

AN ANALYSIS OF FACTORS ASSOCIATED WITH
ACADEMIC PERFORMANCE OF SOUTHEAST
ASIAN GRADUATE STUDENTS AT
OKLAHOMA STATE UNIVERSITY

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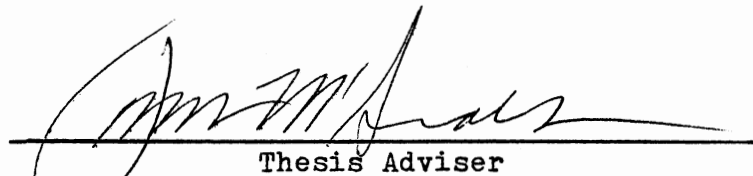
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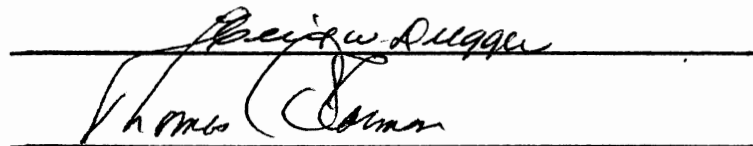


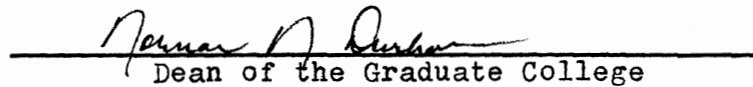
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CHAPTER I

INTRODUCTION

Research on international students attending American colleges and universities has been completed on various topics since the international student population has increased dramatically over the past two decades. Holland (1971) reported in Open Door, a report published by the Institute of International Education, that there were only one fourth as many international students in the United States in 1954-55 academic year as in 1970-71. According to the same source the international student population has risen steadily from 144,708 in 1970-71 to as many as 263,938 in 1978-79, an increase of more than 110,000 over the years (Julian and Slattery, 1978).

Consequently, it appears that American higher education today has an important role to play in international education. It was mentioned that because of the economic and political prestige of the United States in world affairs and because of their advanced technological facilities for research, especially in the field of sciences, that this country attracted a high number of international students (Du Bois, 1956). In the twentieth century, the United States is one of the major educational centers for training of students from foreign countries. By 1969, according to the UNESCO Office of Statistics, this

country has become the largest host country of international students throughout the world (Holland, 1971).

According to the figures reported by the Institute of International Education, a little less than half of the total international students in the United States were enrolled at graduate level since 1975. At Oklahoma State University the proportion of graduate and undergraduate international students are almost equal. As one of the growing international student communities in the United States, this university is ranked 10th on the list of states with highest enrollment of international students in 1978-79 academic year (Julian and Slattery, 1978). The information in Table I, provided by the Office of International Student Advisement at Oklahoma State University, shows the increasing numbers of international student enrollment.

TABLE I
NUMBER OF INTERNATIONAL STUDENT ENROLLMENT
AT OKLAHOMA STATE UNIVERSITY, 1973-82

Semester	Enrollment	Semester	Enrollment
Fall, 1973	674	Fall, 1978	1474
Fall, 1974	789	Fall, 1979	1507
Fall, 1975	859	Fall, 1980	1579
Fall, 1976	990	Fall, 1981	1775
Fall, 1977	1448	Fall, 1982	1988

Development of the Problem

At Oklahoma State University the enrollment of international students from Southeast Asian countries has increased and recently has become one of the major portions of the whole international student population during the 1982-83 academic year. Although the enrollment figures indicates that more students from Southeast Asian countries are enrolled in the undergraduate programs, this research study is developed to focus only on the Southeast Asian graduate students. Review of the literature concerning the characteristics of international students reveals that while in the United States, international graduate students are considered to have better defined goals, perceive fewer difficulties, to be more satisfied with their academic programs, and to be more likely to succeed academically than undergraduate students (Walton, 1971). Because of these aspects the study was designed to limit the subjects on research to graduate students only.

A great number of research studies have been done to investigate the relationship of academic performance of international students to the scores on English language proficiency examinations and some scholastic aptitude tests which are usually required when international students apply for admission to a university. Some studies attempted to analyze the various problems encountered by international students which might have affected their academic performance. Some other researchers studied the value of certain variables as the predictors of academic achievement. However, it is found that

most of the research studies on academic achievement of international students did not consider the previous U.S. educational experience prior to enrollment at the university under study as a major aspect to be investigated.

At present, a greater number of international students are enrolling at Oklahoma State University each year, also a large number of these new students are those who have transferred from other U.S. colleges or universities. Putman (1961) reviewed the literature on the academic achievement of international students and pointed out that students' achievement was affected by their adaptability to a new environment as well as by other significant factors such as academic ability, English proficiency, and financial resources. Certain factors may have their affects on transferred students in a different degree than on the students who came directly from their home countries, yet no study has been done to determine the differences on academic performance between these two groups of international students.

The finding of this study may provide further useful information which could help validate some admission criteria used at Oklahoma State University. Besides, the study would also be helpful to those involved in advising international students, adding to their knowledge on the factors which affect the academic performance of these particular students from Southeast Asian countries. It may also indicate whether improvement is needed in some areas of concern such as the design of programs and services to meet the special needs of these

students in order that the academic performance will be successfully achieved.

Purpose of the Study

The purpose of the study is to provide a descriptive analysis of the Southeast Asian graduate students enrolled at Oklahoma State University during the 1982-83 academic year. Additionally, the purpose is to determine if there is significant difference in academic performance of the students who have previous U.S. educational experience before enrolling at the university and of the students with no previous U.S. educational experience when certain selected variables are taken into account.

Definition of Terms

The following list of definitions is provided to clarify the concepts related to this study:

1. Southeast Asian Country: one of the eight countries under SEATO, the Southeast Asian Treaty Organization, which include Burma, Cambodia, Indonesia, Laos, Malaysia, Republic of the Philippines, Singapore, and Thailand.

2. Southeast Asian Student: a non-citizen, non-immigrant of the United States who indicates his/her nationality as one of the eight countries under SEATO and who comes to the United States for educational purposes.

3. Academic Performance: the academic attempts as measured in terms of a grade point average.

4. Grade Point Average: the measurement of academic achievement which is determined on the basis of semester hours. the given values of grade records are: A = 4, B = 3, C = 2, D = 1, F = 0.

5. Cumulative Grade Point Average: the grade point average of all courses taken for credit accumulated from the date of enrollment at Oklahoma State University to the date of measurement.

6. Previous U.S. Educational Experience: a participation in academic program in a U.S. college or university prior to enrollment at Oklahoma State University.

Research Question

With regard to previous U.S. educational experience, how do Southeast Asian graduate students at Oklahoma State University perform in their academic endeavor as measured by the cumulative grade point average when the following variables are taken into account:

age

sex

marital status

type of living accommodation

financial resource

major field of study

English language training in the U.S.

Assumptions

The following assumptions are necessary for this study:

1. The grade point average used as a score for each Southeast Asian graduate student's academic performance represented the actual performance at Oklahoma State University.
2. The responses from the subjects to the questionnaire concerning previous academic experience were accurate and also valid.
3. The subjects who were classified as having previous U.S. educational experience have had ample opportunity to engage in the U.S. academic environment prior to enrollment at Oklahoma State University.
4. The nonavailability of data for students from Burma, Cambodia, and Laos in the Oklahoma State University international student enrollment during 1982-83 academic year did not affect the findings of this study.
5. Because all international graduate students at Oklahoma State University are required to submit a score of 550 or above on the Test of English as a Foreign Language before admission to the Graduate College is granted, it is assumed that all Southeast Asian graduate students participating in this study possessed a sufficient command of English language at the time of investigation.

Limitation of the Study

This study was limited to Southeast Asian graduate students and the study was conducted entirely at Oklahoma State

University; therefore, to extend the findings to the international student population as a whole or to generalize to other colleges or universities would be inappropriate.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

This chapter presents a review of selected references from numerous resources which were useful during the process of this study. Due to the unavailability of literature which focuses specifically on Southeast Asian students, the references were reviewed from the research studies on international students in general. The reviewed literature is divided into two sections: (1) Studies of Factors that Affect Academic Performance of International Students; and (2) Studies of Academic Variables as a Predictor of Academic Achievement.

Studies of Factors that Affect Academic Performance of International Students

During the past two decades since the number of international students in the United States colleges and universities have rapidly increased, research studies were conducted in different areas concerning the students' social encounter and academic endeavor while studying in the country. Following is a selected number of research studies which focus on factors associated with academic performance of international students.

In 1963 Pavri conducted a fact-finding study on scholastic

achievement and related problems of international graduate students at the University of Virginia. Major findings of the study were: (1) there was no significant difference in the scholastic performance of men and women; (2) older students and married students living with their families performed better academically; (3) students with financial assistance were more successful than those financially self-supported; (4) problems were basically concerned the curriculum, insufficient knowledge of English, lack of money, lack of sufficient study time, absence of social life, homesickness, and discrimination.

Hattari (1966) conducted another study to investigate the relationship of selected personal and social factors to the academic achievement of international students at the University of Nebraska. He selected five factors which had been shown to have relationship with the academic success of native-born American students. In his study he found no significant relationship between academic achievement of international students and (1) their scholastic aptitude as measured by the Progressive Matrices; (2) English language background, (3) socioeconomic background, (4) cross-cultural background, (5) major field of study, (6) sources of financial support, and (7) interpersonal relations in the host culture.

Sugimoto (1966) analyzed the records for international students who enrolled at the University of California, Los Angeles during 1964-65. It was found that status as a graduate student, age, and type of visa were among the most significant pre-admission predictors of the academic success of international

students. The least predictive values were items such as English examination scores, date of entry into the United States, date of first enrollment at the university, and admission status. Sugimoto also indicated that the first semester grade point average was the best index of the international student's academic success.

Hagney (1968) presented in his study of Middle Eastern students in Oregon colleges and universities the extent to which academic and/or social adjustment were related to selected factors in the student's past and immediate environment. Melandez-Craig (1970) focused a similar study on Latin American students enrolled in Utah universities. Her findings indicated that there was no significant difference between academic achievement and marital status or sex among Latin American students; upper-division and graduate students achieved better than lower-division students; and English proficiency was highly correlated with academic achievement.

Ellakany (1970) studied the predictive relationship between the international students' academic achievement at Iowa State University and the factors of sex, age, language, field of study, marital status, years of study, and source of financial support. Using analysis of variance, the main effects he found to be significant at the undergraduate level were sex, age, and source of financial support. The marital status and native language were found to be significant at both graduate and undergraduate levels.

Thomas (1972) did a descriptive analysis of international

graduate students enrolled at the University of Mississippi from September 1955 to January 1972. Her study determined, by using chi-square test, the relationship between selected characteristics of the students and their academic achievement. The criterion measures of the study were the completion of a graduate degree at the University of Mississippi or, in the case of those students enrolled during the Fall semester of 1971, a cumulative grade point average of 3.00 or above. Six characteristics of a student who had a high probability (at the 0.01 level of significance) of achieving academically were described, and five other characteristics were found to be significant at the 0.05 level.

Chongolnee (1978) attempted to identify factors affecting the academic achievement of international graduate students at Iowa State University and investigate the most valuable variables in predicting academic achievement. Major findings resulted from her study indicated that there were significant differences in the mean grade point average when the students were categorized on the basis of present admission status, initial admission status, type of scholarship, degree sought, degree held, country of origin, and field of study. She also found significant correlation among interval variables measured in the study. The significant predictors of present grade point average were the following variables: (1) undergraduate grade point average, (2) initial admission status, (3) first quater grade point average, (4) degree sought, (5) whether or not the students were receiving scholarships, (6) years of

professional experience, (7) months residing in the United States, (8) ages, (9) various assistance factors available through the university.

In another study Tan-ngarmtrong (1979) investigated whether there was a relationship between selected variables and academic achievement of international graduate students at Mississippi State University. Seven null hypotheses were used as the basis for the study. Tan-ngarmtrong concluded that a significant relationship was found in undergraduate grade point average and the academic achievement of international graduate students during the second semester of study. No significant effects were found in language cultural regions, sex, and major fields of study. The study also indicated that English language proficiency was the significant predictor of overall grade point average in the second semester.

Self-perceived factors were studied by Sadeghi (1980) to identify ones which most affect the academic performance of international students enrolled in 1980 at selected institutions of higher education in Tennessee. He examined the relationship of students' selected personal data to their self-perceptions of the factors that most affected their academic success or failure. Major findings indicated that the factors perceived by students to affect academic success most were: English language preparation, familiarity with American culture and customs, financial security, faculty teaching methods, and grading patterns and examination procedures.

In a similar study on the self-concepts and academic

performance of international students, Mehrinfar (1981) administered the Tennessee Self-Concept Scale to 350 subjects at Texas Southern University. Data analysis revealed that academic performance of the students was significantly affected by general and specific self-concepts, with the exception of social self. The only significant interaction effect found was between age and physical self. Students 25 years of age or older with high physical self performed academically better than those of the same age group with low physical self. Academic performance of students 24 years of age or younger with high physical self did not differ significantly from those with low physical self.

Predictive Studies of Academic Achievement Using Academic Variables as a Predictor

Many of the research studies on academic performance of international students focused on the effects of specific academic variables which associated with the degree of students' success. The major factors found extensively studied in the review of literature included: grade point average, scores on some aptitude tests, and English language proficiency test scores.

On the subject of aptitude test scores Spencer (1967) presented his viewpoint concerning the development of instruments to identify the variables which exist among international students that it may not be equated over the various cultures and linguistic systems represented. The effects of bilingualism

on the measurement of scholastic aptitude or intelligence has been a subject of concern and investigations had been conducted by many researchers. In a study of the validity of the widely used Graduate Record Examination Aptitude Test (GRE), the Educational Testing Service investigated the performance of international graduate students on the test to obtain statistic data which would indicate what effect, if any, several months of study in an American graduate school would have on the students' performance. Initial test scores were obtained from Florida State University, the University of Florida, the University of Illinois, and the University of Texas. Of the initial group, 62 students were retested in the Spring semester of the first year in order to measure any improvement. Findings of the study indicated that GRE Aptitude Test Quantitative Ability scores of international students should be interpreted according to the norms for the Basic Reference Group, but the scores of GRE Aptitude Test Qualitative Ability should not be (Harvey and Lannholm, 1961).

In 1969 Cieboter presented his study which examined the interrelationships between the GRE scores, grade point averages, geographic area of origin, and college major field, for 218 international graduate students enrolled at the University of Florida. It was established that both GRE scores and grade point averages differed significantly within the student groups on the basis of geographic area of origin and major field of study. It was also found that GRE could not be used as a predictor of grade point average.

In another study, Sharon (1972) hypothesized that Test of English as a Foreign Language (TOEFL) would moderate the relationship between the GRE scores and the grade point average. Results of the study indicated that English proficiency test such as TOEFL would partially raise the validity of the GRE Aptitude Test in predicting international students' graduate school grade point average. However, in the study conducted by Shay (1975) at West Virginia University showed that GRE and TOEFL scores used as predictors of academic performance of 174 international students did not yield high correlations with grade point average. Her study attempted to determine if low scoring international graduate students are indeed poor academic risks and if high scores on the GRE-Verbal and TOEFL were more predictable to success in graduate school. It was concluded that both test scores measured the same verbal ability and were proficiency rather than aptitude tests. Both tests failed to predict academic performance of international students in the graduate school.

Review of literature revealed extensive studies of the relationship between the English language proficiency test scores of entering international students and their academic achievement in the institutions of higher education. Many researchers studied the validity of the well known standardized tests such as the TOEFL and the Michigan Test of English Language Proficiency (MTELP). A slight correlation between the scores on the MTELP and first semester grade point average of international students at the University of Houston was

found by Allen (1965) in his study. Hamlin (1972) also analyzed the relationship between the MTELP scores and the academic achievement of 213 international graduate students at Oregon State University. Her analysis showed a few significant results when grade point average was used as a criterion measure; however significant relationship were found between English language proficiency and academic credits earned.

In 1971 Martin designed a model for the cultural and statistical analysis of academic achievement of international graduate students which concerned utilization of TOEFL as a predictor of academic success. It appeared that students passing the TOEFL test prior to admission achieved higher grade point averages in the first year of study than those non-tested international students. In the analysis of the five sub-tests of TOEFL comparing with the academic achievement of the tested group, none of the sub-tests was found significantly predictive of academic success.

Ayers and Peters (1977) limited their attempt to investigate the validity of TOEFL to Asian graduate students in specific field of study. The TOEFL scores were examined in relation to prediction of success of 50 male Asian students who had completed master's program in engineering, chemistry, or mathematics. The correlation of TOEFL scores with overall grade point average indicated a relationship significant at .01 level, and highly significant correlation were noted between TOEFL scores and the scores on both Verbal and Quantitative sections of the GRE.

In search for a measure that would yield a better prediction of grade point average, Riggs (1981) suggested the use of cloze testing procedures in English as a second language. To test the hypothesis that cloze tests would be better predictor of grade point average than TOEFL scores, a study using 23 international students at Vincennes University was completed. The results of the study, using cloze tests, TOEFL scores, and cumulative grade point average over a two-semester period, showed that cloze tests should be used to supplement other admission data, such as the TOEFL scores, because the correlation between cloze test scores and grade point average was about double that of TOEFL and the GPA.

Besides the Test of English as a Foreign Language, other tests of English language proficiency for international students were studied. One of these tests, the Lado Test of Aural Comprehension (LTAC), was examined by Burgess and Marks (1968). The test is made available to many colleges for determining which international students have sufficient command of English language to do well in classes where instruction is given in English. To determine the predictive validity of the LTAC, test scores, grades in a variable credit course of English for international students (Eng GPA), and cumulative grade point averages were obtained on the first year performance of 89 international students who attended Portland State College during the year 1964-67. Results of the study showed that the predictive coefficient for general grade point average was not significant, while the coefficient for grades in English for

international students were significant but low.

At the University of Southern California a correlational study was attempted by Burke (1969) to ascertain the predictive validity of a battery of six ability and achievement tests given at the beginning of each semester over a period of three years to screen international students. The major findings of the study were: (1) the California Reading Test, Speech Interview, and the Larry Ward English Examination for Foreign Students were the three most valid measures of predicting academic achievement; (2) grade point average could be more accurately predicted than academic standing; (3) a composite of predictive variables resulted in a greater degree of validity with a criterion than did a single predictor.

In another study conducted by Elting (1970) among 695 freshmen at the University of Miami during the years 1964-69, a relationship of a combination of independent variables of pre-admission data and grade point average using as the criterion variables was found to have a high and significant coefficient of correlation for the total sample. Class-rank score and Cooperative English Tests - Level of Comprehension score were the two variables in combination, which effectively predicted grade point average.

CHAPTER III

RESEARCH DESIGN

The design and procedure of the study are discussed in this chapter in 3 parts: (1) the population; (2) the collection of data, and (3) the selection of appropriate statistical technique to present the finding of the study.

Population

The population includes all Southeast Asian graduate students who were enrolled at Oklahoma State University at the time of investigation which was in the Spring Semester, 1983. Southeast Asian students were identified as those who listed their nationality as one of the countries which belongs to SEATO, the Southeast Asian Treaty Organization. The eight countries under SEATO include Burma, Cambodia, Indonesia, Laos, Malaysia, Republic of the Phillippines, Singapore, and Thailand. However, in the Spring Semester, 1983, when the study was conducted, there was no enrollment of graduate student representing Burma, Cambodia, and Laos. Therefore, this group of 68 graduate students represented five Southeast Asian nationalities instead of eight countries.

Qualified students must have their names recorded on the international student information list which is obtainable for

research purpose in the Office of International Student Advisement. Subjects must also have had completed a minimum of nine semester hours of course work at Oklahoma State University by the Fall Semester, 1982. The total number of eligible students per nationality is presented in Table II.

TABLE II
NUMBER AND PERCENTAGE OF ELIGIBLE PARTICIPANTS
IN THIS STUDY ACCORDING TO
NATIONALITY

Nationality	Number of Participants	Percentage
Burma	0	0.00
Cambodia	0	0.00
Indonesia	3	4.41
Laos	0	0.00
Malaysia	11	16.18
Republic of the Phillippines	8	11.76
Singapore	1	1.47
Thailand	45	66.18
Total	68	100.00

Collection of Data

A list of Southeast Asian graduate student names and addresses was compiled from records provided by the Office of International Student Advisement. Due to the policies set forth by the university concerning the protection of students' rights, it was necessary to contact each subject to ask for his/her permission to investigate their personal and academic data which were kept on file in the Office of International Student Advisement, the Graduate College, and the Registrar's Office.

The investigator made the first mailing to all Southeast Asian graduate students who, based on the obtained data furnished by the Office of International Student Advisement, were assumed to be qualified for the study. The mailing contained a personal letter explaining the purpose and nature of the study, and it was accompanied by a statement to be signed by the student to indicate his/her consent of the investigation. Also attached to the letter was a questionnaire dealing with the student's personal characteristics and previous U.S. academic experience acquired prior to enrolling at Oklahoma State University. The second mailing was made to subjects who had not returned the signed consent letter and the questionnaire. Some of the enrolled Southeast Asian graduate students were excluded because of the unavailability of their data. Each copy of the relevant letters and the accompanying questionnaire are presented in the appendix.

Upon return of the questionnaires and the signed consent

statements from the subjects, the grade point average and the academic data of each student were obtained from the Registrar Office. The information collected was coded, key-punched, and analyzed at the Oklahoma State University's Computer Center.

Statistical Procedure

One of the purposes of the study was to provide descriptive statistics of factors associated with academic performance of Southeast Asian graduate students who had completed a minimum of nine semester hours of course work at Oklahoma State University by the Fall Semester, 1982, and were currently enrolled at the university during the Spring Semester, 1983, when data for this investigation were collected. The descriptive analysis was conducted by tabulating the data and computing percentages, means, and standard deviations.

Another purpose of the study was to investigate the differences in the academic performance of the Southeast Asian graduate students who had some previous educational experience in a U.S. college or university, and of those who had never been admitted to any other degree program in a U.S. college or university before enrolling at Oklahoma State University in the current degree program at the time of investigation. The specific objective in this part of the study was to analyze the differences in the academic performance among the two groups of students when certain selected variables were taken into account. The selected variables include: age, sex, marital status, major field of study, financial resource, type of

living accommodation, and English language training in a U.S. institution before or during the first semester of enrollment in the regular degree program at the university.

It was hypothesized that students with an educational experience in another program of study in a U.S. college or university (either the transferred students or the students who completed a degree from a U.S. college or university) and the students with no previous U.S. educational experience (newly admitted to the United States and enrolled at Oklahoma State University for the first time) would show differences in their academic performance, primarily because of factors involved in the adjustment and adaptation to the learning environment. Consequently, the subjects were grouped on the basis of previous U.S. educational experience for the purpose of analysis.

The ANOVA: Analysis of Variance was the statistical procedure used to analyze the data. According to Scheffe (1959) the ANOVA is "a statistical technique for analyzing measurements depending on several kinds of effects operating simultaneously to decide which kinds of effects are important and to estimate the effects." The ANOVA was chosen because of its similarity to regression except that the independent variables represent the categories instead of continuous variables. The technique served the purpose of this study which is aimed to find the effects of the presence of each independent variable.

The data collected for the study was transferred to code sheets, key-punched, and analyzed at Oklahoma State University Computer Center. The BMDP2V computer program prepared by the

Health Sciences Computing Facility, University of California, Los Angeles (1979) was employed for data analysis. The one-way analysis of variance was used to analyze data on academic performance of Southeast Asian graduate students when grade point averages were compared on the basis of previous U.S. educational experience. The one-way analysis of variance was used to analyze the differences of grade point average means among groups of students classified according to factors under study, and compared on the basis of previous U.S. educational experience. The .05 level of significance was considered statistically significant in this study.

CHAPTER IV

FINDINGS AND ANALYSIS

Introduction

This research study was conducted to provide information about the factors associated with academic performance of the Southeast Asian graduate students at Oklahoma State University. The statistical analysis of the data collected for the study will be presented in this chapter as it relates to the selected variables under consideration. These variables include age, sex, marital status, type of living accommodation, financial resource, major field of study, and English language training in the United States.

All of the data reported here were processed at the Oklahoma State University Computer Center. The results of the statistical analysis are presented in both narrative and tabular forms, and the presentation is divided into eight categories classified according to factors under study.

Presentation of Results

Academic Performance

As indicated earlier, the main focus of the study was on the academic performance of the Southeast Asian graduate

students with the factor of previous U.S. educational experience being a major consideration in the analysis. Academic performance in this study was indicated by the cumulative grade point average earned at Oklahoma State University by the Southeast Asian graduate students who had completed a minimum of nine credit hours at the university by the end of the Fall Semester, 1982. The academic performance of those who had previous U.S. educational experience and those who did not have such experience was studied and presented in Table III.

TABLE III

ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE
STUDENTS AT OKLAHOMA STATE UNIVERSITY
CLASSIFIED ON THE BASIS OF PREVIOUS
U.S. EDUCATIONAL EXPERIENCE

Previous U.S. Educational Experience	N (Total=68)	%	Grade Point Average		
			X	Range	SD
Attended a U.S. College or University	35	51.47	3.53	2.50-4.00	.33
Did Not Attend a U.S. College or University	33	48.53	3.52	2.77-4.00	.32

$F \geq 1$ with 1 and 66 df, NS

There were 35 out of the total 68 students, which was equal to 51.47 percent, of Southeast Asian graduate students

who had been attended a U.S. college or university prior to enrollment in the current degree program at Oklahoma State University. The remaining 33 students, or 48.53 percent, did not have previous educational experience in any U.S. college or university.

The mean grade point average of students with previous U.S. educational experience was 3.53, whereas for the students who did not have previous U.S. educational experience it was 3.52. The differences between the two means were not statistically significant at the .05 level. Therefore, it was concluded that the factor of previous U.S. educational experience alone did not have significant effects on the academic performance of the Southeast Asian graduate students.

Personal and Academic Characteristics

Age. The academic performance of students in four age groups is presented in Table IV. A separate mean was calculated for each group which was classified according to age and previous U.S. educational experience. There were 21 students, or 30.88 percent of the total, who were between 26 to 30 years old; 17 students (25 percent) were between 21 to 25; 16 students (23.53 percent) were between 31 to 35; and the remaining 14 students (20.59 percent) were older than 35 years of age.

Two-way analysis of variance was employed to test if the grade point averages of students classified on the basis of age would vary significantly when the factor of previous U.S. educational experience was involved. The data for the analysis

TABLE IV

ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY
CLASSIFIED ACCORDING TO AGE AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

Age	N (Total = 68)	%	Grade Point Average							
			Students With Previous U.S. Educational Experience (N = 35)				Students without previous U.S. Educational Experience (N = 33)			
			N	%	X	SD	N	%	X	SD
21 - 25	17	25.00	3	8.57	3.54	.28	14	42.43	3.33	.34
26 - 30	21	30.88	12	34.28	3.59	.31	9	27.27	3.65	.23
31 - 35	16	23.53	11	31.43	3.50	.49	5	15.15	3.81	.18
Over 35	14	20.59	9	25.72	3.47	.11	5	15.15	3.51	.15

TABLE V

ANALYSIS OF VARIANCE FOR GRADE POINT AVERAGES EARNED BY SOUTHEAST ASIAN
GRADUATE STUDENTS CLASSIFIED ACCORDING TO AGE
AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

Source	ss	df	ms	F	p
Mean	672.118	1			
Previous U.S. Educational Experience	0.039	1	0.039	0.41	0.525
Age	0.402	3	0.134	1.38	0.258
Interaction	0.406	3	0.135	1.39	0.254
Error	5.839	60	0.097		

$F \geq 2.76$ Significant at .05 level

of variance are shown in Table V. The results of the analysis revealed that the differences among the grade point averages were not considered statistically significant at the .05 level. Therefore, it can be concluded that the age factor did not have significant effects on the academic performance of Southeast Asian graduate students in either group.

Sex. Table VI represents the academic performance of male and female students, and Table VII shows the data for the analysis of variance for the grade point averages. The figures illustrated show that 39 students, or 57.35 percent of the total, were men. When classified according to previous U.S. educational experience, 22 or 62.86 percent of the male students had been previously admitted to a program of study in a U.S. college or university prior to enrollment in the current degree program at Oklahoma State University. The remaining 51.51 percent of male students did not have previous U.S. educational experience.

As for the females, there were 29 women or 42.65 percent of the total number of students. Thirteen of the female students had some previous U.S. educational experience while the other 16 female students never had been admitted to any other educational institution in the United States.

Among those students who had some previous U.S. educational experience, the female had a higher mean of grade point averages than males. However, the comparison of the grade point averages among male and female students who did not have previous U.S. educational experience revealed that the females

TABLE VI

ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY
CLASSIFIED ACCORDING TO SEX AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

Sex	N (Total = 68)	%	Grade Point Average							
			Students With Previous U.S. Educational Experience (N = 35)				Students Without Previous U.S. Educational Experience (N = 33)			
			N	%	X	SD	N	%	X	SD
Male	39	57.35	22	62.86	3.45	.38	17	51.51	3.58	.26
Female	29	42.65	13	37.14	3.65	.17	16	48.49	3.46	.37

TABLE VII

ANALYSIS OF VARIANCE FOR GRADE POINT AVERAGES EARNED BY SOUTHEAST ASIAN
GRADUATE STUDENTS CLASSIFIED ACCORDING TO SEX AND PREVIOUS
U.S. EDUCATIONAL EXPERIENCE

Source	ss	df	ms	F	p
Mean	820.633	1			
Previous U.S. Educational Experience	0.016	1	0.016	0.16	0.689
Sex	0.031	1	0.031	0.30	0.584
Interaction	0.413	1	0.413	4.03	0.490
Error	6.560	64	0.102		

F \geq 3.98 Significant at .05 level

had a lower mean of grade point averages.

The data on Table VII indicate that there were significant variances at the .05 level among the grade point averages of male and female students categorized in terms of previous U.S. educational experience. Figure 1 presents the graphic illustration of the significant differences among the grade point averages earned by male and female Southeast Asian graduate students and compared on the basis of previous U.S. educational experience.

Marital Status. Table VIII indicates that more than half of the students were single. The remaining students were married but about one-fourth of the married students came to the United States alone and were not living with their spouses while studying at Oklahoma State University.

The mean grade point averages of 3.58 earned by single students who had previous U.S. educational experience was slightly higher than the mean grade point averages of those without the experience, which was 3.46. For married students living with their spouses the mean grade point averages of those with previous U.S. educational experience was a little lower than the other who did not have the experience. The group of married students without the U.S. educational experience who were not accompanied by their spouses had the highest mean of grade point averages at 3.81. The other group of married students unaccompanied by spouses had the mean grade point average of 3.57.

As shown on Table IX the analysis of variance was used to

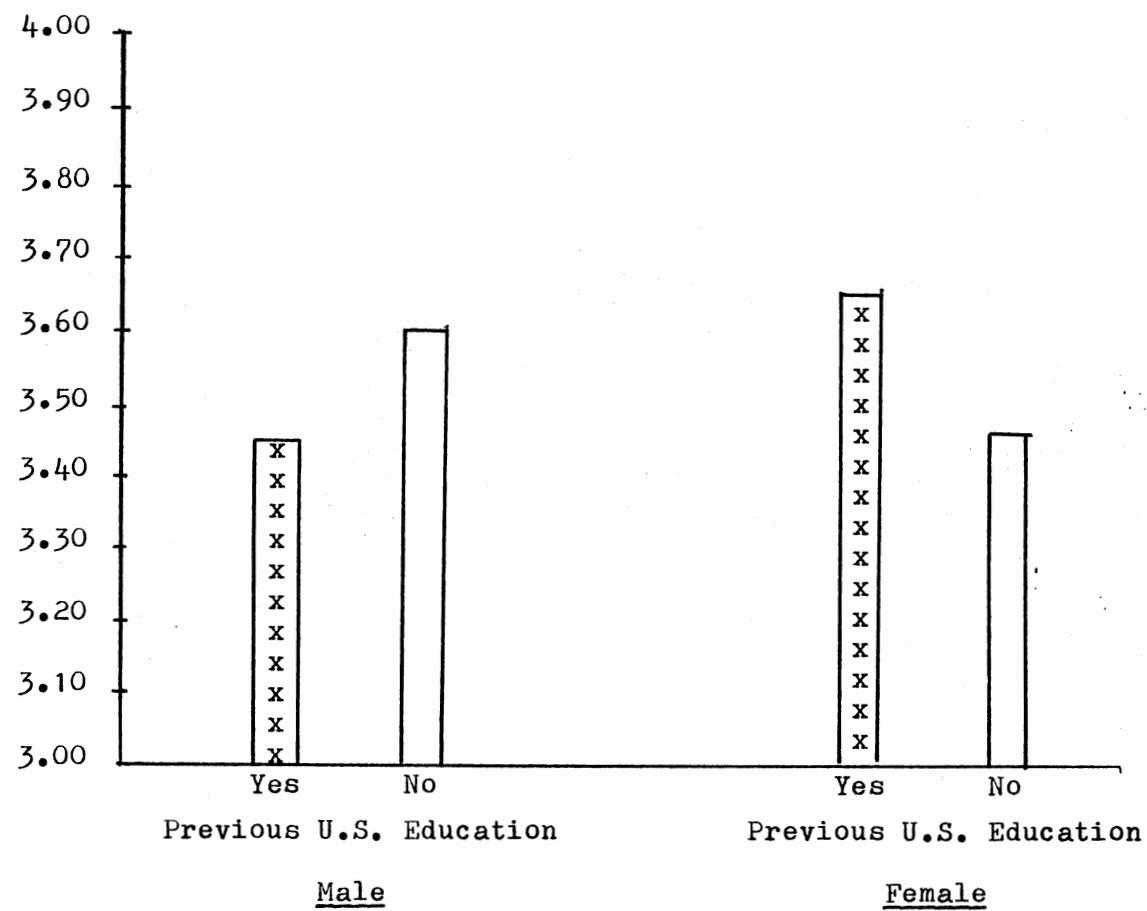


Figure 1. Graphic Illustration of the Differences in Grade Point Averages Earned by Southeast Asian Graduate Students Classified According to Sex and Previous U.S. Educational Experience

TABLE VIII

ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY
CLASSIFIED ACCORDING TO MARITAL STATUS AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

Marital Status	N (Total = 68)	%	Grade Point Average							
			Students With Previous U.S. Educational Experience (N = 35)				Students Without Previous U.S. Educational Experience (N = 33)			
			N	%	X	SD	N	%	X	SD
Single	37	54.41	16	45.71	3.58	.25	21	63.64	3.46	.32
Married, Living With Spouse	25	36.77	17	48.57	3.47	.41	8	24.24	3.55	.30
Married, Not Accompanied by Spouse	6	8.82	2	5.72	3.57	.13	4	12.12	3.81	.25

TABLE IX
ANALYSIS OF VARIANCE FOR GRADE POINT AVERAGES EARNED BY SOUTHEAST ASIAN
GRADUATE STUDENTS CLASSIFIED ACCORDING TO MARITAL STATUS
AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

Source	ss	df	ms	F	p
Mean	440.211	1			
Previous U.S. Educational Experience	0.365	1	0.365	0.35	0.556
Marital Status	0.157	2	0.785	0.75	0.475
Interaction	0.229	2	0.114	1.10	0.339
Error	0.476	62	0.104		

F \geq 3.15 Significant at .05 level

determine if there was a significant difference in grade point averages. Although small differences were found, they are not statistically significant at the .05 level. Apparently, the marital responsibility and the presence or absence of spouse did not have significant effects on the academic performance of these students.

Types of Living Accommodation. The academic performance of Southeast Asian graduate students classified according to types of living accommodation is shown in Table X. The percentage shows more than two-thirds of the students lived in apartments either in the Oklahoma State University's Married Student Housing or in off-campus apartments. The remaining number of students lived either in the on-campus dormitories or in the off-campus boarding rooms.

The means of the grade point averages among the four groups of students with previous U.S. educational experience living in different types of housing were between 3.48 to 3.80. Among those without the U.S. educational experience the means of the grade point averages were from 3.39 to 3.66.

It was determined from the results of the analysis of variance according to the data presented in Table XI that at the .05 level of significance there was no significant difference between the grade point averages earned by students with regard to type of living accommodation when compared on the basis of previous U.S. educational experience. Therefore, it can be concluded that the factor of different types of living accommodation did not have a significant effects on the academic

TABLE X

ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY
CLASSIFIED ACCORDING TO TYPES OF LIVING ACCOMMODATION AND PREVIOUS
U.S. EDUCATIONAL EXPERIENCE

Type of Living Accommodation	N (Total = 68)	%	Grade Point Average							
			Students With Previous U.S. Educational Experience (N = 35)				Students Without Previous U.S. Educational Experience (N = 33)			
Off-campus Apartment	25	36.76	10	28.57	3.50	.20	15	45.46	3.57	.23
Boarding Room	2	2.94	1	2.86	3.80	0.00	1	3.03	3.40	0.00
On-campus Dormitory	17	25.00	6	17.14	3.65	.31	11	33.33	3.39	.44
Married Student Housing	24	35.30	18	51.43	3.48	.40	6	18.18	3.66	.22

TABLE XI

ANALYSIS OF VARIANCE FOR GRADE POINT AVERAGES EARNED BY SOUTHEAST ASIAN
GRADUATE STUDENTS CLASSIFIED ACCORDING TO TYPE OF LIVING ACCOMMODATION
AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

Source	ss	df	ms	F	p
Mean	305.994	1			
Previous U.S. Educational Experience	0.646	1	0.064	0.60	0.441
Type of Living Accommodation	0.034	3	0.011	0.11	0.955
Interaction	0.507	3	0.169	.57	0.205
Error	6.443	60	0.107		

F \geq 2.76 Significant at .05 level

performance of Southeast Asian graduate students.

Financial Resources. Sources of financial support for the Southeast Asian graduate students during their programs of study at Oklahoma State University are presented in Table XII. More students were funded by their own family resource than other types of financial support. The figures indicate that 51.47 percent of the students depended totally on family funds, and 19.13 percent received funds from their families plus supplemental support from one of the other resources which was a scholarship, graduate assistantships, or on-campus employment. An equal number of students - 14.70 percent of the subjects - were supported either by a scholarships or assistantships. None of the students depended solely on university employment, possibly due to university and immigration regulations which indicate that international students must have evidence of financial support and employment is permitted only as a supplemental resource when unforeseen financial difficulties are encountered.

In both groups of students with previous U.S. educational experience and students without the experience, the mean grade point average of Southeast Asian graduate students who received graduate assistantships was higher than others who had different financial supports. The data found in Table XIII indicate the results of the analysis of variance which determined that the academic achievement in terms of mean grade point averages between the two groups of students, with and without previous U.S. educational experience, did not vary significantly when

TABLE XII

ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY
CLASSIFIED ACCORDING TO TYPES OF FINANCIAL RESOURCE AND PREVIOUS
U.S. EDUCATIONAL EXPERIENCE

Financial Resource	N (Total = 68)	%	Grade Point Average							
			Students With Previous U.S. Educational Experience (N = 35)				Students Without Previous U.S. Educational Experience (N = 33)			
			N	%	X	SD	N	%	X	SD
Family Funds	35	51.47	19	54.28	3.47	.34	16	48.49	3.44	.35
Scholarships	10	14.70	4	11.43	3.38	.28	6	18.18	3.66	.20
Graduate Assistantships	10	14.70	4	11.43	3.68	.27	6	18.18	3.73	.26
University Employment	0	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00
Family Funds Plus Another Financial Support	13	19.13	8	22.86	3.66	.34	5	15.15	3.37	.24

TABLE XIII

ANALYSIS OF VARIANCE FOR GRADE POINT AVERAGES EARNED BY SOUTHEAST ASIAN
GRADUATE STUDENTS CLASSIFIED ACCORDING TO TYPE OF FINANCIAL RESOURCE
AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

Source	ss	df	ms	F	p
Mean	632.818	1			
Previous U.S. Educational Experience	0.006	1	0.006	0.00	0.981
Financial Resources	0.489	3	0.163	1.63	0.191
Interaction	0.466	3	0.155	1.56	0.209
Error	5.988	60	0.099		

F \geq 2.76 Significant at .05 level

the groups were compared against one another with regard to the financial resources.

Major Field of Study. The data found in Table XIV relate directly to academic performance of Southeast Asian graduate students enrolled in seven different fields of study. It can be seen that 26.47 percent of the students were majoring in education, 25.00 percent in agriculture, 16.18 percent in engineering, 13.24 percent in arts and sciences, and 11.76 percent in business administration. Only 4.41 percent, or 3 students, were enrolled in home economics, and 2.94 percent, or 2 students, were in veterinary medicine.

The differences in grade point averages earned by students majoring in the seven fields of study were statistically significant when compared on the basis of previous U.S. educational experience. Table XV provides the results of the two-way analysis of variance indicating that the grade point averages varied significantly.

Students majoring in home economics had the highest mean grade point averages in the group of students with previous educational experience. The highest grade point average mean in the group of students without previous U.S. educational experience was under the veterinary medicine field of study. Also, when grade point averages were compared on the basis of previous U.S. educational experience, the results showed a large difference between the two groups of students who were majoring in home economics. Those students in home economics who had previous U.S. educational experience had the grade

TABLE XIV

ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY
CLASSIFIED ACCORDING TO MAJOR FIELDS OF STUDY AND PREVIOUS
U.S. EDUCATIONAL EXPERIENCE

Major Field of Study	N (Total = 68)	%	Grade Point Average							
			Students With Previous U.S. Educational Experience (N = 35)				Students Without Previous U.S. Educational Experience (N = 33)			
			N	%	X	SD	N	%	X	SD
Agriculture	17	25.00	11	31.43	3.50	.32	6	18.18	3.58	.16
Arts and Sciences	9	13.24	3	8.57	3.48	.22	6	18.18	3.49	.43
Business Administration	8	11.76	4	11.43	3.51	.39	4	12.13	3.26	.37
Education	18	26.47	12	34.28	3.65	.25	6	18.18	3.60	.19
Engineering	11	16.18	3	8.57	3.07	.53	8	24.24	3.63	.22
Home Economics	3	4.41	1	2.86	3.81	0.00	2	6.06	3.04	.38
Veterinary Medicines	2	2.94	1	2.86	3.56	0.00	1	3.03	4.00	0.00

TABLE XV

ANALYSIS OF VARIANCE FOR GRADE POINT AVERAGES EARNED BY SOUTHEAST ASIAN
GRADUATE STUDENTS CLASSIFIED ACCORDING TO MAJOR FIELD OF STUDY
AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

Source	ss	df	ms	F	p
Mean	442.385	1			
Previous U.S. Educational Experience	0.001	1	0.001	0.00	0.970
Major Field of Study	0.743	6	0.124	1.35	0.251
Interaction	1.339	6	0.223	2.43	0.037
Error	4.953	54	0.092		

$F \geq 2.27$ Significant at .05 level

point average means of 3.81, while those without previous U.S. educational experience had the grade point average means of 3.04. The similar results were indicated for students majoring in veterinary medicine with the grade point average mean for students with previous U.S. educational experience at 3.56 and the student who did not have the U.S. educational experience earned the grade point average of 4.00. However, it can not be safely concluded that previous U.S. educational experience and major field of study had significant effects on the academic performance of students majoring in home economics or veterinary medicine because the data showed only one subject was involved in each group, except in the group of students majoring in home economics who did not have previous U.S. educational experience where there were 2 subjects.

The difference of grade point average means between the group of students who had previous U.S. educational experience and those without the experience were also larger among students majoring in engineering and among the students majoring in business administration. Students majoring in engineering who had previous U.S. educational experience had the grade point average mean of 3.07, and those without the experience had the higher grade point average mean of 3.63. In the field of business administration, students with previous U.S. educational experience had a higher grade point average mean (3.51) than those without the experience (3.26). Apparently, it can be concluded that previous U.S. educational experience had some influence on the academic performance of students majoring in

business administration and engineering. However, the effects resulted in higher grade point averages for students majoring in business administration, but the indication was the reverse for those majoring in engineering where students with previous U.S. educational experience showed lower measures of their academic performance.

The graphic illustration in Figure 2 shows the differences in grade point average means of students in each major field of study compared on the basis of previous U.S. educational experience. The differences in grade point average means of those majoring in education, arts and sciences, and agriculture were not as large as those of students majoring in engineering, business administration, veterinary medicines, and home economics.

English Language Training in the United States. Table XVI shows the percentage of Southeast Asian graduate students who had taken some kind of English language training upon arrival into the United States in order to develop a better command of English. The data found in Table XVI also provides information on grade point averages of the students classified according to their previous U.S. educational experience. The data indicate that there were more students who did not have the English language training in the United States than those who studied English in this country. Only 27.94 percent of all students had taken courses in English language for international students. The grade point average mean of those who had taken English training in the United States and also had some

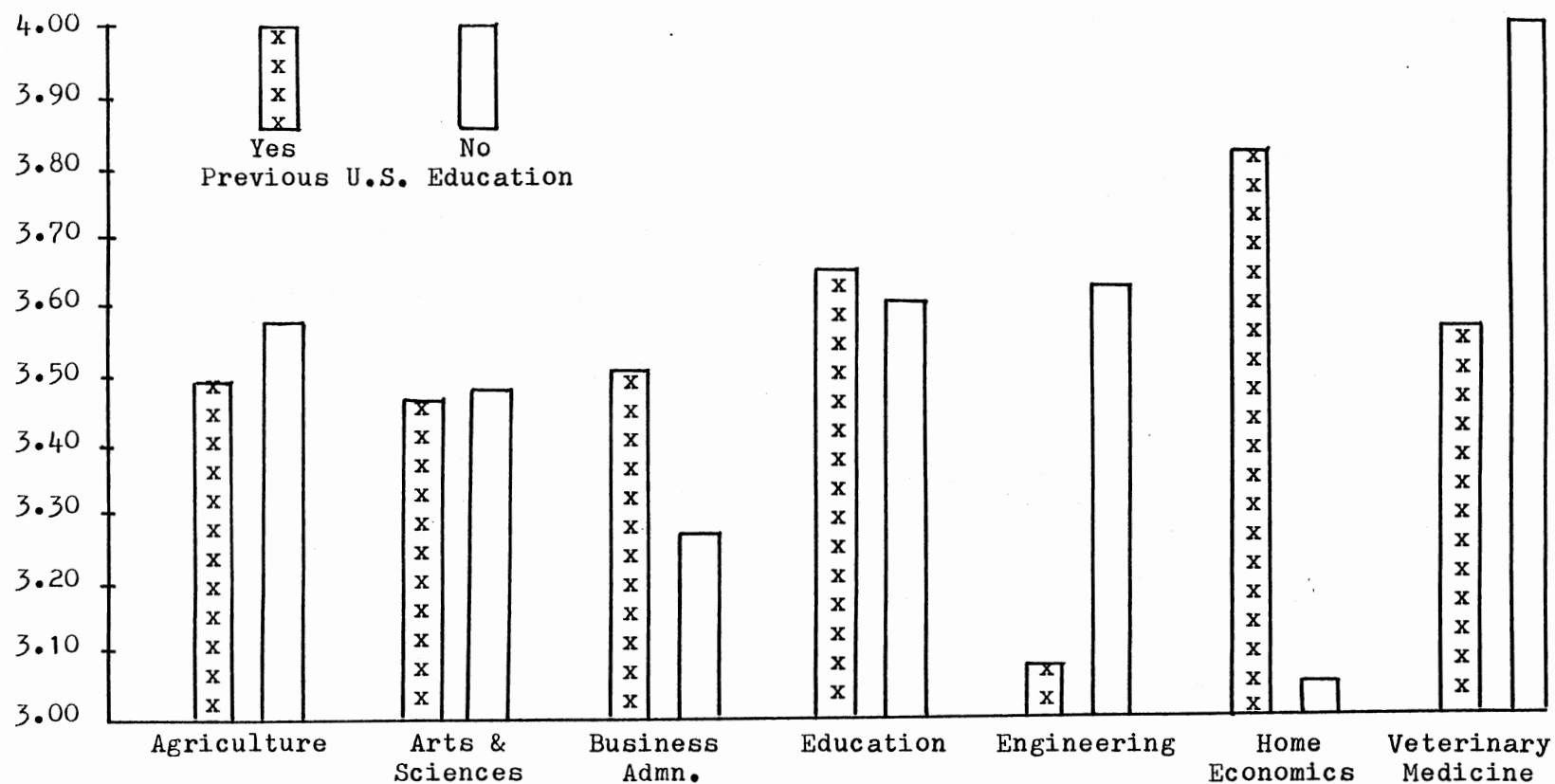


Figure 2. Graphic Illustration of the Differences in Grade Point Averages Earned by Southeast Asian Graduate Students Classified According to Major Field of Study and Previous U.S. Educational Experience

previous U.S. educational experience was higher than the other who did not attend other U.S. college or university prior to enrollment at Oklahoma State University. However, students without previous U.S. educational experience, who also did not have any English language training in the United States, had a higher mean grade point average than those who attend another U.S. college or university before enrolling in their current program of study at this university. Apparently, the effects of English language training taken in the United States and the previous U.S. educational experience seem to have very little influence on the academic performance of Southeast Asian graduate students. It was determined from the results of the analysis of variance as shown in Table XVII that the grade point averages did not vary significantly at the .05 level.

TABLE XVI

ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY
CLASSIFIED ACCORDING TO ENGLISH LANGUAGE TRAINING EXPERIENCE IN THE UNITED STATES
AND PREVIOUS U.S. EDUCATIONAL EXPERIENCE

English Language Training Experience	N (Total = 68)	%	Grade Point Average							
			Students With Previous U.S. Educational Experience (N = 35)				Students Without Previous U.S. Educational Experience (N = 33)			
			N	%	X	SD	N	%	X	SD
Yes	19	27.94	4	11.43	3.59	.23	15	45.45	3.41	.40
No	49	72.06	31	88.57	3.52	.35	18	54.55	3.61	.21

TABLE XVII

ANALYSIS OF VARIANCE FOR GRADE POINT AVERAGES EARNED BY SOUTHEAST ASIAN
GRADUATE STUDENTS CLASSIFIED ACCORDING TO ENGLISH LANGUAGE TRAINING
EXPERIENCE IN THE UNITED STATES AND PREVIOUS
U.S. EDUCATIONAL EXPERIENCE

Source	ss	df	ms	F	p
Mean	493.628	1			
Previous U.S. Educational Experience	0.016	1	0.016	0.15	0.695
English Language Training in the United States	0.039	1	0.039	0.38	0.542
Interaction	0.177	1	0.177	1.70	0.196
Error	6.668	64	0.104		

F \geq 3.99 Significant at .05 level

CHAPTER V

SUMMARY AND IMPLICATIONS FOR FURTHER STUDY

Introduction

This study concerned the academic performance of Southeast Asian graduate students attending Oklahoma State University. The purpose of the study was to provide a descriptive analysis of factors associated with academic performance of the students who had completed a minimum of nine semester hours of course work by the Fall semester, 1982. Also, the study attempted to investigate the differences in the academic performance of those who had some previous educational experience in U.S. colleges or universities, and of those who had never been admitted to any other degree program in the United States prior to enrollment in the current degree program at Oklahoma State University.

Summary of the Study

The subjects for this study consisted of 68 Southeast Asian graduate students. Because of the nonavailability of students from Burma, Cambodia, and Laos during the Spring semester, 1983, when the data for this study were collected, the number of participants were limited to five of the eight countries under SEATO, the Southeast Asian Treaty Organization.

The number of students from each country include 3 from Indonesia, 11 from Malaysia, 8 from the Republic of the Philippines, 1 from Singapore, and 45 from Thailand. These 68 students represented 81 percent of the 83 Southeast Asian graduate students enrolled at Oklahoma State University during the Spring semester, 1983.

The data gathering in the study was made possible by the cooperation of all student participants involved. Data on personal characteristics were collected from responses to the questionnaire. With permission from each participant, access to academic data was arranged through the Office of International Student Advisement and the Registrar's Office.

The descriptive analysis of the data was conducted by tabulating and computing percentages, means, and standard deviations. Analysis of variance was used to test the differences in academic performance of Southeast Asian graduate students classified according to each variable under study and compared on the basis of previous U.S. educational experience. The selected factors for the study include: age, sex, marital status, type of living accommodation, financial resource, major field of study, and English language training experience in the United States.

Findings and Conclusions

The study involved the comparison of academic performance of those Southeast Asian graduate students who had some previous U.S. educational experience and those who had never

attended any U.S. college or university. Results of the analysis indicated that the differences in the grade point averages of students in both groups did not vary significantly at the .05 level. Therefore, it was concluded that the effects of previous U.S. educational experience alone did not significantly affect the academic performance of Southeast Asian graduate students at Oklahoma State University.

On personal and academic characteristics, no significant effect was found in the academic performance of students compared on the basis of previous U.S. educational experience and studied under the following five variables: age, marital status, type of living accommodation, type of financial resource, and English language training experience in the United States.

Significant differences were indicated through the use of analysis of variance when the grade point averages were compared on the basis of previous U.S. educational experience and classified by sex and major field of study. It was concluded that the effects of previous U.S. educational experience differently influenced the academic performance of male and female students. It was found that male students who did not have previous U.S. educational experience performed better than those who had such experience. On the contrary the female students who did not have previous U.S. educational experience scored lower on the grade point average than those who had the experience.

When classified according to major field of study, it was found that previous U.S. educational experience had the most

influence on the academic performance of students majoring in business administration and engineering. Although the differences in grade point averages of students majoring in home economics and veterinary medicine were also higher than others, it could not be safely concluded that the difference was significant due to the very low frequency of data in these two categories.

Implication for Further Study

Due to the time limit this research was designed to cover a somewhat broad area of study. Therefore, it is suggested that a more specific study should be further developed to thoroughly investigate the factors which affect academic performance of international students. Following is a list of recommendations for further study:

1. A replication of this study involving a larger population and over a longer period of time should be conducted to determine the influence of the factors involved.
2. Although English language proficiency has been found to be a significant factor on academic success of international students in various research studies, the relationship of the academic performance and scores on the English language proficiency test administered specifically to entering international students at Oklahoma State University prior to regular enrollment should be studied.
3. The relationship of academic performance and the English language skills acquired during the training program in

an English language training center should be studied to determine the effectiveness or the benefit of the program which may influence the academic achievement of the students.

4. The finding of this study suggest a need for research on academic performance of students in specific fields of study. also, a study on the difference in the academic achievement of students from a different language background should be considered.

5. A similar study comparing the academic performance of international students with and without previous U.S. educational experience should be studied along with the performance of native students who transferred from other U.S. colleges or universities.

6. A wider range of factors or variables under study including those which may have some psychological effects on international students which influence the academic performance should be considered for further research investigation.

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OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA 74078

College of Education
Department of Applied Behavioral Studies

March 21, 1983

Dear Colleague;

I am a graduate student working on a dissertation to fulfill the requirement for the Ed. D. program at Oklahoma State University. The major objective of the study is to analyze the factors associated with academic performance of Southeast Asian graduate students currently enrolled at Oklahoma State University.

In order to obtain the necessary data I need your cooperation in responding to the attached questionnaire which concerns your personal characteristics. In addition to the information you would give in the questionnaire, your permission is also requested to release the academic data which will be obtained from the International Student Advisement Office, and/or the Graduate College, and/or the Registrar's Office. The academic data requested will include your major field of study, your classification, number of credit hours enrolled, number of credit hours you have completed, and the overall or cumulative grade point average.

It will be greatly appreciated if you would give your full cooperation in providing the information needed so as to make this study a success. The data collected will be used in strict confidence solely for research purpose. Please return the questionnaire in the self-addressed envelope provided and kindly sign your name under the statement below indicating your consent on using your personal and academic data in this research study.

I will be very much grateful for your prompt cooperation.

Thank you.

Yours Sincerely,

Rani Thiramongkol

(Consent statement to be signed by participants of the study)

TO WHOM IT MAY CONCERN:

My permission requested above is granted. I also understand that my name will not be mentioned and my identity will not be indicated in the research study.

Name: _____ Signature: _____

QUESTIONNAIRE

An Analysis of Factors Associated with Academic Performance
Of Southeast Asian Graduate Students
at Oklahoma State University

Please check one

1. What is your country of origin?

<input type="checkbox"/> Burma	<input type="checkbox"/> Cambodia	<input type="checkbox"/> Indonesia
<input type="checkbox"/> Laos	<input type="checkbox"/> Malaysia	<input type="checkbox"/> Singapore
<input type="checkbox"/> Thailand	<input type="checkbox"/> Republic of the Philippines	

2. What was your age on your last birthday?

<input type="checkbox"/> under 21
<input type="checkbox"/> 21-25
<input type="checkbox"/> 26-30
<input type="checkbox"/> 31-35
<input type="checkbox"/> over 35

3. Sex: ☐ Male ☐ Female

4. Are you married?

☐ Yes ☐ No

If yes, are you accompanied by your spouse?

☐ Yes ☐ No

5. Where do you live?

<input type="checkbox"/> Off-campus Apartment
<input type="checkbox"/> Boarding Room
<input type="checkbox"/> On-campus Dormitory
<input type="checkbox"/> Married Student Housing
<input type="checkbox"/> Other Please specify: _____

6. What is your source of financial support?

<input type="checkbox"/> Family Funds
<input type="checkbox"/> Scholarships
<input type="checkbox"/> Graduate Assistantships
<input type="checkbox"/> University Employment
<input type="checkbox"/> Other Please specify: _____

7. When did you arrive in the United States? Please indicate:

Month: _____ Year: _____

8. When did you arrive at Oklahoma State University?
Please indicate:

Month: _____ Year: _____

9. What was your classification when you first admitted to
Oklahoma State University?

_____ Freshman
_____ Sophomore
_____ Junior
_____ Senior
_____ Graduate pursuing M.S., M.A., M.B.A.
_____ Graduate pursuing Ph. D., Ed. D.

10. What is your classification now?

_____ Freshman
_____ Sophomore
_____ Junior
_____ Senior
_____ Graduate pursuing M.S., M.A., M.B.A.,
_____ Graduate pursuing Ph. D., Ed. D.

11. Did you attend other U.S. college or university before
enrolling at Oklahoma State University?

_____ Yes _____ No

If yes, what degree program did you study?

_____ Undergraduate
_____ Graduate pursuing M.S., M.A., M.B.A.
_____ Graduate pursuing Ph. D., Ed. D.
_____ Other Please specify: _____

12. Did you receive a degree from other U.S. college or
university?

_____ Yes _____ No

13. Did you attend an English language training center or English
language institute for international students prior to
enrolling at OSU? _____ Yes _____ No

14. Did you take an English course for international student during the first semester of enrollment at Oklahoma State University?

_____ Yes

_____ No

OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA 74078

College of Education
Department of Applied Behavioral Studies

April 4, 1983

Dear Mr./Ms. _____

Recently a set of questionnaire and a consent letter was mailed to you with a request asking for your cooperation on the matter. As of today it has not been returned to the researcher.

If you have already mailed it, please accept my appreciation and disregard this letter. If not, will you please mail it back today? An extra copy of the material is enclosed for your convenient.

The success of this research study depends greatly on your correspondence. Your cooperation will be very much appreciated.

Thank you.

Sincerely,

Rani Thiramongkol

VITA

Rani Thiramongkol

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF FACTORS ASSOCIATED WITH ACADEMIC PERFORMANCE OF SOUTHEAST ASIAN GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY

Major Field: Counseling and Student Personnel

Biographical:

Personal Data: Born in Bangkok, Thailand, November 2, 1946, the daughter of Mr. and Mrs. Keng Wuwongse, married to Thira Thiramongkol, one daughter, Amita Thirani Thiramongkol.

Education: Graduated from Benjamarachalai Public School, Bangkok, Thailand, in April 1964; received the Bachelor of Arts degree in Linguistics from Thammasat University, Bangkok, Thailand, in March 1968; received the Master of Arts degree in English from Oklahoma State University in May 1973; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1983.

Professional Experience: English-Thai Interpreter, Department of Vocational Education, Ministry of Education, Bangkok, Thailand, 1968-1971; graduate assistant, Office of the Vice President for Academic Affairs, Oklahoma State University, 1971-1975; Assistant to the International Student Adviser, Oklahoma State University, 1975-1978.

Member: Phi Kappa Phi, National Association for Foreign Student Affairs.