a cohesive in-group from their birth and unquestionably protect it. An example of a cohesive in-group is an extended family with grandparents, uncles, and aunts. A high number means that a nation is towards individualism and a low number indicates collectivism. (Hofstede 1994, 50-51). Masculinity, and its opposite femininity, shows us the distribution of traditional roles in a nation between men and women. Traditionally men have been assertive and competitive whereas women have been caring and tender. For instance, in some nation there are a number of men working as nurses while in some other nation it is almost impossible to find a female manager. A high number in the masculin-

ity dimension states that a nation is more towards the traditional gender roles. However, in masculine countries women are fairly competitive and assertive but not in the same extent as men. (Hofstede 1994, 80-81.)

Long-term orientation tries to distinguish the difference between minds of the East and West and it covers relevant issues for economic development. It is based on ancient Confucian values. Confucius was an intellectual in China around 500 BC whose teachings were recorded as a set of rules for daily life. Long-term orientation nations are sparing with their resources, are able to adapt traditions to a modern context, and they have persistence towards slow results. They are even willing to subordinate themselves for a purpose. The opposite, short-term orientation nations, are under social pressure and tend to overspend their resources. In addition, they respect traditions, preserve their 'faces', and expect quick results. In general, many East Asian countries are highly long-term oriented while Western and African countries are short-term oriented. (Hofstede 1994, 164-173.)

However, there has been criticism against Hofstede's classification based on a national level. Jones (2007) points out that Hofstede's analysis of the national cultures has been highly controversial and it has been criticised as being out of date, and that there are too few dimensions. In addition, it has been argued that cultures can range across a nation's border and that the population in a nation is not necessarily a homogenous whole. (Jones 2007, 5.) Richard Mead is one of the criticisers claiming Hofstede being out of date but he states in his book that '*In general, though, there is no reason to suppose that the great majority of the cultures have changed radically*' (Mead 1994, 75). According to Jones (2007), Hofstede has admitted that additional dimensions should be added to his work. When it comes to the argument about a culture ranging across a nation's border, Hofstede has pointed out that '*national identities are the only means we have of identifying and measuring cultural differences*' (Jones 2007, 5). Mead (1994, 76) supports Hofstede by stating that it is the most comprehensive study about the national cultures that we have. Yet the most popular criticism is about the assumption that the population in a nation is a homogenous whole. Criticisers have stated that most nations are composed of several ethnic units. This causes the outcome of an analysis to possibly have arbitrariness because of an individual's character assessed in the analysis. Argument in support of Hofstede is that he '*tends to ignore the*

importance of community, and the variations of the community influences' (Jones 2007, 5). Although Hofstede's view has received criticism, '*this is the best we have*' as Mead (1994, 76) stated. Thus we continue to use in this research Hofstede's cultural view and the results from his research on national differences.

TABLE 1. Hofstede's four cultural indexes for selected countries

	Cultural dimensions			
	Power distance	Uncertainty avoidance	Individualism	Masculinity
Bangladesh *	80	60	20	55
Chile	63	86	23	28
China *	80	30	20	66
Czech Republic *	57	74	58	57
Finland	33	59	63	26
France	68	86	71	43
Germany	35	65	67	66
Hong Kong	68	29	25	57
Italy	50	75	76	70
Netherlands	38	53	80	14
Pakistan	55	70	14	50
Romania *	90	90	30	42
Russia *	93	95	39	36
South Korea	60	85	18	39
Spain	57	86	51	42
Turkey	66	85	37	45
Vietnam *	70	30	20	40
West Africa **	77	54	20	46
World mean	57	65	43	49

*Estimated values

**Regional estimated value: Ghana, Nigeria, Sierra Leone

Sources: Hofstede 2009, Usunier 1998 p. 30

Table 1 is adapted from a table prepared by Jean-Claude Usunier (1998, 30), using information from Geert Hofstede's Cultural Dimensions web pages. There are only four of the five dimensions examined, since long-term orientation was added to the dimensions afterwards and there are not figures available for all nations in that dimension. The countries in table 1 are selected so that they represent the composition of foreign students' nationalities in Mikkeli University of Applied Sciences (see chapter 3). As it is possible to notice from table 1, power distance is much higher in all other countries except Germany and Netherlands when comparing to Finland. It means that

relation of a boss and a subordinate are closer in Finland, Germany, and Netherlands. It is easier for them to approach and to contradict their bosses.

From the uncertainty avoidance column one can see that China, Hong Kong, and Vietnam are much more tolerant for uncertainty than other countries, which want to control themselves from surprising situations. Finland is somewhat towards uncertainty intolerance but it is still below world mean (59 vs. 65) whereas for instance Russia is highly intolerant (95). In individualism vs. collectivism there is also a large difference between Finland and the countries in Asia and Africa. In addition to the Asian and African countries, Russia, Romania, Chile, and Turkey are more collective nations than Finland and other European countries. From table 1 one can also see that Finland, Chile, and especially Netherlands are well below world mean in masculinity dimension, making them feminine nations. As an example, the president of Finland is female while in many of the countries selected to the table it would be unlikely.

As already mentioned, there are also other layers of mental programming than the national level. According to Hofstede (1994), regional, ethnic, and religious cultures cause cultural differences inside a country. The formation of ethnic and regional groups often crosses nations' borders. In principle the same dimensions which are used to separate different national cultures can be used to separate cultural differences inside a country. When it comes to religion, it does not have as significant role in the sense of cultural differences as it has been presumed before. However, at some time in history, all major religions have spread out into subgroups. For instance, there have been schisms between Roman Catholics and various Protestant groups in Christianity. In these kinds of disagreements the role of cultural differences between the parties has been significant. It is useful to examine also gender differences since it can be very revealing. If men's culture in a society is different from women's culture, it might help us to understand the difficultness of changing traditional gender roles. (Hofstede 1994, 10-18.)

Generation is also a layer of the mental programming, since it is obvious that there are differences in symbols, heroes, rituals, and values between generations. Many of the occurring differences are natural things which relate to age. Nevertheless, no one has been able to prove that the cultures of present generations are converging. Social class

is the next layer to be considered when researching cultural differences. It is associated with the possibilities of education and profession. Class division is often cultural, since symbols, such as dialects and manners, are in an important role. The organisational level is for investigating organisational cultures, since they differ from national cultures. (Hofstede 1994, 10-18.)

2.3 Managing Intercultural Differences

According to Lisa Hoecklin (1994), there are three points to be taken into consideration when managing differences in culture. The first point is that managers should be aware of their own cultural biases and assumptions. Secondly, they should understand why things are done differently in other cultures. The third point is to see that differences in cultural assumptions and ways of doing things can be integrated as a one unique solution. In order to be able to understand and to take advantage of the cultural differences, it is needed to examine them on a national level. This is because it is harder to change national cultural values than other levels of culture, such as practices or ways of doing things. (Hoecklin 1994, 48.) Earlier in this chapter Hofstede's research about nationality was discussed. Influenced by Hofstede, Richard D. Lewis, a British linguist and management consultant, has researched world's cultures. Lewis (2000) categorises world's cultures into three groups; linear-active, multi-active, and reactive (see figure 1). Linear-active cultures are used to organising things and to making schedules, while multi-active cultures are more flexible, people-oriented, and used to doing several things at the same time. In regard to reactive cultures, they are considered as introvert listeners who do not interrupt other people, and make their decisions after hearing the other party's opinion. It is important to notice that all three groups think that their way of doing things is the right one. (Lewis 2000, 36-45.)

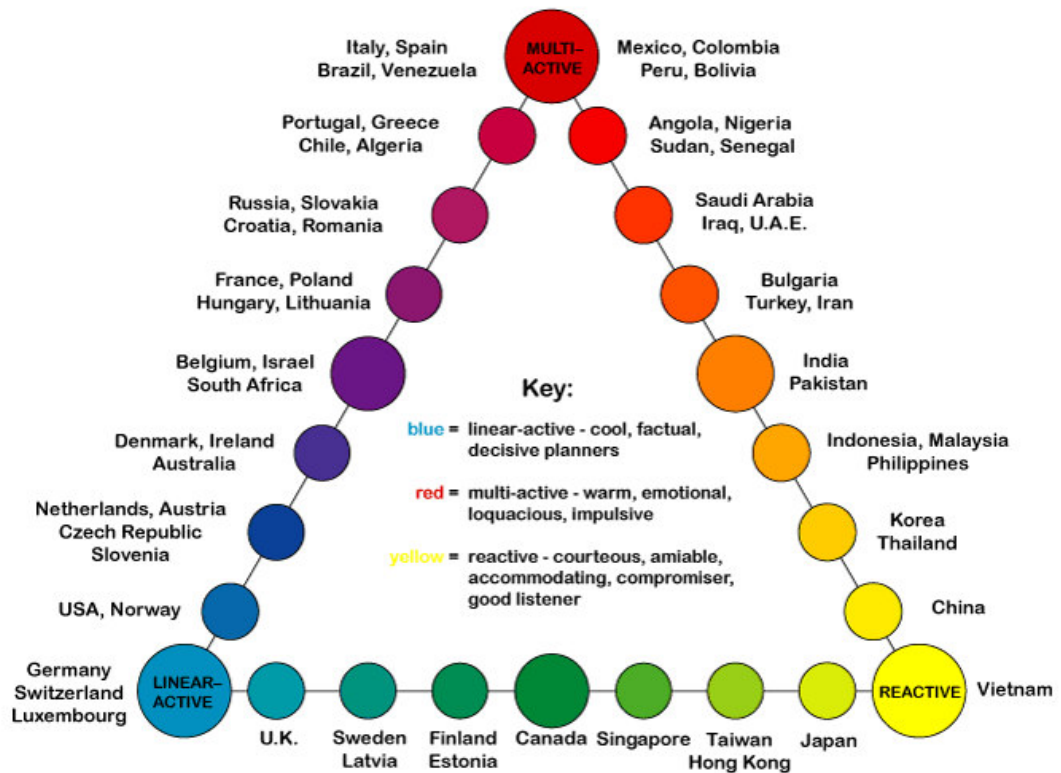


FIGURE 1: The Lewis Model of Cultural Types (Richard Lewis Communications 2009)

From figure 1 one can see that Finland is a mix of reactive and linear-active cultures. However, in his book, 'When Cultures Collide', Lewis (2000, 42) states that Finland is the only nation in Europe which is strongly reactive. When examining the same nations which were selected to table 1 of Hofstede's cultural dimensions, it is possible to see how they are situated in relation to Finland. In principally, European, Scandinavian, and North American countries are on the left side in the cultural triangle, while Asian, Arabian, African, and Latin countries are on the right side. An example of a completely linear-active nation is Germany. As a low context culture Germans like to receive detailed and clear information over and over again. For instance, they like rather to have a long and boring but factual brochure instead of artistic illustration with clever slogans. Besides, they expect to get exactly what the brochure promises. They hate misunderstandings, do not see the point in 'small talk', but appreciate punctuality. They also work long hours, obey the rules, want to get everything finished, and insist on fair play. Moreover, if Germans need to be criticised for something, it should be done directly. They will usually accept constructive critic but if it is done too subtle, they may not even register it. They stick to what they believe in therefore it is

needed to show them that they are wrong if one wants to change their mind. (Lewis 2000, 70-72, 107, 200-208.)

Before examining the second end of the triangle (multi-active), it is good to study how France and Russia differ from Germany since they are more towards multi-active culture. France is a high context culture in which loquacity is associated with intelligence while silence is considered to be having less sheen. French communication style is extrovert, personal, and often emotional. They like to stick to logic at all times. In their opinion, American English sounds vulgar and anti-intellectual. They do not know much of other cultures since they have studied mainly French history. Moreover, they are very individualistic and possess self-confidence which can make them poor team members. However, French people have an understanding for human errors. By criticising the English people it is possible to gain points in the eyes of the French. (Lewis 2000, 74-75, 112, 230-236.)

Russia again is also towards multi-active culture. Russians are conservative and do not accept changes easily. They distrust regulations and laws, but embrace personal recommendations. Whether something is right or wrong is decided by the feelings of the majority. They are warm, emotional, and caring people who respond eagerly to kindness and love. They love conversations and they like to say that they understand even when they do not. They also might say things which they think the other party wants to hear. However, they are people-oriented, meaning that before making a deal with them one should make them like him/her. One of the easiest ways of building bridges with Russians is drinking. (Lewis 2000, 312-318.)

A good example of a completely multi-active culture is Spain. Spaniards are flexible with regard to the use of time and used to do several things at the same time. Personality and soul are very important to the Spanish people. Furthermore, they like to take physical and eye contact. One must show a Spaniard that he/she does have a heart and does not take everything seriously in order to establish a friendship. As a friend a Spaniard is loyal and the business with him/her will follow automatically. Spaniards are noble, honest, and true. They can not be humiliated and lose their faces. (Lewis 2000, 241-244.) Turks, however, are almost as reactive as the Finns are. They are good listeners and like the Finns, they let the other party speak first and then slowly

form their answer. Turks want to be seen as they are instead of being judged by misleading descriptions in accounts. Turkish people are polite, warm, and hospitable. Turkey is a male dominant culture in which people want to be respected and trusted. (Lewis 2000, 324-327.)

China is a strongly collective culture, where families have traditionally been extended to include all the close relatives, such as grandparents, uncles, and aunts. Confucian beliefs and other age-old traditions are also strongly present in China. The Chinese people are hard-working, patient, undemanding, and thrifty. One of the characteristics of the culture is that Chinese rarely say 'no'. Additionally, they react favourably to Nordic calmness. (Lewis 2000, 379-392.) Vietnam is in the third end of the triangle as a reactive and group-oriented society. Vietnamese are good listeners, they show more facial expressions than Chinese and Korean people, and due to their history, their body language has some similarities with the French. They also like clear and logical communication. Like other Asians, Vietnamese do not want to lose their faces; they have great pride and will not be humiliated. (Lewis 2000, 375-377.)

2.4 Intercultural Communication

Before examining intercultural communication itself, it is important to understand what is meant by communication. Gary L. Kreps (1990, 27) provides the following explanation: '*Communication is our primary tool to help us to understand different people and situations*'. According to Kreps (1990) there are two key parts in communication; messages and meanings. The messages can be found in many forms, such as spoken or written words, facial expressions, thoughts, feelings, and environmental cues. Again, messages can be divided into internal messages and external messages. The internal messages are for our own use while the external messages are sent to other people. The meanings are our way to handle the messages so that we are able to understand them. Kreps also states that people can not choose whether they want to communicate or not. This is because alive persons do communicate all the time, if not with other people, then at least with themselves. (Kreps 1990, 25-27.)

Nevertheless, the communication process should not be oversimplified. All people do send and receive messages on many levels simultaneously, which differs from the

oversimplified view which assumes that there is one person acting as a sender of a message and another person as a receiver of the message. Time and place of the communication are also crucial. It is a completely different thing to receive a phone call in the middle of the night than during the day time. Moreover, the place of the communication affects, since for instance at a party one can communicate something that would not be suitable in an office. After a communication event has happened, it is not possible to withdraw it. For instance, if an employer accuses an employee for stealing, the impact of the communication remains in spite of the fact that the employee is found to be innocent. Apologies from the employer do not anymore change the impact that happened. (Kreps 1990, 25-27.) Philip R. Harris and Robert T. Moran (1996, 23) support Kreps' view of the communication.

Communication with a fellow countryman differs from communication with someone from a different culture. In intercultural communication, messages are delivered differently in each country. Hofstede (1994) suggests that the ability of intercultural communication consists of three phases; awareness, knowledge, and skills. In the first phase, awareness, one realises that he/she has different kind of mental programming than other people who have grown up in a different environment. The second phase, knowledge, means that if one desires to interact with other cultures, he/she has to examine those cultures and learn about their heroes, rituals, and symbols. In the third phase, skills, the two previous phases are used in practise. One needs to for instance recognise the differences, practice their rituals and apply their symbols in order to communicate successfully with other cultures. (Hofstede 1994, 230-231.)

Richard Lewis (2000) sees language as a tool of communication which matches with Kreps' definition. Different styles of speech cause problems in understanding the message. This problem is called the communication gap. Because of the communication gap, people might misunderstand other's expressions or even their intentions. For instance Japanese people may not trust Italians since they tend to wave their hands while speaking. In Finland and in East Asia in general, silence is a form of speech. Furthermore, some cultures' way of communication sounds too emotional for some other cultures. There might be misunderstandings also because of simple mistakes in pronunciation or choice of words. For instance, one might say 'Thank you for your kidneys' while he/she meant to thank for someone's kindness. (Lewis 2000, 94-99.)

Lewis (2002, 102), along with Harris and Moran (1996, 25), state that in communication also listening skills are needed besides the communicative skills. However, there is a huge difference between different nations in these skills or in habits to use them. Examples of good listeners are Germans and Swedes, while French and Spaniards are bad listeners. (Lewis 2000, 102-104.) Harris and Moran (1996) provide the following solution in order to avoid misunderstandings when communicating across cultures. Firstly a person should pay attention to both – the person he/she is communicating with and to the message. Secondly, by using empathy a person can build trust and loyalty. Thirdly, a person should share the meaning of a message. By sharing the meaning the other party can check if it was in accordance with his/her intention. This solution is also called as active listening. Active listening is used rarely, though it should be used normally. In active listening a person strives to understand the other party completely and to provide empathy and assistance for his/her problems. (Harris & Moran 1996, 27-28.)

Means of Communication

In addition to the traditional skills of speaking and listening, there are also other means of communication which relate more to the ability to read and write. Nowadays the importance of electronic communication has increased. It is an easy and cost effective way to reach people around the world. Moreover, it can be used to avoid the misunderstandings caused by mistakes in pronunciation. The common means of electronic communication are email, voice calls, Internet pages, and at present also social medias such as Facebook. The Facebook is a free social networking website where people can create their own profiles, upload videos and photos, and send messages. There are such features as groups and events, to name a few, which help to find other people who are interested in similar things and to invite people to attend an event. Further, it is possible to see if someone decides to attend or not. The Facebook is available in 37 different languages, which increases its usability as an intercultural mean of communication. (<http://whatis.techtarget.com/definition/facebook.html#> [Referred 28.10.2009]) Furthermore, printed information, such as posters and brochures, is commonly used when communicating with people for example about services or activities that an organisation can offer.

2.5 Motivation and Decision-making

Since the topic was to find out the current state of the International Club in Mikkeli, it is required to understand how individuals, or students, choose whether they attend to different activities or not. In order to be able to understand this behaviour in decision making situations, one needs to examine what influences consumer behaviour. Although consumer behaviour is related to marketing, it can be used in this research since students can be considered as the clients (or buyers) of the IC. Philip Kotler and Kevin Keller (2006, 174) define the influencing things as follows: '*A consumer's buying behavior is influenced by cultural, social, and personal factors*'. Moreover, according to Kotler and Keller (2006) psychological factors have an essential influence before the final decision-making. As the cultural factors were already examined previously in this chapter, it is time to move on to social factors which include reference groups, family, and social roles and statuses. Reference groups include all the groups which influence directly or indirectly on a person's attitudes or behaviour. There are both primary and secondary groups. Examples from the primary groups are family, friends, neighbours, and co-workers while religious, professional, and trade-union groups are secondary groups. The primary groups have much more influence on a person's decisions than secondary groups. As an example, if a person's friends have decided to participate in a trip, he/she is also likely to take part in. (Kotler & Keller 2006, 174-177.)

Family is considered to be the most important influencer in a buyer's life. First an individual is influenced by his/her childhood family including parents and siblings. The amount of influence depends on the fact whether an individual still lives with his/her parents or not. Later in life the individual is influenced by his/her possible spouse and children. The roles and statuses influence on a person by defining how he/she should behave in a situation. As an example, a chairman has more status than a secretary. People make decisions concerning for instance a purchase or attendance in a party in accordance with their status. The personal factors, which include age and stage in the life cycle, occupation and economic circumstances, personality and self-concept, and lifestyle and values, have also a great impact on a buyer's decisions. (Kotler & Keller 2006, 177-183.) Age and stage in the life will certainly have an impact – it is a different thing to be a 20-year old single than a 28-year old and married. Economic circum-

stances also have an effect on a person's decision to go out and party. A person's personality and self-concept, as well as lifestyle and values have also an effect on the decisions. However, they are pretty self-evident matters.

When it comes to the psychological factors, there are four key processes which are motivation, perception, learning, and memory. Hofstede defines motivation as follows: '*An assumed force operating inside an individual inducing him or her to choose one action over another*'. (Hofstede 1994, 262). According to Kotler and Keller (2006), there are many theories concerning motivation but the most famous are Sigmund Freud's, Abraham Maslow's, and Frederick Herzberg's theories which are related to unconscious psychological forces, human needs, or satisfaction. Once a person is motivated, he/she is ready to act. Perception is how a person forms a picture of the world from the information around him/her. As an example, one person can perceive a fast-talking salesperson as intelligent and helpful, while another person as aggressive and annoying. Learning happens when a person acts, meaning that there are changes in peoples' behaviour according to their experiences. It is also stated that people have learned most of their behaviour. All the experiences and information a person lives through, can end up in his/her long-term memory. (Kotler & Keller 2006, 184-187.)

3 INTERNATIONALISATION OF STUDENTS IN HIGHER EDUCATION

There are many forms of internationality in an institution of higher education. The typical forms are that a UAS offers degree programmes and courses taught in English, teaches different languages and the intercultural communication itself, has joint projects and research with a foreign institution, and most importantly, has a mobility of students and teachers. Internationalisation is important since Steve Sizoo and Hendrick Serrie (2004) state that according to Bhawuk & Brislin (1992), the ability to work with people of other cultures is considered to be the most important quality of success in the opinion of international business managers. (Sizoo & Serrie, *Developing Cross-Cultural Skills of International Business Students: An Experiment*. Journal of Instructional Psychology, June, 160-166, 2004).

Furthermore, internationalisation is one of the focus points of higher education in today's world. Therefore, the Ministry of Education in Finland has created new guidelines concerning the internationalisation of higher education institutions for the years 2009-2015. According to the Ministry of Education's new strategy, there are five goals set for internationalisation. The first goal is to create an academic community which is truly international. It means that there should be a great increase in the number of foreign teachers and degree students in Finnish higher education institutions. The second goal is to increase the quality and attractiveness of the institutions. The third goal is to contribute to the export of expertise, which means that the higher education and expertise should be considered notable export products. The fourth goal is to support a multicultural society, by which it is meant that the portion of foreign teachers and students with an immigrant background in higher education is similar to their portion of the whole population. The fifth goal is to promote global responsibility. The aim of this final goal is that higher education institutions would solve global problems in an ethically sustainable manner and at the same time understand their activities' global effects. (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015. Ministry of Education, 2009.)

'..., there is a big need for the student unions to have representatives from the international student community. They should also use English in their activities (meetings, documents etc.) so that the international students could also take part effectively.'
(Across the Borders. Internationalisation in Finnish Higher Education. CIMO, 2009, 112)

In this chapter both incoming degree students and incoming exchange students will be examined, and the reasons why they choose to come to Finland. The number of the incoming students and the nationalities from which they arrive are also discussed. The examination is performed from Finland's and from Mikkeli's points of view. The difference between incoming degree students and incoming exchange students is the fact that the incoming degree students study their degrees completely in Finland, which takes approximately 3-5 years in a bachelor's degree. The incoming exchange students in turn arrive to Finland for a relatively short period of time, usually for one or two semesters.

3.1 Generic View of Incoming Students in Finland

International students might find it difficult to adapt to the Finnish culture. The easiest way for a foreigner to adapt to the culture is that he/she becomes acquainted with local people. Since the Finnish culture is considered to be reactive, and the people to be silent and introvert, it might be hard to approach Finnish students. However, there are differences between individuals, meaning that one student might be easier to approach than another. Nevertheless, there is an existing solution to this problem: international tutors. There are tutors in every institution of higher education in Finland. For international students there are international tutors, who are meant to help and take care of incoming students. Moreover, they try to arrange activities for the incoming students in order to make them feel comfortable in a new country. The international tutors and their ways to help foreign students will be discussed more thoroughly in the subchapter 3.2.

In the Centre for International Mobility's publication, 'Across the Borders', Pradipta Halder as a foreign degree student defines the biggest strengths of the Finnish education system from a foreign degree student's point of view. In his opinion, universities are world class by the standard of education and research, but still student-friendly. Halder also considers as a positive thing the fact that there are already a remarkable number of international students in Finnish higher education institutions, and hence the number of courses taught in English language is increasing. Moreover, he finds that the university links are good because they enable the possibility of taking short courses in other countries. Transparent education system, availability of research funds, lack of tuition fees, and flexibility of studies are also important strengths in Finland. Furthermore, employment prospects are good because there are global companies operating in Finland and there is a deficiency of skilled labour. Large companies also enable better opportunities in terms of getting an internship place. (Across the Borders. Internationalisation in Finnish Higher Education. CIMO, 2009, 112.)

Finland attracts foreign students since they consider Finland to be not only advanced but also exotic. In addition, international students appreciate the infrastructure of Finnish universities; facilities, equipment, libraries, and modern technology have all been praised (Across the Borders. Internationalisation in Finnish Higher Education. CIMO,

2009, 25). The fact that Finland offers free higher education also for international students is probably the most important thing why they choose to come to far off Finland.

The Centre for International Mobility implemented three surveys on international exchange students and trainees in Finland in 2000-2001. The purpose was to find out why the students and trainees chose Finland as their host country and how they experienced it. The surveys revealed that social integration with other exchange students was easy but integration with the Finnish students was much harder. The respondents considered the lack of local friends as a disappointment. However, this is common also in other countries, not just in Finland. Social integration with the local people is challenging, since exchange students usually take courses which are taught in English language or otherwise designed for international students and there might not be many local students with them on the same course. Moreover, the exchange students are usually accommodated apart from local people and therefore spend their free time with other exchange students. (Advanced and unusual – Finland as seen by international students and trainees. Occasional paper. CIMO, 1/2003).

In the surveys conducted by CIMO, the respondents were also asked to evaluate services provided for them as international students. 83 per cent considered that welcoming sessions and orientation programmes were good in quality. 79 per cent of the students were satisfied with events organised for international students and with information materials. Student tutors were regarded as good by 61 per cent of the respondents. The surveys revealed that *'International students make good use of services offered to them'* and that *'Only a couple of students had no experience of any such service'* (Advanced and unusual – Finland as seen by international students and trainees. Occasional paper. CIMO, 1/2003, 27).

Development in the amounts of incoming and outgoing students

The number of incoming exchange students in Finnish higher education has increased rapidly during the 21st century; in 2008 there were 8843 students while in 2000 the total amount was 4805. In other words, the number of incoming exchange students has almost doubled during the last eight years. In comparison, the number of outgoing exchange students in 2008 was 8667 and in the year 2000 it was 6880. During 2007

the number of incoming exchange students exceeded the number of outgoing exchange students. From this one can conclude that Finland has become more and more popular among the foreign students (see figure 2).

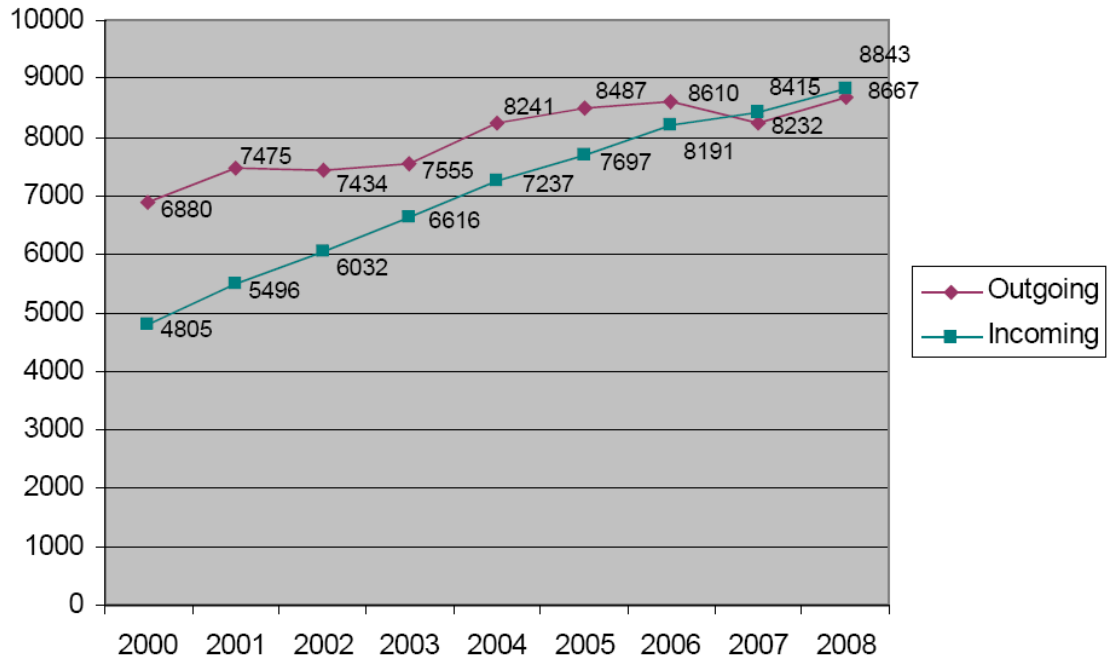


FIGURE 2: Incoming and outgoing exchange students 2000-2008 (Source: CIMO 2009)

Furthermore, the number of incoming degree students in Finnish higher education institutions has also grown during the 21st century. At the same time when the number of incoming exchange students has almost doubled, the total number of incoming degree students has doubled also. However, the highest increase has been in the amount of degree students incoming to universities of applied sciences. In 2008 the total amount of incoming degree students in universities of applied sciences exceeded the number of incoming degree students in universities (see figure 3).

Alanen (2006) states in his article that China and Russia especially are above other countries when it comes to sending degree students abroad. In addition, Alanen points out that most of the international students study either technology or business at Finnish universities of applied sciences and that the top three universities of applied sciences among incoming Chinese students are Vaasa University of Applied Sciences, Mikkeli University of Applied Sciences and Espoo-Vantaa University of Applied Sciences (nowadays Laurea UAS). (Alanen, Suomen korkeakoulut vetävät kiinalaisia.

Tieto&trendit, 6-7/2006). Vaasa, situated in the Swedish-speaking west coast area of Finland, sounds somewhat of surprising to be in the first position. However, Alanen (2006) clarifies this by stating that Vaasa UAS has put a great deal of effort in developing the relations between Vaasa and China. Moreover, they even have a Chinese lecturer teaching at Vaasa UAS. (Alanen, Suomen korkeakoulut vetävät kiinalaisia. Tieto&trendit, 6-7/2006). The fact that also MUAS is on a high level in the interest of Chinese students is noteworthy. However, that matter will be discussed more thoroughly in the following subchapter.

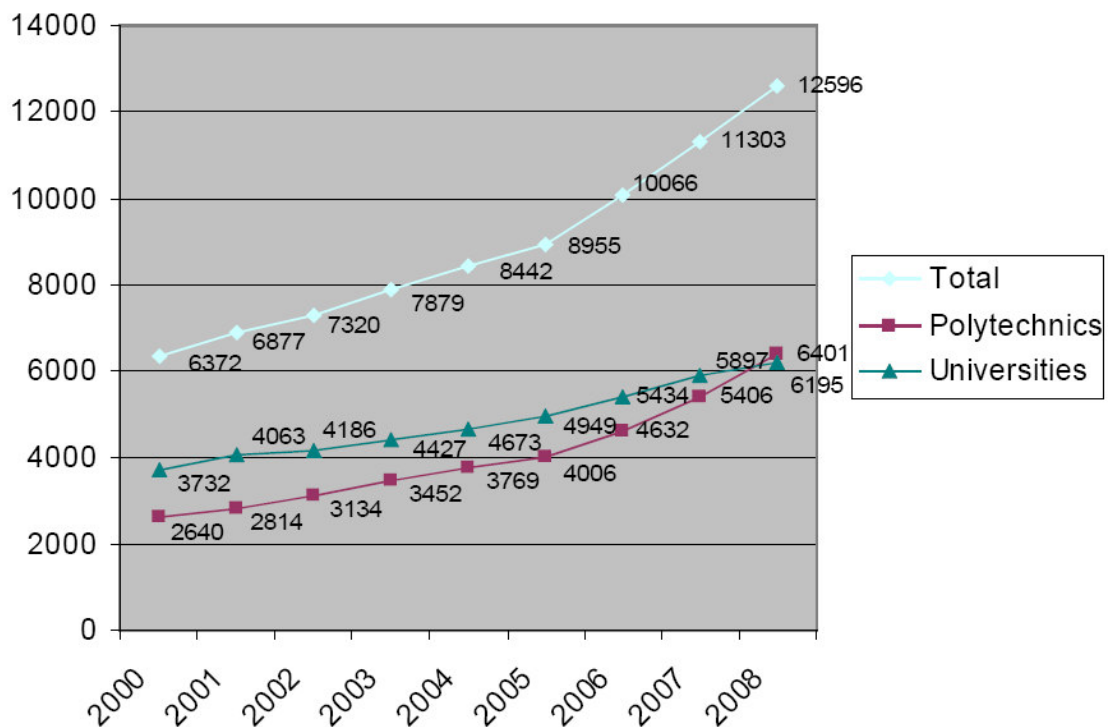


FIGURE 3: International degree students at Finnish higher education institutions 2000-2008 (Source: CIMO 2009)

The most common nationalities of incoming degree students in Finland in 2008 were China, Russia, Estonia, Nigeria, Sweden, Nepal, Germany, Ethiopia, Ghana, Kenya, Pakistan, India, Vietnam, Bangladesh, Cameroon, USA, Poland, Great Britain, Italy, and France (CIMO 2009). There has been an extensive increase in the amount of incoming degree students to Finland especially in African and Asian countries, such as in Nigeria, Ethiopia, China, Pakistan and Vietnam. In spite of the fact that China and Russia have been number ones since the 20th century in sending students to Finland, the popularity has constantly increased from before, while for instance in the European countries and in the USA the popularity has been more constant or even decreased.

3.2 Internationalisation of MUAS

MUAS is heading towards internationalisation. Currently there are three degree programmes taught in English which have tempted foreign students expectedly from China, Russia, Nigeria, Nepal, Pakistan, Vietnam, and Bangladesh. In addition, there have been exchange students from Chile, Czech Republic, France, Germany, Italy, Netherlands, Romania, South Korea, Spain, and Turkey. Due to the increasing amount of foreign students in Mikkeli, it is important to pay particular attention to the functioning of international activities.

Besides studying in an international degree programme, one can also internationalise him/herself by taking courses taught in English, or by choosing courses which are related to for instance international business or international marketing. At MUAS it is possible to study foreign languages, such as English, German, French, Russian, and Spanish, which will also help an individual in the process of internationalisation. Nevertheless, the most efficient way to internationalise oneself is to go abroad as an exchange student. MUAS encourages the mobility of students by maintaining a wide network of partner institutions. Currently, there are over 200 partners worldwide.

As mentioned earlier, Chinese students seem to be very interested in studying at MUAS. The reason for this is that MUAS has developed and maintained relations with partner institutions in China. Moreover, due to the fact that there are over one milliard Chinese people living on this planet, it is rather likely that many of the exchange students are from China. The reason for popularity among Russian students is the fact that Finland is a neighbour country of Russia with excellent study possibilities. From this one can conclude that the International Club of MUAS should pay attention particularly to Chinese and Russian students while organising different kinds of activities.

3.2.1 Mikkeli University of Applied Sciences

Mikkeli University of Applied Sciences was established in 1992. However, until the year 2006 it operated under the name Mikkeli Polytechnic. Mikkeli University of Applied Sciences is nowadays maintained by Mikkeli University of Applied Sciences

Ltd, owned by Mikkeli Joint Authority. The Joint Authority's member municipalities are Mikkeli, Pieksämäki, and Savonlinna. MUAS has campuses in all these three towns. Together there are 4500 students at MUAS and 430 employees. 720 students and 400 adult students begin their degree studies every year. There are 20 degree programmes from eight study fields, which is more than any other Finnish University of Applied Sciences can offer. In addition, MUAS has an extensive network of partner institutions. There are over 200 universities in the network. Annually, 800 people graduate from a wide range of study fields. The extent of polytechnic study degrees varies from 210 credits (ECTS, European Credit Transfer System) to 240 credits (ECTS). Study time varies from 3,5 to 4 years, depending on the degree programme. (Mikkelin ammattikorkeakoulu – Mikkeli University of Applied Sciences) [referred 10.3.2009]).

3.2.2 International Degree Programmes

In Mikkeli University of Applied Sciences there are three international degree programmes, Business Management, Information Technology, and Environmental Engineering, which will be introduced briefly. Annually, there are 20 study places to be distributed in each of the degree programmes. The instruction language of the programmes is English. In addition, in the past there has been also a degree programme in Nursing taught in English language. However, the last students were admitted to the degree programme in 2003. In September 2009 there was an announcement that MUAS will be taking part in a project called 'Transatlantic Double Degree in Nursing (TADD)'. In the project, professionals are prepared to work in the United States and in Europe.

Internationality is strongly present during the studies, since besides the Finnish degree students, there are foreign degree students and exchange students participating the classes. In addition to Finnish lecturers, there are also visiting lecturers who teach the subjects intensively for instance for two or three weeks. Since the purpose of the international degree programmes is to internationalise students, there is a study period abroad included in the studies. Since their first year of studies, students ponder the options of possible exchange period host countries and institutions. A common practise is to take the exchange period during the third year of studies. However, it is pos-

sible to have the study period abroad already during the spring period of the second year. A requirement is that the basic studies and the compulsory professional studies are completed. During the study period abroad, students usually take courses from optional professional studies. In other words, they choose courses from an area they want to specialise in, for instance business students may choose courses related to marketing and engineering students may choose programming courses. Students can also participate in the International Summer Term in Finland in order to take their optional professional courses.

Furthermore, there is the Double Degree Programme which is available for foreign students who have completed a certain amount of their studies at their home institution. The degree programme enables the students to take their final academic year in Mikkeli University of Applied Sciences and thus to graduate from both universities; MUAS and their home institution. Students study all the courses which are required also of the common degree students at MUAS. However, students can get their home institutions' credits accepted as a part of the degree at MUAS if the courses have been similar by the contents and by the level. In addition to the courses studied at home institution, Double Degree studies consists of professional studies (45-50 credits), practical training (30 credits), and bachelor's thesis (15 credits). The practical training period can be performed either in Finland or in some other country. At MUAS, most of the Double Degree students have been from China. Chinese students do not have practical training as a part of their studies in their home country, therefore the practical training period is compulsory in the Double Degree programme. As mentioned earlier, Double Degree students write their bachelor's thesis for MUAS. Some of the partner institutions abroad accept the same bachelor's thesis but in some cases students are required to write another bachelor's thesis for their home institution.

Business Management Degree Programme

Business Management, which began in 1995, is the most popular international degree programme in MUAS. Students of the degree programme will graduate as a Bachelor of Business Administration (BBA). In 2009 there were 781 people applying to study in the Business Management degree programme. The number of first choice applicants was 182. The extent of the degree programme is 210 credits (ECTS) which equals to

3,5 years of study. The degree consists of basic studies (50 credits), compulsory professional studies (50 credits), optional professional studies (50 credits), optional studies (15 credits), practical training (30 credits), and bachelor's thesis (15 credits). As in the other two international degree programmes, there is a study period abroad included in the Business Management degree programme. There are approximately 50 partner universities around the world from which to choose.

The degree programme in Business Management gives the necessary skills to work in the international business environment. It is possible to specialise in marketing, financial administration, or personnel and general management. Moreover, the degree programme concentrates on providing the necessary skills in entrepreneurship; hence it prepares one to become an entrepreneur. Currently, there are seven Double Degree students studying in Business Management degree programme. All of them are from China.

Information Technology Degree Programme

Information Technology degree programme started in 1996 in MUAS, but there was a period of three years from 2006 to 2009 when there were no new students taken in. After the interval, in the spring 2009 there were 532 people in total applying to the degree programme. From the total amount of applicants there were 135 applying as first choice applicants. Students of the degree programme will graduate as a Bachelor of Engineering (B.Eng). The extent and the duration of the studies is the standard of the engineering studies, 240 credits (ECTS) and 4 years. The degree consists of basic studies (70 credits), compulsory professional studies (80 credits), optional professional studies (30 credits), optional studies (15 credits), practical training (30 credits), and bachelor's thesis (15 credits). There is a possibility to take an exchange period abroad and to take optional professional courses there in order to specialise for instance in programming or telecommunications. Students of Information Technology degree programme can select their host institution from a wide variety of partner institutions.

Demand of the Double Degree programme in Information Technology has been more intensive than the demand of the Business Management Double Degree programme. Annually, there have been 13-20 Double Degree students studying in Information

Technology degree programme. They all have been from China, besides a couple of Spanish students.

Environmental Engineering Degree Programme

Degree programme in Environmental Engineering began in autumn 2009. Then there were 295 people applying to study in the degree programme. From the total amount of the applicants, there were 65 applying as first choice applicants. Students of the degree programme will graduate as a Bachelor of Engineering (B.Eng). The extent of the degree programme is 240 credits (ECTS) which equals to 4 years of study. The degree consists of basic studies (70 credits), compulsory professional studies (80 credits), optional professional studies (30 credits), optional studies (15 credits), practical training (30 credits), and bachelor's thesis (15 credits). Since also Environmental Engineering is an international degree programme, there is a possibility to take an exchange period abroad. Students can choose their host institution from 11 different options. The degree programme provides skills and knowledge in environmental economics and accounting, environmental management, and corporate social responsibility.

3.2.3 Eastern Finland International Summer Term

Eastern Finland International Summer Term, EFIST, is a network of four Universities of Applied Sciences in Eastern Finland, arranging a common Summer Term from May to August / September every summer. The network consists of Universities of Applied Sciences of Kymenlaakso, Mikkeli, Saimaa, and Savonia. (www.efist.org)

It is possible to attend the courses in any of the Universities of Applied Sciences of the network. The students can choose three-or two-week intensive courses from the fields of business, engineering, social work, and culture. There are no tuition fees for the students of the partner institutions; for the other students it is chargeable (50 euros per credit). The main factor making the Summer Term international is the fact that there are many visiting lecturers besides their Finnish colleagues and that the learning environment is multicultural because of the foreign exchange students.

‘One of the cornerstones of international activities is the International Summer Term, which is unique in Finland, bringing exchange students and teachers from foreign partner institutions to Mikkeli every summer’. (Polytechnics in Finland. A Brief Guide. 4th revised edition CIMO, 2006.)

Since this research concentrates on the operation of the International Club of Mikkeli University of Applied Sciences, the situation in Mikkeli is examined more thoroughly than in the other three Universities of Applied Sciences of the network. In 2009 there were 117 students participating in the Summer Term in Mikkeli. Of those 60 were incoming exchange students and 51 were degree students of MUAS. In other words, approximately 50 per cent of the participants were exchange students coming principally from Germany, Russia, and Hong Kong. To compare with, in 2008 there were 44 incoming exchange students and 47 degree students attending the Summer Term. As in 2009, also in 2008 the incoming exchange students were from the fields of study of business and technology and they were from the same three countries (Germany, Russia, and Hong Kong). The degree students were principally from the English-taught Business Management degree programme. Visiting lecturers of the Summer Term courses came from the partner institutions of MUAS from the USA, China, Germany, Russia, and Spain. (Mikkeli ammattikorkeakoulu – Mikkeli University of Applied Sciences [referred 10.3.2009, 28.9.2009])

From this one can interpret that the countries from which the incoming exchange students arrive principally, have remained the same. The reason for this might be that the students have had positive experiences about Mikkeli and Finland, and therefore they have recommended MUAS in their home countries. The increasing popularity can be seen from the total amount of the Summer Term participants which has increased during the last few years.

3.2.4 International Club

The Mikkeli Student Union of Mikkeli University of Applied Sciences (MAMOK) has been operating for 12 years now since it was founded in 1997. The International Club of MUAS, which operates in Mikkeli under the student union MAMOK, has been operating almost as long as the student union. There is a separate International Club

in Savonlinna, which is working in cooperation with the student society SOHVA. The aim of the International Clubs is to create cosy conditions for the incoming exchange students. The IC combines the exchange students from different cultures to act together with the Finnish students. (www.mamok.fi [referred 10.3.2009])

The International Club is managed by Chairman and Vice-chairman. The person who is in charge of international relations of MAMOK is the Chairman of the IC. The Chairman at the moment is Ms. Petra Muhonen. Other key persons in the organisation of the IC are treasurer, secretary, and international tutors. Currently there are eight international tutors in the personnel. Additionally, there eight tutors who are going to attend the international tutor training soon. From the total amount of sixteen tutors, six are foreign students. The international tutors are trained by MAMOK in Mikkeli and in Savonlinna. Every year there will be dozens of new tutors because of the annual training. One of the most important activities of the IC is to initiate incoming exchange students into their new study place. Furthermore, the IC makes the exchange students familiar with Finnish lifestyle, culture, and way of studying.

However, the IC is not only arranging all kinds of activities for the incoming exchange students but also for the international degree students and for all Finnish students who are interested in spending time or making new contacts with foreign students. Thus, the IC has received annually a financial support of one thousand euros from MUAS to its operations. The IC has tried to arrange activities for international students every month. The biggest event last year was a downhill skiing trip to Tahko. According to the Chairman of the IC, they are planning a trip to St. Petersburg during this school year. Furthermore, there have been an overnight party at Loukee and parties at Café Labra (a building in the campus area where students can organise small happenings).

There are approximately 40 or 50 people as 'members' in the IC. However, the IC does not use the term 'member' anymore when referring to students who participate in the events as guests. From the amount of 'members' there are approximately 30 exchange students and 10 Finnish students. The number of people who are really active in organising different kinds of events is ten, from which four are foreign students. The IC has meetings once a month, where all the 'members' are invited to join in. In the meetings there are discussions about the forthcoming events and other things re-

lated to the operation of the IC. The Chairman informed us that usually all the exchange students who participate in the events take part in the arrangements more or less. Most of the exchange students come from Spain and Germany but there are also people from other countries, such as from France. An important thing to notice is that people from Asian countries are not usually participating in the events. From this one can conclude that there certainly is a need for development, since most of the exchange students or degree students are Chinese.

Since MUAS has the International Summer Term and there are a great number of foreign students during the summer time in Mikkeli, one might think that there should be plenty of activity. In fact, during the earlier years of the IC, there has been a church boat rowing but not anymore during the last years. According to the Chairman the problem with the summer term is that most of the organising students are not present in Mikkeli during the summer. However, there are problems also during the actual school year. Due to the cultural differences, exchange students have their supper first and arrive at 10 pm to have a party at Café Labra. This is a problem since there is a rule which says that the Café Labra needs to be empty by midnight. Moreover, there have been problems with the communication about the events. The Chairman informed us that exchange students do not read their emails. Therefore Facebook and word-of-mouth have been more successful. Regardless of the relatively long history of the IC, it seems that many people are not even aware of the club.

3.2.5 International Tutoring

Mikkeli University of Applied Sciences and the Student Union of Mikkeli UAS together are in charge of arranging tutor training. Annually, there are 120-150 new tutors trained in Mikkeli. A tutor's task is to introduce new students into the student community and into study environment. There are peer tutors, international tutors, and marketing tutors. (www.mamok.fi [referred 10.3.2009].) Since our interests are towards internationalisation, we need to find out more about international tutoring.

Before becoming an international tutor, one has to complete a peer tutor training. This means that all international tutors are also peer tutors; they just have studied a bit more in order to be able to help foreign students. The international tutor training is currently

arranged once a year in November. Earlier it was arranged during a spring term, which caused problems since there was a summer between the training and the tutoring itself. International tutors provide guidance for incoming exchange students in the same way as a peer tutor provides for the Finnish students. However, one might say that an international tutor is more important than a peer tutor since he/she is an important person for an exchange student in a foreign country. The situation for the foreigner is new; there is a new culture, school, and friends. In addition, in Finland there is a really difficult language. A tutor's main assignment is to help as well as he/she can in any situation or problem an exchange student has. In brief, the most ideal situation would be that the tutor and the exchange student would be like friends. When an exchange student arrives to the railroad station or bus station, he/she meets an international tutor right a way. For example, a tutor takes the student to his/her apartment in Mikkeli and shows the city. The tutor also gives instructions and advices how to manage in different kinds of situations. In addition, the international tutor gives a so called Survival Kit for the student, which is a box including some basic stuff, for instance blanket, pillow, and some vessels for the kitchen. (www.mamok.fi [referred 10.3.2009])

Besides, an international tutor has an important role since his/her responsibility is to help making an exchange student to feel comfortable in a new country. Furthermore, an international tutor gives a picture of the people of Finland because an exchange student can meet a Finn for the first time. Therefore, a tutor has a responsibility for everything he/she says and how he/she acts. Naturally, an international tutor organises parties and some other activities and motivates students to join in. It is also very important because free time activities connect people and make studying feel more pleasant. Furthermore, a tutor can be considered as a source of information. A foreign person can always ask from a tutor because a tutor is the person who knows things better. However, the most important task of a tutor is to keep students' secrets. A tutor is the person who foreign students should be able to trust. (www.mamok.fi [referred 10.3.2009])

4 RESEARCH PROCESS

This chapter introduces the empirical part of the thesis. First the objective of this research is reviewed and then the research question. Secondly, there is a discussion about the different research methods and the ones which were chosen to be used in this study. Finally, data collection and analysis related to this study are presented. However, before proceeding into the research objective and question, it is useful to view the steps of the research process. First it is required to define a research objective and question(s), and to choose which methods are the most suitable ones in the research. After the first step a researcher plans carefully how to collect data and to analyse it. The final step is to draw conclusions based on the findings from the data.

4.1 Research Objective and Question

Before beginning a research, one needs to define the objective. Uwe Flick (2006, 137) states that according to Maxwell (1996, 16) the objectives can be divided into personal goals, practical goals, and research goals. A personal goal can be for instance a bachelor's thesis. A research which pursues a practical goal can be examining for instance how something functions. A study which has a research goal as its objective is interested in developing the general knowledge of the research subject itself. The objective in our research was both personal and practical: *To find out the current state of the International Club in Mikkeli*. Thus, as the objective it was to find out the strengths and weaknesses of the IC. This kind of research has not been made earlier and it will help the International Club to be more active and interesting. The International Club will get more ideas how to respond to the demand of new Finnish and foreign students. This thesis could have an actual purpose to improve the International Club.

According to W. Neumann (1997, 119), a research topic should be narrowed down into a problem or question. He also states it is a common error for a new researcher to not narrow the topic enough. Flick (2006, 137) agrees with Neumann by stating that if research questions are kept too broad, they would not help in the planning phase or during the actual research. However, Flick also points out that if the questions are too narrow, it is possible to miss the aim of research. Moreover, the research questions should be designed so that it is possible to find answers to them. Based on the research

objective and the topic, the research question can be formulated as follows: '*How to develop the International Club of MUAS?*'. This is because from the basis of the research results MUAS can eventually develop its international club.

4.2 Research Methods

In this subchapter the use of the research methods in this thesis are discussed. There are two different kinds of research methods available – qualitative and quantitative. Neumann (1997, 14) states that both qualitative and quantitative styles share the basic principles of science but still there is a huge difference between them. James Neill (2007) explains that the qualitative method uses data which is in the form of words, pictures, or objects. However, the data is more time consuming than quantitative data. This is because the quantitative method uses numbers and statistics as data. Moreover, in the beginning of a qualitative research, a researcher knows only to some extent what he/she is searching for, while in a quantitative method a researcher knows clearly what he/she is searching for.

There has been debate about which one of the methods is better than the other. Both methods do have their own followers. Neumann (1997, 14) mentions that often the best solution would be combining the features of both styles. Michael Quinn Patton (1990, 10-11) supports this by stating that the usage of multiple research methods has increased. However, Hirsjärvi, Remes and Sajavaara (2009, 137) suggest that a researcher should use that kind of an approach and method from which he/she is most convinced of. Neill (2007) recommends that qualitative research should be done in an early phase of the research process before quantitative research.

According to Hirsjärvi and Hurme (2004), there are several different ways to combine the two methods. Firstly, it is possible to implement the two methods by one after another. This means that it is possible to perform the qualitative method first, then the quantitative method, or vice versa. There is also a possibility for an alternating use which means that a researcher might use for instance the qualitative method in order to find out essential groups for his/her survey. The data from the survey might reveal some exceptional cases which he/she wants to interview in order to find out more about them. Secondly, qualitative and quantitative methods can also be used side by

side. Thirdly, the methods can be used ‘within each other’, meaning that a researcher collects data for instance by the qualitative method but uses both methods to analyse it. (Hirsjärvi & Hurme 2004, 29-32.)

Fourthly, the two methods can be used to verify the results of a research. The results are trustworthy if they are similar from both methods. However, there is critic concerning this fourth way since originally qualitative and quantitative methods have different goals. Fifthly, the two methods can be used to complement each other. By this way it is possible to get new standpoints from the same topic. Sixthly, a researcher can apply one or the other of the methods as a minor part of the research to inspire the whole research process. Seventhly, there is a descriptive use by which a researcher is able to depict the data for instance from his/her quantitative research with qualitative data. (Hirsjärvi & Hurme 2004, 29-32.)

In this research both qualitative and quantitative methods were decided to be used because they support each other. The two methods were combined to complement each other in order to get two viewpoints from the same topic. By the interviews the personnel’s point of view was received and by the surveys the students’ viewpoint was also found. The interviews were decided to be implemented before the survey. Thus, it was possible to find out what kind of activities and events some other international clubs arrange and what could be asked in the survey. Next the different types of interviews are discussed.

Interviews

Hirsjärvi, Remes and Sajavaara (2009) divide research interviews into three types; a form interview, a theme interview, and an open interview. In the form interview questions are structured, in other words the questions, their forms, and presenting order are thought beforehand. By preparing the questions in advance it is relatively easy to implement the actual interview. When compared to the form interview, the theme interview does not have prepared questions or a prepared order of questions. Yet as the name of the theme interview reveals, themes of the interview are thought in advance. In the third type of an interview, called an open interview, a researcher handles the examinees’ thoughts, opinions, and feelings in accordance with the con-

versation. The topic of the conversation can also change during the interview. However, this type of interview takes a lot of time, requires several interview times, and also more skills. (Hirsjärvi et al. 2009, 208-210.)

It is possible to implement an interview as an individual interview, as a pair interview, or as a group interview. Individual interviews are the most often used method. Pair interviews are similar to group interviews; there are just fewer people in the interview. In the group interview there are both advantages and disadvantages. A group of people can be useful if the questions concern things from memory, and it can also help to correct misunderstandings. As a disadvantage a group can prevent the coming out of negative things. Furthermore, there can be persons who try to dominate the conversation. In all of the methods, people can be uninhibited and natural. It is up to the researcher to decide which of the methods would provide the best result. (Hirsjärvi et al. 2009, 210-211.)

The form interview was the type of an interview which was decided to be used in this study because of its easiness. By using the form interview with prepared questions, nothing was forgotten to be asked from the interviewees. A phone interview was decided to be used over a face-to-face method, since it was a more economical solution in terms of money and time. Next the different types of surveys are discussed.

Surveys

Survey was used as a tool in this research in order to get information from the target group of the International Club in Mikkeli. According to Hirsjärvi, Remes and Sajavaara (2009) there are both advantages and disadvantages when using a survey. They consider it to be an efficient way to gather an extensive research material which is an advantage. Another advantage is that there are already existing methods to be used for statistical analysis of the data gathered by a survey. By this way it is not needed to develop new methods, or at least many of them, to analyse the material. The disadvantages in a survey are that it is not certain how honest the respondents have been and how successful the given alternatives for answers were. In addition, other disadvantages are that a researcher does not know how well the respondents were aware of the

topic in general and that in some cases a researcher does not receive enough responses. Moreover, it takes time to design a good survey. (Hirsjärvi et al. 2009, 195.)

Hirsjärvi, Remes and Sajavaara (2009) state that there are at least two forms of a survey: mail and web survey and controlled survey. In the mail and web survey the survey form is sent to the examinees of the research and after they have filled it in, they send it back to the researcher in a return envelope. However, in this method there is usually a problem with the amount of responses. Often a researcher has to remind the examinees in order to get more responses unless the examinees are interested in the topic of the survey. Further, it is difficult to find names and addresses for examinees. Depending on the size of the survey's target audience, there might also be substantial costs in the mail survey. Web survey is inexpensive but there is still the essential problem with the amount of responses. In regard to the controlled survey, there are two ways to implement it. In the first one a researcher delivers personally the survey forms to examinees in a place where they can be met personally, for instance at work places or schools. While handing out the survey forms the researcher explains the purpose of the research and describes the survey form. Respondents fill in the survey and return it by mail or to a specific location. The second way to implement a controlled survey is that a researcher delivers the survey forms to examinees by mail and collects them personally afterwards. By this way the researcher can examine how the forms have been filled in and also discuss about the forms and about the research itself. (Hirsjärvi et al. 2009, 196-197.)

The controlled type of a survey was used in this research. The forms were delivered personally to the respondents in the beginning of a lecture. The students were informed how to fill in the survey form. After they had answered to the survey, the forms were collected. By this way it was possible to control the response rate. Next there is more discussion about the actual data collection.

4.3 Data Collection and Analysis

In this subchapter data collection and analysis are introduced. In the qualitative study, there were two means used in order to collect the data; interviews and Facebook. As a quantitative method, surveys were implemented. The data collection and analysis of

the both methods are discussed accordingly. However, before collecting the data, one needs to define a sample. As Punch (2003, 36) states it, we need to define what is our sample, how large is it, and how the people are selected to it. Punch (2003, 36) also provides the following definition for 'sample': *'It means a smaller subset drawn from some larger group'*.

Data Collection and Analysis of Qualitative Research

In the qualitative research there were two means used; interviews and Facebook. First, the data collection and analysis of the interviews is reviewed. For the phone interviews representatives from two other towns' international clubs similar to the IC in Mikkeli were selected as the sample. Those other two towns were Jyväskylä and Turku. They were chosen by browsing web pages of different international clubs which operate with universities of applied sciences. General impression of the web pages of JAMKO International Club in Jyväskylä and International Action Club in Turku influenced on the choice eventually. Their web pages gave an understanding that they might be able to offer development ideas also for the IC in Mikkeli which is the ultimate purpose of this thesis. By selecting two international clubs as the sample it was possible to make a comparison between them and Mikkeli. The persons who are responsible of operation in those clubs were contacted.

From JAMKO International Club Mr. Aarva, who is responsible of international activities of student union JAMKO and therefore responsible of their international club also, was contacted. From International Action Club in Turku their chairman was first considered to be interviewed but due to the fact that the chairman was having his exchange period abroad, their vice-chairman, Mr. Tenhunen, was interviewed. However, the chairman sent his notes for the vice-chairman concerning the interview questions.

Interview questions had three main themes (see appendices 1 and 2). The first theme was background information about internationality in general and about international club in general. The second theme dealt with the current activity of the international club and the third theme about the future plans of the international club. The original interview questions were in Finnish.

The two interviews were implemented and conducted via telephone. The interviews were done similarly by using a list of prepared questions which included three main themes: background information, current activity of IC, and future plans (see appendices 1 and 2). The interview questions were sent to the interviewees a few days before the actual interviews so that they were able to think about them beforehand. A dictating machine was used to record the conversations in order to catch all the answers. Additionally, notes were taken from the answers to ensure that if something possibly would have gone wrong, there would be at least something. The first interview was with a representative of JAMKO IC on the 19th of October. The second interview was conducted one week later with a representative of ESN IAC Turku on the 26th of October. They both had thought their answers in advance, therefore the both interviews lasted approximately for twenty minutes each. The answers of JAMKO IC were considered to be more thorough than the answers of ESN IAC Turku. This is because the vice-chairman of the IAC was not familiar with all the things related to their club.

After the interviews, the data were transcribed almost immediately. This was done in order to avoid the loss of information. The interviews were fresh in the memory. Therefore they needed to be transferred into written words. Finally, the data were analysed and the findings were compared with the IC of MUAS. The second part of the qualitative research, Facebook, was used as another and supporting means in order to get a picture from the current state of the international club's Facebook groups. Those groups were compared to each other and the results were written down. Next, data collection of the surveys is discussed.

Data Collection of Quantitative Research

The survey data were chosen to be collected from Business Management (BM) students of the MUAS. They are a subset of both, the international students of the MUAS and potential members of the International Club. The reason that the BM students especially were chosen, instead of for instance Information Technology students, is that Business Management is the most popular international degree programme of the MUAS and there are many nationalities represented in it. In addition, there are a large number of exchange students taking the same courses as the BM degree students and the degree programme has been taking in new students annually (the other degree pro-

grammes have not). Therefore, all available BM groups were selected to be part of the sample. Since the BM students do not have common courses after their second year, only three groups of them were easily enough available for the survey. Two of the three groups were second year students and one group was a group of first year students.

In order to prepare a survey form, it is needed to find out how to design the questions and the form itself. Hirsjärvi, Remes and Sajavaara (2009) state that since nowadays people receive so many surveys to fill in, it is not easy to get people to agree to participate in a survey anymore. However, Hirsjärvi, Remes and Sajavaara also state that by preparing the questions carefully and paying attention to the design of the form, it is possible to intensify the success of the research. (Hirsjärvi et al. 2009, 198.)

First of all the outlook of a survey form should be clear. Secondly, short and specific questions should be preferred. Furthermore, questions and words, such as 'often', and 'usually', with a double meaning should be avoided. Thirdly, it is suggested to offer 'no opinion' as an answer alternative and to prefer multiple choice questions over 'agree / disagree' claims. This is because people tend to respond even though they do not have an opinion or because they tend to choose an answer alternative which they consider to be a desirable answer. Usually questions with a general nature, such as gender, age, and marital status, are placed in the beginning of a survey form. More specific and more difficult questions should be in the end of the form. A researcher should also avoid using leading questions, since the answers to them are not reliable. (Hirsjärvi et al. 2009, 202-203.)

Usually there are three types of questions used in a survey form. There can be open questions, multiple choice questions, and questions which are based on scales. In the open questions, a respondent is expected to write his/her answer in an empty space left after a question. In the multiple choice questions a respondent chooses the best alternative or alternatives in his/her opinion from prepared choice alternatives. The choosing is done by circling or ticking off one or several of the answers. In the scale based questions there are claims presented and a respondent chooses how strongly he/she agrees or disagrees with the claims. The most commonly used scale is Likert Scale, which was also used in the survey. (Hirsjärvi et al. 2009, 198-200.)

There are advantages in using both open and multiple choice questions. The open questions allow respondents to express themselves freely and give a possibility to find out how motivated the respondents have been. The multiple choice questions allow people to respond to a question so that it is easy to compare the answers. In addition, the answers are less diverse. The multiple choice questions also help a respondent to recognise the topic, which makes them easier to answer. (Hirsjärvi et al. 2009, 201.)

In order to gather the opinions of the BM students and the exchange students, a 35 question survey form based mainly on a scale 1-4 response system was built (see appendix 3). From the total amount of questions there were 26 claims. Besides, also multiple choices and open questions in part of the questions were used. It was decided to use 'agree / disagree' claims since by this way the respondents' opinions were easier to compare and analyse. The scale based questions also made it quicker for the respondents to fill in the survey. There was not offered 'no opinion' as an answer alternative due to the fact that the amount of such answers was aspired to be kept at a minimum. It was also thought that if a student really does not have an opinion about a claim, he/she will likely leave it empty. Thus, the answer alternatives were as follows: 'totally disagree', 'partly disagree', 'partly agree', and 'totally agree'.

The survey form included four main themes. The first theme was about respondents' background information, by which gender, age, and nationality were desired to find out. In addition, the fact whether the respondents were degree students or exchange students, and to which group they belonged, was eagerly found out. The three other themes were International Club of the Student Union MAMOK in general, international tutors, and communication. Those three themes were composed of positive claims by which the purpose was to find out the opinion of a respondent. Moreover, there was an open question in the end of each three themes by which it was possible to find out respondents' opinions more thoroughly. In the second theme about the IC in general there were claims suggested which related to the IC, its activities, trips, and how much the respondents were ready to pay for the trips. Additionally there was a multiple choice question about activities which the students are interested in. In the third theme about international tutors the claims were about if respondents were aware of their tutors and knew how to contact them. Furthermore, respondents' opinion about the amount of tutors was found out. In the fourth theme the claims were related

to communication by which it was aspired to find out how the respondents wished to receive information in general and about forthcoming events.

As mentioned previously, the Business Management degree programme students and the exchange students were asked to fill in the survey. The surveys were implemented on the 2nd of November anonymously. In total there were three groups of students from which 58 answers were received. It took approximately ten minutes for the respondents to answer to the survey. The answers were fed into SPSS 15.0 for Windows (Statistical Package for the Social Sciences) programme. Frequencies were taken from the responses. Additionally, crosstabulations were made between the questions in which there was the most dispersion in the answers and the respondents' background information. Finally, the data were analysed. The findings of the analysis are reviewed in the next chapter.

5 FINDINGS

In this chapter findings from the two qualitative means; interviews and Facebook, are introduced. The findings from the interviews are also summarised and compared to the IC in Mikkelin in table 2 in the end of the subchapter 5.1. In addition, findings of the surveys are reviewed.

5.1 Findings of the Interviews

There were three main themes in the interviews. The themes were background information, current activity, and future plans. The findings are reviewed accordingly.

Background Information

The first theme in the interview was background information which had two parts. Firstly, internationality at these two universities of applied sciences was found out. Therefore, they were asked about the countries from which foreign students arrive to their universities. The answers were that JUAS has over 200 partner institutions in over 40 different countries currently. Practically they are from Europe, North and

South America, Asia, Australia, and from some countries of Africa. Interviewee from Jyväskylä informed that JUAS does not give more detailed information to their IC. However, the interviewee pointed out that practically exchange students arrive from Germany, France, Spain, China, and Russia. From Turku an answer was received that the exchange students arrive mostly from Europe to their UAS. From South America and North America there are some individual students. Degree students arrive from Africa and Asia. Examples of those countries are Spain, Germany, Poland, Czech Republic, Italy, Chile, Venezuela, USA, South Africa, China, Nepal, and Japan.

Related to the internationality, it was also asked if Finnish students are encouraged to go international at their universities. From Jyväskylä an answer was received that they have different kinds of exchange programmes. Besides that, part of the degree programmes of JUAS has a compulsory exchange period abroad, meaning that practically you will not graduate if you do not go abroad for an exchange period. He also added that they have a comprehensively international school, which has a lot of foreign teachers and visiting lecturers abroad. The interviewee from Turku answered that their UAS encourages students to go international by many ways. They have so called international board in many of their units from which people can see what kinds of events are coming up. Furthermore, TUAS has study places for an exchange period and training places abroad. On behalf of the IAC, Finnish students can participate in many of their activities.

In the second part of the first theme, there were six questions altogether. By these questions the purpose was to receive information about the international clubs in general. Firstly, it was found out when their clubs were established. The interviewee from Jyväskylä answered that practically their IC has existed as long as the student union of JUAS, since 2005. However, he stated that since this year's January (year 2009) they have started to put a lot of effort on the operations in order to get the club really working. From Turku an answer was received that they do not have any precise information of the establishing year of their club. Nevertheless the interviewee estimated that it was thereabouts in the mid 90's. Secondly, the purpose of their club was found out. The representative of the IC in Jyväskylä informed that their written down purpose is to bring foreign and Finnish students together, to make it easier for foreign people to adapt to Finland and to Jyväskylä, and to organise different kinds of activities regard-

less of students' nationality. The interviewee from Turku replied that their purpose is to produce events and activities for international students and also for students who are interested in internationality; in other words, also for Finnish students. He added that the purpose is also to support international students outside the school.

Thirdly, they were asked who organises the club; a student union, a university of applied sciences itself, or someone else. From Jyväskylä it was found out that the student union JAMKO organises the IC and in JAMKO there is a member of the board who is responsible of international relations. On a deeper level, they have a team of actives, who organises the club. The answer from Turku to the same question was that they have an independent student group, which is part of the ESN (Erasmus Student Network). Currently they have their own board and a group of actives, who organise the club. Fourthly, it was interesting to know if there is another club meant for international students at their university of applied sciences besides their IC. The answer from Jyväskylä was that at least he is not aware of (another club). However, different education organisations do organise activities for the international students, but not particularly for them as far as he knows. From Turku an answer was received that currently there is not but reportedly there are plans for a new club. He was asked if he could tell us more about it, for instance what would be different in this new club than in their own, but he did not know more about the matter.

Fifthly, it was found out whether their IC receives support from their UAS to their operation or not. The interviewee from Jyväskylä answered that at least during this year the UAS has been a great supporter. The IC can use the means of communication of JUAS, for example email lists. Besides they get visibility, they can attach posters (on walls), use TV, and in addition, they receive financial support. JUAS supports them by giving approximately 2000 euros per year. The answer from Turku was that the international unit gives them financial support. There is some variation yearly and the eventual support depends also on the events. He estimates that totally they receive approximately one third of their budget from the school. The final question about the general information of the IC was what time of the year international tutors are trained at their UAS. The interviewees from both towns answered similarly. In both towns the training is arranged two times a year, during spring and autumn. The interviewee from

Jyväskylä added that it is about three months from the beginning of a semester when the trainings starts. At first, they have an application period, then the training period.

Current Activity

The second main theme was current activity, which was divided into three perspectives as follows: participators, activities, and arrangements. Therefore, the findings are discussed according to these perspectives below.

Current Activities Related to Participators

In the second theme they were first asked about the participators. Thus, the next four questions concerned the personnel. The first question was who plans the operations besides the chairman. From Jyväskylä the answer was that besides him the operations are planned by the IC team. This means that they have collected a group which includes student actives, tutors, and other interested people who plan and organise the activities as his assistants. The interviewee in Turku stated that besides the chairman, operations are planned by the board of four persons and student actives. The second question dealt with the amount of tutors in the personnel. In Jyväskylä, five from the eight organising members are tutors who are involved in planning and implementing. The representative from the IAC Turku answered that a great majority of the actives in their club are either former or present tutors. He first estimated that almost 90 per cent of the actives are tutors. However, he also told that there are currently approximately 20 actives from which he estimates that 15 people are tutors.

The third question found out how many active people there are really organising the events. The answer from Jyväskylä was that the IC team consist of eight persons besides him; all together nine persons, but always when it is necessary, they will take tutors to help them. In addition, always when they organise bigger events, tutors come there to work with them. There are a lot of willing people, even so that there is actually an oversupply of people. From the IAC of Turku an answer was received that they have a dozen of people who participate actively. There is the board of four people and three other persons who will participate always. The fourth and final question about the personnel was how many foreign students are present in the personnel or organis-

ing the operations. In Jyväskylä there is one foreign student in their IC team. Moreover, they have a number of foreign tutors meaning that occasionally there are quite many foreign persons, but regularly one. The interviewee from Turku estimated that currently there are two foreign persons in the personnel who are both degree students.

The next four questions concerned the students who participate in the events as guests. The first and the second question were about the number of the members; the interviewees were asked how many Finnish and foreign students are there in their IC. The interviewee from Jyväskylä answered that because they do not have any kind of actual member register, it is difficult to estimate, but practically in their Facebook group there are approximately 350 members from which one third are Finnish and two third are foreign students. Later in the interview he pointed out that approximately 300 would be quite realistic amount of the members. In Turku almost 90 per cent of the participating students are exchange students. There are 30-50 foreign students and 1-5 Finnish students depending on an activity. However, a movie night or a museum tour might gather much less people. The third question was about the distribution of the foreign students between degree students and exchange students in their club. The representative of the IC in Jyväskylä answered that there are 60 per cent of exchange students and 40 per cent of degree students as members of the IC. He also believed that the exchange students are more active because they have come to Jyväskylä to enjoy Finland and therefore they will take more advantage of all possibilities that are offered for them. From the IAC Turku a specification about this matter was not received.

The final question about the students found out from which countries the foreign students come to their IC. In Jyväskylä the foreign students come mainly from China, German speaking countries, France, Spain, and Russia. He also stated that it is possible to come as an exchange student from over 40 different countries to JUAS. The representative of the IAC Turku told us that the foreign students arrive mostly from Europe. He said that there are five countries which quickly come to his mind: Spain, Germany, Poland, Czech Republic, and Italy.

The next two questions were about the general information of IC. The first question was designed to find out what kind of turnover there is among the people in their IC.

The question included both – the organisers and the members. At first, when it comes to organisers, the interviewee from Jyväskylä answered that in principle the board's responsible of international relations organises their operations. Since the board's term is one year long, it is practically possible that the leader changes after every year. However, they aim to have the same person for two years consecutively. In Turku the organisers vary quite much since they have relatively international people; many of them go abroad to have an exchange period. In addition, one of the reasons is the graduation. Almost 50 per cent of the organisers vary yearly. Secondly, related to members, the representative of Jyväskylä informed that exchange students are in Jyväskylä principally for one semester; an autumn or a spring term. The degree students are members principally for about 3,5 years; the duration of a degree programme. The representative of the IAC Turku told that due to the fact that a great majority of the members are exchange students, almost every year or even every half a year there is a turnover of members.

The final question about the participators was how actively do people attend to the club's meetings and who are invited to them. The answer from Jyväskylä was that practically the team and the other persons, who are related to the meeting, are invited. They have tried to keep the meetings quite small in Jyväskylä. Approximately half of the people have participated in the meetings actively. This is because the meetings are often arranged during the time when people are working. In Turku, only actives are invited to the meetings. In the beginning of the autumn it is pretty quiet, but immediately when the school year has began, they have had the same faces, about twelve persons all the time.

Current Activities Related to Present Function

In the second part of the current activity theme, the questions were related to activities. There were six questions together. The first question was what events do they organise on a regular basis. The interviewee from Jyväskylä answered that an activity which they organise actively during this autumn is a party (or a social night) in Shaker bar every other Tuesday where they for instance play pub quiz. Last spring they had a night club experiment in Jyväskylä, where they tried to have a party on Fridays once a month during the whole spring, but it was not successful. Furthermore, they have

sometimes other different kinds of activities, for instance bowling, paintball etc. The answer from Turku was that hiking at the Ruissalo is one of their regular events. It is a one day long event. They have also a Survival Weekend, where they sleep in tents, hike in the nature, eat outside, have a sauna etc. during a weekend. This autumn (autumn 2009) there were 35 people participating in the Survival Weekend. It is one of the major and most popular events from the biggest events they have. The interviewee from Turku added also that they have cruises two times a year in general. The biggest event they have during the whole year is a trip to Lapland, which is organised in spring.

The second question was what other events or trips do they organise and the interviewee from Jyväskylä told that they have a traditional trip to Lapland in the spring term and that they also have a cruise to Stockholm. In addition, they have other trips depending on the demand and if it is possible to arrange them. The answer from Turku was that other events which they organise are parties, movie nights, and some occasional events that the actives will suggest. Those kinds of smaller activities are for instance museum visits or home parties under an active's roof. The third question was designed to find out which of their events are the most popular. The answer from the representative of the IC in Jyväskylä was that the trips are usually sold out in a blink of an eye, but besides of that social nights at the Shaker bar are always full. There have even been people outside queuing inside because the bar is full. It has taken its target group well. The interviewee from Turku informed that the most popular events are the Survival Weekend and a trip to Lapland. From parties, the most popular one are Welcome parties, which are arranged in the beginning of autumn and in January yearly.

The fourth question about the activities was about the prices; how many of their events are chargeable, what are they, and how much do they cost. The interviewee from Jyväskylä answered that practically only those events which involve services from outside, for instance paintball, bowling, and naturally trips, are chargeable. They have tried to keep the prices approximately between 50-300 euros for the trips, a cruise, and a trip to Lapland. At least they have not gone over 300 euros at once in Jyväskylä. Bar nights and other smaller food nights are not chargeable. In Turku, most of the events are chargeable. Generally party events cost fewer than five euros. Moreover, most of their events in general cost fewer than 20 euros. The only exception is a trip to Lap-

land, which costs approximately 200-300 euros. The Survival Weekend costs 10 euros. The fifth question was about their activities during the summer time. In Jyväskylä they do not have any kinds of activities after the spring term, because in principal the foreign people go abroad or work during the summer. From Turku the answer was similar, since the interviewee told that during summer they do not have any activities, since the actives work during the summer and even part of the exchange students go either to their home country or they will have a summer vacation. The last of the events are usually in the end of April or in the beginning of May.

The final question concerning the activities was related to the activities which they have organised but which turned out to be unfunctional. The interviewee from Jyväskylä told that practically they have started to put an effort on their club just during last January, and therefore they have not met any activities which do not work. On the other hand, they have noticed that it is really troublesome to organise anything during the spring. He supposed that evidently people have run out of energy and money. Therefore, they have noticed that during the spring they need to organise more alcohol free activities than parties, because people just do not have energy enough. The representative of the IAC Turku answered that their events in the end of semester have turned out to be unfunctional. Therefore, they have not organised summer events at all. This spring, in May, they had their last event. It was quite unfunctional since there were not much of people. Events which are arranged in the end of the semester do not have many participants.

Current Activities Related to Arrangements

The third part of the current activity theme was about arrangements. There were five questions altogether. The first two questions were related to their club premises. From the IC in Jyväskylä an answer was received that practically they do not have any club premises, but they have used the cafeteria of their student union JAMKO quite actively in their events. In Turku there is a classroom in a unit of their UAS, which they have got this autumn. The decoration of the classroom is in progress. To the second question the representative of the IC Jyväskylä told that they have had bring-a-dish parties, movie nights etc. in their 'club premises'. The answer from Turku was that currently the meetings are arranged in their club premises. Besides that, they have also

sale of tickets there. The premises are too small to arrange any parties there. The third question was designed to find out what kind of activity they have arranged outside their club premises. The answers to this question came up earlier.

It was also interesting to know how often they hold meetings. The interviewee from Jyväskylä told that practically they have a team meeting (once) every two weeks; depending on how much they have events and activities coming up. If they have a lot of activities, then they will have more meetings. In principal, they arrange a meeting once in two weeks. The interviewee from Turku told that they have had a meeting at least every two weeks during the autumn. The final question about this theme was related to communication; how they inform about their events and about their operations in general. In Jyväskylä, announcing happens practically by using their IC's own mailing list. They use also Facebook, and the web pages of JAMKO. In Turku, email is the most commonly used tool which is used to communicate with foreign students and others who are part of their mailing list. In addition, they use posters and when their office is open, people can go there.

Future Plans

The third and final theme in the interview was future plans. The theme included three questions. Firstly, they were asked if there have arisen developing needs concerning their operations. The representative from the IC in Jyväskylä told that they need more active persons because the time of only two persons is not enough. This is because they also have to study at the same time. Besides that, they will start to put effort on alcohol free events in the beginning of next year. In other words, they want to have common evening gatherings also by other ways than just partying. The answer from Turku was that a recruitment of new actives is one thing at the moment since many of them will graduate during the spring.

The second question was about their thoughts on how to develop their club. In Jyväskylä they practically need to have more people. In addition, they would probably divide people inside their organising team so that they would have different sub-groups, which would be responsible for some particular theme. For instance, there would be a team responsible for alcohol free events, a party team, a trip team, and

what ever they will invent. The interviewee from Turku informed us that they will try to increase visibility among the students. In addition, to increase cooperation with other associations, such as international association, is another plan.

The final question in the interviews was what kind of future vision they have. The answer from Jyväskylä was really interesting since he told that their IC's future vision is that the IC does not necessary exist anymore. In the other words, their purpose is that JUAS and the student union JAMKO are automatically international in their operations. The representative from the IC in Jyväskylä also told that currently a great majority of international clubs of universities of applied sciences exist because international students have not got enough attention. In other words, their goal is that before long they will turn out to be unnecessary. JUAS as an organisation would be automatically so international that there is not any reason to organise programmes separately. The answer from IAC Turku was that their future vision is to diversify events to culture trips, to increase the number of other events, and to promote on behalf of internationality. Next table 2 summarises the findings.

**TABLE 2. A comparison of the main findings between Mikkeli – Jyväskylä –
Turku**

	Mikkeli	Jyväskylä	Turku
Established	At least ten years ago	2005	About in the mid 90's
Purpose	To take care of tutoring exchange students, arrange events and activities to the exchange students and other people interested in international affairs, and a lot more.	To bring foreign and Finnish students together, to make it easier for foreign people to adapt in Finland and in Jyväskylä, and to organise different kinds of activities regardless of students' nationality.	To organise events and activities for international students and also for Finnish students. To support international students outside the university of applied sciences.
Organiser	The student union MAMOK	The student union JAMKO	Independent student group (part of the ESN)
Financial support from UAS	1000 € per year	About 2000 € per year	About one third of the budget of the IAC
Key persons	Chairman, vice-chairman, secretary, treasurer, and international tutors.	Responsible of international relations, the IC team (student actives, international tutors, and other interested people).	Chairman, board of 4 persons, and actives.
Number of the tutors in the personnel	8 + 8	5	15
Number of the active persons in the personnel	Chairman + 9 persons	9 persons + tutors and other active persons when it is necessary	About 7 persons
Number of the foreign persons in the personnel	6 tutors, from which 4 are active	Regularly 1 + a lot of foreign tutors	2 degree students
Number of the members as participants	Finnish: 10, foreign: about 30	Finnish: about 100, foreign: about 200	Finnish: 1-5, foreign: 30-50
Foreign students are from:	Spain, Germany, and France. People from Asian countries are usually the least to participate.	China, German speaking countries, France, Spain, and Russia.	Spain, Germany, Poland, Czech Republic, Italy, Chile, Venezuela, USA, South Africa, China, Nepal, and Japan.
Meetings	Once in a month	Every two week	Every two week
Major events	Downhill skiing trip to Tahko (last year), Trip to St. Petersburg (this year)	Trip to Lapland, cruise to Stockholm	Survival Weekend, trip to Lapland, Welcome parties, 2 cruises per a year
Smaller events	Overnight party at Loukee, parties at Labra	Parties, paintball, bowling, bar nights	Parties, movie nights, museum visits, hiking in Ruissalo
Activity during summer	Yes	No	No
Communication	Facebook, word-of-mouth	Email, Facebook, web pages	Email, posters
Future vision	To improve the operation and communication since many people are not even aware of the club.	That JUAS and JAMKO are automatically international.	To diversify events to culture trips and increase other events. To promote on behalf of internationality.

5.2 Findings from Facebook

Based on the previous findings regarding the use of Facebook, the Facebook groups of the three international clubs were examined. As a result, it was found out that all the three clubs have actually established a group page. The IC of Mikkeli's page does not have much of information about the club itself or about the forthcoming events. The last post was from September. Besides, there are no pictures or videos from any of its events. Currently there are 99 members in the group. When the IC of Mikkeli's group page was compared to JAMKO IC's page, it was found out that the latter has plenty of news and information about the forthcoming events. The page is updated regularly therefore it can be considered as a good source of information. Currently there are 362 members in the group. Additionally, through the Facebook group of JAMKO IC, more information was found out about their trip to Lapland (see appendix 6). Their aim is to get 50 people to sign in for the trip. Moreover, they state that they want to be cost effective therefore the price is 180 euros not including meals which are on a self catering basis. The trip is carried out during a long weekend from Thursday to Monday including accommodation in cottages, sauna every night, entrance to a club on Saturday night, and a trip to Santa's Village and the Arctic Circle. They travel by a rented bus and will stay two nights in Rovaniemi and a one night in Vasatokka. In Vasatokka their purpose is to see the northern lights. Thirdly, the Facebook group page of the IAC Turku was examined. It has not been updated for a while; the last post was from February. Currently there are 158 members in the group. However, there are some pictures and one video from the earlier events. Next, the results of the surveys are reviewed.

5.3 Results of the Surveys

In this subchapter the findings of the surveys are introduced. There were four themes in the survey which were background information, International Club of the Student Union MAMOK, international tutors, and communication (see appendices 3 and 4). There were 58 respondents from which 46 were degree students and 12 were exchange students. It should be noticed that some of the respondents did not answer to all the questions, therefore percentages of the actual responses are used in the findings.

Background information

In the first theme there were five questions concerning a respondent's background. Firstly, gender of the respondents was found out; there were 34 women and 24 men. Secondly, the respondents' age was inquired (see figure 4). Most of the students, 56,9%, belonged to an age group of 19-20 years or 21-22 years. From the 58 respondents there were four students under the age of eighteen.

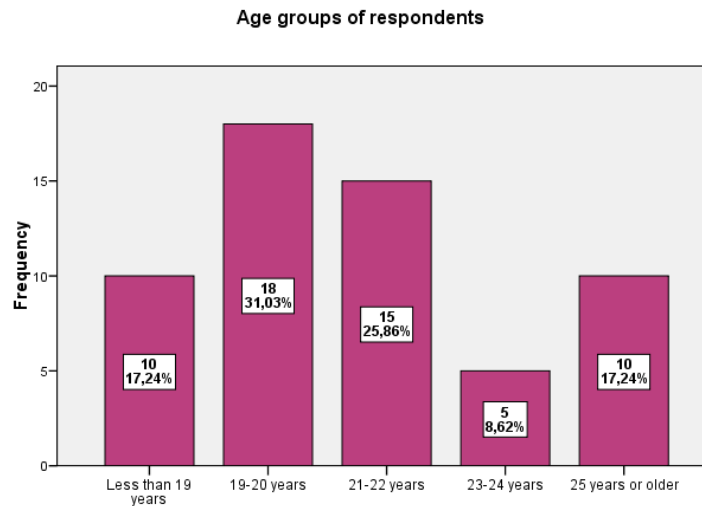


FIGURE 4: Age distribution of respondents

The respondents represented eighteen different nationalities, from which Russian (31%) and Finnish (19%) were the most common. The rest 50 per cent were divided into nationality groups 'Rest of Europe' and 'Outside Europe' (see figure 5). However, the detailed information about different nationalities can be seen from appendix 4 (2).

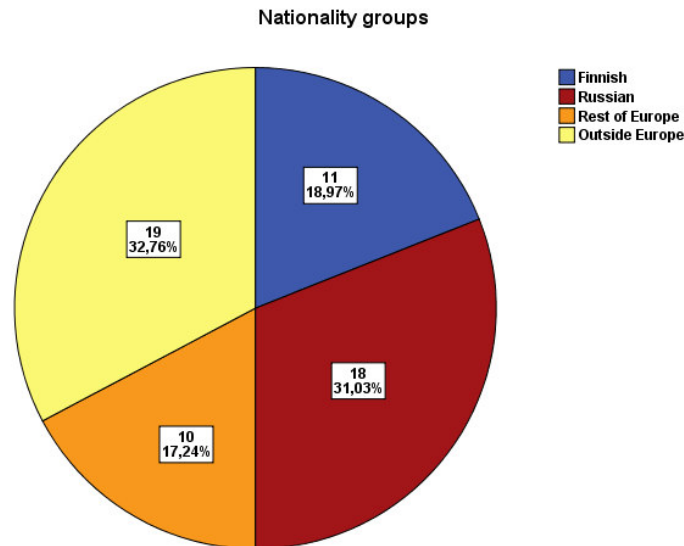


FIGURE 5: Nationalities of respondents

Fourthly, the respondents were asked about their roles as students. Approximately 80 per cent of the respondents were degree students and the rest 20 per cent were exchange students. Fifthly, the students were asked to fill out their study groups (group id). There were 20 first year students, 17 second year students, and 12 exchange students (variable study group). In addition, there was one fourth year student. Eight degree students did not specify their study group. The next main theme was International Club of the Student Union MAMOK, in which the respondents were asked about their opinions related to events, trips, and the IC in general.

International Club of the Student Union MAMOK

In the second theme there were nineteen questions, from which the first seventeen were claims related to the IC. Moreover, there was one multiple choice question about students' interests and an open question in order to gather suggestions for the IC. Firstly, there was a claim 'I am familiar with the IC', to which 56,2 per cent of the students either disagreed totally or partly (see figure 6). One student did not answer to this claim. A crosstabulation between gender and the claim showed that male students seem to be more familiar with the IC than females. However, percentually there were more males who also totally disagreed with the claim; 30,4% versus 20,6%. More information can be seen in appendix 5 (1). On a national level, the foreign students are

more familiar with the IC than the Finnish students. None of the Finnish respondents totally agreed with the claim whereas at least 20% of the students from Russia and rest of Europe totally agreed with it. 11,1% of the respondents from outside Europe totally agreed to be familiar with the IC (see appendix 5 (2)).

All the exchange students were at least partly familiar with the IC. However, their knowledge was not very good since only one from twelve respondents totally agreed to be familiar with it. Although there were more degree students than exchange students who know the IC well, approximately one third, 31,1%, of the degree students totally disagreed to be familiar with the IC (see appendix 5 (3)).

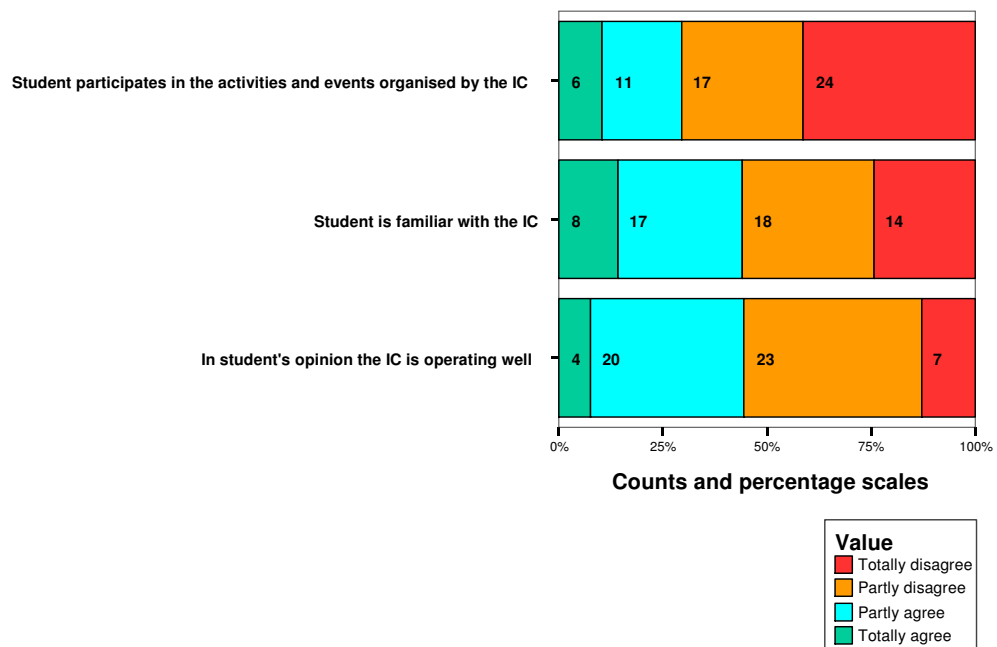


FIGURE 6: Students' knowledge about the International Club and participation

Only 7,4% of the respondents agreed totally with the second claim about the IC's operation. It should also be noticed that 55,6% of the students disagreed at least partly that the IC is operating well. This claim had four missing responses. Additionally, only 10,3% of the students totally agreed to participate in the activities and events organised by the IC. This third claim gathered responses from all the respondents. Generally females seem to participate more than males; 32,4% of females partly or totally agreed with the claim whereas 25% of the males agreed with it. Moreover, 50% of the males totally disagreed to participate in the activities and events while the percentage for

females was 35,3 (see appendix 5 (4)). Nationality seemed to have an influence on participation. 72,7% of the Finnish respondents totally disagreed with the claim. In addition, none of the Finnish students totally agreed to participate. Most of the respondents who totally agreed to participate were Russian students (see appendix 5 (5)). On the other hand, exchange students participate more actively than degree students. More information can be seen in appendix 5 (6).

Next there were questions 9-11 concerning social gatherings and alcohol. In addition, question number 16 about trips was attached to figure 7. According to the respondents, there are not enough neither trips nor social gatherings; almost 74 per cent of the respondents answered 'totally disagree' or 'partly disagree' to the amount of trips. Five of the respondents did not answer to this claim. Moreover, 60 per cent of the respondents disagreed partly or totally with the claim 'In my opinion there are enough social gatherings'. Three responses were missing. When they were asked about activities and alcohol, the opinions were divided in half. Approximately half of the respondents thought that there are enough activities involving alcohol while the other half thought that there are not enough of them. The answers to the claim about non-alcoholic activities were similar; 51% of the students agreed totally or partly with the claim. There were seven students who did not answer to this claim and six students who did not answer to the question number 11. However, the claim about non-alcoholic activities gathered twelve 'totally disagree' responses which is more than the claim about alcoholic activities did. Moreover, in general it seemed that people from Asia and young Russian females considered that there are not enough non-alcoholic activities. (Figure 7.)

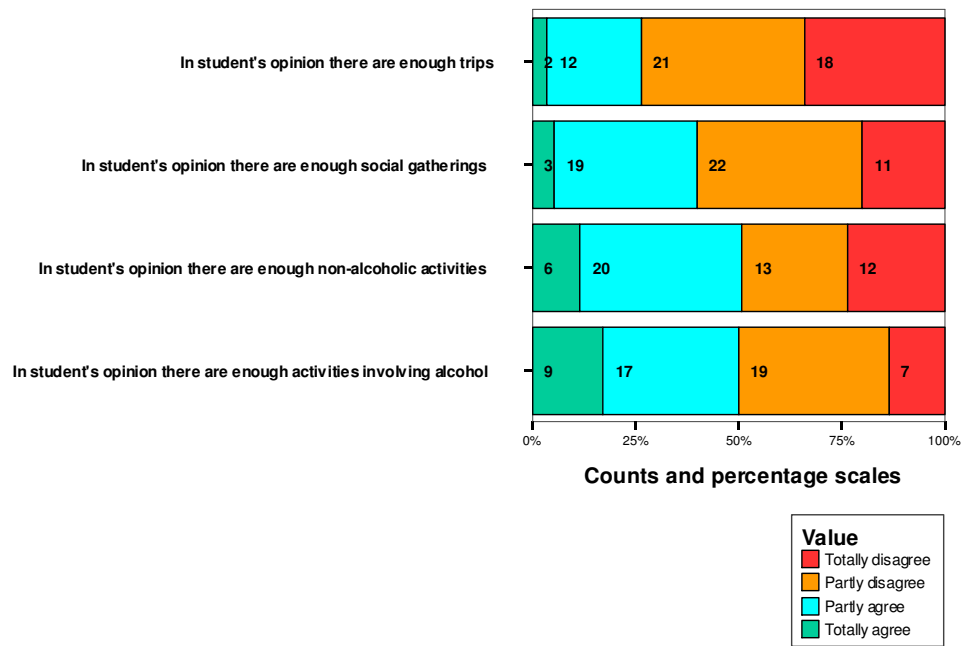


FIGURE 7: Adequacy of trips, social gatherings, and activities

Approximately one third of the students, 32,7%, disagreed partly with the claim 'There are enough Finnish students as participants'. Nevertheless, the general opinion seemed to be that the amount of Finnish students is rather sufficient. Three students did not answer to this claim. (Figure 8.)

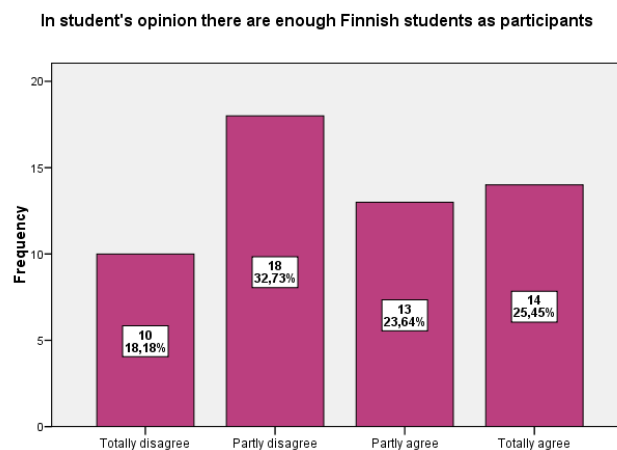


FIGURE 8: The amount of Finnish students is sufficient

Moreover, there were three claims which were designed to find out if there is a difference in the amount of activities between an autumn, a spring, and a summer term.

However, many of the students were not able to answer to these claims. There were 5 missing answers in the claim concerning the autumn, 13 missing answers concerning the spring, and 15 missing answers concerning the summer. Some of the students had commented that they had no experience from a spring or a summer term yet. Generally, the respondents' opinion seemed to be that there are not enough activities regardless of the term. (Figure 9.)

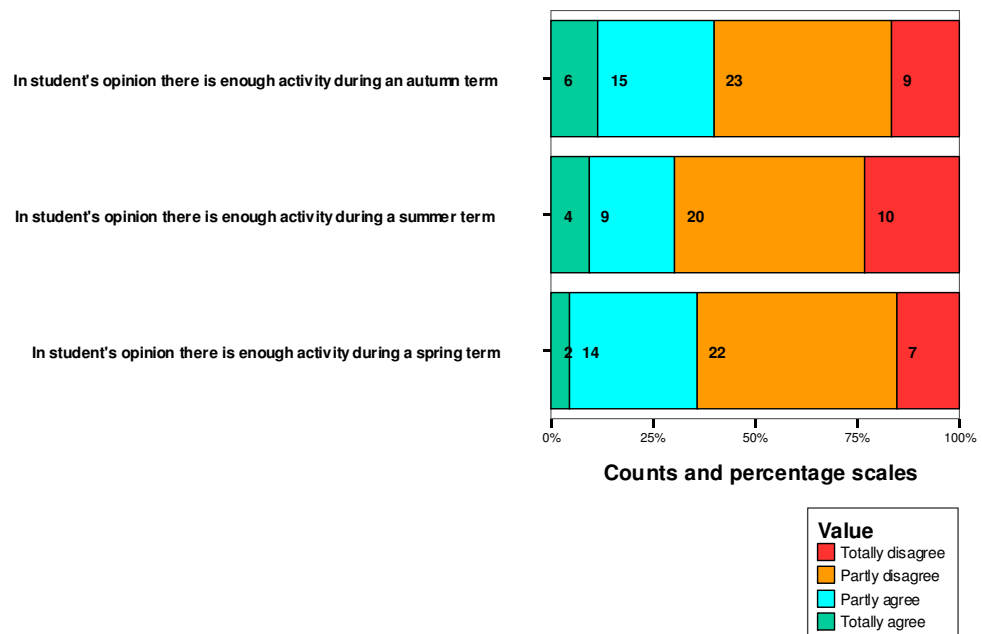


FIGURE 9: Adequacy of activities during different terms

The next six questions were related to trips and their costs. All the respondents answered to all the claims about trips. The respondents desire most to have a trip (or a cruise) to Stockholm. A trip to Lapland was the second most interesting option for the students. Moreover, a cruise to Tallinn and a Survival Weekend were considered to be very interesting. Although the respondents were interested in the trips, they are not willing to pay much for them. However, 50 euros for a cruise is acceptable for a majority of the students; 46,6% agreed totally and 31% agreed partly with the claim. 300 euros for a trip to Lapland is too much for most of the respondents. Only 10,3% of the students agreed totally and 19% partly to pay that amount. (Figure 10.)

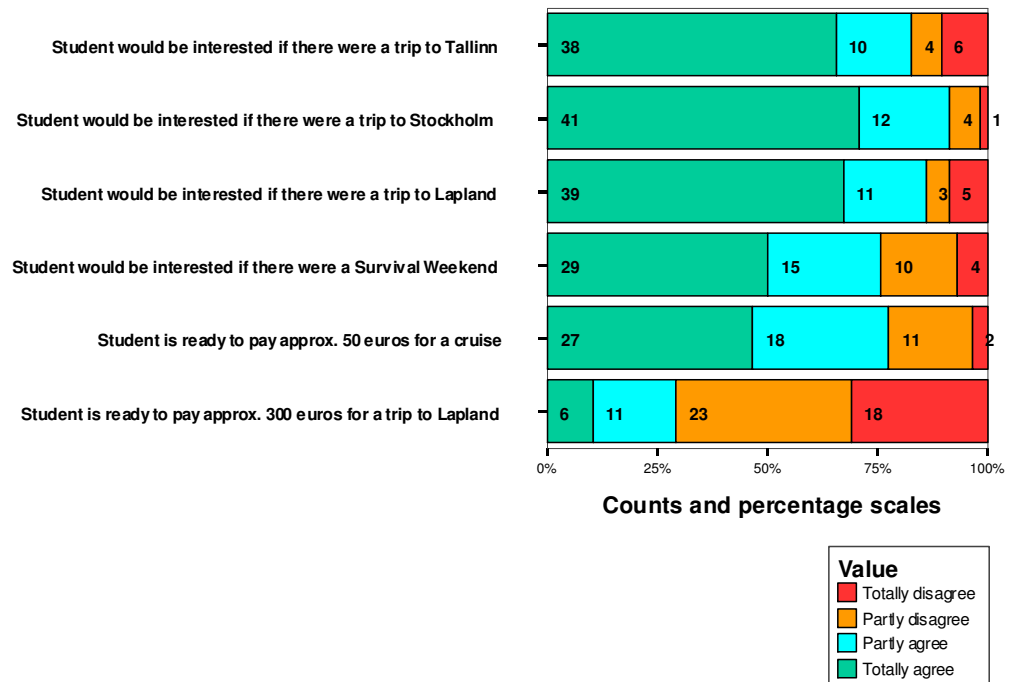


FIGURE 10: Interestingness of trips and willingness to pay for them

Next there was a multiple choice question in order to find out the activities from which the students are interested. They had a possibility to choose ten different activities and to suggest some other activity. The most popular activities among the respondents were barbecuing, movies, paintball, food night, and downhill skiing (see figure 11). Six persons responded something else apart from the prepared answer alternatives. Those wishes related mostly to sports and trips; orienteering, football, carting, aqua park, amusement park, and travelling to interesting sites were wished. Moreover, a trip to Stockholm was suggested.

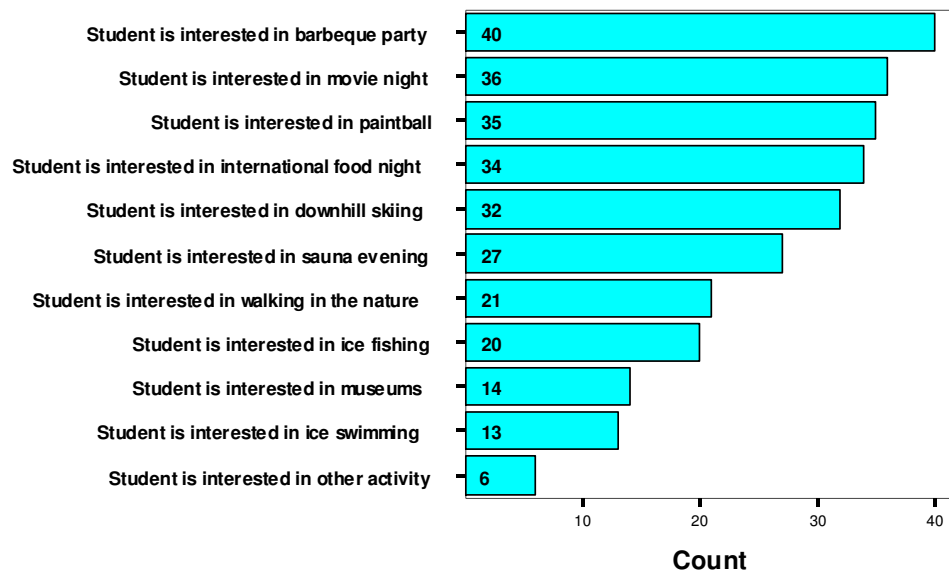


FIGURE 11: Interesting activities for students

In the end of the second theme there was an open question about suggestions to the IC. The question motivated twenty persons to answer. The suggestions were very similar to the previous question's wishes. The students suggested that the IC should organise sports, trips, and more events. Wishes about sport competitions were introduced from such sports as volleyball, basketball, football, and badminton. One respondent also suggested that maybe later there could be an international volleyball team which could compete with other Finnish or foreign universities. Paintball and downhill skiing were also wished for. The respondents wished to have trips to Stockholm, St. Petersburg, and to cities and small villages in Finland. It was also pointed out that the IC should offer tourism at low expenses. Furthermore, one student suggested a cottage trip. According to the suggestions for events and activities, the IC should organise more activities without alcohol, arrange a movie week, and to talk about history of Finland. Additionally, the IC should advertise more, send emails in English, and work more actively with international students. There was an advice that the IC should improve its staff recruitment and the image of the IC among Finnish students. The next main theme was international tutors, by which the current state of tutor activity was found out.

International tutors

There were four questions about international tutors. Further, a respondent had a possibility to express his/her suggestions or comments for the tutors through an open question. The responses for the claim 'I know who my personal tutor is' were divided into two extremes (see figure 12). 38,2 per cent of the respondents agreed totally with the claim while 30,9 per cent totally disagreed with it. Thus, crosstabulations were made about this matter (see appendices 5 (7), 5 (8), and 5 (9)). Male respondents seemed to know better their tutors than females: 63,7% of the males agreed partly or totally with the claim while the same number for females was 48,5%. Furthermore, when the answers were compared on the basis of nationality groups, it seemed that foreign students know their tutors better than Finnish students. However, Russians were an exception and their knowledge was on the same level with the Finnish students. There was a difference in knowledge also between degree students and exchange students. Nearly half of the degree students answered that they are partly or totally conscious of their tutors while 75 per cent of the exchange students totally agreed with the claim. There were three students who did not respond to this claim.

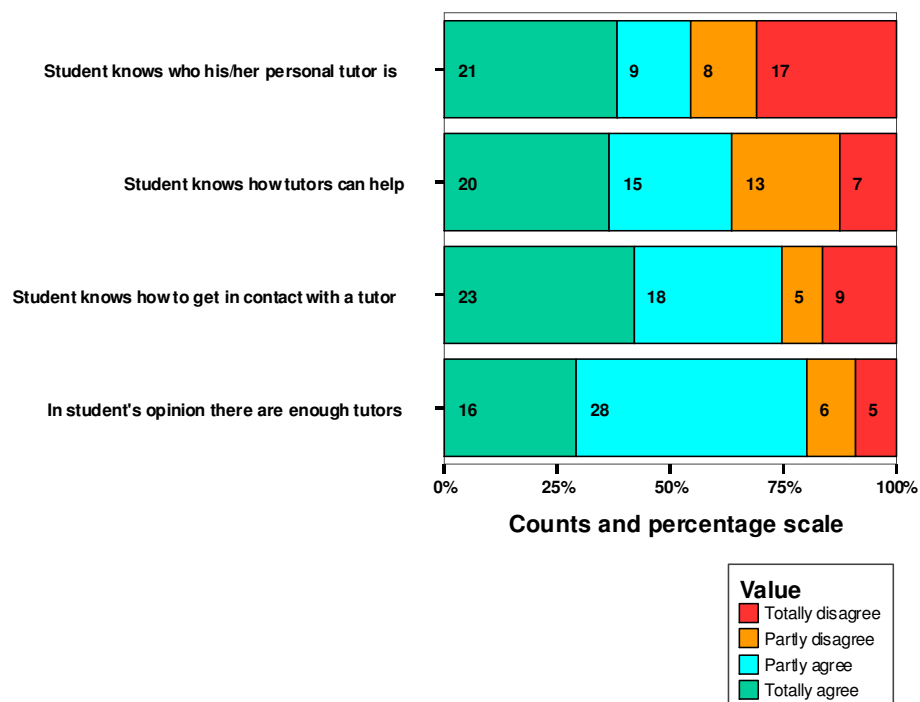


FIGURE 12: International tutors

In other three questions about the international tutors the division of the answers was not as significant. Most of the respondents knew how tutors can help them or how to get in contact with a tutor. 80 per cent of the students thought that the amount of the tutors is sufficient. There were three missing answers in each three claims. However, there were some suggestions or comments from nine persons in the open question. In the open question there were responses suggesting that tutors should be friendlier, they should care more about new international students, and be more interactive. In addition, it was pointed out that tutors' training and control is not sufficient. The comments also revealed that some of the respondents know only one tutor. The next and final main theme was communication, in which the respondents were asked by which way they wish to receive information about the incoming events of the IC.

Communication

In this theme there were five claims related to communication and an open question in the end of the theme. When the students were asked if they read emails posted by the IC, over one third, 35,8%, totally disagreed. Additionally, 26,4% partly disagreed with the matter. Five students did not answer to this claim. In general, the respondents are pleased to see posters on walls. 71,7 per cent agreed totally or partly with the claim and five students did not respond at all. Most of the respondents, 60,7%, totally disagreed with the claim that they are aware of the IC's Facebook group. Additionally, 17,9% partly disagreed with the claim. Two persons left the claim empty. Most of the respondents did not agree with the second claim about the Facebook 'The Facebook group of the IC is a good source of information' either. Five responses were missing in this claim. 43,6 per cent also thought partly or totally that it could be easier to give feedback to the IC. Three students did not answer to this claim. (Figure 13.)

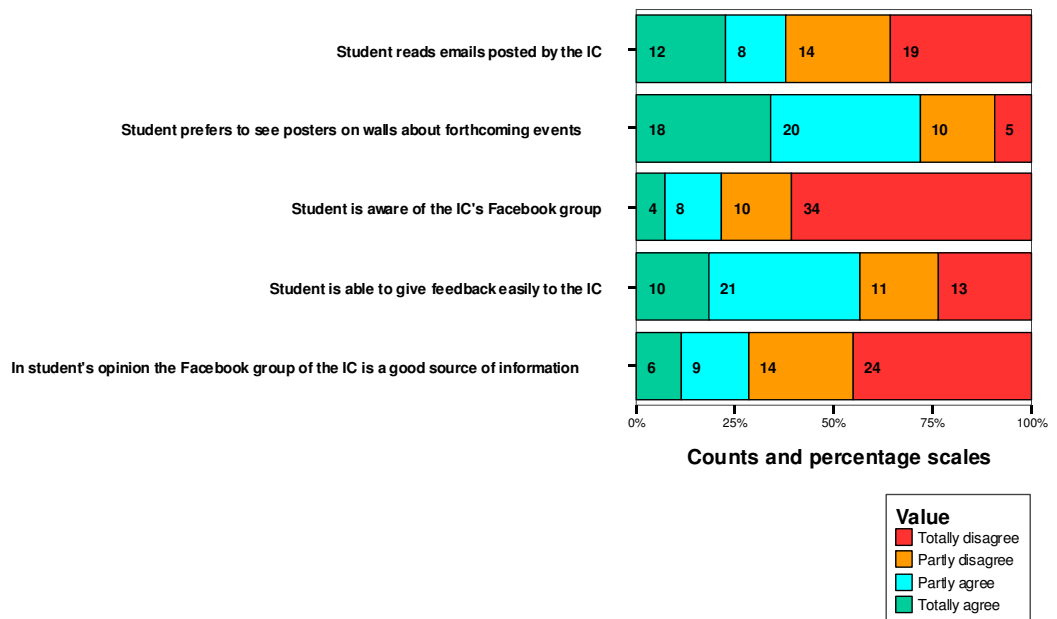


FIGURE 13: Claims related to communication

The open question about in which ways the students wish to receive information about the upcoming events of the IC gathered 26 answers. A great majority of them preferred email. Secondly, school website, Facebook, and posters were preferred. It was also pointed out that the information should be in English. Some of the students preferred to get information personally or through a class presentation. Moreover, bulletins and rss feed from site were suggested. There was a disagreement among the respondents, which email should be used; some desire to use their school email and some others their personal email. Relating to the Facebook, event suggestions were wished for.

6 DISCUSSION AND CONCLUSIONS

In this chapter the main findings from the research and the answer to the research question are presented first. Moreover, the relation of the findings and the theory is discussed. Secondly, reliability and validity of the research is evaluated. Finally, there are conclusions which also include suggestions for further studies.

6.1 Key Points of the Findings

The research question of this thesis was ‘How to develop the International Club of MUAS?’. Due to the fact that the question is wide, there were many possibilities found out how to develop the IC in Mikkeli. Firstly, there are some activities and events that are missing from Mikkeli, such as a trip to Lapland. Secondly, there should be more non-alcoholic activities especially during a spring term, as the interviews brought into our knowledge. Thirdly, according to the results of the survey, students desire to be informed about the forthcoming events mostly by email. Fourthly, there should be added more content to the Facebook group page of the IC and it should be updated more often. Additionally, event suggestions in Facebook would be a good way to inform the students. Fifthly and most importantly, there seems to be work in advertising. As the Chairman of the IC stated, it seems that many people are not even aware of the club. The survey confirmed this to be true; only 24,6 per cent of the respondents agreed totally with the claim to be familiar with the IC.

It was interesting to find out that there have been problems previously with the operation of the IC in Jyväskylä. Since January 2009 they have started to put more effort on their operation. Therefore, the IC of MUAS could consider JAMKO IC as a model example. It seems that trips attract a great number of students both in Jyväskylä and Turku. Moreover, according to the results of the survey for the BM students and the exchange students in Mikkeli, there seems to be a strong willingness for more trips. The Survival Weekend and welcome parties are also popular events in Turku, whereas in Jyväskylä social gatherings in a bar every other week are really popular.

The respondents of the survey represented 18 different nationalities. Many of them were similar to the ones which were among the most common nationalities of incoming degree students in 2008; China, Russia, Nigeria, Pakistan, Vietnam, and Bangladesh. However, it was a bit surprising that from the total amount of the survey respondents, there were only four people from China. The amount of Chinese students was expected to be more, since according to Alanen (2006), MUAS is in the top three of the universities of applied sciences with the most Chinese students in Finland. On the other hand, the amount of Vietnamese respondents was surprisingly high. However, it goes with the theory since lately there has been an extensive increase in the amount of

incoming degree students in Vietnam as it was found out from the Centre for International Mobility's web pages. Moreover, according to the Chairman of the IC, most of the exchange students who participate in the activities of the IC come from Spain, Germany, and France. Nevertheless, there were not any respondents from Spain and only one from Germany and three from France.

The need for more social gatherings could perhaps partly be explained by Hofstede's (1994) cultural dimensions. According to table 1, individualism is generally more present among European people than people from outside Europe. The fact that people from outside Europe are more towards collectivism can possibly explain the finding that especially people for instance from China and Vietnam seem to desire more common activities. Moreover, the fact that most of the respondents are not ready to pay much for the trips, can also be explained by the personal factors which were presented by Kotler and Keller (2006). In this case, economic circumstances might have an impact on the readiness to pay for the events due to the fact that in general, students are considered to be relatively poor. The need for non-alcoholic activities can be explained by both economic circumstances and cultural differences. Hoecklin (1994) and Hofstede (1994) both supported a theory that people receive their ways of viewing the world from their own national cultures. From the surveys it was found out that many Asian students and young females from Russia wished for more activities without alcohol. Because of the cultural differences, in Asian countries people do not use alcohol as excessively as the Finns do. Since also Russian people are generally more prone to alcohol than the Asians, an explanation could be the fact that all the respondents who were under the age of eighteen were Russian females.

As Hofstede (1994) stated it, it was useful to examine gender differences when analysing the data of the survey. By this way there were more details revealed. When it comes to the respondents' wishes for communication, the results from the study go with the theory. According to the interviews and the survey, electronic communication as a mean of communication is preferred nowadays. By using for instance email and Facebook it is possible to avoid misunderstandings caused by pronunciation in the communication. However, as it was pointed out in the surveys, this communication should be done in English so that every international student could understand the message.

Finally, MUAS should develop its International Club in order to reach the goals that have been set by the Ministry of Education (2009). In order to be able to achieve the internationalisation goals, MUAS needs to invest in the IC so that there would be more activity for the international students. By offering more activities the IC can attract even more foreign students to Mikkeli which would promote a multicultural society and increase the attractiveness of the institution, as two of the goals suggested.

6.2 Reliability and Validity

In this subchapter the reliability and validity of the research are evaluated. The qualitative and quantitative methods have both their own means for the quality control. The terms reliability and validity are more often connected to quantitative research. A distinction between good survey data and poor survey data can be found by examining reliability and validity. By reliability it is meant that the responses are stable. In other words, it is evaluated whether the same respondents would answer the same questions similarly if they were asked again. Validity means whether the data represent what has been thought they represent. The validity is about respondents' honesty and conscientious and about the fact whether they were able to answer the questions. Punch also adds that response rates should be at least 60% in a survey. This is because higher response rates increase undoubtedly the quality of data. (Punch 2003, 41-42.)

The response rate in the survey research was very good considering that there could have been approximately 60 students in the three groups of Business Management students. Moreover, the amount of exchange students needs to be added to the possible sample. Even if it is calculated so that the sample would have been 100 students, the response rate was still 58%. However, it is likely that the actual response rate was even higher. It should be noticed, that the results can not be generalised to apply to all the students at MUAS due to the fact that the survey was conducted only for business students. Nevertheless, the fact that there were eighteen different nationalities represented increases the validity of the survey. The reliability was quite good since people seemed to leave empty those questions where they were unable to answer. However, at the same time this also decreases the validity since clearly not everyone were able to answer to all the questions. As an example, first year students were unable to answer

to the questions which related to a spring term or a summer term; they had not yet experienced them.

When evaluating the validity of the open questions in the questionnaire, the relatively low rate of responses to those questions decreases the validity of them. As an example, there were only nine responses in the open question related to the international tutors. However, there is no reason why the suggestions would not be true.

According to Hirsjärvi and Hurme (2004), the quality of an interview can be increased by designing a good framework for the interview beforehand. The quality can be increased during the actual interview by using a voice recorder. Moreover, the data should be transcribed as soon as possible, especially if the researcher him/herself is both the interviewer and the analyser. (Hirsjärvi & Hurme 2004, 184-185.) Patton (1990) states that after the interview, the data should be evaluated in order to see if it answers to the questions that were asked. Furthermore, one needs to be sure about the answers; he/she should not guess what the meaning of a response was. Uncertain areas of the data become missing data. (Patton 1990, 352-353.)

Moreover, the validity of the interview data can be assessed by evaluating how detailed information the interviewees supply. The data from the interviewee from Jyväskylä can be considered more valid than the data from Turku. This is because it seemed that he was more open with the answers. Nevertheless, they both brought into knowledge things which were considered as inoperative in their international clubs. The revealing of those negative things increases the validity since not only positive things are revealed.

Before implementing the interviews, there was a framework designed to be used in both interviews. Additionally, a dictating machine was used to record the answers so that nothing would be missed. The data from the interviews were also transcribed almost immediately after the interviews. The data answered rather well to the questions that were asked. Moreover, guessing in the transcribing process was kept at a minimum. All these things have increased the validity of the research data. Therefore the interview data can be considered very valid.

According to Hirsjärvi, Remes and Sajavaara (2009, 231-233), a researcher's detailed report on the study improves the reliability. Moreover, the researcher needs to stay neutral during the research process. Other indication of the reliability is for instance if two researchers end up in similar results. In this study, the research process has been tried to describe as detailed as possible. Additionally, the purpose has been to stay neutral during the whole process. However, there was not a similar research made, therefore we were unable to compare our results with some other researcher's results.

6.3 Conclusions

To sum up, there are some things done differently in Mikkeli than in the other two international clubs. Mikkeli is the only one to organise activities during a summer term for international students, because of the International Summer Term which is arranged annually. Therefore, there is a demand for different kinds of activities during the summer, contrary to Jyväskylä and Turku. However, according to the survey, there could be more activities arranged by the IC around a year. The other international clubs arrange regularly cruises to Stockholm unlike the IC of MUAS.

Furthermore, the results of the survey indicated that the IC in Mikkeli should pay attention to advertising. Interestingly, Finnish students in general are not familiar with the IC. Moreover, most of the foreign students were not very familiar with the IC either. An even more significant observation is that most of the students who responded to the survey, do not participate in the activities and events organised by the IC. There is a demand for all kinds of events but especially paintball, downhill skiing, and other sports seem to be the most wished for. In addition, trips, such as a trip to Stockholm and a trip to Lapland, are welcomed. A challenge for the IC is to organise trips at low expenses since many of the respondents of the survey were not ready to pay much for them. 50 euros for a cruise is reasonable for most of the students but 300 euros for a trip to Lapland is too much. Perhaps they would be more willing to pay approximately 200 euros from it since at least in Jyväskylä, where the latest trip to Lapland cost 180 euros plus meals on a self catering basis, the trip had a high demand. There is also a need to develop the international tutor operation. According to the survey, many of the students were not familiar with their personal tutors.

A suggestion for further study would be to make a research about the staff recruitment of the International Club in Mikkeli. The study could try to find out in which ways the recruitment could be improved. Another subject for further study would be how to improve the image of the IC among Finnish students. These both subjects for further study arise as a student suggestion from the surveys which were implemented for the BM students and the exchange students.

7 CONCLUDING REMARKS

It was educational to go through this whole research process. Starting to write and work properly with the thesis was the most difficult part in the process. In the beginning, the theoretical part caused problems since it was troublesome to go through all the different sources and to find the most essential information from them to be referred in this thesis. It was also difficult to describe some of the theories with our own words. Moreover, finding the proper books and articles was not very easy. The theoretical part was very time consuming and it caused pauses in the writing process. When the amount of pages increased, the process started to progress better. When we finally got into the empirical part of the thesis, it went on much easier and faster. The fact, that we both had a part-time or a full-time job during the spring and the summer, also slowed down the progress with the thesis. When the autumn came, there was more time and strength to write continuously. We noticed that by writing the thesis nearly every day, the process goes on better since it was always difficult to start again after a break.

The interviews went surprisingly well since both universities of applied sciences' international clubs agreed with pleasure to be interviewed. However, we did not manage to perform the interviews completely without problems. It took several attempts to get the actual interview done with a representative of the IAC Turku. Additionally, the autumn break confused our plans with the interviews and the surveys. First we planned to implement the interviews during the week 42 but it turned out to be a holiday week in both Jyväskylä and Turku. Moreover, the surveys were postponed until the week 44 since we wanted to have the results of the interviews before designing the questions for the survey. When we finally reached into the implementation phase of

the surveys, the phase itself went on quickly. We managed to get the surveys done for all the three groups of students during one day, as planned.

The use of a dictating machine to capture the answers from the interviews was really helpful. Hence, it was possible to listen to the interviews as many times as it was necessary. We learned a great deal of the interview process. One really needs to pay attention to the answers since there is a possibility that an interviewee can understand the interview questions incorrectly. Moreover, in our opinion a face to face interview could be easier than a phone interview in a sense, because one can see the other persons' expressions and gestures. Additionally, the interviewee sees if the interviewer is writing the notes and the reason why he/she is quiet before the next question. However, there are the problems with the lack of time and money. The survey process was also very educational since neither of us has done anything similar before. To mention one thing that we perhaps would change if we would implement the survey again, we would use 'mostly agree' instead of 'partly agree' as an answer alternative in the survey. This is because as we thought about the matter later on, it might be a bit confusing to differentiate 'partly agree' and 'partly disagree'. One might consider them to mean the same thing; agreeing to some extent.

It was good to choose this thesis to be made together since we had a possibility to combine both of our opinions. Further, there was a chance to ask for advice from the other. We also pushed each other to carry on with the thesis.

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APPENDIX 1 (1). INTERVIEW QUESTIONS IN FINNISH

1. Taustatiedot

a) kansainvälisyydestä

- Mistä maista ulkomaalaiset opiskelijat saapuvat ammattikorkeakouluunne?
- Kannustetaanko ammattikorkeakoulussanne suomalaisia opiskelijoita kansainvälisyyteen?

b) IC:sta

- Milloin kerhonne on perustettu?
- Mikä on kerhonne tarkoitus?
- Kuka organisoii kerhoa (amk, opiskelijakunta vai joku muu)?
- Onko IC:nne lisäksi toista kansainvälisille opiskelijoille tarkoitettua kerhoa ammattikorkeakoulussanne?
- Saatteko tukea amk:lta toimintaanne? Jos kyllä, niin millaista (esim. rahallista)?
- Mihin aikaan vuodesta kv-tutorit koulutetaan teillä?

2. Nykyinen toiminta

a) Osallistujat

Henkilöstö

- Ketkä suunnittelevat toimintaa puheenjohtajan lisäksi?
- Paljonko tutoreita on mukana?
- Kuinka paljon teillä on aktiivisia henkilöitä järjestämään tapahtumia vai kaatuuko kaikki yhden henkilön niskaan?
- Kuinka paljon henkilöstössä / toiminnan järjestämisessä on mukana ulkomaalaisia opiskelijoita?

Opiskelijat

- Suomalaisien opiskelijoiden määrä teidän IC:ssa?
- Ulkomaalaisten opiskelijoiden määrä teidän IC:ssa?
- Miten ulkomaalaiset opiskelijat jakautuvat tutkinto-opiskelijoihin ja vaihto-opiskelijoihin kerhossanne?
- Mistä maista ulkomaalaiset opiskelijat ovat?

Yleistä

- Millaista on ihmisten vaihtuvuus IC:ssa
 - järjestäjien osalta?
 - jäsenten osalta?
- Miten aktiivisesti ihmiset osallistuvat kokouksiinne? Ketkä niihin kutsutaan?

b) Aktiviteetit

- Mitä tapahtumia järjestätte säännöllisesti?
- Mitä muita tapahtumia / reissuja järjestätte?
- Mitkä ovat suosituimpia tapahtumianne?
- Kuinka monet tapahtumistanne ovat maksullisia? Mitä ne ovat ja minkä hintaisia?
- Kuinka paljon teillä on toimintaa kesäisin?
- Onko jokin / jotkin järjestämistänne aktiviteeteista osoittautunut toimimattomaksi? Jos on, niin mikä / mitkä ja millä tavalla?

c) Järjestelyt

- Millaiset kerhotilat teillä on?
- Millaista toimintaa järjestätte kerhotiloissanne?
- Mitä toimintaa järjestätte kerhotilojen ulkopuolella?
- Kuinka usein pidätte kokouksia?
- Kuinka tiedotatte tapahtumistanne ja toiminnastanne yleensä?

APPENDIX 1 (2). INTERVIEW QUESTIONS IN FINNISH

3. Tulevaisuuden suunnitelmat

- Onko teillä ilmennyt kehittämistarpeita koskien toimintaanne?
- Miten olette ajatelleet kehittää kerhoanne?
- Millainen on tulevaisuuden visionne?

APPENDIX 2 (1). INTERVIEW QUESTIONS IN ENGLISH

1. Background information

a) about internationality

- From which countries foreign students arrive to your university of applied sciences?
- Are Finnish students encouraged to go international at your university of applied sciences?

b) about IC

- When was your club established?
- What is the purpose of your club?
- Who organises the club (UAS, student union, or someone else)?
- Is there another club meant for international students at your university of applied sciences besides your IC?
- Do you receive support to your operation from your UAS? If yes, which kind (eg. financial)?
- What time of the year are international tutors trained at your UAS?

2. Current activity

a) Participators

Personnel

- Who plan operations besides the chairman?
- How many tutors are present?
- How many active people do you have to organize events or does it all fall down for one person?
- How many foreign students are present in the personnel / organising operations?

Students

- What is the number of Finnish students in your IC?
- What is the number of foreign students in your IC?
- What is the distribution of the foreign students between degree students and exchange students in your club?
- From which countries are the foreign students?

General

- How is the turnover of the people like in your IC
 - when it comes to organisers?
 - when it comes to members?
- How actively do people attend to your meetings? Who are invited to them?

b) Activities

- What events do you organise on a regular basis?
- What other events / trips do you organise?
- Which of your events are the most popular?
- How many of your events are chargeable? What are they and how much do they cost?
- How much do you have activity at summer time?
- Have some of the activities you have organised turned out to be unfunctional? If yes, what / which are they and in what way?

c) Arrangements

- What kind of club premises do you have?
- What kind of activity do you arrange in your club premises?
- What kind of activity do you arrange outside your club premises?
- How often do you hold meetings?
- How do you inform about your events and about your operations in general?

APPENDIX 2 (2). INTERVIEW QUESTIONS IN ENGLISH

3. Future plans

- Have there arisen developing needs concerning your operations?
- How have you thought to develop your club?
- What kind of future vision do you have?

APPENDIX 3 (1). SURVEY OF THE INTERNATIONAL CLUB

BACKGROUND INFORMATION

1. Gender:

female

male

2. Age: _____

3. Nationality: _____

4. I am

a degree student

an exchange student

5. Group id: _____

INTERNATIONAL CLUB OF THE STUDENT UNION MAMOK

What is your opinion about the following claims? Please answer to the claims by circling the correct number. 1= totally disagree, 2= partly disagree, 3= partly agree, and 4= totally agree

6.	I am familiar with the IC.	1	2	3	4
7.	In my opinion the IC is operating well.	1	2	3	4
8.	I participate in the activities and events organised by the IC.	1	2	3	4
9.	In my opinion there are enough social gatherings.	1	2	3	4
10.	There are enough non-alcoholic activities.	1	2	3	4
11.	There are enough activities involving alcohol.	1	2	3	4
12.	There are enough Finnish students as participants.	1	2	3	4
13.	There is enough activity during an autumn term.	1	2	3	4

APPENDIX 3 (2). SURVEY OF THE INTERNATIONAL CLUB

14.	There is enough activity during a spring term.	1	2	3	4
15.	There is enough activity during a summer term.	1	2	3	4
16.	In my opinion there are enough trips.	1	2	3	4
17.	I would be interested if there were a trip to Lapland.	1	2	3	4
18.	I would be interested if there were a cruise to Stockholm.	1	2	3	4
19.	I would be interested if there were a cruise to Tallinn.	1	2	3	4
20.	I would be interested if there were a Survival Weekend (including camping, hiking, and grilling outside)	1	2	3	4
21.	I am ready to pay approx. 300 euros for a trip to Lapland.	1	2	3	4
22.	I am ready to pay approx. 50 euros for a cruise.	1	2	3	4

23. Which of the following are you interested in? (Choose as many as you like.)

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Walking in the nature | <input type="checkbox"/> Movie Night | <input type="checkbox"/> Sauna Evening | <input type="checkbox"/> Barbecue Party |
| <input type="checkbox"/> International Food Night | <input type="checkbox"/> Museums | <input type="checkbox"/> Paintball | <input type="checkbox"/> Ice fishing |
| <input type="checkbox"/> Ice swimming | <input type="checkbox"/> Downhill skiing trip | | |
| <input type="checkbox"/> Other, What? | | | |
-

APPENDIX 3 (3). SURVEY OF THE INTERNATIONAL CLUB

What suggestions do you have which relate to the IC, its activities, trips etc.?

INTERNATIONAL TUTORS

24.	In my opinion there are enough tutors.	1	2	3	4
25.	I know who my personal tutor is.	1	2	3	4
26.	I know how tutors can help me.	1	2	3	4
27.	I know how to get in contact with a tutor.	1	2	3	4

What suggestions or comments do you have for international tutors?

COMMUNICATION

28.	I am aware of the IC's Facebook group.	1	2	3	4
29.	The Facebook group of the IC is a good source of information.	1	2	3	4
30.	I read emails posted by the IC.	1	2	3	4
31.	I prefer to see posters on walls about forthcoming events.	1	2	3	4
32.	I am able to give feedback easily to the IC.	1	2	3	4

APPENDIX 3 (4). SURVEY OF THE INTERNATIONAL CLUB

In which way do you wish to receive information about the upcoming events of the IC?

Thank you for your time!

APPENDIX 4 (1). FREQUENCY TABLES

Question 1.

Gender of respondent

	Frequency	Percent
Female	34	58,6
Male	24	41,4
Total	58	100,0

Question 2.

Age of respondent

	Frequency	Percent
16	2	3,4
17	2	3,4
18	6	10,3
19	7	12,1
20	11	19,0
21	6	10,3
22	9	15,5
23	2	3,4
24	3	5,2
25	5	8,6
26	2	3,4
29	1	1,7
33	1	1,7
35	1	1,7
Total	58	100,0

APPENDIX 4 (2). FREQUENCY TABLES

Question 3.

Nationality of respondent

	Frequency	Percent
Finnish	11	19,0
Russian	18	31,0
Bangladeshi	2	3,4
Vietnamese	6	10,3
Moldovan	1	1,7
Sudanese	1	1,7
French	3	5,2
Chinese	4	6,9
Iranian	1	1,7
Czech	2	3,4
Polish	1	1,7
German	1	1,7
Nigerian	1	1,7
Turkish	1	1,7
Chilean	1	1,7
Estonian	1	1,7
Korean	2	3,4
Pakistani	1	1,7
Total	58	100,0

Question 4.

Role of student

	Frequency	Percent
Degree student	46	79,3
Exchange student	12	20,7
Total	58	100,0

Question 5.

Study group

	Frequency	Percent	Valid Percent
Valid L819SN	20	34,5	40,0
L818SNA	9	15,5	18,0
L818SNB	8	13,8	16,0
Variable	12	20,7	24,0
L816SN	1	1,7	2,0
Total	50	86,2	100,0
Missing responses	8	13,8	
Total	58	100,0	

APPENDIX 4 (3). FREQUENCY TABLES

Question 6.

Student is familiar with the IC

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	14	24,1	24,6
	Partly disagree	18	31,0	31,6
	Partly agree	17	29,3	29,8
	Totally agree	8	13,8	14,0
	Total	57	98,3	100,0
Missing responses	1	1,7		
Total		58	100,0	

Question 7.

In student's opinion the IC is operating well

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	7	12,1	13,0
	Partly disagree	23	39,7	42,6
	Partly agree	20	34,5	37,0
	Totally agree	4	6,9	7,4
	Total	54	93,1	100,0
Missing responses	4	6,9		
Total		58	100,0	

Question 8.

Student participates in the activities and events organised by the IC

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	24	41,4	41,4
	Partly disagree	17	29,3	29,3
	Partly agree	11	19,0	19,0
	Totally agree	6	10,3	10,3
	Total	58	100,0	100,0

APPENDIX 4 (4). FREQUENCY TABLES

Question 9.

In student's opinion there are enough social gatherings

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	11	19,0	20,0
	Partly disagree	22	37,9	40,0
	Partly agree	19	32,8	34,5
	Totally agree	3	5,2	5,5
	Total	55	94,8	100,0
Missing responses	3	5,2		
Total		58	100,0	

Question 10.

In student's opinion there are enough non-alcoholic activities

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	12	20,7	23,5
	Partly disagree	13	22,4	25,5
	Partly agree	20	34,5	39,2
	Totally agree	6	10,3	11,8
	Total	51	87,9	100,0
Missing responses	7	12,1		
Total		58	100,0	

Question 11.

In student's opinion there are enough activities involving alcohol

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	7	12,1	13,5
	Partly disagree	19	32,8	36,5
	Partly agree	17	29,3	32,7
	Totally agree	9	15,5	17,3
	Total	52	89,7	100,0
Missing responses	6	10,3		
Total		58	100,0	

APPENDIX 4 (5). FREQUENCY TABLES

Question 12.

In student's opinion there are enough Finnish students as participants

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	10	17,2	18,2
	Partly disagree	18	31,0	32,7
	Partly agree	13	22,4	23,6
	Totally agree	14	24,1	25,5
	Total	55	94,8	100,0
Missing	responses	3	5,2	
Total		58	100,0	

Question 13.

In student's opinion there is enough activity during an autumn term

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	9	15,5	17,0
	Partly disagree	23	39,7	43,4
	Partly agree	15	25,9	28,3
	Totally agree	6	10,3	11,3
	Total	53	91,4	100,0
Missing	responses	5	8,6	
Total		58	100,0	

Question 14.

In student's opinion there is enough activity during a spring term

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	7	12,1	15,6
	Partly disagree	22	37,9	48,9
	Partly agree	14	24,1	31,1
	Totally agree	2	3,4	4,4
	Total	45	77,6	100,0
Missing	responses	13	22,4	
Total		58	100,0	

APPENDIX 4 (6). FREQUENCY TABLES

Question 15.

In student's opinion there is enough activity during a summer term

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	10	17,2	23,3
	Partly disagree	20	34,5	46,5
	Partly agree	9	15,5	20,9
	Totally agree	4	6,9	9,3
	Total	43	74,1	100,0
Missing responses	15	25,9		
Total		58	100,0	

Question 16.

In student's opinion there are enough trips

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	18	31,0	34,0
	Partly disagree	21	36,2	39,6
	Partly agree	12	20,7	22,6
	Totally agree	2	3,4	3,8
	Total	53	91,4	100,0
Missing responses	5	8,6		
Total		58	100,0	

Question 17.

Student would be interested if there were a trip to Lapland

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	5	8,6	8,6
	Partly disagree	3	5,2	5,2
	Partly agree	11	19,0	19,0
	Totally agree	39	67,2	67,2
Total		58	100,0	100,0

APPENDIX 4 (7). FREQUENCY TABLES

Question 18.

Student would be interested if there were a trip to Stockholm

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	1	1,7	1,7
	Partly disagree	4	6,9	6,9
	Partly agree	12	20,7	20,7
	Totally agree	41	70,7	70,7
	Total	58	100,0	100,0

Question 19.

Student would be interested if there were a trip to Tallinn

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	6	10,3	10,3
	Partly disagree	4	6,9	6,9
	Partly agree	10	17,2	17,2
	Totally agree	38	65,5	65,5
	Total	58	100,0	100,0

Question 20.

Student would be interested if there were a Survival Weekend

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	4	6,9	6,9
	Partly disagree	10	17,2	17,2
	Partly agree	15	25,9	25,9
	Totally agree	29	50,0	50,0
	Total	58	100,0	100,0

APPENDIX 4 (8). FREQUENCY TABLES

Question 21.

Student is ready to pay approx. 300 euros for a trip to Lapland

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	18	31,0	31,0
	Partly disagree	23	39,7	39,7
	Partly agree	11	19,0	19,0
	Totally agree	6	10,3	10,3
	Total	58	100,0	100,0

Question 22.

Student is ready to pay approx. 50 euros for a cruise

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	2	3,4	3,4
	Partly disagree	11	19,0	19,0
	Partly agree	18	31,0	31,0
	Totally agree	27	46,6	46,6
	Total	58	100,0	100,0

APPENDIX 4 (9). FREQUENCY TABLES

Question 23.

Interesting activities for students

		Responses	Percent of respondents
		N	(57)
Activity	Student is interested in walking in the nature	21	36,8%
	Student is interested in movie night	36	63,2%
	Student is interested in sauna evening	27	47,4%
	Student is interested in barbeque party	40	70,2%
	Student is interested in international food night	34	59,6%
	Student is interested in museums	14	24,6%
	Student is interested in paintball	35	61,4%
	Student is interested in ice fishing	20	35,1%
	Student is interested in ice swimming	13	22,8%
	Student is interested in downhill skiing	32	56,1%
	Student is interested in other activity	6	10,5%
Total		278	

Question 24.

In student's opinion there are enough tutors

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	5	8,6	9,1
	Partly disagree	6	10,3	10,9
	Partly agree	28	48,3	50,9
	Totally agree	16	27,6	29,1
	Total	55	94,8	100,0
Missing	responses	3	5,2	
Total		58	100,0	

APPENDIX 4 (10). FREQUENCY TABLES

Question 25.

Student knows who his/her personal tutor is

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	17	29,3	30,9
	Partly disagree	8	13,8	14,5
	Partly agree	9	15,5	16,4
	Totally agree	21	36,2	38,2
	Total	55	94,8	100,0
Missing	responses	3	5,2	
Total		58	100,0	

Question 26.

Student knows how tutors can help

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	7	12,1	12,7
	Partly disagree	13	22,4	23,6
	Partly agree	15	25,9	27,3
	Totally agree	20	34,5	36,4
	Total	55	94,8	100,0
Missing	responses	3	5,2	
Total		58	100,0	

Question 27.

Student knows how to get in contact with a tutor

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	9	15,5	16,4
	Partly disagree	5	8,6	9,1
	Partly agree	18	31,0	32,7
	Totally agree	23	39,7	41,8
	Total	55	94,8	100,0
Missing	responses	3	5,2	
Total		58	100,0	

APPENDIX 4 (11). FREQUENCY TABLES

Question 28.

Student is aware of the IC's Facebook group

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	34	58,6	60,7
	Partly disagree	10	17,2	17,9
	Partly agree	8	13,8	14,3
	Totally agree	4	6,9	7,1
	Total	56	96,6	100,0
Missing	responses	2	3,4	
Total		58	100,0	

Question 29.

In student's opinion the Facebook group of the IC is a good source of information

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	24	41,4	45,3
	Partly disagree	14	24,1	26,4
	Partly agree	9	15,5	17,0
	Totally agree	6	10,3	11,3
	Total	53	91,4	100,0
Missing	responses	5	8,6	
Total		58	100,0	

Question 30.

Student reads emails posted by the IC

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	19	32,8	35,8
	Partly disagree	14	24,1	26,4
	Partly agree	8	13,8	15,1
	Totally agree	12	20,7	22,6
	Total	53	91,4	100,0
Missing	responses	5	8,6	
Total		58	100,0	

APPENDIX 4 (12). FREQUENCY TABLES

Question 31.

Student prefers to see posters on walls about forthcoming events

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	5	8,6	9,4
	Partly disagree	10	17,2	18,9
	Partly agree	20	34,5	37,7
	Totally agree	18	31,0	34,0
	Total	53	91,4	100,0
Missing	responses	5	8,6	
Total		58	100,0	

Question 32.

Student is able to give feedback easily to the IC

		Frequency	Percent of all	Percent of respondents
Valid	Totally disagree	13	22,4	23,6
	Partly disagree	11	19,0	20,0
	Partly agree	21	36,2	38,2
	Totally agree	10	17,2	18,2
	Total	55	94,8	100,0
Missing	responses	3	5,2	
Total		58	100,0	

APPENDIX 5 (1). CROSSTABLATIONS

Gender of respondent * Student is familiar with the IC Crosstabulation

			Student is familiar with the IC				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Gender of respondent	Female	Count	7	14	8	5	34
		% within Gender of respondent	20,6%	41,2%	23,5%	14,7%	100,0%
		% within Student is familiar with the IC	50,0%	77,8%	47,1%	62,5%	59,6%
	Male	Count	7	4	9	3	23
		% within Gender of respondent	30,4%	17,4%	39,1%	13,0%	100,0%
		% within Student is familiar with the IC	50,0%	22,2%	52,9%	37,5%	40,4%
Total	Count	14	18	17	8	57	
	% within Gender of respondent	24,6%	31,6%	29,8%	14,0%	100,0%	
	% within Student is familiar with the IC	100,0%	100,0%	100,0%	100,0%	100,0%	

APPENDIX 5 (2). CROSSTABLATIONS

Nationality group * Student is familiar with the IC Crosstabulation

			Student is familiar with the IC				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Nationality group	Finnish	Count	4	4	3	0	11
		% within Nationality group	36,4%	36,4%	27,3%	,0%	100,0%
		% within Student is familiar with the IC	28,6%	22,2%	17,6%	,0%	19,3%
	Russian	Count	6	5	3	4	18
		% within Nationality group	33,3%	27,8%	16,7%	22,2%	100,0%
		% within Student is familiar with the IC	42,9%	27,8%	17,6%	50,0%	31,6%
	Rest of Europe	Count	1	4	3	2	10
		% within Nationality group	10,0%	40,0%	30,0%	20,0%	100,0%
		% within Student is familiar with the IC	7,1%	22,2%	17,6%	25,0%	17,5%
	Outside Europe	Count	3	5	8	2	18
		% within Nationality group	16,7%	27,8%	44,4%	11,1%	100,0%
		% within Student is familiar with the IC	21,4%	27,8%	47,1%	25,0%	31,6%
Total	Count	14	18	17	8	57	
	% within Nationality group	24,6%	31,6%	29,8%	14,0%	100,0%	
	% within Student is familiar with the IC	100,0%	100,0%	100,0%	100,0%	100,0%	

APPENDIX 5 (3). CROSSTABLATIONS

Role of student * Student is familiar with the IC Crosstabulation

			Student is familiar with the IC				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Role of student	Degree student	Count	14	11	13	7	45
		% within Role of student	31,1%	24,4%	28,9%	15,6%	100,0%
		% within Student is familiar with the IC	100,0%	61,1%	76,5%	87,5%	78,9%
	Exchange student	Count	0	7	4	1	12
		% within Role of student	,0%	58,3%	33,3%	8,3%	100,0%
		% within Student is familiar with the IC	,0%	38,9%	23,5%	12,5%	21,1%
Total	Count	14	18	17	8	57	
	% within Role of student	24,6%	31,6%	29,8%	14,0%	100,0%	
	% within Student is familiar with the IC	100,0%	100,0%	100,0%	100,0%	100,0%	

APPENDIX 5 (4). CROSSTABLATIONS

Gender of respondent * Student participates in the activities and events organised by the IC Crosstabulation

			Student participates in the activities and events organised by the IC				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Gender of respondent	Female	Count	12	11	7	4	34
		% within Gender of respondent	35,3%	32,4%	20,6%	11,8%	100,0%
		% within Student participates in the activities and events organised by the IC	50,0%	64,7%	63,6%	66,7%	58,6%
	Male	Count	12	6	4	2	24
		% within Gender of respondent	50,0%	25,0%	16,7%	8,3%	100,0%
		% within Student participates in the activities and events organised by the IC	50,0%	35,3%	36,4%	33,3%	41,4%
Total	Count	24	17	11	6	58	
	% within Gender of respondent	41,4%	29,3%	19,0%	10,3%	100,0%	
	% within Student participates in the activities and events organised by the IC	100,0%	100,0%	100,0%	100,0%	100,0%	

APPENDIX 5 (5). CROSSTABLATIONS

Nationality group * Student participates in the activities and events organised by the IC Crosstabulation

			Student participates in the activities and events organised by the IC				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Nationality group	Finnish	Count	8	1	2	0	11
		% within Nationality group	72,7%	9,1%	18,2%	,0%	100,0%
		% within Student participates in the activities and events organised by the IC	33,3%	5,9%	18,2%	,0%	19,0%
	Russian	Count	6	6	2	4	18
		% within Nationality group	33,3%	33,3%	11,1%	22,2%	100,0%
		% within Student participates in the activities and events organised by the IC	25,0%	35,3%	18,2%	66,7%	31,0%
	Rest of Europe	Count	3	3	3	1	10
		% within Nationality group	30,0%	30,0%	30,0%	10,0%	100,0%
		% within Student participates in the activities and events organised by the IC	12,5%	17,6%	27,3%	16,7%	17,2%
	Outside Europe	Count	7	7	4	1	19
		% within Nationality group	36,8%	36,8%	21,1%	5,3%	100,0%
		% within Student participates in the activities and events organised by the IC	29,2%	41,2%	36,4%	16,7%	32,8%
Total	Count	24	17	11	6	58	
	% within Nationality group	41,4%	29,3%	19,0%	10,3%	100,0%	
	% within Student participates in the activities and events organised by the IC	100,0%	100,0%	100,0%	100,0%	100,0%	

APPENDIX 5 (6). CROSSTABLATIONS

Role of student * Student participates in the activities and events organised by the IC Crosstabulation

			Student participates in the activities and events organised by the IC				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Role of student	Degree student	Count	21	14	6	5	46
		% within Role of student	45,7%	30,4%	13,0%	10,9%	100,0%
		% within Student participates in the activities and events organised by the IC	87,5%	82,4%	54,5%	83,3%	79,3%
	Exchange student	Count	3	3	5	1	12
		% within Role of student	25,0%	25,0%	41,7%	8,3%	100,0%
		% within Student participates in the activities and events organised by the IC	12,5%	17,6%	45,5%	16,7%	20,7%
Total	Count	24	17	11	6	58	
	% within Role of student	41,4%	29,3%	19,0%	10,3%	100,0%	
	% within Student participates in the activities and events organised by the IC	100,0%	100,0%	100,0%	100,0%	100,0%	

APPENDIX 5 (7). CROSSTABLATIONS

Gender of respondent * Student knows who his/her personal tutor is Crosstabulation

			Student knows who his/her personal tutor is				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Gender of respondent	Female	Count	11	6	3	13	33
		% within Gender of respondent	33,3%	18,2%	9,1%	39,4%	100,0%
		% within Student knows who his/her personal tutor is	64,7%	75,0%	33,3%	61,9%	60,0%
	Male	Count	6	2	6	8	22
		% within Gender of respondent	27,3%	9,1%	27,3%	36,4%	100,0%
		% within Student knows who his/her personal tutor is	35,3%	25,0%	66,7%	38,1%	40,0%
Total	Count	17	8	9	21	55	
	% within Gender of respondent	30,9%	14,5%	16,4%	38,2%	100,0%	
	% within Student knows who his/her personal tutor is	100,0%	100,0%	100,0%	100,0%	100,0%	

APPENDIX 5 (8). CROSSTABLATIONS

Nationality group * Student knows who his/her personal tutor is Crosstabulation

			Student knows who his/her personal tutor is				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Nationality group	Finnish	Count	5	1	3	1	10
		% within Nationality group	50,0%	10,0%	30,0%	10,0%	100,0%
		% within Student knows who his/her personal tutor is	29,4%	12,5%	33,3%	4,8%	18,2%
		Count	7	4	0	7	18
	Russian	% within Nationality group	38,9%	22,2%	,0%	38,9%	100,0%
		% within Student knows who his/her personal tutor is	41,2%	50,0%	,0%	33,3%	32,7%
	Rest of Europe	Count	2	0	0	8	10
		% within Nationality group	20,0%	,0%	,0%	80,0%	100,0%
		% within Student knows who his/her personal tutor is	11,8%	,0%	,0%	38,1%	18,2%
		Count	3	3	6	5	17
	Outside Europe	% within Nationality group	17,6%	17,6%	35,3%	29,4%	100,0%
		% within Student knows who his/her personal tutor is	17,6%	37,5%	66,7%	23,8%	30,9%
Total	Count	17	8	9	21	55	
	% within Nationality group	30,9%	14,5%	16,4%	38,2%	100,0%	
	% within Student knows who his/her personal tutor is	100,0%	100,0%	100,0%	100,0%	100,0%	

APPENDIX 5 (9). CROSSTABLATIONS

Role of student * Student knows who his/her personal tutor is Crosstabulation

			Student knows who his/her personal tutor is				Total
			Totally disagree	Partly disagree	Partly agree	Totally agree	
Role of student	Degree student	Count	15	7	9	12	43
		% within Role of student	34,9%	16,3%	20,9%	27,9%	100,0%
	Exchange student	Count	2	1	0	9	12
		% within Student knows who his/her personal tutor is	88,2%	87,5%	100,0%	57,1%	78,2%
Total	Degree student	% within Student knows who his/her personal tutor is	11,8%	12,5%	,0%	42,9%	21,8%
		Count	17	8	9	21	55
	Exchange student	% within Role of student	30,9%	14,5%	16,4%	38,2%	100,0%
		% within Student knows who his/her personal tutor is	100,0%	100,0%	100,0%	100,0%	100,0%

INTERESTED IN EXPERIENCING LAPLAND???



Details to follow soon...

We would like to organise a FUN trip to Lapland and would like to CHECK how many of you would like to join us!!

WHEN: We'll leave in the evening on 5th of November and travel during the night (with a rented bus). We would like to visit both Rovaniemi and then Vasatokka and spend there one night. We'll go back on 9th November.

- Northern lights
- Santa Clause house
- Reindeer park
- Husky safari
- Winter sports – You'll have a chance to do it/ see it!!!

We want to be cost effective so it will be on self catering basis.

If you want to join us just **TAG YOURSELF** on the photo!!!