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Enhancing Social Integration in Canadian Post-Secondary Educational Institutions for Students of Chinese-Origin through Political Participation

By

Yuehua Zhu

A Thesis
Submitted to the Faculty of Graduate Studies
Through the Faculty of Education in Partial Fulfillment of the Requirements for
The Degree of Master of Education at the University of Windsor

Windsor, Ontario, Canada
2019

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Enhancing Social Integration in Canadian Post-Secondary Educational Institutions for Students of Chinese-origin through Political Participation

by **Yuehua Zhu**

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DECLARATION OF ORIGINALITY

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ABSTRACT

With an increasing number of Chinese international students entering Canada's labour force and becoming permanent residents or citizens upon graduation, it is critical to facilitate their social integration; however, this population's political engagements has been strikingly low. Although these students are traditionally engaged socially and politically on campuses in their native China, they do not engage in the same level of participation on Canadian campuses. Studies have explored the barriers that they encounter on Canadian campuses, but few have explored how political participation can help them overcome the obstacles. Thus, this study seeks to determine how political engagement can facilitate their social integration into Canada and identify strategies that can help to promote their integration. This study conducted one-on-one interviews with five participants. The findings conclude that political participation supported the development of sense of belonging as well as language proficiency. It also improved confidence, responsibility, and leadership skills while promoting social integration. To ensure that students of Chinese-origin maximize their opportunities to engage politically, it is vital that they solicit support and advice from their faculty members, international student offices, and their peers.

Keywords: political participation, social integration, students of Chinese-origin, Canadian post-secondary institutions

DEDICATION

To myself

To my parents

To my supervisor

To my husband and daughter

To all students of Chinese-origin

ACKNOWLEDGEMENTS

I would first like to thank my thesis advisor Dr. Clayton Smith of the Faculty of Education at the University of Windsor. Dr. Smith's door was always open whenever I ran into a trouble spot or had a question about my research or writing. He consistently allowed this paper to be my own work, but steered me in the right the direction whenever he thought I needed it. He encouraged me to attend various conferences to present my thesis proposal, which was the best way for me to reflect on my research. His contribution to this thesis cannot simply be stated here with limited words.

I would also like to acknowledge Dr. George Zhou of the Faculty of Education at the University of Windsor as the second reader of this thesis, and I am gratefully indebted to his valuable comments and suggestions on this thesis. In addition, to Dr. Zhenzhong Ma, I say thank you very much for your time and help as my third reader.

I would also like to thank the expert Dr. Shuzhen Zhao for giving me guidance and suggestion based on her experiences of doing research. Her kindness and warm hearted suggestions helps me a lot.

Finally, I must express my very profound gratitude to my husband, Weixiong Ma, and to my lovely daughter, Wenjin Ma, for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without your support. Thank you.

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LIST OF ABBREVIATIONS/SYMBOLS

CBC	Canadian-born Chinese
CBIE	Canadian Bureau for International Education
CPC	Communist Party of China
ECNU	East China Normal University
GSS	Graduate Student Society
IEO	Input-Environment-Outcome
IS	International Student
MIPEX	Migrant Integration Policy Index
PSE	Post-secondary education
UWindsor	University of Windsor
UWSA	University of Windsor Student Alliance

CHAPTER 1
INTRODUCTION OF THE STUDY

Introduction

In Canada, the number of Chinese-origin students increased by almost 350% from 39,850 in 2004 to 140,530 in 2017 (Government of Canada, 2014; Canadian Bureau for International Education [CBIE], 2018). As of 2016, Chinese students comprised the largest group of international students at Canadian post-secondary institutions: 132,000 out of 413,015 international students studying in Canada (Government of Canada, 2017), and Chinese-origin students accounted for almost one-third (28%) of all international students in Canada attending post-secondary educational institutions (CBIE, 2018). However, their representation within student governments is underwhelming disproportionate to their actual numbers. In fact, a review of 24 post-secondary institutions in Ontario showed there were no Chinese international students represented in the student governments, and only one Canadian-born Chinese student was held a government position. This is a critical concern because 51% of all international students plan to apply for permanent residence in Canada and desire to become social participants in Canada (CBIE, 2018), and the political participation of visible minorities is vital to Canada and its democratic institutions. However, Canada has introduced some restrictions that undermined immigrants and newcomers abilities to acculturate economically, socially, and civically, which has led to a drop in Canada's rating in the Migrant Integration Policy Index ([MIPEX], 2015). Though students of Chinese origin and Chinese international students and make significant contributions to the Canadian economy and society, their experiences on campus are often challenging and their political participation on campus is minimal. To ensure the Canadian political system is

inclusive to this population, it is critical to determine the factors that have limited this population's political participation in post-secondary institutions to address this issue and promote their social integration and political participation.

Background of the Problem

A healthy democracy requires a high level of political participation from its social members (Turcotte, 2015a). In the face of rising immigration and the resulting ethnic diversity, the Canadian government is focusing on social integration and assimilation to build a common national identity (Government of Canada, 2011). Furthermore, the social integration of newcomers is a necessary step toward participation in Canadian democracy. Political participation—as one of the criteria of Social, Cultural and Civic Integration Index—examines how immigrants, visible minorities, and newcomers integrate into Canadian society (Best & Dustan, 2006; Wong & Tézli, 2013).

The political participation of visible minorities is vital to Canada and its democratic institutions. In 2016, Canada had 1,212,075 new immigrants, and one out of every five people identified themselves as a visible minority (Statistics Canada, 2017). Moreover, another new projection from Statistics Canada states that by 2031, the next generation of Canadians could be comprised of approximately one-third visible minorities (CTV News, 2012). Their political participation would send a message to the newly arrived immigrant that visible minorities' participation in the political system is possible. To the country of Canada, it would demonstrate that visible-minority group members can play an essential and active role within the state (Government of Canada, 2011).

Definition of Terms

Since political participation and social integration are two major themes investigated and discussed in this research, the illustration of their definitions is vital for

readers to better understand the research problems addressed by this study. Further, clarifying of terms including students of Chinese-origin, language proficiency, and sense of belonging in the Canadian context is important to this study.

Political participation. According to Ekman and Amna (2012), the definition of political participation has been developed and expanded over time. Political participation refers to attempts to influence powerful actors, groups, or business enterprises in society with regard to decisions that concern societal issues. In addition to electoral behaviour, political activities also include volunteering for a political party, expressing views on an issue by contacting the press or a politician, expressing views on political or social issues through internet forums or news websites, signing paper or online petitions, boycotting or choosing products for ethical reasons, and attending public meetings (Turcotte, 2015b).

In Canada, the most common and significant political act centres on electoral participation. Thus, the measurement of formal political participation in Canada mainly refers to voting behaviour in national, provincial, and municipal elections. However, recent immigrants' voter turnout rates significantly differ from the Canadian-born population voter turnout rates (Government of Canada, 2011). People of Chinese-origin, a group that is identified as a visible minority, shows a much lower voter turnout rate and less political participation than the Canadian-born population.

Social integration. Wu, Schimmele, and Hou (2010) define social integration in terms of sense of belonging to Canada and experience of feeling out of place in Canada (p.22). By using the language to assimilate, Marger (2012) stresses a free and equal participation of diverse ethnic and 'racial' group at all institutional levels of the larger society. Later, Wong and Tézli (2013) detailed the concept of social integration

including “immigrants’ sense of belonging to and being a full participant in, society” (p. 14). Currently, Vézina and Houle (2017) illustrate that sense of belonging is considered one of the major indicators of social integration in Canadian metropolitan areas. To international students in North American, Rienties and his colleagues (2012) define their social integration as “the extent to which students adapt to the social way-of-life at university” (p.2).

Students of Chinese-origin. In this research, students of Chinese-origin refer to students enrolled in the Canadian post-secondary institutions with Chinese descent, which includes Chinese international students, Chinese immigrant students, and Canadian-born Chinese students.

Language proficiency. The increasing linguistic diversity in Canadian post-secondary institution makes language proficiency a key construct in the assessment of students’ academic and social performance. For students who learn English as a second language, “language proficiency means that students have mastered advanced English oral language skills sufficiently to participate in all classroom activities. In talking, reading, and writing, they can understand and easily use the vocabulary and grammar of the curriculum in different subjects” (Wilkinson & Silliman, 2015, p. 574)

Sense of belonging. Baumeister and Leary (1995) suggest that sense of belonging drives people to form social bonds and influencing well-being is a fundamental human motivation. Sense of belonging is also viewed as a “general feeling of inclusion and the desire to be close to the object of positive attachment” (Hou, Schellenberg, & Berry, 2016, p. 1615). For immigrants, sense of belonging to the society reflects their feeling of

acceptance, being secure, and being "at home" in their adopted country (Wu, Hou, & Schimmele, 2011).

Statement of the Problem

When identifying the issues of political participation among people of Chinese origin, it is critical to look at the behaviours and attitudes of two distinct groups: Chinese-Canadians and students of Chinese-origin. It is likewise important to consider the social integration of students of Chinese descent.

Political Participation of Chinese-Canadians

Although people of Chinese-origin are one of the fastest growing minority groups in Canada, their level of political participation does not match their population growth (Jeong, 2017). In 2016, the Chinese language was reported as the only other language besides English and French in Canada that is the mother tongue of more than a million people (Statistic Canada, 2018). In multicultural countries, it is common that ethnic groups gradually attain political power when their population is concentrated enough to maintain a majority (Davis & Krauter, 1971). Further, it is said that 'personal is political'; however, when a group of people cannot recognize themselves in political spheres, it generates antipathy and challenges (Breton, 1986). If people of Chinese-origin cannot recognize that political engagement represents a positive means through which they can help themselves and others while becoming involved in the wider community, then this group may continue to feel that they are strangers in society and that they do not belong to the wider society (Stoparczyk, 2005).

People of Chinese-origin in Canada display an observably low level of political participation, especially in election engagement, both with regard to voting and running for office. For example, Richmond, British Columbia has the highest population of

visible minorities in Canada at 73.6%, and 54% of its population are of Chinese origin (City of Richmond, 2017). However, the voter turnout of Chinese-Canadians from Richmond Centre in 2013 was the lowest in the province (Xu, 2017). Consistent with their lower voting participation, the presence of Chinese-Canadians running for office is also rare, and this lower participation is observable among visible minority groups in Canada. As of 2016, Chinese became the largest Asian ethnic group in all provinces except Alberta, Saskatchewan, Manitoba, and Nunavut, with a population of almost 1.5 million (Asia Pacific Foundation of Canada, 2019). However, the seats that people of Chinese descent represented in the Parliament of Canada reveals the limited nature of their political participation. In the 2004 federal election, participation by Chinese and South Asians was very different. While ten South Asian Canadians were elected to the Canadian Parliament, there was only one Chinese-origin member elected to the Parliament of Canada (Bird, 2005). After the 2015 federal election, the number of representatives with ethnic origins from South Asian—which includes Afghanistan, India, Pakistan, and Sri Lanka—were five times higher than those with an ethnic origin from East Asia, which includes people of Chinese-origin, Japanese-origin, and Korean-origin (Chan, 2016). This illustrates the lower political participation for people of Chinese-origin.

With the aim of building a healthy democracy and seeking increased voting engagement, there is ongoing research, conferences, and investigations in Canada. Variables such as social economic status, educational level, time of residence, parents' attitude, culture differences, and language capabilities have been investigated to determine whether these factors have a positive correlation with political participation

(Wong & Tézli, 2013). However, even with empirical evidence, research has inadequately explained why the Chinese Canadians have such low levels of political participation.

A longitudinal qualitative study of second-generation youth as they transitioned to adulthood from 1998 to 2003 in North America found that Chinese-origin people who have high economic and education status did not participate politically to the same extent as native Caucasians (Kasinitz, Mollenkopf, Waters, & Holdaway, 2008). Moreover, even in British Columbia, the largest Chinese-origin density province in Canada, Chinese immigrants display lower political participation than those of Canadian origin (Baer, 2008). According to Bird's (2005) comparative research, variables such as a strong elder-centric culture, geographic clustering, and dense, overlapping networks of religious, social, and business memberships contribute to positive political mobilization. Furthermore, strong English language skills and a high degree of economic security are regarded as important resources for political participation. However, even Chinese-origin second-generation Canadians with higher economic and education status who have at least good language proficiency display lower political participation than the general population (Modi, 2012).

Furthermore, Fernando (2006) concludes that, in democratic societies, the presence of Chinese-origin people only exists demographically, socially, and economically. It does not exist politically. He indicates that the exclusion and inequality that people of Chinese-origin face in North America is largely due to their lack of political participation.

Political Participation of Students of Chinese-origin

While the political participation of students and faculty gained wider acceptance beginning in the 1960s (Hauptmann, 2005), research on immigrant or visible minority

students' political participation is limited. Further, a discussion of international students' political participation in North America is a new realm of research.

The political participation of students of Chinese-origin at Canadian post-secondary educational institutions has received limited attention and, within this group, neither Chinese international students nor Chinese-Canadian students are well-documented in the Canadian literature, yet their lower participation is observable. Using a random selection process (see Appendix A), the researcher conducted a review of five Ontario universities in July of 2018, which revealed that none of the representatives on graduate executive teams were of Chinese decent (see Appendix B). Moreover, the only representative in the review who appears to be of Chinese-origin at the undergraduate level of study was not a Chinese international student.

Social Integration of Students of Chinese Descent

While Finnie and Mueller (2014) indicate students of Chinese descent have especially high rates of access to post-secondary education (PSE), whether Canadian- or foreign-born, the attention to their social integration into the Canadian institutions, as well as into wide-society, is limited.

With respect to students with Chinese immigrant parents, research has focused on their enrolment in PSE and their academic integration, and, whether intended or not, discussion of their social integration has been neglected. To international Chinese students, studies focus on their difficulties with regard to language proficiency and cultural acceptance. In addition, accelerated by the immigrant politics and economic motivation, the expanded recruitment of Chinese international students is inevitable. The extent of their social integration not only impacts their self-development but also relates to the sustainable development of Canadian democracy.

International students are an important source of revenue for the Canadian economy. An estimated economic benefit of international students' overall spending in 2014 contributed $11.4 billion, which can translate to 122,700 jobs supported in the Canadian economy (Kunin, 2016). The impact of international students on economic growth, as well as their significant contribution to innovation and knowledge development, is well-documented. The mission of integrating this well-educated professional group into Canadian society is strategic (Belkhodja & Esses, 2013). Poteet and Gomez (2015) indicate that international students encounter more lasting barriers with respect to social integration than academics. Thus, it is reasonable to assume that Chinese-origin international students struggle to integrate into Canadian society. Further, Cox (2014) found that international students feel isolated from the local society, and are not well integrated into Canadian society.

As China has been one of the largest sources of international students for Canada in recent decades, the increasing presence of Chinese international students at Canadian universities is observable. However, their presence in Canadian universities does not mean they have integrated into the Canadian community successfully (Fernando, 2006). In 2008, China had the largest number of international students studying in Canada with 42,154 Chinese international students recorded (Citizen and Immigration Canada, 2009). The success of integrating this large group into Canada's education and social systems not only benefits Canadian universities' academic development but also impacts the sustainable development of the Canadian economy (Gidley, Hampson, Wheeler, & Bereded-Samuel, 2010). However, research concludes that low language proficiency and

a limited sense of belonging are barriers to Chinese international students' social integration (Jiao, 2006; Su & Harrison, 2016; Weber, 2011; F. Wang, 2016).

In summary, low participation in political activities by Chinese groups, especially Chinese-origin student groups may have inhibited their social integration into Canadian society. In this context, Chinese students represent students of Chinese-origin, which includes Chinese international students, Chinese immigrant students, and Canadian-born Chinese students.

Purpose of the Study

This study is driven by three motivations. Firstly, this study aims to understand whether political participation correlates with social integration in Canada's post-secondary institutions. In other words, this study will explore the correlation between political participation and social integration to determine whether political participation can enhance social integration. Secondly, this study seeks to clarify obstacles that hinder the social integration of people of Chinese-origin into Canadian society. Thirdly, this research attempts to explore to what extent students' involvement in political activities can improve their English language proficiency and sense of belonging, and thus contribute to their social integration.

Research Questions

The current research is guided by the main research question, which focuses on social integration, and probes the affiliated investigation under its umbrella to explore students' development of language proficiency and sense of belonging via political participation.

How does political participation relate to social integration for students of Chinese-origin at Canadian post-secondary educational institutions?

1) What perceived benefits do students of Chinese-origin receive from political participation while attending a Canadian post-secondary educational institution?
2) How do students of Chinese-origin's political participation improve their language proficiency at a Canadian post-secondary educational institution?
3) How do students of Chinese-origin's political participation enhance their sense of belonging at a Canadian post-secondary educational institution?

The goal for these research questions is to explore how political activities that students of Chinese-origin engaged in could facilitate their social integration, specifically their perceived language development and sense of belonging. This study was designed to contribute to the literature, provide guidance for the social integration of students of Chinese-origin, and stresses the importance of political involvement to visible minorities of Chinese descent. In addition, these questions attempt to provide evidence to decision makers in Canadian post-secondary institutions about how political participation in the extra-curriculum can benefit students' self-development, especially for students of Chinese-origin.

Importance of the Study

The current research is driven by three main concerns: the quality of life of students of Chinese-origin in Canada, the pathway to facilitate students' self-development and global citizenship, and the sustainable development of people of Chinese-origin in Canada, particularly with regard to how their political engagement can help sustain the continued development of Canada's democracy.

Firstly, Chinese international students often isolate themselves from campus life. Zhang and Zhou (2010) noted that students from China have difficulties cooperating and collaborating with domestic students and other group members. They also have difficulties making friends with other international students and domestic students. This leads Chinese-origin students to be labeled as "social segregators" due to their isolation from Canadian society (Su & Harrison, 2016). This status inhibits their long-term self-development.

Secondly, the researcher's personal understanding of how integration and self-development benefits from political participation motivates this study. Participation in student associations and executive teams are a form of political participation and can foster career success while helping students' integration into society (Glazzard, 2017). For example, when I took the position as a vice-president in the student government association at East China Normal University (ECNU) in Shanghai, China, I had many opportunities to organize student activities, fundraise for events, schedule annual projects, collaborate with other leaders in different sections and associations, and communicate with various people. This experience helped me develop my interpersonal, organizational, and life skills while receiving opportunities to integrate into the local community.

The most important benefit I perceived from my experience is enhanced confidence in public speaking. Verbal and/or writing proficiency is required and practiced in different settings, such as hosting a meeting, announcing decisions, inspiring students to attend events, and defending students' interests. Further, I was recommended to be a member of the Communist Party of China (CPC) due to my contribution to peer

support and active involvement in the building of a student government. I attended various meetings and training programs to learn how the CPC operates at the university level, and I was taught the working process and political ideology of the CPC. I also learned some specific political terminology and values that I would not have otherwise been exposed to in daily life, which made me more politically informed.

As a reward for my diligence and professional work skills when dealing with student affairs, I was recommended for a full-time job as the student advisor in the Faculty of Software Engineering at ECNU after my graduation. Therefore, I believe that political involvement in student government associations is a pathway to self-development, which can help students integrate into the mainstream society.

Further, De Rooij (2012) identified the same correlation between language learning, the adoption of policies, and the integration of the political systems in immigrants' host country, arguing that immigrants should practice political participation as early as possible, especially in their formative years. Thus, political participation is vital to international students who plan on residing in Canada permanently. Based on my personal experience and the adoption principle, I also believe that political participation in the overseas learning experience can facilitate international student's capability as a global citizen.

Lastly, this study seeks to determine how to conduct a healthy democracy in contexts where significant visible minority populations are under-represented. The Bertelsmann Foundation (2000) states that when Western nations welcomed numerous immigrants in the past, these nations were required to ensure that all newcomers were

able to acculturate economically, socially, and civically. This is necessary because democracy cannot be sustained in countries where population sub-sections are marginalized. Moreover, the Migrant Integration Policy Index ([MIPEX], 2015), which measures policies that integrate migrants in a variety of developed nations, indicates that Canada has introduced some restrictions that undermined this goal, causing its MIPEX rating to drop. For example, permanent residents hoping to become Canadian citizens encountered long wait times and restrictions, as well as additional documentation burdens. Thus, with respect to political participation, Canada's MIPEX rating is at the 20^{th} position among 38 countries.

In a democratic society like Canada, consistently declining voter turnout accompanies continued restriction of newcomers' voting rights, which may potentially inhibit the practice of a liberal democracy because marginalized people are isolated from the main society and absent from political participation (Statistic Canada, 2017).

CHAPTER 2
THEORETICAL FOUNDATION

Introduction

The person-environment theories of student development explain how environmental or sociological changes impact student development. Moreover, the person-environment interaction theories explain student behaviour and provide frameworks for thinking about student change and institutional effects. This research is guided by two of the leading person-environment student development theories, specifically Astin's input-environment-output (IEO) model (1984) and Tinto's institutional departure model (1975).

Astin's Theory of Student Development

Astin is a prominent student development theorist who advocated for increasing involvement during the student experience at post-secondary educational institutions. The IEO concept first came from Astin's work titled "'Productivity' of undergraduate institutions" (Astin, 1962). Since then, the IEO model has guided Astin's research and facilitated the development of his theory on student involvement. While there have been refinements over the years, the basic elements have remained the same:

> *Input* refers to the characteristics of the students at the time of initial entry to the institution; *environment* refers to the various programs, policies, faculty, peers, and educational experiences to which the student is exposed; and *outcomes* refers to the student's characteristics after exposure to the environment (Astin, 1993, p. 7).

The working process of this model on student development is illustrated in Figure 1. The IEO model was supported by Astin's analysis of the data from the Cooperative Institutional Research Program, which surveyed more than 500,000 college students in

more than 1,300 institutions between 1966 and 1973. It revealed the impact of the environment and the effects of student involvement on student change and growth (Astin, 1993).

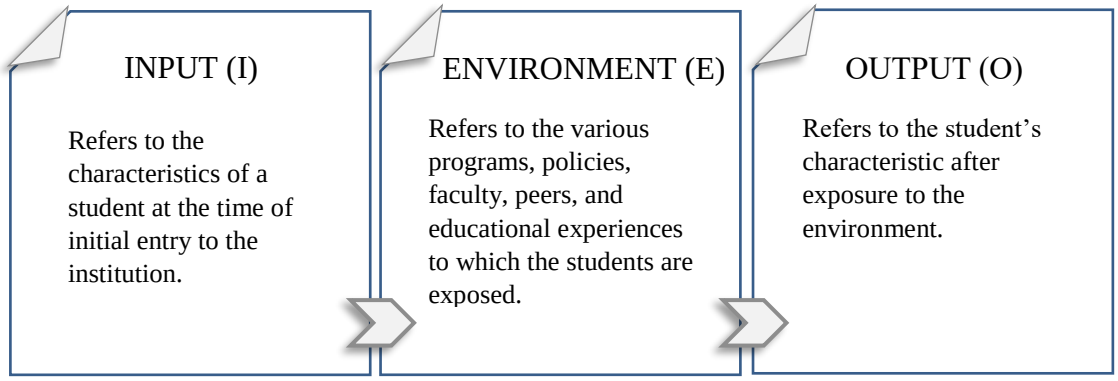

Figure 1. Input-Environment-Output (IEO) Model of Person-Environment Interaction Theories, Adapted from Astin (1993, p.7), Drawn by the Researcher.

Astin (1993) states that students' environmental experiences rely on how many curricular and extracurricular programs and activities they are involved with on campus. His definition of involvement emphasizes the behavioural aspects of involvement, and he believes that involvement is defined and identified by what individuals do but not what they think or feel. Further, Astin (1999) details the active term of involvement by listing several actions one may partake in, including participating/taking part in and/or attaching or devoting oneself to an organization or cause, or being elected to office. These can be applied to several contexts, such as student clubs, groups, or governments, representative or volunteer work, campus protests or demonstrations, decision-making, and public speaking (Astin, 1993).

Astin (1999) directly highlights the vital influence of involvement in student government. He devoted his time to develop the student involvement theory for more than three decades and has revisited the theory over the span of several decades. This indicates his understanding and belief in the dynamic impact of person-environment

interaction on student learning and personal development. Astin (1999) concludes that involvement in student government increases students' political participation and improves their satisfaction with friendships. The peer-group effect generated by participating in student government associations improves students' sense of belonging and reinforces overall self-development.

Tinto's Theory of Student Persistence

Tinto (2012), who studied the person-environment interaction on student persistence in higher education, also observes that student involvement is the most important condition for student success. Distinguished from the work of Astin, Tinto's work establishes the impact of academic integration and social integration on student persistence and student departure. He observed differences in students' family backgrounds, individual attitudes, and pre-college schooling when entering the academic system, and he indicates the extent to which student involvement in academic and social dimensions' influences student's dropout decisions. Tinto's (1975) Institutional Departure Model (see Figure 2) can be seen as a longitudinal process of interactions between individual student and the academic and social systems of the institution. In the process, students continually modify their goals and institutional commitments in ways that influence their decision to remain enroled or drop out (Tinto, 1975).

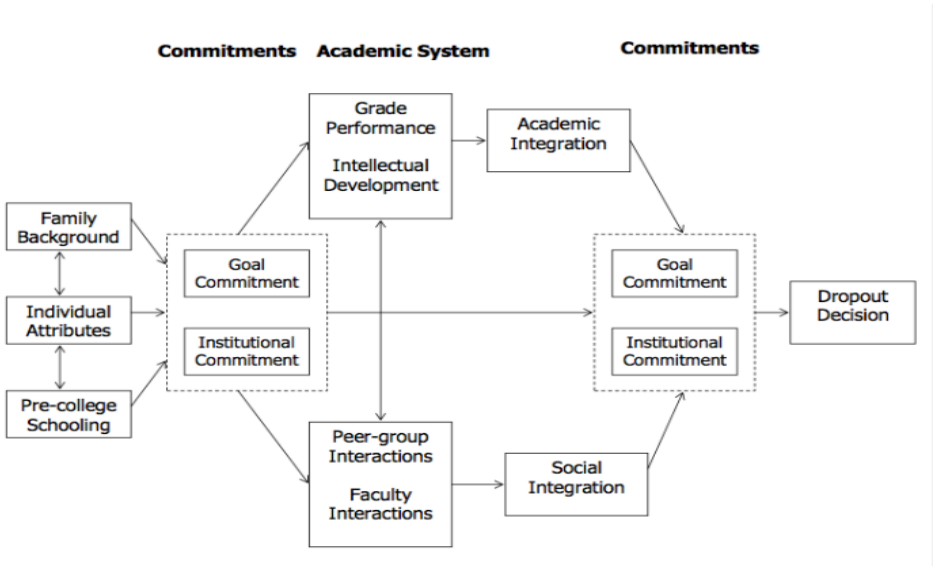

Figure 2. Tinto's Institutional Departure Model. From "Dropout from Higher Education: A Theoretical Synthesis of Recent Research", by Vincent Tinto, 1975 (p. 95). *Review of Educational Research, 45*(1), 89–125.

Academic integration, in Tinto's theory (1975), relates to student's grade performance and intellectual development during their post-secondary education years, while social integration occurs by participating in student associations, extracurricular activities, and student-faculty interactions. More specifically, those who perceived less social integration are more likely to drop out. The generation of low commitment to a social system due to a lack of integration into that system will increase the likelihood that a student will decide to drop out. This idea is consistent with Tinto's later research (2016), which found that the individual perceptions of social integration have a significant effect on student persistence. After years of reviewing his own work and related research conducted by others, Tinto (2012) concludes that previous research on student development has done much to define and support the importance of social integration, but those research does not offer solutions to facilitate students' social integration.

Another Theory of Student Involvement

Another study added to the student development literature by establishing an additional influential factor to Astin and Tinto's focus on self-effect and individual student involvement. Pascarella and Terenzini (1991), after completing a meta-analysis of 2,600 student development studies over a 20-year period, found that structural characteristics, specifically institutional features, such as program setting and institution's size/type of control, affects student involvement and social integration.

An Assumption of Student Development

Thus, the theoretical foundation of this study combines the work of Astin, Tinto, and Pascarella and Terenzini to explore how student involvement in political activities or leadership roles affects Chinese-origin students' social integration in Canadian post-secondary educational institutions.

By understanding the importance of student involvement and various external factors that shape student development, the theoretical framework for this study models the effect of political participation on social integration for international and visible minority student groups. Student involvement in political activities under the new environment refers to behavioural involvement and the ability to take initiative to challenge new environmental characteristics, such as Canadian social norms, political institutions, and idiomatic expressions. The researcher believes, as a consequence of political participation while attending post-secondary educational institutions, both international students and visible minority students are more likely to integrate into Canada's mainstream society and achieve personal development (see Figure 3).

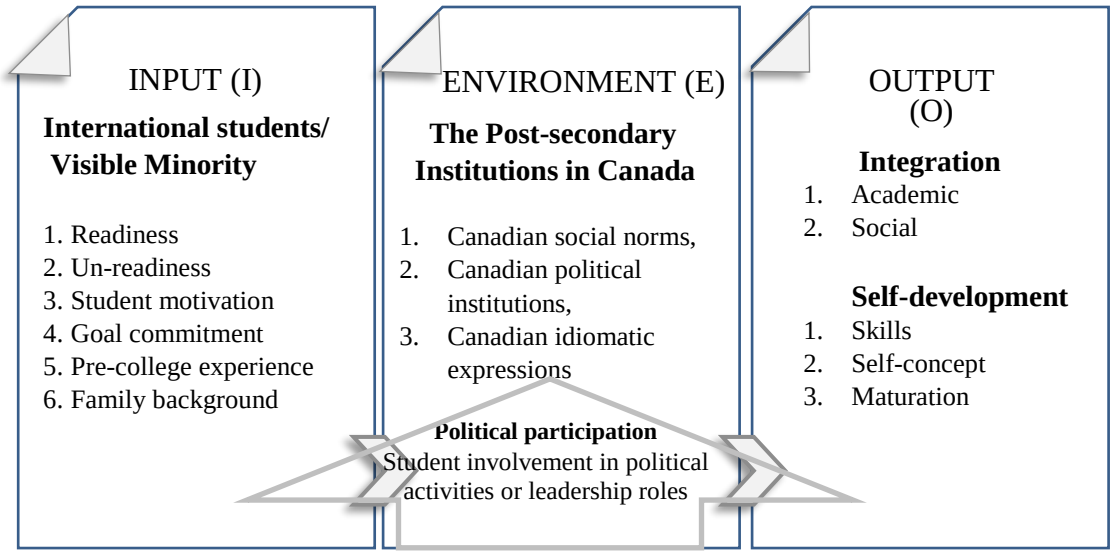

Figure 3. The Theoretical Foundation Combines the Work of Astin, Tinto, and Pascarella and Terenzini to Explore How Student Involvement in Political Activities or Leadership Roles Affects Chinese-origin International Students' Social Integration.

CHAPTER 3
REVIEW OF THE LITERATURE

To understand how people of Chinese-origin participate politically in Canada, it is vital to explore how they integrate into Canada, and how the experiences of students of Chinese-origin differ in post-secondary institutions is unique in that context. A review of the literature should ideally focus on the relationship between language proficiency, culture, and integration, the correlation between political involvement and students' social integration, and the challenged they faced in Canada. This can help establish gaps in the literature and, in turn, the importance of conducting research into this topic.

Integration of People of Chinese-origin in Canada

Though people of Chinese-origin comprise one of the largest ethnic minority groups in Canada, their integration into Canada has been slow and rife with difficulties, particularly with respect to political integration. This is partly due to Canada's legislative history as past xenophobic policies have made it difficult for people of Chinese-origin to integrate into mainstream Canadian society. By the 1880s, people of Chinese-origin—mainly from Guangdong province in south China—composed the second largest group in British Columbia after First Nations peoples (Belshaw, 2015). At that time, Chinese immigrants took low-wage labor jobs in Canada while working on British Columbia's section of the Canadian Pacific Railway. Despite their importance to the Canadian economy, many European Canadians were hostile to Chinese immigration. A prohibitive head tax restricted the immigration of people of Chinese-origin from 1885 to 1923 (Chan, 2018). Contrary to the Chinese will of integrating into Canadian society, the first legislature of the Province of British Columbia deprived Chinese immigrants of voting

rights (Chan, 2018). In addition to being barred from voting, people of Chinese-origin were not allowed to work for provincially-incorporated companies, the government itself, underground coal mines, or any crown licensed corporations before 1914 (Belshaw, 2015). At that stage, people of Chinese-origin and their Canadian-born children were excluded from Canadian society, and the Canadian government had no plans to integrate Chinese-origin immigrants into the mainstream of society. Since then, Chinese-Canadians have fought for full political and democratic rights as well as full participation in Canadian life.

By the 1920s, there was growing concern regarding the assimilation and integration of ethnic minorities and immigrant peoples in North America. Since 1995 research on immigrant integration has become a research priority in the social sciences and humanities in Canada (Wong & Tézli, 2013). The number of immigrants from China grew by 63%, from 332,825 in 2001 to 545,535 in 2011. This made Chinese-origin people the second largest foreign-born group in Canada (Statistics Canada, 2011). Their overall integration in the Canadian mainstream garnered significant attention from sociologists, politicians, and researchers. However, many studies reported that the integration of people of Chinese-origin is unsatisfactory and unsuccessful (Guo, & DeVoretz, 2006; Y. Wang, Zong, & Li, 2012; Zaheer, Eynan, Lam, Grundland, & Links, 2018). Knowing that the English language helps enlarge networks and opportunities and increases the likelihood of successful social integration for immigrants, researchers investigated the language proficiency of people of Chinese-origin through different dimensions, such as gender, length of residence, education level, and population.

However, the results of a census conducted in 2007 reported that language proficiency remains one of the major barriers that Chinese immigrants face (Statistics Canada, 2017).

In previous research, four broad indicators have commonly been used to measure immigrants' integration: economics, social-cultural standing, politics, and education (Biles et al, 2008; Fong & Ooka, 2006).

Economics

Economically, variables such as income, employment, and occupational attainment have been investigated in various studies (Beaujot, 2003; Chui & Zietsma 2003; Hum & Simpson 2004). Broadly speaking there has been increasing rates of unemployment and underemployment for individual immigrants and a rise in poverty for immigrant families. Further, a substantial body of evidence indicates a significant presence of income discrimination against visible minority workers, both among immigrant and Canadian-born minorities (Omidvar & Richmond, 2003). Like other visible immigrants, Guo (2010) notes that Chinese-origin immigrants manifest an overall lower social economic status in Canada compared with their Caucasian counterparts. Guo (2010) also indicates that Chinese immigrants face a downgrade in the dimension of their social economic status in Canada due to the devaluation of Chinese credentials and employment experiences upon entering Canada.

Social-Cultural Standing

People of Chinese-origin experience internal deficiencies and external pressures that broadly lead to a low degree of integration, which affects their social-cultural integration (Qin & Blachford, 2017). Internally, people of Chinese-origin generally lack extroversionn; rather, they are “self-imposed isolation in ethnic enclaves” (Law, 2012, p. 2). People of Chinese-origin self-report that they prefer to socialize with other people of

Chinese-origin outside of professional and academic settings (Meletiadis, 2014; Qin & Blachford, 2017). A majority of Chinese immigrants reported having a low level of participation in social activities regardless of the ethnic community and the wider society (Fong & Ooka, 2006). Even in Canada's largest Chinese-origin density community, Vancouver, Chinese immigrants display a lower participation in political meetings and group activities than native Canadians (Baer, 2008). Externally, though Canada's shift to a multicultural mandate during the 1970s has eased tensions, there has been a history of public antagonism towards Chinese immigrants in Canadian society that has made it difficult for Chinese immigrants to integrate into the Canadian mainstream (Law, 2012). Since the construction of the Canadian Pacific Railway, European Canadians have expressed open hostility toward Chinese immigration. People of Chinese-origin were the only group who had to pay a head tax from 1885 to 1923, and it was not until 2006 that Canadian Prime Minister Paul Martin made a personal apology to the Chinese community for the Chinese head tax (Chan, 2018). The strong work ethic among Chinese-origin immigrants has been a source of concern from some in Canada's mainstream society, who fear that people of Chinese origin will achieve dominance within Canada because, as one of Toronto's city councillors put, they "work like dogs" (Law, 2012). The Chinese educational culture of pursuing higher education not only generates a high proportion of Chinese students' enrolment in Canadian post-secondary education institutions but also causes a heated social controversy reflected in the concern of public educational resources being occupied too much by students of Asian-origin. Meanwhile, Canadian-born parents/educators also worry about the sustainability of Western educational quality due to substantial Asian student enrolment. This leads to a

heated discussion in the mass media (Findley & Kohler, 2010). More recently, concern has been raised with regard to middle-class people of Chinese-origin who have landed in Canada and purchased properties at high prices, thus driving up property values. In the social-cultural realm, some believe the Chinese population poses threats because they compete with Canadians of other ethnicities for resources, especially in housing and education (Law, 2012; Li, 1998).

Politics

Voter turnout as an indicator in evaluating the immigrants' political integration is highly represented in quantitative research studies. Further, voter turnout data and polls during elections often have an important role in evaluating the state of democracy in Canada from year to year (Dallaporta, 2015). This is supported by Tossutti (2007), who analyzed data from Statistics Canada's 2002 Ethnic Diversity Survey, drawing on results from the 2004 Canadian Election Study to investigate the relationship between selected diversity and turnout. She found that Chinese-Canadians have significantly lower voter registration rates, and the young Chinese-Canadians under age of 30 reported the lowest voter turnout rates in the recent federal election. Even within the high density Chinese population in Richmond Centre, B.C. the voter turnout in 2013 was reported as the lowest in the province (Xu, 2017). This underscores how limited the political participation of Chinese-Canadians is in comparison to other groups in Canada.

Education

The situation is more paradoxical for educational integration: misguided news, defective approaches of data collecting, and academic-economy orientation boosted images of a higher representation of Chinese international students at Canadian universities (Weber, 2011). By exaggerating and misinterpreting of the mass media myth

of post-secondary education enrolment, the real educational integration of people of Chinese-origin is misunderstood. Ho (2014) observes that in September of 1979, news outlets promoted a story title "Campus give-away," which was later proved to be irresponsible journalism. The story accused Chinese foreign students of occupying a large number of Canadian university spots and emphasized that the majority of students in the pharmacy class in the University of Toronto were Chinese international students. However, no foreign students were allowed admission to the pharmacy program. Not only did this news reporting distort the reality of Chinese international students' recruitment at Canadian universities, but the defective approaches of collecting empirical data also blurred the reality of educational integration of people of Chinese-origin (Ho, 2014).

As Coloma (2012) indicates, Chinese-Canadians remain relegated to the margins of research and teaching in the fields of education in general, and of curriculum studies in particular, even though they have a strong numerical presence in the overall student enrolment. Further, because governments have cut funding to university operating budgets by nearly 50% over the last 30 years, postsecondary institutions have adopted enrolment strategies that seek to expand international students enrolment to offset the cuts, thereby transforming Canada's post-secondary education institutions example of academic capitalism (Ivanova, 2012). International students have become the solution because they pay much higher tuition fees than domestic students (Su & Harrison, 2016), and they further infuse the Canadian economy with money through costs associated with housing, food, transportation, and public services (Kunin, 2016). Consequently, there is an increasingly high presence of people of Chinese-origin in Canadian universities.

Integration of People of Chinese-Origin in Post-Secondary Education

To understand the ripple effects of international students entering Canadian post-secondary institutions, various studies have investigated student satisfaction, their potential obstacles, and their integration into Canadian college and university campuses. Research has increasingly focused on people of Chinese-origin in Canadian post-secondary education, especially in higher education, largely due to Chinese international students representing one of the largest international student groups. Data released from CBIE (2018) indicates there were 494,525 international students in Canada at all levels of study in 2018. This represents a 17% increase over the previous year and a 34% increase between 2014 and 2017. In 2017, China was the top resource country, and the enrolment of Chinese international students in Canadian university programs was nearly 300% higher than the second largest resource country, India.

Chinese international students contribute significantly to the Canadian fiscal revenue and can potentially provide long-term support the Canadian labour market. Immigration Minister John McCallum notes that international students are viewed as "among the most fertile source of new immigrants for Canada … [and] should be first on our list of people who we court to come to Canada" (Zilio, & Chiose, 2018). Guided by immigration policies, there is a blooming of research that aims to help international students successfully graduate from post-secondary institutions in Canada and then seamlessly transition into the labour market and permanent residency (Cox, 2014). Thus, knowing how scholars define social integration and how to facilitate international students' social integration in higher education is crucial.

Social Integration

Tinto (1975) defines social integration in his student development theory by demonstrating the drop-out process in higher educational institutions. In describing the interaction between students and post-secondary educational environments, he offered an explanation of social integration:

> Seen as the interaction between the individual with given sets of characteristics (backgrounds, values, commitments, etc.) and other persons of varying characteristics within the college, social integration, like academic integration, involves notions of both levels of integration and of degrees of congruency between the individual and his social environment (pp.106-107).

Many social and educational theorists have reviewed Tinto's social integration concept and its weight in facilitating students' persistence and attainments. In addition to Tinto (1975) and Astin (1984), Pascarella and Terenzini (1991) have stated that student intellectual growth requires academic involvement as well as extracurricular involvement. They emphasized that student involvement is vital to attaining academic and social integration. Baird (1969) identified a general trend toward lower self-concept, such as leadership ability and self-confidence, which was impacted by exposure to a new institutional environment, resulting in decreased student social integration. Understanding this context is critical to helping Chinese international students' adapt to Canadian post-secondary educational institutions. Being exposed to a new institutional and social environment affects students' social integration on campus (Pascarella & Terenzini, 1991). Since Chinese international students are removed from their original family and support system, they are reliant on their interaction with peers, social groups, and other agencies, such as faculty, as a compensation mechanism for achieving social integration.

Astin (1993) reports that student involvement with faculty could generate positive student-faculty interaction, which has a significant positive correlation with regard to improving social integration through behaviour including running for a student office. This is supported by Tinto (2012), who argues that social engagement with faculty and peers leads to forms of social and academic membership that result in an increased "sense of belonging" (p. 66).

Although the person-environment interaction theories assume the extent and time that students involved in the post-secondary educational environment will influence students' social integration, the effect could be different for international students in Canada. For example, the reality of international students' social integration does not match the Canadian government's expectation, especially for Chinese international students. In the past, the Canadian government's immigration policy evaluated the candidacy of potential immigrants based on their economic standing; however, even though successful candidates were able to contribute economically, their integration was not always smooth. Thus, under the assumption that long-term enrolment in Canadian educational institutions will facilitate immigrants' social and cultural integration, the government has begun to recruit immigrants through the pool of international students who enrol in post-secondary education. The government also supports students' work permit applications in order to achieve future integration into the labour market (Poteet & Gomez, 2015). Logically, Chinese international students who have pursued higher education during a long residence should theoretically be prepared to integrate into Canadian society. Ironically, Chinese international students' degree of social integration

is not as high as expected. In fact, research demonstrates increasing isolation among Chinese international students (Jiao, 2006; Su & Harrison, 2014; Zhang & Zhou, 2010).

Challenges

Knowing the importance of social integration in student development, as well as the involvement approach to facilitate integration, does not mean Chinese international students have or will have a more effective integration into the post-secondary educational institution and Canadian society. A common belief among educators is that international students are insufficiently adjusted to higher education in their host country, both academically and socially (Rienties, Beausaert, Grohnert, Niemantsverdriet, & Kommers, 2012). They face many challenges and barriers, such as language, culture, program setting, population density obstacles, and received discrimination and unfairness.

Language barrier. Language barriers often act as an isolating factor for international students. Students with language problems were found to be the most likely to drop out of the post-secondary institutions prior to completing their degree (Wilburn, 1999). According to Abe, Talbot, and Geelhoed (1998), students from Asian countries experience significant social integration issues related to their lack of confidence in both speaking and understanding spoken English. This indicates that the challenge of social integration is language-related. Jiao (2006) indicates that language deficiency obstructs Chinese international students' integration, in daily communication and in interactions with other students. For example, one Chinese international student reported that language problem barriers affected his social network building, which made him feel lonely (Weber, 2011)

Su and Harrison (2014) emphasize that language emerged as a highly meaningful factor in determining Chinese international students' ability to navigate both academic and social challenges. However, they present overall low English language competence. According to Chow (1997), Chinese students language barriers have been identified as a critical factor, and "The fact that Chinese students tended to be less active in community or extra-curricular activities can be explained by their inadequate command of English" (p. 168). In Chow's view, the level of Chinese international students' integration into Canadian society is highly related to their language proficiency.

Cultural differences. A review of the literature on the obstacles that Chinese international students faced during integration also indicates that cultural differences affect Chinese international students' social integration in a significant way. Jiao (2006) indicates that misunderstandings and disagreements that occur between Chinese international students and Canadian peers resulted from cultural differences. She also concluded that international students from mainland Chinese often remain in homogenous social circles when attending Canadian universities and consequently have limited engagement with domestic students or international students from different backgrounds. Meletiadis's (2014) qualitative study reflects many culture-related obstacles that Chinese international students displayed. For example, one domestic student reported that divergent cultural beliefs made it difficult to form friendships with Chinese international students. Chinese international students also indicated difficulty making friends with other ethnic groups. Zhou and Zhang (2014) note that cultural differences amplified Chinese international students' language deficiencies and communication difficulties. Given that Chinese international students are often times

unfamiliar with the social context of some words utilized in a dialogue with the domestic students, Chinese international students have difficulty understanding the cultural meaning of many conversations (Qin & Blachford, 2017). Further, Chinese international students grow up in another culture and are shaped with different personal interests, ways of communicating, humour, daily routines, and perceptions of social constructs such as friendship, sexual relationships, and privacy: this can inhibit their willingness to develop close friendships with domestic students (Zhou & Zhang, 2014).

Program setting and population density. The over-density and cultural similarity of Chinese students in the same classroom often prohibits social integration during their early educational experiences (Meletiadis, 2014; Su & Harrison, 2016). For example, Su and Harrison (2016) conducted research covering Chinese international students in England, America, Singapore, and Scotland. The Chinese international students who participated in their study reported that the high number of Chinese students on campus was a source of their academic, linguistic, and social isolation from other students. For instance, at an Ohio university, 90% of students enroled in the Master of Finance and Economics program (MFE) were Chinese (Su & Harrison, 2016), while a southern Ontario university saw an international cohort in the Master of Education program that was 95% Chinese As targeted revenue generators and also due to the attractive immigrant policy. Chinese international students are often densely populated in specific programs at Canadian universities. This can be problematic when considering Pascarella and Terenzini's (1991) assertion that program setting in the post-secondary institutions is vital to students' integration and overall development, which associated with intellectual and affective development. A current study conducted by Spencer-

Oatey, Dauber, Jing, and L. Wang (2017) likewise found that population density impedes the social integration of Chinese international students.

Discrimination and unfairness. Besides the inevitable challenges including language, culture, and skin colour, the received discrimination and unfairness also inhibited Chinese students' integration into Canadian campus and in the mainstream society. In North America, Asian students reported more discrimination than Caucasians (Pieterse & Carter, 2010). Grayson's (2014) study indicates that among ethno-racial groups in Canada, Chinese (42%), Hong Kong (28%), Taiwanese (36%), and Canadian born Chinese (30%) reported experiencing unfairness. Grayson (2014) also indicates that students of Chinese-origin are more likely to be treated differently outside of campus. Costigan, Hua, and Su (2010) found that the psychological and social struggles that many Chinese youths experienced in Canada attributed to the peer discrimination at schools. The discrimination and unfairness that Chinese students experienced on- and off-campus make their social integration even more challenging.

Opportunities

Although Chinese international students face many inevitable challenges due to their immigrant status, there are opportunities that can facilitate their integration. Student involvement in the post-secondary educational system can be a solution. According to Astin (1984), Tinto (1999), and Pascarella and Terenzini (1991), student involvement in social and extra-curriculum activities helps their growth. Tinto (2012) suggests that, in the social realm, students could take steps to become involved in a variety of social groups and organizations that allow them to find at least one smaller community of students with whom they share a common bond. More specifically, Astin (1999) suggests that involvement in student governments is associated with greater-than-average

enhancement in facilitating students' social integration. Students' political liberalism, status needs, greater-than-average satisfaction with student friendships, and artistic interests can be promoted by engaging in student associations. Pascarella and Terenzini (1991) purport that students' interaction with major agents of socialization on campus, such as student associations, has a large impact on interpersonal interaction. Further, extracurricular involvement may be seen as a more formalized manifestation of students' interpersonal involvement during their post-secondary education years. Extracurricular involvement, particularly in leadership positions, has at least modest positive implications for career advancement (Pascarella & Terenzini, 2005). F. Wang (2016) further states that international students' involvement in native ethnic student groups can enhance their social integration.

Political Participation in Post-Secondary Education: A Social Integration Approach

Research on student development theories has identified political participation as a pathway to social integration. In this context, political participation may include taking part in social activities, getting involved in student government, and taking leadership roles in student organizations (Astin, 1999; Pascarella & Terenzini, 1991; Tinto, 1975). Tobach's (1994) argues that self-development can be internalized through political participation, thus arguing that political participation is vital to individual social integration and ultimately the fulfillment of one's personal development. Likewise, Moua-Vue (2017) found that international students' political participation with university services and offerings—such as programs, events, student organizations, and leadership roles—facilitated their sense of integration and belonging to the university. For instance, an international student working as the president of an entrepreneurship club reported he

felt a sense of belonging and social integration through his political participation experience. He stated that having his name associated with a program at the school made him feel like he was part of and recognized as a member of the community in which he lived and studied (Moua-Vue, 2017). Through descriptive conversations like this, qualitative research studies can capture international students' perception of social integration. Therefore, this study seeks to discover more themes and details by discussing two specific indexes of social integration: language development and sense of belonging.

The literature on international students' social integration in Canada discusses interactions with their cultural background, language proficiency, curriculum participation, extracurricular activities, and socio-economic forces (Weber, 2011; CBIE, 2015). These factors influence students' sense of belonging, overall social integration, and their future political participation in host countries after graduation. However, the Canadian literature did not discuss international students' political participation at the post-secondary educational level, though research in the United States and Europe reflects the tendency to include international students in political participation with the aim to facilitate their social integration in the larger society.

Literature Gaps

Base on the literature review and the purpose of this study, there are at least three gaps in previous studies. Firstly, though previous studies uncovered some of the barriers to political participation, they did not discuss how political participation might reduce those obstacles, especially in releasing the inhibition of language proficiency and sense of belonging. Secondly, though Canadian government frequently investigated their immigrants and newcomers' social integration, which mainly study the indicators and

dimensions of their social integration, there is no data to demonstrate action-based social integration in post-secondary institutions. Thirdly, there is no specific working pattern to explain how international students or visible minority students develop in the Canadian educational environment.

The literature rarely investigated political participation as an approach pathway to facilitate language development and sense of belonging. Previous studies on newcomers' political integration have not included the voices and experiences of international students in post-secondary education, especially Chinese international students. Thus, discussion of how political participation can benefit international students' social integration is deficient.

Language proficiency and sense of belonging are essential indicators of integration; however, how political engagement facilitates English language development and leads to a sense of belonging is not presented in previous literature. Political philosophers and social scientists provide clear statements about the relationship between politics and language. As Sunshine Hillygus (2005) notes, politics "is a game of language, persuasion, and oral and written communication" (p. 36), and it is through the political process that the rules of the game are established (Trimble, 2011). Involvement in politics requires the proficiency of English skills in speaking, reading, writing, and listening. In turn, engagement in politics enhances English language proficiency. Further, language is essential to politics because it is an instrument used to describe events and becomes part of political events by shaping the meaning of political events and the roles of those involved (Edelman, 1977). Thus, it seems that there is a symbiotic relationship

between language proficiency and political engagement that has not been sufficiently explored in the literature on the subject.

Social scientist Habermas sees social integration as a reproduction by interacting or participating in a certain (given) part of society. In details, Møller (2002) identifies Habermas' theory of social integration as "a reproduction of the life world's ability to secure cultural meanings, solidarity social norms, and personal identities" (p. 7). However, there is no qualitative or quantitative data demonstrating this action-based social integration emerged in the Canadian post-secondary institution.

Later, based on the theoretical assumption of student development in this study, there are gaps in studies of investigating student development in the groups of international students as well as visible minority students by the action of political participation.

CHAPTER 4
METHODOLOGY

Introduction

Since there is limited research investigating the correlation between political participation and social integration among students of Chinese-origin in Canada, an exploratory study is ideal. Moreover, examinations of the influence of political participation on language proficiency and belongingness are even rarer. For the purpose of testing the theoretical assumption of this study, a qualitative case study was employed and data were collected via one-on-one interviews featuring open- and close-ended questions. Moreover, it is vital to develop a specific research design that is suited to this topic and includes a detailed research design that outlines participant recruitment, instruments implementation, and data collection and analysis.

Research Design

According to Yin's (2009) recommendations for case study planning, four conditions should be considered: first, "how" and "why" questions should be posted; second, the research should focus on exploring contemporary phenomena within a real-world setting; third, the scope of availability of participants usually limited such studies, meaning the data that is collected will likely be a prelude to future research; and forth, research should aim to reveal an in-depth, detailed description of participants' experiences through case study questions. Moreover, as part of the design phase for a case study, Yin (2009) indicates that it is vital to adopt a case study that complements a study's theoretical framework, whether for the purpose of developing or testing a theory. This study is examining students' experiences through the lens of student development theory. Thus, multiple case studies are used for the purposes of developing a detailed

understanding of international and visible minority students' development in Canadian post-secondary institutions.

Students of Chinese-origin, especially for Chinese international students, are unique academic groups that often go unnoticed. Their self-development and political involvement in the Canadian post-secondary education institutions are rarely examined. Thus, an exploratory, one-on-one interview design was determined to be most appropriate for this study.

A semi-structured interview design with closed- and open-ended questions was conducted to explore each participant's experience. Mosley (2013) argues that when exploring political phenomena, interviews are an essential tool; therefore, this study relied on interviews as a research approach to explore a political phenomenon in a Canadian post-secondary educational institution. Moreover, qualitative researchers view interviews as the active interaction approach between no less than two participants whose collective data offers results that are based on context (Denzin & Lincoln, 2008). The role of interviewers no longer simply involves asking questions and recording conversations; they should also clarify or expand upon the questions whenever they feel there is confusion or an exploration is needed. The process of the interview is more interactive.

With a self-designed research instruction and instrument (see Appendix H), this research was designed into six steps.

1. signing consent forms (see Appendix D\E\G),
2. filling the demographic information sheet (see Appendix I),
3. engaging in the ice breaker phase,
4. answering two sets of specific questions,

5. answering further questions, and
6. ending.

Once the consent forms were initialed, the demographic information sheet and interview questions followed. The demographic information sheet included questions such as nationality, program of study, level of study, and length of stay in Canada. In this setting, each one-on-one interview took about 60-90 minutes. Jamshed (2014) suggested that duration of 60 minutes or more allows enough time for the research and respondent to explore issues in depth.

Participant Recruitment

In this section, participants are described, and the participant recruitment process is introduced.

Research Site

The research site for this study was the University of Windsor, which is located in Windsor, Ontario, Canada. In the fall of 2018, 12,383 undergraduate students and 4,038 graduate students were enroled at the University of Windsor. Among the 16,421 students, over 947 were students of Chinese origin (University of Windsor, 2018). According to statistics from the University of Windsor (2019a), the researcher abstracted the enrolment data of Chinese international students into Table 1. However, the data of Chinese immigrant students and Canadian-born Chinese students are absent. Since students of Chinese-origin were not elected leaders in undergraduate and graduate student governments at the University of Windsor in the 2018-2019 school year, Chinese international students who took representative seats in faculty-level organizations or leadership roles at student-faculty associations at the University of Windsor were placed on the recruiting list.

Table 1 Fall Term Enrolment from China from 2015 to 2018 at the University of Windsor

UWindsor Students from China	Fall term enrolment for Full-Time				Fall term enrolment for Part-Time			
	2015	2016	2017	2018	2015	2016	2017	2018
All Undergraduate programs	431	390	347	314	109	109	91	94
All graduate programs	622	668	619	539	0	1	0	0
Total	**1053**	**1058**	**975**	**853**	**109**	**110**	**91**	**94**

Students of Chinese-origin enroled in the University of Windsor as full-time or part-time students who were elected or selected for student representative seats or leadership roles were included in this research. They also met three other inclusionary conditions.

1. They had to be a Chinese-origin student at the University of Windsor who was at least 18 years of age.
2. They had to have taken a leadership role or representative seat in student government association, academic governance group, research committee, or similar organization through election or non-election.
3. They had to be willing to participate in a 60-90 minute, in-depth audio interview recording.

Participants who met these criteria made a voluntary decision to participate in this research. The number of participants in this research was limited to a minimum of two and a maximum of five members. This was based on Yin's (2009) suggestion that "multiple-case designs may be preferred over single-case designs" (p. 60), and Small's (2009) argument that one case works for in-depth qualitative interview research.

Recruitment Approaches

The researcher employed three approaches when recruiting the potential participants due to the estimated possibilities that politically engaged students of

Chinese-origin were limited. The first approach involved sending an interview invitation email to all international students with the permission of the International Student Centre (ISC). The international student advisor helped the researcher send invitation emails through the ISC Blackboard Organization Announcement tool with an attached interview invitation letter (see Appendix C).

The second approach involved sending a request-for-help email (see Appendix F) to staff and professors who may know potential participants in their respective faculties. The researcher sent emails to five staff members and four professors from several different faculties: the Faculty of Engineering, the Odette School of Business, the Faculty of Law, the Faculty of Education, and the Faculty of Science. The researcher asked for help from them because it was expected that they had more opportunities to work with students of Chinese-origin. Their positions included Graduate/Undergraduate Secretary, Secretary to the Assistant Dean of Student Affairs, Assistant Professor, Professor, Assistant Dean (Student Services), and Secretary to the Associate Dean (Graduate Secretary). Three of the recipients replied to the request-for-help email: two professors—both of Chinese-origin—expressed their willingness to forward the invitation email to students who might be helpful to this research, and the third respondent suggested that the ISC might be a better platform for recruiting participants.

Snowballing was used as the third approach. The researcher verbally asked the participants to recommend students of Chinese-origin who would have been eligible for this study. Two participants told the researcher that they would forward the invitation email to other students who might be eligible.

Like the universities that had been surveyed in the initial stages of research, the University of Windsor had a limited number of student leaders of Chinese-origin who participated in student governments association. For example, Professor Yuan responded to my email and noted that "There have been no Chinese student representatives at the graduate level for the past several years" (personal communication, May 15, 2019).

Despite the limited potential participant pool, the three recruitment strategies, used in conjunction, proved effective as eleven candidates expressed interest in this research and replied about their willingness to participate. The researcher later recruited five out of eleven to participate in one-on-one interviews by taking gender, program, position, and level of study into account to balance the representativeness of the whole student population at the University of Windsor. The researcher determined a sample of five by a balance of understanding the differences and similarities between the cases and having in-depth interviews of participants in the limited research duration. Further, there was an agreement with the University of Windsor Research Ethnics Board that the minimum number of participants is two, and the maximum is five. To protect their privacy, each participant was given a pseudonym: Kerry, Charlie, Wayson, Lisa, and Carol. To further preserve their anonymity, the research does not identify their specific leadership position in case they would be identified easily from a bystander.

Demographic Data

Participants were asked to provide their general information by completing the demographic information sheets. Items including the year of birth, nationality, level of study, program, and study period are displayed in Table 2, and five participants' information is illustrated accordingly. These data are important as they provide the background information of participants, and they are utilized in data analysis. Participants

in this research included one undergraduate student and four graduate students, and their ages ranged from 25 to 44. They all hold a Chinese passport, but Kerry also maintains his status as a permanent resident in Canada. Their length of stay in Canada ranged from nine months to five years. The leadership positions they held included the head of the student association/society/club, the student representative of a faculty council, one faculty's graduate student committee, the leader of a faculty mentoring program, the coordinator of a university-wide research conference and international student ambassador, and student canvasser of the alumni fundraising program. Other than Charlie, all the participants had experience taking leadership roles or being student representatives before entering the University of Windsor. Among these politically engaged students, some took multi-leadership positions in one school year.

Table 2 General Information of Participants

Item	Participants				
	Wayson	Charlie	Kerry	Lisa	Carol
Gender	M	M	M	F	F
Age duration	25-29	25-29	25-29	40-44	25-29
Nationality	China	China	China PR in Canada	China	China
Level of study	Master	Undergraduate	Master	Maser	Master
Faculty	Science	Engineering	Business	Business	Education
Length of stay in Canada	17 months	5 years	2 years	9 month	2 years
Previous experience with political participation	Yes	No	Yes	Yes	Yes
Peers characteristic in the their association/ self-governing team	International Chinese students	International Chinese students	International students/ local students	International students / local students	International students/ local students
Report to (having guidance from)	Staffs of Chinese-origin	Staffs of Chinese-origin	Instructors/ Faculty council/	Student experience coordinator	Director of International student centre

			Program administrator		
Language used while responding questions in the interview	Mandarin	Mandarin	English	English	Mandarin

Instrumentation

The instrument adopted in this research with the aim to investigate the research questions is a self-designed questionnaire. Determining the modules/themes of the questionnaire has serious effects on data quality (Bowling, 2005). Designing the questionnaire was complicated because this research asked about political participation in varying degrees of details. Some questions with the same topic were asked in different ways. Other questions asked in earlier steps were designed to guide participants' responses to later questions. For example, the researcher initially asked participants to define political participation in the Canadian university in their view, which intended to limit the conversation in the specific circumstance.

To guide participants' responses toward specific interview questions in an economic way, the researcher organized and coded the interview questions into themes, and the coding principle was based on their appearance in the interview instructions (Table 3). In general, the S3Q* question group set in step 3 investigated detailed information related to participants' experiences with specific leadership positions. The S4FQ* question group set in step 4 was related to participants' perception and self-evaluation of their language proficiency as the first set of specific questions. The S4SQ* question group set in step 4 explored participants' perception of belongingness as the second set of specific questions. The S5Q* question group asked participants about how

they anticipated language barriers would impact Chinese students' social integration in Canada, and the suggestions they offered to Chinese students to overcome such barriers and enhance social integration.

Table 3 Coding Modules of the Interview Questions in the Interview Instructions.

Step	Group	Questions related to		Coding
Step 3 (S3)	S3Q*	participants' experiences with specific leadership positions		S3Q1—S3Q7
Step 4 (S4) Two sets of specific questions	S4FQ* First set of questions (F)	participants' perception and self-evaluation of their language proficiency		S4FQ1—S4FQ7
	S4SQ* Second set of question (S)	participants' perception of belongingness		S4SQ1—S4SQ6
Step 5 (S5)	S5Q*	a peer review of language proficiency of students of Chinese-origin	participants' suggestion regarding social integration for their Chinese peers	S5Q1—S5Q2

This coding allowed the researcher to categorize the participants' responses based on specific topics so that the findings section could be organized based on the coded modules, thereby allowing the data to be more clearly and accessibly illustrated.

The primary purpose of collecting interview data was to explore the benefits and perceptions that politically engaged students of Chinese-origin perceived in general. Specifically, the research explored their perceived difference in language proficiency and sense of belonging after taking leadership roles or student representative seats. The interview questions helped the researcher obtain participants' understanding of political participation at Canadian universities.

Data Collection

Creswell (2015) suggests that a "one-on-one interview is a data collection process in which the researcher asks questions and records answers from only one participant in the study at a time" (p. 217). The researcher adopted one-on-one interviews because they can protect participant's privacy and get more reliable information due to research topic. The Centre for Innovation in Research and Teaching at Grand Canyon University (n.d,) indicates that politically related topics are not suitable for a focus group discussion because of the personal or controversial nature of the topic. The one-on-one interview approach also allows for more in-depth conversation and clarification. For example, when participants' responses were vague or lacked detail, the researcher could ask follow-up questions to get more detail. Moreover, the closed-space arrangement for conducting the one-on-one interview at Leddy Library provided a comfortable and private setting. This, according to Wilburn (1999), can contribute to meaningful data production because participants who feel comfortable and whose privacy is protected are more likely to be forthcoming and share more details, thereby increasing the findings' truth value (Wilburn, 1999).

In this study, the data is more contextual and descriptive than numeric since the data is primarily about individual experiences. Each participant was required to complete a one-on-one interview, and each interview ran approximately 60-90 minutes. Based on the interview instructions, participants were required to sign the document of consent to participate in research (see Appendix D) and consent to audio taping (see Appendix G) prior to the beginning of the interview. After signing the forms and before participating in the interview, participants also filled out a demographic information sheet (see Appendix I). The data collected from this form provided participants' demographic data and

allowed the researcher to determine/explore participants' responses to specific questions in the S3Q*, S4FQ*, and S4SQ* question groups according to the information they provided. Before the interview began, the researcher also reminded participants about several key elements. First, they were reminded of their rights to pass over or refuse to answer any questions in the interview, to withdraw from the interview, to raise questions when the interview questions confused them, or withdraw their data before the data interpretation. Participants were also informed that the researcher would record the interview conversation for data analysis and they could choose to conduct the interview either in Mandarin or English. Moreover, as the research relied on the snowball approach for recruitment, participants were reminded to keep the names of those whom they had referred confidential. The researcher requested their help for checking the accuracy of the interview transcript. These clarifications aimed to ensure that the interview was conducted professionally and sought to build trust and a rapport between the researcher and participants.

Ultimately, in accordance with the regulations set in the consent form and the confirmation from the researcher's ethics board, all participants' interview transcripts were eligible and adopted into the data analysis.

Data Analysis

In qualitative research, instead of using statistics, researchers analyze a text data. Creswell (2015) suggests the researcher should interpret information provided by each participant of the research during or immediately after data collection. Thus, the interviews were translated and transcribed verbatim by the researcher herself within one day after the interview. Bowling (2005) suggested that the mode of questionnaire administration has serious effects on data quality. Thus, designing the questionnaire with

modules/themes and analyzing the coded modules helped the researcher to seek the heterogeneous or homogeneous responses of participants towards specific questions, even some unexpected descriptions of their experiences. For example, the S5Q* question group collected participants' evaluation and suggestion to their Chinese peers' language proficiency, and their suggestion about how to enhance their Chinese peers' social integration. The phrase "comfort zone" was repeatedly reported in the S5Q* question group. To analyze the mean of "comfort zone", the researcher divided sentences in this question group into text segments and determines the meaning of "comfort zone" in the participants' descriptions. The results were categorized into themes to represent the findings. Through data analysis, the researcher interpreted the text segments and themes by reflecting on how the findings related to existing research and by drawing out larger/more abstract meanings, as suggest by Creswell (2015).

CHAPTER 5
FINDING

Introduction

This study's findings offer a number of insights with regard to several themes abstracted from the research questions. The findings include the participants' background, their perception of social integration through political participation, their perceived benefits related to their political participation, an illustration of language development in a political context, the production of belongingness via political participation, insights into language barriers, and participants' suggestion to their Chinese peers. To contextualize the findings, it is important to outline the participants' experience. The findings regarding their experiences are based on responses to S3Q1, S3Q2, and S3Q3, which can help students of Chinese-origin understand the importance of political participation. It likewise offers insights into what extent university administrators can benefit from participants' suggestions with regard to the setting of programs and actions that an institution can launch to facilitate student development.

Participant Experience

Though there were no students of Chinese-origin engaged in university-level undergraduate or graduate student associations in the school year 2017-2019, the participants' experiences with political involvement offer critical insights into the benefits of such engagement.

Wayson

Wayson was a leader of a student club, and the members and managers of this club were composed of students of Chinese-origin, specifically international Chinese students. His duties in this position included hosting meetings, developing regulations,

announcing news, building team cohesion, and cultivating team leaders. Since the club was a student-run organization, Wayson was responsible for his own decisions and the management team's decisions. There was no requirement for Wayson to report to a specific university-level staff member or leader. However, when he needed guidance or advice, there were two university staff members of Chinese-origin who could help him. Thus, Wayson mainly used Mandarin as his working language.

Kerry

Kerry was a class representative, the head of a student society, a leader of a student club, a student representative in the Faculty Council, and a founder of a mentor program. Kerry also took social roles, such as International Student Ambassador and the student canvassers of the Alumni Fundraising Program. Besides on-campus political involvement, he also enjoyed being a volunteer at a non-profit organization and a local community off-campus.

With regard to the duties associated with his leadership roles, Kerry needed to host the weekly meetings, schedule regular meetings, organize student activities, recruit volunteers, prepare activity posters, attend regular meetings hosted by the faculty council, and vote on decision-making. In this context, he used English since his colleagues were primarily international students, local students, and local staff at the university who did not necessarily speak Mandarin.

Charlie

Charlie was the head of a student club. The members and managers of this club were composed of Chinese-origin students, specifically international Chinese students. His primary duties included organizing student activities, enriching Chinese students'

extracurricular life, helping students adapt to their life in Windsor, and addressing students' needs. He indicated that he reported to the staff at the International Students Centre (ISC) and a Vice President of Chinese-origin at the university. Charlie's working language is Mandarin because the majority of his club members and working colleagues were native Mandarin speakers.

Lisa

Lisa had three positions: she was the leader of a mentorship program, a coordinator in a conference committee at the university, and a volunteer who helped organize a leadership conference at the university. As a leader in the mentorship program, she needed to frame the workflow, compose organizational maps, and schedule a timeline to conduct the mentorship program. She was likewise responsible for cooperating with the president of a student society to decide the shortlisted mentors for the coming semester. She also supported and organized the mentor training, listed the mentor's key performance indicators to job evaluation, and monitored the allocation between mentee and mentor. Since she reported to local university staff and cooperated with a diverse range of international students, she used English as her working language.

Carol

Carol was a leader in a learning group hosted by the ISC. She was also a student representative at the faculty level. She was a campaign volunteer for a candidate who was on her local ballot. In this capacity, she helped to lobby community members to vote for a specific political campaign in Windsor, Ontario. She worked with local staff, local students, and a variety of international students from different backgrounds. Thus, her working language was English.

Research Questions Findings

Political Participation and Social Integration

S3Q6 and the S3Q7 were designed to explore findings of the major research question: how does political participation relate to social integration for students of Chinese-origin at the post-secondary education level? The findings in this part refer to two themes: participants' understanding of political participations and their perceived correlation between their political participation and social integration.

Participants' understanding of political participation. To ensure the participants understood what political participation is in the Canadian context, and to obtain proper responses in the S3Q7, findings from S3Q6 are vital. Table 4 illustrates participants' understanding of political participation at a university in Canada.

Table 4 Participants' Understanding of Political Participation in a Canadian University

S3Q6: In your view, what is political participation at a university in Canada?	
Wayson	Similar to mainland China. Canvassing, participating in politics, building good relations, and doing a public speech.
Charlie	Specifically refers to actions that involve executive leadership role in organizations, such as GSS or UWSA.
Kerry	Students who take a position through election
Lisa	It should be outside academia. Students who organize those events, run an office, and lead the organization seem to participate politically more than others.
Carol	More related to politics. Running for office or taking part in the election. Students who can take leadership positions.

There were several common responses regarding participants' description of their understanding of political participation. Their understanding of political participation at a Canadian university was a more conventional one, which included voting, volunteering for a political campaign, belonging to activist groups, and serving in public office. They suggested that politically engaged individuals can influence and impact others through

their roles or participation. Charlie and Kerry mentioned that political participation means taking leadership roles in the student governments associations at the University of Windsor, specifically the GSS and UWSA. The GSS is the official representative organization of all graduate students at the University of Windsor, and the UWSA is the full-time undergraduate student union at the University of Windsor. Charlie reported that the representative seats on the executive teams in these two organizations were forms of political participation based on their abilities to allocate resources, invoke facilities, and determine the direction of membership funds. Charlie emphasized that to be considered political, involvement should be in associations at the university level:

> First, the level of association is quite different. The GSS and the UWSA are affiliated directly with the university. They can get all kinds of support from the university directly, including funding, human resources, and facilities. All the university resources take precedence regarding their services, activities, and arrangements… Compared to management and participation in student clubs, executive team members in the GSS and the UWSA have more authority and influence. Their impact on UWindsor students would be greater than ours.

As the head of a student association, his five years of life experience in this university enabled him to think more about the essence of "student-run" and "student-governed" in a Canadian context.

Political participation and social integration. As outlined in Table 5, four out of five participants reported an affirmatory consent on the improvement of social integration through their political participation, and they offer some of their political experiences as examples. For instance, Kerry and Carol indicated that their participation in an

organization enabled them to learn local cultures, obtain social norms, and convey their ideas in a manner appropriate in a Canadian context. Lisa believed that she was able to enhance her social integration skills through opportunities to work with diverse student groups, have interactions with different expectations, and work in a multi-cultural environment. Charlie thought his leadership position indirectly afforded him more opportunities to communicate with local community members, which in turn enhanced his social integration. However, Wayson perceived a feeling of isolation in the context of the local culture because the organization he led was exclusively composed of students of Chinese-origin, specifically Chinese international students. Thus, he reported that there was no correlation between his political participation and social integration.

Table 5 Participants' Reflections on the Correlation between Their Political Participation and Social Integration

S3Q7: How do you think your engagement in political activities relates to your social integration?		
Participant	Reflection	Perceptions
Wayson	Not relevant	We are a student association composed of students of Chinese-origin. After all, we have limited contact with either local student or CBC (Canadian born Chinese). We are aside from the local society.
Carol	Yes. There are examples worth sharing.	Taking the leadership role, on one side, you can learn the local culture, social norms, and rules that are embedded in the organizations/organizational workflow. On the other side, by participating politically, you can also spread ideas and influence others through your decision-making.
Charlie	Yes, admittedly.	The chance of working with other Chinese communities in Canada who have power and influence in this community gave me opportunities to meet some local people who can help me to some extent.
Kerry	Yes, definitely.	I learnt a lot of local norms/ regulations by taking on leadership roles, such as how to write a work email, how to communicate with professors in a professional way, and how to convey information to 300 member students appropriately by sending an email. They all benefit my social integration.
Lisa	Yes, of course.	In the weekly meetings, student volunteers from different faculties, age groups, and different background shared their experiences and ideas about how to run/manager this conference. As the only student of Chinese-origin, I learnt from them and saw different expectation from a diverse students' group.

Perceived Benefits of Political Participation

The findings associated with the research question –What perceived benefits do students of Chinese-origin receive from political participation while attending a Canadian university?—offer insights into the perceived benefits students of Chinese-origin received from political participation while attending a Canadian university. This includes the skills they developed (Table 6) and benefits (Table 7) they expected would be associated with political participation.

Table 6 Perceived Development of Various Skills through Political Participation

Skills Developed	Wayson	Charlie	Kerry	Lisa	Carol
Confidence	*	*	*	*	*
Communication	*	*	*	*	*
Responsibility	*	*	*	*	*
Interpersonal	*	*	*	*	*
People Management	*		*	*	
Multi-tasks Management			*	*	
Time management			*	*	
Self-awareness			*		

The development of responsibility and communication and interpersonal skills are highly repeated in participants' description of their perceived benefits through political participation. The word "becoming confident" was used consistently in each interview. Wayson, Kerry, and Lisa indicated a strong capability and interest for engaging people management by cultivating, coaching, and training their management team members. Wayson outlined part of his experience in this regard: "I need to cultivate new executive team members. I am even seeking candidates who can take my seat when I ended my term. I hope this club will continue to improve." Kerry was good at human resource allocation, which enabled him to build a better student society. He said,

> To run my society in a better way, to convey the plans, and to deliver the cultures of our society to students whose English is not their first-language precisely, I recruited students who speak Indian, Bangladeshi, and other languages to be my colleagues. I conveyed the targets or ideas in a regular management team meeting, and they will help me delivering information to students in their communities.

As a relative elder leader among five participants, Lisa indicated a strong awareness of being able to manage students and peers to help them reach self-development:

> Many students in my program are quite young. They have limited experiences with regard to multi-tasking or addressing emergency situations. Sometimes, their behaviour is not appropriate. As a leader, if I want to build a good team, people management comes first. I need to convey information, such as how to behave appropriately. I also need to express opinions. For example, I may tell them some things they did may not be good enough. I want to help my team members to attain self-development.

Both Kerry and Lisa practiced time management and multitasking skills due to their active involvement in the different leadership roles and social roles at a time. In addition, Kerry reported that “using and practicing English publicly also boosted my self-awareness as a leader”.

Besides the perceived benefits, participants also had their own expected benefits that they wanted to obtain through their political activities. Table 7 outlines their motivations for taking a leadership role, and whether their expectation matched their political experience through the findings on the S3Q4 and the S3Q5. The listed item

named “motivation for taking this position” reflects the experience that participants chose to share during the interview but do not directly apply to each position they engaged in.

Table 7 Participants' Expected Benefits through Political Participation and Their Self-evaluation

S3Q4. Why do/did you engage in this position? What is your expectation from this position?			**S3Q5**. Do you think your expectation matches your experience?
Participant	Method of participation	Motivation for taking this position	Match or not?
Wayson	Through election	I wanted to get this position due to my sense of belonging as a student of Chinese-origin, and my responsibility as a Chinese student. I want to host more activities and engage more student of Chinese-origin into our club.	Yes
Charlie	Through election	Peer influence: I want to serve the other students of Chinese-origin.	Yes, matches quite well.
Kerry	Through election	1. To improve English, communication, and interpersonal skill. 2. To understand how things work here in Canada 3. To take over the position. I felt disappointed with the capability of the previous leaders and their misfeasance on the position. 4. A need for self-development.	I think, yes. Maybe, it is beyond my expectation.
Lisa	By nominating	My expectations from this position would be to practice organizing skills, and obtain people management skills.	Yes.
Carol	By application	Want to accumulate experiences in teaching	No.

Among the five participants, three of them engaged in their leadership positions through an election. Lisa was nominated to be a leader, and Carol decided to be a leader with the expectation that it would help her develop her teaching skills in Canada. Wayson and Charlie had a passion to serve students of Chinese-origin and regarded their participation in their position as a responsibility. Kerry wanted to benefit from his leadership role by developing language, communication, and interpersonal skills. He had

a passion and desire to integrate into local society and engage in self-development. Other than Carol, all the participants thought they obtained the benefits that they expected through their position and their leadership work.

Political Participation and Language Proficiency

Findings from the S4FQ* questions group help to address the research question, which sought to explore how political participation improves language proficiency. To obtain the findings on language proficiency in multi-dimensions, the researcher employed modularized reporting processes, including self-evaluation on language proficiency in academic and social usage, confirmation of changes in language development, and direction and mechanism of language development.

Self-evaluation on language proficiency. To determine participants' self-evaluation of their language proficiency in academic learning as well as in social context, the researcher utilized S4FQ1 and S4FQ2 as assessment tools. A detailed description can be found in Table 8.

Table 8 Participants' Self-evaluation to Their Language Proficiency

Participants	S4FQ1 (Academic related): How do you evaluate your language proficiency in your academic learning?	S4FQ2 (Social related): How do you evaluate your language proficiency for social usage?
Wayson	I am ok with reading and listening, but I am relatively weak in speaking.	I can communicate with the majority of (Indian) students in my program, but we cannot chat for a long time. We are not able to engage in deep communication that leads to meaningful personal connections.
Charlie	I don't think my English is good.	Very poor
Kerry	I think my English language proficiency is high and is above the average in my program.	Depends on situations. a. I don't have hard time communicating with international students because we both speak English as a second language.

		b. I have difficulties communicating with local students when they use slangs and native (dialectal) expression.
Lisa	Good and efficient.	It's easy for me to communicate with students with a different background in different circumstances.
Carol	Above average. I evaluate [my language proficiency] from the perspective of academic performance and classroom interaction.	Above average. I taught English-speaking students, and I need to teach this lesson in English.

Kerry, Lisa, and Carol all demonstrated confidence in their English language proficiency, both in academic learning and social usage during their interviews. However, there was something unexpected. Charlie—who has the longest length of stay in Canada and was the only participant at the undergraduate level of study—displayed the lowest self-evaluation in his language proficiency in this research. He initially tried to answer interview questions in English, but he switched to Mandarin soon after. However, Charlie's perceptions were similar to Kerry's. Kerry took his undergraduate program in the United States. When Kerry finished his undergraduate program, he thought his English was not sufficient enough to communicate with local people. With a passion to improve his language proficiency, Kerry forced himself to communicate with local people by taking leadership roles on campus and engaging in social works in the local community when he began his master's program in Canada. Wayson reported his spoken English was relatively weak, which inhibited his ability to communicate with local students and international students from outside of China.

Confirmations of the changes in language development. S4FQ3, S4FQ3, and S4FQ6 primarily lead to a yes or no answer; thus, their findings were easily categorized (see Table 9). Overall, participants reported that the English language competence helped

them conduct their leadership roles, and they perceived a difference of language proficiency after taking their leadership roles. They likewise experienced the social norms/rules that were embedded in the usage of political language. The findings from S4FQ3 varied; however, Charlie's response offers a representative view of the five participants. All participants agree that a leader's language proficiency is vital to conducting a leadership role in a Canadian university; however, the efficiency of using the English language was dependent on the role requirements of a position and the leader's language ability. Charlie said

> I think good English language proficiency can surely help me to execute work more effectively, but the efficiency/frequency of using English in taking leadership roles still depends on an individual's level. Because my English is not that good, it did not contribute to my president work.

Kerry believes that language proficiency is everything, and he indicated that language skills impact "the level of communication and the extent of interpersonal interaction in the Canadian context." Carol also offered her thoughts: "If I can't express the learning material clearly, it will be difficult for me to get the outcomes of my teaching practice." However, when asked, Carol said that she perceived a difference of language proficiency after taking her leadership role:

> To be honest, there was almost no improvement after taking this leadership role. Mainly, I was using my acquired English skills during the teaching practice. There is less chance that I can learn something new. Thus, I don't think there was progress in my English proficiency.

The findings from S4FQ6, illustrated in Table 9, highlight the fact that all participants experienced a phenomenon in pragmatics. The participants observed that the language other people used in a Canadian context when dealing with political issues reflected the social norms and rules embedded in Canadian society.

Table 9 Confirmation of Changes in Language Development

Questions	Wayson	Charlie	Kerry	Lisa	Carol
S4FQ3: How does language help you conduct your leadership roles?	No help	Depends	That is everything	Language is a fundamental element of conducting these leadership roles.	Quite a lot.
S4FQ4: Do you perceive a difference about your language proficiency after taking a leadership role or being a student representative? If yes, could you give me any example?	No	Yes	Absolutely,	Yes!	Not exactly
S4FQ6: Do you experience the social norms, rules embedded in the language people used in dealing with political issues?	Yes	Yes, but probably not many	Yes, definitely.	Yes	Yes

Directions and mechanisms of language development. The findings on the direction and mechanisms of language development were generated through participants' answers to multiple-choice questions administered by the researcher (outlined in Table 10). In these questions, participants were given several options and were allowed to choose whichever option or options applied to them. Participants' responses and explanations provide various perspectives.

Table 10 Directions and Mechanisms of Language Development through Political Participation.

	S4FQ5 (Direction)	S4FQ7 (Mechanisms)

Interview Questions	What does the difference actually refer to if you perceived a difference of language proficiency after taking a leadership role or being a student representative?	What kind of activities helped to improve you language proficiency in your political experience?
Choices	a. Your vocabulary was expanded? b. You understand more slang? c. You understand more language context? d. You understand the cultural background within a conversation?	a. Reading working emails b. On-sites presentation/comments c. Writing working email to convey ideas d. Reading working documents e. Collaborating with other peers in you political group f. Something I did not mention here
Wayson	No	No
Charlie	a-c-d	a-b-d-e
Kerry	a-c-d	a-b-c
Lisa	a-c-d	a-b-c-d-e-f
Carol	Almost no	b-f

With regard to 'direction,' the participants offered different responses. Both Wayson and Carol reported that they perceived "no difference" after taking their leadership roles. Wayson offered an explanation: "If we can recruit Canadian born Chinese (CBC) students to our club in the future, then the work in this position may improve my English language by having the opportunity to communicate with them". In contrast, although Carol indicated that there was "almost no" difference in her English language proficiency after taking the leadership role, her explanations suggested otherwise. She thought the benefits of language proficiency from taking leadership refer meant being more confident when speaking in public. In addition, she noted that she did learn a native expression and developed a better understanding of local English grammar rules though her political participation. The remaining three participants all reported that their language proficiency was improved with respect to expanding their vocabularies,

developing a deeper understand of language context, and understanding the cultural background within a conversation.

The participants also offered difference responses with respect to the 'mechanisms' that enable their language development. Participants were given six options:

a) Reading working emails,
b) On-sites presentation/comments,
c) Writing working email to convey ideas,
d) Reading working documents,
e) Collaborating with other peers in you political group, and
f) Other.

Participants' chose b, "on-site presentation/ comments," most frequently as a factor that facilitated language development. In addition to the option a, b, c, d, and e, Lisa and Carol mentioned some other circumstances that also facilitated language development through political participation, which included "the preparation of an organization plan" and "the person I report give me chance to improve English since she is a native speaker."

Political Participation and Belongingness

The S4SQ* question group investigated research question: how does political participation enhance the sense of belonging? In this section, belongingness is explored in three different dimensions: the exploration of participants' sense of belonging to the university, their sense of belonging to Canadian society, and the mechanism of enhancing belongingness they perceived through political participation.

Belongingness to the university. The findings on participants' sense of belonging at the university (Table 11) were quite positive overall. Participants reported that they feel as though they belong at the university and that their leadership roles enhanced their belongingness. Wayson stated that he loves his university very much. He is satisfied with the facilities on campus and with the people he met at this university. Both Wayson and Kerry indicated that even though they will be leaving the university after graduation, they will always see themselves as alumni of the University of Windsor. Kerry offered specific details: "I feel my soul and spirit will always be here. It's about my effort and contribution to this community. Sometimes, you work hard for something or getting something makes you part of it." Charlie added that his length of stay at this university impacted his sense of belonging, and Lisa generated the sense of belonging by being needed. She said,

> I generated a sense of belonging in part based on academics. I performed quite well during my studies, so I gained the trust from my classmates. Then, when they met problems and had questions, they came to me. They request help from me, both in class and after class. Because of their trust in me, I felt that I belonged in my program and at this university.

Table 11 Participants' Perception of Belongingness to the University

Coding	S4SQ1	S4SQ4
Questions	Do you think you belong at the University of Windsor? Why?	Do you think your leadership roles/ representative status enhanced your sense of belonging at the University of Windsor?
Wayson	Yes! I love this university.	This is for sure.
Charlie	That is for sure.	For sure.
Kerry	Yes.	Absolutely.
Lisa	Yes. The sense of belonging comes from two things.	Oh, yes.
Carole	Half of it.	Yes, there is.

However, Carol expressed a unique perception of her sense of belonging to the University of Windsor, which is "half, half" in her original description. She stressed how physically attending and participating impacted her sense of belonging at the university.

> When I am taking classes, I feel I belong at this university. When I am participating in university activities, I also think I belong to it. The moment I left the classes or go off-duty from my on-campus work, I do not think I have a sense of belonging to the university. There is demonstrated by the Celebration of Nations. I knew there was such an activity, but since I didn't participate in it, it made no sense to me. Maybe my graduate program is too short and my length of stay is not long enough to generate this sense of belonging.

Overall, the findings from S4SQ4 directly refer to the contribution of political participation and whether it facilitated a sense of belonging. All five participants agreed that their pragmatic leading practices facilitated their belongingness to the University of Windsor.

Belongingness to Canadian society. The findings on participants' perception of belongingness to Canadian society (Table 12) are more negative compared than their response to their belongingness at the university. The most unexpected response came from Charlie's statement but may represent a general perception from students of Chinese-origin in Canada. Charlie has five years life experience in Windsor, Ontario. Thus, it would be reasonable to assume that the extent of his acculturation would be relatively more advance than the other participants. However, he expressed a different sentiment:

> If it is me, I will give a negative answer. Whether from the level of my exposure to Canada, my cultural identity, or my circle of life, there are difficulties. Perhaps it's not just the accumulation of time that makes me feel like I can integrate into the Canadian society: it requires an opportunity... I admire those Chinese people who have stayed here for ten or more years because their life here is not easy. My sense of belonging and cultural identity in this society is too low. The influence of Chinese people and the reputation of Chinese communities are not proportional compared with what they have contributed to this society. I feel powerless, actually, despair.

Carol also mentioned feeling helpless:

> I also realize that the voices from people of Chinese-origin in Canada are rarely heard... Because Chinese group do not participate politically, the government's decision-making cannot/will not represent their interests in turn. As a result, the government supposes that they can ignore the voice from the Chinese people when they are making decisions. It's a vicious circle.

Kerry is the only one who indicated a positive attitude with regard to his belongingness to Canadian society. He admits the ID (identity document) paper maintains his belongingness in Canada, but this is largely because he wants to be here. He participates in the local communities, and the communities equivalently welcome him to the local society. He suggested that "the Canadian[s] do not really care about where you come from. They care about whether you can make contributions".

Table 12 Participants' Perception of Belongingness to the Canadian Society

S4SQ3	Wayson	Charlie	Kerry	Lisa	Carol
Do you feel you belong in the Canadian society? Why? Why not?	No, not yet.	No, there are difficulties	Yes	No	Not really.

Mechanisms of enhancing sense of belonging. Since all participants reported that political participation facilitated their overall sense of belonging, S4SQ5 and S4SQ6 sought to investigate the mechanisms of political participation that enhanced their belongingness. Carol concluded that political participation facilitated belongingness physically and emotionally. The data collected from S4SQ4 (Table 13) suggests that participants acknowledging a physical attachment to a group or an organization enhances their belongingness. Moreover, the confidence and familiarity that generated through their pragmatic leadership practices also facilitated their sense of belonging.

Several specific activities were regarded as efficient ways to generate belongingness: participating politically, attending meetings, making comments as well as decisions on-site, and voting on-site. Wayson's description offered particularly unique insights. He stated that his sense of belonging was generated by other Chinese students' sense of belonging to his club, suggesting that mutual-dependency helped generate his belongingness.

> I think belonging is a mutual perception, not a one-way feeling. If my members have a sense of belonging to the club, I will have a sense of belonging to the club as well. It's a mutual dependency.

Table 13 Mechanisms Perceived That Improving Sense of Belonging through Political Participation.

	S4SQ6	S4SQ6
Interview Questions	How does your participation enhance your sense of belonging?	What kind of activities help to improve your sense of belonging in your political experience?
Options	A. Physically attach to a group/organization	A. Attending meetings B. Name included in the email group

	B. The confidence/familiarity that generated through political participation C. Something else	C. On-site decision making/voting/ making comments
Wayson	a-b-c	a-b-c
Charlie	b	a-c
Kerry	a-b	a-c
Lisa	a-b	a-b-c
Carol	a-b	c

Language Barrier

Among students of Chinese-origins in Canadian universities, language barriers are often cited as the prime inhibitor with regard to academic attainment, interpersonal skills, and acculturation; however, there are few studies on investigating what exactly language barriers associated with through a peer review or comments. Thus, S5Q1 attempted to identify participants' perceptions of the language barriers encountered by their Chinese peers, and their answers offer a number of insights.

None of the participants reported that there is a specific linguistic obstacle of English speaking, reading, writing or listening that inhibits their Chinese peers' social integration. Participants did not see their peers' language barriers as associated with lack of vocabulary or grammar knowledge. They indicated, however, that lacking the motivation to speak or use English on- or off-class is their Chinese peers' main problem, and most of them do not communicate with students from other regions. Kerry stated,

> Their language may not be perfect, but they can communicate, most of them can communicate well. I feel some of them speak better English than I do. I won't say their English is better than the local students, but above average. However, most of them do not communicate with students from other regions.

Lisa also observed that her fellow Chinese-origin classmates were reluctant to communicate with other groups. Lisa reported that she invited students with a diverse background to have dinner in her house. When students were sitting together and having a chat, she found the students of Chinese-origin only chatted in Mandarin and communicated with people of Chinese-origin. They did not try to practice their English.

Carol perceived a language barrier among her Chinese peers, mainly referring to their lacking of knowledge or ignorance of the Canadian culture and social norms. Since they cannot express themselves clearly in a Canadian linguistic system nor understand conversations in the Canadian context, she knew that her Chinese peers perceived being treated differently. She thought this inhibited their social integration into Canadian society. Wayson also admitted that Chinese international students, more or less, have experienced a language barrier; however, he believes the language barrier may not impact their chance to find a job or survive in Canadian society.

Charlie indicated that the language barrier existed in the Chinese-origin student group because of the expansion of higher education in Canada. Charlie indicated the expansion of higher education, especially the increasing enrolment of Chinese international students into the English language development programs, make the student population with language barriers relatively high, which enlarge and accrue the phenomena of Chinese student group's language problem in the Canadian environment.

Thus, according to the participants, English language barriers among students of Chinese-origin prevent students from understanding Canadian culture, local rules, and norms embedded in the conversation due their low involvement in social life and limited participation in local organization.

Suggestions to Reach Social Integration

As the last question set in the entire interview steps, S5Q2, attempted to illustrate participants' suggestions to their Chinese peers who want to facilitate their social integration in Canada. The phrase "comfort zone" and the word "participate" are highly repeated in their suggestions, and they also give advice on setting long-term goals.

Stepping Outside the Comfort Zone and Participating

Three out of five participants suggested that students of Chinese-origin should step outside their comfort zone, and all participants advised their peers to participate in student groups or become involved in local communities to facilitate social integration. For example, Lisa stated that her peers "stay in their comfort zone" and "should stretch themselves out of the comfort zone and force themselves to participate in various events." Wayson recommends that people of Chinese-origin should participate multi-dimensionally in Canadian society:

> They only live in their social circle and comfort zone... Since they are in Canada, don't be a 'geek'. They'd better move their feet and enjoy the social life in Canada. Participation is a Chinese societal-wide problem, but does not exists individually.

With six years of life experience in North America, Kerry experienced self-development by forcing himself to take on challenges:

> If you only sit at home with a group from your own origin and always stay in your comfort zone, there is less chance for you to learn new norms or get extra information. If you choose to involve in the local community, you can integrate into this society in a more effective way and have more opportunities. That's my suggestion.

Long Term Orientation

Except for Lisa, all of the participants were born in either 1993 or 1994, which means they were between the ages of 24-26 while participating in this research. However, they present a psychological maturity with respect to making a long-term life plan, which is quite similar to Lisa, who is an experienced professional and homeowner with a family at 40. They suggest students of Chinese-origin should not focus on achieving quick results but to consider development of long-term goals before making decisions, specifically with respect to taking part-time jobs, getting involved in social activities, and engaging in volunteer works. Kerry offered his insights into this practice:

> A one-day volunteer action cannot help the student integrate into this society in the long run. It should be a long-time involvement, and student should be patient regarding the performance and English language development. I would also suggest that students should have long-term goals. They need to have an in-depth understanding of and engagement in their academic and career goals. They should not take a part-time job for cash only. Jobs should benefits their language development, academic practice, or integration.

Carol also indicated that taking a part-time job for a short period might not be that advantageous. She suggested that part-time jobs should meet students' long-term orientation goals or offer chances to work with the Western peers so as to facilitate their social integration. Moreover, Wayson noted that, as an international student in Canada, there are too many norms, rules, and cultural differences to learn. He said that though they may not like it, it is a duty to adapt to the new culture and overcome the challenges associated with it, especially if they want to integrate into Canadian society.

Theory Development

According to the research findings, international students' political participation in a new learning environment can enhance their self-development (see Table 6 & Table 7) and social integration, which is consistent with the assumed student-development theory in Chapter 2. However, the findings also demonstrate the premise of Habermas' theory of social integration. According to Møller (2002), Habermas' theory of social integration theory regards people's ability to secure cultural meanings, solidarity, social norms, and personal identities as an accomplishment of social integration. Since all the participants reported that dealing with political issues helped them learn the social norms and rules embedded in the language people used (see Table 9), it is clear that political participation facilitated both student development and social integration. In this way, political participation exemplifies the concepts that are the basis of student-development theory and social integration theory.

Summary

Chapter 4 illustrates findings relying on participants' responses to modularized interview questions, which are designed based on research questions. In general, they saw relationships between their political participation and their social integration, which helped expand their social networks, their understanding of local norms, and engagement with local communities/people via their leadership roles. All of the participants reported that they developed management skills and confidence. Overall, they perceived the development of English language proficiency through their pragmatic practices while leading activities/organizations. They all admitted that their political participation enhanced their belongingness; however, their belongingness was associated more with their university and organizations rather than Canadian society. The findings also

demonstrate the assumed theoretical foundation of international students' development in the Canadian post-secondary environment.

CHAPTER 6
DISCUSSION, IMPLICATION AND CONCLUSION

Based on this study's findings, it is clear that political participation facilitates social integration, language proficiency, and sense of belonging. However, the findings offer a number of important insights that warrant further discussion. For example, the findings speak to the language-culture paradox, which refers to the relationship between language and culture. The findings also carry implication regarding actions of both students and institutions that justify further exploration. Though the implications of this study are broad, it is vital to understand how these implications can promote the social integration of future students. It is likewise important to note that questions arose from the findings, and these provide a guide for the direction of future research.

Discussion

The Language and Culture Paradox

The language and culture paradox refers to the cognition of the relationship between language and culture when understanding barriers to social integration among Chinese student groups in the Canadian context. Previous research prefers to discuss or investigate barriers of language and culture separately or equally; however, language and culture stored in one another and reflected and formed by each other are at the same time a barrier separating/protecting people's identity. Learning a language does not guarantee the luxury of efficient communication because culture shapes conversations and cultural barriers, thereby inhibiting language (Ter-Minasova, 2008). Moreover, Galiev and Masoodi (2012) indicate that language itself does not lead to integration; rather, it enables and facilitates the integration process. Thus, even though Chinese international students learned English at all levels of study in mainland China and often possess sufficient

language competency, they learned the language outside of its cultural context. Without understanding how Canadian culture shapes conversations, and because they often lack a process through which they can participate in Canadian post-secondary institutions, especially with regard to political participation, the social integration of Chinese international students is often limited. However, political participation can help to overcome these barriers by acclimating Chinese international students to the cultural context of the English language while providing a means through which they can participate in Canadian post-secondary institutions.

The co-dependent relationship between language and culture is supported by the following research. Yan and Berliner (2013) report that Chinese international students' lack of knowledge about their host's culture amplified their language deficiencies; because, they do not have the background knowledge to understand the dialogue. Moreover, Yeh and Inose (2003) suggest that Chinese international students in North America tend to experience high levels of adjustment difficulties because of the vast differences in social and cultural norms, but they may not experience such difficulties with the language itself.

Further, the language and cultural barrier is easy to be misinterpreted in some circumstances. The silent culture is repeatedly illustrated in current research on Chinese international students (Liu, 2002; Xiang, 2017; Zhou, Knoke, & Sakamoto, 2005). However, Cheng (2000) notes out that it is dangerous to over-generalize about East-Asian students' reticence and passivity while evaluating their engagement or general participation on campus. For example, students of Chinese-origin are often sensitive

about their language inadequacies, which make their full participation on- or off-campus extremely difficult (Robertson, Line, Jones & Thomas, 2000).

Proactively using language in specific cultural environments can help overcome language barriers and enhance social integration; however, many students of Chinese-origin often overlook the value of this practice, which is reflected in their limited participation in various on- and off-campus activities. The findings of this study display the significance of practicing the English language via involvement in Canada's cultural environments. Participants perceived language benefits due to their opportunities to learn the embedded social norms, local cultures, and regulations in the linguistic system politically. In contrast, Kerry, who mentioned that though some of his Chinese peers have good language skills and obtained high band scores of International English Language Testing System (IELTS), they had not effectively integrated into the university or Canadian society because they did not use English outside of the classroom. However, Kerry's pragmatic practicing of English through political participation at the university and in the local community facilitated his language proficiency and social integration.

Students' Action

Political participation is a typical form of student involvement at educational institutions that require steadfast behaviour, actions, and activities in order to promote students' self-development (Astin, 1999; Jain & Apple, 2015). This study found that students' action during political participation boosted by students' motivation to step outside their comfort zone, which in turn lead to a higher than average emotional and physical engagement. The action-based behaviours in political participation, in turn, built their confidence when speaking publicly, making decisions, and collaborating with local

students and/or staff. This improved confidence and in turn facilitated their social integration.

Action as stepping outside the comfort zone. Participants' responses to the S5Q* group highlighted that students of Chinese-origin sometimes lacked motivation and often did not understand the importance of participation in the Canadian context. This is consistent with the findings offered by Yan and Berliner (2013), and their participants of Chinese-origin demonstrated little interest in participating in social activities at school. Students of Chinese-origin reported preferring to work in their comfort zone and were not motivated to step outside of their comfort zone, which led to low social integration and less opportunities to practice speaking English. However, stepping outside of one's comfort zone is an aspect of self-development because it requires individuals to adapt and improves. Youn et al. (2014) indicated that taking actions and breaking out of one's comfort zone can provide personal growth that makes the challenge worthwhile. Both Carter's research (2015) and the finding of this research indicate that students perceived growth in the area of confidence and self-awareness, which they reported was due to being pushed outside of their comfort zone in the areas of speaking in public, making on-site comments, and engaging in group communication.

Action as a leader or student representative. According to Tinton (2012), it is the kind of involvement, not the degree of involvement, which leads to students forming a social and/or academic membership that result in a sense of belonging. This is consistent with the findings of this study as participants reported a different/higher perception of development when taking the leadership role than generally involvement on campus. Astin (1999) listed degrees of student involvement in general and aligns them

with the kinds of verb forms (Table 14). Compared with general student involvement, action as a leader not only led to their involvement in a potential organization and/or activity but was related to behaviours leading to interaction and cooperation with others/peers. This enlarged the likelihood of developing stronger language proficiency and a sense of belonging.

Table 14 A Comparisons of Verb Forms Generated in General Student Involvement and Political Participation

Verb forms generated in general student involvement (Astin, 1999)	Verb forms generated in political participation (Current Study)
• Attach onself to • Devote onself to • Go in for • Join in • Take part in • Plunge into ...	• Host meetings • Make regulations to run a club • Announce news to others • Build team cohesion • Take response for others • Organize student activities • Vote for decision-making • Monitor projects • Manage cooperation

In summary, student involvement at a post-secondary institution is significant to students of Chinese-origin. The pragmatic practices of political participation require students to challenge themselves in host universities. Being involved in student governments or taking leadership roles were both correlated with a better than average chance to engage meet and engage with more people, manage multiple tasks, and develop professional and interpersonal skills, all of which resulted in students' development of English language proficiency, a sense of belonging, and social integration. This is consistent with Tinto's (1993) investigation, which found that higher levels of interaction can lead to higher levels of student persistence and graduation. However, in the educational institutions, in addition to students' action from self-motivation, the action

from the institution could more efficiently facilitate students' participation through its administrative and political powers.

Institutional Actions

To support international students, academic institutions should consider how to help them integrate into the university's community as well as Canadian society.

Action for students' integration into the university. Although the findings of belongingness to the university seem to be positive, three factors warrant further discussion: program setting, things taken for granted, and understanding international students' belongingness.

***Program setting*.** The research findings suggest that program setting impacts students' social integration. Participants' responses to the sense of belonging perceived at the university stated dissatisfaction with their program setting because it inhibited their social integration. Lisa outlined her experience:

> All the students in my program are international students. There is no chance for us to collaborate with or to learn from local students. Only when taking a class taught by a local instructor do I have the opportunity to meet local people in my program, but even this is limited.

Another participant appreciated how one of his instructors made efforts to integrate diverse students into one learning group in an attempt to boost peer learning. However, the instructors in his program were mainly foreign-born immigrants. As a result, their instructions were too difficult to be understood because of their strong accent and non-native expressions. Both international students and local students were confused about their teaching. Thus, the findings were consistent with Tinto (2012), who suggested that institutions' investigation in programs is crucial, and the ability to manage a considerable

program setting enables institutions to develop their ability to support student integration over time.

Things taken for granted. One of the key issues was that institutions take for granted that international students have the ability and knowledge required to run a student government, student club, or student society. Though running a student government is conventional in Canadian secondary and post-secondary schools, university administrators cannot assume every leader of a student group is familiar with the structures, procedures, and politics involved in running a student group at a Canadian university. In a university with diverse student groups, for example, international students have opportunities to take leadership roles in student associations. However, they have limited knowledge about securing funding from the student governments, collaborating with other student clubs, or hosting student activities based on Canadian regulations. One participant, who is the head of a student club, observed that his limited experience in each of these respects made him feel that his club and members were isolated from the university. International Chinese students have limited knowledge about the internal structure of the student government and its degree of influence on institutional policy because they grew up in a different political context and different academic cultural. The establishment of a student club and its ability operated within a university does not mean that it can automatically integrate into the larger university student community. Actions should be taken to inform international students about the structures, regulations, and norms of the political systems on campus and in Canada. Ultimately, these actions should enable international students to take on leadership roles in host countries' universities and

help them become qualified to do so successfully. This could benefit their development and self-awareness in a Canadian context.

Understanding international students' belongingness. By capturing what it means for international students to belong, institutions will have opportunities to make strategies and specific actions to facilitate international students' sense of belonging. According to the research findings, participants who were politically engaged on campus regarded their time spent on campus, their utilizing of campus equipment, the feeling of being needed/ acknowledged, and the interpersonal relationships built via their political participation make their belongingness to the university produced. What's more, they all participated politically. The findings and this study echoed with Glass' (2018) idea that a sense of belonging to international students is specific; 'the belonging involves political participation where international students act as citizens of the campus to collectively advocate for their own interests' (para. 21). Though studies exploring students' belongingness usually adopt the idea that the sense of belonging is students' "psychological sense of identification and affiliation with the campus community" (Hausmann et al. 2009, p.650), it is a different circumstance while discussing international students' sense of belonging. Moreover, Glass (2018) also illustrated that leadership programs, cultural events, and community service organizations can enhance international students' sense of belonging. The institution should be aware of the importance of engaging international students into political activities and decision-making process on building their sense of belonging at the Canadian universities.

Action for students' integration into the Canadian society. Not all international students will apply for permanent residence in Canada, and some even

return to their home country immediately after their graduation. However, this research still emphasized the importance of Canadian institutions to engage international students into Canadian society, and this is significantly important to students of Chinese-origin for two reasons.

First, it's about the role of an educational institution. "Educational institutions have a vital role to play in preparing young people to take their place as informed, engaged, and empowered global citizens who will be pivotal in shaping the future of our communities, our province, our country, and our global environment." (Ontario Ministry of Education, 2007, p. 1) This is even crucial to contemporary Chinese international students in Canada; since many students regarded oversea study experience can help shape their global competency, which is "the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (PISA, 2018)." Without actions to integrate international students into the Canadian society, create an environment for interaction, and give a pathway to experience social integration; how Canadian educational institution can attain the goal of shaping students' global competence.

Second, employers at the international students' home country require their social integration at their host country. A UK-wide research project (Young, 2016) aimed to enhance the Employability of UK-educated Chinese students indicated that Chinese employers are looking for students who can demonstrate their extracurricular activities and experiences. The employers also accounted that without local internship/off-campus

experience, no longer makes a graduate outstanding. Besides, UK-educated Chinese alumni based on their employment experience strongly suggest that Chinese international students should try to enjoy and understand the local culture and have more connection with the local community. Thus, to empower Canada-educated graduates' competition in the global labour market, institutions should facilitate international students social integration into Canada society.

Implications

The findings of this study have a number of important implications for future practice. Based on the current findings and literature review, the researcher has identified three key shareholders: students of Chinese origin, post-secondary institutions, and local communities, which includes local employers and the municipal branches of governments. To ensure the successful integration of students of Chinese origin, each shareholder should consider how they can help facilitate the development of students of Chinese origin. Students should consider becoming involved in campus politics and communities and look for employment opportunities on- and off-campus. In addition, post-secondary institutions should consider how to support international students by changing resource allocation and governance structures. Lastly, the local community should collaborate and support institution to build a win-win model of local development.

Students of Chinese-Origin

The findings of this research indicate that participation in student clubs, student societies, mentoring programs, and learning groups benefit students' self-development. However, based on the recourses offered by the university, there are extra pathways that could enhance student development at Canadian universities. This includes participating in president/vice-president elections, running a student government association (SGA),

taking on and off-campus part time jobs with a long-term setting, and making friends with local students, staff, and community members. Moreover, the participation in these organizations and activities helps build local networks, which is vital for finding employment after graduation (Dauwer, 2018).

SGAs engagement. Participation in SGAs is highly and firstly recommended due to two reasons. First, students of Chinese-origin at Ontario universities are underrepresented at executive teams of SGAs. Beside academic attainment, the holistic development of students should be considered. Compared with the overall Canadian population who hold a university degree, the number of Chinese-Canadians who have a university degree is double (Statistic Canada, 2001). Compared with their high enrolment and academic attainment, the SGA participation of students of Chinese-origin was and is limited. According to this research, there was no candidate or participants participated in the SGAs level as an executive team member. In Canada, SGA serves as the liaison "between students and local, state, and even federal governments, NGOs, and other University constituencies" (Miller & Nadler, 2006). Student leaders get involved to serve their community and for career preparation. Student governments deliberate on problems about academics and on-campus issues, work towards a solution, and then bring that solution to the faculty and the student body (Parry, 2018). Students can imagine how many skills and the extent of self-development can be boosted by taking these leadership roles. However, long-time absent from the SGAs executive team, the students of Chinese-origin not only lost their opportunity to develop leadership skill but also see their voice ignored by the Canadian educational institutions and society.

Second, participation in SGAs is a key to integrate in to Canadian society. In the world, the SGAs at higher education institution exist to intermediate the interests of the student body to an authority, a higher education institution, or government. There are a set of formal and informal rules, norms and values involved in the interactions between authorities and students governments. In a specific nation, the role of culture in running a student government, an educational institution, and the government is similar. It represents the shared meanings, beliefs, and values within student organizations and the broad society (Klemenčič, 2014). In other words, the culture that an international student experiences in SGAs is similar to a culture that exists in the broad society of their host country. Further, an engagement in SGAs can help students integrate into the local culture, value, and norms.

Taking part-time jobs. A second suggestion is to take part-time jobs on-campus or off-campus. Two participants indicated their salaried part-time job on-campus enable them to collaborate with local students/staffs, become familiar with local working procedures, and also increase their acquisition of working-cultural in the Canadian workplace. These experiences enhance both their language development and their integration into Canadian society. For example, there is a variety of part-time job opportunities on-campus at the University of Windsor. The On-Campus Work Study Program (University of Windsor, 2019b), which is led by the Student Awards and Financial Aid Office funds approximately 400 part-time jobs on campus that offer students the opportunity for both financial benefits and skills development. The Ignite Work Study program, which is coordinated by Career Development & Experiential Learning Ignite, funds part-time jobs on campus for students (University of Windsor,

2019c). All these positions offer opportunities for both financial benefits and skills development.

Besides the on-campus part-time job, Chinese international students should take off-campus part-time jobs. However, participants suggested in the interview that those part-time jobs featured as a one-off, a Chinese-language based, or less collaborated is not recommended, since for integration, they are not that helpful. In other words, those off-campus jobs that can enhance students' collaboration with local people, use the English language more frequently, engage in local culture are highly recommended.

Making friendship with locals. The third suggestion is making and maintaining a friendship with local people, whether in the ways of on-campus or off-campus. This is crucial for students of Chinese-origin because personal familiarity with peers and professors can increase one's 'sense of safety' and 'sense of belonging' in class and the motivation to participate (Zhou et al., 2005). In contrast, the unfamiliarity with peers and professor may prevent Chinese students from seeking help and support from these potential assets. Huang and Cowden (2009) indicate that forming and maintaining friendships, taking initiative in conversations, and demonstrating a willingness to converse with native North American students are all important to Chinese students' social communications in outside classroom communities.

For off-campus friendship building, long-time involvement in an organization can help international students make local friends, no matter in the form of being volunteers or part-time employees. Participant Kerry illustrated his long-time being a volunteer in a local church helped him build a local friendship. He also mentioned that international students are often too sensitive to their language skills since sometimes it won't require

volunteers to speak at all, but only need a volunteer to help move tables or chairs. However, long-time contributions to the local community can help international students build their reputation; in turn, local people will not see them as strangers anymore.

Post-secondary Institutions

The post-secondary institutions are recommended to take a central role in administering the services referring to international students' social integration, due to their long-standing engagement and frequent interaction with the international student population. In addition to adjusting the program settings, there are much more vital actions that post-secondary institutions should take to facilitate student development and social integration. Both micro-level actions and macro-level actions in the post-secondary institutions should be taken. On the micro-level, workshops and learning groups are required. On the macro-level, changes to resource allocation and governance structure should be considered because it is at the institutional level that the real processes of integration take place.

Micro-level. Taking both the research findings and literature as references, workshops and learning groups hosted by post-secondary institution can facilitate students' political participation and social integration in a significant way.

***Workshops*.** Alpert (1985) indicates that "Colleges and universities are extremely complex organizations, more complex than businesses of comparable size (p. 241). Student governments at Canadian universities are different than those at Chinese universities. Thus, workshops introduce international students to government regulations and structures since every student pays membership fee to the GSS or UWSA according to their level of study. It is their right to know how their membership fees are used, who is in charge of such founding, and what bylaws make these leaders eligible to manage

their money. Understanding this information can make students aware of how to participate into their own business and decision making.

Further, Skarbalienė's survey (2017) of 850 participants from Lithuanian higher education institution found that students want post-secondary institutions to help them learn how to be leaders. Workshops for training and coaching leadership skills are highly suggested in his survey. This study also indicates that politically engaged students, even leaders of student clubs, need guidance from the university with respect to running a student organization.

Learning groups requirement. Involvement in a learning group enables students to continually expand their capacity to create "the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge 1990, p. 3). This can be demonstrated by attending a learning program hosted by a professor at the University of Windsor. His project encouraged international students from different faculties, nationalities, and races to learn about that ways that community engagement can enable students, inspire their research topics, help develop their research skills, and provide them with a network of peers and mentors. By participating in a student learning community, international students make long-term friends who share same academic interests. Regular meetings hosted to report the research progress allow international students to convey ideas, give comments, and suggest approaches to educational practices which will provide them with an opportunity to engage in collaboration, speak in English, and discuss their academic studies in a Canadian context (University of Windsor, 2019d).

Taken together, post-secondary institutions are encouraged to facilitate international students' development by hosting leadership workshops and collaboration-oriented learning groups based on their existing resource and capability.

Macro-level. The accessible funding and support that can facilitate international students' social integration may exist in the post-secondary institutions, but that requires changes of resource allocation and governance structure in a given institution. In Canada, higher education is a "provincial responsibility and institutional autonomy is held in high regard" (Trilokekar & Masri, 2016, p. 541). However, the Ontario government announced two International Student Recovery operating grant reductions in 2012. Later, it was the university itself who recovered this reduced level of operating grant funding through the charging of higher international tuition fees and increasing the enrolment of international students (University of Toronto, 2018; University of Windsor, 2019). Thus, funding for international students' social integration may only be legitimately collected through international tuition fees or via collaboration with the municipal governments. Alternately, each institution's board of governors could create and implement integration programs that are endowed with the duties to approve strategic directions, operating and capital budgets, property acquisition and construction, appropriate controls, and accountabilities for the universities' financial, human, and physical resources. The following implications are recommended based on the nature of governance of international education and students within Canada.

Resource allocation. The implication of resource allocation is suggested in three sections, which are human resource allocation, financial resource allocation, and self-generated resources among international students. The suggestions for human resource

allocation are primarily referred to as the building of an international student office. The international student offices were featured as “overburdened” in previous research findings (Roach, 2011). Mainly, there are two streams of services for an international student from the international student offices. The first stream of services is related to “temporary” status in Canada (Roach, 2011), and the second stream of services related to “potential immigrants.” This helps integrate international students (IS) into local communities. Moreover, the services for international students are expanding. Due to the Ontario government’s announcement of a required 10% reduction in domestic tuition fees for all programs, many universities decided to address the $10 million shortfall through enrolment increases, which include the University of Windsor (Ministry of Training, Colleges and Universities, 2019). It is possible that the work of the IS office will be doubled or even tripled. In this situation, the expansion of staff positions to assist international students should be considered. Taking the University of Windsor for an example, to address the shortfall, the anticipated enrolment of international students in 2019-2020 will be up to more than 30% (University of Windsor, 2019). When the current number of international student office staff cannot meet the service needs in the first stream, the intention and target of facilitating social integration of international students in the second stream of services will be goals that cannot be achieved. Thus, to enhance the increasing number of international students’ social integration in a Canadian university, a human resource allocation that bolsters the IS office is recommended.

Lacking funding is present in various studies on international education (Dauwer, 2018; Roach, 2011; William, 2013); thus, it is important to consider how to utilize international tuition fees wisely within an institution. Most provincial governments in

Canada leave tuition setting for international students (and the revenue) to the universities (Snowdon, 2018). Thus, instead of a broad suggestion of increasing funding for serving international students' social integration, the researcher suggests the committees dealing with budget planning and resource allocation, and the international student body works together to re-plan the budget and utilization of international students' tuition fee. For example, the 2019/20 Compulsory Ancillary Fess at the University of Windsor is worthy of discussion. International students pay around $250CAD per semester for compulsorily recreation-related fees. However, it is not clear whether or how frequently international students use this equipment. Moreover, students' society fees budgeted based on faculties will charge international student extra $3.5CAD per person in one semester. Many activities hosted by student society attract a limited number of international students' due to cultural differences. Chinese-origin international students, based on this research, rarely participate in these societies and activities. One $3.5 per person is not a big deal; however, when it is multiplied by 2,000 (people) or more in a semester, this amount of money is large enough to start a small student-run program to facilitate student-community interaction.

Further, a cost-saving resource composed of the international student body is recommended to facilitate their own social integration. This process requires little for the institution in terms of resources. Instead it encourages international students to self-advocate and actively participant in their social inclusion. This implication can be detailed in three dimensions. First, the institution can guide international students to solve problems and offer services that are recommended. The institution can organize a student-institution collaboration program, have regular meeting to collect international

students' requirements on academic and social support, enrol senior/ experienced international students into the problem-solving process. Second, international students, like the participants in this research, are a good human resource to conduct a peer-support program in guiding their peer's social integration. Further, the peer support services should not only appear at the new student orientation but also exist at every phase in international students' learning life. Third, the outstanding, as well as locally employed international student alumni, is a good resource to share experiences and lessons in their social integration. About the role of institutions, what they should do is providing structured opportunities to international students, leading collaborative programs in a long-time and in multi-dimensional way, and boosting international students' participation in decision-making.

Governance structure. In responding to the federal internationalization strategies, especially to the federal international education strategy, the governance structure of the international student offices in institutions should change accordingly. Normally, international student offices are established under the department of student affairs or student services, which varies between universities in Canada. However, the functions of international student offices are often overlooked or under-undervalued in Canada's international education. As a response to Bill-C35 Section 91, there is a gradual devolution of the federal and provinces governments' roles and responsibilities with regard to managing immigration, and post-secondary institutions have to address gaps in this support. The staffs in international student offices are proven to be "more knowledgeable of national and institutional international education policies than student service staff in other departments" (Trilokekar and Masri, 2016. p. 557). Their leadership

roles in leading student services, coaching front-line staff who work with international students, and making policies for international students' development/social integration should be extended.

The Local Community

The role of the local community with respect to facilitating international students' belongingness to Canadian society is vital. However, its efficiency requires collaboration between the local community and post-secondary institutions. The local community includes the local employers and the municipal branches of governments. The suggestions on facilitating international student's belongingness into local society are centred on an institution and its collaboration with the following two local bodies.

The local employers. Local workplaces could be the best place to practice classroom learning, to learn local culture, and to meet local people. However, international students face barriers—including lack of knowledge of workplace culture and information of employers' requirement—when entering the Canadian labour market (Dauwer, 2018). Further, international students' limited networking and assessment to local job market block their involvement in local workplace. Thus, programs coordinated by the institution that connect international students with local employers to allow international students to gain experience are needed.

Other than internships provided at the end of the program, these institution-employer programs should emphasize more on long-time and regulated access for enroling international students into observing, practicing, and demonstrating in the local workplace based on their curriculum setting and course requirement.

The local government. A local government can play roles as resource sharer, policymaker, and coordinate between the institution and local employers to facilitate

international students' social integration. The municipal branches of governments in Canada already provide support services and programs to their communities that would be useful to international students due to Canada's immigrant policies. However, it appears international students do not access these services either because of lack of eligibility or awareness. Thus, local government and institutions should coordinate with each other. They can share information to increase awareness of and assess international students' communication channels. For example, with international students' consent, institutions can share international students' email addresses to the local government so that the government can offer a broader range of service through email to international students at a low cost.

Based on the local economy, employers, and educational institutions circumstances, local government should conduct effective local strategies to boost the quality of jobs, employment, and participation. Take Windsor for an example, many international students found it difficult to take an off-campus job since the location of local employers is mainly far from the campus, and the time-schedule of public transportation cannot meet the requirement of frequency and duration to support international students' movement. To international students at Windsor, having a car not only takes money but also takes time to obtain the driver license. Local governments are highly recommended to take a role of coordinator to adjust the bus schedule and time duration of riding to support international students' easy movement between the university and local workplace.

Further, the setting and purpose of including international students into the labour market cannot be limited to taking jobs that have existed in the labour market any more.

Rather, by providing structured opportunities local government should work with the institution and the local community to create jobs and positions that are newly required in the new environment. That is the win-win-win model for local communities, post-secondary institutions, and international students. Otherwise, international students will always be criticized as taking jobs away from local people and causing tension in the wider society.

Conclusion

To clearly delineate the conclusion of the research, it is important to revisit the research questions and their findings accordingly. Further, research limitations, suggestions for further research, and an individual reflection of social integration are included.

Restatement of Research Questions and Findings

How does political participation relate to social integration for students of Chinese-origin at a Canadian post-secondary educational institution?

1) What perceived benefits do students of Chinese-origin receive from political participation while attending a Canadian post-secondary educational institution?
2) How do students of Chinese-origin's political participation improve their language proficiency at a Canadian post-secondary educational institution?
3) How do students of Chinese-origin's political participation enhance their sense of belonging at a Canadian post-secondary educational institution?

With regard to the main research question of social integration via political participation, only one participant felt his political participation did not relate to his social integration because his club only engaged international students of Chinese-origin, which

make him feel as though he and his club were isolated from the rest of the campus. The remaining participants perceived a strong correlation between their political participation and social integration because their leadership roles or student representative seats allowed them to meet more local people, collaborate with local students/staff, and learn more about local culture.

With regard to the perceived benefits through political participation, all the participants perceived a development of their interpersonal, time-management, and multi-tasking skills. They also felt more confident and responsible and perceived a self-awareness and self-concept. Further, their anticipated benefit from their leadership practice also matches their political experiences.

With regard to the perceived development of language proficiency, participants' responses are varied but consistent. They believe a high level of English language proficiency can help them more effectively perform in their leadership roles. However, the effective use of language depends on the acquired language competence of the individual. Moreover, all of the participants experienced a language-culture interaction in their political participation. The pragmatic practice in leadership roles helped participants understand Canadian social norms and local culture that are embedded in its language system.

With regard to the perceived enhancement of belongingness, participants indicated that they felt their political participation improved their sense of belonging to this university but they did not feel that they belonged to Canadian society. They felt a sense of belonging toward the university due to their long length of stay on campus, their social networks built through political participation, and their use of university

equipment. In contrast, participants reported a lack of belongingness to Canadian society due to their divergent cultural identity, lack of workplace access, lack of local friends, and lack of representatives of Chinese-origin in political parties in Canada.

This finding is in agreement with Astin's (1999) findings, which suggest that involvement in extra-curricular activities leads to student success. Research findings also demonstrate the assumed theoretical foundation suggested in the chapter 2 that students' political participation, especially in taking leadership roles benefits students' social integration. Further, the research findings also indicate that taking leadership roles helps international students develop their language proficiency and increase their sense of belongingness. Thus, political participation as a pathway to facilitate Chinese-origin students' social integration and self-development is effective. However, to achieve students' development, students of Chinese-origin, the post-secondary institutions, and the local community should take collection and collaborative actions.

Research Limitations

This research has three limitations relating to potential biases with regard to the researcher, recruitment results, and triangulation.

Researcher Biases. The researcher has a background similar to the participants in that she holds a Chinese passport and she was the Graduate Student Representative of the Faculty of Education Council at the same research site. This experience offered insights into the participants' experiences. However, it may have also limited her views and setting of structures when designing interview questions because those questions relied heavily on her experiences. For example, the question and answer options designed on S4FQ5 were based on the researcher's understanding of participants' language-development direction after taking leadership roles. However, one participant reported

that she had no language-development because what she valued as a language-development was not listed in the answer options. That limited the research findings on question S4FQ5 to some degree and deviated from the researcher's expectations. That said, the researcher created open-ended questions that allowed participants to express their personal experiences rather than asking direct questions to confirm whether their experiences were consistent with or similar to her own experiences.

Recruitment. Though this study sought to record the experiences of Chinese international students, Chinese immigrant students, and Canadian-born Chinese (CBC) students, the researcher was unable to recruit any CBC students. As a result, the results can only fairly be said to be reflective of Chinese international students and Chinese immigrant students, though their experiences are likely analogous and similar to many of those of CBC students. It is recommended that future research look at a broader range of schools so that future sample populations might include CBC students or that future research focus specifically on CBC students to determine how their experience parallel and differ from Chinese international students, Chinese immigrant students.

Triangulation. As the study relied exclusively on self-reported data drawn from the same population, and relied exclusively on one-on-one interviews, there were limited approaches to data triangulation. The only apparent option was comparing each participant's response with other participants and the demographic information sheet they filled. However, to ensure the data is accurate, it is best to have multiple modes of triangulation. Thus, future research should consider including faculty and staff who worked with participants. Moreover, student participants might take part in both one-on-one interviews and participant observation so that data from both can be compared.

Student participants might also be asked to keep journals to record their experiences. This would allow for a richer spectrum of data that can be triangulated to verify the accuracy of the data.

Future Research

Future research should aim to perform four key tasks: identifying and understanding the experiences of CBC students, establishing the benefits of political participation through quantitative research, identifying barriers to political participation through quantitative research, and determining the leadership competencies of Canadian-educated employees of Chinese-origin.

Experiences of CBC students. As illustrated in the methodology, this research was unable to recruit any CBC students in this research. The researcher highly recommends future research to explore CBC's perception of their political participation to determine why they do or do not participate. Though international Chinese students regard CBCs as native speakers who are more culturally Canadian, CBC still has lower levels of political participation than either their white encounters or even their Chinese international compatriots. It is therefore important to determine what kind of barriers exists in CBCs' minds that have inhibited their political participation at Canadian post-secondary institutions.

Quantitative data: The benefits of political participation. To determine whether political participation could be a pathway to enhance social integration, language development, and belongingness broadly, further research can use a quantitative method with a wider sample of the international student group and investigate their broad political participation in Canada. Such studies should investigate student leaders who are

international students or immigrant students enrolled in Canadian post-secondary educational institutions to determine what benefits this population believes are derived from political participation. Understanding their motivations for political engagement, their perceptions of their experiences, and what obstacle they encountered can provide important insights into this population that can facilitate their future political engagement.

Further, this research as an exploratory study saw a theoretical meaning of student development among international students by only collecting the qualitative data. Quantitative data in the future study is desired to improve this working procedure through political participation on international students' development.

Quantitative data: The barriers to political participation. Quantitative research can also be used to identify the barriers that inhibit Canadian-international students from participating in student government associations at the post-secondary institutions. Research should explore individual barriers, including language proficiency, cultural differences, and characteristics, which are commonly suggested. In addition, other variables should also be investigated, including time restraints, a lack of knowledge about available positions, and limited skills. Further, such research should also examine whether social identity impacts students' involvement or motivation to engage in leadership roles. The researcher believes the importance of investigating in leadership abilities because,

> in any situation in which someone is trying to influence the behaviour of another individual or group, leadership is occurring. Thus, everyone attempts leadership at one time or another, whether his or her activities are centred on a business,

> educational institution, political organization, economic development organization, or family. (Hersey & Blanchard, 1982, p. 82)

Leadership competencies. To understand the long-term impact of political engagement or a lack thereof among Chinese international students, it is also important to assess leadership competency among Canadian-educated employees of Chinese-origin. Both quantitative and qualitative methods should be adopted to obtain an understanding of students' workplace performance through the lens of global employers. By doing so, both Canadian post-secondary institutions and students of Chinese-origin will have opportunities to identify the characteristics of this student body and correlate their characteristics with their level of political participation. In turn, post-secondary institutions and students will hopefully recognize how political participation can facilitate the development of students' leadership competencies.

A Thought for Social Integration

Discussions surrounding international students and immigrant students' social integration in a cross-cultural conversation have been defined by a variety of positions. Some scholars dismiss the importance of international students' social integration or regard this process as a form of cultural suicide. Other researchers encourage social integration because they believe it supports people's mental health, addresses their emotional needs, and promotes their personal development. The data from this study supports the latter position, suggesting that social integration in the form of political participation supports students' development through the process of internationalization.

As outlined in the literature review, many studies have found that students of Chinese-origin in Canadian post-secondary institutions struggle to integrate socially for a

variety of reasons, including language barriers, cultural obstacles, identity crises, and obstacles associated with perceived race. The challenges of integration in Canadian society are insoluble to students of Chinese-origin, which necessitates the current research. Though some see integration as a form of assimilation that is tantamount to cultural suicide, this study sees action-based integration—specifically political participation—as beneficial to the Chinese-origin community in Canadian post-secondary institutions and to students of Chinese-origin individually. For the community, political participation is pathway to building mutual understanding, ensuring representation for marginalized voices, and contributing a social integration of Chinese group. For individual students, political participation can facilitate their personal and professional development and enhance their cultural awareness, thus preparing them for the globalized world and increasing their social and professional capital. As Giddens (1984) indicated, social integration entails mechanisms bringing about "reciprocity of actors" conduct "in circumstances of co-presences" (p. 72). This explains a face-to-face encounter via participating in student groups contributes international students' social integration. Furthermore, as Habermas (1991) suggested the demands of communicative actions in social integration enable actors to cooperate on the basis of mutual understanding. Thus, taking leadership roles in the post-secondary institutions not only gives students a chance to express themselves, but also provides them with important opportunities to collaborate, communicate, and serve the others. In this way, learning a culture's norms and values through political participation while contributing to the community makes overseas study more meaningful and increases the value of this learning opportunity. While political participation and engagement has practical value with regard to understanding

international affairs, the military policies, and economics, it also provides vital personal benefits in the form of long-term, mutually beneficial relationships built on common understanding and respect for the value of culture.

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APPENDICES

Appendix A

The Procedure and Results of Random Selection of Five Ontario Universities

This selection was conducted on the website named Random Result (www.randomresult.com). The function of this website is to help researchers randomly pick a number of items from a list of items. The 24 Ontario universities were entered and five universities were randomly selected. Below is the ticket number for the random selection of Ontario universities.

Ticket number: 780321XVYXK	
Share: http://www.randomresult.com/ticket.php?t=780321XVYXK	
The ticket number is password for viewing the ticket. The ticket is a proof for those who receive the ticket number before the drawn date.	
Type:	Pick items • Items: Algoma University Brock University Carleton University Lakehead University Laurentian University McMaster University Nipissing University OCAD University Queen's University Ryerson University Saint Paul University Trent University University of Guelph University of Guelph-Humber University of Ontario Institute of Technology University of Ottawa University of Toronto University of Toronto Mississauga

	University of Toronto Scarborough University of Waterloo University of Western Ontario University of Windsor Wilfrid Laurier University York University • Number of items to pick: 5
Description:	university name
Created at:	2018-07-05 20:37:27
Created by IP:	137.207.232.233
Result:	Stat: sum=60, avg=12.00
Drawn at:	2018-07-05 20:37:48
Drawn by IP:	137.207.232.233

place #1:	Brock University
place #2:	University of Ottawa
place #3:	Wilfrid Laurier University
place #4:	University of Guelph-Humber
place #5:	Ryerson University

Appendix B

Name List of Executive Teams of Undergraduate and Graduate Student Government Associations at the Five Randomly Selected Ontario Universities

Items:	Universities	Undergraduate	Graduate
1	**Brock University** Undergraduate executive team: http://www.brockbusu.ca/government/representation/executive/ Graduate executive team: https://brocku.ca/graduate-students-association/people/	**President:** Aidan Hibma **Vice-president:** Bilal Khan Joyce Khouzam Peter Henen	**President:** Emily Guertin **Vice-president:** Glenda Anderson O'connor Christopher Yendt Aaron Taylor Leila Meskine
2	**University of Ottawa** Undergraduate executive team: http://sfuo.ca/governance/executives/ Graduate executive team: http://gsaed.ca/elections-referenda/	**President;** Rizki Rachiq **Vice-president;** Paige Booth Axel Gaga Katheryn Zwierzchowski Faduma Wais Caroline Lu	**Commissioners:** Zaynab Fellahi Hassib Reda Saltani Fabrice Jean-Baptiste Warsama Ahmed Sara Karam Khaled Kchouk
3	**Wilfrid Laurier University** Undergraduate executive team: http://yourstudentsunion.ca/student-executive/ Graduate executive team: http://www.wlugsa.ca/operations-team/	**President;** Tarique Plummer **Vice-president;** Shannon Kelly Darshil Shah Sara Clark Nikki Corless Natalie Rigato	**President:** Kathy Bazinet **Vice-president:** Nathaniel Khaleel
4	**University of Guelph-Humber** Undergraduate executive team: http://ignitestudentlife.com/about-ignite/executives/	**President;** Monica Khosla **Vice-president;** Maheen Nazim Jeremy Largo Afonso Graham Budgeon	N/A

5	**Ryerson University** Undergraduate executive team: http://www.rsuonline.ca/executive Graduate executive team: http://www.rsuonline.ca/graduate-representative-commitee	**President;** Ram Ganesh **Vice-president;** Karolina Surowiec Salman Faruqi Savreen Gosal Edmund Sofo	**President;** Ram Ganesh **Vice-presiden;** (non-voting) Salman Faruqi

Appendix C

Invitation Letter

Dear students of Chinese-origin,

This is Yuehua Zhu from the Faculty of Education. I am doing my master thesis entitled *Enhancing Social Integration in Canadian Post-secondary Educational Institutions for Students of Chinese Origin through Political Participation*.

I am looking for research participants who **take (took) leadership roles** or **student representative seats** at the University of Windsor.

If you are students of Chinese-origin enroled in the school year 2018-2019, no matter if you are a Chinese international student or Chinese-Canadian student, you are very welcome to be a **participant** in my master's thesis research. I would love to talk with you about your experience of being a leader or a student representative.

This research has been cleared by the University of Windsor Research Ethics Board.

You will be invited to attend an approximately **60-90** minutes **individual one-on-one interview** to share your experiences.

As a reward, you will receive a **$25 pre-paid credit card** incentive for completing the interview.

More details can be reviewed in the attached *Letter of Information*.

If you have any questions, contact me at zhu14t@uwindsor.ca or my supervisor Dr. Smith at clayton.Smith@uwindsor.ca .

Thank you for your time.

Sincerely,

Yuehua Zhu

Appendix D

Consent to Participate In Research

Title of Study: *Enhancing Social integration in Canadian Post-secondary Educational Institutions for Students of Chinese-origin through Political Participation*

You are asked to participate in a research study conducted by Yuehua Zhu, a Master Candidate, from the Faculty of Education at the University of Windsor This research is conducted for pursuing her master thesis. Dr. Clayton Smith from the faculty of Education is her supervisor.

If you have any questions or concerns about the research, please feel to contact Yuehua Zhu at zhu14t@uwindsor.ca or Dr. Clayton Smith at Clayton.Smith@uwindsor.ca

PURPOSE OF THE STUDY

This study is driven by three motivations. Firstly, this study aims to know the benefits that politically engaged students perceived from their political participation, to explore how political participation relate to social integration in post-secondary institutions in Canada. Secondly, this study seeks to review obstacles that hinder the social integration of students of Chinese-origin into Canadian society. Thirdly, this research attempts to explore to what extent students' involvement in political activities can improve their English language proficiency and senses of belonging, and thus contribute to their social integration.

PROCEDURES

If you volunteer to participate in this study, you will be asked to complete an individual one-on-one interview lasting 60 to 90 minutes.

The interview time and location will be negotiated and informed through email prior to the one-on-one interview. Interview times will be arranged between 9:00 AM and 3:00 PM on weekdays. Interviews will be held in either the study rooms at Leddy Library or the audio equipped rooms at Erie Hall.

In the interview phase, participants will be asked to

1. Read and sign the consent forms;
2. Fill out a demographic information sheet;
3. Attend the 60-90 minutes, one-on-one interview with the investigator;
4. Let the investigator know if you have any questions about the interview questions (if necessary);
5. Check the accuracy of the text data provided by or related to you through email. If you did not respond/send feedback to the checking email you received in four days, your data will be regarded as accurate automatically. Then, the investigator will proceed with the next step and you cannot withdraw from this study.

You will need to sign the consent forms in advance, which will allow the investigator to record your conversation in the interview and translate it into text data for later analysis. The consent forms are also attempting to protect participants' right to withdraw, refuse to answer questions, and ask the researcher to repeat/interpret questions. You will then need to fill out a demographic information sheet that includes age, nationality, and length of residence. In the ice-breaker phase, some open- and close-ended questions will be

asked to explore your experience. You will be asked for a description of your positions, your duties associated with it, and your motivations to engage in these political activities. Later, interview questions will feature more closed- and open-ended questions regarding language proficiency and your sense of belonging. These questions will be used to probe/expand your leadership role or student representative experience mentioned in the ice-breaker phase.
One day after you have checked the accuracy of the text data in the interview, or the fifth day after the researcher sends the checking email and you did not respond, you cannot withdraw from this study.

Later research results will be reported on the REB website.

POTENTIAL RISKS AND DISCOMFORTS

Generally, there are no potential risks or discomfort feelings that will be caused by this research.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Benefits to research participants:

This research has no direct benefit to participants. However, some indirect benefits may still exist.

First, this interview may boost participants' reflection on their experience of political engagement.
Second, the interview will help the participant aware of the integration function of political participation in Canadian society.
Third, by knowing their experience can inspire Chinese-origin students' political involvement, participants may perceive a feeling of confidence.

Benefits to the scientific/scholarly community or society:

Faculties/administrators should be able to see more clearly the value of political participation in facilitating international students/ visible minority students' self-development, especially in English language development and sense of belonging. This could lead to enhancements in the extra-curriculum setting at Canadian post-secondary institutions.

Benefits to democratic Canada:
The value of engaging its youth/future citizens in political participation will contribute to the sustainable development of a healthy democracy.

COMPENSATION FOR PARTICIPATION

A $25 pre-paid credit card will be given to each of the participants as an incentive after the completion of the interview. Students who do not participate in the oral interview (step 3) will not be eligible for the incentive.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

Participants will be informed about how the data will be kept confidential in advance through the letter of information sent by email. When the willingness of participation is established, bringing individuals into the booked interview room will be employed to protect their privacy. Participants' personal information and audio recordings collected through interviews will be password-protected and maintained in the researcher's personal computer. The researcher will be the only person who can access and use raw materials.

Before the raw data is interpreted, participants will have the right to review and edit the audio-record/ field text contents. Pseudonyms will be used for all participants in the discussion section. When researcher retells participants' experience, the description of details will be carefully composed to protect the participant's privacy. Even with the permission of disclosing participants' story, the researcher will make sure their privacy will not be easy to identify.

The destruction of the audio tapes will be completed after transcription and verification.
However, the existed dual-relationship/ bystander risk somehow is inevitable while doing an interview in the small circle in the Chinese community at this university. To avoid leaking out personal secrets in this small circle, the researcher will try her best to keep the confidentiality of the participant. Further, the researcher will ask the participant to work together with her to keep confidentiality.

Participants' responsibility of keeping confidentiality.
To protect your own privacy and other participants' personal information, you are not allowed to expose/share interview experience (content/ procedure) to someone else. You can share the interview experience only with the permission of the researcher.

PARTICIPATION AND WITHDRAWAL

Participation in the study is on a voluntary basis. Participants can choose whether or not to participate. Participants are expected to answer all the questions. However, participants have the right to refuse answering any questions if they do not feel comfortable to respond.

You can choose to withdraw your data from this research at any time until the data is interpreted. According to the estimated start date for data collection, the following is an example of the specific time period that may be required after participating in the interview. If a participant participates in the interview on Jun. 10th, the researcher will send them the transcript on Jun. 11th. The participant will have two weeks to read and confirm the accuracy of the transcript. Generally, because the researcher received the "Read receipt," the fifteenth day (Jun. 26th) will automatically be considered the day of the participant's confirmation of the transcript, even if they did not reply or request the researcher withdraw them from within two weeks. This means that on Jun. 26th, the researcher will interpret the text data and the participant cannot withdraw from the research any longer. If the participant replies to confirm the accuracy of the transcript sometime within those two weeks, that time and date will be regarded as the time that the participant cannot withdraw their data from the research. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

The study report will be published on the REB websites.

Web address: _____www.uwindsor.ca/reb_____https://scholar.uwindsor.ca/research-result-summaries/

Date when results are available: _____Oct 10th , 2019_____

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study "Enhancing Social Integration in Canadian Post-secondary Educational Institutions for Students of Chinese-origin through Political Participation" as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____
Name of Participant

_____ _____
Signature of Participant Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

_____ _____
Signature of Investigator Date

Appendix E

Letter of Information for Consent to Participate In Research

Title of Study: *Enhancing Social integration in Canadian Post-secondary Educational Institutions for Students of Chinese-origin through Political Participation*

You are asked to participate in a research study conducted by Yuehua Zhu, a Master Candidate, from the Faculty of Education at the University of Windsor This research is conducted for pursuing her master thesis. Dr. Clayton Smith from the faculty of Education is her supervisor.

If you have any questions or concerns about the research, please feel to contact Yuehua Zhu at zhu14t@uwindsor.ca or Dr. Clayton Smith at Clayton.Smith@uwindsor.ca

PURPOSE OF THE STUDY

This study is driven by three motivations. Firstly, this study aims to know the benefits that politically engaged students perceived from their political participation, to explore how political participation relate to social integration in post-secondary institutions in Canada. Secondly, this study seeks to review obstacles that hinder the social integration of students of Chinese-origin into Canadian society. Thirdly, this research attempts to explore to what extent students' involvement in political activities can improve their English language proficiency and senses of belonging, and thus contribute to their social integration.

PROCEDURES

If you volunteer to participate in this study, you will be asked to complete an individual one-on-one interview lasting 60 to 90 minutes.

The interview time and location will be negotiated and informed through email prior to the one-on-one interview. Interview times will be arranged between 9:00 AM and 3:00 PM on weekdays. Interviews will be held in either the study rooms at Leddy Library or the audio equipped rooms at Erie Hall.

In the interview phase, participants will be asked to

1. Read and sign the consent forms;
2. Fill out a demographic information sheet;
3. Attend the 60-90 minutes, one-on-one interview with the investigator;
4. Let the investigator know if you have any questions about the interview questions (if necessary);
5. Check the accuracy of the text data provided by or related to you through email. If you did not respond/send feedback to the checking email you received in four days, your data will be regarded as accurate automatically. Then, the investigator will proceed with the next step and you cannot withdraw from this study.

You will need to sign the consent forms in advance, which will allow the investigator to record your conversation in the interview and translate it into text data for later analysis. The consent forms are also attempting to protect participants' right to withdraw, refuse to answer questions, and ask the researcher to repeat/interpret questions. You will then need to fill out a demographic information sheet that includes age, nationality, and length of residence. In the ice-breaker phase, some open- and close-ended questions will be asked to explore your experience. You will be asked for a description of your positions, your duties associated

with it, and your motivations to engage in these political activities. Later, interview questions will feature more closed- and open-ended questions regarding language proficiency and your sense of belonging. These questions will be used to probe/expand your leadership role or student representative experience mentioned in the ice-breaker phase.
One day after you have checked the accuracy of the text data in the interview, or the fifth day after the researcher sends the checking email and you did not respond, you cannot withdraw from this study.

Later research results will be reported on the REB website.

POTENTIAL RISKS AND DISCOMFORTS

Generally, there are no potential risks or discomfort feelings that will be caused by this research.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Benefits to research participants:

This research has no direct benefit to participants. However, some indirect benefits may still exist.

First, this interview may boost participants' reflection on their experience of political engagement.
Second, the interview will help the participant aware of the integration function of political participation in Canadian society.
Third, by knowing their experience can inspire Chinese-origin students' political involvement, participants may perceive a feeling of confidence.

Benefits to the scientific/scholarly community or society:

Faculties/administrators should be able to see more clearly the value of political participation in facilitating international students/ visible minority students' self-development, especially in English language development and sense of belonging. This could lead to enhancements in the extra-curriculum setting at Canadian post-secondary institutions.

Benefits to democratic Canada:
The value of engaging its youth/future citizens in political participation will contribute to the sustainable development of a healthy democracy.

COMPENSATION FOR PARTICIPATION

A $25 pre-paid credit card will be given to each of the participants as an incentive after the completion of the interview. Students who do not participate in the oral interview (step 3) will not be eligible for the incentive.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

Participants will be informed about how the data will be kept confidential in advance through the letter of information sent by email. When the willingness of participation is established, bringing individuals into the booked interview room will be employed to protect their privacy. Participants' personal information and audio recordings collected through interviews will be password-protected and maintained in the researcher's personal computer. The researcher will be the only person who can access and use raw materials.

Before the raw data is interpreted, participants will have the right to review and edit the audio-record/ field text contents. Pseudonyms will be used for all participants in the discussion section. When researcher retells participants' experience, the description of details will be carefully composed to protect the participant's privacy. Even with the permission of disclosing participants' story, the researcher will make sure their privacy will not be easy to identify.

The destruction of the audio tapes will be completed after transcription and verification.
However, the existed dual-relationship/ bystander risk somehow is inevitable while doing an interview in the small circle in the Chinese community at this university. To avoid leaking out personal secrets in this small circle, the researcher will try her best to keep the confidentiality of the participant. Further, the researcher will ask the participant to work together with her to keep confidentiality.

Participants' responsibility of keeping confidentiality.
To protect your own privacy and other participants' personal information, you are not allowed to expose/share interview experience (content/ procedure) to someone else. You can share the interview experience only with the permission of the researcher.

PARTICIPATION AND WITHDRAWAL

Participation in the study is on a voluntary basis. Participants can choose whether or not to participate. Participants are expected to answer all the questions. However, participants have the right to refuse answering any questions if they do not feel comfortable to respond.

You can choose to withdraw your data from this research at any time until the data is interpreted. According to the estimated start date for data collection, the following is an example of the specific time period that may be required after participating in the interview. If a participant participates in the interview on Jun. 10th, the researcher will send them the transcript on Jun. 11th. The participant will have two weeks to read and confirm the accuracy of the transcript. Generally, because the researcher received the "Read receipt," the fifteenth day (Jun. 26th) will automatically be considered the day of the participant's confirmation of the transcript, even if they did not reply or request the researcher withdraw them from within two weeks. This means that on Jun. 26th, the researcher will interpret the text data and the participant cannot withdraw from the research any longer. If the participant replies to confirm the accuracy of the transcript sometime within those two weeks, that time and date will be regarded as the time that the participant cannot withdraw their data from the research. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

The study report will be published on the REB websites.

Web address: _____www.uwindsor.ca/reb_____ https://scholar.uwindsor.ca/research-result-summaries/
Date when results are available: _____Oct 10th , 2019_____

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

_____	_____
Signature of Investigator	Date

Appendix F

The Letter for Help

Dear Dr. XXX,

I hope this email finds you well! This is Yuehua Zhu from the Faculty of Education. I know your email address by searching on the University web page (Dr. Xxx's recommendation). I write this email to you due to my desire of recruiting participants for my thesis research entitled *Enhancing Social Integration in Canadian Post-secondary Educational Institutions for Students of Chinese-origin through Political Participation.* I am wondering if you can help me to find the targeted participants.

I am looking for the **students of Chinese-origin** who can share their experiences of **taking leadership roles** or **being students' representatives** in your faculty or social network. They can be either Chinese international students or Chinese-Canadian students. I hope participants' experience and my research can encourage students' involvement and enhance Chinese students' social integration into Canadian society.

According to the REB's suggestion, you might not be authorized to give me potential participants' name and contact information, so I will ask you for help to forward my "invitation letter" as the email body and attach the "letter of information" to students you know who might be eligible for my research. As a researcher, I will wait for participants' to voluntarily participate in my research. This is also with the intention of avoiding the dual-relationship force between the recommender and the potential participants, which may influence potential participants' decision-making about participating voluntarily. I hope the relationship between you two will not affect his/her decision, and I hope she/he participate in my research voluntarily. I will be

very thankful if you can help me to find the targeted participant(s). Thank you very much indeed.

Sincerely,

Yuehua Zhu

Appendix G

Consent for Audio Taping

Research Participant Name:

_____

Title of the Project: Enhancing Social integration in Canadian Post-secondary Educational Institutions for Students of Chinese-origin through Political Participation

I consent to the audio-taping of interviews.

I understand these are voluntary procedures and that I am free to withdraw at any time by requesting that the taping be stopped. I also understand that my name will not be revealed to anyone and that taping will be kept confidential. Tapes are maintained in the researcher's personal computer and password-protected.

The destruction of the audio tapes will be completed after transcription and verification.

I understand that confidentiality will be respected and that the audio tape will be for professional use only.

This research has been cleared by the University of Windsor Research Ethics Board.

_____ _____

(Research Participant) (Date)

Appendix H

One-On-One Interview Instructions

Dear participant,

(**Step 1**. Signing consent forms)

Thank you very much for your time to participate in this interview. Before we get started, I would like to inform you that this interview is pertaining to a research study conducted by Yuehua Zhu, entitled *Enhancing Social Integration in Canadian Post-secondary Educational Institutions for Students of Chinese-origin through Political Participation*. The interview aims to explore how you perceive benefits from your political participation experiences, i.e., your leadership/student representative experiences at the University. More detail can be seen in the letter of information and the consent form that you will need to sign prior to beginning our interview. Let's take a few minutes to read through the consent and if you have any question please do not hesitate to ask.

(**Step 2**, Fill in the demographic information sheet. See Appendix G.)

Here is the demographic information sheet you need to complete. This will help me to understand some of your personal characteristics and political experiences.

(**Step 3**. Broad description of the current position: ice-breaker phase)

Next, I will ask some closed- and open-ended questions to broadly understand your leadership position, your duty in this position, and your motivation for choosing this position. You can decide to conduct this interview in Mandarin or English. If the question confuses you, please let me know. I will interpret as clearly as possible.

1. Can you tell me what position or leadership roles you hold or held at the University of Windsor or any other Canadian university?
2. Can you describe your duties associated with your position or positions?
3. Who did you report to while performing the duties of this position?
4. Why do/did you engage in this position? What is your expectation from this position?
5. Do you think your expectation matches your experience?
6. In your views, what is political participation at a university in Canada?
7. How do you think your engagement in political activities relates to your social integration? Social integration can be summarized as primarily relying on similarities between people in their values, norms, or interests

as a consequence of social interactions, mutual dependencies, and tolerance of dissimilarities (Sonnenberg, 2014).

(**Step 4**, Specific two set of questions)

Here are two sets of questions, which attempt to explore your language proficiency and sense of belonging through your experience in student leadership. (The following framework of the questions design could be modified a little based on the response of the ice-break questions in real time)

First set of questions clustered in language proficiency

1. How do you evaluate your language proficiency in your academic learning?
2. How do you evaluate your language proficiency for social usage?
3. How does language help you conduct your leadership roles?
4. Do you perceive a difference about your language proficiency after taking a leadership role or being a student representative? If yes, could you give me any example?
5. What does the difference actually refer to?
    a. Your vocabulary was expanded?
    b. You understand more slang?
    c. You understand more language context?
    d. You understand the cultural background within a conversation?
6. Do you experience the social norms, rules embedded in the language people used in dealing with political issues? If yes, can you give me an example?
7. What kind of activities help to improve your language proficiency in your political experience?
    a. Reading working emails (received due to your political position)?
    b. On-site presentation/ comments
    c. Writing working email to convey ideas
    d. Reading working documents
    e. Collaborating with other peers in your political group
    f. Or something I did not mentioned here, but you also think that act helps.

Second set of questions clustered in sense of belonging

1. Do you think you belong in the University of Windsor? Why?
2. If any, what's the challenge or challenges to your life at the University of Windsor?
3. Do you feel you belong in the Canadian society? Why? Why not?
4. Do you think your leadership roles/ representative status enhances your sense of belonging at the University of Windsor? Why? Why not?
5. How does your participation enhance your sense of belonging?

a. Physically attach to a group/organization
b. The confidence/familiarity that generated through political participation
c. Or something else?

6. What kind of activities help to improve your sense of belonging in your political experience?

a. Attending meetings
b. Name included in the email group
c. On-site decision making--voting/comments

(**Step 5**, further questions)

1. To what extent do you think students of Chinese-origin have language barriers in social integration into Canada?

2. Can you give students of Chinese-origin your suggestions on how to enhance their social integration?

(**Step 6**, ending)

I have finished all of the interview questions. Is there anything further you want to discuss?

…

Thank you very much for your time. Now I am going to end our interview. I will translate our conversation into text data and send it to you through email. Please help me to check the accuracy of the content translated from our conversation. If there is anything you want to add or modify, please just send them back through email. If you do not respond/send feedback to the checking email you received in four days, your data will be regarded as accurate automatically. Once we guarantee the text data, I will interpret the raw data and report the findings in my thesis paper. At that stage, you cannot withdraw from this study anymore.

Here is the incentive for participating in my research study.

Thanks again.

Yuehua Zhu

Appendix I

Demographic Information Sheet

1. Name: _____

2. Email address: _____

3. Year of birth: _____4. Nationality: _____

5. Level of Study (Please check): Undergraduate ☐ Master ☐ Doctor ☐

6. Program: _____

7. Study period: (Please check in the check box)

First semester ☐ Second semester ☐ Third semester ☐

Forth semester ☐ Fifth semester ☐ if more, please fill _____

8. How long have you been in Canada? _____year/month

9. Do you have any experience of taking leadership roles or student representation experience before entering the University of Windsor? (Please check)

Yes_____ No_____

10. What is the name of the organization that you are involved with as a leader or student representative? _____

Appendix J

Negotiation Email for Interview Date and Place

Dear XXX,

I feel so grateful that you are willing to attend my research interview.

To keep confidentiality, the interview will take place in a closed space, which could be either in the study rooms at Leddy Library or in the audio equipped rooms at Erie Hall.

Ideally, I will launch the interviews as soon as possible, which may start from 10 Jun to 27 Jun, at work time on working days.

Please let me know the date and time, which is available to you.

According to your time, I will book a space and inform you as soon as possible.

Thank you for your time. Sincerely,

Yuehua Zhu

Appendix K

Email of Transcription Confirmation

Dear XXX,

I have to say thank you again for your attendance to my research interview. Without your help, my research cannot progress smoothly.

I translated our oral conversation into text data and attached it to this email for your reference.

I hope you can review and check transcription to see whether the real meaning that you want to express is present.

If you have any comments or suggestions, please feel free to let me know. I will correct the transcription with your input.

If you do not respond to this email, the transcription of your interview will be regarded as confirmed automatically on the fourth day after you received this email.

On the second day following your confirmation, your text data will be interpreted for analysis. At that phase, you cannot withdraw from this research, and your data cannot be modified anymore.

Thank you for your time.

Sincerely,
Yuehua Zhu

VITA AUCTORIS

NAME:	Yuehua Zhu
PLACE OF BIRTH:	Shanghai, China
YEAR OF BIRTH:	1982
EDUCATION:	East China Normal University, Shanghai, China, 2005
	University of Windsor, M.Ed., Windsor, ON, 2017