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The role of social capital, social integration, and a sense of belonging in international students in Dutch higher education

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Abstract

This qualitative research investigates the experience of international students in Dutch higher education in terms of social capital, social integration, and a sense of belonging. International students in Dutch higher education face several challenges related to social integration and a sense of belonging compared to Dutch students. While there has been conducted some researches on the importance of social capital for these issues, the current research seeks to expand upon this work by examining the role of social capital among a diverse sample of international students in the Netherlands. Semi-structured interviews were conducted with 12 participants to investigate their establishment and use of social capital by obtaining varied perspectives on the study-related experience, and sociocultural needs for social integration and a sense of belonging in Dutch higher education. Qualitative data were analysed by transcribing interviews as well as deductive and inductive coding. The thematic analysis showed the crucial role of social capital that is related to relevant actors, including peers, teachers, and others. Particularly peers played an important role with regard to study and instrumental purpose in Dutch higher education. Furthermore, the results showed the importance of developing and adopting support for fulfilling international students' sociocultural needs which aimed at achieving their social integration and enhancing a sense of belonging at Dutch higher educational institutions. Thus, social capital has a significant role in fostering social integration and a sense of belonging among international students in Dutch higher education and vice versa.

Keywords: Social Capital, Social Integration, A Sense of Belonging, International Students, Dutch Higher Education, Qualitative Research

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Introduction

International students in Dutch higher education

International students are often in the so-called phase of emerging adulthood. According to Arnett (2014), emerging adulthood, which occurs between the transition from adolescence to full adulthood, is a distinctive phase in the developmental trajectory of young individuals. He argued that emerging adulthood is a relatively recent phenomenon that is spreading throughout modern society due to cultural and historical variables, such as changes in the family, economic, and educational systems. Emerging adults can experience the process of exploring different roles and lifestyles to figure out what they want to be and various potential paths for achieving their personal needs and development. They might experience diverse changes in relationships, work, and living situations. Given these features of emerging adulthood, students who are particularly aged between about 18 to 29 years old may decide to study in the Netherlands for developing academic knowledge, skills, and personal understanding of themselves (Arnett et al., 2014).

Over 15 years, the number of international students who enrolled in Dutch higher education has increased significantly (CBS, 2022). Various reasons exist for their decision to leave their home country and pursue their academic endeavours in the Netherlands. However, three reasons stand out. First of all, many Dutch higher education institutions provide a wide range of high-quality English-taught programmes (Ministerie van Onderwijs, 2022). Second, the Netherlands attracts more international students because of its international, multicultural, safe environment, and affordable study costs including tuition fees and living costs ("Here Are the Top 7 Reasons to Study Abroad in the Netherlands," 2022; "Top 7 Reasons to Study in the Netherlands," 2021). In addition, there are diverse international student communities in the Netherlands, which makes it possible to build a new social network among students within and

beyond Dutch higher education institutions for achieving social integration ("Student life," n.d.). For the abovementioned reasons, international students decide to come to the Netherlands for studying.

Social integration and a sense of belonging in international students in higher education

Social integration is the process of an individual's incorporation into a new society (Alba & Nee, 1997; Holt-Lunstad & Lefler, 2019). The term social integration was first defined by Durkheim with a study on suicide rates in different social classes (Durkheim, 1951). He believed that a society has a strong influence on people, and people's values, norms, and views form a social relationship that ties people together and fosters social integration. (Durkheim, 1951; Mueller et al., 2021). Focusing on social integration is crucial for international students' academic success and well-being in higher education (De Bruyn & Van Eekert, 2023; Rivas et al., 2019). Social integration is associated with the academic performance and a sense of belonging of international students who are ethnically diverse, which is related to inclusion in extracurricular activities and the establishment of friendships with local students (Meeuwisse et al., 2010; Rienties et al., 2012). They found that social support provided by peers and faculty of higher education can aid international students to deal with cultural differences and overcome feelings of isolation and loneliness which can have a negative effect on academic performance. Furthermore, they suggested that higher education institutions can facilitate their social integration by providing opportunities for engagement in social networks as well as by identifying and supporting the particular difficulties that international students may encounter when adapting to new academic and social environments.

Social integration facilitates a sense of belonging which is a basic human need that refers to an individual's subjective feeling of being closely connected to other people, their social

groups, their physical surroundings, as well as their own and other people's experience (Allen et al., 2021; Strayhorn, 2018). According to O'Keeffe (2013), fostering a sense of belonging in higher education is crucial, as it has been found to positively impact students' study persistence, engagement, motivation, and social connectedness. Furthermore, Meeuwisse et al. (2010) found that a sense of belonging and academic success among student groups with different ethnic backgrounds can be improved by establishing a supportive learning environment and encouraging interactions with peers and teachers. International students find their academic and further paths by building social networks and supportive connections with their peers and school staff from higher education institutions as well as international student communities through the use of social capital (Brouwer et al., 2016).

Recent studies have demonstrated the importance of using social capital to the development of social integration and the enhancement of a sense of belonging. Ahn and Davis (2020) found a positive relationship between a sense of belonging and social capital from a survey of 265 undergraduate students at a large public university in the United States of America (USA). They suggested the importance of a sense of belonging as an indicator of social capital and the need for universities to promote a supportive and inclusive environment that fosters a sense of belonging and promotes the development of social capital among their students. With a specific focus on underrepresented students, Mishra (2020) suggested that universities can play a role in supporting the social integration of them, such as first-generation college students and students from ethnic minority backgrounds by providing opportunities for them to build social networks related to the formation of social capital. She found that personal characteristics, including race, ethnicity, gender, and socioeconomic level can have an impact on social capital, which can lead to the resources and opportunities that students are able to access through their

social networks. Also, Dong et al. (2022) found that social media usage can enhance the social capital of international students by facilitating communication, building social networks, and providing a platform for sharing information and experience in higher education institutions in the USA.

The role of social capital for social integration and a sense of belonging

The current research is rooted in Coleman's (1990) and Lin's (2001) social capital theory. Coleman (1990) described "social capital inheres in the structure of relations between actors and among actors" (p. S98). In addition, according to Coleman (1990), social capital entails changes in the relations among persons that facilitate action. The informational potential that exists within social relations is a significant component of social capital. The beneficial information is crucial in establishing a foundation for facilitating certain actions of actors (Coleman, 1990). Besides, Coleman (1990) suggested that a group with extensive trustworthiness and trust can accomplish much more than a comparable group without strong trust between individuals. Meanwhile, Lin (1999, 2001) described the use of social capital by individuals, which is how individuals access and use resources embedded in social networks to gain returns in instrumental actions. An individual may have varied social resources depending on their social connections' extent and variety as well as the social resources they can access through an individual's social connections. (Lin, 1999, 2001). In addition, Lin (1999) highlighted the role that network ties have in facilitating the mobilisation of social capital.

Derived from recent studies regarding social capital, social integration, and a sense of belonging (Ahn & Davis, 2020; Allen et al., 2021; Brouwer et al., 2016; De Bruyn & Van Eekert, 2023; Dong et al., 2022; Meeuwisse et al., 2010; Mishra, 2020; O'Keeffe, 2013; Rienties et al., 2012; Rivas et al., 2019), international students can take part in a range of academically related

seminars or extracurricular activities provided by both higher education institutions and other external groups in order to achieve social integration and enhance a sense of belonging in higher education by creating new networks in a particular society. These participations may be associated with diverse individual experience that students encounter within the particular society, such as developing friendships, learning cultural context, and facilitating student well-being and a sense of belonging (Rivas et al., 2019). For international students participating in diverse university-level of social supports and external multicultural international student communities, they might experience lower academic performance and social integration in Dutch society compared to host students because of their diverse backgrounds (Popov et al., 2022; Rienties et al., 2013). Low social integration experience might be caused by cultural differences, language barriers, housing crises, and unsatisfactory student welfare policies that may negatively affect international students' well-being and sense of belonging in Dutch higher education (Kennedy, 2019; Hogan, 2022).

Recent studies conducted interviews for obtaining diverse experience of international students have shown the important role of social capital, social integration, and a sense of belonging in higher education (Longwell-Grice et al., 2016; Mayers, 2022; Rivas et al., 2019; Trujillo, 2021). However, there is a research gap between the findings of recent research and the context of international students in Dutch higher education. In this qualitative research, the following research questions were generated for filling the research gap.

1. How do international students establish their social capital during their early academic years in Dutch higher education?

2. How do international students use their social capital for achieving social integration and enhancing a sense of belonging in Dutch higher education?

Method

Sample and research context

Twelve international students who studied in Dutch higher education participated in this research. Participant recruitment was purposively conducted since they were required to have particular characteristics regarding educational background and nationality. Participants consisted of international students those are enrolled or graduated from a Bachelor's or Master's programme in Dutch higher educational institutions. International students in the Netherlands means that their nationalities are non-Dutch, including China (1), Chile (1), Malaysia (1), Romania (1), Russia (1), South Korea (6), and Turkey (1). Most of them came from non-European countries, particularly 11 participants came from the Organization for Economic Co-operation and Development (OECD) countries ("Our global reach," n.d.). They were recruited regardless of their study field, gender, age group, ethnicity and academic year of enrollment. Ten of whom were female and two were male, with ages ranging from 20 to 45 years. The participants were recruited via informal networks, such as personal online contact on WhatsApp and in-person requests in the north of the Netherlands by sending them an individual invitation email.

Instrument: semi-structured interview

For this qualitative research, the data were collected through semi-structured interviewing of the participants through an in-person interview and an online interview using the Blackboard Collaborate Ultra link of the University of Groningen, in April 2023. Semi-structured interviews were conducted in this research for the purpose of obtaining the varied perspectives of participants on the study-related experience, sociocultural needs for social integration, and a

sense of belonging in Dutch higher education. Before collecting data, an information form for the participants, an interview guide, and a question matrix were generated based on the characteristics of a semi-structured interview (see Appendix A). Semi-structured interview questions consisted of open-ended questions and subsequent probing questions that explored additional responses of the participants, such as 'How did you connect with other students during your first week, month, or year of university?', 'What did they provide or do for you?', 'To what extent were they helpful to your study experience?'

Ethical considerations

Before conducting the interviews, participants were provided with an information form via email (see Appendix B). It stated detailed information about the purpose and global nature of the research, an overview of the data processing plan, compensation regarding participation, the anticipated duration of the interview, and the expected consequences of the participation. Furthermore, participants provided informed consent to the researcher by signing a consent form (see Appendix C) before conducting the interview. The interview sessions lasted about from 20 minutes to 30 minutes per participant. Both researcher and participants spoke in English during the interview. However, due to the bilingual proficiency of the researcher in both English and Korean languages, some interviews were conducted in Korean for those participants whose first language is Korean. Also, to ensure the accuracy and completeness of the data, all interviews were audio-recorded for further data analysis steps and were deleted after the completion of this research.

Data analysis: transcription and coding

After the completion of the twelve interviews, datasets in the form of audio recordings

and transcripts were prepared for the thematic data analysis (Braun & Clarke, 2006). First, each recorded file and transcript was sorted, labelled, and stored in folders separately. After that, each audio-recorded file was transcribed in both verbatim and non-verbatim ways. While transcribing, the whole process of listening repeatedly to audio-recorded files and reading transcripts was a part of the data analysis procedures. In addition, four interviews were conducted entirely in Korean, thus translations from Korean to English were done before the completion of transcription. During the process, the tentative patterns, themes, and subthemes were identified and organised. Besides, the data anonymising process was conducted to remove identifiable information of participants and protect their privacy regarding answers to interview questions.

The following procedure was coding data by using ATLAS.ti software and taking notes on data. The coding data was conducted in a systematic and cyclic manner. First, sketchy deductive codes were generated based on the theoretical framework of social capital (Coleman, 1990; Lin, 1999, 2001), social integration (Durkheim, 1951), and a sense of belonging (Strayhorn, 2018). This allowed for a preliminary understanding of the dataset. After that, reading transcripts repeatedly in detail, led to the identification of similar patterns and the emergence of new ideas. This process allowed for the development of several inductive codes, which helped to deepen the analysis. Furthermore, the creation and development of a codebook supported the systematic analysis of the data by providing a short overview of themes and subthemes, important codes, and definitions of them with example data (see Appendix D). Lastly, while presenting the results, grammatical corrections and minor edits have been conducted based on the transcripts for clarity and readability purposes.

Quality of the research: credibility, consistency, and transferability

During the thematic analysis process, there were several approaches for enhancing the

credibility, consistency, and transferability of this research. First, prolonged repetitive engagement with the data was conducted to ensure credibility. It was executed by spending a long time with the data for in-depth understanding and developing the patterns and themes contained therein. Another strategy to guarantee credibility was conducting peer review and supervisor audit, which enabled the quality of research to be supported by maintaining the intended research purpose. Also, the concept of data saturation was used to ensure that the data had been thoroughly explored and analysed until no more emergence of new themes or insights. To ensure consistency, keeping an organised and systematic approach to the analysis by creating notes and a codebook was used, which made it simple to follow the codes and themes throughout the dataset. Following the data analysis, the findings were reviewed with the supervisor, and several codes were discussed. Finally, the transferability was addressed by sampling purposively with international students in Dutch higher education and providing a detailed description of the methodology and analysis process, which enables the applicability in similar contexts.

Results

The main themes and subthemes are identified after data analysis. The first theme is 'Establishment of Social Capital' which is related to two subthemes 'A sense of Belonging' and 'Social Integration'. The second theme is 'Use of Social Capital' with two subthemes 'Study purpose' and 'Instrumental purpose'. Also, between the two themes, a subtheme of 'Access and Mobilise of Social Capital' is related.

Theme 1: Establishment of Social Capital

Regarding the first research question, as to 'How do international students establish their social capital during their early academic years in Dutch higher education?', the results show the

formation and development of social connections among international students in Dutch higher education. It highlights that the structure of relations between peers, teachers, or other people builds social capital and it is influenced by their level of social integration and a sense of belonging in Dutch higher education. In the process of establishing social capital, two subthemes of social integration and a sense of belonging were influenced by several facilitators and barriers. Facilitators are supportive factors to enhance their social integration and a sense of belonging, on the other hand, barriers hinder these processes. Social integration is related to the connections of several social networks for integration in the Netherlands. Some facilitators and barriers influence it. A sense of belonging is subjective emotions of participants, such as negative and positive feelings, as influenced by their encounters with facilitating factors and barriers within Dutch society.

Subtheme 1: Social Integration

This subtheme illustrates that social integration of participants in Dutch higher education entails connection in social networks within and beyond their educational institutions during their early academic years in the Netherlands. They connect in diverse ways for integration based on their similarities, including interests, values, and cultural backgrounds. These shared similarities function as facilitators for integration. Joining the student association is one of them. Participant 7 said the following:

> "First I joined as a member, and then my friends and I wanted to organise activities together. So we joined the department committee and that's how we organised a lot of activities and hung out. Once you become a student association member, you get together with other students from the other student association of each faculty."

In addition, doing a formal group session, such as a group project or group assignment together with classmates or colleagues is another way of social connection for integration:

"I think it went really well. Like my first project. We all had the exact same amount of motivation. We all put a lot of effort in. We communicated quite well." (Participant 6).

"First I focused to make friends in my project group because I had to study with them … Probably the main purpose was to study since we were in one group and we had to do the project for the first half of the year." (Participant 12).

Participants also said informal group activities, namely joining social activities, including eating meals and drinking coffee together, extracurricular clubs, or parties in order to build and expand their social networks:

"That's how we started to ask and share the contact and then later asked for some questions of having some lunch together." (Participant 4).

"I tried to join all the social activities that different student associations offered like KAI Week and ESN Week, using social networks and Facebook. I would say that the ESN association organisation was one of the most meaningful experience to connect." (Participant 8).

"I was thinking about how I could fit in here, and I thought that sports was something that I had, and I thought that I could get to know people quickly, and the handball club was a good way to do that." (Participant 1).

"The first month I started to contact some foreigners here. Not only students but also some non-students people. The major source I contacted with them was ACLO sports because I really love sports. There I encountered several really good friends. We shared the same interest in sports. And another one was a dancing party. I love dancing, so I encountered many interesting people there." (Participant 11).

"It was quite easy for me to have a lot of friends. Especially sometimes they organised events like parties and something like that. So I also made friends there." (Participant 12).

Furthermore, professional experience of participants, such as side jobs or internships during their academic years was important for social integration functioning as a facilitator:

"I became a student mentor, so I was helping younger students to learn more and make connections. I just knew about the opportunity because of the mentors that I have." (Participant 6).

"I was in the middle of a company and business. Also, business and business, something like that. I was working as a coordinator and it was always fun and positive. I got to learn a lot and met a lot of people." (Participant 7).

In addition, participants built and developed friendships based on sharing similar cultural backgrounds and speaking the same language:

"Especially since one of my native languages is Russian, and also when I hear someone speaks Russian on campus or somewhere, I just approached those people and said we both speak the same language." (Participant 12).

"I had a Korean friend and it was so much easier to ask her and we lived in the same building and I think that's why I liked it. I think it was just because we were so close." (Participant 1).

"I'm not sure, to be honest, because I think with the internationals, it was really easy to make friends and to find people that I really like. With Dutch people, I think I only have one or two Dutch friends." (Participant 6).

Many participants said that their peers who were connected through shared interests and similarities were instrumental in facilitating their integration. However, there are some barriers that interfere with participants' integration in the Netherlands. One of them is a Dutch language barrier of non-native Dutch-speaking international students:

"I think the key here is my proficiency in the Dutch language. As long as I am still rubbish when it comes to speaking Dutch, I don't feel that I am able to integrate into

Dutch life. Because to be fair, the Dutch culture seems to be a rather open culture to me compared to many other Nordic or Western European countries. So I think I need to put in the effort to actually be integrated, and language is one of the key things." (Participant 5).

When international students try to integrate into a new society and are not confident in their English language skills at the beginning, they prefer to connect with their group of people who came from the same country, sharing similar and familiar cultures, and speaking the same language. In this case, unfamiliar culture and English language skills function as a barrier in respect of the integration:

"I asked for help from a Korean senior student and the senior student helped me a lot with my studies, shared study materials, and gave me information about professors. And also I had a Dutch friend and got some help from her as well but there was a cultural difference so it was hard for me to comfortably ask. (Participant 1).

"I was in a group of four or five foreigners, including me, and other two or three Korean. It was so awkward to talk with foreign friends when I first met them. The culture was so different. When I first attended a meeting, I usually talked to Korean friends as much as possible and I used to talk to foreigners only when there were Korean friends. Because it was so awkward when I was only with foreigners. Also, it was my first time and I didn't have much to say. Back then, my English was not that high quality." (Participant 9).

In terms of English language skills, since Dutch students tend to feel more at ease conversing in their native language with their own social circles as international students do, it also functions as a barrier to the integration process of international students in the Netherlands:

"Even though they were open, helpful, and nice to internationals when they had trouble or things like that, they would speak in Dutch and they wouldn't reach out to the internationals as well. However, the internationals were always talking about problems and forming deeper connections, I think." (Participant 6)

"Because even though they can speak English, they don't like it as much as they like to speak Dutch, so I think they feel they can be more themselves when they speak Dutch. So, in the end, they decide to be with the Dutch ones, not because they don't want to be with internationals, but because it's easier to be with the Dutch ones." (Participant 8).

Besides, cultural differences regarding extending friend groups function as a barrier to building friendships and developing much deeper connections, particularly with Dutch people. Participant 4 said the following:

"What I feel is that it's really hard to make a Dutch friend here if you are not born here. My friends are either international colleagues from the company or students I met in the school. I feel like the Dutch culture is that Dutch people themselves are very family-bound and hometown-bound. They wouldn't really extend their friend group into

some new when they are grown up. I do belong to my Dutch family here, but I don't feel like I'm really integrated into the Dutch community. Other than that."

"In Dutch schools, it's common to have friends in the neighbourhood because they've been going to school together for a long time since primary, middle, and secondary school days. And they have old friends who came to the same university together, or even if they didn't go to university. But around me, even if I was hanging out with them, there were fewer stories that I could share together. And they had their own world because this is their home. So even if I was with my Dutch friends, there's a little bit of a barrier." (Participant 7).

Also, the depressing season is a barrier that interrupts their temper and motivation to go outside to connect with other people in the Netherlands. Participant 10 said the following:

"Because the Netherlands, especially Groningen is really famous for seasonal depression. Then you don't really want to stay inside and do nothing other than study at home. That's really depressing. You need to have at least some goals. You have to make up something that will make you feel better about it. For example, when your exam is done in March or April, then you tell people that this is the final time that we can go out to drink. And that's the time we actually have motivation to go through another semester and we go to the park during that time also."

Participants experienced barriers that affect their social integration, for instance, bad weather, mental health, language barrier, being a foreigner, and cultural differences. However, another facilitator of integration is having a consultancy with teachers, including professors, study advisors, or teaching assistants (TAs) in their educational institutions. In this case, the teachers are supportive of the integration process:

"They were trying to be really proactive in helping with housing and things like that. And when the first semester was over and the second semester started, the weather was getting worse and having a lot of mental health issues. She provided a sort of consultancy, with a friendly approach to me." (Participant 2).

"I think they provided me with a lot of help to get settled in here. For example, English teachers were British teachers. And they were asking me such questions as 'How are you doing?' It helped me a lot with the language aspect, but more than that. They were asking me other questions like 'How's your living in the Netherlands?' and 'Isn't it too hard?' as well." (Participant 1).

Though, at the same time, most participants said that their interactions with teachers were less supportive of integration than they expected due to miscommunication or lack of further support. This negatively impacted their social integration functioning as a barrier:

"I went to my appointment with the study advisor. They said 'Sorry, we didn't schedule you.' Then they moved me two weeks later. There was a misunderstanding. She was like

'But maybe I can help you and tell me what you need.' But it didn't start good enough from that." (Participant 8).

Subtheme 2: A Sense of Belonging

This subtheme highlights participants' subjective negative and positive feelings about social connections within or beyond their educational institutions during their early academic years in the Netherlands. Each participant's sense of belonging is influenced by a facilitator and barriers. First, participants shared their positive feelings that are attributed to a facilitator, which is an enhanced social integration that illustrates the connection with people around them such as peers, teachers, and even others from outside of their educational institutions. A high level of social integration in Dutch society as a facilitator for a sense of belonging is achieved through diverse parts. One of them is taking participation in both formal and informal group activities with peers within and beyond their educational institutions, which is an important contribution to enhancing international students' social integration:

"It started within our classroom. Because we needed to do so many things about projects and courses. So it started from there. We went to a cafe and talked about it. Also, I started to have a couple of friends that we just go out, drink coffee, and just have a nice conversation." (Participant 3).

"It was very nice since I got a very good relationship with my classmates, I felt interested for study with them. I felt it like a fun moment." (Participant 8).

"In the case of our university, we were grouped. So we had the same classes that we had to take. And we hung out more together because we were grouped. Also, we had similar interests. Since we were in a similar age group as the twenties, it was our first time experiencing drinking culture or something like that. So I think we interacted well together and enjoyed it." (Participant 7).

Another part of facilitator for a positive sense of belonging is enhanced social integration as to a close connection with teachers in the academic institutions:

"I remember last year, they were having a lot of individual talks with everyone in the class. So they could tell us if we were suitable for the programme, if we need to change it, or just check in with us. I think it was interesting and liked it. Because it was a good way for me to also reflect on what was going on and if it was really the best choice for me." (Participant 6).

"Yeah, great. They call themselves teachers here, it's rather flat. So you can address them by their first names and bump into them in the hallway, say hi, which is something that I don't recall doing in Germany, which is something I appreciate. So I like it." (Participant 5).

In addition, participants expressed positive feelings about their connection with other people. Those people are from beyond their educational institutions in the Netherlands, including colleagues from work, family, close relationships, or people from the same country sharing the

same language and culture. Enhanced integration with them functions as the other part of facilitator for a sense of belonging:

"I really appreciate people there. The company's employees had different backgrounds. And they were so friendly. They were very kind to share their views and help." (Participant 11).

"At least I have a Dutch husband and his family, so that's how I would say I have some family feeling here. The family is really good because they are really nice people. They were really good and welcomed me as a family member, that was easy to mingle." (Participant 4).

"I have a sister who lives here for more than 20 years. My situation is different because I knew this country and wanted to come here. It was not only about the university or the programme, I wanted to come to this country. So I was very excited and happy. Of course, I'm a foreigner here but other than that, I belong here. I feel like this is my home." (Participant 3).

"Those senior Korean students were the ones who had finished their studies already in Korea, so they could give me more examples. But of course, the professor was better at giving examples. Nevertheless, to me, getting those examples was more comfortable to listen to them in Korean." (Participant 9).

While a sense of belonging is positively affected by a facilitator, participants also shared their negative feelings about barriers that have an impact on their sense of belonging. Those negative feelings about barriers bring up the necessity of supporting sociocultural needs of international students for both promoting social integration and a sense of belonging in Dutch higher education. First, they mentioned feelings of homesickness and loneliness as a foreigner in an entirely new society apart from their familiar environment, family, and friends in their hometown:

"I missed my hometown during the first year in the Netherlands, but now I feel like I'm missing it about half as much. I missed speaking in Korean, all the convenient services of Korea, the foods, my family, and my cat." (Participant 2).

"Yeah, I miss my hometown a lot. I miss my friends and some places where I used to walk with my friends." (Participant 12).

"It's difficult to start making friends here. The beginning is always difficult. I felt very lonely because I came from a place where I had a lot of support, from friends, family, and colleagues. So I felt lonely." (Participant 8).

Furthermore, while many Dutch people are fluent in English, the inability to speak the Dutch language can entail significant challenges for international students, leading to feelings of exclusion in the Netherlands. In this context, the lack of Dutch language skills functions as a

barrier to their sense of belonging, often accompanied by negative emotions. Participant 8 said the following:

> "I always felt that I didn't belong because of the language, and that frustrated me extremely much. I know that everyone here speaks English, but for me, it's just not the same. That's why I took a Dutch course to learn the language. In that sense, I felt that I just didn't belong always."

Participants also said cultural differences that caused by a lack of familiarity with their local culture and insufficient shared experiences. This barrier aroused negative feelings and deteriorated international students' sense of belonging:

> "I was very depressed. There was some culture shock. Maybe the cultures were not as different at first sight. But just moving to a different country, speaking a whole different language, having different weather, different mindsets becomes really difficult to adapt initially." (Participant 6).

Especially, when they came from non-EU countries, they felt much more uncomfortable with cultural differences. Participant 10 said the following:

> "I was completely lost. I didn't know how to even set up the phone. I lived on the Libra SIM because I didn't know what I'm supposed to do with the phone company. I also had to wait for the IND. So everything jumbled. Every single time when me and my

international friends who are non-EU mostly, we were complaining about this kind of stuff."

When it comes to international students from non-EU countries, another barrier regarding their unstable visa status for getting a job in the Netherlands affected their sense of belonging with negative feelings. Participant 8 said the following:

"I'm just getting a job right now. As I'm not European, it's very difficult. Because we don't have a European visa. So it's almost like discrimination for me. I felt discriminated against so many times, like uncountable times. I cannot even remember all the times that I felt discriminated against because I was not European. And they asked me for so many papers then when I finally got something, eventually I earned almost nothing."

Theme 2: Use of Social Capital

Regarding the second research question 'How do international students use their social capital for achieving social integration and enhancing a sense of belonging in Dutch higher education?', the results show that the use of social capital is related to the obtainment and use of beneficial information from the established structure of social networks and relationships. The use of social capital is utilising social connections, networks, and resources that individuals or groups possess for achieving specific goals. The results represent two subthemes which are relevant to two certain goals of international students' use of social capital, which are study purpose and instrumental purpose in the Netherlands.

Subtheme 3: Study purpose

This subtheme highlights the use of social capital in order to achieve a study purpose in Dutch higher education. Participants said they got useful information, such as study advice, internship opportunity, and thesis help from teachers, namely professors, internship coordinators, or teaching assistants (TAs) within their educational institutions:

"I just emailed him and talked with him about the topic. I wanted to know what the professor thinks about the course. I wanted to get some specialist's views. I also connected with another professor and she helped me to connect with some primary and secondary school teachers. She helped me with my master's thesis respondents. Especially since we are international students, we don't have a social connection here. The professor just heard that and said, oh, maybe I can help you." (Participant 11).

"The university presented us with several choices that we can do our internship. Because I have a music background, I wanted to do my internship in the conservatorium and the internship coordinator helped me to have an internship there." (Participant 3).

"Mostly TAs were handling it. Every professor was in Discord too. So when we left the question in Discord, they also answered within a few days. But I think mostly the TAs were handling the student questions and then everything to helping us out." (Participant 4).

Although some participants obtained beneficial information for the study purpose from their teachers, most of them responded that their peers such as classmates, other students from different programs, faculty, or university, or senior students provided useful information as to their study. Participant 7 said that classmates who could speak Dutch provided beneficial information on exam-related content.

"Because the difference between international and Dutch students was that they could speak Dutch. They had a lot of information. So I got a lot of help from them. Literally any exam papers, like last year's exam paper or exam content information."

In addition, participants said within a group, they got beneficial resources to complete their group project and achieve academic goals. In this case, based on trust and reciprocity among group members, they provided study information and helped each other by using their prior knowledge and academic background:

"We had a project that was predominantly two parts. Most of the time we had the coding part and also the writing part. But we also had a third category when we need to have someone to actually oversee the entire project, how it goes, and whether it goes in the right direction. I wouldn't say that I took the leading role most of the time, but we took turns depending on the dynamic of the team." (Participant 5).

"I'm a more biology background person. If I started with programming, then I could ask other students who studied computer science if they know anything. And they put tips

even like very basic things. The other advice for people who didn't study biology in their bachelor, they also need some explanation. We shared a link to Wikipedia or some other study tools. We could share those things." (Participant 4).

Participants also got important information from peers, mainly classmates, by being included in online groups as an actor of relations, such as WhatsApp group chat rooms or social media groups. Through these online groups, useful information, including study materials and tips, discussions, questions and answers, crucial changes in lecture and exam schedules, and study session schedules was shared:

"We do have a WhatsApp group that is from our master track. And I think it's very useful. Because we share important information and give opinions you feel that you are free to say whatever you want. It's a very open and tolerant group but at the same time very familiar." (Participant 8).

"For example, as simple as 'Where's the classroom for today?', 'Is the professor around?' or 'Is the professor not around?' et cetera. WhatsApp is more for urgent questions and messages." (Participant 5).

"I always tried making the groups on WhatsApp. Especially the project groups, even the assignment groups. If you do it with someone, it really helps out to keep the deadlines and to communicate with each other. So yes, quite an important thing." (Participant 12).

"All of us wanted to pass the exam and the academics really well. We had a gigantic Facebook group that had 300 people in it to share the summaries or onenote exam. There were even some people who were making those study sessions to work together. And we were also in the WhatsApp summary group for each of the subjects. That was something at the time." (Participant 10).

However, the utilisation of social capital, including relations with teachers and peers was not always supportive to achieve their study goals. Some participants mentioned teachers' unpractical study advice and peers' lack of academic knowledge, skills, and uncooperative behaviour in group sessions:

"I had a study advisor, but they were not that helpful I think. I felt they'd been saying the same things that I could have if I'd looked them up myself. Also, I felt that they'd been saying the same things all the time repeatedly which were not providing practical help." (Participant 7).

"The group itself was chaotic because they didn't really know what to do. Not a lot of people were prepared to do academic writing for two semesters. There were even some people who didn't know how to make a PowerPoint presentation or anything, so they would write down their things on the whiteboard as they talk. And I was like, that's really horrible. That's why I said it was chaotic." (Participant 10).

"It was just about the procrastinating and they just didn't do it. The two of them wanted to quit university and it was really annoying to study with them, especially during the group meetings. Because they were talking about absolutely other stuff." (Participant 12).

Subtheme 4: Instrumental purpose

The focus of this subtheme is the use of social capital in order to get instrumental support regarding living in the Netherlands. It includes first settlements, such as finding a house, opening a bank account, visa, or other useful living tips in the Netherlands during their study. First, participants said they got beneficial information from the networks with their peers, including classmates and other students from social media channels:

"When I had specific questions that I couldn't Google about, they shared their experience on the question. Very much relevant to what I asked. I really appreciate the help." (Participant 5).

"I had a request for a Dutch friend. For the NS train card, I asked for one of my Dutch friends. And after a call, it was solved. If I did that by myself, it would take thirty minutes. But they did it just in five or ten minutes." (Participant 9).

"It was the Instagram Hanze buddy. Russia Hanze buddy. They have it for probably all countries. I texted the Hanza buddy and got some tips from her regarding how she was finding her first accommodation." (Participant 12).

Also, some participants said they got instrumental support from others outside of their educational institutions. For example, people from the same country, online community, and close relationships:

"There are not that many Korean people living in the Netherlands, but this small Facebook community is good for sharing information. When you were just new here, you don't know what to buy, where to go, or that kind of thing." (Participant 4).

"I also asked a lot of Korean people who had been here for a long time. They had already been here longer than me. If I asked them, their experience was actually based on the facts that they'd been able to come up with. Because they'd been through it already." (Participant 7).

"To my boyfriend. Because he's Dutch. I asked him almost everything. The papers for a visa, learning about study life, housing, and language." (Participant 8).

"I got a lot of important things from my sister, like how to register to live in the Netherlands, how to find a house, how to get a biometric thing, and how to get a visa." (Participant 2).

While utilising social capital involving instrumental support from peers and others can be beneficial, not all interactions in this regard are consistently helpful in achieving their

instrumental purpose. Participant 9 said the following with regard to unreliable resources from a certain social network:

> "Even though Korean people were very helpful, there was a lot of wrong information. Every year the information changed, but they were talking to us with the information that they had before. So that's why there was so much wrong information. Thereafter, I realised that it's better to just call and ask the organisation directly."

Subtheme 5: Access and Mobilise of Social Capital

The focus of this subtheme is related to participants' successful and non-successful experience in accessing and mobilising their social capital to achieve two goals. When it comes to the successful establishment of social capital in Dutch higher education, participants' enhanced social interaction and sense of belonging were important to the accessibility of social capital.

In the case of social integration, building diverse and deep connections with people can function as facilitating factors, which are key points to success in establishing social capital. These facilitators include joining student associations, doing group projects or assignments together, doing informal social activities with peers, getting career-related experience, hanging out with peers who have similar backgrounds, and having a consultancy with teachers regarding several difficulties in the Netherlands. On the contrary, there are some barriers that are not supportive of social integration and are attributed to non-successful access to social capital. Those barriers are following international students' language proficiency includes not only Dutch but also English, unfamiliar culture compared to their own one, Dutch students' speaking their first language preference than English, their certain culture of building and extending friend

groups, a depressing season that can influence motivation of international students for integration, and teachers who are not helpful.

Furthermore, a sense of belonging plays a crucial role in the accessibility of social capital. It also involves a facilitating factor and barriers with regard to participants' subjective feelings. The facilitator for enhancing their sense of belonging is related to a high level of social integration, including several parts that are taking participation in group activities with peers and building close connections with other people as well as teachers within and beyond their educational institutions. On the other hand, there are barriers which lead to international students' negative feelings. Those barriers are their homesickness, loneliness as a foreigner, lack of Dutch language proficiency, cultural differences and unstable visa status, particularly for students from non-EU countries.

The mobilisation of social capital pertains to the active endeavour for utilising international students' social capital for accomplishing two goals. The successful mobilisation of social capital for the purpose of two goals was influenced by not only individual capability of using it but also the surrounding environment of them. The first goal is related to studying during their academic years. It involves getting useful information, including study advice, internship opportunity, and thesis support from teachers. Also, it contains obtaining exam content and study materials, sharing beneficial resources, such as prior knowledge or skills to conduct group projects successfully, and joining online groups for the study purpose with peers. However, when it comes to the unsuccessful mobilisation of social capital, several factors hinder the process. There are impeding factors, such as not only unpractical study advice from teachers but also peers with a lack of academic knowledge and skills and uncooperative behaviour while doing group sessions.

The second goal is about getting instrumental support to settle down and live in the Netherlands from people in diverse relations. It includes peers' support regarding living tips, language aid, and housing from classmates to online social media channel that relates to educational institutions. Also, others from beyond their educational institutions are helpful, including people who came from the same country, online community, and close relationships, such as family and boyfriend. In respect of achieving an instrumental goal, participants mostly responded that peers and other people are more supportive than teachers. Nonetheless, all interactions with them are not consistently helpful due to the risk of providing unreliable resources. In this case, an individual's effective capacity of selecting relevant information is crucial.

Figure 1 provides a visual representation and relations of all the main themes and corresponding subthemes, relevant actors, and facilitators and barriers of this research.

Figure 1

The representation and relations of the main themes and subthemes, relevant actors, and facilitators and barriers of this research
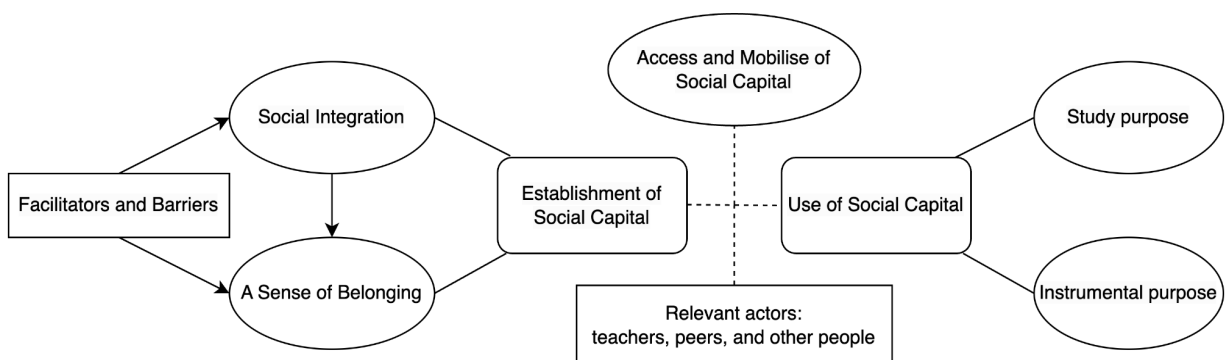
Discussion

Interpretation of Results

Based on the results, this research has provided comprehensive insights into the establishment and use of social capital among international students in Dutch higher education through the identification of main themes and subthemes. These identified themes and subthemes have shed light on the reciprocal relationship between social integration, a sense of belonging, and the establishment and use of social capital. Besides, the relationship has provided a deep understanding of how international students access and mobilise their social capital to achieve social integration and enhance their sense of belonging. They have shown valuable insights into how social integration and a sense of belonging positively experienced by international students can affect the establishment and use of social capital as well.

The first theme 'Establishment of Social Capital' and the corresponding subthemes 'Social Integration' and 'A Sense of Belonging' are related to the first research question 'How do international students establish their social capital during their early academic years in Dutch higher education. Also, they are supported by Coleman's social capital theory?'. According to Coleman (1990), social capital is established on the basis of social networks. These social networks are shaped through diverse social interactions, connections, and relationships (Coleman, 1990). Through international students' enhanced social integration, affecting their belongingness in the Netherlands, their building of social capital gets strengthened. For that, facilitating elements which are influenced by not only intrinsic ones from themselves but mostly extrinsic factors, including main actors, notably peers, teachers, and other people have a crucial role in the process. With these relevant main actors, international students establish their social capital based on a shared comprehension of expected behaviours and trust each other, enabling

the access and exchange of beneficial resources (Coleman, 1990). Similarly, a few barriers that extrinsically affect their social integration and sense of belonging are also closely connected to the social capital building process. Especially, when some actors in their social networks are not acting based on shared behaviours and are untrustworthy, it affects the entire social networks (Coleman, 1990). They hinder social integration and deep belongingness, eventually leading to unsuccessful social capital formation.

The second theme 'Use of Social Capital' and the relevant subthemes 'Study purpose', 'Instrumental purpose', and the last subtheme 'Access and Mobilise of Social Capital' answer the second research question 'How do international students use their social capital for achieving social integration and enhancing a sense of belonging in Dutch higher education?'. Lin's social capital theory backs them up. He built upon Coleman (1990)'s social capital theory and developed an individual's use of the social capital framework. According to Lin (2001), for achieving advantageous goals, individuals within social networks can access and utilise social capital effectively. The distinction between success and non-success in the accessibility and mobility of social capital is concerned with their ability to access and draw resources from their social networks (Lin, 2001). The results show that international students mainly use social capital for their successful study achievement in Dutch universities and settle down in the Netherlands. Mobilisation is interpreted as a process of utilising social capital to attain these purposes (Lin, 1999). Mostly, international students successfully access and mobilise social capital by interacting with main actors in diverse social networks. However, there are unsuccessful processes regarding it, which hamper achieving their study and instrumental goals in the Netherlands. Nonetheless, they predominantly reach the goals by getting useful resources to enhance their social integration and belongingness in the Netherlands.

Besides, the results have presented the crucial patterns of structuring and connecting social networks among international students based on homophily. Homophily is a propensity of structuring social networks with people who have similar interests, values, purposes, experience, languages, cultures, socioeconomic status, educational background, ethnicity, age, and gender (McPherson et al., 2001). Homophily functions as a facilitator for the social integration of international students and affects their sense of belonging positively. Especially, peers who share similar traits with theirs played a significant role in strengthening integration and belongingness. The results have shown that teachers such as professors, study advisors, and teaching assistants influence international students' establishment of social capital in Dutch higher education. Also, others who are not directly related to higher education, including someone in close relationships, family, or from online communities have an impact on it as well. Nonetheless, based on homophily, peers namely their classmates, colleagues, and other students from different academic backgrounds significantly influenced it more than other actors.

Particularly, a certain pattern of data from participants who came from non-EU countries is presented. It is related to their shared experience of being non-EU citizens in the Netherlands. Even though they are not all came from the same country, they shared similar experience that could contribute to barriers to social integration and belongingness. They tend to encounter cultural differences, language barriers, instrumental inconvenience, or isolation more than other participants who came from EU countries.

Limitations

When it comes to the use of social capital, international students might have other goals besides study and instrumental purposes. The use of social capital includes getting beneficial information, support, social influence, or opportunities from an individual's social ties to

accomplish diverse goals in various contexts (Coleman, 1990; Lin, 1999; 2001). With this regard, the results might be different when the interview questions were generated in a way of guiding participants to more manifold approaches to answer.

During the early stage of this research, data collection from international students who are in a phase of emerging adulthood was considered. However, due to time and network constraints for recruiting participants, they were recruited from quite varied age groups. There were a few participants who are in the age groups of 30 to 45. They were not included in the emerging adulthood stage which is between adolescence and young adulthood, spanning from 18 to about 29 years old (Arnett et al., 2014). In that case, a few parts of their data presented differences compared to the other participants who are in emerging adulthood. For instance, they answered the questions, such as 'Do you miss your hometown?' and 'How do you keep in touch with your family or friends over there? And how often?' in a dissimilar way with a more adult attitude and perspective in comparison to others. Moreover, the results might differ if the recruitment of participants was conducted dominantly with international students who came from EU countries. In this research, except for one participant who came from Romania, the rest participants are all from non-EU countries.

Further research can contribute to these content-related and methodological limitations through diverse approaches. First, interview questions can be generated by focusing on not only study and living experience but also opening to diverse contexts. Also, specifying international students' age groups in emerging adulthood. Lastly, participant recruitment can be purposely adjusted in a way of focusing on international students who came from EU countries or comparing EU students and non-EU students.

Conclusion

This research has shown the role of social capital in international students' social integration and a sense of belonging in Dutch higher education. Also, it has shown the systematic link between them. As a level of social integration and sense of belonging affects the building and use of social capital, social capital influences the process of developing social integration and a sense of belonging as well. This research emphasises the necessity for Dutch higher education institutions to intensify their efforts in providing practical support for international students. To begin, addressing the sociocultural needs of international students can be conducted through proactive identification and subsequent support. During the process, they can consider the strong influence of peers more than teachers and other people. In particular, it is important to take into account practical support for international students originating from non-EU countries. By acknowledging their unique circumstances and needs, institutions can foster an inclusive environment that promotes their successful integration and academic accomplishment. Therefore, a cyclical approach can be adapted to continually evaluate and inspect the whole progress, ultimately helping the accessibility and mobility of social capital for their well-being and goal achievement in Dutch higher education.

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Appendix A. Interview guides

Participant recruitment and invitation email

Dear participants,

It is nice to hear from you that you can help with my Master's thesis work. Thank you very much. I am sending this email to invite you for an upcoming semi-structured interview. Here's a brief explanation of the crucial information for the interview.

- This qualitative research is being conducted for obtaining the participants' varied perspectives on the study-related experience, sociocultural needs for social integration, and a sense of belonging in Dutch higher education.

- I am interviewing international students who are enrolled or graduated from Dutch higher education institutions (Your nationality is not Dutch).

- The interview is going to be conducted either in-person or online via the Blackboard Collaborate Ultra link of the University of Groningen and it will take a maximum of 30 minutes. Also, the interview will be recorded for further data analysis. The collected data (recorded audio or video files) will be stored during writing the thesis and deleted after finishing it.

- The questions are in an open-ended format, and I will ask some probing questions in case of need. You can choose your own terms when answering questions and your responses will only be used for the purpose of this qualitative research.

- The interview is going to be conducted in English. However, because I am bilingual in English and Korean, it can be conducted in Korean when the participant's first

language is Korean.

You can find more detailed information in the information form file I attached below. After carefully reading it, if you consent to take a participation in the interview, please make sure to mark checkboxes and write down your full name, signature, and date in a consent form file and send it to my email as soon as possible. We can set an exact date and time for the interview after I get an ethical committee's approval. I will send you an individual invitation email for making an appointment later on. Also, if you have any questions, feel free to contact me! Thank you.

Best regards,

Nari Kim

Interview stages

1. Arrival and introductions: initiating with a formal greeting and expressing gratitude towards the participant, checking whether the participant is comfortable with the interview setting.

2. Introducing the research: explaining the research topic, purpose, recording, and confidentiality briefly, informing that participants are not obligated to respond to any questions that they do not feel comfortable answering or find unsuitable for any reason.

3. Beginning the interview: asking opening questions and filling in the background information for reference in the interview, recording is started from this stage.

4. During the interview: asking interview questions with sequent probing questions, keeping the flow of the interview.

5. Ending the interview: giving advance notice 5 minutes before.

6. After the interview: explain what happens next with the data processing and reporting.

Interview sheet

Background information of participants	
No. of interview and name	
Age	
Gender	
Ethnicity	
Nationality	
Institution name	
Study field (major)	
Academic year of enrollment	

Opening questions

Asking for important background information of participants and fill above.

Interview questions and probing questions matrix

RQ 1: How do international students establish their social capital during their early academic years in Dutch higher education?	
1. How were your social relationships during your first academic year in university? Kor) 대학 첫 학기 동안 사회적 관계는 어땠나요?	1.1. How did you connect with other students during your first week, month, or year of university? Kor) 대학에 입학한 첫 주, 한 달 또는 한 해 동안 다른 학생들과 어떻게 교류했나요?

	1.2. To whom was it easy to connect? Kor) 누구와 쉽게 교류할 수 있었나요? 1.3. Did you feel it was easily connected to other students than your nationality? Kor) 국적이 다른 학생들과 쉽게 교류할 수 있다고 느꼈나요? 1.4. Did you know already someone from your classmates, faculty, or university before starting the first academic year? Kor) 첫 학기를 시작하기 전에 같은 반 친구, 학부 또는 대학에서 이미 아는 사람이 있었나요? 1.5. Can you tell me how your first connection went with your classmates? Kor) 반 친구들과의 첫 교류가 어땠는지 말씀해 주시겠어요? 1.6. What was the purpose of connecting them? (Why did you connect them?) Kor) 어떤 목적으로 반 친구들과 교류했나요? (왜?) 1.7. Were you included in a group chat room or a group on social media? Kor) 그룹 채팅방이나 소셜 미디어의 그룹에 포함되어 있었나요? 1.8. Can you tell me how was your first connection with teachers or school staff? Kor) 교수님이나 학교 직원들과의 첫 교류는 어땠나요? 1.9. What was the purpose of connecting them? (Why did you contact them?)

	Kor) 어떤 목적으로 교수님이나 학교 직원들과 교류했나요? (왜?)
	1.10. If you connected with other people from outside of your faculty or university in the Netherlands, how did you find them?
	Kor) 네덜란드 내에서 학부 및 대학 외부의 다른 사람들과 교류했다면, 어떤 방법으로 그들을 찾았나요?
	1.11. What was the purpose of connecting them? (Why did you connect them?)
	Kor) 어떤 목적으로 그들과 교류했나요? (왜?)

| RQ 2: How do international students use their social capital for achieving social integration and enhancing a sense of belonging in Dutch higher education? ||

| 2. How was your study-related experience in your academic years at university?

 Kor) 대학 재학 중 학업과 관련된 경험은 어땠나요? | 2.1. Who did you talk to when you had questions regarding your studies?
 Kor) 학업과 관련하여 궁금한 점이 있을 때 누구와 상담했나요?
 2.2. What did they provide/ do for you?
 Kor) 그들은 당신을 위해 무엇을 제공해주거나 수행했나요?
 2.3. To what extent were they helpful to your study experience?
 Kor) 그것들은 학업과 관련하여 얼마나 도움이 되었나요?
 2.4. Why did you choose them for asking study-related questions?
 Kor) 학습 관련 상담을 위해 왜 이들을 선택했나요?
 2.5. Can you describe your first experience with a |

	small group session?
	Kor) 당신의 첫 소규모 그룹 활동 경험은 어땠나요?
	2.6. To what extent did you contribute to your group?
	Kor) 당신은 그룹에 어느 정도 기여했나요?
	2.7. To what extent did your group mates contribute to the group?
	Kor) 그룹의 친구들은 그룹에 어느 정도 기여했나요?
	2.8. Did you join the student association?
	Kor) 학생회에 가입했었나요?
	2.9. If so, what was the purpose of joining it? (Why did you join it?)
	Kor) 그렇다면, 가입한 목적은 무엇이었나요? (왜?)
	2.10. If so, how did you find the student association?
	Kor) 그렇다면, 그 학생회를 어떻게 찾았나요?
	2.11. If so, can you describe your experience with the student association?
	Kor) 그렇다면, 학생회에서의 경험을 설명해 주시겠어요?
	2.12. If not, why you didn't join it?
	Kor) 그렇지 않다면, 왜 가입하지 않았나요?
	2.13. Did you do a side job or internship?
	Kor) 파트타임 직업이나 인턴십 경험이 있나요?
	2.14. If so, how did you find the opportunity for them?

	Kor) 그렇다면, 어떻게 그 기회를 찾았나요?
	2.15. If so, can you describe your experience with the side job or internship?
	Kor) 그렇다면, 파트타임 직업이나 인턴십 경험에 대해 설명해주실 수 있나요?
	2.16. If not, why you didn't do it?
	Kor) 그렇지 않다면, 왜 하지 않았나요?
3. How was your general experience of living in the Netherlands during your academic years at university? Kor) 대학 재학 중 네덜란드에서의 전반적인 생활과 관련된 경험은 어땠나요?	3.1. Who did you talk to when you had questions regarding your living in the Netherlands?
	Kor) 네덜란드 생활과 관련하여 궁금한 점이 있을 때 누구와 상담했나요?
	3.2. What did they provide/ do for you?
	Kor) 그들은 당신을 위해 무엇을 제공해주거나 수행했나요?
	3.3. To what extent were they helpful to your living in the Netherlands?
	Kor) 그것들은 네덜란드 생활에 얼마나 도움이 되었나요?
	3.4. Do you miss your hometown?
	Kor) 고향이 그립나요?
	3.5. What do you miss the most?
	Kor) 어떤 부분이 가장 그립나요?
	3.6. How do you keep in touch with your family or friends over there? And how often?
	Kor) 그곳에 있는 가족이나 친구들과 어떻게 연락을 주고받나요? 그리고 얼마나 자주 연락하나요?
	3.7. How did you feel about living in the Netherlands at the beginning of the academic year as a foreigner?

| | Kor) 학기 초에 외국인으로서 네덜란드에서 생활하는 것에 대해 어떻게 느꼈나요?

3.8. To what extent did you feel that you belonged or did not belong?

Kor) 얼마나 소속감을 느끼거나 소속감을 느끼지 못한다고 생각했나요?

3.9. To what extent did you feel socially integrated or not integrated in the Netherlands?

Kor) 네덜란드 내에서 얼마나 사회적으로 통합되었다고 느끼거나 통합되지 않았다고 느끼셨나요?

3.10. How do you feel now?

Kor) 지금은 어떤가요? |

Appendix B. Information form

INFORMATION ABOUT THE RESEARCH

"Qualitative research: The role of social capital, social integration, and a sense of belonging in international students in Dutch higher education"

☐ **Why do I receive this information?**
- *You are receiving this information since you were purposively recruited for conducting a semi-structured interview for my Master's thesis work. You have particular characteristics to participate in this research. As an international student, you are currently enrolled or graduated from Dutch higher education institutions and have non-Dutch nationality.*
- *In this research, I (the main researcher), my first supervisor (Dr. Jasperina Brouwer), and peer researchers (Marit Nicolai and Willetta Post) from the faculty of Behavioural and Social Sciences at the University of Groningen are involved.*
- *The start date of this research: 14.12.2022*
- *The (desired) end date of this research: 06.07.2023*

☐ **Do I have to participate in this research?**
Participation in the research is voluntary. However, your consent is needed. Therefore, please read this information carefully. Ask all the questions you might have, for example because you do not understand something. Only afterwards you decide if you want to participate. If you decide not to participate, you do not need to explain why, and there will be no negative consequences for you. You have this right at all times, including after you have consented to participate in the research.

☐ **Why this research?**
- *The purpose of this research: To answer the research questions of 'How do international students establish their social capital during their early academic years in Dutch higher education?' and 'How do international students use their social capital for achieving social integration and enhancing a sense of belonging in Dutch higher education?'.*

☐ **What do we ask of you during the research?**
- *Before conducting the interview, you will first be asked for consent to participate on a separate document (informed consent form)*
- *The questions are in an open-ended format, and I will ask some probing questions in case of need. You can choose your own terms when answering questions and your responses will only be used for this study.*
- *The global nature of this qualitative research is obtaining participants' diverse perspectives on the study-related experiences, sociocultural needs for social integration, and a sense of belonging in Dutch higher education through an in-person interview or an online semi-structured interview.*
- *To ensure comprehensive data collection and facilitate subsequent analysis, it is imperative to incorporate both audio and video recording mechanisms in the interview process. Specifically, the deployment of audio recording during in-person interviews and video recording during online interviews is paramount in obtaining a well-rounded and complete dataset.*
- *Expected duration of participation: The duration of this interview is a maximum of 30 minutes.*
- *I hereby explicitly mention that there is no compensation regarding participation in this research.*

☐ **What are the consequences of participation?**
- *Within the context of this study, it is essential to note that participating in the research has been found to elicit neither direct nor indirect consequences. This implies that no discernible benefits or drawbacks, whether immediate or remote, are associated with engaging in the research.*

☐ **How will we treat your data?**
- *The collected and analysed data will be only used for the purpose of writing a Master's thesis.*
- *The qualitative data will be processed following the procedure below.*
- *Data collection: by conducting semi-structured interviews.*
- *Data preparation: verbatim transcription, translation of data (when the interview was conducted in Korean), partially anonymising data (your name will be kept anonymous to uphold the confidential rule, while your educational level, study field, gender, age group, ethnicity, nationality, and academic year of enrollment will be in public).*
- *Data analysis: code development (coding words, labelling or making categories), development of themes or concepts regarding answering the research questions.*
- *The collected personal data (recorded audio and video files) will be stored during writing the thesis and deleted after finishing it.*
- *The anonymised data (code) will be in public as a result of this research.*
- *Participants have the right to access, rectify, and erasure of their personal data until the date at which participants are made anonymous. Participants can ask for a copy of their personal data, have erroneous personal data corrected, and have their personal data withdrawn until 16th April by sending an email to the researcher.*

☐ **What else do you need to know?**
You may always ask questions about the research: now, during the research, and after the end of the research. You can do so by emailing the main researcher (n.kim.10@student.rug.nl).

Do you have questions/concerns about your rights as a research participant or about the conduct of the research? You may also contact the Ethics Committee of the Faculty of Behavioural and Social Sciences of the University of Groningen: ec-bss@rug.nl.

Do you have questions or concerns regarding the handling of your personal data? You may also contact the University of Groningen Data Protection Officer: privacy@rug.nl.

As a research participant, you have the right to a copy of this research information.

Appendix C. Informed consent form

INFORMED CONSENT

"Qualitative research: The role of social capital, social integration, and a sense of belonging in international students in Dutch higher education"

- I have read the information about the research. I have had enough opportunity to ask questions about it.

- I understand what the research is about, what is being asked of me, which consequences participation can have, how my data will be handled, and what my rights as a participant are.

- I understand that participation in the research is voluntary. I myself choose to participate. I can stop participating at any moment. If I stop, I do not need to explain why. Stopping will have no negative consequences for me.

- Below I indicate what I am consenting to.

Consent to participate in the research:
[ ] Yes, I consent to participate; this consent is valid until 06-07-2023
[ ] No, I do not consent to participate

Consent to make video recordings during the research:
[ ] Yes, I consent to make audio / video recordings of me as a participant in the research.
[ ] No, I do not consent to make audio / video recordings of me.

Consent to processing my personal data:
[ ] Yes, I consent to the processing of my personal data as mentioned in the research information. I know that until 16-04-2023 I can ask to have my data withdrawn and erased. I can also ask for this if I decide to stop participating in the research.
[ ] No, I do not consent to the processing of my personal data.

Participant's full name:	Participant's signature:	Date:

Full name of researcher present:	Researcher's signature:	Date:
Nari Kim		06.04.2023

The researcher declares that the participant has received extensive information about the research.

You have the right to a copy of this consent form.

Appendix D. Interview codebook

Theme	Sub-theme	Category	Code	Definition	Example from data
Establishment of Social Capital	Social Integration	Facilitators for participants' social connection in several social networks	SI_Fa_StudentAssociation	Participants' social connection to enhance social integration by joining student association during their academic years in Dutch higher education.	"First I joined as a member, and then my friends and I wanted to organise activities together. So we joined the department committee and that's how we organised a lot of activities and hung out. Once you become a student association member, you get together with other students from the other student association of each faculty." (Participant 7).
			SI_Fa_FormalGroupSession	Participants' social connection to enhance social integration by participating in a formal group session, including group project or group assignment with peers during their early academic year. Do not include informal social activities. Peers include their classmates, other students from different faculty or university.	"I think it went really well. Like my first project. We all had the exact same amount of motivation. We all put a lot of effort in. We communicated quite well." (Participant 6).
			SI_Fa_InformalSocial Activities	Participants' social connection to enhance social integration by joining informal group activities with peers during their early academic year. Do not include formal group project or assignment. Peers include their classmates, other students from	"I tried to join all the social activities that different student associations offered like KAI Week and ESN Week, using social networks and Facebook. I would say that the ESN association organisation was one of the most

					different faculty or university.	meaningful experience to connect." (Participant 8).
				SI_Fa_ProfessionalExperience	Participants' social connection to enhance social integration through experiencing side jobs or internships during their academic years in the Netherlands. Do not include professional experience in their home countries.	"I became a student mentor, so I was helping younger students to learn more and make connections. I just knew about the opportunity because of the mentors that I have." (Participant 6).
				SI_Fa_SimilarCulture	Participants' social connection to enhance social integration by building friendships and sharing similar culture with peers who have similar cultural backgrounds during their early academic year. Peers include their classmates, other students from different faculty or university.	"I'm not sure, to be honest, because I think with the internationals, it was really easy to make friends and to find people that I really like. With Dutch people, I think I only have one or two Dutch friends." (Participant 6).
				SI_Fa_SpeakSameLanguage	Participants' social connection to enhance social integration by building friendships with peers who speak same language during their early academic year. Peers include their classmates, other students from different faculty or university.	"Especially since one of my native languages is Russian, and also when I hear someone speaks Russian on campus or somewhere, I just approached those people and said we both speak the same language." (Participant 12).
				SI_Fa_TeacherConsultancy	Participants' social connection to enhance social integration by speaking with teachers during their early academic year. Teachers include professors, study advisors, or teaching assistants from their educational institutions.	"They were trying to be really proactive in helping with housing and things like that. And when the first semester was over and the second semester started, the weather was getting worse and having a lot of mental health issues.

					She provided a sort of consultancy, with a friendly approach to me." (Participant 2).
		Barriers for participants' social connection in several social networks	SI_Ba_DutchLanguage	Lack of Dutch language proficiency of participants that negatively affect their social connection for enhancing social integration during their academic years in Dutch higher education. Do not include English language.	"I think the key here is my proficiency in the Dutch language. As long as I am still rubbish when it comes to speaking Dutch, I don't feel that I am able to integrate into Dutch life. Because to be fair, the Dutch culture seems to be a rather open culture to me compared to many other Nordic or Western European countries. So I think I need to put in the effort to actually be integrated, and language is one of the key things." (Participant 5).
			SI_Ba_UnfamiliarCulture	Participants' experience of unfamiliar cultures that negatively affect their social connection for enhancing social integration during their early academic year.	"I asked for help from a Korean senior student and the senior student helped me a lot with my studies, shared study materials, and gave me information about professors. And also I had a Dutch friend and got some help from her as well but there was a cultural difference so it was hard for me to comfortably ask. (Participant 1).
			SI_Ba_EnglishLanguage	Unsureness of English language proficiency of participants that negatively affect their social connection for enhancing social integration during their early academic year. Do not include Dutch language.	"I was in a group of four or five foreigners, including me, and other two or three Korean. It was so awkward to talk with foreign friends when I first met them. The culture was so different. When I first attended a meeting, I usually

					talked to Korean friends as much as possible and I used to talk to foreigners only when there were Korean friends. Because it was so awkward when I was only with foreigners. Also, it was my first time and I didn't have much to say. Back then, my English was not that high quality." (Participant 9).
			SI_Ba_DutchStudent NativeLanguage	Dutch students' preference to speak Native language rather than English that affects participants' low social connection with local students for social integration during their academic years in Dutch higher education.	"Even though they were open, helpful, and nice to internationals when they had trouble or things like that, they would speak in Dutch and they wouldn't reach out to the internationals as well. However, the internationals were always talking about problems and forming deeper connections, I think." (Participant 6).
			SI_Ba_CulturalDiffer encesFriendship	Participants' experience of cultural differences regarding building friendships and deeper connection with local people that negatively affect their social connection for enhancing social integration during their academic years in Dutch higher education.	"What I feel is that it's really hard to make a Dutch friend here if you are not born here. My friends are either international colleagues from the company or students I met in the school. I feel like the Dutch culture is that Dutch people themselves are very family-bound and hometown-bound. They wouldn't really extend their friend group into some new when they are grown up. I do belong to my Dutch family here, but I don't feel like I'm really integrated into the Dutch

					community. Other than that.” (Participant 4).
			SI_Ba_DepressingSeason	Participants’ experience of depressing season that negatively affect their motivation to go outside to connect with other people for enhancing social integration during their academic years in Dutch higher education.	“Because the Netherlands, especially Groningen is really famous for seasonal depression. Then you don't really want to stay inside and do nothing other than study at home. That's really depressing. You need to have at least some goals. You have to make up something that will make you feel better about it. For example, when your exam is done in March or April, then you tell people that this is the final time that we can go out to drink. And that's the time we actually have motivation to go through another semester and we go to the park during that time also.” (Participant 10).
			SI_Ba_LessHelpfulTeacher	Participants’ experience of having a meeting with less helpful teachers that negatively affect their social connection for social integration during their academic years in Dutch higher education. Teachers include professors, study advisors, or teaching assistants from their educational institutions.	“I went to my appointment with the study advisor. They said ‘Sorry, we didn't schedule you.’ Then they moved me two weeks later. There was a misunderstanding. She was like ‘But maybe I can help you and tell me what you need.’ But it didn't start good enough from that.” (Participant 8).
	A Sense of Belonging	Facilitating elements for supporting participants’	SoB_Pos_GroupActivitiesPeers	Participants’ positive feeling about joining in formal and informal group activities with peers during their early academic year. Peers include	“It started within our classroom. Because we needed to do so many things about projects and courses. So it started from there. We went to

					a cafe and talked about it. Also, I started to have a couple of friends that we just go out, drink coffee, and just have a nice conversation." (Participant 3).
		social integration by causing positive feelings about their social connections		their classmates, other students from different faculty or university.	
			SoB_Pos_Connection Teachers	Participants' positive feeling about connecting with teachers during their academic years in Dutch higher education. Teachers include professors, study advisors, or teaching assistants from their educational institutions.	"I remember last year, they were having a lot of individual talks with everyone in the class. So they could tell us if we were suitable for the programme, if we need to change it, or just check in with us. I think it was interesting and liked it. Because it was a good way for me to also reflect on what was going on and if it was really the best choice for me." (Participant 6).
			SoB_Pos_Colleagues Work	Participants' positive feeling about connecting with their colleagues from work. Work includes an internship, part-time, or full-time job in the Netherlands.	"I really appreciate people there. The company's employees had different backgrounds. And they were so friendly. They were very kind to share their views and help." (Participant 11).
			SoB_Pos_Family	Participants' positive feeling about connecting with their family in the Netherlands.	"I have a sister who lives here for more than 20 years. My situation is different because I knew this country and wanted to come here. It was not only about the university or the programme, I wanted to come to this country. So I was very excited and happy. Of course, I'm a foreigner here but other than that, I belong here. I feel like this is my home." (Participant 3).

			SoB_Pos_CloseRelati onships	Participants' positive feeling about being in a relationship in the Netherlands. Include only romantic relationships, but exclude other friendships or relationships.	"At least I have a Dutch husband and his family, so that's how I would say I have some family feeling here. The family is really good because they are really nice people. They were really good and welcomed me as a family member, that was easy to mingle." (Participant 4).
			SoB_Pos_SameCount ry	Participants' positive feeling about connecting with people from the same country while their stay in the Netherlands. They speak the same language and share the same culture with each other.	"Those senior Korean students were the ones who had finished their studies already in Korea, so they could give me more examples. But of course, the professor was better at giving examples. Nevertheless, to me, getting those examples was more comfortable to listen to them in Korean." (Participant 9).
		Barriers that cause negative feelings about their social connections	SoB_Neg_Homesick ness	Participants' homesickness that they feel while they are staying in the Netherlands. Include all factors that they are missing about.	"I missed my hometown during the first year in the Netherlands, but now I feel like I'm missing it about half as much. I missed speaking in Korean, all the convenient services of Korea, the foods, my family, and my cat." (Participant 2).
			SoB_Neg_Lonliness	Participants' loneliness that they feel while they are staying in the Netherlands.	"It's difficult to start making friends here. The beginning is always difficult. I felt very lonely because I came from a place where I had a lot of support, from friends, family, and colleagues. So I felt lonely." (Participant 8).

				SoB_Neg_DutchLanguage	Participants' feeling of exclusion due to their lack of Dutch language proficiency.	"I always felt that I didn't belong because of the language, and that frustrated me extremely much. I know that everyone here speaks English, but for me, it's just not the same. That's why I took a Dutch course to learn the language. In that sense, I felt that I just didn't belong always." (Participant 8).
				SoB_Neg_CulturalDifferences	Participants' negative feeling about adapting different culture compared to their own culture during their early academic year in the Netherlands. Do not include non-EU students here.	"I was very depressed. There was some culture shock. Maybe the cultures were not as different at first sight. But just moving to a different country, speaking a whole different language, having different weather, different mindsets becomes really difficult to adapt initially." (Participant 6).
				SoB_Neg_CulturalDiffeerencesNonEU	Participants' negative feeling about adapting different culture compared to their own culture during their early academic year in the Netherlands. Do not include here students who came from EU countries.	"I was completely lost. I didn't know how to even set up the phone. I lived on the Libra SIM because I didn't know what I'm supposed to do with the phone company. I also had to wait for the IND. So everything jumbled. Every single time when me and my international friends who are non-EU mostly, we were complaining about this kind of stuff." (Participant 10).
				SoB_Neg_VisaProblemForJobSearchNonEU	Participants' negative feeling about their job searching process due to unstable visa status during their stay in the Netherlands. Include students	"I'm just getting a job right now. As I'm not European, it's very difficult. Because we don't have a European visa. So it's almost like

				from non-EU countries only.	discrimination for me. I felt discriminated against so many times, like uncountable times. I cannot even remember all the times that I felt discriminated against because I was not European. And they asked me for so many papers then when I finally got something, eventually I earned almost nothing." (Participant 8).
Use of Social Capital	Study purpose	Successful use of social capital to achieve study goal	SC_StudyUse_Teachers	Participants' use of networks with teachers and obtainment of useful information from them in the purpose of successful study in Dutch higher education. Teachers include professors, study advisors, or teaching assistants from their educational institutions.	"I just emailed him and talked with him about the topic. I wanted to know what the professor thinks about the course. I wanted to get some specialist's views. I also connected with another professor and she helped me to connect with some primary and secondary school teachers. She helped me with my master's thesis respondents. Especially since we are international students, we don't have a social connection here. The professor just heard that and said, oh, maybe I can help you." (Participant 11).
			SC_StudyUse_Peers Dutch	Participants' use of networks with peers who can speak Dutch language fluently and obtainment of useful information from them in the purpose of successful study in Dutch higher education. Include peers who are their classmates, other students from different faculty or university.	"Because the difference between international and Dutch students was that they could speak Dutch. They had a lot of information. So I got a lot of help from them. Literally any exam papers, like last year's exam paper or exam content information." (Participant 7).

				SC_StudyUse_Peers Group	Participants' use of networks with peers within a group and obtainment of useful information from them in the purpose of successful study in Dutch higher education. Include peers from their academic group here.	"We had a project that was predominantly two parts. Most of the time we had the coding part and also the writing part. But we also had a third category when we need to have someone to actually oversee the entire project, how it goes, and whether it goes in the right direction. I wouldn't say that I took the leading role most of the time, but we took turns depending on the dynamic of the team." (Participant 5).
				SC_StudyUse_Class matesWhatsApp	Participants' use of online connections with classmates within a WhatsApp group chat and obtainment of useful information from them in the purpose of successful study in Dutch higher education.	"We do have a WhatsApp group that is from our master track. And I think it's very useful. Because we share important information and give opinions you feel that you are free to say whatever you want. It's a very open and tolerant group but at the same time very familiar." (Participant 8).
				SC_StudyUse_PeersS ocialMedia	Participants' use of online connections with peers from a social media group or channel and obtainment of useful information from them in the purpose of successful study in Dutch higher education. Include peers who are their classmates or from relevant study field with them here.	"All of us wanted to pass the exam and the academics really well. We had a gigantic Facebook group that had 300 people in it to share the summaries or onenote exam. There were even some people who were making those study sessions to work together. And we were also in the WhatsApp summary group for each of the subjects. That was something at the time." (Participant 10).

		Unsuccessful use of social capital that hinder achieving study goal	SC_StudyUse_BarriersTeachers	Participants' experience of having unsupportive connections with less helpful teachers or obtainment of resources from them during their academic years in Dutch higher education. Teachers include professors, study advisors, or teaching assistants from their educational institutions.	"I had a study advisor, but they were not that helpful I think. I felt they'd been saying the same things that I could have if I'd looked them up myself. Also, I felt that they'd been saying the same things all the time repeatedly which were not providing practical help." (Participant 7).
			SC_StudyUse_BarriersPeers	Participants' experience of having unsupportive connections with less helpful peers or obtainment of resources from them during their academic years in Dutch higher education. Peers include their classmates here especially from a formal group project of assignment.	"The group itself was chaotic because they didn't really know what to do. Not a lot of people were prepared to do academic writing for two semesters. There were even some people who didn't know how to make a PowerPoint presentation or anything, so they would write down their things on the whiteboard as they talk. And I was like, that's really horrible. That's why I said it was chaotic." (Participant 10).
	Instrumental purpose	Successful use of social capital to get instrumental support	SC_InstUse_PeersClassmates	Participants' use of networks with classmates and obtainment of useful information from them in the purpose of successful settlement and adaptation in the Netherlands.	"When I had specific questions that I couldn't Google about, they shared their experience on the question. Very much relevant to what I asked. I really appreciate the help." (Participant 5).
			SC_InstUse_PeersDutch	Participants' use of networks with their peers who can speak Dutch language fluently and obtainment of useful information from them in the purpose of successful settlement and adaptation in the Netherlands.	"I had a request for a Dutch friend. For the NS train card, I asked for one of my Dutch friends. And after a call, it was solved. If I did that by myself, it would take thirty minutes.

					Include peers who are their classmates, other students from different faculty or university.	But they did it just in five or ten minutes." (Participant 9).
				SC_InstUse_PeersSocialMedia	Participants' use of networks with their peers from social media group or channel and obtainment of useful information from them in the purpose of successful settlement and adaptation in the Netherlands. Include peers who are their classmates, other students from different faculty or university.	"It was the Instagram Hanze buddy. Russia Hanze buddy. They have it for probably all countries. I texted the Hanza buddy and got some tips from her regarding how she was finding her first accommodation." (Participant 12).
				SC_InstUse_SameCountry	Participants' use of networks with people from the same country and obtainment of useful information from them in the purpose of successful settlement and adaptation in the Netherlands.	"I also asked a lot of Korean people who had been here for a long time. They had already been here longer than me. If I asked them, their experience was actually based on the facts that they'd been able to come up with. Because they'd been through it already." (Participant 7).
				SC_InstUse_OnlineCommunity	Participants' use of networks with people who are in the same online community and from outside of their educational institutions and obtainment of useful information from them in the purpose of successful settlement and adaptation in the Netherlands.	"There are not that many Korean people living in the Netherlands, but this small Facebook community is good for sharing information. When you were just new here, you don't know what to buy, where to go, or that kind of thing." (Participant 4).
				SC_InstUse_Family	Participants' use of networks with their family and obtainment of useful information from them in the purpose of successful settlement and	"I got a lot of important things from my sister, like how to register to live in the Netherlands, how to find a house, how to get a biometric

				adaptation in the Netherlands.	thing, and how to get a visa." (Participant 2).
			SC_InstUse_CloseRe lationships	Participants' use of close relationship and obtainment of useful information from them in the purpose of successful settlement and adaptation in the Netherlands. Include only romantic relationships, but exclude other friendships or relationships.	"To my boyfriend. Because he's Dutch. I asked him almost everything. The papers for a visa, learning about study life, housing, and language." (Participant 8).
		Unsuccessful use of social capital that hinder getting instrumental support	SC_InstUse_Unreliab leResources	Participants' experience of getting unreliable resources from certain social networks during their academic years in Dutch higher education.	"Even though Korean people were very helpful, there was a lot of wrong information. Every year the information changed, but they were talking to us with the information that they had before. So that's why there was so much wrong information. Thereafter, I realised that it's better to just call and ask the organisation directly." (Participant 9).

Appendix E. Selected excerpts from transcripts

Participant 1 transcript excerpts

Speaker 1: researcher
Speaker 2: interviewee

Speaker 1 03:45 Can you tell us a little bit more about what it was like to interact with your classmates during the foundation course?

Speaker 2 03:52 First of all, it's like English class, so there's a lot of interaction, whereas in other classes you just sit and listen to the lecture, he's discussing and he's sharing his opinions, and I think that English class, there were definitely the foreign students. They were more active in expressing their opinions and I think that I didn't express my opinions much, I was just listening to a lot.

Speaker 1 04:12 Why?

Speaker 2 04:14 First of all, this type of education was not familiar to me, and I didn't have a lot of experience with this type of education, and I didn't have confidence in English, so I had already thought of something, but I didn't have the courage to say it out loud, whereas, definitely the foreigners had more their own strong opinions, and when we had a discussion, the foreigners went until the end if the discussion, and it was like this kind of atmosphere.

Speaker 1 04:39 Yeah. So for what purpose did you interact with your classmates? Especially you were talking about English class earlier?

Speaker 2 04:49 Yeah. To do that course, there were a lot of class discussions and discussion oriented classes, so like if there were like 20 of us, we'd form teams of five and we'd talk about this topic and we'd do a lot of that, just for discussion purposes.

Speaker 1 05:09 Okay, so can you be a little bit more specific about what you were hoping to get out of that discussion?

Speaker 2 05:19 I don't really remember because it's been so long, it was like five years ago, but I think we usually talked a lot about, like, class topics, like, for example, Korea, you know, introducing food about your country, and then your country has this and this, and this is delicious. And then that country has this kind of food and this kind of food is delicious. So it changed every week and I think there were some pretty heavy topics that were discussed.

Speaker 1 05:45 What kind of heavy topics?

Speaker 2 05:47 I think there were also social issues related topics, but it wasn't like super heavy, it wasn't like [?] food or anything like that, but there were times where we talked to each other about, like, what was your education like, what was your high school education like?

Speaker 1 06:01 In each country?

Speaker 2 06:02 Yeah. the education and how the society is going, but I just didn't talk much there because I definitely couldn't explain something in Korean clearly at that time, but my friends from Ukraine, for example, they were really good at talking, like their country has a problem with Russia, and they were really good at talking like this.

Speaker 1 06:23 So what do you think you got out of that discussion class?

Speaker 2 06:29 I would honestly just. Waiting? And see what happens. I think I've learned a little bit of foreign people's traits, you know, that kind of undeniable confidence that they have, you know, that kind of stance of saying things that are wrong a little bit, you know, that's not allowed in Korean educational system, but I think in foreign countries, you know, they're really, you know, they say things that I think are a little bit ridiculous, but they say them so confidently.

Speaker 2 06:58 There were things like that, and then there were some sensitive things, and the Russian friend would just say, you know, you're in my country, you know, and then the Russian students would get angry, and then the Ukrainian students would get angry, and then I've seen cases like that.

Speaker 1 07:14 It's very different from the Korean education system?

Speaker 2 07:17 There were some very different parts.

Speaker 1 07:25 So were you in any group chat rooms or social media groups, did you use any of those things?

Speaker 2 07:35 There was no for foundation, yeah it's okay if you just go through like this right now? So when I was a freshman in university, we had a department, so we would come in and it wasn't like, "Oh, let's just hang out," it wasn't like that. But, "Oh, what's your homework, how do you do this," it was a little bit like this, there were a lot of math related questions. I have a lot of questions about the class.

Participant 2 transcript excerpts

Speaker 1: researcher
Speaker 2: interviewee

Speaker 1 07:08 Okay, can you tell me how was your first connection with teachers or school staff?

Speaker 2 07:18 I felt like they were very friendly.

Speaker 1 07:24 In which aspects?

Speaker 2 07:28 I felt like they had a pretty good understanding of international students. Also, there are a lot of challenges that they're going through in their first semester, isn't it? They were trying to be really proactive in helping them with housing and things like that. And then I felt that when the first semester was over and the second semester started, the weather was getting worse and having a lot of mental health issues.

Speaker 2 07:58 But, there is a tutor who is like, "Hey, are you having a hard time?". She provides sort of consultancy, with a friendly approach to me, and she provides feedback regarding my complaints from the class.

Speaker 2 08:19 It's very, very friendly. Like, It was a feeling that there are no barriers to communication at all.

Speaker 1 08:28 Was that formal or informal communication?

Speaker 2 08:34 How can I distinguish it from informal and formal?

Speaker 1 08:37 For example, when it comes to formal, in a classroom setting, in a seminar, or something like that?

Speaker 2 08:42 Yeah, it happened at the same time, because I can get a meeting with the department chair anytime I ask for it, with just the two of us. And they were taking the time shortly, even if it's just for minutes. I have a memory that we were talking about our artwork or challenges. He was always there to talk to us and I loved that.

Speaker 1 09:07 So what was the purpose of connecting them?

Speaker 2 09:14 I haven't really talked about personal things, I usually just talk about the class in general. Or if I'm working on something, I'm kind of stuck, and I don't know what to do, I ask for some kind of reference or feedback or something like that and I usually do that pretty much.

Speaker 1 09:37 Can you tell me more about working?

Speaker 2 09:39 Artworks. Drawing things.

Speaker 1 09:44 Then you're saying that you've gotten a lot more help out of the general classes and practical classes?

Speaker 2 09:56 Yes.

Speaker 1 09:57 Okay. So did you have any interactions with other people within the Netherlands, outside of the faculty or university? If so, how did you find them?

Speaker 2 10:14 There was very little interaction during the first semester and the one time I did was the first futsal club that was posted on the Facebook group. So I went to that club one time and I met my sister's friend [...] there. And other than that, there's very little interaction with people outside of school.

Speaker 1 10:40 So you said you barely went to any other social connection besides school, but you went to the club only once?

Speaker 2 10:48 There was only one meeting.

Speaker 1 10:52 Was that the Korean club?

Speaker 2 10:54 Yes. It was the Korean club.

Speaker 1 10:57 And for what purpose did you connect with them?

Speaker 2 11:01 For promoting friendship.

Speaker 1 11:05 Can you tell me more in detail about friendship?

Speaker 2 11:12 Because I was lonely.

Speaker 1 11:17 You were lonely.

Speaker 2 11:18 I was feeling a little bit isolated.

Speaker 1 11:23 In the Netherlands, right?

Speaker 2 11:26 Yes, it was during a second semester, not the first semester. Since the second semester, the classes were much fewer, so we didn't meet each other that often, we saw each other almost only at school. And usually, we're all from different countries, so you have a community of friends from your own country, for example, I have a friend who works, and he hangs out with the other students who work. Like Chinese students hang out with other Chinese students. So, basically, I only met other people at school.

Speaker 1 12:03 So back then, you interacted with people mainly when it was related to the class.

Speaker 2 12:05 Yeah, but there were not that many classes from the second semester. I didn't really engage in a community, I didn't have a Korean community, and I don't have classes that much. I felt like I'm really isolated and I didn't have anybody to meet, so I felt like I need to do something or have some kind of social relationship. That's why I joined the club.

Speaker 1 12:28 Okay, we're going to move on to the next section of questions. Yeah, I'm going to ask you about your experience in your academic years at university, who did you talk to when you had questions regarding your studies?

Speaker 2 12:40 I talked to the tutor.

Speaker 1 12:42 What did the tutor provide or do for you?

Speaker 2 12:52 Mainly because of the lack of information, so if I don't know the information, I needed to ask someone who is related to my study and they were asking someone else who know the related information, and then they give me the right information.

Speaker 1 13:05 Can you tell me more about the information?

Speaker 2 13:08 So, for example, I was a sophomore and I was registering for the semester. And I was trying to figure out what kind of financial documentation I need to put in or not put in, and other students were all confused, so I asked the tutor. And the tutor said, "I'll figure it out for you". Back then, I was in Korea and I've been on the phone with the tutor. Thereafter, the tutor called other staff who were in the school enrollment department and provided the right information regarding the financial documentation to me.

Speaker 1 13:42 Alright. Then, to what extent were they helpful to your study experience?

Speaker 2 13:46 It's not just this, it's just only one example, it was almost all like this process, and I think it was incredibly helpful. Because at first, I had no idea how Dutch classes work, I had no idea how I get credit, I had no idea how they grade, and I just comfortably asked them because they were always there. They provided the information quite in detail as always. So it really reduced the time of feeling anxious and worrying about how I'm going to do this.

Speaker 1 14:19 So that tutor was kind of a bridge that connects other people at school who know different information. Right?

Speaker 2 14:28 Yeah.

Speaker 1 14:30 Then, why did you choose that tutor for asking study-related questions?

Speaker 2 14:34 But, I actually did more academic counselling with my department chair.

Speaker 1 14:40 Mostly with the department chair?

Speaker 2 14:41 The tutor provided me with more practical answers, but there are the department chair or other professors who did learning management. So I actually asked more study-related questions a lot with them than the tutor.

Participant 3 transcript excerpts

Speaker 1: researcher
Speaker 2: interviewee

21:28
Speaker 1: Okay. Also, did you join the student association during the first academic year?

21:38
Speaker 2: No. I didn't join.

21:38
Speaker 1: Okay. Then if not, why you didn't join it?

21:46
Speaker 2: There wasn't any reason for me to join, actually, but I joined some events that university presents, but that was it.

21:57
Speaker 1: Okay.

21:58
Speaker 2: I wasn't active in a student association.

22:04
Speaker 1: All right. Yeah. Also, did you do a side job or internship?

22:14
Speaker 2: I only did the internship, but it was mandatory.

22:18
Speaker 1: Yeah. Can you describe your experience with the internship?

22:25
Speaker 2: It was wonderful.

22:27
Speaker 1: Okay. Can you tell me more in detail?

22:31
Speaker 2: Yeah, because that was what I wanted to do. Besides, the university presented us with several choices that we can do our internship, but because I have a music background, I wanted to do my internship in conservatorium, and the internship coordinator helped me to have an internship there. There I work with the research department and it was so much fun and I've learned a lot of things there and I was independent and I was free to do whatever I want, actually, of course, in terms of urge, et cetera. It was something that I really wanted to do in terms of research as well. So it was very fun for me.

23:36
Speaker 1: Okay. Yeah. Let's move to the last section of questions. I'm going to ask you about the general experience of the living in the Netherlands during your academic years at the university, who did you talk to when you had questions regarding your living in the Netherlands?

23:55
Speaker 2: I have a sister who lives here more than 20 years.

23:59
Speaker 1: Okay.

24:02
Speaker 2: They were the ones that her and her family my sister and her family helped me a lot.

24:09
Speaker 1: Okay. What did they provide for you or do for you?

24:15
Speaker 2: In terms of everything from things with Gementee municipality and to open a bank account or something about the house or about everything. Every paperwork, everything about trains, these kind of things, et cetera. They helped me with everything in terms of living here.

24:43
Speaker 1: Okay. Can you tell me to what extent were they helpful to you while living in the Netherlands.

24:51
Speaker 2: To what extent? What did you say?

24:54
Speaker 1: Sorry. To what extent were they helpful to you while living in the Netherlands?

25:03
Speaker 2: Yeah, they were always there when I needed help. To a great extent, I can say.

25:11
Speaker 1: Okay. Do you miss your hometown? You mentioned that you came from Turkey, right? Turkey?

25:21
Speaker 2: No. Okay, turkey.

25:24
Speaker 1: Why do you think so?

25:29
Speaker 2: Okay, we don't have time to elaborate that, but because I didn't want to live there anymore.

25:42
Speaker 1: Okay.

25:43
Speaker 2: So I don't miss them. I miss people, of course.

25:46
Speaker 1: Okay. Yeah. How do you keep in touch with your family or friends over there?

25:56
Speaker 2: Mainly through WhatsApp? FaceTime. And we text a lot. I spoke with my family, with my parents every two, three days. My sister lives here, so with my friends, I have close friends and we also text each other. And sometimes we have FaceTime. Yeah, we do FaceTime, et cetera.

26:24
Speaker 1: Okay. Sorry. I actually expected the maximum of 20 minutes, but I see that it's almost 26 minutes already.

But I have five questions more. Okay. How did you feel about living in the Netherlands at the beginning of the academic year? As a foreigner.

26:48
Speaker 2: My situation is different because I knew this country and I wanted to come here. It was not only about the university or the program, so I wanted to come to this country. So I was very excited. Very excited and happy.

27:12
Speaker 1: Okay. To what extent did you feel that you belonged or did not belong in the Netherlands?

27:25
Speaker 2: Of course, I'm not Dutch, so I came from a different culture, and I lived in Turkey for 14 years. Of course I'm a foreigner here, but other than that, I belong here. Yes.

27:42
Speaker 1: Okay.

27:42
Speaker 2: I feel like this is my home.

27:44
Speaker 1: Okay. Is there any specific reason to felt in that way?

27:56
Speaker 2: I feel more comfortable living here, actually, than living in Istanbul. I feel more safe. I feel more good about myself here as well. So I don't know. These aren't reasons I feel.

28:16
Speaker 1: Okay, then to what extent did you feel socially integrated in the Netherlands?

28:28
Speaker 2: Yes, especially after graduation, I had time to get socialized, so I integrated a lot socially here. The reason that I didn't socialize during this academic year because I was studying a lot, so not because something negative about here, but I also have to say that it's usually you socialize with international people. Dutch, they have their own circle, which I understand. I don't believe this is only about being Dutch. If you go to another country, I believe it will be the same. You usually socialize with other international people in the Netherlands. In the Netherlands. I also believe if I go to live somewhere else. It will be the same. But I never have the experience. I don't believe it's only about Netherlands.

Participant 6 transcript excerpts

Speaker 1: interviewee
Speaker 2: researcher

08:48
Speaker 2
If you connected with other people from outside of your faculty or university in the Netherlands, how did you find that?

08:58
Speaker 1
Through other people.

09:00
Speaker 2
Through other people?

09:01
Speaker 1
Yeah. Basically either events or if we had common friends or things like that, we just ended up meeting.

09:09
Speaker 2
Okay. Those common friends were connecting with each other.

09:16
Speaker 1
Yes.

Speaker 2
Okay.

09:17
Speaker 2
What was the purpose of connecting with them?

09:22
Speaker 1
Just out of curiosity, I guess.

09:24
Speaker 2
Oh, curiosity.

09:25
Speaker 1
Yeah. We just clicked, I think.

Speaker 2
Okay.

09:29

Speaker 2
Was it more like study purpose or other purpose?

09:34
Speaker 1
No, just friendly purpose. I mean, even thinking about us.

09:40
Speaker 2
Yeah. Let's move to the second section. How was your study related experience in your academic years at university? First of all, who did you talk to when you had questions regarding your studies?

09:55
Speaker 1
I talked to older students, other students from my class.

10:00
Speaker 2
Okay.

10:00
Speaker 1
And also the teachers.

10:03
Speaker 2
What kind of things did they provide for you or do for you?

10:09
Speaker 1
So, I have to think of examples now.

10:14
Speaker 2
Take your time.

10:15
Speaker 1
Yeah, I think my questions were, like, administrative stuff because, for example, this year I had to decide what I'm going to do next year because I need to do an internship and a minor, and for my minor, I can also go abroad. I needed to ask for more information about what I have to do and how the procedure is going to be.

10:43
Speaker 2
To what extent were they helpful to you?

10:49
Speaker 1
They were very helpful, I think. because they always replied to my questions. In time, everything was clear. I could follow the procedures.

11:04
Speaker 2
Okay. Why did you choose other students or teachers for asking study related questions?

11:12

Speaker 1
Well, because they have the best information.

11:16
Speaker 2
Okay. Yeah. Okay. Let's move to the next question. Can you describe your first experience with a small group session? Can you describe your first experience with a small group session?

11:34
Speaker 1
A small group session?

11:35
Speaker 2
Like, for example, group assignments.

11:40
Speaker 1
Well, I think it went really well, actually. Like my first project, I don't know. We all had the exact same amount of motivation. We all put a lot of effort in. We communicated quite well, I think.

11:56
Speaker 2
To what extent did you contribute to your group?

12:00
Speaker 1
I think everything was divided equally also.

12:05
Speaker 2
Then same to your other group mates?

12:10
Speaker 1
Yeah.

12:14
Speaker 2
Did you join the students association?

12:17
Speaker 1
No, I just didn't really feel like it. Also, I think they are mostly in Dutch.

12:31
Speaker 2
Can you explain more in detail why you didn't join the student association?

12:38
Speaker 1
So I don't even know what associations we have that much. I think we don't really have enough information. And if I look at the pages that they have on Instagram or on Google or something like that. They were always in Dutch without any English explanation, so I just felt excluded right away.

Participant 8 transcript excerpts

Speaker 1: researcher
Speaker 2: interviewee

23:07
Speaker 1
Okay. Do you miss your hometown?

23:11
Speaker 2
I miss my family. Not my hometown.

23:14
Speaker 1
Not your hometown?

23:16
Speaker 1
Not your hometown, but your family?

23:20
Speaker 2
Yes. I miss the people, not the place.

23:24
Speaker 1
You miss them most? About people, not the place?

23:29
Speaker 2
Yes. People.

23:29
Speaker 1
Okay. How do you keep in touch with your family or friends over there?

23:35
Speaker 2
Video calls.

23:36
Speaker 1
Video call? How often do you keep in touch with them?

23:42
Speaker 2
Always. My mom calls me almost every day. My sister too. My dad always went with my mom as well, my friends, too, or we are always texting.

23:57
Speaker 1
Texting through the WhatsApp? Okay. How did you feel about living in the Netherlands at the beginning of the academic year as a foreigner?

24:09
Speaker 2
Lonely.

24:10
Speaker 1
Lonely.

24:11
Speaker 2
Lonely and excited. The two things at the same level.

24:14
Speaker 1
Okay. Can you explain more in detail the lonely?

24:14
Speaker 2
Because my boyfriend lives in another city, so at the end, he brought me here. I get to know my roommate and all that, start buying furniture, and then he had to come back to his city because he had to work. And I found myself saying, wow. Now I'm alone. Now is everything up to me? I need to start. And it's difficult to start making friends. The beginning is always difficult. You feel very lonely because you come from a place where you have a lot of supporting, from friends, from family, from colleagues, to a place where you have only one person, and this one person cannot be in the same city that you so you are actually alone. So, yeah, feels lonely, but exciting because I was always with the feeling of, yes, I made it. I made it to be here, I made it to study. That always makes me feel, like, very excited.

25:19
Speaker 1
Okay. Yeah. To what extent did you fear that you belonged or did not belong in the Netherlands?

25:28
Speaker 2
To what extent? Oh, that's an interesting question. I always felt, of course, that I didn't belong because of the language, and that frustrates me extremely much. A lot. Super all the words, all the adverse of quantity that you may use a lot. Because for me, the language is very important. I know that everyone here speaks English, but now for me, it's just not the same. That's why I took a course, like a Dutch course, to learn the language. In that sense, yeah, I felt that I just didn't belong always, and it's always like a thing for me. On the other hand, I think I feel that here you belong easily, but it's because it's a very open society.

26:19
Speaker 1
Why do you think so? Why?

26:20
Speaker 2
They are because they are tolerant to most of the things. For example, there are a lot of diversity, so there are not judges about religion, about social customs, about gender. I come from a country where that's a thing. Right. For example, all women need to be married before 30. It's not a law, but this kind of social laws. And here you can be more spontaneous. People are spontaneous.

26:55
Speaker 1
All right, then. To what extent did you feel socially integrated or not integrated in the Netherlands?

27:04
Speaker 2
With the internationals, I feel very integrated. With the Dutch, I felt half integrated, I think, because of the language, mainly, yeah.

27:15
Speaker 1
Can you tell me more about the language in detail?

27:20
Speaker 2
Because even though everyone likes to speak English, I mean, they can speak English, sorry, they don't like it as much as they like to speak Dutch, so they feel they can be more themselves when they speak Dutch. So, of course, at the end, they decide to be with the Dutch ones, not because they don't want to be with Internationals, but because it's easier to be with the Dutch ones.

27:46
Speaker 1
Yeah. At the beginning, you felt in that way. What do you think about for now?

27:55
Speaker 2
No, now I feel more integrated, but the same, because I've learned more words. I can go to supermarket and ask in that cafe, and also I can ask in that. I feel happy when people ask me something in Dutch, because I feel like, oh, yeah, maybe I kind of look more like them. That's why they're asking me in Dutch. Maybe it's not like that, but unconsciously, I feel happier just because I think that.

Participant 9 transcript excerpts

Speaker 1: researcher
Speaker 2: interviewee

Speaker 1 08:10 So, what were your first interactions with professors or school staff at the university like?

Speaker 2 08:15 First of all, it was a little bit unfamiliar because Dutch English is a lot different from American English, so I didn't understand it very well. I had to repeat a lot of times what they were saying, also we were mainly studying not much through speaking English but through play. So when we went to a play class and saw the professors' performance, I loved it, but also because of the different cultures, my professors looked at me a little bit weird when I react in a Korean way. And also I've been told that I'm overdoing it, so I think that was a little bit unusual and unique.

Speaker 1 08:49 So what was the main purpose of your interactions with professors or school staff?

Speaker 2 08:55 It was a lesson, like class.

Speaker 1 08:58 Academically related?

Speaker 2 08:59 Yeah, most of them were.

Speaker 1 09:01 To get information?

Speaker 2 09:02 Yeah.

Speaker 1 09:04 Okay. If you connected with other people from outside of your faculty or university in the Netherlands, how did you find them?

Speaker 2 09:16 I didn't find it, but I was contacted. I was on Facebook Messenger and suddenly one person maybe Chinese was contacting me and asking "Hey, are you living in Maastricht?", and I said yes. Also, this friend texted me "Hey, I am an Asian and I don't have Asian friends here, I thought you were Asian as well, so I contacted you. Do you want to meet up?" So in that way, we could connect with each other. Also, I could connect with other university people via church or something.

Speaker 2 09:43 I think that's how I could connect with other people, or it happened while I went for another gig and met there a lot of other foreign friends.

Speaker 1 09:50 Where?

Speaker 2 09:51 We used to go to a pub or something for playing. When we went there and meet other people, we started connecting with each other by starting a conversation, for example, "Where are you from?" or something like that.

Speaker 1 09:58 So you've had that kind of interaction. Then, what was the purpose of connecting with them?

Speaker 2 10:08 At first, it was like, "Oh, I don't have friends, so I'm going to make friends here." It's a sense of belonging. I did it for that purpose, but later I realized that I don't need to do it anymore because I had a lot of friends at the university.

Speaker 1 10:25 Okay. So let's move on to the next section of questions. I will ask a little bit more about your study experience. Who did you talk to when you had questions about your study?

Speaker 2 10:37 Usually it would be my professors, but I also used to consult with some senior Korean students in the university.

Speaker 1 10:43 So, if I understand correctly, you mostly spoke with Korean students who had enrolled before you, rather than with professors?

Speaker 2 10:48 Yes. I consulted with those senior Korean students who enrolled first or with my classmates.

Speaker 1 10:52 What they did provide for you or do for you?

Speaker 2 10:58 Those senior Korean students were the ones who had finished their studies already in Korea, so they could give me more examples, but of course, the professor was better at giving examples. Nevertheless, to me, getting those examples was more comfortable to listen to them in Korean.

Speaker 1 11:11 Can you tell me more about the information in detail?

Speaker 2 11:13 It was piano examples. Performance examples of how you can play the piano.

Speaker 1 11:18 Ah okay, it was about piano performance examples.

Speaker 2 11:21 Or it was also about theory.

Speaker 1 11:27 So you've gotten a lot of help from your senior Korean students and classmates. And to what extent were they helpful to your study experience?

Speaker 2 11:37 80% out of 100%.

Speaker 1 11:40 Why do you think as 80%?

Speaker 2 11:42 So for me, most of the lessons that I took from my professor weren't really helpful. So if I didn't understand something while I played, I went to the senior Korean students and asked them "What is this? I didn't learn this from my professor." So, most of the theories were provided by senior Korean students. Or I got a private lesson by paying extra, which was 20%.

Speaker 1 12:05 Why did you take the private lesson?

Speaker 2 12:08 Because I thought the lessons provided by professors were not helpful enough to me. So I went to the expedition by myself. For the private lesson.

Speaker 1 12:18 Then you briefly mentioned earlier that you mainly did academic counselling with your Korean students because you were comfortable speaking in Korean. But, can you tell me more about why you didn't choose the other international students?

Speaker 2 12:34 Because before I come here, I studied music in South Korea as well. So, there are specific terms, and in the Netherlands, when I use one of them, the professors asked me what it is. But the senior Korean students knew it, but when I ask other international students or professors, they didn't know what it is. They knew how to play it, but the terminology was so different, so there was a gap that comes from different terminology.

Participant 11 transcript excerpts

Speaker 1: interviewee
Speaker 2: researcher

06:24
Speaker 2
What was the main purpose of connecting with them?

06:30
Speaker 1
I mean, we are human beings, we need friends.

06:32
Speaker 2
Okay, you needed friends.

06:34
Speaker 1
Yeah, we need friends.

06:37
Speaker 2
Why did you think that you needed friends?

06:40
Speaker 1
To have fun together, to share the problem and solve the problem together and to realize foreigner's cultures. That's the point. That's why I give up the Hong Kong University and decide go here because I want to encounter different culture, different values, different views. When I was young when I am young.

07:11
Speaker 2
All right. Were you included in a group chat room or a group on social media?

07:18
Speaker 1
Including?

07:20
Speaker 2
Were you joining the group chat room?

07:23
Speaker 1
Which one?

07:24
Speaker 2
Like in your study field?

07:29
Speaker 1
Study field?

07:30
Speaker 2
Yeah.

07:30
Speaker 1
I do add some group chat, but usually we're just on site and play together.

07:40
Speaker 2
Okay. Yeah, but you are using the group chat?

07:46
Speaker 1
Yeah, I use.

07:47
Speaker 2
For specific purpose?

07:50
Speaker 1
for assignments.

07:51
Speaker 2
Can you tell me more in detail?

07:54
Speaker 1
It's just like if we have assignments, we need to collaborate as a team or a group. We will make the group chat to share some information about study and also for some daily interesting stuff.

08:11
Speaker 2
Okay. Yes. Can you tell me how was your first connection with teachers or school staffs?

08:19
Speaker 1
I think it's [...]. I contact with him because I really get hooked on his courses learning in Human Interaction. So I just email him and talk with him about this topic. I want to know what the professor think about the course. Think about the topic? Yeah, I want to get some specialist view.

08:49
Speaker 2
Okay. Do you also remember additional connection with other teachers or school staffs?

08:57
Speaker 1
Yeah, I also connect with thanks professor [...] and she just helped me to connect with some primary school and secondary school teachers. She helped me for my masters. This is respondents. Yeah, she's really kind. This is very coincidence because once [...] talk about master thesis is really hard to find respondents. Especially we are international students, we don't have social connection here. Professor just heard that and say, oh, maybe I can help you. I just email the professor and tell her what about our survey is and then we get.

09:49
Speaker 2
So you were connecting with teachers or school staffs for study purpose?

09:55
Speaker 1
Yeah, for study, yeah.

09:58
Speaker 2
Also, if you connected with other people from outside of your study field, faculty or university in the Netherlands, how did you find them?

10:09
Speaker 1
It depends on my purpose.

10:13
Speaker 2
Can you talk about.

10:15
Speaker 1
It like my master's thesis? I really need the respondents of Dutch teacher, but I don't have their connections. So I just called to the school and asked for their connections and I did it. I just called them.

10:31
Speaker 2
Okay, so for your thesis, study purpose?

10:36
Speaker 1
Yeah.