SOUTH TO SOUTH STUDENT MIGRATION

WHAT STRATEGIES DO FOREIGN STUDENTS FROM THE GLOBAL SOUTH USE TO MAKE FRIENDS AND BUILD THEIR SOCIAL NETWORK AT MANIPAL UNIVERSITY, INDIA?

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ABSTRACT

Migration has recently become an area of interest for scientists. However in contrast to what researchers thought, most of the migrants do not flow from developing countries to developed countries. There are huge numbers of people moving between developing countries, especially countries in de Global South. Within these migration flows there are lots of students moving abroad for academic reasons and student migration developed as an area of research.

This paper aims to get a better understanding of student migration and about friendships they make abroad, with a focus on Manipal University in India. In order to do this, the following research question has been developed: *What strategies do foreign students from the Global South use to make friends and build their social network at Manipal University, India?*

To answer this question ten foreign students from developing countries have participated in in-depth interviews conducted at Manipal University. They were questioned about the friends they have, what activities they pursue with which friends, their current and desired social network, social integration at the university and the university's role. The interviews revealed that many students mostly have co-national or co-regional friends and friends from India. Together with the activities they pursue with them, they appear to have bi-cultural social networks. Which is a social network where the student chooses to participate in academic activities with friends from the host country and in leisure activities with co-national or co-regional friends.

All the students wish for more foreign friends and more social integration at the university and therefore improvements can be made. These could be organizing events in which students from all colleges participate, mixed housing and planning holidays at the same time. An opportunity for further research is the university its perspective on this matter. Research on the barriers the students experience with making foreign friends can also be extended, because having multicultural networks would be a strategy beneficial for the students as well as the university.

CONTENTS

1 PREFACE

Before you lies the Bachelor's Thesis 'South to South Student Migration', the basis of which contains ten in-depth interviews I have conducted among foreign students from the Global South at Manipal University, India. This research was performed in order to complete the Bachelor Human Geography and Urban and Regional Planning.

This thesis is supervised by Dr. A. Bailey. I would like to thank him for presenting me with the opportunity to stay at Manipal University in India for four weeks to perform this research and his guidance during this project.

I would also like to thank Dr. Bhumika and the PHESA department in Manipal, for helping me with my research during my stay and showing me a part of India and its culture.

I hope you enjoy reading my Bachelor's Thesis.

Mirthe Heikens

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2 INTRODUCTION

2.1 BACKGROUND

The majority of research topics focus on migration from poorer, less developed parts of the world to wealthier, developed regions. However according to Bakewell (2009) this holds little links to the actual migration across the world. In fact, there are many people moving within the less developed regions and countries. This so-called 'South-South' migration received more and more recognition by researchers (Bakewell, 2009). And Ratha & Shaw (2007) found that South-South migration is nearly as large as South-North migration.
Unfortunately little is known about the extent of migration between developing countries. Mostly because the data in these countries is incomplete and unreliable (Ratha & Shaw, 2007). South-South migration therefore makes an interesting research field.

In 2010 the number of migrants was estimated at 214 million and will possibly be 204 million in 2050 (IOM, 2010) and this is partly because of increasing flows of student migration (Findlay, King, Smith, Geddes & Skeldon, 2012; King & Raghuram, 2013). Together with more and more movements between developing countries, South-South student migration becomes a rather new field of research where a lot can be learned about its forms and motivations behind it.

This research focuses especially on student migrants from the Global South moving to India and social aspects of their move. India is the research subject, because it is one of the important destination areas in the South and Southeast Asia, together with Malaysia and Thailand. It is an especially prominent destination for migrants originating from Bangladesh and Nepal (Bakewell, 2009; Zoomers & Naerssen, 2006).
Furthermore, India is one of the countries actively seeking to attract professionals from overseas, as well on a temporary as on a permanent basis (Castle & Miller, 2009). This makes India a fascinating area for research, with many possibilities.

This research has been conducted at Manipal University in India. This is a university with an international focus, resulting in collaborations with many universities across the globe, including the Maastricht University and the University of Groningen in the Netherlands (Manipal University, 2014). The university especially takes pride in their diversity, in which the students learn about different cultures and ways of life from countries across the world. Currently, there are about 2000 international students at Manipal University from 57 different countries (Manipal University, 2016). With a high amount of international students it functions as a research area with a possibly large data pool.

2.2 Research problem

This research aims to get a better understanding of the motivations, behaviors and attitudes of international student migrants. Building friendships and social networks are important parts of student's lives, but how are contacts and maybe friendships formed between foreign students and students from the host country? Do they even build friendships with each other? Still little is known about these questions, specifically of the students at the international university of Manipal. This results in the following main research question:

What strategies do foreign students from the Global South use to make friends and build their social network at Manipal University, India?

To help answer this main question, a series of secondary questions are asked:
- Where do the participants come from?
- What motivates students to leave their home countries and move to Manipal?
- How do foreign students build their social network at Manipal University?
- From what countries origin the friends that foreign students from the South make and what are the activities they pursue with their friends?
- Do foreign students mostly interact with other foreign students, or students from their home country? Or is there an equal integration between foreign students and Indian students at Manipal University?
- Is there need for a better social integration between Indian and foreign students from the Global South?
- If so, what can be done to stimulate this integration and what is the university's role?

2.3 Structure of thesis

This thesis is structured as follows. The next chapter discusses the theoretical dimensions of strategies about making friendships and social networks on which this research is based. A conceptual model shows the output of the theoretical framework. The third chapter defines the concepts specifically used in this research. The fourth chapter, the methodology, discusses which data collection method has been used to execute this research at Manipal University. How the gathered data has been analyzed is also reviewed in this section. Hereafter, the results are presented, according to the different subtopics. The meaning of these results and the answer to the main research question are discussed in the sixth chapter section, the conclusion, together with recommendations for further research.

3 Theoretical framework

3.1 BUILDING FRIENDSHIPS

To get a grasp of this process at Manipal University, first needs to be looked at under what circumstances friendships are generally made and social networks developed.
First of all, proximity and frequency of interactions are important factors in the sociological choice of possible acquaintances. But these are not sufficient for developing strong friendships. More than that, age and physical attractiveness act as filters for individuals in selecting possible friends (Duck & Spencer, 1972).
And after this, what then determines the likeliness to become friends? Similar needs are important in some pairs of friends, but a basic resemblance of attitudes indicates most friendships. An individual can therefore be seen as seeking companions who hold similar views of the world and thus reinforce their own attitudes (Duck & Spencer, 1972).

Friendship is a multilevel and multidimensional concept. Therefore, the achievement of stages of friendship depends on the individual having his views of the world and life confirmed by the other individual at all different stages. In early stages, the individual in a new group uses aspects as manner and physical attractiveness to assess possible new acquaintances. In later stages, the individual tries to guess the other persons values and views about the world and asses the possible overlap with his own. Similarity of personality only strengthens the friendship in later stages (Duck & Spencer, 1972).

3.2 SOCIAL NETWORKS AND THEIR HIERARCHY

International students find it challenging to develop relationships and friendships with students from the host country (Rienties, Héliot & Jindal-Snape, 2013). They face many difficulties adapting to the different culture, language and academic life (Williams & Johnson, 2010; Rienties et. al., 2013). Research shows that foreign students have a high preference for friendships with students who are co-nationals or co-regionals (Bochner, McLeod & Lin, 1977; Furnham & Alibhai, 1984; Williams & Johnson, 2010; Rienties et. al., 2013), especially among Asian students (Rienties et. al., 2013).
Developing social networks and forming cross-cultural relationships are however associated with psychological, social and academic benefits (Williams & Johnson, 2010). The social support can help release stress and provide the student with emotional support and guidance (Furham & Alibhai, 1984; Williams & Johnson, 2010). This means that foreign students with a strong, diverse and supportive network are expected to be happier and better adjusted than those who do not have such a social network (Furnham & Alibhai, 1984; Rienties et. al., 2013). Their academic performance can also benefit from having a strong social network.
International students are therefore consequently making conscious efforts to build friendships (Rienties et. al., 2013). While making these connections with someone from the same culture is an effective assimilation strategy, using bi-cultural or multi-cultural strategies can be more sufficient in the process of adaption (Williams & Johnson, 2010). Students with

more co-national friends and no friends from the host country were found to be less satisfied with their lives, where more relationships with host-national students correlate with satisfaction and connectivity (Rienties et. al., 2013).

Bochner et. al. (1977) developed a functional model for the development strategies of friendship patterns of overseas, international students. This resulted in three types of social networks, with an outstanding hierarchy (Bochner et. al., 1977; Furnham & Alibhai, 1984).

- The first is a primary, mono-cultural network, with close friendships with co-nationals. The main function of this network is to provide a setting where ethnic and cultural values can be rehearsed.
- A secondary, bi-cultural network. It consists of bonds between the foreign students with important host nationals. For example, academics, students and advisors. This network functions to facilitate the academic ambitions of the student. Other friends are co-nationals, with whom they pursue leisure activities.
- The third network is multi-cultural with friends from different countries as well as the host country. The main function of the network is to provide companions for recreational and 'non-cultural' activities and purposes, with social and academic benefits.

Manipal University is internationally orientated and a high ranked university (Manipal University, 2015). With many foreign students it is likely the same three social networks and strategies will be apparent, in the same hierarchy.

3.3 STRATEGIES

International students apply different strategies to build friendships and social, learning networks. Some students have strong preferences to work especially with co-nationals, because it is easier to communicate and share knowledge (Rienties et. al., 2013). This results mostly in co-national friendships.

Other students look for knowledge sharing and learning opportunities, particularly sharing this with students with similar beliefs, regardless of cultural differences (Rienties et. al., 2013). They look further than their own country and try to make friendships with students from the host country.

Furthermore, foreign students make decisions about which activities they pursue with their friends. Activities with a utilitarian or an academic function are mostly done with a companion from the host country. Activities where their culture can be rehearsed are performed with co-nationals or co-regionals (Bochner et. al., 1977; Furnham & Alibhai, 1984).

Lastly, foreign students interested in making multi-national friendships and social networks, should look for multi-cultural personality characteristics. This is defined by Van Oudenhoven and Van der Zee (2002) as having cultural empathy, an open mind, to have social initiative, to be emotional stable and flexible.

Institutions, like a university, can also influence social integration between students, because the institutional design has strong influences on how international and host students build social networks. Co-national bonds should be encouraged and possibly even shaped to be more multi-cultural (Furnham & Alibhai, 1984). A student-centered environment with students from different cultures and backgrounds requires the groups to work together. For example by providing teamwork programs or by giving lectures in small classrooms. Besides the academic environment the university can facilitate shared housing and leisure facilities at the campus (Rienties et. al., 2013). This means that the university can play a big part in stimulating the integration between national and international students.

3.5 Conceptual model

The theories lead to a conceptual model about student integration, which can be found in figure 1 below. It starts with the personal characteristics of the student together with the motivations to study abroad at Manipal University. Jointly they influence the strategy the student chooses to build an academic and social network.

The facilities the university offers are also of importance in shaping a mono-, bi- or multi-cultural social network. Further actions can be taken when students are not satisfied with their current social network. Then improvements can be made by the student by making extra efforts to gain a satisfying social network. The university however can stimulate social integration too, because the university benefits as well from an international community.
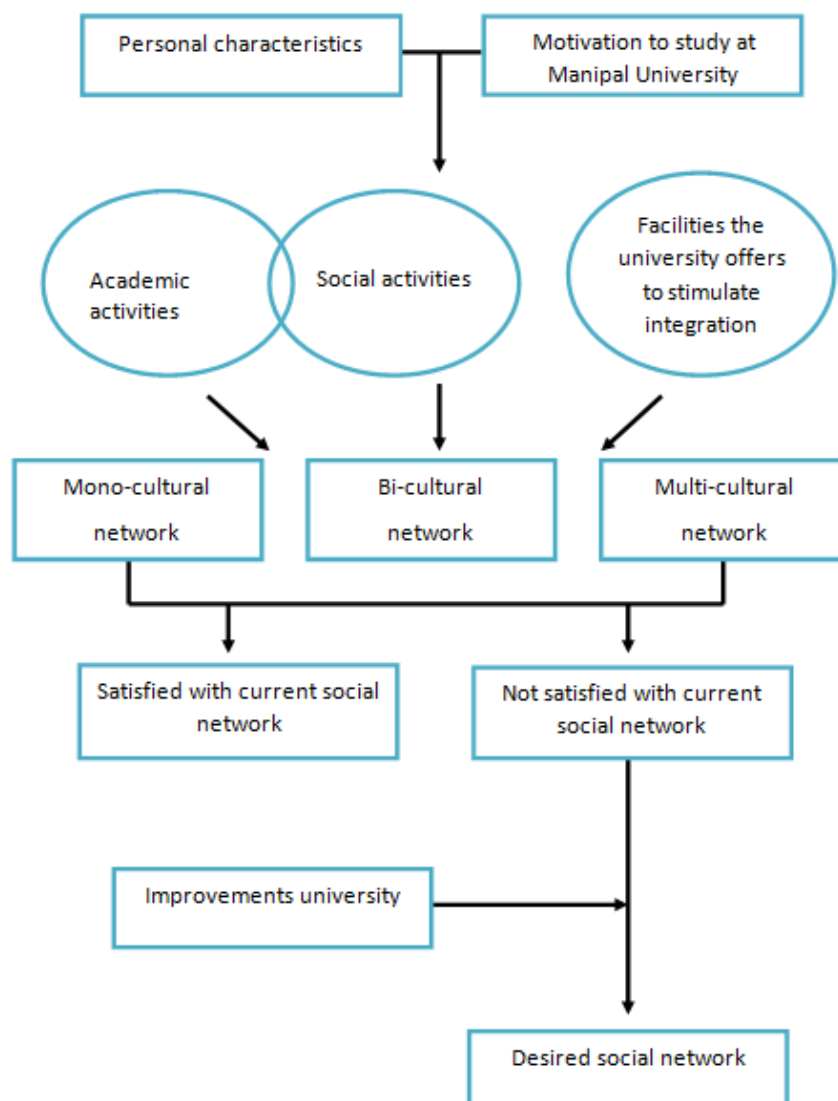

Figure 1: Conceptual model student integration.

4 CONCEPTS

4.1 THE 'SOUTH' AND THE 'NORTH'

In order to understand how students from the Global South make friendships at Manipal University, what constitutes the 'South' and 'North' has to be clear.
Most researchers see the South as the developing countries. Within the system used by the United Nations there are five developing regions: Africa, the Americas (excluding North-America), the Caribbean, Asia (excluding Japan) and lastly, Oceania (excluding Australia and New Zealand) (Bakewell,2009, p. 7).

The World Bank has given another definition. They constitute low and middle-income countries as developing. This excludes countries designated as developing by the United Nations, such as Singapore, Hong Kong and most of the Persian Gulf (Bakewell, 2009, p. 7).

A third definition comes from the United Nations Development Programme (UNDP), who categorize according to the Human Development Index (HDI). Countries with a low HDI, and a medium HDI are described as South. Countries with a high HDI are categorized as the North. Within this distinction Mexico, Brazil, Chile and Argentina are categorized as North, which received a lot of discussion (Bakewell, 2009, p. 7).

With the appointment of a fourth category, with a HDI higher then 0.9, the definition of South comes closer to that of the World Bank. However, which definition is used influences migration statistics. For example, the former communist countries are seen as more developed by the United Nations because they are located in Europe, however they don't have a high enough income level or a very high HDI. Careful analysis of migration statistics and data is required (Bakewell, 2009, p. 7).

In this thesis the first definition from the United Nations will be used. Because the participants in the research are already located at Manipal University, HDI and income play a small role. South-South migration will therefore be seen as the movement between developing countries (Ratha & Shaw, 2007), as seen by the United Nations as developing.

4.2 STUDENT MIGRATION

When examining South-South student migration, a difference between student migration and student mobility needs to be recognized. Student mobility usually refers to a movement involved in migration and implies a movement over a shorter period of time with a high probability of return. Longer moves, for about 3-4 years, fit the term migration (King & Raghuram, 2013).

For this research it is not relevant how long the students are at Manipal University, because both short- and long-term students built a social network. Together with the fact that student mobility is a term involved in migration, leads to the usage of the term migration in this thesis.

4.3 WORLD-CLASS UNIVERSITIES

Students are also very conscious in the choices they make and the motivation for studying abroad is for example based on the existing global hierarchy of universities. They choose universities which are rated more highly, the 'world-class' universities (Findlay, et. al., 2012).To learn if Manipal University fits within this concept, what is a world-class university needs to be defined.

Altbach (2004) named the paradox of the world-class university that *"everyone wants one, no one knows what it is, and no one has figured out how to get one"* (p. 1).
This elite status has always been appointed by the outside world on the basis of international recognition, but over the recent years attempts have been made to develop systematic ways of classifying world-class universities. For example by the Times Higher Education Supplement and Webometrics, who compared 4.000 tertiary education systems (Salmi, 2009). Tertiary education refers to all post-secondary education. This includes universities as well as public and private institutions. For example community colleges and research laboratories (The World Bank, 2016).

World-class universities are partly recognized for their superior outputs, because they produce well-qualified graduates who are highly demanded by the labor market. The exceptional results of the institutions can be attributed to a set of factors at play in the top universities: a high concentration of talent, abundant resources with which they can provide a rich learning environment and a favorable governance (Salmi, 2009).

Manipal University was ranked 97th among the universities in the BRICS nations (Brazil, Russia, India, China and South Africa) in 2015. In India it is ranked as one of the best private universities (Manipal University, 2015).

5 METHODOLOGY

5.1 DATA COLLECTION METHOD

This exploratory study used semi-structured in-depth interviews, conducted with foreign students, to investigate what strategies these students use to build friendships and social networks. Because this research focuses on the personal attitudes, opinions and feelings of the students, in-depth interviews form the correct method of data collection (Baarda & de Goede, 1999).

To see the participant's reactions to the informal questions and understand the feelings regarding given answers, the interviews have to be taken orally (Baarda & de Goede, 1999). The interviews took place at Manipal University itself accordingly.
Another reason for oral interviews is that written interviews take more energy from participants and therefore with an oral interview more questions can be asked and longer, more specific answers can be given by the participants.
A last reason is that with an oral interview the interviewer is more in control and has the possibility to ask extra questions when the given answer requires more explanation (Baarda & de Goede, 1999).

South to South student migration is a relatively new topic (Findlay et. al., 2012) and therefore open questions fit this data collection method. With open questions the topic can be explored (Baarda & de Goede, 1999).

An interview guide for in-depth interviews with open questions was the result, which has been attached in appendix 1. This interview guide was used to interview ten foreign students, who are currently studying at Manipal University. In appendix 2 general information about the participants can be found.

A second data method was used in order to add context and two Indian students were interviewed, regarding their social network. By interviewing Indian students it can be assessed if the researched social networks are specific to foreign students or are present at the entire university. Different questions apply to them and accordingly a second interview guide was developed. The second interview guide has been attached in appendix 3.

5.2 DATA ANALYSIS

Afterwards, the interviews were literally transcribed and analyzed with ATLAS.ti. The codes and families used for analysis were either inductive or deductive and can be found in table 2 in appendix 4. Deductive codes were derived from the data and theoretical ideas used in this research, while inductive codes come from the given information. With deductive coding existing ideas can be extended and inductive codes are particularly useful in new research areas, which applies to student migration. However, no theme can be entirely inductive driven and therefore both types of coding have been used in this research (Marks & Yardly, 2004).

6 RESULTS

6.1 COUNTRIES OF ORIGIN OF THE PARTICIPANTS
Where do the participants come from?

An overview of the home countries of the different participants can be found in figure 2 below, which has been created using Geographical Information Systems in ArcMap. The ages of the participants range between 19 and 27.

Figure 2: Map of the home countries of the participants.

6.2 MOTIVATIONS TO STUDY AT MANIPAL UNIVERSITY
What motivates students to leave their home countries and move to Manipal?

Although the participants come from a range of different nationalities and countries, the reasons for studying abroad show resemblances. From the foreign students many chose to study abroad because the courses of their choice are not offered in their home countries. Students from Tanzania did not have courses such as physiotherapy and clinical optometry. Of the remaining students, a lot wanted to study abroad in order to get more exposure and expand their horizon. Two students from Malaysia participate in a different program, where they follow an education for 2,5 years in Malaysia and the other 2,5 years in Manipal. In Manipal there are better opportunities to learn when it comes to medicine.

According to participant 6 from Malaysia:
"I think in India especially the medical facilities are better. (…) There's like more cadavers and also the types of diseases you see in the hospitals are different. So I think it's a more interesting experience as well".

And participant 9 agreed:
"In India (…) they have life specimens to show, where in Malaysia or other countries they don't have. (…)And the teaching skills here are different compared to Malaysia. Here it's tougher, so it's more challenging here to study".

The reasons why the students chose Manipal University also have similarities. Many addressed Manipal University as an established and renown university, which is recognized worldwide. A participant from Kenya stated that Manipal is the best university in India and for the students who came as a group from South Africa, this university was chosen by their government as the best school. With the statements from the participants it seems likely that Manipal University fits well within the earlier given definition of a world-class university.

As participant 6 from Malaysia said:
"It's quite established and it's very, very recognized".

The other half of the participants came by Manipal as the best choice through recommendations of family members, friends or academics from their own university.

6.3 MAKING FRIENDS
How do foreign students build their social network at Manipal University?

To understand what strategies foreign students use to make friends, the participants were asked about their first contacts, if they are still in touch with them and how and where they meet new people.
Most of the participants made their first contacts in class. It can be assumed this happened some days after their arrival, because it is unlikely people arrive in a different country on the same day classes will start. The others made first contacts in their hostels, by meeting people

in the common television-room or simply by being on the same floor. Only two students made no other contacts except the people they arrived with.

That these first contacts were important in the forming of a social network arises from the fact that almost all participants still spend time with these contacts or is at least on a friendly basis whenever meeting them.

Where the students meet new people and choose to make friends varies widely. Half of the participants meet new people through sports, where teamwork often requires the making of bonds and friendships and which is practiced a lot at the university.

Figure 3: Students playing a game of football (Manipal The Talk, Net, 2016).

Other places where the participants meet new people are the elevator in the hostel, the hostel itself, in class, church or party place. The students mostly have an outreaching attitude to meet other people, only one participant waits until someone approaches. This fits well within the given definition of Van Oudenhoven and Van der Zee (2002) of the characteristics of open mindedness and taking social initiative.

When it comes to actually becoming friends the students feel that if interest are similar and match, friendships can be formed, despite of cultural differences.

Participant 9 from Malaysia:
"I find their interests, where it's similar to mine, if they match then we become close friends. If we don't match we just maintain a far relation".

This is supported by Hartup (1992)who states that common interests is one of the main themes within friendship relations. It can be however expected that this is different with each person one meets, because it includes personal characteristics.

Yet, there are some barriers the participants mentioned about making friends. Several talked about language barriers with foreigners and perceive this as a big obstacle and challenge. From this it appears English is not the spoken main language at the university and most groups speak their own languages.

As participant 5 from South Africa said:
"And the language barrier it's difficult here. It's not pleasant when you're in a group and people talk in a language that you don't understand. (…) And they wouldn't even bother explaining it to you. (…) I do have a problem when you would have a conversation with uhm me being there but not including me. So I rather stick to the people who include me".

The students also experience significant differences in the way of thinking, explained by participant 8 from Kenya:
"The people here understand less. They don't really understand me. They just hear things, but they don't understand. So, as they can't understand your perspective or your opinions, then they cannot become a close friend"

This can be explanations for why the participants tend to look for friends who share a similar cultural background. It seems that a similar way of thinking forms a basis for a lot of co-national friendships and results in people sticking to what they know. Additionally, it can also have something to do with the process of leaving home and migrating to another country.

Which participant 6 from Malaysia explained:
"Maybe it's because when you're in a foreign country you want to stick to something that is from home. So I think that's why the majority of the South Africans stick together and Malaysians stick together".

6.4 CURRENT SOCIAL NETWORKS
From what countries origin the friends that foreign students from the South make and what are the activities they pursue with their friends?

All the interviewed students have one thing in common when it comes to their social network: they all have Indian students in their current social network. There are two participants, one from South Africa and one from Malaysia, who have practically no Indian friends, except for some people they know in their classes. The rest of the interviewed students all have Indian friends. The high amount of Indian students at the university naturally plays a role.

As participant 4 from Tanzania said:
"Because there are so many Indians over here, the chances of you making Indian friends are more than making from other countries".

As discussed in the theoretical framework, what kind of activities students choose to attend with friends partly defines what kind of social network the person has. This network can be mono-cultural, bi-cultural or multi-cultural.

From the foreign students, most of them attend class with their Indian friends. The activities they do together indeed constitute mostly around studying. Only a few of the participants also go out for dinner with their Indian friends for example, besides having classes together and helping each other study.

To make a full assessment about which of the three types of social networks the students have, the other activities they attend to and with whom also have to be researched.
Of the foreign participants, only two do not have any friends from their home country. This can be explained due to the fact they came from Nepal with a special collaboration and the university does not have regular partnerships Nepal (Manipal University, 2016). Meaning that there are few Nepali staying at the university.
All the students have friends from countries with similar cultural backgrounds, besides Indian friends and friends from their home country. Except for one student from South Korea who has a very diverse group of friends, the participants have little friends from other parts of the world.

These activities they pursue with their non-Indian friends are more focused on leisure and include eating together, going out and taking trips for example. Additionally, they do not study with their non-Indian friends, except for one. Some mentioned going to church or the mosque with friends from their home countries. This is a particular example of repeating their own culture.

Lastly, most of the students agreed that their social network benefits their academic performance, which is complementary to the research of Williams and Johnson (2010). That the university benefits from this is due to the fact that good performance by students is necessary in maintaining a world-class status.

6.5 SOCIAL INTEGRATION AT THE UNIVERSITY
Do foreign students mostly interact with other foreign students, or students from their home country? Or is there an equal integration between foreign students and Indian students at Manipal University?

To get a full understanding the foreign students were also asked how they experience the social integration at the university. Almost everyone sees people from the same background spending time together. Only one participant sees a mix between nationalities.

Participant 7 from Kenya said:
"I don't think there's an international community. People do tend to click when they're from the same background".

Participant 4 from Tanzania feels however that there is some integration within the classroom, but perhaps out of requirement. His answer when asked if he sees a lot of students from different backgrounds spent time together:
"Academically yes, socially no. This is just an observation which I have seen. Many people,

culturally, tend to stick together. And uhm, academically sure, they do meet up. Maybe out of necessity".

Overall, it can be stated there is little social integration between nationalities, as experienced by the foreign students. The question is now, if the students choose this or wish there to be more social integration, which will discussed in the next paragraph.

6.6 DESIRED SOCIAL NETWORK
Is there need for a better social integration between Indian and foreign students from the Global South?

To learn if there is a need for better social integration, the participants were asked if they are satisfied with their current social network. Only two students are not satisfied with their social network. Secondly they were asked if they miss something in their social network. They are missing a variety of contacts. Where one misses their friends from home, another participant would like to have more real friends. And where one student felt there was something missing but could not specifically name what, others know very clear.

For example participant 4 from Tanzania, who has a clear picture what is missing:
"What I really miss is you know a different opinion. Because most of my friends, like my closest friends, we share a same cultural background. So most of the things what we agree, we agree on. It would be good to have a different opinion. Someone from a different background, culture, you know, to share ideas, gain ideas with".

All the participants however agree that more different nationalities in their social network would be preferable. The most prominent reason for this is getting more exposure and the opportunity to learn from different people.

Participant 8 from Kenya:
"I can say I left Kenya because I wanted to explore. So it's good to meet people with good ideas, opinions. They can shape your life also".

Likewise, the foreign students all agreed that more social integration at the entire university would be beneficial.

6.7 ROLE UNIVERSITY
If so, what can be done to stimulate this integration and what is the university's role?

The students all wish for more social integration at the university and have an idea how this can be stimulated by the university. The unified idea is that the university should organize an event where the students have the opportunity to meet each other apart from academics, for example a sports event or a field trip.

As participant 1 from Tanzania said:

"Something should be there, apart from the academic part, that you know helps the students to actually mingle and know each other".

There is an annual cultural, literary and sports festival of Kasturba Medical College, named Verve (Kuruthukulangara, 2013), where the colleges compete against each other. This however does not suffice for the participants as explained by participant 5 from South Africa, who also has an idea about the holidays:

"They could make events that include everybody. (…) The only events that include everybody is a college competing to another college. I think why not make it a collective. Some kind of thing like that, it will help people to meet different people. And holidays, they should make it the same time so that we know each other. Because if it's different how it is. By the time they're busy writing exams, we are free we go out. If we go out the only people we meet are our people because they're the ones who are free. By the times we get caught up by our writing, they (from the other college) are the ones who are free".

Figure 4: Colleges competing against each other (Manipal The Talk, Net, 2016).

With planning holidays at the same time, there would be more opportunities to spent time with students from different colleges and even nationalities, something in which the university plays a role.

A third improvement could be the hostel arrangement. With an international hostel and hostels for Indian students, there is an instant separation. With letting Indian students stay in the international hostel, the university makes progress. Even more integration is possible with mixing the students among all hostels.

6.8 PERSPECTIVE OF INDIAN STUDENTS

As a second data method two Indian students were interviewed to see if their social networks differ from that of the foreign students. The two Indian students have different social networks.

The first Indian student, male, came by Manipal through references from seniors and friends. And even though being from India, moving can still be difficult:
"It was entirely different. Because I belong to the northern part of India and this is southern. So it was entirely different, the food, the atmosphere, the people".

When asked about his social network it appeared the participant has friends from different parts of the world, Indian as well as foreign friends. He engages in leisure activities with all of his friends, but studies alone. Although he has lots of friends from different countries, even more would be preferable and more social integration at the university would be beneficial.

The second student is female and has a different social network, with mostly friends from India and only one foreign friend. She does not study with her friends, but plans other activities. She has a smaller social network, because she mostly waits until people introduce themselves to her. This can be the result of the Indian culture and its safety regarding women, as she mentioned:
"Yeah I would love to (have a more diverse group of friends). But I see for my safety first. Before I don't get introduced to third persons. So we have to see to our safety first. I'm a female gender so see for the safety. If not I don't go with them".

The influence of safety on the making of friendships was not a focus in this thesis however, but further research is recommended.

A comparison between Indian and foreign participants cannot be made based on this second data method, because of the differences between the Indian students. However, the two case studies give insights in the Indian perspectives. They have the same wish: socializing with people from different countries. However, they may face the same problems when it comes to making foreign friends or experience even greater barriers when gender safety issues play a role.

7 CONCLUSION

The aim of this research was to answer the question: *What strategies do foreign students from the Global South use to make friends and build their social network at Manipal University, India?*

The interviews show that first contacts are an important part of the strategy for building a social network. Almost all participants still spend time with these first contacts. Where the students make friends differs greatly and is influenced by personal characteristics. All participants do agree that with enough common interests, cultural differences do not interfere in the making of friends. The language barrier however appears to be a substantial problem. English is not the spoken main language at the university, outside classrooms and students stick to their own languages. This was beyond the scope of this research but raises questions for further research.

Most of the participants have a social network with predominantly co-nationals or co-regionals and Indian friends. The activities they pursue with their friends determines which one of the three social networks they have.
Nearly all participants choose to engage in academic activities with their Indian friends and activities for leisure purposes or where they repeat their culture with co-nationals or co-regionals. Meaning that most of them have a bi-cultural network. In a bi-cultural network, the foreign student has friends from the host country related by their studies and this social network functions to facilitate the academic aspirations of the student (Bochner et. al., 1977; Furnham & Alibhai, 1984). That the participants seek for friendships with academic benefits can be a logical consequence of most students coming to Manipal for academic purposes. Only one student has friends from all countries with whom he engages in leisure activities, resulting in a multi-cultural network.

From this research it can therefore be concluded that the foreign participants mostly seek Indian friends for academic related activities. When engaging in leisure and culture repeating activities, they fall back to the comfort of making friends from similar cultural backgrounds. This strategy results in a bi-cultural network.

All participants, including Indian students, however wish to have a multi-cultural network. That they prefer having such a network is logical, because it comes with psychological, social and academic benefits (Williams & Johnson, 2010). But they lack a strategy to accomplish this and therefore wish for improvements made by the university. The university can organize events and introduction days for the entire university, facilitate mixed housing and plan holidays at the same time for all students. Together with the suggestions from the theory about lectures in smaller classrooms and teamwork assignments, these ideas should be taken into account. Because not only the students benefit from more social integration. The university will as well, with students performing better academically. The university's view on this matter was beyond the scope of this thesis, but definitely asks for further research.

The language barrier was not only an issue of the participants, but was also noticeable during the in-depth interviews. With foreign students who did not always entirely understood the questions, it is possible that given answers are not completely representative for the participants feelings. Also because of limited time, this research was not able to give an extensive answer to this current issue at Manipal University.

All the participants do experience some barriers when it comes to making friends, but at the same time also wish there to be more multi-cultural integration. And not only the university can make improvements to accomplish this, the students self can adjust their strategies for building a social network. How the students can adjust their strategies and why they are hesitant in taking more action themselves was beyond the scope of this research. However, students who are happy within their social network perform better socially and academically. Because this can also benefit the university and its status as a world-class university, this topic deserves more attention and further research.

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9 APPENDICES

9.1 APPENDIX 1

Interview guide South to South student migration – foreign students

General information
- How are you doing?
- How old are you?
- Where are you originally from?
- What are you studying?
- How is your study going?
- Why did you want to study at Manipal University?
- What were the reasons that made you decide to study abroad?

First experiences

1. Can you tell me about when you first came here?
(With whom did you arrive? How did you get settled in? What did the university do to help you?)

2. How did you experience that day?
(Did you feel at home?)

3. Can you tell me about the first time you came in contact with other students?
(How did you meet them? From what country were they? Do you still spend time with them?)

4. Can you please tell me something about your friends here?
(How did you meet them? Did it take long for you to make friends? How did you experience this process? From what countries are most of your friends here? Tell me about your Indian friends?)

Social networks

5. Why do you think most of your friends are from that countries?
(Was it easier to contact them? What do you have in common?)

6. How many close friends do you have?
(Why do you consider them close friends?)

7. How many times do you meet them?
(What things do you do together? Do you study together? Are there activities you do together that don't relate to studying?)

8. In what way do you meet new people?
(Do they become your friends? Why (not)?)

If answered by question 4: no Indian friends
10. Why do you think that you are not friends with Indian students?
(What would you consider as barriers for becoming friends? Do you experience cultural differences?)

If answered by question 4: Indian friends
11. Why do you think that you are friends with Indian students?
(Tell me about the things you have in common with them? Were these things   that helped you come in contact with them?)

12. Are you currently satisfied with your social network?
(What are you satisfied about? Would you like to have a more diverse group of friends? Why do you want this? Is there something you miss in your social network?)

13. Can you tell me how your social network here differs from your social network in your home country?
(Why do you think these differences exist? Do you have a preference?)

14. Do you think your social network here helps your academic performance?
(If yes, in what way? If no, why not?)

15. Can you please tell me how your social network here in your point of view contributes to your Manipal experience?

<u>*Social integration*</u>

16. Do you experience a lot of social integration here?
(Do you see a lot of students from different backgrounds spent time together? Are this students from the same study area?)

17. Do you wish there to be more social integration here at Manipal University?
(What can be improved? What can the university do? What would do differently a next time?)

18. Do you think your own social integration is influenced by the reason for your stay here?

<u>*Closing questions*</u>

19. Do you want to add something to this interview?
(Is there a subject you want to return to?)

20. Do you have something that can help me with my research?
(Do you have an anecdote or funny story about your experience and social network here?)

9.2 APPENDIX 2

Table 1: General information about the participants

Participant	Age	Home country	Course enrolled in
1	24	Tanzania	Physiotherapy
2	-	Nepal	Systematic review on public health
3	27	Nepal	Systematic review on public health
4	25	Tanzania	Clinical optometry
5	25	South Africa	Medical Institute for Technology
6	19	Malaysia	Medicine
7	23	Kenya	Optometry
8	24	Kenya	Microbiology
9	20	Malaysia	Medicine
10	22	South Korea	Business Management
11	21	India	Engineering
12	23	India	Optometry

9.3 Appendix 3

Interview guide South to South student migration – Indian students

General information
- How are you doing?
- How old are you?
- Where are you originally from?
- What are you studying?
- How is your study going?
- Why did you want to study at Manipal University?

First experiences

1. Can you tell me about when you first came here?
(With whom did you arrive? How did you get settled in? What did the university do to help you?)

2. How did you experience that day?
(Did you feel at home? What did you think of the university environment?)

3. Can you tell me about the first time you came in contact with other students?
(How did you meet them? From what country were they? Do you still spend time with them?)

4. Can you please tell me something about your friends here?
(How did you meet them? Did it take long for you to make friends? How did you experience this process? From what countries are most of your friends here? Tell me about your Indian friends? Tell me about your foreign friends?)

Social networks

5. Why do you think most of your friends are from that countries?
(Was it easier to contact them? What do you have in common?)

6. What do you consider as close friends?
(Do you have a lot of close friends here?)

7. How many times do you meet them?
(What things do you do together? Do you study together? Are there activities   you do together that don't relate to studying?)

8. In what way do you meet new people?
(Do they become your friends? Why (not)? Do you approach people?)

If answered by question 4: no foreign friends
10. Why do you think that you are not friends with foreign students?
(What would you consider as barriers for becoming friends? Do you experience cultural differences?)

If answered by question 4: foreign friends
11. Why do you think that you are friends with foreign students?
(Tell me about the things you have in common with them? Were these things that helped you come in contact with them?)

12. Are you currently satisfied with your social network?
(What are you satisfied about? Would you like to have a more diverse group of friends? Why do you want this? Is there something you miss in your social network? How does your social network contribute to your overall experience here?)

13. Do you think your social network here helps your academic performance?
(If yes, in what way? If no, why not?)

14. Can you please tell me how your social network here in your point of view contributes to your Manipal experience?

Social integration

15. Do you experience a lot of social integration here?
(Do you see a lot of students from different backgrounds spent time together? Are this students from the same study area?)

16. Do you wish there to be more social integration here at Manipal University?
(What can be improved? What can the university do? Is there something you can do? What would do differently a next time?)

17. Do you think your own social integration is influenced by the reason for your stay here?

Closing questions

18. Do you want to add something to this interview?
(Is there a subject you want to return to?)

19. Do you have something that can help me with my research?
(Do you have an anecdote or funny story about your experience and social network here?)

9.3 APPENDIX 4

Table 2: Used codes and families in data analysis with ATLAS.ti.

Family	Codes	Deductive code	Inductive code
Activities	Academic activities	x	
	Exposure		x
	Knowledge sharing		x
	Learning opportunities		x
	Other activities		x
Current social network	Academic performance		x
	Co-national friendships	x	
	Different cultural background	x	
	Diverse group of friends	x	
	Friends from home country		x
	Friends from host country	x	
	Same cultural background	x	
	Satisfaction		x
	Social network	x	
Desired social network	Differences home and host country		x
	Doing something differently		x
	Missing in social network		x
	More diversity		x
	Preference		x
Making friends	Close friends	x	
	Different way of thinking	x	
	First contact		x
	High amount of Indians	x	
	Knowledge sharing	x	
	Language barrier		x
	Making friends		x
	Meeting new people		x
	Nothing in common		x
	Same interests		x
	Same way of thinking		x
Motivation Manipal	Learning opportunities		x
	Reason Manipal		x
	Reason studying abroad		x
	University environment	x	
	World-class university	x	
Origin student	Age	x	
	Home country		x
Role university	Improvements	x	
	Integration	x	
	Role university	x	